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Exploration

Indian Journal of Multidiscipline

Preface:

We take great pleasure in introducing "Exploration: Indian Journal of Multidiscipline," a dedicated platform committed to fostering and disseminating multidisciplinary research within the Indian context. This journal serves as a dynamic space for scholars, researchers, and academicians to delve into the diverse landscape of knowledge across a spectrum of disciplines and domains.

Our Mission: "Exploration: Indian Journal of Multidiscipline" is steadfast in its mission to promote a comprehensive understanding of the multifaceted academic landscape in India. Our objective is to encourage and showcase research that transcends conventional disciplinary boundaries, nurturing innovative ideas and stimulating intellectual curiosity. We aspire to provide a forum where the confluence of knowledge and ideas can thrive.

Scope: The journal warmly welcomes research papers, articles, and contributions from a broad range of disciplines, encompassing, but not confined to, the sciences, social sciences, humanities, technology, arts, and more. We firmly believe that the true essence of discovery resides at the intersections of these diverse domains.

Key Features:
1. **A meticulous peer-review process.**
2. **A dedicated commitment to upholding academic excellence.**
3. **A focus on promoting inclusive and diverse perspectives.**
4. **Encouragement of both emerging scholars and well-established researchers.**
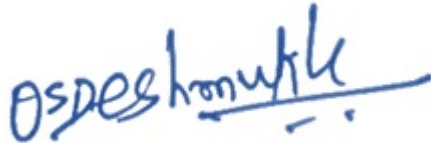5. **An emphasis on the Indian context while embracing a global perspective.**

We extend a cordial invitation to scholars, academics, and researchers to embark on this intellectual journey with us, as we explore the multifaceted dimensions of

knowledge. Whether you are a seasoned researcher or an aspiring scholar, "Exploration" provides the canvas on which you can articulate your ideas, theories, and findings.

Through this journal, our goal is to serve as a catalyst for collaboration and discovery, transcending the barriers that often divide academic disciplines. We firmly believe that through unity and interdisciplinary exploration, we can unveil new vistas of knowledge and insight.

We express our gratitude for your participation in this exhilarating endeavor. We eagerly anticipate your contributions and envision "Exploration: Indian Journal of Multidiscipline" becoming a guiding light for research and intellectual inquiry in India and beyond.

Warm regards,

Dr. Omraj Deshmukh
Principal,
Dhanwate National College,
Nagpur

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THE BENEFITS OF THE NEW EDUCATION POLICY IN INDIA FOR

INFORMATION TECHNOLOGY AND COMMERCE AND

MANAGEMENT

Dr. Nilesh Ashok Mhatre

Assist. Professor & Head

Department Of Computer Education

Dhanwate National College Congress Nagar Nagpur

Email Address: -nmhatre28@gmail.com

Mobile Number: -9881164117

Abstract:

The new education policy in India has been introduced with the aim of revolutionizing the education system and making it more relevant to the needs of the 21st century. This paper examines the benefits of the new edation policy for the fields of Information Technology and Commerce and Management. The study employs a mixed-methods approach, including both qualitative and quantitative data collection and analysis. The results of the study suggest that the new education policy has the potential to significantly improve the quality of education in these fields and prepare students for the challenges of the modern job market. However, certain challenges need to be addressed to ensure effective implementation of the policy.

Keywords: New Education Policy, Information Technology, Commerce, Management, India

Introduction:

The Indian education system has been criticized for being outdated and not keeping up with the needs of the modern job market. The new education policy, introduced in 2020, aims to address these concerns and revolutionize the education system. This paper focuses on the benefits of the new education policy for the fields of Information Technology and Commerce and Management.

Methodology:

The study employs a mixed-methods approach, including both qualitative and quantitative data collection and analysis. A survey was conducted among students and faculty members in the Information Technology and Commerce and Management fields to gather their perceptions of the new education policy. In-depth interviews were also conducted with education experts and policymakers

to gain insights into the policy's potential impact.

Results of the Study:

The results of the study indicate that the new education policy has the potential to significantly improve the quality of education in the Information Technology and Commerce and Management fields. The policy emphasizes practical and industry-relevant skills, which are essential for students to succeed in the modern job market. The policy also encourages interdisciplinary learning, which can help students develop a broader perspective and be better equipped to solve complex problems. However, certain challenges need to be addressed, such as the need for adequate infrastructure and resources, to ensure effective implementation of the policy.

Discussion of the Findings:

The findings of the study suggest that the new education policy has the potential to transform the Information Technology and Commerce and Management fields by improving the quality of education and preparing students for the challenges of the modern job market. The policy's emphasis on practical and industryrelevant skills is particularly important given the rapid pace of technological change and globalization. However, the effective implementation of the policy will require significant investments in infrastructure and resources, as well as the development of new teaching methodologies and curricula.

Conclusion:

In conclusion, the new education policy in India has the potential to significantly improve the quality of education in the Information Technology and Commerce and Management fields. However, to ensure effective implementation of the policy, certain challenges need to be addressed, such as the need for adequate infrastructure and resources. The policy's emphasis on practical and industryrelevant skills is essential for students to succeed in the modern job market, and interdisciplinary learning can help students develop a broader perspective and be better equipped to solve complex problems.

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THE SYSTEMATIC AND ANALYTICAL STUDY OF NEW EDUCATION POLICY AND COMMERCE AND MANAGEMENT EDUCATION SYSTEM IN INDIA FOR CHILDHOOD TO ADULT STUDENTS – A THEORETICAL ANALYSIS

Authors Name:-

1. Dr. Damayanti R. Mate

Assistant Professor,
Dhanwate National College,

Congress Nagar,

Nagpur, Maharashtra

E-mail - damayantimate@gmail.com
Mob. No - 9665028901

2. Dr. Sonam R. Vishwakarma

Assistant Professor,
Dhanwate National College,

Congress Nagar,

Nagpur, Maharashtra

E-mail- sonuvishwaarma178801@gmail.com

Mob. No - 7350788061

3. Amita M. Choudhari

Assistant Professor,

(Research Scholar)

Dhanwate National College,

Congress Nagar,

Nagpur, Maharashtra

E-mail- amitachoudhari20582@gmail.com

Mob. No - 9111166941

Corresponding Author:-

1. Dr. Damayanti R. Mate
Assistant Professor,

Dhanwate National College,

Congress Nagar,

Nagpur, Maharashtra

E-mail - damayantimate@gmail.com
Mob. No - 9665028901

Abstract:-

Introduction:- Education has a key and decisive role in the scenario of contingencies. The National Education Policy 2020 has therefore been transformed into the framework of this reform. Education is in the concurrent list, the individual states follow the central government's Instructions. But it is not mandatory.

Aims:- To provide higher education to every student, and to improve the education system all over the country.

Methods:- The data has been collected from various sources i.e. Journals, Articles, Reports, newspapers, and print media. This article is purely based on secondary data.

Results:- The education policy emphasizes the environment, research & development, cultural activities and sports. The national education policy is changing the system into a globally competitive education system.

Conclusion:- The current paper describes the analysis of the requirements for NEP2020 provisions and management practices at the university level. The new education policy should be implemented and follows the rules regarding related to education policy in all over India by 2022.

Introduction:-

In India the first education policy was introduced in 1968 by the government of former Prime Minister Mrs. Indira Gandhi, and the second education policy was introduced and formulated by the Rajiv Gandhi govt. In 1968, with some amendments by the Narasimha Rao govt. In 1992. In India the national education policy is the 3 rd education policy is introduce in independent India

Basic foundation education is more important for all students. The separation between academic curriculum and extracurricular activities is much more decreased in order.[2]

School education:-

The national education policy has focused on early childhood education. The NCERT will develop a pedagogical framework for the childhood stage of students.[2]

Multidisciplinary Education:-

In the Multidisciplinary education course of 3 years or 4 years is classified into a one-year certificate course.[2]

Social change or sociological changes is the nature of society. It is a historical study of Indian society and changes mainly that many social, economic, political and other changes have also taken place from the previous changes to the present changes. There are mainly two types of changes are there: 1. Nature and 2. human beings themselves, natural changes are not within human being control.[1]

Steps of new education policy-

1. Foundation stage:- this stage starts from the age of 3 to 8 years of children. This stage is fixed for 5 years and that is an evaluation and development of stage.

2. Preparatory stage:- this stage starts from the age of 8 to 11 years of children. This stage is kept for 3 years.

3. Middle stage:- in this stage children from 6 th grade to 8th grade have been included. In this stage, children give opportunities for vocational testing.

4. Second stage:- the period of this stage is 4 years of educational curriculum of 8th to 12th standard courses according to choice of students.[1]

Physical education:- under the new education policy 2020 along with the education of students, in this education system all the students from the minimum class is required to get education like:- Horticulture, Dance, Sports, Yoga, Music,

Crafts, etc. That is physical activity as well as the types of skills.[1]

Some challenges faced education policy: -

1. Cooperation: - education is totally based on the education of states. The education system is organized and controlled by the government.

2. Expensive education:- the new education policy paves the way of the higher education system and students are interested to join foreign education. That education is so expensive for the common person.

3. Financing:- funds will depend on the power to spend the proposed 6% of GDP as public expenditure on education system.[1] To boost the growth of the Indian education sector and the new education policy.[3]

Issues of NEP 2020:-[3]

1. Early grooming and streaming of the students into the different sectors.

2. The lack of innovations and activities at most of the colleges and universities. 3. The lack of research at most of the colleges.

Approaches of New education policy:-[3]

Curriculum Activities:- the educators and learners needs to think on research, modify the textbooks.

Teachers training: - the teaching profession is one of the loss-paid profession in India. Provide the training teachers program of faculty development programme (FDP).

Technology: - In the rural ares of the country provide the internet connectivity is nearly absent. The government should work on improving the basic infrastructure and students welfare facilities.

Quality education is most important for all the students in all over the world. The new education policy for India has been approved on 29th July 2020. the new education system of well multidisciplinary by multiple education in the colleges, and institutions. This policy aims to achieve the 100% literacy of youth and adults. The new education policy aims to availability for everyone with the help of this policy.[4]

The new education policy was introduced the new education criteria. The new education policy focus on technology and research frameworks. The new education policy 2020 discussed the future of education in India, in the new education system introduced by 2020 and its provide technology-based study, assessment, planning, and research. The new education policy provides a foundation and efficient processes of students and teachers.[5]

Research Methodology:

The brief analysis has also been based on the NEP 2020. The data has been collected from the various sources i.e. Journals, Articles, Reports, newspapers, print media and other websites. This article is purely based on secondary data.

Aims of this study:-

1) **To provide higher education to every student.**

2) **To improve the education system all over the country.**

3) **To improve the quality, attractiveness, and affordability by opening up higher education.**

4) **To identify and evaluate the challenges of existing education policy.**

Table No. 1

Concern	Focus	Source
Education	Development	Teaching
Institution	Quality	Regulation
Research	Learning	Policy
Students	Multidisciplinary	Acknowledgement

Interpretation:- The above table number 1 shows that three parameters there are- 1. concern, 2. Focus, and 3. Sources. All the parameters is having equal importance to develop and frame the new education policy. The new education policy of 2020 is more important because of change the in education and also change the changing pattern of education is the need of the new generation. This parameter is more important for the new education policy framed by the government.

Highlights of the new education policy:-

1. The focus on childhood care and education is very important because every child expects a better education.

2. Learning it should be integrated, and enjoyable for every student. 3. It needs teacher empowerment.

4. Adopts a new education policy of technology in the teaching, learning, evaluation, and assessments.

Features of new education policy:-

One of the features of the new education policy is starts from the standard 12th. The new education policy frame starts from this standard. The new education policy also recommends multidisciplinary study. The college education, some of the major reforms include:- a) setting up college clusters, b) setting up college standards and authority, c) reforming college examinations.

Countries plan to increase the education system. To promote education in all classes of students. The important policy of the document was interpreted by the researchers. The focus of NEP2020 is to address higher education. The new education policy is a step to reform and develop the existing education system.[6]

The focus of education is to raise the standard of living and quality education in every region, state and country. Quality of life and education are depends on the education system: social, cultural, economical, and political. Equality is important for the education system.[7]

UG is programmed for 3 to 4 years, and the curriculum in all the subjects reduced from 3 years and 4 years, of course, will be shifted

from 3,4 years to 1 year certificate course. Regulator for higher education will be difficult but starts from the basics. The aim of the new education policy to achieve 100% youth and adult literacy. The new education policy 2020 envisions as India that directly contributes to evaluation of our ensuring an equitable society. The new curriculum format was designed at different stages such as:- from age of 3 to age of 8, age 8 to age 11, age 11 to age 14 and age 14 to age 18 years of age of child.[8]

Finding and suggestions: -

1. In the second stage of education policy. Child development is our knowledge about the environment. The government distributes bicycles and mid-day meals to children and also gives agricultural education to students.

2. To improve the education system school, colleges and universities must be made autonomous.

3. To reduce the burden of heavy bags and books. 4. The education policy emphasises the environment, research & development, cultural activities and sports.

5. The national education policy is changing the system into a globally competitive education system.

6. The new education policy implemented depends on government funds. Which is 6% of GDP growth rates.

7. The new education policy will fund projects in research areas.

8. The best thing about New Education Policy is extreme flexibility and availability of students.

Conclusion:-

The new education policy 2020, in this education policy approved by the central government to change the Indian education system. India is one

of the world's leading countries. The multidisciplinary aspect of the national education policy. It wll become a better policy for students. The national education policy is comprehensive from childhood education to doctoral education. The new education policy guides schools, colleges and universities to self-evaluate. Higher education is an important and essential aspect is deciding the social status and behaviour in every country. The observation of NEP 2020 are progressive in nature using better technology to develop the skills of students. The new education policy has got the skills to meet employment needs.

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NEP 2020: Inventive Approach to Indian Education

Rita Sontakke/Sheware

Assistant Professor, Dhanwate National College, Nagpur, Maharashtra
Research Scholar, RTMNU, Nagpur
Email: shewalerita@gmail.com,   ***Mobile No.****9422722063*

Abstract

The dynamic process of education is constantly changing to maintain both continuities and change over time and space. Every country develops an educational system that reflects and promotes the country's own socio-cultural identity while simultaneously addressing several current concerns. By announcing the New National Education Policy (NEP) with a 5+3+3+4 structure on July 29, 2020, the Union Cabinet paved the path for significant transformation in the school and higher education systems. To make India a global knowledge superpower, this National Education Policy envisions an education system rooted in Indian ethos that directly contributes to transforming India, or Bharat, sustainably into an equitable and vibrant knowledge society. This article provides a thorough study of India's New Education Policy 2020. It also investigates how the NEP will reshape education in India and the multidimensional impacts could the New Education Policy (NEP) have on the future of India's educational system and ensuring access to high-quality education.

Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. In terms of economic progress, social fairness and equality, scientific advancement, national integration, and cultural preservation, India must continue to lead the world by ensuring that everyone has access to high-quality education. For the benefit of each person, the society, the nation, and the world as a whole, universal access to high-quality education is the most effective course of action.

The National Education Policy 2020 (NEP 2020) is the third educational policy in India; the previous one was in place for 34 years. Based on the Kothari Commission's observations and suggestions, the first education strategy was unveiled in 1968. In 1986, a second education policy was announced. A revolutionary concept for educational reform is presented in the NEP 2020. Its extensive breadth highlights the importance of multi-disciplinary and multimodal universities, as well as education

that is supported by technology. According to the NEP 1968, it calls for raising education spending to around 6% of GDP. India's government now invests less than 3% of its GDP in education. However, concerns are raised about how the new NEP will be implemented and how much of that implementation would be handled by the federal and state governments. We can better grasp how our nation's education policies will develop thanks to the NEP 2020. It not only discusses ideas but also points out many technologies that strive to make education more inclusive. By 2030, the National Education Policy (NEP 2020) aims to "ensure inclusive and equitable quality education and promote lifelong learning

opportunities for all."

The National Education Policy 2020, which aspires to address the various expanding developmental imperatives of our nation, is the first education policy of the twenty-first century.

Classes	Age Group
Pre-School /Play (Anganwadi School) Class 1 to 2	Between 3 to 6 years old Between 6 to 8 years old
Class 3 to 5	Between 8 to 11 years old
Class 6 to 8	Between 11 to 14 years old
Class 9 to 12	Between 14 to 18 years old

To construct a new system that is in line with the aspirational aims of 21st-century education, particularly SDG4, and builds on India's traditions and value systems, this Policy proposes the modification and revamping of all parts of the educational

framework, including its regulation and governance. The National Education Policy places a strong focus on helping each person realize their full creative potential. It is based on the idea that education must foster the development of not only cognitive abilities—including "foundational" abilities like literacy and numeracy as well as "higher-order" abilities like critical thinking and problem-solving—but also of social, ethical, and emotional abilities and dispositions.

NEP stands for National Education Policy 2020 - A Policy which brings wonders to the Education Fundamentals. It creates a drastic transformation in the life of many school and college students by introducing creativity, learning, experiments, visualization and art in the education sector.

Remarkable changes made on the (10 + 2) Education Structure:

Implementing 5+3+3+4 structure (Prior / Pre Education and Higher Education)

This framework suggests that a child must attend school during the whole developmental stage. The precise age or stage at which a child should receive the highest caliber of education is determined by this concept. The age group is mentioned as -

Between 3 to 8 years old
Between 8 to 11 years old
Between 11 to 14 years old
Between 14 to 18 years old

Let's visualize this idea as a table to better grasp it: It consists of a child's 12 years of life dedicated to education coupled with 3 years preceding education.

The objective is to provide a youngster with prior education before aiming for higher-level

education. At the tender age of three, a kid can delve into the world of creativity and education. A better world can be created and chosen by them.

Framing Mother Tongue / Regional Language as a means of instructions

The New Education System's inclusion of the mother tongue is a very courteous approach. By employing this idea, the educational system hopes to emphasize the various regional languages in addition to the mother tongue. Students can now learn topics in many languages up until fifth grade. Students are also helped to comprehend the value and origins of their mother tongue.

Various options for the students at the Undergraduate level

Students can choose to enroll in their selected courses for 1, 2, 3, or 4 years at the undergraduate level. They can seek to finish their desired courses in one year, earn a certification over time, a diploma for completing any two-year course, and finally, degrees that take three or four years to complete. Additionally, it will assist the students in selecting the ideal course based on their talents.

Providing Equal Education to Every Gender and Category

The goal is to encourage education for people of every gender, caste, classification, and impairment. In terms of receiving a quality education, everyone is equal. Each youngster in this world has the right to and the power to receive an education. This idea aids in offering educational resources to people of every caste, category, and gender. This idea has consistently favoured educating kids who are socially excluded due to their poor caste, transgender identity, or any other type of impairment.

More focus on vocational studies at school- level

The Indian educational system has so far placed a heavy emphasis on the concepts covered in class.

Study the theories, pass the exam, and move on to the next grade. The Physical Training period is the student's only practical experience. The NEP 2020 has altered this structure by providing vocational training beginning in the sixth grade. Additionally, it will make it more likely for students to discover their passion and make plans for the future in that direction. As per the NEP 2020; Every child must learn at least one vocational course.

- **A representative selection of significant vocational trades, such as carpentry, electric work, metalwork, gardening, pottery making, etc., as determined by States and local communities throughout Grades 6–8.**
- **Students in grades 6 through 12 will have internship opportunities in vocational training, particularly during breaks, and by 2025, at least 50% of learners in the school and higher education system will have had exposure to it.**

Continuous Professional Development

The standards must be met, which depends on ongoing skill development and knowledge expansion. As was previously noted, the world is changing quickly, thus ongoing improvement is necessary to ensure that students have access to the greatest tools available. To effectively serve the needs of the kids, teachers must be aware of how technology and trends change. To address this, CPD, or Continuous Professional Development, is in place. Teachers will constantly have the chance to better themselves and learn about the newest developments in their field. Workshops will be conducted at local, regional, state, national, and international levels to help teachers upskill themselves and be informed about the latest developments and trends in the industry. Teachers are required to partake in at least

50 hours of CPD activities annually to assure their professional growth.

The CPD programs will also cover the following

The latest pedagogies regarding foundational literacy and numeracy

• Formative and adaptive assessment of learning outcomes

• Competency-based learning

• Experiential learning

• Arts-integrated

• Sports-integrated

• Storytelling-based approaches, and more.

Similar modular leadership or management workshops, online learning opportunities, and platforms will be available to school principals and leaders of school complexes so they can continue to hone their own leadership and management abilities and exchange best practices with one another. They will also be guided on pedagogies and other teaching methods so that they can implement the best strategies at their institutes.

Other changes implemented through the NEP 2020

1. The total number of entrance exams that students must pass to enroll at various accredited universities.

2. Creating new learning methods, such as online classes.

3. Establishing a digital learning environment on an internet platform.

4. Use of a merit list to determine teacher promotions or transfers.

5. Creating an idea that makes learning enjoyable and interesting.

Fundamental Principles of NEP:

• Recognizing, identifying, and fostering each student's distinct strengths by educating parents and teachers on the importance of supporting each student's holistic development in both academic and extracurricular areas; According to the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;

• Flexibility, Flexibility, allowing students to pick their study pathways and programmes and, in turn, their life paths based on their talents and interests;

• To avoid damaging hierarchies and monopolies between various fields of study, there should be no strict divisions between the arts and sciences, curricular activities and extracurriculars, vocational streams and academic streams, etc.;

• Multidisciplinarity and a comprehensive education spanning the social sciences, humanities, arts, and sports for a multidisciplinary world 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; ◻ Human and constitutional values such as empathy, respect for others, cleanliness, civility, the democratic spirit, the 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 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.

NEP 2020 - A Comprehensive Guide

The National Education Policy 2020 envisions reenergizing the higher education system. As a part of this attempt, the policy will bring in the following changes:

- Better faculty and institutional autonomy

- Merit-based appointments in the leadership positions of higher education institutions to ensure efficiency

- Establishment of a National Research Foundation to fund and encourage research

- A revamp of the existing curriculum to address and bridge the gaps

- Fostering large, multidisciplinary colleges and ensuring at least one in or near every district: below is an excerpt from NEP 2020.

The NEP 2020 also highlights that it will revise the Choice Based Credit System (*CBCS*) to ensure better innovation and flexibility.

The policy also places focus on:

- Better student activity and participation

- Motivated and capable faculty

- Equity and inclusion

- Curbing the commercialization of education

- Promotion of Indian languages, arts, and culture

- Online and Digital Education: Ensuring Equitable Use of Technology among others

- Implementation of skills, understanding and new learning methods in every child.

- More focus on practical learning rather than theoretical learning.

- Every student can get quality education no matter caste, gender or any disability.

- Different learning techniques and experiments used by the teachers.

- Freedom of choosing any subjects/streams with no boundations.

- Giving importance to the Indian Languages and Ethics.

- Equality in Caste, Gender and Category.

- Overall Development of the Education System.

The government's National Education Policy 2020 initiative is an important step towards assuring access to high-quality education. The National Education Policy 2020 unquestionably represents a critical turning point in the history of the nation. It is a fantastic initiative that addresses several problems that have long plagued the educational sector. When it comes to educator preparation, pedagogy, digitization, equity, and accessibility, NEP 2020 ensures that no detail is ignored. The policy will be advantageous for the nation's long-term development. Students that follow this policy will learn new skills and be prepared for the future. In ten years, India's youth population will be the largest in the world, and our ability to care for them will determine the future of our nation.

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New Education Policy 2020: A State Analysis

1. **Dr.Ashwini S.Potphode**

2. **Kanchan Bahurupi**

3. **Dr. Shobha Jabhulkar**

Dhanwate National College, Nagpur

Email :- ashwini80potphode@gmail.com

Abstract:

Education has a key and decisive role in entire education system. The National Education Policy (NEP) 2020 has therefore been transformed into the framework of this reform, which could help to build a new education system in the country, in addition to strengthening those economic and social indicators. "NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges". "The current paper describes the analysis of the requirements for NEP 2020 provisions and management practices at the university level". Recommendations are made for the design and implementation of NEPs at national and HEIs (Higher Education levels).

Keywords: *National Education Policy, Teacher training, Indian Education, HEIs*

Introduction:

The Indian government decided to change India's education policy - after 34 years. To formulate a new education policy, the Central Government in 2017, Dr. K.K. Kasturirangan constituted a committee under the chairmanship of the Kasturirangan committee drafted the National Education Policy 2019. In India in July 2020, the Central Government approved the National Education Policy 2020. In connection with this approval, Prime Minister Shri Narendra Modi tweeted and the Minister of Human Resource Development "Shri Ramesh Pokhriyal Nishak" made the public aware by the press conference. It was also clarified that the Ministry of Human Resource Development has been renamed as "Ministry of Education". Earlier in 1985, the Ministry of Education' was renamed as Ministry of Human Resource Development. In 2020, the name of the Ministry of Human Resource Development was again changed to the Ministry of Education after the introduction of a new education policy.

"The first education policy was introduced in 1968 by the government of former Prime Minister Mrs. Indira Gandhi. The second education policy was formulated by the Rajiv

Gandhi government in 1986, with some amendments by the Narasimha Rao government in 1992. The National Education Policy 2020 is the third education policy of independent India". Thus, a 34-year-old education policy is currently underway, which is becoming ineffective with the changing scenario. This is the reason that in the year 2019, the Ministry of Human Resource Development had drafted the new education policy and sought advice from the public.

Why the need for change in pre-education policy?

1. To the needs of a knowledge-based economy in the changing global scenario changes were needed in the current education system.
2. New education to enhance the quality of education, promote innovation and research.
3. In education policy to ensure global access to Indian educational system.

What is the New Education Policy in India?

Under the new education policy of 2020, the educational system has been fixed by 2030. The curriculum will be divided on the basis of the educational system of 5 + 3 + 3 + 4 in place of the currently running 10 + 2 model. The target of investment of Central and State Government has also been set for the new Education Policy 2020 in which Central and State Governments will invest in education sector equal to 6 percent GDP of the country for cooperation in the education sector. This policy is all based on the guiding objectives like access, capacity, quality, affordability, and accountability. From preprimary to higher education, we have taken this field Seen in an uninterrupted continuity as well as

encompassing other areas connected to the broader landscape" (K. Kasturiranjan, committee chairman)

New Education Policy 2020 Phase

The phases of the new education policy are divided into four phases. The old education policy was organized on a (10 + 2) formula, but the new education policy is based on the (5 + 3 + 3 + 4) formula. The new pattern includes 3 years of schooling and 12 years of schooling. **Four steps of new education policy**

1. **Foundation Stage** - Foundation Stage of New Education Policy for 3 to 8 years children are included. The Foundation Stage has been fixed for 5 years.
2. **Preparatory Stage** - The time of this stage is kept for 3 years. This stage includes children from 8 to 11 years.
3. **Middle Stage** – The period of this stage has been fixed for 3 years. In This stage Children from 6th grade to 8th grade have been included.
4. **Secondary Stage** - The period of this stage is 4 years. 9th grade in this stage Students from 12th standard is included.

Provisions related to higher education

1. GER in higher educational institutions under NEP 2020 it has been targeted to increase from 26.3 percent to 50 percent.
2. The GER is the number of total eligible population at an education level who has taken admission in educational institutions.
3. A Higher Education Commission of India (HECI) will be set up which will replace the UGC.

Four different bodies of Higher Education of Commission (HECI)

1. **National Higher Education Regulatory Council (NHERC):** It will act as a regulator for the higher education sector including teacher education.
2. **General Education Council (GEC):** This will create the framework of expected learning outcomes for higher education programs, that is, their standardization work.
3. **National Accreditation Council (NAC):** These institutions are accredited, Will function primarily based on basic criteria; public self-disclosure, good governance, and results.
4. **Higher Education Grants Council (HGFC):** This body financing work for colleges and universities.

Currently, higher education bodies are regulated through bodies like University Grants Commission (UGC), All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE).

It is based on multiple entries and exit in the undergraduate curriculum in the National Education Policy 2020. The system has been adopted under this, in a three- or four-year undergraduate program, students will be able to leave the course at different levels and they will be awarded degrees or certificates accordingly.

Provisions related to online and digital education

1. To ensure the preparation of alternative means of quality education, the MoE will become a dedicated entity for digital infrastructure, digital content, and capacity building to cater to the eeducation needs of both school and higher education.
2. E-content will be made available for study in regional languages.

Protection of linguistic diversity

1. In the NEP, many options have been kept regarding languages. Class 5 and class 8 Priority has been suggested to study mother tongue or regional language as a study.
2. Physical education Under the NEP 2020, along with the education of students, skills will also be developed. In which all students from the minimum class will be given training in subjects like Horticulture, Yoga, Music, Dance,

   Sports, and Sculpture, etc.

Recommendations related to the educational system

1. Teachers' promotion will be arranged based on performance from time to time through the NEP.
2. The (NCTE) will develop a professional standard for teachers by the year 2022.
3. National level educational for teacher's education on the advice of NCERT Course content of the course will be prepared.
4. Four-year B.Ed. degree for teaching in the new education policy by 2030 will be made mandatory.

Provision for differently-abled children

1. Education Emphasis is to invest up to 6 percent of GDP in the education sector. Present it is 4.43 percent of GDP.
2. The qualification of students belonging to SC, ST, OBC, and other specific categories.
3. To support and progress the progress of students receiving student's stipends National scholarship portal will be expanded to track.

Other announcements

1. In place of UGC, AICTE, NCTE in higher education, there will now be a single regulator that will direct institutions.

2. In 15 years, the process of affiliation with universities will be eliminated by giving autonomy to colleges. They will be made fully autonomous. They will be made autonomous colleges that award degrees or will be attached to a university.

3. To give international shape to education, the top global ranking university will be allowed to open its branch in India, so

    that the students of India will not have to go abroad to get admission to the world's best colleges and universities.

4. The National Research Foundation (NRF) will be set up as an apex body to conduct research and to promote strong research culture and research potential in higher education.

5. The student's report card will be evaluated based on a 360 - degree assessment, keeping in mind the mental abilities of his behaviour, which will be evaluated by the student's classmate and teacher.

CHALLENGES RELATED TO

EDUCATION POLICY

1. **Cooperation** - Education of states is a concurrent subject. This is most states have their school boards. Therefore, the State Governments have to come forward for the actual implementation of this decision. Also, the idea of

bringing a National Higher Education Regulatory Campus as the top controlling organization can be opposed by the states.

2. **Expensive Education** - The new education policy paves the way for admission to foreign universities. Various academics believe that admission to foreign universities is likely to be expensive for Indian educational system. As a result, it can be challenging for lower class students to pursue higher education.

3. **Feeding-related inadequate investigation** - Fees still exist in some states Regulation exists but these regulatory processes are unable to curb profiteering as unlimited donations.

4. **Financing** - Ensuring funding will depend on how strong the will power to spend the proposed 6 percent of GDP as public expenditure on education.

5. **Lack of human resources** - Currently skilled teachers in elementary education lacks. In such a situation, the implementation of the system made for elementary education under the NEP 2020.

SUGGESTIONS FOR NEW EDUCATION 2020 POLICY OF INDIA

1. **Early childhood care education:** (5 years) It will be implemented through Anganwadi. Anganwadi should be converted into Kids Zone so that the child can get an education in sports. Also, one of the two Anganwadi workers should be replaced by an ASHA worker and physiotherapy so that both education and

health will work together. It is said that 85% of brain development takes place in this period.

2. **Primary stage:** Children between 8 and 11 years of age come. receive education from class 3 to class 5. In this class, the child has to reduce the burden of books. In this phase, children should get an education through moral stories so that the round development of the child is possible. Bagless education should be imparted at this stage.

3. **Secondary stage**: the child develops knowledge about his environment. The government not only distributes bicycles, mid-day meals to children, as well as the facility of like Navodaya. Because of the economic problem in rural areas of India, they are unable to get an education by engaging in agricultural work and leave their education in between.

4. 50% evaluation textbook and 50% evaluation should be based on local arts promotion, culture and small cottage industries only.

5. In the presence of parents in addition to the provision of custom education in the higher secondary stage abstain from sexual education also.

6. Internships in various areas of the country to the child through vocational training and entrepreneurship should be given so that children are aware of the geographical environment.

7. Implementing all the declarations requires the strong political will of basic infrastructure.

8. To improve education, universities must be made autonomous.

9. 200 top ranked universities should be given full academic, administrative financial autonomy to diversify the updated curriculum to promote global innovation.

10. To increase the Gross Enrolment Ratio, the Central and State Governments should equally provide special packages to institutions.

CONCLUSION

The new National Education Policy, 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India, if it is implemented successfully, this new system will make India one of the world's leading countries. Equivalent Under the new education policy, 2020, children from 3 years to 18 years have been placed under the Right to Education Act, 2009. The aim of this new education policy, which came after 34 years, is to provide higher education to all students, which aims to universalize pre-primary education (age range of 3-6 years) by 2025.

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NEW EDUCATION POLICY (NEP) 2020: A Roadmap for India in Imparting Education

Dr. Deepak S Jejani

M.Com, B.Ed, NET, SET, MBA, Ph.D

Abstract:
The year 2020 has been a remarkable one for nations all over the world. In India, aside from Coronavirus, one of the significant changes that occurred was the improvement of the New Training Strategy (NEP) 2020. Researchers have expressed interest as a result of recommendations from various committees to increase the education budget to 6% of GDP over time. The purpose of this paper is to identify NEP 2020's concerns and focus. NEP-2020 is an inventive and cutting edge proposition with both positive and negative viewpoints, outlined with the target to give a quality school instruction and advanced education to everybody with an assumption for all encompassing and research-situated progress. This paper begins by providing an overview of NEP-2020, identifying and analyzing potential generic strategies for implementing NEP-2020 to achieve its goals on the basis of focus group discussions, determining the policy's strengths and weaknesses in the higher education and research sections, and evaluating the policy's implementation suggestions. The paper also includes a lot of predictions about things like creating high-quality colleges and universities, consolidating and restructuring institutions, making education more holistic and multidisciplinary, creating the best learning environment and supporting students, changing the regulatory system for higher education, using and integrating technology, and online and digital education. Finally, some suggestions are provided for successfully putting the NEP 2020 into action despite a variety of constraints.

***Keywords:** Implementation Strategies, Indian Higher Education Policy, Research and innovation focus, Indian Higher Education System.*

Introduction:
Countries are planning the development of their education systems. To promote education across all economic classes and bring the common man into the mainstream, the Government of India (GOI) has formulated a National Policy on Education (NPE). This policy has a wider coverage from primary education (literacy level) to higher education (concentrating specialization) - both rural and urban. The first NPE was proposed and announced by the Government of India in 1968, the second policy in 1986 and the third major reform policy in 2020 by the current Prime Minister of India, Narendra Modi (Government of India, 2020). India's National Education Policy (NEP-2020) has the challenge and thus aims to elevate the country as a developed country by supporting development needs in line with the fourth goal of the United Nations Sustainable Development Goals (SDG), which aims to ensure inclusive and equitable quality

education and promote lifelong learning opportunities for all." by 2030.

India believes that this new citizen education policy 2020, it can at least achieve this goal for the same high-quality use until 2040 education for all regardless of social and social level financial background. With a vision to create a a platform to provide high quality school and higher education to every citizen of a country with an Indian atmosphere and values equalize the country and living information society and global knowledge great power by improving the quality of education creating a new ideal system at each stage review and reform the current educational structure including policies, regulations and control systems, a new policy NEP-2020 is planned [1-2]. That's how it is the new policy NEP-2020 is expected to be comprehensive a version with less content but more problem solving skills problem solving skills, innovative creativity, multidisciplinary and for general unity and integrity. Politics awaits new rules for conducting training Pedagogy is more experimental, scienceoriented, discovery-oriented, learner-centred, analysis-based, flexible, enjoyable and futuristic, so educated production can support economic growth of countries, social justice and equality, scientific progress, culture conservation and national integration.

In July 2019, Aithal P. S. et al published a paper on this topic "Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges", which investigated Indian literature in recent years Higher education policy and its consequences, the most important features and their focus in the outline National Education Policy 2019 by content analysis The paper highlighted various policies is proposed in the draft with special emphasis part of higher education and compared them previous policies. The analysis also compared Potential impacts of the NEP 2019 proposal on private and on facilities and limitations of public institutions of higher education. The strengths and weaknesses of the new political proposal are identify in relation to various stakeholders and listed. There are also some suggestions in the magazine to understand the practice and make it flawless and effective of a public reference point and in the name of wellbeing from the country.

In August 2020, Sunil Kumar et al highlighted a new teaching method that sees major movements and progressive education in schools. He showed that the gap between vision and mission requires more than action plans and an implementation strategy. Therefore, he takes the right steps to ensure that the implementation meets expectations. In August 2020, Aithal, P.S. et al further published a paper "Analysis of the Indian National Education Policy 2020 toward Achieving its Objectives" and highlighted the various policies announced in the higher education system and compared them with the current system. We discuss the various innovations and the projected impact of NEP 2020 on the Indian higher education system and its benefits. Some recommendations are given for its effective implementation to achieve the set objectives.

Suryavanshi, S. (2020) tried to compare teacher education in Indian universities with Chinese universities as a case study and argued that the autonomy of faculty and institutional leaders is important for innovation and research in teaching, research and service. . The paper also suggested that universities should have individual autonomy - as NEP-2020 suggests, this is certainly a step

forward. Deb, P. (2020) published an article on "Vision for Foreign Universities in the National Education Policy 2020: A Critique", which addresses the internationalization of Indian higher education as one of the objectives of the National Education Policy (NEP) 2020.

About NEP 2020:

The National Education Policy-2020 envisions India's central education system by integrating its traditions, culture, values and ethos to transform the country into a just, sustainable and vibrant information society. The development of NEP2020 took into account the wide and deep historical heritage of the country and the contribution of many researchers on various topics as a basis for building high-quality multidisciplinary free education at school, higher and professional education. The aim is to increase the gross number of students in school education and higher and professional education (GER) 28% and 05% 50% and 20% by 2030 through radical changes in current education policies and management systems, establishing responsibility in each stakeholder.

School Education:

According to the main principles (i) respect for diversity and local context, (ii) equity and inclusion, (iii) community participation, (iv) emphasizing conceptual understanding, (v) building unique skills, (vi) fostering critical thinking and creativity, (vii) use of technology and (viii) continuous review, NEP-2020 intended to focus on universal access to early information child education and training. This is done through the core curriculum, various learning models and preparatory classes in early childhood. Ensure universal access to education at all levels, emphasize the diversity of the school path, bring back school leavers, promote school construction, promote alternative and

innovative educational centres, achieve desired results and mutual education at all levels to ensure access and opportunities for all children. The salient features of school education as depicted in NEP2020 are:

Higher Education:

(Conference of Governors on the role of NEP2020 Changing College Landmark educational history: Dr Najma Heptulla, Source: The Sangai Express / DIPR Imphal, 09.07.2020:) A video conference of governors and deputy governors on "Role of National Education Policy" (NEP) 2020 Transforming Higher Education" took place today in New Delhi. The conference was organized by the university, Ministry of Education, Government of India. The event was divided into different sessions i.e. open session, communication between governors and Lieutenant Governor, Education Minister of States and Union territories, special session of NEP-2020, Technical session and discussion. In the interaction governor and lieutenant governors Manipur, Dr. Najma Heptulla noted that the new 2020 education policy is definitely a landmark History of Indian Education because politics is comprehensive, comprehensive, providential and certain plays a central role in the further growth of the nation. The policy was approved after more than three decades. The first was framed in 1986 and amended in 1992. "In this period of more than three decades, important changes have taken place in our country, both in relation to the social economy and the entire globe. Therefore, it seems completely legitimate that the education sector must also be strengthened against the demands of the 21st century, as well as the needs of people and the country." Quality education, innovation and Research are the pillar on which India becomes an information superpower. In this context, a new education

policy is necessary at this stage," he said. Dr. Najma Heptulla added that the Government of India has therefore proposed to formulate a new education policy initially through a consultative process in which expert. Opinions, industry experience, stakeholder feedback and lessons learned from best practices were taken into account. He strongly saw that the New Education Policy 2020 will definitely be a landmark in the history of education in India as this policy is comprehensive, comprehensive, visionary and will definitely play a pivotal role in the future growth of the country. "Our One Nation welcomes policies to make India a vibrant information society. It's about being proud of India and embracing the best ideas and practices from the world of learning everywhere in the world. It is very gratifying to note that one of its highest goals is to bring millions of out-of-school children into the school system and reduce the innumerable dropouts. More importantly, it is important to focus on vocational training and environmental education to reduce the burdensome curriculum. NEP covers the aspects well. Students will have much more influence and the opportunity to choose the subjects they want to study," he added. Dr. Najma Heptulla said the NEP 2020 will ban medical and law colleges. She said the NEP would also seek to improve governance creating a single regulatory body to take care of everything about educational institutions, which is a significant step. In addition, the goal of NEP is comprehensive education, anticipating the convergence of the streams of science and art. A focus on ethics and human and constitutional values will help create an enlightened citizenry, which is essential for deepening our democratic roots. The governor found that the policy also expands the scope of basic education, increasing the years of

schooling from 3 to 18 instead of the general 6-14. This allows for a more holistic development 3-6 year old children in the developmental age group. Establish the national mission of the foundation Literacy and numeracy is a very necessary and timely step improve the quality of basic education level NEP recognizes its importance nutrition for the versatile development of children and so added a provision for filling energy in addition to breakfast, a nutritious lunch help children achieve better academic results. It can mention Prime Minister Narendra Modi addressed the inaugural session and President Ram Nath Kovind graced the conference. Minister of Education, Govt of India Ramesh Pokhriyal "Nishank" also attended the conference.

Education of Teachers:
The highlights of NEP-2020 for education of teachers as part of higher education section are listed below:

- Any interested parents or retired faculty will be tapped for short- or long-term research/education/innovation leadership, mentoring, or professional support. Separately a national mentoring operation will be established.
- M. Ed. will be one-year with a research focus. The faculty profile in Departments of Education will be diverse with Ph. D's in different areas.
- Until 2030, two years of B. Ed for 3 years UG and one year B. Ed. for four-year UG and those with Masters in other subjects.
- All primary, preparatory, middle and high schools must prescribe a 4-year integrated. B. Ed teachers with degrees in two major subjects.
- All independent teacher training institutions should convert into

multidisciplinary colleges by 2030 to offer only a four-year integrated B. Ed. Program.

Conclusion:

India is preparing to implement the guidelines of the National Education Policy 2020 across the country to reform and bring about radical changes in teaching and higher education with the aim of creating a new education system that should empower the youth and increase their confidence in creating new knowledge, new skills and human values to solve the current and future problems and challenges of a civilized society through increased innovation and technological intelligence. It is known that the applied technology of scientific thinking can improve the quality of life of all people living in this universe and it is based on quality education.

With the aim of providing value-based, knowledge- and skill-based higher education to every inhabitant of the country, the new education policy contains many substantive proposals to improve the quality of school and higher education and to generate interest in the chosen field to find challenges and turn them into opportunities to find innovative solutions that make life comfortable and successful with the expected happiness.

The goal of quality higher education is to develop people who are responsible for creating a better society through better human value-based discipline and mutual respect for growth and well-being. High-quality higher education also makes everyone participate in the discovery of new technology, the introduction of new technology or the promotion of new technology, which can contribute to the development of society. The achievement of the above is expected to be accelerated by a new, research oriented education policy, goals and does each stakeholder as innovator.

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ENGLISH: AN ESSENTIAL COMMUNICATION TOOL OF MODERN INDIA

Shriya Oke

Assistant Professor

Dhanwate National College, Nagpur

29shriya@gmail.com

9937671851

ABSTRACT

This research paper attempts to highlight the importance of English as an essential medium of communication. English is a link language for persons of different regions and varied dialects. There is a rising demand for English proficiency today. An overwhelming portion of the Indian population has an altered perception of English today. As the demand for English is now felt in almost every province, although there are pedagogically strong arguments against the early introduction of the language. Due to its importance at the professional level, employees with a good command on the English language have an advantage over those with the same technical skill but lacking expertise in the language. Thus, it is very clear that undoubtedly, the role of English in career advancement cannot be denied.

KEYWORDS: *English, Communication, Language, NCERT, Global, Employment*

INTRODUCTION

Language is the blood of the soul into which thoughts run and out of which they grow.

Oliver Wendell Holmes. English is widely acclaimed as the lingua franca of the world. It has an important position among the various popular global languages.

English was perceived as a library language during the formative years of India's independence; indeed, at one point there was a proposal that Hindi should be given fully-fledged official language status and that English should be abolished from public use. However, having been granted 'associate official language' status (though it is still not a language listed in the eighth schedule of the Indian constitution), English continued to dominate higher education. Increasingly, it has been spreading its wings and is moving into school education.

Throughout India, there is an extraordinary belief, among almost all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression. Aspiration of such magnitude is a heavy burden for any language, and for those who have the responsibility for teaching it, to bear. The challenges of providing universal access to English are significant, and many are bound to feel frustrated at the speed of progress. But we cannot ignore the way that the English language has emerged as a powerful agent for change in India. (Graddol)

According to NEP 2020 which stresses the holistic development of young children into responsible citizens of India, English language education has to find its place in the holistic and broader plan of language education where it plays a complementary and supplementary role in the creation of multilinguals.

The National Curriculum Framework 2005 stresses the need for a multilingual education from the beginning of schooling and English has its place in this scheme. However, the Framework also cautions about the danger of introducing English (or, for that matter, any language) without ensuring that the basic provisions and infrastructure for its study are already in place. Language teachers with good proficiency and command of English and enabled with quality teaching materials to support the teaching-learning process are the need of the hour for language learning in English.

According to NCERT, New Delhi's National Focus Group Position Paper on Teaching of English, New Delhi: NCERT 2006, English in India today is a symbol of people's aspiration for quality in education and a fuller participation in national and international life. Its colonial origins are now forgotten or irrelevant, and its initial role

in independence India, tailored to high education now felt to be insufficiently inclusive socially and linguistically, the current state of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena.

Stating that 'English does not stand alone', the National Focus Group's position paper argues that:

(English) needs to find its place. (i) Along with other Indian Languages (a) in regional medium schools, how can children's other languages strengthen English learning? (b) in English medium schools, how can other Indian languages be valorised, reducing the perceived hegemony of English? (ii) In relation to other subjects, a language across the curriculum perspective is perhaps of particular relevance to primary education. Language is best acquired through different meaning-making contexts and hence all teaching in a sense is language teaching. This perspective also captures the centrality of language in abstract thought in secondary education. (NCERT)

According to the Ministry of Education, MOE, 1966, Report of the Education Commission 1964-1966: The Commission's observation on the status and role of English is of importance from the point of view of language planning and the way the language was perceived by policy planners. The Commission said: English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage and the language of administration at the Central Government and in many of the states. Even after the regional languages become media of higher education in the universities, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the

university. (MOE)

BODY

In our country, India, the lack of access to English medium schools in rural areas hinders the growth of bright children hailing from a rural background. Financially weak children from urban areas and even metro cities like Mumbai and Kolkata face this problem.

According to NCERT, it is better to have English taught as a subject rather than impose a bad English medium education. Equipping English language education with the essentials in the native medium schools would benefit learning in general and language learning in particular. But converting schools to become English medium without proper support would be detrimental and counterproductive. Schools can be developed as multimedia schools where both the content subjects and the language are taught and learnt well in a complementary and supplementary manner. A 'language across the curriculum' perspective and a strategy of multilingualism would be of benefit on many counts. The centrality of language in learning needs to be recognised. English, then, can play a vital role as a language of mutual benefit – benefiting Indian languages as well as itself – and so enriching education as a whole. (NCERT)

As English is the language of the world, many talented young men and women who lack good English communication skills lose many bright career avenues in multinational companies. Most of the global companies expect their employees to be adept in English proficiency. These companies have international chains and offices across many cities in the world. Global interactions are eased with expertise in the link language English. Even small and medium-scale companies recruit candidates who possess at least the basic level of English communication proficiency. Owing to an inadequate vocabulary in English, a candidate may fail in a job interview.

The inability to express himself/herself due to a lack of relevant words may reduce his/her chances of selection in the process of a job interview. Using incorrect tense may confuse the panel of members in the interview process and hamper the communication process. Executives from different fields possessing the ability to use the right word at the right time enhance the quality of communication and their chances of selection for the post applied will definitely increase. Inter-communication and Intra-communication in the office require preparing presentations and e-seminars and sending emails. Hence the company recruiters select candidates who would be able to do this kind of communication efficiently and effectively.

Communication is the glue that holds a society together. The ability to communicate enables people to form and maintain relationships. The quality of such relationships depends on the calibre of communication between the parties. (Brennan)

Communication is the relay of ideas and information among the participants. It includes speaking and writing and is an important way of interaction among people. The process of communication has a steady continuous pace. It involves listening, understanding and speaking. For effective communication, one must be a good listener as well as a good speaker. In today's world of competitive globalisation, almost every organisation wants to spread its wings and reach out to the world. English is one of the most widely spoken languages in the world. Almost 1,452 million speak in English in this world. It is the most spoken language having both native and non-native speakers. In fact, it is the default language in International Business, Tourism,

Technology etc. Hence fluency in English is the gateway to conquer the world in terms of better education and career opportunities.

Ojanperä Miina points out that poor English language skills slow down the flow of effective communication, cause misinterpretation, create frustration and create barriers among the employees. In the corporate world, English is the most regularly used language and the knowledge of English has become one of the most important employability skills. Proper English does not mean only the ability to make grammatically correct sentences but also the other related skills for effective communication like presentation skills, convincing and negotiation skills and interpersonal skills using English. Due to the global market, the requirements for English language skills are likely to increase every year and employees without adequate English language skills may find it very challenging to grow professionally. (Miina)

Tsedal Neeley, Associate Professor of Harvard Business School and the founder of the consulting firm Global Matters, in his article emphasizes that the need to synchronize tasks and work with customers and partners globally has expedited the move toward English as the official language of business no matter where companies are headquartered. In addition, he has listed out principal reasons why companies have to consider English as a corporate standard; Competitive pressure, globalization of tasks and resources, and M&A integration across national boundaries. If English is not given importance, companies may find it difficult to interact with customers, suppliers and business partners. Geographically dispersed employees of a company need to interact with one another to make important decisions and English becomes the natural means of effective communication. One can imagine the consequences caused by the poor English skills of employees while making crucial decisions in business. (Neeley)

Considering the order of importance of the four communication skills, LSRW, (Listening, Speaking, Reading and Writing), it was found that English speaking and writing have a higher order of importance. Lack of fluency in spoken English, often hampers the chances of getting selected for a job interview. Fluency in English has an important role in the career growth of employees. Thus, there is a need to conduct English communication skills course in colleges. This course would help in improving the basic communication skills of college students and improve their career opportunities. A basic communication skills course can also be termed **English for Employability**. In fact, this course should be made compulsory and provided free of cost to all college students.

Education and Employment are interconnected. Education plays a major role in getting a person employed. The education system must have a connecting language which ensures the employability of the youth irrespective of the place of education. In the AMCAT test conducted by Aspiring Minds, in the year 2015, around 30,000 Engineering Graduates appeared for the test. The results revealed that only 2.9% of Engineers have spoken English skills suitable for high-end jobs and consultancy. Only 6.8% of Engineers show the ability to speak and respond in English correctly. Most of the professional courses in higher education like Medical Science, Engineering, Legal Studies and Management Studies are in English. This makes English a language of vital importance.

According to David Mallon, competent communications happen when the maximum amount of a message is delivered and understood successfully at a minimum cost. Effective

business communications can be as simple as writing an effective email to guarantee that a business task is correctly allocated and performed, or as complex as how to negotiate a billion-dollar business. (Mallon)

According to a Harvard Review article many worldwide companies have declared English as the common corporate language in an effort to ease communication and performance across geographically diverse functions and business endeavours i.e. Airbus, Daimler-Chrysler, Fast Retailing, Nokia, Renault, Samsung, SAP, Technicolor, and Microsoft in Beijing. Many companies offer English training programs to their employees to improve their performance.

Hence, employees with good business language skills will be entrusted with higher responsibilities and also can progress faster to a higher position with a lucrative income.

The recommendations of NEP 2020 and UGC's The National Higher Education Qualifications framework (NHEQF), has mentioned

'Communication Skills' as an essential 'generic learning outcome', which will entitle students for further learning and enter the workforce after graduation. The teaching of English language skills can pivot and implement the objective of NEP 2020 and NHEQF for the benefit of students.

Research on the 'power and prestige' conferred by English in India, confirms the hypothesis that "In India, the raw difference in earnings between people who speak English and people who do not is large, ... we find that there are large, statistically significant returns to English language skills in India". It is also considered that "In India and many other developing countries, there is an active debate over whether to promote the local language or a more globally accepted language like English in schools." While promoting the local language might make primary schooling

more accessible and strengthen the national identity, however, it may reduce economic opportunities because of the special role of English in a global economy. (Azam)

In a Research Report titled "English Skills for Employability: Setting Common Standards", a detailed study was carried out to address the problem of why "far too many students are graduating without sufficient skills to enter the workforce; they are unemployable". As the background and rationale to this particular study indicates, "many policy-making bodies view English as a key skill that can transform the employability of India's youth . . . Special emphasis on verbal and written communication skills, especially in English, would go a long way in improving the employability of the large and growing mass of disempowered youth". (Prince) Sahgal investigates the expansion of the use of English in the functional domains of family, friendship and institutions, among a crosssection of Indian speakers and finds that "English has acquired more functional roles, and is the main language of the friendship and institutional domains. It has even penetrated the family domain, which suggests that domain separation is beginning to disappear with English gradually becoming associated with intimacy, spontaneity and informality, along with its use in education, administration and the mass media". (Sahgal)

CONCLUSION

Employability in growing sectors like the IT industry demands written and spoken English fluency. IT professionals need to communicate with clients based abroad. They are deputed on projects in foreign countries. To interact with colleagues and customers based abroad, these professionals need excellent English skills. Their job profile includes giving presentations or business reviews for business units outside India

that call for better speaking and writing English skills. Although a professional may have technical expertise, however, in order to sell the idea or product to the clients, English communication plays a crucial role. The popular quote, 'Survival of the fittest', applies in the corporate world too. English skills are the backbone of survival in the corporate world. Companies prefer employees with better communication skills when selecting them for sending them abroad for projects. Thus, in the 21st century, proficiency in English is definitely the need of the hour and the basic tenets of NEP 2020 also emphasise this aspect of the significance of English.

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नवीन राष्ट्रीय शैक्षणिक धोरि 2020 आणि बदलती शैक्षणिक प्रिाली

Dr. Amol Laxmanrao Dhoble

Department of History
Assistant Professor
Dhanwate National College, Nagpur

प्रस्तावनाः

भारतीय स्वातंत्र्याचे अमृत महोत्सव वर्ष साजरे करत असताना भारतीय नागररकांना अन्र, वस्त्र, ननवारा, आनि निक्षि या मूलभूत गरजा आपि एकनवसाव्या िातकात प्रवेि केलेला असला तरी अजूनही पूिष झालेल्या नाहीत. यातील निक्षि ही अिी गरज आहे की, जी गरज भागल्यावर मािासाला अन्र, वस्त्र आनि ननवारा या गरजांसाठी कोिावर अवलंबून राहावे लागत नाही. फक्त निक्षि त्या दजाषचे असायला हवे. निक्षि ही अखंडपि बदलत जािारी एक प्रनिया आहे. वरील प्रमािे अन्र, वस्त्र, ननवारा यांसारख्या अनेक गरजा

कालानुरूप बदलत असतात. या गरजा

भागनवण्यासाठी सक्षम होिे प्रत्येक नागररकाला आवश्यक असते. यासाठी निक्षि हे योग्य पातळीवरच नमळायला हवे.

स्वातंत्र्य प्राप्तीनंतर इसवी सन १९६८ मध्ये देिाचे पनहले िैक्षनिक धोरि इंदरा गांधी सरकारमध्ये मांडण्यात आले. हे िैक्षनिक धोरि सन १९६४ च्या कोठारी आयोगाच्या निफारिीवर आधाररत होते. तेव्हा १०+२+३ िैक्षनिक प्रिाली स्वीकारण्यात आलेली होती. यामध्ये प्रथम भारा मातृभारा, नितीय भारा राष्ट्रभारा (नहंदी) , तृतीय भारा म्हिन इंग्रजीचा

स्वीकार करण्यात आलेला होता. १९८६ मध्ये दुसरे िैक्षनिक धोरि राजीव गांधी सरकारने मांडले. या धोरिामध्ये नविेतः भारतीय मनहला, अनुसूनचत जमाती आनि अनुसूनचत जाती समुदायांसाठी असा असमानता दूर करण्यासाठी समानता ननमाषि

करण्यावर भर नदला गेला.

शोधन पद्धती प्रस्तुत संिोधन करण्यासाठी दुय्यम साधन सामग्रीचा उपयोग करण्यात आला त्यात प्रामुख्याने दुय्यम स्त्रोताचा आधार घेण्यात आला आहे. नविेतः निक्षि संबंनधत आकडेवारी, ररपोर्टषस, दस्तऐवज, दैननक

वृत्तपत्रे, साप्तानहक, संदभष ग्रंथ, मानसके, ननयतकानलके आनि िासनािी संबंनधत वेबसाईर् इत्यादी िब्दाचा वापर केलेला आहे.

संशोधनाचे उद्देश

1. भारतातील स्वातंत्र्योत्तर सवष शैक्षणिक धोरिाचा आढावा घेणे.

2. भारतातील निक्षि प्रिाली आनि रचना अभ्यासि.

3. नवीन शैक्षणिक धोरि आनि बदलती निक्षि प्रिाली याची नचनकत्सा करि. **णशक्षि णवषयक घटनात्मक तरतुदी** भारतीय राज्यघर्नेच्या राज्य धोरिाची निदा ननदेिक तत्वे इथे सवाांना न्याय योग्य निक्षिाची तरतूद केलेली आहे. ४२ या घर्ना दुरुस्ती कायद्याने निक्षिास राज्य यादीतून समवती यादीमध्ये स्थानांतररत केले गेले. कलम २९ ए. अंतगषत निक्षिाला अंमलबजाविीचा हक्क बननवला. ६ ते १४ वयोगर्ातील सवष मुलांना प्राथनमक निक्षि देण्यासाठी RTE २००९ लागू करण्यात आले आहे. या अनधननयमात सवष निक्षा अनभयान, मध्यान भोजन योजना, नवोदय नवद्यालय, केंद्रीय नवद्यालय यासारख्या सरकारी उपिमात समाजातील वंनचत घर्कांसाठी २५% आरक्षि देण्यात आले आहे.

नवीन शैक्षणिक धोरि

1. **फाउंडेशन** - वय वर्ष तीन ते सात साठी मातृभार्ेमध्ये निक्षि ल्यात नसषरी, ज्युननअर केजी, सीननयर केजी, पनहली, दुसरी आि एकूि पाच वर्ष प्रामुख्याने बालकाचा मेंदू नवकासाच्या गतीने शैक्षणिक अनुभव देणे. बालकांचा बौद्धिक, िरीररक, सामानजक, भावननक, माननसक नवकास योग्य होण्यास मदत होते.

2. **प्राथणमक णशक्षि** - वय वर्ष आठ ते दहा साठी, इयत्ता नतसरी ते पाचवी, येथे बालकांच्या अध्ययन नवर्यक कौिल्यांचा नवकासावर भर नदला जाईल.

3. **णिडल स्टेज स्कूल** - वय वर्ष 11 ते 13 यासाठी व्यावसानयक व कौिल्यावर आधाररत निक्षि व इंर्नेर्ची सोय नकमान एका तरी

कौिल्यावर प्रभुत्व प्राप्त करून देिे इयत्ता सहावी ते आठवी.

4. **सेकंडरी स्कूल** - वय वर्ष 14 ते 17 साठी, नववी ते बारावी यात प्रत्येकाला आपल्या आवडीचे हवे ते नवर्य ननवडण्याचे स्वातंत्र्य आहे.

नवीन शैक्षणिक धोरिाची पार्श्वभूिी

राष्ट्रीय शैक्षणिक धोरिाअंतगषत िाळा महानवद्यालयांमधील निक्षिाचे धोरि तयार केले जाते. भारत सरकारने नवीन राष्ट्रीय शैक्षणिक धोरि २०२० लॉन्च केले आहे. राष्ट्रीय शैक्षणिक धोरिािरे भारताला जागनतक नविन महासत्ता बनवि आहे. राष्ट्रीय शैक्षणिक धोरि अंतगषत २०२३ पयांत िालेय निक्षित

१००% GER केले जाि◌र आहे. याआधी १०+२ चा पॅर्ष पाळला जात होता. पि आता ५+३+३+४ हा

नवीन निक्षि पॅर्ष धोरिानुसार राहील. नवीन राष्ट्रीय ि◌ैक्षनिक धोरि हे कस्तुरी रंगन यांच्या अध्यक्षतेखाली कनमर्◌ी तयार करण्यात आली. **नवीन शैक्षणिक धोरिाचे ि◌हत्त्वाचे ि◌ुद्दे:**

• मनुष्यबळ नवकास मंत्रालयाचे नाव बदलून निक्षि मंत्रालय ठेवले गेले.

• ि◌◌ालेय निक्षिातील गुंतविुकीमध्ये लक्षिीय वाढ करि नवनवीन उपिम राबनवि.

• ि◌◌ालेय निक्षिासाठी ५+३+३+४ रचनेवर आधाररत बौद्धिक नवकास अध्ययनाच्या तत्त्वावर आधाररत अभ्यासिम आनि अध्यापन ि◌◌ास्त्र रचना नवकनसत करण्यात आली आहे.

नॅशनल ररसचव फाउंडेशन नव संि◌◌ोधनाच्या कल्पना वेगाने देि◌भरात नवकनसत व्हाव्यात यासाठी नॅि◌नल ररसचष फाउंडेि◌न ची स्थापना करण्यात येईल. या धोरिाच्या माध्यमातून सवषच भारतीयांना भारि◌◌ांचे संवधषन करण्यास मदत होईल. **उच्च णशक्षि** अंडर ग्रॅज्युएर् कोसष ३ ते ४ वर्◌◌ाषच्या लवनचक अभ्यासिमासह एकानधक एद्धझझर् ऑपि◌नसह आनि

वेगवेगळ्या स्तरावर प्रमाि◌पत्रासह नदले जातील. एम. नफल. अभ्यासिम बंद केले जातील. उच्च निक्षिासाठी उच्च निक्षि आयोगाची स्थापना केली जाईल. सावषजननक व खाजगी दोन्ही उच्च निक्षि संस्था समान ननकर्◌ाि◌◌ारे संचानलत केल्या जातील एच. एस. सी. आय. मध्ये चार स्वतंत्र नवभाग असतील.

1. राष्ट्रीय उच्च निक्षि ननयामक पररद्

2. सवषसाधारि ि◌ैक्षनिक पररद्

3. उच्च निक्षि अनुदान

4. नॅि◌नल ि◌◌ेनडर् कौद्धिल अि◌प्रकारे उच्च निक्षि २०३५ पयांत GER ५०% पयांत वाढनवि हा आहे.

सिग्र बहुणवद्या शासकीय णशक्षि या धोरिामध्ये लवनचक अभ्यासिम, व्यावसानयक निक्षिाचे एकत्रीकरि आनि योग्य प्रमानिकरिासह अनेक प्रवेि◌ आनि ननगषमन नबंदूसह सवषसमावेि◌क पदवी निक्षिाची कल्पना केली आहे. युजी एज्युकेि◌न ३ ते ४ वर्◌ाषच्या कालावधी असू ि◌कते, ज्यामध्ये एकापेक्षा जास्त एद्धझझर् पयाषय आनि योग्य प्रमाि◌पत्र असू ि◌कते. **उदाहरिाथव,**

• १ वर्◌ाषनंतर प्रमाि◌पत्र,

• २ वर्◌ाषनंतर नडप्लोमा,

- ३ वर्षानंतर बॅचलर पदवी,

- ४ वर्षांनी संशोधनासह बॅचलर वेगवेगळ्या HEI मधून नमळवलेली शैक्षनिक क्रेडडर नडनजर्ल साठवण्यासाठी एक शैक्षनिक बँक ऑफ क्रेडडर ची स्थापना केली जाईल.

मूल्यांकन व सुधारिा नवीन राष्ट्रीय धोरि २०२० मूल्यांकनातून ननत्य आनि फॉमेनर्क् असेसमेंर्कडे वळण्यात येईल, जे अनधक सक्षमतेवर आधाररत आहे. निक्षि आनि नवकासाला चालना देिे आनि नवश्लेरि, गंभीर नवचार आनि संकल्पनात्मक स्पष्टता यासारख्या उच्च - िम कौिल्यांची चाची करि. एक नवीन राष्ट्रीय मूल्यमापन केंद्र (PARKH) सवष भानवक नवकासासाठी कायषप्रदिषन मूल्यांकन पुनरावलोकन आनि नवश्लेरि एक मानक सेनर्रंग संस्था म्हून स्थानपत केले जाईल.

प्रिुख णनष्कषव

1. िालेय निक्षिासह उच्च निक्षिासाठी सवषसामावेिक समाज घर्कांचा अंतभाषव असिारी निक्षि व्यवस्था धोरिाअंतगषत तरतूद केलेली असली तरी निक्षिासाठी मूलभूत, पायाभूत सुनवधा किा उभारिार

यासंदभाषत स्पष्ट उल्लेख नदसून येत नाही.

2. नवीन निक्षि प्रिालीमध्ये िासकीय हस्तक्षेप कमी करण्यात येऊन खाजगी संस्थांना अनधक पुढाकार घेण्यास प्रवृत्त केलेले आहे ज्यामुळे सामानजक न्यायाचे संतुलन धोक्यात येण्याची िक्यता आहे.

3. व्यवसाय व उद्योग स्नेही निक्षि पिती नवकनसत करण्यासाठी हे नवीन शैक्षनिक धोरि उपयुक्त ठरिार असल्याचे भाकीत केलं जात असलं तरी आपल्या देिातील सामानजक संतुलन आनि राष्ट्रीय एकात्मता कायम राहावे यासाठी सामानजक मूल्य निक्षिात कमी करण्यात येऊ नयेत.

4. जुनी निक्षि प्रिाली आनि नवीन प्रिाली यात जर नवद्यमान समाजाच्या आकांक्षा पूिष करिाऱ्या तत्त्वांची सांगळे घालण्यात बदलण्यात आली नाही तर पुन्हा लोकिाहीचे रूपांतर झुंडिाहीमध्ये होईल.

5. नवीन निक्षि प्रिाली लागू करण्याचा नवचार

6. िासन करीत असले तरी त्यास पूरक आनि अनुरांनगक सवषपायाभूत सेवा व सुनवधा आनि रेस्ट स्ट्रक्चर अगोदर नवकनसत होिे आवश्यक आहे.

संदभव

1. डॉ. रमेि॒ पोखरीयल, लोकसभेतील चचाष २०२० निि॒ मंत्री, भारत सरकार, नवी नदल्ली.

2. नवीन राष्ट्रीय ि॒ैक्षनिक धोरि 20-20 आनि बदलती ि॒ैक्षनिक प्रिाली

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नवीन राष्ट्रीय शैक्षणिक धोरण आणि मातृभाषेतून शिक्षणाचे महत्व

डॉ. पद्मिनी दुरूगकर घोसेकर
मराठी विभाग
धनवटे नॅशनल कॉलेज
नागपूर

डॉ. प्रविण घोसेकर
संगणक विभाग
जे. एम. पटेल कला, वाणिज्य व विज्ञान महाविद्यालय
भंडारा

सारांश

"भारताला जागतिक ज्ञान महासत्ता" बनविणे हे नवीन राष्ट्रीय शैक्षणिक धोरण २०२० चे अंतिम उद्दीष्ट आहे. राष्ट्रीय शैक्षणिक धोरण (NEP) 2020 हे एक सर्वसमावेशक धोरण आहे जे भारतातील शिक्षणाच्या भविष्यासाठी दृष्टीकोन आणि कार्यपद्धतीची रूपरेषा देते. हे धोरण मूलभूत साक्षरता आणि संख्याशास्त्राला चालना देऊन, शिक्षणात सार्वत्रिक प्रवेश सुनिश्चित करून आणि लवचिक, बहु-अनुशासनात्मक अभ्यासक्रमाला प्रोत्साहन देऊन शालेय शिक्षणात परिवर्तन करण्यावर लक्ष केंद्रित करते. NEP 2020 चे उद्दिष्ट बहु-विद्याशाखीय शिक्षणाला चालना देऊन, क्रेडिट-आधारित प्रणाली सादर करून आणि संशोधन आणि नाविन्यपूर्णतेला चालना देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान (NRF) स्थापन करून उच्च शिक्षणात परिवर्तन घडवून आणण्याचे आहे. आणि त्यासाठी मातृभाषेचे शिक्षणात अंतर्भाव करणे आवश्यक आहे. प्रस्तुत लेखामध्ये राष्ट्रीय शैक्षणिक धोरण आणि त्यात मातृभाषेचे अनन्यसाधारण महत्व विशद करण्यात आलेले आहे.

मुख्य शब्द : NEP, मातृभाषा, शिक्षण

१. प्रस्तावना

नवजात मुलाला जी भाषा ऐकायला मिळते ती कदाचित आईचे विविध आवाज किंवा ती बोलत असलेल्या भाषेतील काही शब्द असू शकते. पण मूल आधीच ऐकत आहे आणि तिची स्वतःची भाषा, तिची मातृभाषा तयार करण्याचा प्रयत्न करत आहे. एकदा मुल सहा वर्षांचे झाले आणि जवळच्या प्राथमिक शाळेत प्रवेश घेतला की, तिला अस्वस्थतेचा अनुभव येतो. येथे संवादाची भाषा किंवा शिक्षणाचे माध्यम ही अशी गोष्ट आहे जी तिला कदाचित कधीच समोर आली नसेल. या टप्प्यावर आपण जे व्यवस्थापित केले आहे त्याचा मुलाच्या आत्मसन्मानावर, आत्मविश्वासावर आणि भाषिक आणि संज्ञानात्मक क्षमतेवर दीर्घकालीन नकारात्मक प्रभाव पडतो.

मूलभूत टप्प्यावर, शिकणाऱ्यांना साक्षरता आणि संख्याशास्त्राची समज सुनिश्चित करणे हे आमच्या असह्य संशयित मुलांवर वाणिज्य, अधिकृत संप्रेषण, इंटरनेट, सोशल मीडिया किंवा वसाहतवादाची भाषा टाकण्यापेक्षा कितीतरी महत्वाचे आहे. UN च्या 1953 च्या "शिक्षणात स्थानिक भाषांचा वापर" या शीर्षकाच्या अहवालात, दोन पैलू समोर आले. एक, त्याची पुनरावृत्ती की "शालेय वयातील प्रत्येक मुलाने शाळेत जावे, आणि शिकवण्याचे सर्वोत्तम माध्यम म्हणजे मातृभाषा.

म्हणूनच, शाळांमध्ये सुरुवातीच्या काळात मातृभाषेचा वापर हा प्रवेश, टिकवून ठेवणे, संक्रमण आणि गळती रोखणे सक्षम करण्यासाठी आधारशिला आहे. 2011 च्या जनगणनेनुसार, भारतात 121 मातृभाषा आहेत, त्यापैकी 22 भाषा आपल्या राज्यघटनेच्या आठव्या अनुसूचीमध्ये समाविष्ट आहेत आणि 96.72% भारतीयांच्या मातृभाषा आहेत. 2019-20 च्या UDISE+ डेटाचे विश्लेषण असे दर्शविते की राज्ये/केंद्रशासित प्रदेशांमध्ये सात भाषांपर्यंत शिक्षण आहेत. (उदाहरणार्थ, आसामी, बंगाली, बोडो, हिंदी, इंग्रजी, आसाममधील मणिपुरी आणि गारो) दोन माध्यमांपर्यंत शिक्षण, ज्यापैकी एक राज्याची प्रामुख्याने बोलली जाणारी भाषा आहे आणि दुसरी इंग्रजी/हिंदी. शाळांमध्ये शिक्षणाचे पहिले माध्यम म्हणून 25 पेक्षा जास्त भाषा प्रचलित आहेत.

राष्ट्रीय शैक्षणिक धोरण, 2020 ने असा सल्ला दिला आहे की, "शक्य असेल तिथे, किमान इयत्ता 5 पर्यंत शिक्षणाचे माध्यम, परंतु प्राधान्याने इयत्ता 8 आणि त्यापुढील, दोन्ही लोकांसाठी मातृभाषा/मातृभाषा/स्थानिक भाषा/प्रादेशिक भाषा असेल" आणि खाजगी शाळा. NEP तत्त्वे साकार करण्यात काही आव्हाने आहेत. दिलेल्या वर्गात एकापेक्षा जास्त मातृभाषेतून शिकणारे विद्यार्थी असू शकतात, त्यांना समजलेल्या, बोलल्या जाणाऱ्या आणि लिखित भाषेच्या आधारे शिक्षकांची नियुक्ती केली जात नाही आणि अनेकदा मुलाला समजलेल्या भाषांमध्ये संसाधने उपलब्ध नसतात.

NEP 2020 च्या शिफारशींच्या अनुषंगाने, शाळांमध्ये मातृभाषेतून शिकण्याचे फायदे प्रत्यक्षात आणण्यासाठी एक अभ्यासक्रम फ्रेमवर्क विकसित करणे आणि कार्यान्वित करणे, हे शिक्षण मंत्रालयाचे सर्वोच्च प्राधान्य आहे. भारतीय भाषांच्या संवर्धनासाठी

आणि वाढीसाठी मार्ग शोधण्यासाठी आणि शिफारस करण्यासाठी एक "उच्च-शक्ती" समिती स्थापन करण्यात आली आहे. DIKSHA पोर्टलवर 32 भारतीय भाषांमध्येच नाही तर 1-12 व्या वर्गासाठी पाठ्यपुस्तके आणि अध्यापन संसाधनांसह अभ्यासक्रम साहित्य उपलब्ध आहे.

NISHTHA 3.0 ने सुरुवातीच्या इयत्तांमध्ये बहुभाषिक अध्यापनावर शिक्षक प्रशिक्षण मॉड्यूल समाविष्ट केले आहे. आता हे सिद्ध करण्यासाठी पुरेसे संशोधन आणि पुरावे आहेत की जर मुलांना त्यांच्या मातृभाषेत शिकवले जात असेल, विशेषत: मूलभूत वर्षांमध्ये (वय 3 ते 8), तर उच्च धारणा, उच्च प्रवीणता, ग्रेडची कमी पुनरावृत्ती आणि सुधारित चाचणी गुण दिसून येतात. विद्यार्थी-केंद्रित वातावरण तयार करण्यासाठी, आम्ही बुडण्याच्या "सिंक किंवा पोहण्याच्या" पद्धतीला परवानगी देऊ शकत नाही. उपलब्ध संसाधने पाहता, द्विभाषिक पाठ्यपुस्तके आणि ई-सामग्री इत्यादींच्या मदतीने द्विभाषिक शिक्षण ही एक उत्तम सुरुवात असू शकते.

२. नवीन राष्ट्रीय शिक्षण धोरण

आपल्या देशात ३४ वर्षांनंतर म्हणजेच २०२० साली नवीन शैक्षणिक धोरण घोषित करण्यात आले. इस्रो चे माजी प्रमुख के.ए. कस्तुरीरंगन यांच्या अध्यक्षतेखालील समितीने धोरणाचा मसुदा तयार केला आहे. 1986 मध्ये देशात पहिले शैक्षणिक धोरण लागू झाले. त्यानंतर 1992 मध्ये या शैक्षणिक धोरणात बदल करून 2009 मध्ये शिक्षण हक्क कायदा लागू करण्यात आला जो 2013 पासून लागू करण्यात आला. आतापर्यंत शालेय शिक्षणाची पॅटर्न १०+२ हि पद्धत होती. तरीही, या शैक्षणिक मसुद्यात दहावीची

परीक्षा होणार असल्याचा उल्लेख नाही. त्याऐवजी, नवीन शैक्षणिक धोरणामध्ये पाच-तीन-तीन-चारची या पद्धतीचा अंतर्भाव होणार आहे.

नवीन शालेय शिक्षणाची रचना: या धोरणातील तरतुदींनुसार, 3-14 वर्ष वयोगटातील विद्यार्थी शिक्षण हक्क कायद्याच्या कक्षेत येतात. पूर्वी हा वयोगट 6 ते 14 होता

सध्या शालेय शिक्षणाची पद्धत पाच + तीन + तीन + चार अशी आहे. NCERT द्वारे निश्चित केली जाणारी अभ्यासक्रमाची रूपरेषा, व्यावसायिक अभ्यासक्रमावर भर, शाळेच्या रिपोर्ट कार्डमध्ये बदल केले जातील, उच्च शिक्षणातील प्रमुख बदल, देशभरातील उच्च शिक्षण नियामक नवीन शिक्षण आयोग, ही NEP 2020 ची काही महत्वाची वैशिष्ट्ये आहेत.

संपूर्ण मानवी क्षमता साध्य करण्यासाठी, एक न्याय्य आणि न्याय्य सभ्यता उदयास येण्यासाठी आणि राष्ट्रीय वाढीसाठी शालेय शिक्षण आवश्यक आहे. जागतिक स्तरावर उत्कृष्ट शिक्षणाची उपलब्धता प्रदान करणे ही भारताच्या शाश्वत विकासाची गुरुकिल्ली आहे आणि आर्थिक वाढ सामाजिक न्याय आणि समानता, वैज्ञानिक विकास, राष्ट्रीय एकात्मता आणि सामाजिक संवर्धनाच्या दृष्टीने उत्तम प्रशासनासाठी जागतिक स्तरावर उच्च दर्जाचे शिक्षण हा मोलाचा मार्ग आहे.

व्यक्ती, सभ्यता, राष्ट्र आणि विश्वाच्या भल्यासाठी देशातील समृद्ध प्रतिभा आणि संसाधने भारताची प्रतिमा जागतिक स्तरावर उंचावेल.

शैक्षणिक परिणामांची सद्यस्थिती आणि जे काही अनिवार्य आहे, यामधील अंतर हे संरचनेत सर्वोच्च मूल्य, निःपक्षपातीपणा आणि गृहस्थता आणणाऱ्या

अग्रगण्य सुधारणा सुरू करून जोडले जाणे आवश्यक आहे, अतिरिक्त पैलूंपैकी, अल्पवयीन मुलांचे संगोपन आणि उच्च स्तरावरील शिक्षणाद्वारे शिक्षण हे महत्वाचे आहे. NEP ने MHRD चे नामांतरन शिक्षण मंत्रालय म्हणून केले आहे, जो देशाच्या शिक्षणावरील विचाराचे केंद्र बदलण्याचे सूचक आहे. हे धोरण प्रवेश, समानता, गुणवत्ता परवडणारी, जबाबदारी या स्तंभांवर आधारित आहे आणि त्यात परिवर्तन होईल. भारत एक व्हायब्रंट नॉलेज हब बनला आहे, त्याचे अनावरण झाल्यानंतर लगेचच NEP 2020 हे 21 शतकात भारतात आणले जाणारे पहिले शैक्षणिक धोरण आहे, मागील 34 वर्षांपूर्वी म्हणजेच 1986 मध्ये लागू केले गेले होते. राष्ट्रीय शिक्षण धोरण, 1986, जे 1992 मध्ये एकदा सुधारित करण्यात आले त्यापूर्वी, पहिले शैक्षणिक धोरण 1968 मध्ये मंजूर करण्यात आले होते. नवीन शैक्षणिक धोरण हे भारतीय जनता पक्षाच्या 2014 च्या लोकसभा निवडणुकीतील निवडणूक आश्वासनांपैकी एक होते. 2015 पासून नवीन शैक्षणिक धोरणासाठी प्रयत्न सुरू होते आणि मे 2016 मध्ये, नवीन शैक्षणिक धोरणाच्या उत्क्रांती समितीने आपला अहवाल सादर केला, ज्याच्या आधारे तत्कालीन MHRD ने मसुदा राष्ट्रीय शैक्षणिक धोरण, 2016 साठी काही इनपुट्स तयार केले. त्याचप्रमाणे, NEP 2020 प्राथमिक आणि माध्यमिक शिक्षणामध्ये अनेक सुधारणांची शिफारस करते, ज्यामध्ये विषयांची लवचिकता आणि शिक्षणाच्या प्रवाहांमधील अंतराकडे दुर्लक्ष केले जाते. NEP चे अतिरिक्त लक्ष्य प्राथमिक आणि माध्यमिक स्तरावरील विद्यार्थ्यांची संपूर्ण नावनोंदणी साध्य करणे हे आहे.

NEP ने प्राथमिक आणि माध्यमिक शाळेच्या सध्याच्या दहा दोन पॅटर्नमध्ये 3 ते 18 वयोगटातील मुलांसह पाच तीन-तीन-चार असे सुधारित केले. प्रीस्कूल किंवा

अंगणवाडीसाठी तीन वर्षे आणि 1 ते 2 वयोगटातील प्राथमिक शाळेतील आणखी दोन वयोगट 1 ते 8 वर्षे.

१. तयारीचा टप्पा म्हणजेच Preparatory Stage ज्यामध्ये आठ ते अकरा वयोगटातील मुले किंवा इयत्ता तीन पाच ते 2 पर्यंतची मुले असतात.

२. मध्यम टप्पा ज्यामध्ये अकरा ते चौदा वयोगटातील मुले असतात किंवा सहा ते आठ इयत्तेतील मुले.

3. दुय्यम टप्पा ज्यामध्ये चौदा ते अठरा वयोगटातील मुले किंवा इयत्ता अकरा ते बारावीतील मुले.

NEP चे मुख्य उद्दिष्ट हे आहे की अभ्यासक्रमाची सामग्री त्याच्या मुख्य मूलभूत गोष्टींपर्यंत कमी करणे, महत्त्वपूर्ण छाप आणि कल्पनांवर मार्गदर्शन करणे जेणेकरून विद्यार्थी अधिक बुद्धिमान आणि इतर चांगल्या विश्लेषणावर आधारित शिक्षणाचा सराव करू शकतील.

NEP नुसार असा दावा करण्यात येतो की अभ्यासक्रम सह-अभ्यासक्रम किंवा अतिरिक्त-अभ्यासक्रम क्षेत्रांमध्ये, विज्ञान, मृत्युदर, कला आणि किंवा शैक्षणिक प्रवाह किंवा व्यावसायिक यांमध्ये कोणताही ठोस फरक असणार नाही, सहा ते आठ इयत्तांमध्ये, विद्यार्थ्यांनी विषय निवडणे अनिवार्य असेल. जे अनेक प्रमाणात लक्षणीय व्यावसायिक तंत्रांचे सक्रिय कौशल्य देते. केवळ माध्यमिक स्तरावर, त्यांना शिक्षणासाठी इच्छुक असलेल्या विषयांच्या निवडीतील मुलांची उदासीनता वाढविली जाईल.

सध्यातरी केवळ कला (Arts), वाणिज्य (Commerce) आणि विज्ञान (Science) यामधील पदवी आणि पदव्युत्तर (Masters) सह इतर काही अभ्यासक्रमांसाठी आराखडा आणि श्रेयांक (क्रेडिट) पद्धत नेमकी कशी

असणार यासंदर्भात राज्य सरकारने सूचना केल्या आहेत असंही ते म्हणाले.

एकसमान क्रेडिट पद्धती - पहिला बदल

"पदवीच्या पहिल्यावर्षी प्रवेश घेणाऱ्या विद्यार्थ्यांना क्रेडिट गुणांकन पद्धतीनुसार अभ्यासक्रम शिकवला जाणार. म्हणजेच प्रत्येक विषयाचे क्रेडिट निश्चित केले जाणार. तसंच यात एकसमानता आणली जाणार. म्हणजे राज्यातील सर्व विद्यापीठाच्या महाविद्यालयात विषयांचे क्रेडिट एकसमान असणार आहे. यासाठी विद्यापीठ स्तरावर काम सुरू आहे."असंही त्यांनी सांगितलं.

तसंच नवीन धोरणानुसार, पदवी अभ्यासक्रमात क्रेडिट गुणांकन पद्धती आणि विषय निवडीचे स्वातंत्र्य असणार आहे. तसंच पदवी आणि पदव्युत्तर प्रवेश घेणाऱ्या विद्यार्थ्याला शिक्षणासाठी अनेक पर्याय उपलब्ध असतील.

चार वर्षांच्या पदवीचा पर्याय- दुसरा बदल

येत्या शैक्षणिक वर्षापासून चार वर्षांच्या पदवी अभ्यासक्रमाचा पर्याय विद्यार्थ्यांना असेल. याला ऑनर्स पदवी असं म्हटलं जाईल. तीन वर्षांचा पदवी अभ्यासक्रम कायम राहील.

मल्टिपल एन्ट्री आणि मल्टिपल एक्झीट

पदवी किंवा पदव्युत्तर शिक्षण सुरू असताना काही अटींसह विद्यार्थ्यांना मध्येच शिक्षण सोडून पुन्हा प्रवेश घेत आपलं शिक्षण पूर्ण करता येणार आहे. यासाठी विद्यार्थ्यांना सात वर्षांची मुदत दिली जाणार आहे. यापूर्वी ही मुदत सहा वर्षांपर्यंत होती.

यामध्ये पदवीचा अभ्यासक्रम बदलणार नाही परंतु प्रत्येक विषयांचं रुपांतर क्रेडिट गुणांकन पद्धतीनुसार करावं लागेल असं उच्च शिक्षण विभागाचे संचालक शैलेंद्र देवळणकर यांनी स्पष्ट केलं. तसंच पदवीचं शिक्षम घेत असताना विद्यार्थ्यांना प्रत्येक वर्षी प्रमाणपत्र दिली जाणार आहेत. यासाठी धोरणात काय म्हटलंय ते पाहूया, पहिल्या वर्षानंतर विद्यार्थ्यांना UG (Undergraduate) प्रमाणपत्र दिलं जाणार आहे. याचप्रमाणे दुसऱ्या वर्षानंतर म्हणजे चार सेमिस्टर पूर्ण केल्यानंतर डिप्लोमा प्रमाणपत्र दिलं जाणार आहे. तर तिसऱ्या वर्षानंतर पदवी प्रमाणपत्र दिलं जाईल. तसंच विद्यार्थ्यांना एक वर्षाच्या अभ्यासक्रमध्ये 2 सेमिस्टर पूर्ण केल्यानंतर प्रमाणपत्र मिळेल परंतु यासाठी किमान 40 आणि कमाल 44 क्रेडिट्सची आवश्यकता असेल. तर दोन वर्षांचा अभ्यासक्रमामध्ये 4 सेमिस्टर पूर्ण केल्यानंतर डिप्लोमा प्रमाणपत्र मिळेल परंतु यासाठी किमान 80 आणि कमाल 88 क्रेडिट्सची आवश्यकता असेल. तर तीन वर्षांच्या पदवी अभ्यासक्रमात 6 सेमिस्टर पूर्ण केल्यानंतर बॅचलर पदवी मिळवण्यासाठी किमान 120 आणि कमाल 132 क्रेडिट्स आवश्यक असतील.

३. राष्ट्रीय शिक्षण धोरणातील महत्वाचे घटक

१. उच्च शिक्षणामध्ये व्यावसायिक शिक्षणाचे संयोजन. किमान 50% विद्यार्थी म्हणून 2025 पर्यंत व्यावसायिक शिक्षणाचा अनुभव असेल

२. वाढीव समानता आणि बंदिस्त स्वयं-सुधारणारे जिल्हे आणि विशेष शिक्षण क्षेत्रांमध्ये उच्च-गुणवत्तेच्या उच्च शिक्षण संस्थांची सुरुवात. कोणत्याही परिस्थितीत 2030 पर्यंत प्रत्येक जिल्ह्यात किंवा

जवळपास एक मोठी बहुविद्याशाखीय उच्च शिक्षण संस्था.

३. बहुविद्याशाखीय दिशेने उत्तम बदल, एकात्मिक ट्यूटर एज्युकेशन प्रोग्राम आणि B.Ed चा अभ्यासक्रम 4 वर्षांचा करणे.

४. एकात्मिक B.Ed च्या माध्यमातून स्वायत्त गव्हर्नर मंडळाच्या माध्यमातून संस्थात्मक स्वयंपूर्णतेचा विकास करणे, कॉलेज संरचना टप्प्याटप्प्याने जोडली जाईल. बाहेर 2030 पर्यंत बहुविद्याशाखीय पूर्ण करण्यासाठी संपूर्णपणे स्वतंत्र प्रवीण उपदेशात्मक शिक्षण.

५. विद्यमान स्टँड-अलोन व्यावसायिक संस्थांचे 2030 पर्यंत बहु-विद्याशाखीय HEI मध्ये रूपांतरण विद्यापीठे ज्यांची क्षमता ३००० पेक्षा जास्त आहे.

६. बहुस्तरीय शिक्षण संस्था विकसित करणे. स्तर-१ संशोधन विद्यापीठ स्तर-२ शिक्षण विद्यापीठ स्तर-३ स्वायत्त महाविद्यालये. स्वायत्त महाविद्यालयांमध्ये सर्व संस्था मान्यताप्राप्त आणि विकसित केल्या जातील जे 2035 पर्यंत स्वायत्त पदवी प्रदान करणारी महाविद्यालये होतील.

७. उच्च शिक्षण संस्थांच्या वाढत्या प्रमाणावर लक्ष केंद्रित करणे आणि बहुविद्याशाखीय शिक्षणाला प्रोत्साहन देणे

८. भारतीय कॅम्पस स्थापन करण्यासाठी आंतरराष्ट्रीय विद्यापीठांना प्रोत्साहन दिले जाईल

९. संशोधन, अध्यापन, नेतृत्व आणि संस्थात्मक सेवेवर आधारित प्राध्यापकांसाठी करिअर विकासाचे मार्ग निश्चित करणे.

१०. लवचिक अभ्यासक्रम रचना जी आजीवन शिक्षणासाठी नवीन शक्यता निर्माण करण्यासाठी अनेक प्रवेश आणि निर्गमन बिंदू प्रदान करेल.

NEP चे मुख्य उद्दिष्ट हे आहे की अभ्यासक्रमाची सामग्री त्याच्या मुख्य मूलभूत गोष्टींपर्यंत कमी करणे, महत्त्वपूर्ण छाप आणि कल्पनांवर मार्गदर्शन करणे जेणेकरून विद्यार्थी अधिक बुद्धिमान आणि इतर चांगल्या विश्लेषणावर आधारित शिक्षणाचा सराव करू शकतील.

NEP नुसार असा दावा करण्यात येतो की अभ्यासक्रम सह-अभ्यासक्रम किंवा अतिरिक्त-अभ्यासक्रम क्षेत्रांमध्ये, विज्ञान, मृत्युदर, कला आणि किंवा शैक्षणिक प्रवाह किंवा व्यावसायिक यांमध्ये कोणताही ठोस फरक असणार नाही, सहा ते आठ इयत्तांमध्ये, विद्यार्थ्यांनी विषय निवडणे अनिवार्य असेल. जे अनेक प्रमाणात लक्षणीय व्यावसायिक तंत्रांचे सक्रिय कौशल्य देते. केवळ माध्यमिक स्तरावर, त्यांना शिक्षणासाठी इच्छुक असलेल्या विषयांच्या निवडीतील मुलांची उदासीनता वाढविली जाईल.

४. भारतीय भाषा

NEP 2020 असे नमूद करते की जेथे शक्य असेल तेथे शिक्षणाचे माध्यम मातृभाषा किंवा स्थानिक भाषांमध्ये असणे आवश्यक आहे. हे किमान इयत्ता 5 वी पर्यंत करणे आवश्यक आहे, परंतु शक्यतो इयत्ता 8 वी पर्यंत. पंजाब सरकारने राज्यातील सर्व विद्यार्थ्यांना, इयत्ता 1 ते 10 पर्यंत पंजाबी भाषा सक्तीची केली आहे. ज्या शाळा त्याचे पालन करणार नाहीत त्यांना रु. पर्यंत दंड आकारला जाईल. आदेशाचे उल्लंघन केल्याबद्दल 2 लाख रु.

त्याचप्रमाणे महाराष्ट्राने सरकारी शाळा, खाजगी बिगर राज्य मंडळाच्या शाळा, CBSE आणि CISCE यासह सर्व शाळांमध्ये इयत्ता 1 ते 10 पर्यंत मराठी अनिवार्य केली आहे. तेलंगणाने इयत्ता 9वीपर्यंत तेलुगू अनिवार्य केले आहे आणि आंध्र प्रदेशने 10वीपर्यंत शाळांमध्ये तेलुगूचे धडे दिले आहेत. कर्नाटक सरकारने केवळ प्राथमिक आणि माध्यमिक शाळांमध्येच नव्हे तर पदवी-स्तरीय वर्गांमध्येही कन्नड अनिवार्य केले आहे.

यामुळे पालक आणि विशेषत: खाजगी शाळांतील विद्यार्थ्यांमध्ये निराशा निर्माण झाली आहे, ज्यांची भाषा इंग्रजी आहे.

पुढे, AICTE ने हिंदी, तमिळ, मराठी, बंगाली आणि तेलुगु या भाषांमध्ये प्रादेशिक अभ्यासक्रमांमध्ये अभियांत्रिकी आणि कायदा यासारखे पदवी अभ्यासक्रम देण्याची योजना आखली आहे. विशेषाधिकार नसलेल्या पार्श्वभूमीतील विद्यार्थ्यांना वगळले जाते किंवा त्यांना इंग्रजीचे अनुसरण करण्यास अडचण येत असल्याने ही हालचाल सुरू करण्यात आली. परंतु अशी चर्चा आहे की यामुळे एखाद्याला नोकऱ्या मिळण्यास मदत होईल की नाही कारण अधिक नियोक्ते भरतीच्या वेळी इंग्रजीवर लक्ष केंद्रित करतात.

देशातील अनेक राज्यांनी नवीन राष्ट्रीय शैक्षणिक धोरण (National Education Policy, NEP) २०२० अंतर्गत प्रादेशिक भाषांमधील अभ्यासक्रम अनिवार्य केले आहेत. महाराष्ट्रासह (Maharashtra) पंजाब (Punjab), तेलंगणा (telangana), आंध्र प्रदेश (Aandhra Pradesh), कर्नाटक (Karnatak) आणि राजस्थान (Rajsthan) या राज्यांनी स्थानिक भाषेत अभ्यासक्रम (Local Language Subjects)सुरू करण्याची घोषणा केली आहे.

महाराष्ट्राच्या शिक्षण विभागाने नुकताच सर्व शाळांमध्ये पहिली ते दहावीपर्यंत मराठी अनिवार्य (Marathi Compulsory) करण्याचा प्रस्ताव जाहीर केला आहे. यामध्ये खासगी गैर-राज्य मंडळाच्या शाळा, केंद्रीय माध्यमिक शिक्षण मंडळ (CBSE), आयसीएसई (ICSE) या बोर्डांचा समावेश आहे. हा निर्णय पूर्णपणे लागू करण्यात आला आहे. या निर्णयाची टप्प्याटप्प्याने अंमलबजावणी करण्याचे आदेशही देण्यात आले आहेत. शैक्षणिक वर्ष २०२०-२१ मध्ये पहिली आणि सहावीपासून सर्व बोर्डांमध्ये पहिली मराठी भाषा सक्तीची केली जाईल. त्यानंतर ती पुढे दहावीपर्यंत शिकवली जाईल.

पंजाब

पंजाबी हा विषय आता राज्यातील पहिली ते दहावीपर्यंतच्या सर्व विद्यार्थ्यांसाठी अनिवार्य असेल असे पंजाब सरकारने नुकतेच जाहीर केले. या आदेशाचे उल्लंघन केल्यास शाळेला २ लाख रुपयांपर्यंत दंड ठोठावला जाईल असे पंजाबच्या मुख्यमंत्र्यांनी सांगितले. राज्यातील सर्व बोर्डांवर पंजाबी भाषा लिहिली जाईल, असेही सीएम चन्नी यांनी ट्विटमध्ये म्हटले होते.

तेलंगणा

२०१८ मध्ये तेलंगणा विधानसभेने राज्यात तेलुगू शिकवणे आणि शिकणे अनिवार्य करणारे विधेयक देखील मंजूर केले. त्या विधेयकानुसार सीबीएसई, आयसीएसई, आयबी आणि राज्यातील इतर माध्यम शाळांशी संलग्न असलेल्या शाळांना २०२१-२२ या शैक्षणिक वर्षात प्राथमिक स्तरावर इयत्ता चौथी आणि माध्यमिक स्तरावर नववीच्या वर्गासाठी तेलुगू भाषा अनिवार्य केली जाईल.

आंध्र प्रदेश

आंध्र प्रदेश सरकारने दहावीपर्यंतच्या शाळांमध्ये तेलुगू भाषेतील अभ्यासक्रमांनाही मान्यता दिली आहे. सरकारने हिंदी किंवा संस्कृतचा अभ्यास करण्याचा पर्याय न ठेवता हा विषय अनिवार्य केला आहे.

कर्नाटक

कर्नाटकचे मुख्यमंत्री बसवराज बोम्मई यांनी दिलेल्या माहितीनुसार, त्यांचा पक्ष केवळ प्राथमिक आणि माध्यमिक शाळांमध्येच नव्हे तर पदवी स्तरावरील वर्गामध्येही कन्नड अनिवार्य करण्यासाठी आपला लढा सुरू ठेवेल.एनईपी २०२० अंतर्गत इयत्ता पाचवी पर्यंत बहुभाषिकतेला प्रोत्साहन देण्यासाठी विद्यार्थ्यांना त्यांच्या मातृभाषेतून विषय शिकण्यासाठ प्रोत्साहित केले जाते.

राजस्थान

राज्य शिक्षण विभाग एनईपी २०२० अंतर्गत राज्यातील प्राथमिक आणि पूर्व प्राथमिक वर्गासाठी 'मातृभाषेतून शिक्षण' सुरू करणार आहे. RSERT ने स्थानिक भाषांमध्ये एक अभ्यासक्रम तयार केला असून तो पुढील शैक्षणिक सत्रापासून सुरू होणार आहे.

५. भारतीय भाषा आणि नवीन राष्ट्रीय शिक्षण धोरण

भारत हे एक वाढणारे राष्ट्र आहे आणि जागतिक स्तरावर ज्ञानाचे स्रोत म्हणून ओळखले जाण्याचा निर्धार आहे. गेल्या काही वर्षांपासून, भारत सरकार ज्ञानाचा सर्वात मोठा स्रोत बनण्याच्या उद्देशाने

पारंपरिक शिक्षण मॉडेलचे आधुनिक एड-टेक फ्रेमवर्कमध्ये रूपांतर करण्याचे काम करत आहे. ते शक्य करण्याच्या प्रक्रियेत शिक्षणात मातृभाषेचे महत्त्व लक्षात आले. या शोधामुळे भारतीय शालेय अभ्यासक्रमांतर्गत मूलभूत शिक्षणामध्ये मातृभाषेचा समावेश करण्यात आला आहे. यामुळे विद्यार्थ्यांसाठी नवीन दरवाजे उघडले आहेत आणि त्यांना अधिक प्रभावीपणे शिकण्यास सक्षम केले आहे. पारंपरिक आणि आधुनिक शिक्षण व्यवस्थेतील दरी कमी करण्यासही यामुळे मदत झाली आहे. राष्ट्रीय अभ्यासक्रम फ्रेमवर्क 2022 शिफारस करतो की मुले आठ वर्षांची होईपर्यंत त्यांना त्यांच्या मातृभाषा (मातृभाषा) मध्ये शिकवावे. शिक्षण हक्क कायदा, 2009 अंतर्गत धडा V च्या कलम 29(f) मध्ये निर्विवादपणे असे नमूद केले आहे की "सूचनांचे माध्यम, शक्य तितके, मुलाच्या मातृभाषेत असावे." प्रादेशिक भाषांमधील ज्ञान परिवर्तनामुळे विद्यार्थ्यांना विषय अधिक चांगल्या प्रकारे समजून घेता आला आहे आणि त्यांचा एकूण शिकण्याचा अनुभव सुधारला आहे. उदाहरणार्थ, मुलांनी योग्य पदार्थ खाल्ल्याची खात्री करून घेणे, त्यांच्या शब्दसंग्रहाचा विस्तार करण्यासाठी त्यांच्या मातृभाषेतून संवाद साधणे किंवा त्यांना नैतिकदृष्ट्या सरळ किंवा ऐतिहासिकदृष्ट्या अचूक ऐतिहासिक कथा सांगणे. राष्ट्रीय शैक्षणिक धोरण 2020 असे समर्थन करते की "जेथे शक्य असेल तेथे, शिक्षणाचे माध्यम किमान इयत्ता 5 पर्यंत मातृभाषा/स्थानिक भाषा/प्रादेशिक भाषा असेल, परंतु शक्यतो इयत्ता 8 आणि त्यापुढील दोन्ही सार्वजनिक आणि खाजगी शाळांमध्ये" NEP मुलाच्या K-12 शिक्षणामध्ये ई-लर्निंगच्या महत्त्वावर देखील भर देते आणि आम्ही हमी देऊ शकतो की मुलाच्या मूळ भाषेत एड-टेक शिक्षणाचे मिश्रण त्यांच्या यशाची शक्यता वाढवू शकते.

शाळेतील वर्गात एकापेक्षा जास्त मातृभाषा बोलणारे विद्यार्थी असू शकतात, परंतु ते ज्या भाषा समजतात, बोलतात आणि लिहितात त्यावर आधारित शिक्षकांची नियुक्ती केली जात नाही. मुलाला समजत असलेल्या प्रादेशिक बोलींमध्ये संसाधने नेहमीच उपलब्ध नसतात. शिक्षण मंत्रालयाने राष्ट्रीय शैक्षणिक धोरण 2020 च्या शिफारशी राखून वर्गात मातृभाषेतून शिकण्याचे फायदे लक्षात घेऊन अभ्यासक्रम फ्रेमवर्क विकसित करणे आणि त्याची अंमलबजावणी करणे याला प्राधान्य दिले आहे. भारतीय भाषांचा प्रचार आणि वाढ होत आहे, त्यामुळे या समस्येचा अभ्यास करण्यासाठी आणि शिफारशी करण्यासाठी एक "उच्च-शक्ती" समिती स्थापन करण्यात आली आहे. उदाहरणार्थ, भारत सरकारचा उपक्रम- DIKSHA पोर्टल, भारतीय सांकेतिक भाषा आणि इतर 32 भारतीय भाषांमध्ये इयत्ता 1-12 साठी अभ्यासक्रम साहित्य प्रदान करते. येथे, पाठ्यपुस्तके आणि अध्यापन संसाधने देखील उपलब्ध आहेत. संसाधनांची अशी सर्वसमावेशक लायब्ररी प्रदान करून, DIKSHA पोर्टल शिक्षकांना सर्वसमावेशक शिक्षण वातावरण तयार करणे सोपे करते, विद्यार्थ्यांना त्यांच्या मूळ भाषेत शिकण्याची मौल्यवान संधी देते.

विविध संशोधने आणि पुराव्यांवरून असे दिसून आले आहे की मुलांना त्यांच्या मातृभाषेत शिकवणे, विशेषत: मूलभूत वर्षांमध्ये (वय 3 ते 8), उच्च धारणा, उच्च प्रवीणता, कमी अतिशयोक्तीपूर्ण ग्रेड आणि सुधारित चाचणी गुण.

विद्यार्थ्यांच्या गरजांवर लक्ष केंद्रित करून शिक्षणाचे वातावरण तयार करण्यासाठी आपण बुडण्याची "करा किंवा मरा" धोरण नाकारले पाहिजे.

१. उत्तम प्रतिबद्धता

जे विद्यार्थी त्यांच्या मातृभाषेत शिकतात ते शिकण्याच्या प्रक्रियेत अधिक गुंतलेले असतात. कारण ते सामग्री अधिक प्रभावीपणे समजू शकतात आणि विषयात अधिक रस घेतात, ज्यामुळे चांगले शिकण्याचे परिणाम होतात आणि गळतीचे प्रमाण कमी होण्यास मदत होते.

२. सुधारित संज्ञानात्मक विकास

युनेस्कोच्या संशोधनातून असे दिसून आले आहे की जागतिक लोकसंख्येपैकी 40% लोकांना त्यांना परिचित असलेल्या भाषेत औपचारिक शिक्षण मिळत नाही. हे देखील दाखवून दिले आहे की जे विद्यार्थी त्यांच्या मातृभाषेत शिकतात ते संकल्पना चांगल्या प्रकारे समजून घेऊ शकतात आणि माहिती टिकवून ठेवू

शकतात. ते भाषा अधिक परिचित आहेत आणि परदेशी भाषेपेक्षा ती अधिक चांगल्या प्रकारे समजू शकतात. मातृभाषेला शिक्षणाचे माध्यम म्हणून प्रोत्साहन देऊन, विद्यार्थी त्यांच्या संज्ञानात्मक क्षमता अधिक प्रभावीपणे विकसित करू शकतात, ज्यामुळे चांगले शिक्षण परिणाम मिळू शकतात.

३. सांस्कृतिक वारसा जतन करणे

मातृभाषेला शिक्षणाचे माध्यम म्हणून प्रोत्साहन दिल्यास देशाचा सांस्कृतिक वारसा जपण्यास मदत होईल. त्यांच्या मूळ भाषेत शिकल्याने, विद्यार्थी त्यांची संस्कृती अधिक प्रभावीपणे समजून घेण्यास आणि त्यांचे कौतुक करण्यास सक्षम असतील. सामाजिक एकता आणि राष्ट्रीय एकात्मता वाढवण्यास मदत होईल.

४. सुधारित संवाद कौशल्य

मातृभाषेतून शिकणे विद्यार्थ्यांना उत्तम संभाषण कौशल्ये विकसित करण्यास मदत करू शकते कारण ते त्यांच्या मूळ भाषेत व्यक्त होण्यास अधिक सोयीस्कर असतात आणि भाषेतील बारकावे अधिक प्रभावीपणे समजू शकतात. हे त्यांना केवळ त्यांच्या शैक्षणिक कार्यातच मदत करणार नाही तर त्यांच्या वैयक्तिक आणि व्यावसायिक जीवनात देखील फायदेशीर ठरेल. उदाहरणार्थ, जे विद्यार्थी त्यांच्या मूळ भाषेत शिकतात ते जटिल मजकूर चांगल्या प्रकारे वाचू आणि समजू शकतात, जे त्यांना महाविद्यालयात आणि त्यांच्या भविष्यातील करिअरमध्ये यशस्वी होण्यास मदत करू शकतात.

५. शिक्षक-विद्यार्थी संबंध सुधारले

मातृभाषेत शिकवणारे शिक्षक आपल्या विद्यार्थ्यांशी अधिक चांगल्या प्रकारे जोडू शकतात. ते अधिक

प्रभावीपणे संवाद साधू शकत असल्याने आणि त्यांच्या विद्यार्थ्यांच्या गरजा आणि गरजा अधिक प्रभावीपणे समजू शकत असल्याने, यामुळे अधिक सकारात्मक शैक्षणिक वातावरण निर्माण होईल, जे विद्यार्थ्यांच्या सर्वांगीण विकासासाठी आवश्यक आहे. आमच्या लक्षात आले आहे की मूलभूत शिक्षणामध्ये स्थानिकीकरणासह तंत्रज्ञानाचे मिश्रण शिकणे अधिक परस्परसंवादी आणि आकर्षक बनवू शकते, ज्यामुळे विद्यार्थ्यांना विषय आणि संपूर्ण शैक्षणिक साहित्य पुरेसे समजू शकते. ई-लर्निंग सेवा प्रदाता म्हणून, आम्ही FLN (मूलभूत साक्षरता आणि संख्याशास्त्र) राष्ट्रीय शैक्षणिक धोरणाच्या उपक्रमांना आणि उद्दिष्टांना पूर्ण समर्थन देतो आणि विश्वास ठेवतो की शिक्षणाचे माध्यम म्हणून मातृभाषेचा प्रचार केल्यास विद्यार्थी, शिक्षक आणि शिक्षण प्रणालीला फायदा होईल.

६. निष्कर्ष

"भारत हा संस्कृतीचा खजिना आहे, हजारो वर्षांपासून या संस्कृतीचा विकास झाला आहे आणि यामध्ये कला, साहित्य, रीतिरिवाज,

परंपरा, भाषिक अभिव्यक्ती, कलाकृती, वारसा स्थळे आणि बरेच काही यांचा अंतर्भाव आहे. आणि तळागाळात त्यांचे संरक्षण करणे आवश्यक आहे

NEP-2020 ने नवी दिशा रेखाटली असून त्याची योग्य अंमलबजावणी आवश्यक आहे. या धोरणाने किमान प्राथमिक स्तरावर मातृभाषेतून शिक्षणाचा पुरस्कार केला आहे. प्रत्येक स्तरावर शिक्षणाचे माध्यम पुनरुज्जीवित केले जावे. विद्यार्थ्यांच्या भविष्यासाठी मातृभाषेतून शिक्षण तसेच भारतीय संस्कृतीचा पुरस्कार होणे आवश्यक आहे आणि त्यामुळेच सीमांत भाषांचा जलद मृत्यू थांबविला जाऊ शकतो.

राष्ट्रीय शैक्षणिक धोरणानुसार शिक्षणात मातृभाषेचे महत्त्व अन्यन्यसाधारण आहे. शाळांमध्ये मुलाच्या मातृभाषेतील शिक्षणाची प्रगती करण्याच्या दिशेने हे एक निर्णायक पाऊल आहे. त्याची अंमलबजावणी सुलभ करण्यासाठी विविध स्तरावर पर्यंत होणे आवश्यक आहे. यामध्ये ई-लर्निंग सुद्धा मोलाचे घटक होऊ शकते. प्रादेशिक भाषांमध्ये सामग्री तयार करून, वैयक्तिकृत शिक्षण अनुभव प्रदान करून आणि तंत्रज्ञान-सक्षम मूल्यांकनांचा वापर करून, शिक्षणाचे परिणाम सुधारण्यास आणि मातृभाषा/स्थानिक भाषेच्या शिक्षणाच्या माध्यमांची उपयुक्तता वाढविण्यासाठी सर्वदूर प्रयत्न आवश्यक आहेत. यात काही आव्हाने सुद्धा आहेत पण आव्हानांचा सामना करत विद्यार्थ्यांच्या सर्वांगीण विकासासाठी आणि उन्नत भारत घडविण्यासाठी ह्या सर्व गोष्टींचा आपल्याला प्रसार आणि प्रचार करणे हे क्रमप्राप्त आहे.

७. संदर्भ ग्रंथ सूची

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