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NATIONAL E-CONFERENCE PROCEEDINGS

on

National Education Policy 2020:- Policy Recommendations & Reflections"

27th November, 2020

Institute of Vocational Studies
(A Unit of Awadh Public Charitable Trust)
Accredited by NAAC, Recognized by NCTE and
Affiliated to GGS Indraprastha University and SCERT, Delhi

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Organized by

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Patron
Naushad Khalid

Director
Khalid Hashmi

Convener
Dr. Mandira Gupta

Conference coordinator
Ms. Eram Aziz
Dr. Fozia Roohi

MESSAGE

I am feeling proud and immense pleasure to note that our college Institute of Vocational Studies has organised a one day National E Conference on 27th November, 2020 on **"*National Education Policy 2020:- Policy Recommendations & Reflections"*** As we all know that National Education Policy (NEP), 2020 has been released in July, 2020 and it is a welcome move for the countrymen. The Policy aims at transforming School Education and Teacher Education in India and emphasizes on holistic multidisciplinary education for future nation's stakeholders. NEP 2020 is the first education policy of the 21st century, which addresses many growing developmental imperatives of our country and is aligned to the 2030 Agenda for Sustainable Development. The National Education Policy, 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. NEP 2020 recommends many transformational ideas for education sector which will have an impact on every citizen; therefore, it is very important for our teachers to understand each and every aspect related to school education minutely. Understanding the perspective, intentions and philosophy of NEP, 2020 will motivate them to reflect upon their own past practices and also on the expectations of new policy from them. They will also be getting convinced and empowered to disseminate the policy perspectives to their own community of learners including members of the community and parents.

Aiming at the dissemination of NEP, 2020 perspectives into the teacher fraternity and other stakeholders, the conference was an effort towards providing a platform to all the stakeholders towards understanding the policy and its various aspects which would help in its effective implementation

I am thankful to all the delegates who represented from different institutions and made it a success.

Dr. Mandira Gupta
Principal (IVS)

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NEP 2020: NEED FOR REFORMS IN TEACHER EDUCATION

Dr. K V Sridevi *

ABSTRACT

This paper presents the perspectives of NEP 2020 on Teaching and skill development. It describes the present status of skill development in teacher education, Recommendations of various committees/ policies, highlights of NEP 2020 with respect to skill development in students and the Challenges to achieve them followed by the suggestions.

Keywords : NEP 2020, Teacher Education
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INTRODUCTION

Teaching is a Noble profession which has a sound theoretical base, intensive training and service as a motto. Every teacher is to equipped with the skill sets/prerequisites that include Sufficient knowledge of subject matter to teach; Fluency in the language of instruction; Knowledge of, sensitivity to, and interest in young learners; Ability to reflect on teaching practice and children's responses; Ability to modify teaching/learning approaches as a result of reflection; Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced; Ability to create and sustain an effective learning environment; General professionalism, good morale, and dedication to the goals of teaching; Ability to communicate effectively; Ability to communicate enthusiasm for learning to students; Interest in students as individuals, sense of caring and responsibility for helping them learn and Ability to work with others and to build good relationships within the educational institutions and community.

Present Status of Teacher Education

Research findings indicate that Majority of the teachers had mastery over content knowledge, understanding of teaching methods but lack the integration of these two knowledge structures. Even though have content mastery the teachers were not able to transform and represent the content to the context of the students. (Sridevi K V, 2020)

The teachers have the ability to make the learning as vivid and rich as possible, but they failed in its execution. The lesson planning and execution had a gap in "What the teachers

teach and what they think they teach". The teachers teach what they want to and deliver all the content in the ways chosen by them. But there is a lack in understanding how much of it is reaching the students in its true intention? The students were never informed of 'why' they should learn the concepts while teaching (Sridevi K V, 2020)

Most of the teachers selected activity method over lecture method as the most favourable to teach their students. But when were classes observed only demonstration method or charts alongside lecture mode were witnessed. Though the teachers are despising lecture mode, they are still in the same loop of lecture mode. The demonstration was still conducted using a textbook or asking the students to read out while the teacher taught and responded from it. A demonstration alone doesn't ensure active learning among the students.

The teachers lack understanding of the concept of experiential learning. None of the teachers tried to connect concepts in a subject or with other subjects to enhance a wider perspective among the students. Teachers believe that home works do serve the purpose of identifying the misconceptions among the students but none of them used in helping out students.

Teaching has become a one-sided process due to lack of interaction between teacher and students and among the students. The teachers teach what they want to and deliver all the content in the ways chosen by them. But there is a lack in understanding how much of it is reaching the students in its true intention?

Teachers had assumptions that their efforts are enough for students to excel. But the teachers wondered why the students were not meeting the academic standards. This is where the gap between teacher-student relationships is evident. There is a significant difference in the teachers' beliefs about the methods of teaching and their implementation

It is strongly believed that questioning is the only method of identifying misconceptions of students. Helping the students deconstruct alternate explanation was rarely seen. Teachers strongly believe that every effort being made is reaching the students.

Conduction of activities ensures attention which yet some times limits the extent of efforts from the teacher. There is a lack of understanding of what an activity is, why it is used and how to execute or conduct it for teaching the concepts to students. There is a contradiction in the beliefs of the teacher and the actual practice of teaching in the classroom

The teachers are not assessing students' skills, competencies, attitudes, values etc. The focus is only on assessment of content. Neither the teachers nor the students reflect on the learning process after every class.(Jayeeta Bhattacharjee, 2015).

REVIEW OF RELATED LITERATURE RAISED A FEW QUESTIONS

- In spite of India being largest producer of teachers in the world, why are we still coping with poor achievement of students? /not able to develop expected changes in the students?
- Are the teachers prepared for the changing nature of teaching profession?
- Are the teachers prepared for the changing needs of 21st century learners?
- Do the teachers possess Soft skills like problem solving skills, communication skills, decision making skills, negotiation skills and leadership skills?
- Are teachers able to develop employability skills among the students?

Research conducted in the area of teacher education indicate the factors associated with quality of teacher education include Training in just incorporation of skills - not in an integrated manner; Faulty selection process of teachers; Inadequate competency development of teachers; Insufficient knowledge of teaching; Lack of advanced techniques/methods of teaching; Incomplete supervision during internship; Insufficient empirical research- In India, educational research conducted is not of satisfactory quality and not at par with global standards; Inadequate professional development and infrastructural facilities; Poor incentive and academic background of pupil teachers; A disparity in demand and supply; Poor budget distribution- makes the institutions suffer for equipment, facilities, arrangement of co-curricular activities and sometime contractual appointment of the staff shortage; Lack of feedback system (from institutions, staff, faculty and Teacher Education Programmes); Less attention towards co-curricular activities- mostly the focus is on completing the syllabus; Staff appraisal systems and the use of peer observation in schools are still in development ; Teacher evaluation seems to place more emphasis on professional duties/ responsibilities than on actual classroom teaching practices; Teacher-centred strategies and pedagogy still dominate in the classroom, etc.(Joonmo Cho and WonyoungBaek, 2019; Sarka Hubackova,2015); M. Nur Mustafa (2013) Hamdi Serin (2017)

What do Policies, Committees and Commissions Say

Kothari commission report (1964-66), Acharya Rammurti Samiti Report (1990), NCF (2005), National knowledge commission report, NCTE regulations 2009, Right to education act 2009, NCTEF (2010) etc., the Teacher education curriculum and regulations have witnessed a paradigm shift in recent years. In the light of recommendations of these committees and commissions, various measures taken to improve quality of teacher education that include updated curriculum; Improved duration and quality of internship – skill development; Enhanced practical aspects; Teacher education through distance mode are debatable issues. OER is the need of the hour, etc.

National Education Policy 2020 highlights the fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams;
- Creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;

- Promoting multilingualism and the power of language in teaching and learning; life skills such as communication, cooperation, teamwork, and resilience;
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture ';
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- Outstanding research as a co-requisite for outstanding education and development; continuous review of progress based on sustained research and regular assessment by educational experts;
- A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- Education is a public service; access to quality education must be considered a basic right of every child; substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.
- Focus on 21st century skills in teaching, learning & assessment
- Holistic development – changing pedagogy and assessment mechanisms
- Emphasis on Experiential learning, Cross curricular pedagogical approaches - art, health, sports, ICT integration

WHO pointed ten core life skills which include 2 : a) self-awareness b) empathy c) critical thinking d) creative thinking e) decision making f) problem solving g) effective communication h) interpersonal relationship i) coping with stress j) coping with emotion. Along with these life skills, employability skills are also to be development among the students so that they become employable and productive citizens of the country.

Employability skills include ecommunication skills (verbal and written), commercial awareness, attitude towards work, lifelong learning, self-management, teamwork, creativity, problem solving , initiative, self-motivation, adaptability, stress management, interpersonal sensitivity, technology/it skill, etc.

In order to develop the above mentioned list of skills among the students, there is a need to bring in systemic changes, changes in teacher preparation, provisioning, appraisal and assessment mechanisms at schools.

Challenges Ahead – Teacher Preparation

There are number of challenges which teachers may come across due to changing context, student population, demands of the society and system in the light of the recommendations of the policy. These challenges are related to the implementation of the recommendations. Some of them are Multilingualism, Use of Multidisciplinary approach/ interdisciplinary approach/cross curricular approach, 360 degree assessment, Flexibility in choosing subjects, Multiple entry and exits, Inclusion. Teacher selection and preparation are two essential aspects which need to be taken care in order to cope up or address the above mentioned challenges.

What are the skills that have to be enhanced among the teachers?

Equipping teachers with a required skill set to fetch the needs of 21st century students is very important step in both pre service and in service teacher education programmes. They need to be prepared with following skill sets:

- Skill of blending Content knowledge, specific skills & expertise & Literacies.
- Critical thinking problem solving, creativity.
- Flexibility, effective communication, self-directed learning.
- Skill to make best use of advance technologies.

- Life & career skills (To make balance between life & work environment.)
- Learning & Innovation skills are also required especially in the work environment.
- Counselling skills, soft skills, computer skills, information retrieving & management skills, interpersonal skills and life-long learning skills.
- Skill of transforming above skills regularly as per the need of environment.

Measures to Develop the Skills and Prepare Teachers for the Dynamic Education System

The following suggestions are made to enhance skill development in the teacher education programmes:

- Develop level-specific programs of teacher education in accordance with the 5+3+3+4 system of schooling to be unrolled.
- Adapt the curriculum and the requirements to teach to the curriculum.
- Locate the potential in the emerging tools and Web technologies, understand and manipulate them to serve their needs.
- Make a balance on collaborative tools to enhance and captivate learners, and must also collaborate in sharing, contributing, adapting and inventing.
- Ensure structured, effective and supportive supervision of teaching practice
- Collaborate & partner with students and acknowledge their knowledge of technology /languages also. (Multilingual classrooms)
- Provide space to explore, experiment and evolve pedagogical processes
- Must go beyond learning just how to do it; but also know how to facilitate it, stimulate and control it, moderate and manage it.
- Model the behaviours that we expect from the students (tolerance, global awareness, and reflective practice).
- Mentoring Inexperienced teachers
- Development of a system of on-going professional development for teachers
- Establish learning communities and networks among teachers;
- Review of National and State professional standards for teachers
- We need to separate developmental and judgmental appraisal
- Practical exposure throughout the programme

TO SUM UP

NEP mentioned about the structural changes in Teacher education for all levels – Foundational, Preparatory, Middle, and Secondary – will take place within large multidisciplinary universities or colleges as a stage-specific, four-year integrated B.Ed. program, combining content, pedagogy, and practical training. In the teaching profession, this refers to observing, identifying and documenting the changes and improvements in skills and experience of a teacher. This would involve several aspects of routine activities and interactions of the teaching profession. For example – the ability to convey concepts effectively to the students, winning the confidence of students and colleagues, ability to make a difference in students' understanding and application of concepts, providing better learning experience inside as well as outside the classroom, ability to pick up and utilize new skills, etc.

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NEP 2020- RECOMMENDATIONS ON ASSESSMENT: SOME REFLECTIONS

Letha Ram Mohan *

ABSTRACT

The National Education Policy 2020 throws open avenues for systemic reforms in the education sector so as to improve the quality of education imparted in educational institutions across the country. It envisages transformation of India's education system into a modern, progressive and equitable one by recommending reforms in key areas of education. One of the focus areas is assessment. This paper highlights some of the major actionable points regarding assessment recommended in NEP 2020 and its implications for school education.

Keywords : NEP 2020, Assesment in education.

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THE BACKGROUND

Assessment and examination are an intrinsic part of the Indian education system,. They serve as 'gate-keepers' for the purpose of screening for employment and or for providing opportunities for higher education . As Sir Winston Churchill puts it "Examinations are the indispensable regions through which every learner is destined to journey, during the course of his academic career"

Our examination system has been subjected to adverse criticism. The inadequacy of this system has been documented and highlighted by various committees and commissions in policy documents from time to time emphasizing the need for systemic reforms by making it child friendly and stress free.

It is commonly accepted that our system is driven by marks. Right from the beginning it has been intensely competitive and stressful and has been promoting cramming for higher achievement .This is the fundamental flaw where students with mugging minds thrive and those with questioning minds are left behind. All teaching is meant to test the capacity of students to memorize and reproduce in exams

Another drawback is the over emphasis on the development of scholastic aspects while ignoring the non-scholastic aspects. In such a system there is hardly any scope for holistic development.

That the examination system creates fear and tension has been documented extensively. The psychological problems arise mostly due to the fact that exams results are considered as decisive for getting admission in higher education institutions or for career opportunities.

Realizing that reforms in examinations is vital for desirable improvement in the quality of education imparted in our country, many reforms having been recommended consistently by various Committees and Commissions over the years. Although steps for the same have been taken differently in different states, the overarching goal has been to make examination system a continuous process which would contribute in enhancing the quality of education

EXAMINATION REFORMS BY VARIOUS COMMISSIONS AND COMMITTEES.

According **to Kothari Commission recommendation**, the major goal of examination reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process so as to help the students improve their achievement level rather than at 'certifying' the quality of his performance at a given moment of time. This new approach to evaluation was aimed at reducing the dominance of external examinations, to improve the written examinations so that they become valid and realistic measures of educational achievement and to device techniques for measuring those important aspects of the student's growth that cannot be measured by written examinations.

The National Policy of 1968, arising out of the recommendations of the Kothari Commission made valuable recommendations to promote national progress, a sense of common citizenship and culture, and to strengthen national Integration; It also called for efforts to equalize educational opportunity. Correcting Regional imbalances in the provision of educational facilities, promoting social cohesion and national integration the Common School System as recommended by the Education Commission.

The education of girls was also given emphasis, not only on grounds of social justice, but also because it accelerates social transformation. Equally important is the need to develop education among the backward classes and especially among the tribal people and provide educational facilities for the physically and mentally handicapped children. Integrated

programs may be considered for enabling the handicapped children to study in regular schools.

Above all, the need to improve external examinations by raising the technical competence of paper setters, orienting question papers to objectives other than the mere acquisition of knowledge, improving the nature of questions and adopting scientific improvement in scoring practices.

The National Policy on Education, 1986 made a new approach to examinations some of the key recommendations were:

(i) Assessment and examinations are integral to teaching and learning. They should be employed to bring about qualitative improvement in education.

(ii). The examination system should be recast in such a way that it would ensure a method of assessment that is a valid and a powerful instrument for improving teaching and learning; in functional terms, which implies the elimination of excessive element of chance and subjectivity; and the de-emphasis of memorization;

(iii) Continuous and comprehensive evaluation which would cover both scholastic and non-scholastic aspects of education spread over the total span of instructional time.

(iv) Effective use of the evaluation process which would benefit teachers, students and parents.

(v) Efficiency in the conduct of examination;

(vi) Alignment of instructional materials and methodology with Learning outcomes. Instruction of the Semester system from the secondary stage in a phased manner, and

(viii) The use of grades in place of marks

The Programme of Action (POA) 1992 that followed NEP 1986 suggested several specific short- term and long-term measures for carrying out examination reforms at the school level as well as at the university level. It also put forth the need "to formulate a national examination reform work the Department of Education would, inter-alia, constitute an inter institutional Committee with representations from UGC, NCERT, AICTE and state level organisations including Board of Secondary Education. "

Much emphasis was laid on testing of expected levels of achievement of a variety of learning objectives in order to ensure due importance to higher abilities of understanding, application, analysis, synthesis, judgment and parallel parameters and not only to memory.

The Semester system should provide for flexibility in the combination of courses and accumulation of credits to enable the pupils to proceed at their own pace resulting in upward and horizontal mobility of the students across the country.

The National Curriculum Framework (NCF-2005) The NCF criticized the examination system as an obstacle to curricular reform, Tracing the demerits of the existing system, it made recommendations for reducing stress and enhancing success in examination such as shift from content-based testing to problem-solving and understanding, Setting up of a single nodal agency for coordinating the design and conduct of entrance examinations and development of syllabi, textbooks and teaching learning resources could be carried out in a decentralised and participatory manner involving teachers, experts from universities, NGOs and teachers' organisations.

We can see that all the recommendations were directed towards making the system healthy and an instrument of good education. Despite many policy reforms, most of the changes till date has been able to t make only peripheral modifications—but the most crucial problem of evaluating students' learning and their order thinking skills have not been addressed successfully.

It is in this context that NEP recommendations on assessment becomes significant. Its focus on assessments and board examination reform is welcomed as a step in the right direction since it has lot of implications for all stake holders.

The National Education policy NEP2020 has many recommendations regarding assessment which will have significant implications for all stakeholders.

NEP recognizes that assessment is central for ensuring students improvement in academics.NEP 2020 is aimed at bringing assessment reform at school level which would make the board exams redundant, It recognizes the need to evaluate "higher-order skills, such as analysis, critical thinking and conceptual clarity," indicating a shift in the focus of assessments. from assessment of learning to assessment as learning. It looks at ways to reduce academic pressure and the need for coaching classes by encouraging testing of core competencies . It suggests introducing standardised assessments .

For efficient implementation, NEP has identified some major tasks regarding assessment which are outlined below:

- **National Assessment Centre :** One of the major recommendation is setting up of National Assessment centre -Parakh which would be a proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under Ministry of Education . As a full-fledged national assessment centre, PARAKH, is now charged with the new approach to assessment, The major objectives of the centre would be setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India. It will also guide the State Achievement Survey (SAS) and the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century. Yet another responsibility of the assessment centre is to advise school boards regarding new assessment patterns and latest researches and also promote collaborations between school boards. It will also become an instrument for the sharing of best practices among school boards, and for ensuring equivalence of academic standards among learners across all school boards .

PARAKH will prepare national guidelines on assessment patterns and standards to be achieved by all BOAs to cover multi-disciplinary, multi format assessments leading to attainment of 21st century skills Focus will be on building a culture of continuous formative and adaptive assessments in schools so as to facilitate learning as well as improvement in teaching-learning processes. Identification of students with singular interests and talents will also be facilitated through formative assessments guidelines and processes, as well as building capacity within the system to carry forward the new paradigm to be planned by NCERT & SCERT.

- For CBSE schools, NCERT together with CBSE and other important stakeholders shall prepare framework/guidelines for the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented from the 2022-23 academic session in a phased manner.

- Professional training modules and manuals/handbooks shall be prepared by NCERT and SCERTs for building capacities of teachers to undertake “assessment as learning” and “assessment for learning” at elementary level.
- NCERT/PARAKH will prepare the framework and guidelines for developing Holistic Progress Card for Middle and Secondary levels
- NCERT/PARAKH/SCERTs/CBSE/BOAs shall jointly develop a plan for ways and means to reduce the burden of exams at all levels by examining all policy recommendations. Implementation of the same will begin from the 2022-23 academic session
- CBSE will examine the possibility of modular Board exams by dividing the subject topics into modules. This change may be introduced in a phased manner from 2024-25 onwards after the new pattern of board exams have stabilised.
- NCERT will fine tune learning outcomes LOs for all grades, from pre-primary to grade 12 to meet the requirements of the NEP 2020.
- Dipstick exercise will be undertaken at periodic intervals in small samples by states/UTs to know the hard spots among LOs, so that teacher capacity building can be focused on these areas.
- The National Testing Agency will introduce a pilot version of the common entrance test by December 2020, which will be used for admission to all HEIs and central universities in 2021. Some Indian Institutes of Technology are working on developing the technical structure of the Academic Credit Bank, which will also be established by December, and become applicable to all new students joining central universities next year.
- National Testing Agency to offer high-quality common aptitude tests for entering universities, at least twice every year
- All students to take State School examinations in Grades 3, 5, and 8 plus Boards in Grades 10 and 12
- A common entrance for the liberal arts-based higher education system, which only assesses an applicant’s preparedness to pursue a university education.

IMPLICATIONS

Now if we look at the implications we can realize that, the above tasks if implemented as per the guidelines and the time frame will be a game change.

With respect to examination structure, the NEP focuses on formative assessment for learning rather than summative assessment. This move is intended to promote continuous tracking of learning outcomes. Along with emphasis on CCE there are plans to introduce Holistic Report card which is expected to provide 360degree view of a student. Not only cognitive skills but also affective, socio, emotional and psychomotor skills shall be covered in this report card. Obviously this move would support more well-rounded activities during school time since they are necessary for such assessment.

To make assessments meaningful to student progress. the focus should be on reducing pressure at the board level, bringing choice of subjects, and system checks rather than individual scores are all. All the three forms of assessment namely Assessment for learning, of learning and as learning could be judiciously used.

This policy has the potential to provide flexibility to students with multiple-choice, multidisciplinary learning, and multiple chances

Conducting exams at3, 5and 8 will divert the pressure from 10th and 12th exam. It will also help to track progress at multiple stages to facilitate early course-correction

Standardised assessments, will not only help states to offer quality but also aid in providing regular data for improving quality. In the long term, this could help India align with global benchmarks such as the Programme for International Student Assessment.(PISA) in which India is expected to participate. This standardization can make India globally competitive in education, wherein our students will get the opportunity to be out in front rubbing shoulder to shoulder with students from other countries across the world.

As we have seen, our education is driven by exams and marks Therefore the teaching learning process is also aligned to it. The NEP tries to bring remedy to this malice by integrating questions to test application of knowledge rather than memorizing capacity of students. This move is poised to shift the needle in favour of student' growth and development If It is accompanied by both structural and institutional elements transformation shall surely happen.

Assessment is inextricable from curriculum. For the first time, 21st-century skills will be spread across the curriculum covering all disciplines, practices and teaching strategies. A learner centric pedagogy that includes collaborative, innovative, critical thinking, problem-

solving, decision-making activities will be able to sustain the interest of students and shall refine and re-engineer classroom transactions.

The new Curriculum Framework will have large scope for soft skills like empathy, resilience, conflict resolution and relationship building and instill values of patriotism , nationalism and pride in our rich culture and heritage which all are essential for success in a rapidly changing world.

CHALLENGES

NEP 2020 is not without challenges. Continuous assessment requires schools and teachers to use innovative evaluation approaches and strategies and also integrate technology to a great extent . It is indeed a daunting task considering that we have around 1.5 million schools in India with a majority (around 75%) run by the government. Also compiling a holistic report card underpins the collaboration and cooperation of many persons involved in the process.

The National Education Policy 2020 intends to enhance the enrollment rate and bring 2 crore children who are currently not in schools, back into the school system. This certainly requires a substantial amount of investment in classrooms and campuses, especially if we look at CCE of such a vast majority of children.

All tasks have a time line which needs to be adhered to. This also poses a major challenge.

In order to make customised models of assessment educators and policy makers, will be compelled to make pedagogical practices more child-centred and curricula more skill-based. It calls for a change in mind set of teachers, most of whom are traditional in their methods of teaching which shall again pose a serious challenge

So far, assessment has been used for testing what students have learned. the concepts of assessment for learning and as learning are comparatively new. Including students in the process could become a difficult task.

There is a lot of focus on using technology in every aspect of education especially in learning and assessment. But the policy does not take full cognizance of the digital-divide, the lack of adequate digital infrastructure and access to technological devices and internet in many parts of the country.

CONCLUSION

In NEP 2020 one finds a well-defined assessment structure for a National Assessment Strategy which has the potential to fundamental change in a way that enables action at the level of state, school, teacher, and scholar, yet keeping the sanctity of examinations. It makes an earnest attempt to address the crippling challenges that have affected the Indian Education System for over three decades. The policy places a welcome emphasis on a holistic, learner centered, flexible system that seeks to transform India into a vibrant knowledge society. Such an approach will allow students to make mistakes, take risks, be creative and move away from rote learning. If we want our children to participate in global competitions and succeed, we have to change the way we teach and evaluate because international assessments aim at assessing students' capacity to apply the knowledge they have gained and their ability for critical and creative thinking .

The government could plan a systematic phased approach to successfully implement the NEP 2020 and provide quality education to all students. If implemented with the right spirit, India can become one of the leading countries in the world to make our children and youth realize their potential and also provide a big boost to the much needed transformation in the education sector.

If we teach students today, as we taught yesterday, we rob them of tomorrow." These words of John Dewey are very much relevant in this context. Let us hope that NEP will be instrumental in making a brighter tomorrow for our children.

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UNIT 15 issues related to the present examination system- -e gyankosh Indian Education system-some issues

REVAMPING TEACHER EDUCATION AND EMPOWERING TEACHERS THROUGH NEP 2020

Dr. Samina Fazli *

ABSTRACT

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspiration goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.

Kothari Commission's remarks are still prevalent in present situation that 'in a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction, whose principle objective is to raise the standard of living of our people (Kothari Commission1964-66)'. And the quality of education depends on its teachers. Teachers are supposed to be real architects of society. Thus for quality education, we need to have quality teachers. The teacher must be at the centre of the fundamental reforms in the education system.

The present paper will discuss the recommendations of NEP 2020 as far as reformation and overhaul is concerned in teacher education leading to teachers' recruitment and reflect upon its acknowledgment of the reality of unmotivated and apathetic Indian teachers and importance to rejuvenate them.

Keywords: Teacher, SDG4, NEP-2020.

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INTRODUCTION

Education is the prerequisite for attaining full human potential, developing an equitable and just society, and promoting national development. Quality education, therefore, becomes integral for accomplishing these goals. An NEP is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 as the government was lacking a vision and philosophy for education. The same year, a 17-member Education Commission, headed by then UGC Chairperson D S Kothari, was constituted to draft a national policy on education. Based on the suggestions of this Commission, Parliament passed the first Education Policy in 1968 in Independent India. The II Policy was implemented in 1986, which was later revised in 1992. The Global Education Development Agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal required the entire education system to be reconfigured to support and foster learning, so that all the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. And for this much awaited 'National Education Policy 2020' was released in July, 2020.

India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The world is undergoing rapid changes in the knowledge landscape. And to cater to this need, we must have quality education. The Kothari Commission, 1966 said, 'Of all the different factors which influence the quality of education and its contribution to national development, the **quality, competence and character** of teachers are undoubtedly the most significant.' As teachers are of paramount importance, their education and training becomes substantially imperative, which was emphasized in the University Education Commission (1948-49) also. The school may have excellent building, well designed

curricula, good teaching aids but if the teachers are not efficient, educational programme can never be successful. No system of education, no syllabus, no methodology and no text book can rise above the level of the teachers. If a nation wants quality education, it must have quality teachers.

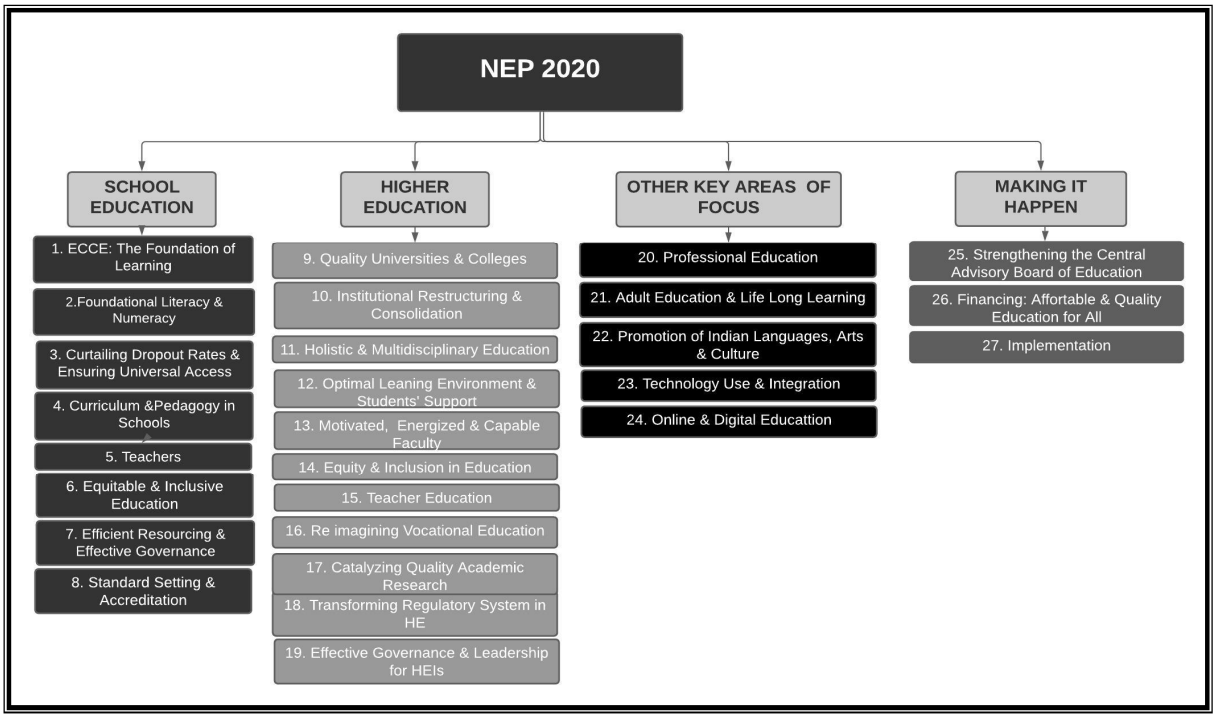
The National Education Policy 2020 is the first education policy of the 21st century and has aimed to address many growing developmental imperatives of our country. This Policy has proposed the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspiration goals of 21st century education, including SDG4, while building upon India's traditions and value systems. Besides this, it has realized that the teacher must be at the centre of the fundamental reforms in the education system. Thus the policy has given due attention towards improving their condition in all aspects. The present paper **'Revamping Teacher Education and Empowering Teachers through NEP 2020'** is highlighting the provision that the new policy has made for restoring the place of teachers in the society along with their recruitment, service conditions, working conditions, professional development and paradigm shift in teacher education. The NEP 2020 acknowledges the reality of unmotivated and dis-spirited Indian teachers and proposes to completely overhaul the teaching profession to create a robust merit-based structure of tenure, salary, and promotion. And it has also taken into account the importance of Teacher Education in raising the standard of teachers and ultimately improving the quality of education.

TEACHERS IN NATIONAL EDUCATION POLICY 2020

The new education policy was drafted by the committee lead by Dr. K. Kasturirangan, the former Chairman, Indian Space Research Organization (ISRO). The committee submitted its draft of the NEP in May 2019, to the Human Resource Development Minister Ramesh Pokhriyal Nishank. And it was released on 31st July, 2020 after approval from Union Cabinet.

This National Education Policy envisions an education system that contributes directly in transforming our nation's **sustainably** into an **equitable** and **vibrant** knowledge society by providing **high quality** education to all and thereby making India a global knowledge superpower. It is based on four pillars which are **Access, Equity, Quality** and **Accountability**. It has tried to evolve an entity with a deep-rooted pride in not only being an Indian but also a truly global citizen fully equipped with knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being.

The Policy has been divided in 4 major parts i.e. School Education, Higher Education, Other Key areas and Making It Happen. The first 2 parts have dealt in detail with the reforms that are required in School and Higher Education. It has taken into account all major and minor areas for transformation and modification, including recommendations for teachers' reformation as well. Whereas, the rest of the sections are dealing with the other important issues along with finance and implementation policies.



This paper has tried to consolidate only the recommendations of the policy for Teachers and Teacher Education, to improve deteriorating educational standards and enhance quality education in the country.

TEACHERS IN NEP 2020

Teachers have been given a very high status in Indian Society since time immemorial. Teacher, Guru, Ustad was not assumed only a person but a symbol of God, Truth, Purity, & Beauty. Ancient India has revered teachers as almighty, the 'Param Brahma'. They are assumed the creators, the preservers & the destroyers. They create ideas & ideals, preserve the sense of truth, justice & fair play and lastly destroy evil, bad intentions and deeds. They are the true architects of the individual, the society, the nation and the humanity and that's why it is assumed the noblest of all other professions. But past few decades have seen sudden decline in this splendid profession as it is no more attracting the best brains, neither the working conditions are motivating the young aspirants to enter in this profession anymore. The policy realized the critical situation and has tried to bring radical change to motivate and empower teachers through following recommendations, which will ensure dazzling future of our children and our nation. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession.

The policy has given due attention towards making reformation in the recruitment and deployment of teachers. It has realized the major challenge of deteriorating educational standards of Indian Education as teaching profession being the last choice due to low income, bad working conditions, low standard of teachers in rural areas and moreover, people migrating from rural areas due to lack of job opportunities along with no inclination of joining rural areas for employment at all. All this was widening the gap between quality standards of education in the country along with privatization and mushrooming of teacher education leading to low quality teachers. A systematic reform has been proposed by this

policy, keeping in mind the needs and necessities of our country for quality education. It has not only propagated 4 year Integrated B.Ed. Program to ensure outstanding students in Teaching Profession, but special provision has been made for promoting quality teachers by introducing merit based scholarships across country, especially in rural areas. The recommendation of special merit-based scholarships in rural areas with preferential employment in their local areas upon successful completion of their B.Ed. programmes would undoubtedly help in providing job opportunities to local students, especially female students, who will become role models in their areas and will also promote the local language. Special incentives will be provided to the teachers for taking up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances. This will help in minimizing the problems that we are facing presently.

The policy has also taken into account the harmful practice of excessive transfer of teachers and has put a halt on such practice so that students could connect with their role models and educational environments. To stop malpractice it has been suggested that transfers will be conducted through an online computerized system that ensures transparency. Moreover, transfers will occur in very special circumstances and will be suitably laid down in a structured manner by State/UT governments.

To retain the standard of teachers, it has been proposed that the subject material of Teacher Eligibility Tests (TETs) will be revised as far as content and pedagogy is concerned and it will be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. The recruitment will be based on a classroom demonstration or interview to keep the students passionate and motivated towards teaching profession. The schools or school complexes will also take into account during interviews that few teachers

must be comfortable and proficient in teaching in the local language, who can converse with students in the local language and other prevalent home languages of students. Private schools have also not been exempted from these regulations and have to follow the norms as mentioned above.

An amazing concept of sharing of teachers has been promoted here keeping in mind the scarcity of good teachers, especially in few subjects such as art, physical education, vocational education, and languages. Teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments.

The policy has left no stone unturned to sustain the cultural heritage and keep alive Indian tradition. It has advocated that Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in subjects such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.

It has also been devised that each State will conduct a technology-based comprehensive teacher-requirement forecasting and will assess expected subject-wise teacher vacancies over the next two decades. And all vacancies will be filled with qualified teachers according to the above proposal. It will include local teachers, with suitable incentives for career management and progression as described below. Teacher education programmes and offerings will also align with the vacancies thus projected.

The policy encompasses service environment and culture also to maximize the ability of teachers to do their jobs effectively, and it has also ensured that they become part of vibrant, caring, and inclusive communities to share a common goal of making our children learn in best possible way.

In this direction, first of all it has been emphasized that all schools will maintain decent and pleasant service conditions with adequate and safe infrastructure; basic amenities like toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources etc will also be made available in each school. It will also be ensured that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in the schools. It has also taken into account in-service training to sensitize all teachers towards safety, health and environment related requirements at workplace in schools.

The State/ UT Government are expected to adopt innovative formats of school complex towards building vibrant teacher communities. This will not only help in creating relationships among schools by hiring of teachers to school complexes but would also help ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge base. Problem of isolation of teachers at very small schools will be resolved by their association with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School complexes could also share counselors, trained social workers, technical and maintenance staff etc. to further support teachers and help create an effective learning environment.

Presently teachers are the most aloof ones in total school management system. They are not involved in anything else except teaching. This Policy has laid stress that teachers' involvement in the governance of schools/school complexes must be promoted as members of the School Management Committees/School Complex Management Committees in collaboration with parents and other key local stakeholders.

It has withdrawn the extra time spent by teachers on non-teaching activities and has made a provision that teachers will not be engaged in any work except directly related to teaching. Moreover, to make them free and concentrate on their teaching – learning duties, they will not be involved in strenuous administrative tasks and will be engaged up to a rationalized minimum time for mid-day meal related work. It has been expected from the principals and teachers that they will develop a caring and inclusive culture to endorse positive learning environments and benefit all stakeholders.

Traditional style of teaching has been discarded and teachers have been given more autonomy in choosing a flexible pedagogy according to the needs of the students in their classrooms. Student's holistic development has been given due weight age with focus on socio-emotional learning by the teachers. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

The policy has considered Continuous Professional Development (CPD) of teachers inevitable. Multiple mode opportunities have been endorsed for self-improvement and learning the latest innovations and advances in their professions including online approach also. Each teacher will have to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. It will cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc. School Principals and school complex leaders will also have to participate in 50 hours leadership/management workshops and online development opportunities for CPD.

Career Management and Progression (CMP) is another concept highlighted by the policy. Outstanding teachers must be given salary raises, to incentivize and motivate other teachers.

Therefore, it has proposed to evolve a robust merit-based structure of tenure, promotion, and salary structure so that outstanding teachers could be incentivized and recognized by State/UT Governments. Along with this, a provision has been made that no career progression-related incentive will be given to move from being teachers in early stages to later stages or vice versa to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other. Paramount opportunity for Vertical mobility of teachers with demonstrated leadership & management skills in schools, school complexes, BRCs, CRCs, BIETs, DIETs or Govt. departments after training has been suggested.

NCTE has entrusted the responsibility to Professional Standard Setting Body (PSSB) for evolving a common guiding set of National Professional Standards for Teachers (NPST) by 2022 under the General Education Council (GEC), in consultation with national and state level Government bodies and educational institutions. Most importantly it has denied promotions and salary increases on the length of tenure or seniority, but it would be only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

To promote inclusive education and cater to the needs of children with disabilities/Divyang children at the Middle and Secondary school level, including specific learning disabilities, the policy has recommended to promote Special Educators through pre service or in service certificate courses/ part time or full time or blended mode programs from a multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.

Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree and the same institute will impart 2-year B.Ed. programme for students who have completed their graduation and I – year B.Ed. Program who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum-training and student-teaching components of the programme. All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. They will include strong practicum training in the form of in-classroom teaching at local schools and will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development to make environment education an integral part of school curricula.

The policy has suggested special shorter local teacher education programmes, which will be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.

NCERT has been entrusted the responsibility to study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India.

A proposal has been given that by 2021, a new and comprehensive National Curriculum Framework for Teacher Education including vocational education, NCFTE will be formulated by the NCTE in consultation with NCERT and all stakeholders. It will be made available in all regional languages. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education. Finally, to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

After properly scrutinizing varied aspects of teachers and proposing recommendations to safeguard teachers under School Education, the policy has mentioned few strategies to boost

the morale of teachers and shared its plan to keep them motivated and energized in II Part of NEP i.e. Higher Education, section 13. Apart from this, in section 15 of Higher Education, NEP has further elaborated policy recommendations for Teacher Education in more detail.

Motivated, Energized & Capable Faculty

The most important factor in the success of higher education institutions is the quality and engagement of its faculty. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession and the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities, with an access to the latest educational technology that enables better learning experiences. Teaching duties and student-teacher ratio has been given due consideration for better interaction with students, conducting research, and other university activities. To develop a proper connection and commitment among the teaching faculty, appointments will be done with least transferrable options.

Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership and those not delivering on basic norms will be held accountable. A fast-track promotion system for recognizing high impact research and contribution, a system of multiple parameters for proper performance assessment shall be developed by each HEI and clearly enunciated in its Institutional Development Plan (IDP).

The policy also has realized the importance of outstanding and effective institutional leadership for the success of an institution and of its faculty. Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills has to be identified and trained through a ladder of leadership positions, who will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all HEI leaders.

TEACHER EDUCATION

The Policy has shown concern about the importance of Teacher education. 'Teacher Education' occupies a central position in the total programme of education. This programme is responsible for equipping the teachers with competence and abilities. Teachers guide the destiny of the society and nation through proper handling of future citizens. Teacher education is said to be very significant for brining qualitative improvement in education. If a revolution in education has to be initiated, it is the teacher education which can be taken as the starting point. Kothari Commission (1964-66) quoted that "Investment in Teacher Education can yield very rich dividend, because the financial resources required are small when measured against resulting improvements in the education of millions". Thus, the policy emphasizes that multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors must be taken into account while mentoring teachers. It has stressed that teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

The Policy has shown its apprehension towards lowering standard of majority of standalone TEIs and failure of its regulatory efforts to maintain basic standards. It has, therefore,

highlighted the urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system. An empowered Regulatory System has been proposed to restore the standard of TEIs with a deadline of achieving it by 2030 to ensure that only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.

All standalone TEIs must be converted to multidisciplinary institutions with 4-year integrated teacher preparation programme by 2030, which will aim to establish education departments besides carrying out cutting-edge research in various aspects of education. They will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics.

It has suggested a flexible approach for those who have already graduated/ post graduated and stipulated scholarship for attracting meritorious students in this course. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject or have done their masters.

This policy has given due attention on collaboration and group efforts along with making proper utilization of human resource. It has envisioned that HEIs should have a network of government and private schools to work closely with, where students will be taught by potential teachers and will also be able to participate in other activities such as community service, adult and vocational education, etc.

Uniform standards for teacher education will be maintained through proper admission policy, and aptitude tests conducted by the National Testing Agency, and shall be

standardized keeping in view the linguistic and cultural diversity of the country. A detailed description of subjects has been given to keep diverse faculty profile in Departments of Education along with associating paramount importance to teaching/field/research experience etc.

A total overhauling of Ph.D. course has been devised, keeping in mind their future prospect of indulging in teaching profession. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/ communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose.

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

The Policy has talked about establishing National Mentoring Mission with a large pool of outstanding and willing senior/retired faculty, especially those who are capable of teaching in Indian languages to provide short and long-term mentoring/professional support to university/college teachers.

CONCLUSION

Indeed, the words of Shri Ramesh Pokhriyal 'Nishank', Minister of Education are remarkable that teachers are the key to the implementation of NEP 2020. It has been previously discussed that no change in the field of education will be possible without active participation of teachers, thus NEP 2020, which is a comprehensive and exhaustive document will become futile, unless it is implemented in its true spirit. Teachers have been empowered through NEP and with their empowerment we may aspire for educational reform in our country.

We perceive total overhaul in teachers' status from the recommendations of the NEP 2020 as far as their recruitment and deployment is concerned. It has also focused on providing teachers with suitable service conditions and positive work culture to maximize their performance. Continuous Professional Development and Career Management & Progression have also been incorporated along with setting a Professional Standard for Teachers with continuous revision. Teacher Education has been revamped drastically with flexible restructuring and incorporating new dimensions to take it to a new pinnacle with multidisciplinary approach. Formulation of new policies to restore their motivation and energy has also been envisaged. Present policy has meticulously brought forth each facet to strengthen and empower teachers and reform teacher education and the recommendations are welcoming and appreciable in all respect. This is the plight of our country that since Independence, we are witnessing best policies on papers but fail to implement those policies in practice. Nevertheless, the most important part of this new policy is that its implementation lies on the part of teachers mainly. We may anticipate that the empowered teacher would help in executing the NEP 2020 in real sense.

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राष्ट्रीय शिक्षा नीति-२०२० के नवाचार

डॉ. डोरी लाल *

सारांश

डॉ. के. कस्तूरीरंजन समिति द्वारा प्रस्तुत राष्ट्रीय शिक्षा नीति को केंद्रीय मंत्रिमंडलभारत सरकार ने २९ जुलाई २०२० को मंजूरी दे दी। इसमें विद्यालयी शिक्षा से लेकर उच्च शिक्षा तक कई बड़े बदलाव किये गए हैं। सरकार इसे आज तक की भारतीय शिक्षा व्यवस्था में एक मील का पत्थर बता रही है। यह नीति भारतीय शिक्षा व्यवस्था में अमूल-चूल परिवर्तन की ओर इशारा करती प्रतीत होती हैं। इसमें (लॉ और मेडिकल शिक्षा को छोड़कर) उच्च शिक्षा के लिये सिंगल रेगुलेटर(एकल नियामक) रहेगा। इसके अलावा उच्च शिक्षा में 2035 तक 50 फीसदी सकल नामांकन दर पहुंचने का लक्ष्य है। राष्ट्रीय शिक्षा नीति2020 में मल्टीपल एंट्री और एग्जिट की व्यवस्था लागू करने का प्रावधान किया गया है। साथ ही स्नातक पाठ्यक्रम में महत्त्वपूर्ण सुधार किया गया है इसके तहत 3 या 4 वर्ष के स्नातक कार्यक्रम में छात्र कई स्तरों पर पाठ्यक्रम को छोड़ सकेंगे और उन्हें उसी अनुरूप डिग्री या प्रमाण-पत्र प्रदान किया जाएगा। विभिन्न उच्च शिक्षण संस्थानों से प्राप्त अंकों याक्रेडिट को डिजिटल रूप से सुरक्षित रखने के लिए 'एकेडमिक बैंक ऑफ क्रेडिट' दिया जाएगा, जिससे अलग-अलग संस्थानों में छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जा सके। नई शिक्षा नीति में एमफिल कोर्सेज को ख़त्म करने को बड़ा बदलाव माना जा रहा है यह नीति लागू होने के बाद 4 साल का ग्रेजुएशन डिग्री प्रोग्राम फिर मास्टर्स के बाद सीधा पीएचडी कर सकते हैं। ३६० डिग्री मूल्याङ्कन पर बल देने का प्रावधान किया गया है। इस प्रकार लचीलेपन के माध्यम से विद्यार्थियों में उनके सीखने के तौर-तरीकों और कार्यक्रमों को चुनने की क्षमता विकसित होगी और वे अपनी प्रतिभा और रुचियों के अनुसार जीवन में अपना रास्ता चुन सकेंगे।

शब्द कुंजी :- राष्ट्रीय शिक्षा नीति तथा नवाचार

* सहायक आचार्य आई.ए. एस. ई., शिक्षा संकाय जामिया मिलिया इस्लामियाँ, नई दिल्ली -११००२५

भूमिका:

राष्ट्रीय शिक्षा नीति - 2020 इक्कीसवीं सदी की पहली शिक्षा नीति है, जिसे पिछली राष्ट्रीय शिक्षा नीति 1986 के 34 वर्षों के बाद घोषित किया गया है। राष्ट्रीय शिक्षा नीति -2020 में स्कूली और उच्च शिक्षा दोनों स्तरों पर बड़े सुधारों के लिए निर्देश दिया गया है। भारत सरकार द्वारा घोषित 'राष्ट्रीय शिक्षा नीति 2020' भारत को सशक्त ज्ञान आधारित राष्ट्र बनाने का एक मसौदा है। नीति का उद्देश्य भारत को एक न्यायोचित और ज्ञान आधारित उद्योगी समाज बनाना है। जो देश को वैश्विक महाशक्ति में बदलने में सीधे योगदान करे। यह 21वीं सदी की चुनौतियों का सामना करते हुए अंतरराष्ट्रीय स्तर पर भारत को प्रतिस्पर्धात्मक रूप से ज्ञान-विज्ञान के विविध क्षेत्रों में अग्रणी भूमिका निभाने की दिशा में एक ऐतिहासिक एवं प्रशंसनीय प्रयास है। स्वतंत्रता प्राप्ति केबाद एक ऐसी शिक्षा व्यवस्था की आवश्यकता थी, जो अपने पूरे परिदृश्य में प्राचीन काल से संजोए हुए भारतीय सभ्यता में निहित

सांस्कृतिक एवं मानवीय मूल्यों को समावेशित करते हुए शारीरिक, नैतिक, बौद्धिक एवं सांस्कृतिक रूप से विकसित कौशलयुक्त युवाओं का सृजन कर सके। समाज के हर वर्ग से गहन विचारविमर्श के पश्चात् तैयार यह शिक्षा नीति स्वतंत्र भारत के इतिहास में एक क्रान्तिकारी कदम है। इससे 185 वर्ष से चली आ रही मैकाले की दासता भरी शिक्षा व्यवस्था से मुक्ति तो मिलेगी ही, भारतीयता से ओतप्रोत राष्ट्र की आवश्यकताओं के अनुरूप ज्ञान में प्रवीण ऐसे क्रियाशील एवं उद्यमी युवा तैयार हो सकेंगे, जो सशक्त एवं समर्थ भारत के निर्माण में मुख्य भूमिका निभाएंगे तथा वैश्विक स्तर पर सुयोग्य एवं सफल नागरिक के रूप में भारतीय समाज का नेतृत्व कर सकेंगे। शिक्षा मंत्री डॉ. रमेश पोखरियाल 'निशंक' के शब्दों में -'यह शिक्षा नीति भारत की आत्मा को प्रतिबिंबित करती है'।

राष्ट्रीय शिक्षा नीति -2020 के नवाचारी आयाम

भारत के महान राजनेता राष्ट्रपिता महात्मा गांधी, शिक्षाविद् महामना पंडित मदनमोहन मालवीय, महर्षि अरविंद, रवीन्द्रनाथ ठाकुर, स्वामी विवेकानंद के सपनों को साकार करती हुई यह शिक्षा नीति सर्वांगीण रूप से विकसित ऐसे युवाओं के सृजन का मार्ग प्रशस्त करती है जो विद्यालयीय अवस्था से ही मातृभाषा या स्थानीय भाषा में शिक्षा ग्रहण कर, भारत के पारंपरिक ज्ञान का अध्ययन कर, भारतीय मूल्यों एवं मान्यताओं को आत्मसात करते हुए जिज्ञासु एवं कौशलयुक्त उद्यमी बनकर अधुनिक ज्ञान-विज्ञान, तकनीकी के विविध आयामों में दक्षता प्राप्त करें तथा एक सुयोग्य, चरित्रवान एवं संस्कारी राष्ट्रभक्त बनकर देश के विकास में सक्रिय भूमिका निभा सकें ।यह शिक्षा नीति वर्तमान प्रशासनिक और अकादमिक शिक्षण प्रक्रिया के विभिन्न आयामों में अमूल चूल परिवर्तन लाने का प्रयास है । जब यह शिक्षा नीति लागू हो जाएगी तव हमें अपनी भारतीय शिक्षा व्यवस्था में जो देशव्यापी परिणाम देखने को मिलेंगे वह नवीन भारत की संकल्पना में नींव के पत्थर साबित होंगे।राष्ट्रीय शिक्षा नीति में जिन बदलावों की बात की गयी है उनमें प्रमुखतः निम्नवत है

1. केजी से पीजी के फॉर्मेट में बदलाव

- फाउंडेशनल स्टेज (5): 3 से 8 साल की उम्र के लिए, फाउंडेशनल स्टेज का सुझाव दिया गया है। बहुस्तरीय खेल गतिविधि आधारित सीखने में 3 साल से लेकर आंगनवाड़ी, प्री-स्कूल या आमतौर पर प्ले स्कूल और किंडर गार्डन कक्षाओं में3 से 6 वर्ष तक खानपान शामिल हैं। इसके अलावा, ग्रेड 1 और 2 या कक्षा 1 और 2, 6 से 8 वर्ष की आयु के छात्रों को भी जोड़ा जाएगा। इस प्रकार केजी के प्री-स्कूल के 3 साल और कक्षा 1 और 2 के 2 साल, इसे 5 साल की शिक्षा के तहत कवर करेंगे। खेल-कूद आधारित और गतिविधि आधारित पाठ्यक्रम द्वारा भाषा कौशल और शिक्षण के विकास पर ध्यान केंद्रित किया जाएगा।
- प्रारंभिक चरण (3): यह स्टेज से 8 या 11 साल की उम्र में कक्षा 3 से 5 तक के लिए है। फ़ोकस प्ले, डिस्कवरी और गतिविधि पर आधारित और इंटरेक्टिव कक्षा सीखने के लिए शिफ्ट होगा। इस चरण तक ध्यान एक बच्चे के संज्ञानात्मक विकास के अनुसार, भाषा और संख्यात्मक कौशल के विकास पर रहेगा। ग्रेड 5 तक शिक्षा का माध्यम

घरेलू भाषा या मातृभाषा या स्थानीय भाषा होगी। सभी छात्रों को तीन भाषाएं सिखाई जाएंगी- और राज्य यह तय करेंगे कि कौन से हैं।

- मध्य चरण (3): कक्षा 6 से 8 तक का संदर्भ देते हुए नई संरचना का उद्देश्य है कि विज्ञान, गणित, कला, सामाजिक विज्ञान और मानविकी में एक अधिक अनुभवात्मक सीखने के लिए मौजूदा प्रणाली से शिक्षाशास्त्र को बदलना। ध्यान महत्वपूर्ण शिक्षण उद्देश्यों पर होगा नकि रट्टा सीखने पर।
- द्वितीयक चरण (4): इसमें कक्षा 9 से 12 या माध्यमिक और उच्चतर माध्यमिक शामिल हैं जैसा कि आज हम उन्हें जानते हैं। इस स्तर पर सुझाए गए परिवर्तनों में एक बहु-विषयक अध्ययन शामिल है जहां छात्र उपलब्ध संरचना से किसी भी विषय को चुन सकते हैं। ध्यान अधिक महत्वपूर्ण सोच और लचीलेपन पर होगा, जिससे बच्चा अपनी रुचि के अनुसार विषयों को चुन सकता है- तकनीकी और कला भी।
- **ग्रेजुएशन (3/4)**: अभी बी.ए., बी.एस.सी., बी. कॉम. जैसे ग्रेजुएशन कोर्स तीन साल के होते हैं। अब नई पॉलिसी में तो अलग तरह के विकल्प होंगे। जैसे जो नौकरी के लिहाज से पढ़ रहे हैं, उनके लिए 3 साल का ग्रेजुएशन और जो रिसर्च में जाना चाहते हैं, उनके लिए 4 साल का ग्रेजुएशन(आनर्स), फिर एक साल पोस्ट ग्रेजुएशन और 4 साल का पी.एच.डी.। एम.फिल. की जरूरत भी नहीं रहेगी अर्थात एम.फिल. का कोर्स भी खत्म कर दिया गया है। राष्ट्रीय शिक्षा नीति के तहत इसे बड़ा बदलाव माना जा रहा है।

2. मल्टी डिसिप्लिनरी एजुकेशन:

राष्ट्रीय शिक्षा नीति लागू होने पर अब कोई पूर्व-निर्धारित स्ट्रीम नहीं होगी। कोई भी विद्यार्थी अपनी पसंद के विषय चुन सकता है। यानी अगर कोई फिजिक्स में ग्रेजुएशन कर रहा है और उसकी रुचि म्यूजिक में है तो म्यूजिक भी साथ में पढ़ सकता है। गणित के साथ इतिहास या उर्दू के साथ संस्कृत भी पढ़ सकते है। आर्ट्स और साइंस वाला वाला फंडा ख़त्म। हालांकि इसमें मेजर और माइनर विषय (सब्जेक्ट) की व्यवस्था होगी।

3. मल्टीपल एंट्री एंड एक्जिट:

मल्टीपल एंट्री एंड एक्जिट के स्पष्टीकरण के लिए समझ लीजिये कि किसी छात्र ने बी. एस.सी.में एडमिशन लिया और दो सेमेस्टर या एक साल बाद उसका मन बदल जाता है या किसी पारिवारिक परिस्थित के कारण वह बीच में पढ़ाई छोड़ देता है, तब उसका साल खराब नहीं होगा। बल्कि एक साल के आधार पर विद्यार्थी को सर्टिफिकेट प्रदान कर दिया जायेगा और दो साल पढ़ने पर डिप्लोमा, कोर्स पूरा करने पर डिग्री प्रदान की जाएगी। इस व्यवस्था को इतना प्रभावी बनाया जायेगा कि बाद ने पढ़ाई जारी रखने और कहीं भी एडमिशन लेने के लिए ये रिकॉर्ड मान्य किया जाएगा। पॉलिसी में इसे क्रेडिट ट्रांसफर का नाम दिया गया है। इसमें यदि आपने अपना कोर्स पूरा नहीं किया लेकिन जितना किया उसका क्रेडिट आपको मिल जाएगा। विभिन्न उच्च शिक्षण संस्थानों से प्राप्त अंकों या क्रेडिट को डिजिटल रूप से सुरक्षित रखने के लिये एक

'एकेडमिक बैंक ऑफ क्रेडिट' (Academic Bank of Credit) दिया जाएगा, ताकि अलग-अलग संस्थानों में छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जा सके।

4. मातृभाषा को बढ़ावा:

पॉलिसी के अध्याय 4 में दृष्टिगोचर है कि कम से कम क्लास 5 तक की पढ़ाई का माध्यम घरेलू भाषा/मातृभाषा/स्थानीय भाषा/क्षेत्रीय भाषा होगा यानी क्लास 5 तक स्कूल में पढ़ाई का मीडिया स्थानीय या क्षेत्रीय भाषा होगी। नई नीति में यह भी कहा गया है कि क्लास 5 के बाद क्लास 8 तक या उससे आगे भी रीजनल लैंग्वेज का यही फॉर्मूला लागू किया जाएगा। हर जिले में कला, करियर और खेल-संबंधी गतिविधियों में भाग लेने के लिए एक विशेष बोर्डिंग स्कूल के रूपमें 'बाल भवन' स्थापित करने का प्रावधान किया गया है।

5. रोजगारपरक शिक्षा:

वर्तमान शिक्षा नीति नए भारत की परिकल्पना को पूरा करने का प्रयास करती दिख रही है, इसीलिए कक्षा 6 से ही रोजगारपरक/ व्यवसायिक शिक्षा के साथ इंटर्नशिप का प्रावधान किया है ताकि जब छात्र १२ वीं के बाद स्कूल से निकले तो पूरी तरह से कौशल सम्पन्न हो। अब छठी कक्षा से ही बच्चे को प्रोफेशनल और स्किल की शिक्षा का प्रावधान किया जायेगा। लोकल क्राफ्ट स्टडी पर पर विशेष फोकस रहेगा और कौशल विकास पर जोर दिया जाएगा। यह शिक्षा नीति गाँधी जी के बुनियाद शिक्षा सिद्धांत पर आधारित होगी। स्कूल में ही बच्चे को नौकरी के जरूरी प्रोफेशन की शिक्षा दी जाएगी। शिक्षा नीति में कक्षा 6 से छात्रों के लिए कम्प्यूटर शिक्षा और कोडिंग का प्रावधान रखा है। शारीरिक शिक्षा, कला और हस्त- शिल्प और व्यावसायिक कौशल के विषयों को भी शामिल किया जाएगा। भाषा, साहित्य, विज्ञान, मानविकी और गणित के अलावा शारीरिक शिक्षा, कला और शिल्प और व्यावसायिक कौशल जैसे विषय स्कूल पाठ्यक्रम का अभिन्न अंग होंगे।

6. परीक्षा संबधी सुधार:

अब कक्षा-3, 5 और 8 के स्तर पर स्कूली परीक्षाएं उपयुक्त प्राधिकरण द्वारा संचालित की जाएँगी। छात्रों के समग्र विकास के लक्ष्य को ध्यान में रखते हुए कक्षा-10वीं एवं 12वीं की बोर्ड परीक्षाओं में बड़े बदलाव किए जाएंगे। बोर्ड परीक्षाओंकी महत्ता को कम किया जाएगा। परीक्षा संबधी कई अहम सुझाव और भी हैं। जैसे साल में दो बार परीक्षाएं कराना, वस्तुनिष्ठ (ऑब्जेक्टिव) और व्याख्त्मक दो श्रेणियों में इन्हें विभाजित करना आदि। बोर्ड परीक्षा में मुख्य जोर ज्ञान के परीक्षण पर होगा ताकि छात्रों में रटने की प्रवृत्ति खत्म हो। बोर्ड परीक्षाओं को लेकर छात्र हमेशा दबाव में रहते हैं और ज्यादा अंक लाने के चक्कर में कोचिंग पर निर्भर हो जाते हैं। लेकिन भविष्य में उन्हें इससे मुक्तिमिल सकती है। शिक्षा नीति में कहा गया है कि विभिन्न बोर्ड आने वाले समय में बोर्ड परीक्षाओं के प्रैक्टिकल मॉडल को तैयार करेंगे। जैसे वार्षिक, सेमिस्टर और मोड्यूलर बोर्ड परीक्षाएं। छात्रों की प्रगति के मूल्यांकन के लिये मानकनिर्धारक निकाय के रूप में 'परख' (PARAKH) नामक एक नए 'राष्ट्रीय आकलन केंद्र' (National Assessment Centre) की स्थापना की जाएगी। छात्रों की प्रगति के मूल्यांकन

तथा छात्रों को अपने भविष्य से जुड़े निर्णय लेने में सहायता प्रदान करने के लिये '**कृत्रिम बुद्धिमत्ता**' (Artificial Intelligence- AI) आधारित सॉफ्टवेयर का प्रयोग।

7. आंकलन /मूल्यांकन संबधी सुधार

अब बच्चों की असेस्मेंट रिपोर्ट कार्ड में बदलाव का प्रावधान किया गया है। ''360 डिग्री समग्र मूल्यांकन' पद्धति के तहत अब बच्चों का रिपोर्ट कार्ड नहीं बल्कि प्रोग्रेस कार्ड तैयार होगा। राष्ट्रीय शिक्षा नीति में स्कूली शिक्षा में महत्वपूर्ण सुधार करते हुए बच्चों के स्वयं मूल्यांकन पर जोर दिया गया है। अब बच्चे का रिपोर्ट कार्ड नहीं बल्कि प्रोग्रेस कार्ड होगा। उनका आकलन तीन स्तर पर किया जाएगा। एक विद्यार्थी स्वयं, दूसरा उसका सहपाठी और तीसरा उससे संबधित अध्यापक। आंकलन हेतु राष्ट्रीय स्तर पर नेशनल एसेसमेंट सेंटर-परख बनाया जाएगा, जो छात्रों के सीखने की क्षमता का समय-समय पर मूल्यांकन/परीक्षण करेगा। 100% नामांकन के जरिए किसी कारणवश अपनी पढ़ाई छोड़ चुके करीब दो करोड़ बच्चों को फिर विद्यालय में लाया जायेगा।

8. अध्यापक शिक्षा संबधी सुधार:

वर्ष 2030 तक अध्यापक बनने के लिए न्यूनतम योग्यता 4-वर्षीय एकीकृत बी.एड. डिग्री का होना अनिवार्य किया जाएगा। नीति के अनुसार, अध्यापक हेतु पेशेवर मानकों की समीक्षा एवं संशोधन 2030 में होगा और इसके बाद प्रत्येक 10 वर्ष में होगा। शिक्षकों की नियुक्ति में प्रभावी और पारदर्शी प्रक्रिया का पालन तथा समय-समय पर लिये गए कार्य-प्रदर्शन आकलन के आधार पर पदोन्नति होगी। कई स्रोतों से समय-समय पर कार्य-प्रदर्शन का आकलन किया जाएगा। राष्ट्रीय अध्यापक शिक्षा परिषद वर्ष 2022 तक 'शिक्षकों के लिये राष्ट्रीय व्यावसायिक मानक' (National Professional Standards for Teachers- NPST) को विकसित करने का प्रावधान है। NCTE और NCERT के समन्वय से 'अध्यापक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा'(NCF-TE) को बनाया जायेगा।

9. उच्च शिक्षा के ढांचे में बदलाव के प्रावधान:

- हायर एजुकेशन कमीशनऑफ़ इंडिया (HECI) के 4 कार्यक्षेत्र राष्ट्रीय उच्चतर शिक्षा नियामक परिषद या HNERC, राष्ट्रीय प्रत्यायन परिषद (NAC), उच्च शिक्षा अनुदान परिषद (HEGC) और सामान्य शिक्षा परिषद (GEC) बनने के लिए है जो आगे चलकर एक राष्ट्रीय शिक्षा योग्यता योग्यता फ्रेमवर्क बनाएंगे।
- भारत के उच्च शिक्षा आयोग (HECI) के तहत, विनियमन, मान्यता, वित्त पोषण और शैक्षणिक मानक सेटिंग के लिए उच्च शिक्षा का नियामक सिस्टम अलग से होगा।
- UGC, AICTE को एकल उच्च शिक्षा नियामक (HECI) द्वारा प्रतिस्थापित किया जाएगा।
- वर्तमान में केंद्रीय, राज्य, डीम्ड और प्राइवेट विश्वविद्यालय के लिए अलग-अलग नियम हैं। भविष्य में सभी के लिए एक समान नियमों का प्रावधान है।

- इंडियन काउंसिल फॉर एग्रीकल्चरल रिसर्च (ICAR), वेटरनरी काउंसिल ऑफ इंडिया (VCI), नेशनल काउंसिल फॉर टीचर एजुकेशन (NCTE), काउंसिल ऑफ आर्किटेक्चर (CoA), नेशनल काउंसिल फॉर वोकेशनल एजुकेशन एंड ट्रेनिंग (NCVET) जैसी व्यावसायिक परिषदें, व्यावसायिक मानक सेटिंग निकायों (PSSBs) के रूप में प्रतिपादित होंगी।
- उच्च शिक्षण संस्थानों में प्रवेश के लिए कॉमन एंट्रेंस एग्जाम का ऑफर दिया जाएगा। राष्ट्रीय परीक्षा एजेंसी यह परीक्षा कराएगी। परन्तु यह प्रत्येक संस्थान के लिए अनिवार्य नहीं होगा।
- 2035 तक उच्च शिक्षा में ग्रॉस एनरोलमेंट रेश्यो (GER) 50 फीसदी पहुंचने का प्रावधान है।
- नेशनल रिसर्च फाउंडेशन (NRF) की स्थापना होगी, जिससे रिसर्च और इन्नोवेशन (R&I) को बढ़वा मिलेगा।
- फीस पर नियंत्रण के लिए व्यापक तंत्र विकसित किया जाएगा।
- विश्वविद्यालयों का नाम स्वामित्व के आधार पर नहीं बल्कि शिक्षा की गुणवत्ता के आधार पर रखा जायेगा।
- स्कूली शिक्षा, उच्च शिक्षा के साथ कृषि शिक्षा, कानूनी शिक्षा, चिकित्सा शिक्षा और तकनीकी शिक्षा जैसी व्यावसायिक शिक्षा भी नई नीति के दायरे में होंगी।

10. ऑनलाइन एजुकेशन पर बढ़ावा:

नवाचारों में टेक्नोलॉजी और ऑनलाइन एजुकेशन पर विशेष जोर दिया गया है। कंप्यूटर, लैपटॉप, टैब और स्मार्ट फोन इत्यादि के जरिए विभिन्न ऐप का इस्तेमाल करके शिक्षण को रोचक बनाने की बात कही गई है। एक स्वायत्त निकाय के रूप में ''राष्ट्रीय शैक्षिक प्रौद्योगिकी मंच'' (National Educational Technolology Foruem) का गठन किया जाएगा, जिसके द्वारा शिक्षण-अधिगम, आकलन, मूल्यांकन योजना एवंप्रशासन में अभिवृद्धि हेतु विचारों का आदान-प्रदान किया जा सकेगा। डिजिटल शिक्षा संसाधनों को विकसित करने के लिये अलग प्रौद्योगिकी इकाई का विकास किया जाएगा, जो डिजिटल बुनियादी ढाँचे, सामग्री और क्षमता निर्माण हेतु समन्वयन का कार्य करेगी।

11. विदेशी विश्वविद्यालयों को भारत में कैंपस खोलने की अनुमति:

राष्टीय शिक्षा नीति-2020 में विदेशी विश्वविद्यालयों को भारत में अपने कैंपस खोलने की अनुमति मिलेगी। एक्सपर्ट्स का अनुमान है कि इससे भारत के स्टूडेंट्स विश्व के बेस्ट इंस्टीट्यूट व यूनिवर्सिटी में एडमिशन ले सकेंगे। उन्हें विदेश नहीं जाना पड़ेगा, जिससे सरकार और विद्यार्थियों के शिक्षा बजट में कमी आएगी।

12. भाषाई विविधता को बढ़ावा और संरक्षण:

- राष्टीय शिक्षा नीति-2020 में कक्षा-5 तक की शिक्षा का माध्यम रूप में मातृभाषा/ स्थानीय या क्षेत्रीय भाषा को अपनाने पर बल दिया गया है, साथ ही इसे कक्षा 8 तक करने तादुरन्तइसे और आगे तक प्राथमिकता के साथ ले जाने का लक्ष्य है।

- स्कूली और उच्च शिक्षा में छात्रों के लिये संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा परंतु किसी भी छात्र पर भाषा के चुनाव की कोई बाध्यता नहीं होगी।
- राष्ट्रीय शिक्षा नीति-2020 के तहत भारतीय भाषाओं के संरक्षण और विकास के लिये एक 'भारतीय अनुवाद और व्याख्या संस्थान' (Indian Institute of Translation and Interpretation- IITI), 'फारसी, पाली और प्राकृत के लिये राष्ट्रीय संस्थान (या संस्थान)' स्थापित करने के साथ उच्च शिक्षण संस्थानों में भाषा विभाग को मज़बूत बनाने एवं उच्च शिक्षण संस्थानों में अध्यापन के माध्यम से रूप में मातृभाषा/ स्थानीय भाषा को बढ़ावा दिये जाने का सुझाव दिया है।

13.दिव्यांग बच्चों के लिए प्रावधान:

दिव्यांग-बधिर छात्रों के लिये राष्ट्रीय और राज्य स्तर पर पाठ्य-सामग्री विकसित की जाएगी तथा भारतीय संकेत भाषा (Indian Sign Language- ISL) को पूरे देश में मानकीकृत किया जाएगा। दिव्यांग बच्चों को क्रॉस दिव्यांगता प्रशिक्षण, संसाधन केंद्र, आवास, सहायक उपकरण, उपयुक्त प्रौद्योगिकी-आधारित उपकरण और अन्य सहायता तंत्रों के अनुरूप शिक्षकों के समर्थन के साथ, नींव चरण से उच्च शिक्षा तक नियमित स्कूली शिक्षा प्रक्रिया में पूरी तरह से भाग लेने में सक्षम बनाया जाएगा। उनकी आवश्यकताओं के अनुरूपप्रत्येक राज्य / जिले को कला-संबंधी, कैरियर-संबंधी और खेल-संबंधी गतिविधियों में भाग लेने के लिए एक विशेष बोर्डिंग स्कूल के रूप में "बाल भवन" स्थापित करने के लिए प्रोत्साहित किया जाएगा। मुफ्त स्कूल के बुनियादी ढांचे का उपयोग समाज चेतना केंद्रों के रूप में किया जा सकता है।

14.अन्य सुधार:

- पढ़ने-लिखने और जोड़-घटाव (संख्यात्मक ज्ञान) की बुनियादी योग्यता पर ज़ोर दिया जाएगा। बुनियादी साक्षरता और संख्यात्मक ज्ञान की प्राप्ति को सही ढंग से सीखने के लिए अत्यंत ज़रूरी एवं पहली आवश्यकता मानते हुएएनईपी 2020' में मानव संसाधन विकास मंत्रालय(एमएचआरडी) द्वारा 'बुनियादी साक्षरता और संख्यात्मक ज्ञान पर एक राष्ट्रीय मिशन की स्थापना किए जाने पर विशेष ज़ोर दिया गया है।
- आकांक्षी जिले (Aspirational districts) जैसे क्षेत्र जहाँ बड़ी संख्या में आर्थिक, सामाजिक या जातिगत बाधाओं का सामना करने वाले छात्र पाए जाते हैं, उन्हें 'विशेष शैक्षिक क्षेत्र' (Special Educational Zones) के रूप में नामित किया जाएगा।
- एससी, एसटी, ओबीसी और अन्य सामाजिक और आर्थिक रूप से वंचित समूहों से संबंधित मेधावी छात्रों को प्रोत्साहन के रूप में वित्तीय सहायता प्रदान की जाएगी।
- देश में क्षमता निर्माण हेतु केंद्र सभी लड़कियों और ट्रांसजेंडर छात्रों को समान गुणवत्ता प्रदान करने की दिशा में एक 'जेंडर इंक्लूजन फंड (Gender Inclusion Fund) की स्थापना करेगा।

नई शिक्षा नीति से संबंधित चुनौतियाँ

- **राज्यों का सहयोग:** शिक्षा समवर्ती सूची का विषय होने के कारण अधिकांश राज्यों के अपने स्कूल बोर्ड हैं इसलिये इस फैसले के वास्तविक कार्यान्वयन हेतु राज्य सरकारों को सामने आना होगा। साथ ही शीर्ष नियंत्रण संगठन के तौर पर एक राष्ट्रीय उच्चतर शिक्षा नियामक परिषद को लाने संबंधी विचार का राज्यों द्वारा विरोध हो सकता है।
- **महँगी शिक्षा:** नई राष्टीय शिक्षा नीति में विदेशी विश्वविद्यालयों में प्रवेश का मार्ग प्रशस्त किया गया है। विभिन्न शिक्षाविदों का मानना है कि विदेशी विश्वविद्यालयों में प्रवेश से भारतीय शिक्षण व्यवस्था के महँगी होने की आशंका है। इसके फलस्वरूप निम्न वर्ग के छात्रों के लिये उच्च शिक्षा प्राप्त करना चुनौतीपूर्ण हो सकता है।
- **शिक्षा का संस्कृतिकरण:** दक्षिण भारतीय राज्यों का यह आरोप है कि 'त्रि-भाषा' सूत्र से सरकार शिक्षा का संस्कृतिकरण करने का प्रयास कर रही है।
- **फंडिंग संबंधी जाँच का अपर्याप्त होना:**कुछ राज्यों में अभी भी शुल्क संबंधी विनियमन मौजूद है लेकिन ये नियामक प्रक्रियाएँ असीमित दान के रूप में मुनाफाखोरी पर अंकुश लगाने में असमर्थ हैं।
- **वित्तपोषण:** वित्तपोषण का सुनिश्चित होना इस बात पर निर्भर करेगा कि शिक्षा पर सार्वजनिक व्यय के रूप में जीडीपी के प्रस्तावित 6% खर्च करने की इच्छाशक्ति कितनी सशक्त है।
- **मानव संसाधन का अभाव:** वर्तमान में प्रारंभिक शिक्षा के क्षेत्र में कुशल शिक्षकों का अभाव है, ऐसे में राष्ट्रीय शिक्षा नीति, 2020 के तहत प्रारंभिक शिक्षा हेतु की गई व्यवस्था के क्रियान्वयन में व्यावहारिक समस्याएँ भीहैं।

निष्कर्ष

केंद्रीय मंत्रिमंडल ने 21वीं सदी के भारत की जरूरतों को पूरा करने के लिये भारतीय शिक्षा प्रणाली में बदलाव हेतु नई राष्ट्रीय शिक्षा नीति- 2020 में जिन नवाचारों को मंज़ूरीप्रदान की है अगर उसका क्रियान्वयन सही और सफल तरीके से होता है तो यह नई प्रणाली भारत को विश्व के अग्रणी देशों के समकक्ष लाने की कुब्बत रखती है। राष्ट्रीय शिक्षा नीति- 2020 के तहत 3 साल से 18 साल तक के बच्चों को शिक्षा का अधिकार कानून, 2009 के अंतर्गत रखने का प्रावधान एक प्रभावशाली कदम है जो समाज को समतामूलक बनाने में मील का पत्थर साबित होगी। 34 वर्षों उपरांत आयी इस नई शिक्षा नीति का उद्देश्य सभी छात्रों को उच्च शिक्षा प्रदान करना और 2025 तक पूर्व-प्राथमिक शिक्षा (3-6 वर्ष की आयु सीमा) को सार्वभौमिक बनाना है। स्नातक शिक्षा में आर्टिफिशियल इंटेलीजेंस, थ्री-डी मशीन, डेटा-विश्लेषण, जैव-प्रौद्योगिकी आदि नवाचारों के समावेशन से अत्याधुनिक क्षेत्रों में भी कुशल पेशेवर नागरिक तैयार होंगे और युवाओं की रोजगार क्षमता मेंभी वृद्धि होगी।

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ACHIEVING UNIVERSAL FOUNDATIONAL LITERACY AND NUMERACY: NEP 2020

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ABSTRACT

This paper outlines the importance of achieving Universalization Foundation literacy and Numeracy as suggested in the New Education Policy (2020) and its recommendations. It will provide an overview of the present status of Foundation Literacy and Numeracy (FLN) of children enrolled in the schools, NEP's vision for achieving FLN for all children in grade 3 by 2025, and the way forward.

Keywords: Universalization, 4 FLN, NEP 2020.

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INTRODUCTION

NEP recognises achieving Universal Foundation Literacy and Numeracy by 2025 as one of the key priority. In the recent years it has become clear, that even though majority of children are enrolled in the school, a large proportion have not acquired Foundational Literacy or skills. Many children who are enrolled in the school faced difficulty in reading simple text and writing. Further, as expressed in NEP various Governmental and Non-governmental surveys indicated that India is in a learning crisis, where almost 5 lakh children currently in elementary schools have not achieved the ability to read and comprehend basic text and ability to carry out basic addition and subtraction. Without foundational skills, these children will thrive later in school. As a result, India cannot achieve all Education Sustainable Development Goals (SDGs).

The New Education Policy, 2020 recognises this gap and attempts to address the urgent need to build the foundational literacy and numeracy skills. The policy also recommended restructuring the school education on the 5+3+3+4 model, where the first five years in the age group of 3-8 years are called the foundational stage. Prior to this in the 10+2 structure, children between 3-6 years are not covered as Class I begins at age 6. The policy clearly mentions about the importance of foundational skills (reading, writing and arithmetic at the foundational level) and without achieving it the rest of the policy has no relevance for the

children. This focus on the foundational stage has been seen a significant step. Also, policy aims to launch a mission across the country to achieve Universal Foundational Literacy and Numeracy by 2025.

PRESENT SCENARIO IN THE COUNTRY

The different researches done in the area of learning outcomes of children have reported that children even when are enrolled in school are not necessarily learning. In India, Right to Education Act (RTE) promises to provide 8 years of free and compulsory schooling but the learning level of children when measured brought an alarming situation for the country.

The World Bank in its Learning Poverty Report stated that in India more than 50% of children are unable to read simple text with meaning by age 10. Learning poverty means being unable to read and understand a short, age-appropriate text by age 10. All foundational skills are important but the focus on reading is because i) reading proficiency is an easily understood measure of learning; ii) reading is a student's gateway to learning in every other area; and iii) reading proficiency can serve as a proxy for foundational learning in other subjects, in the same way that the absence of child stunting is a marker of healthy early childhood development. (World Bank, 2019)

The National Achievement Survey (2017) highlighted poor attainment in early years. Survey reported 54.8% of students require improvement, those are below desired level. The Annual Status of Education Report (ASER) reported over 70% of the children in Grade – III do not have basic reading and arithmetic skills. Moreover, only 28.1% of children in Grade – III in rural India could not do simple subtraction and only 27.2% children in Grade- III in rural India could read a 2-level text. (ASER 2018)

Learning in the early years is critical and forms a foundation for life or future learnings. Such children who are unable to attain foundational literacy and Numeracy find it difficult to catch up with the school curriculum and falls behind in the later classes. Researches have stated although it is possible to learn later in life with enough effort but children who don't read by age 10 – or at the latest, by the end of primary school; usually fail to master reading skills later in their schooling career. The Foundational Literacy not only ensures better learning by empowering children to take advantage of education in the later years but also improves their life outcomes. Success in the later years of schooling can be directly correlate to the social and economic advancement.

Globally, there are countries like Brazil, South Africa, Philippines and Kenya which have not only recognised the importance of strengthening children's Foundational Literacy and Numeracy since very long and are working consistently on it through a mission mode. Brazil had launched *Minas Gerais Mission* in 2008 to ensure that every child would be reading and writing by the age of 8 years; Philippines launched *Basa Pilipinas* to strengthen reading skills of children from grade 1 to grade 3; Kenya launched *Tusome* in 2015 to improve learning outcomes and literacy rates at the foundational level and South Africa launched *Funda Wande* in 2017 to train teachers on the specialized skill of teaching reading.

NEPs VISION ON FOUNDATIONAL LITERACY AND NUMERACY

It's a big achievement for the Country that its New Education Policy is not only recognising the learning gap in children but also accepting and laying a path towards the solution. One of the key priorities of NEP 2020 is to achieve Universalization of Foundational Literacy and Numeracy for all students in grade 3 by 2025. The NEP have made following recommendations to achieve the Universal Foundational Literacy and Numeracy:

i) A National Mission to implement Foundational Literacy and Numeracy (FLN) program: as a first step to implement this Mission, there is a need to form a task force or a committee who will prepare the implementation guidelines or framework consisting of roadmaps and annual action plans for implementing of activities covering all the focus areas of FLN Mission will be formed at all State level. This committee will also define their National targets with year wise outcomes.

ii) A Curriculum Framework focusing on FLN with learner-centric pedagogy to be developed: this policy also reflects the need to develop a framework which should include classroom transformation and structured pedagogy approach for teachers.

iii) Extensive capacity building of teachers to be undertaken for implementing FLN in Mission mode: A collaborative training programme based on basic learning requirements and evolving innovative teaching materials and methods at the foundational level is needed. At the State level, SCERT and DIETs should be given the responsibility of building of teachers capacity. Also, it is important to do rationalization of teachers and ensure availability of adequate number of trained teachers in each school especially in the disadvantaged blocks and aspirational districts at each grade from pre-primary to grade 5, to undertake the task of FLN mission within targets set by the NEP.

iv) **Assessment of progress and achievements by students, schools in FLN will be done at four levels (school-based assessment, SAS, third party assessment and NAS):** assessment should be done to assess student's cognitive, affective, and psychomotor domains during the foundational years. Further, Anecdotal records based on periodic observation should be able to validate a student's growth in both scholastic and co-scholastic areas, as the separation between the two will be very less and will help to assess how well the child is able perform. Further, a position paper on the status of the learning levels at the foundational level with analysis of any Student Assessment Survey data available and defining the target FNL level will help to prepare action plans and material for the FLN Mission.

v) **Mapping and creation of database of each child enrolled in foundational grades for individual tracking of progress of each child in achieving grade level proficiency in learning outcomes:** This will be a very progressive step towards ensuring grade level proficiency. The focus on identifying the areas in which the child is performing better and the areas where he/she needs to improve. The mapping of the children should be done through multiple online tools or unique IDs for children can be created. All this can be further linked with the IT Platform.

vi) **The National Achievement Survey (NAS) sample survey of schools and students:** NAS will be administered as per the Guidelines of MoE. The NAS database should be used as baseline for tracking future progress of students. All States SCERTs with the help of DIETs should prepare an implementation framework consisting of road map and annual action plan for implementing various activities of FLN.

vii) **Mapping of the basic requirements of each school and ensure basic facilities/amenities at all primary schools:** Regular surveys and interventions should be conducted for updating the information about the basic requirements of the school. This would help in having continuous updates from all the schools.

viii) **Teacher education curriculum framework will be designed to put more emphasis on foundational literacy and numeracy:** This is definitely a welcome measure as this will help strengthen the pre-primary Teacher Education curriculum and also make available competent Early Childhood Care and Education (ECCE) teachers for recruitment.

ix) **Innovative Guidelines for engaging peer groups and other local volunteers:** Through Innovative modes of connecting with volunteers, peer group to achieve FLN Mission to

ensure that only reputed, well-educated, positively intended and morally sound resources should be engaged as mentors keeping in mind the safety of children.

x) **E-content will be prepared in different local languages and uploaded online:** All the States should constitute e-content creation group and curation group with the help of subject teachers to prepare e-content in the local language for all subjects and the same should be uploaded. This will support to measure learning outcome of each subject of each grade.

It is also important to mention that already there are few States and UTs which are focusing on Foundational Literacy and Numeracy. For example: *Parho Punjab Paraho Punjab in Punjab* and in *Prerna Lakshya i*n Uttar Pradesh. Therefore, it is important to closely examine the learning of this programme for improving the future plan and its implementation throughout this country.

WAY FORWARD

Anyone closely looking at the status of children in India will agree on the recommendations made by the NEP 2020 for the Foundational Literacy and Numeracy has lot of potential to bring about the change throughout the Country. Improved Foundational skills will support in reducing the educational gaps, ensure literate workforce, and as a whole in achieving Sustainable Development Goals (SDGs) educational goals.

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A CRITICAL ANALYSIS OF NEP 2020 WITH RESPECT TO PROVISIONS FOR CWSN

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ABSTRACT

The vision of the NEP 2020 is to prepare an Indian education system which will help in building an inclusive, well-informed and equitable society with the help of high-quality education at all levels of educational life. Regardless of all physical, social, emotional, economic and cultural differences, the NEP will help to inculcate best moral and ethical values in students not just to be a proud Indian but also a productive global citizen. NEP 2020 is definitely appearing to be a very well documented policy however implementation is always more critical than drafting policies especially when it comes to CWSN students. To achieve the goal of SDG4 by 2030 set up in NEP, we need to dig deeper into all aspects of inclusive education. This policy has incorporated all the recommendations of the RPWD Act 2016 to achieve full inclusion by providing equal opportunities and high-quality education to all the children despite of their individual differences. The factors of inclusive education like inclusive curriculum, infrastructure and attitude shall be obtained by many new initiatives like Inclusion fund, Special Education Zones, special education teacher trainings in cross-disability sectors and parent guidance etc. but there is no clarity how are we planning or implementing this in a country like India which is socially, economically, culturally and geographically very diverse. Researches have shown that in our country India we are still facing many hurdles in implementing the recommendations of previous inclusive policies due to dearth of adequate infrastructure, lack of funds, untrained staff and last but not the least the attitude of all the stakeholders of inclusive education. So, in this case question remains the same that how are we going to achieve Full Inclusion by 2030. This paper would critically analyse the NEP with respect to the provisions for CWSN which might help the policy makers to bring the timely implementation, accountability and sustainability in the entire education system.

Keywords: NEP 2020, CWSN

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"The purpose of education is to bring the best in you" *Mahatma Gandhi*.

THE JOURNEY OF EDUCATION

India's educational history is very vast and rich which reflects in its cultural, social and religious heritage from the ancient time of Gurukul and Vedic system to Macaulay's education system during colonial era. The evolution of Indian Education policy began in 1948 after independence under the University Education Commission followed by Secondary Education Commission in 1952. In 1964 Education Commission under Dr. D.S. Kothari brought many educational reforms and further laid the foundation of National Education Policy in 1968. Then came in the landmark decision of adding Education in the Concurrent list in the Constitution of India by the 42nd Constitutional Amendment. In 1986 the aim of the NPE was the universalization of elementary education which was again modified in 1992 under the name of Program of Action. Today, education is a fundamental right as per the article 21 of the Indian Constitution and after 34 years the National Education Policy 2020 has brought many reforms as well as challenges in the Indian education system. It has five major aspects accessibility, equality, quality, affordability and accountability. Following are the major points to analyse in detail of the features of the NEP related to provisions for CWSN to understand its implications on the disabled section of the disadvantaged group.

NEP 2020 PROVISION FOR CWSN

Accessibility

First of all, this policy has promised to give equal opportunities and facilities to Divyang to obtain quality education as it will be accessible to all, regardless of their physical, cognitive, social and emotional differences or disorders. When we are talking about accessibility it means that it should begin with the enrolment of CWSN at early school years however the ECCE policy point does not reflect or clarify the admission of these CWSN students in the mainstream schools. Till now admission of these students is difficult in their neighbourhood schools though Government has reserved 3% seats for them in all the Government and Government -aided and private schools. After admissions, the retention is also a challenge because of the drop outs. It happens due to various reasons like the child is not interested in studies or unable to cope with studies. The reason behind this is lack of identification of child's specific learning and educational needs. So, it is important to plan for early identification and intervention to sustain the enrolment and maintain the quality of education.

These concerns should be addressed separately and clearly in the NEP so that the school authorities take proper and timely actions.

Equality

To increase participation of CWSN and to ensure accessibility, one-on-one teachers, tutors, open schooling, proper infrastructure and technological intervention shall be available**.** Special Education Zones shall be prepared for the most needed or educationally backward areas to uplift the educational level of disadvantaged group. However, the meaning of special education in this context might be confusing for the stakeholders of Special Education field. Special Education usually denotes to the education of the children with special needs which require trained special educators and understanding of all types of difficulties or disorders. It is unclear that who will contribute in these Special education Zones, general teachers or special educators.

General teachers are not trained to handle this specific group. On the other hand, special educators are already very less in number and might be unable to fulfil the demand of this field. Also, there is no mention of the education of the disabled girl child which are generally the most neglected one and come in the last in the line of disadvantaged group.

Quality

NEP mentioned about barrier -free access as per the RPWD Act ,2016 and also providing accommodations and prepare tailor made curriculum to attain full inclusion in the classrooms. It will include the provision of all assistive devices and appropriate technology-based tools and suitable teaching -learning aids. Adding to that, integration in all school activities, art, sports and vocational will be encouraged. However, most of these policy points remain on paper due to lack of proper identification of challenges of differently-abled students by the general classroom teachers in an inclusive school. And if they are diagnosed, the lack of acceptance is visible in the inclusive classrooms by the teachers and peer group. General teachers usually under-estimate the capabilities or different abilities of CWSN students which leads to their poor self-image in an inclusive set-up. There is a dire need to sensitize the teaching faculty, students' group, administrative groups and parent groups to evade labelling of these children. Use of less or sub-standard teaching aids affects the diverse leaners having different learning styles. Timely availability and maintenance of assistive

devices and technology -based tools is a cause of concern with most of CWSN students because those are not the priority.

According to NEP, Sign language shall be taught by NIOS and sign language will be used to teach other subjects. Now there is a need to expand this mode of language to general students also to some extent then only we can think of achieving of the concept of full inclusion.

This policy has incorporated all the recommendations of the RPWD Act 2016 to safeguard inclusion and enhance equal participation which is satisfying statement. However, it is still not implemented whole heartedly resulting only in physical inclusion not in spirit. So, it is important to address the difficulties and look for solutions of inclusion.

Affordability

NEP has mentioned the provision of incentives to disadvantaged groups in various ways to improve affordability but it has not mention separately about CWSN students. Due to lack of exact demarcation of incentives, CWSN group are mostly left behind because they are not assumed to be a productive member of the society. Most of the time, in spite of their capabilities, these children get deprived due to lack of awareness of teachers as well as parents. It also raises the question of their acceptance in the society. These incentives are not the privileges for them rather these are their basic right. These rights help in increasing participation and enhancing equity as anticipated in the NEP. Therefore, the policy-makers of NEP should allocate exclusive funds for the incentives for CWSN and do not club them with any other disadvantaged group. NEP has mentioned about the Inclusion Fund which is definitely a welcome move but how this fund will be distributed among disadvantaged group along with severely disabled group and CWSN. The financial demands of CWSN and severely disabled groups are usually expensive and may require for longer period of time and at the same time the return is less in terms of their productivity towards society.

Major aspect of NEP is an adequate attention shall be given to these students, be it physical, medical or financial. We need more specification on this part. Physical safety and security are required on daily basis while living in the society. Medical safety and security needs regular monitoring. Financial safety and security is a long-term plan even the time of their parents old age or after the demise of their parents or caretakers.

Accountability

Another initiative of NEP is the recruitment of special educators with cross-disability training. To achieve the goal of full inclusion we definitely need more trained special educators to deal with the diverse needs of the students at all grade levels. We also require trained professional to handle the home-schooling program to guide the parents. However, the existing training institutes need more human resource as they are already understaffed. There is an urgent need to bring quality to existing special education trainings institutes, rehabilitation programs and resource rooms. There is a requirement to increase the remunerations of these jobs to encourage people to join this field. Setting up new resource centres is not the only solution of the existing special education training and recruitment problems. Content of the Special education should be included in all the other professions like medical, engineering, business administration, fashion, art and culture to make the society totally inclusive in thought and in action. In this way, we might not need to plan separately for disabled people in other sectors of society.

There is a facility of Special education support for severe and multiple disabilities, rehabilitation and educational needs of the students but no consultation has been taken from the people who are representatives of this marginalized group.

There will be an availability of High-quality support to parents of CWSN in the NEP 2020 but what is the criteria of 'High support', does this mean providing human resource for one-on-one assistance or providing assistive devices or tools or both or just training the parent to handle their children on their own. It is really unclear, what will happen in case of aged parent or single parent of severe or multiple disabled children. Another aspect is the choice of Home schooling, it is a practicable choice for many parents of children with severe and multiple disabilities however there is a fear of misusing this provision by school authorities or even by parents. Schools might advise parents to keep their children at home in case of severe disability and parents might opt this option to spend any money on their severely disabled children. In this case the slightest motivation or chance to live and participate in a society with neuro-typical people shall be taken away from this group of children. It shall be a violation of the Right to Equality as well as Right to Education. If Home schooling is the only option then also, we need to arrange for trained rehabilitation workers and special educators to work with them on constant basis with reasonable salary as we still in need of trained staff in our country.

With numerous provisions for CWSN students, NEP mentions about audit facility which would be equivalent to general education system and it also promises to formulate accreditation and standards as per RPWD -16 Act. However, the implementation of these various provisions at varied stages of learning of CWSN as well as at different levels of academic machinery like urban, rural or urban-rural is still to be looked upon.

Specifically, for Learning Disabled NEP stated about manifold provisions like early intervention after identification of the child's educational needs and planning with the provision of adapted or modified curriculum in terms of content or difficulty level. Extended time provision and with suitable assessment procedures with accurate certification. Introduction of grading system like PARKH for all grades. Many of these facilities are already existing for LD students therefore there is nothing new or unique in this point of NEP. Rather there should be an emphasis on the implementation of existing provisions with the help of more human and financial resource. There is lot more to be done in teacher – training programs and give them their due respect to sustain them in the profession by rewarding them with good remuneration.

CONCLUSION

To achieve the goal of Education for All, these inclusive policies ensure equality and implementation of these policies helps in attaining equity at every stage of learning. Other factors affecting inclusive education like attitude of all stakeholders depends on their training along with the availability and accessibility of the inclusive infrastructure. It should be mentioned separately and not in the disadvantaged group. The current NEP has mentioned about the education of the CWSN it and associated it with the RPWD Act 2016 however there is not much clarity on many aspects. The acceptance and acknowledgment of challenges of CWSN group is somewhat missing as there is no clear demarcation how these facilities and opportunities will be providing to them. We need to work at micro level to remove the root cause that is the will to bring the real change in the special education sector. We need to look into each factor of NEP more closely and need to find the gaps in this framework of our education system otherwise Full inclusion would remain on the paper and would not imbibe in our mind, body and soul.

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AN INADEQUATE APPROACH OF NEW EDUCATION POLICY, 2020 IN INCULCATING THE SPIRIT OF COMMUNITY ENGAGEMENT

Kirtika Trehan *

ABSTRACT

The implementation of New Education Policy 2020 will prove as a cornerstone of changing the direction and progress of the Education system in India. The policy progressively responds to the challenges faced by the existing system and requirements of our neo-liberal world, keeping up with the technological and 21st-century advancements and at the same time taking a stronger descend upon our traditional ethos to build morally accountable and robust citizens for India's future. Giving back to the society as an integral concept, in the past few decades, has been sadly missing from our education system as of late. The policy has brought into limelight community engagement. It encourages and pushes the upcoming cohorts of students towards Community engagement at the level of Higher Education. Albeit the policy has neglected the same as a part of the school curriculum. The paper lays stress that these values need to be implanted within the students during their schooling year itself. Other countries also have this system where the students are propelled towards community engagement commencing from their formative years itself. This paper takes a critical analysis of community engagement of the students mentioned in the New Education Policy 2020, while appreciating the push given to working for the community in a student's Higher education curriculum, laying stress on solutions to fill the gaps, optimizing the intended outcomes. The paper cites examples from successful practices of education systems throughout the world and lastly, gives possible solutions and recommendations to build active and accountable citizens for tomorrow's community.

Keywords: Community-engagement, Service-learning, Volunteerism, New Education Policy 2020, Education

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INTRODUCTION

The New Education Policy of 2020, which is set to be rolled out in 2022 in a phase wised manner is something over which the whole country is holding its breath. For the policy statement being visionary and tuning-in to the needs and requirements of the 21st century, it

aims to bring our education system and its by-products at par with the competitive international level. The policy has proven to be a visionary statement in promoting the fields of experiential learning and revisiting the pedagogy of education dissemination in India, categorically. This paper will be critically analyzing one such implementation point- on Community Engagement that is focusing on building a spirit of community Engagement at the High School level.

According to the policy, it will be compulsory for all high school students to volunteer at the community level. This is both a skill and a core social learning endeavour that will bring students closer to other social groups that form a significant part of our society. The youth in our country have been targeted, that is, people belonging to the age group of 15-29 years, making approximately 27.5% of India's population of more than 1.3 billion people. This social understanding and skills are imperative to build a conscious and aware citizenry. The State of the World Volunteering Report (SWVR) (2011) stated, "At no point in history has the potential been greater for people to be primary actors, rather than passive bystanders, in their communities, to affect the course of events that shape their destiny." The paper will critically analyze its importance, implementation, future and discuss where it is lacking, further drawing examples from practices in countries like the USA, Canada, Japan, New Zealand, and South Korea.

SITUATION IN INDIA

In the past few decades, the demographic changes in India have been out-and-out, fueled by the impact of New Economic Policy and the burgeoning of a globalised and privatized world. The parity between the rich and the poor has mushroomed. Thirty per cent of India's population falls under the World Bank's USD 1.90-a-day poverty measure (United Nations Volunteer,2017). India houses the largest poor population in the world. Most importantly, the demographic changes are in terms of the youth population. India has an unrivalled youth demographic. As half of India's 1.3 billion population is under 25. Making them our biggest asset or a vulnerability, it all depends on how we train them, skill them, and bring them up. This demographic situation makes training of India's youth the perfect starting point to meet the development challenges and seek their contribution in developing communities.

VOLUNTEERISM IN INDIA

This concept of engaging volunteers has been a part of Indian society since the very beginning (United Nations Volunteer, 2017). With concepts like giving 'daan', 'Shramdaan', which means, giving of effort or labor towards the community, and religious practices, philanthropy, mutual aid within communities, and the value systems have played a significant role in promoting volunteerism.

Sadly, this trend of volunteering has been declining in the past few decades. We are witnessing a cultural shift with a gradual breakdown of the traditional family, extended family, and community ties. This continued globalisation has indeed brought people together but simultaneously separated them as well.

THE NEW POLICY

The government has tried to promote the participation of students and youth through many initiatives, policies, and programs. Like the National Service Scheme (NSS), having the motto of "not me but you", and objectives like "personality development through community service". NSS has played an instrumental role during natural disasters and other community-based programs, aiming at uplifting communities, like the Kerala literacy program. Another example is Nehru Yuva Kendra Sanghathan (NYKS) which channelizes the power of youth on the principles of volunteerism and community participation. However, there is no direct policy that checks into volunteerism/service giving.

The push given to community engagement through the National Education Policy (2020), plays an important role. The policy on education at the Higher level talks about building concepts like, 'spirit of service', 'productive contribution to society', and a 'value-based education system which shall be promoted at the High School level. According to the policy, "lessons in Seva/service and participation in community service programs will be considered an integral part of the holistic education." Thus recognizing the need to build and inculcate values of community engagement and service giving for the larger good is an important skill to be learned and focused on.

THE PROBLEM

Questioning the policy implementation

Is bringing community service at the Higher Education level sufficient? As at this particular point, students are focused on their particular life goals also, significant parts of their personality are already formed. This is not the platform for inculcating moral values and the spirit of community giving. These moral codes need to be developed at the schooling level itself. For students to be socially conscious, the spirit of community giving and volunteering needs to be developed within their schooling years for them to take up volunteering activities once they are out of the schooling system.

A study by a Canadian organization has shown that volunteering is early life, and those experiences are directly reciprocal to people taking up volunteering activities and initiatives in later stages of their lives (Canadian Social Trends, 2012). Thus, volunteering is connected to early life experiences.

COUNTRY WISE SCENARIO

Let us look at examples from other countries and how community engagement and service-learning have been taught in them.

- **Canada**

  In Canada, it is known as 'Community Involvement activities'. It was initiated in the year 2000. While the compulsory education program was introduced, 'Civics' was introduced as a compulsory subject for all students, which talked of ideas of 'active citizenship' and more (Ozawa, p. 139). All high school students are supposed to complete 40 hours of community involvement by the time they graduate from Class 12 to receive a High School Diploma. Students can start accumulating their volunteer hours in the summer between classes 8th to 9th. Further, the Ministry has given a list of eligible and ineligible activities that will be counted as 'volunteer activities'.

- **USA**

  In the United States Service-Learning has been institutionalised at the school level, i.e. K-12 as well as the Higher Education level. These initiatives started with the National and Community Service Act of 1990, through the 'Serve America' program, and through 'Learn and Serve Program', falling under the National and Community

Service Trust Act of 1993, service-learning for students in elementary and secondary schools (Corporation for National Service, 1999) has been advanced. According to research by the Education Commission of the states, on Service-learning status, if Institutionalisation (2012), Twenty-one states have implemented the policy has stated that student engagement has been positively affected by the student's participation in service-learning and six states even have credit-bearing service-learning courses. 7 states have a direct requirement of service- learning to complete their graduation. Further, 30 states recognise service-learning as a means of preparing students for the workplace. This shows the importance given to service- learning and preparedness of the system towards Service-learning.

- **Japan**

  The concept of 'volunteering' in Japan might be a western-borrowed one, but Japan has a rich history of community engagement and community-based learning. It was in 2002 that for the first-time volunteer activity was introduces as a supplementary subject in Japanese Junior High schools and in 2003 it was introduced in High schools of Japan (Ueda & Sakugawa, 2009, p. 55). In the year 2007 social service and volunteering activities were made a mandatory requirement for schools in Tokyo. Social education has been given immense importance through many public and governmental initiatives. All these initiatives have played an instrumental role in building strong citizenship and even stronger commitments towards the community. In disaster-prone Japan, citizens take an active role in engaging with the community.

- **South Korea**

  South Korea is among the leading countries focusing on quality education. They spend 5.4% of their GDP on education itself. They have made remarkable progress towards building a learning society where learning is a lifelong process and happens at all levels through a multitude of stakeholders (UNESCO Institute for Lifelong Learning,2015). Community is a very important stakeholder. In Korea, mandatory volunteer programs were started in the late 1990s and with the introduction of the 7th curriculum from the year 2000 it was made mandatory countrywide. With compulsory 20 hours in high schools in Korea. Korea has implemented a practice-based approach to humane education and the process begins at the junior school level itself.

LEARNINGS FROM OTHER COUNTRIES

Apart from the above-mentioned countries, even other countries recognize the community engagement principle. New Zealand for example, recognizes Community Engagement as one of its eight-core principles mentioned in the New Zealand Curriculum. They believe it provides a solid foundation for the students. The first world countries recognized the need for developing active citizenship way back in the 1990s and have since then worked on developing their cadre and curriculum. This has further given them a competitive edge over other countries. Studies and data clearly show that community engagement initiatives by individuals in their early lives leave a positive impact on them (Volunteer Canada, n.d.). This has been further strengthened by institutionalizing community service within countries. It is also recognized that early volunteering experiences do help in building an attitude of servitude later in life as supplemented by a few studies as well.

Now the concept of Service-learning is gaining strength and the world is moving beyond volunteering as it is believed volunteering is mere action. They are mere hours on sheet. Hence it is not benefitting the students in countries like Japan and Canada as only community involvement in the form of volunteering is not sufficient. Learning is lacking, which is a product of Service- learning (Witmer & Anderson, 1994). Without reflections, these mandatory volunteering hours do not serve the intended goals. Thus, preparation + action + reflection = active learning.

EXPERIENTIAL LEARNING, VOLUNTEERISM, AND SERVICE-LEARNING

Although the current policy talks about Experiential Learning as the mode of education at the school level, but it is imperative to realize that experiential learning is not the same as service- learning. Even though both experiential learning and service-learning talk about 'learning by doing' (Spring,2006). The end goal of service-learning and experiential learning is very different. Similarly, volunteering and service-learning are not the same as there is no reflection is involved in volunteering. But in Service-learning students learn by doing, by serving, and by reflecting on the experience.

Therefore, the current initiative of bringing community service at the High School level will neither bring the intended results nor produce a value laden student further aiding and adding to the rich and poor; and the rural and urban divide that the country is plagued with. Thus, the authenticity of this policy initiative needs to be questioned.

BENEFITS OF SERVICE-LEARNING AND COMMUNITY ENGAGEMENT

Why build the spirit of volunteerism or Community Engagement in students of India? To understand what they are studying in their textbooks about civil society, marginalised communities, people, lives, and society at large. It shall help the students to understand their opinions and situations, which is a very important soft skill and a life skill to learn. Students will be able to link the issues which they have come across in their textbooks and newspapers with context and their practical existence (Shandilya 2019). It will help students to build relationships with people beyond their limited social groups. Students can be further pushed to build their problem-solving capabilities in real-time situations and give shape to their projects and invest their time and energy in them with the end goal being a profit for the 'other'. These are important themes of learning in any student's schooling years and 'learning by doing' tops it all.

POSSIBLE HINDRANCES

If community engagement is institutionalized at school level a variety of hurdles will be faced during and post implementation. Firstly, the state needs to build their capacities and capabilities so that they can push students in the right direction. Secondly, In this exercise the social capital is teachers, they need to be adequately trained in volunteerism and community engagement, they should be able to understand the hidden nuances of voluntary service and community engagement. Thirdly, implementation cannot happen with the existing system and already overburdened course curriculum. Teachers and students continuously struggle to complete their courses. Thus, there needs to be a reduction in regular courses for experiential learning to take place. The New Education Policy also lays stress on course reduction. Lastly, managing the timetable will be quite a task. But the key is to use time more flexibly allowing meaningful access and engagement with the community.

CONCLUSION

To make it compulsory or not?

A huge role shall be played by the civil society in developing the need and efficiency of making voluntary service mandatory and ensuring quality in the end product. As a mere policy is not enough. Unless there is a demand from parents and society at large, schools will not be pushed to engage students in the community or take the community engagement program with the seriousness it deserves. If the parents feel that it is a mere inconvenience

and not a soft skill worth investing in, the focus needs to be on academics and sports. The private schools, where students and teachers are constantly battling with completion of syllabus and are burdened with a hundred other duties might not be able to give justice to this proposed new policy. But we need to re- prioritize ourselves. Are schools all about academics? Is rote learning the end product that our education system aims to shelve? Is building a societal consciousness an issue worth working upon?

To conclude, the paper drew light on the New Education Policy of 2020 and building the spirit of community engagement among high school students of India. Being an emerging third world country, India needs active citizenship now more than ever, to work with the state on social challenges that we face at different levels. The paper talked of the difference between encouraging volunteerism and

teaching social service to students which include the concept of 'learning'. It further draws examples from practices in 1st World countries like the USA, Canada, Japan, South Korea, and New Zealand on how they have institutionalised the spirit of community engagement. Lastly, the importance of this social education and its impact on the student in terms of learning soft skills like communication skills, problem-solving skills, empathy, and so on. It is agreed that hurdles will come, but nothing that can not be solved with strategic planning and implementation priorities.

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RESTRUCTURING OF CURRICULUM & PEDAGOGY IN SCHOOL

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ABSTRACT

Education is a powerful tool for economic, social development of the nation and a key for national prosperity and national welfare. Education has an important place in the future index of any nation. The new education policy of the 21st century has been announced in India. After a long wait of 34 years this policy has come in existence. The most important thing is that it will pave the way of transformative reforms in school curriculum and pedagogy.This research paper is an overview of the recommendations of policy for school education along with the major pedagogical changes proposed in the context of school education. The challenges of over-hauling of curriculum and pedagogy are also highlighted.

Keywords : New Education Policy, Curriculum & Pedagogy

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India is a very large country with a population of more than 135 crores. A large section of this population is the youth. The youth of a country is the future of that country, so it is important that the youth of that country get a good education right from their childhood, only then they will be able to make their future and the country bright. NEP-2020 has talked about to remove the lacunae of the existing education system and at the same time it has been argued that while changing to enhance the quality of education and to meet the needs of 21st century students, to promote innovation and research. Radical changes are required in the field of education to make India a Global Knowledge Power. This policy proposed to restructuring of school education. Objectives to bring drastic changes are; ***Curriculum & pedagogy are transformed by 2022 in order to minimize rote learning and encourage holistic development 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility and digital literacy.***

There has been a big change in the basic structure of school education. Our school system based on 10 + 2 has been shift to 5 + 3 + 3 + 4.Foundational Stage (Pre-Primary& Grades 1-2) 5 years of Early Childhood Care Education covering ages 3-8 in two parts 3 years of aganwadis/pre-primary school + 2 years for class 1& 2 with flexible, multilevel play and activity based learning. Next 3 years allotted for Preparatory Stage (Grades 3-5, covering

ages 8-11) focus would shift on activity and discovery based learning to develop proficiency in language and proficiency skills. Transition to structured learning. Middle Age will cover 6-8 Grades & 11-14 years of age group emphasis to lay a solid background for abstract subjects like sciences, mathematics, arts, social sciences and humanities with the help of experiential learning. Secondary stage will include 9-12 Grades covering 14-18 years of ages with multidisciplinary learning with greater flexibility and choices for preparation of livelihood. The goal of new education policy is to provide quality education to every child in the age group of 3-18 by 2030.Right to Education Act extended to all children between 3-18 years

All the stages are designed to optimize learning based on cognitive development, needs & interests of learners. This policy proposed reduction of curriculum, focus on core essentials and key concept and ideas to make a space for critical thinking, scientific temperament, problem-solving, art& aesthetics, creativity and innovativeness, logical-reasoning and analysis based learning outcomes. Close the gap in achievement of learning outcomes. Classroom transactions will shift, towards competency-based learning rather than rote learning. Engaging process of teaching & learning will help in cognitive development along with character building. Equipped 21st century skills among students and learning should be in a collaborative manner. In all stages, experiential learning will be adopted, including hands-on learning. *"The Policy recognizes the learning crisis in language and mathematics during the primary school years and its impact on attendance, retention and later learning*."Due to achieve this purpose a 'National Mission on Basic Literacy and Numerical Knowledge' will be established by the MHRD(now Education Ministry).

A cross-curricular pedagogical approach should develop for arts-integrated and sports-integrated education. Sports-integrated education can develop skills such as collaboration, self-direction, teamwork and citizenship etc. Training and awareness about basic health and safety. Identify and foster singular interests and talents. Established topic –centered and project-based clubs at school complex, blocks and district level along with a provision of centrally funded topic –based residential summer programs. Olympiads and competitions should conduct by all public and private universities along with premier institutions like IIT & NIT's. Merit based inclusion of gifted students those belong to disadvantaged groups.

Empower students through flexibility in course choices. ***''no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams''.*** Exposure of broader subject

choices according to the interest of students. Equal emphasis to all subjects- no hierarchy of subjects. Reduce curriculum load. *''States may took into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports and vocational subjects.''* Test core concept concepts skills and higher order skills. To cater the needs of digital educational set up, it's proposed to establish Virtual Lab by National Educational Technology Forum. This is to mention in this policy NCFSE 2020-21, will be undertaken by the NCERT will be construct a new comprehensive curriculum in the light of this policy.

NEP-2020 emphasis to make successful, innovative and productive global citizen with curricular-integration of core essential subject skills; key concepts, ideas and applications and introduction of contemporary subjects; Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED),etc. at relevant stages. Focus on more holistic inquiry-based, discovery-based, discussion-based and analysis-based learning. Space for creative, collaborative and exploratory activities for students along with critical thinking and scientific temperament. Integration of digital literacy in teaching and learning, focus to increase tech-based education, digital infrastructure, digital content, e- education and computational thinking. Schools will develop smart classrooms with technology and digital pedagogy in a phased manner. Enrichment of computer-based and online resources, development of online apps with quizzes, competitions, assessments according to the demand of time.

Vocational exposure at school level by introducing crafts skills from fun course and hands-on experience during 6-8 standard. A practice based curriculum of vocational exposure will be designed by NCERT by 2020-21 with the help of NCFSE. It is a mission 50% learners of up to 8^{th}standard will be benefited by 2025. Introduction of 10-day bag less internship from 6-12 standards with local experts like carpenter, gardener, potter etc. Development of online modules of vocational courses.

This policy emphasizes on new paradigm of assessment. It is a clear vision of this policy assessment should be continuous, formative and competency-based and test high-order skills such as analysis, critical thinking and conceptual clarity. Focus on 360- degree multidimensional report card that will be include self-assessment, peer assessment and teacher assessment along with cognitive, psycho-motor and affective domains. It will reflect the progress and uniqueness of learner and check the progress of student on the basis of

inquiry based learning. The format of the examination will be changed to 'assess the abilities' of the students and not their memory, pressures on numbers will be end. NEP proposes changes in the exam, at three levels examination will be conduct in school; grade 3, 5 & 8 and organized by appropriate authority. Board exam made easier and will be conduct at two occasion; one main and another for improvement for the convenience of students board exam will be conduct in two parts: objective and descriptive. Best of two attempts will provide more flexibility to students. A national level assessment centre **PARAKH** (Performance Assessment Review and Analysis of Knowledge for Holistic Development) to setting norms and standards formulation of guidelines for assessment and evaluation at all level. **NTA** (National Testing Agency) will work as an autonomous agency for high-quality common aptitude test for entrance, at least twice every year. **NCERT** will be train to teachers according to new model of assessment.

Language plays an important role in teaching-learning process. Under the constitutional provision NEP follows three language formula and exposure of multilingualism. Home language/mother tongue as medium of instruction up to primary level. It can be extended to class eight or even further. Foreign language will be studied at secondary level. No language will be imposed. Promote all regional languages of India. As an option Sanskrit will be offered at all levels from school to higher education. Space for other classical languages like Odia, Pali, Prakrit, Persian, Tamil and Telgu etc. To enrich global knowledge of students foreign languages like Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian at Secondary level. Language learning make interesting with the help of technology and development of online modules in all Indian languages. It's a proposal to incorporate fun project "The Languages of India" for 6-8 grades to introduce beauty of Indian languages.

NEP 2020 suggested that parallel Change in school books is required. National level core curricular textbooks with local content and flavor should be prepared by NCERT and SCERT's of all the states will be construct supplementary books for state flavor. Books should be designed according to suitable changes in curriculum and pedagogy. It's a need of an hour to develop innovative, accurate and low cost books in all Indian languages and regional languages with high quality translations. Demonstration of India's language, culture and traditions to promote national integration among youth of India. Availability of mathematics and science books in all regional languages. Reduce the weight of school bags and textbooks.

All curriculum and pedagogy rooted in the Indian context and influenced by enrich culture of great India. Introduction of ancient India to modern India and Indian contributions of knowledge. A clear sense of India's future aspirations with regard to education, health& environment. Focus on prevailing traditional Indian values like 'Satya'. 'Ahimsa', 'Tyag', 'Nistha' etc. along with the development of constitutional values such as; tolerance,, diversity, plurasim, righteous conduct, respect of elders etc..

It is a fact that there are many flaws in the current Indian education system and major changes are required, but implementation of the recommendations proposed in the current new education policy is not an easy task. The basic principles of the new education policy are good, but there is no clarity about how to follow them. It puts forward the needs of the future, but there is silence on how to take existing system in that direction. NEP emphasis on Early Childhood Care Education and proposed to start school education at 3 years end to 18 years, some educationist contradicted it and view that it's like a snatching of childhood and at present there is a lack of skilled teachers in the field of elementary education, so there are practical problems in the implementation of the system for elementary education. There has been talk of education of both Anganwadi and pre-primary children for young people. One child will be taught by Anganwadi Workers and the other will get education from trained teacher in school. In such a situation, how equality of educational opportunities could be maintain. Language seems to be a negative factor because if medium of instruction will be mother tongue of students some languages are not still scientifically sound and developed, it's a challenge to bring study material in these languages. It is alleged by the South Indian states that NEP is trying to enculturation with the 'Tri-Language' formula. This policy has not been explicitly spoken about bringing the right to education under the Education Act. Some points are not clear like funding and legal scope. Providing quality education to children is the responsibility of the government. Wherever there is a good education system all over the world, the government itself takes responsibility for it, but NEP has not been directly stressed to take this responsibility by government but it has been said to promote private institute. There is a provision to promote vocational courses, but these courses will be inadequate to get admission in universities. The policy talks about making board exams easier, while easy and difficult is not an issue, but it is to evaluate children's ability to understand, not to evaluate their learning ability. Today, the new education policy is completely unsuccessful in considering what new experiments are happening in the field of education in the world. Education of any country should be according to its needs and not

copying education policy of any other country, in this policy curriculum & pedagogical transformation in school education are driven from 'The National Curriculum' of United Kingdom. Goal of spending 6% of GDP in education, but in the recent 5 to 7 years we have seen that the amount spent by the government on education has decreased so, how this pilot project of restructuring of curriculum and pedagogy could be accomplish. These are some of the questions without knowing the answer of them recommendations of NEP-2020 couldn't be implemented. Now is the time Indian Education should free from political influence and move towards educational reforms.

This study is just an attempt to know how the condition of the schools will be after the drastic changes in curriculum and pedagogy in schools. There was a need to change the education policy to adopt global standards of education to ensure the global access to the Indian educational system. Changing the existing education system was needed to cater to the needs of a knowledge-based economy in the changing global scenario. A wave of hopes, dreams and aspirations has also arisen from this major change in the Indian education system by NEP-2020. Its aim is to make the structure of Indian education more dynamic, flexible and relevant. If these changes are implemented successfully, it can prove to be a strong foundation for the future of education in India. This policy has also brought hope for the development of a strong and relevant system of education. In order to bring the changes made in the curriculum on the ground plans, rules and laws should frame with the help of all stake holders.The Right to Education should be ensured, consider education as a mean of welfare rather than commodity. Regular and minute observation of ground reality if a change is needed, it should be welcomed with open heart. It will be possible only when the successful implementation of all the recommendations of this policy. There are some challenges for NEP-2020 but if these can overcome a competency based learning environment will be create for learners.

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सभी स्तरों पर एकीकृत व्यावसायिक शिक्षा

शाइस्ता यासमीन *

प्रस्तावना

शिक्षा मानव के जीवन का महत्वपूर्ण अंग है। बिना शिक्षा के मानव पशु सदृश्य होता है परंतु आज के समय में केवल शिक्षित होना ही शिक्षा का उद्देश्य मात्र नहीं है बल्कि शिक्षित होकर एक रोजगार प्राप्त करना शिक्षा के सभी उद्देश्यों में से पहला उद्देश्य बन गया है। वर्तमान समाज में अशिक्षा के साथ साथ बेरोजगारी भी एक गंभीर समस्या है जो कि तभी दूर की जा सकती है जब शिक्षा का स्वरूप इस प्रकार का हो कि व्यक्ति शिक्षित होने के दौरान कुछ ऐसा भी सीखे जो उसके जीविकोपार्जन में सहायक हो।

इसी बात को ध्यान में रखते हुए व्यावसायिक शिक्षा की अवधारणा प्रस्तुत की गई। व्यावसायिक शिक्षा का उद्देश्य छात्रों को किसी विशेष पेशे, व्यापार या व्यवसाय के लिए तैयार करना है। इन पाठ्यक्रमों को विशेष रूप से छात्रों को नौकरी देने के लिए तैयार किया जाता है क्योंकि भारत में स्नातकों के पास रोजगार का न होना एक बड़ी चिंता बन गई है। सभी धाराओं के केवल 25% स्नातकों को रोजगार योग्य कुशल माना जाता है जो युवकों को नौकरियों के लिए प्रशिक्षित करने के लिए उच्च गुणवत्ता वाली व्यावसायिक शिक्षा की आवश्यकता को दर्शाता है। व्यावसायिक शिक्षा नौकरी चाहने वाले वालों युवकों को रोजगार देने और भारत में कुशल पेशेवरों की आवश्यकता को पूरा करने में मदद करेगी। यह महत्वपूर्ण है कि युवाओं को पर्याप्त प्रशिक्षण और कौशल प्रदान किया जाए।

व्यावसायिक शिक्षा हेतु केंद्रीय माध्यमिक शिक्षा बोर्ड (CBSE) माध्यमिक स्तर और वरिष्ठ माध्यमिक स्तर पर विभिन्न व्यावसायिक पाठ्यक्रमों की पेशकश कर रहा है। इसके अतिरिक्त महात्मा गांधी जी ने भी अपने चिंतन और व्यवहार में नई राष्ट्रीय शिक्षा नीति और आत्मनिर्भर भारत के विकास के अंतर्गत व्यावसायिक शिक्षा को शामिल किया था। गांधी जी ने शिक्षा के 3 आयामों की बात की थी- हैंड, हेड एंड हार्ट, अर्थात बालक हाथ से काम करना सीखें, उनकी बौद्धिक क्षमताओं का विकास हो तथा बालक संवेदनशील बने। इस समिति में व्यावसायिक शिक्षा एवं कौशल विकास को महत्वपूर्ण स्थान दिया गया है। साथ ही बालक के व्यक्तित्व के समग्र विकास की बात को प्राथमिकता दी है और नैतिक मूल्य, संवैधानिक मूल्य आदि को शिक्षा में समावेशित करने का प्रावधान किया गया है। इस प्रकार गांधी जी के तीनों आग्रहों का इस नीति में भली-भांति समावेशन किया गया है।

इस तरह से व्यावसायिक शिक्षा को एकीकृत करना यह सुनिश्चित करेगा कि प्रत्येक बच्चा कम से कम एक व्यवसाय से जुड़े कौशलों को सीखें और अन्य व्यवसायों से इसी प्रकार परिचित हो। इस नीति का उद्देश्य व्यावसायिक शिक्षा से जुड़ी सामाजिक पदानुक्रम की स्थिति को दूर करना है और इसके लिए आवश्यक होगा कि समस्त शिक्षण संस्थान जैसे स्कूल, कॉलेज तथा विश्वविद्यालय चरणबद्ध तरीकों से व्यावसायिक शिक्षा के कार्यक्रमों को मुख्यधारा की शिक्षा में एकीकृत करें और इसकी

शुरुआत आरंभिक वर्षों में व्यावसायिक शिक्षा के अनुभव प्रदान करने से हो जो कि फिर सुचारू रूप से प्राथमिक, माध्यमिक, उच्च माध्यमिक कक्षाओं से होते हुए उच्चतर शिक्षा तक जाए।

शब्द कुंजी :- प्रशिक्षण, नागरिकता, राष्ट्रिय, आत्मनिर्भरता, महत्वपूर्ण पादयक्रम, क्रियान्वित

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परिचय :-

भारतीय शिक्षा का बीजारोपण सुदूर अतीत में आज से लगभग 4000 वर्ष पहले हुआ था। किंतु उसके सुसंबद्ध स्वरूप के दर्शन वैदिक काल के आरंभ में होते हैं। इस काल में शिक्षा पर ब्राह्मणों का आधिपत्य था। अतः कुछ लेखकों ने वैदिक कालीन शिक्षा को "ब्राह्मणीय शिक्षा" और कुछ ने "हिंदू शिक्षा" की संज्ञा दी है। प्राचीन भारत के मनीषी इस तथ्य से भली-भांति अवगत थे कि शिक्षा व्यक्ति के सर्वांगीण विकास, समाज की चतुर्मुखी उन्नति और सभ्यता की बहुमुखी प्रगति की आधारशिला है। अतः उन्होंने शिक्षा की ऐसी प्रशंसनीय प्रणाली का प्रतिपादन किया जिसने न केवल विशाल वैदिक साहित्य को सुरक्षित रखा बल्कि ज्ञान के विभिन्न क्षेत्रों में मौलिक विचारकों को भी जन्म दिया जिनसे भारत का भाल आज भी गौरवान्वित है। वैदिक साहित्य में शिक्षा का प्रयोग अनेक अर्थों में किया गया है, यथा-विद्या ज्ञान, बोध और विनय। आधुनिक शिक्षा शास्त्रियों के समान प्राचीन भारतीयों ने भी शिक्षा शब्द का प्रयोग "व्यापक" तथा "सीमित" दोनों अर्थों में किया है।

डॉ. एन. एस. अलतेकर के अनुसार व्यापक अर्थ में शिक्षा का तात्पर्य है- व्यक्ति को सभ्य और उन्नत बनाना। इस दृष्टि से शिक्षा आजीवन चलने वाली प्रक्रिया है। जबकि सीमित अर्थ में शिक्षा से अभिप्राय उस औपचारिक शिक्षा से है जो व्यक्ति को गृहस्थ आश्रम में प्रवेश करने से पूर्व छात्र के रूप में गुरु से प्राप्त होती है। शिक्षा एक ऐसी प्रक्रिया है जो मनुष्य की जन्मजात शक्तियों के स्वभाविक और सामंजस्यपूर्ण विकास में योगदान देती है। उसके व्यक्तित्व को पूर्ण विकासित करती है और उसे अपने वातावरण से सामंजस्य स्थापित करने में सहायता प्रदान करती है। उसे जीवन, नागरिकता के कर्तव्य और दायित्व के लिए तैयार करती है तथा उसके व्यवहार विचार दृष्टिकोण मैं ऐसा परिवर्तन करती है जो समाज, देश और विश्व के लिए हितकर होता है।

प्लेटो के अनुसार शिक्षा :-

"शिक्षा से मेरा तात्पर्य उस प्रशिक्षण से है जो बालकों के सद्गुण की मूल प्रवृत्ति के लिए उपयुक्त आदतों के निर्माण द्वारा प्रदान किया जाता है"।

अरस्तु के अनुसार शिक्षा :-

"स्वस्थ शरीर में स्वस्थ मस्तिष्क का सृजनही शिक्षा है"।
महात्मा गांधी के अनुसार शिक्षा :-

"शिक्षा से मेरा तात्पर्य उस प्रक्रिया से है जो बालक एवं मनुष्य के शरीर एवं आत्मा को सर्वोत्कृष्ट रूप में प्रस्फुटित करती है"।

रविंद्रनाथ टैगोर के अनुसार शिक्षा :-

"सर्वोच्च शिक्षा वह है जो हमें केवल सूचनाएं नहीं देती बल्कि हमारे जीवन और संपूर्ण सृष्टि में तादात्म्य स्थापित करती है"।

शिक्षा की उपरोक्त परिभाषाओं से स्पष्ट है कि यह सविचार प्रक्रिया है जिसके द्वारा व्यक्ति की आंतरिक शक्तियों का विकास किया जाता है। शिक्षा अपने विस्तृत अर्थ में बहुत व्यापक है, और विद्यालय अनुभव तक ही सीमित नहीं है। किंतु संकुचित अर्थ में शिक्षा सुनियोजित प्रक्रिया है रॉबर्ट यूलिच के अनुसार आधुनिक शिक्षा में 3 मुख्य परिवर्तन हुएहैं-

1. बाल केंद्रित शिक्षा पर बल
2. अनिवार्य नि:शुल्क एवं सार्वभौमिक शिक्षा पर बल
3. व्यावसायिक शिक्षा पर बल

व्यावसायिक शिक्षा और एकीकृत व्यावसायिक शिक्षा :-

व्यावसायिक शिक्षा दो शब्दों के संयोग से निर्मित है जिसमें पहला शब्द "व्यवसाय" तथा दूसरा शब्द "शिक्षा" है। "व्यवसाय" शब्द जीविकोपार्जन के लिए अपनाए जाने वाले कारोबार के अर्थ में है, तथा "शिक्षा" संबंधित व्यवसाय के प्रशिक्षण युक्त सीखने से है। इसका तात्पर्य है कि व्यावसायिक शिक्षा वह शिक्षा है जो व्यवसाय संचालन संबंधी जानकारी प्रदान करती है। व्यवसाय व तकनीक दो ऐसे शब्द हैं जो प्रत्यक्ष या अप्रत्यक्ष रूप से हम सभी के साथ जुड़े हैं। व्यवसाय से आशय वाणिज्य व उद्योग के संपूर्ण जटिल क्षेत्र, आधारभूत उद्योगों, प्राविधिक व निर्माण उद्योग तथा सहायक सेवाओं के बृहद-जाल वितरण, बैंकिंग आदि से है। तकनीकी शिक्षा, व्यवसायिक शिक्षा का ही अंग है। किसी भी समाज की अर्थव्यवस्था उसके व्यावसायिक विकास पर निर्भर करती है। व्यावसायिक शिक्षा व्यक्ति को किसी कार्य या व्यवसाय से संबंधित तकनीकी प्रशिक्षण प्रदान करती है ताकि वह उस व्यवसाय द्वारा अपनी जीविका को चला सके। व्यावसायिक शिक्षा कामगारों को दी जाने वाली शिक्षा या प्रशिक्षण है। इसकी उत्पत्ति कार्य प्रशिक्षण अथवा कार्य अभ्यास से मानी जाती है। इसी प्रकार की शिक्षा या प्रशिक्षण जिसमें कामदार भाग लेता है, उसे व्यवसायिक शिक्षा कहते हैं। व्यावसायिक शिक्षा का अर्थ

मानव कार्य की शिक्षा से भी हो सकता है अर्थात इसमें मनुष्य मस्तिष्क के बजाए हाथों से अधिक काम लेता है जैसे चमड़े का काम, लकड़ी का काम, धातु का काम, ड्राइंग आदि।

जॉन डी॰ बी॰ के अनुसार व्यावसायिक शिक्षा :-

"व्यवसाय परक शिक्षा व्यक्तियों को एक विशिष्ट कार्य के योग्य बनाती है जिससे वह अपनी विशिष्ट सेवाओं के द्वारा समाज में विशिष्ट क्षमता का प्रदर्शन करता है"।

सामाजिक विज्ञानों का विश्वकोश के अनुसार व्यावसायिक शिक्षा :-

"व्यापक रूप में व्यवसायिक शिक्षा के अंतर्गत उस सब प्रकार की शिक्षा को सम्मिलित किया जाता है जिसके द्वारा किसी भी व्यक्ति को जीविकोपार्जन के लिए प्रशिक्षण प्राप्त होता है"।

अमेरिकन व्यावसायिक संगठन के अनुसार व्यावसायिक शिक्षा :-

"व्यावसायिक शिक्षा ऐसी शिक्षा है जिसकी आवश्यकता कौशल विकास योग्यता समझ व्यवहार काम करने की आदत के लिए है और जिसके माध्यम से व्यक्ति अपने व्यवसाय में विकास करता है और जो उत्पादकता के आधार के लिए लाभकारी है"।

राधाकृष्णन आयोग (1998) के अनुसार व्यावसायिक शिक्षा :-

"व्यावसायिक शिक्षा वह प्रक्रिया है जिसमें स्त्री एवं पुरुष व्यावसायिक भावनाओं के साथ परिश्रम पूर्व और उत्तरदायी सेवा के लिए अपने को योग बनाते हैं"।

एकीकृत व्यावसायिक शिक्षा का आशय ऐसी शिक्षा से है जिसमे बालको को शिक्षा के शुरुआती स्तरों (प्राथमिक, माध्यमिक तथा उच्च माध्यमिक) से ही व्यवसाय परक शिक्षा की व्यवस्था की जाती है। अर्थात बालक किसी भी शिक्षा के स्तर मे इस व्यावसायिक शिक्षा को ग्रहण कर सकता है जिसका एक मात्र उद्देश्य यही होगा कि बालक जीविकोपार्जन हेतु कौशल सीख सके। एकीकृत व्यावसायिक शिक्षा के अंतर्गत सभी बालक चाहे वह विशेष हो या सामान्य, समान कक्षा में रहते हुए अपनी-अपनी रुचि के अनुसार अलग-अलग रोजगार परक शिक्षा ग्रहण कर सकते है। अतः एकीकृत व्यावसायिक शिक्षा और व्यावसायिक शिक्षा का एक ही स्पष्ट लक्ष्य देखा जा सकता है कि ये बालक के लिए ऐसी शिक्षा की व्यवस्था करती है कि जिससे वह अपनी जीविका को भली भांति चला सके, आत्मनिर्भर बन सके, परिवार का भरण-पोषण कर सके और अपने समाज तथा देश की उन्नति में भागीदार बन सके।

व्यावसायिक शिक्षा को बिना कौशल वाले कार्य से हटाकर बौद्धिक स्तर पर पहुंचाने की क्षमता को बढ़ाती है। कोई भी ऐसा कार्य जो व्यक्ति के स्वयं या समाज के लिए आवश्यक है, के लिए दी जाने बाली शिक्षा, व्यावसायिक शिक्षा है। यह एक विशिष्ट शिक्षा है जो सामान्य शिक्षा से भिन्न है। इस प्रकार व्यावसायिक शिक्षा व्यक्ति को किसी कार्य या व्यवसाय से संबंधित प्रशिक्षण प्रदान करती है ताकि वह व्यक्ति उस व्यवसाय द्वारा अपनी जीविका का उपार्जन कर सके। व्यवसायिक शिक्षा वह

शिक्षा है जो विद्यालयों को किसी व्यवसायिक पाठ्यक्रम के लिए तैयार करती है। यह रोजगार का एक ऐसा समुच्चय है जो किसी रोजगार के लिए विशेष रूप से आवश्यक है। कुछ विशेष प्रकार के रोजगारओं के लिए कुछ विशेष छोटे या बड़े स्वरूप की विशेष शिक्षा की आवश्यकता होती है। बुद्धिजीवियों के लिए जिनके लिए बौद्धिक क्षमताओं की आवश्यकता है- व्यावसायिक शिक्षा व्यवसाय के पूरे परिदृश्य को शामिल करती है। कार्य करते समय कम कौशल के कार्यों के लिए भी विशेष शिक्षा की आवश्यकता होती है। इसके अतिरिक्त इसकी आवश्यकता सामुदायिक महाविद्यालयों, तकनीकी संस्थानों, महाविद्यालय/विश्वविद्यालय स्तर पर उच्च स्तर की गुणवत्ता बनाएं रखने के लिए होती है।

सभी स्तरों पर एकीकृत व्यावसायिक शिक्षा:- नई शिक्षा नीति-2020 के तत्वाधान में (प्रकाश में)

नई शिक्षा नीति-2020 :-

नई शिक्षा नीति बुधवार 29 जुलाई को शुरू की गई थी। इससे पहले दोपहर में केंद्रीय कैबिनेट ने देश की वर्तमान शिक्षा प्रणाली को खत्म करने के उद्देश्य से इस नीति को मंजूरी दी। केंद्रीय सूचना और प्रसारण मंत्री प्रकाश जावेडकर और मानव संसाधन विकास मंत्री (HRD) रमेश पोखरियाल ने NEP-2020 पर घोषणा की। इससे पहले 1 मई को प्रधानमंत्री नरेंद्र मोदी ने NEP-2020 की समीक्षा की थी, जिसके लिए पूर्व भारतीय अंतरिक्ष अनुसंधान संगठन (ISRO) के प्रमुख के॰ कस्तूरीरंगन के नेतृत्व में विशेषज्ञों के एक पैनल द्वारा मसौदा तैयार किया गया। NEP-2020 का उद्देश्य भारत को एक वैश्विक ज्ञान महाशक्ति बनाना है। नया शैक्षणिक सत्र सितंबर-अक्टूबर में शुरू होगा। यह देरी अभूतपूर्व करोना वायरस बीमारी (कोविड-19) के प्रकोप के कारण है। NEP-2020 राष्ट्रीय शिक्षा नीति 21वी सदी की पहली शिक्षा नीति है, और इससे 34 वर्षीय पुरानी राष्ट्रीय शिक्षा नीति-1986 की जगह बदला गया है। इस नीति का उद्देश्य भारत को एक जीवंत ज्ञान समाज में परिवर्तित करना है जो स्कूल और कॉलेज का शिक्षा दोनों को 21वीं सदी के जरूरतों के अनुकूल अधिक समग्र, लचीला, बहु-विषयक बनाकर प्रत्येक छात्र की अदितीय क्षमताओं को सामने लाने का लक्ष्य रखता है।

नई शिक्षा नीति-2020 को यदि भविष्य के आत्मनिर्भर भारत की पीठिका कहा जाए तो इसमें कोई अतिशयोक्ति नहीं होगी। आत्मनिर्भरता की संकल्पना हमारे देश में कोई नई बात नहीं है, महात्मा गांधी ने भी इसे अपने चिंतन और व्यवहार में समावेशित किया था। आत्मनिर्भरता या स्वाबलंबन की संकल्पना गांधी जी के जीवन दृष्टि का सार तत्व है। वैश्विक स्तर पर उत्पन्न होने वाली महामारी कोविड-19 ने आत्मनिर्भरता का मतलब हमें भली-भांति समझा दिया है। अगर हम चाहते हैं कि हमारा देश आत्मनिर्भर बने तो हमारे देश में सभी लोगों को चाहे वह छात्र हो या युवक या गांववासी हो, सभी को आत्मनिर्भर बनना होगा। यह तभी संभव है जब शिक्षा का प्रसार हो और सभी स्तरों पर व्यावसायिक शिक्षा को बढ़ावा मिले। इस नई शिक्षा नीति को अगर सही तरीके से क्रियान्वित किया जाए तो युवक नौकरी के लिए लंबी कतार बनाए खड़े नहीं होंगे, बल्कि खुद इतने सक्षम होंगे कि नौकरी आसानी से प्राप्त करके अपने पैरों पर खड़े हो जाएं। गांधी जी की नई तालीम का आज का स्वरूप

राष्ट्रीय शिक्षा नीति है। इस नीति में सैद्धांतिक शिक्षा के साथ साथ छात्रों के लिए व्यवसाय शिक्षा, कौशल-विकास, स्वास्थ्य आदि का समावेश किया गया है। छात्रों को माध्यमिक स्तर से ही व्यावसायिक शिक्षा में इंटर्नशिप करने की बात जोड़ी गई है। स्वयं पर निर्भरता का आधार है- स्वदेशी। महात्मा गांधी ने स्वदेशी के संबंध में कहा है कि स्वदेशी की भावना का अर्थ है कि हमें दूर के को साधनों को छोड़कर अपने समीपवर्ती प्रदेश/क्षेत्र के साधनों का ही उपयोग और सेवा करना होता है। इसी प्रकार नई शिक्षा नीति में अनेक संस्थान पर स्थानीय भाषा तकनीक, कौशल, कला एवं कारीगरी आदि को प्राथमिकता देने की बात कही गई है। गांधी जी ने शिक्षा के महत्वपूर्ण तीन आयामों की बात कही थी- हैंड, हेड एंड हार्ट, अर्थात बालक हाथ से काम करना सीखें, उनकी बौद्धिक क्षमताओं का विकास हो तथा बालक संवेदनशील बने। इस नीति में व्यावसायिक शिक्षा और कौशल-विकास को महत्वपूर्ण स्थान दिया गया है। साथ ही बालक के व्यक्तित्व के समग्र विकास की बात को प्राथमिकता दी गई है और नैतिक मूल्यों, संवैधानिक मूल्य आदि के शिक्षा में समावेश करने का प्रावधान किया गया है। एक प्रकार से गांधी जी के तीनों आयामों का समावेशन इस नीति में भली-भांति किया गया है।

1. नई शिक्षा नीति में व्यावसायिक शिक्षा पर जोर दिया गया है। छठी कक्षा से ही व्यावसायिक शिक्षा की शुरुआत हो जाएगी। इस दौरान बच्चे इंटर्नशिप भी करेंगे ताकि स्कूल से निकलने से पहले वे कम से कम एक कौशल सीख सकें।

2. छोटी उम्र से ही वोकेशनल एक्स्पोज़र मिलने से बच्चे भविष्य के लिए बेहतर तरीके से तैयार होंगे।

3. व्यावसायिक शिक्षा सहित उच्चतर शिक्षा में सकल नामांकन अनुपात को 26.3 प्रतिशत (2018) से बढ़ाकर 50 प्रतिशत तक करना, नई राष्ट्रीय शिक्षा नीति का लक्ष्य है। व्यावसायिक शिक्षा को उच्च शिक्षा व्यवस्था का अंग बनाया जाएगा।

4. अब छठी कक्षा से ही व्यावसायिक शिक्षा पर जोर रहेगा। नई शिक्षा नीति में व्यावसायिक शिक्षा के पिछड़ेपन पर चिंता जताई गई है। शिक्षा के साथ व्यावसायिक शिक्षा को बढ़ावा दिया गया है, साथ ही यह भी कहा गया है कि कामकाजी दुनिया में हर किसी को काम देने के लिए व्यावसायिक शिक्षा पर जोर दिया जाना जरूरी है।

5. प्रस्तावित नीति के मसौदे में व्यावसायिक शिक्षा को स्कूलों में छठी से पढ़ाने की सिफारिश की गई है। इसके अलावा प्राथमिक, माध्यमिक और उच्च शिक्षा के बीच व्यावसायिक शिक्षा को एकीकृत करने का भी सुझाव दिया गया है।

6. ग्रामीण क्षेत्रों में प्रचलित पारंपरिक हुनर को भी व्यावसायिक शिक्षा में शामिल करने की सिफारिश राष्ट्रीय शिक्षा नीति के मसौदे में की गई है। सरकार ने ऐसे विशिष्ट महत्व वाले क्षेत्रों को पहचान कर छात्रों को उसमें प्रशिक्षित करने पर जोर दिया है। इससे प्राचीन ज्ञान, आने वाली पीढ़ियों तक पहुंच सकेगा। साथ ही सामाजिक सांस्कृतिक विरासत को सहेजने में मदद

मिलेगी। इसमें जल संरक्षण, शिल्पकार, औषधीय ज्ञान, कला आदि को शामिल करने का प्रस्ताव दिया गया है।

7. व्यावसायिक क्षमताओं का विकास और अकादमी या अन्य क्षमताओं का विकास साथ साथ होगा। अगले दशक में चरणबद्ध तरीके से सभी माध्यमिक स्कूलों के शैक्षणिक विषयों में व्यावसायिक शिक्षा को एकीकृत किया जाएगा। इसके लिए माध्यमिक विद्यालय, आई टी आई, पॉलिटेक्निक और स्थानीय उद्योगों के साथ संपर्क और सहयोग बढ़ाया जाएगा। उच्चतर शिक्षा संस्थान स्वयं ही या फिर उद्योगों और गैर-सरकारी संगठनों के बीच साझेदारी में व्यवसायिक शिक्षा प्रदान करेंगे।

8. व्यावसायिक पाठ्यक्रम अन्य सभी स्नातक डिग्री कार्यक्रम में कार्यक्रमों में नामांकित छात्रों के लिए उपलब्ध होंगे, जिसमें 4 वर्षीय बहू-विषयक स्नातक कार्यक्रम भी शामिल होगा। लोक विद्या अर्थात भारत में विकसित महत्वपूर्ण व्यवसाय ज्ञान से जुड़े विषयों को व्यावसायिक शिक्षा पाठ्यक्रमों में एकीकरण के माध्यम से छात्रों के लिए सुलभ बनाया जाएगा।

9. अगले दशक में व्यावसायिक शिक्षा को चरणबद्ध तरीके से सभी स्कूल और उच्चतर शिक्षा संस्थानों में एकीकृत किया जाएगा। व्यावसायिक शिक्षा के फोकस एरिया का चुनाव कौशल अंतर विश्लेषण (स्किल गैप एनालिसिस) और स्थानीय अवसरों के आधार पर किया जाएगा।

निष्कर्ष :-

व्यावसायिक शिक्षा एक ऐसी प्रणाली है जो छात्रों को विशिष्ट नौकरियों के लिए तैयार करती है जो मैनुअल या व्यावहारिक गतिविधियों पर आधारित होती हैं। एतिहासिक रूप से कई देशों में अमेरिका सहित हाई स्कूल के छात्रों को कुछ मुख्य विषय जैसे पढ़ना लिखना और अंक गणित के साथ साथ व्यावसायिक और नौकरी के लिए कौशल सिखाया गया था।

व्यावसायिक शिक्षा प्राप्त स्नातकों की एक महत्वपूर्ण आपूर्ति अपने ही देश में कर सकतें हैं जो काम के लिए तैयार हैं और सरकारों को अब उच्च वेतन पर विदेशी तकनीशियनों या श्रमिकों को आयात करने की आवश्यकता नहीं होगी। यह देश के लिए विदेशी निवेश और विदेशी मुद्रा को भी आकर्षित करेगा। और ये तभी संभव है जब स्कूल स्तर से ही बालकों को जरूरी व्यावसायिक शिक्षा का बंदोबस्त किया जाए।

इससे भी महत्वपूर्ण बात यह है कि व्यावसायिक शिक्षा की शुरूआत उन छात्रों के लिए एक ताज़ा विकल्प के रूप में होगी जो कॉलेज में भाग लेने के लिए इच्छुक नहीं होते और वे कुछ न कुछ रोजगार करके अपने परिवार के भरण पोषण में हाथ बटाना चाहते हैं।

वास्तव में तकनीशियनों, बिजली या प्लंबर जैसे कई व्यवसायों के लिए ज्यादा अकादमिक शिक्षण की जरूरत नहीं है अतः यदि मध्यमिक स्तर पर ही बालकों को ये प्रशिक्षण दे दिया जाता है तो वह अपना

जीविकोपार्जन आसानी से कर सकतें हैं तदुपरान्त वे अपने काम में कुशल होने के लिए उच्च शिक्षा भी प्राप्त कर सकतें हैं क्योकि अब वे कहीं न कहीं आत्मनिर्भर बन चूकें होते हैं जो कि अपनी पढ़ाई का वहन खुद भी कर सकतें है। जर्मनी एक ऐसा देश है जिसने प्रभावशाली रूप से इस व्यावसायिक अवधारणा को अपनाया है।

व्यावसायिक शिक्षा के महत्व को पहचानना और इसके लिए अभियान चलाना एक अलग बात है, लेकिन इससे पहले मौजूदा शिक्षा प्रणाली को एकीकृत करना महत्वपूर्ण बात है। एक दिलचस्प शिक्षा प्रणाली जो कि इंग्लैंड में प्रस्तावित की है जहां सरकार द्वारा अनावरण की गई योजनाओं के तहत 16 वर्ष की आयु के बाद छात्रों को शैक्षणिक या व्यावसायिक योग्यता के बीच चयन करना होता है। यह योजना उन प्रशिक्षुओं या व्यावसायिक प्रशिक्षण में जाने की इच्छा रखती है जो सामाजिक देखभाल या इंजीनियरिंग जैसे 15 व्यापक कौशल रास्तों में से एक का चयन करते हैं।

कुछ विद्वानो का कहना है कि व्यावसायिक शिक्षा वास्तव में कॉलेज स्तर पर शुरू की जानी चाहिए। व्यावसायिक शिक्षा के समर्थकों का तर्क है कि सभी विश्वविद्यालयी विषयों को एक निश्चित स्तर पर कुछ प्रशिक्षण की आवश्यकता होती है। यह भी तर्क दिया जाता है कि विज्ञान या प्रौद्योगिकी के क्षेत्र में आने वाले विषयों को किसी भी पृष्ठभूमि के ज्ञान की आवश्यकता नहीं है, और इन क्षेत्रों में विश्वविद्यालय के छात्रों के लिए शैक्षणिक प्रशिक्षण उपयोगी नहीं है।

हालाँकि ऐसा किया भी जाता है, व्यावसायिक शिक्षा पर अधिक जोर देने का आग्रह वास्तविक है। लेकिन अकादमिक शिक्षा को व्यावसायिक शिक्षा के साथ पूरी तरह बदलना मूर्खतापूर्ण होगा। यह महसूस किया जाना चाहिए कि उद्योगों और नौकरी के लिए कुशल युवा श्रमिकों की आवश्यकता है, अतः शिक्षा प्रणाली यह आपूर्ति प्रदान करने वाली होनी चाहिए।

संदर्भ सूची :-

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EARLY CHILDHOOD CARE AND EDUCATION AND SCHOOL EDUCATION: AN AMALGAMATION IN NEP 2020

Ritu Badiswal *

ABSTRACT

The NEP envisages creating synergies in the curriculum across Early Childhood Care and Education (ECCE) to school and the higher education segments. The NEP stresses on creating a national curricular and pedagogical framework, which is competency-based, inclusive, innovative and focuses on comprehensive development of children.

National Education Policy (NEP) 2020 aims at transforming the current education scenario with respect to school level education. The Early Childhood Care and Education will be integrated with school education. The major changes will be seen in the structure of Curriculum and pedagogy to be changed to 3 (foundational) + 5 (preparatory) + 3 (middle) + 4 (secondary). This paper analyses the dimensions of NEP 2020 with respect to Early Childhood Care and Education and School education and puts forth various opportunities areas emerging from new policy.

This paper will try to unfold the rationale behind this integration of ECCE with school education and impact of this integration on curriculum and expected changes in learning outcomes. The paper also aims at understanding and reflecting on the role of this integration in building of strong foundational skills right from early Childhood. Suggestions for better implementation of the amalgamation of ECCE with school education to achieve its objectives will be proposed.

Keywords : NEP, Early Childhood Care and Education, School education, Integration, Foundational skills.

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WHAT AND WHY OF ECCE.

Early Childhood Care and Education (ECCE) refers to a range of processes and mechanisms that sustain and support development during period between birth and 8 years of life. It encompasses education, physical, social and emotional care, intellectual stimulation, healthcare and nutrition. This period from birth to eight years is a time of remarkable growth

with brain development at its peak. Children are highly influenced by the environment and the people that surround them in this stage of development. Thus, ECCE is more than just preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.

Quality Early Childhood Care and Education has the power to transform children's lives. It can contribute to greater efficiency in education and healthy systems and a better skilled workforce. Attention to early childhood can also help build more equal and inclusive societies by providing excluded and disadvantaged children with a strong foundation in lifelong learning, and throughout their lives.

In this way ECCE is one of the best investments a country can make to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programmes. For disadvantaged children, ECCE plays an important role in compensating for the disadvantages in the family and combating educational Inequalities. (UNESCO)

UNESCO's approach is reinforced in the Education 2030 agenda and in particular in target 4.2 of Sustainable development Goal 4 which aims to 'By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education'. The inclusion of ECCE in Sustainable development Goal 4 (SDG 4) recognizes the untapped potential of quality Early Childhood Care and Education for individuals and societies. The International Symposium "Early Childhood Care and Education: Cradle for Social Cohesion" (2018) reflects UNESCO's commitment to expand and improve ECCE globally. It builds on the momentum set by the international community for ECCE and increases countries' awareness about the role of quality ECCE in fostering social cohesion.

This central agency of World has been reminding the International community that half of the countries in the world did not have ECCE policies. Progress has been made on pre-school enrolment in many countries but ECCE is still needed to be made central to the Education systems and realize its tremendous social benefits. Early Childhood is the time when promoting gender equality and a culture of peace makes a true difference, as the pace of brain

development is at its peak. When children are exposed to values and attitudes that support gender equality and peace at an early age, they are likely to hold them in later stages in life.

"By the time poor children in many countries reach school age, they are at a significant disadvantage in cognitive and social ability" (The World Bank, 2005). This early childhood stage is also important as a foundation for inculcation of social and personal habits and values, which are known to last a lifetime. It follows logically that these years are crucial for investing in to ensure an enabling environment for every child and thereby a sound foundation for life. This is not only the right of every child, but will also impact in the long term, on the quality of human capital available to a country, like India, whose main asset in the years to come will be its 'youth power'(Kaul and Sankar, NUEPA, 2009).

In the Indian context, there is ample evidence to show that ECCE contributes to the successful completion of primary education. A longitudinal study on four cohorts of 31,483 children across eight states demonstrated that children with ECE experience had 15-20 percent greater probability of continuing in primary school, and not dropping out (NCERT, 1993). In another evaluation of the ECE scheme in nine backward states, children with ECE exposure scored better on various school readiness parameters, such as writing readiness, sound discrimination, pairing of objects, classification etc (UNESCO, 2006).

Findings of some macro level commissioned studies conducted across the country to evaluate the ICDS and National Creche Fund and Creche Services for Children (NCAER, 2001; NIPCCD, 2004, 1995; NCERT, 2003) also concluded that ECCE, across different programs, is perceived by all stakeholders to have benefited not only the younger children themselves, but also the older siblings, particularly girls, who are freed from sibling care responsibility and enabled to join regular schools, if the timings and location are synchronized.

EARLY CHILDHOOD CARE AND EDUCATION AND POLICY FRAMEWORK IN INDIA

A National Education Policy or NEP is a comprehensive framework to guide the development of education in the country. A new policy usually comes along every few decades. The latest policy NEP 2020 is India's third. It replaces the 1986 NEP, which was in place for 34 years. The first came in 1968 and the second in 1986, under Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister (indianexpress.com).

India has the distinction of having conceptualized and floated perhaps the world's largest program for children, modelled on the definition of Early Childhood Development (ECD) as early as in 1975. Known as the Integrated Child Development Services (ICDS), this programme targets children, pregnant and lactating mothers and adolescent girls from a lifecycle perspective. Non formal preschool education has been one of its six components, in addition to health and nutrition. The nomenclature, Early Childhood Care and Education (ECCE) found its due place in the policy framework in India later in 1986 when an exclusive chapter of the National policy on Education was devoted to it. ECCE was defined, in the ways similar to ECD , as an integrated and holistic concept of care and education of children between 0-6 years from socially disadvantaged groups. This provision was seen as facilitating to lay the child's foundation for life and also a support service for girls and working mothers.

The policy emphasized the joyful nature of ECCE, especially for the 3-6 years olds, and discouraged any formal instruction of 3R's at this early stage of education. In practice, however, ECCE programs for children have assumed various nomenclatures and definitions, depending on the priority a particular program serves. These include Early Childhood Education (ECE)/ preschool education programs which are focused only on preschool education for 3-6 years olds (e.g. pre- nurseries, nurseries, kinder garetens, preparatory schools, pre primary etc). These do not have any health or nutrition component, are 'stand-alones' or part of primary schools and generally in the non-governmental or private sector (Kaul and Sankar, NUEPA, 2009).

The equity focus emerges from the fact that, on the one hand, children from the affluent families are all availing some or the other kind of ECCE facility, starting as early as two years of age. This is largely an outcome of a rapid expansion of private facilities, particularly in the urban sector. On the other, children from the lower socio-economic strata, whose need is perhaps greater due to impoverished home environments, do not have easy access to good quality programs, since ECCE is not a priority in the public sector. The argument given is that with the limitation of public resources, priority has to be given to primary education. The field reality often is that the absence of ECCE centres leads to younger children "crowding into" primary schools and affecting the classroom quality in terms of both space and teacher-pupil ratio and increasing drop-out and repetition rates in primary schools. Also, expanding primary education without providing adequate early childhood education centres also leads to children coming into schools without attaining adequate school readiness. To address this

issue the system needs to later invest in 'corrective remedial measures' which is not exactly cost effective. One can go by the simple logic of 'a stitch in time saves nine' !!

Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

Currently, with a lack of universal access to ECCE, a large proportion of children already fall behind within the first few weeks of Grade 1. Thus to ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade 1 students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes and numbers and involving collaborations with peers and parents, will be developed by NCERT and SCERTs.

In most of the ECCE centres, there is high teacher student ratio, lack of appropriate TLM and predominance of formal teaching of 3Rs and rote memorization and lack of developmentally appropriate school readiness activities (c.f. Chandra, Gulati and Sharma; 2017)

The lack of budgets for ECCE are clearly refelected in the condensed forms in which pre-school education is implemented in Anganwadis, despite a holistic curriculum that seeks to cater to all aspects of development of the child. Studies have shown a lack of pre-school material, toys and limited activities undertaken within the centres owing to these shortages (CBPS-UNISEF, 2017; NIPCCD, 2006; c.f. Research Studies on ECCE, Save the Children 2018)

ECCE IN NATIONAL EDUCATION POLICY 2020

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

NEP 2020 lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities 'of literacy and numeracy and 'higher-order'

cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. (NEP 2020, education.gov.in)

The National Education Policy, 2020, is revolutionary in every sense. While the policy focuses on multiple aspects, including the need for early childhood care, inclusive education and revamping of the current curriculum, an inherent thread that runs through the policy is the interplay of education and technology. Over the last decade, India has transformed itself into an 'information intensive society' and there is a growing requirement to embrace the usage of technology in the field of education. In this regard, the policy notes that one of the central principles steering the education system will be the 'extensive use of technology in teaching and learning, removing language barriers, increasing access.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

The new National Educational Policy comes with major structural changes within the current educational system. This policy proposed sweeping changes in school and higher education. In this paper we will be focussing on the changes recommended for School education; specifically Early Childhood Care and education. This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 years. Currently children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being. This new structure divides the existing structure as per the cognitive developmental stages of a child.

A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year- olds and a sub-framework for 3-8 year- olds, aligned with the latest research on ECCE, and National and International best practices. In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs and more will also be suitably incorporated. The framework will serve as a guide both for parents and for early childhood care and education institutions.

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 6 years co-located with existing primary schools; and (d) stand-alone pre-schools- all of which would recruit workers/teachers especially trained in the curriculum and pedagogy of ECCE.

Anganwadi Centres will be strengthened with high quality infrastructure, play equipment, well trained Anganwadi workers/teachers. The building should be well- ventilated, well-designed, child- friendly and well constructed with enriched learning environment. Anganwadis shall be fully integrated into school complexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/ school programs and vice versa.

Every child will move to a "preparatory class" or " Balvatika" (that is before class 1) with an ECCE qualified teacher; prior to age 5. Here the focus will be on developing cognitive, affective and psychomotor abilities and early literacy and numeracy. The preparatory stage will comprise three years of education building on the play, discovery and activity-based pedagogical and curricular style of the foundational stage, and will also begin to incorporate some light textbooks as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education art, languages, science and mathematics. The **mid-day meal** programme shall also be extended to the Preparatory classes in primary schools. Health check-ups and growth monitoring that are available in the Anganwadi system shall be made available to preparatory Class students of Anganwadi as well as of primary schools. ECCE will be introduced in Ashramshalas in tribal-dominated area and all formats of alternative schooling.

As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crores. It will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further studentsfrom dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and learning how to learn- and away from the culture of rote learning as is largely present today. The aim comprises cognitive development but more importantly building character and creating holistic and well- rounded

individuals equipped with the key 21st century skills. Curriculum frameworks and transaction mechanisms will be developed for ensuring the required skills and values are imbibed through engaging processes of teaching and learning.

ROLES AND RESPONSIBILITIES OF TEACHERS

Current Anganwadi teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy and numeracy and other relevant aspects of ECCE. Training will be mentored by the Cluster Resource centres of the School Education Department. Necessary facilities will be created for Continuous Professional Development of Teachers as well as Educators.

Teachers vacancies will be filled in time bound manner especially in disadvantaged areas, areas with high teacher-pupil ratio and areas with high rates of illiteracy. A teacher pupil ratio of 1:30 will be ensured at school level. Areas having large number of socio-economically disadvantaged students will aim for a PTR of under 25:1. Teacher Education and the Early grade curriculum will be redesigned to to have a renewed emphasis on foundational literacy and numeracy.

Due to the scale of current learning crises, all viable methods will be explored to support teachers in the mission of attaining universal foundational literacy and numeracy training. Peer tutoring can be taken up as as a voluntary and joyful activity for fellow students under the supervision of trained teachers and by taking due care of safety aspects.

Once infrastructure and participation of students are put in place, ensuring quality will be the key in retention of students, so that they (particularly girls and students from other socio-economically disadvantaged groups) do not loose interest in attending school. Teachers with knowledge of local languages will be deployed to areas with high dropout rates as well as overhauling the curriculum to make it more engaging and useful.

SHORTFALLS OF NEP 2020 - The good intention and visionary aspects of NEP with respect to ECCE are commendable but one can not ignore the language barrier which might be created for early learners. Policy advocates the mother tongue for instruction in

foundational years of learning which is a good approach but not teaching English language at all will result into creation of an atmosphere of discomfort later when students will be introduced to the subject after approximately seven years. This will also further the differences in sections of society. While the students in government ECCE centres will be taught in their respective regional languages, their counterparts in private ECCE centres will be introduced to English from early years. When these learners will enter the next educational stage (Middle stage) where they will be introduced with new curriculum and text books (also in English language) the students with regional language experience in foundational years might not perform at par with their counterparts who had English language exposure in foundational years.

It can also be argued, that policy talks about the cumulative brain development of the child which occurs prior to age 6. Further it is scientifically proven that child can learn more than one language at this stage. Then English language exposure (listening and speaking skills) should have been recommended by the policy.

Further the success of the recommendations of the policy solely depends on its implementation. It is definitely better than earlier policies on paper. The provisions should be justified on ground level with proper channelization of resources and adequate management.

CONCLUSION

Research around the globe has demonstrated both short and long term benefits of good quality ECCE programs on children's development, particularly in poverty contexts, as they compensate for the deprivations children may experience at home. If well implemented, ECCE programs can provide children a head start and enhance their chances for an improved quality of life. Some well designed longitudinal studies from developed countries have demonstrated that ECCE programs typically contribute to improvements in children's health, cognitive ability, academic performance and school retention. Long term benefits could be "higher incomes, higher incidence of home ownership, lower rates of incarceration and arrest". (The world Bank, 2005 c.f. NUEPA 2009)

Early Childhood years are also called Foundational years of learning. Currently, children in the age group of 3-6 years are not covered in the 10+2 structure. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education from age 3 is included. This aimed at promoting better overall learning development, and well being. Over 85% of a

child's cumulative brain development occurs prior to the age of 6. It is important to have appropriate care and stimulation of the brain in the early years to ensure healthy brain development and growth. ECCE ideally consists of flexible, multifaceted, multi-level, play-based, activity based and inquiry- based learning. ECCE comprises alphabet, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem solving, drawing, painting and other visual art, craft drama and puppetry, music and movement. It includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork and cooperation. ECCE shall be covered through a system of early childhood education institutions consisting of—standalone Anganwadis, Anganwadis co-located with primary schools, Pre- primary schools co-located with existing primary schools, stand-alone pre-schools. All such schools would recruit teachers specially trained in the curriculum and pedagogy of ECCE. Anganwadis will be strengthened with high-quality infrastructure, equipments and well trained teachers alongwith well ventilated, well- designed, child- friendly building with an enriched learning environment.

Current Anganwadi teachers will be trained through a systematic effort in accordance with the pedagogical framework developed by NCERT. The responsibility for ECCE curriculum and pedagogy will lie with MHRD to ensure its continuity from pre- primary school through primary school.

Before age 5, every child will move to a "Preparatory Class" (Balvatika) which has an ECCE- qualified teacher. The learning in the Preparatory Class shall be based primarily on play- based learning with a focus on developing cognitive, affective, psychomotor abilities and early literacy and numeracy. Also, children are unable to learn optimally when they are undernourished or unwell. The nutrition and health of children will be addressed through healthy meals. All school children shall undergo regular health check-ups for 100% immunization in school.

The overall aim of ECCE will be to attain optimal outcomes in the domains of- physical and motor development, cognitive development, socio-emotional-ethical development, cultural/ artistic development and the development of communication and early language, literacy and numeracy.

It is suggested that policy should have suggested sufficient exposure to English language along with regional languages during foundational years of learning so that the students do

not find the language (English) alien when they enter the next stage of learning in school that is middle stage. Also this would reduce the possibility of low achievement levels or falling behind their counterparts who have attended private ECCE centres; in middle stage of learning just because of handling altogether new language.

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USE OF TECHNOLOGY IN TEACHING AND LEARNING, INCREASING ACCESS AS WELL AS EDUCATIONAL PLANNING AND MANAGEMENT

Zara Shareef *

"Technology makes *good teaching better"*

ABSTRACT

Technology in education is integrated at all levels of education i.e. teacher preparation, teaching-learning, access to disadvantaged groups as well as planning and administration.

The online and digital education promises to create a strong, healthy and well coordinated digital infrastructure in the education sector which will in turn leads to uninterrupted learning even during the most abnormal situations like covid-19. Online and digital education ensures equitable use of technology. The recent rise in epidemic and pandemic 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 National Policy on Education 2020 recognises the importance of supporting the advantages of technology while acknowledging its potential risks and dangers. The benefits of online/digital education can be reaped to the maximum in this context.

The present paper aims to focus on the proposed reforms for online learning, inherent strengths of e-learning, opportunities on the horizon; the dire need of e-learning at all levels of education. The paper also sheds light on the facilities provided by the Government of India for e-learning platforms amidst the novel pandemic. E-learning platforms have emerged as one of the best measures to help students continue their studies during the most catastrophic situation like covid-19. The e-learning platforms that Ministry of Education has launched for the educators and students till the institutions are closed: SHAGUN online junction, SWAYAM PRABHA, National Digital Library of India, SWAYAM e- Pathshala, DIKSHA, National Repository of Open Educational Resources (NROER), National Academic Depository(NAD), Virtual Labs etc.

Keywords: Education, Technology, Digital, Online, Learning, Policy

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INTRODUCTION

The National Policy on Education 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of this country. The policy lays particular emphasis on the development of the creative potential of each individual in all its richness and complexity. Over the last few years digital education in India is evolving at a faster pace. The National Policy on Education 2020 has focussed its attention on the use and integration of technology for developing academic and professional competency. It is putting more efforts to empower individuals with more IT skills through online/digital education. The policy aims on providing high-quality education to all, thus helping to emerge India as a Global Knowledge superpower.

Digital learning ensures more participation from students as the present generation are well versed with technological gadgets (laptops, I-pads, smart phones, etc.). Digital education is a winning situation for all, on one hand schools and Higher Education Institutions find the rapid rise in enrolments and added revenue because of digital learning, on the other hand students view this as a flexible and alternate option allowing them to study as per their convenient time and pace. The infotainment involved in digital education makes it more practical, applicable and relatable to our life and surroundings in an interesting way. Thus Digital Learning is replacing traditional learning day by day.

The NEP 2020 has also given priority to increase access for disadvantaged groups of the society by developing Divyang friendly education software.

WHAT IS DIGITAL EDUCATION

Digital education is defined as the innovative use of digital tools and technologies during teaching and learning and is often referred to as Technology Enhanced Learning (TEL) or electronic-learning. E- Learning is Internet- enabled learning. It is learner centred, more interactive with new opportunities. It is not only allowing students to access more and more information but also ensuring that the information in question is specially made and suited to their personal needs. In all this virtual exchange of information E-mail has become a focal educational exchange medium. Online education is electronically supported learning that relies on the internet for student/ teacher interaction and distribution of study materials. It’s a real time opportunity for the teachers as well as students.

Digital Learning resources

Digital Learning resources is a term used to refer to materials consist of digitally formatted resources that includes graphics, images, audio/video simulation, animations, prepared or programmed learning modules.

With online education, students can turn anywhere with internet access and electricity into a classroom. It can include audio, video, text, animations, virtual training environment and live chats with much more flexibility than a traditional classroom.

There are various components of Digital Education like

-sense of community
-probing questions
-interesting digital content
-assessment for learning
-multiple teaching tools
-design for differentiation and accessibility
-supportive classroom environment
-engaging instructional strategies

IMPORTANCE OF DIGITAL EDUCATION AND ONLINE LEARNING

The future of online and digital learning is exciting and opens education for a significant number of people. Digital Education helps in tackling all language barriers. Now digital learning material can digitally be made available in regional languages as well. Through e-learning and m- learning platforms promoted by the government for students, teachers and educators can get access to the vast pool of knowledge content anytime and anywhere.

There are various positive impacts of technology on Education like easy access to information, easy retention, more storage, better presentation, and increase in interaction and interest in learning and so on.

The belief of policy makers and educators that digital learning will replace the printed textbooks has proved to be true in the contemporary Indian context at all levels of education from school to higher education during the pandemic. Digital Education makes the students smarter. It promotes self- directed learning. The students are capable of analysing what they require to learn, to search and use online resources. Digital Learning enlarges their

efficiency and productivity. All the knowledge seekers are turning to digital learning materials at their comfort zones with just a click of a button.

Policy makers , school leaders, educators are focusing more and more on the benefits of digital literacy skills in schools and colleges because today's students are looking to the internet as a key source of information. Those who are digitally well versed know how to 'google it'!

It is truly appreciating that millions of online courses by the best educators are available free or at low cost. It also decreases paper and photocopying cost. Hence technology can be seen as an investment for productive learning.

The integration of digital technology in India has helped to transform and create opportunities for all. As a result Government of India has launched a campaign 'Digital India' to ensure that all the services are made available to citizens electronically by improved online infrastructure and by enhancing internet connectivity or making the country digitally empowered in the field of technology. Some of the major facilities provided through this campaign are Bharat net, digital locker, e-education, e-health, e-sign, e-shopping and scholarship portal. An interesting fact about online education in India is that the number of users enrolled for various online learning courses is estimated to be about 9.6 million by the year 2021.

Digital Learning Strategy include any of the following like

- Blended learning
- E-textbooks
- Mobile learning e.g. mobile phones, laptops, computer, i-pad
- Personalised learning
- Open Educational Resources (OERs)
- Technology- enhanced teaching and learning
- Virtual reality
- Augmented reality
- Text/ Video/ audio
- AI, Block Chain, Data Driven
- Live Streaming
- 24x7 DTH Channels
- Online assessments

Digital Learning tools and resources

There are various tools and online resources that can be used to create and enhance a digital learning environment. Following are the resources and tools that 21st century teachers are using for Digital Learning:

- Google+
- You tube channels
- Itunes
- Google Drive
- Video conferencing software like Zoom, Microsoft Teams, Cisco, Webex etc.

E-Education: Need of both School and Higher Education: Technology in education is a journey and not a destination. In the current pandemic circumstances with virtual learning replacing the in-person learning experience, students and teachers have been impelled to re-imagine conventional learning and teaching techniques. Introduction of policy at such a critical phase is significant, as it details the vision of education for future generation and will be an ideal tool towards building a self- reliant India.

Education and Technology will continue to play a symbiotic role in improving existing educational processes and outcomes. New technology like Artificial Intelligence, machine learning, smart boards, handheld computing devices, adaptive computer testing for student's development, applications and other forms of educational software and hardware will not just change what students learn but how they learn.

SOME OF THE BENEFITS OF DIGITAL EDUCATION

Use of High-Tech Network and Multimedia

The digital education sector has emerged as a fast developing field. It has been observed that there is a great transformation in teaching and learning methods, styles and content across many schools in India. This is the result of use of technology in education.

Video Based Learning is Stepping up in India

Video based learning makes education engaging, entertaining and exploring. Digital classrooms are more student friendly, student operated and information packed.

Easy Access to Online Courses

India is one of the largest markets for Massive Open Online Courses (MOOCs) in the world after USA. MOOCs create and give opportunities to avail high quality learning with the help of good internet connectivity at anytime and anywhere.

Flipped Classrooms

There is a growing trend of Digital and flipped classrooms. In online education all the study material are shared beforehand. Students can clarify their doubts during the online class or offline mode as well. Technology is leading to a revolution in the way we learn. It is helping to solve the problems of quality of education and learning ability of the students.

Reachability

Teachers can now reach each and every student through digital screens, enabling each child to get the same base content. Student's engagement is maximum as it combines various instructional styles. Even shy and introverts are able to participate and respond actively. Moreover students will also get exposure to world class education, something that was not available in 'chalk and talk method'.

Acknowledgement of Online Degrees:

Online degrees are accepted by companies in India as long as it is accredited and approved by Distance Education Council of India.

No Geographical Boundaries

With the introduction of online and digital educational programme the geographical boundary has been dissolved.

As per the policy online and digital education is blended with experimental and activity based learning. The draft of the policy had said that online question banks of higher order questions will be made available to teachers and students for this purpose. "Since assessment will be formative and will test primarily higher order skills and applications of essential concepts, open book examinations are to be used. Once inter- connected smart phones or tablets are in the hands of all students, online apps with quiz, competitions, assessment enrich materials and online communities for school interests will be developed and will work to enhance the initiatives" it said.

National Policy on Education 2020 and Digital Education Aims to:

- Bridge the language barrier between teachers and students
- Create digital libraries
- Ensure greater access to education
- Coding to be introduced in school curriculum as an important skill that students must be proficient with.
- Technology in facilitating teacher education and encourages the utilisation of technological platforms for online teacher training.
- Create the Academic bank of credit to digitally store credits earned from higher education Institutions to facilitate the grant of degrees based on credits earned over a period of time.
- Focus on utilizing technology to ensure efficiency and transparency of regulatory bodies such as the state school standard authority, The Higher Education Commission of India as well as its four verticals i.e. National Higher Education Regulatory Council, National Assessment and Accreditation Council, Higher education Grants Council and General Education Council.
- Widespread use of Artificial Intelligence.
- Blended models of learning
- Training and incentives for teacher
- Laying down standards

New Circumstances Require New Initiatives, thus NEP 2020 Suggests:

- Use of technology in educational planning, teaching- learning process training and professional development, holistic assessment of students, administration and management, regulation for transparency and accountability.
- The policy also stresses on ensuring equitable use of technology to acquire equity.
- Increasing access for disadvantaged groups
- Develop DIVYANG friendly educational soft wares
- Prepare e content in regional languages
- Virtual labs for hands on learning
- Upgrade DIKSHA and SWAYAM portal
- Digitally equipping schools, teachers, students
- Using students data to create a holistic picture of students to improve learning

The new policy has opened up opportunities for all the educational institutions to engage in the developmental sector. This has widened the scope of imparting knowledge as well as skill based courses. To succeed in its objectives it is important to encourage Digital India Campaign on a very large Scale. Though the journey towards educational equity is long but a necessary one.

The Ministry of Education, Government of India has put its best efforts for the students to carry on with their studies using digital learning platforms. The digital learning platforms help the students not only get full access to the study material but also allow them to engage in online classes and interact with the teachers just like physical classroom setting.

Teaching is mostly based on virtual classrooms, the use of ICT forms the major component of e-learning. It consists of delivery of learning and training through digital resources. It is facilitated through electronic devices such as computer, tablets and cellular phones that are connected to the internet. A flexible educational system is created with the help of e-learning platforms.

PROGRAMME DEVELOPED UNDER DIGITAL INDIA PROGRAMME IN LIEU WITH NPE 2020:

NETF- National Education Technology Forum

The NPE 2020 suggest the formation of NETF which is expected to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning and administration.

"Through the technology forum, new technologies like Artificial Intelligence, Block Chain, Machine Learning, Smart Boards, Computing devices, adoptive computer testing for students development and other forms of software and hardware will be integrated at all levels of education to improve educational access for disadvantaged groups and streamline educational planning, administration and management" , as mentioned in the policy .

DIKSHA- Digital Infrastructure for Knowledge Sharing

This application is launched by Ministry of Education with an aim to equip teachers from class 1st to 12th into the world of e-learning. The web portal ensures smooth and hassle free interaction between students and teachers. It is available in many languages for the convenience of the user. DIKSHA portal is easily downloadable for the android and iOs

users. The app is laden with engaging study material (text summary, videos, PPTs, question banks etc.) as per the prescribed curriculum. The aim of CBSE, NCERT, State or Union Territories is to ensure that the students do not miss out on learning in case they miss out any physical classroom learning.

SWAYAM – Study Webs of Active Learning for Young and Aspiring Minds

It is as online learning platform, an initiative under 'Digital India' campaign undertaken by Government of India. It has a repository of 1900 courses, which are being used by subscribers from over 60 countries including India, USA, Canada, UK, Germany, Australia, Nepal and Singapore. The high quality educational programmes are available across 32 DTH Channels 24 x 7, on curriculum based course content. The platform has been designed to impart quality education to school students, under graduate as well as post graduate students.

SHAGUN- It is a school education portal to integrate over 2-3 lakh educational websites in the country. It is launched by Ministry of Education to improve school education system. Through this portal parents and general public will get comprehensive information about the school next door and also have the option of giving feedback to the authorities on any critical issue, hence, enhancing credibility and accountability. The Central and State level policy makers will have access to all necessary information. All this in turn will help in achieving the vision of an accessible, inclusive and quality education system.

ODB- Operation Digital Board

It is launched by Ministry of Education to make the learning as well as the teaching process interactive and popularized flip learning as a pedagogical approach. The digital boards are planted in government and government aided schools to facilitate blended learning. Nearly 1.5 lakh secondary/ senior Secondary schools will be covered under the scheme in collaboration with State and UTs. ODB aims at creating a digital classroom in addition to availability of e- resources. That would supplement provisioning o personalized adaptive learning as well as intelligent tutoring by exploiting emerging technologies.

NROER- National Repository of Open Educational Resources

It is launched by Ministry of Education in lieu with the Department of School Education and literacy, Ministry of Education Government of India. Its main aim is to 'reach the unreach'. NROER consists of large number of educational resources in many subjects and in different

Indian languages for primary, secondary and senior secondary classes. Resources are available in different formats like video, audio, documents. PPTs, interactive etc.

e- PATHSHALA

This application is easily available on Google. It is initiative by Ministry of Education under its national Mission On Education through Information and Communication Technology, executed by UGC. The content and its quality are the key components of education system, high quality curriculum- based interactive e- content in 70 subjects across all disciplines of Social Science, Arts, Fine Arts and Humanities, Natural and mathematics. The app supports flip book format to provide a more realistic experience.

NDLI- National Digital Library of India

It is an online library launched by MHRD and it is maintained by IIT Kharagpur. The main objective of National Digital Library of India is to collect and collate meta data and provide full text index from several national and international digital libraries as well as other relevant sources. It provides free of cost enrolling into online library, and easy access to books, articles, videos, audio books, lectures, simulations, fiction and other related learning media.

NAD- National Academic Depository

An initiative by MHRD, NAD works like a digi bank. It facilitates digital issuance, storage, access and verification of Academic Awards issued by academic institutions. It allows the logging of academic awards and also ensures the authenticity, integrity and confidentiality of the database. At present only academic institutions are authorized to upload certificates to NAD. It helps to save the time and cost involved in an audit.

NEAT – National Educational Alliance for Technology

An autonomous body, The National Educational Alliance for Technology will be created to provide a platform for use of technology to enhance learning, assessment, planning, administration and so on both for school and higher education. It will serve the following:

- Provides best educational technology to the students using a portal.
- Build intellectual and institutional capacities in educational technology.
- Provide independent evidence based advice to central and state government agencies on technology based interventions, through its expert body.

- ❖ Envision strategic thrust areas in this domain
- ❖ Articulate new directions for research and innovation
- ❖ Free to seats for existing students of higher education from weaker sections of society.

CODING to be introduced

As per NPE activities involving coding will be introduced in classes 6^{th} to 8^{th} (from age group 11 to 14). Coding is a basic literacy in the digital age and it is important for kids to understand and bring in use the technology around them. Coding helps children to improve with communication, creativity, maths, writing thus helps in building confidence and computational skills.

VIRTUAL LABS

The ministry of Education under the National Mission on education through Information Communication Technology created virtual labs. The project aims to provide remote access to labs in various disciplines of science and engineering for students at all levels from undergraduate to research. Students can avail the various tools of learning, including additional web-resources, video lectures, animated demonstrations and self evaluation.

PILOT STUDY FOR ONLINE EDUCATION

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

CONCLUSION

In today's digital world almost in every field the demand for digital communication is very high. The New Education Policy 2020 recognises the importance of technology intervention as an integral part of its charter and stresses upon specialised learning, character development, blended learning, inter disciplinary methods, flip learning, outcome- based learning, creative thinking and all the skills which are necessary to dwell in the 21^{st} century curriculum. Policy majorly focuses on career skills and not just on degrees. However with the digitization of education students in educationally backward areas are being taught with the help of the latest teaching tools and methodologies such as LCD screens, video conferencing,

DTH Channels education portals and apps etc. Interactive digital media will certainly help in addressing the shortage of teachers in the country.

Technology is expected to impact education in multiple ways with the support of tech-savvy teachers and policy makers who are innovating smart methods to integrate technology into education curriculum at all levels of education.

Therefore Education must proceed towards less content and more towards learning how to think critically and solve problems, how to be creative and multidisciplinary and how to innovate adapt and absorb new material in the transforming field.

In this direction NEP 2020 has developed a work plan in striving to bring Indian education at par with international standards with the integration of technology with professional education.

To sum up it can be said that digital education is the future of India that will make the journey of socio economic growth and prosperity easier. The NEP2020 is provisioning students with the skills to effectively and responsibly communicate, share evaluate online content. There is a hope that with the advancement of digital education in India more and more students will be able to access quality education without compromising the finances.

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ENSURING EDUCATIONAL EQUITY FOR ALL STUDENTS

Ms. Lubna Hamid *

ABSTRACT

Educational equity referred to as "Equity in education". It is a measure of achievement, fairness and opportunity in education .Education is a fundamental right of every child .It is the key to success and upward mobility. Equity means that every student receives what he or she needs to succeed. Educational equity depends on two main factors. The first is fairness and the second is inclusion. If all students are not able to access the same level of resources, there can be no true equity in education. This paper focuses to those undeserved students who are not receiving fair treatment and opportunity to succeed. Students face disparities in educational opportunity. The NEP 2020 aims to ensure equitable benefit every student that no student loses any opportunity to learn because of any reason like poverty, disability and gender.

Keywords : Educational equity, Success, Opportunity, Disparities, Poverty, Disability, Gender.

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INTRODUCTION

Education is the fundamental right of every child. In the constitution it is ensure that all the people of India were considered equal. This equality of all persons is seen as a key value that unites us all as Indian. Everyone has equal rights and opportunities. So according to constitution, no person can be discriminated against on the basis of their religion, race, caste, place of birth or whether they are male or female. The constitution of India guarantees equality to all citizens. All children are equal and they deserve to get equal educational resources what they need to be successful. The development of the society and upward mobility will be from equitable education. Equitable education refers to equity in education. Equity in education means to ensure that every child has an equal chance for success. Educational equity depends on two factors, first is Fairness and the other is Inclusion. NEP 2020 aims to ensure Equitable and Inclusion education learning for all, in which every citizen has the opportunity to dream, thrive and contribute to the nation. Children are the future of the nation. The education system must aim to benefit children so that no child loses any

opportunity to learn and excel because of circumstances of birth or background. Access to high quality education shall be the right of everyone individual. NEP 2020, this policy is designed to avoid segregation and isolation of ethnic and linguistic minorities, those with disabilities and also those who face learning difficulties due to language barriers and are at the risk of educational exclusion.

EQUALITY AND EQUITY

Equality is about sameness means it provides the same resources and opportunities to every student. Whereas equity is about fairness means to ensure every individual student get everyone what they need to be successful. Equality implies that before the law, every citizen is equal to another. Hence the value of equality implies that every individual must be given equal opportunity to develop his innate abilities and talents. The Indian constitution recognises every person as equal. This means that every individual in the country including male and female, persons from all castes, religion, tribes, educational and economic backgrounds are recognised as equal. There should be no discrimination between one individual and another on any ground. All people are equal. Everyone has equal rights and opportunities. There are several laws in India that protect every person's right to be treated equally. Despite many laws, equal opportunities do not distributed fairly. In equity it is ensure that every student has an equal chance for success but did not get equally educational resources and opportunities. Students do not obtain same opportunities to complete their education because of many reasons like poverty, disability and gender. If all students are not able to access the same educational resources there can be no true equity in education.

EQUITY IN EDUCATION

Equity in education is a measure of achievement fairness and opportunity in education. The Indian constitution recognises every person as equal. No person can be discriminated against on the basis of their religion, race, caste, place of birth or whether they are male or female. Equity based on two factors first is Fairness and the second is Inclusion. The organisation for economic Co-operation and development (OECD) (2007) suggests that a fair and inclusive system that makes the advantages of education available to all is one of the most powerful learners to make society more equitable. According to OECD, equity is education has two dimensions. The first is Fairness. It means making sure that personal and social circumstances for example gender, social-economic status of ethnic origin should not be an obstacle to achieving educational potential. The second is Inclusion. It ensures the basic

minimum standard of education for all. For example that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely interlinked: tackling school failure helps to overcome the effects of social deprivation, which often causes school failure. The dimension of fairness in educational equity refers to the issues of equal opportunities to education, including regional, urban rural, social class, gender and ethnic equities. The dimension of inclusion in educational equity mainly discusses the issues of equal rights to education, which indicates that the design of the educational system must ensure everyone has equal rights to access education.

True equity in education comes when everyone access the educational resources what they need to be successful. Poverty, disability and gender should not be the obstacles in getting education. All children achieve all opportunities what they need. Equity in education means to ensure that everyone's learning needs are met. Equity in education is based on the principle of fairness in distributing fair educational resources to every student. But Educational resources and opportunities are not distributed fairly and therefore individuals are not afforded an equal chance to compete in society. Student dropout is a significant concern. The reason for dropping is poverty because students come from low-income homes and communities they have not enough money tp deposit the skyrocketing fees of schools and colleges. So students miss out their studies. The other reason of disparity is gender. Gender equity refers to fairness of providing equal opportunities to girls and boys. Girls in the society are often concerned and are refrained from getting equal rights as boys .Girls do not get equal opportunities as boys. The education of males is given greater priority then of females.

Students should have equal learning opportunities. Inclusion education means education that includes everyone, disabled children with special needs and non-disabled learning together. Disabled children get the right support to help to develop their talents and achieve their goals. When education is inclusive disabled child also achieve their goal, usually people with disabilities do not constitute an ordinary part of the regular society due to numerous preconceived notions existing among the people. They are marginalized in education, employment etc. Differently abled persons whatever be the disability they suffer from have a right to be educated. A disability can turn into ability with the correct approach and with access to educational facilities for the disabled. The true equity means to ensure that every child has an equal chance for success and extra support to be success.

NEP2020 is designed to remove the barriers of learning opportunities. Every citizen gets the educational resources what they need and no child loses any opportunity to learn and excel because of circumstances of birth or background. This policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in social education will continue to be one of the major roles of or education sector developed programmes. NEP 2020 policy ensures to make education equitable to all students with a special emphasis on SEDGs. NEP 2020 policy aims to mitigate opportunity costs and fees for pursuing higher education, provide more financial assistance and scholarships to socio - economically disadvantaged students. This policy envisions ensuring equitable access to quality education to all students with a special emphasis on SEDGs.

CONCLUSION

Education is the vital component of the development of the society. Education makes man responsible and teaches the right way to live. Education is the right of every child. So, no one can be discriminated due to poverty, gender and disability. The education required is of the level which will equip them to learn a living. All children have their own feelings and thoughts to. If they are treated unequally, their feeling will be hurt and put their feelings down. The issue of inequality of poverty disability and gender should be reduced. Government provide more scholarships and financial assistance to the needy children. Disabled children have their own feelings and thoughts too. Teacher should be proper trained and should not hurt the feelings of disabled student. If we discriminate these children we hurt and violate their human rights at every step. Gender disparity is an hindrance of the development of the society. Equality of male and female is a fundamental right but despite of this girls do not get equal opportunities as boys. Opportunities should be given fairly to both girls and boys. Every child is different and has unique needs. Empowering all students and support what they need to get succeed .Education system must aim to benefit every student that no student loses any opportunity to learn.

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A CRITICAL ANALYSIS OF UNIVERSAL APPROACH TOWARDS EDUCATION IN INDIA

Malika Bakshi *

ABSTRACT

Education Policy includes the principles and governmental policies that preside the operation of the education system. The New National education policy adopted by the Union cabinet of India in July during the pandemic of 2020 brings a new vision and direction to our education system. This new policy emanates from its previous policy of 1986 and brings a plethora of changes, focusing on the needs of the present students while fulfilling the requirements of the 21st century. The cornerstone of this policy is the focus given to children of early age group as it is said that this is the most crucial age for the development of the brain and development of their future path. The new policy focuses on the true practice of learning and education, aiming to secure a holistic, methodological, and comprehensive path for our Indian students. The children are prepared to become a truly global citizen. The paper highlights Universal access to free and fair Education among the children of various societies and reducing the disparities of our Education system.

Keywords : New Education Policy, Universal access, disparities

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INTRODUCTION

Education is the most important aspect of any individual's life. It is a single tool for achieving social justice and equality. It helps a person to have good social, economic, and political life. An educated population is always beneficial for the country and family. New Education Policy of 2020 is the first policy of the 21st century that replaces the thirty-four-year-old NPE, 1986. The new policy aims at making "India a global knowledge superpower". The NEP brings many changes for the development of society and tried to remove all the barriers of the education system. Its key elements are access, equity, quality, affordability, accessibility, and accountability. The changes have been made in the education policy after 3 centuries and by seeing the development and competition among the youth these changes were very important and required as well. The importance of Universal Access to Education

at all levels has been always important in the Education policies. The objective is to strengthen access to an expansion of quality education, promote equity by including disadvantaged groups and weaker sections, and improve the quality of education. The government made provisions to include children of marginalized groups, migrant labourers, and children who dropped school because of different circumstances. It is not only important that children enroll their names in school but it is also important that they attend the classes regularly and for this government will keep a track of students who are not regular. The second aim is to provide opportunities to those students who have dropped out can re-enter school and complete their education. Many open schools will be strengthened so that young children who are not able to attend physical schools can get access to a good education.

The NEW POLICY OF EDUCATION SYSTEM integrated early childhood care education with school education. The structure of curriculum and pedagogy got changed to 5+3+3+4 which was earlier 10+2. It talks that every child from 3-18 will have access to education. The students who have dropped out of school will be brought back to the school system by providing various entry and exit options. The new policy will change the learning pattern of the children by making it activity-based and introducing experiential learning methodology.

It is every citizen's right to dream, flourish, and contribute to the nation. The education system of any country should be such that it welfare its children to excel and not suffer because of circumstances of birth and background. The policy enables to provide the same opportunities to the children with special needs of obtaining quality education as any other child for which the alternative models of education like gurukuls, pathshala, madrassas, and home-schooling will be allowed.

ROLE OF MDP AND SDG

The word Illiteracy was included in Millennium Development Programme (MDP) which included 8 goals which UN members agreed to achieve by the year 2015. It talks about combating Illiteracy from the world. In 2015 Sustainable Development Program (SDG) was launched after the expiry of MDP. SDG focused to provide inclusive and equal quality education to all the children. The New policy is aligned to the 2030 agenda of SDG and aims to transform India into a GLOBAL KNOWLEDGE SUPERPOWER. It promotes lifelong learning opportunities for girls and boys so that they can get free, equal, fair, and quality primary and secondary education. The aim is to provide education to every child without any discrimination and partiality. All men and women will be provided vocational

and technical skills which can be used by them for employment and job opportunities. India is a diverse country but the problem of Marginalization exist for a very long time. The children of indigenous groups, disabilities, and vulnerable situations always suffer from the disparities of the Education System but the SDG focuses on gender equality and ensures equal access at all levels with a safe environment for all. Since 2000, there have been enormous changes throughout the world in literacy rate and drop out student's number has decreased, many girls have also started attending school regularly. Western Asia and South Africa are still struggling to improve their education system while sub-Saharan Africa has made tremendous progress.

FREE AND FAIR EDUCATION

Universal access to free and fair education means that all the people residing in the society should have equal opportunity to get a good education despite their class, caste, race, gender, sexuality, or physical and mental disabilities. Children of age 6-14 years should have free and fair access to primary and upper primary schools. All schools should have buildings, toilets, drinking water, electricity, playground, blackboard, and other facilities. These facilities play a major role in the life of every child. India is a country where the rich becomes richer and the poor become poorer. The importance of education is not understood by everybody. Current estimates predict that approximately 58 million children are still out of school (Govinda & Mathew, 2018). The reasons are poverty, gender, ethnicity, geography, and social disabilities. Some people cannot afford to send their children to school, don't have access and resources for it, some don't prefer to send their girl child to school and there are various other reasons due to which many parents are not able to give good education to their children. Identifying who is and who is not learning is just the first step but the problem arises in addressing these learning inequalities.

A world free from poverty would only be possible with the eradication of illiteracy and an increasing number of people with different skills and talents. It is a must to have Basic education as it is one of the fundamental rights of every individual and it is also important for human development. Many new and innovative projects were introduced by the Indian government to fulfil the Education for all like The Bihar Education project, Uttar Pradesh education for all, etc. (Agarwal, 2001). With all these programs and new initiatives, the government tried to build as many schools as possible but still, it was not possible to provide a school within walking distance from each child's residence. This remained a barrier for

many girls who were not allowed to go very far from their house and many were expected to do household chores and complete all other work first and then at the end for some time they could attend few classes.

BARRIERS OF EDUCATION

After this, the problem of out-of-school children, dropouts, and working children arose and for them, in 1997 the scheme of Non-Formal Education (NFE) was launched in which a flexible and part-time system of education took place. One major step taken by the government in 1991 was the introduction of MLL i.e. Minimum level of learning to be followed by all primary schools in the country. This improved the quality of Primary education as this created less pressure on the young ones. They can understand fewer concepts at a time but whatever is taught should be well understood by them. All the policies highlight to improve the quality of education at every level.

ROLE OF TEACHERS

The government can make numerous policies to improve the education system but the ones who are working on the front foot every day to impart the most valuable gem to children are the TEACHERS. Therefore numerous steps are taken to promote teacher's empowerment, sharpen their skills and competencies. The teachers are paid very less due to which teacher deployment and teacher absenteeism is high in many areas. Many teachers do not take teaching as a serious activity, they don't take pain in the teaching-learning process. It was found that in many schools teachers are not even present. Some were found doing household works in schools like chopping vegetables or knitting sweaters. Teachers are not given the proper orientation and are not well qualified to teach the classes given to them. National surveys were conducted by NCERT to check the learning achievement of classes 3, 5, 8, and 10. This revealed improvement in the learning achievement of children. In the new policy B.Ed. is made a four year integrated course to improve the quality of teachers in the education program. Many new aspects were added to improve the education system like ICT, Yoga, gender, and inclusive education. The central government launched Samagra Shiksha which subsumes 3 schemes i.e. SSA, RMSA, and CSSTE. This includes disadvantaged groups and weaker sections together in one classroom and improves the quality of education (Moorse, 2016).

POLICIES INTRODUCED BY THE GOVERNMENT

Efforts taken by states to improve the education system (Agarwal, 2001).

1. Rajasthan adopted Shiksha Karmi model
2. Madhya Pradesh launched the Education Guarantee scheme

Many other schemes were started by the Central government in the education sector under the Ministry of Human Resource and Development (MHRD) like:-

1. Sarva Shiksha Abhyaan
2. Mid-day meal scheme
3. Kasturba Gandhi Balika Vidyalaya

Other than these policies Central Government included the Right to free and compulsory

Education Act of 2009 as one of the fundamental rights (Article 21) of every individual. With this act, private schools were also forced to reserve 25% seats for economically weaker sections (EWS) which will be reimbursed by the state. These students will not be charged with any fees. This will provide a good opportunity for many students to have good exposure in private schools. But the drawback of this policy is that firstly many private schools have not been provided any funds by the government due to which they are forced to ask money from the parents and in result parents are forced to withdraw their child's admission. The second major problem is that RTE provides free education till class 8th only and for senior secondary education the children are enforced to take admission in government schools as EWS applies only till class 8th.

GOVERNMENT VS PRIVATE SCHOOLS

1. Quality Education
2. Infrastructure
3. Toilets
4. Drinking water
5. Classroom conditions

The major problem arises between the quality of education given in rural areas and urban areas. There is a huge gap between the schools of different states. The level of education is different in private and government schools. It needs to be realized that any type of school

would not do, for real education. The infrastructure, availability of resources, and skilled teachers are required in schools of all areas. It doesn't matter in which state the school is located or whether it is a private or government school. All the schools should be of equal level with the same quality of education so that children can have a good future. It is important to have a playground in the school for their holistic development. There are schools without buildings, teachers, and Infrastructure. But the lack of funds with the government and unavailability of resources for a large population like India is the biggest blockade. Private Schools run for profit-making whereas Government schools work as a social service.

In some places, adverse climatic conditions also create a major problem like excessive rain, uneven terrain, wind, or extreme cold or hot weather affects the attendance in schools. Sanitation plays a major role in a student's life especially girls. In some schools there are no toilets, in some, there is only 1 common toilet for both girls and boys. After several provisions, the District Primary Education Programme (DPEP) provided funds for the construction of toilet facilities, especially for girls.

Government schools give free Education and many other incentives to people who are socially and economically backward. Due to lack of funds and various other problems in government schools, the quality of education is very poor due to which many parents decide not to send their children. Many entrepreneurs are taking advantage of this and they have started private schools that are focusing on profit-making but they are also providing good quality education with a lot of other co-curricular activities and other opportunities. Due to this people prefer to send their children to private schools because providing quality education is the ultimate aim of every parent. If private and government schools are compared then any day it is clear that private schools provide top-notch facilities but they charge very high for that. They pay attention to the discipline of every child and take efforts in grooming their personality but in Government schools, such things are not taken care of. Also, many government schools lack the facilities of Electricity, water, sanitation, and proper table and chairs. The major drawback is that teachers of private schools are more qualified and can perform their best due to the presence of competition but in government schools, teachers don't get enough opportunity to show better results. Also in private schools, teachers are accountable for the marks of their students hence they are more dedicated and hard work. Parents of private schools are also very active and put a lot of effort into their children.

CONCLUSION

Many states have successfully achieved UEE like Kerala, Tamil Nadu, and Karnataka because of the absence of small habitations in these areas. But places like Uttar Pradesh, Rajasthan, Bihar, etc. failed due to the presence of a large number of small and dispersed habitations. Universal Education is not a simple and smooth affair. After Independence, the situation of literacy rate was very poor in India, but in 70 years we have achieved a lot. With various schemes launched by the central government from time to time like Sarva Shiksha abhiyan, Right to Education Act and so on a lot has been achieved but still there is a long way to go. The process of distribution of books, uniforms, and mid-day meal scheme has been very helpful. The infrastructure and other problems are also taken care of now. Regular workshops are given to teachers for a better teaching learning process. More opportunities are given to children like remedial classes. There is an improvement in girl's education, children with disabilities and deprived sections are also given equal treatment and better opportunities.

Things are getting better, situations are improving and to make them grow we all need to participate together and support all the programs and schemes which are started by the government.

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INTEGRATING VOCATIONAL EDUCATION AT ALL LEVELS

Almas Parveen *

ABSTRACT

Integrating vocational education with academic education at all levels not only provides learners with necessary skills that employers want, it also gives a medium or platform to choose career options. Our curriculum for mainstream education is dated and is mostly focused on theoretical knowledge with very little focus on real world problem solving and directly applicable technical skills. One of the goals of an educational system should be to increase the Employability Quotient and produce a skilled working population. The new education policy released by the government this year has rightly laid emphasis on vocational training and skilling to start early at the school level as it is essential to increasing efficiency and economic growth. Additionally, having acquired technical/vocational skills early on builds a more confident and competent set of youngsters ready to step out into a demanding market. This paper gives emphasis on mixing vocational education with mainstream education; so more emphasis on skill labs, local industry, polytechnic, and on the integration of new technologies into the classroom.

Keywords: Vocational education, entrepreneurial, employment quotient, academic curriculum

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INTRODUCTION

India has a long history of vocationalisation of education. Woods dispatch of 1854 was crucial to changes in the Indian education system and suggested amongst several things, a stronger focus on pre vocational education. The Indian education commission (1882)- also known as the hunter commission - suggested introducing practical subjects in secondary schools. In 1937, at the invitation of the Indian government an abbot and S.H. wood sub mitted a report on general and vocational education. Their report, The Abbot report, contained a recommendation that practical subjects be integrated into the curriculum. mahatma Gandhi insisted that education center around practical and vocational learning.

AIMS & OBJECTIVE

1. This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programs in to mainstream education in the all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality'svocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labor and importance of various vocations involving Indian arts and artisanship.

2. By 2025 at least 50% of learner through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timeline will be developed. This is in alignment with sustainable development goal 4.4 and will help to realize the full potential of India's demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets. The development of vocational capacities will go hand-in hand with the development of academic or other capacities, vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade.

Towards, this, secondary schools will also collaborate with ITIs, polytechnics ,local industry, skill labs will also be setup and created in the schools in a hub and spoke model which will allow other schools to use the facility. Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs.

3. The B. Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degrees programs, including the four year multidisciplinary Bachelor's programs. HEIS will also be allowed to conduct short term certificate courses in various skills including soft skills - LOK VIDYA i.e. important vocational knowledge developed in India will be made accessible to students through integration into vocational education courses. The possibility of offering vocational courses through ODL will also be explored.

4. Vocational education will be intergraded in to all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National committee for the integration of vocational education, consisting of experts in

vocational education and representatives from across ministries, in collaboration with industry, to oversee this effort.

5. The 12th five-year plan (2012-2017) estimated that only a very small percentage of the Indian workforce in the age group of 19-24 less than 5% received formal vocational education where as in countries such as the USA the number is 52% in Germany 75% and south Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India

PREVIOUS POLICIES (HISTORY)

The integration of vocational education in to educational institutions will ensure that every student receives training in at least one vocation, and more if they are interested students must be enabled to spend part of their time gaining practical experience at these facilities while they are still in school. Apart from regular teachers who are trained in imparting vocational education, a large number of trainers will have to be drawn from different sections of society for their expertise in different vocations. They can be brought in as guest faculty .vocational education at the undergraduate level will be expanded and targeted to offer enrolment to all interested learners by 2025, short term certificate courses in soft skills and life skills such as communication skills, computer literacy, digital literacy, basic financial literacy and many other topics can benefit students greatly in the interim. To support the goal of nurturing the ideas of students and developing an entrepreneurial culture among them, universities and colleges will be encouraged to set up incubation centers.

Need for Integrating Vocational Education with Academic Education at all Levels

The learners completing the primary schooling need to be imparted both generic and specific sills that will help them live a quality life. This is where the relevance of VET programme comes into picture. Through planned and effectively implemented VET programme, there is a possibility to prepare employable reasons for sustained employment vocational education helps to increase Indian economy.

In a time of continuous economic, social and technological change, skills and knowledge become quickly outdated. People who have not been able to benefit from formal education and exercise must be given chances to obtain new skills and knowledge that will give them another chance in life and at work. Providing all individuals with learning breaks through their lives is an ambitious but indispensable responsibility. An all-inclusive lifelong learning

system calls for the enlistment of enlarged Public and private resources for education and training and for providing individuals and enterprises with the inducement to capitalize on gathering their learning and skills development needs. In India, we consider that education is the key to the task of nation building. It is also a well-accepted fact that providing the right information and skills to the youth can safeguard the overall national development and economic growth. The Indian education system identifies the role of education and particularly vocational education.

In Japan, students are presented technical and vocational education as elective subjects at lower secondary school. These optional subjects are connected to an occupation which they can take up as a vocational employment or for home making in future. In today's world of globalization skills training is an important section of increasing efficiency & output for sound economic growth of any economy, In India, it's still at an emerging stage.

Vocational education is about training a candidate for a specific vocation. In India, in its annual report of 2012-13 , it reveals that 23.02 lakh students have enrolled for a past school diploma as PG diploma courses, while 30.14 lakh students enrolled in AICTE- approved technical programmes. These figures can be contrasted with the 203.27 lakh Students, who enrolled in different universities and colleges for the academic education. Setting up of new polytechnics and strengthening existing polytechnics have been on the governmental agenda for long. In over 287 districts of the country, state and union territory governments have set up polytechnics to provide stepping stones for the young adults find gainful employment. These are worthy developments happening in our country but we still have a long way to go. Vocational education in India needs a healthy public- private partnership which can add quality and value at every stage of the syllabi roll–out. State and national board programme must be revised to formally account for vocational subjects that inculcate "doing" in addition to "knowing".

Government role: in order for vocational education to play its part successfully in the altering national context and for India to enjoy the fruits of the technical fields, there is a vital need to redefine the serious elements of imparting vocational education and flexible modern, relevant comprehensive and creative. The government is well aware of the significant role of vocational education and has already taken a number of vital initiatives in this area.

NATIONAL EDUCATIONAL POLICY 2020 (POSITIVE AND NEGATIVE)

Positive of NEP 2020

1. NEP 2020 is beneficial as it will help about two crore school students to come back to educational institutions.
2. It has been announced that PARAKH will be set up soon. This will be a national assessment centre set up by the government under the new education policy.
3. Emphasis has been given on setting up gender inclusion fund and special education zone. This will be beneficial for under privileged people.
4. Bal Bhavans will be established in every state. This will be a boarding school where the students can take part in art ,play or career related activities.
5. The public and private academic bodies will be guided by the same list of accreditation and regulation rules.
6. It has also been announced that a national professional standard for teachers (NPST) will be formulated by the national council for teacher education by the year 2022 this will be done after consulting with SCERTS, NCRT teachers and institution.
7. There will be an establishment of an academic bank of credit where the credits earned by the students will be stored so that it can be later on counted when the final degree is completed.
8. Multidisciplinary education and Research universities will be set up in the country. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students
9. A four year B. Ed degree will be recognized as a minimal degree for teaching by the year 2030.
10. Online education will be promoted so that the students can be prepared for pandemic situations. This will also prepare the system while imparting quality education during such difficult times.
11. There will be board examinations like before in class 10 and class12. But they will have lesser stakes and more stress will be given on the holistic upgrading of the student.
12. School examinations will be only be held in classes 3, 5 and 8, and the other classes will be assessed by the school authorities.
13. There will be a formation of national book promotion policy in India.

14. NCERT has been given the job to design and develop the National curricular and pedagogical framework for early childhood care and education (NCPFECCE).This will be for children within eight years of age.
15. The existing 10+2 structure will be replaced by 5+3+3+4 structure which will focus on the formative years of learning of a student. The structure corresponds to the age groups as follow:
    3 to 8 years,
    8 to11 years,
    11 to 14 years,
    14 to18 years,
    This constitutes 12 years in school and 2 years in pre –school for each student.

Nagtive of NEP 2020

1. Language sems to be a negative factor in the national education policy 2020. India has the problem of a disturbing teacher and student ratio so introducing mother languages in academic institutions for each subject is a problem this is simple because finding a competent teacher is a challenge at times. And none the challenge is to bring study material in mother languages.

The Indian government wanted to follow in the steps of other countries like china, Germany ,France where the foreign student need to learn the language of the country to understand the country better. And India has 22 active languages and net one national languages like in the other countries.

2. The new education policy will further increase the differences between the sections of the society. While the students in the government schools will be taught in their respective regional language, the students in the private institutions will be introduced to English from the early classes.

This will further increase students who will not be comfortable with English as they will be introduced to the subject about seven years later than the students in private schools.

3. Under the new system, one has to study for four years to complete their graduation. However, the question arises as to why the student will continue with the program mid-

way after two years, and then he/she could easily have two years of experience of work which will be valuable in the long run.

CONCLUSION

The National education policy, 2020 has conveyed the structural change in the education system which aims to make India the global knowledge superpower ensuring equity and inclusion .The aim of equity and inclusion is now at the heart of new NEP. The new policy replaces the previous national policy on education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transforms India's education system by 2040.The national education policy, 2020 aims to shift towards more scientific approach to education. It will help to cater ability of the child in different stages of development. This includes cognitive development, social and physical development.

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PARAKH: TRANSFORMING THE CULTURE OF ASSESSMENT

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ABSTRACT

National Education Policy, 2020 proposes to establish a National Assessment Centre, PARAKH.PARAKH stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development. The National Assessment Centre will be established to improve the overall evaluation system. The focus will be on providing quality and industry-related education following the concept that when education is imparted in relation to the surrounding environment, the student can develop practical knowledge.To Transform something is to change, a complete change in the appearance or character of something or someone, especially so that, that thing or person is improved. Teachers will also be required to be trained to meet the challenges of transformation of assessment.PARAKH also promotes inclusive education. Most classrooms have children with specific learning disabilities who need continuous support. Teachers must be trained to identify such learning disabilities early and plan specifically for their mitigation.PARAKH will be instrumental in building a culture of formative and adaptive assessments in schools.

Keywords: National Assessment Centre, Holistic Development, Assessment, Learning Outcomes, Learning, Learner

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INTRODUCTION

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

Under NEP 2020,it is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under the Ministry of Education (MoE), formerly the Ministry of Human Resource Development (MHRD), that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy. This Centre will also advise school boards regarding new assessment patterns and latest researches, promote collaborations between school boards. It will also become an instrument for the sharing of best practices among school boards, and for ensuring equivalence of academic standards among learners across all school boards.

EVALUATION SYSTEM BEFORE NEP, 2020

Assessment Reforms – Historical Perspective

- **Assessment in Pre-Independence Era-** From oral recitation and informal observations which was in Gurukul system to first matriculation examination held in 1857. Setting up of Secondary & Intermediate Boards (1917-19).
- **Education Commissions & Assessment:**Radhakrishnan Commission (1948-49), Mudaliar Commission (1952–53), Kothari Commission (1964–66) laid great emphasis on the need for revamping students' assessment through examinations for bringing quality and confidence in the system of education.
- **National Policy on Education, 1968 and 1986 and Assessment:**NPE, 1968 recommended for a shift in the focus of evaluation from certification to improvement in learning. NPE, 1986 suggested for elimination of excessive element of chance and subjectivity, deemphasizing memorization, introduction of Continuous and Comprehensive Evaluation (CCE), use of grades in place of marks, introduction of semester system from secondary stage in a phased manner.
- **NCFs & Assessment:** National Curriculum Frameworks-1975, 1988, 2000, &2005at different point of times, tried to translate significant recommendations of Committees, Commissions and policy documents into implementation strategies in the areas of

teaching, learning and assessment for qualitative improvement in entire school education system.

- The journey of students' assessment gone a long way passing through oral testing, written testing, public examination, internal and external assessment, continuous and comprehensive evaluation and competency-based assessment.
- Attempts to shift from content-based assessment to competency-based assessment are continued.

ASSESSMENT IN NEP, 2020

Emphasises on transforming assessment for optimizing learning and development of all students with a focus on the following

Features of Assessment:

- Regular, formative and competency-based
- Promoting learning and development of students
- Focuses on 'assessment for learning'
- Tests higher-order skills (analysis, critical thinking and conceptual clarity etc.)
- Helps entire schooling system in revising continuously teaching learning processes to optimize learning

PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)-

- A National Assessment Centre, PARAKH (which stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) to be set up as a standard-setting body for all recognized school boards under National Education Policy 2020.

- On 11th September, 2020, Hon'ble Prime Minister announced to establish a National Assessment Center, PARAKH.

- The National Assessment Center will be established to improve the overall evaluation system. The emphasis will be on providing quality and industry-related education with a rationale that when education is imparted in relation to the surrounding environment, the students can develop practical knowledge. The objective is to shift from marksheet-driven education to learning driven-education.

Objectives of PARAKH:

- Setting Norms, Standards and guidelines for assessment and evaluation
- Guiding State Achievement Survey
- Conducting National Achievement Survey (NAS)
- Monitoring Learning Outcomes in the Country

Advantages of PARAKH:

- Assessment is the key to unlock better learning, NEP, 2020 brings in a well-defined assessment architecture that can prove transformative.
- Institutional changes are the third layer that supports this proposed transformation. The National Testing Agency (NTA) is already in place which offers a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year. A full-fledged national assessment centre, called PARAKH, is now charged with the new approach to assessment, including creating standards for the 60-odd examination boards in the country. Combined with the school leaving exam suggested by the NEP, 2020, this can prove transformative and allow all examination boards to calibrate themselves in a way that has not been possible before. With reliable and rigorous data, we may actually understand learning and outcomes like never before.
- Additionally, the creation of NETF (National Educational Technology Forum) for free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration; and National Assessment Centre – PARAKH that has been created to assess the students are welcome steps to start the process.
- **Promoting Inclusive Education:** PARAKH also promotes inclusive education. Most classrooms have children with specific learning disabilities who need continuous support. Teachers must be trained to identify such learning disabilities early and plan specifically for their mitigation. Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification. Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education

(including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.

- **Periodic Monitoring:** For a periodic monitoring of the overall system, a sample-based National Achievement Survey (NAS) of student learning levels will be carried out by the proposed new National Assessment Centre, PARAKH with suitable cooperation with other governmental bodies- such as the NCERT– that may assist in assessment procedures as well as data analysis. The assessment will cover students across government as well as private schools. States will also be encouraged to conduct their own census-based State Assessment Survey (SAS), the results of which will be used only for developmental purposes.
- **Online assessment and examinations:** Today's era is a digital era. Keeping this in consideration, appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

RECOMMENDATIONS/ SUGGESTIONS

- Teachers should maximize learning with/through assessments, monitor students progress over time.
- Teachers should understand that students are equipped with the skills required to succeed in the globalised world
- Agencies should collect evidence on students' strengths and areas of improvement and use these assessment data to inform teaching and classroom practices.

CONCLUSION

There is always a scope for improvement in the learning assessment with the development of society and technology. Change is the requirement of today's globalized world in every aspect of education system. Setting-up of National Assessment Centre – PARAKH is a step towards fulfilling the assessment needs of today's world.

Grade 10 and 12 board exams are two of the most important milestones in a student life, and are largely based on rote learning or memorisation even when it comes to application-based subjects. Since the aim is to remember facts and procedures, rather than understanding them,

students are encouraged to practice from previous years' papers and memorise answers. So far, most of the changes in board exams have aimed at making peripheral modifications, but the problem of evaluating students' genuine learning and conceptual understanding remain a challenge to address.The second issue is the absence of rigorous assessments at key stages of transition from primary to middle school, and then to senior. Lack of student outcome data makes it difficult for correction in early years. Students carry misconceptions and learning gaps till much later in life.NEP 2020 addresses these issues and needs in assessments. It acknowledges some of the weaknesses in the system and offers remedial measures. It lays out a roadmap in the way assessments are designed and administered. These recommendations are underlined by two broad perspectives that have potential in transforming education.

First of these perspectives is a competency-based assessment framework which recognises the need to evaluate higher-order skills, such as analysis, critical thinking and conceptual clarity, indicating a shift in the focus of assessments.By emphasising the need to redesign progress cards and board exams, it encourages testing core competencies to reduce academic pressure and the need for coaching classes. It suggests introducing standardised assessments in grades 3, 5, 8 to divert the pressure from 10^{th} and 12^{th} exam, and to track progress at multiple stages to facilitate early course-correction.

The second step is establishing a national assessment centre. The proposal to set up a national assessment centre, the PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under the Ministry of Education indicates that the government is focusing on to provide a regular check on the education system. It will not only help States offer quality standardised assessments, but also aid in providing regular data for improving quality. In the long term, this could help India align with global benchmarks.The NEP's move to prioritise assessments can make India globally competitive in education, giving our students the opportunity to be out in front and lead the way for the rest of the world.

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APPROACH TOWARDS EFFECTIVE TEACHING

By Sadiya Husain *

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Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groups of students to improve their learning outcomes. Some teaching strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference, should be implemented across all key learning, and subject areas. Pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school. Pedagogical Analysis and Effective Teaching In its simple meaning the term pedagogical analysis (a composition of two words pedagogy and analysis) stands for a type of analysis based on pedagogy. For its further understanding let us now try to be acquainted with the term analysis and pedagogy. Analysis as a term stands for a process of breaking or separating a thing into its smaller parts, elements or constituents. We break a teaching unit into its constituents –subunit, topics or single concepts etc. through the process of unit analysis. In addition, we can break the contents of the prescribed course in a subject into its various constituents – major and minor sections, sub-sections, units and sub-units, major concept and minor concepts, topics etc by carrying out a process of content analysis. Therefore, “the analysis of a given content material in any subject any topic carried out well in the spirit of the science of teaching (Pedagogy) is known by the term pedagogical analysis of the contents”. What is teaching? Teaching is a simple term, it referred as a either an occupation or profession of a group of peoples known as teacher or an activity or activities to help an individual to learn or acquire some knowledge, skills, attitudes or interests. However, the meaning or concept is not so simple. E. Amidon (1967). Teaching is defined as an interactive process, primarily involve in classroom talk, which takes place between teachers and pupils and occurs during certain definable activities. N. L. Gage (1962). Teaching is a form of interpersonal influence aimed to change the behavior potential of

another person. B. O. Smith (1960). Teaching is a system of actions intends to produce learning. Above all a good or effective teaching must accomplished the following objectives: 1. It should tell whether teaching is a process or product. 2. It should clearly indicate its constitutional elements or factors. 3. It should reveal its objectives. 4. It should say about its organizational or structural aspects. Thus, "Teaching is a triadic relation and tripolar process involving the source of teaching, student and a set of activities and manipulation to bring changes in the behavior of the students". The profession teaching standards represent the teaching profession's consensus on the critical aspects of the art and science of teaching (pedagogy) that characterizes accomplished teachers in various fields. Cast in terms of actions that teachers take to advance student outcomes, these standards also incorporate the essential pedagogical knowledge, skills, dispositions, and commitments that allow teachers to practice at a high level. These standards rest on a fundamental philosophical foundation comprised of five core Teachers are committed to students and their•propositions: Teachers know the subjects they teach and have•learning. Teachers are responsible for managing and•the necessary pedagogical knowledge. Teachers think systematically about their practice•monitoring student learning. Teachers are members of learning communities.•and learn from experience. What is effective teaching? Effective teaching is the teaching that successfully achieves the learning objectives by the pupils as identified by the teacher. The most effective teaching is that which results in the most effective learning. In addition, the learning is a process not the product, it involves all those experiences and training through teaching of an individual, which helps to change the behavior and prepare to take necessary adjustment and adaptation in change situation. The teacher must have a clear idea of what•simple elements to effective teaching: learning is to be nurtured. The teacher sets up and provides a learning• experience that enables this to happen. The root of effective teaching of a successful teacher is evolved in the following tenets: 1. Pupils learn best in a positive and nurturing environment Bhowmik. 02 established by teachers who believe that every pupil is capable of learning. 2. All pupils have areas of strengths and interests that can be useful in advancing pupil learning. Effective teachers establish an instructional environment that will draw on these strengths. 3. Teachers take into account the whole pupil; in other words, they attend to the cognitive, affective, social, and physical dimensions when developing an instructional program. 4. Active engagement and interaction facilitate pupil learning. 5. New learning is built upon previously learned information. Learning is enhanced when prior knowledge and cultural and social experiences are valued, acknowledged, and

leveraged throughout the curriculum. 6. Pupil learning is both individually and socially constructed; it is influenced by cultural, familial, and social context. 7. Meaningful assessment is both formative and summative; it relies on multiple measures, including informal observations. Components and Operations Involved in the task of Pedagogical Analysis Looking in the way, by the term pedagogical Analysis of any subject content we certainly aim to carry out the task of the analyzing the prescribed course material or a particular unit/sub-unit/topic/single concept of the subject being taught to a particular class by systematically executing the following four operations in a close interactive style. A. Content analysis of the unit/topic/single concept being taught by the teacher in the subject. B. Setting of the teaching or instructional objectives of the content material of the topic in hand by writing them in specific behavioral terms. C. Suggesting methods, techniques, teaching learning activities, aids and equipments helpful for the teaching learning of the topic in hand quite in tune with the realization of the set instructional objectives. D. Suggesting appropriate evaluation devices in the form of oral, written or practical activities and test questions etc for evaluating the outcomes of the teaching learning process carried in relation to the teaching of the topic in hand. topic to be taught in the class he has to go through the cycle of the above mentioned four components namely (i) content analysis (ii) objective formulation (iii) selection of the teaching method and material and (iv) selection of the evaluation devices. Steps of Pedagogical analysis Step-1 : Divided the contents of the selected unit into suitable sub-units and arrange the selected sub-units in to a number of required periods. Step-2 : Briefly write the essence of the content of the selected sub-unit. Step-3 : Write appropriate previous knowledge required for the sub-unit. Step-4 : Write appropriate instructional objectives to be selected for the sub-unit. Step-5 : Select appropriate teaching strategies for the sub-unit according to the following instructions: I. Write the name of the methods applied. II. Mention the teaching aids required. III. Briefly illustrate the necessary demonstration and/or experimentation required. IV. Mention the necessary board work required. V. Write probing questions related to the sub-unit and provide appropriate answers for them. VI. Prepare a work sheet for the sub unit. Step-6 : Give suitable examples/illustration/analogies for the sub-unit. Step-7 : Prepare a table of specification for the sub-unit. Write at least six criterion referenced test-items each with specific criteria for the sub-unit. Needs of Pedagogical Analysis Pedagogy i.e. the science of teaching is a master plan that includes a details of what is to be done by a teacher, the instructional strategies, instructional equipments and the cardinal objectives of instruction. Depending on what can actually learn and what are the expectation sets for learners of a particular stage of

development, specific instructional objectives are determined and appropriate set of activities provided. The teacher decides instructional objectives, equipments and strategies with every aspect of learning conditions to be created. Favorable conditions for positive learning cell for knowledge of various factors operating in different conditions. Pedagogical analysis is appropriate objectives and strategies in various instructional situations and assess the levels the level of actual learning at the end. A comprehensive vision of required tasks, strategies for realization of specific goals facilitates effective teaching. So, pedagogical analysis offers enormous potential for improving the delivery of information in all form of education. It involves various logical steps to arrive at logical inference. It also helps the students to understand concepts, principles or phenomena. Again, the learning environment created accordingly, enables to- 1. Relate individual fragment of knowledge to real experience in life and work. 2. Develop skills and relate facts as a part of a larger organized completely. Realization of specific goals is facilitated by a detailed planning result in effective teaching.

Effective Teaching

1. Teaching or instructional objectives
2. Content of the subjects
3. Methods and learning materials
4. Evaluation devices

How pedagogy serves effective Teaching In this way in the light of what has been said already above, the science of teaching pedagogy is found to serve the following two main objectives in the schedule task of a teacher's teaching. (i) Teaching should be carried out as smoothly as possible and (ii) It should result into the maximum output in terms of the expected better teaching outcomes. What is suggested by the science of teaching on pedagogy for the realization of its above said two main objectives now carries a wide significance at this stage. Let us briefly describe it. A teacher has before him content material and learning experiences related to that subject in a particular class. In this way, his success in his teaching task depends upon the extent to which he is successful in realization of the teaching instructional objectives. He can go on smoothly in his teaching task only if he follows suitable method, devices, techniques and aid materials etc. for providing the fruits of his teaching to his students. How properly is he proceeding in his teaching task and how will he is trying to achieve the set teaching objectives, that now needs the help of a continuous system of testing and measurement known as evaluations of teaching outcomes. The results

of such evaluations provides an appropriate feedback to the teacher for bringing desirable modification in his methods and materials of teaching including justifying the need of bringing alteration in setting of instructional objectives. In this way science of teaching or pedagogy advocates a total mutual relationships and interdependence among the following four pillars of the teaching learning process for attaining best possible results in the task of teaching i.e. effective teaching. Figure 2. Science of teaching or pedagogy in this way lays down the above-mentioned four essentials pillars along with their inherent mutual relationship and interdependence for being considered essential in the realization of the desired success in a teaching task. It is the message and spirit of the science of teaching or pedagogy that needs to properly carry out in any scheme of the analysis of the content material to a subject and then only then such analysis of the content material may be termed as pedagogical analysis of the given content material. In the light of what has been said above, a teacher of may proceed in the way given below for analyzing the contents of the syllabus of his subject as well as the contents of the topic to be taught in the classroom by preserving the spirit or massage conveyed by the science of teaching or pedagogy. I. The contents of the subject should be got analyzed properly into major and minor sections/units/concepts etc and sequenced as well as organized as methodically as possible. II. Only a desirable amount of the content material enabled to be covered properly in the scheduled subject period should be taken into hand at a time in the shape of a topic to be taught by the teacher for his scheduled classroom. III. The topic in the hand should also be analyzed properly in the form of major and minor concepts/single concepts etc. IV. The teacher should now clearly lay down the teaching or instructional objectives related to the topic in hand by writing them into the specific behavioral terms. V. How can these stipulated instructional objectives be achieved properly by teaching contents of the topic in hand should now be made a point of consideration for proceeding further on the path of pedagogical analysis. Definitely, in this Effective teaching Teaching or Instructional objectives Methods and Learning Materials Evaluation Devices Content of the Subject 05. Basic Res. J. Educ. Res. Rev. situation it needs the better employment of men material resources by the teacher. Science of teaching (pedagogy) can help him here to think about the best possible methods, strategies, tactics and techniques to be employed, aid material and likewise sources to be utilized for the teaching of the topic in hand in the existing teaching learning situations. All of the possible things and factors helpful in the teaching of the topic in view of the proper realization of the set teaching objectives then should be properly analyzed and classified in any of the scheme of pedagogical analysis of the topic or contents of subject. VI. In the last,

there arises a need of exercising proper control over the different components of the teaching-learning process. Such control can only be possible through a well-organized scheme of evaluation well in tune with the contents of the topic in hand, stipulated teaching objectives and methods and material employed for teaching. For this purpose, an appropriate evaluation scheme should also find a place in any scheme of pedagogical analysis of the topic or content material of the subject mathematics. Summary Effective teaching necessitates making difficult and principled choices, exercising careful judgment, and honoring the complex nature of the educational mission. In addition to the technical knowledge and skills teachers have to use in their daily practice, they must also be aware of the ethical dimensions of their profession. In this light, the primary mission is to foster the development of skills, dispositions, and understanding, while acknowledging thoughtfully and responsibly a wide range of human needs and conditions. Thus, teachers must master a repertoire of instructional methods and strategies, yet remain critical and reflective about their practice. Based on the latest developments in pedagogy, teaching has become more than an activity that conserves valued knowledge and skills by transmitting them to succeeding generations. Therefore, teachers also have the responsibility to challenge existing structures, practices, and definitions of knowledge; to invent and test new approaches; and, where necessary, to pursue organizational change in a constant attempt to improve the school. Effective teaching through pedagogy display skills at creating curricula designed to build on students' present knowledge and understanding and move them to more sophisticated and in-depth abilities, knowledge, concepts, and performances. In addition, pedagogy helps to make a range of instructional strategies and resources to match the variety of student skills and to provide each student several ways of exploring important ideas, skills, and concepts. Pedagogy makes a teacher: how to work as facilitators, coaches, models, evaluators, managers, and advocates. Moreover, teachers know how to utilize various forms of play, different strategies for grouping learners, and different types of media and materials. Through pedagogy teachers observe and assess students in the context of ongoing classroom situation like collecting and interpreting a variety of types of evidence to evaluate where each student is in a sequence or continuum of learning and development and know how to move from assessment to decisions about curriculum, social support, and teaching strategies, to increase the prospects for successful learning.

Students from different walks of life converge in a classroom for learning. They have different capabilities and personalities, adding to the diversity that comes with learning

institutions. As such, if you want to be an effective teacher, you need to formulate and implement creative and innovative strategies that are practical and meet the needs of students. This applies to all teachers despite the duration they have been teaching. However, it can be difficult to know what works best with your students and what won't work.

You cannot apply a 'one size fits all' approach. You have to blend a range of different strategies practical enough to your practice. To offer the best classroom experience to students, you need to improve your teaching practice, build collegiality, and delve deeper into content knowledge. As such, here are some practical teaching tips for educators:

Watch Fellow Teachers

If you can watch your fellow teachers do their craft, you can become better at teaching. To avoid isolating teaching as a profession, you should visit other classrooms to enhance your growth. You can follow up with specific questions and provide and receive advice from your host. Find out why they did certain things, how they deal with challenging students, and why they chose to teach that specific topic.

Listen to Those Who See You Everyday

It may seem unsettling but listening to students applies to practical teaching for educators. Students can provide good information concerning their teacher. This is because they interact with him or her every day. They can share their views concerning an instructor's practice and its effectiveness. However, a high level of trust is required from these students, and their input may be necessary to affirm their role in the classroom.

Focus on Student Experiences

If you build your relationships, it should not be limited to your colleagues. If you can engage with colleagues from other institutions, engaging with students can be an effective and practical way of exploring learning capabilities and experiences for your students.

Engage with Same-Subject Colleagues

If you want to improve content knowledge as a teacher, you can engage with colleagues who bear the same responsibilities. If you can arrange with your curriculum coordinator, and find time to collaborate with your colleagues, you will make the right progress in your career. You can use this as a chance to talk about the best classroom practices, getting deeper in content

knowledge, as well as sharing effective leaning techniques. This helps you to avoid isolation, which sometimes happens in the teaching profession. Your effort will break down the alone time and enhance your experience.

Always Remember to Teach Students, Not Content

If teaching was all about content, then the best mathematicians would be among the best teachers. However, if you can combine your understanding of the content and ability to effectively work with your colleagues, and the knowledge on how your students learn, you will achieve effective teaching.

Since the classroom is a dynamic environment, incorporating excellent practical approaches to teaching can prove effective. This enhances the success of your students. Consider the following practical teaching for educators as strategies:

Visualization

As a teacher, you are expected to bring to life academic concepts through visual and practical learning experiences. You can have an interactive whiteboard to display photos, videos, and other illustrations. Let students participate in out-of-classroom experiments and local excursions.

Inquiry-Based Instruction

You can pose thought-provoking questions and encourage students to have independent thinking. It also makes them independent learners. You can also invite them to ask their questions and investigate ideas to enhance their problem-solving skills and have a deeper understanding of the academic concepts. These are very crucial skills not only in the academic world but also in life. The questions can be subjective to encourage learners to express their unique views.

Professional Development

As a teacher, you can involve yourself in various professional development programs to enhance your teaching and learning. Education policies are constantly changing, and as such, it is important to attend events and be inspired by other teachers and academic technocrats. See it as a valid excuse to get out of class and engage with fellow teachers. Also, make your

students aware about the best custom academic writing services that can help them while writing an academic essay.

Take the School Year as a Marathon

Every student is unique. This implies that they will take different learning paths. In response, you have to be a source of guidance to them during their academic journey, which is why they need you. They are more inclined to trust in your input, especially in learning and enhancing their performance.

Your Identity as a Teacher is Important

You need to find your identity as a teacher because it is important to the learning student. Ascertain what makes you curious, reasons for teaching, and what you love about your students. This will be your brand that everyone, not only your students, will use to identify you. In other words, your brand should set you apart from the rest of the teaching fraternity.

Being an effective teacher can be challenging, but the above practical teaching tips for educators can make your experience even more rewarding.

Bio: Scott Rios is an accomplished educator who has been advising teachers on how they can become better at their profession. He has taught for a long time and interacted with educators at all levels. He prefers a more practical approach to teaching as opposed to theory. Rios has also made it easy for students to engage with their teachers. Through his teacher-student relationship programs, he hopes to ensure both parties feel fulfilled, especially with achieving academic goals.

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Learning Styles and Multiple Intelligences", ASCD. © **2020** Faculty Focus | Higher Ed Teaching & Learning **- All Rights Reserved.** *Monoranjan Bhowmik1 , Bharati Banerjee (Roy)2 , Jayasri Banerjee3

Programme Schedule for National E Conference on "*National Education Policy 2020:- Policy Recommendations & Reflections*"

27th November, 2020

Inaugural Session

10:15 a.m. **Quranic Verses, Saraswati Vandana**

10:25 a.m. **Welcome note by Dr. Mandira Gupta**

10:40 a.m. **Keynote Address by Prof. Ilyas Hussain**

11:00 a.m. – 1:00 p.m **Technical Session-I**

ZOOM Meeting

Chairperson: Prof. Ilyas Hussain

S.No.	Name	Title
1.	Dr. K V SRIDEVI	NEP 2020: NEED FOR REFORMS IN TEACHER EDUCATION
2.	Dr. LETHA RAM MOHAN	NEP 2020 - RECOMMENDATIONS ON ASSESSMENT : SOME REFLECTIONS
3.	Dr. SAMINA FAZLI	REVAMPING TEACHER EDUCATION AND EMPOWERING TEACHERS THROUGH NEP 2020
4.	Dr. DORI LAL	राष्ट्रीय शिक्षा नीति-२०२० के नवाचार
5.	Ms. SWATI CHAWLA	ACHIEVING UNIVERSAL FOUNDATIONAL LITERACY AND NUMERACY: NEP 2020
6.	Dr. POOJA CHOPRA MS. MANISHA MISHRA	A CRITICAL ANALYSIS OF NEP 2020 WITH RESPECT TO PROVISIONS FOR CWSN

1:00 p.m – 1:30 p.m **Lunch Break**

1:30 p.m – 3:00 p.m **Technical Session II**

ZOOM Meeting

Chairperson: Prof. Ilyas Hussain

S.No.	Name	Title
1.	Ms. KIRTIKA TREHAN	AN INADEQUATE APPROACH OF NEW EDUCATION POLICY, 2020 IN INCULCATING THE SPIRIT OF COMMUNITY ENGAGEMENT
2.	Ms. ASMA KHAN	RESTRUCTURING OF CURRICULUM & PEDAGOGY IN SCHOOl
3.	Ms. SHAISTA YASMIN	सभी स्तरों पर एकीकृत व्यावसायिक शिक्षा
4.	Ms. RITU BADSIWAL	EARLY CHILDHOOD CARE AND EDUCATION AND SCHOOL EDUCATION: AN AMALGAMATION IN NEP 2020
5.	Ms. ZARA SHAREEF	USE OF TECHNOLOGY IN TEACHING AND LEARNING, INCREASING ACCESS AS WELL AS EDUCATIONAL PLANNING AND MANAGEMENT
6.	Ms. LUBNA HAMID	ENSURING EDUCATIONAL EQUITY FOR ALL STUDENTS
7.	Ms. MALIKA BAKSHI	A CRITICAL ANALYSIS OF UNIVERSAL APPROACH TOWARDS EDUCATION IN INDIA
8.	Ms. ALMAS PARVEEN	INTEGRATING VOCATIONAL EDUCATION AT ALL LEVELS
9.	MS. ANURADHA DAHERIYA	PARAKH: TRANSFORMING THE CULTURE OF ASSESSMENT
10.	MS. SADIYA HUSAIN	APPROACH TOWARDS EFFECTIVE TEACHING

Report Presentation & Vote of Thanks **Ms. Eram Aziz**

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