150 YEARS OF CELEBRATING THE MAHATMA

केन्द्रीय Mahatma Central University मवि श्री श्रयतां यशः

CONSPECTUS

NATIONAL EDUCATION POLICY 2020

Editors
Asheesh Srivastava
Pathloth Omkar

NATIONAL EDUCATION POLICY 2020

CONSPECTUS

Eds.

Asheesh Srivastava

Pathloth Omkar

MAHATMA GANDHI CENTRAL UNIVERSITY

Motihari (Bihar)

2020

MAHATMA GANDHI CENTRAL UNIVERSITY

[A Central University established by an Act of Parliament]
Motihari, East Champaran, Bihar - 845401 [India]

CONTENT

National Education Policy 2020: Conspectus

—: Key Concerns :—

—: Articles in Hindi :—

—: Articles in English:—

रमेश पोखरियाल 'निशंक'
Ramesh Pokhriyal 'Nishank'

शिक्षा मंत्री
भारत सरकार
MINISTER OF EDUCATION
GOVERNMENT OF INDIA

संदेश

मुझे यह जानकर प्रसन्नता है कि महात्मा गाँधी केन्द्रीय विश्वविद्यालय, मोतिहारी (बिहार) अपना चतुर्थ स्थापना दिवस मनाने जा रहा है।

किसी भी संस्थान का स्थापना दिवस एक महत्वपूर्ण अवसर होता है। महात्मा गाँधी केन्द्रीय विश्वविद्यालय अपने स्थापना उद्देश्यों के अनुरूप महत्वपूर्ण भूमिका निभा रहा है। यह हर्ष का विषय है कि राष्ट्रीय शिक्षा नीति 2020 के दिशा-निर्देशानुसार विश्वविद्यालय पूरी तरह से नीति के विभिन्न आयामों को वेबिनारों, समूह चर्चाओं, आमंत्रित व्याख्यानों, कार्यशालाओं तथा अपने संकाय सदस्यों के उन्मुखीकरण के माध्यम से प्रसारित कर रहा है।

भारत सरकार ने 34 वर्षों के उपरांत व्यापक विचार-विमर्श के बाद राष्ट्रीय शिक्षा नीति 2020 का निर्माण किया है। देश की विशाल युवा आबादी को गुणवत्तापूर्ण, अद्यतन और नवाचारी अनुसंधान युक्त शिक्षा मिले, इसकी नितांत आवश्यकता है। हमारी नव शिक्षा नीति विद्यार्थियों को आवश्यक कौशल और ज्ञान से युक्त कर विज्ञान, प्रौद्योगिकी, शिक्षा एवं उद्योग जगत में दक्ष जनशक्ति की कमी को पूरा करेगी। साथ ही यह नीति नई अभिगम्यता, निष्पक्षता, गुणवत्ता, वहनीयता, जवाबदेही और आधारभूत संरचना को विशेष महत्व देगी ताकि हम प्रधानमंत्री श्री नरेंद्र मोदी जी के संकल्प "एक भारत श्रेष्ठ भारत" को धरातल पर सिद्ध कर सकें। राष्ट्रीय शिक्षा नीति 2020 ऐसे उद्दात उद्देश्यों से परिपूर्ण है। इसमें शिक्षा का एक व्यापक अर्थ है – बच्चे के शरीर, मन और आत्मा में सर्वश्रेष्ठ क्षमताओं का सर्वांगीण विकास। राष्ट्रीय शिक्षा नीति 2020 नवीनतम ज्ञान-विज्ञान के अर्जन से जहाँ हमारी नई पीढ़ी के उज्ज्वल भविष्य का मार्ग प्रशस्त करती है, साथ ही भारतीय होने के गौरव का एहसास कराने पर भी ज़ोर देती है। शिक्षा संविधान की समवर्ती सूची का विषय है। अतः संघ एवं राज्य सरकारों का संवैधानिक दायित्व है राष्ट्रीय शिक्षा नीति का अक्षरशः कार्यान्वयन करना ताकि भारत आत्मनिर्भर बने एवं वैश्विक ज्ञान के केंद्र के रूप में पुनः स्थापित हो।

इस अवसर पर विश्वविद्यालय द्वारा "कंस्पेक्टस" नामक ई-बुक का प्रकाशन भी सराहनीय है जो राष्ट्रीय शिक्षा नीति 2020 से सम्बंधित गतिविधियों के क्रियान्वयन और उसके विभिन्न आयामों पर विश्वविद्यालय के संकाय सदस्यों द्वारा लिखे गए लेखों का संग्रह है।

मैं महात्मा गाँधी केन्द्रीय विश्वविद्यालय के चतुर्थ स्थापना दिवस पर समस्त विश्वविद्यालय परिवार को अपनी शुभकामनाएँ प्रेषित करता हूँ तथा ई-बुक के सफ़ल प्रमोचन की कामना करता हूँ।

(रमेश पोखरियाल 'निशंक')

सबको शिक्षा, अच्छी शिक्षा

6

Foreword

Post-independence, Indian education was largely a relic of Western system of education, a model predominantly echoing the tenets of Western philosophy cultivated and nurtured over the centuries. This philosophy has pressed upon the validation of contemporary science seeking its further validation of European scientific model. After India got its freedom from the British hegemony, we had conceived a developmental model that was driven by science and technology. Consequently, the education policy framed carried on with the evolution of this model. It took almost four and half decades to arrive at its first comprehensive education policy with its definitive Program of Action as early as 1992 (excluding policies in 1968 and 1986 for obvious reasons). However, improvising from our past experiences our education has finally evolved into a policy framework rechristened as "National Education Policy (NEP) 2020" unveiled on July 29, 2020, Wednesday, when Union cabinet has given a emphatic go-ahead to the one amongst the most ambitious, holistic, flexible, multidisciplinary education policy aligned with and catering to the needs of modern and resurgent India on the global landscape with the overarching goals of Sustainable Development Goals (SDGs) to be achieved by 2030.

I take immense proud in sharing that Mahatma Gandhi Central University (MGCU), Motihari, East Champaran, Bihar is taking substantial and significant initiatives in reflecting on National Education Policy-2020 in the form of

e-Seminars, e-Symposiums, e-Lectures, articles etc. by its faculty members across all schools of MGCU and by having invited more than twenty Vice-Chancellors and many senior level academicians, intellectuals and social activists from across the country.

I must congratulate the faculty members for taking constructive initiative for 'CONSPECTUS' and being the part of this grand exercise of extreme national significance. I am sure such initiatives will immensely be helpful in conceptualizing and strategizing for the effective implementation of NEP-2020 transforming and transmutating Indian education into a formidable force catapulting India into the hallowed position of "Vishwa Guru".

My sincere good wishes to the editors and contributors of this book.

– Prof. Sanjeev Kumar Sharma
Vice-Chancellor
Mahatma Gandhi Central University
Motihari (Bihar)

Message

The National Education Policy (NEP) 2020, aimed at making India a global knowledge superpower, is path breaking and visionary. These reforms, both in school and higher education, would have profound impact on the gross enrolment ratios, quality of education, research, employability and internationalization in the years to come. This would transform India's educational landscape from one of local presence to global leadership with quality, equity, inclusion and access. Effective implantation of several changes initiated in this Policy would pave way for achieving Atmanirbhar Bharat sooner than expected
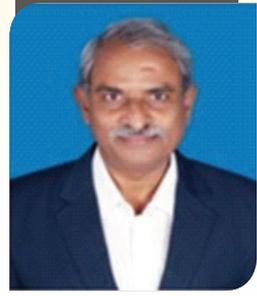
Integration of liberal education with the existing education system is indeed a great idea considering the need to promote creativity and innovation. This would also significantly contribute to catapulting some of the higher educational institutions to world class universities. Academic freedom including the freedom to pursue research, adopt innovative pedagogical and curriculum practices is not only a welcome step but equally a challenging task to faculty and leadership. The new policy rightly places the importance on teachers and faculty at the heart of the learning process. It also rightly emphasizes on the recruitment, continuous professional development, positive working environment and service conditions in HEIs. Implementation of this policy in true spirit will transform higher education in the country. It would set India on the path for global educational leadership and pave way for attaining the past glory attracting international scholarship. In due course, it will also help in achieving the long cherished goal of some of the Indian universities getting into the top 100 universities in the world. I firmly believe that the vision of Deendayal Upadyayji which I quote" With the support of Universal knowledge and our heritage, we shall create a Bharat which will excel all its past glories, and will enable every citizen in its fold to develop his manifold latent potentialities and to achieve, through a sense of unity with the entire creation, a state even higher than that of a complete human being", would be reality with new education policy.

Good luck and best wishes.

With Regards

– Prof. G. Gopal Reddy
Pro Vice-Chancellor
Mahatma Gandhi Central University
Motihari (Bihar)

Acknowledgement

The editors would like to acknowledge with gratitude all those who have made a significant contribution to the publication of this book. We are indebted to Hon'ble Vice Chancellor Professor Sanjeev Kumar Sharma Sir for his highly insightful contribution in spite of his entire busy & packed schedule. We are indebted to Pro Vice Chancellor Professor G. Gopal Reddy, Mahatma Gandhi Central University, Motihari, East Champaran, Bihar for providing leadership, encouraging the commissioning of this publication. We are indebted to Professor Rajiv Kumar, Dean Academic & Research & Deans of all other Schools of MGCU. We are indebted to all the Heads of the Department for all their instant support. Our sincere thanks to the members of the university administration for their all support & encouragement.

This e-book would not have been possible without the contributions and timely support of the authors; Hon'ble Vice Chancellor Prof. Sanjeev Kumar Sharma, Prof. Arttatrana Pal, Prof. Pavnesh Kumar, Prof. Pranveer Singh, Prof. Vikas Pareek, Dr Sapna Sugandha, Dr Jugal Kishor Dadhich, Dr Anjani Kumar Jha, Dr Aslam Khan, Dr M. Vijay Kumar Sharma, Dr. Mukesh Kumar, Dr Sunil Kumar Singh, Dr Umesh Patra, Dr Ambikesh Kumar Tripathi, Dr Abhay Vikram Singh, Dr Bhaw Nath Pandey, Dr Manisha Rani, Dr Sunil Deepak Ghodke, Dr Uma Yadav, Dr Anjani Kumar Shrivastava, Mr Shyam Nandan, Dr Shivendra Singh, Dr Narendra Singh, Dr Anupam Kumar Verma, and Mr Siddhartha Ghosh.

Support from all faculty members of School of Education, especially Dr Mukesh Kumar & Dr. Manisha Rani. We are also thankful to all students & scholars of School of Education especially to Mr. Ranjan Kumar, M.Phil Scholar, School of Education for collecting all the media statements in editing the manuscripts, and our thanks to entire family of Mahatma Gandhi Central University, Bihar.

– Asheesh Srivastava
– Pathloth Omkar

10

Contributors

Professor Sanjeev Kumar Sharma is Vice Chancellor, Mahatma Gandhi Central University, Bihar, Former Professor and Head, Department of Political Science, Chaudhary Charan Singh University, Meerut, presently General Secretary and Treasurer, Indian Political Science Association (IPSA), has been the Editor of The Indian Journal of Political Science (for more than nine years), the quarterly journal of the Indian Political Science Association (IPSA) besides being the founder Editor of the Hindi journal of the IPSA, Bhartiya Rajniti Vijnan Shodh Patrika. Prof. Sharma has a throughout first class career and has been a National Merit Scholarship holder. He has been teaching Political Science for more than thirty four years. He has supervised 17 Ph.D, 64 M.Phil and more than thirty Post-Doctoral Fellows. He has published 68 research papers, 16 reviews, 41 articles, 19 edited or authored books and monograph. He has been organizing a large number of national and international academic events. He has attended many international seminars in various countries including US, UK, Canada, Australia, Japan, Spain, Poland, Mauritius, Sri Lanka, Bangladesh, Jordan, China, South Africa. He has chaired, participated and delivered Keynote, Inaugural and Valedictory Addresses and Special Lectures in more than 350 seminars, conferences, refresher courses and orientation programmes throughout the country. He has handled a number of research projects. His main areas of interest are Political Sociology, Ancient Indian Polity and Indian Political System. He is academically associated with more than 150 universities of the country. A widely travelled academician, he has an exceptional knowledge of Sanskrit.
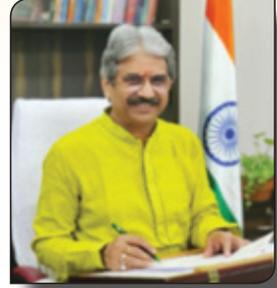
Professor Arttatrana Pal is the Professor and Head, Department of Zoology and Dean, School of Life Sciences, Mahatma Gandhi Central University, Bihar. Immediately after entering into new position, Prof. Pal served in various capacities, as founder Professor, Head of the Department of Zoology and Botany, Member of various decision making bodies including IQAC, BoS,

Academic Council and Executive Council Members at MGCU. Before that he served as Associate Professor, Department of Zoology at MGCU, Associate and Assistant Professor at School of Biotechnology, KIIT University, Bhubaneswar, University Teaching and Research Faculty at University of Colorado Denver, USA, Research Fellow at Jawaharlal Nehru University (JNU), New Delhi, and Utkal University, India. An animal biologist by training, he possesses an excellent academic record with M.Sc. degree in Zoology from Utkal University in 1999 and Ph.D. degree in Zoology from Utkal University in 2006. Prof. Pal has over 14 years of experience in research and teaching. In addition, Prof. Pal a dynamic Professor of Zoology, he has been keenly interested in research and innovation in Animal Sciences and Medicine and published 45 scientific articles/book chapters in peer reviewed journals/books. Five students have received Ph.D. degree and awarded more than 12 M.Tech/ MSc. dissertation students under his supervision. Besides he has completed couple of major research projects funded by various extramural funding agencies. His research specialization is in Animal Sciences with major emphasis on Diabetic Neuropathy, Metabolic Disease Biology and Therapeutics and Toxicology. Prof. Pal has worked in several reputed National and International laboratories like Department of Pharmaceutical Sciences, University of Colorado Denver, Department of Ophthalmology, School of Medicine, University of Colorado Anschutz Medical Campus, USA, JNU, New Delhi, and Utkal University, Bhubaneswar and has given many invited talks in national and international conferences in India and abroad. As a life member of many professional scientific bodies, Prof. Pal is serving as Reviewer Board of many reputed International Journals.

Professor Pavnesh Kumar is Dean, School of Commerce & Management Sciences, Mahatma Gandhi Central University, Bihar. Prof. Pavnesh has a throughout first class career and has been author of many books and research papers. He has been teaching Management for more than eighteen years and has been a key figure in organizing many national and international academic events throughout his career. He is a life member of many societies/professional bodies with few of them as Indian Accounting Association, All India Association for Educational Research and Indian Commerce Association. He has also participated in more than thirty International & National Seminars. His main areas of interest are International Business & Finance.

Professor Pranveer Singh is currently serving as Professor in Department of Zoology, Mahatma Gandhi Central University, Bihar, India. Prof. Singh did his graduation in Zoology, and Post-graduation in Zoology with Specialization in Cytogenetics from University of Allahabad, Allahabad, Uttar Pradesh, India. He has completed his doctoral thesis in Evolutionary Population Genetics from Banaras Hindu University (BHU), Varanasi, Uttar Pradesh, India and postdoctoral study in Biophysics / Proteomics from Indian Institute of Science (IISc), Bangalore, Karnataka, India. Prof. Singh has published several books from Springer, Nova publishers, USA and Cambridge, UK in addition to publications in International Journals of repute. His research interests include, Epidemiology/Diseases Biology, Biophysics, Proteomics, Vaccine design, Evolutionary and Population Genetics. Prof. Singh is currently senior member of many academic bodies and societies. Prof. Singh has served in the capacity of External Expert in Board of Studies, Selection-cum-screening committee and has also set the question papers of entrance examinations of various universities in India. He is awarded with national level fellowships for doctoral and postdoctoral studies. Prof. Singh has served in various University level committees. He is currently, the Member (Accessor) of National Accreditation and Assessment Council (NAAC) peer team.

Professor Asheesh Srivastava is a well-known academician in the field of education; he is an alumnus of University of Lucknow, Lucknow, Uttar Pradesh & Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh. A very popular figure among his students since the beginning of his career as a teacher, Prof. Srivastava has served under University of Lucknow, Amity University Uttar Pradesh (Lucknow Campus) before getting appointment simultaneously in prestigious universities of India viz. Banaras Hindu University, Varanasi, Uttar Pradesh & Visva-Bharati: A Central University & an Institution of National Importance, Santiniketan, West Bengal in 2010. Prof. Srivastava chose to serve the Ashram of Nobel Laureate Gurudev Rabindranath Tagore i.e. Visva-Bharati and served it, in different capacities for almost a decade before joining Mahatma Gandhi Central University (MGCU), Motihari, East Champaran, Bihar as Professor of Education. Prof. Srivastava has vast & rich experience of traveling and delivering lectures to different prestigious Universities/ Institutions of education of different strata across India. Prof. Srivastava is

having plenty of presentations and publications to his credit and his area of interest is 'Educational Policies & Programmes'. Prof. Srivastava is a Founder Dean of School of Education here in Mahatma Gandhi Central University.

Professor Vikas Pareek is Dean of School of Computational Sciences, Information & CT at Mahatma Gandhi Central University, Bihar. He earlier served as founding Head of the Dept of CS & IT and Chief Proctor of the University. He also has additional charge of Officer on Special Duty (Finance). He has a rich teaching, research and administrative experience. His primary research interests include Cyber Security, Mobile Computing and E-learning. He is life member of Cryptology Research Society of India and a professional member of ACM and ISACA. He has served on TPC and editorial board of numerous conferences and journals. He has experience of supervising Ph.D. scholars and Software Development projects. Prior to joining MGCU, he served at Banasthali Vidaypith for more than a decade. He was a recipient of best student award and national scholarship during his school days. He has a deep interest in Indology and literature.

Dr Sapna Sugandha is an Associate Professor in Dept of Management Sciences. She is doctorate in Human Resource Accounting and having vast experience as HR Professional in industry of Government of India along with teaching experience. She is having various publications in reputed journals in research areas of Artificial Intelligence, E- Leadership, E- Performance Appraisal and many more. She has done many research assignments related to HR in industry on competency mapping, assessment center, development aspects and related matters. She has participated and presented many papers on Human Resource Management areas in National and International Conferences.

Dr Jugal Kishor Dadhich is an Associate Professor in Dept of Gandhian and Peace Studies, Mahatma Gandhi Central University, Bihar. He is a Gold Medalist in UG and PG from Jai Narayan Vyas University, Jodhpur, Rajasthan. He is Former Head, Dept of Non Violence and Peace, Director, Research, Jain Vishva Bharti University, Ladnun and Former Principal, AKKM,

JVBU, Ladnun. He has been teaching Non-Violence and Peace and Gandhian Thoughts for more than 18 years. He has supervised 10 Ph.D, 02 M.Phil, and more than 14 Dissertation. He is a Member of Academic Council, Board of Studies, Grievances cell and IQAC, JVBU Ladnun. He is a program officer of NSS , MGCUB. He has published 16 research papers, 12 articles and 02 books. He has organised many National and international academic events. He has chaired, participated, delivered Keynote addresses and special lectures in more than 100 seminars and conferences. He has handled a Research Project in ICSSR, New Delhi. He is a philosopher of Gandhian Thoughts and training in Non-Violence.

Dr Anjani Kumar Jha is an Associate Professor in Media Studies, Mahatma Gandhi Central University, Bihar. Dr. Jha has very long experience in teaching and journalistic arena. He has written 24 books. He received 05 National fellowship and 03 national awards. His research publication is 29. and attended, delivered lectures in workshop, seminar, conference in several times. He is columnist. His published articles in different newspapers and magazine are more than 1000. Dr. Jha is member in UGC regional centre and member of Executive council, in Central University, Himachal Pradesh. He is penalist in Doordarshan, A.I.R. and several other channels. He is associated with many social and cultural organizations.

Dr Aslam Khan is an Associate Professor in Department of Gandhian and Peace Studies, Mahatma Gandhi Central University, Bihar. Prior to this, he served as Professor of International Relations and Dean, Faculty of Management Sciences, Yobe State University, Nigeria. He also served as Associate Professor in the Department of Political Science and International Studies at Bahir Dar University, Ethiopia. Dr. Khan also served as Associate Professor & Head, Department of Political Science and Administration at Yobe State University, Nigeria. He also served Aligarh Muslim University, Aligarh as Assistant Professor of Political Science. Dr Khan has also served as a Visiting Professor at Mahatma Gandhi Central University, Bihar, University of Maiduguri, Nigeria and Amhara Leadership Academy, Ethiopia. Dr Khan has been been very actively engaged in his research pursuits concerning US and

South Asia, Peace and Conflict, South Asian Politics, African Politics and Terrorism. He is also the member of editorial board of several reputed journals including Cambridge Scholars and Springer. He also serves as reviewer for scores of international peer reviewed journals including Brill, Routledge, Sage and Cambridge. He also serves as member of International Advisory Committee for various international conferences. He is also the member of International Political Science Association (IPSA), Canada, International Studies Association (ISA), USA, Midwest Political Science Association (MPSA), USA and Indian Political Science Association (IPSA), India. He is also associated with International Peace Research Association (IPRA) and Member, Executive Council of Asia Pacific Peace Research Association. He has delivered his lectures in U.K. USA, Netherland, Italy, Singapore, Ghana, Malaysia, Indonesia, Thailand, Nigeria, Ethiopia, Ghana Turkey, Nepal, Australia and New Zealand.

Dr M. **Vijay Kumar Sharma** is an Associate Professor, currently heads of Department of Social Work at Mahatma Gandhi Central University, Bihar. His has studied MSW, MA (Sociology), LLM (Labour Laws), and Post Graduate Diploma in Industrial Relations and Personnel Management from Osmania University, Hyderabad. He holds two Doctoral Degrees, one in Sociology, and another in Social Work. He is also a Post-Doctoral Research Fellow (PDF) in Sociology from Ministry of Tribal Affairs, Govt. of India, New Delhi & OU. Beside this, he also holds the Doctor of Letters (D.Litt) from University of South America, USA. He has a rich experience in Social Work research and teaching for the past twenty-five years. He actively contributes to the wellbeing of the downtrodden communities on one hand, and provides professional advice to the welfare agencies. Particularly, he is known for doing long-term research on primitive tribal groups of southern India. He has been widely published in journals of national and international repute, and has contributed chapters to books on social work and sociology. Dr Vijay has designed the curriculum in Social Work Education in Telangana state, and has also edited and written several textbooks prescribed for social work education. He has also participated and presented research papers in many national and international seminars, conferences, and workshops. He has been the supervisor of many research scholars for M.Phil and Ph.D programmes from various universities across the country. He is regarded highly for spreading the message of selfless service in the field of Professional Social Work. His commitment and dedication to the field of Social Work has given him an opportunity to balance teaching and practicing social work.

Dr Sunil Kumar Singh is working as an Assistant Professor in the Department of Computer Science & Information Technology, Mahatma Gandhi Central University, Bihar. Before joining here, Dr Singh has taught UG and PG students in Galgotias University, Greater Noida, Uttar Pradesh, India for almost 03 years. He received his M.Tech and PhD degree in Computer Science and Technology, in the year 2012 and 2017 respectively, from School of Computer and Systems Sciences, Jawaharlal Nehru University, New Delhi, India. Dr. Singh has published around 15 research paper in various International Journals (including Springer, Inderscience, IGI Global etc.) and Conferences. His research interest is in the area of Mobile Computing, Parallel Computing, Machine Learning, Internet of Things, and Blockchain Technology.

Dr Umesh Patra is an Assistant Professor in the Department of English at Mahatma Gandhi Central University, Bihar. He worked on a comparative analysis of an Odia syncretic folk theatre named Pala and Bertolt Brecht's epic theatre for his PhD dissertation at The English & Foreign Languages University, Hyderabad. His research area includes Theatre and Performance Studies, Modern British Literature, and Queer Theory. A few of his lectures are uploaded on E-Vimarsh: ICT initiative for E-learning by MGCU. He is a Member, Editorial Board of MGCU Journal of Social Sciences. He has also delivered lectures as a resource person at a few academic events. Some of his writings have been published in Research & Criticism, Muse India, and The Hindu.

Dr Ambikesh Kumar Tripathi is an Assistant Professor in the Department of Gandhian and Peace Studies, Mahatma Gandhi Central University, Bihar. Prior to join MGCU, he taught Political Science at Government P G College, Dwarahat, Uttarakhand. Dr Tripathi holds his PhD from the Department of Political Science, Banaras Hindu University, Varanasi, on the topic: Contextualizing Human Security: State and Maoist Violence. He has vast experience of field study of Maoist-prone region of South Chhattisgarh.

Dr Tripathi has widely been published in different research journals. He also writes on contemporary issues for many reputed daily and weekly magazines.

Dr Abhay Vikram Singh is an Assistant Professor in Department of Gandhian and Peace Studies, Mahatma Gandhi Central University, Bihar. Prior to his joining at MGCU, he worked as an Assistant Professor of Political Science in SRM Institute of Science & Technology, NCR Campus, Modinagar, Ghaziabad and in Noida College of Physical Education, Dadri, G.B.Nagar (for more than seven years). He also worked as a visiting faculty in the Department of Political Science, Ram Lal Anand College, South Campus and School of Open Learning, Delhi University. Dr. Abhay Vikram Singh has endowed his M.A., M.Phil., Ph.D (Political Science) from Chaudhary Charan Singh University, Meerut. He has successfully completed Post-Doctrol Fellowship from ICSSR, New Delhi and worked as a Research Fellow in Major Research Project sponsored by UGC. He has published 13 research papers/articles, 5 reviews, 5 authored or edited books. He has attended many National and International seminars and conferences. He has been an active member in organizing various national and international academic events. His main areas of interest are Gandhian Philosophy, Indian Political Thought and Contemporary Political Theories.

Dr Bhaw Nath Pandey is working an Assistant Professor, Department of Library and Information Science, Mahatma Gandhi Central University, Bihar. Before it he has worked as an Assistant Professor and Head of Department of Library and Information Science, Gauri Devi Government College for Women, Alwar, Rajasthan. Besides this he has worked as an Assistant Librarian in Central Library, Central University of Rajasthan, Kishangarh-Ajmer, Mewar University, Chittorgarh, Rajasthan and Amity University, Lucknow, Uttar Pradesh. He has received (Ph.D.) degree in Library and Information Science subject by University of Rajasthan- Jaipur, Rajasthan. He holds a degree of B.Sc., B.Lib.I.Sc, M.Lib.I.Sc, M.Sc. (IT), UGC (NET) and Ph.D. degree. Prior to this assignment he has worked more than twelve years (12) in various universities with different capacities. He has published and presented more

than fifteen (15) research paper and articles in Journals, edited books, seminar and conferences proceedings. He has recipient of South Asia Foundation Madanjeet Singh Scholarship sponsored by South Asia Foundation. His areas of interest are Knowledge Management, Knowledge Organization, ICTs, Information Sources and Services.

Dr Manisha Rani is an Assistant Professor, Department of Educational Studies at Mahatma Gandhi Central University, Bihar. She is currently teaching to M.A., M.Phil, and Ph.D Students. Formerly she was associated with Central University of Jharkhand. Where she taught 2-year B.Ed. and 4-year integrated B.A. B.Ed. and B.Sc. B.Ed. students. She completed her Ph.D. in education from Visva-Bharati University, Santiniketan and M.Ed. from Regional Institute of Education, Bhubaneswar. Her area of research interests and specialization includes Educational technology and ICT, Elementary Education and Early Childhood Care and Education, Environmental Education and Teacher Education.

Dr Pathloth Omkar is an Assistant Professor at Department of Educational Studies, School of Education, Mahatma Gandhi Central University, Bihar. Prior to join Mahatma Gandhi Central University (MGCU), he taught to B.Ed, M.Ed, M.A. M.Phil and PhD students at North-Eastern Hill University (Central University) Meghalaya and at The English and Foreign Languages University, Hyderabad. He worked on Inclusive Practices and Policies for Persons with Disabilities for his PhD dissertation at The English and Foreign Languages University (Central University), Hyderabad. His research area includes Public Policy Education, Curriculum Studies, Inclusion and Marginalities, Technology for Education, Well-being and Illness Studies. He has also delivered lectures as a resource person at a few academic events. Some of his writings have been published in Research Journals. He is an accomplished organizer of professional events, and has also participated in many Conferences, Symposiums, Educational Conclaves, Seminars and Workshops at national level.

डॉ. सुनील दीपक घोडके, आप वर्तमान में मीडिया अध्ययन विभाग, महात्मा गांधी केंद्रीय विश्वविद्यालय, बिहार में सहायक प्राध्यापक के रूप में कार्यरत है। आपने श्रीमान भाउसाहेब झाडबुके महाविद्यालय, तहसील बार्शी, जिला सोलापुर से स्नातक, महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय, वर्धा (महाराष्ट्र) से जनसंचार में स्नातकोत्तर, एम.फिल. और ग्राफिक्स एवं एनीमेशन में पीजी-डिप्लोमा एवं पीएच.डी. उपाधि प्राप्त की है तथा भारतीय सामाजिक विज्ञान अनुसंधान परिषद् (ICSSR) फेलो भी रहे है। आप विश्वविद्यालय अनुदान आयोग (यू.जी.सी.) द्वारा आयोजित राष्ट्रीय पात्रता परीक्षा (नेट) में उत्तीर्ण एवं महाराष्ट्र राज्य शिक्षक पात्रता परीक्षा (सेट) में उत्तीर्ण है। आप की तीन पुस्तक प्रकाशित है। आपके 35 से 40 क्षेत्रीय, राष्ट्रीय और अंतरराष्ट्रीय संगोष्ठियों में सक्रिय सहभागिता एवं शोध-प्रपत्र तथा आलेख प्रकाशित है। आप एक दशक से अधिक मीडिया व्यवसाय, शिक्षण एवं शोध में संलग्न है।

डॉ. अंजनी कुमार श्रीवास्तव सम्प्रति महात्मा गाँधी केन्द्रीय विश्वविद्यालय, बिहार में हिन्दी के एसोसिएट प्रोफेसर हैं। आपने जवाहरलाल नेहरू विश्वविद्यालय, दिल्ली से पी-एच.डी. की उपाधि प्राप्त की है। वहाँ शोधार्थी रहते हुए आपने वैकल्पिक शिक्षक के रूप में अध्यापन भी किया है। जामिया मिल्लिया इस्लामिया, दिल्ली के हिन्दी विभाग में आपने अतिथि शिक्षक के रूप में अध्यापन किया तत्पश्चात संघ लोक सेवा आयोग, दिल्ली द्वारा चयनित होकर अंडमान तथा निकोबार द्वीप समूह के जवाहरलाल नेहरू राजकीय महाविद्यालय, पोर्ट ब्लेयर तथा महात्मा गाँधी राजकीय महाविद्यालय, मायाबंदर में आठ वर्षों से अधिक समय तक असिस्टेंट प्रोफेसर के रूप में अध्यापन किया है। आपके 20 से अधिक आलेख नया ज्ञानोदय, समयांतर, साहित्य अमृत , जनपथ, संवेद और अन्य महत्त्वपूर्ण पत्र-पत्रिकाओं तथा पुस्तकों में प्रकाशित हैं। आपकी कविताएँ भी विभिन्न पत्र-पत्रिकाओं में प्रकाशित हैं। आपने केन्द्रीय हिन्दी संस्थान, आगरा; लखनऊ विश्विद्यालय; इंदिरा गाँधी राष्ट्रीय कला केंद्र और अन्य महत्त्वपूर्ण संस्थाओं में विविध विषयों पर अनेक व्याख्यान व शोध-पत्र प्रस्तुत किये हैं। आप बिहार हिन्दी साहित्य सम्मेलन, पटना के शताब्दी सम्मान (युवा); संस्कृति राष्ट्रसेवा संस्थान, राजस्थान के संस्कृति राष्ट्रसेवा सम्मान-2018 तथा 150वीं महात्मा गाँधी इंस्पिरेशन ऑनर एवार्ड से भी सम्मानित हैं। आपने दूरदर्शन, पोर्ट ब्लेयर, आकाशवाणी, पोर्ट ब्लेयर तथा साहित्य अकादमी, दिल्ली जैसे महत्त्वपूर्ण मंचों से कविता

पाठ किया है। दूरदर्शन, पोर्ट ब्लेयर तथा आकाशवाणी पोर्ट ब्लेयर के विविध कार्यक्रमों वार्ता, साक्षात्कार आदि में भी आपकी सक्रिय उपस्थिति रही है। आप साहित्यिक संस्था राष्ट्रीय हिन्दी अकादमी, अंडमान तथा निकोबार द्वीप समूह के अध्यक्ष तथा भारतीय भाषा परिषद, प्रयाग के सदस्य हैं।

डॉ. उमा यादव महात्मा गांधी केन्द्रीय विश्वविद्यालय, बिहार के मीडिया अध्ययन विभाग में सहायक प्राध्यापक के पद पर कार्यरत हैं। महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय से जनसंचार में पीएच.डी. की उपाधि प्राप्त की है। इनके शोध पत्रों का प्रकाशन प्रतिष्ठित शोध पत्रिकाओं में हो चुका है। अध्ययन–अध्यापन का कार्य प्रतिष्ठित विष्वविद्यालय में कई वर्षों से जारी है। वर्तमान में महात्मा गांधी अंतरराष्ट्रीय हिंदी

विश्वविद्यालय की विद्या परिषद में सदस्य हैं। विभिन्न पत्र पत्रिकाओं में महत्वपूर्ण विषयों पर इनके लेख प्रकाशित हुए हैं।

श्री श्याम नन्दन, महात्मा गांधी केंद्रीय विश्वविद्यालय, बिहार में हिंदी विभाग में सहायक आचार्य के पद पर कार्यरत हैं। हिंदी कथा साहित्य तथा प्रवासी हिंदी साहित्य और मध्यकालीन हिंदी साहित्य में आपकी अभिरुचि है। विभिन्न राष्ट्रीय एवं अंतर्राष्ट्रीय पत्र–पत्रिकाओं में आपके दशाधिक शोध–पत्र / आलेख / साक्षात्कार प्रकाशित हो चुके हैं। विभिन्न राष्ट्रीय एवं अंतर्राष्ट्रीय संगोष्ठियों में श्री श्याम नन्दन ने शोध–पत्र प्रस्तुतीकरण तथा विशिष्ट व्याख्यान दिए हैं। साहित्य के साथ ही सामाजिक विषयों में भी आपकी रुचि है।

डॉ. शिवेंद्र सिंह, महात्मा गांधी केंद्रीय विश्वविद्यालय, बिहार में वाणिज्य के सहायक प्राध्यापक हैं। उन्होंने बनारस हिंदू विश्वविद्यालय से बी.कॉम व लखनऊ विश्वविद्यालय से एम.कॉम किया। उन्होंने हे.न.ब. गढ़वाल विश्वविद्यालय, उत्तराखंड से पी-एच.डी. पूरी की। इसके अलावा, डॉ. शिवेंद्र ने 14 शोध पत्र विभिन्न प्रतिष्ठित राष्ट्रीय और अंतर्राष्ट्रीय पत्रिकाओं में प्रकाशित किए। उन्होंने

राष्ट्रीय और अंतर्राष्ट्रीय संगोष्ठी में लगभग 20 शोध पत्र की प्रस्तुति अपनी अकादमिक प्राप्ति के हिस्से के रूप में की हैं। आप वस्तु एवं सेवा कर, आयकर, विपणन प्रबंधन जैसे विषय पढ़ाते है। आपकी शोध रुचि उपभोक्ता व्यवहार, विज्ञापन और हरित विपणन से है।

डॉ. नरेन्द्र सिंह, राजनीति विज्ञान विभाग, महात्मा गाँधी केन्द्रीय विश्वविद्यालय, बिहार में सहायक आचार्य के पद पर कार्यरत है। इससे पूर्व आप चौधरी चरण सिंह विश्वविद्यालय, मेरठ के राजनीति विज्ञान विभाग में भारतीय सामाजिक विज्ञान अनुसंधान परिषद् द्वारा प्रदत्त डाक्टोरत्तर अध्येतावृत्ति (पी.डी.एफ.) के साथ शिक्षण कार्य में संलग्न रहे हैं। आपकी विशेषज्ञता एवं अभिरूचि भारतीय राजनीतिक व्यवस्था, मानव अधिकार एवं पंचायती राज जैसे समसामायिक एवं महत्वपूर्ण विषयों में है। आप नेशनल इंस्टीट्यूट ऑफ एडमिनिस्ट्रेटिव रिसर्च, लाल बहादुर शास्त्री नेशनल एकेडेमी ऑफ एडमिनिस्ट्रेशन, मसूरी द्वारा शोध अन्वेषक के रूप में कार्य कर चुके है तथा विश्वविद्यालय अनुदान आयोग, नई दिल्ली द्वारा प्रयोजित प्रमुख अनुसंधान परियोजना में शोध सहयोगी के रूप में कार्य करने का अनुभव है। साथ ही आपको मेधावी छात्र के रूप में डॉक्ट्रल शोध परियोजना हेतु चौ. चरण सिंह विश्वविद्यालय, मेरठ द्वारा फैलोशिप प्रदान की गई। आपने चौ. चरण सिंह विश्वविद्यालय, मेरठ द्वारा राजनीति विज्ञान में पी.एच.–डी उपाधि प्राप्त की। आप विभिन्न सामाजिक एवं शैक्षिक समितियों के सदस्य के साथ ही अखिल भारतीय राजनीति विज्ञान परिषद् के आजीवन सदस्य भी है। डॉ. सिंह ने विभिन्न राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तर की संगोष्ठियों के आयोजन के साथ-साथ ऐसे अकादमिक कार्यक्रमों में शोध वाचन भी किया है तथा अपनी सक्रिय सहभागिता से ऐसे अनुष्ठानों को सुलभ एवं समाज हितकारी बनाया है। डॉ. सिंह के 12 शोध-पत्र विभिन्न प्रतिष्ठित शोध पत्रिकाओं में प्रकाशित हुये है। इसके अतिरिक्त आपके द्वारा विभिन्न सम्पादित पुस्तकों में पाँच अध्याय तथा एक पुस्तक का प्रकाशन भी किया गया है।

डॉ. अनुपम कुमार वर्मा, वर्तमान में समाज कार्य विभाग, महात्मा गाँधी केन्द्रीय विश्वविद्यालय, बिहार में सहायक आचार्य के पद पर कार्यरत है। डॉ. वर्मा इसके पूर्व श्री राम स्वरूप मेमोरियल विश्वविद्यालय, लखनऊ उ.प्र., के समाज कार्य विभाग में सहायक आचार्य के पद पर कार्यरत रहे हैं साथ ही विश्वविद्यालय की विभिन्न समितियों में अपना योगदान दिया है। आपके द्वारा समाज कार्य से सम्बन्धित विभिन्न पहलूओं पर गुणवत्तापूर्ण शोध-पत्रों का प्रस्तुतीकरण व विभिन्न प्रतिष्ठित शोध पत्रिकाओं में आपके लेख प्रकाशित हुये है। इसके अतिरिक्त आपके द्वारा विभिन्न सम्पादित पुस्तकों में अध्यायों का प्रकाशन भी किया गया है। आपके द्वारा विभिन्न राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तर की संगोष्ठियों का आयोजन भी किया गया है। आप स्वैच्छिक रूप से राष्ट्रीय व अन्तराष्ट्रीय

गैर-सरकारी संगठनों से जुड़े हुये हैं तथा विभिन्न शैक्षिक संगठनों के सदस्य भी हैं। आपकी अभिरूचि युवा विकास, उद्यमिता, जेन्डर समानता, समाज कार्य शिक्षा के क्षेत्र में है।

डॉ. मुकेश कुमार, वर्तमान में महात्मा गाँधी केन्द्रीय विश्वविद्यालय, मोतिहारी, बिहार में सह आचार्य, शैक्षिक अध्ययन के पद पर कार्यरत है, जिन्होने एम.एस-सी (रसायन शास्त्र), एम.एड. तथा पी-एच.डी. की उपाधि लखनऊ विश्वविद्यालय से प्राप्त की है। डॉ. कुमार लगभग 19 वर्षों से अध्ययन-अध्यापन एवं शोध कार्य से सम्बद्ध हैं साथ ही विश्वविद्यालय स्तर पर विभिन्न एकेडमिक एवं प्रशासनिक दायित्वों का भी निर्वहन करते रहे हैं। इनकी 03 पुस्तके एवं दर्जनों शोध पत्र राष्ट्रीय/अन्तराष्ट्रीय स्तर के शोध पत्रिकाओं में प्रकाशित हो चुके हैं। डॉ. कुमार वर्तमान में विश्वविद्यालय के स्कूल बोर्ड व अध्ययन बोर्ड के सदस्य के दायित्वों का भी निर्वहन कर रहे हैं। डॉ. कुमार लखनऊ विश्वविद्यालय से सम्बद्ध महाविद्यालयों, डॉ. राम मनोहर लोहिया अवध विश्वविद्यालय, फैजाबाद व उससे सम्बद्ध महाविद्यालयों तथा उ.प्र. राजर्षि टण्डन मुक्त विश्वविद्यालय, प्रयागराज में अध्यापन का कार्य कर चुके हैं।

Mr. **Siddhartha Ghosh** is a Ph.D. Research Scholar in Department of Management Sciences, Mahatma Gandhi Central University, Bihar. He has more than six years of corporate experience and has worked in various positions in Bank, Marketing Research and Skill development. He has authored many articles in various digital mediums and has also authored two research papers. His main areas of interest are Sustainable Finance & International Business.

List of Abbreviations and Acronyms

ABC : Academic Bank of Credit
AISHE : All India Survey on Higher Education
ASER : Annual Status of Education Report
ECCE : Early Childhood Care Education
GDP : Gross Domestic Product
GER : Gross Enrolment Ratio
GIAN : Global Initiative of Academic Network
ICSSR : Indian Council of Social Science Research
IDP : Institutional Development Plan
IEP : Individualized Education Plan
IITI : Indian Institute of Translation and Interpretation
LLL : Life-Long Learning
MHRD : Ministry of Human Resource Development
NEP : National Education Policy
NIPUN : National Initiative for Proficiency in reading with Understanding and Numeracy
PISA : Programme for International student assessment
PLP : Personalized Learning Plan
RTE : Right to Education
SDG : Sustainable Development Goal
SEZ : Special Economic Zone

National Education Policy 2020: Conspectus

His Excellency Hon'ble President of India
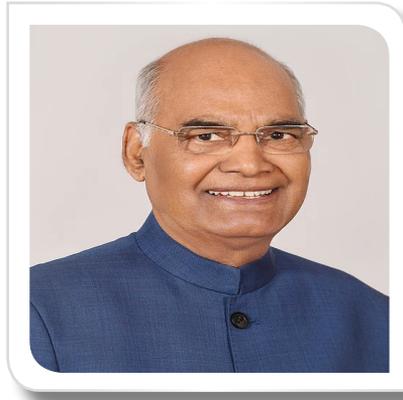
Shri Ram Nath Kovind
on
National Education Policy-2020

"The success of the National Education Policy will depend on the effective contribution of both the Centre and the State. Education is the subject of the concurrent list under the Indian Constitution. Therefore, it requires joint and coordinated action by the Centre and the States."

"The use and integration of technology will accelerate learning process improvement and yield better results. For this, the National Educational Technology Forum - NETF. Will be established. NETF The state government agencies will also provide consultation."

"To give impetus to a large and vibrant economy like India, it is necessary to encourage 'knowledge-creation' and research. For this, the central and state governments will have to increase the percentage of investment in research and innovation."

"This education policy includes Indian languages, arts and culture. Work has been given priority. This creates creativity among students. It will help in maintaining the unity of our country with diverse languages intact."

National Education Policy 2020: Conspectus

His Excellency Hon'ble Vice President of India

Shri M. Venkaiah Naidu
on
National Education Policy-2020

"Yoga has no religion, it is an art, it is science," he went on to say. It is important, he added, that youngsters are inculcated with an understanding and learn to appreciate the Indian culture and heritage. "Education is not for employment alone, the purpose is enlightenment and empowerment."

"Diversity and respect for the local context as well as recognition of the importance of India's classical languages will undoubtedly give learners a holistic world view. The focus of NEP 2020 on ethics and human and Constitutional values would go a long way in the creation of enlightened citizenship essential for deepening our democratic roots,"

"No language should either be imposed or opposed: NEP is a major step forward to enhance access to quality education for children and youth."

National Education Policy 2020: Conspectus

Hon'ble Prime Minister of India

Shri Narendra Damodardas Modi
On
National Education Policy-2020

"For a long time, situations were arising where our children were being buried under the burden of bags and board exams, due to the pressure of family and society. This problem has been effectively addressed in this policy."

"This is not the government's education policy; it is the country's education policy. Education policy and education system are important means of fulfilling the aspirations of people towards Atmanirbhar Bharat."

"National Education Policy 2020 focuses on learning instead of studying and goes ahead of the curriculum to focus on critical thinking; National Education Policy stresses on passion, practicality and performance than on 'Process."

"It is now our collective responsibility to implement this essence of NEP, 2020 in letter and spirit,"

National Education Policy 2020: Conspectus

Hon'ble Education Minister of India

Shri Ramesh Pokhriyal 'Nishank'
On
National Education Policy-2020

"A student will be able to have a 360-degree holistic assessment with the help of this policy (NEP). He will be able to do self-assessment, his or her guardian, teacher and co-student will also be able to do the assessment as well"

"This policy was not made in a meeting in any room. Suggestions were taken from more than 1.5 lakh gram panchayats. Teachers, students, parents, MPs, MLAs and even village representatives were consulted. Even after that, we put this education policy in the public domain. 2.25 lakh people gave their suggestion. Some of the suggestions of the people were incorporated by making two secretariats"

"I think that the education for which children used to go abroad can now be found in the country itself. We have will make a commission for higher education, (Higher Education Commission) under which UGC, AICTE and NCTE will be brought under one banner"

National Education Policy 2020: Conspectus

Hon'ble Chairman of Draft Committee

Dr. K. Kasturirangan
On
National Education Policy- 2020

"Children have a great ability to pick up multiple languages in early age. The policy talks about a flexible approach in three-language formula. How it will be implemented in states it's their decision. No language is being imposed in the policy,"

"Adopting local languages as the medium of instruction till Class 5 is important in the early phase of education because the child's strengths in understanding the principles and in displaying creativity manifests better in the mother tongue as well in the local language,"

"We have suggested that the mother tongue or the local language or regional language, one of them could be the choice for medium of instruction. Experts have found when a child is born he starts learning in his home language. It is not just in our country, in countries like France and Germany and even Nobel laureates have admitted that their knowledge of science or any other subject has been better when they studied it in their language,"

National Education Policy 2020: Conspectus

Hon'ble Chairman University Grants Commission

Professor D. P. Singh
On
National Education Policy-2020

"NEP is dedicated to significant aspects of education like holistic, multidisciplinary and futuristic education, quality research and equitable use of technology for better reach in education"

"NEP is based on the pillars of assessment, equity, quality, affordability and accountability"

"NEP will ensure Responsibility & Transparency along with expected outcome across all strata of education"

National Education Policy 2020: Conspectus

Hon'ble Vice Chancellor of MGCU

Professor Sanjeev Kumar Sharma
On
National Education Policy-2020

"A Nations Prime Minister coming forward after nod of union cabinet within seven days with a call to the nation on National Education Policy 2020 and entrusting openly to entire teaching fraternity of Nation with the assertive political will in all possible ways, and inviting teachers to plan, design, develop the road map and actionable actions for implementation of NEP 2020. It is a big positive thing and greatest aspects never happened in the history."

"The time for appreciation of education policy is over now. Now we have to emphasize on its implementation process. Suggestions have been sought from teachers for implementation at university level. As soon as suggestions come, we will take further steps towards its implementation. New education will prove to be a millstone in the direction of our becoming world guru again and will show the way to the world, I believe."

National Education Policy 2020: Conspectus

Hon'ble Pro Vice Chancellor of MGCU

Professor G. Gopal Reddy
On
National Education Policy-2020

"School Education was neglected subject from a long time and in the context of school, teacher is very important"

"Any nation's progress determined by its schools, teachers through their classrooms"

"In the NEP 2020 Students will be exposed to a social environment, and various exposures would be provided to the young minds"

"School education reforms are Landmark reforms, imparting education in regional language is an inclusive policy. Emphasis is on equity and inclusive aspects and they are heart and soul of NEP-2020. It is comprehensive policy for holistic development of students"

"The new education policy talks of upliftment of all sections of society. Special education system will be provided in backward areas. There is talk of furthering the Indian knowledge tradition. Ancient manuscripts are scattered in lakhs, their collection and preservation have been talked about. The new education policy is very good, but the basic thing is its implementation. All stakeholders should be to be dedicated to its implementation."

Sh. Atul Kothari

National secretary,
Shiksha Sanskriti
Utthan Nyas,
New Delhi

Shri. Shriniwas
Joint Secretary, ABVP

"The day this education policy hits the ground, there will be a huge positive change in society and nation. Baba Saheb Bhimrao Ambedkar said that every child should have the right to read the subject of his choice. The work that was not done for 70 years of independence is now done. It is a surgical strike in the field of education"

"This is the first education policy to date in Azad Hindustan which focuses on teachers and students. This education policy will work to bridge the gap between government and non-government institutions. There is a need to impart education in mother tongue.

Member Drafting Committee,
National Education Policy

Prof. Majhar Asif
JNU

Prof. Nagesh Thakur

"The education system of the nation has an important contribution in the progress of any nation. Macaulay's education policy was an attempt to enslave. July 29, 2020 will be known as the golden day in the history of India. This is the first education policy in the history of independence, where students will be able to study as per their wish. In the world, the countries leading ahead are the ones which emphasise on investigation, research and development"

University of Himachal Pradesh and Member, UGC

Mahatma Gandhi Central University @MGCUBihar · Jul 30
#NEP2020: Paving way for transformational reforms in schools and higher education systems in the country.
@GSIPSA @PMOIndia @DrRPNishank @HRDMinistry @ugc_india

Professor Sanjeev K Sharma @GSIPSA · Jul 30
#NEP2020 शिक्षा के भारतीय विचार में राष्ट्रीयता,भाषाई वैविध्य, सांस्कृतिक वैभव, अकादमिक मौलिकता, अन्त:अनुशासनात्मकता व सर्वसमभाव अन्तर्निहित हैं।नई शिक्षा नीति इस सनातन अक्षुण्ण भारत वैशिष्ट्य का समर्थ प्रकटीकरण है।@ugc_india @HRDMinistry @MGCUBihar @DrRPNishank @PMOIndia

Legacy of Champaran

&

Mahatma Gandhi Central University

Champaran
: Where
Mohandas
Became
Mahatma
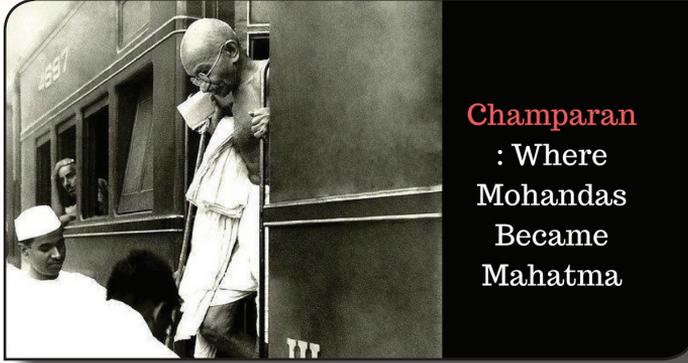
MGCU is located at Motihari, District-East Champaran, Bihar (INDIA). The present name of Motihari is justified by its being situated on all sides of 'Moti' lake. Mythologically, 'Champaran' derives its name from "Forests of Champa" having pervaded this area in the past. Moreover, Motihari is well-known as the "Karmabhoomi" of *Father of the Nation*, Mahatma Gandhi, where he successfully experimented with the idea of "Satyagraha", *Truth and Ahimsa* during the "Neel Andolan" (Indigo Movement) at Champaran in 1917. The establishment of MGCUB commemorates the centenary year of Mahatma Gandhi's Champaran Satyagraha. It is often said that Champaran made Bapu the charismatic leader of the masses.

Named after Mahatma Gandhi, Father of Nation, Mahatma Gandhi Central University of Bihar (MGCUB) is one of the emerging public Central universities of India. The Motto of the University is enshrined in its *Logo* "मयि श्री श्रयतां यशः". This Vedic Chant is an invocation of the Almighty towards granting the accomplishment of all our desires and establishment of the truth in our speech. May God bless all the fulfilment of body, mind and spirit thereby leading us to the pinnacle of renown and glory! Imbibing the priceless wisdom of our great heritage, MGCUB is committed towards creating enlightened students who may prove unfailing forces of social change and universal good.

About the University

Mahatma Gandhi Central University (MGCU): The Ever Expanding Horizons

Mahatma Gandhi Central University (MGCU) is a nascent Central University poised to take giant leap in the world of academia. MGCU is nestled in Motihari (literally "a necklace of pearls"), a semi-urban historical city in Bihar. Motihari, which embodies the legacy of Buddha, Orwell and Gandhi became the cradle-land for the genesis of MGCU in 2016.

MGCU made its humble beginning in a rented accommodation of Zila School campus, running in two shifts to accommodate all the academic programs. However, with the advent of Prof. Sanjeev Kumar Sharma, the Hon'ble Vice-Chancellor of the University, it has witnessed through overhaul in

the overall functioning of different components of the university. With his untiring efforts and perseverance university has shifted into 3 campuses along with are separate administrative building created for the ease of academic and administrative operation. Simultaneously, university has also acquired 135 acres of its allotted 302 acres of land. Under the visionary and assertive leadership of Prof. Sanjeev Kumar Sharma, MGCU is registering the phenomenal growth in almost all possible sectors and domains of academia.

University has fast-tracked the process of promulgation of Ordinances defining the role and domain-of-influence of various organs of the university thus streamlining the functional aspects of the university. From the initial beginning of 6 Undergraduate and Postgraduate programmes to current 67 programmes that spreads over UG, PG, M.Phil., Ph.D. and Certificate courses has imparted the university its true character. Many more departments and centres as per the recommendations of NEP 2020 are in the pipeline. University has state-of-art facility with latest infrastructure for ICT enabled classrooms, well equipped laboratories, resource rich fully automated library and sports facilities. These factors have translated into a quantum-jump in enrolment (more than 5 times) with greater percentage of students from across the country as well as abroad. This is expected to see a further spike as anticipated from the number of applications received for 2020-21 intake. University has fulfilled most of its sanctioned faculty positions (121 out of 140) thus reducing the backlog to its minimum. Faculty members recruited from 18 States and Union territories accord it a pan-India character encompassing the panoramic diversity in academic profile, language, and culture.

University envisages a holistic profile of student and provides a vibrant atmosphere and platform to showcase and nurture the talent of various sorts. University consistently organizes cultural fest like 'Pradeshanubhuti', 'Ek Bharat Shreshtra Bharat' on the line of UGC and erstwhile MHRD in letter and spirit along with sports-fest to promote all-round development of its student. As a result, university has excellent placement record of its students with premier employers onboard proffering good packages despite 4 years into its existence.

Faculties are steadily and resolutely engaged in their academic pursuits and keep on publishing articles, research papers, reviews, books and book

chapters with the journal and the publishers of national and international repute crossing over 200 marks in this year alone. Over a dozen extramural funded projects are also running under the supervision of faculties from various disciplines. Faculties are also engaged in two-way dissemination of knowledge through academic discourses on veritable national and international academic forums. University has witnessed over 500 such academic exchanges that include Vice-Chancellors, Distinguished academicians among others in a span of a year. University is also mindful of its obligations towards the society and conducts different community directed outreach programmes aimed at bringing meaningful changes in the society.

All these flurry of activities has created enough budge globally to solicit a visit of over 3 lakhs visitors in less than a year time. University has also made its presence felt on various social-media platforms such as Facebook, Twitter, Instagram, YouTube and LinkedIn with around 3 lakhs followers from across 50 countries.

University is relentlessly spreading its wings through the academic exchanges, confidence building measures, memorandum of understandings and collaborations with the institutes of national and international significance such as University of Calcutta, Panjab University, Central University of Tamil Nadu, NEHU, Central University of Gujarat, Central University of Orissa, Mizoram University, Indian Political Science Association, Asia-Pacific Peace Research Association to name a few. Translating these inked engagements, university has emerged as a focal center of academic discourses, completing a century of such programmes that includes, seminars, conferences, workshops, invited talks of eminent academicians and many such events of significance on the contemporary issues of national and international importance. University has launched its biannual peer-reviewed inter-disciplinary journal entitled 'MGCU Journal of Social Sciences' with contributions from across the country and abroad. University is also set to inaugurate its bilingual annual magazine "Gyanaagrah 2020" featuring articles from the faculties and students.

University under the charismatic and compassionate leadership of Prof. Sanjeev Kumar Sharma furnishes a very conducive, employee-friendly

and work-friendly environment to bring out the best of its students and employees. University administration seamlessly works for the welfare of its employees and following the established norms of University Grants Commission (UGC), has promoted its faculties under Career Advancement Scheme (CAS) as early as the eligibility is completed. Students are groomed and nurtured under the able mentorship and tutelage of its faculties. University has well-defined mechanisms in place to address the grievances in the most professional, non-discriminatory and amicable manner absolutely bereft of any perceived or inherent bias. No wonder, these factors combined together create an environment that is highly motivating and energizing to bring the best out of the MGCU fraternity. This has resulted in the university standing taller in the ranking of Central universities released by erstwhile MHRD leaving behind many established universities and giving a nail-biting finish to many reputed central universities announcing its arrival big-time.

The pandemic of COVID-19 has impacted the whole humanity spread across the globe with unparalled ferocity. However, the never-say-dying approach of our leader complemented with slew of affirmative actions has ensured that university will emerge victorious and triumphant by turning the "Adversity into a God-send Opportunity". University has created a new milestone through its online class initiative under the umbrella of 'e-Vimarsh' including over one thousand power-point presentations by the faculties and nearing hundreds of around 85 video lectures. University being the benevolent benefactor has also ensured the mental well being of students in the time of unprecedented crisis by constituting a dedicated and devoted team to address to the concerns of the student community also providing toll-free number for counseling. For teaching staffs and other staffs, Hon'ble Vice-Chancellor himself has penned down letters to reach out to each and everyone of the university while himself remaining at ground-zero throughout the duration to lead from the front. University has successfully discharged its duties like running classes, conducting examinations, organizing academic and administrative meetings and other academic discourses unabated during the toughest of the testing time and has not let anything to let hinder its onward march.

University has shown its leadership quality all due to the futuristic vision of the incumbent at the helm of affairs vis-à-vis New Education Policy (NEP) 2020. Since its implementation, university is tirelessly working towards

disseminating different aspects of the policy across India through numerous webinars, panel discussions, invited lectures, organizing workshops including the Orientation of its faculties, standing out amongst the comity of other institutions, which are the equal stakeholders, thus providing leadership role. University is on the crux of releasing an e-Book entitled "Conspectus", a compendium of NEP 2020 related activities MGCU has accomplished alongside the articles from the faculties on the various aspects of the NEP 2020. After spreading the word about the policy university is now working 24×7 with the last reserves of its physical endurance to chalk out its implementation strategies.

Mahatma Gandhi Central University indefatigably works with a vision for the overall welfare and well being of its students and employees. MGCU under the divine and inspirational leadership has created umpteen milestones and is poised to create many more in the time to come to deliver on its mandate to contribute towards the development of an equal and equitable society having opportunities for all, positioning MGCU at the hallowed echelons of the Ivy League institutions.

Articles in Hindi

Mahatma Gandhi Central University ✔ @MGCUBihar · Aug 7

"राष्ट्रीय शिक्षा नीति 21वीं शताब्दी के नए भारत की नींव तैयार करेगी"
- Hon'ble PM Shri Narendra Modi @PMOIndia at Conclave on Transformational Reforms in Higher Education
#NEPTransformingEducation
@GSIPSA @DrRPNishank @ugc_india @HRDMinistry

राष्ट्रीय शिक्षा नीति 2020 में उच्च शिक्षा

– संजीव कुमार शर्मा

स्वतन्त्र भारत को अपनी पहली संपूर्ण शिक्षा नीति बनाने में लगभग 45 वर्षों का समय लगा था। शिक्षा नीति 1968 और शिक्षा नीति 1986— ये दो नीतियां कागजी रूप से भारतीय शिक्षा के इतिहास में अंकित अवश्य हुई थीं, लेकिन कार्य योजना के साथ स्वतन्त्र भारत को प्रथम शिक्षा नीति 1992 में प्राप्त हुई थी। 45 वर्षों में तैयार वह शिक्षा नीति भारत की गुणात्मक शिक्षा की दिशा और दशा को कितना तय कर सकी है, यह सर्वविदित है।

वर्तमान सरकार 2014 से निरन्तर शिक्षा नीति पर विस्तार पूर्वक और समाज के सभी प्रबुद्ध वर्गों के संसर्ग में कार्य कर रही थी। यह विस्तृत राष्ट्रव्यापी चर्चा लगभग ढाई लाख ग्राम पंचायतों, लगभग 6600 ब्लॉक, लगभग 6000 नगरीय स्थानीय निकायों के साथ की गई। जिसे अंतिम रूप देते हुए, अन्तः जुलाई 2020 में भारतीय समाज के उत्थान के लिए समर्पित कर दिया गया है। यह राष्ट्रीय शिक्षा नीति 2020 न केवल भारतीय शिक्षा अपितु भारत के पुनः विश्व—गुरु बनने के मार्ग में मील का पत्थर सिद्ध होगी। भारत युवाओं का देश है और जनसांख्यिकीय लाभांश की दृष्टि से भारत का स्थान विश्व में सबसे ऊपर है। इसी संदर्भ में यह शिक्षा नीति भारतीय उच्च शिक्षा के क्षेत्र में वर्ष 2035 तक 50 प्रतिशत सकल नामांकन अनुपात का उद्देश्य रखते हुए नीति नियंताओं की दूरदृष्टि का परिचय देती है। शिक्षा जैसा महत्वपूर्ण विषय पिछले सात दशकों से अपेक्षित दिशा में नियोजित नहीं था तथा भारतवर्ष की सांस्कृतिक परम्परा और महात्मा गांधी के सर्वोदय दर्शन के अनुरूप नहीं था। उसे यह नई राष्ट्रीय शिक्षा नीति 2020 अपनी दूरदृष्टि से भारतीय जनमानस की क्षमताओं, योग्यताओं, अपेक्षाओं, महत्वाकांक्षाओं, अभिलाषाओं और वास्तविक आवश्यकताओं के परिप्रेक्ष्य में संबोधित करते हुए संपूर्ण भारतीय शिक्षा को एक नई दिशा प्रदान करने जा रही है।

यह अत्यन्त प्रसन्नता का विषय है कि राष्ट्रीय शिक्षा नीति 2020 को अन्तः परिष्कृत रूप में स्वीकार कर लिया गया। तीन दशकों से अधिक अन्तराल के पश्चात् आई राष्ट्रीय शिक्षा नीति सत्त विकास लक्ष्यों को दृष्टि में रखते हुए 2030 तक सभी के लिए समावेशी और समान गुणवत्तायुक्त शिक्षा को सुनिश्चित करने तथा जीवन—पर्यन्त शिक्षा के अवसरों को बढ़ावा देने को ध्येय बनाती है। 21वीं सदी की प्रथम शिक्षा नीति के रूप में यह राष्ट्रीय शिक्षा नीति अनेक कारणों से विशिष्ट है। यह नीति प्राचीन तथा सनातन भारतीय ज्ञान और विचार की समृद्ध

परम्परा के आलोक में निर्मित है। यह नीति उच्चतर शैक्षणिक पारिस्थितिकी तंत्र के विखण्डन को स्वीकार करती है।

समकालीन भारत में उच्च शिक्षा के क्षेत्र में विद्यमान समस्याओं तथा चुनौतियों को रेखांकित करते हुए यह नीति सीमित शिक्षण एवं संस्थागत स्वायत्तता, उच्चतर शिक्षा संस्थानों में सुशासन तथा नेतृत्व क्षमता का अभाव, विषयों का कठोर विभाजन, स्नातक स्तर पर विशेषज्ञता प्राप्ति की आतुरता, अप्रभावी विनियामक प्रणाली, शोध पर अपर्याप्त बल, पारदर्शी और प्रतिस्पर्धी समीक्षा शोध निधियों का अभाव, संस्थागत शिक्षा प्रशासकों की प्रगति हेतु अपर्याप्त तन्त्र, आदि प्रमुख समस्याओं को पहचानती है और उन्हें सहजता से स्वीकार करती है। साथ ही शताब्दी की अपेक्षाओं को देखते हुए यह नीति भारतीय उच्चतर शिक्षा व्यवस्था हेतु एक नया और भविष्योन्मुखी दृष्टिकोण प्रस्तुत करती है। इसके लिए यह राष्ट्रीय शिक्षा नीति विशाल बहु–विषयक विश्वविद्यालय, प्रत्येक जिले में स्थानीय / भारतीय भाषाओं के माध्यम से शिक्षा प्रदान करने वाले स्वायत्तशासी महाविद्यालय, बहुविषयक स्नातक शिक्षा, संकाय और संस्थागत स्वायत्तता, पाठ्यचर्या, शिक्षणशास्त्र, मूल्यांकन, आदि में आधारभूत परिवर्तन, योग्यता आधारित नियुक्तियाँ, संस्थागत नेतृत्व की स्थिति की अखण्डता, शैक्षणिक एवं प्रशासनिक स्वायत्तता प्राप्त श्रेष्ठ, योग्य, स्वतंत्र नियामक समूह, राष्ट्रीय अनुसंधान फाउन्डेशन की स्थापना, आदि रचनात्मक परिवर्तनकामी बिन्दुओं को वृहद स्वरूप में प्रस्तुत करती है तथा उनके क्रियान्वयन को व्यवस्थित रूप में चिह्नित करती है।

शिक्षा का लचीला स्वरूप जिसमें समग्रता व बहु–अनुशासनात्मकता को समाहित करते हुए स्नातक, परास्नातक तथा समेकित 5–वर्षीय कार्यक्रमों की योजना बनाई है। वह 21वीं सदी की आवश्यकताओं के सर्वथा अनुरूप है। इसमें क्रेडिट ट्रांसफर तथा क्रेडिट के अकादमिक बैंक की सुविधा हमारे छात्रों को उनकी प्रतिभा के अनुसार अध्ययन करने और उपाधि उपलब्धि में सहायक होगी। जिससे छात्रों को न केवल अनायास की हताशा से बचाने में सहायता होगी अपितु यह नमनीयता उनके लिए प्रेरणा का एक स्रोत भी होगी। देश के सभी जिलों में बहु–अनुशासनात्मक और शोध के मानक विश्वविद्यालय की स्थापना की योजना उच्च शिक्षा के क्षेत्र में एक अत्यन्त महत्वपूर्ण निर्णय सिद्ध होगा। हम सभी जानते हैं कि भारतवर्ष में विगत 7 दशकों में एक बड़ी संख्या में विश्वविद्यालयों द्वारा हजारों हजार कॉलेजों को संबद्धता प्रदान करना, उनके लिए परीक्षाओं की व्यवस्था करना और तपश्चात प्रमाण पत्र, उपाधि आदि बांटना, सब ऐसे कार्य रहे हैं जिनसे शैक्षिक गुणवत्ता प्रभावित होती रही है। विश्वविद्यालयों में शैक्षिक वर्ग का एक बड़ा समुदाय इन्हीं व्यवस्थाओं में उलझा रहा है। इससे शैक्षणिक गुणवत्ता तथा उत्कृष्टता की दिशा में किए जाने वाले कार्य बहुधा उपेक्षित रहे हैं, जिसका परिणाम भारत के युवाओं के उज्ज्वल भविष्य के मार्ग में एक बड़ी बाधा रहा है। नई राष्ट्रीय शिक्षा नीति 2020 इस दिशा में बहुत सजग दिखाई पड़ती है और संबद्धता जैसे जटिल विषय पर अगले 15 वर्षों के लिए क्रमबद्ध तरीके से कार्य करते हुए इसे एक निश्चित अंतराल से पूर्ण करने का प्रयास सुनिश्चित करती दिखाई पड़ती है।

नियामक निकायों के मकड़जाल से निकलते हुए उच्च शिक्षा के नियमन के लिए केवल एक निकाय का गठन (विधिक और मेडिकल एजुकेशन को छोड़कर) एक अति सराहनीय प्रयास है, जिससे जवाबदेही सुनिश्चित करने में सहायता मिलेगी। सरकारी तथा गैर–सरकारी उच्च शिक्षण संस्थाओं के लिए समान मानकों का निर्माण, नीति–परोपकारी–साझेदारी तथा शिक्षण शुल्क निर्धारण के लिए नियामक बोर्ड का गठन, आदि सब वे क्षेत्र हैं जहां लंबे समय से ध्यान देने की आवश्यकता रही है। नई राष्ट्रीय शिक्षा नीति 2020, इन विषयों पर स्पष्ट दिशा निर्देश प्रदान करती है। इस शिक्षा नीति द्वारा प्रतिपादित नेशनल रिसर्च फाउंडेशन, गुणवत्तापूर्ण शोध की दिशा में, जो कि लंबे समय से प्रश्नों के घेरे में रहा है, एक सार्थक प्रयास है। आज सार्वभौमीकरण की इस 21वीं सदी में हम शेष विश्व से अलग रहकर अपनी दिशा और दशा को सही और अपेक्षित रूप से तय नहीं कर सकते हैं, इसीलिए यह नीति, शिक्षा के अंतर्राष्ट्रीयकरण पर अपना स्पष्ट दिशा निर्देश देती है। व्यावसायिक शिक्षा, शिक्षक शिक्षा तथा अन्य सभी पेशेवर शिक्षा का समेकन अपने आप में इस शिक्षा नीति की दूरदृष्टि का उदाहरण है। अपनी जड़ों से जुड़े रहने का महत्व हम सभी को सर्वविदित है। ऐसा ना करने पर होने वाली क्षति से भी हम परिचित हैं। इसी संदर्भ में यह नई राष्ट्रीय शिक्षा नीति सभी शास्त्रीय भाषाओं तथा साहित्यों के पुनरुत्थान हेतु राष्ट्रीय संस्थाओं का सशक्तिकरण हेतु स्पष्ट दिशा निर्देश देती है। भाषाओं पर शोध, परंपरागत कलाओं और लोक विद्या पर बल, उच्च शिक्षण संस्थाओं तथा विद्यालय परिसरों में एक कलाकार का अध्ययन आवास, इस यात्रा को और बल प्रदान करेगा तथा भारतीय विरासत को सशक्त करने हेतु एक सुदृढ आधार प्रदान करेगा। सात दशकों से भी अधिक समय व्यतीत जाने के पश्चात दुर्भाग्यपूर्ण रूप से भारतीय समाज के वंचित समूहों की शिक्षा के सभी स्तरों पर पहुंच को सुनिश्चित करने हेतु यह नीति अपनी स्पष्ट योजना रखती है। सकल नामांकन अनुपात को अपेक्षित दिशा में प्राप्त किया जा सके इस हेतु नवीन गुणवत्तापूर्ण उच्च शिक्षण संस्थाओं की स्थापना अब कोई दुष्कर कार्य नहीं होगा। साथ ही साथ अभी तक उच्च शिक्षा के क्षेत्र में विभिन्न पेशेवर शिक्षा हेतु कार्यरत स्टैंड एलोन इंस्टिट्ट्यूशन्स जोकि कई कारणों से उपयुक्त नहीं माने जा सकते, को अब बहु–अनुशासनात्मक संस्थाओं में परिवर्तित किया जाएगा जिसके परिणाम दूरगामी होंगे।

भारतीय शिक्षा का एक समृद्ध सांस्कृतिक इतिहास रहा है। इसके समुचित संरक्षण के लिए सांस्कृतिक जागरूकता कार्यक्रमों का समावेश अति महत्वपूर्ण, दूरगामी और भारतीय विरासत के लिए एक वरदान सिद्ध होगा। शिक्षा के क्षेत्र में लंबे समय से लंबित सकल घरेलू उत्पाद का 6 प्रतिशत योगदान सुनिश्चित करने के लिए लोक निवेश भी एक दूरगामी परिणाम लेकर आएगा। यह सर्वविदित है कि राष्ट्रीय शिक्षा नीति 1986 के आगमन से आज तक हम यह उद्देश्य प्राप्त नहीं कर सके हैं। ऐसी स्थिति में लोक निवेश बहुत महत्वपूर्ण प्रयत्न होगा। कोविड–19 की इस वैश्विक आपदा के काल में समाज के सभी वर्गों ने तकनीक के महत्व को समझा है और उसका इष्टतम उपयोग भी किया है। इस तरह की परिस्थितियों को दृष्टिगत करते हुए तथा 21वीं सदी की आवश्यकताओं को पूरा करने हेतु तकनीक एवं प्रोद्योगिकी महत्वपूर्ण सोपान होंगे। अतः राष्ट्रीय शिक्षा नीति 2020 राष्ट्रीय शैक्षिक तकनीकी फोरम की

ओर इंगित करते हुए अपनी दूरदृष्टि का परिचय देती है। तकनीकी कौशल का यह प्रयोग कक्षा कक्ष की प्रक्रिया के साथ–साथ शैक्षिक नियोजन, शैक्षिक प्रशासन एवं प्रबंधन, नियमन, इत्यादि में किया जाएगा। जिससे जवाबदेही, पारदर्शिता इत्यादि को सुनिश्चित करना सरल हो जाएगा और गुणवत्तापूर्ण शिक्षा, शिक्षा के सभी स्तरों पर सुनिश्चित की जा सकेगी।

उच्चतर शिक्षा के संस्थागत पुनर्गठन तथा समेकन हेतु राष्ट्रीय शिक्षा नीति शोध गहन विश्वविद्यालय, शिक्षण गहन विश्वविद्यालय, स्नातक शिक्षण महाविद्यालय के त्रिस्तरीय स्वरूप की कल्पना के साथ विशुद्ध संरचनात्मक परिवर्तनों का मार्ग प्रशस्त करती है। इस प्रकार के परिवर्तन अपने क्रियान्वयन में जो अपेक्षाएं करते हैं, उनका भी पूरा ध्यान इस नीति में रखा गया है। राष्ट्रीय सकल घरेलू उत्पाद के शिक्षा पर व्यय होने वाले प्रतिशत में वृद्धि के महत्वाकांक्षी लक्ष्य के साथ–साथ यह नीति उच्च शिक्षा क्षेत्र में वित्तीय स्वायत्तता के चिर–प्रतीक्षित विषय को उत्साहपूर्वक सम्बोधित करती है। सम्बद्धता और मान्यता के विस्तृत मकड़जाल से उच्च शिक्षा के संस्थानों को बाहर निकालकर शनैः शनैः सभी महाविद्यालयों को स्वायत्तशासी बन जाने या किसी विशाल विश्वविद्यालय का अंग हो जाने का सुरक्षित एवं सम्मानजनक द्वार अनावृत करती है।

आधारभूत संरचना तथा संसाधनों के इष्टतम उपयोग को सुनिश्चित करने के लिए छात्र नामांकन संख्या में प्रभावी वृद्धि के उद्देश्य से राष्ट्रीय शिक्षा नीति प्रत्येक उच्चतर शिक्षा संस्थान से यह अपेक्षा करती है कि वह एक वृहद संस्थागत विकास योजना का एकीकृत प्रस्ताव बनाये जिसमें सभी हितधारकों का अभिमत सम्मिलित हो। 2030 तक सकल नामांकन अनुपात को 50 प्रतिशत तक पहुँचाने के लक्ष्य को दृष्टिगत करते हुए राष्ट्रीय शिक्षा नीति समेकित क्षमता निर्माण के लिए निष्पक्ष तथा पारदर्शी वित्त पोषण प्रणाली का प्रस्ताव करती है। संस्थानों को अपने कार्यक्रम निर्मित करने, संचालित करने तथा उनके नियम निर्माण की स्वायत्तता प्रदान करते हुए यह नीति उच्चतर शिक्षा संस्थानों को शनैः शनैः पूर्ण अकादमिक और प्रशासनिक स्वायत्तता प्रदान किए जाने का मार्ग प्रशस्त करती है।

समग्र और बहुविषयक शिक्षा को अपने केन्द्रीय लक्ष्यों में सम्मिलित करते हुए राष्ट्रीय शिक्षा नीति कल्पनाशील तथा लचीली पाठ्यक्रम संरचनाओं के संयोजन तथा कठोर अनुशासनात्मक परिधियों से परे जीवन–पर्यन्त अध्ययन की सम्भावनाओं को बलवती करती है। इसके अतिरिक्त विद्यार्थियों के चारित्रिक, नैतिक तथा आत्मिक विकास को महत्वपूर्ण लक्ष्य मानते हुए यह नीति सभी उच्च शिक्षा संस्थानों के पाठ्यक्रमों में जलवायु परिवर्तन, प्रदूषण, अपशिष्ट प्रबन्धन, स्वच्छता, जैविक विविधता का संरक्षण, सतत विकास, मानवीय नैतिक, संवैधानिक तथा सार्वभौमिक मूल्य, वैज्ञानिक दृष्टिकोण, सत्य, सदाचार, शान्ति, धर्म, प्रेम, अहिंसा, सेवा, जीवन कौशल, सामुदायिक सहभागिता, आदि मूल्यों को सम्मिलित किए जाने का प्रावधान करती है। भारत–विद्या, भाषा, साहित्य, संगीत, कला, दर्शन, नृत्य, नाट्यशास्त्र, तथा भारतीय शिक्षा को प्रोत्साहित एवं सुदृढ़ किए जाने पर यह नीति विशेष बल देती है तथा अने मूल मन्तव्य को भारतीयता से सम्पुष्ट और सम्वर्धित करती है।

स्नातक उपाधि की संरचना तथा अवधि और प्रवेश एवं विकास को लचीला तथा सुविधा उपयोगी बनाते हुए यह नीति अकादमिक क्रेडिट बैंक की व्यवस्था करती है जिससे शिक्षार्थियों को अतिरिक्त अवसर प्राप्त हो सकें। शोध, स्टार्ट–अप, इन्क्यूवेशन सेन्टर, नवाचार, अनुसंधान संस्कृति, उच्चतम वैश्विक मानदण्डों की सुनिश्चित्ता, आदि के माध्यम से यह नीति भारत के उच्च शिक्षा संस्थानों को विश्वस्तरीय बनने के प्रयत्नों में सहायता करती है। छात्रों को खेल, संस्कृति/कला क्लब, चिकित्सा, वित्तीय सहायता, फ़ीशिप, छात्रवृत्ति की विशिष्ट योजनाओं के माध्यम से यह नीति सर्वप्रमुख हितधारक छात्र की विशेष चिन्ता करती है। यह नीति उच्चतर शिक्षा संस्थाओं में अनिवार्य रूप से स्वच्छ पेयजल, स्वच्छ शौचालय, ब्लैकबोर्ड, कार्यालय, शिक्षण सामग्री, पुस्तकालय, प्रयोगशाला, प्रौद्योगिकी तथा सुखद कक्षा वातावरण और परिसर की आवश्यक सुविधाओं से युक्त नवीनतम अनुभवों से सम्पन्न कक्षाओं का आश्वासन देती है। शिक्षक छात्र अनुपात को बेहतर तथा शिक्षण प्रक्रिया को सुखद बनाने के उद्देश्य से राष्ट्रीय शिक्षा नीति संकाय सदस्यों की नियुक्ति की प्रक्रिया को परिभाषित, स्वतंत्र तथा पारदर्शी बनाती है। विशेष रूप से नेतृत्व एवं प्रबन्ध कौशल को प्रदर्शित करने वाले संकाय सदस्यों की समय रहते पहचान करने और उन्हें नेतृत्व से जुड़े हुए विभिन्न पदों से गुजारते हुए प्रशिक्षित किए जाने की स्पष्ट योजना यह नीति निर्धारित करती है। भारतीय सामाजिक एवं आर्थिक संरचनागत विषमता को ध्यान में रखते हुए उच्चतर शिक्षा में समता और समावेश के सुनिश्चयन हेतु राष्ट्रीय शिक्षा नीति कारणों, कारकों तथा समाधानों का संयुक्त परीक्षण करती है। साथ ही इस हेतु सरकार द्वारा तथा सभी उच्चतर शिक्षण संस्थानों द्वारा उठाए जाने वाले कदमों को भी स्पष्टतया सूचीबद्ध करती है।

इस नई शिक्षा नीति 2020 में शिक्षा के सभी स्तरों पर समान रूप से दृष्टिपात करते हुए गुणवत्तापूर्ण शिक्षा को तथा शिक्षा में सबकी पहुंच को सुनिश्चित करने के लिए अनेक महत्वपूर्ण प्रयास किए गये हैं। कक्षा 5 तक मातृभाषा की सुनिश्चित्ता, छात्र की 360 डिग्री समग्र प्रगति आख्या, अधिगम उद्देश्यों को प्राप्त करने की दिशा में छात्र प्रगति का सत्त आकलन, पुस्तक संवर्धन नीति तथा डिजिटल पुस्तकालय, लोक पर्यवेक्षण तथा जवाबदेही हेतु पारदर्शी स्व–संभाषण, अर्ली चाइल्डहुड केयर एजुकेशन से लेकर माध्यमिक शिक्षा तक 2030 तक सार्वभौमीकरण प्राप्त करने का लक्ष्य, समावेशी तथा क्षमता पूर्ण शिक्षण प्रणाली की 2030 तक सुनिश्चित्ता, सरकारी और गैर सरकारी विद्यालयों में समान मानकों की धारणा, इत्यादि बहुत से ऐसे महत्वपूर्ण पक्ष हैं जो नई शिक्षा नीति 2020 को ऐतिहासिक बनाते हुए भारत की गौरवपूर्ण शिक्षा तथा उज्ज्वल भविष्य के लिए सशक्त आधारभूमि निर्मित करने हेतु एक आदर्श स्थापित करेंगे।

वस्तुतः प्रथम दृष्टया राष्ट्रीय शिक्षा नीति 2020 की कतिपय विलक्षणताएं रोचक तथा उत्साहजनक हैं। यह नीति अकादमिक तथा वित्तीय स्वायत्तता पर विशेष बल देती है। समता और समावेश की पर्याप्त चिन्ता करती है। प्रौद्योगिकी के उपयोग को प्रोत्साहित करती है। नवाचार और शोध को सशक्त करती है।

व्यवस्थागत लचीलापन अग्रसारित करती है। अनुसंधान को केन्द्र में लाती है। वृहद संस्थागत संरचनात्मक रूपान्तरण करती है। बहु–विषयक तथा अन्तः अनुशासनात्मकता को अभिवृद्ध करती है। वित्तीय क्षमता निर्माण करती है। भारतीय भाषाओं का विलुप्त सम्मान एवं उपयुक्त स्थान सुनिश्चित करती है। मौलिक चिन्तन की सम्भावनाएं प्रशस्त करती है। भारत–केन्द्रित शिक्षा व्यवस्था को सूत्रपात करती है। ज्ञान केन्द्रित विश्व व्यवस्था में भारत की वरेण्यता के द्वार अनावृत्त करती है। इस प्रकार यह एक स्वागत योग्य नीति है। यह सुखद है कि भारत के माननीय राष्ट्रपति एवं प्रधानमन्त्री ने स्वयं इस नीति के क्रियान्वयन के लिए रणनीति और समयसीमा निर्धारित कर काम करने का आह्वान किया है। भारत के माननीय शिक्षामन्त्री डॉ. रमेश पोखरियाल 'निशंक' को इस ऐतिहासिक अवसर का नेतृत्व करने के लिए हार्दिक बधाई। अब शिक्षा क्षेत्र के लोगों को आगे आकर त्वरित गति से कार्य प्रारम्भ करना होगा। इसके क्रियान्वयन को सम्यक्, सुचारु, अपक्षपाती, अबाध एवं दूरदर्शी बनाने के लिए तथा प्रशासनिक यान्त्रिक रूढ़िबद्धता से इसकी स्वभावगत सहजता को बचाए रखने के लिए एकीकृत शैक्षणिक वैचारिकी तथा सुविचारित कार्य–योजना के निर्माण की आवश्यकता है। इस हेतु विभिन्न स्तरों पर विचार विमर्श तथा सकारात्मक क्रियाशीलता की अपेक्षा है जिससे इस नीति का मूल मन्तव्य सकारात्मक परिणामों में परिणत हो सके।

अध्ययन – अध्यापन में भाषाई लोकतंत्रीकरण
(विशेष संदर्भ : नई शिक्षा नीति 2020)

– उमा यादव

'मुझे तो लगता है कि हमें अपनी सभी भाषाओं को उज्जवल–शानदार बनाना चाहिये। हमें अपनी भाषा में ही शिक्षा लेनी चाहिये। इसके क्या मानी है, इसे ज्यादा समझाने का यह स्थान नहीं है। जो अंग्रेजी पुस्तक काम की हैं उनका हमें अपनी भाषा में अनुवाद करना होगा। बहुत से शास्त्र सीखने का दंभ और वहम हमें छोड़ना होगा। सबसे पहले तो धर्म की शिक्षा या नीति की शिक्षा दी जानी चाहिये। हर एक पढ़े लिखे हिन्दुस्तानी को अपनी भाषा का, हिन्दू को संस्कृत का, मुसलमान को अरबी का, पारसी को फ़ारसी का और सबको हिन्दी का ज्ञान होना चाहिये। कुछ हिन्दुओं को अरबी और कुछ मुसलमानों और पारसियों को संस्कृत सीखनी चाहिये। उत्तरी और पश्चिमी हिन्दुस्तान के लोगों को तमिल सीखनी चाहिये। सारे हिन्दुस्तान के लिए जो भाषा चाहिये वह तो हिन्दी ही होनी चाहिये। उसे उर्दू या नागरी लिपि में लिखने की छूट रहनी चाहिये। हिन्दू मुसलमानों के संबंध ठीक रहें, इसलिए बहुत से हिन्दुस्तानियों का इन दोनों लिपियों को जान लेना जरूरी है। ऐसा होने से हम आपस के व्यवहार में अंग्रेजी को निकाल सकेंगे।'[1]

मोहनदास करमचंद गांधी भारतीय शैक्षिक प्रणाली को परिलक्षित करती नई शिक्षा नीति 2020 का मूल आधार है– भारतीय मूल्यपरक, संवैधानिक, वैश्विक कल्याण, जीविकोपार्जन इत्यादि। इसके अंतर्गत स्कूल शिक्षा एवं उच्चतर शिक्षा में नए आयाम जोड़े गए हैं। प्रस्तुत शिक्षा नीति में कस्तूरीरंगन समीति के प्रस्तावों के अनुसार भाषा आधारित कुछ महत्वपूर्ण बिन्दुओं पर विचार किया गया है। जिसमें मातृभाषा एवं स्थानीय भाषा को प्रोत्साहित करने का प्रावधान है। हमारे देश की लोकतांत्रिक व्यवस्था में भाषा की भूमिका अत्यंत महत्वपूर्ण है। इस संदर्भ में मातृभाषा के महत्व को निम्न पंक्तियां भलीभांति रेखांकित कर रही हैं–

'निज भाषा उन्नति अहै, सब उन्नति को मूल,
बिन निज भाषा ज्ञान के, मिटत न हिय को सूल।
विविध कला शिक्षा अमित, ज्ञान अनेक प्रकार,
सब देसन से लै करहू, भाषा माहि प्रचार।'

–भारतेन्दु हरिश्चन्द्र

अर्थात् अपनी भाषा से उन्नति संभव है तथा सभी प्रकार की उन्नति का मूल भी निज भाषा है। निज भाषा अर्थात् मातृभाषा के ज्ञान के अभाव में अज्ञानता से हम अपने को घिरे पाते हैं जो कि हृदयविदारक एवं कष्टकारी होता है। विभिन्न कलाओं, असीम शिक्षा तथा विविध प्रकार के सृजित ज्ञान सभी देशों से लेकर उसका प्रचार अपनी भाषा में करना चाहिए।

शिक्षा का माध्यम मातृभाषा, स्थानीय भाषा अथवा क्षेत्रीय भाषा या स्थानीय समुदायों द्वारा बोली जाने वाली भाषा कम से कम ग्रेड 5 तक और यदि संभव हो तो ग्रेड 8 तक होनी चाहिए।[2] समाजीकरण की प्रक्रिया के आरंभ में मातृभाषा बच्चे के बौद्धिक विकास को सरल एवं आत्मीय बनाने में महत्वपूर्ण भूमिका निभाती है।

'भारत की भाषा समस्या को हल करने के लिए हम आश्रमवासियों को अधिक से अधिक भारतीय भाषाएं सीखने पर बल देना चाहिए। इन भाषाओं को सीखने का कष्ट अंग्रेजी में निपुणता प्राप्त करने की तुलना में कुछ भी नहीं है। हम अपने बचपन के वर्षों को कैसे भूल सकते हैं? लेकिन जब हम विदेशी भाषा के माध्यम से उच्च शिक्षा ग्रहण करने की शुरुआत करते हैं तो ठीक यही होता है। इससे एक दरार पैदा हो जाती है जो हमें बहुत महंगी पड़ेगी। आप शिक्षा और छूआछूत के संबंध को ही देखिए ज्ञान और शिक्षा का प्रसार होने पर भी छूआछूत कायम है। शिक्षा के प्रभाववश हम छूआछूत की भयंकर बुराई को देखते तो हैं, पर हम भय से जकड़े हुए हैं, अतः हम उसके निराकरण के लिए कुछ कर नहीं पाते।'[3]

महात्मा गांधी

संविधान की आठवीं अनुसूची में असमिया, उड़िया, उर्दू, कन्नड़, कश्मीरी, कोंकणी, गुजराती, डोगरी, तमिल, तेलुगू नेपाली, पंजाबी, बांग्ला, बोडो, मणिपुरी, मराठी, मलयालय, मैथिली, संथाली, संस्कृत, सिंधी, हिंदी इत्यादि भाषाओं में पठन – पाठन हेतु निवेश का उद्देश्य है साथ ही भारत में भाषाई विविधता को स्थापित करना एवं उसे जीवित बनाए रखना। ये भाषाएं भारतीय धरोहर को परिमार्जित करती रहे, ऐसा इस शिक्षा नीति का संकल्प है। भारत विविधताओं का देश है। ये विविधताएं भारतीय लोकतंत्र की प्राणवायु है। हमारे देश की उन्नति इन विविधताओं को संजो कर और आगे बढ़ाकर ही संभव है। यही कारण है कि अपनी संस्कृति की विरासत के संरक्षण एवं प्रसार के प्रति लगाव हमेशा से हमारा लक्ष्य रहा है :

'निज भाषा परम फलद की ममता तज कर,
रह सकती है कौन जाति जीती धरती पर,
देखी गयी न जाति लता वह पुलकित किंचित,
जो निज भाषा प्रेम सलिल से हुई न सिंचित,
कैसे निज सोये भाग को कोई सकता है जगा,
जो निज भाषा अनुराग का अंकुर नहिं उर में उगा।'[4]

–अयोध्या सिंह उपाध्याय 'हरिऔध'

त्रि–भाषा फॉर्मूले को लचीलेपन के साथ जारी रखते हुए राज्यों पर किसी भी भाषा को थोपा नहीं जाएगा।[5] इस शिक्षा नीति का भाषाई लोकतंत्रीकरण इस फॉर्मूले में नीहित है। यह फॉर्मूला भारतीय भाषा की स्थानीयता एवं प्रचलित भाषा का संगम है जहां भारतीय परंपरा एवं जनमानस की सोच का सम्मान किया गया है।

नई शिक्षा नीति के अनुसार विज्ञान और गणित में द्विभाषी पाठ्य सामग्री की उपलब्धता के प्रयास किए जाएंगें।[6] सर्वमान्य तथ्य है कि निज भाषा में हमारी ग्राह्य शक्ति अधिक होती है। भारतीय संविधान ने वैज्ञानिक सोच के उत्थान को प्रारंभ से ही महत्व दिया है। गणित एक महत्वपूर्ण विषय है जिसकी जटिलतम गणनाओं में भारत हमेशा से ही अपना लोहा मनवाता रहा है। इन्हीं तथ्यों को ध्यान में रखते हुए स्थानीय एवं प्रचलित भाषा में विज्ञान एवं गणित दोनों की वैज्ञानिकता एवं कलात्मकता में समृद्धि हेतु इस शिक्षा नीति द्वारा प्रोत्साहित किया जाना है।

शिक्षण में नवीन तकनीक एवं माध्यामों का प्रयोग कर स्थानीय भाषाओं में शिक्षा प्रदान की जाएगी।[7] भूमंडलीकरण के प्रतिस्पर्धात्मक युग में भारतीय भाषाएं समृद्ध हो, उन्नत हो एवं इनका प्रचार – प्रसार वैश्विक स्तर पर हो अतः भारत सरकार ने इस शिक्षा नीति के तहत विभिन्न आधुनिकतम तकनीक के प्रयोग पर बल दिया है। 'डिजिटल इंडिया' भारतीय भाषाओं में प्रतिबिंबित हो यह भी इस नीति का उद्देश्य है। भाषा के प्रचार – प्रसार के तहत इस शिक्षा नीति में 'विद्यार्थियों को विश्व की विभिन्न संस्कृतियों से रूबरू करवाने के लिए विदेशी भाषाओं के अध्ययन की व्यवस्था की जाएगी।[8] महात्मा गांधी का मानना है कि यूरोप में प्रत्येक सुसंस्कृत व्यक्ति केवल अपनी ही भाषा नहीं सीखता बल्कि अन्य भाषाएं भी सीखता है। इसी को आधार मानते हुए नई शिक्षा नीति 2020 में यह प्रावधान किया गया है कि भारतीय विद्यार्थियों को कम से कम एक विदेशी भाषा का ज्ञान आवश्यक रूप से होना चाहिए परिणामस्वरूप विद्यार्थियों में वैश्विक स्तर पर संचार की कुशलता में वृद्धि होगी। शास्त्रीय भाषाओं के अध्ययन से प्राचीन भारत के अद्वितीय एवं ज्ञान के भंडार शास्त्रीय साहित्य को समझने का अवसर मिलेगा। फलस्वरूप इस नीति के अनुसार शास्त्रीय भाषाओं के समृद्ध साहित्य के महत्व से विद्यार्थियों को अवगत कराया जाएगा।[9]

एक भारत श्रेष्ठ भारत जैसी गतिविधियों के माध्यम से भारतीय भाषाओं एवं संस्कृति के प्रति जागरूक किया जाएगा।[10] भारत विविधता में बहुलता का अनूठा उदाहरण है। यहां की विविध पारंपरिक संस्कृति इतनी अनूठी है कि मानो ऐसा प्रतीत होता है जैसे एक देश में कई देशों का समावेश हो। यहां विभिन्न संस्कृति, भाषा, जीवनशैली, धर्म एवं विचारधाराओं का समागम है। ऐसे देश के नागरिकों में सहिष्णुता का गुण अति आवश्यक है। अन्यथा देश में अराजकता का वातावरण बना रहेगा। एक भारत श्रेष्ठ भारत जैसे कार्यक्रम विद्यार्थियों को विविध संस्कृतियों के प्रति संवेदनशील बनाएंगे। और एक संवेदनशील विद्यार्थी ही भविष्य का सहिष्णु नागरिक बनने में सक्षम होगा। नई शिक्षा नीति इस तरह के कार्यक्रमों को प्रोत्साहित

करती है जिसकी आवश्यकता वर्तमान भारत के लिए प्रासंगिक है।

इंडियन साइन लैंग्वेज को मानकीकृत किया जाएगा।[11] इस शिक्षा नीति का यह महत्वपूण र्ा कदम है जिसमें दिव्यांगजन के लिए पठन – पाठन के समक्ष होने वाली कठिनाईयों के निवारण हेतु प्रावधान नीहित है।

यदि शिक्षा मातृभाषा अथवा शास्त्रीय भाषाओं में होगी तो देश के वंचित वर्ग के विद्यार्थियों को भी आगे बढ़ने का अवसर मिलेगा। वो भी साधन संपन्न विद्याार्थियों की बराबरी करने में सक्षम होंगे। जिसमें सबसे बड़ा रोड़ा भाषा ही बनती है। सैयद अमीर अली मीर ने उचित ही कहा है कि – 'देश में मातृभाषा के बदलने का परिणाम यह होता है कि नागरिक का आत्मगौरव नष्ट हो जाता है जिससे देश का जात्तिव गुण मिट जाता है।' निष्कर्ष के रूप में यह कहा जा सकता है कि नई शिक्षा नीति भाषाई लोकतंत्रीकरण में मील का पत्थर साबित होगी।

फुटनोट :

1. गांधी, मोहनदास करमचंद, 2011, हिंद स्वराज, नवजीवन प्रकाशन मंदिर, अहमदाबाद, पृष्ठ–74

2. नई शिक्षा नीति 2020

3. महात्मा गांधी के विचार, retrieved from www.mkgandhi.org on 5 सितम्बर 2020

4. 'हरिऔध', अयोध्या सिंह उपाध्याय

5. नई शिक्षा नीति 2020.

3

रोजगारोन्मुखी शिक्षा है नई शिक्षा नीति का उद्देश्य
बच्चों को अब स्कूल सिखाएंगे स्किल

– अंजनी कुमार झा

नई शिक्षा नीति पहले की दो नीतियों से कहीं ज्यादा सुर्खियों में है। कारण, परिणाममूलक, सुव्यवस्थित, सर्वग्राही, सर्वहितकारी, व्यवसायपरक, रोजगार परक राष्ट्र को सर्वोपरि मानने के साथ आत्मनिर्भरता व आत्मबल को मजबूत करने वाली शिक्षा है। आजादी के बाद शिक्षा व्यवस्था को सम्पूर्णता की नजरों से पहली बार देखा जा रहा है। अनेक आशायें, उम्मीदें टिकी हैं। कोठारी आयोग, राधाकृष्णन आयोग, संसदीय समितियों की रिपोर्ट, स्तुतियां, शिक्षा दस्तावेज के सुधार के प्रयास के बुलबुले क्षणिक काल तक ही दिखे।

वस्तुतः यह स्वतंत्र भारत के 34 साल बाद ही वहीं वरन् 185 वर्ष बाद भारत को भारत की शिक्षा देने का काम किया है। नई नीति में शिक्षा जगत के सभी घटकों को समाहित किया गया है। व्यक्ति के जीवन में व्यक्तित्व के निर्माण के साथ ही साथ राष्ट्र का पुनर्निर्माण भी होगा। 29 जुलाई, 2020 भारत के इतिहास में स्वर्णिम दिन के रूप में जाना जाएगा। बाबा साहब भीमराव अम्बेडकर ने कहा था कि प्रत्येक बच्चे को अधिकार मिलना चाहिए कि वह अपने पसंद का विषय पढ़ सके। गांधीजी की 'बुनियादी तालीम' भी इसमें समाहित है।

अब विद्यार्थी अपनी इच्छा के अनुसार अध्ययन कर सकेंगे। एक साथ कई अनुशासन वाली शिक्षा भी विद्यार्थी अपनी सुविधा के अनुसार पढ़ सकेंगे। अब अर्थाभाव में पढ़ाई नहीं रुकेगी। एक साथ कई डिग्रियां लेने का भी प्रावधान है। सरल और लचर नीति से विद्यार्थी अब ड्राप आउट नहीं कर पायेंगे। इससे वंचित, निर्धन, सुदूर क्षेत्र के होनहार विद्यार्थियों को काफी लाभ मिलेगा। पहली बार मातृभाषा में शिक्षा प्रदान की जायेगी। यह पहला ऐसा दस्तावेज है जो छात्र और शिक्षक केन्द्रित है। मैकाले अर्थात् ब्रिटिश शासन की औपनिवेशिक मानसिक दासता से मुक्त कर भारत को भारत के साथ भारतीय बोध से जोड़ने का ऐतिहासिक कदम है। संविधान की प्रस्तावना में 'हम भारत के लोग' और 'एक जन–एक राष्ट्र' की अवधारणा को अब साकार किया जा सकता है।

नई शिक्षा नीति के दस्तावेज में भारत बोध को सुदृढ़ करने के महत्वपूर्ण प्रयास के अतिरिक्त शिक्षा समाज और राष्ट्रीय जीवन को मूल्यपरकता के साथ गढ़े जाने की योजना है। अब शिक्षा केवल डिग्री, डिप्लोमा, सर्टिफिकेट पाने तक सीमित नहीं रहेगी, बल्कि यह

रोजगारपरक और स्वावलंबन पूर्ण होगी। संत गुरुनानक देवजी ने ठीक ही कहा – विद्या चिंगारी तां परोपकारी यानी विद्या व्यक्ति को विचारवान और विवेकशील बनाती है, ताकि वह परोपकारी और सामाजिक भावना से युक्त होकर एक अच्छे मनुष्य के रूप में जीवन जी सके। मंत्रालय का नाम इसीलिये शिक्षा मंत्रालय रखा गया। अब शिक्षा के साथ जो उदात्त भाव जुड़ा है, वह विद्यार्थियों को कहीं ज्यादा अभिप्रेरित करेगा। अनुसंधान, शोध में हम काफी पिछड़े हैं। अब यह स्थिति नहीं रहेगी। दिशाबोध वाली शिक्षा नीति के कारण शिक्षा को बजटीय प्रावधानों में प्राथमिकता दी गई तभी तो शिक्षा बजट को छह प्रतिशत किया गया।

छठी कक्षा से ही कौशल विकास व इंटर्नशिप जैसे प्रावधान शामिल किया जाना आत्मनिर्भर भारत की अवधारणा को सबल बनाता है। उसी प्रकार रुचि और मेधा के मुताबिक कोर्स चुनना और उसमें हर प्रकार के लचीलेपन के कारण व्यक्तित्व का विकास होगा तथा आर्थिक बोझ कम होगा। खंडित सोच, मानसिकता, अधूरी डिग्री से अधूरेपन का बोध होता है, अब इससे निजात मिलेगी।

मातृभाषा आधारित शिक्षा पर विशेष फोकस किया जायेगा। अनेक शिक्षाविद्, सामाजिक चिंतक, वैज्ञानिकों के शोधपरक लेख/पेपर से स्पष्ट पता चलता है कि प्राथमिक स्तर पर मातृभाषा में शिक्षा से बच्चों की बौद्धिक परिपक्वता मजबूत होती है। तर्कशक्ति बढ़ती है और आत्मविश्वास से विद्यार्थी लबरेज रहता है। इसे हासिल करने का नतीजा निकलता है कि विद्यार्थी कुछ भी सीखने, पढ़ने की अदम्य शक्ति विकसित कर लेता है। भाषायी प्रवाह होने से विद्यार्थी की अभिव्यक्ति शक्ति बढ़ती है। अंग्रेजी फोबिया से मुक्त करने का यह सार्थक प्रयास है।

भारत और मानव पर्यावरण केन्द्रित नई शिक्षा नीति सर्वसमावेशी और सर्वग्राह्य है। इसमें महर्षि अरविन्द, विवेकानंद, महात्मा गांधी, डॉ. हेडगेवार, विनोबा भावे, श्री गुरुजी, दीनदयाल उपाध्याय और नरेन्द्र मोदी के स्वप्न समाहित हैं।

शोध पर विशेष ध्यान देने के लिये एक राष्ट्रीय शोध संस्थान की स्थापना की जा रही है जिसके लिये बीस हजार करोड़ रुपये का बजट है। शोध भारत की आवश्यकता को मद्देनजर किया जायेगा। भारत के रुग्ण अकादमिक देशज शोध तंत्र को स्वस्थ करने की जरूरत है। पहली बार ऐसी 'नीति' को तैयार करने में ढाई लाख गांवों के 33 करोड़ लोगों से संवाद किया गया। गांव, ग्रामीण, कुटीर उद्योग, ग्राम्य संस्कृति को अक्षुण्ण बनाये रखने के लिये ऐसे प्रयास किये गये।

उल्लेखनीय है कि लब्ध प्रतिष्ठित वैज्ञानिक प्रो. डी.एस. कोठारी की अध्यक्षता में तैयार शिक्षा नीति की प्रस्तावना में जिक्र था, 'स्वतंत्रता के उपरांत भी भारत की शिक्षा व्यवस्था का गुरुत्व मध्य यूरोप और अमेरिका ही है, जरूरत है उसे भारत खींचकर लाने की। दुर्भाग्यवश, उनकी संस्तुतियां धूल फांकती रहीं। दूसरी समिति 1986 में प्रो. यशपाल की अध्यक्षता में भले ही बनी, किंतु कार्यान्वयन नहीं हो सका। नई शिक्षा नीति 10 साल का एजेंडा है। इसे इस तरह ड्राफ्ट किया गया है कि आने वाले पांच वर्षों में इसके अधिकांश लक्ष्य हासिल किये

जा सके। तीन वर्षों में शोध संस्थान बनाने, स्कूल–कॉलेज के आधारभूत ढांचे को तैयार करने तथा मजबूत बनाने के लिये प्रयास तेज करने पड़ेंगे। दूरगामी लक्ष्य यथाः नये संस्थान बनाना, तकनीक अपग्रेड करना, शिक्षकों को प्रशिक्षित करने में एक दशक लगेंगे। एन.ई.पी. का मसौदा तैयार करने वाली समिति के अध्यक्ष और इसरो के पूर्व चेयरमैन डॉ. कृष्णास्वामी कस्तूरीरंगन के मत में, स्कूल करिकुलम फ्रेमवर्क का काम एक साल में पूरा हो जाएगा। अब विज्ञान–तकनीक की कठिन अवधारणाएं बच्चों को मातृभाषा में सीखना समझना आसान होगा। मिडिल स्कूल तक पढ़ाई की भाषा में मातृभाषा चुनने की अनुशंसा की गई है।

शिक्षा नीति का उद्देश्य रोजगारोन्मुखी शिक्षा है। बच्चे स्कूल में हुनर भी सीखें, इसके लिए वोकेशनल ट्रेनिंग, कोडिंग, इंटर्नशिप जैसी व्यवस्थाएं की गई हैं। अब स्कूल बच्चों को स्किल सिखाएंगे। प्रायोगिक परीक्षण और प्रशिक्षण बच्चे संबंधित संस्था में जाकर ले सकेंगे। अब शिक्षा पर जी.डी.पी. का छह प्रतिशत खर्च होगा, जो व्यय नहीं निवेश होगा। शिक्षा संस्कृति में बदलाव के लिए कॉलेजों को स्वायत्तता दी जायेगी। कॉलेज में पर्याप्त शिक्षक हैं अथवा नहीं, लायब्रेरी में उम्दा किताबें हैं। या नहीं, आधारभूत ढांचा है या नहीं, फीस संरचना क्या है अर्थात् सब कुछ की पब्लिक ऑडिटिंग होगी और अब पब्लिक डोमेन में सब कुछ साझा करना पड़ेगा।

नीति आयोग के पूर्व उपाध्यक्ष व कोलम्बिया यूनिवर्सिटी में प्रोफेसर अरविन्द पनगढ़िया के मत में, कॉलेजों को हर तरह की स्वायत्तता और आजादी से प्रबंधन को नौकरशाही से मुक्ति मिल जाएगी। प्रत्येक उच्च शिक्षण संस्थान में कम से कम तीन हजार विद्यार्थी होने चाहिये। प्रबंधन की तरफ से उन्हें शोध और शिक्षण के मध्य कार्य करने या दोनों में से कोई भी चुनने का विकल्प प्राप्त होगा। नई शिक्षा नीति की उन्होंने प्रशंसा करते हुए बताया कि स्नातक स्तर के कोर्स में विषय चयन की आजादी है। कालेज के पाठ्यक्रम में व्यावसायिक शिक्षा को शामिल पहली बार किया गया है। विदेशी विश्वविद्यालयों के लिये दरवाजे खुले रखने से प्रतिस्पर्द्धा बढ़ेगी, जिससे गुणवत्ता में सुधार होगा।

फरवरी, 2018 में नीति आयोग की कॉलेजों को स्वायत्ता देने की अनुशंसा की गई थी जिसे भी नेप में शामिल कर लिया गया। नीचे से ऊपर की ओर चलने वाली प्रक्रिया कहीं अधिक उपयोगी होगी, क्योंकि एन.ई.पी. का लक्ष्य प्राथमिक से लेकर माध्यमिक और उच्च शिक्षा तक को समाहित करना है जिसके लिए स्कूली शिक्षा प्रणाली में व्यापक परिवर्तन करने की आवश्यकता है। पूरी तरह शिक्षा को समर्पित टीम तैयार करने की जरूरत है। वैश्विक शिक्षा तंत्र के साथ प्रतिस्पर्द्धा करने के साथ ही एक्सेस, समानता और गुणवत्ता के लक्ष्यों को समग्र दृष्टिकोण के साथ पूरा करना चुनौती है। उच्च शिक्षा में प्रमुख सुधारों में वर्ष 2035 तक 50 फीसदी सकल नामांकन का लक्ष्य रखा गया है।

वर्तमान में देश में 45 हजार कॉलेज हैं। ग्रेडेड स्वायत्ता के तहत कॉलेजों को शैक्षणिक, प्रशासनिक और वित्तीय स्वायत्तता दी जाएगी। मल्टिपल एंटी और एग्जिट सिस्टम के तहत पहले साल के बाद सर्टिफिकेट, दूसरे साल के बाद डिप्लोमा और तीन–चार साल बाद

डिग्री दी जाएगी। नए सुधारों में टेक्नोलॉजी और ऑनलाइन एजुकेशन पर जोर दिया गया है। डीम्ड, सेंट्रल, स्टेंड अलोन इंस्टीट्यूशंस के लिए अलग—अलग नियमों की जगह अब एक नियम बना है।

प्रधानमंत्री नरेन्द्र मोदी ने नेप के पांच स्तंभों का उल्लेख किया है। ये हैं : एक्सेस (सब तक पहुंच), इक्विटी (भागीदारी), क्वालिटी (गुणवत्ता), अफोर्डबिलिटी (किफायत) और आकाउंटेबिलिटी (जवाबदेही)। प्रधानमंत्री के स्वप्न को साकार करने के लिये नेप में इसे प्रमुखता से स्थान दिया गया है। यही वजह है कि वैश्विक महामारी कोविड में लगातार वृद्धि के परिणामस्वरूप ऑनलाइन शिक्षा को बढ़ावा देने के लिए सिफारिशों के एक व्यापक सेट को कवर किया गया है जिससे जब कभी और जहां भी पारंपरिक और व्यक्तिगत शिक्षा प्राप्त करने का साधन उपलब्ध होना संभव नहीं है, गुणवत्तापूर्ण शिक्षा के वैकल्पिक साधनों की तैयारियों को सुनिश्चित करने के लिए डिजिटल कंटेंट के उद्देश्य से एक समर्पित इकाई बनाई जाएगी।

निःसंदेह नेप के कार्यान्वयन के पश्चात् शिक्षा व्यवस्था में आमूल—चूल सुधार होगा। शिक्षा के हर सेक्टर को लाभ मिलेगा। नीति में समानता लाने की कोशिश होगी। मातृभाषा के जरिये शिक्षा से विद्यार्थियों की अभिव्यक्ति शक्ति और तर्क—शक्ति में काफी वृद्धि होगी। निःसंदेह अब शिक्षा भी देर—सवेर जी.डी.पी. को बढ़ाने में सहायक साबित हो सकती है।

4

राष्ट्रीय शिक्षा नीति 2020' और भारतीय संस्कृति

— श्याम नंदन

ग्लोबलाइजेशन, उदारीकरण और मुक्त बाजार की अर्थव्यवस्था सहित देश—दुनिया की परिवर्तनशील स्थितियों के सापेक्ष भारत की आवश्यकताएं और जन—आकाँक्षाएं भी प्रभावित हुई। परिवर्तनशील परिस्थितियों, बढ़ती हुई आवश्यकताओं और बदलती प्राथमिकताओं के अनुसार 1986 की शिक्षा—नीति में भी बदलाव की जरूरत महसूस हो रही थी लेकिन इस लंबी अवधि में बनी सरकारों की प्राथमिकता या फिर यूँ कहें कि एजेंडे में शायद शिक्षा—नीति थी ही नहीं। इसीलिए बदली परिस्थितियों, परिवर्तित आवश्यकताओं और अपेक्षाओं पर खरा न उतर पाने के कारण 1986 की शिक्षा—नीति कुछ अप्रासंगिक सी प्रतीत होने लगी।

34 वर्षों के लंबे समय के बाद नए युग—संदर्भों और चुनौतियों के अनुरूप इस देश की आवश्यकताओं को पूरा करने लायक शिक्षा—नीति लाने का एक भगीरथ प्रयास वर्तमान सरकार ने किया है। वास्तव में यह शिक्षा—नीति सरकार की शिक्षा—नीति न होकर 'देश की शिक्षा—नीति' है। इसका प्रमुख कारण यह है कि इसके प्रारूपण से लेकर संसद में पारित होने तक देश के सभी नागरिकों, चाहे वह किसी भी कार्य—क्षेत्र, वर्ग, व्यवसाय आदि से सम्बद्ध हों, से इस शिक्षा—नीति के संबंध में सुझाव आमंत्रित किए गए थे। लगभग दो लाख सुझावों पर विचार हुआ। देशभर में आंदोलन की तरह इस शिक्षा—नीति के रूप—निर्माण पर बहस हुई और 135 करोड़ जनता की अपेक्षाओं एवं भावनाओं के साथ भारत के स्वर्णिम भविष्य का सपना संजोए 'राष्ट्रीय शिक्षा नीति 2020' संवैधानिक रूप से देश को समर्पित की गई। 'राष्ट्रीय शिक्षा नीति 2020' किसी सरकार विशेष की शिक्षा—नीति न होकर 'भारत की शिक्षा—नीति' है। इसका सर्वप्रमुख कारण यह है कि सरकार ने यह शिक्षा—नीति अपने राजनीतिक एजेंडे के तहत नहीं बल्कि लंबे समय से महसूस की जा रही कमियों, देश की आवश्यकताओं और जन—आकाँक्षाओं को दृष्टिगत रखते हुए डिजाइन की है। स्वतंत्रता के बाद से ही शिक्षा—नीति को 'भारतोन्मुखी' बनाने की माँग होती रही है लेकिन मैकाले की शिक्षा—व्यवस्था में आस्था रखने वाले राजनीतिज्ञों ने अपना राजनीतिक भविष्य सुरक्षित बनाए रखने के लिए 'भारत को स्वर्णिम भविष्य देने लायक शिक्षा—नीति' की माँग को अनसुना कर दिया और मैकाले की शिक्षा—पद्धति को और सशक्त बनाते चले गए।

भारत और भारतीयता को हीनतर बताकर पश्चिमी सभ्यता को श्रेष्ठतर बताते हुए, हीनता—बोध से ग्रस्त भारतीयों की पीढ़ियाँ तैयार करने के लिए मैकाले ने जिस शिक्षा—पद्ध

ति का विकास किया, उसका प्रमुख लक्ष्य था– ऐसे भारतीयों का निर्माण करना, जो दिखने में तो भारतीय हों लेकिन मानसिक–वैचारिक रूप से अंग्रेज हों। स्वतंत्रता के बाद से ही भारतीय सरकारों की नीतियों के निर्माण में महत्वपूर्ण भूमिका निभाने वाले 'थिंक टैंक' के लोग भी मैकाले की इसी शिक्षा–पद्धति से उपजे 'हीनता–बोध से ग्रस्त बुद्धिजीवी' थे, जिन्होंने भारत की शिक्षा–नीति को भारत और भारतीयता से दूर करने में महत्वपूर्ण भूमिका निभाई और इसके परिणाम स्वरूप भारत में एक ऐसी पीढ़ी तैयार होने लगी जो भारतीय संस्कृति की उपेक्षा और पश्चिमी सभ्यता के अंधानुकरण में ही गर्व की अनुभूति करती थी।

अपने इतिहास से सबक लेकर अपने गौरवशाली अतीत पर गर्व करने वाला, अपनी सांस्कृतिक धरोहरों और मूल्यों को सहेज कर आगे बढ़ने वाला देश ही सही अर्थों में विकास की अवधारणा के सापेक्ष 'वैश्विक प्रतिमान' बन सकता है। इस दृष्टि से भारत की समृद्ध सांस्कृतिक परम्परा, गौरवशाली अतीत नए युग–संदर्भों के अनुरूप बदलती आवश्यकताओं और जनाकाँक्षाओं के सापेक्ष भारतीय दृष्टिकोण से संपृक्त 'राष्ट्रीय शिक्षा नीति 2020' बहुत आशान्वित और आश्वस्त करने वाली है।

भारतीय संस्कृति के उदात्त जीवन–मूल्यों से जोड़ कर दी जाने वाली शिक्षा–संबंधी नीति का निर्माण, लंबे समय से चली आ रही भारतीय जन–आकाँक्षा के अनुरूप ही है क्योंकि पश्चिमी शिक्षा–पद्धति के प्रति अतिरेकपूर्ण पूर्वाग्रह ने जीवन–मूल्यों को कुंठित उपेक्षित और प्रतिस्थापित करते हुए बाजारवादी मूल्यों को समाज–जीवन में स्थापित किया है। उचित–अनुचित के विचार से परे, लाभ–हानि के आधार पर मिलने वाली शिक्षा से समाज भौतिकतावादी विकास की ओर उन्मुख हुआ, जिसका भयावह दुष्परिणाम आज हमारे सामने है।

'राष्ट्रीय शिक्षा नीति 2020' 21वीं सदी में भारत की पहली शिक्षा–नीति है, जो भारत के विकास की सभी आवश्यकताओं को पूरा करने का लक्ष्य लेकर बनाई गई है। इस शिक्षा नीति में भारत के विकास की अनिवार्य आवश्यकताओं को पूरा करने के लक्ष्य का प्रमुख आधार भारतीय सांस्कृतिक परम्परा ही है। भारतीय संस्कृति के अंतर्गत आने वाले जीवन मूल्य, 'भारतीय शिक्षा नीति–2020' में अनिवार्य तत्व के रूप में आए हैं क्योंकि नई शिक्षा नीति का लक्ष्य केवल अक्षर ज्ञान अथवा संख्या ज्ञान के बुनियादी स्तर पर केवल साक्षर बनाना ही नहीं बल्कि इससे ऊपर उठकर 'व्यक्ति' के 'चरित्र' का निर्माण है। भारत की प्राचीन शिक्षा–पद्धति से निकलकर ज्ञान के विविध क्षेत्रों में मौलिक सिद्धांतों और ज्ञान का प्रतिपादन करते हुए भारतीय ज्ञान–परम्परा और विद्वत्–परम्परा से समस्त विश्व का ज्ञान–विशेष के क्षेत्र में मार्गदर्शन करने वाले चरक, सुश्रुत, आर्यभट्ट, वराहमिहिर, भास्कराचार्य, ब्रह्मगुप्त, चाणक्य, चक्रपाणि दत्ता, माधव, पाणिनि, पतंजलि, नागार्जुन, गौतम, पिंगला, शंकरदेव, मैत्रेयी, गार्गी, तिरुवल्लुवर जैसे महान विद्वानों के नाम का उल्लेख इस शिक्षा नीति के उसी लक्ष्य का स्पष्ट संकेत है– जो नवीन, मौलिक और समाजोपयोगी ज्ञान देने लायक 'विद्यार्थी'–'शोधार्थी'–'शिक्षार्थी' के 'चरित्र' और 'व्यक्तित्व' का निर्माण करने का है। 'भारतीय शिक्षा नीति 2020' का प्रमुख लक्ष्य 'टाइप' न बनाकर स्वतन्त्र,

सम्पूर्ण स्वाभिमानी और रचनाशील 'चरित्र' और 'व्यक्तित्व' का निर्माण है। इसी 'चरित्र–निर्माण' के माध्यम से क्रमशः व्यक्ति–निर्माण फिर 'राष्ट्र–निर्माण' और 'समाज–निर्माण' करना 'भारतीय शिक्षा नीति 2020' का लक्ष्य है।

शिक्षा को रोजगारपरक बनाना समय की माँग है लेकिन शिक्षा के संदर्भ में भारतीय विचार और संस्कार यथा– "सा विद्या या विमुक्तये", "अप्प दीपो भव", "सा शिक्षा या समाचरेत्" जैसी सूक्तियाँ, शिक्षा के चरम लक्ष्य को प्राप्त करने की प्रेरणा देने वाले सार्वभौमिक–सार्वदेशिक साधन और उद्देश्य दोनों ही रूपों में स्वीकार किए जाने योग्य हैं। यह 'राष्ट्रीय शिक्षा नीति 2020' शिक्षा का अंतिम लक्ष्य, धनार्जन और आजीविका को न मानकर 'पूर्ण आत्मज्ञान' और 'मुक्ति' को ही मानती है। ज्ञान, प्रज्ञा और सत्य की खोज ही भारतीय ज्ञान–परम्परा, भारतीय संस्कृति, भारतीय विचार–दर्शन में सर्वोच्च मानवीय लक्ष्य के रूप में स्वीकृत और स्थापित हैं। इसी मान्यता, अवधारणा और लक्ष्य के कारण यह 'भारतीय शिक्षा नीति–2020' भारतीय संस्कृति और ज्ञान–परम्परा के उदात्त जीवन–मूल्यों और आदर्शों को आत्मसात करती है, जिससे भारत एक बार पुनः भौतिकतावादी, विध्वंसक विकास की अवधारणा से बाहर निकल कर 'त्यागपूर्ण उपभोग' के सिद्धांतों पर चलते हुए 'सर्व–समावेशी' और 'संतुलित' विकास का प्रतिमान बन सके।

भाषा, संस्कृति की संवाहिका होती है। किसी संस्कृति विशेष को समझना हो तो उससे संबंधित भाषा, उसके लिए सबसे कारगर उपकरण है। ग्लोबलाइजेशन और पूँजीवाद ने पूरी दुनिया में बाजारवादी संस्कृति को स्थापित किया जिसके कारण संस्कृतियाँ और भाषाएं विशेष रूप से संकटग्रस्त हो गयीं। बाजारवादी संस्कृति से सबसे अधिक प्रभावित पक्ष भाषा का है। पिछले 50 वर्षों में केवल भारत में ही 220 भाषाएं समाप्त हो गयीं। यूनेस्को ने भारत की 197 भाषाओं को लुप्तप्राय घोषित किया है। ऐसी भाषाएं जिनकी अपनी लिपि नहीं है, उन पर समाप्त होने का खतरा सर्वाधिक है। इसके अतिरिक्त अपनी स्वयं की लिपि वाली भाषाओं के साथ ही ऐसी भाषाएं जिन्हें संवैधानिक दर्जा भी प्राप्त है, वे भी विभिन्न प्रकार की समस्याओं और संकटों का सामना कर रही हैं। नई शिक्षा नीति में विभिन्न समस्याओं का सामना कर रही भारत की भाषाओं के संरक्षण और संवर्द्धन के लिए किए गए प्रावधान इस दृष्टि से बहुत महत्वपूर्ण हैं।

पाश्चात्य संस्कृति और अंग्रेजी भाषा को ही सर्वाधिक वैज्ञानिक और ज्ञान का एकमात्र स्रोत मानने वाले हीनता–बोध से ग्रस्त तथाकथित बुद्धिजीवियों ने भारतीय संस्कृति और ज्ञान परम्परा की मुख्य संवाहिका सह ध्वजवाहिका भाषा– संस्कृत के प्रति उपेक्षापूर्ण व्यवहार किया। परिणाम स्वरूप भारत अपनी प्राचीन ज्ञान–संपदा के अक्षय भंडार का समुचित उपयोग नहीं कर पाया। ऐसे समय में जब पूरा विश्व भारत की प्राचीन ज्ञान–संपदा का मूल स्रोत माने जाने वाली वैदिक परम्परा की वैज्ञानिकता को स्वीकार कर रहा हो, तब भारत की समस्त प्राचीन ज्ञान–राशि को संचित और सुरक्षित बनाए रखने वाली भाषा संस्कृत की प्रासंगिकता और महत्त्व दोनों ही बढ़ जाते हैं। भारतीय वांग्मय की सुदीर्घ परम्परा में संचित ज्ञान–राशि

के समुचित उन्मोचन तथा अधिकतम उपयोगिता की दृष्टि से संरक्षण व संवर्द्धन के प्रावधान 'राष्ट्रीय शिक्षा नीति 2020' का विशिष्ट पक्ष है। भारत के सांस्कृतिक मूल्यों और ज्ञान–संपदा सहित समृद्ध लोक–परम्परा को निरंतर सहेजे–समेटे चली आ रही संस्कृत यदि प्रमुखता के साथ पढ़ी–पढ़ाई जाने लगे तो भारत ही नहीं अपितु समस्त विश्व के सम्मुख चुनौती के रूप में सामने आ खड़ी हुई 'मूल्य–हीनता' की समस्या के निराकरण का सबसे कारगर हथियार साबित होगी। 'राष्ट्रीय शिक्षा नीति 2020' में संस्कृत, हिन्दी के साथ ही अन्य सभी भारतीय भाषाओं को महत्व देना, अपनी संस्कृति और ज्ञान परम्परा को सहेजने और विकसित करने के लिए महत्वपूर्ण और बहुप्रतीक्षित निर्णय हैं, जिनका स्वागत किया जाना चाहिए। 'त्रिभाषा सूत्र' इसके लिए सर्वाधिक कारगर उपाय है, बशर्ते इसका क्रियान्वयन समुचित और सुव्यवस्थित ढंग से किया जाए।

किसी देश का भविष्य कैसा होगा, यह उसकी शिक्षा नीति से तय होता है। किसी देश की प्रगति और विकास किस दिशा में जाएंगे, इसके निर्धारण में शिक्षा नीति की महत्वपूर्ा भूमिका होती है। इन संदर्भो में भारत के स्वर्णिम भविष्य के निर्माण के लिए 'राष्ट्रीय शिक्षा नीति 2020' बहुत उम्मीद जगाने वाली और आश्वस्ति देने वाली है। मानसिक पराधीनता को त्याग कर भावनात्मक तथा मानसिक आत्मनिर्भरता के लिए भारतीय संस्कृति, भारतीय ज्ञान–परम्परा को आधार बनाते हुए विश्व–स्तर की शिक्षा–पद्धति के निर्माण और विकास की योजना 'राष्ट्रीय शिक्षा नीति 2020' के सर्वाधिक विशिष्ट पक्षों में से एक है।
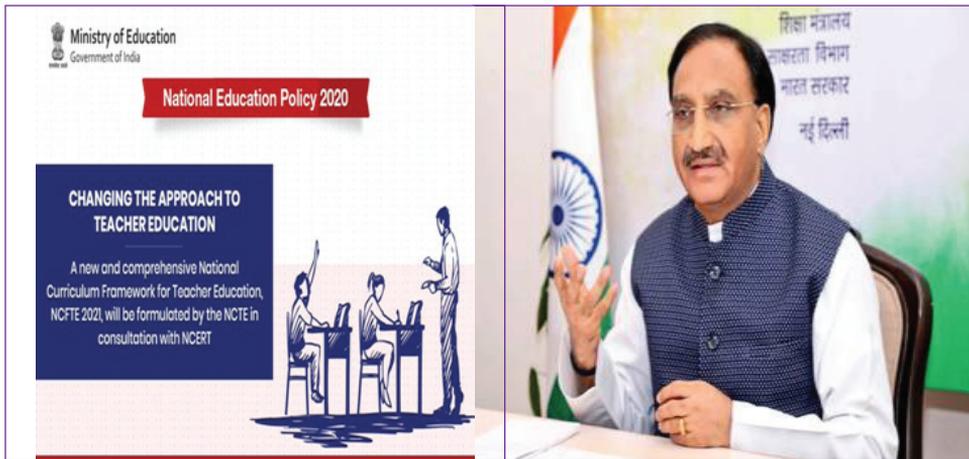
नए भारत की नींव तैयार करने वाली राष्ट्रीय शिक्षा नीति

— सुनील दीपक घोडके

किसी भी राष्ट्र की शिक्षा व्यवस्था का निर्धारण उस राष्ट्र के व्यक्तियों या समाज की आवश्यकताओं को ध्यान में रखकर किया जाता है। जिससे राष्ट्र के लिए श्रेष्ठ नागरिकों का निर्माण किया जा सकें। ब्रिटिश काल में लार्ड ऑकलैंड एवं लार्ड मैकाले इस बात को समझते थे कि विश्व को यदि किसी देश से चुनौती मिल सकती है तो वह है भारत। इसलिए अंग्रेज शासकों ने भारतीय पहचान को समाप्त करने की एक दूरगामी योजना बनाई वह दूरगामी योजना थी शिक्षा व्यवस्था का अंग्रेजीकरण। लार्ड मैकाले द्वारा 1834 में जो शिक्षा पद्धति अपनाई गई थी वह इसी योजना का एक अंग थी। इस शिक्षा पद्धति के बारे में स्वयं मैकाले ने कहा था कि जो शिक्षा पद्धति मैं लागू कर रहा हूं उसके पाठ्यक्रम के अनुसार यहाँ के शिक्षित युवक देखने में भारतीय होंगे किंतु उनके विचार अंग्रेजियत से भरे होंगे। इस योजना में उसे सफलता भी मिली, आज हम सभ्य कहे जाने वाले समाज में अपनी भाषा में बोलने में हिचकिचाते हैं, आज हम अंग्रेजों के गुलाम नहीं हैं फिर भी अंग्रेजियत के गुलाम जरूर हैं और समाज में अंग्रेजी भाषी को विद्वान मानने के विचार ने आम जन का झुकाव अंग्रेजी भाषा की ओर कर दिया है। आज हमारी शिक्षा पद्धति में, शैक्षिक संस्थानों और शासन तंत्र में अंग्रेजी को महत्ता मिलती है। स्वतंत्रता के बाद शिक्षा की व्यवस्था को निर्धारित करने के लिए 1964 में प्रो. दौलत सिंह कोठारी आयोग का गठन किया लेकिन इस आयोग ने अंग्रेजी भाषा पर अतिरिक्त बल दिया जिससे भारतीय भाषाओं का विकास अवरुद्ध हो गया। विज्ञान एवं प्रौद्योगिकी शिक्षा पर विशेष ध्यान दिया गया क्योंकि देश को एक दिशा प्रदान करनी थी लेकिन इससे बालकों का नैतिक एवं आध्यात्मिक विकास अवरुद्ध हो गया। प्रारंभिक शिक्षा के आधार को मजबूत बनाने का सार्थक प्रयास इस में देखने को नहीं मिलता है।

24 जुलाई, 1968 को भारत की प्रथम राष्ट्रीय शिक्षा नीति घोषित की गई। यह पूर्ण रूप से कोठारी आयोग के प्रतिवेदन पर आधारित थी। सामाजिक दक्षता, राष्ट्रीय एकता एवं समाजवादी समाज की स्थापना करने का लक्ष्य निर्धारित किया गया। इसमें शिक्षा प्रणाली का रूपांतरण कर 10+2+3 पद्धति का विकास, हिंदी का संपर्क भाषा के रूप में विकास शिक्षा के अवसरों की समानता का प्रयास, विज्ञान व तकनीकी शिक्षा पर बल तथा नैतिक व सामाजिक

मूल्यों के विकास पर जोर दिया गया। 1986 में पूर्व प्रधानमंत्री राजीव गांधी की अध्यक्षता में नई शिक्षा नीति बनाई गई जो अब तक चल रही थी। जिसकी वजह से हमारी शिक्षा व्यवस्था पिछड़ती चली गई। आधुनिक समय में शिक्षा के द्वारा विकास के लिए नवीनतम तकनीक पर आधारित नीति की आवश्यकता को समझते हुए मोदी सरकार ने 2016 से ही नई शिक्षा नीति लाने की तैयारियां शुरू कर दी थी और इसके लिए टी.एस.आर. सुब्रहमण्यम समिति का गठन भी हुआ था, जिन्होंने मई, 2019 में शिक्षा नीति का अपना मसौदा (ड्राफ्ट) केंद्र सरकार के सामने रखा। लेकिन सरकार को वह ड्राफ्ट पसंद नहीं आया। इसके बाद सरकार ने वरिष्ठ शिक्षाविद् और जे.एन.यू के पूर्व चांसलर के. कस्तूरीरंगन की अध्यक्षता में एक नौ सदस्यीय समिति का गठन किया। के. कस्तूरीरंगन की समिति ने एक नई शिक्षा नीति का मसौदा तैयार किया, जिसे सार्वजनिक कर केंद्र सरकार ने आम लोगों से भी सुझाव मांगे। जिस पर तकरीबन सवा दो लाख सुझाव पूरे देश से प्राप्त हुए। इन सुझावों के विश्लेषण के उपरांत राष्ट्र को ज्ञान आधारित महाशक्ति बनाने के लिए नई शिक्षा नीति 2020 का ड्राफ्ट तैयार किया गया है। इस बार नई शिक्षा नीति को लागू करने के लिए केंद्र ने वर्ष 2030 तक का लक्ष्य रखा गया है। चूंकि शिक्षा संविधान में समवर्ती सूची का विषय है, जिसमें राज्य और केंद्र सरकार दोनों का अधिकार होता है, इसलिए राज्य सरकारें इसे पूरी तरह माने ये ज़रूरी नहीं है। जहाँ कहीं टकराव वाली स्थिति होती है, दोनों पक्षों को आम सहमति से इसे सुलझाने का सुझाव दिया गया है।

आज देश के सामने अनेक समस्याएं हैं जिनका चुनौतीपूर्ण ढ़ंग से सामना करना न केवल देश की अस्मिता के लिए वरन इसके अस्तित्व के लिए अत्यंत आवश्यक है। नई शिक्षा नीति का लक्ष्य भारत के स्कूलों और उच्च शिक्षा प्रणाली में इस तरह के सुधार करना है कि देश दुनिया में भारत ज्ञान का 'सुपरपॉवर' कहलाए। नई शिक्षा नीति के तहत पांचवीं कक्षा तक के बच्चों की पढ़ाई उनकी मातृ भाषा या क्षेत्रीय भाषा में होगी, बोर्ड परीक्षाओं के महत्व को इसमें कुछ कम किया गया है, विधि और चिकित्सा महाविद्यालयों के अलावा अन्य सभी विषयों की उच्च शिक्षा के लिए एक एकल नियामक का प्रावधान है, साथ ही विश्वविद्यालयों में दाखिले के लिए एक समान प्रवेश परीक्षा की बात कही गई है। यह शिक्षा नीति बदलते समय के नए ग्लोबल सिस्टम की ओर जाने की जरूरत पर बल देती है। वैश्विक मानकों के अनुरुप शिक्षा व्यवस्था को व्यवस्थित करने के लिए इसमें आमूल–चूल परिवर्तन की जरूरत है। पुरानी नीति के 10+2 (दसवीं कक्षा तक, फिर बारहवीं कक्षा तक) के ढांचे में बदलाव करते हुए 5+3+3+4 सिस्टम लाया गया है। 5+3+3+4 के प्रारूप में पहला पांच वर्ष बच्चा प्री स्कूल और कक्षा 1 और 2 में पढ़ेगा, इन्हें मिलाकर पांच वर्ष पूरे हो जाएंगे। इसके बाद 8 वर्ष से 11 वर्ष की उम्र में आगे की तीन कक्षाओं कक्षा–3, 4 और 5 की पढ़ाई होगी। इसमें बच्चों को उनकी मातृभाषा में पढ़ाने पर सहमति दी गई है, इससे उनकी नींव मजबूत होगी। जिससे भविष्य बनाने के लिए बच्चों को मजबूत आधार मिलेगा। इससे बच्चों को सीखने में आसानी होगी। इसके बाद 11 से 14 वर्ष की उम्र में कक्षा 6, 7 और 8 की पढ़ाई होगी। इसके बाद 14

से 18 वर्ष की उम्र में छात्र 9वीं से 12वीं तक की पढ़ाई कर सकेंगे। यह 9वीं से 12वीं तक की पढ़ाई बोर्ड आधारित होगी, लेकिन इसे नई शिक्षा नीति में बहुत सरल बनाया गया है। इसके लिए बोर्ड परीक्षा को दो भागों में बांटने का प्रस्ताव है, जिसके तहत वर्ष में दो हिस्सों में बोर्ड की परीक्षा ली जा सकती है। इससे बच्चों पर परीक्षा का बोझ कम होगा और वह रट्टा मारने की बजाय सीखने और आंकलन पर जोर देंगे। जो छात्र स्नातक के बाद नौकरी करना चाहता है, वह सिर्फ तीन वर्ष की उपाधि ले सकता है।

वहीं उच्च शिक्षा और शोध की इच्छा रखने वाले छात्र चौथे वर्ष का कोर्स करेंगे। इसके साथ ही अब तक तीन वर्ष का होने वाला स्नातक अब चार वर्ष का हो जाएगा। स्नातक करते समय पहले वर्ष में कोर्स छोड़ने पर सर्टिफिकेट मिलेगा, दूसरे वर्ष के बाद एडवांस सर्टिफिकेट मिलेगा और तीसरे वर्ष के बाद डिग्री, और चार वर्ष बाद की डिग्री शोध परक ज्ञान के साथ मिलेगी। उसी तरह से परास्नातक स्तर पर तीन तरह के विकल्प होंगे। पहला होगा दो वर्ष का मास्टर्स, उनके लिए जिन्होंने तीन वर्ष का डिग्री कोर्स किया है। दूसरा विकल्प चार वर्ष के स्नातक डिग्री कोर्स करने वालों के लिए एकवर्षीय मास्टर्स प्रोग्राम और तीसरा विकल्प होगा 5 वर्ष का इंटिग्रेटेड प्रोग्राम जिसमें स्नातक और परास्नातक दोनों एक साथ ही हो होंगे। अब पी–एच.डी. के लिए चार वर्षीय स्नातक डिग्री शोध के साथ लेने की अनिवार्यता रहेगी। एम.फिल. को नई शिक्षा नीति में बंद करने का प्रावधान भी है। आई.आई.टी. (IIT) और नीट (छम्म्ज) की परीक्षा के बारे में नई शिक्षा नीति में अंडर ग्रेजुएट कोर्स में दाख़िल के लिए नेशनल टेस्टिंग एजेंसी से परीक्षा कराने की बात कही गई है। साथ ही क्षेत्रीय स्तर पर, राज्य स्तर पर और राष्ट्रीय स्तर पर ओलंपियाड परीक्षाएं कराने के बारे में भी कहा गया है। आई.आई. टी. में प्रवेश के लिए इन परीक्षाओं को आधार बना कर छात्रों को दाख़िला देने की बात की गई है। उसी तरह से मेडिकल कोर्स में आमूलचूल बदलाव की बात की गई है। कोई भी नई यूनिवर्सिटी केवल एक विषय विशेष की पढ़ाई के लिए आगे से नहीं बनाई जाएगी। 2030 तक सभी यूनिवर्सिटी में अलग अलग स्ट्रीम की पढ़ाई एक साथ कराई जाएगी। मेडिकल की पढ़ाई के लिए अलग एक्रिडेशन पॉलिसी बनाने की बात नई शिक्षा नीति में कही गई है। निजी तथा सरकारी उच्च शिक्षा संस्थानों के लिए समान नियम बनाए गए हैं। शिक्षा के अधिकार अधिनियम के दायरे को विस्तृत और व्यापक बनाते हुए उसे 6 से 14 वर्ष के स्थान पर अब 3 से 18 वर्ष किया गया है, यह स्वागत योग्य कदम है। इसके अलावा इस नीति में अर्ली चाइल्डहुड पॉलिसी अच्छी है जिसके अंतर्गत अब 3 से 5 वर्ष तक के बच्चों को भी सरकारी देखभाल मिल सकेगी। वैदिक गणित, दर्शन और प्राचीन भारतीय ज्ञान परंपरा से जुड़े विषयों को महत्त्व देने की कवायद भी नई शिक्षा नीति में की गयी है। जिसमें तार्किक और वैज्ञानिक आधार जाँचने के बाद जहाँ प्रासंगिक होगा, वहाँ इसे पाठ्यक्रम में सम्मिलित किया जाएगा। यह शिक्षा नीति विद्यार्थियों को अपनी परंपरा, संस्कृति और ज्ञान के आधार पर ग्लोबल सिटीजन बनाते हुए उन्हें भारतीयता की जड़ों से जोड़े रखने पर आधारित है। नई शिक्षा नीति सैद्धांतिक ज्ञान के साथ–साथ व्यवहार परक ज्ञान पर बल देती है। जिससे बच्चों के कंधे

से बैग के बोझ को हल्का करते हुए उनको भावी जीवन के लिए तैयार किया जा सकें। नई शिक्षा नीति में कहा गया है कि सरकार उच्च शिक्षा पर अधिक से अधिक खर्च करेगी, ताकि गुणवत्तापूर्ण शिक्षा को बढ़ावा दिया जा सके। इसके लिए सरकार ने जीडीपी का 6 प्रतिशत शिक्षा पर खर्च करने की बात को नई शिक्षा नीति में स्वीकार किया गया है। इसके अलावा फीस का निर्धारण और उस पर कैप (सीमा) लगाने की भी बात नई शिक्षा नीति में है। उच्च शिक्षा में स्कॉलरशिप के लिए नई शिक्षा नीति में प्रस्ताव है। इसके लिए नेशनल स्कॉलरशिप पोर्टल के दायरे को और अधिक व्यापक बनाने की बात है। प्राइवेट संस्थाएँ, जो उच्च शिक्षा देंगी उनको 25 प्रतिशत से लेकर 100 प्रतिशत तक स्कॉलरशिप अपने 50 प्रतिशत छात्रों को देना होगा – ऐसा प्रावधान इस शिक्षा नीति में किया गया है। अभी तक हमारी शिक्षा व्यवस्था में 'क्या सोचना है' पर ध्यान केंद्रित रहा, जबकि नई शिक्षा नीति में 'कैसे सोचना है' पर बल दिया जा रहा है। नई शिक्षा नीति में छात्रों के साथ–साथ नए शिक्षक तैयार करने पर भी जोर दिया जा रहा है। शिक्षकों की ट्रेनिंग पर भी फोकस किया गया है। "उच्च शिक्षा मे सुधारवादी परिवर्तन" की राष्ट्रीय संगोष्ठी में प्रधानमंत्री ने अपने संबोधन के दौरान कहा, 'जब गांवों में जाएंगे, किसान को, श्रमिकों को, मजदूरों को काम करते देखेंगे, तभी तो उनके बारे में जान पाएंगे, उन्हें समझ पाएंगे, उनके श्रम का सम्मान करना सीख पाएंगे। इसलिए राष्ट्रीय शिक्षा नीति में छात्र शिक्षा और डिग्निटी ऑफ लेबर पर बहुत काम किया गया है।' सरकार ने इसके साथ ही स्कूली शिक्षा में 2030 तक नामांकन अनुपात यानी ग्रास इनरोलमेंट रेशियो (जीईआर) को 100 प्रतिशत और उच्च शिक्षा में इसे 50 प्रतिशत तक करने का लक्ष्य रखा है। नई शिक्षा नीति के मुताबिक अब खेल, कला, संगीत, शिल्प, योग और सामुदायिक सेवा जैसे सभी विषयों को भी पाठ्यक्रम को भी शामिल किया जाएगा। इन्हें सहायक पाठ्यक्रम (को–करिकुलर) या अतिरक्त पाठ्यक्रम (एक्स्ट्रा–करिकुलर) की श्रेणी में नहीं रखा जाएगा। इससे शारीरिक शिक्षा प्रशिक्षित बेरोजगारों को भी कक्षा एक से आठ तक के स्कूलों में उनकी नियुक्ति का रास्ता खुलेगा। उच्च शिक्षा को अधिक केंद्रीकृत करने के लिए नई शिक्षा नीति में विश्वविद्यालय अनुदान आयोग (UGC), ऑल इंडिया काउंसिल फॉर ट्रेड एजुकेशन (AICTE) और नेशनल कॉउंसिल फॉर टीचर एजुकेशन (NCTE) जैसी संस्थाओं को किसी एक संस्था के अंतर्गत लाया जाएगा और उच्च शिक्षा के लिए सिर्फ एक रेगुलेटरी बॉडी होगी। हालांकि इसमें भी मेडिकल और लॉ शिक्षण संस्थानों को छूट दिया जाएगा। इसके अलावा शोध को बढ़ावा देने के लिए नेशनल रिसर्च फाउंडेशन के गठन की भी बात कही गई है। उच्च शिक्षा में एकरूपता को बढ़ावा देने के लिए केंद्रीय, राज्य और डीम्ड विश्वविद्यालयों को एक ही मानक के आधार पर देखा जाएगा और पूरे देश में एक प्रवेश परीक्षा आयोजित करने की भी बात नई नीति में है। उच्च शिक्षा संस्थानों को ग्रांट देने का काम हायर एजुकेशन ग्रांट्स कमिशन करेगा। इसके अलावा इन संस्थाओं के अलग–अलग विभागों के लिए नियम, कानून और गाइड लाइन तैयार करने की ज़िम्मेदारी होगी। यह इसी दिशा में उठाया गया कदम है। अतः शिक्षा ही एक ऐसी शक्ति है जो सामाजिक, आर्थिक राजनैतिक परिवर्तन लाकर राष्ट्र की अखंडता तथा अस्मिता

की रक्षा कर सकती है। यही कारण है कि विगत कुछ समय से देश में राष्ट्रीय शिक्षा प्रणाली को लागू करने की बात कही जा रही थी उसे प्रधानमंत्री मोदी की सरकार से जनता को सही मायने में लागू करने की अपेक्षाएं अधिक है।

संदर्भ ग्रंथ सूची –

1. अग्निहोत्री, रमा कांत. (2017). मैकॉले ऐलफिन्सटन और भारतीय. वाणी प्रकाशन, नई दिल्ली.

2. बत्रा, दीनानाथ. (2014). भारतीय शिक्षा का स्वरूप. प्रभात प्रकाशन, नई दिल्ली.

3. राष्ट्रीय शिक्षा नीति 2020. मानव संसाधन विकास मंत्रालय, भारत सरकार, नई दिल्ली.

इंटरनेट लिंक –

• https://www.bbc.com/hindi/india-53593928

• https://www.drishtiias.com/hindi/daily-updates/daily-news-analysis/national-education-policy-2020

'नई शिक्षा नीति 2020 : सामाजिक समावेशन का दस्तावेज'

– नरेन्द्र सिंह

ज्ञान आधारित अर्थव्यवस्था और तकनीकी दक्षता वाले 21वीं सदी के भारत की अस्मिता और उसके विश्व गुरू बनने की प्रक्रिया एक सत् एवं समावेशी शिक्षा के माध्यम से सम्भव हो सकेगी। इस सन्दर्भ में भारत की नई शिक्षा नीति 2020 महत्वपूर्ण कदम साबित होने जा रहा है। शिक्षा मानवीय क्षमताओं के विकास का प्रमुख साधन हैं। शिक्षा के माध्यम से एक समावेशी एवं न्यायसंगत समाज का निर्माण करके राष्ट्र का सत्, संतुलित और सम्पोषणीय विकास सुनिश्चित किया जाता हैं। सुशिक्षित व्यक्ति, समाज और राष्ट्र की प्रगति का संवाहक होता है, जबकि अशिक्षित या अर्ध—शिक्षित व्यक्ति राष्ट्रीय विकास में बाधक। भारत की प्राचीन ज्ञान परम्परा और आधुनिक अन्तर्राष्ट्रीय शिक्षा प्रणाली (प्रतीची एवं प्राची) के संगम के साथ नई शिक्षा नीति 2020 वैश्विक पटल पर भारत की मजबूत उपस्थिति दर्ज काने में सफल साबित होगी। एक समय था, जब भारतवर्ष की समग्र शिक्षा प्रणाली का डंका पूरे विश्व में बजता था। भारत में ज्ञानार्जन हेतु दूर—दूर से लोग आया करते थे। उत्तर में तक्षशिक्षा, पूर्व में नालंदा और विक्रमशिला, सौराष्ट्र में वल्लभी तथा दक्षिण में कांथालूरसाला ऐसे संस्थान रहे हैं, जिनमें डिग्रीधारी नहीं, बल्कि ज्ञानवान, विवेकी, साहसी, संतोषी, उद्यमी और आत्मनिर्भरवादी पथ तैयार किये जाते थे और विभिन्न विषयों पर गहन अनुसन्धान होते रहे है।

आजादी के तिहत्तर वर्षों बाद भी हम शैक्षणिक रूप से औपनिवेशिक शिक्षा पद्धति के गुलाम ही बने हुये हैं। भारतीय मस्तिष्क का विउपनिवेशीकरण किया जाना वर्तमान समय की आवश्यकता है और नई शिक्षा नीति 2020 इस कार्य को प्रभावी तरीके से सम्पादित करती है। हमारी वर्तमान शिक्षा पद्धति खोजी—वृत्ति और जिज्ञासु—प्रवृत्ति को विकसित नही करती बल्कि रेडीमेड और रटंत विद्या को प्रोत्साहन देती है। इसको बदलने की आवश्यकता हैं, जिससे मौलिक चिंतन और लीक से हटकर सोचने की प्रवृत्ति विकसित हो सके, क्योंकि कार्य—कारण श्रृंखला की खोज से ही ज्ञान—सृजन और नवाचार अनुसन्धान संभव हैं। इसका कहीं न कहीं यही कारण रहा है कि अपने आसपास के गृह उद्योगों तथा हस्तशिल्प कला को छोड़, हम पाश्चात्य ब्राण्डों के जाल में फंसते चले गये। परन्तु आज जब आत्मनिर्भर और स्वावलम्बी भारत की बात हो रही है, तब हाल ही में जारी की गई नई शिक्षा नीति 2020 ने वर्तमान शिक्षा

प्रणाली में बड़े परिवर्तन कर पुनः भारत को विश्व गुरु बनाने के प्रयास का बिगुल बजा दिया है।

भारतीय ज्ञान परम्परा को दृष्टिगत रखते हुये नई शिक्षा नीति 2020 के द्वारा अपनायी गयी 5 + 3 + 3 + 4 की प्रणाली मानवीय और धरातलीय स्तर पर सामाजिक समावेशन कर सकारात्मक विकास का प्रतिपादन करती है, जो व्यक्ति और समाज के साथ ही राष्ट्र निर्माण में भी सहायक सिद्ध होगी। नई शिक्षा नीति में मातृभाषा के साथ–साथ अन्य भाषाओं का ज्ञान विद्यार्थियों के ज्ञान में क्षैतिज एवं ऊर्ध्वाधर विकास में सहायक है। इस शिक्षा नीति के माध्यम से तकनीकी ज्ञान के विकेन्द्रीयकरण का प्रयास किया गया है, जो तकनीकी रूप से सशक्त एवं समावेशी समाज का निर्माण कर अपने नागरिकों को ज्ञान आधारित अर्थव्यवस्था में योगदान देने योग्य बनायेगा। आज सम्पूर्ण विश्व भारतीय परम्परा व संस्कृति का अनुसरण करके भारतीय मूल्यों से तादात्म्य स्थापित कर रहा है। योग और आयुर्वेद इसके प्रमुख उदाहरण है। नई शिक्षा नीति 2020 में इन भारतीय मुल्यों को पुनर्जीवित करने, विकसित करने एवं उन्हें अन्तर्राष्ट्रीय मान्यता दिलाने का सराहनीय कदम उठाया गया है।

भारतीय सामाजिक परिदृश्य में नई शिक्षा नीति 2020 का पदार्पण किसी शैक्षिक क्रान्ति से कम नहीं है, क्योंकि नई शिक्षा नीति देश में स्कूल और उच्च शिक्षा में परिवर्तनकारी सुधारों के साथ–साथ रोजगारपरक एवं सार्वभौमिकता पर आधारित व्यवस्था है। इस नीति का समतावादी एवं समावेशी दृष्टिकोण समाज के वंचित, पिछड़े, दिव्यांग, अल्पसंख्यक, आदिवासी एवं महिलाओं के शिक्षा प्राप्ति के मार्ग को प्रशस्त करता है। नई शिक्षा नीति 2020 का लक्ष्य भारत को वैश्विक ज्ञान महाशक्ति के रूप में स्थापित करना है। नई शिक्षा नीति के माध्यम से वर्तमान सरकार ने दृढ़ संकल्पित होकर भारतीय परम्परा को पुर्नजीवित करने और भारत को ज्ञान–हब बनाने का प्रयास किया है। इस राष्ट्रीय शिक्षा नीति 2020 के द्वारा शिक्षा का एक ऐसा रोडमैप तैयार किया है, जिसमें भारतीयता का पूट परिलक्षित होने के साथ–साथ आत्मनिर्भर और स्वावलम्बी समाज की संरचना साकार हो सके।

सत्त् विकास के संबंध में संयुक्त राष्ट्र ने 2030 तक जिन 17 लक्ष्यों को प्राप्त करने का उद्देश्य रखा है, उसमें गुणवत्तापूर्ण शिक्षा भी एक है। नई शिक्षा नीति संयुक्त राष्ट्र संघ के इस उद्देश्य की पूर्ति में एक साधन बनने के लिये भी अभिलाषी है। नई शिक्षा नीति तथा संयुक्त राष्ट्र संघ के इस लक्ष्य का यह मानना है कि आज विश्व में ज्ञान तथा सूचना अतुल भंडार है, लेकिन प्रत्येक व्यक्ति उस ज्ञान का लाभ तभी उठा सकता है, जब यह सभी स्तरों पर सुलभ हो और स्कूलों में भर्ती दरों में वृद्धि हो। राष्ट्रीय सैम्पल सर्वे संगठन 2017–18 के अनुसार भारत में अभी भी लगभग 3.22 करोड़ बच्चे स्कूली शिक्षा से वंचित हैं। राष्ट्रीय शिक्षा नीति 2020 के अनुसार यू–डीआईएसई 2016–17 के आंकड़ों के अनुसार, प्राथमिक स्तर पर लगभग 19.6 प्रतिशत छात्र अनुसूचित जाति के हैं, जबकि उच्चतर माध्यमिक स्तर यह प्रतिशत कम होकर 17.3 प्रतिशत हो जाता है। नामांकनों में भी ये गिरावट अनुसूचित जनजाति के छात्रों (10.6 प्रतिशत से 6.8 प्रतिशत) और दिव्यागों बच्चों (1.1 प्रतिशत से 0.25 प्रतिशत) के

लिए अत्यन्त गंभीर विषय है। इसमें से प्रत्येक श्रेणी में महिला छात्रों के नामांकनों में ओर भी अधिक गिरावट आई है तथा महिला छात्रों की उच्चतर शिक्षा के नामांकन में गिरावट तो ओर भी अधिक है।।

गुणवत्तापरक शिक्षा ही सत् विकास की बुनियाद है। देशीय शिक्षा के द्वारा ही कोई भी राष्ट्र स्वावलम्बी और आत्मनिर्भर हो सकता है तथ जीवन स्तर को उन्नत कर सकता है। इसलिये नई शिक्षा नीति 2020 के माध्यम से 2030 तक लड़कियों और लड़कों के बीच की विषमता को पूरी तरह समाप्त करने तथा समाज के सभी तबकों को शिक्षा एवं व्यावसायिक प्रशिक्षण प्राप्त कराने का लक्ष्य रखा गया है। भारत में युवाओं की सर्वाधिक जनसंख्या है तथा 2022 तक भारत विश्व का सबसे नौजवान राष्ट्र होगा, लेकिन भारत में आज भी 27 प्रतिशत जनसंख्या निरक्षर है। अभी तक भारत जीडीपी का लगभग 3.8 प्रतिशत ही शिक्षा पर व्यय करता आ रहा है, लेकिन नई शिक्षा नीति में इसका लक्ष्य 6 प्रतिशत तक रखा गया है। इस प्रकार भारत की बदलती हुयी सामाजिक, आर्थिक स्थिति और संयुक्त राष्ट्र संघ द्वारा निर्धारित किये गये सत् विकास संबंधी लक्ष्य के साथ तारतम्य स्थापित करते हुये नई शिक्षा नीति 2020 के लक्ष्य निर्धारित किये गये है। नई शिक्षा नीति 2020 का लक्ष्य भारत में गुणवत्तापूर्ण शिक्षा उपलब्ध कराने, सर्जनात्मक और नवाचारों पर आधारित शोध संस्कृति को प्रोत्साहित करने के साथ ही समावेशी शिक्षा प्रणाली अपना कर भारत को ज्ञान परम्परा की सर्वोच्च शक्ति बनाने में है। नई शिक्षा नीति 2020 व्यावसायिक शिक्षा पर बल देते हुये, उसे मुख्य पाठ्यक्रम का भी हिस्सा बनाती है, जिससे शिक्षा ग्रहण करते समय विद्यार्थियों को कौशल विकास के अवसर प्राप्त होगें। इस नीति के अनुसार स्कूल में शिक्षा ग्रहण करते हुये कुछ ऐसा समय निर्धारित होगा, जिसमें विद्यार्थी स्थानीय आधार पर उपलब्ध व्यावसायिक विशेषज्ञ जैसे माली, बढ़ई, कलाकार, कुम्हार आदि के सम्पर्क में आकर उनके कौशल का भी ज्ञान प्राप्त कर सकेंगे। शिक्षण संस्थानों को लाभरहित संस्थाओं की श्रेणी में रखा गया है। सभी शिक्षण संस्थानों से यह अपेक्षा की गई है कि वे अपने शुल्क सम्बन्धी नीतियों में पारदर्शिता रखेंगे। नई शिक्षा नीति को समावेशी बनाने के लिये नौकरशाही से मुक्त करने का भी प्रयास किया गया है। शिक्षण संस्थाओं को अधिक स्वायत्ता दी गई है। शिक्षण मण्डल के द्वारा, जिसमें शिक्षाविद् अधिक होगे, शिक्षण संस्थाओं स्वायत्ता देने का प्रावधान रखा गया है। इससे शिक्षण संस्थाओं का गैर राजनीतिकरण होगा।

संयुक्त राष्ट्र संघ के सत् विकास का लक्ष्य लड़कों और लड़कियों के साथ सुदूर क्षेत्रों में रहने वाले आदिवासी समुदाय को समान रूप से शिक्षा के अवसर उपलब्ध कराना है। इसके लिये जिले स्तर पर विशेष रूप से सामाजिक, आर्थिक रूप से पिछड़े क्षेत्रों को विशेष वरीयता देना का प्रावधान रखा गया है। इसलिये नई शिक्षा नीति 2020 में स्थानीय भाषाओं में शिक्षा देने तथा राष्ट्रीय पाठ्यक्रम का स्वरूप निर्मित करने, शिक्षण संस्थानों में गुणवत्तापूर्ण शिक्षण के लिये वातावरण निर्मित करने, दिव्यांग, महिला, अनुसूचित जाति एवं जनजाति, पिछड़ी जाति, आदिवासी समुदाय, ट्रांसजेंडर तथा आर्थिक रूप से कमजोर वर्गों आदि का विकास करने,

राष्ट्रीय शोध संस्थान की स्थापना के द्वारा शोध एवं नवाचारों पर बल दिया गया है। नई शिक्षा नीति देश के सामाजिक, आर्थिक ढांचे को गहनता से प्रभावित करती है और देश को विश्व में एक महाशक्ति बनाने की आधारशिला भी स्थापित करती है।

इस प्रकार नई शिक्षा नीति में आत्मनिर्भरवादी और समावेशी स्वरूप को संजोकर भारतीय परम्परा को आत्मसात करने का पुनीत कार्य किया गया है। इस नीति में भविष्य के एक ऐसे भारत की कल्पना की गई गयी है, जो आत्मनिर्भर, स्वावलम्बी तथा वैश्विक ज्ञान क्रान्ति के अग्रदूत की भूमिका का निर्वहन कर सकेगा। यह बात सत्य हैं कि आर्थिक–सामाजिक कारणों की वजह से अनुसूचित जाति एवं जनजाति, पिछड़े वर्ग, महिला, अल्पसंख्यक और दिव्यांगों का प्रतिशत प्राथमिक शिक्षा से क्रमशः उच्च शिक्षा तक पहुंचते–पहुंचते कम हो जाता है। तब यह सुनिश्चित करना आवश्यक है कि समाज के हर तबके, हर व्यक्ति को इस नई शिक्षा नीति का लाभ मिल सके। इसी दृष्टि से नई शिक्षा नीति 2020 के खण्ड 6 में दिव्यांगों, महिलाओं, आदिवासी समुदायों, अल्पसंख्यक, पिछड़ा वर्ग और ट्रांसजेंडर विद्यार्थियों के साथ–साथ आर्थिक रूप से कमजोर परिवारों के बच्चों के लिए भी अनेकों प्रकार की सुविधाओं और छात्रवृत्तियों के प्रावधानों और व्यवस्थाओं का उल्लेख निश्चित ही इस नीति को समावेशी बनाता है।

यह नीति बहुआयामी तथा समग्र होने के साथ ही व्यवसायिक भी हैं और लचीली भी।यह शिक्षा नीति किताबी ज्ञान की बजाय कौशल विकास अधिक ध्यान केन्द्रित करती है। इसका यह स्वरूप समाज में व्याप्त आर्थिक विषमता को समाप्त कर समावेशी समाज के निर्माण के लिये महत्वपूर्ण कदम सिद्ध होगा। इस नीति का महत्वपूर्ण पहलू यह है कि यह भारतीय मूल्यों को गठजोड़ कर उच्च तकनीक के साथ ऐसी प्रणाली हमारे सम्मुख रख रही है, जिसके माध्यम से हम अपने गौरवशाली अतीत से जुड़े हुये आधुनिक युवा तैयार कर पायेंगे। इस प्रकार आत्मनिर्भर भारत एवं समावेशी, समतापरक समाज के सपने को साकार करने में यह निश्चित ही एक सकारात्मक कदम साबित होगा।

सन्दर्भ सूची–

1. भारत सरकार (2020) नई शिक्षा नीति, मानव संसाधन विकास मंत्रालय, नई दिल्ली

2. अंशु जोशी, (08 सितम्बर, 2020) आत्मनिर्भर भारत की बुनियादः नई शिक्षा नीति, विवेक हिंदी https://hindivivek.org/21574

3. Shantesh Kumar Singh (04August, 2020), SDGs and India's New National Education Policy 2020, Delhi Post https://delhipostnews.com/sdgs-and-indias-new-national-education-policy-2020/#:~:text=In%20India%2C%20after%20three%20decades,introduced%20by%20the%20cuÙkent%20government.&text=The%20NEP%202020%20is%20also,the%20base%20of%20sustainable%20development.

4. रसाल सिंह, (08 सितम्बर, 2020) शिक्षा व्यवस्था का आधार हैं योग्य शिक्षक और मौलिक शोध, अकादमिक्स4नेशन https://bit.ly/3i4L2FM

नई शिक्षा नीति : गुणवत्तापूर्ण शोध की ओर एक कदम

— शिवेंद्र सिंह

उच्च शिक्षा प्राप्त व्यक्ति देश के विकास में महती भूमिका अदा करता है, वह अपने ज्ञान व कौशल से समाज में उत्पन्न होने वाली विभिन्न समस्याओं का समुचित समाधान करता है। उच्च शिक्षण संस्थान शोध के माध्यम से समस्याओं को हल करने के केंद्र के रूप में स्थापित हुए थे। इसके साथ, लेखन और प्रकाशन के द्वारा अनुसंधान निष्कर्षों का प्रसार और अपने संबंधित क्षेत्रों में अन्य शोधकर्ताओं के साथ नए ज्ञान को साझा करने का लक्ष्य था।

यूजीसी रिपोर्ट (2019) के अनुसार वर्ष 2017 में लगभग 34400 विद्यार्थियों को पीएचडी अवार्ड हुई व इस वर्ष में नामांकन कराने वाले अभ्यर्थियों की संख्या 107890 थी। परंतु दुर्भाग्यवश वर्तमान में भारत के ज्यादातर विश्वविद्यालयों में होने वाले शोध मात्र डिग्री प्राप्त करने के लिए हो रहे हैं। इसकी वजह से समाजोपयोगी अथवा इंडस्ट्री उपयोगी परिणाम नहीं आ पा रहे। मानविकी व सामाजिक विज्ञान एवं भाषा जैसे विषयों में होने वाली ज्यादातर पीएचडी किसी भी तरह से समाज के किसी काम नहीं आ पा रही है। विश्वविद्यालय पीएचडी की डिग्री देने वाली मात्र एक संस्था बनकर रह गए हैं। देश में विश्वविद्यालयों की स्थापना उस क्षेत्र की आवश्यकता को जानने व पूरा करने हेतु हुए थे। परंतु उनके शोध से समाज की कोई भी समस्या का समाधान निकल पाया हो ऐसे उदाहरण बहुत कम मिलते हैं। हालांकि कुछ विश्वविद्यालयों ने ग्रामीण क्षेत्र, महिला समूह, जनजाति उत्थान आदि के लिए अच्छा काम किया परंतु ज्यादातर विश्वविद्यालय ऐसी उपलब्धियों से दूर ही रहे। इसमें दोष केवल छात्रों का नहीं ही अपितु शिक्षक व फंड का अभाव भी रहा है। अगर हम उदाहरण के तौर पर केंद्रीय विश्वविद्यालयों की बात करें तो एक शोधार्थी को यहाँ ₹ 8000 प्रति माह की छात्रवृत्ति मिलती है, अगर वह जेआरएफ नहीं है। यह ₹ 8000 उसके महीने की आवश्यकताओं को पूरा करने में ही निकल जाते हैं। एक गुणवत्तापूर्ण शोध के लिए यदि एक शोधार्थी को ग्रामीण अंचलों में जाना हो या दूसरे क्षेत्र में जाकर समस्या जाननी हो तो उसे अपनी जेब से पैसा खर्चा करना पड़ता है। जिसकी वजह से शोधार्थी ऐसे विषयों का चुनाव करते हैं जिसमें उन्हें बहुत ज्यादा दूर दूर तक ना जाना पड़े जिसके कारण द्वितीयक समंक पर आधारित शोधों में बढ़ोतरी देखी गई है, व प्राथमिक समंक भी उच्च गुणवत्ता वाले नहीं लाए जाते।

विश्वविद्यालयों में शोध वातावरण व तकनीकी का अभाव शिक्षकों की शोध योग्यता को कम करता जा रहा है। वर्तमान समय में विश्व स्तरीय जर्नल ऐसे शोध पत्रों का प्रकाशन कर रहे हैं जिनमें नए सॉफ्टवेयर के माध्यम से निकाले गए आंकड़ों को प्रस्तुत किया गया हो परंतु हमारे ज्यादातर शिक्षक उन तकनीकी से अभी परिचित नहीं हो पाए है। बिहार जैसे पिछड़े राज्यों के विश्वविद्यालयो में आधारभूत संरचना व उच्च स्तरीय पुस्तकालय का अभाव इस समस्या को और भी गंभीर बना देता है।

आज ऐसी शिक्षा नीति की आवश्यकता महसूस की जा रही थी जो उपरोक्त समस्याओं के समाधान के साथ विश्व में भारत को उसका सर्वोच्च स्थान दिलाने में सहायक हो। आने वाला समय ऐसे शिक्षित युवाओं का है जिनमें चरित्र के साथ–साथ समस्याओं को रचनात्मक व वैज्ञानिक तरीकों से हल करने की क्षमता हो। नई शिक्षा नीति 2020 में शिक्षा व्यवस्था में आमूलचूल परिवर्तन के साथ शोध कार्यक्रम में प्रवेश के पूर्व छात्र–छात्राओं को तैयार करना, कोष की उपलब्धता व शिक्षकों मनोदृष्टि में परिवर्तन जैसे विषयों पर भी जोर दिया गया है।

वर्तमान शिक्षा व्यवस्था में विभिन्न पक्षकारों को यह समझ में आ रहा था की मात्र 6 महीने के कोर्स–वर्क या प्री–पीएचडी कोर्स के द्वारा शोधार्थियों को गुणवत्तापूर्ण शोध के लिए तैयार करना कठिन है। नई शिक्षा नीति में यह व्यवस्था की गई है कि भविष्य में शोध में अपना कैरियर बनाने वाले छात्र स्नातक स्तर से ही शोध की तरफ मुड़ सकते हैं। 4 वर्षीय स्नातक कार्यक्रम में "शोध सहित स्नातक डिग्री" देने का प्रावधान किया गया है। अगर कोई छात्र 3 वर्षीय स्नातक कार्यक्रम के बाद शोध की तरफ जाना चाहता है तो वह परास्नातक स्तर में दाखिला ले सकता है। परास्नातक स्तर पर द्वितीय वर्ष पूर्णता शोध केंद्रित होगा। बहु–विषयक स्नातक शिक्षा शोध की गुणवत्ता को बढ़ाने में अवश्य ही सहायता करेगी। उदाहरण के तौर पर एक शोधार्थी जिसने स्नातक पर वाणिज्य के साथ–साथ मनोविज्ञान विषय भी पढ़ा हुआ है वह केवल वाणिज्य पढ़े हुए विद्यार्थी की तुलना में विपणन प्रबंध में एक उत्तम शोध कर सकता है।

2017–18 वर्ष में 161412 अभ्यर्थियों द्वारा एमफिल में एडमिशन लिया गया परंतु नई शिक्षा नीति में इस कोर्स को समाप्त कर दिया गया है। यह एक तर्कसंगत कदम है क्योंकि नई शिक्षा नीति के अंतर्गत स्नातक व परास्नातक स्तर से ही विद्यार्थियों को शोध की विस्तृत जानकारी दी जाने लगेगी। विश्वविद्यालय में स्नातक स्तर पर ही विद्यार्थियों को किसी विषय पर संक्षिप्त शोध कराया जायेगा जो कि पीएचडी के लिए एक आधार का काम करेगा। ऐसी स्थिति में एमफिल प्रोग्राम केवल राष्ट्र के संसाधनों का अनावश्यक दुरुपयोग मात्र ही करता अतः एमफिल को खत्म करने का निर्णय एक स्वागत योग्य कदम है। नई शिक्षा नीति देश में शोध का एक ऐसा वातावरण बना सकती है जिसमें विश्वविद्यालय ना केवल अपने क्षेत्रीय स्तर की समस्याओं का समाधान करते नजर आएंगे बल्कि वह विश्व स्तर पर एक प्रमुख परामर्शदात्री सेवाएं के रूप में भी उभर सकते हैं।

नई शिक्षा नीति की सफलता शिक्षकों के कंधों पर है। नीति में यह ध्यान रखा गया है कि संकाय सदस्यों को कार्यालय, पुस्तकालय, प्रयोगशाला जैसी सभी सुविधाएं प्रदान की जाए।

छात्र शिक्षक अनुपात को भी नियंत्रण में लाया जाए ताकि शिक्षक अपने छात्रों को पर्याप्त समय दे सके।संकाय सदस्यों को इस परिवर्तन के लिए तैयार करना भी एक चुनौतीपूर्ण कार्य है। उनके अंदर उत्कृष्टता व नवाचार का गुण पैदा करने में संस्थागत नेतृत्वकर्ता को महत्वपूर्ण भूमिका अदा करनी होगी।

पर्याप्त वित्त आपूर्ति के बिना नई शिक्षा नीति के लक्ष्य को सोचना बेमानी ही होगी। राष्ट्रीय अनुसंधान फाउंडेशन शोध में आने वाली वित्तीय समस्याओं का एक समग्र हल होगा। यह फाउंडेशन योग्यता आधार पर वित्त उपलब्ध कराने के साथ–साथ संस्थानों में अनुसंधान के वातावरण को भी विकसित करने में मदद देगा। भारतीय कृषि अनुसंधान परिषद (आईसीएआर), भारतीय सामाजिक अनुसंधान परिषद (आईसीएसएसआर), भारतीय इतिहास अनुसंधान परिषद (आईसीएचआर) जैसी संस्थाएं अभी भी अनुदान देती रहेंगी परंतु इन सब का राष्ट्रीय अनुसंधान फाउंडेशन से समन्वय रहेगा। नवीन राष्ट्रीय अनुसंधान फॉउंडेशन एक ऐसे इको–सिस्टम का विकास करने पर केंद्रित है जहाँ शोधार्थियों को तकालिक समस्याओं को सरकार के अंगों द्वारा अवगत कराया जाए व उनके समाधान हेतु शोध की जाए। कोरोना काल में विश्वविद्यालयों द्वारा विभिन्न तरीके के सैनिटाइजर मशीन कोरोना व टेस्टिंग मशीन निर्माण इसका एक सुंदर असफल उदाहरण देता है।

नई शिक्षा नीति एक ऐसे वातावरण का निर्माण कर सकती है जिसमें अध्ययन के द्वारा ज्ञान अर्जित कर के अध्यापन से उसे दूसरों में फैलाया जाए , उसका अभ्यास करके उसे अपने दैनिक जीवन के व्यवहार में उतारा जाए। शिक्षा जब व्यवहार में उतर आती है तो समस्याओं का निराकरण आसानी से किया जा सकता है।

नई शिक्षा नीति में एक सोच साफ झलक रही है कि नीति निर्माताओं को यह समझ में आ रहा है कि शोध द्वारा देश की कई समस्याओं का समाधान किया जा सकता है। इसके लिए अब उच्च शिक्षण संस्थानों को कमर कस लेनी चाहिये। अब समय आ गया है कि मैकाले शिक्षा व्यवस्था से बाहर निकलकर भारतीय ज्ञान परंपरा के अनुसार चलते हुए मां भारती को पुनश्च परम वैभव की तरफ ले चला जाए।

NEP 2020: A move towards inclusive, equitable education

8

राष्ट्रीय शिक्षा नीतिः भारत का भविष्य

– अंजनी कुमार श्रीवास्तव

राष्ट्रीय शिक्षा नीति भारत के भविष्य की आधारशिला है। देश की स्वतंत्रता के 73 वर्षों के बाद भारत और भारतीयता को केंद्र में लेकर चलने वाली शिक्षा नीति आई है। इस शिक्षा नीति से काफी अधिक उम्मीदें हैं। इससे शिक्षा व्यवस्था की आधारभूत संरचना में महत्त्वपूर्ण परिवर्तन होंगे जिसकी राष्ट्रीय पुनर्निर्माण में महत्त्वपूर्ण भूमिका होगी। शिक्षा का स्वरूप अधिक समावेशी, अधिक संस्कृति केन्द्रित अधिक व्यवसायोन्मुख और अधिक प्रौद्योगिकी व तकनीक सम्पन्न होगा। भारतीय संस्कृति, कला और भारतीय भाषाओं का न केवल संरक्षण बल्कि विश्व पटल पर इनका प्रचार–प्रसार भी सुनिश्चित हो सकेगा। यूरो–केन्द्रित या पश्चिम केन्द्रित शिक्षा–व्यवस्था के समानांतर भारत केन्द्रित शिक्षा व्यवस्था का निर्माण इस शिक्षा नीति के द्वारा सम्भव हो सकेगा। हमारे शैक्षणिक संस्थान स्थानीय, भारतीय और वैश्विक सभी प्रकार की समस्याओं और चुनौतियों के सन्दर्भ में समाधान और मार्गदर्शन की दृष्टि से उपादेय होंगे। गुणवत्तापूर्ण शिक्षा समाज के अपवंचित वर्गों, सामाजिक समूहों तथा शैक्षणिक रूप से पिछड़े क्षेत्रों को भी मिल सकेगी जिससे इन समूहों का सशक्तीकरण सम्भव होगा। विज्ञान, कला तथा व्यावसायिक शिक्षा के बीच का कठोर विभाजन समाप्त हो सकेगा तथा एक बहुमुखी शिक्षा प्रणाली अस्तित्व में आएगी। कृषि, उद्योग और अन्य आर्थिक संरचनाओं और घटकों के साथ इस शिक्षा प्रणाली का सम्बन्ध अधिक सुदृढ़ होगा जिससे बेरोजगारी का समाधान हो सकेगा तथा इन आर्थिक घटकों को भी कौशल्य तथा अनुसन्धान का लाभ मिल सकेगा।

इस शिक्षा नीति से भारत और दुनिया के अन्य देशों के साथ शैक्षणिक आदान–प्रदान में भी गति आएगी जिससे न केवल विश्वविद्यालयों की वैश्विक रैंकिंग में सुधार होगा, बल्कि अंतरराष्ट्रीय सम्बन्ध की दृष्टि से भी यह उपयोगी होगा। राष्ट्रीय शिक्षा नीति भारत की शिक्षा व्यवस्था को एक सुदृढ़ आधार प्रदान करेगी तथा वैश्विक सन्दर्भ में भारत की बढ़ती भूमिका के अनुरूप भारत की विविध आर्थिक सामाजिक और सांस्कृतिक संरचनाओं को भी मजबूती देगी। यह शिक्षा नीति एक तरह से सशक्त भारत के नये भविष्य के निर्माण का प्रयास है।

यह शिक्षा नीति भारतीय विश्वविद्यालयों को दुनिया के श्रेष्ठ विश्वविद्यालयों की श्रेणी में परिगणित करा पाने में समर्थ भी होगी तथा सशक्त और विकसित भारत का निर्माण भी करेगी। इस महत् उद्देश्य के कारण इसका विजन भी अत्यंत व्यापक और महत्वाकांक्षी है। इसके विजन को स्पष्ट करते हुए लिखा गया है "इस राष्ट्रीय शिक्षा का विजन भारतीय मूल्यों से विकसित

शिक्षा प्रणाली है जो सभी को उच्चतर गुणवत्ता शिक्षा उपलब्ध कराके और भारत को वैश्विक ज्ञान महाशक्ति बनाकर भारत को एक जीवंत और न्यायसंगत ज्ञान समाज में बदलने के लिए प्रत्यक्ष रूप से योगदान करेगी।"

ज्ञान समाज में रूपांतरण किसी भी समाज व्यवस्था का चरम लक्ष्य है। पश्चिम के राष्ट्र भी इस ज्ञान समाज या नॉलेज सोसाइटी के निर्माण की प्रक्रिया में हैं। इस शिक्षा नीति का महत्त्व इस बात में है कि यह भारतीय जीवन मूल्यों के आधार पर भारत के ज्ञान समाज में रूपान्तरण के लक्ष्य को लेकर चलती है। इसके अंतर्गत भारतीय भाषाओं, भारतीय संस्कृति, भारतीय ज्ञान–विज्ञान और भारतीय मूल्यों पर इतना अधिक बल दिया गया है कि यह शिक्षा नीति यूरो/अमेरिका केन्द्रित शिक्षा और जीवन प्रणाली के समानांतर एक नई व्यवस्था के निर्माण की ओर आगे बढ़ती है। परोक्ष रूप से यह आधुनिक शिक्षा प्रणाली का प्रतिवाद भी करती प्रतीत होती है "प्राचीन और सनातन भारतीय ज्ञान और विचार की समृद्ध परम्परा के आलोक में यह नीति तैयार की गयी है। ज्ञान, प्रज्ञा और सत्य की खोज को भारतीय विचार परम्परा और दर्शन में सदा सर्वोच्च मानवीय लक्ष्य माना जाता था। प्राचीन भारत में शिक्षा का लक्ष्य सांसारिक जीवन अथवा स्कूल के बाद के जीवन की तैयारी के रूप में ज्ञान नहीं बल्कि पूर्ण आत्म–ज्ञान और मुक्ति के रूप में माना गया था। ... इसी शिक्षा व्यवस्था ने चरक, सुश्रुत, आर्यभट्ट, वराहमिहिर, भास्कराचार्य, ब्रह्मगुप्त, चाणक्य, चक्रपाणि दत्ता, माधव, पाणिनि, पतंजलि, नागार्जुन, गौतम, पिंगला, शंकरदेव, मैत्रेयी, गार्गी और तिरुवल्लुवर जैसे अनेकों महान विद्वानों को जन्म दिया।"

इस शिक्षा नीति के अंतर्गत समावेशी, समान गुणवत्तापूर्ण और जीवन पर्यन्त शिक्षा की बात की गयी है तथा शिक्षा का उद्देश्य स्पष्ट करते हुए कहा गया है "शिक्षा से चरित्र निर्माण होना चाहिए, शिक्षार्थियों में नैतिकता, तार्किकता, करुणा और सम्वेदनशीलता विकसित करना चाहिए और साथ ही रोजगार के लिए सक्षम बनाना चाहिए। इसके साथ ही वैश्विक कल्याण के प्रति प्रतिबद्धता और वैश्विक नागरिक के रूप में व्यक्ति निर्माण को भी विजन के अंतर्गत सम्मिलित किया गया है। प्राचीन भारतीय शिक्षा व्यवस्था के केंद्र में चरित्र निर्माण है और हिन्दू जीवन वैश्विक कल्याण को अपना चरम लक्ष्य मानता है। इस प्रकार यह शिक्षा नीति भारत के अतीत और उसकी पूरी ज्ञान परम्परा को लेकर आगे बढती है। इस शिक्षा नीति की सबसे बड़ी विशेषता है कि यह वर्तमान भारत को उसके अतीत से अविच्छिन्न रुप में स्थापित करती है। भारत अपने अतीत से पहली बार अंग्रेजों के आने के बाद विच्छिन्न होता है या कट जाता है। इसके पीछे अंग्रेजों की शिक्षा नीति और औद्योगिक व्यावसायिक नीति थी। भारतीय शिल्प कला, भारतीय ज्ञान–विज्ञान सबसे भारत विच्छिन्न होता है। वस्त्र उद्योग, इस्पात उत्पादन की प्रविधि और जहाजरानी के ह्रास के साथ ही भारत की शिक्षा व्यवस्था भी अतीत से विच्छिन्न हो जाती है। धर्मपाल के शोध को यदि देखें तो 18 वीं शती में भारत की शिक्षा व्यवस्था अत्यंत उन्नत है। साक्षरता दर भी अधिक है और स्त्री शिक्षा की स्थिति भी ठीक है। अंग्रेजों के आने के बाद की नई व्यवस्था में पारंपरिक हस्तशिल्प के ह्रास के साथ ही बेरोजगारी में वृद्धि होती है

और भारत का खेतिहरपन बढ़ जाता है। साक्षरता में भी ह्रास होता है और एक सीमित भद्र वर्ग तक ही शिक्षा की पहुँच हो पाती है। यह स्थिति स्वतंत्रता के बाद भी दिखाई पड़ती है। शिक्षा तक पहुँच हालांकि बढ़ती है, किन्तु पारंपरिक ज्ञान–विज्ञान, स्थानीय शिल्प, कौशल आदि से शिक्षा संयुत नहीं होती। व्यक्ति जितना अधिक शिक्षित होता जाता है अपनी ज्ञान परम्परा और जड़ से विच्छिन्न होता चला जाता है। श्रमशीलता के स्थान पर व्हाइट कॉलर जॉब के प्रति रुचि बढ़ती रही है। पहली बार राष्ट्रीय शिक्षा नीति के अंतर्गत मानविकी और विज्ञान आदि के साथ ही पारम्परिक ज्ञान–विज्ञान, हस्तशिल्प और व्यावसायिक शिक्षा को पाठ्यक्रम के अंतर्गत सम्मिलित किया जा रहा है। स्कूली शिक्षा से ही इन विषयों का अध्यापन सुनिश्चित किया गया है। इससे श्रम, शिल्प और कौशल के प्रति न केवल सम्मान का भाव बढ़ेगा बल्कि देश, समाज, कला–संस्कृति सबको लेकर एक समग्र चेतना का निर्माण होगा। इस दृष्टि से यह शिक्षा नीति विद्यार्थियों के सहजबोध में परिवर्तन कर सकेगी।

यद्यपि भारत और भारतीयता और औपनिवेशिक मानस में परिवर्तन की बात पहले की शिक्षा नीतियों में भी की गयी है। राधाकृष्णन आयोग द्वारा भी भारतीय संस्कृति के अनुरूप शिक्षा की वकालत की गयी थी, किन्तु वास्तव में ऐसा नहीं हो सका। पंडित जवाहरलाल नेहरू की नीतियों से शिक्षा संस्कृति पर धीरे–धीरे भारत विरोधी वामपंथी विचारधारा का वर्चस्व बढ़ गया। सैयद नुरूल हसन के शिक्षा मंत्री बनते ही यह प्रक्रिया और तेज हो गयी। नुरूल हसन कम्युनिस्ट पार्टी के कैडर थे और अलीगढ मुस्लिम विश्वविद्यालय में इतिहास के प्राध्यापक भी थे। उन्होंने सुनियोजित रुप से संस्थाओं का निर्माण किया और उन पर वैचारिक कब्जा कर लिया। इंडियन कौंसिल ऑफ हिस्टोरिकल रिसर्च की स्थापना भी उन्होंने की तथा ICSSR के अंतर्गत विविध संस्थानों की स्थापना की। इस प्रकार शिक्षा और संस्कृति के तमाम संस्थानों पर भारत विरोधी वाम आधिपत्य स्थापित हुआ। नई शिक्षा नीति–1986 इस वैचारिक आधिपत्य के बाद आई। 1967 में कम्युनिस्ट पार्टी ने इतिहास लेखन के सम्बन्ध में एजेंडे घोषित किये थे कि प्राचीन भारत की प्रशंसा नहीं करनी है, मुगल या इस्लामी अत्याचार का वर्णन नहीं करना है तथा मुगल काल की प्रशंसा करनी है। यह एजेंडा अब तक वर्तमान है जिससे एक विशेष तरह की सेलेक्टिव धारणा अकादमिक जगत में बनी हुई है। इससे आत्महीनता की स्थिति आई है तथा अपने इतिहास और अपनी संस्कृति के प्रति एक नकारात्मक भाव पैदा हुआ है। राष्ट्रीय शिक्षा नीति इस आत्महीनता और आत्मदया से उबरने में मदद करेगी और भारत का स्वत्व बोध इससे जागृत होगा। इससे साहित्य, कला संस्कृति, एकेडेमिक्स, शोध सबमें एक मौलिक चिन्तन की सम्भावना विकसित होगी। अब तक हमने ज्ञान की सभी दिशाओं में पश्चिम का अनुवर्तन किया है जिससे हमारे विश्वविद्यालय वैश्विक रैंकिंग में अच्छा स्थान प्राप्त कर पाने में सफल नहीं हो सके हैं। इस शिक्षा नीति के लागू होने से इस दिशा में भी परिवर्तन होगा।

भारत के स्वत्व बोध का सबसे बड़ा उदाहरण है भारतीय भाषाओं के महत्त्व को स्वीकार करना। इस शिक्षा नीति में भारतीय भाषाओं को जितना महत्त्व दिया गया है उतना महत्त्व

पहले कभी नहीं दिया गया। त्रिभाषा सूत्र पहले भी लागू था, किन्तु प्राथमिक शिक्षा के माध्यम के रूप में भारतीय और स्थानीय भाषा को अनिवार्य रूप से स्वीकार पहली बार किया गया है। इसके साथ ही पालि, प्राकृत आदि भाषाओं को भी स्कूलों में विद्यार्थी ओपन क्रेडिट या दूसरे तरीके से पढ़ सकेंगे। लुप्तप्राय भाषाओं / आदिवासी भाषाओं के संरक्षण की दृष्टि से भी यह नीति विशेष सजग है। भारतीय भाषाओं में अध्यापन के लिए अध्यापकों की बड़े पैमाने पर नियुक्ति, भाषा–संस्कृति एवं कला के अध्ययन के लिए छात्रवृत्ति तथा पाठ्य पुस्तकों व साहित्य के निर्माण के लिए पुरस्कार के प्रावधान के कारण यह शिक्षा नीति भारतीय भाषाओं के संरक्षण, प्रचार–प्रसार आदि अनेक दृष्टियों से अत्यंत महत्त्वपूर्ण होगी। इससे वास्तव में भारतीय भाषाओं को सम्मान प्राप्त होगा।

भारतीय भाषाओं के लिए बहुविषयी भाषा विश्वविद्यालय का भी प्रस्ताव रखा गया है। इसके अतिरिक्त प्रत्येक विश्वविद्यालय में पालि, प्राकृत एवं फारसी के अध्ययन अध्यापन की व्यवस्था की जाएगी। संस्कृत को गणित, विज्ञान तथा अन्य ज्ञानानुशासनों से जोड़कर मुख्य धारा में लाने की योजना है। प्रत्येक भाषा के लिए भाषा अकादमी का निर्माण, उनकी पांडुलिपियों के संरक्षण, अनुवाद आदि के द्वारा भारतीय भाषाओं को समृद्ध करने का प्रयास इस शिक्षा नीति द्वारा किया जाएगा।

जहाँ कहीं आवश्यक हुआ है भारतीय ज्ञान–विज्ञान को अनुस्यूत करने का प्रयास किया गया है। मेडिकल शिक्षा के सन्दर्भ में एलोपैथ के साथ आयुर्वेद भी पढ़ना आवश्यक किया गया है। इससे एक बेहतर चिकित्सक का निर्माण हो सकेगा तथा ज्ञान की परिधि का विस्तार भी हो सकेगा। पश्चिम केन्द्रित शिक्षा प्रणाली में भारतीय ज्ञान की समृद्ध परम्परा की उपेक्षा हुई है। यह शिक्षा नीति उस समृद्ध ज्ञान परम्परा के आलोक में नई ज्ञान प्रणाली को देखती है।

इस प्रकार यह शिक्षा नीति प्राचीन को युगानुकूल और विदेशी को देशानुकूल बनाकर ग्रहण करने की प्रणाली पर आधृत है। यह भारत को उसके समृद्ध अतीत से जोड़ती है, आधारभूत संरचनाओं में परिवर्तन करती है तथा अधिक समावेशी व युगानुकूल है। भारत का भविष्य इसके क्रियान्वयन पर निर्भर होगा। यदि हम इसके क्रियान्वयन में सफल होते हैं तो निस्संदेह भारत ज्ञान की एक वैश्विक महाशक्ति के रूप में स्थापित होगा। समर्थ और सशक्त भारत के निर्माण के लिए इसका यथाशीघ्र क्रियान्वयन आवश्यक है।

नई राष्ट्रीय शिक्षा नीति उच्च शिक्षा में जवाबदेही को सुनिश्चित करते हुए शोध की दिशा में मील का पत्थर साबित होगी।

9

राष्ट्रीय शिक्षा नीति 2020 और सामाजिक समावेश

<div align="right">

— अनुपम कुमार वर्मा

</div>

वर्तमान समय में शिक्षा राष्ट्र के मुख्य पोषित विचारों में से एक महत्वपूर्ण व प्रमुख स्थान रखती है। शिक्षा के क्षेत्र में प्राप्त की गई उपलब्धियाँ, किसी देश के द्वारा की गई प्रगति की मजबूती एवं सकारात्मकता का सूचक होती हैं। वैयक्तिक एवं सामाजिक दोनों प्रकार के विकास के लिए शिक्षा बहुत महत्वपूर्ण है। शिक्षा व्यक्ति के वैयक्तिक गुणों के विकास में योग्यताओं को बढ़ाने में, व बाधाओं पर विजय पाने में सहायक होती है एवं यह लोगों के लिए कल्याण में निरन्तर प्रगति बनाए रखने के लिए उनके समक्ष उपस्थित अवसरों एवं विकल्पों के क्षेत्र को विस्तृत करती है। शिक्षा मानव पूंजी एवं उत्पादन को बढ़ाने में सहायक है जो श्रम आय को बढ़ाने में योगदान देती है, शिक्षा सामाजिक, आर्थिक एवं राजनैतिक समावेश को प्रभावित करने एवं उन लोगों को एकीकृत करने का साधन है जो विकस की धारा से अलग है एवं समाज की मुख्य धारा में सम्मिलित नहीं हैं। शिक्षा न केवल व्यक्ति एवं समुदाय के एकत्रित, विचारों एवं उद्देश्यों में बदलाव लाती है बल्कि यह इन्हें प्राप्त करने के लिए आवश्यक योग्यताओं को विस्तार भी प्रदान करती है।

शैक्षिक सुविधाओं की बढ़ती गुणवत्ता के परिणामस्वरूप शैक्षिक स्तर में भी बढ़ोतरी हुई है जो कि विकसित एवं विकासशील अर्थव्यवस्थाओं के निरन्तर आर्थिक विकास के लिए एक पूर्वस्थिति बनाती है। इन अर्थव्यवस्थाओं के विकास आधारित भौगोलिक, सामाजिक एवं राजनैतिक परिवर्तन में शिक्षित व्यक्ति महत्वपूर्ण भूमिका निभाते हैं। नवीनता, सामाजिक गतिशीलता एवं राजनैतिक स्वतंत्रता, न्यूनतम बाल मृत्युदर एवं बच्चों का बेहतर पोषण, स्वच्छता एवं स्वास्थ्य स्तर तथा महिलाओं एवं निःशक्तों का सशक्तिकरण जैसे कारकों के प्रति सामाजिक दृष्टिकोण पर शिक्षा का ही सकारात्मक प्रभाव पड़ा है। शिक्षा, निःसंदेह मानव विकास का एक महत्वपूर्ण साधन है। शिक्षा उत्पादन बढ़ाती है जिसके परिणाम स्वरूप वैयक्तिक कल्याण एवं देश की आर्थिक प्रगति में वृद्धि होती है।

शिक्षा की महत्ता को ध्यान में रखते हुए भारत सरकार ने राष्ट्रीय शिक्षा नीति–2020 (एन.ई.पी.–2020) को घोषणा की जिसका उद्देश्य गुणवतापूर्ण, सस्ती व समावेशी शिक्षा प्रदान करते हुए शिक्षा में उत्कृष्टता प्राप्त करना है तथा समाज के शैक्षणिक व सामाजिक पक्ष से वंचित समूहों के बच्चों की शिक्षा पर विशेष बल दिया गया है जो की एक समावेशी भारत

के निर्माण की ओर एक भविष्योन्मुखी पहल हैं। भारत में पूर्व में भी कई शिक्षा नीतियों का क्रियान्वयन किया गया है परन्तु पूर्व की शिक्षा नीतियों का अधिकतर प्रयास स्कूल शिक्षा प्रदान करने की पहुँच के मुद्दों पर केन्द्रित रहा है, जबकि राष्ट्रीय शिक्षा नीति–2020 का निर्माण एक जीवंत एवं सामाजिक समावेशी भारत की नींव रखने के लिए किया गया है, जहॉ कोई भी पात्र शिक्षा से वंचित न रहें, जिससे प्रत्येक भारतीय नागरिक को सच्चे अर्थों में राष्ट्र के लिए उपयोगी बनाने में सहायता मिल सके। यहॉं यह भी कहा जा सकता है की राष्ट्रीय शिक्षा नीति 1986 जिसे 1992 मे संशोधित किया गया के अधूरे प्रयास को राष्ट्रीय शिक्षा नीति–2020 में बड़े ही प्रभावशाली ढंग से संपन्न किया गया है तथा इसके द्वारा सामाजिक समावेशी शिक्षा प्रदान करने के व्यापक एवं प्रभावशाली प्रयत्न किये गए है। राष्ट्रीय शिक्षा नीति–2020 सभी के लिए सामाजिक समावेशी व एक समान शिक्षा के संकल्प को प्रदर्षित करती हैं, 'राष्ट्रीय शिक्षा नीति–2020' शिक्षा को पूरी तरह न्यापूर्ण ढंग से सामाजिक न्याय व शैक्षिक गुणवत्ता हासिल करने के एकल प्रयास के तौर पर देखी जा सकती है। समावेशी व न्यायपूर्ण शिक्षा सही मायने में अपने आप में ही एक महत्वपूर्ण लक्ष्य है तथा एक ऐसी सामाजिक व्यवस्था प्राप्त करने हेतु प्रयास है, जहां प्रत्येक भारतीय नागरिक के लिए अपने सपनो को प्रफुल्लित कर राष्ट्र के विकास में योगदान करने का अवसर है। राष्ट्रीय शिक्षा नीति–2020 सभी के लिए सुव्यवस्थित गुणवत्तापूर्ण व नैतिक शिक्षा के लिए सामाजिक व आर्थिक अवरोध दूर करने की ओर प्रभावपूर्ण प्रयास है।

राष्ट्रीय शिक्षा नीति 2020, प्रथम शिक्षा नीति है जिसका लक्ष्य हमारे देश के सामाजिक विकास के लिए आवश्यकताओं को पूरा करना है। राष्ट्रीय शिक्षा नीति 2020 भारत की सांस्कृतिक मूल्मों और सामाजिक परंपरा के महत्वपूर्ण आधार को बरकरार रखते हुए, 21वीं सदी की शिक्षा के लिए सामाजिक संयोजन के लिए शिक्षा व्यवस्था तथा उसके नियमन के सभी सुधार करने का प्रयास है। राष्ट्रीय शिक्षा नीति 2020 समाज के प्रत्येक व्यक्ति में निहित सामाजिक रचनात्मक क्षमताओं के विकास पर बल देती हे। यह शिक्षा नीति न केवल देश में साक्षरता और संख्यानात्मक गणना पर प्रकाश डालती है बल्कि भारत की युवा शक्ति में तार्किक, समस्या–समाधान जैसी संज्ञानात्मक क्षमताओं के विकास के साथ–साथ उनमें सामाजिक, भावनात्मक एवं नैतिक विकास पर भी बल देती है।

भारत में एक न्यायपूर्ण और समावेशी समाज के निर्माण और राष्ट्र के विकास के लिए नई राष्ट्रीय शिक्षा नीति एक ऐतिहासिक कदम है, इसी को दृष्टिगत रखते हुए नई राष्ट्रीय शिक्षा नीति 2020 में बालिकाओं की शिक्षा में भागीदारी सुनिश्चित करने के लिए विशेष प्रावधान किये गए हैं जिसमें एक महत्वपूर्ण प्रयास राट्रीय शिक्षा नीति 2020 के पैरा 6.8 में लिंग–समावेशी कोष की स्थापना एक महत्वपूर्ण एवं क्रांतिकारी पहल है वहीं जंहा यह प्रयास एक क्रांतिकारी परिवर्तन माना जा रहा है वही समाज के सामने यह सबसे बड़ी चुनौती है की समावेशी समाज के लिए क्या महिलाओं के लिए समाज द्वारा तय किये गए सामाजिक मापदंडों और कार्यों के भेदभाव से अलग कर समान अवसर प्रदान करते हुए उन्हें शिक्षा का अवसर देते हुए राष्ट्र के विकास में योगदान का अवसर प्रदान कर पांएगे।

शिक्षा नीति के सुचार क्रियान्वयन के लिए लिंग समावेशी कोष प्रत्येक राज्यों को उपलब्ध कराये जायेंगे जिससे राज्य को ऐसी योजनाओं, नीतियों, कार्यक्रमों आदि का निर्माण करने और लागू करने में मदद मिल सकेगी जिससे महिलाओं को शिक्षा के लिए विद्यालय परिसर में अधिक स्वस्थ और सुरक्षापूर्ण वातावरण प्रदान किया जा सके, जैसे परिसर में महिलाओं के लिए शौचालय स्थापित करना, उन्हें स्वच्छता और सेनिटेशन से संबंधित अन्य सुविधांए प्रदान करना, तथा शिक्षा के लिए महिलाओं को संसाधन उपलब्ध करना जैसे विद्यालय आने जाने के लिए साइकिल प्रदान करना, जरूरत मंद अभिभावकों को शुल्क प्रतिपूर्ति करना जिससे की गरीबी के कारण उनके बच्चे विद्यालय छोड़ने को मजबूर ना हो और अपनी शिक्षा जारी रख सके। इसमें किसी भी प्रकार का संदेह नहीं किया जा सकता है की नई राष्ट्रीय शिक्षा नीति पूरी दृढंता के साथ उन समस्याओं और सामाजिक बाधाओं को पहचाना है जो महिलाओं की शिक्षा में बाधा बनकर आती है, यह महिलाओं की शिक्षा के लिए सुखद संकेत है कि नई राष्ट्रीय शिक्षा नीति 2020 में महिलाओं की शिक्षा में भागीदारी सुनिश्चित करने के लिए विभिन्न प्रावधानों का उल्लेख किया गया है नई शिक्षा नीति की प्रस्तावना में भी महिलाओं की शिक्षा के बारे में उल्लेख किया गया है जिससे इस तथ्य की पुष्टि होती है कि नई राष्ट्रीय शिक्षा नीति महिलाओं की शिक्षा में सहभागिता सुनिश्चित करने के लिए कितना प्रतिबद्ध है।

नई राष्ट्रीय शिक्षा नीति 2020 मे शिक्षा के सभी स्तरों में सामाजिक और आर्थिक दृष्टि से वंचित समूहों के लिए एक समान सहभागिता सुनिश्चित करने पर बल देती है जिसका ही परिणाम है कि शिक्षा को विभिन्न स्तरों में विभाजित कर सभी तक पहुंचने का प्रयास किया गया है, नई राष्ट्रीय शिक्षा नीति 2020 में आर्थिक और सामाजिक समूहों की व्याख्या करते हुए उन्हें अनेक श्रेणियों में बांटा गया है जैसे सामाजिक–अनुसूचित जाति, जनजाति, ओ.बी. सी., अल्पसंख्यक वर्ग, लिंग–महिला, पुरूष व ट्रांसजेन्डर व्यक्ति, भौगोलिक पहचान–जैसे गांव, कस्बे आदि के विद्यार्थियों, की विशेष आवश्यकता–जैसे सीखने की अक्षमता सहित, सामाजिक–आर्थिक परिस्थिति–जैसे प्रवासी समुदाय, निम्न आय वाले परिवार, असहाय परिस्थिति में रहने वाले बच्चे, बाल तस्करी के शिकार बच्चे या उनके बच्चे, अनाथ बच्चे जिनमें शहरों में भीख मांगने वाले व शहरी गरीब आदि के आधार पर वर्गीकृत किया गया है,

उपरोक्त विश्लेषण से स्पष्ट होता है की नई राष्ट्रीय शिक्षा नीति 2020 समावेशी भारत की संकल्पना को दृष्टिगत रखते हुए भारत की समृद्ध विविधता और संस्कृति के प्रति सम्मान और युवा भारत की वैश्विक और स्थानीय आवश्यकताओं को ध्यान रखते हुए एक सशक्त शिक्षा नीति का निर्माण किया गया है, जिससे की एक सामाजिक समावेशी एवं शिक्षित राष्ट्र का निर्माण किया जा सके जहॉ एक राष्ट्र की संस्कृति, तकनीक, भाषा और ज्ञान परंपरा राष्ट्र का गौरव बने।

संदर्भ:

1. राष्ट्रीय शिक्षा नीति 2020, शिक्षा मंत्रालय, भारत सरकार।

राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में समकालीन शिक्षा व्यवस्था का रूपांतरण

— मुकेश कुमार

हमारे देश की शिक्षा व्यवस्था में समय–समय पर आने वाले वांछित व अवांछित कारणों से परिवर्तन होते रहे हैं हां, इस बार के परिवर्तन कुछ करोना नामक वैश्विक महामारी के कारण आए हैं. हालांकि यह परिवर्तन अस्थाई हैं परंतु हमारे जीवन को दिशा देने वाले हैं, इसी बीच राष्ट्रीय शिक्षा नीति 2020 के आगमन से होने वाले परिवर्तनों से आज विद्वत समाज चिंतित है कि, क्या परिवर्तन आएंगे?, क्या राष्ट्रीय शिक्षा नीति के सभी प्रावधान लागू हो पाएंगे?, समाज कितना प्रभावित होगा ? और शैक्षिक तंत्र कितना प्रभावित होगा ? इस प्रकार के प्रश्न हमारे सामने उठते रहते हैं जिनके समाधान के लिए विभिन्न मंचों पर चर्चाएं हो रही हैं। वर्तमान में कोविड–19 नामक वैश्विक महामारी ने अनेकानेक चुनौतियां हमारे सम्मुख खड़ी कर दी हैं जिसमें महत्वपूर्ण चुनौती–शैक्षिक गतिविधियों के संचालन की है।

आज शैक्षिक गतिविधियों के संचालन के संबंध में चारों ओर विद्वत समाज में विचार मंथन चल रहा था हम औपचारिक रूप से ऑनलाइन एजुकेशन की तरफ उन्मुख हुए हैं क्योंकि यह समय की डिमांड है हालांकि पहले से ही विभिन्न माध्यमों से ऑनलाइन एजुकेशन प्राप्त कर भारतीय संस्कृति का संरक्षण किए जाने का प्रयास होता रहा है।

अगर हम योजनाबद्ध परिवर्तनों की बात करें तो–

1. सन 1976 में हुए भारतीय संविधान के 42वे संशोधन की महत्ता को नजरअंदाज नहीं किया जा सकता जिसमें शिक्षा को राज्य सूची से निकालकर समवर्ती सूची में सम्मिलित किया गया था अर्थात राज्य एवं केंद्र दोनों ने संयुक्त रूप में शैक्षिक विकास संबंधी दायित्व को स्वीकार किया।

2. भारतीय शिक्षा में वर्ल्ड बैंक की एंट्री से भी शिक्षा व्यवस्था में बदलाव आए।

3. देश की शिक्षा में एल. पी. जी. मॉडल के आने से भी बदलाव आए।

4. इसी क्रम में जिला प्राथमिक शिक्षा कार्यक्रम, सर्व शिक्षा अभियान, राष्ट्रीय माध्यमिक शिक्षा अभियान और राष्ट्रीय उच्चतर शिक्षा अभियान आदि परियोजनाओं के द्वारा शिक्षा में बदलाव आते रहे हैं।

वर्तमान में हम महामारी के कारण आए बदलाव से उभरी चुनौतियों से समायोजन स्थापित कर ही रहे थे कि इसी बीच नेशनल एजुकेशन पॉलिसी 2020 आगमन हुआ जिसने विद्वत समाज के सोचने की दिशा ही बदल दी, आज चारों तरफ विद्युत समाज में नेशनल एजुकेशन पॉलिसी 2020 के विभिन्न अवयव एवं क्रियान्वयन के संबंध में परिचर्चा हो रही है।

राष्ट्रीय शिक्षा नीति 2020 के क्रियान्वयन से कई कारण व युक्तियां हमारे सम्मुख आएंगे जिनके फलस्वरूप भारतीय शिक्षा व्यवस्था में परिवर्तन होंगे जिसमें थे कुछ महत्वपूर्ण युक्तियों की चर्चा करूंगा।

1. राष्ट्रीय अनुसंधान फाउंडेशन–राष्ट्रीय अनुसंधान फाउंडेशन के माध्यम से शिक्षा के सभी क्षेत्रों में गुणवत्ता युक्त शैक्षिक अनुसंधान को प्रेरित करना जिससे उचित सामाजिक उत्थान किया जा सके।

2. संस्थागत विकास योजना या संस्थागत पुनर्गठन–उच्चतर शिक्षा संस्थान अर्थात बहु विषयक अनुसंधान विश्वविद्यालय, शिक्षण विश्वविद्यालय तथा महाविद्यालय। कालांतर में सभी महाविद्यालय या तो डिग्री प्रदान करने वाले स्वायत्त महाविद्यालय बन जाएंगे या किसी विश्वविद्यालय के अंग के रूप में विकसित हो जाएंगे और विश्वविद्यालय के अंग के रूप में उसका हिस्सा बन जाएंगे।

स्वायत्त महाविद्यालय–स्वायत्त महाविद्यालय यदि चाहेंगे तो उपयुक्त मानता के साथ अनुसंधान विश्वविद्यालय या शिक्षण विश्वविद्यालयमैं अपने को विकसित कर सकेंगे।

इस प्रकार जो संस्थाओं में ढांचागत परिवर्तन होंगे उसमें यह भी ध्यान रखना पड़ेगा कि संस्थानों की स्थापना में किस दूरी का ध्यान रखा जाए, वर्तमान में हमारी प्राथमिक शिक्षा व्यवस्था में हर गांव में प्राथमिक विद्यालय अर्थात प्राथमिक विद्यालय का दायरा 1 किलोमीटर के अंदर होता है और हर 3 किलोमीटर के दायरे में उच्च प्राथमिक विद्यालय का प्रावधान है इसी प्रकार मेरे विचार से हर मंडल स्तर पर अनुसंधान विश्वविद्यालय हर जिला स्तर पर शिक्षण विश्वविद्यालय हर शहर में स्वायत्त महाविद्यालय और शिक्षण विश्वविद्यालय के अंग के रूप में विकसित महाविद्यालयों को जनपद के विभिन्न क्षेत्रों में स्थापित किया जाए तभी सकल नामांकन अनुपात बढ़ाकर शिक्षा को सुदृढ़ किया जा सकेगा।

3. शैक्षिक ढांचे में परिवर्तन–वर्तमान 10+2 स्कूली व्यवस्था को परिवर्त्ति कर 5 +3 +3 + 4 की नई व्यवस्था में पुनर्गठन कर नया शैक्षणिक और पाठ्यक्रम ढांचा तैयार किया गया है पूर्व की व्यवस्था में 6 वर्ष के बच्चों को कक्षा 1 में प्रवेश दिया जाता था अब नए ढांचे में 3 वर्ष के बच्चों को सम्मिलित कर प्रारंभिक बाल्यावस्था देखभाल और शिक्षा के लिए एक मजबूत बुनियाद विकसित करने का प्रयास किया गया है।

Foundational Stage 5 Yr—फाउंडेशनल स्टेज को दो चरण में अर्थात आंगनवाड़ी या प्री स्कूल के 3 साल तथा प्राथमिक स्कूल में कक्षा 1–2 में 2 साल, 3 से 8 वर्ष के बच्चों के लिए।

Preparatory Stage 3Yr—कक्षा 3 से 5, 8 से 11 वर्ष के बच्चों के लिए।

Middle School Stage 3Yr—कक्षा 6 से 8, 11 से 14 वर्ष के बच्चों के लिए।

Secondary Stage 4Yr—कक्षा 9 से 12, 14 से 18 वर्ष के बच्चों के लिए, स्टेज को 2 चरण में रखा गया है प्रथम चरण में कक्षा 9 और 10 कथा दूसरे चरण में कक्षा 11 और 12 को रखा गया है।

स्नातक तथा परास्नातक उपाधियों के लिए भी कई ढांचागत परिवर्तन प्रस्तावित हैं जिसमें उपाधि की अवधि में वृद्धि प्रस्तावित है जिसमें निकास के कई विकल्प महत्वपूर्ण है।

इसी प्रकार प्रशासनिक ढांचे में परिवर्तन, सतत व्यावसायिक विकास, कैरियर प्रबंधन और प्रगति, परंपरागत शिक्षा व्यवस्था, मुक्त एवं दूरस्थ शिक्षा तथा ऑनलाइन शिक्षा का एकीकरण आदि के कारण शिक्षा व्यवस्था में व्यापक परिवर्तन आएंगे।

कल तक जो लोग दूरस्थ शिक्षा को दोयम दर्जे का मानते थे आज उसी दूरस्थ शिक्षा के माध्यम से शैक्षिक गतिविधियों को संचालित कर रहे हैं क्योंकि वर्तमान में कोई विकल्प नहीं बचा है।

नेशनल एजुकेशन पॉलिसी 2020 में सकल नामांकन अनुपात बढ़ाने एवं जीवनपर्यंत सीखने के अवसर मुहैया कराने हेतु मुक्त दूरस्थ शिक्षा, ऑनलाइन कोर्सों और पारंपरिक कक्षा–कक्ष शिक्षण में समान रूप से संचालित किए जाने की बात की जा रही है।

राष्ट्रीय शिक्षा नीति 2020 के अंतर्गत उच्च शिक्षा में GER 50% करने का लक्ष्य रखा गया है और ये तभी संभव है जब मुक्त दूरस्थ शिक्षा को, शिक्षा का माध्यम बनाया जाए जिसके लिए ई–पाठ्य सामग्रियों के उपयोग की जरूरत है यह दूरवर्ती क्षेत्रों तक पाठ्य सामग्री की पहुच को सुनिश्चित करेगी, कोविड महामारी के दौर में भी विभिन्न टीवी चैनेलो के मध्यम से शिक्षा को घर–घर पहुँचाने की कोशिश की गयी है और यह काफी मददगार भी रही है,परंपरागत विश्वविद्यालय, मुक्त दूरस्थ शिक्षा को साथ लेकर ब्लेंडेड लर्निंग के द्वारा अधिक से अधिक छात्रों को लाभान्वित किया जा सकता है।

कतिपय लोग दूरस्थ शिक्षा की गुणवत्ता पर प्रथम उठाते रहे हैं, पर मैं कहता हूं इसके लिए जिम्मेदार कौन है। जबकि दूरस्थ शिक्षा का आधार ही परंपरागत शिक्षा है, दूरस्थ शिक्षा के लिए स्व अध्ययन सामग्री निर्माण, परामर्श कार्य, प्रश्न पत्र निर्माण व मूल्यांकन आदि सभी कार्य परंपरागत शिक्षा में कार्यरत शिक्षकों से कराया जाता है।

जब एक ही शिक्षक, परंपरागत शिक्षा व्यवस्था और शिक्षक दूरस्थ शिक्षा दोनों की शैक्षिक गतिविधियां संचालित करता है तो दूरस्थ शिक्षा की गुणवत्ता कम कहां रह जाती, हां शिक्षा व्यवस्था का Mode कोई हो / माध्यम कोई हो, विद्यार्थियों की ईमानदारी एवं नेक नियति की जरूरत सभी जगह होती है।

राष्ट्रीय शिक्षा नीति 2020 में शिक्षा के मॉड्यूलर स्ट्रक्चर (Modular Structure) की भी बात की गई है जिसमें एक समयावधि निर्धारित करते हुए क्रमशः सर्टिफिकेट, डिप्लोमा

एवं डिग्री देने का प्रावधान किया गया है इसके अंतर्गत अगर कोई शिक्षार्थी 3 वर्ष के डिग्री कार्यक्रम में प्रवेश लेता है और वह कतिपय कारणों से 1 वर्ष पश्चात उस कार्यक्रम को छोड़ देता है तो उसे सर्टिफिकेट और यदि 2 वर्ष पश्चात् उस कार्यक्रम को छोड़ता है तो उसे डिप्लोमा प्रदान कर दिया जाता है इस व्यवस्था से जहां पहले विभिन्न शिक्षार्थियों के 1 साल, 2 साल या कभी–कभी 3 साल खराब हो जाया करते थे अब वह कुछ न कुछ फायदा जरूर देंगे, उन्हें डिग्री नहीं मिल पाएगी तो डिप्लोमा या सर्टिफिकेट तो जरूर मिल जाएगा हालांकि यह व्यवस्था दूरस्थ शिक्षा में पहले से ही विद्यमान है एवं क्रियान्वित है।

समग्र विकास के उद्देश्य से राष्ट्रीय शिक्षा नीति 2020 में स्किल पर बहुत अधिक जोर दिया गया जिसके अंतर्गत शिक्षार्थी को स्किल आधारित कार्यक्रमों के करने के दौरान स्किल पार्टनर के साथ जुड़कर कार्य करना होगा उदाहरण के रूप में व्याधि होटल मैनेजमेंट में डिप्लोमा कराया जाता है तो स्किल डेवलपमेंट के उद्देश्य से किसी न किसी होटल से एग्रीमेंट कर लिया जाता है और शिक्षार्थियों को उस होटल से संबंद्ध रहकर अपने कौशल का विकास करना होता है हालांकि यह व्यवस्था भी दूरस्थ शिक्षा में पहले से ही विद्यमान है एवं क्रियान्वित है।

राष्ट्रीय शिक्षा नीति 2020 जिस स्वरूप को लेकर आई है उससे बहुत कुछ अपेक्षाएं हैं परंतु चिंता इस बात की है कि राष्ट्रीय शिक्षा नीति 2020 के प्रावधानों का क्रियान्वयन कैसे होगा, राज्य सरकारे कितना सहयोग करेंगी, कितने अंश को स्वीकार करेंगी, इसी चिंता को लेकर विद्वत समाज अपेक्षा कर रहा था की राष्ट्रीय शिक्षा नीति 2020 के आगमन के साथ साथ देश की शिक्षा को केंद्रीय सूची में सम्मिलित कर लिया जाता जिससे राष्ट्रीय शिक्षा नीति 2020 के माध्यम से सरकार की नीतियों का क्रियान्वयन उचित प्रकार से किया जा सकता, परंतु ऐसा नहीं हो पाया, हम लोग अनुभव कर रहे हैं की यूजीसी रेगुलेशन के कितने अंश को स्वीकार किया जाता है और कितने अंश को छोड़ दिया जाता है जिसका प्रभाव उच्च शिक्षा से जुड़े हुए राज्य सरकार की संस्थाओं के शिक्षक साथियों पर पड़ता है।

चुनौतियां–

1. आज इस तकनीकी व्यवस्था ने हमें डिजिटली डिवाइड कर दिया है !

2. प्रश्न उठता है कि इलेक्ट्रॉनिक गैजेट की उपलब्धता कितनी है !

3. सोचनीय यह है कि ऑनलाइन एजुकेशन की पहुंच क्या जनसामान्य तक है..

4. अगर हम इलेक्ट्रॉनिक गैजेट्स की हैंडलिंग की बात करें तो इनसे निकलने वाले रेडिएशन से होने वाले नुकसान को भी नकारा नहीं जा सकता !

5. शिक्षकों को वर्तमान परिस्थितियों से समन्वय बिठाने हेतु उचित प्रशिक्षण की आवश्यकता महसूस की जा रही है

6. विद्यार्थियों के स्क्रीन टाइम अर्थात इलेक्ट्रॉनिक गैजेट्स के सामने बैठकर ऑनलाइन एजुकेशन प्रोसेस में कितनी देर स्क्रीन से आई कांटेक्ट हो जिससे उसके नकारात्मक प्रभाव से बचा जा सके, इस पर भी विचार करना होगा !

समाधान–

1. हम लोग समाधान की दिशा में चल चुके हैं ऑनलाइन एजुकेशन के संबंध में सरकार द्वारा मानक निर्धारित करते हुए उनके क्रियान्वयन पर बल दिया जा रहा है।

2. वर्तमान परिस्थितियों में एडजेस्ट करने व शैक्षिक गतिविधियों के संचालन हेतु तकनीकी संसाधनों की उपलब्धता सुनिश्चित की जाय।

3. शिक्षकों को वर्तमान परिस्थितियों से समन्वय बिठाने हेतु उचित प्रशिक्षण की व्यवस्था की जाय।

4. साथ ही वर्तमान में विद्यमान करिकुलम पेडागोजी व असेसमेंट की प्रक्रियाओं पर पुनः विचार की आवश्यकता है जिस के संबंध में प्रयास शुरू भी हो गए हैं।

5. आज अध्ययन अध्यापन की प्रक्रिया में, प्रचलित सोशल प्लेटफॉर्म की महती भूमिका निभा रहे हैं, हम अनुभव कर रहे हैं की आज डॉक्यूमेंट, नोट्स, विद्यार्थियों द्वारा लिखे हुए उत्तर आदि सभी सोशल प्लेटफॉर्म के सहयोग से इधर से उधर भेजे जा रहे हैं सोशल प्लेटफॉर्म बहुत उपयोगी साबित हो रही रहे हैं।

6. आज हम गूगल क्लासरूम एवं मूडल प्लेटफार्म का भी सहयोग ले रहे हैं , विभिन्न प्लेटफार्म जैसे – गूगल मीट, जिओ मीट, जूम तथा सिस्को वेबैक्स, फेसबुक, यूट्यूब आदि का प्रयोग विभिन्न प्रकार की मीटिंग व शैक्षिक गतिविधियों के संचालन के लिए कर रहे हैं।

डिजिटल इंफ्रास्ट्रक्चर विकसित करने के संबंध में मैं कहना चाहूंगा कि.......

आज 90% शिक्षा ऑनलाइन माध्यम से हो रही है, इन 4–5 महीनों में हमने देखा है कि ऑनलाइन प्लेटफार्म ज्यादा महत्वपूर्ण हो गये है।

1. अगर ऑनलाइन एजुकेशन के फायदे देखें तो पाएंगे कि एक अच्छा शिक्षक एक ही संस्था तक सीमित नहीं रहा उसके लेक्चर व प्रेजेंटेशन (Lectures – Presentations) से कोई भी शिक्षार्थी देश के किसी कोने में बैठ कर लाभ उठा सकता है अर्थात शिक्षार्थी के लिए उचित विकल्प की वृद्धि हुई है।

2. वर्तमान में गुणवत्ता परक शिक्षा के लिए कई ऑनलाइन प्लेटफॉर्म– SWAYAM Portal, Diksha Portal, Swayam Prabha Channel आदि से ऑनलाइन शिक्षा प्राप्त की जा सकती है, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय का ज्ञान दर्शन चैनल इस दिशा में अच्छी भूमिका का निर्वहन कर रहा है।

3. e-Resources के लिए मानव संसाधन विकास मंत्रालय ने राष्ट्रीय डिजिटल पुस्तकालय (NDL) को विकसित किया है जिसमें 4 करोड़ के आसपास रिसोर्सेज उपलब्ध हैं,जिसका उपयोग किया जा सकता है।

4. वर्तमान समय में देश में संचालित लगभग सभी मुक्त विश्वविद्यालय की वेबसाइट पर वीडियो लेक्चर एवं स्वअध्ययन सामग्री उपलब्ध है जिसका उपयोग किया जा सकता है।

5. नई शिक्षा व्यवस्था में यह अपेक्षा की गई है की हर विश्वविद्यालय / संस्थान अपने पाठ्यक्रम के 20% अंश की शिक्षा, ऑनलाइन शिक्षा के माध्यम से देना सुनिश्चित करेंगे इसीलिए ऑनलाइन एजुकेशन अर्थात दूरस्थ शिक्षा के लिए विभिन्न प्रकार के रिसोर्सेज की उपलब्धता सुनिश्चित करने जैसे वीडियो लेक्चर को तैयार करने, विभिन्न प्लेटफार्म पर उपलब्ध वीडियो लेक्चर व अन्य अध्ययन सामग्री के एक्सेस के बारे में विद्यार्थियों को जागरूक करने के लिए हर संस्थान में एक यूनिट होनी चाहिए जिससे वहां पर कार्यरत शिक्षकों को इस नई व्यवस्था से परिचित कराने व प्रशिक्षण देने की व्यवस्था की जा सके ताकि शिक्षक अपने लेक्चर अच्छी प्रकार से रिकॉर्ड कराते हुए विद्यार्थियों हेतु उपलब्ध करा सके।

6. SWAYAM पोर्टल के माध्यम से ऑनलाइन कोर्स करने पर क्रेडिट ट्रांसफर की भी व्यवस्था है जिसका फायदा विद्यार्थी ले सकते हैं।

इस प्रकार बदलती हुई परिस्थितियों के साथ समन्वय स्थापित करते हुए हम शैक्षिक गतिविधियों को संचालित कर देश के विकास में अपना अभीष्ट योगदान दे सकते हैं।

Articles in English

Ministry of Education
Government of India

National Education Policy 2020

Shikshak Parv: Inclusion & Equity

EQUITABLE AND INCLUSIVE EDUCATION

- Equal opportunities to Children with Special Needs(CWSN) or Divyang

- Separate strategies for focused attention on reducing the social category gaps in school education

①

Foundational Literacy and Numeracy: Learning-Poverty

– Pranveer Singh

"The phenomenon of being unable to read and understand a simple text by the age of 10 is "learning-poverty".

–World Bank

"A large proportion of students currently in elementary schools, estimated to be over five crore, have not attained foundational literacy and numeracy, i.e. the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with numerals."

–National Education Policy 2020

Background

The 'Right to Education' enshrined in our constitution is fundamental for achieving the 'holy-grail' of developing human potential, an equitable and just society, and promoting national development. Universal access to quality education is the key to attain hallowed echelons in terms of global-leadership through the vehicle of economic-growth, social-justice (equity and equality), scientific and technological development, national unity and integration amidst seamless diversity, and conservation and propagation of our cultural practices and tradition. This is the only way forward to tap and harness the unlimited potential, talent, and resources of our country.

National Education Policy (NEP) 2020: A Harbinger of Hope

National Education Policy (NEP) 2020 has heralded a new beginning for Indian education system slated to instil slew of well-intended and focussed reforms. It pragmatically stresses on the greater need to develop '*foundational capacity*' for literacy and numeracy and also '*cognitive capacities*' to ensure a holistic development of an individual. For over 185 years since the Macaulay scheme

of education has unmasked itself directed at creating educated clerks subservient to the interest of British rule, India has come a long way in designing the policy framework that transforms our children to grow up into free thinking, confident and innovative Indians. Earlier to NEP 2020, there was a tragic gap between our aspirations and the ground reality despite many educational reforms and policies launched to mitigate the perils that has plagued the Indian education system. NEP 2020 is suitably equipped with the vision and the broad institutional framework to free Indian Education system from the clutches of colonial hangover. The NEP has initiated a targeted discourse for charting a pathway that fosters the spirit of intellectual freedom in Indian education system; and furthering a paradigm that will empower Indian education to reinvigorate, rejuvenate and strengthen her academic position among the comity of nations.

NEP 2020 categorically shifts the focus from inputs to outcomes; and lays emphasis on the critical thinking, conceptual and creative skills. However, the best amongst all is the intent to spearhead a mission aimed at achieving the basic language and math skills by Class 3 for all children by 2025. It has rightfully focused at the fault-lines of our education system and laid bare the uncomfortable truths.

Maladies Afflicting The Foundational Learning: A Bane for Primary Education In India

Annual Status of Education Report (ASER) consistently echoes the below par performance of our students where less than fifty percent of the students in Class V can read a paragraph or do an arithmetic sum from a Class II text. This might be the reason as to why Indian students ranked 73rd out of 74 nations (above Kyrgyzstan only) participating in '*Programme for International student assessment (PISA)*' test leading to banning the test for Indian students by the then UPA government due to major embarrassment. Similar sentiments are echoed by *National Achievement Survey (NAS)*, where students across 12 States performed significantly below the national average in mathematical ability. This is further aggravated by the inability of less than ten percent of teachers to pass the *Teacher Eligibility Tests (TET)*. In the backdrop of this, it becomes paramount to critically analyze the reasons for the abysmal failure of our teacher and taught (pillar of Indian education system) despite the innumerable measures, policy frameworks and regulations. Some of these can be mentioned here as –

- The foremost being the absenteeism of teachers (one out of four teachers is absent in state schools across India). Amongst those present, half of them are not teaching. This is despite the quantum jump in their salaries, and other perks and emoluments plus the job security without

an iota of accountability. This has double whammy on the psyche of the impressionable minds of young students further deviating them from the pursuit of education and also making them unruly, disorderly, undisciplined and recalcitrant student.

- Gross inability of the teachers to qualify the requisite eligibility test for the teachers. Even those who qualify, the majority of them do so by using unfair means and nepotism thus transmitting and propagating the same culture and practices to their gullible students.

- The motley of such corrupt and incompetent teachers hijack the system through nefarious means thus dissuading and demotivating the ones, competent to discharge their potential.

- Low-enrolment coupled with high dropout rates due to abject poverty is stymieing the development of primary fundamental and foundational education.

- Incompetent, disinterested and demotivated teachers lead to mass-exodus from the government schools towards private schools. This is despite the numerous welfare schemes from the government to retain the students. As per the data given by government's District Information System for Education (DISE), the quantum of enrolment in government schools fell by 1.1 crores and jumped to 1.6 crores in private schools between the span of 4 years (2011 and 2015).

- The increased movement of students to private schools have led to the mushrooming of substandard private schools as a bustling entrepreneurial start-ups, taking primary education further to the downward spiral, i.e. '*Ghost-schools*' as Nobel Laureate Prof. Amaryta Sen has put it.

- Consistent failing of government schools despite the 50 years of reforms.

- Excessive government regulations and license-permit for private-schools while government-run-schools given the long rope of beneficiary. Indian education system needs to come out of the bubble and face the fact upfront that in advanced developed countries, education is not provided by the states. United Kingdom (UK), United States of America (USA) and even socialist Scandinavian countries have encouraged private players in education through a privately run or publicly funded model.

- The 1991 reforms have given freedom to industry leaving schools, which are still groaning under the burden of licence raj.

- All these factor exerts a '*domino's effect*' on the quality and level of students that moves for higher education through passing the system by means of manipulation and manoeuvring.

Mitigation and Resolutions

Irrespective of the gloomy picture we have reason to be hopeful. Our future is extremely bright because our biggest strength is our people. No problem in India is unsolvable. Government and other stakeholders are already doling out policy measures, reforms to tide over the crisis. Someof these could be summarized as below-

- From '*Serva shiksha*' to '*Samagra shiksha*' universalization of Early Childhood Care Education (ECCE) and the extension of the Right to Education (RTE) Act to cover all children from ages 3-18 years, thus aligning with Sustainable Development Goal 4 (SDG4)– *"Ensure inclusive and equitable quality education and promote life-long learning for all"* as envisaged in NEP 2020.

- *National Initiative for Proficiency in reading with Understanding and Numeracy (NIPUN)* initiative as envisaged under Atmanirbhar Bharat programme to achieve the foundational literacy and numeracy by all students of Grade 3 by 2025.

- Regular Performance-review'with strictest penalty on account of non-performance.

- Making 'Biometrics attendance system' mandatory and provisions for monitoring the activity of teachers.

- Filling the backlog of teacher's vacancies through free, fair and impartial recruitment process.

- Increased digitalization of primary education with inputs from better performing private schools and inculcating global trends. Enhanced use of interacting apps like '*Hello English*' and '*Google Bolo*' to enhance the competencies of global languages.

- Student-friendly mechanism to consistently monitor the learning progress and outcomes of student.

- A full-proof mechanism of quality control for opening of new schools.

- Bringing physical infrastructure and human resources of state run schools at par with the private schools.

- Integrating the '*Anganwadis*' into the elementary school system for the effortless transition of children to formal schooling as envisaged in NEP 2020.

- Ensuring children's education in their native language till Class 5 as envisaged in NEP 2020.

- Ensuring better nutrition and health of children via free nutritious meals and regular health check-ups.

- Need to do away with excessive licensing and regulatory permits. Government cannot be policymaker, licensor and regulator rolled into one.
- In the time of global economy, it is the time to shed the 'policy related hypocrisy' that forbids schools from making profits. Nine out of ten top economies are allowing for profit-schools then why India cannot be on the same bandwagon?
- Cultural-reforms aimed at liberating the rigid mindset regarding the female child education.
- Gender-inclusion fund, a much-needed instrument to advance gender equity.
- Modernizing the course-curriculum of Madarsa's bringing them at par with the mainstream education.

Future Perspective

India needs to brace up to the challenges of bridging the democracy with meritocracy to ensure that only deserving finds the place and position at all levels. India needs to learn from the Chinese model as to how it has delivered 'prosperity with equity'. There is need to have a 'war-cry' to come up with an all-inclusive, integrated, and multi-sectoral approach for primary education fostering 'foundational literacy' and 'numeracy' of utmost national importance. We as national and society need to resolve in ensuring quality primary education as the fundamental and sovereign right of every child, letting no child to be deprived of this right. Let's complement and augment our combined resolve and effort channelized in trouncing and routing the 'learning poverty' to usher into an era of absolute and quintessential literacy.

References

Gurcharan Das: Busting myths and the double-speak on education. *Times of India, Lucknow Edition*, July 07,2020.

Gurcharan Das: India is free, its schools are not – Reform must have two legs: Autonomy for private schools and quality for government schools. *Times of India*, February 06, 2020.

Gurcharan Das: New Education Policy 2020: The way of the future. *Deccan Herald*, August 05, 2020.

Gurcharan Das: One and a half cheers: National Education Policy promises much, but fails to come to grips with India's education crisis. *Times of India, Lucknow Edition*, August 1, 2020.

National Education Policy (NEP) 2020. July 29, 2020.

English Departments and
The National Education Policy

– Umesh Patra

Introduction

Let me begin with the story of the first colonial expedition to India in the fifteenth century led by the famed Portuguese sailor Vasco da Gama. The novel *For Pepper and Christ* by Keki N. Daruwalla depicts this excursion as a joint venture of mercantile and evangelical enterprises. One could see a trader (searching for pepper) and a priest (a messenger of Christ) on board the first European ship anchored on the Indian shore of Calicut. What one does not see is a translator. That's because both the trader and the priest were in fact adept translators. After the discovery of the naval route, merchants and evangelists flocked to India from various European shores and paved the path for a small island of the Great Britain to stake its claim for the long haul. The colonisers, from far off countries, could effectively tame a robust subcontinent through manipulative albeit persuasive doses of threats and sermons. These threats and sermons were administered in the languages the natives could understand. It is through the power of translation that the colonisers were able to forge ties with independent princes, and hatch intricate conspiracies to annex the Indian territories to the British kingdom. Edward Said, in his book *Orientalism*, demonstrations how the very orientalist discourse, i.e. talking about the east, was founded upon compositions of voluminous works of translation. Through such translations, the colonisers understood—or claimed to understand—the psyche of the community they sought to 'enlighten'. The Indian scholar today, looking back at their chequered history in the second half of the last millennium, cannot ignore the power of translation through which their subjugation was possible in the first place. If the literature of this diverse and multilingual country is not translated, and therefore not accessible to the communities themselves, any attempt of consolidation is bound to fail. The accentuating of translation for the '**Promotion of Indian Languages, Arts and Culture**' by the **National Education Policy**

2020 is a considerate and portentous move. The policy seeks to make education accessible to the citizens of India in the languages of India. At the same time, it is ambitious to showcase and promote the heritage of Indian arts and culture. In this context, I would like to highlight the significance of a particular organ of higher education that enjoys a pervasive presence throughout the country and has been nourished with the knowledge of both Indian as well as foreign literature. There is but one department, that exists in all the forty-six Central Universities of India, that is the Department of English. Even in universities such as Nava Nalanda Mahavihara, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Maulana Azad National Urdu University which are established for the study of specific languages viz. Pali, Hindi and Urdu respectively, the Department of English retains its ubiquitous presence. The centres for Humanities and Social Sciences in IITs, NITs and IIITs, which teach a lot more than soft skills and communication, also comprise faculty members from the English department. Almost all the state universities and colleges across the nation run either full-fledged programmes of study or short-term compulsory courses in English.

According to the report of All India Survey on Higher Education (AISHE) 2018-19, a whooping number of 3289 students are enrolled in Ph.D. in English in various HEIs, the highest in any language, be it Indian or foreign. Enrolment in the post graduate courses in English also outnumbers similar courses in other languages with a headcount of 1,88,250 students. With their sinuous spread in nooks and corners of the country, the departments of English offer a promise which can be enchased for huge dividends today. It's axiomatic that both the faculty as well as students of the English departments are bilingual, in many cases trilingual. Their orientation and familiarity with literary tropes as well as history, their skills in academic writing, and their knowledge of their mother tongue endows them with a dexterity that can be utilised for the promotion of Indian arts, culture and literature. For the sheer volume of their size and access to each geographical locales of India, departments of English can become the fulcrum of positive change across the nation. In this regard, the following suggestions can align the potential of this huge body of teachers and students to fulfil the visions of National Education Policy 2020.

Affiliation of English Departments with the Proposed Indian Institute of Translation and Interpretation (IITI)

The National Education Policy's directive for the establishment of the Indian Institute of Translation and Interpretation (IITI) aims at a sustained effort in translation through an assemblage of "numerous multilingual language and subject experts, and experts in translation and interpretation". This proposed institute will seek "collaboration with other research departments" as well. The

central universities across the nation are established to make affordable state of the art education accessible to the meritorious students within their vicinity. At present, all states except Goa have at least one central university, and each has a department of English, often with faculty members from across the country. For example, the Department of English at my *karmabhumi* Mahatma Gandhi Central University has five teachers, each from a different state, viz. Bihar, Haryana, Maharashtra, Himachal Pradesh and Odisha. If such departments could be affiliated to the IITI, they could act as the regional centres of translation and interpretation by leveraging the multilingual base of the faculty members and researchers. Similarly, departments of English at state universities and affiliated colleges can also form part of this academic network. For this purpose, the interested teachers/researchers could be given adequate training by IITI and after a due screening process, a nation-wide workforce of trained and enthusiastic translators can be created which can materialise the goals of IITI at the regional levels. Through various projects and incentives, this workforce can be tapped into for translating literatures from various Indian languages to English and vice versa. Thus, a Tamil text can be translated to English which can be further translated to Hindi or any other Indian language that will provide such artefacts a national as well as a global readership.

Linking Publication in Indian Languages with Academic Points Indicator

The research output in Science and Commerce are different from that of Arts in general, and of language departments in particular. In the absence of a mechanism that regards academic/creative output in all languages at par with each other, an English teacher is more likely to publish articles in English and an Odia teacher in Odia purely for career goals from a professional point of view. The National Education Policy mentions the lamentable loss of 220 Indian languages in the last 50 years and the endangered state of 197 languages. Several endangered languages can be resuscitated by holding publications in such languages as equivalent to publications in the languages taught. A system can be conceived by which language teachers in HEIs can be rewarded in form of academic points for their creative writing and translation works of substantial influence published in reputed anthologies/ journals and other renowned publication avenues for Indian languages. Creativity knows no boundaries. There are several examples of successful literary artists coming from various professional fields. If bilingualism is to be encouraged even in the field of research output, it would certainly enthuse language teachers to write quality papers or translation works in the languages they know apart from the languages they teach. The NEP document rightly states that languages do not flourish in isolation. This move will lead to breaking of

language barriers and provide an open platform in which several languages could converse with each other. Through mutual collaborations, different language departments (Hindi, English, Odia etc.) in one university/institution may produce translation and research publication in multiple Indian languages.

A Socio-Academic Networking Website for Translation of Contemporary Works

One of the major deterrents in translating contemporary literature is the task of obtaining copyright permissions. A willing and capable bilingual writer would hesitate to translate a work of a living Indian author, lest they violate the copyright. In such a scenario, one is more likely to attempt the translation of an older literary artefact than one which speaks of the here and now. Unless directly prompted by the original author, the thriving literature in Indian languages risk being relegated to their linguistic circles. If a platform could be founded for authors, translators, and readers to have dialogues among themselves without compromising their privacy, it would be a novel step in integrating creative and critical thinking in multiple Indian languages. Various academic sites such as Academia.edu and Researchgate allow the sharing of research papers and articles. But these are mono-dimensional platforms in which readers can simply download the desired material with the least access to a fruitful dialogue with the author. On the other hand, reader-centric websites such as Quora and Goodreads are also mono-dimensional platforms which allow readers to share their ideas about particular books. Inspirations can be taken from unorthodox sources such as OLX or Airbnb which allow the homeowners and renters to discuss their possible travel and renting opportunities without disclosing their phone numbers. A unique socio-academic website could be a one-stop solution for the digital-age literati. On this site, authors can share their publications for readers and potential translators to view, comment, and share with partial or full access to the content. It will also lead to the creation of a digital database in Indian languages that is the need of the hour. Willing authors can meet willing translators on this virtual platform and can mutually benefit themselves. This network can provide a chat option for authors and translators to engage in a dialogue through various phases of translation process leading up to their final publication.

Conclusion

Unlike any other country, India prides in her literary heritage composed in several languages. The shelves of an Indian library are decked with classics like the *Natyashastra*, the oldest theatrical treatise in Sanskrit; *Chamana Atha Guntha*, a polyphonic literary monument in Odia; *Cilappatikāram*, an epic romance in

Tamil; *Rashmirathi*, an astounding poetic achievement in Hindi; the poignant verses of Tukaram, a saint poet in Marathi; *Vachana*, a corpus of stylistically rich poetry in Kannada; the expressive ghazals of Ghalib in Urdu; *Gitanjali*, a tribute of soulful songs in Bengali as well as English, only to name a few. India speaks many languages and, therefore, thinks in many languages. A nation that holds in its cheek several tongues of several hues, can converse fully only through translation. It's the power of translation that the Indian academicians need to learn, to teach and to practice. The advent of the National Education Policy at a time when the country longed for a systematic overhaul in academia is a serendipitous news. It is hoped by many that it will lead to the decolonisation of Indian academia. It would generate interest, inquisitiveness and a penchant for learning various languages that are fiercely fighting what appears to be, alas, a losing battle. The sagacious vision of this policy, coupled with a skilled and critical workforce, can work wonders for the nation.

Coping with Dichotomies & Essentialities for Unavoidable Online Education with Special Reference to National Education Policy-2020

· **– Asheesh Srivastava**

Covid-19 pandemic has changed the world manifold and so is every strata of education drastically, stakeholders at different level are looking at it from their own vested interests. A common man can infer these interests from many perspectives based on their understanding gained through particular social milieu. There may be some funny inferences, some vague inferences, some concrete inferences and some may be having highly relevant inferences and implications as well. Needless to mention the dominant role of education for addressing the crisis being faced by the whole world irrespective of their size, strength and wisdom. The following lines from Secondary Education Commission Report of 1952, "*A democracy of people who can think only confusedly can neither make progress, nor even maintain itself, because it will always be open to the risk of being misled by demagogues*" which seems truly relevant [*starting from deletion of Clause-23 (having education as a justiciable Right) to inculcation of Article 45 in the part IV of the Indian Constitution to getting Right to Education in 2009 having Hon'ble Supreme Court of India's judgement and visionary interpretation of Article 21 in 1993*] precisely for our country so far as planning, envisioning and handling education at any level was concerned. Online education is a reality, one must understand it, accept it with sooner is the

better approach, it was supposed to be implemented at every strata slowly and gradually in time to come and the fact is, it has already marked its presence for last one decade at selected level but unforeseen situation of Covid-19 pandemic aggravated and accelerated it in an unprecedented way and took it to the places where individuals or institutions were not at all prepared mentally and from prerequisite infrastructure point of view. The genesis of online education can be traced back to the year 1995 onwards when major changes started taking place in India, however, the so-called globalization or so to say internationalization has had a very peculiar effect on India. First of all, in the world it has changed geo-political scenario and there is no eastern block today since then. With due respect to the foreign visionaries, whoever they are, education is not a commodity, it should not have been sold for price ever but things have changed drastically in India and it started happening under Neo-Liberal influences. The reason we are in such a position is that we are so weak in planning our education since 1947 itself. All the market players driven by neo-liberal forces are not daring to enter into China and opening campuses there, China is becoming very strong day by day. Again, the following lines from the Report of Kothari Commission seems really relevant to be quoted here, "*The naïve belief that all education is necessarily good, both for the individual and for society, and that it will necessarily lead to progress, can be as harmful as it is misplaced. Quantitatively, education can be organised to promote social justice or to retard it. History shows numerous instances where small social groups and elites have used education as a prerogative of their rule and as a tool for maintaining their hegemony and perpetuating the values upon which it has rested. On the other hand, there are cases in which a social and cultural revolution has been brought about in a system where equality of educational opportunity is provided and education is deliberately used to develop more and more potential talent and to harness it to the solution of national problems. The same is even more true of the quality of education.*" Policy journey in India, which had been peculiar for more than four and half decades until it reach National Education Policy-1992 along with its Programme of Action, however, qualitative or so to say quantitative outcomes since then is a matter of debate so far as a larger perspective of Indian Education in concerned and therefore, I am not focussing the issues in this article which can make us understand so far as our lack of 'Responsibility',

'Accountability' and 'Assertive Planning' for education at any strata is concerned. Covid-19 has triggered for the unavoidable need for Online education which was very well substantiated by the National Education Policy-2020 which got approved on July 29, 2020, irrespective of all the differences all are agree that NEP-2020 is ambitious, progressive & forward-looking, which aims at making the education system holistic, flexible, multidisciplinary and aligned to the needs

of the 21st century and the 2030 Sustainable Development Goals. The Policy says, '*New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/ digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all*'. So far as use of technology is concerned, people are getting worried the way it is being imposed, which is not only creating a digital divide but also severely impacting the achievement of a large section of society, which will surely be creating a gap & divide and aggravating the already divided Indian society into a further low and therefore coping with dichotomies & essentialities for unavoidable. But instead of getting worried we need to look for the best possible solutions, these divide may be catered for time being using our 'education satellite' for capitalizing 'free to air' channels using the widely & remotely available gadgets such as Radio and Television, in the mean time different state governments along with central government may find out the mechanism for coping up with the digital divide, NEP-2020 is well aware on divide when it says, '*However, the benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts*'. With my little experience, I understand that, if we can capitalize the gadgets like Radio & Television with receptive, accepting and learning bent of mind, needless to say the hues and cries on so called digital divide may be taken care of in a constructive way. Supervised Community Television or Community Radio may add the benefits manifold. 'Online Education' must be taken on priority squarely. NEP-2020 is therefore well aware on the changed need of teachers and context, when it says, '*Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Aside from changes required in pedagogy, online assessments also require a different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further,*

unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.' Policy further says that, *Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education*, this Policy recommends the following ten key initiatives- Pilot studies for online education; Pilot studies for online education; Online teaching platform and tools; Content creation, digital repository, and dissemination; Addressing the digital divide; Virtual Labs; Training and incentives for teachers; Online assessment and examinations; Blended models of learning Laying down standards. Keeping in view these provisions of National Education Policy-2020, different stake holders, precisely teachers irrespective of the strata, in which they are working, must come out and take initiative on all the aforesaid key initiatives suggested by the Policy itself. This is the high time, when all past mistakes can be taken care of and new beginning may be explored using this NEP-2020 as a starting reference. Fingers crossed, as with every other policy, the real test will be in its translation from POLICY to ACTION.

School Education

·   **– Arttatrana Pal**

Early Childhood Care and Education: The Foundation of Learning

Neuroscientists have depicted after years of research practice and showing that the environment of a child's earliest years can have major effects that last a lifetime. The long-term effects of early stress, poverty, neglect, malnutrition and maltreatment are constraint for early age brain development. It is not so easy to understand child's brain and consequently Early Childhood care is a complex and critical premise. Early childhood care plays a vital role in children's development of voluntary movement, planning, working memory, and perception that provide not only to valuable support to preparation for primary school but also it provide a positive influence on holistic development of a child's social, emotions, attachments, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. To give proper shape of the child brain, our prime goal would be early childhood care and that is possible through stable skilled resource person with well-paid, efficient management with low children capacity and curriculums that covers child's physical, motor, emotional, social, language and cognitive development of children from all backgrounds within new 5+3+3+4 education policy structure.

By age six to eight, the human brain is 95% its adult weight and peak of energy consumption. Life styles of a healthy individual depend on proper brain development at age below 8. The major constraint in India is socio-economically drawback backgrounds, poverty, uneducated, and improper awareness. That problem is not with them, rather they born with that environment and continued up to the end of their life if they do not come out. For instance, many people are struggling for food and shelter daily basis that compelled them to forget their child's health, education and future. Parents are least bother about the situation closely what they are doing and where they are in whole day, whether they eat or not etc. All these things do not matter to them years together. To make it fruitful, many policies and programmes/yojanas are adopted throughout India time to

time. However, local people need more awareness and educate them its benefits. In these scenarios many challenges, opportunities and scopes are ahead to think about it:

To bring back the backward children to main stream and show them to the new world those who are below age 8, first of all we should think about their parents. There is a nice Mid-Day-Mill Yojana to support the children below age 8 only in school days not in holidays/vacation time or morning and evening mills. Parallels, we are forgetting about their parents who cannot nurture them a single mill if they are economically sound. If we can make a job opportunity through "*Local for Vocal*" programme, hope we can fulfill the vision of the Prime Minister of India Mr Narendra Damodardas Modi in "Making India" a self-reliant nation as "*Atma Nirbhar Bharat*" Yojona. Supporting with minor projects according to the availability of the natural resources in particular locality, engage them and earn for their family. Instead of directly providing essential commodity to maintain their day-to-day life, provide a job opportunity as per their demand in that specific locality. In this connection continuous awareness programme is essential time to time.

Really, this is a fantastic way of teaching to young children age below 8, which described in new National Education Policy (NEP)-2020 draft at 1.2 "*flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement*". However, if the study materials are prepared in local or regional language along with local festivals in every seasons throughout year, day-to-day activities in village, material or instruments made by local people instead of imported high ending instruments from other sources. Moreover, teaching methodology should be local language by action, storytelling, poem recitation, art and drawing, painting, *picture playing methods,* drama, music, etc so that children can catch quickly the social capacities, sensitivity, good behavior, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. For all these activities along with teacher/mentor, local people will get huge benefit to play a key role for these entire program and earn for their family sitting in remote place without investing too much. That part of money can generate from " *Locacal for Vocal*" Yojana as narrated very nicely and elaborately by Honorable Prime Minister, Mr Narendra Damodardas Modi in *"Mon Ki Bat"* on August 30, 2020 at 11 am.

As per new NEP, National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE), the "*Foundation Stage Curriculum*" that the children will follow from birth to the age of 8 includes

sub-framework for 0-3 year-olds and sub-framework for 3-8 year-olds. Both the curriculum emphasizes children will learn through play, and cannot be rushed through an activity-children need choice of what to play with according to their age. Kids are born ready to learn, and their brains develop according to their environment and needs plenty of chances to practice what he's learning from the surroundings. Specifically, the motto behind the framework focuses on four main areas of learning and aims to support children in becoming   "*strong, skilful communicator, competent learner and healthy"*. More importantly, activities for children of these sub-frameworks are hands on, practical, logical and play based allowing them to develop the skills, concepts and own knowledge they need in their own time and in their own way. Apart from that the frameworks have developed enough   rich local traditions of particular location/region including art and drawing, stories, poetry, local dance and songs, etc, will be very helpful for the development of skills, concepts and knowledge. The framework will success if both parents and mentor/teacher will walk together at education institutions and home.

To achieve the Foundation Stage Curriculum goal, each and every corner of the country adapted high-quality ECCE in a phased manner. Also that depends on demand of the locality. Special attention and priority will be given to Districts, Blocks, Panchayats and even at village locations and population strength that are particularly socio-economically poor and availability of the resources to bringing up them to main stream. Accordingly, ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) stand-alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 8 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit skilled workers and meticulous skilled teachers specially trained as per the ECCE curriculum and pedagogy.

For early childhood development pre-primary school/Anganwadis centers act as the focal point of providing inclusive services to both children and mother. For universal access to ECCE throughout country, first of all pre-primary school/Anganwadis can attached and regulate under the supervision of primary school instead of running in individual establishment. Anganwadis shall be fully integrated into school complexes or clusters, and Anganwadi children, parents, and teachers will be attend and participate in primary school/school complex programmes and vice versa. Along with primary school, Anganwadi Centers will be strengthened with quality infrastructure, indoor and *outdoor play equipments*, and well-trained pre-primary school/Anganwadis workers and teacher, who can make beautiful future of the toddlers. From inside to outside wall, pre-primary school/Anganwadis should be well decorated with children friendly pictures that

will impact on children mind/brain and attraction towards the learning process. Apart from that every pre-primary school/Anganwadis should be well-designed, child-friendly and well-constructed building with well-ventilated and open place, no other thing surrounds the boundary, which could influence the children health.

It is quite mandatory for every child they should go through the pre-primary school/Anganwadis center, so that child should acquainted with teaching/learning process by ECCE-qualified teacher from preparatory class before age 5. Before enter into the class I, children are ready to pick the next level of learning process with a center of attention towards developing cognitive, affective, and psychomotor abilities, social behavior, *eticacy* and early literacy and numeracy. Since 15th August 1995, there was a Centrally Sponsored Scheme; the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched to enhancing enrolment in school, retention of attendance in class rooms during school timings and parallel improving nutritional levels among children. Gradually, this mid-day meal programme shall also be extended to the preparatory classes in primary schools. Simultaneously, children health check-ups and growth monitoring are offered in the pre-primary school/Anganwadis system time to time as well as preparatory class students and primary school children.

The root of the ECCE and build The Foundation of Learning in early age children is high quality and skilled ECCE curriculum based trained teachers as well as workers in pre-primary school/Anganwadis and primary school. This is possible after trained through a systematic effort in accordance with the curricular/pedagogical framework developed by ECCE. First of all teacher and workers qualification. At least pre-primary school/Anganwadis workers and teachers with qualifications of 10+2 and primary school teacher's qualifications more than 10+2. Apart from that all shall be given a 6 to 12 month certificate programme in ECCE curriculum with basic computer knowledge. During their training programme teacher shall trained with many objectives that will beneficiary of Integrated Child Development Services (ICDS) Scheme Launched by Government of India on 2nd October, 1975. Specifically, Pre-Primary Education for Child development, psychology, teaching learning material, jingle & rhymes, storytelling skill, food and nutrition for kids depend on different age groups, personal hygiene, immunization and growth chart for kids, communicable diseases and its eradication programme, communication skills, and referral services. More importantly, all teachers and worker shall be updated every year with special training programme to charge them before start the new session as per ECCE curriculum.

Tribal life and culture is quite interesting in our country. The Foundation of Learning in early age children as per ECCE is tricky for them. Accordingly, if it can introduce the Ashramshalas in tribal-dominated areas and in all formats

of alternative schooling in a phased manner, it will be more helpful for their children and future. The process for integration and implementation of ECCE in Ashramshalas and alternative schooling will be similar as we discuss above.

Apart from high-quality teachers and worker, preparation of ECCE based curriculum and pedagogy by MHRD to ensure its continuity from sub-framework for 0-3 year-olds as pre-primary school/Anganwadis and sub-framework for 3-8 year-olds as primary school is critical aspect to implement in new NEP throughout India. However, ECCE based curriculum and pedagogy implementation in pre-primary school/Anganwadis and primary school should assessed through few key factors including the physical and learning environment that encompass the materials used for children holistic development, curriculum guidelines, how teachers' and workers familiar with the ECCE based curriculum and pedagogy, teaching learning methodology, health care, the most important aspect is relationships with parents and community, and administrative issues. To achieve the Early Childhood Care and Education and develop their own individuality, which includes a growing awareness of self, have own personal characteristics and have knowledge about what he/she can do through ECCE based curriculum and pedagogy, investments are required in all respects in early child development through supportive care and local support required for pre-primary school/Anganwadis and primary school.

Toys in Education and India's Economic Development

. . . . – Pavnesh Kumar & Siddhartha Ghosh

The Hon'ble Prime Minister Modi did his 15th Episode of 'Mann Ki Baat 2.0' on 30th August 2020. He touched upon various key points in his address to the nation; one of them being toys. Ancient India had a rich tradition of toys and the same has been found from various Indus valley civilization excavations. Even today many regions of India have continue a tradition of toy making some of which are Kondapalli toys of Andhra Pradesh, Channapatna Toys of Karnataka, Ghurni clay dolls of West Bengal, Nirmal toys & craft from Telangana etc. Various researches have shown that playing is an important part of a child's development. A child during the early development phase explores his/her immediate surroundings and toys can help them learn. In the children of Age 1-12 months old, sensory play helps to stimulate their senses and develop hand-eye coordination. Toys like stackers or blocks and toys with light and sound are particularly recommended for this age group. Similarly, in the 12-24 months old age group; toys like push cars and walkers are suggested with emphasis on balance & coordination while developing motor skills. Also, themed toys like animals are recommended during this time so that playing children can imitate their voices, recognize their colour and name. All of this helps in language development and recognition of shapes and colours among the children. Children older than 2 years need cognitive skill-building and toys such as magnetic building blocks, counting toys and bowling sets are helpful. The New Education Policy of India has taken all these aspects and has included the new 5+3+3+4 system with a strong emphasis on a child's pre-primary learning. PM Modi emphasised on the need to not only inculcate toys in education but also as a product to manufacture for entrepreneurs. This new educational change will give rise to a wide demand of toys in India for our schools and can be used as a platform to tweak the "Make in India" model to "Make for India" by our entrepreneurs to first produce goods for internal consumption and

subsequently target for overseas markets. The global toy market was estimated around 90.7 Billion US dollars in 2019. Currently, China is the world's biggest hub in manufacturing and exporting toys globally. More than 70% of global toys are manufactured in China alone. The toy market however has some specific requirements like materials used in the toys must not have toxic chemicals or compounds bound to promote allergic reactions in children. The Chinese toys are particularly notorious in this regard; so much that European Environmental Bureau (EEB) officials found a 'flood' of dangerously contaminated Chinese toys among 13 of the 15 European Union countries in November 2019. This is exactly where India can aggressively push itself and fill the void. Semi-skilled and cheap labour is a key component in toy manufacturing and India has an abundant supply of both. India already has a tradition of manufacturing children safe and chemical-free toys using natural components like wood, clay, natural colours etc, and the same expertise can be used to market Indian toys globally while of course also attracting global manufacturing companies to set their base in India. Already some action in this regard has been seen with Aequs Company, creating a Special Economic Zone (SEZ) for manufacturing toys in Karnataka at Koppal. The facility will come up at over 400 acres near Hubballi, about 350 km from Bengaluru. The SEZ aims to attract global high-end and electronic toy brands, which currently produce mainly in China and Vietnam. The Uttar Pradesh government too, has received 92 applications from domestic toy manufacturers including big names like FunZoo, Ankit Toys, Toy treasurers and Funride to set up units in Greater Noida. The facility will be spread in 100 acres of land and is expected to bring investments of 3000 crore rupees.Not only toys but, the global market for computer and console videogames is on the rapid rise. Tech-savvy millennials especially are fond of gaming and such is the pull of the phenomenon that we see new dedicated gaming consoles, gaming-specific computers and even gaming dedicated smartphones coming up. But when we closely analyse games, we see that almost all of them are based on a single element – an engaging story that keeps the players hooked. India in particular has a double-edged advantage in this. Not only is Indian IT software skill is globally recognized but India is home to big IT companies like TCS & Wipro. India is also culturally rich in stories with scriptures like Ramayana and Mahabharata to name a few. A serious effort in this direction will ensure that Indian IT giants make their mark in the world in the realm of gaming. With the world looking towards India to play an important global role in a Post-Covid world, toys and video games can form a great stride in the country's Soft power as well. This is because toys and video games give an "experience" and can act as the first-hand exposure towards any country. A good example of this can be the case of Japanese cartoon characters (who also come in all sorts of kid's goodies like toys, stickers etc) like Doraemon

and Shin-Chan who are widely popular in India due to kids being exposed to it from an early age. Toys, it appears, not only holds the key for helping kids learn faster but also towards an economic endeavour which has all the potential to usher India towards economic development. This new push of improving the education system by introducing NEP 2020 will have many benefits. In the long term, it will prove beneficial as the students will become better learners and will contribute constructively towards thrusting India in becoming the world leader. In the short term, it will promote economic endeavours such as educational toys and digital game content which not only have a huge domestic market but a global market as well. India's large and predominantly young population makes it an attractive market for global companies to set their base. The political will to shape India as a favourable destination for business is already resonating well globally. Such small steps provide the basis of a positive chain reaction that can engine India towards fast-paced economic growth and the final aim of "Aatam Nirbharta".

Unleashing the Potential through Technology: NEP and Challenges

– Vikas Pareek

The Govt of India, after a thorough deliberation and consultations with all the stake holders, finally approved the much awaited and needed National Educational Policy 2020. The policy has come during a time of unprecedented chaos and uncertainty caused by Covid19. And it is not a mere coincidence that the policy has elements in it to prepare students for such challenges and upheavals. Suddenly the world has changed so much that the traditional settings are not going to work anymore. It is in this context that we need to analyse the NEP and to see what challenges it will be able to address.

In the very beginning, the NEP highlights the need of realizing human potential. This has been the main theme of the policy- realizing the potential. As Swami Vivekananda had said:" All souls are potentially divine. The goal is to manifest this divinity within." In fact the Indian tradition has deemed atma sakshatkar (self-realization) as its highest goal. The policy has shifted its focus from traditional educational models to modern and more pupil friendly methods. It has provided ample scope for flexibility and comprehensive growth of students while preparing them for current and future challenges. The PM of India Sh. Narendra Modi has stressed on the need of making a self-reliant(atma nirbhar Bharat) time and again and he has advocated for use of innovative teaching and learning for motivating students to do experiments. And accordingly the National Education Policy has also laid emphasis on 'learning by doing' rather than on just 'rote learning'. The policy introduces many new initiatives and 'disruptive' tools in it. It takes the pedagogical interventions and academic freedom to newer heights. There are many pathbreaking changes in the policy in matters of school education, higher education and professional education. Further a need of providing access to education universally has been marked as key in the policy. And this is where technology comes as an important means. Though there are many aspects of policy which are novel and significant, I will focus on the technology aspects of the policy and how these will reshape the entire education scenario.

The Policy talks about not only use of technology in education, but also about integrating it seamlessly in all its aspects. So the use of online education portal like Swayam and Diksha are to be promoted and to be leveraged for disseminating education and for training of teachers. It is proposed to use a variety of media including satellite TV channels, internet live-casts, online material, mobile applications, e- books, etc to facilitate and universalize education. Such a range of options will ensure that education is within reach of all the strata of society. Education anytime anywhere. The policymakers have rightly recognized the power of mobile technology and have stressed on the need of harnessing technology not only for providing education, but also to use it for training manpower, in policy formulation and in assessment of the efficacy of the approached used. Technology will definitely play a big role in success of the NEP. Broadly speaking, the following are the factors that make use of technology n ot only lucrative but imperative:

Cost effectiveness: During outbreak of Corona epidemic, we all have witnessed the rise of digital media. A plethora of webinars organized through Zoom, Google Meet, Microsoft teams and such tools have flooded the cyberspace. One interesting and important aspect of such digital events has been cost cutting. There was no expenditure on TA and DA which used to be a major component in organizing any academic event earlier. Even after normalization of situation, the use of technology for academic events will keep increasing. Moreover even in imparting classroom courses through online media like swayam help greatly in reducing cost of education. Reusability of online learning material is an important factor in this. A lecture once recorded and made available on online portal like YouTube is available forever and so there is no new cost involved every time you use the lectures. Even the cost of content creation is not very high.

Universal and Ubiquitous Access

Through technology, we are able to provide education to all, everywhere and at affordable prices. Students living in far-off places may also access online learning material by mobile or TV channels. Thus technology becomes a major enabler. If one has a look at the usage of swayam, DIKSHA and online courseware like Udemy, Coursera, EdX, etc, it is not difficult t to realize that Online is the future. There is no going back. Although traditional teaching is going to stay, but it will be complemented by technology in a major way in times to come.

Ease of Use

Ease of use is another important thing. Even small children have quickly adapted to joining Google Meet or Zoom sessions. Nowadays when smartphone and

mobile applications are in hands of everybody, getting education at your fingertips has become a reality.

Inclusiveness

Technology makes inclusiveness a reality. There are applications and tools which make education for Divyangjans also possible and engaging. In fact the Govt of India gives a very high priority to technology development for Divyangs.

Fostering entrepreneurial spirit and Atma nirbhar Bharat:

Use of Technology in education will boost the entrepreneurial spirit of students. When school children learn programming and designing Mobile applications, it not only educates them, it provides them another way to earn livelihood. Stories of students developing Android Apps and starting their own companies are not very uncommon. We hear about such thing everyday. Use of drones, robotics and emerging technologies is creating a new wave of professionalism in students. So far so good. However Technology also presents many challenges. And policymakers and other stakeholders will have to address those challenges also. New and disruptive technologies like Artificial intelligence and Machine learning are indeed very efficient but they pose a major risk. It is likely that these technologies will make many skilled people redundant and useless in coming future. When algorithms will take hold of many tasks, many human beings are likely to be deprived of their jobs. It is not a distant possibility, it has already started. We are already witnessing a surge in intelligent applications and digital integrator services which are performing better than human experts. We will have to make sure that while we make our students proficient in such technologies, we don't deprive them of their natural rights of jobs.

There is another possibility of mechanization of education per se. It is argued by many that online education will harm guru-shishya parampara and is somehow lacks a personal and human touch. WE have yet to see the implementation of the policy and its effects but we can only hope that a judicious and balanced implementation takes place. We need not lose the human touch in education. No doubt we have to harness the power of technology, but is must not be on the expense of the very spirit of education. And we must not forget that education is which liberates- सा विद्या या विमुक्तये. So it should liberate us, from all bondages. And must not lead to shackles of joblessness or mechanical worldview.

I sincerely hope that technology will serve as a worthy medium for imparting education for all. For making a new and Self-reliant Bharat.

शुभ संकल्पमस्तु!!

113

7

National Curricular and Pedagogical Framework for Early Childhood Care and Education: An Analysis of NEP 2020

–M. Vijay Kumar Sharma

The attention on early childhood care and education (ECCE) has risen sharply in the last decade. Several studies have shown that early childhood education and care are crucial for brain development, cognitive growth, and even for the long-term prosperity of individuals. There has also been a realization that without improving early childhood care and education, it would not be possible for countries to achieve sustainable development goals (SDGs). This consciousness has led many countries to reform their early childhood care and education programs to make them comprehensive and responsive to the needs of the children. Taking cognizance of the developments across the world, the policymakers in India have included the ECCE in their reform agenda. The focus on early year's education in the National Education Policy 2020 is laudable. The initial six years are the most crucial years of a human life, which were ignored till date in the education framework in India. Among the major reforms the 10+2 curricular structure in the schooling system has been replaced by 5+3+3+4 structure which will include12 years of schooling and three years of Anganwadi and pre-schooling called as Early childhood care and Education (ECCE) is no doubt a Transformative vision of this policy. Investing in early childhood care and education also helps in reducing poverty The recognition of the criticality of early childhood care and education is reflected in the Indian Constitution (Eighty-sixth Amendment) Act, 2002 under the Right to Education, which substitutes a new article for article 45 and states that the "state shall endeavour to provide Early childhood care and education for all children until they complete the age of 6 years. The criticality of early childhood care and education is recognized by many countries and started investing in the early years of children's lives, with rapid expansion of Early Childhood Care and Education (ECCE) services around

the world (UNESCO, 2015). However, progress in pre-primary coverage has not been experienced equally across regions and within countries, and delivering quality ECCE at scale remains a challenge.

Discourse and Practices Related to ECCE in India

The study of childhood(s) in India (and elsewhere) has been greatly influenced by the western middle-class idea of 'childhood'. While this notion has brought out many innovations in the study of childhood, its essential zed notion has limited our understanding of childhood in many ways. For a very long time, the early part of childhood came in the exclusive domain of the head of the family (Tuli, 2012). The common thread among all these notions was the universality of childhood and how it could be studied and analysed in a standardized manner, with cultures and diversities making no difference to the interpretation. It is only after both the world-wars were over and there was a realization that these wars affected the children most, the industrialized and developed counties established norms and institutions for child-care and protection. Even the famous Unnikrishnan judgment, which is often hailed for making elementary education a constitutional and fundamental right, ignored the criticality of early childhood. The RTE act came as another shocker to the practitioners and policy-makers in early childhood it limited the provision of free and compulsory education to the age group of 6–14 years. It was left to the 'appropriate authorities' to decide whether they would provide free pre-school education and care or not. The section 11 of RTE act states that 'with a view to prepare children above the age of three years for elementary education and to provide ECCE for all children until they complete the age of six years, the appropriate government may make necessary arrangements for providing free pre-school education for such children' (pg. 6, RTE act). Ironically, despite being talked about so fervently in the policy circles, the first policy on ECCE came out only in 2013. This goes on to show that the current understanding of ECCE has not come naturally, but has been a long-drawn battle where various stakeholders have played important roles.

The discourse and practices of ECCE in India have also been shaped by its social and cultural complexities. The dominant western notion of childhood in the policy documents has often ignored the caste and gender realities in vast geography called India. The caste and gender boundaries create significant hurdles in the physical and intellectual development of a child. Having no critical awareness of these issues while imparting education to young minds have only reproduced the pre-existing social hierarchies and power relations. Even the notions of child protection, as Krishna Kumar (2016) argues, are embedded in the western notion of childhood, and might not be reflective of how an Indian

child navigates through her childhood. While the western countries have long banned child labor, here children's participation in the family's occupational life is a fact. The prevalence of child marriages in India only adds to the complexities of studying childhood in India.

The research evidence indicates that only 17 percent of children in low-income countries have access to pre-primary education, and there are persistent disparities in children's early development and learning experiences. In this context the Government of India has envisioned to transform the structure of schooling system and bringing three years of pre schooling into the fold of curricular structure is no doubt a progressive move and transformative vision of the New Education policy 2020. India has taken a Rights approach to early childhood care and education (Convention on the Rights of the Child 1989). This approach is reflected in the Integrated Child Development Scheme (ICDS) that brings services of health, nutrition, as well as mother's health under a common umbrella and is administered through a single administrative mechanism, the Department of Women and Child Welfare. The Anganwadis have been fairly successful in terms of providing increased access to early childhood education, health and nutrition as seen through increased coverage (FOCUS on Children under Six 2006). But different States are at different levels in the functioning of the Anganwadis (ibid). As a result, one is confronted with a scenario of ICDS – that is unevenly implemented across the states in India. Children's participation in preschool and early primary grades is unstable and fluid, and does not necessarily follow the linear age-based trajectory prescribed by policy (RTE Act, 2009 and National ECCE Policy, 2013). In some states, large numbers of 4-year-olds are already in school (although not necessarily enrolled). In others, significant proportions of 6- and 7-yearolds are still in preschool. In all states, children attend irregularly; back and forth movements between preschool and primary grades are frequently observed, and enrolments stabilize only by age 8. In Telangana State the Government has taken up an initiative to facilitate the pre -school children to continue their education in government schools, and attached 11,000 Anganwadi centres to about 11,000 primary schools in association with Child Welfare department. Anganwadi teachers in Mahabubnagar district were given skill development training for innovative teaching methods and these Centres were proposed to upgrade and placed on par with play schools and that school uniforms and story books with pictures would be made available to Anganwadi schools in the district. Further Telangana government is in the process of framing a curriculum for Pre- primary education. Due to lack of proper policy this type of adhoc management of Anganwadi centres and preschool education was taken in different part of the country. In contrast to the developed nations where childhoods in itself became an important site, to be studied and analysed,

our policies on ECCE remained rooted in our cultural and colonial legacies. India being a dominantly oral culture, it was believed that children first learn from their mothers, and then elders in the family. Children were exposed to an outside tutor at the later stage of their childhoods (Raman, 2000). Our colonial policies on education too showed little concern for childhood as their main objective was the education for citizenship. Despite article 45 of the constitution stating that the "state shall endeavour to provide within a period of 10 years from the commencement of constitution for free and compulsory education for all children until they complete the age of fourteen', the critical period of childhood continued to be seen as fragmented, with health, nutritional, and educational needs of children being addressed by separate departments and agencies. Even the Integrated Child Development Scheme (ICDS), launched in 1975 focused only on the nutritional aspect of child development. From Acharya Ramamurti Committee report (1990) to Yashpal report (1993), all discussed about the criticality of the childhood, but no report offered a clear vision and roadmap for implementing early childhood education and care policies which would cover the whole gambit of protection, nutrition, play, learning, and education, both inside and outside an institution.

A Review of ECCE Developments Across States in India

With education and childcare coming under the state's domain, there has been uneven progress in the implementation of ECCE policies across states. Tamil Nadu has also created a dedicated portal for ECCE teachers and has made tangible progress towards integrating its Anganwadi system with the primary schools. Similarly, eighteen thousand Anganwadi (a quarter of all Anganwadi in the state) has been merged with nearby government-run schools. Some nineteen thousand schools were instructed to mentor Anganwadi's in their respective areas by the Rajasthan government in 2018. Gujarat has also instituted a policy to train Anganwadi caretakers to impart language cognition and some basic reading and mathematics skills to children. Many states like Jharkhand, Chhattisgarh, Odisha etc. have focused on the nutritional aspect of ECCE by providing additional nutrition in form of eggs, milk, or by adding a meal to the menu (Kaul and Shankar, 2009).

Many states have also made reforms, taken corrective measures and actions to control the growth of un-aided, un-recognized privately run pre-schools. Now there are rules for the registration, regulation, inspection, and accreditation of day-care centers and pre-schools and they have to follow a mandate given by the appropriate authority. Despite the frequent reforms, foundational learning and skills remain a problem in most of these states. The recent study conducted by the Center for Early Childhood Education and Development (CECED) and UNICEF

explored ECCE practices in the rural areas across three states; Telangana, Assam, and Rajasthan from school readiness perspective and found that despite having a near-universal access of ECCE in these areas, Anganwadi centers lacked development appropriate curriculum and focused on formal teaching. Overall, the study found the children's school readiness level was very low (Kaul et al., 2017).

The research review on pre-school education at the Anganwadi Centre indicates that The major reasons for ineffective implementation of the Pre-school education in Anganwadis are ineffective teacher training, low levels of community engagement, ineffective supervision, Anganwadi workers being overburdened and lack of convergence between various departments. In this context establishing a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 by NCERT indicates that Indian education system is moving in right direction to align the recent global education framework, Education 2030. The establishment of this frame work will definitely address the curricular and pedagogical issues of preschool education at present this is the big gap with the Ministry of women and child welfare department as result the pre -school component handled by the Anganwadi centres are not in a position to provide quality pre - school education. This will be a transformational step in the pre-school system.

It is envisaged that special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions is going to help the country in ensuring the universal access to high-quality ECCE across the country. For universal access to ECCE, Anganwadi Centres will be strengthened with high- quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Anganwadis will be integrated into school complexes/clusters, and Anganwadi children, parents, and teachers are integrated to participate in school/school complex programmes which gives the scope to empower the pre -primary school system.

This is going to bring revolution in the Indian education system. Another pivotal attributes of the policy is introducing ECCE centres in Ashramshalas in tribal-dominated areas will be a progressive step to address the equity aspects of access and quality among social disadvantaged communities. MHRD to ensure its continuity from pre-primary school through primary school, and to ensure due attention to the foundational aspects of education with the responsibility of development and implementation of ECCE curriculum and pedagogy definitely improves the quality aspect of pre -school system. The planning and implementation of early childhood care and education curriculum will be carried

out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force proposed in the New Education Policy 2020 for continuous guidance of the smooth integration of early childhood care and education into school education gives a ray of hope to address the convergence issues for smooth functioning of pre-school and facilitate in delivery of quality education to young children. There are many features that have been inserted in NEP, however implementation will have its own challenge in terms of center state collaboration, funding, monitoring and quality delivery of Preschool education i.e. early childhood Care Education (ECCE) to the very young children of India.

Reference

Draft National Education Policy, 2019 https://mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf

Kaul, V., & Sankar, D. (2009). Early childhood care and education in India. Education for All

Mid-Decade Assessment. New Delhi, India, National University of Educational Planning and Administration (NUEPA).

Kaul, V., & Sharma, S. (2017). Early childhood policies in India: a historical analysis. The Sage handbook of early childhood policy, 32.

Kumar, K. (2016). Studyin childhood in India. Economic and Political Weekly, 51(23), 12–14.

The New Education Policy-2020: Challenges & Opportunities

· – **Sapna Sugandha**

Man is the supreme creation of nature; everyone is special but some needs to be treated more specially to open up and come up with the real individual package; that individual package has the key of creative and innovative education system for getting them unlocked. Nelson Mandela said "Education is the most powerful weapon you can use to change the world". Certainly, to change the world, change of thought is needed and to change the thought reformation in education is essential. A step has been taken as on 29th July 2020, the National Education Policy (NEP) 2020 was set forth by the Ministry of Human Resource Development (in future to be exclaimed as Ministry of Education). This policy has been put forward, with an aim to reframe the Indian Education System to transform the present Education system and prepare it for future requirements. A brief summary of major milestones for education policy in India, from independence is mentioned below:

- The University Education Commission (1948-49) also known as the 'Radhakrishnan Commission' (chaired by Sarvepalli Radhakrishnan) was focused on higher education of India.
- The Secondary Education Commission (1952-53) was focused on education after primary school and before university begins basically it was focused on post primary and up to higher secondary.
- The Education Commission (1964-66), also known as the 'Kothari Commission', as it was led by Dr. DS Kothari. This commission had a holistic approach and advised the government on the national pattern of education and general policies, taking into account each stage from primary to post graduate
- The National Policy on Education, 1968: Based upon the recommendations of the Kothari Commission, the government announced a policy which called for equal educational opportunities in order to achieve national integration and greater cultural and economic development.

- The National Policy on Education (NPE), 1986, whose objective was a "special emphasis on the removal of disparities and to equalize the disparity in educational opportunity," especially for women, Scheduled Tribes (ST) and Scheduled Caste (SC) communities.

- The Committee for Draft National Education Policy, or Dr. K. Kasturirangan Committee, submitted its report on May 31, 2019. It sought to address the challenges of: (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountability faced by the current education system.

And, finally, the new National Education Policy, 2020 is here to see the world with the eyes of new wisdom.

The NEP 2020 is a package of many benefits and advantageous provisions, but this article will discuss about the challenges & opportunities of NEP 2020. The New Education Policy 2020 replaced the old education policy which was incorporated in 1986 and leading the way towards a new era of educational reform. This is the first policy that provides liberation from the autocracy of administrative control to multiple choice, multidisciplinary learning, multiple chances and multi language learning. One of the aims of this policy is to create a strong digital infrastructure in the education sector so that there should not be any roadblocks even during the unprecedented situations. The National Education Technology Forum (NETF) will be incorporated which will ensure the integration of technology with the education sector and enhancement of usage of technology in education by all section of society even during the turbulent times.

Various provisions of this policy aim to increase the Gross Enrolment Ratio in the higher education to achieve the objective of 100% youth literacy. This policy also aims to fill the socio-economic gap which have been widen due to this pandemic situation. This new education policy promotes meritocracy, equal opportunities and equity for all section of students but still there lies challenges in between the theory i.e. the provisions of the policy and the practices i.e. effective implementation. The National Education Policy 2020 annotates to have homeschooling and Multilanguage learning until the 5th grade and in exceptional circumstances, no later than 8th grade. The mode of learning will be mother tongue for the students. Despite having all the aspects of education, the students from higher education will have the rising concerns for their education and the professional journey ahead. If any student will move inter-state the language changes and thus will be taxing for continuing the education. The policy is being censured in the existing legal aspects application namely Right to Education Act 2009, as the age of schooling will have to be deliberated upon to resolve the dilemma between the existing and the newly introduced policy.

Against the backdrop the relevance to note that the past actions to legislation level was not successful. The reason behind such failure was the role of regulators and the executors were not as effective or mis-aligned.

The contours of NEP is expected to revise the regulatory body of the Higher Education Commission of India ("HECI") being set up with a wide role in Indian higher education. The HECI is likely to have four verticals under its umbrella, including:

(a) National Higher Education Regulatory Council, intended to be a single point regulator for the higher education sector;

(b) National Accreditation Council, which will deal with accreditation of institutions;

(c) Higher Education Grants Council, which will be tasked with carrying out funding and financing of higher education; and

(d) General Education Council, the final vertical, is expected to have a more academic based-role, as it will frame expected learning outcomes for higher education programmes.

Foreign universities coming into the country will also fall under the purview of this framework. The roles and responsibilities need to be coherent to each organization and there will be a need to have a proper coordination otherwise the aim to remove excess interference of regulatory bodies will remain same or it may increase.

This education policy aims to start job oriented apprenticeship / diploma courses in many existing institutions along with opening of new institutions. The biggest challenge will be to have the team of teachers with necessary skill –set in sufficient numbers to mitigate the upcoming requirements.

The New Education Policy emphasizes on conceptual learning rather than rote-learning. The focus is on inculcating creativity, inquiry based learning and conceptual understanding of the subject but our examination pattern reflects the traditional way of evaluation i.e. whether a student have gained a command on the theoretical aspects of the subject. This existing evaluation process will need to be changed then only the focus of the educators and student will shift from evaluation to understanding. The Union Cabinet through National Education Policy 2020 is bringing major reforms in higher education including a target of 50 per cent Gross Enrollment Ratio. This objective will depends upon how effectively the implementation part will work.

Universal Access to Early Childhood Care & Education is also one of the aims of this education policy for this the responsibility have been assigned to NCERT to design such framework and course for the students up to the age of 8

years. The implementation of this course will be on the anganbadi, pre-schools, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. This new responsibility will put an extra responsibility on them so proper training and coordination will be needed to implement the course properly. The Anganbadi and Pre-school Human Resource will need an urgent and updated training for the implementation part of this policy related to homeschooling. Special Education Zones as proposed will be a great initiative in this direction if it is implemented in its spirit in villages where education enrollment ratio is lagging from national figures.

Education makes us capable to work and survive in industries. Efforts must be made for proper assimilation of Industry-Academia interface in the direction of its alignment.

The major challenge as listed is encompassing ecosystem around education that includes industry demand, quality of teacher skill set, infrastructure provided for education, aspiration of the society attached with education etc. As they will remain the same and takes time to evolve, how much they influence and work in synergy with NEP that will determine the success of NEP 2020.

New Education Policy if properly implemented can show us that inner power of ourselves can make the world more beautiful and only proper execution of NEP can change its challenges into opportunities. Students will be able to select their area of study as per their interest and talent. The NEP will give strength to the culture of innovation and creativity in institutions. The NEP 2020 has a long term vision and a far reaching impact on education sector and it also focuses on learning the art of learning. Imparting the education and learning in the mother tongue will built a strong conceptual base among students and the multilingual approach will improve the cognitive thinking. The education in mother tongue will strengthen the unity of the country. In the words of Nelson Mandela "if you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart". The New Education Policy has an ambition to transform the education system of India and to create opportunities for edupreneurs. The success of NEP 2020 will depend upon the implementation and proper execution of the policy. India's demographic dividend can be molded into an effective and efficient workforce, to become powerhouse of world's economy and NEP policy can be the main pillar for this endeavor of Government of India.

References:

https://www.indiatoday.in/education-today/featurephilia/story/a-reality-check-on-nep-2020-major-challenges-in-implementation-1711197-2020-08-14# [Internet] Accessed on 2nd Sept. 2020.

http://www.businessworld.in/article/NEP-2020-implementation-will-transform-future-challenges-into-opportunities-pave-way-for-New-India-President/14-08-2020-308781/ [Internet] Accessed on 2nd Sept. 2020.

http://www.businessworld.in/article/National-Education-Policy-2020-Challenges-And-Criticism/07-08-2020-305937/ [Internet]Accessed on 2nd Sept. 2020.

https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf [Internet] Accessed on 2nd Sept. 2020.

https://www.outlookindia.com/website/story/opinion-nep-2020-envisages-inclusive-and-equitable-quality-education-for-rural-india/359119 [Internet] Accessed on 4th September 2020.
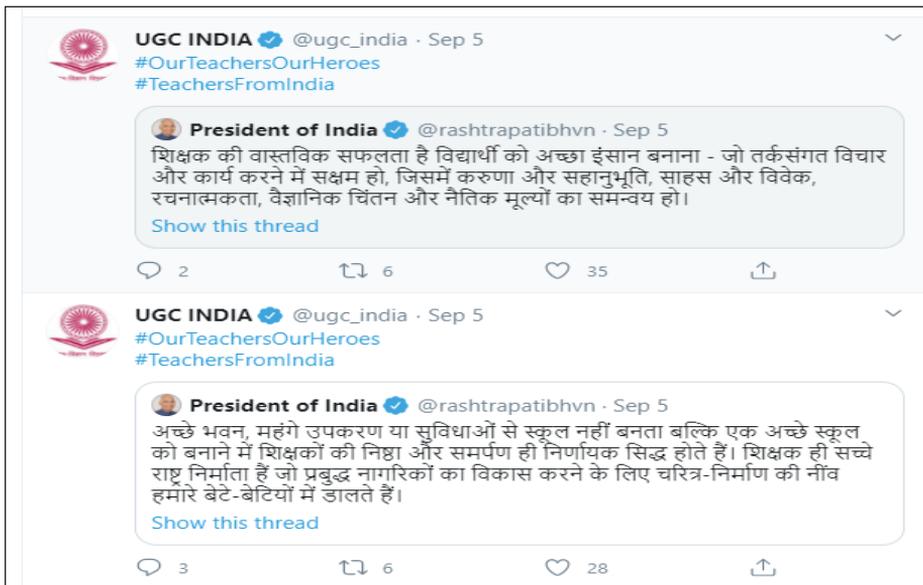
New Education Policy: A Game Changer and Vision for Self-Reliant India

– Aslam Khan

"Education should be man making and society making": –Swami Vivekananda

Introduction

The statement made by Swami Vivekananda reflects education as fundamental concept for the betterment of people and a value-based society for strong national development. The New Education Policy (NEP) 2020 under the leadership of Prime Minister Narendra Modi is a historic and much needed program for the bright future of India. It address all aspect of education with emphasis on early childhood education, preferences of mother tongue as the medium of instruction, Higher Education Commission of India (HECI) as a single regulator for both public and private institutions of higher education, emphasis on autonomy, no rigid separation of streams such as Arts, Science and Commerce, multiple entry and exit options for undergraduates, low stakes board exams, common entrance for the Universities etc. The NEP also touched the spirit of Constitution of India in terms of education as fundamental right. The emphasis on literature, philosophy, Indology, music, art, languages and establishment of the Academic Bank of Credit that would keep the digital records of the academic credits earned by the student are the center of attraction.

Since 1950, the respective governments of India had tried to build India on different available models of development such as capitalism and communism. The education policy was architected by the colonial masters and had continued for several decades where English language had been the centre of attraction and the people with western model of education were much respected and regarded. Indigenous knowledge system of India that was once education hub for the world started dying its natural death due to the negligence and unaddressed root issues of Indian masses. But it will be unfair to say that because of the education

setup established by the Britishers, India continued to grow in technological advancement, institutional mechanisms, development but that development was not inclusive and did not do justice with the aspirations of vulnerable section of Indian masses. The country with vast population with diversity and multiculturalism, ancient Bhartiya knowledge tradition used the dominant educational system as a tool for the national development but with lots of pains and compromise.

The previous education policy introduced in 1986 was in force up to now with no major updation. In these years, the transition from traditional to modern in all aspects in terms of technology, human development, gender equality, modernization, globalization changed the course of world in all spheres of human life. As a result, India struggled with skilled and self-reliance in all forms of development. The vast population of India depended on the foreign goods in the umbrella of free market economy and moved very slow to the manufacturing demands of the goods and services. But the present government led by Prime Minister Modi touched the fundamental and core issues where India can be self-reliant. For the self-reliance, India need to produce individuals with skills and expertise where education plays a fundamental role. In that sense the flexible education that promotes equal opportunity, meritocracy with indigenous value system will be a game changer in the time to come.

Multidisciplinary Education and Research Universities and Foreign Universities

The vision of Multidisciplinary Education and Research Universities at par with the premier institutions such as IITs, IIMs, AIIMS will be realised by setting up as models of best multidisciplinary education of global standards in the country. But at the same time a debate is looming large that despite our strong intellectual traditions, we are failed to make place in the top hundred universities of the world. The country with the second largest education system of the world having more than 700 universities just behind China badly need to join the club of top institutions. As a result, National Education Policy 2020 allowed top 100 Universities of the world to set up the campuses in India. This development of internationalisation of higher education is a very important development to analyse. The Ministry of Human Resource Development(MHRD) now Ministry of Education in the year 2015, implemented the Global Initiative of Academic Network (GIAN) for the higher education institutions of India to invite world's renowned scholars, researchers and scientists.[1] According to a report in Indian Express, more than 1,500 courses have been completed at Indian higher education institutions in collaboration with international faculty members. In 2018, the

Scheme for Promotion of Academic and Research Collaboration was launched to promote joint research and collaboration with top 500 QS (Quacquarelli Symonds) ranking institutions.[2] It shows government's commitment for the quality and standard of the education. From the perspective of foreign universities, the gross enrolment ratio of around 27 percent with rapid increase is a welcoming sign for opening campuses in India. As per the India Today report, Nilesh Gaikwad, Country Manager-EDHEC Business school in an interview said that the policy has been a long time in waiting and the decision allowing foreign universities is a boost for education reforms and will go a long way in not only improving the quality of education but also the application of curriculum in India".[3] Mr. Aditya Malkani, South & East Asia Representative at The Association of Commonwealth Universities said, "The National Education Policy 2020 has introduced a range of exciting new measures, and its strong focus on multidisciplinary education, and flexible learning trajectories is welcome, as is its focus on technology oriented learning, multilingualism and the power of language in teaching and learning." He further said "As a global organization that is significantly invested in India, the Association of Commonwealth Universities is fully supportive of furthering the agenda of Indian universities and their various stakeholders, and we envision the NEP 2020 as being very supportive of that agenda."[4] He also referred the example of Malaysia as a case and Malaysia is now attracting international students and a hub for education. So, the move to invite of foreign Universities are being welcomed but there remains some challenges also to attract and sustain the top global universities of the world.

Challenges Ahead

Though, India has opened the platform for top ranking universities of the world and it is being seen as a positive and crucial development but we have to look it from other sides too. As we know that it will require a huge financial implication. The top Universities off campus mechanisms we can draw experience from Middle East especially from Saudi Arabia, Qatar, UAE and other parts of the world. The most of the financial part including land, infrastructures and other modern facilities are being provided by the host countries and Universities are providing the academic resources mainly. So, in this situation it will be a huge financial involvement from our side. In Middle East, Qatar has several campuses of Texas A&M University, Carnegie Mellon University, Georgetown University, University College London etc with same pattern. Another examples are Yale-NUS (National University of Singapore) in Singapore, New York University in Abu Dhabi, UAE funded by the respective governments. So, keeping in view of economic slowdown and financial crisis in the present scenario tells a different picture. The economic slowdown is global and higher education budgets are

being cut by the respective governments. If we take the example of the Middle East and Singapore for instance these are the rich countries and economically powerful. For India, It is difficult to adjust these conditions of foreign University but certainly if world's top institutions are coming to us it will greatly benefit us to emerge soon as a leader in global educational landscape.

Conclusion

By analyzing the higher education plan of New Education Policy with special reference to top 100 foreign Universities, it is a clear sign of a revolutionary and much benefitted change and an effort to make Bharat a Vishwa guru by putting emphasis on traditional knowledge system to modern scientific education by the visionary leadership and a vision for new India. The multidisciplinary education and research Universities are the highlight as it breaks the shackles of various standard of recognition and replaced with a performance-based grading by a single regulator. Though these are some challenges but the commitment and dedication of national development by the Prime Minister Narendra Modi will certainly find a solution for self-reliant Bharat. The New Education Policy 2020 is going to be a game changer with much professionalism in the time to come.

References

NEP's vision for drawing foreign universities to India requires fine-tuning

https://indianexpress.com/article/opinion/columns/national-education-policy-open-campus-6582118/ accessed on 08 September, 2020.

Ibid.

Foreign university campuses welcome NEP 2020, https://www.indiatoday.in/education-today/news/story/foreign-university-campuses-welcome-nep-2020-1706434-2020-07-31 accessed on 08 September, 2020.

Ibid.

National Education Policy
is a Way of Holistic Life

· **–Jugal Kishor Dadhich**

The National Education Policy 2020 (NEP) envisages far-reaching transformations in the prevailing Indian education system. It is a significant stride towards making education meaningful, assimilative and skill-centric. The purpose of NEP is a framework to guide the development of education in the country. It intends to build a self-reliant society on the foundations of the great ancient Indian wisdom. It is an attempt to make pedagogy "more experimental, holistic, integrated, discovery oriented, learner-centred, discussion based, flexible and enjoyable." It is focussed on character-building, inculcating rational thinking and compassionate care, and ensuring employment through skill development. It is indeed an honest endeavour to dissolve disciplinary boundaries that have been creating hindrances in the holistic development of a learner. The defining principles of the NEP are flexibility for students to choose their learning trajectory and programmes, autonomy for teachers to design and implement their courses and a blurring of disciplinary and curricular boundaries. The NEP reorients learning towards skill-acquisition and multi-disciplinarily. It lays particular accent on conceptual understanding, creativity and critical thinking on ethical, human and Constitutional values. A regular formative assessment of the learner, respect for diversity, equity and inclusivity, light-but-tight regulatory system, and a wide-ranging autonomy are the other standout provisions of the policy that aims to overhaul a sector that was caught in a time warp. A striking feature of the policy is its aim to curtail dropout rates and ensure universal access to education at all levels. The fundamental lacuna of the current education system is that it has largely failed in creating skilled citizens ready to take up the challenges of life. The NEP is a sincere endeavour in this direction to ensure that every learner develops some life skills through vocational training while studying in school/college/university.

That language is an important skill and proficiency in multiple languages opens new avenues cannot be overemphasised. The NEP not only underlines the

significance of mother tongue, regional languages, and classical Indian languages, but also makes provisions for the introduction of foreign languages as an option right from the secondary-school level.

Learning a foreign language at an early age not only simulates cognition, but it also inculcates cultural tolerance and conviviality. A foreign language is not just another tongue. It opens a window to a foreign culture, people, their customs and attitudes, helping the learner evolve into a truly global citizen and actualise the concept of Vasudhaiva Kutumbakam (वसुधैव कुटुम्बकम्) . With the three-language formula, the NEP virtually provides wings to fly. Thanks to the NEP, a learner can acquire an engineering degree or a diploma in hotel management or a diploma in journalism or a degree in medicine with proficiency in a foreign language of his/her choice. Such an academic degree under the extant system is inconceivable.

The NEP intends to establish Higher Educational Institutions (HEIs) as large, multidisciplinary universities in every district by 2040. In today's globalised world, demarcations between various disciplines are becoming less rigid. A research in Medical Sciences requires engineering inputs. Similarly, a research in Computer Science may need to refer to Linguistics and languages. A researcher in Economics may draw on the insights from Sociology or Anthropology. Thus, a multidisciplinary university that provides flexibility to students to choose courses as they desire would lead to a cross-fertilisation of ideas, potentially turning out individuals who not only understand the cosmos, but also the creative arts.

The NEP has a clear objective to make higher education in India at par with international standards. To begin with, four-year undergraduate programmes are fairly common in several countries. Here, it is pertinent to note that the proposed four-year degree programme has multiple respectable exits that will ensure zero dropouts. For instance, a student leaving a UG programme after completing one year may get a Certificate, a Diploma after two years, and a bachelor's degree after three. The fourth year of the programme would be mandatory only for those students who wish to pursue further research. The students get a certification of whatever they have learnt. They need not spend three years in case they wish to take up a job after one year itself. However, it is easier said than done. To make it work, the HEIs will need to design their curricula after wide consultations with the industry so that students could be equipped with employable skills at every stage of exit from the UG programme. To elaborate, if a four-year B.Tech programme's curriculum is designed in such a way that after the completion of two years, a student gets an employable engineering diploma, then many would likely be willing to exit with a diploma and start working. Such a scheme would help save a lot of precious time, energy and resources.

HEIs will have the flexibility to offer different designs of PG programmes. For example, the NEP envisages a two-year PG programme with the second year devoted entirely to research for those who have a three-year bachelor's degree, a one-year PG programme for those who have a four-year bachelor's degree, or a five-year integrated UG/PG programme. Undertaking a doctorate (PhD) shall require either a master's degree or a four-year bachelor's degree with research. MPhil has been done away with, and rightly so. MPhil in its present form has become obsolete. The relevance of MPhil has been questioned multiple times by a number of pedagogues. There is no parity in the duration of MPhil programmes in the country. Some HEIs award MPhil degrees in one year, and some in two. A one-year MPhil programme has one semester of coursework involving research methods while the second semester is devoted to writing the dissertation. The quality of such research work is almost always suspected. A two-year MPhil programme has one year of coursework, and the other for completing the dissertation. Writing a research dissertation in one year often compromises the quality of research. It is generally known that collecting bibliography, data and finalising synopsis/research proposal itself take a year or more for serious research. Research is not just about collecting data and bibliography. The researcher has to process the collected data, and analyse them to reach a logical conclusion. It is only then that the actual process of writing the thesis/dissertation begins. The duration of the current MPhil programmes had bred ad-hocism in research, which is otherwise a serious business and requires rigour.

The NEP has made its objectives clear. It aims to restructure the existing higher education system to make it holistic, integrated, accountable, enjoyable and employable, reorienting it towards quality research. It is a revolutionary document and marks a tectonic shift from the existing norms that will shake the narrow boundaries of disciplines and programmes. If implemented sincerely with a careful designing of syllabi and curricula, it has the potential to transform India into a self-reliant knowledge superpower by the end of the first half of this century. As the cornerstone of all educational decisions, the ray of hope has come through the new National Education Policy, 2020, which talks about sustainable human development and universal education learning with equity and learning outcomes with research oriented mindset. India has always placed education at the centre of its development agenda and with bridging the gender, social, regional gaps with community participation it will raise the spirits towards equal opportunities to all ensuring equity in this policy. It is going to be the beautiful blend of both ancient and modern knowledge system which not only inculcate you to acquire knowledge but also helps in integrating Indian culture and ethos.

New Education Policy 2020: A Milestone of New India

–Abhay Vikram Singh

Education system is the back bone of any society. It is the dominant feature to strengthen nation in each and every aspect. It shows a path of social political economic development and the key to secure the future of any nation. In this direction, the new national education policy is a major achievement in the history of education of India. It has been casted and commended as the Indian government's answer to broaden the standard and condition of public education. It is a thorough skeleton to lead the evolution and growth of education in the country. The policy focuses at emendation and constructing all dimensions of the education framework, including its monitoring and governance, to devise a new system that is regulated with the ambitions and motivational aims of 21st century education, while building upon India's heritage and customs. The focus on principles and human values will go a long way in the creation of making of an efficient youth which will help in strengthening our country's democratic roots. As the policy introductory part said that in today's rapid changing world, it is important to not only learn but more importantly, learn how to learn, what to learn. Therefore, there is a need to change some of the principles of foundation of our education system where the content or the material can be less but where the analytical and the logical reasoning should be in excessive so that a child's brain can be developed accordingly. The best part of the new policy is its nature of elasticity. On one hand, it will prepare a student to fight for the upcoming challenges of the world. With this, I mean that the fear of a child from his/her starting days and the pressure he /she has of the parents of always being on the top will reduce because now parents also have to understand that forcing a child is not an option. Each and every child is not a prodigy but they all have some special talents hidden in them. The New Education Policy focuses on recognizing those abilities and work on them accordingly so that the child can be able to get more confidence. On the other hand my next argument is supported with the first one that is we see that there is a hype created in our country, that from early days

of a child's education he/she must be a very successful in his/her future. This is a good thing but the problem starts with the change of professions. With this being said, I mean that there is a general opinion of the people that a child should be a either a doctor or an engineer or an IAS officer. The society also give them a different kind of respect but they will not even pay any heed to the one who plays guitar or who wants to become a chef or a dancer. Why? Because as I said this has become the basic norm of the people of our country. If any child wants to be different from a bunch of child pursuing the same thing, he or she is not treated properly or is not seen that much successful. Even their parents are ridiculed of not paying attention to their child. Consequently, with this pressure of society parents start forcing their child to give up his/her talent and focus on a stable and reputed job. In this context, the New Education Policy tries to break these myths of the people and giving the child proper setups for whatever they want to pursue. The policy makes an effort to do it. It makes every student welcomed and cared for, where a safe and stimulating learning environmental exists with wide range of learning experiences.

The New Education Policy presents all-inclusive and wide ranging changes including opening up of Indian higher education to foreign universities, knock down of UGC and Indian Council for Technical Education, inception of four year multidisciplinary undergraduate programme with various exit options and closure of the M.Phil. programme. For higher education, a new umbrella regulator has been proposed with separate verticals for regulation, standard setting, funding and accreditation. As per the statement released by Ministry of Education, "The new National Education Policy strives for making India into an equitable and vibrant knowledge society. It envisions an India-centered education system that contributes directly to transforming India into a global superpower." Further the ministry said, "The NEP aims would bring about a paradigm shift in the country's education system and create an enabling and reinvigorated educational ecosystem for a new 'Atmanirbhar Bharat' as envisaged by the prime minister".

The policy emphasizes that the command and direction till fifth grade will be in a regional language that is recognized as being native to India. This is an appreciated measure as mother tongue plays an extremely essential and pivotal character in the overall development of the child. This motive will also help the child in developing attentiveness in regional literature and culture and help them take on board and recognize the customs plus traditions that are native or local to a particular region. On the other hand, this policy will also open several possibilities for students to pursue an array of subjects of their choice and will pose a challenge to the existing system to change or adapt itself to implement this aspect by new ways of entrance examinations for admission to various streams of professional education. Also emphasis will be laid on socially and economically

disadvantaged groups. The policy also states that children with disabilities will be able to attend regular school from the foundational stage to higher education, with support of educators with cross-disability training and technology-based tools tailored to suit their needs.

Also the 10+2 system will be divided into 5+3+3+4 arrangement. This means the starting five years of the school will encompass the foundation stage. The next three years will be divided into basic and preparative stage. Later there will be 3 years of middle stage (from 6 to 8) and 4 years of secondary stage (from 9 to 12). In addition to that vocational courses shall be introduced from class 6 onwards. The new system has also removed the rigid distinctions between the streams that one has to pick in 11th standard. In the new course method, a student without any restrictions or pressure can pick any subject in which he/she is interested. For example, one can pick physics with psychology and arts if they so desire. Also, now the teachers have to be more attentive in class while teaching students. They have to ensure a safe learning environment and encourage students in pursuing whatever they want to do. Teachers can't be lethargic anymore; they have to change their attitude and should be actively engaged with the students.

In today's world research and innovation is an important part of the academic strength of a nation. A country cannot find a place among the other developed nations unless influences global academia by making incredible and impressive contributions in expanding the frontiers of human intelligence. Because we clearly see that all the world's major countries and established universities are the ones who throw themselves and guide in research. In India no one really bothers about research. Even the college students and many professors are clueless as to how to do a comparative research. In consequence to which, the irony is that the research we read are of foreign people account on India. We can clearly see that how research plays an important role in defining the education prospects of a particular nation. Also research helps in detecting many minute problems of a vast nation like India, so that the government can work accordingly. So the New Education Policy also comprises research competence and output across disciplines. More time will be given to the research work and it will inspire them to progress critical thinking and creativity on sustained research and regular assessment by educational experts. Providing high quality research will boost and raise society with a new knowledge system. It surely is an awakening step that sets in motion the idea for realizing the goal of making India a leading nation in imparting visions of the society. Conceptual thinking, creativity and critical thinking will be the foundation of research and innovation. The National Research Foundation and the National Educational Technology Forum will also play a major role in facilitating to carry out problem-solving research and developing digital resources

of study materials plus they will come up with many innovative ways in which technology can be leveraged from the benefit of students and researchers.

In my opinion, National Education Policy will give significance to students' realistic and analytic knowledge instead of just pushing them towards parrot-fashion learning. It will help students to develop scientific temperament and nature from a young age. The policy makes the education more experimental, holistic, discovery-oriented, learner-centered, discussion-based and flexible. Also it provides students, irrespective of their place of residence, a quality education system with special focus to the disadvantaged and underrepresented groups.

12

New Education Policy 2020: A Transformative Roadmap for Higher Education

–**Ambikesh Kumar Tripathi**

Recently India accepted her new policy for education, which has come after a three decades gap, intending to mitigate the western impact on the country's education. With the objectives like achieving full human potential, developing an equitable and just society, and promoting national development this document has enough potential to transform the entire education system of the country. A very short document, 66 pages, of the National Education Policy (NEP) 2020 that the Cabinet approved last month represents a major advance over the predecessor draft NEP 2019. This is an outcome of the rigorous exercise of intellectuals, activists, educationists, professors, and teachers across the country. 'Unlike the latter, it satisfies a basic characteristic of a good policy document: It should be a short and crisp framework document that does not lose the forest for the trees. Whereas draft NEP was 484 pages long, the final document says it all in just 66 pages' (Panagariya, 2020). NEP 2020 document is divided into four parts: the first part deals with school education, the second part focuses on higher education. The third part is related to professional education, adult education, life-long learning, promotion of language, art, and culture as well as the use of technology and digital mode of education. Part four of the NEP 2020 talks about the operational part of the policy. Primary education has never been qualitative and productive, even after implementing some populist measures like the Mid-day meal programme. Such programmes a bit controlled the dropout rate from government primary schools but not been successful in delivering quality education, especially after the private schools came into existence. There is a huge gap between the current state of learning outcomes and what today's requirements are; this document will bridge this gap and create an inclusive society. With changing employment landscape and global ecosystem, India needs to adopt an education policy with a dynamic and multidisciplinary

approach at every stage of the education. Here I will discuss the higher education aspects of NEP 2020.

Higher Education in India: Outcomes

According to World Bank data, India has the third-largest higher education system in the world after the United States and China. A report of Organisation for Economic Cooperation and Development (OECD) tells us India produces 24,000 PhD every year. According to an all India survey report on Higher education the Gross Enrolment Ratio (GER) in Higher education in India is 24.5%, which is calculated for 18-23 years of age group. About 79.3% of the students are enrolled in the Undergraduate level programme. 1,26,451 students are enrolled in PhD that is less than 0.4% of the total student enrolment (GoI, All India Survey on Higher Education 2015-16, 2016). Despite this critical importance of research, the research and innovation investment in India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea (GoI, National Education Policy 2020, 2020). The purpose of giving this data here is to put the existing realities of the state of the country's higher education. Despite being the third-largest higher education system of the world, we do not have a single institution among the world's best 200 institutions of higher learning. After producing a big number of PhD still, we are lagging far behind in patents. A large chunk of the population is engaged in graduate studies but a very smaller portion of that reaches to research-level studies. This horrible data is enough to understand the infelicitous situation of India's higher education. In such a worst situation, the higher education of India was needed fresh air to alive. The NEP 2020 has come with that fresh air in which the education system of the country will blossom.

New Structure: Making Higher Education more Advanced

India has an old tradition of holistic and multidisciplinary learning. This document looks back towards our ancient traditions that had been carried out by world's well-known institutions like Takshashila and Nalanda to develop all capacities of human beings –intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Linking with own old glorious traditions, this policy document advances the education system according to the need of present time. Such an education will help develop well-rounded individuals that possess critical 21st-century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields (GoI, National

Education Policy 2020, 2020). Restructuring the undergraduate (UG) programme with four years is an attempt to bring homogeneity with the global education system. This four year UG programme offers certificate, diploma and degree at different stages. If by any reasons a student drops his/her study in between the duration of completion of the course, he/she will get certificate accordingly. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized Higher Education Institutions (HEI) so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI (GoI, National Education Policy 2020, 2020). This will save the time of the students and they might be registered for their research programme. NEP 2020 also aims to increase the Gross Enrolment Ratio (GER) in Higher education in India from 24.5% to 50% by 2035.

The Arrival of Foreign Institutions: No Need to Afraid

The new policy aims to "facilitate" the entry of the world's top 100 universities through an enabling law. This would expand the set of choices available to Indian students and perhaps save billions of dollars in fees paid by parents who send their children abroad for studies. Over 750,000 Indians are estimated to be studying overseas; their bills are truly exorbitant, and many of them may opt to stay in India if they could get the same degree at a lower cost (Livemint, 2020). More than 7 lakhs Indian students are studying in different overseas universities; merely, approximately, 40000 students return to India. Such kind of covert brain drain and revenue drain have been attempted to address under the NEP 2020 by allowing the world's top 100 universities to establish their campus in the country.

In 2012, the UPA Government unsure of getting the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010, through the Rajya Sabha, then HRD Minister Kapil Sibal tried to allow "backdoor" entry to foreign institutions. Allowing foreign institutions as deemed universities or private universities under the State laws were proposed when Mr Arjun Singh was HRD Minister, but the plan was shelved. Mr Kapil Sibal also did the same. These institutions were allowed to enter as 'deemed universities' under Section 3 of the University Grants Commission Act, 1956, or as private universities under the State laws. That's a crucial difference between UPA and NDA's vision regarding

the entry of foreign universities. Sibal's regime saw the establishment of all sort of third-grade foreign universities in different metropolitans in India. However, NEP, 2020 has explicitly mentioned the topmost arrivals alone. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India (GoI, National Education Policy 2020, 2020). Their entry under our new education policy could result in a vigorous bout of competition in academia that could yield an array of benefits. College autonomy, though, would be a must. Higher education in India has had horse-blinders for too long. For the field to acquire sufficient vibrancy, however, each college must be granted the autonomy it would need to pursue its aims. This may depend on how liberal the sector's regulatory authority turns out to be (Livemint, 2020).

Future Prospects

The education system in India had been rotten far long. The New Education Policy, for the most part, provides a forward-looking framework for transforming Indian education (Mehta, 2020) system. Meeting the goals of NEP 2020 will depend on the enthusiastic implementation of its procedures. Part four of the document focuses on the implementation part. In this context, the NEP 2020 recommends strengthening and empowering the Central Advisory Board of Education (CABE) which will have a much greater mandate and not only a forum for widespread consultation and examination of issues relating to educational and cultural development (GoI, National Education Policy 2020, 2020). Ministry of Human Resource Development will be known as the Ministry of Education, which will focus only on education and learning. On the expenditure side, the policy document tells the central and states governments will work together to increase the public investment in education at least 6% of GDP. NEP 2020 is serious about the investment in education and considers education sector critical for India's future all-round growth. Article 26.4 of the NEP 2020 identifies following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in teacher education and continuing professional development of teachers; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology

and online education (GoI, National Education Policy 2020, 2020). By creating a new Research Foundation, transforming the higher education regulatory system, and curbing the commercialization of education the central government and state governments will ensure to attain the goals of NEP 2020. For many of us, the fear about the NEP 2020 comes from context rather than the text. Everybody is optimistic with the text but pessimistic about the context in which the policy has to be implemented. Effectiveness of this policy document is yet could only be visualized, but it may say that the great changes are often seen only after a long, continues, and pious efforts. The will of the government to decolonize the Indian minds is as pious as holy water of Ganga. After 10 to 12 years of implementation, we will see the great change in our society, which would stand for the glory of our ancient past.

References

GoI. (2016). *All India Survey on Higher Education 2015-16.* Ministry of Human Resource Development, Department of Higher Education. New Delhi: Government of India (GoI).

GoI. (2020). *National Education Policy 2020.* Ministry of Human Rsesource Development. New Delhi: Government of India (GoI).

Livemint. (2020, 07 30). *Who's afraid of foreign universities coming in?* Retrieved 09 08, 2020, from Livemint: https://www.livemint.com/opinion/online-views/who-s-afraid-of-foreign-universities-coming-in-11596122718427.html

Mehta, P. B. (2020, 08 01). *Text of education policy artfully navigates several thickets.* Retrieved 09 08, 2020, from The Indian Express: https://indianexpress.com/article/opinion/columns/new-education-policy-nep-india-6533163/?fbclid=IwAR2CMMsy19X7MCK-XisnGWAUe8N9u2eYnzgZv-rzYlDfgqPvvLxGJo9zz9E

Panagariya, A. (2020, 08 19). *Higher education: A new dawn – National Education Policy 2020 offers transformative road map for colleges and universities*. Retrieved 09 07, 2020, from Times of India: https://timesofindia.indiatimes.com/blogs/toi-edit-page/higher-education-a-new-dawn-national-education-policy-2020-offers-transformative-road-map-for-colleges-and-universities/

12

National Education Policy 2020: Conspectus

. . . . •—Bhaw Nath Pandey

Abstract

Education leads to knowledge and knowledge is being an element of wisdom. Knowledge free to us from darkness of knowledge. It is a light of soul. Quality and sustainable education is the key element of National Education Policy 2020 and it is important factor for development of social harmony, social justice and equality, scientific advancement, cultural preservation, local arts and music promotion, economic growth and promotion of vernacular. This paper tries to study and understand the feature of National Education Policy-2020 and its implementation on whole India of National Education Policy.

Introduction

National education policy 2020 is a policy of education with new India education policy and it focuses on Bharat rich knowledge. It is a one step to make Bharat to Atma Nirbhar Bharat. It is not only new but metamorphosis with its spirit. Before it several education policies has come out with their different form and decided to our nation future i.e. human resources and its consequences. Any nation, those which have own identity known through their culture and civilization. Building of nation takes many years of years and it depends on their education system. Education system of any nation works as catalyst to transform youths. This education policy would be fulfilling the Bhartiya youth's requirements i.e. high quality of education with at par international standards, innovative, research oriented and job oriented. We hope that after successful implementation of this policy Bharat became a superpower of knowledge and works as a centre of knowledge hub. This policy focuses on knowledge based and socio-economics with sustainable development of Bharat and its future citizen. In context of financial dimension, it also suggests to government that education budget should be 6% (six percent) of GDP and it would be welcome move and healthy indicator of quality education of Bharat.

Historical Development

Macaulay's Minute

Macaulay's was against the spending money for the encouragement of studies in Arabic and Sanskrit. He was also against the use of any of the Indian vernacular for use in education. The dialects which were commonly spoken among the natives of that part of India and that contains neither literary nor scientific information and are, moreover, so poor and rude that……….. it will not be easy to translate any valuable work into them. (Thirumalai, 2003,p.15).

Macaulay's completely ignored the value of the Indian languages. He has no place to vernaculars in education and higher studies. His full support was for English education. Some points of his minutes were:

- English is worth knowing than Sanskrit or Arabic.
- Natives also want to be taught English.
- The English educated Indian natives will serve as interpreters between us and the millions whom we govern.
- English stands pre-eminent even among the languages of the west.

Macaulay's concluded with these comments, "Indian in blood and color, but English in taste, in opinions, in morals, and in intellect. To that class we may leave it to refine the vernaculars dialects of the country. After ignorance of Indian vernaculars, Charles Wood gave some relaxation to the vernaculars and sent a dispatch to Lord Dalhousie in 1854. In which Charles Wood mentioned, "In any general system of education, the English language should be taught where there is a demand for it; but such instruction should always be combined with careful attention to the study of the vernacular language of the districts. (Choudhary.S,2009,P.381). After Wood's Dispatch of 1854 can be considered the foundation of present system of education in India. It is also known as Magna Carta of Indian Education and whole scenario changed. The main purpose of Wood's Dispatch of 1854 was to prepare Indian Clerks for running local administration. Wood's Dispatch was recommended:

- An education department was to be set in every province.
- The Universities on the model of the London University to be established in big cities such as Bombay, Calcutta and Madras.
- At least one government school should be opened in every district.
- Affiliated private schools should given grant in aid.
- The Indian natives should be given training in their mother tongue also.

After Wood's Dispatch recommendation many universities were started at Calcutta, Bombay and Madras. In India a strong and rich education system persists from back to several century before and that system educate whole human to how become human being and kind with their surroundings. After struggle of thousand years some important commissions and committee appointment by governments in India and since 1858 are as given in Table-1.

In India several times education policy comes out. These education policies are mentioned in table-1.

Table-1: Education policy and its establishments

Sr. No.	Name of Policy	Year
1.	Macaulay's Minute	1835
2.	The Indian Education Commission or Hunter Commission	1882
3.	The Indian University Commission	1902
4.	The Calcutta University Commission	1917-19
5.	The Hartog Committee	1928-29
6.	Abbot-Wood Committee	1936-37
7.	Zakir Hussain/Wardha Committee on Basic Education	1938
8.	The Sergeant Report	1944
9.	The University Education Commission/ Radhakrishnan Commission	1948-1949
10.	B.G.Kher Committee on Primary Education	1951
11.	The Secondary Education Commission	1952-53
12.	The English Review Committee/ Kunzuru Committee	1955
13.	Official Language Commission	1956
14.	The Education Commission/ Kothari Commission	1964-66
15.	Dr. Trigun Sen/ Higher Education Committee Report	1967
16.	The study group Reports on the Teaching of English	1967-71
17.	National Policy on Education (NPE-1968)	1968
18.	National Policy on Education	1986
19.	Archarya Ramamurti Commission	1990
20.	Shri N. Janardhana Reddy	1992
21.	T.S.R. Subramaniam Committee Report	May27,2016
22.	Dr. K. Kasturirangan Committee Report	May31,2019
23.	National Education Policy (NEP)	2020

Features

National education policy 2020 would be landmarks for Bhartiya people and natives. It will cross all boundaries which were earlier posed through their recommendations. Some key features of National Education Policy 2020 are as follows:

- To promote Holistic development of students, character and morale with sensitivity with surroundings.
- For school education from 10+2 to 5+3+3+4 structure covered five years of foundational education, three of preparatory, three of middle and four years of secondary schooling.
- For college National Testing Agency to conduct common college entrance exam twice a year.
- It promotes Nation first and character must.
- To establishment of an Academic Bank of Credit (ACB).
- To achieving foundational literacy and numeracy by all students up to Grade 3.
- Top rated International Universities to be facilitated to come to India and top Indian Academic Institutions to be open their campuses at other countries.
- Flexibility to learners to choose their own path of life and achieve their destiny.
- To promote digital learning and distance learning course.
- To achieve Gross Enrolment Ratio (GER) 50% till 2035.
- To promote vocational courses and do effort to meet need of job market.
- To promote National Research Foundation (NRF) and provide financial assistance for innovative research work.
- To promote content, patent and performance of learners.
- To insure of unity and integrity of Nation.
- To promote multidisciplinary and holistic education system.
- To encourage creativity and critical thinking of learners.
- To promote and develop multilingualism.
- To develop life skills and enjoy with works culture.
- To develop ethics, human and constitutional values.
- Extensive use of technology in learning and research.
- Respect of diversity and respect for the local context and values.
- Synergy in curriculum across all levels of education.

- Teacher and faculty as the heart of the learning process so make a conducive environment.
- To develop a light but tight regulatory framework.
- To promote multidisciplinary learning.
- Education should be more experimental, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion and flexible.
- The curriculum would be included local arts, useful arts, crafts, music, humanities, games, sports and fitness, languages, vernacular, literature, culture and values, inclusion of science and mathematics.
- To develop all and well rounded learners and aware their surroundings.
- It focus on education must build character, enables learners to be ethical, rational, compassionate and caring aptitude.

Some key features of National Education Policy are be shown by pictorial presentation. Picture presentation-1

KEY FEATURE OF NATIONAL EDUCATION POLICY 2020

Holistic development of students

Academic Bank of Credit

NRF

Importance of vernacular

Flexibility to learners

GER 50% till 2035

Nation FIRST and Character MUST

Digital and VirtualLearning

Learning with Machine Learning with AI
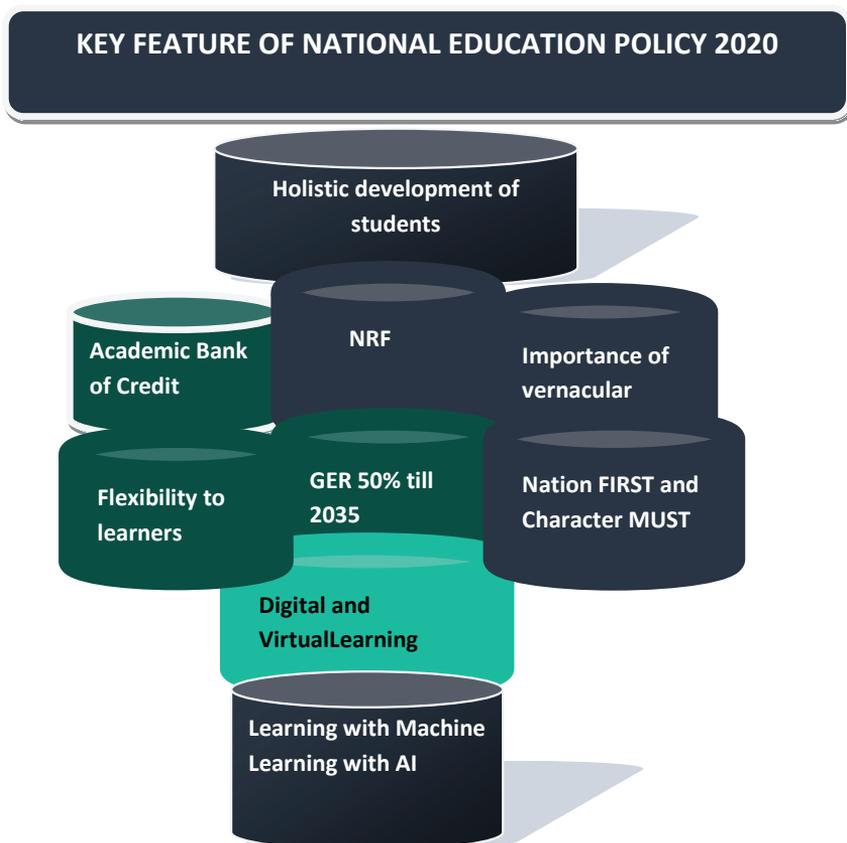
Implementation

In this education policy there are so many point are pointed out for proper implementation of it. There are several system developed for implementation of this policy. Any decision and policy efficiency depends on its execution and implementation. Such execution or implementation will need to take proper and timely appropriate action. It requires several systems, multiple bodies and coordination among them for timely achievement of objective. Some of them are given as below:

- Some important bodies are requiring to co-ordinate among them in logical and systematic manner.
- Some bodies are Education Ministries, Central Advisory Board of Education, Union and State Governments, Education ministries, different boards, National Testing Agency, the regulatory bodies of school and higher education, National Council of Educational Research and Training, State Council of Educational Research Training.
- Timeline plan.
- To review on regular basis of different plans with defined interval of time period.
- To know spirit and intent of the policy.
- To implement phase manner of this policy.
- To implement it in holistic way not it in broken pieces.
- Education is a concurrent subject so be more careful and requiring more coordination between central and state government and this coordination should be done by central agency.
- Timely infusion of central and state government resources like Human resources, infrastructural and financial.
- Regular and timely carefully analysis and reviewing the policy.
- Different commission, committee, boards and its experts try to subject wise implementation of Indian Education Policy2020.
- Different bodies share their information, reviews to Central Advisory Board of Education.

Implementation Bodies of National Education Policy2020 in pictorial presentation is given in Picture-2. Picture Presentation-2 NEP2020.

IMPLEMENTATION BODIES OF NEP2020

Education Ministry	Central Advisory Board of Education	National Testing Agency

Union and State Governments	National Council of Educational Research and Training	Different Boards	State Council of educational Research Training	Commission and Committees

Suggestions

Any policy and model will be success and meet the criteria of purpose after proper and timely implementation of that policy. Some suggestions are after analytical study of National Education Policy which will make it successful and happy with context of richest and become superpower of knowledge globally from inputting elements locally. If all elements and bodies work together with spirit of NEP2020 that we have to reach highest level of Happiness, Richness, Humanity, ethics and morale, knowledge power and enable to lead human being with all creatures of earth and fulfill the all are a member of global family.

Some suggestions are given below:

- Everyone and each element feel that its role is very important to creation of highest level of education and lead to global humanity with knowledge.
- To be develop and support sustainable development with holistic approach.
- To be utilize all resources and talents of Bharatiya Youths for successful implementation of NEP2020.
- To integrate all digital and virtual learning tools and its service provide at one platform.
- To promote learning centre with digital content and research repositories.
- To educate child in its vernacular.

Conclusions

National education policy 2020 is fun learning for all students and suitable for child students. This policy is emphasis on effective learning as the innovative ways with creativity, curiosity and critical thinking. In the era of ICTs, after implementation of this new policy, we hope all students learn with smarts machine learning tools which would be equipped with artificial intelligence and using semantics web, neural networks. It will promote teaching methods with virtual technology, animations, audio-visuals course materials and many others tools and techniques. It will make AATMANIRBHAR BHARAT, SASHAKT BHARAT, SAKSHAM BHARAT.

References

https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

https://timesofindia.indiatimes.com/home/education/news/when-covid-enters-the-curriculum-premier-educational-institutes-in-gujarat-to-teach-pandemics-impact/ar

https://shodhganga.inflibnet.ac.in/bitstream/10603/11248/11/11_chapter%204.pdf

https://www.mhrd.gov.in/higher_education

14

The Role of Emerging Technologies in Better Implementation of New Education Policy

–Sunil Kumar Singh

Abstract

Every one of us are hoping the significant improvement in the education system with the help of New Education Policy because of inclusion of many positive aspects. This article covers the basic introduction of new education policy along with the technological impact on it. It talks about inclusion of programming languages in the early stages and also states the impact on interdisciplinary research, creation of virtual labs, and 360 degree evaluations etc. In the end, some differed views are also mentioned.

Introduction

The New Education Policy (NEP) is going to replace the currently existing education policy after 34 years. This is third amendment in the Indian Education Policy which is going to be a key role player in education system. The NEP is approved on 29th July, 2020 by Union Cabinet and its supervisory body "Ministry of Human Resource and Development (MHRD)" is renamed as "Ministry of Education (ME)" under the chairmanship of Prime Minister Narendra Modi.

If we look at the history of education policy after independence, initially, our education policy was basically focused on higher education. Then after that in 1968, in the form of first amendment we got the first national education policy. Further, it is revised in 1986 which is known as second amendment and a few minor modification has been done in 1992 also to improve it by considering the society's economy, for promoting industrialization and development of the rural areas of the country. The structure of the NEP is basically consists from four parts basically, which are as follows; School Education, Higher Education, Other

Key Areas of Focus and Making it Happen. In which, its first part i.e. School Education, the existing 10+2 system will be replaced by a new 5+3+3+4 system. It is like Foundation state (5 years), Preparatory stage (3 years), Middle stage (3 years) and Secondary stage (4 years). In this, foundation stage is very interesting and important for the kids for their natural development because in this phase from the age of 3 years to 8 years, there will be no exam. The examination system will begin from preparatory stage onwards.

Higher Education section of the NEP consists from three parts which are Under Graduate (UG), Post-Graduate (PG) and PhD, there is no MPhil. In which, UG is of four (04) years program with the flexibility that students can delink themselves after completion of every year. If someone delinks themselves after 1st year, then he/she will get the Graduation Certificate, after 2 years Diploma, after 3 years Degree and after completion i.e. after 4 years, will get the Graduation Research. Therefore this NEP system values the every year's efforts of the students. When we look at towards the Post-Graduation it will be of 2 years as per existing policy. So we can see that NEP along with giving the value of every year course it is not going to change the overall UG+PG duration i.e. which will be off 5 years only. In this system, those who have Graduation degree they can go for 2 years Post-Graduation and those who have completed Graduation-Research, they have to expand only one year to complete their Post-Graduation. PhD degree more or less will be similar to the currently existing policy.

This New Education Policy is mainly focused on experiential learning, which includes hands-on-learning, arts-integrated education and it will use story-telling based pedagogy. Classroom based transactions will transform towards competency-based learning. Many other paradigm shift has been done to improve the existing education policy.

Applying any policy in an effective manner, technology has its own important role. With the help of machine learning and data analytics, views and suggestions on social media can be easily analyzed. Not only in initial phase, even after implementation also, can technology help to measure its effectiveness. In this article, we have mentioned a few key areas where emerging technologies can play its essential role to apply New Education Policy effectively.

New Education Policy with Recent Technologies

There are many aspects of New Education Policy, which is severely depends on the technology. Without applying the new technologies like Internet of things (IoT) to collect data, Artificial intelligence, machine learning to analyze the data, and Blockchain technology to regulate the financial flow. A few aspects of NEP along with the technology are stated as follows.

If we look at the schooling structure, it is the beauty of NEP that now, very young 6th class students will get the opportunity to do the coding/programming which will enable them to think towards software development since very beginning. And if you look at the changing generation, kids are easily adopting this techno world, then enabling them to learn the programming languages, will give them a constructive direction towards the development of society. But for its effective implementation, Information and Communication Technology (ICT) can play a vital role.

New Education Policy enables the 360 degree evaluation with the help of technologies; now it is not restricted to evaluate the students with the help of examination only. The 360 degree evaluation will enforce the students to be a good human being also because it has the evaluation component of their behavior with teacher, friends, and juniors and even it contains the self-evaluation also. Technologies can be a significant tool to analyze all these components to evaluate a student's performance fairly.

If we look at the overall structure of the new education policy; it seems like there will be a significant requirement of infrastructure development. May be that's the reason this policy is sharing around 6% of the GDP while in the existing policy it is around 4% only. Many times, wise use of technologies can play a vital role to minimize the physical in-fracture requirement by creating a virtual environment. Although, creating the virtual lab concept is already started, IIT Kharagpur, has already taken an initiative to train the students and faculty members by using smart room concept but it an effective and well directed step is still required.

Multi-disciplinary nature of the New Education Policy may open a new window for the welfare of the society. If we look at towards the rising number of cybercrime cases, every one of us is required to be aware with the security threats. This NEP will facilitate everyone to choose the cybersecurity course in the curriculum which can be seen as basic need in the emerging digital India. As per Prime Minister's vision for digital India, the NEP is facilitating every one of us to choose the subjects to get aware with the new emerging technologies.

New Education Policy with Research and Development

Research plays an important role in the development of any country, if we look at the list of developed counties of the world and their research, we can easily visualize its importance. In the past, research in, various disciplines were evolving in their own direction and it has simplified the human lives. Now in the current scenario, research is moving towards convergence of technologies; to simplify the human life, convergence of the technologies is a need. We can easily

observe the importance of convergence of the technologies by over serving the functionalities of Amazon Alexa, Google home and Sophia robot etc.

Now, if we look at the current education policy, after completing your entire study in one discipline, and moving towards inter-disciplinary/multi-disciplinary research is not easy. New Education policy gives us the opportunity to choose any subject at any stage of your academics, which can favor the development of multi-disciplinary research.

Differed views

Along with many advantage of the NEP, there are a few key issues needed to be addressed. Implementing the education in mother tongues into school is not going to be an easy task because India is already facing shortage of student-teacher ratio in the country. On the top of this, finding a qualified staff to teach is a challenging task and also providing the study material in each of the mother tongues is a herculean task.

Late inclusion of English language after 5th standard can cause a disparity between government and private school students because private schools will not take step back in introducing the English from early stages. After enabling the multi-disciplinary education system, maybe we can see the many fold-increase in the number of application in discipline oriented jobs.

Conclusion

This article shows the impact of technology on New Education Policy, in which it shows that in the era of convergence of technologies; New Education Policy is going to open a window for the very young kids to have the programming/coding insights in the early stage. Also, its flexibility towards opting the subjects, will speed-up the inter-disciplinary research. Hopefully, adapting the New Education policy, may help to move towards a better India.

Lifelong Learning and Capability Building in Context of NEP 2020

– Manisha Rani

Abstract

Learning is an ongoing, continuous and natural process. Every day we learn something new knowingly or unknowingly. Learning is the only thing through which mind never exhausts, never fears and never regrets (Leonardo DaVinci). The process of learning starts from womb and ends in tomb. So, in other words we can say that learning is a lifelong process. Lifelong learning (LLL) is the way through which we can build and enhance our capabilities. This LLL is the basis of human development which further leads to the development of society and nation in the form of efficient human resources. This paper tries to focus on lifelong learning and capability building in context of NEP 2020.

***Keywords:** Lifelong learning, Capability, Human development, Human resource*

"There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning."

− Jiddu Krishnamurti

Introduction

Lifelong learning is a process by means of which we acquire knowledge, skills etc. We can modify our behaviour and develop our personality by means of LLL. There are various viewpoints on lifelong learning. Ironside (1989) describes lifelong learning as 'the habit of continuously learning throughout life, a mode of behaviour'. Whereas Lee (1997) says that: "Lifelong learning is a broad, conceptual term which is used to describe the process of continuous learning, personal enrichment and extension of knowledge that takes place over the course of human lifespan". Indira Madhukar (2004): "Lifelong learning

embraces learning in any type of setting ranging from formal education systems of all kinds, through diverse sorts of non-formal educational provision to the limitless situations and contexts in which informal learning can occur". Further, the author pronounces that "Lifelong learning implies that learning opportunities are available outside the formal school system and that both employed and unemployed adults must learn in order to cope with rapidly changing demands of the workplace".

Lifelong learning acknowledges essentially two inter-related facts-

(a) That learning is lifelong (not confined to a particular period in life) and

(b) That learning is life wide (not confined to school and to schooling).

Pillars of Lifelong Learning

Lifelong learning takes place by means of formal, informal, nonformal, self-directed, professional or through indirect way.

(a) Formal means are consciously and deliberately planned for the modification of behaviour with a particular end in view.it is undertaken in schools or institutions specifically established and maintained for a purpose.

(b) Informal means are not pre- planned. they are quite incidental.

(c) Nonformal means refer to a new concept developed recently after the publication of the report of the international commission on the development of education, entitled 'Learning to Be'. Commission suggests that alternative arrangement should be made for those who cannot attend formal institutions.

Self-directed way: In this way students take the ownership of their own learning. According to Maurice Gibbons, Self-directed learning is any increase in knowledge, skill, accomplishment or personal development that an individual selects and brings about by his or her own efforts, using any method, in any circumstances, at any time.

The pillars of the lifelong learning are as follows-
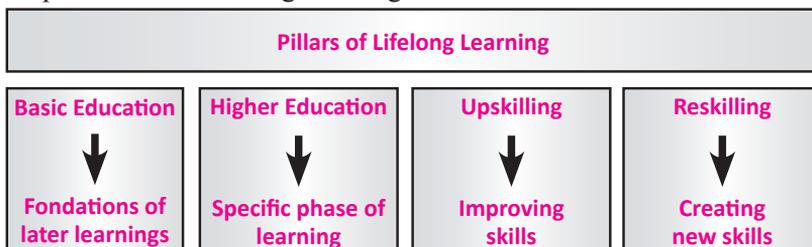
Fig.:- Showing pillars of Lifelong Learning

1. Basic education includes whole range of educational activities, taking place in different settings that aims to meet basic learning needs. It also covers the nonformal and formal public and private activities intended to meet the learning needs of people of all age groups. It comprises two stages-

    (a) 1st stage- primary education
    (b) 2nd stage- lower secondary education

2. Higher education is the next step after completion of the basic education.

3. Upskilling refers to the upgrading or improvement of skills

4. Reskilling means adding new skills to meet the challenges of the hours.

Adult Education

It is a broad field that includes basic and continuing education, vocational and technical education, higher education and professional education, and is offered through formal, non-formal and informal education. According to NEP 2020, to achieve the aim of 100% literacy, community involvement and smooth and beneficial technological integration is required by means of strong and innovative government initiatives.

Benefits of Lifelong Learning

Nancy Merz Nordstrom (2008) lists the top ten benefits of lifelong learning as such:

(a) Lifelong learning helps fully develop natural abilities.

(b) Lifelong learning opens the mind.

(c) Lifelong learning creates a curious and hungry mind.

(d) Lifelong learning increases our vision.

(e) Lifelong learning makes the world a better place.

(f) Lifelong learning helps us adapt to change.

(g) Lifelong learning helps us find meaning in our lives.

(h) Lifelong learning keeps us involved as active contributors to society.

(i) Lifelong learning helps us make new friends and establish valuable relationships.

(j) Lifelong learning leads to an enriching life of self-fulfillment
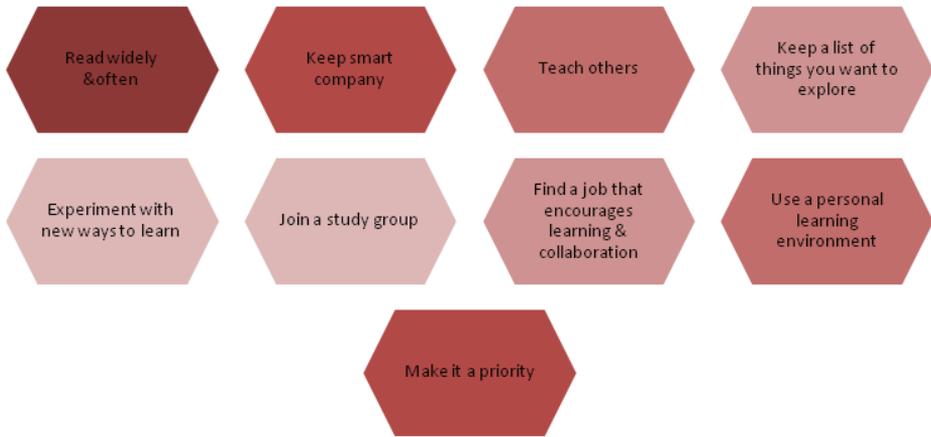
Fig.: Showing ways for engagement in Lifelong learning.

Capability Building

According to Wikipedia Capability is the ability to do things and to choose for a way of life according to one's personal values. As it applies to human capital, capability represents performing or achieving certain actions/outcomes in terms of the intersection of capacity and ability.

The capabilities that have been identified are:
- Literacy
- Numeracy
- Information and Communication technology capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding.
- Leadership
- Collaboration
- Vision and reflection

The purpose of capability building is to enhance the knowledge, skills and experiences among the learners to become successful in different areas of life and make them strong so that they can face the challenges of life and adjust themselves in any kind of adverse conditions. Lifelong learning is the best way for building various capabilities because when we learn in continuous manner throughout our life then our knowledge, skills and experiences are increased

which make us capable to face any type of situations in very systematic and efficient way with a positive mindset.

Lifelong Learning and Capability Building in Context of NEP 2020

Lifelong learning got the recognition formally by means of the observation of Kothari commission (1964-1966). NEP 1986 and POA 1992 also give emphasis to this. The NEP 2020 emphasises on lifelong learning as an important focus area for improvement of the skills and capabilities among learners. This policy also pointed out the adult education curriculum framework which includes at least five areas (a) foundational literacy and numeracy, (b) critical life skills, (c) vocational skill development, (d) basic education and (e) continuing education.
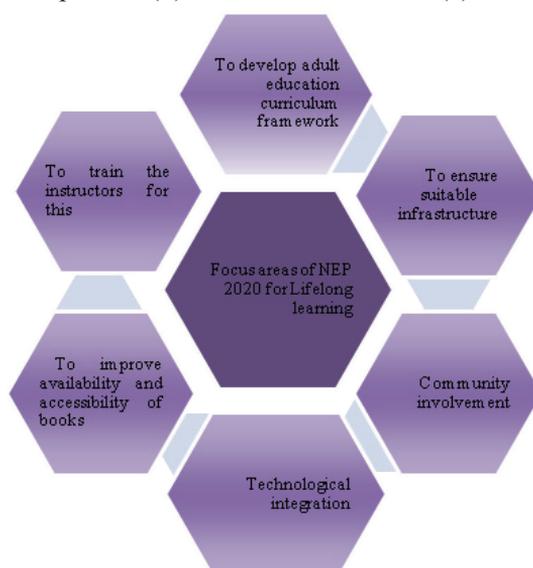
Fig- Showing focus areas related to life-long learning as per NEP 2020

It is well known that in lifelong learning readiness, curiosity, attentiveness, self-motivation plays very crucial role from the part of learners so in this regard role and responsibilities of teachers are to guide them in terms of developing positive attitude among learners towards learning throughout the life. This is the duty of teacher that he/she tries to inculcate the good habits like self-reflection, introspection, sharing of ideas, openness to accept the new things etc. along with make the learners understand that self or internal motivation is always more effective in compare to external motivation in case of lifelong learning. Teachers have to create conducive /favourable environment for students so that they can explore more things without any kind of hesitation in self-directed way which leads to productive and quality outcomes.

The policy has maintained a delicate balance between the traditions and interdisciplinary approach which is needed in 21st century. NEP 2020 has the scope and opportunities to improve or upgrade the experience, skills and knowledge of Indian youths so that they can prepare themselves for the competitive market at global level and help them in developing essential life skills for quality life. By incorporating all the elements of lifelong learning in proper way as per NEP 2020, capability building is possible. Which in turns results in empowerment. According to Brain Tracy "Commit yourself to lifelong learning. The most valuable asset you'll ever have is your mind and what you put into it.". So true commitment for learning in every step of life is very necessary for lifelong learning. In other words, we can say that it is the key of success or essence of life.

Conclusion

In conclusion it may be safely asserted that NEP 2020 is a paradigm shift in all spheres or domains of Education. If properly implemented the policy will definitely generate human resources by cultivating innovative skills like critical thinking, problem solving etc. Though the NEP 2020 seeks to bring a holistic change in the education system of India, its success depends on the will and way in which it will be implemented. The policy through its holistic approach focuses on the all-round development of society and nation by building capabilities of individuals who are the part and parcel of the society and nation. Needless to say, the NEP 2020 is undoubtedly a developmental and ambitious policy to make new India in terms of 'Aatma Nirbhar Bharat' (Self-Reliant India).

References:

http://uis.unesco.org/en/glossary-term/basic-education

https://www.skillsportal.co.za/content/4-pillars-lifelong-learning

https://www.thefreedictionary.com/Lifelong+education

https://eng.uvm.dk/themes-and-projects/education-and-skills-upgrading-for-all/objec-tives-for-lifelong-learning

https://www.valamis.com/hub/lifelong-learning

https://www.teachthought.com/learning/10-simple-ways-to-engage-in-lifelong-learning/

https://www.dreamstime.com/illustration/lifelong-learning.html

Selfgrowth.com

NEP 2020

www.ccc.sa.edu.au › the_seven_capabilities_work_sheet

Schooling [Education] for All to Learning [Teaching] for All: Reflections from NEP 2020

–Pathloth Omkar

"Teacher is the one who need more education than any other individuals"

–Chinese proverbs

As a student of education and as a citizen of this great nation, this comes in my thoughts, in letter and spirit National Education Policy 2020 (*henceforth NEP 2020*) will ascertain the shift from schooling (education) for all to learning (teaching) for all. In 71 years of *Republic* India and in 74 years of *Independent* India have come up and rolled out during these years with many committees, commissions, structures, mechanisms, frameworks, guidelines, gazettes, and policies. All these structures invited attentions of people, stakeholders from inside and outside of academia time to time with numerous suggestions, recommendations, roadmap and spoken much about investment of Gross Domestic Product (GDP) on education upto 6% since National Education Commission (Kothari Commission-1964-1966) to change the pace of education. Here I don't mean India has not progressed. India has progressed substantially in modern science and technology, but in relation to education still we are using same words and still we are facing similar problems that through decades our ancestor and parents have faced in relation to our practices for nurturing 5 E's, (Engaging, Equalizing, Enriching, Enabling and Empowering), individuals and celebrating differences to sensitizing our pedagogies, practices, spaces, institutions and ourselves too at a larger sections of society.

From Blame Game to Assertive Political Will

Education is most neglected area when it comes to a strong and assertive political will. Political will play vital role in affairs of human life in many facets. It is an unlocking key. The government initially formulated a committee headed by

former Cabinet Secretary late Shri T.S.R Subramaniam submitted its report to Ministry of Human Resource Development (MHRD) in May 2016 in the name of Committee for evolution of the New Education Policy. Ministry announced formation of new committee. Accordingly the committee for Draft National Education Policy (NEP) was constituted by MHRD in June 2017. The committee headed by Dr. K. Kasturirangan submitted its report on 31st May 2019, the draft entitled National Education Policy 2019 was uploaded on ministry website for public comments and finally the NEP 2020 approved by the cabinet on 29th July, 2020. Political will is powerful assertion if it is truly realised in its letter and spirit. On 7th August, 2020 Hon'ble Prime Minister of India came forward and call to the nation for *Neeti, Rananeeti, Roadmap & Resources* and reiterated as it is our collective responsibility that the policy is implemented in its letter and spirit. The more teachers, parents and students and all the stakeholders who are associated with education policy, need to come out with actionable actions. In this connection my observations are along with the invitations of suggestions, implementation strategies, roadmap, and actionable actions, there is also a need of personal autonomy to teachers to design their curricula, Individualized Education Plan (IEP), Personalized Learning Plan (PLP), Institutional Development Plan (IDP), trust building among teachers with proper orientation, sensitization, and full-fledged training for empowering all the stakeholders with continuous assertive political will is required. Patience is key in empowering; giving teacher's their space, so they rise to the occasions.

From Politics of Learning to Assertive Teaching

Teaching is a spiritual activity in a larger enterprise of education. It creates thinking in minds, it improves and expands rationality, it sensitizes individuals and makes aware of his/her surroundings, whereas learning is certain market interests are forcing and determining various kinds learning's and market players are dumping many things upon students. Visa-vice many invisible forces are dominating for creating an environment of learning through various means and modes. Institutions are also forcing for learning, learning became yardstick or norm to measure the students. As a teachers, as institution, as university, as learner we all of us are internalized this disease called 'learning' in our veins. The fundamental goals of teaching were behaviour modification, development of cognition and construction of experiences. All these years' pedagogies were focused on learning. We are not talking, we have stopped talking (*Vaad samwad*), and we have stopped play and playing. There is a dire need of ascertaining shift from learning to teaching, teaching is an art, learning is skill oriented, and teaching is a complex activity with metacognitive reflections.

From Politics of Perfection to Appreciating Imperfections

Humankind is perfectly imperfect in many aspects and we all of us search for perfection, however before searching this perfection from our children, we need to introspect ourselves, how much we have given a space for our children to rise the occasions. We have stopped imaginations, we have stopped questions, we have stopped interactions, and in the prestige of technology students are becoming monotonous, decreasing of interactions, students are becoming technocratic, one side talk in online classes, In tide of race we are spoiling our children's, children are losing the patience, imaginations capacities, scientific temper of imaginations. In construction of knowledge people used to talk, discuss, argue with each other in a constructive way. Now it is all about shift from teaching to learning in the name of learner centric politics. Every institution says our curriculum is learner centered curriculum, and all institutions, all teachers are focusing on the perfection. We have forgotten the appreciations of imperfections way of learning in children, child explore the world and many things on regular basis in an imperfection way in freedom; child is not a pressure cooker or machine to come up like a perfect outcome as like as a product.

From Skill Education to Humanization Process

Skill became a Passion. We do not talk much about Education than skill, Education is much more "humanization process". In the name of globalization various forces are entering in our university spaces and forcing for corporate need based curriculum and constantly targeted at skills or making perfect candidates who seem like they have come out of cookies, cutters and factories. Most of our educational institutions are aiming at turning students into individuals who are able to fend for themselves rather than moulding sensible and responsible citizens. Neo liberal economy is growing like anything, market spaces are over flooded with new technologies. New technologies, underlying interest, market interest are shaping our curriculums, constructing our ideas, and directing us with respect to our needs, aspirations and for everything. Skill became a passion, everyone talks about skills. Skill is dangerous so many institutions have come up in the name of skills.

From Western Epistemologies to Indigenous Epistemologies

Going back to our roots. The NEP 2020 has given a special emphasis on going back to our roots and connecting with our home, people, community, indigenous knowledge, culture, language, tradition, dance, songs, arts, crafts, painting, music, drama, food, medicine, etc., we need those imperfect home-made ones that have rough edges, yet are tasty. Our indigenous system of knowledge need to be

explored in detail and appreciated. The problem is, we try adopting always western epistemologies and we do a poor imitation of our own indigenous knowledge and epistemologies. We have such enormous diversities. Preserving our own cultural diversities and also welcoming the cultural interphase. Knowledge is not just cognitive always; it is social, emotional, ethical, political, economic, and cultural. What we need is a mix of our roots, new epistemologies.

From One Size Fits for All to One Size Doesn't Fit for All

Learning is not one thing, diversity is norm, and the way we learn is as unique as our fingerprints. However from past 74 years of independent India, our education system tried to fit all in one size. One side today's classrooms are socially manufactured and other side education system follows one set of pedagogical practices and curriculum in accommodating inter-sectionalities and diversities in its spaces. Pandemic has taught us many things, now it is high time we need to rise above from the practices of one size fit for all. The modern science and technology has created a large vacuum of learners. One size does not fit all. One kind of task there are many kinds of learning, different between individuals, different within individuals, development, different within individuals experience as beginner, Practicenor and expert. Designing a curriculum that suits all learners is still challenging. The major shift in NEP 2020 is multiple entry and multiple exits, this may lead in massively changing the existing notions and in the practices of one size fit for all approach.

From Cognitive Neuroscience to Connectome Studies

Cognitive Neuroscience studies the connections. Every one Connectome is different. Three Major Network of Connectomes are what we learn (what of learning), how we learn (how of learning), why we learn (why of learning). The neural connections determines the individuals Connectome with his her surroundings. The NEP 2020 is taking a complete shift towards multi-disciplinaries. Modern challenges of humankind need modern approaches, multi-disciplinary with multiple-solutions.

From Rote Learning to Critical Thinking

We live in strange and difficult times, our education system has failed to integrate the social realities, people and rural engagement into the curriculum, and it is like curriculum without people. An important part of education, particularly higher education is to learn to ask questions and to develop the capacity for reasoned arguments and critical thinking. The NEP 2020 highlights the particular emphasis on developing the cognitive capacities, higher order thinking, critical thinking

and problem solving with social, ethical, emotional depositions in the children to equip with 21st century imperatives.

From Curriculum without People to Curriculum with People

Curriculum is most controversial theme. Diverse population and different socio economic strata students are coming to our institutional spaces. Every learner is unique in his/her choices, courses and programmes. Every learner is coming to institutions of higher learning with ample of diversities, interest, needs, aspirations, circumstances, knowledge, intelligence, abilities, disabilities, learning styles and learning difficulties. Giving admission is enough in the institutions of higher learning. If we go deeper and beyond social fabric, our education system has failed to integrate the social realities, people and rural engagement into it. The NEP 2020 is a new hope in integrating social realities' in our curriculum. Our curriculum is not talking or discussing about engagement of people. How many centers, departments, schools in our institutions are really discussing about the components of; disability, inclusivity, indigenous diversity, farmers suicides, continuous rural engagement, heinous crimes towards women, politics of development, criminalization of politics, normalization of violence in our spaces. Universities are sites of knowledge and places for discussions, optimism and inclusiveness. University means universe. It should be a place for discussions of all the aspects of universe.

From Missing Teachers to Teaching Teachers

Teacher is an academic leader in the realm of teaching learning process. Designing an academic instruction is a complex activity and engagement of learners in the classroom of 21st century is challenging task. In the present scenario the teacher is missing from classroom due to various other engagements. Today's classroom has drastically changed since years past. Sincerely dedicated teachers look for new and effective ways to make a difference in students' lives. Teacher is also a human being like all, teacher also need time for reading, exploring new knowledge. In our system of education teacher is given many responsibilities apart from teaching, with these responsibilities teacher is missing from classrooms, over a period time the real teacher is disappearing.

From Exams for Testing to Exams for Learning

The assessment of students is completely numeric oriented. Huge numbers (marks) issues in our system of education. The journey of testing for the intelligence quotient is still continuing. To transform this into an enriching experience of learners is very necessary with emotional quotient, connectedness, cohesion, and complete coverage of child's world. The majority of time our system has been

focusing on attendance of students rather than participation in the activities of the classroom. The NEP 2020 has given a space for assessment and evaluation of complete wellbeing profile of the child which includes social wellbeing, physical wellbeing, emotional wellbeing and mental health.

From Education as Economic Enterprise to Education as a Human Science

Education seen as teaching training and learning skill with underlying, intangible and invisible market interest, which are carefully, consciously well-designed project of global corporations. In the name of globalization things are becoming worse. Neo liberal economy is growing in leaps and bound, Market spaces are over flooded with skills or new technologies. New technologies, underlying market interest are shaping our curriculums, constructing our ideas, and directing us with respect to our needs, aspirations and for everything. In this process we do not talk much about education than skill, Education is much more 'humanization process'. We have forgotten education as human enterprise and as human science. Human science is not just about skill, it is all about life.

Conclusion:

Independent India has seen many facets of policies. Assertive political will is unlocking key. If the political will is translated in, from WORDS to ACTION, it will change the pace of education (nation). The NEP 2020 promising many things and it is a new hope and the implementation responsibility lies collectively on each and every stakeholders. The future of this great nation lies in the classrooms and in the hands of institutions in nurturing 5 E's, (Engaging, Equalizing, Enriching, Enabling and Empowering), individuals and celebrating differences to sensitizing our pedagogies, practices, spaces, and ourselves too at a larger section of society.

ABOUT THE BOOK

This CONSPECTUS is based on National Education Policy-2020, having reflections of few very important personalities & authorities holding important portfolios under Government of India & few personalities working for social cause bearing the concerns with system of education followed by twenty-six reflective articles by the faculty members of Mahatma Gandhi Central University on varied issues ranging from literature to technology and related to understanding & implementation of National Education Policy-2020. Through the inspiration of Prof. Sanjeev Kumar Sharma, Vice-Chancellor, Mahatma Gandhi Central University, it is a small effort to generate Discussion, Reflections and Dialogues among the major stakeholders of education from the Society & Academia. We hope that this book will be successful in achieving the call of Hon'ble Minister of Education on raising the consciousness of all strata of society towards the intent, content & vision of National Education Policy-2020.

MAHATMA GANDHI CENTRAL UNIVERSITY

MOTIHARI, DISTRICT - EAST CHAMPARAN, BIHAR

In collabration with

KITABWALE

22/4735, Prakash Deep Building
Ansari Road, Daryaganj, New Delhi-110 002
Email : kitabwale@gmail.com