A STEP TOWARDS

EQUITABLE AND INCLUSIVE SOCIETY NEP - 2020

(Seminar Proceedings)

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Editors

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SHAH SATNAM JI COLLEGE OF EDUCATION
SIRSA, HARYANA

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by

Dr. Rajni Bala, Dr. Charanpreet Kaur, Dr. Ranjeet Singh &
Dr. Prem Kumar Verma

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PREFACE

Shah Satnam Ji College of Education is a pious institution and a precious gift to society by Revered Saint Dr. Gurmeet Ram Rahim Singh Ji Insan. To impart education and to develop the nation Shah Satnam Ji College of Education is providing services to the society and making efforts to bring educational revolution on large scale. The college is established in 2006 and situated near Shah Mastana Ji Dham, Begu Road, Sirsa, Haryana. It was launched as a result of vision and initiatives of His Holiness Saint Dr. Gurmeet Ram Rahim Singh Ji Insan of Dera Sacha Sauda, Sirsa for the upliftment of educationally background rural youth of the area.

Shah Satnam Ji College of Education, Sirsa is affiliated to Chaudhary Devi Lal University, Sirsa, NCTE, New Delhi and SCERT, Gurugram. It is run and managed by Shah Satnam Ji Research and Development foundation, Sirsa. Accredited by NAAC, the college has built its good will as one of the best college in Haryana with a legacy of excellence in teacher training, research, innovation and skill development. The college ranks amongst the best in education institutions. Making a beginning in 2006, the institution is now running three courses i.e. D.El.Ed., B.Ed. and M.Ed. The aim of the institution is to create an environment for effective teaching learning by encouraging the students and faculty to nurture their intellectual curiosity, scientific and research temperament.

About the Seminar

A National Seminar on the theme "Towards an Equitable and Inclusive Society: Realizing the Goal of NEP-2020" was organized by the college on 30th March, 2022 to assemble the like-minded intellectuals and professionals to trade the ideas, thoughts and views related to NEP-2020 so that the goal of equitable and inclusive society can be achieved.

The seminar provided a privileged forum for Educationists, Teacher Educators, Research scholars and Teachers sharing various thoughts related to NEP-2020 provisions for the establishment often equitable and inclusive society. NEP-2020 has been announced by the Government of India in the spirit of comprehensive reforms in the

field of education and the organized seminar was an effort to discuss and douche the thrust areas of NEP-2020 to provide quality education creating lifelong opportunities for all and leading to full and productive employment for youth.

- **Objectives of the Seminar**

The prime objective of this seminar is to assemble the like-minded intellectuals and professionals to trade ideas, thoughts and views related to the topic as well as bring to light the new ideas and strategies to accomplish the goal of equitable and inclusive society.

- **Thrust Areas of the Seminar**

1. Equitable Access to Quality Education.
2. Ethical & Constitutional Values among Learners.
3. "Light but Tight" Regulatory Curriculum Framework.
4. Multidisciplinary and Holistic Education : NEP-2020.
5. Inclusive and Equitable Education for Disadvantaged Group.
6. Sustainable Development and Inclusive Society.
7. Lifelong Learning Opportunities for All.
8. Promoting Multilingualism in NEP-2020.
9. Reforms in Education for Divyaang Students.
10. Open and Distance Learning Programmes.
11. Designing Education for National Development.
12. Learning Environment beyond Academics.
13. Indian Youth Preparation for 21 Century Challenges.
14. Education as "Not for Profit" Entity.

The National Seminar was graced and attended by Mr. Charanjeet Singh, Vice Chairperson of Dera Sacha Sauda, Dr. Kanta Rani and Ms. Arpit members of management and Principals, several faculty members, research scholars and students from different institutions situated in neighboring states i.e. Rajasthan, and Punjab. The seminar provided a perfect platform to all the dignitaries and participants to come together for exchange of views, ideas and experiences on the theme. More than 300 participants attended the seminar and selected papers were presented by the students, research scholars and faculty members of various institutions. Prof. Dr. Nivedita, Chairperson, Department of Education, Ch. Devi Lal University, Sirsa was the chief guest of seminar. Prof. Kulwinder Singh (Retd.), Punjabi University, Patiala and Prof. Vandana Punia were the National Eminent speakers.

Prof. Kulwinder Singh worked has Reader in Himachal Pradesh University, Simla (1998-2001) and also Reader in Department of Education at Punjabi University, Patiala (2001-2009). He has completed to major research project and published 35 research papers. Prof. Vandana Punia is currently working as Dean, Faculty of Education and Professor of Human Resource Development Centre, Guru Jambheshwar University of Science and Technology, Hisar. Chief Guest and both the Keynote speakers emphasized upon NEP-2020 recommendations to make the society equitable and inclusive. They also expressed their views about equality, equity, quality and quantity of education, Literary, Digital Education, Hybrid learning environment and many more points regarding NEP-2020 were discussed to empower the audience.

Dr. Ranjit Kaur (Professor, Department of Education, CDLU, Sirsa) and Dr. Krishan Kant (Principal, Nehru College of Education, Alikan) marked their presence by chairing the technical session. Both of them addressed and motivated the participants to put their best efforts towards education and then livelihood itself will come to them.

Other Dignitaries, who graced the seminar with their presence was Dr. Daljeet Singh (Professor, Govt. College for women, Sirsa), Dr. Poonam Miglani (Principal, National College of Education, Sirsa), Dr. Kavita Batra, Assistant Prof. M.M College of Education, Fatehabad, Dr. Geeta Monga (Principal, Shah Satnam Ji Girls College, Sirsa) Dr. Dilawar Singh (Principal, Shah Satnam Ji Boys College, Sirsa), Dr. Sheela Puniya (Principal, Shah Satnam Ji Girls School, Sirsa), Dr. Rishu Tomar (Associate Professor in Shah Satnam Ji Girls College, Sirsa) and academician from other colleges/institutions also took part in the deliberation during the sessions of the seminar. Dr. Shashi Bhushan Anand (Administrator, Shah Satnam Ji Boys College, Sirsa), delivered the Valedictory address and declared the best paper presentation.

Harvinder Singh Randhawa, Publisher Twentyfirst Century Publications, Patiatla, Punjab has been kind enough to publish the proceedings and papers in the form of a book. Shah Satnam Ji College of Education is beholden to the publisher for doing this job in a highly satisfactory manner.

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INCLUSIVE AND EQUITABLE EDUCATION: LEARNING FOR ALL (NEP 2020 – A SPLENDID VISION)

Professor (Dr.) Ranjit Kaur & Sushil Kumar***

Abstract

Education for all (Inclusive education) is a relatively new effort in the Indian education system, whose objective is to implement schools more meaningful and effective than before, so that along with other normal children, the personal and educational needs of disabled and handicapped children are also met in a better way (can be done). In developed countries like America, the special provisions desired for children's special education who are called "different" and "complex" belonging to barred and marginal social strata groups are being run successfully in the general education system itself. The educational approach of the educationists and administrators has been leaning towards the specific education system and sometimes the integrated education system. Anyhow the stipulation of special schools for children with special needs is a second-level educational option, the psychological influences of which can be very adverse.

Keywords: *Inclusive & Education and NEP-2020.*

Introduction

Education for all (Inclusive education) is a relatively new effort in the Indian education system, whose objective is to implement schools more meaningful and effective than before, so along with other normal students. In an emergent nation like America, the special provisions desired for children's special education who are called "different" and "complex" belonging to barred and marginal social strata groups are being run successfully in the general education system itself.

The educational approach of the educationists and administrators

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has been leaning towards the specific education system and sometimes the integrated education system Possibly, offering single faculties in a single school machine is a second stage pedagogical alternative whose mental effects can be very adverse. Education is the only greatest instrument for accomplishing social justice and equality. Keeping this fact in mind, today, many countries are committed to adopting an inclusive education system where excluded, disabled, and excluded children can take education with all other children and learn to live and interact with them. In advanced nations like America, the unique provisions preferred for children's unique schooling who's called "different" and "complex" belonging to barred and marginal social strata companies are being run efficaciously with inside the standard schooling machine itself. But the efforts made in India for the learners of specific educational needs have proved to be unaffordable. Despite the huge financial burden, no very encouraging results have been achieved so far. The educational approach of the educationists and administrators has been leaning towards the specific education system and sometimes the integrated education system. As a result, teachers have always faced many challenges when it comes to achieving the ultimate goal of education. In any case, the provision of special schools in the special education system is a second-level educational option whose psychological effects can be very detrimental. Still, in the world's largest absolute and egalitarian democracy like India, it would be unfair to send children to a special school that most needs our sense of unity, cooperation and attribution. Recognizing this fact, many countries today are pushed to the limit, have disabilities, and the pushed children go to school with all the other children to live and interact with them. We are working to introduce an inclusive education system where you can learn. New Education Policy looks at the students not as 'habitants future' but as 'habitants of now' who are equal stakeholders in the policies related to the development of the nations.

The new National Education Policy (NEP) 2020 has generated various aspirations, wishes, and eagerness amongst people, particularly students. The NEP appears to the scholars now no longer as 'residents of tomorrow' but as residents of today' who're identical stakeholders with inside the regulations associated with the improvement of the country. Children in rural regions stay disadvantaged of great training due to motives together with loss of infrastructure, insufficient staff, etc. These problems had been mentioned at duration over the years.

But hope fully, NEP 2020 will quit this void. Education is a necessity that should reach the remotest and farthest places. And this reality has been taken care of in the current education policy. The document introduces a new term: Socio-economically Disadvantaged Groups (SEDGs). "While typical enrolments in colleges decline progressively from Grade 1 to Grade 12, this decline in enrolments is substantially extra said for a great deal of these SEDGs and regularly even steeper in better education," reads the document. Alongwith gender identities, socio-cultural, socio-financial identities and disabilities, geographical identities too are covered with inside the SEDGs. The NEP 2020 recommends that regions with significantly large populations from educationally-disadvantaged SEDGs should be declared special education Zones (SEZs). In those SEZs, all of the scheme sand rules are to be applied them ostvia extra concerted efforts. This will assist in absolutely alternating the academic panorama of those areas. In addition to this, the coverage additionally identifies precise geographical places as Aspirational Districts which require unique interventions for selling instructional development.

The NEP 2020 additionally speaks approximately consolidating a huge variety of faculties with little eorno electricity of college students and instructors into one complex. One major problem with the schools, particularly the primary is their small size. The institutions like the primary section are usually scattered in countless with a least of students. Due to the geographical distribution, difficulty in accessing conditions, and a large number of faculties, it is difficult to reach equality in all faculties. The isolation of small faculties also impairs school education and the process of gaining knowledge of education. The protocol states that instructors are top-not chin groups and teams, and the same applies to students. The current scenario allows you to form a faculty with a secondary faculty, along with all other lower grade faculties in the neighbourhood consisting of Angan Wad is within a radius of 5-10 km. It is note worthy that the not estates that this concept was first developed with the help of the Board of Education (1964-66), but has not been implemented. 'This policy strongly supports the concept of faculty complex/grouped as possible. The intent of the faculty complex/cluster may be to better support performance and make faculty function, coordination, leadership, governance, and control within the cluster more efficient.

The New Education Policy 2020 can improve the requirements that governments and businesses need to make it easier to demonstrate educational institutions and enable alternative models of education solutions. According to there view of related literature, constructing an institute aims to accomplish related learning out comes that are more supportive than accretion. As part of the Ek Bharat Shrestha Bharat Initiative, all students in the United States will one day engage in a fun construction process or hobby about the "Indian Language" in classes 6 to 8. By doing so, they learn about the beginnings of languages, scripts, and soon. College students are also taught which geographic region speaks which language and what they learn. The insurance proposes to rework the curriculum and pedagogy to be strongly rooted with inside the Indian and close by context and ethos in terms of now not life-style but more over the geography of learning, collectively with indigenous and traditional strategies of accomplishing learning outcomes. 'The stories, arts, games, sports, examples, problems, and soon may be drawn from the Indian and close by geographic context as a lousy lot as possible.' 'The Central and State governments will take steps to make certain that books are available and pretty priced to all and sundry with inside the US, along side those in socio economically disadvantaged are as similar to those residing In rural and along way flung areas. 'This specializes in the concept of growing and studying behaviour with inside the US of America. The availability and accessibility of books are important for instilling the depedecy on studying internal organizations and academic institutions. For this, the internet accessibility of library books may be improved, and virtual libraries may be set up.

In the winning scenario, there may be also of instructors in geographically hard and rural regions. Often the academic strain in a couple of education and a couple of challenges rely a side on the best one they may be expert in. This reduces the general overall performance of the teacher and prevents the waft of the right know-a manner to the college university college students. To resolve this hassle, NEP 2020 seems to make sure that spleen did college university college students input in to the education profession, mainly from rural regions. 'A huge quantity of merit-primarily based scholarships can be instituted with inside the direction of the united-states for analyzing tremendous 4-12 months protected Bachelor of Education the schedule explains. In rural regions, particular merit-primarily based scholarships can be

setup that still encompass preferential employment of their nearby regions upon a success crowning glory in their B.Ed. agendas. This, similarly to presenting nearby mission possibilities to the youngsters and fixing the hassle of the dearth of instructors in rural communities, may also characteristic portraying those hired youth as nearby-location position fashions and as pretty certified instructors who communicate the nearby language.

The efforts to provide the Olympics and competitions of numerous troubles in close by and contiguous talks need to be reinforced to make a certain huge contribution. "A systematic association are often formed to supply steerage to shut by university college students as desired and to form bigger dormitories as desired." All universities confirm high-quality scientific facilities for all university college students. As stated with the resource of the use of the NDP itself, and as reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, it's far appropriate to give up this news letter with a quote from Bapu Gandhi……Bharat lives in villages."

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ETHICAL AND CONSTITUTIONAL VALUES AMONG LEARNERS

Dr. Charanpreet Kaur & Dr. Kanta Rani***

Abstract

Values have been regarded as foundation stone of human civilization. The purpose of these values is to create persons with rational thinking. Therefore values have always been the centre of human civilization. Though there are various sources of values inculcation i.e. educational institutions, family, society etc. But educational institutions like school and colleges hold the pivotal placein value inculcation. Therefore, New Education Policy (NEP-2020) has focused on value inculcation, because education is the best way of inculcating values among learners. Such kind of value education helps in protection of constitutional rights of the country. Value based education prepares a nation to stand against any kind of ill- will, violence, corruption and exploitation. The present paper throws light on constitutional and ethical values among learners.

Key Words: *Values, Ethics and constitution*

Introduction

Values have been considered as fundamental beliefs that guide as well as motivate our attitudes and actions. Moreover, these values help us in determination of whatever is beneficial for our wellbeing. Values are those personal qualities, which we choose to guide our actions i.e. the kind of person we want to be, the way we treat others and interaction with our surroundings. Values provide us the necessary guidelines of conduct. Indian culture is replete with a variety of values, which makes it exceptional in the world. Values are not of the same kind. Let's have a glance over the ethical and constitutional values.

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Ethical Values

Though values have some ethics, but all the values are not ethical in nature. Values are comprised of different kind of components. For example; efficiency is not an ethical value. Such values include qualities of an ethical self i.e. honesty and integrity, positive and ethical behavior towards others, environment and society. Such values are defined as positive and require stretching outside of one's own interest to respect, help, and protest and serving others. Moreover, values define us a person, who we are and the diving force of the choices we make. We should make decisions, which are based on ethical values.

Constitutional Values

India has one of the best and unique constitutions of the world. There are various values in it, which make it unique. Constitutional values are those values, which have been made to safeguard the human rights of every citizen of India. These values make sure that every citizen should get the justice. The major constitutional values are democracy, socialism and equality.

Every school has their value system, but these values should not be imposed on any learner. Apart from this, moral values must be taught at school, because it influences the attitude, principles, attitudes, norms and morals of students. These moral values in turn influence the decision making, performance and behaviour of the learners. National Department of Education in the manifesto of values, education and democracy promotes the constitutional values i.e. democracy, social justice, equity & equality, non-racism, human dignity, an open society, accountability, rules of law must be taught in the schools. These values will help the learners in becoming the true citizens of India. Apart for these values, there are various other values which are an inherent part of education should also be taught to the learners for the sake of national development. Values should be an integral part of curriculum. Education system should ensure that every student should have the knowledge of constitutional values, rights and laws.

A learner always follows his/her teacher. A teacher leaves a remarkable influence on his disciples. Therefore, he/she should showcase the values in his behaviour. Therefore, the values should also be a part of the teacher training programmes in different forms and to varying degrees. Teachers should make their students aware about the constitutional as well as moral values. Values can play a

pivotal role in development of an ideal society, in which there is no crime or exploitation.

Values are very important for positive human behaviour. Education has always focused on values inculcation. Values are the foundation of educational goals and objectives. Almost every educational policy has focused on role of education in fostering the values. Education Commission, 1966 has recommended the introduction of values in the social curricula.

How Can We Inculcate Values In Learner?

Values are like sprouts that turn into saplings and then become trees and spread their branches. The system of value inculcation starts with learner, which moves on to the family, community, institutions and ultimately embracing the planet as a whole.

Learner Is The First Building Block:

Leaner is the first building block of the values architecture; for integration to take place the:

Family:

Family is the second significant factor in value inculcation in its members. It also plays a crucial role in fostering values in a child. A child who grows up in such conflict ridden family environment is more likely to be peace oriented. Healthy family relationships are very helpful in sound value inculcation.

Community:

Community is the third building block of values. Relation between a leaner and his values is very close one. Values play a very pivotal role in learner's identity formation and determination of security level.

Society:

Society has been regarded as the fourth building block of values the society has been regarded as an extended family, which is characterized by diversities in the interest of learner, family and community. Each and every society have some shared characteristics, which are shared, adopted, indorsed and employed by its members. It also influences the collective decisions taken by it. The leaner and the society, in which he lives, has a reciprocal relationship. Social morals/ customs/ traditions are internalized during the process of growing up within the society. A society is comprised by learners, family and

community. Therefore, it is duty the of society to advocate the methods and goals that determine the values.

Nation:

A nation is the paramount of building blocks of values. A country is wasting its talent, if it allows its citizens to be overtaken by the hate and negativity. It is said that values are the basic element of progress and well-being. Those nations, which are at peace, comprise the building blocks of global values.

Value Inculcation through Curriculum New Educational Policy-2020

The purpose of education system is to develop good human beings, who are capable of rational thoughts and actions. Education should inculcate in children the virtues of compassion, empathy, courage and resilience, scientific temper and creative imagination with sound ethical moorings and value. In order to build an equitable, inclusive and plural society for us, as was envisaged by the drafting committee of our constitution, these life skills are critical.

As guided by our national honorable Prime Minister, Mr. Narender Modi, NEP 2020 focuses on imparting value based education to our youth. Today, we have invented machines and are moving away from our culture, which is full of values. New Education Policy is based on essential and important life skills. It recognizes and fosters the unique capabilities of each student form young age and teaches them ethics. Human and constitutional values like empathy, respect for others, cleanliness, the spirit of service, respect for public property, scientific temper, liberty, responsibility, equality and justice. The policy also teaches them the act of communication, cooperation, teamwork and resilience and all these things, which is essential for the holistic development.

The founder of our country, Swami Vivekanand always used to say that energetic youth will change the picture of India. Today we have the vision to make India global superpower and the mission is to prepare world-class citizens.

NEP 2020 will develop knowledge, skills, values and dispositions that support responsible commitment to human rights, sustainable development and living, global wellbeing, thereby reflecting a truly global citizen.

Value education is possible only when each stakeholder in the

school i.e. students, teachers, parents, management and support staff realizes the inherent worth for the well-being of the learners.

This requires adoption and structuring of the curriculum in such a manner that optimizes the transmission and assimilation of values within and outside the classroom. It is possible only when every classroom, routine activity and environment become value centric and the entire gamut of relationships and processes in the schools, colleges is thereby strengthen and empowered.

Value Inculcation through Subject Areas:

Values can be imbibed consciously by linking ethics to curricular areas. For example through:

- Language-Story and dramatization on social ethics.
- Science-Values behind scientific researches
- History-Facing historical issue and reaching to them
- Social Sciences- Geography-how different living conditions affect cultures, value system and behaviour
- Physical Education- Competition versus cooperation

Sports and fine Arts also offer opportunities to initiate and develop values among students.

Values Through The Lesson Taught:

Values can be explored through regularly taught lessons. There is need to be carefully planned, while implementing the plan.

Descriptor based assessment and evaluation is an integral part of the values. Educational programme and specific time ought to be fixed for this.

Value centered approaches in the classroom will also add meaning to each class. Moreover, as students engage creatively in the classroom, lesson objectives will be realized effectively.

Inculcation of Values through Continuous and Comprehensive Activities:

After the identification of appropriate values for primary, middle and secondary the various scholastic and co-scholastics activities are required to be proper orientation to become an instrument of inculcation of such values, in fact, the values are suggested to be woven in every activity of the school and also in every subject being taught. School environment and academic climate must be so modified that it should

give rich experiences to the children. The text books material should be correlated with the learning of values by identifying areas in which the desired values may be promoted. Through all curricular programmes, the following things are important for inculcation of values by suitably introducing the element of values in every step:

- **Knowing-** The learner must be made aware of the inherent values or ethical issues, while going through a particular topic.
- **Making Judgement-** The learner must be provided with conflicting situations while teaching/learning to enable him/her to evaluate the implications of the related values.
- **Believing-** Emphasis should be given to relevant points helpful in development of faith in these related values.
- **Action-** The learner may be encouraged to practice these values in actual life situations as a result of change in his/her behaviour brought about by the relevant and meaningful experiences.
- **Internationalization-** Through constant emphasis on such relevant ideas, thoughts should be actions; the learner should be led to a stage, where the practice of acquired values may be spontaneous and immediate leading to acquire positive behavioral patterns and outcomes.
- **Teacher-** Core focus of the lesson is not merely on its content, but context also.

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EQUITABLE ACCESS TO QUALITY EDUCATION

*Dr. Rajni Bala**

Abstract

Quality education emphasises holistic development, equips students with the knowledge and skills for the future, inculcates students with right values and imbues students with a positive learning attitude. Quality education can be supported by three key killers. The first one is access to quality teachers Quality education is delivered by good teachers enabled by good teaching and learning processes. The second use is the use of quality teaching looks and professional development and the third one is the establishment of safe and supportive quality learning environment. NEP-2020 emphasises the need to provide equitable and quality education from the foundations stage through grade 12 to all the children up to the age of 18. The NEP 2020 enacts numerous charges in India's education policy. It aims at equitable access to quality education. NEP-2020 ensures equitable access to quality education to all students, with a special emphasis on SEDG's. SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 through equal access and quality technical, vocational and tertiary education including universities. Goal 4 also ensures a full and productive life to all individuals and to the realization of sustainable development. NEP para 14.1 states that entry into quality higher education can open a vast array of possibilities than can lift both individuals as well as communities out of the cycles of disadvantages. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. This policy envisions equitable access to quality education to all students with a special emphasis on SEGD's.

Keywords: *Equitable, Access, Quality, Education.*

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Introduction

The National Education Policy (NEP-2020) which is launched on 29 July 2020 outlines the vision of our country's new education system. It focuses on five pillars: affordability, Accessibility, Quality, Equity and Accountability to ensures the continual learning. It has been drafted consistent with the needs of citizens as a demand for knowledge in society and economy called for a need to acquire new skills on a regular basis. The thrust areas of NEP-2020 are providing quality education, creating life-long learning opportunities for all, leading to full and productive employment as enlisted in United National Sustainable Development Goals 2030. The new policy forms a comprehensive framework to transform elementary and higher education in India by 2040. NEP-2020 has been announced by the Government of India in the spirit of comprehensive reforms in the field of Education and Government optimistically claims that this will bring about a fundamental change in the field of education.

Key Reforms in NEP-2020

The NEP-2020 emphasizes on key reforms in education at school and higher levels of education and compete in new digital era. Much emphasis are given upon multidisciplinary, digital literacy, written communication, problem-solving, logical reasoning and vocational exposures. Some highlights are given below.

- **Gross Enrolment Ratio in Higher Education:-** The NEP-2020 was conceived to raise the Gross Enrolment Ratio (GER) from current 26 percent to 50 percent by 2030 in the higher education space. It aims at building the overall personality of students by strengthening infrastructure for open and distance learning, online learning and increasing the use of technology in education.

Moreover, the National Research Foundation (NRF) with be set up to boost research work in the country. National Accreditation Council (NAC) envisaged as a single regulatory for higher education institution across the country will be established. The Higher Education Council of India (HECI) will have multiple verticles to fulfill various roles. Efforts will be undertaken to set a National Recruitment Agency for all government recruitment exams and a Common Eligibility Test (CET) for various recruitment exams of the same level. The courses and programmes in the subjects like Indology, Indian Languages, Medicine,

Yoga, Arts, Music, Culture and Modern India, internationally relevant curricula in the sciences, social sciences and beyound, meaningful opportunities for social engagement, quality residential facilities and on-campus support etc. will be fostered to attain this goal of global standards.

- **Accreditation in Higher Education:-** NEP-2020 provides a regulatory mechanism of higher education for accreditation by an independent body. Institutions will have the option to run Open Distance Learning (ODL) and online programmes. They are to be accredited to improve access, increase GER and provide opportunities for lifelong learning. The accreditation scheme for imparting credibility of learning Service Provider (LSP) has been developed by National Accreditation Board for Education and Training (NABET), Quality Council of India (QCI) under Department of Industrial Promotion and Internal Trade (DIPIT) Ministry of Commerce and Industries, Government of India. Accreditation ensures Quality Assurance of trainer/faculty, infrastructure, Program design, Training Management System.
- **Education and Skilling Cyber Security:-** It has been utmost important to protect the privacy and security of each individual. As adoption of digitization takes centre stage, it is extremely important to make our networks and cyberspace secure-Resilience" is given prime importance and is included in higher education curriculum irrespective of stream of learning.
- **Research and Innovation in Higher Education:-** A key thrust area of NEP-2020 is to encourage research and development investments from government to private sectors. This will encourage innovation and innovative minsets. To facilitate it, there is a need for a strong industry commitment and close intervention with academic for industry led skilling/ up skilling/ reskilling.
- **The National Education Technology Forum (NEFT):-** The NEFT envisaged to be established under NEP-2020 is a step in right direction. The hosting of quality Ed-Tech tools in all the dimensions of teaching- learning delivery would enable institutions of learning to adapt quickly. The emphasis needs to be towards hosting indigenous Ed-Tech tools on "open source development platforms" with built in cyber security resilience to ensure "privacy and security besides adherence to cyber security standards, adoptions of firewells and Intrusion Detection System (IDS) from external threats and vulnerabilities. This will secure the privacy of individual students.

Equitable Quality Education: A Need for Sustainable Development

The National Policy 2020 has been projected as applauded as the government of India's resolve to expand and vitalize equitable quality public education. It is true that education is a fundamental human right and public good. Therefore equitable participation in quality education must be at the center of the global sustainable development agenda National enrollment figures often marks the differences between groups and regions and those who tend to remain excluded are disproportionally: poor, female, marginalized, disabled children and adults and migrants that live in distant rural area or fragile states. A commitment to equity requires measures designed to ensure that the most marginalized children and young people have access to education of the same quality as the least marginalized and this has to be reflected in the targets and indicators of a new framework.

Quality Education is the need for sustainable development of the country. Because quality education will enhance the capability of an individual. It will enable an individual to have a real opportunity to a broad range of potential functioning. The person will be enabling to actualize the potential functioning that one value. This will enable one to live a life that one values and will upload one's dignity. Equity has been the guiding principal in the theories of social justice in a dominant way. The capability developed through quality education can be ensured if the domain of equity must be broadened and must not include only means but also the ends. Once it is established that quality education is an integral part of equity, quality education may become legalized. This will play a major role in miring the education sector. NEP-2020 several innovative proposals could exacerbate existing educational challenges and perpetuate inequality and quality education from the foundational stage through grade 12 to all children up to the age of 18. Quality education provides people with skills, attitudes and creativity needed to solve problem locally and globally and actively contributes to the sustainable and democratic development of societies. Thus our aspiration for quality education must go beyond narrow learning outcomes literacy and numeracy are necessary and part of the broader set of competencies that a quality education offers, they are for from sufficient equitable quality education can bring peace, social justice and sustainable development. NEP-2020 will provide an opportunity

to put in place a framework for sustainable development that is inspirational and courageous. Only a broad notion of quality education can cover all elements of the education process. Every student has the right to be taught by a qualified and well supported teacher and to learn in safe schools with adequate infrastructure facilities as and resources.

Equitable quality education is indeed an essential goal in its own right. It is also critical to achieving an equitable society in which every citizen has the opportunity to dream, thrive and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances or background. The NEP-2020 reaffirms that bridging of the social category gaps in access, participation and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes. Large disparities regarding gender and social category gaps in all levels of school education are still remain in our education system. NEP-2020 is a ray of hope to reduce these disparities.

Barriers to Equitable Access to Quality Education

Education is a basic human need and a right for every human being around the world. But yet there are many children who do not have the opportunity to learn one to economic backwardness. India is a large and highly populated developing country where access to education especially to quality education. Scheme like a dream one to many barriers. Though programmes has been made to make the education universal at elementary level but still there are many barriers to quality education. Here is a list of some barriers but this is not exhaustive and there are many more barriers.

1. **Budget Allocation:-** National Policy on Education recommends that the outlay on education should be raised to a minimum level of 6% of GDP with immediate effect. The expenditure by Education Departments of the Centre and states has never risen above 4.3% of the GDP in 2017-2018 around 2.7%.[2] Lack of resources is one of the biggest challenges that the education sector faces.

2. **Political Issues:-** Lack of political will in releasing funds in education. This is because politicians are more concerned with their own interest than the interest of the nation. The little amount that is released for education sector rarely manages to reach out to deserving people. There is rampant corruption and resources rarely reach out to

needy people.

3. **Teacher Management Issues:-** There is a shortage of teachers, especially in rural areas. It is estimated that there is a shortage of more than 5 lakh teachers in elementary schools; nearly 14% of Government secondary schools do not have the prescribed minimum of 6 teachers. Teacher absenteeism is one of the major problem that is continuing to plague the education system. As stated NPE, 2019 teachers lack adequate knowledge and skills which has resulted in poor quality education.

4. **Policy Framing:-** Policies are directed towards the distribution of goods but not on ensuring quality. The policies are not people-centric and are often framed by experts without any consultation with other stakeholders.

5. **Inadequate Measures to Assess Quality in Schools:-** There are no effective measures to assess quality in schools as quality is not quantifiable. Ways to secure quality had been by distributing material resources. Less attention has been taken to ensure whether education is actually enhancing the capability of students.

Solution to these Barriers

There are many barriers to quality education, therefore, to every barrier there would be a unique solution. The author has tried to offer solutions to only those barriers that have discussed above:

1. **Budget Allocation:-** This is one of the major problems and it is imperative that this problem is solved. Yet this is one of the most difficult problems to solve. It is because we have limited resources but the demand for resources is way too much. The government has to manage other sectors apart from education and therefore cannot invest much in the education sector. Yet it would be advisable if the government spend at least 6% of GDP. Also, the people of the country must vote for those candidates who promise to invest at least 6% of GDP in the education sector.

2. **Political Issues:-** It is well known that the government is one of the major stakeholders in the education sector. But there is a lack of will of political parties to focus on the education sector. There is no accountability and transparency in the actions of elected members. Politics has become a means to secure their own benefits instead of securing the well- being of the people who have selected them. Major electoral reforms are required. Right to Recall will be a good start in

this direction. This will hold elected members accountable.

3. **Teacher Management Issue:-** Teachers are the key stakeholders in the education sector. It is on their shoulders to ensure quality education. First, the government needs to tackle the issue of teacher absenteeism. Strict measures must be taken against those teachers who are absent from school without any authorization. Second, Government needs to address the problem of shortage of teachers. It is paradoxical that there are many unemployed trained teachers yet there are vacancies for teachers. The exams conducted to select teachers are conducted in a haphazard manner. There are some years when there is no exam conducted at all and then there are some years when the results are delayed. This inefficiency of exam conducting body must also be tackled as there is a dire need to hire teachers in schools as soon as possible. Third, it is stated that the teachers are untrained and therefore the quality of education is poor. The government must take steps to ensure that only those teachers are hired who are trained. Also, teachers in service who have not received any training must be trained. There must be a framework to evaluate teachers and regular evaluation of teachers must be done so that there is accountability and transparency in their actions.

4. **Policy Related Issues:-** This is one of the key areas as everything depends on this. The first step is to make good policies and the second step is to implement it efficiently. As has been stated elsewhere in the paper that policies are not people-centric as people are not involved in the process of policymaking. Only experts are involved in policymaking. It is important that every stakeholder has a say in policymaking. Two key stakeholders are often ignored in policy making within the education sector. They are the children themselves and their parents. It is important to involve them in policy-making process. Two key stakeholders are often ignored in policy making within the education sector. They are the children themselves and their parents. It is important to involve them in policy- making process. It is important to know what they expect out of education and include those things in the policies.

5. **Inadequate Measures to Assess Quality:-** There is no proper framework to access quality. It has been discussed in details that the measure to assess quality is through the resources available to the students. It does not take into account the quantitative factors. For example, it does not assess whether education has enhanced the

capability of a child. The focus so far has been on cognitive domain. Exams are conducted and marks are awarded. On the basis of these marks alone, the ability of a pupil is judged. It is surely an important indicator in assessing the pupil and in assessing quality of education but it is not the only indicator. Non-cognitive domains such as confidence in the student, public speaking skills, attitude towards world peace, respect for multiculturalism and acceptance of diversity are also important indicators. Additionally, it is important to see if education is enabling a student to develop his/her capability so that she/he can live a life that she desires. Capability approach of Amartya Sen can act as a philosophical guide in this direction. It is up to educationalists on how to operationalize this theory into practice. Robeyns in her paper "The Capability Approach" states that several proposals on offer, ranging from substantive proposals with elaborate theoretical practice that an investigator should simply conduct a survey in order to collect rich data (or use an existing survey) and left a statistical technique, such as factor analysis, "decide." (Robyens 2016). Capability approach does not delve out details on which specific things will enhance capability. It is deliberately left incomplete in that regard. It only provides the philosophical underpinning which can be tailored by policymakers in the specific field in which they are working on. In the education sector, it is on policy who are framing policies in the education sector. The major question is how to tailor this theoretical philosophy into practice.

Conclusion

Education for sustainable development is a key instrument for achieving the SDGs. Education as a holistic and multidiscipline laniary approach is the key pillar of NEP-2020. Only liberal education can unlock all the inherent capacities of human beings whether these are intellectual, aesthetic, social, physical, emotional or moral in an integrated manner. NEP-2020 takes a contrary stance based on these principal arguments. Through holistic and multidisciplinary education, NEP-2020 envisages education across disciplines will ensure unity and integrity of all knowledge, which will aim to develop a educationally equitable society.

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EQUITABLE ACCESS TO QUALITY EDUCATION: NEP 2020

*Shairy Jain**

Abstract

It is a well-known reality that any country requires a well-defined, imaginative, and prospective education policy because education is the main factor of economic and social advancement. Different countries have adopted various educational systems based on their distinct traditions and cultures. The Indian government just released its New Education Policy 2020 (NEP), which aimed to convert our country into a more egalitarian and thriving knowledge society bydelivering high-quality education. All people should have access to high-quality education. It is a positive step that will cause a paradigm shift in India's educational system and transform it.

Introduction

The act or process of teaching or acquiring broad information, improving thinking and judgment abilities, and generally intellectually equipping oneself or anyone for adult life. The process of assisting learning or the development of knowledge, skills, values, beliefs, and habits is referred to as education. Quality education comprises concerns like adequate skill development, gender equity, school infrastructure, equipment, instructional materials and resources, scholarships, and teaching force.

Inequitable access to high-quality education is still a work in progress. Poor, female, socially/ethnically/linguistically marginalized, disabled children and adults, and migrants who live in remote rural areas and/or fragile states are all overrepresented in national enrolment figures, and those who tend to remain excluded are disproportionally:

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poor, female, socially/ethnically/linguistically marginalized, disabled children and adults, and migrants who live in distant rural areas and/or fragile states.

Quality education equips people with the knowledge, skills, attitudes, and creativity they need to solve challenges locally and worldwide, and it actively contributes to society's long-term sustainability and democracy. As a result, our goals for high-quality education must go beyond specific learning outcomes. While literacy and numeracy are vital and part of the broader set of skills provided by a good education, they are insufficient. Limiting educational results to one or two clearly observable variables may lead teachers to educate to the test, limiting education's revolutionary potential. A commitment to equality necessitates steps to ensure that the most marginalized children and young people have access to the same high-quality education as the least marginalized, and this must be reflected in the new framework's aims and indicators.

By 2030, the global education development strategy aims to "provide inclusive and equitable learning and promote opportunities for lifelong learning for all." The NEP 2020 emphasizes the need of providing "equitable and quality education to all children up to the age of 18 from the Foundational Stage to Grade 12." Students are seen as 'citizens of today' rather than 'citizens of tomorrow' in the new education policy, who are an equal stakeholder in the country's development policies. The new National Education Policy (NEP) 2020 has instilled in people, particularly students, a sense of aspiration, hope, and excitement. According to the document, students are the primary stakeholders in the educational system. This phrase shows that the NEP views students not as "citizens of future," but as "citizens of now," who are equally invested in the country's development objectives.

Children in rural areas continue to be denied a good education due to factors such as a lack of infrastructure, insufficient staff, and so on. These topics have been debated extensively over the years. However, it is hoped that NEP 2020 would fill this hole. The National Educational Policy (NEP) 2020 seeks to solve the nation's education system's increasing inequality and injustice. The NEP 2020 acknowledges significant dropout rates across socioeconomic groups and disadvantaged minorities, among other things. More crucially, impediments that lead to ineffective resource utilization, such as tiny school complexes and reasons for the girl child's lower involvement in

rural areas, are being identified. It also highlights the unfulfilled learning needs of children who live in difficult-to-reach areas. The analytical piece gives a concise rundown of important suggestions on inclusive education and some of the NEP's most pressing issues.

Socio-Economically Disadvantaged Group

Education is a requirement that should be spread to the farthest corners of the globe. And the education policy has taken this into account the term "socio-economically/disadvantaged groups" is used for the first time in the study (SEDGs). "While overall school enrollment declines from Grade 1 to Grade 12, the decline for several of these SEDGs is significantly more pronounced, and often much steeper in higher education." the report states. Geographic identities are covered in the SEDGs with gender identities, sociocultural, socio-economic identities, and impairments. This will aid these sectors in receiving the attention and incentives they require from governments in the future.

Special Education Zones and Aspirational Districts

The NEP 2020 advises that regions with a considerable number of people from SEDGs that are educationally disadvantaged be designated as Special Education Zones (SEZs). All of the schemes and policies in these SEZs are to be implemented to the fullest extent possible through further coordinated efforts. This will contribute to a true transformation of the educational landscape in these locations. Furthermore, the strategy designates selected geographic areas as Aspirational Districts, which require further measures to promote educational growth.

This categorization has the potential to be a very effective approach in eradicating the long standing educational disparity. This concept is similar to the concept of biodiversity hotspots in conservation biology, when certain locations are identified that require immediate conservation efforts.

School Complex

The NEP 2020 also mentions combining a significant number of schools with low student and teacher strength into a single complex. The tiny size of schools, particularly primary schools, is a big issue. The schools are frequently dispersed in numerous locations with a small number of students. Geographic dispersion, tough access

circumstances, and a huge number of schools make reaching all schools equally difficult. Small schools' isolation has a negative impact on education and the teaching-learning process. Teachers, like students, work best in groups and communities, according to the text.

In the new system, a school complex would be built with one secondary school and all other schools in the neighbourhood that serve lower grades, including Anganwadis , within a radius of 5 to 10 kilometres This idea was first presented by the Education Commission (1964–66), but it was never implemented, according to the text. 'Wherever practical, this Policy firmly supports the concept of the school complex/cluster.' Greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the cluster will be the goals of the school complex/cluster,' according to the statement.

Books to be Made Universally Available

'The federal and state governments will work together to make books more accessible and in expensive to people across the country, including those in low-income areas and those living in rural and distant places.' This is aimed at encouraging people to read more throughout the country. Books must be readily available and accessible in order to instill the habit of reading in communities and educational institutions. As a result, online access to library books will be expanded, and digital libraries will be expanded. Other initiatives include the establishment of rural libraries and reading rooms in underserved areas.

Recruitment of Teachers

NEP 2020 aims to ensure that outstanding students, particularly from rural areas, enter the teaching profession. 'A considerable number of merit-based scholarships will be established across the country for students pursuing an excellent 4-year integrated B.Ed. programme,' it states. Special merit-based scholarships will be developed in rural areas, which will provide preferential employment in their communities after they complete their B.Ed. degrees. This will assist to depict these employed kids as local-area role models and highly trained instructors who speak the local language, in addition to offering local job opportunities for the youth and addressing the problem of teacher shortages in rural areas.

Conclusion

Peace, social justice, and long-term development can all be achieved through equitable, high quality education; the challenge is to aspire for more than quantitative short-term gains. This is an opportunity to create an inspirational and courageous framework for sustainable development.

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NEP 2020: DESIGNING EDUCATION FOR NATIONAL DEVELOPMENT

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Abstract

Education is essential for a country's development in variety of disciplines, including social, cultural, and moral development. Education is the platform via which the required manpower for national progress is manipulated. A sophisticated and educated society has adequate manpower, and each individual is in a position to transform the way people live. Education not only helps in achieving political, economic, social, moral, and cultural goals that benefit the country, but it also develops individual knowledge and supports national progress. Education is essential for realizing one's full potential, creating a more just and equal community, and for development of a nation. Thus the importance of education in a country's development cannot be overstated. National Education Policy 2020 also emphasizes the importance of education in national development. So present paper is an attempt to discuss how NEP 2020 provides guidelines in designing education for national development.

Introduction

Education is the path that leads a nation to a culture of productivity by allowing each and every individual to uncover their natural creative potential and apply it to the enhancement of their present ability and technique for completing certain activities. Education also provides people with the ultimate gratification of contributing to the society in which they inhabit. Furthermore, a well-funded education system instills in people the qualities that make for effective citizenship, such as honesty, altruism, tolerance, devotion, hard effort, and personal integrity, demonstrating that education, despite its numerous positive effects, also provides moral training.

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Education is a vital sector in any country, as it is a considerable investment in the development of human capital. Education refers to a process of self-development that includes learning, information, skills, and habits that are passed down from generation to generation. In every sense, education is one of the most important aspects of progress. No nation can achieve long-term economic progress unless it invests significantly in human capital. People's perceptions on themselves and the world around them are broadened by education. When education is emphasized in a country; it lowers the rate of illiteracy, which in turn lowers unemployment. It enhances their quality of life and provides a variety of social benefits to both individuals and society. Education boosts productivity and creativity while also promoting entrepreneurship and technical developments. Furthermore, it is critical to ensure economic and social progress as well as increasing income distribution. National Education Policy 2020 is the country's first education policy of the twenty-first century, with the goal of addressing our country's numerous expanding developmental imperatives. This Policy suggests that all components of the educational structure, including regulation and governance should be changed and remodeled in order to develop a new system that is in line with the inspiring aims of twenty-first-century education. The development of each individual's creative potential is emphasized heavily in this educational policy. It is based on the notion that education must develop not just cognitive capacities like critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. NEP 2020 will serve as a catalyst for transformation, laying a solid foundation on which the future of 'Naya Bharat' will be created. The new policy is considered as a tool to encourage kids' curiosity, imagination, and values, as well as society at large. In National Education Policy 2020, the emphasis is being moved from teaching 'What to Think' to teaching 'How to think,' which will contribute to the development of cognitive capacities and reasoning sense among students. In the emerging information economy, re-skilling and up-skilling among students will be important. This policy intends to transform India into a thriving knowledge society and global knowledge superpower by making school and college education more comprehensive, flexible, multidisciplinary, tailored to 21st-century demands, and oriented at bringing out the unique qualities of each student. NEP 2020 recommended following points by which education can be designed in such a way that it helps in development of our

nation.

- Education contributes to increase output by providing men and women with the most up-to-date scientific and technological information. To improve national income, education must be linked to productivity, which is the entire output of final products and services expressed in real terms. By making socially useful productive work, science and technology as an integral part of education system and by process of vocationalization of education productivity can be enhanced that in turn act as a significant factor of national development. NEP 2020 states that technology will play a vital role in improving educational procedures and outcomes. Hence, there will be a bi-directional interaction between technology and education at all levels. The goal of technological interventions will be to improve teaching-learning and evaluation processes, support teacher preparation and professional development, improve educational access, and streamline educational planning, management, and administration.
- The nurturing of skills and practical qualities is the cornerstone to a country's development. The indices of national progress are an awakened mind, appropriate information, advanced skills, and ideal attitudes. Education aids in the development of latent abilities or talents in order to harness national and personal development processes. The policy recommended that in today's quickly changing world, all students should master specific subjects, skills, and capacities in order to become good, successful, innovative, adaptive, and productive human beings.
- Human resource development is a major measure of a country's socioeconomic progress and the quality of life of its citizens. It is the maximization of human potential as well as the promotion of its optimal use for economic and social growth.

The NPE (1986) also states, "The human being is a positive asset and a valuable national resource which need to be cherished, nurtured and developed. The catalyst action of education in this context needs to be planned and implemented meticulously".

NPE 2020 also stressed the importance of improving manpower through the development of skills, knowledge, and training. As a result, the urgent necessity of the hour is to build an army of skilled manpower to face the challenges of time and the nation's needs. The foundation of economic progress and national development is a strong human resource base.

- Education aims to develop all the aspects of personality such as physical, mental, social, emotional, moral, spiritual, and artistic. Individual development is necessary for country development. After all, knowledge is a deep-seated asset, and education helps to manifest it as the perfection that already resides within a person. NEP 2020 is based on the principal that education will not only focus on cognitive growth, but also on character development and the development of holistic and well-rounded persons with critical 21st-century abilities To achieve these vital aims, all parts of curriculum and pedagogy will be reoriented and rebuilt.
- All segments of the population should have access to education. The new education policy must ensure that all students, regardless of where they live, have access to a high-quality education, with a special emphasis on historically marginalized, disadvantaged, and underrepresented groups. Education is the best weapon for attaining economic and social mobility, inclusion, and equality because it is a tremendous leveler. Initiatives must be put in place to ensure that, despite their inherent disadvantages, all students from such groups have access to a variety of targeted opportunities to enter and excel in the educational system. The most powerful tool for attaining social justice and equality is education. While inclusive and equitable education is an important aim in and of itself, it is also necessary for building an inclusive and equitable society in which all citizens have the opportunity to dream, flourish, and contribute to the nation. The education system in India must be designed to benefit India's children, so that no child is denied the opportunity to learn and flourish as a result of their birth or upbringing. This Policy states that one of the key aims of all education sector development programmes will continue to be bridging

the socioeconomic category gaps in access, participation, and learning outcomes in school education.

- Social cohesion is a stepping stone toward national integration, which aids in the growth of a country. Co-operation, mutual understanding, freedom, equality, fairness, mutual aid, sharing of experiences, shouldering responsibility, assuming leadership, and other democratic ideals are necessary for a nation's advancement and development. Our education and other activities should be directed toward strengthening the nation's unity and solidarity. According to the Policy, our institutions' curriculum and pedagogy should foster in students a deep respect for the Fundamental Duties and Constitutional principles, a sense of belonging to one's country, and a conscious understanding of one's tasks and responsibilities in a changing world.
- Promoting a secular viewpoint is also essential for a nation's progress. By providing moral, spiritual and social values education can help in development of secular outlook among people. Education creates a synergy between cultural and scientific principles, which is critical for a nation's progress. NEP lays stress that science should not be separated from the rest of our long heritage and historical moorings. The integration of cultural and scientific values sets the road for national growth. As a result, at all levels of education, cultural and scientific values must be reflected in the curriculum.

Conclusion

Thus we can say that it is education that serves as a potent tool for true national development. A nation cannot remain oblivious to its role in education. It should invest in education today and tomorrow to improve the nation's and people's lives. Education facilitates the development of an enlightened, socially conscious, intelligent, and talented nation capable of identifying and implementing viable solutions to its own challenges on a societal level. Education serves as the foundation for knowledge development and innovation, resulting in a stronger national economy. Education aids individuals in creating and fostering the aforementioned attributes necessary for a nation's revival and progress.. Education changes people on a social, cultural, and economic level, resulting in the establishment of a socialist, democratic,

and secular social order. As a result, the goal of high-quality education is more than only to increase individual career chances. It is the key to livelier, socially involved, cooperative communities, as well as a happier, more cohesive, cultural, productive, innovative, progressive, and successful country.

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NATIONAL EDUCATION POLICY 2020: MULTILINGUAL EDUCATION

Ms. Kusum Lata & Ms. Meenu Verma***

Abstract

India is a multilingual country because of the number of languages spoken here. It is important to emphasise the deliverance of education in different languages which will help the students to adapt to multilingual education. As an impact of changes introduced by National Education Policy 2020 in terms of promotion of Indian languages, multilingual education, arts and culture, there will be more emphasise on the culture and heritage of the country. The languages which are on the brink of being extinct due to lack of reorganisation will be revived and encouraged for speaking, writing and learning. The education will be more prone to multilingual learning rather than using just Hindi or English as medium of teaching.

Multilingualism and offering multi disciplinary courses are the essence of the National Education Policy2020. The old 10+2 system is being replaced with the 5+3+3+4 system. In this article National Education Policy 2020 consists of some major changes in context to promotion of Indian languages, multilingual education, arts and culture.

Key Words: *Multilingual, Language, NEP.*

Introduction

Language is the only means that makes a human being different from an animal and in a multilingual nation like India education is the only means of maintaining national integration. various educational commission and policies plays an important role to promote Indian

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language. on 29 July 2020 to government of India approved the national policy of education 2020 with an aim to transform Indian education system by 2040. Assess, equity, quality, affordability and accountability are the basic tenets of national policy of education 2020. it focus on the development and promotion of Indian languages in chapter number four. this is the first policy in in which importance given to Indian languages. our present education system only promote English language and reject regional languages and Indian languages due to which child's calibre, potentialities, personality and learning ability slows down. psychology says that a child can learn more quickly and easily in the regional language or mother tongue as compare to other language and NPE 2020 mentioned about that mother tongue, classical language, regional language, foreign languages etc. but now question arise what should be the medium of instruction to overcome this problem national policy of education or prescribe that proper training should be provided to the language teachers in higher education institutes.

National Policy 2020: Promotion of Multilingual Education

The word multilingualism is derived from two words i.e. 'Multi' which means two or more than two and 'lingual' which means language Thus multilingualism means a person who can speak, learn or understand more than one language and Multilingualism Education means to provide education in more than one language. National Education Policy focus on quality education rather than quantity. It emphasises on development of creative thinking, ideas among the students which is possible if they will learn in their native language rather than language imposed on them. So, National Education Policy 2020introduced various features in its document to promote multilingual education.

- **Three Language Formula:-** New educational policy states that to promote national integration and multilingualism three language formula will be continue, but with greater flexibility. No language will be imposed on any child, region or state. Child can choose any language of his choice region, area or state. From these three language two languages should be native to India and third is any language either Indian or foreigner.
- **Medium of instruction:-** New Education Policy recommends that home language or mother tongue should be medium of instruction. The idea of of using mother tongue/home language or regional language as the medium of instruction at primary level is not new to our education

system. Before this Kothari Commission (1964), Right to Education (2009) also recommended this. But this policy states that along with instructional medium teaching learning resources should also be developed in mother tongue/home language.

- **Mother Tongue:-** Psychology says that a child can learn more easily and quickly in his mother tongue, home language or regional language as compare to any other language. By keeping in mind National Education Policy 2020 document states that education will be imparted in child's home language or mother tongue until at grade 5th, but preferably grade 8th or beyond.
- **Bilingual Textbooks:-** To remove the gap between language spoken by the student and medium of instruction or learning resources a good initiative taken by the National Education Policy 2020 that books should be bilingual either in mother tongue/home language or regional language which is a great barrier till now for scientific subjects like science and mathematics English is the only language for teaching learning of the subjects till now which leads to rote learning among those students who cannot understand English.
- **Fun project 'The Language of India':-** To promote Indian languages National Education Policy states that various Fin activities will be organised at school level to promote enrichment and integration of Indian languages. Through these activities students can learn about the common origin, resources, common grammatical structure common vocabulary, common alphabets and common meaning of languages. These activities would give them a knowledge/sense about the unity in diversity through language.
- **Importance of Sanskrit:-** National Policy of Education 2020 has been given importance to Sanskrit which is lost somewhere in past few years. national policy of education include Sanskrit as an optional subject in three language formula also add as an mainstream subject. To teach and learn Sanskrit in an innovative way textbook should be made in simple standard formula(SSS)and Sanskrit to Sanskrit teaching and will be interlink with the other subjects like Mathematics, Medicines, Politics, Music, Architecture, Drama, Poetry, Storytelling etc.
- **Classical Language:-** In addition to Sanskrit other classical languages like Tamil, Kannada, Telugu, Odia, Malayalam, Parsi, Prakriti and Pali will also be offered as an option for students. Various new institute should be established for Pali, Persian and Prakriti languages.
- **Foreign languages:-** National Education Policy document

states that along with the Indian languages foreign languages such as French, German, thai, Spanish and Korean will be a part of three language formulato promote the international integration and transmission of culture.

- **Indian sign languages:-** National policy of education 2020 introduced the Indian sign language is for the child with hearing impairment. It states that Indian sign languages will be developed and taught as much as possible to facilitate these children with special needs. Local sign language and learning material should also be developed for these children.
- **Translation and Interpretation:-** National policy of education 2020 introduced a new term translation and recommends that an Indian Institute of technology Institute(IITI) will be established for creating a lot of experts in translation and in interpretation and the institutes will be established in such a manner that it will make extensive use of technology to aid translation and interpretation.Along with the Indian Institute of Technology quality programs, degree programmes and web designs program will be also be establish in translation and interpretation. Such technological software should be developed by the expert, by which we can translate one language to another for easy access to multilingualism education.
- **Training Programmes for Language Expert:-** Multilingualism means more then one language or we can say a number of language. So, to promote multilingualism a number of teacher experts required for each language. To fulfil this purpose National Education Policy 2020 prescribed that in higher educational institutes proper training should be provided to these language expert and Proper teaching learning resources should be developed by experts.
- **Bilingual Programmes at Higher Level:-** In present education system some states provides an option to opt Science and Mathematics in Hindi or another language. Whereas in whole nation the medium of instruction for subjects like Science and Mathematics are only in English. But for better understanding of these subjects National Education Policy recommends that these two subjects should also be taught in mother tongue.

Challenges to implement Multilingualism Education

- **Requirement of teacher experts:-**National Education Policy 2020 introduced Indian language, regional language, home

language, mother tongue, classical language, foreign languages etc. as a part of three language formula. But it requires a lot of teacher experts in these languages. Which is impossible to appoint in some languages.

- **Disagreement of Parents:-** Parents want English as a medium of instruction not any local language or mother tongue as recommended by National Education Policy 2020. Because they think that by studying in English language their child have a bright future as compare to any other language. So, they prefer 'English Medium School' as a pre school for their child and criticise this policy.
- **Financial Problem:-** Practically it is impossible to implement this multilingualism policy because, it provides a number of Indian as well as foreigner languages as an optional subject to child. To fulfil this purpose a lot trainedteacherexperts and learning resources required which needs a great funds.
- **Criticism by some states:-** Some states like Tamil Nadu denies to adopt three language formula. They said people have been following two language formula from a long time and they want the same system.

Conclusion

As a result National Education Policy2020 introduced multilingual education to promote various Indian languages/ home languages as well as foreign languages. It is the need of hour to provide education in multi language rather than using just Hindi and English. These changes will open new door to new job opportunities for the teachers, young aspirants and the subject expert in these languages and it will also promote the national integration as well as international integration.

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MULTIDISCIPLINARY AND HOLISTIC EDUCATION : NEP–2020

*Dr. Meenakshi**

Abstract

Multidisciplinary and Holistic Education is a brand new term and is mandatory for the growth and development of an individual in this modern, scientific and technical era. Education unlike schooling consists of all the three aspects i.e. formal, informal and non formal. Education is the best means through which the aim of nation's development can be achieved. Education is mandatory for the development of all spheres of life of a child i.e. all round development. Education is the food for development of an individual and his nation. Multidisciplinary and Holistic Education is a new, useful and unique phenomenon that emphasis that the students must not restricted to one domain/discipline. This approach allows students to use multiple approach to different subjects. A science student can study literature. The term stands for "combo of various disciplines" i.e. different disciplines can be put together to study and knowledge span can be enhanced. In the New Education Policy: 2020, the importance of Multidisciplinary and Holistic Education has been realized and necessary recommendations are mentioned to implement this approach.

Key words: *Education, Multidisciplinary Education, Holistic Education, Education Policy*

Introduction

Multidisciplinary and Holistic Education is a brand new term and is mandatory for the growth and development of an individual in this modern, scientific and technical era. Before knowing the meaning of Multidisciplinary and Holistic Education, there is need to elaborate the meaning of education. Education unlike schooling consists of all the

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three aspects i.e. formal, informal and non formal. Education is the best means through which the aim of nation's development can be achieved. Education is mandatory for the development of all spheres of life of a child i.e. all round development. A child has following domains that need to be developed through education:

- Physical Domain
- Social Domain
- Cognitive Domain
- Cultural Domain
- Aesthetic Domain
- Moral Domain
- Spiritual Domain

Multidisciplinary and Holistic Education

Education is the food for development of an individual and his nation. Multidisciplinary and Holistic Education is a new, useful and unique phenomenon that emphasis that the students must not restricted to one domain/discipline. This approach allows students to use multiple approach to different subjects. A science student can study literature. The term stands for "combo of various disciplines" i.e. different disciplines can be put together to study and knowledge span can be enhanced. In the New Education Policy: 2020, the importance of Multidisciplinary and Holistic Education has been realized and necessary recommendations are mentioned to implement this approach. This approach is beneficial for both the teachers as well as the students. The students may learn more at one place and the teachers may get more opportunities to update their knowledge and enhance their employability skills.

Now the students are more sensitive and sincere for their upcoming life. They know the importance of an independent and self reliant life. They want their future to be secured. For this, it's the duty of policy maker to introduce fruitful education through which their skills, creativity and research aptitude can be fostered. This approach is based on the principle of individual differences and interest. Students find various subjects according to their interest and aptitude. This approach requires team work and great efforts on the behalf of schools, universities, teachers and all the stakeholders.

Features of Multidisciplinary and Holistic Education

Multidisciplinary and Holistic Education consists of **various disciplines**, for instance, a student of chemistry may explore the subject from humanities and attain knowledge of it. It would be great opportunity for him as his area is not delimit to one subject only. There is **flexibility** when we make use of this approach. The area of interest may be explored more and more. A number of subjects can be offered either elective or optional. It is quite easy to adapt new topics for transfer of new knowledge and skills. There is chance of **exclusion and inclusion of content**. As this approach is flexible, it provides a way to make necessary modifications in the curriculum. As there is scope to develop knowledge it becomes **more interesting and useful** than the traditional education system. It strictly focuses on time management and stress management. Different skills like problem solving, critical thinking, divergent thinking, convergent thinking, research, advanced learning, self management etc. are developed and transferable in this approach. It is **dynamic** in nature and change according to current scenario. We may consider it as Tri polar process as it consists teacher, students and various disciplines. It provides **freedom** and is highly personalized. It is **need based** education and more importantly may be termed as child centered education.

Advantages of Multidisciplinary and Holistic Education

The advantages of Multidisciplinary and Holistic Education are as follows:

- **Holistic Development:** It focuses on the holistic development of the child consisting of various domains of life. Body, mind and spirit are assigned equally.
- **Development of Creativity:** As the child studies various subjects, it fosters creativity among children.
- **Development of Problem Solving Skill:** Since it is based on intense study and practical approach, the path is paved for development of problem solving skill.
- **Development of interest in education:** Due to a large choice of subjects, the interest is created among students and they study more consciously and joyfully.
- **Updated knowledge:** As there is inclusion and exclusion of knowledge, the students get updated and latest content.

- **Wide knowledge Span:** The child studies different subjects at one place and it improves its span of knowledge.
- **Not Mechanical:** It doesn't follow a mechanical process. It is very different from traditional education system. It requires team work. New teaching methods and audio- visual aids are used in it.
- **Time Management:** It allows time management. Both theoretical and practical subjects are taught.
- **Innovative and Unique Approach:** It is a new, innovative and unique approach different from traditional schooling.
- **Employability:** It provides enhanced employability opportunities as various disciplines can be studied in it. The students may get multiple job opportunities.
- **Active Learning:** It promotes active learning through the use of many new teaching methods, teaching aids, interactive classrooms, participative learning etc.
- **Conceptual Clarity:** Such type of approach provides a great scope of concept clarity as in it the concept is taught from different viewpoints.

Limitations

No doubt, we are living in scientific and technical era where education system is much improved but there is need to provide more elaborative and modern outlook to it. The schools and universities find it difficult to implement this new approach due to least resources available. It demands time, money and labor and above all honesty, hard work and smart work. This approach needs more systematic procedure and a great support system.

In a nutshell, it can be said that it is worth to use this approach to make the education system more effective and fruitful. Lets develop the body, mind and spirit of each individual so that the national and global development may reach new heights.

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INCLUSIVE AND EQUITABLE EDUCATION FOR DISADVANTAGED GROUP

*Mrs. Harpal Kaur**

Abstract

Various new educational policies have been developed in order to alter the educational landscape in order to better educate our children to address current and future problems. Easy access in school, justice for everyone, sustaining education quality, minimal expenditures, and accountability are all components of the NEP 2020. The National Education Policy (NEP) of 2020 changed the school curriculum and methodology from 10+2 to 5+3+3+4. These adjustments are designed to help pupils become more aware of their developmental requirements. Teaching and learning are improved by diversity and inclusion. When people engage in interactions across differences, they learn and enrich their talents to think critically and creatively, especially when all learners' abilities and traits are acknowledged. The focus of this paper will be on Equal and Inclusive Education for disadvantaged groups.

Keywords: *Inclusive Education, Equitable Education, Disadvantaged Group, NEP 2020*

Introduction

The most powerful instrument for attaining social justice and equality is education. While inclusive and equitable education is an important aim in and of itself, it is also necessary for building an inclusive and equitable society in which all citizens have the chance to dream, flourish, and contribute to the nation. The education system in India must be designed to benefit India's children, so that no kid is denied the chance to study and flourish as a result of their birth or upbringing.

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This Policy states that one of the key aims of all education sector development programmes will continue to be closing the social category disparities in access, participation, and learning outcomes in school education.

The National Educational Policy (NEP) 2020 points to address the rising inequality and injustice in the country's education system. The NEP 2020 recognizes significant powerhouse rates among socioeconomic strata and underprivileged nonages, among other effects. Further crucially, impediments that contribute to hamstrung resource allocations, similar as bitsy academy premises and reasons for the womanish child's lower involvement in pastoral regions, are being recognized. It also highlights the unmet educational conditions of children who live in delicate-to- reach areas. The logical composition gives a terse rundown of important suggestions on inclusive education, as well as some of the major problems that the NEP will face.

The NEP 2020 assists us in comprehending our country's futuristic education strategy. It not only analyses topics, but also identifies innovative approaches of bringing them to life. In education, there is equality. The NEP 2020 emphasizes on inclusive and equitable education for all. By 2030, all people will have access to high-quality education and opportunities for lifelong learning.

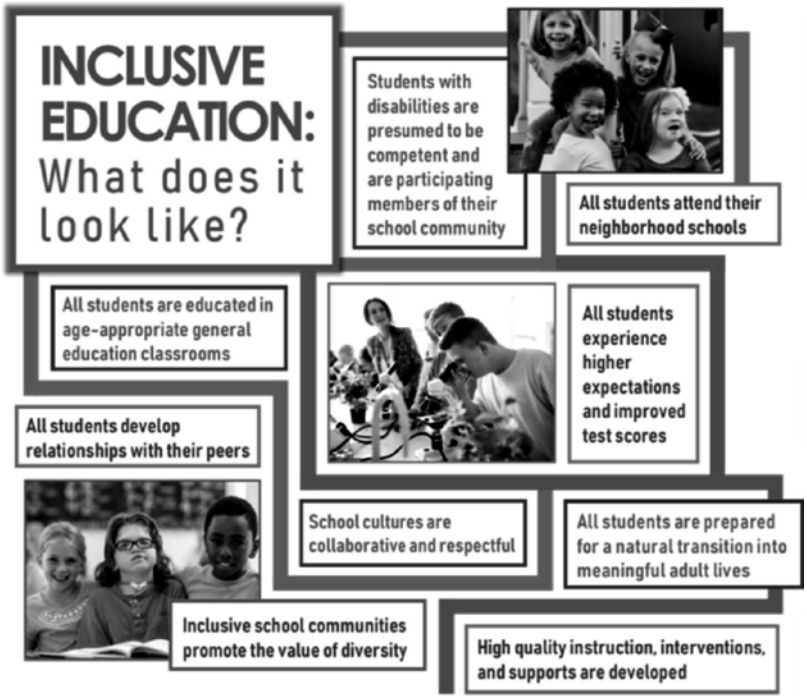
This idealistic objective contrasts sharply with India's educational achievements, which are mediocre at best.

❖ Inclusion

Inclusion in education is founded on the premise that if every child is given equal opportunity to participate in school, is given the resources she needs, and is taught in a way that is suitable to her requirements, she can learn and reach her full potential. In an ideal world, a kid should be educated in the least restrictive setting possible, one that is most conducive to his or her requirements. This implies that general education is the primary choice for all children with disabilities, since it allows them to be as integrated as possible with their classmates who do not have impairments. Inclusive Education is the name given to this type of education.

For the total growth and development of all students in both academic and co-curricular areas, it is the most effective and fair of the many educational models. Children that attend an Inclusive school gain confidence and learn to share and participate in activities. As a

result, inclusion is fundamental human right, not a privilege.



❖ **What is Inclusive Education, and how does it work?**

Inclusive education is a broad word that refers to thoughts and techniques for supporting the variety of learners in a particular setting by removing obstacles to learning that may limit an individual's capacity to reach his or her full potential. In an inclusive educational setting, each kid is appreciated, accepted, and respected in an equal and non-discriminatory manner. Every kid is given an equal chance to participate in all activities that are appropriate for her abilities. All kids' developmental needs are met through academic and co-curricular activities that are tailored to their interests. An inclusive setting aids in the development of a communal, loving, and reassuring atmosphere in which each kid may develop academic and social abilities while maintaining a positive attitude and values. Some important aspects of inclusive education are:

- Recognizing, identifying & fostering the unique capabilities of every student by sensitizing teachers & parents,
- Respecting for diversity & local content altogether

curriculum, pedagogy and policy and taking education as a concurrent subject,

- Full equality & inclusion altogether educational decisions to make sure that each one student thrive within the education system.

❖ Equitable Education

Variations in learning results in school "are not the products of differences in money, income, power, or possessions," according to the term "equitable education" (Australian Government 2011). According to UNESCO (2018), education equity is a way of promoting equality by ensuring that all students have the best possible chances to reach their full potential. Similarly, the OECD defines educational equity as "differences in students' results that are unconnected to their background or to economic and social situations over which the students have no influence" (OECD 2018). Inequalities in socioeconomic level, educational attainment, access to proper schooling, gender, domicile, and student characteristics were all well-known prior to the pandemic as key determinants of variations in student accomplishment in school.

Education systems that combine quality and equity have the best results. In education, equity means that personal or social circumstances, such as gender, ethnic origin, or family background, are not impediments to achieving educational potential (definition of fairness), and that all students achieve a basic minimum level of skills (definition of inclusion). Regardless of their personal or socioeconomic situations, the great majority of students have the potential to achieve high-level skills in these educational systems.

When every student has access to the tools they need to learn the fundamental work skills of reading, writing, and elementary arithmetic, they are said to have achieved educational equity. It assesses societal educational performance based on the outcomes rather than the money invested.

❖ Disadvantaged Group

Ethnic minorities, migrants, individuals with disabilities, solitary old people, and children are examples of those who face a higher risk of poverty, social isolation, discrimination, and violence than the general population. The "disadvantaged" is a generic term for individuals or groups of people who:

- Face special problems such as physical or mental disability
- Lack money or economic support.

The National Education Policy (NEP) 2020 aims to provide an equal and inclusive education for all children and youth, particularly females, from socially and economically disadvantaged backgrounds. Lower socioeconomic groups and individuals who endure cultural and educational deprivations are referred to as socially disadvantaged groups or individuals. The term "socially disadvantaged children" refers to children who come from a low socioeconomic background. Furthermore, socially disadvantaged children may be found in the country's interior tribal and rural areas, where educational facilities are not as widespread as they are in urban areas. As a result, this group of youngsters has been socially and culturally disadvantaged. NEP 2020 appears to have recognized that female students face additional challenges, since females make up at least half of each of the four Socio-Economically Disadvantaged Groups (SEDGs) specified in this strategy.

❖ Focus Areas of NEP 2020 For Making Education Inclusive and Equitable

The most powerful instrument for attaining social justice and equality is education. While inclusive and equitable education is an important aim in and of itself, it is also necessary for building an inclusive and equitable society in which all citizens have the chance to dream, flourish, and contribute to the nation. The education system in India must be designed to benefit India's children, so that no kid is denied the chance to study and flourish as a result of their birth or upbringing. This Policy states that one of the key aims of all education sector development programmes will continue to be closing the social category disparities in access, participation, and learning outcomes in school education.

The new National Education Policy (NEP) 2020 has instilled in everyone, particularly students, a sense of aspiration, optimism, and excitement. According to the statement, students are the primary stakeholders in the educational system. This phrase shows that the NEP views students not as "citizens of future," but as "citizens of now," who are equally invested in the country's development objectives. Children in rural regions continue to be denied a good education due to factors such as a lack of infrastructure, insufficient staff, and so on.

These topics have been debated extensively throughout the years. However, it is hoped that NEP 2020 would fill this hole.

- **The bridge between curriculum and learning outcomes**

Because a child's experiences with society in general, and their community in particular, go a long way toward bridging the gap between the curriculum and the intended learning outcomes, professional community engagement with formal education helps to form a connection between a child's education and the world with which they are familiar. Under the strategy, schools are urged to contact experts, particularly those skilled in local vocational crafts, and provide a platform for them to connect with children and instil practical skills and local knowledge in them.

- **No learner left behind**

IT focuses on "improving planning and management in participatory and inclusive ways," which is bolstered by the policy's recognition of the value of using pre-built structures: a creative solution can be reached, which answers the question of "how" by dramatically increasing access to quality education by integrating alternative education systems into well-known societal structures.

- **Targeted community intervention**

The policy intends to reinforce the framework of various sorts of incentives that have produced excellent results in the past. It also mentions the incorporation of a gender inclusion fund to remove topic barriers that have impeded education for girls and transgender children in the past; to enhance this, families who are hesitant to send their daughters to school can feel more at ease by walking to school together; however, the same fails to secure any credit in the absence of male sensitization measures, which would be ideal.

- **Creation of Special Educational Zones**

The suggestion to establish Special Educational Zones (SEZs) in locations with considerable populations belonging to Socio Economically Disadvantaged Groups and in aspiration districts is one of the NEP's noteworthy recommendations. The main goal is to promote education to India's most distant and far-flung locations. This will be accomplished by injecting additional resources and harmonizing several federal and state plans and programmes to change these backward regions.

- **Individuals with special needs are recognized**

The policy acknowledges children with exceptional needs and advocates for their inclusion in regular education systems. It substantially corresponds with The Rights of Persons with Disabilities (RPWD) Act 2016's aims. The strategy also aspires to hire special educators in all school complexes so that instruction is more inclusive and sensitive to children's needs. Children with qualifying impairments will be permitted to choose homeschooling and will be supplied with qualified homeschooling instructors so that they may continue to study and benefit from the greatest educational opportunities available.

- **Universal design and differentiated instruction**

The phrase "universal design" relates to the creation of surroundings that are designed to be universally accessible. Although universal design is frequently connected with the need to make physical environments accessible to persons with motor or sensory disabilities, it also applies to other elements of education. It may be used to describe how physical items are utilised, as well as how teachers develop and implement courses.

Conclusion

It's critical to understand that inclusion and equity may refer to a lot more than simply social identities and marginalization categories. A comprehensive approach to inclusive education considers not just these categories, but also tools, methods, learning environments, skills, and other factors. In different areas of the National Educational Policy, 2020, traces of all of these components have been wonderfully intertwined. Some of these issues have been discussed in this essay, but there are still many more to consider.

Inclusive education is highly essential because it promotes a sense of belonging in all children if it is done correctly. It helps all youngsters study more effectively. It gives more possibilities for learning. Every youngster has the ability to participate in their community.

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LIFELONG LEARNING OPPORTUNITIES FOR ALL

*Ms. Kamlesh**

Introduction

Life-long learning is a much discussed topic in education. Lifelong learning is indeed learning for life. Education is a term with countess meaning. In simple words it can be described as the teaching or training of people in school, College and other higher educational institutes. Now the question arises iswhat learning is. Can these terms "**Education**" and "**Learning**" be used synonymsly. Wikipedia defines "**Education**" as the process of providing learning, or the acquiring of knowledge, life skills, belief systems, values and personal fulfillment.

Wikipedia defines **Learning** as the process of having new comprehension, knowing, behavioral skills, attitude and choices.

It might be observed that learning does not have to do anything with the formal setting of education. Learning goes on forever, it never ends.The ability of learning is a skill that is possessed by not only human but also animals and even some plants. A human starts learning from the very moment of his birth or even before that. He keeps on learning his whole life consciously or unconsciously.

Mark Twain once said, "One only thing that enter fears with my learning is my education".

So in order to differentiate these terms we might say that learning is much broader term than education because the term "Education" talks about giving and receiving knowledge in systematic way while learning gives us the opportunity of acquiring skills, experiences every single moment of our life. So now comes the term life-long Learning

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Opportunities for all. But we know that learning is already a process that is life-long.

UNESCO explains life-long learning as the ongoing deliberated and self-chosen pursuit of knowledge both for personal and professional betterment.

Life-longlearning consists of various forms of learning i.e. to better support ourselves, our families and our society. It promotes learning opportunities throughout our entire lives. It adds joy to the formal system of learning. It ensures us that we can progress from one path way to another. Human being have a natural instinct to learn something new and grow and improve the quality of life and enhancing self-worth. Life-long learning helps to achieve individual fulfillment and contentment. Personal satisfaction or contentment drives us towards learning more and better.

National Education Policy 2020 talks about life-long learning in chapter 21 under the title "**Adult Education and learning"**

This chapter tells us that every citizen has basic right of attaining foundational literacy, obtaining an education and pursue livelihood. At the level of society and the nation, literacy and basic education are powerful forcemultipliers which greatly enhance the success of all other developmental efforts.

The aim of achieving 100% literacy definitely includes adult learning or life-long learning opportunities. NEP explores some steps to be taken for life-long learning opportunities.

Most important step for adult education is to develop curriculum by a new and well supported adult education constituent body of the NCERT. This curriculum framework must include at least five typesa programs:

a) Foundational literacy and numeracy.
b) Critical life skills i.e. Financial and Digital literacy, commercial skills, health awareness, child care and education, family welfare.

c) Vocational skill development (local employment).
d) Basic education.
e) Continuing education.

This frame work ensures that there would be different teaching–learning methods than those designed for children.

Second, suitable infrastructure will be ensured to fulfill the requirements of adult learners. It includes using school complexes after school hours etc. Adult Education Centers (AECs) could also be included within other public institutions.

Third, the instructors and educators will be hired who will be trained by the national, state and district level resource institutions.

Forth, all efforts will be undertaken to ensure the participation of community members in adult education so as to increase the enrollment of adult learners.

Fifth, books will be available and accessible to cater to the needs and interests of all students. This point fosters collaboration between education institutions and libraries.

Last but not the least step regarding life-long learning is to leverage the technology to strengthen and even undertake the above initiates. Quality adult education could thereby be conducted in an online or blended mode, especially Covid-19 has fostered the need of online platform for teaching and learning.

This is the overview of what the NEP-2020 has to say about life-long learning. It looks a perfect plan but it also needs to be implemented perfectly if we wish to obtain the intended results.Implementations is not going to easy. It is going to be emerged along with multiple challenges i.e. infrastructure, trained adult educators and availability of internet.

Life-long learning is not only a national level issue but rather it had already been raised in the foreign countries long ago. It has been a matter of great importance in **SDG-2030.**

Sustainable development Goal 4 aims to ensure inclusive and equitable quality education and promote life-long learning opportunities for all by 2030, through ensuring equal access for all women and men to affordable education.

Need of life-long opportunities for education andlearning are confined to schooling during our childhood and adolescence. But it is a well-known fact that people have the potential to learn throughout their entire lives. Learning opportunities in the formal system is

sometimes unequal and may get left behind or left-out along the way. **UNESCO** data confirms that approximately 758 million adults globally are unable to read and write with 63% living in Asia. Global illiteracy costs more than one Trillion dollars a year worldwide and there is an ever-increasing need for life-long learning opportunities that support livelihood, well-being and sustainability across the globe.

Despite the fact that we live the majority of our life as adults, nearly half of countries worldwide spend less than 1% of the public education budget on adult learning. In today's era, technology is moving at a fast pace than ever before. An estimated 65% of children will end up in jobs that do not exist yet. So formal schooling alone can't accommodate these changes. The upcoming generation is going to face greater challenges than we do now from growing inequality, displacement and climate change. Every single individual needs to contribute to solve these problems. So education opportunities must be extended beyond just the formal stage. People will have to be truly supported with endless opportunities to learn and grow not only in schools or colleges but throughout their entire lives. Imagine the scenario where more than 7 billion people across the world were able to learn for life and to contribute in betterment of the whole world.

There are two key points in making a shift to learning for life i.e. **changing our mind sets and changing our systems.** In the past it was believed that talent was sometimes rare and people are born to be great painters, scientist, philosophers, business people etc. But now the researches have proved that our mind set plays a significant role in the extent to which we learn and grow through life. Today we no longer recognize genius as something that is gifted but also build with time, hard work and dedication. Persistence and dedication makes people great. One researcher **Anders Ericsson,** in the area of expertise and human performance believed that with ten thousand hours of deliberate practice anyone can become an expert in that particular area. Shifting towards life-long mindset means moving away from traditional notions of genius, we must acknowledge that everyone has the potential to learn and grow at every stage.

Changing the system is next important key point. The quality and availability of learning environment plays a crucial role in shaping people's talents, abilities and life chances. It is the responsibility of the authority to ensure inclusive and equitable life-long learning opportunities for all by enhancing learning places, services and opportunities online

and offline. Adult learning spaces must be planned carefully making use of existing space and resources within the community.

Adult learning spaces should seek to satisfy the **four A's**-making learning **Available**, **Accessible**, **Adaptable** and **Acceptable**.A wide range of qualifications must be promoted and single integrated national framework must be used. There is need to carve out a path way for ensuring quality adult educators including pre-service and in-service training. There is also a need to promote a life-long learning mindset, approach and philosophy from a early age in school throughout life. Adequate financial support for adult learning systems must be ensured.

In a nutshell, it can be said that everyone can learn and everyone has the potential to grow. Learning opportunities should be everywhere not just limited to schooling during our childhood and adolescent years. Two things need to change to support a shift to learning for life- our mindset and our systems. Improvement in literacy would open doors to better lives. Life-long learning would give people a second chance when they miss out on formal education. Those people who are not able to have formal education they must at least have chance to acquire vocational education to earn their livelihood. When people can have jobs that they love it allows them to make positive impacts to the society and contributes to a happier world.

Learning is never cumulative, It is a Movement of knowledge which has no beginning and no end.

—Bruce Lee

Life-long learning is no longer a luxury but a necessity for employment.

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PROMOTING MULTILINGUALISM IN NEP 2020

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Abstract

The purpose of this study is to present a brief analytical examination of multilingualism practices, their consequences, educational advantages, and discussion of how to achieve multilingualism in education. The ability to speak fluently in more than one language is referred to as multilingualism. Multilingualism is practiced in both formal and informal settings. Canada, Belgium, and Switzerland have all been designated as multilingual countries, according to a fast evaluation of multilingualism practices outside of Africa. Multilingualism is also prevalent in Africa, with countries such as South Africa, Nigeria, and Kenya exhibiting it. Multilingualism in education has a number of benefits, including the ability to create and maintain new languages. The majority of the world's population is multilingual, and there is a growing demand for teachers to address the many linguistic needs around the world. This multilingual paper I'm going to look into what it's like to work in a multilingual environment. The study also tries to describe the current state of languages used in schools. The findings reveal a complicated linguistic scenario in which teachers use code switching and have a pragmatic approach to the three languages in their daily lives. Although English has a high social prestige, which is reflected in the classroom, teachers attempt to facilitate students' identity development by allowing them to express themselves in their native language.

Keywords: *Multilingualism, Three Language Formula, Native Language.*

Introduction

India is a multilingual and culturally diverse country. Language is a vehicle for gathering information and communicating with others in one's near area, across the country, and around the world. Due to

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technical innovation and globalization, the twenty-first century has seen a major shift. The goal of India's NEP 2020 is to align new learning outcomes with changing global conditions. According to the 2001 census report, India has 122 languages, 22 of which are spoken by over one million persons while the other 100 languages are spoken by more than 10,000 people. Over 1,500 other languages are spoken in India, according to a multiple resources.

The NEP 2020 emphasizes multilingualism and the provision of multidisciplinary courses.

Multilingual Environment:-Implementation of three language formula

Multilingualism means introducing or practicing more than one languages. Multilingualism has great cognitive benefits on young students.

From the foundational stage all the languages will be taught in an interactive style. To promote multilingualism three language formula will continue to be implemented. For example any school can opt Hindi with Sanskrit and one foreign language English. For the purpose of cultural enrichment and national integration all the Indian students should be aware of all the languages of the country. However, there are specific provision in place to ensure that no language is allowed to impose on any state, region, or students. A student or a country may choose any two native languages and a third language. "Wherever possible, the home language, mother tongue-local language or regional language will be the medium of communication at grade 5, but preferable until class 8 and beyond," Children can learn languages in a faster pace between the age group of 2 to 8 years and therefore multilingualism has great cognitive benefits to young group of students.

Focus on Mother Tongue

This is the first time that Indian languages have been used in a national endeavor since independence. Focus has been made on several issues within the issue of language. For the first time, the mother tongue was proclaimed the primary school medium of instruction, with the Indian people's interests and the holistic development of Indian kids personalities in mind. This is the most significant achievement of the new education policy because the medium of instruction has been set in the mother tongue during this period. Because we can construct

knowledge only if we understand concepts or things and the knowledge that we construct will happen in mother tongue only. A child can express oneself freely. The developed countries like China are focusing on their native language because one can understand our culture or tradition in our mother tongue only and this will help in all round development of child.

In addition, a significant initiative to employ mother tongue native tongues in primary and secondary school has been undertaken. Eliminating English as a compulsory medium of primary education and promoting the widespread use of Indian languages will result in improved outcomes.

The advantage of using one's mother tongue as a medium is that it will provide get rid of the hesitation, fear and anxiety. Students can learn easily in their mother tongue. It also improve the quality of education. Mother tongue is much more effective for early childhood to learn the new concepts. Students in the classroom can use mother tongue for communication. If the child is educated in the language throughout which he first communicates with his mother, family and environment, his mental and social development will be improved.

Importance of other Indian classical and foreign languages

In implementing Multilingualism also we cannot forget the importance of the classical languages and literature of India. Among them Sanskrit is also given importance in modern languages mentioned in 8th schedule of constitution of India. It will also implemented at all levels of school. Multilingualism also offered some foreign languages like French, German, Spanish, Russian, Japanese at secondary level to learn about cultures of world and to enrich global knowledge and mobility.

It is impossible for anyone to be fully unaffected by English in the age of social media and e-learning. He will be able to learn it as needed in the future.

Preparation of study materials and text books

There should be efforts to be made to prepare high quality bilingual textbooks and study materials.

The teaching of multiple languages also through creative and experimental methods such as film, theatre, story telling, and poetry and to connect them with real life experience.

Job opportunities for language teachers

The language teachers have specialized training. The trained instructors will work at a variety of schools across the country. This text also mentions the professional requirement for language teachers. Teachers of Indian languages will be in higher demand, resulting in more job opportunities for them.

Conclusion

Language is an important part of our education system in our country which place an important role in strengthening the social relations and education to the children. The three language formula in NEP 2020 boost the education system and remove social differentiation. NEP 2020 place an important role in all round development of children. Education policy is the basic requirement of animation which includes the analysis of the past, the need of the present and the possibilities of the future. The national education policy places a strong focus on multilingualism. This policy encourages multilingualism in which it is stated that how to implement three language formula from the basic education. National education policy 2020 also Lays more emphasis on mother tongue. In this policy it has been stated that the medium of instruction should be of mother tongue.

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NEP 2020 : INDIAN YOUTH PREPARATION FOR 21ST CENTURY CHALLENGES

Dr. Vandana Rani & Dr. Babita Rani***

Abstract

National Education Policy is concerned with education system which was adopted by the government of India. This policy will bring transformational strategy in education system in special reference to school and higher education system in India. After the largest consultation and discussion process, National Education Policy was drawn up. Its main purpose of implementation of this policy in India is that India will become as a great knowledge centre and education destination in the world .With the help of NEP, it will play an important role in creating new India. Ethics, social reforms, Teamwork, good behaviour among students will also develop with this policy.

NEP Policy was last drafted in 1986 and after this 1992 and after that New Education Policy 2020 draft was also prepared. This will bring a big change in our education system promised by Modi-Led BJP government. New techniques, new methods will also learn by teachers so that they will prepare youth for 21st century challenges. This article deals with National Education Policy – 2020 and its policy perspectives regarding Indian Youth Preparation for 21st century challenges.

Key Words: *Indian Youth Preparations, challenges, National Education Policy 2020*

Introduction

Education is very much concerned about all round development of students which means that education should focus and emphasize more than academic development. All round development of students

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include academic as well as non academic development such as social-emotional development, character development, moral development, physical development, cognitive development etc. We all know that 21st century is very exciting time in human history due to technological changes. Any countries development directly associated with the development of youth because youth is the future of that nation. Youth development in successful and positive manner linked with the sound and effective education system of that particular country. National Education Policy is concerned with education system which was adopted by the government of India. This policy will bring transformational strategy in education system in special reference to school and higher education system in India. After the largest consultation and discussion process, National Education Policy was drawn up. Its main motive of implementation of this policy in India is that India will become as a great knowledge centre and education destination in the world.

NEP 2020: The National Education Policy 2020 is the first 21st century policy to revise all aspects of the education system, to create a new system that is in line with the aspirations of 21st century education goals, while building on India's culture and value system. . The development of individual creative capacity is a key focus point in this policy. This policy is based on the principle that education should not develop comprehension skills in basic literacy and numeracy skills as well as 'advanced' cognitive abilities and contexts.

The NEP policy was last drafted in 1986 and after 1992 and after that the 2020 New Education Policy Framework was also amended. This will bring about a major change in our education system promised by the BJP-led Modi government. New strategies, new approaches will be learned by teachers to prepare young people to face the challenges of the 21st century.

Two more educational policies namely National Education Policy (NEP), 1986 and National Policy on Education (NPE), 1986 were adopted. The vision of this policy is to instil among the learners a deep rooted pride in being Indian in realistic manner.

National Education Policy 2020 is based on various fundamental principles that will guide both the education system at large, as well as the individual institutions within such as principles of recognizing, identifying and festering unique capabilities of each student, principle of flexibility, principle of multi disciplinary and holistic education,

principle of creativity, critical thinking and principle of inculcating ethics and human values among students etc. Indian youth highly depends on education system of that country. Education is linked to the development of young people and is a tool for social change.

Indian Youth Preparations For21 Opportunity: The future of our country is depend on the opportunities provide to the young people for higher Education id changes in the field of knowledge and significant advances in science, technology, and technology have been demonstrated worldwide. In the current context, the increase in outbreaks of epidemics and epidemics will also require joint research into the control of communicable diseases and the development of vaccines and community outcomes that require the need to learn more disciplines. There will be a growing need for people and the arts, as India continues to be a developed country and among the three largest economies in the world. The goal should be for India to have a 2040-second education system, with equal access to higher education for all students regardless of social or economic background.

A good educational institution is one where every learner feels welcome and cared for, where there is a safe and stimulating learning environment, where a variety of learning experiences are provided, and where the infrastructure of good facilities and appropriate learning resources is available to all students. Acquiring these qualifications should be the goal of all educational institutions. At the same time, however, there should also be seamless integration and communication across all institutions and at all levels of education. Some of the key challenges discussed in the paper are: Access to skilled workers, people financial development and access to quality education in English; role of knowledge technology in human resource development; skills development and value Competency-based teaching and assessment writing at the lower, higher, higher and higher levels Vocational education in India.

This policy may make changes in their perceptions about how well students read, so feel free to take small but firm steps towards these goals. Future blogs should be made on how to practically use these strategies effectively.

1. Let Your Students Lead a Lesson

Learning occurs best in areas where students feel empowered to read. Effective teachers are like presidents, inspiring and guiding

students to find their own. Give students the opportunity to read for themselves, which ensures lifelong learning. This brings us to the second point.

2. Create a Query-Based Classroom

If students are going to lead a learning process, they need to be able to ask questions - and then find ways to answer them. Students (and teachers) need to be "surprised out loud" as they experience new knowledge. A KWL chart (What Do You Know? What Do You Want to Know? What Have You Learned?) Can guide students to real self-motivating learning.

3. Encourage Cooperation

"It's bigger than the sum of our parts." Here is the heart of cooperation. A healthy, active class is a sharing class. Students are creatures of society, and even more so in the language class. Take every opportunity to allow students to form in pairs and small groups. This not only encourages the development of speaking and listening skills, but also teaches students how to successfully achieve goals together.

4. Develop Critical Thinking Skills

Reading is more than just memorizing and remembering. Critical thinking skills enable learners to move beyond simple comprehension of information. Students use these skills to solve problems in new contexts, to formulate opinions and standardized values, to integrate information into new patterns, to make evidence-based judgments and conditions. Introduce activities in your lessons that build critical thinking skills and language skills.

5. Encourage Creation

Encourage the students to be creative throughout the lesson. Creative activities allow students to present what they have learned in a new way. This integration and personalization incorporates learning, and creates a lasting sense for students long after the end of class.
By keeping these strategies in mind as we plan each lesson, we will be promoting 21st Century skills development. Of course, our students may need time to adjust to this new learning environment. Soon, though, they will begin to feel empowered to think more carefully, to ask questions and to search for answers, and to express themselves creatively. Most importantly, their communication skills will be

strengthened as a result, which remains our main goal! Stay tuned for in-depth blogs on the 21st Century skills series.

6. Creating and Strengthening Competitive Profit

That India achieves its economic goals through the growth of its production the sector or service sector, or both will need the flexible operating capabilities it has the technical and soft skills needed to promote their growth in a highly competitive world 21st century economy. We are well aware that despite the growth of the education sector, about a quarter of India's population currently has access to education, while at least 65% of the population is employable youth who need education and practice rental (as shown above). In addition, a large number of those who have access to it education is almost never getting the level that can lead to improved employment skills within India itself, leave it alone in the global economy. Quoting University Grants Commission (UGC): "73% of colleges and 68% of universities in our country to develop intermediate or low-level teaching methods."

Use on the positive side, if India has been able to achieve and sustain the incredible growth of much years despite its record of failure in human development where one could not think about what else people can get if the government (and the private sectors) launch a campaign to improve the quality of education (both vocational and educational) located within the country.

Key Challenges for youth Preparations in India for 21st Century

A growing number of professionals and students will be forced to turn to online to seek education and training, or to meet the obligatory certification requirements. This it will happen because India's growing levels of integration with the global economy will happen makes it possible for current and future employees to acquire skill sets around the world organizations expect their employees to have them. The internet can play an important role, however indirectly, on the economic development of the Indian people. Therefore, it is important that the principle of neutrality 19 must be strictly protected by both, Indian consumers and policy access verification makers. Free, easy or affordable online access will be key which determines the speed at which Indian students succeed in acquiring the required skills competition in the 21st century global economy. The government needs

consideration recognizing self-education as an effective and efficient way of educating the masses. New policies and standards for measuring learning, student assessment and performance measurement standards that need to be considered, integrated with the situation and developed to meet the world requirements.

Another challenge youth needs to face the 'lack of involvement' of the Indians of the time community. Borrowing a quotation from a public-private partnership aimed at promoting it business and growth in Pittsburgh, USA: "We believe in success an innovative economy can drive economic growth, but sustainable regional development is only possible where all societies are connected to generators of wealth" All youth must be careful that all youth should be a part of the Indian success story, no matter what their faith, nationality, etc. If youths fail to resolve past racism and religious issues, racial, linguistic, social and gender discrimination within India itself will not an important international export of Indian values that are non-violent, tolerant, peaceful and a powerful brotherhood that helps to create a better and more stable world order. The message caused a great deal of controversy and controversy within India. Obama announced in Delhi in January this year: "India will succeed as long as it does not divided between religion, or other lines " However, we need to stop being so absorbed in our heart because of the wrong idea of national pride and start confessing and talking to them the challenges we face internally and externally.

The following is a list of challenges India is facing, according to the Central Intelligence Agency United States: "youth has a number of challenges that still need to be addressed, including poverty, corruption, violence and discrimination against women and girls, inefficiency power generation and distribution system, effective enforcement of intellectual property rights, decades of docs in civil cases, inadequate transportation and agriculture infrastructure, small non-agricultural employment opportunities, high spending and unplanned funding, inadequate access to basic and higher education, and embracing the migration of rural to urban areas."

Conclusion

We use technology to increase youth accessibility and improve their ability to do this disseminating knowledge and knowledge to develop skills and educate the masses, we need to focus on how we currently provide education at all levels - primary, secondary, tertiary, vocational,

etc. We need to focus on skills development through motivation schools and colleges to develop an outcomes-based curriculum and inclusive programs a novel delivery of multidisciplinary content and various testing tools and methods, e.g. they include information-based assessment. India has a wealth of human resources that it needs to use in order to be able to ensure that it will continue to be the fastest growing economy in the world for decades comes. It can use this resource by investing heavily in education and training as well co-operative development of private and public companies. In the face of widespread social ills corruption, discrimination, inequality, etc.; technology used to provide military skills foot; and to make the necessary development of philosophy and policy to develop a culture of leadership and efficiency, we can hope to successfully overcome those challenges India down, and prepare for our new leadership role in the 21st global economy a hundred years. Finally, the paper argues that by addressing social ills such as corruption and discrimination, use technology to close the skills gap, and integrate philosophical development in formulating policy to build a culture of leadership and efficiency, India can successfully prepare with its new role of global leadership, thus exercising its unique power staff.

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VISION FOR A FUTURISTIC INDIA THROUGH NATIONAL EDUCATION POLICY (NEP); VISHWA GURU, ATMANIRBHAR AND INNOVATIVE

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Abstract

Existent system of education prevailing in the country, goes without saying, has many flaws and inherent challenges which demanded strict reforms and an overhaul. For that to happen, it was unwise to tinker the old systems and put to running state, however, we chose to redraw the lines again from scratch and build new foundations for the country. Education had played, in the history by all accounts, an instrumental role in making countries and strengthening their resolve to become superpowers. So is India's vision to reform the prevailing system of poor education into a world class and systematic mechanism of education which is worthy, employable, driven, scientific, rational and most of all, life transforming.

Keywords: *Education, Primary, Secondary, Policy, Growth, Development, National Education Policy (NEP), Comprehensive, Transformative, Overhaul.*

Outlook: For any country in the world, its strong base is its strong foundation for a strong future. This cyclical approach has driven India towards its education policy, first in 20th century during Rajiv Years and then in 21st century during Modi years. This is not to say that politicians have drafted the policy document but it's the initiative for a change and a vision, a broad outlook for India, that has driven policy experts and think tanks to make such a transformative policy, National Education Policy (NEP).

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saying, has many flaws and inherent challenges which demanded strict reforms and an overhaul. For that to happen, it was unwise to tinker the old systems and put to running state, however, we chose to redraw the lines again from scratch and build new foundations for the country.

Education had played, in the history by all accounts, an instrumental role in making countries and strengthening their resolve to become superpowers. So is India's vision to reform the prevailing system of poor education into a world class and systematic mechanism of education which is worthy, employable, driven, scientific, rational and most of all, life transforming.

Vision: National Education Policy (NEP) aims to not only accompany global standards, world class infrastructure or hard core scientific terminologies from advanced countries but also instilling a deep rooted pride in realizing Indian aspirations emanating out of magnificent Indian heritage and culture. It is notwithstanding that these aims require a deeper understanding of own's past and glory before being put to modern day practices and for that to materialize, it becomes imperative upon teachers and students or policy makers in the first place to introspect in the history and comprehend the broad bases of cultural marvel that has relevance and an inevitable position in contemporary India.

Distinctive characteristics of NEP, 2020: There are broader motives under NEP 2020 to work which somehow derail traditional patterns and install new profound thoughts.

1. Universalization of Education

The problem of dropouts has costed us a lot in the past. Talent, equality, discrimination, growth and development; all these indicators have dearly pushed us to chagrins of marginalization which now need active thought. Our goal under *universalization of education* is to enhance ***Gross Enrollment Ratio (GER)*** to 100% from pre-school level to secondary level by 2030. As discussed above, alongside GER, there's also renewed focus upon addressing the menace of dropouts that does not involve solely the issues of education but sanitation, drinking water and security which are addressed by another milestone of Government of India, ***Swachh Bharat Abhiyan (Gramin)*** and ***Swachh Bharat Abhiyan (Urban)*** along with versions of ODF and ODF+.

2. Curriculum and Pedagogical Restructuring

This is, *if we go by standards and transformation*, the most

advanced and unique feature of NEP 2020. It recommends modifying the existing ***10+2*** pedagogical structure to ***5+3+3+4***, having a strong base from primary level in the form of ***Early Childhood Care and Education (ECCE).*** We have set ourselves a basic target of achieving ***Foundational Literacy and Numeracy (FLN)*** for every student in the age group of 3-8years.

Not only the numbers showcase the grand vision and collaborative depth we put in the policy but we intendto promote ***interdisciplinary perspective academic practice,*** thus building institutes like ***Multidisciplinary Educational Research University (MERU)***.

3. Effective Governance

As is the norm of issues with other policies in India like, *implementation, regulation, monitoring, checks and balances, lack of access to capital,* NEP 2020 includes setting up a single regulator, ***Higher Education Commission of India (HEI)*** with 4 verticals for regulation namely ***National Higher Education Resource Centre (NHERC)***, ***National Assessment and Accreditation Council (NAAC)***, ***Higher Education Grants Council (HEGC)*** and ***General Education Council (GEC)***, fulfilling the notions of ***Resources, Accreditation or Grading, Finance or Grants***and ***Regulatory or Monitoring***, respectively.

With this accommodative and integrated approach under NEP 2020, inter-departmental and intra- coordination would be strengthened, thus furthering the cause of collective spirit and shared mottos.

4. Equity and Inclusion

The problem with other education policies is lack of equity and proper inclusion of genuine beneficiaries but NEP 2020 aims in bridging social category gaps in ***access***, ***participation*** and ***learning outcomes*** at all levels of education. Not only this, but it also recommends declaring the regions with large populations from the disadvantaged groups as ***Special Education Zones (SEZs)***, putting special and unique emphasis on targeted beneficiaries to fulfill the ambit of sustainable, equitable and inclusive policing.

5. Vocational Education

This point may not be at the earlier particulars, however, its importance and vision stands apart because by 2025, 50% of the learners will have exposure to vocational education, as is enunciated under NEP 2020. Along with that by 2040, we aim to have an

accommodative and transformative education atmosphere serving the needs of country under strategic ambit.

Other measures: Along with the above stated goals and motives, NEP 2020 will also set up the ***National Research Foundation (NRF)*** with a special mandate to foster research and innovation. The importance of R&D is invaluable in any scholar's education or any institution's growth towards the ***Institute of Eminence (IOE)*** tag.

National Educational Technology Forum (NETF), as a part of NEP, 2020 aims at increasing ideas relating to innovation and bringing a transformative change in the cognitive outlook. We have set ourselves a target of raising the level of public expenditure on education to 6% of GDP.

Alongside, we are enabling high performing universities in India to establish campuses in other countries and allowing top 100 universities in the world to establish their campuses in India for cross cutting research seminars and collaborative education training.

The most advanced measure under NEP 2020 is the establishment of ***Indian Institute of Translation and Interpretation (IITI)*** to promote Indian languages, art and culture which will further the spirit of ancient Indian heritage in students, as out lined above under objective of NEP 2020.

Concluding reference: All the stated measures are worth if supplemented by implementation, regulation, monitoring and timely evaluation. Needless to say, all the objectives under NEP 2020 without the necessary regulations won't carry the same light in consequent years as it does today in shaping the future of Indian education. The push to transform education right from the primary level to higher education level talks about seriousness and depth in the policy to serve the contemporary and futuristic needs of the country.

We have the advanced and most abundant reserves of human capital in the world. If we go by the current standards, this boon would be turned bane in no time and put extreme pressure on civil society and policy makers. If transformed and cumulatively strengthened under NEP 2020, it can work wonders for India as ***demographic dividend has worked China to the Superpower spot.***

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ATTITUDE TOWARDS NCTE : A TEACHER - EDUCATOR'S PERSPECTIVE REALISING GOAL OF NEP-2020

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Abstract

Our country's teacher education system has been a source of concern for decades. This anxiety was raised at several platforms, one of the prominent being National Commission on Teachers (1985). To respond to these, National council for Teacher Education (NCTE) Act started functioning in 1995. Gradually the number of teacher education institutions swelled and the parameter of scope of NCTE also widened. NCTE is just not a regulatory body, its main objective is to achieve planned and coordinated development of teacher education system throughout the country; regulation and proper maintenance of norms and standards in the teacher education system, as well as related issues. However, over the last decade the role of NCTE has also come under scanner. At this juncture it becomes important to ascertain the attitude of teacher educators towards the role and functioning of NCTE. The study in question was designed with the same goal in mind. A self made rating scale was employed on a sample of 100 teacher educators working in self-financing colleges of education of Chaudhary Devi Lal University, Sirsa. Descriptive analysis was done on the data obtained which indicated lower satisf ction with the functioning of NCTE.

Introduction

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for

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implementation of the educational process at any stage". This makes it imperative to invest thoughtfully and resourcefully in the preparation of teachers, so as to secure the future of a nation. The Indian sub-continent has one of the largest education system as well as teacher education system. There are several affiliated colleges and institutes that offer teacher education programs. The National Council for Teacher Education (NCTE) is the regulatory body for teacher education in India in the current context. Since 1973, the National Council for Teacher Education has served as an advisory body to the Central and State Governments on all things relating to teacher education, with its Secretariat housed at the National Council of Educational Research and Training's Department of Teacher Education (NCERT). Despite its great academic achievements, it was unable to carry out critical regulatory tasks, such as ensuring the maintenance of teacher education standards and preventing the spread of substandard teacher education schools. As a first step in overhauling the teacher education system, the National Policy on Education (NPE) of 1986 and the Program of Action that followed it envisaged a National Council for Teacher Education with statutory stature and the required resources. The NCTE's principal purpose is to promote a planned and coordinated growth of the teacher education system across the country, as well as to control and maintain teacher education norms and standards and to deal with other relevant concerns. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach non-formal education, part-time education, adult education, and distant (correspondence) education courses are available at schools at the pre-primary, primary, secondary, and senior secondary levels. However, the pattern of functioning of NCTE has been under the lens for quite some time now. At many platforms the role of NCTE was condemned and forced the government to intervene. Shri Arjun Singh, former HRD minister while outlining the issue and concerns which need to be addressed by NCTE had said, "Teacher education curriculum needs to be constantly defined and redefined based on the changing contents and emerging areas need to be integrated. A rigorous mechanism of implementation of standards and norms of quality and qualification of teachers and teacher educators is defined by NCTE Act needs to be institutionalized and enforced on continuing basis". Infact, the government appointed a committee under

the chairmanship of Sudeep Banerjee in 2007 to study the issue and suggest suitable action. There have been mixed views on the same.

Justification of Study

Like any teaching activity, teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). The quality of teacher educators determines the quality of teacher education. The quality of pedagogical inputs in teacher education programmes and their effective use for the purpose of educating prospective teachers is primarily determined by teacher educators' professional competency and the manner in which it is applied to develop the teacher education programme. Further, the attitude of teacher educators towards teacher education and its various aspects also becomes an important factor which influences the teacher education programme. As discussed earlier, the NCTE has a multifarious role to play in teacher education. Amidst this understanding it becomes important to understand the attitude of teacher educators towards functioning and role of NCTE in teacher education.

Objectives

The main objective of the study was to determine the attitude of teacher educators towards role and functioning of NCTE in teacher education.

Methodology

The study was conducted on a sample of 87 teacher educators from different self financing colleges of education affiliated to Maharshi Dayanand University. The teacher educators were selected by the technique of incidental sampling. A 7-point rating scale comprising of 25 items was developed by the researchers to ascertain the attitude of teacher educators. Descriptive statistics was used for the analysis of the data obtained.

Results and Discussion

1. Undertaking surveys and studies and dissemination of results- One of the functions of NCTE is to undertake surveys and studies relating to various aspects of teacher education and publish the result thereof. The results indicated that 32% teacher educators

were somewhat satisfied out of a total of 48% who were on the lower side of satisfaction, with the functioning of NCTE with regard to undertaking surveys and studies related to various aspects of teacher education. Further 18% were neutral about the functioning of NCTE with regard to dissemination of the results of the undertaken surveys or studies, 26% were neutral, 25% somewhat satisfied and only 23% on the right hand side of the scale. The results of both the items indicate that teacher educators largely had low satisfaction regarding this aspect of NCTE's functioning.

2. Co-ordinating teacher education- The Council co-ordinates and monitors teacher education and its development in the country. 30% teacher educators were somewhat satisfied with NCTE's functioning with regard to coordinating teacher education in the country and only 29% expressed higher satisfaction with regard to same. With 51% teacher educators on the left side of the scale somewhere indicates a not so positive attitude towards the coordinating functioning of NCTE. On another related item, 'role of NCTE in maintaining a balance between teacher education institutions across country', 23% teacher educators were very unsatisfied with NCTE's functioning. There were only 20% who were fairly satisfied and another 11% who were satisfied, again indicating that they were more who were on the lower side of satisfaction. This finding becomes important because this is one of the major functions of NCTE.

3. Ensuring implementation of the norms, guidelines and standards by the recognised institutions- The Council is bound to examine and review periodically the implementation of the norms, guidelines and standards laid down, and to suitably advise the recognised institutions. For the same, the Council has to conduct inspections to ascertain the functioning of institutions. 21% teacher educators were 'fairly satisfied' and 13% were 'satisfied' with NCTE's functioning of conducting inspections of recognised institutions. There was another 30% who were netural about the functioning of the Council and 34% who were on left side of the scale indicating a lower level of satisfaction. On another item pertaining to periodic review of recognized institutions by NCTE, 25% teacher educators were 'fairly satisfied' and 23% 'somewhat satisfied' and another 17% 'very unsatisfied' with the Council's functioning. The responses on this item indicate that 37% were on right side and 46% on left which shows that more were on lower levels of satisfaction.

4. Recognition and functioning of teacher education institutions- With self-financing institutions also allowed to provide teacher education in the country, the Council has the function of granting recognition to only those institutions which have adhered completely to norms laid down by the council. 21% teacher educators were 'very unsatisfied', 18% 'not at all satisfied' and only 13% 'fairly satisfied' with NCTEs functioning with regard to recognition of teacher education institutions. Another related function is to effectively regulate tuition fees and other fees charged by recognised institutions. 21% teacher educators were neutral, 20% were 'somewhat satisfied' and 13% were 'very unsatisfied' about the Council's functioning in this regard. The NCTE is supposed to formulate suitable mechanisms for enforcing accountability on recognised institutions. 29% teacher educators were 'fairly satisfied', 22% 'neutral' and 23% 'very unsatisfied' with NCTE's functioning in this regard.

5. Promotion and conduction of innovation and research- One of the functions entrusted for NCTE was to promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof. 23% teacher educators were 'fairly satisfied', wheras 22% were 'somewhat satisfied' with the Council's role in promoting and conducting innovation and research. With 21% holding a 'neutral' attitude, there was an equal number on left and right hand side of satisfaction. NCTE is also entitled to formulate schemes for various levels of teacher education. When teacher educators were asked about the Council's role in formulating schemes for in-service teacher education, 16% were neutral, 23% 'somewhat satisfied' and 18% 'very unsatisfied'. Further, there were 22% who were 'fairly satisfied' and 15% 'satisfied'. When it comes to implementation of these schemes, 21% were 'very unsatisfied', and 11% 'not at all satisfied', while there were only 39% who were on the right side of the scale.

6. Maintaining standards- Maintaining standards in teacher education is the prime function of NCTE. 47% teacher educators were on right side of satisfaction with 38% of them being 'fairly satisfied' with the Council's maintenance of standards in teacher education through the distance mode. A quarter of teacher educators are uncertain about the role of NCTE in maintaining standards of teacher education in general and 24% were 'fairly satisfied' with its role, however, a considerable number of 36% were on the left hand side

indicating a lower satisfaction. Further 32% were positively satisfied and 48% were 'negatively satisfied' with NCTE's role in opening new horizons in teacher education. 31% teacher educators were 'very unsatisfied' and 16% 'not at all satisfied' with the steps taken by the Council to prevent commercialisation of teacher education.

7. Regulating teacher educators' selection and performance- 26% teacher educators were 'fairly satisfied', 9% 'satisfied' and 6% 'very satisfied' in establishing a proper co-ordination with the university norms for the selection of teacher educators in teacher training institutes.

Almost half (49%) the teacher educators are on the left side of the satisfaction with regard to Council's role in evolving performance appraisal system for teacher educators. Similarly 20% were 'somewhat satisfied', 16% 'very unsatisfied' and 9% 'not at all satisfied' with NCTE's functioning in enhancing professional development of teacher educators.

OVERVIEW The provision and organisation of teacher education in the country is an important aspect and need apt consideration from all those concerned. The government has entrusted the prime responsibility of the same to NCTE. Teacher educators being a significant part of teacher education system play an active role in its transaction to the beneficiary. Thus their attitude towards NCTE, the regulatory body, becomes vital. The responses on the scale clearly indicate that most of the teacher educators held lower satisfaction with the functioning of NCTE in different aspects of its role like regulation and functioning of teacher education institutions, preventing commerciali-zation of teacher education and others. This calls for an overhaul in the management of teacher education in the country by perhaps roping in people with sincere commitment or involving the practicing teacher educators to a larger extent in different capacities.

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IMPACT OF EDUCATION ON OPTIMISM/PESSIMISM

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Abstract

This study looked into the effect of parents' educational levels on their children's levels of optimism and pessimism. Using an explanatory survey of undergraduate students, male and female, randomly 240 students, 19-22 years old, from both public and private colleges in Sirsa city were selected. A self-evaluation A structured questionnaire and the revised Life Orientation Test (LOT-R) were conducted. To test the hypothesis, analysis of variance (ANOVA), one way and one-way ANOVA tests was used to measure the difference between level of parents' education, and its relationship with level of students' optimism and pessimism. A self-assessment A systematic questionnaire was used, as well as the revised Life Orientation Test (LOT-R). In the other words, students with high degree of optimism had parents with high level of education. Implications of current study were also discussed.

In recent years, research on optimism has received more attention due to its impact on physical, psychological, and social well-being. Optimism is one of the components of positive psychology; it is linked to a happy mood and attitude, as well as successful social relationships and social functioning. Optimists use positive reinterpretation with an effort to accept the reality of situation. Pessimists, on the other hand, try to ignore and separate themselves from the problem.Keywords: Optimism/Pessimism, Education, Undergraduate Students.

Introduction

When Carver, Scheier, and Weintraub (1989) looked at the relationship between optimism and dispositional coping tactics, they

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discovered that optimists have a dispositional tendency to use active, problem-focused coping and have more plans when faced with stressful events, whereas pessimists have a dispositional tendency to withdraw from goals, use denial tactics, and substance abuse to lessen their awareness of problems.Moreover, optimists accept the reality and do the best to construct the situation more positively and learn from the experience.

There are a many great studies on relationship between optimism and coping with diseases including bypass surgery, transplantation, HIV, cancer and so on. It was discovered that optimism was linked to greater health, happier moods, and stronger immune systems. Optimists have better health, according to Scheier, Carver, and Weintraub (1989), because they plan for their future and establish goals for their recovery during and after therapy. But the clinical efforts of optimism are not the main concern of this study; hence, we do not address the details of such studies. Carver et al. (1993) analysed studies on optimism and pessimism, finding that optimists are more confident and persistent, whilst pessimists are more dubious and reluctant, which can lead to variations in behaviour in risky situation which need coping capacity. Difficulties cause many feelings and responses to these feelings differ between optimists and pessimists. Pessimists should experience more negative feelings such anxiety, sadness, and despair. Harju and Bolen (1998) found that optimism had an effect on quality of life; they studied how quality of life of college students were influenced by optimism, the result manifested that students with high optimism had highest quality of life. It is also worth adding optimist's response effectively to cope with problems because psychologically they are healthier, this idea is reinforced by a study conducted by Aspinwall and Taylor (1990), they examined level of adjustment of first semester of college and optimism, the results showed that higher levels of optimism had an effect on psychological distress. Scheier and Carver (1991) conducted a study similar to Aspinwall and Taylor, with a notable exception. They measured the outcomes twice, at the start of study and at the end. Their findings were akin to Aspinwall and Taylor (1990), optimism was predictors of changes in perceived depression, stress, loneliness, and social support. Optimists were less stressed, less lonely, more socially supported compared to pessimistic counterparts. As mentioned earlier, the impact of optimism/pessimism on physical, psychological, and social well-being are well-documented, this impact seems to stem

from the characteristic approach of optimism, because this outlook makes optimists able to manage both stressful problems and emotions due to coping style capacity (Solberg, Nes & Segerstrom, 2006). Optimists enjoy higher well-being than pessimists, one important feature of dispositional optimists is that they effectively pursue goals; hence, they are more likely to accumulate resources like: money, friendship, skill. Evidence supports this statement that socio-economic status (SES) and social network size predict mental and physical health; therefore, resource accumulation as a mechanism helps optimists to benefit physical and mental health (cited in Segerstrom, 2007, p.773). Coll and Draves (2008) examined the relationship between worldview, demographic features, and optimism among 163 university students in US, using LOT_R scale (Scheier, Carver, and Bridges, 1994) for measuring level of optimism. In their study optimism defined as outcome expectancies about future and expects that good things will happen; the results showed that age was not correlated with worldview, but there were significant differences in LOT_R score in terms of ethnicity and marital status. African-American were more optimist than Caucasians and married participants were significantly more optimist than single who in turn, were more optimist than divorced. Segerstrom (2007) examined optimism and resources: effects on each other and on health over 10 years among 61 law students in US with different racial backgrounds. She explored that optimists may accumulate resources such as: money, friendship, skill, and status that may be contributed to better health. Dispositional optimism may be related to enhance the social and status resources. When optimists expect good things will happen in the future, this outlook may be associated with positive consequences such as: better performance, better physical and mental health, and higher likelihood of goal achievement. However, what elements influence optimism and pessimism? In answering this question, we have reviewed some of studies; for instance, Schulman, Keith, and Seligman (1993) suggested that there may be a substantial genetic effect on optimism. On the other hand, many investigators have studied the influence of culture on optimism. Although we do not discount other factors such as, genetic make-up, personality, and culture, we only focus on education as one of the social factors.

Regarding human capital theory, educated population is a productive population (Sakomota & Powers, 1995) and (Psacharopoulos & Woodhall, 1997), and they argued that human capital

theory based on this assumption that formal education is highly instrumental to enhance the capacity of a population. It helps individuals to improve their quality of lives and it is the key to increasing economic efficiency. Education contributes to interpersonal tolerance and helps people build up self-actualization. Higher education and increase in earnings are associated with improvement in quality of life. Educational attainment is one of the determinants of occupational success that indirectly affect the economic status of an individual, well-paid, full-time job, high status, social prestige, and likely to experience less socio-economic problems, and unemployment (Reynolds & Ross, 1998). Study conducted by Clark (2003) revealed that unemployment seems to be negatively affected optimism and well being. As has been found in the literature, individuals who are unemployed show significantly lower level of optimistic view. Indeed education is an instrumental factor which related to good job opportunity and income. Outcomes of optimism/pessimism Scheier and Carver (1985) have applied a model of behavioral-self regulation to define how optimism/pessimism can affect behavior. The behavior leads to the feedback system when individuals concentrate on self. Their concentrations on self result in behavioral changes in order to reduce the inconsistency between present behavior and the goal. In another words, when persons encounter challenges, they concentrate on changing their behavior to manage the challenges and gain the goal. According to this perspective, if persons face up obstacles, they will stop and figure out whether they can handle the challenge or not. If they find out that they are able to handle the challenge, the result encourages them to repeat their efforts. On the other hand, if the individuals feel that they are incapable in handling the challenges, they will become disappointed and give up renewing their efforts. Therefore this situation may lead to the pessimism that contribute to their inability to the process associated with disappointment, anxiety, unemployment, getting married, finding good job, and continuing the study. Because in this period, they face challenges of shifting the social role, take new responsibilities. Individuals become more capable of handling challenges, they become optimist because they are able to cope with problems (Scheier & Carver, 1985). In addition when people encounter obstacles, optimists likely repeat their efforts due to favorable experiences in the past. Optimists will eventually gain confidence in their ability to deal with problems. Thus, they believe the future challenges lead to positive consequences.

Conversely, pessimism develops with in individuals when they have unsuccessful experiences in dealing with problems, and they will build self-doubt in themselves on the basis of past failures; hence, they believe the future will lead to negative consequences. With this in mind, let's look at impact of education. Education as one of the aspects of socioeconomic status can build self -confidence or self-doubt in individuals to handle challenges and repeat their efforts and based on this experience develops optimism. For instance, individuals with high income, education, and occupation have access to social and economic resources which help them deal with difficulties successfully.

Method

Sample: The sample of this study consisted of 240 undergraduate, Indian students who randomly selected from olleges ,both private and public college in Sirsa district the components of sample were 125 males (Mean=19. S.D= 4.08) and 115 females (Mean= 18.8, S.D= 4.23).

Instruments

The LOT-R test (Scheier & Carver, 1994) was administered to assess the optimism and pessimism status of the students. It consists of ten items measure with four filler items, three positively worded items and three reverse coded items. The scores are based on responses to these item, total scores can range from a low of 6 to a high of 30. Internal validity using Cronbach's alpha has been found to be r = .78 and test, retest reliability after 28 months was reported to be r = .79.

Results and Discussion

The obtained F value of 10.316 was found to be significant at 0.000 levels for father's education and obtained F value of 9.344 was found to be significant at 0.000 levels for educational level of mother. Or we can say educational level of parents had influence on level of students' optimism. The educational level of parents impacts level of optimism/pessimism of students. In other words, students with high degree of optimism, their parents had high educational level. Our finding revealed that parents with high education, also they hold good job, high income and they have sent their children to private colleges with better educational facilities. Hence, these students may expect good future for themselves and this attitude impacts their degree of optimism. Kozol

(1991) stated that students from advantaged family attend schools in better facility and suitable learning environment, highly paid teachers, good library, and computer labs which would influence their job opportunity in the future. Therefore, favorable socio-economic status is passed on from one generation to the next. Our results also indicated the difference between students going to public or private colleges in terms of their educational level of their father. The students in private colleges had parents with high education and their children were more optimists. According to Reynolds and Ross (1998, p: 224) "education often functions to pass on high status jobs and good incomes to adult children of high status parents." The importance of education lies in the fact that apart from educational requirement, the most rewarding jobs are given to those from advantaged background. In sum, education is meaningful not only because of its relationship with advantaged family background, but due to this reason that education provides individuals with abilities, skills, and resources that eventually impact optimism and positive attitude towards future. In India, education has a determinant role for finding a good job, so having parents with high educational level could give hope to students that they may have desirable job opportunity; while it may not be true for students who had parents with low level of educations. In prior literature only a few studies explored the relationship between education and optimism and their focus was on impact of optimism on educational achievement and cope with educational challenges, like study of Harju and Bolen (1998), Aspinwall and Taylor (1990), and Scheier and Carver (1991), also most of the prior studies have examined effects of optimism on health, psychological well-being, satisfaction with life, and quality of life, but our study looked at influence of education on optimism and found the relationship between these factors. However, our results are significant for our sample and we do not generalize our findings to other larger groups.

Implications

Learning optimism and information on this area can help students to be a successful citizen and perform their social roles perfectly due to their abilities to deal with problems and capacities of seeking social support in right time and right place. This study targeted the early adulthood which is considered as productive period in an individual life; hence, this type of study may have Psychological, attitudinal, social and economic benefits.

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PROMOTION OF MULTILINGUALISM IN NEP-2020

Dr. Ranjeet Singh & Anju Rani***

Abstract

It is a well-known fact that India has been a multilingual country with a wide range of ethnic and lingual diversities. In India it dates back to ancient times, when people from different ethnic groups came into contact with one another. Political and social re-structuring have accelerated the growth of multilingualism. But multilingualism has never been given the adequate educational and cultural importance. Twenty First Century has seen sea changes due to rapid technological advancements. Ministry of Education, India has taken initiatives towards promotion of multilingualism in education, with the launch of New Education Policy-2020 (NEP). Under NEP-2020 students will be free to choose any two languages of native origin and a third language. The present paper focuses on historical background of multilingualism, multilingualism as a skill, its different perspectives and promotion in NEP-2020.

Keywords: *Multilingualism and NEP 2020, Multilingualism as a skill*

What Is Multilingualism?

Multilingualism is the ability of speaking more than one language. The capacity of an individual speaker or a community of speakers to communicate successfully in three or more languages is referred to as multilingualism. In contrast, monolingual refers to the capacity to use just one language. A polyglot or multilingual person is someone, who can speak numerous languages. It is always easier to learn a first language than the second one, because learning a new language

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involves learning new aspects of that language. The area of multilingualism is really complex and this complexity comes from its nature of diverse culture and various other factors involved in it.

History of Multilingualism

In India multilingualism is a product of history and a reflection of its diverse cultures. India is well known for its multilingual culture, which comes from the number of languages spoken by its citizens. Such multilingual culture makes India incredible in many ways. Indian geography and demography plays a vital role in multilingualism. Languages in India have been categorized in different language families based on their origin. Every language has its own script. Though India has no official language, but article 343(1) of the Indian constitution specifically mentions that, "The official language of the Union shall be Hindi in Devanagari script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals."

According to an article published by Hindustan Times (November 22, 2018), If two Indian meet, there are only 36% chances that they will communicate in the same language. Most of people in India communicate in their regional languages. Indian multilingualism is enormous in size with a huge number of 1600 mother tongues. So we can say that, multilingualism in India is as old as Indian culture.

Benefits of Multilingualism

Being a multilingual person takes a lot a time, efforts and energy .But it also a rewarding process. It will change the information process of your brain and exposes to new ways of gathering information. These enhanced mental abilities helps enormously in note taking and collecting information. The benefits of multilingualism are enormous. According to a study conducted by Spain's University multilingual people are better observers of their surroundings. They can easily find out what is deceptive and irrelevant. Moreover, they can also good at finding out misleading facts/information. In another study conducted by Chicago University multilingual people are found to be better at decision making. A multilingual person is one who can do multitask very easily, it increases their memory power and above all it enhances their networking skills. Hence, it becomes very essential to introduce multilingualism in our education, so as to make the children more capable and skillful.

Multilingualism as a Skill

"Multilingualism promotes culture .A culturally diverse child is better prepared to participate and compete in a global society."

The above said lines by Maritere Bellas are very appropriate about multilingualism as a skill. Being a multilingual person can be very beneficial for an individual on the job front. Such individuals are more likely to have higher earnings. Multilingual children are found to have a better and more diverse social exposure than monolingual children. Hence as a result of it, multilingual children often become adept at considering other people's perspectives, making them more effective communicators. Being a multilingual person offers job flexibility, cognitive development and skill development. Linguistic proficiencies enables a person to adapt diverse fields/profession. For example gaming companies are always looking for multilingual customer support agents, which tailor their service approach for the needs of each market. Numerous studies have demonstrated the benefits of being multilingual in everyday life, and there is a link between fluency in more than one language and general intelligence, implying that multilingual people have greater empathy and critical thinking abilities overall.

NEP-2020 and Multilingualism

The government of India has launched New Education Policy-2020 to promote Indian Education system and ensure the quality education for everyone. This education policy has changed the thirty six years old education system (NEP-1986). NEP-2020 promotes equity, quality, access, affordability and accountability. Holistic education, flexibility and multidisciplinary approach are the chief characteristics of this education policy. But the most important aspect of this policy is the introduction of multilingualism. It is a well-known fact that India is multilingualism country, but these languages have not receives proper place and recognition.

According to NEP-2020 India has rich cultural heritage, which attracts tourists from across the world. Hence, it becomes very necessary to preserve this culture and language plays pivotal role in preserving it. For this purpose, NEP-2020 has introduced multilingualism for promotion of Indian Languages, art and culture. Moreover, this policy aims at fostering equity and also to ensure first language support and independence. NEP-2020 aims at meshing of new learning outcomes with the fast changing world. Multilingualism and multidisciplinary approach are the sole essence of NEP-2020. New

Education Policy 2020 has replaced the old education system of 10+2 with 5+3+3+4 system. According to new education system a student or state id frees to choose any two languages of their native origin and a third language. This policy that wherever possible the medium of instruction will be at grade 5th but preferably till 8th class and beyond will be the home language, mother tongue, local language or regional language. This will be implemented in both public and private schools. Furthermore high quality textbooks will be published in home languages/ mother tongue. Efforts will be made to bridge up the gap any kind of gap in the language spoken by the children and the medium of instruction in their classrooms. In case of unavailability of such books the medium of instruction will be the same i.e. mother tongue and teachers will be encouraged to follow bilingual approach.

Various studies have revealed that children pick up the languages very quickly between the age group of two to Eight years. On the other hand multilingualism has greater impact on cognitive abilities. Early exposure to the different languages makes strengthens the learning foundation. Apart from normal class room instruction methods, efforts will be made for the extensive use of technology to make language learning popular.

Conclusion

This discussion provides an insight into the development of education in India. This policy has revised the curriculum and pedagogical system of school education. This change aims at making education more dynamic and developmental. Multilingualism is expected to be a major tool of change. But the most important thing is proper implementation of this policy.

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INTERNET OF EDUCATIONAL THINGS (IOET) - A REVIEW ON USAGE OF IOT IN EDUCATION SYSTEM

*Dr. Priyajot**

Abstract

For almost last two and a half years, world is bleeding various loses due to COVID-19. One of the major loss among various loses is to the education industry. As we know that due to COVID and amid lockdown studies of students from all over the world suffered as school and colleges were not open. During that crucial time, technology somehow became a boon in education field and helped students to continue their education irrespective of the circumstances going around the world. The COVID-19 pandemic, has created drastic changes in higher education by forcing ICT to be used. However, the impact of IoT is not fully understood and it is just at the beginning of the education system. This research paper reviews the role IOT devices and technology played amid difficult times. Use of IOT in education has somehow enhanced efficiency along additional benefits by just shifting teaching ability from traditional to digital platform.

Keywords: *IOT, COVID, Artificial Intelligence, Smart Devices.*

Introduction

Advances in recent years have made remarkable changes to the way we communicate. With the Internet becoming an essential part of our lives, these developments have changed the lives of individuals around the globe. Technology has enhanced communication in numerous ways. Over the last decade, mobile devices and smartphones have become the dominant form of communication media. With the worldwide indication of an increase in smart device usage, there has

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risen an increase in the frequency and manner of communication. People use these devices to communicate with others for entertainment, knowledge seeking, performing business transactions, and other purposes.

Teachers can use their smart devices to create courses, place assignments for students, and respond to student questions. They can also facilitate discussions with students individually or in groups. Some teachers are wary of the distraction that using technology could cause during classes, so they discourage it in class, but others find the benefits more worth it than the risks.

The COVID-19 pandemic has increased the demand for research in education and created many opportunities for new research to be conducted in this field. The interest in this field is reflected in the increase in research on the use of the IoT that is occurring.

In the field of education, IoT (Internet of Things) has proven be a dynamic change. The transformation of education isn't just making it more accessible, but also making traditional educational institutions more efficient and inclusive. Students are using digital devices, like smartphones, tablets and smartboards, in their digital classrooms to address issues across all age groups. Complex processes are explained through augmented reality and graphics to accommodate learners better understanding. Schools and other educational agencies keep track of student progress on an online portal while they're learning. Platforms continue to innovate with live lectures, pre-recorded lessons and problem-solving capacities that are all connected to a special server and software while they're customized for educational purposes.

The Internet of Things can be described as networks of devices that share data with a virtual world. This data could be collected anything such as biochips to mobile phones to sensors, and can last from simple systems like monitoring all these devices connected to each other to huge systems that coordinate all these devices. Artificial Intelligence, augmented reality, big data, web-based systems and smart devices, appliances and whatnot are included as long as they operate on the internet and have software-based devices.

IOT & Education

The education sector is one of the most adept at deploying IoT devices to create an interactive and adaptable environment for students and teachers. With IoT devices, students have access to many learning materials and channels with reliable understanding. Teachers also have

the ability to measure student progress in real time.

COVID-19 highlighted the importance of sources for educational content. The Internet of Things helps students learn in a more interactive, digital way. It increases efficiency and is great for teaching systems of AI. All subjects from sciences to language classes can be improved by immersing the students in graphics and animation of their subjects. This can make learning practical skills like medical sciences easier and more understandable. Today, schools are tying everything together-attendance devices, integrated alarm systems, assessment checking tools, cameras and locks - for the greater good to transition from the physical world to a more efficient central system-based control world.

Application of IOT in Education

Technology has helped to broaden the scope of learning and make it more practical. Through the use of IoT related technology, in some cases it has even surpassed students' expectations of what they learned in their classes.

1. Special Education

There was a time when it was almost impossible and especially difficult for the specially-abled students to get an education on the same level as the general public.To meet the specialized needs of students with sensory disabilities, classrooms are being tailored to make use of IoT tools and smart devices, including incorporating sound and light sensors.

For instance, using sensor-connected gloves and a tablet, they can generate verbal speech, translated from sign language that teachers can use as a way to teach the extended concepts in the books.

2. Potential of Augmented Reality

The augmented reality can provide more visual and interactive data, which is more understandable for students. For example, the anatomical sections of a human ear can be displayed in 3D. This data can be slowly updated by the management and teachers so that the students who need it most are able to access relevant information.

3. Interactivity and Productivity: The Transformation

Smartphone-based virtual applications make students more interactive. When the students can think more and understand the class better, they are able to think beyond classrooms and participate in assessments, activities, and self-learning. Communication is at the

core of this kind of learning, so students can also interact with their educators online or read material from their web portal. This process will help productive as well as capable learners.

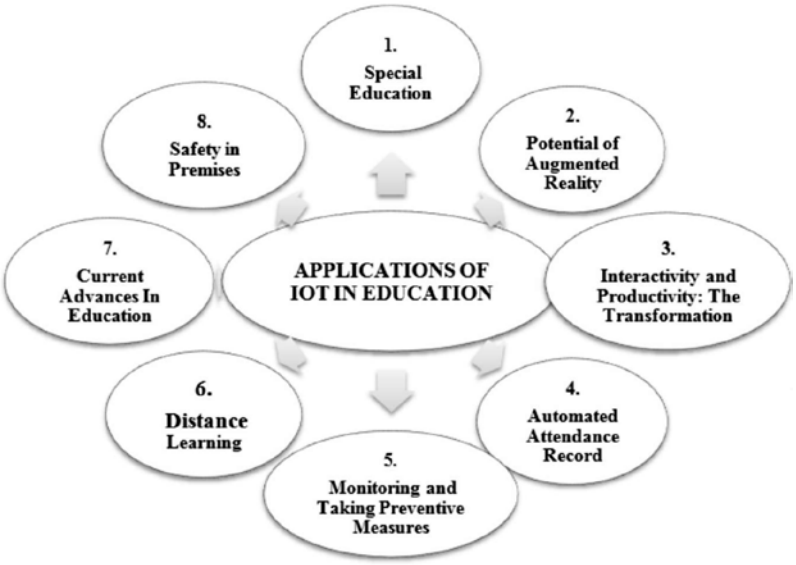

Figure 1- Applications of IOT in Education

4. Attendance Recording in the Smart Classroom

In order to make teaching more of a primary concern, and not the task of attendance, there needs to be systems in place to reduce the time it takes for such tasks. A byproduct of this system is that it will also allow for a transparent record of when staff are on or off campus. This can also help reduce human errors because the attendance information is automatically recorded with biometric data.

5. Monitoring and Taking Preventive Measures

You can track what a student has been doing in the classroom and the time they have spent on different topics. The Internet of Things collects data automatically and suggests topics to keep the student interested in learning. Teachers are able to monitor progress, scoring, and student internet usage even if they're offsite. To avoid misuse and unnecessary activities, you can control parental controls over a mobile device connected to school wifi systems and monitor which apps students have access to.

6. The Future of Distance Learning

IoT based systems store and formulates data using special software, these sign-in features enable anyone to access the website with a user ID, and password. Distance learners can advantage from this to pursue their education while they are unable to be a part of a legitimate educational institute. During COVID19 pandemic, courses become comprehensive through material being provided online, open booklet-based assessment has enabled students to not miss out on their studies during junior classes and mid-year semesters.

7. Current Advances In Education

When we talk about IoT in education, we primarily refer to the incorporation of digital, internet-based devices for students and teachers in educational institutes. Modern-day education platforms are adopting devices like e-books which can be downloaded and comes with zooming and saving features, smart boards instead of blackboards which can be used as a whiteboard to write on with a marker and also can display topic related images and graphics to the students. Such devices are connected to a central server that can control and monitor the syllabus wise and topic-wise categorization for the students not just this voice command systems for teachers speech to text-based note-taking systems for the students. Smart security cameras, GPS tracker equipped school buses, disaster alarms tablets smartphones with educational applications are changing how traditional schools and educational system have always operated. The above mentioned features are responsible for students, teachers and parents to access things conveniently and also in safe mode. The newer model of smart boards in the classrooms can display animations and diagrams, which can help students to better remember their lessons. These changes should be gradually implemented so that students have time to adjust.

8. Safety and Security in Premises

Schools need IoT infrastructure to detect any crime if it occurs at the school, along with a contingency plan for disasters or emergencies. Crime can be detected on cameras, but the problem will be resolved faster if the camera recording is viewed at various screens in the school. This can also solve issues like short circuits and fires because sensors will help activate alarms with the exact area of the problem. The sensors and alerts help keep safety high and relieves management systems from security problems that arise once in a while.

IOT Related Challenges in Education Field

Education field is presented with many challenges and opportunities by the internet of things. Ubiquitous computing and inter-connected technologies such as cloud computing, big data, and analytics offer unique opportunities for both improving the standard of teaching as well as developing an IoT society and fostering a new digital culture. Increased access to online courses and unstructured instruction is becoming more common thanks to the growing number of online degree opportunities.

Higher education institutions are embracing the IoT. By integrating broader disciplines to enrich the value of big data available through social media, the Internet of Things represents a dramatic shift in the traditional instructional paradigm. There are a number of challenges associated with IoT for education institutions, such as:

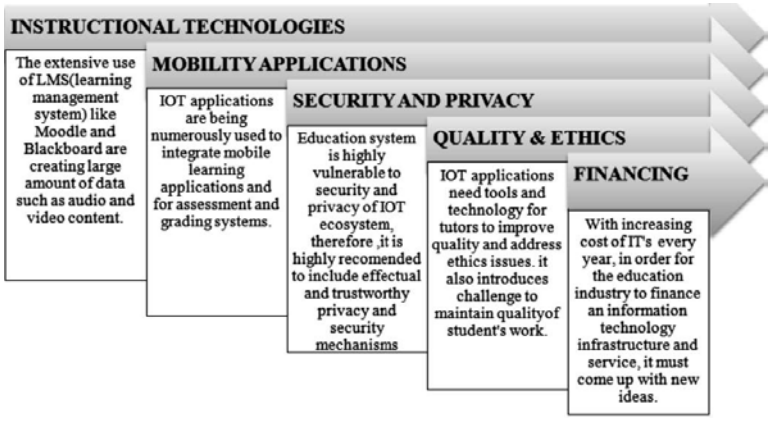

Figure 2- Challenges and Opportunities by IOT in education system.

Future of IOT in Higher Education

Teaching, learning, and assessment have been disrupted by technology for years. A modern university must also disrupt its business model to entice students, increase admissions, improve retention, and deliver desired results. Students need to be prepared to enter the workforce confidently. Students must be exposed to the effective use of new technology as well as strong academic leadership. Due to the IoT's rapid development, universities are focusing more on IoT and its associated technologies and applications. E-Learning has become common practice in most university systems as a result of the Internet's

integration into colleges and universities. With the Internet of Things, learning environments will become more efficient. Using IoT information technology in the classroom can lead to improved learning environments, enhancement of learning resources, improved learning methods, and cost savings in management. Mobile devices offer more engaging and interactive resources for learning including e-books. The learning process needs new technologies, such as high-speed wireless networks that have the bandwidth for streaming audio and video lessons.

Limitations

Too much of technological advances may lead to susceptibility in the IT systems and technology that are used in education. As more people use the Internet of Things, there is a risk to data security and integrity. There must be great caution when dealing with cyber-attacks that could interfere with anything from banking to the use of technology in healthcare (and education). With widespread cyber-attacks during the pandemic period due to how remote work was mediated through ICT, universities were attacked and some were hacked.

Conclusion

One innovative way schools are using technology to enhance the quality of education is by implementing IoT. IoT makes it a lot easier for students to understand what they are learning, and it makes that information more readily available to them.There are numerous benefits to the Internet of Things as well as challenges. These challenges range from transforming education into "smart education" to changing how a knowledge-intensive society works. This technology can be difficult to implement, however it is important for schools to adopt this technology because it will provide a better education for their students.

The high potential for the internet of things (IoT) and its area of operation, makes it a worthwhile investment for the sector. Products such as educational platforms are surfacing, in part because IoT-enabled devices come with the convenience of extended education, at easy to use and safe platforms for teachers and students.

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INDIAN YOUTH PREPARATION FOR 21TH CENTURY CHALLENGES

*Deepika Rani**

Introduction

India is a vast country where people of different religions, castes, sects live, who together are facing many challenges and are contributing their full in taking India forward on the path of development here is Computing power all around the world. Globalization and social media have brought the world closer to each other, while also giving rise to instability, uncertainty and complications. As the society was envisioned by our forefathers, opposite circumstances are visible. Unemployment, poverty, health problems, population explosion, increasing tension among people and epidemics coming from time to time have brought many types of challenges in front of youth, which only an educated person can face properly. Our education system is quite different from foreign countries where the curriculum is light and practical in western countries. Whereas in India the focus is given on theoretical knowledge and marks obtained by rote. Because of this, they are not able to take practical knowledge and are unable to take decisions for themselves in life and cannot choose business according to their interest. This premise of Indian education system is very unfair. The response is that the education we are providing to the youth must fundamentally change.

What it Means to be an Educator

A teacher has to perform many tasks in the teaching-learning process. Along with giving information about the curriculum to the students, it is also the responsibility of the teacher to develop creative qualities in them. To make the teaching-learning process effective, it

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is also the responsibility of the teacher to prepare lesson plans, use the necessary aids and methods. The work of keeping the class disciplined is also done by the teacher and this is possible only when the relationship between the teacher and the student is built properly. A teacher is also the right guide. By bringing desired changes in the knowledge, skills and temperament of the student, it can enable him to face the problems of future life.

Education Challenges One : Mindfulness

In our country most schools, human beings are complaining about high level of stress as they carry out hyper active lifestyles that can become unhealthy and compulsory what are School doing and should they be doing to encourage happy peaceful and appreciatory people and how well does the mindfulness movement stand up to this challenge. By telling the importance of yoga and meditation in life, life can be made happy. Where yoga keeps the body healthy, meditation teaches to concentrate the mind. The attainment of spiritual happiness is also possible through meditation. Life can also be kept stress free through sports, art and music. Therefore, there is talk of giving an important place to yoga, meditation, sports, art, music in the curriculum.

Education Challenges Two : Terrorism

Terrorism is a global problem. India is also no exception to this. Every day we read and hear the news of some terrorist incident happening through newspapers and television. This increases the atmosphere of fear and terror in the entire country. The feeling of brotherhood also ends. India is a secular country where all religions are respected. Narrow-minded people by spreading false propaganda about the country among the youth, push them into the quagmire of terrorism, which increases the chaos in the country and disturbs the peace of the country. Schools can make an important contribution to this. The school should motivate the youth to adopt a secular and democratic approach so that the youth can unite against terrorism and solve this problem.

Education Challenges Three : Sustainability

We are fully exploiting the biological potential of the planet. If our behavior continues like this, then soon these resources will be exhausted. Which will make life difficult for the coming generations.

In such a situation, education can make an important contribution. It can be explained through education that we have not to be selfish. We should not only think about our self but also about our future generations.

This can be possible only when the youth becomes natural lover and also respects nature. We have to worship nature by adopting the indigenous culture of our country. An additional aspect of continuing education is making students aware of the local standards of environmentalism.

Education Challenges Four : Unemployment

Unemployment has become a stigma of Indian society. Educated youth are seen wandering here and here in search of jobs. Many youths also walk on wrong paths due to lack of employment. There should be emphasis on providing such education. In our country which will not only prepare the youth who are job seekers but also create job creating students. For this, efforts will have to be made to promote entrepreneurship and efforts will also have to be made for employment generation. The traditional curriculum is based on theory and rote methodology. Instead, practical and vocational courses should be included in education.

Education Challenges Five : Characters

Indian society is changing rapidly. Character continues to play an important role in Indian society even today. Simple living high thinking has been the Indian tradition. In general, people who are considered to have good character often have traits like integrity, honesty, courage, loyalty, fortitude, and other important virtues that promote good behavior. These character traits define who they are as people-and highly influence the choices they make in their lives. Schools can contribute to the development of character building qualities in the youth through moral education.

Education Challenges Six : (Covid-19)

Schools and universities had to be closed due to the Corona epidemic. Had to resort to online education. In the economic crisis that arose due to the Corona epidemic, the effect of dropping out was more on girls than boys. Unemployment inflation health problems faced by the younger generation. All the institutional, different education boards of the country and different education systems of different

states have also contributed a lot in worsening the very worrying situation of unemployment and education among the youth, which is the education system of every state due to this epidemic. She is dealing with the crisis in her own way, which is having an impact on the students studying in the coming times. The delay in conducting the examination is also delaying the recruitment of final year students. It has cast a shadow of uncertainty and despair among the youth. Due to this, job opportunities are being completely lost from the hands of the youth. This thing has given trouble for a short period, but its effect on employment and salary in the long term also. Schools can prove to be helpful in dealing with this crisis by teaching young people how to protect themselves from the dangers of the pandemic.

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HOLISTIC MULTIDISCIPLINARY, INCLUSIVE & FUTURISTIC EDUCATION IN CONTEST OF NEP-2020

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Abstract

Today time realized the need of 5G and also made many changes in the rituals. Now the National Education Policy 2020 has come into stream. Education is related to Human Behavior and is needed to upgrade it. There are so many methods to get education i.e. Formal Education, informal and Non-formal education. It should be given in such a way so that all round development of children could take place. Our education policy demand of Interest, aptitude, tendencies and abilities so that students do not face problems in the future. National Education Policy says to include co-curriculum activities so emphasis has been laid on Skill based education. The New Education Policy emphasizes on inclusiveness. And he inclusive education can develops a better student so that the student can be able to choose his Profession as today this is the biggest problem of our youth to take the better decision for their future.

What is Holistic Multidisciplinary Inclusive Futuristic Education NEP 2020

Education gives us life. It is a long life process. Education should be such that gives us experience how all round development like cognitive, social, emotional, spiritual and Physical development can be done. Inclusive education made be necessary as this is the demand of New Education Policy. It is that inclusive education should be provided to the students so that all the children whether boys or girls are provided education in the same class room. No matter how much difference there is between them physically, socially and mentally. Without education man cannot be called a civilized Human.

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Objective

- To know the Principle of Education Policy.
- To Explain the National Education Policy.
- To explore the Possibility of Inclusiveness.

Initiation

The development of education is the first step in building research. The desired change can be brought in this society through education and this is possible only when we understand the importance of education. An educated person can save his society. The vehicle which are needed in a democracy can be obtained only through education. Animals are also educated and behave accordingly. That is why it has to make use of the changing times to sustain the changes so that democratic goals can be achieved and the development of children can be done in the class-room.

Holistic

It should be such that the all-round development of the children take place so that the students can use the knowledge and skills after acquiring them as a result, the education policy of spreading does not enable the students to deal with the training. Hence Holistic Education is the need for New Education Policy.

Multi-Disciplinary

Individual in Society plays different roles in principles under different risks and situations. Inthese roles an education person can also play the role in a good manner. That's why it becomes the future. The education policy has to be adopted which is positive and multidisciplinary to the benefits of the nation.

Inclusive

Inclusive also often has to do with all the subjects and focuses on what to add to the curriculum. What to remove and for how long which course to keep. For better expectations in the committee it becomes bigger to include all aspects of the institution.

Futuristic

All round development of the children should be done. Students should be benefited from their past experiences by using them properly

in future. The current education system, New Education Policy 2020 emphasizes this point. All round development of the students through inclusive education, the future of the children can be made bright.

Critical Thinking

It becomes necessary to a person having qualities like tolerance, sympathy and affection. The capacity we use towards our family society, cultural, do other countries have such capacity in their thoughts towards society culture, but in reality it is not so. Only an educated person can be a good critic who can rise above the family, culture and take the right decision.

Role of Education

Education should be such that all round development of the student takes place and desired changes can be brought in his life. This is possible only when there is a price shortage of trained youth and trained teachers in India. If the teacher trains young children to behave socially, then they can be enable for inclusion.

Role of the Government

Education becomes handicapped without the government's involvement. Government can return significant success by keeping best control in making national Education Policy a success. For this, the Government should run follow-up programs from time-to-time.

New Education Policy - 2020

India has been a leader in the outpost sector since its inception. Rules of Takshshila University in India Big changes were made in the field of education in India in time so that the picture could be made.

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राष्ट्रीय विकास के लिए शिक्षा का प्रारूप

*परमजीत कौर**

राष्ट्रीय शिक्षा नीति

भारतीय संविधान के चौथे भाग में लिखित नीति निर्देशक तत्त्वों में कहा गया है कि प्राथमिक स्तर तक के सभी बच्चों को अनिवार्य एवं मुफ्त शिक्षा की व्यवस्था की जाए 1948 में डॉक्टर राधाकृष्णन की अध्यक्षता में विश्वविद्यालय शिक्षा आयोग के गठन के साथ ही भारत में शिक्षा प्रणाली को व्यवस्थित करने का कार्य शुरू हो गया था 1952 में लक्ष्मी स्वामी मुदालियर की अध्यक्षता में गठित माध्यमिक शिक्षा आयोग तथा 1964 में दौलत सिंह कोठारी की अध्यक्षता में गठित शिक्षा आयोग की सिफारिशों के आधार पर 1968 में शिक्षा नीति पर एक प्रस्ताव प्रकाशित किया गया जिसमें राष्ट्रीय विकास के प्रति वचनबद्ध, चरित्रवान तथा कार्य कौशल युवक युवतियों को तैयार करने का लक्ष्य रखा गया। मई 1986 में नई शिक्षा नीति लागू की गई।

नई शिक्षा नीति 2020

किसी भी देश के विकास में शिक्षा महत्त्वपूर्ण भूमिका निभाती है जिस देश में शिक्षा का स्तर मजबूत होगा वह देश तेजी से तरक्की करेगा भारत अब भी विकासशील देश बना हुआ है इसका कारण भारत की शिक्षा नीति का मजबूत ना होना शिक्षा व्यक्ति के संपूर्ण विकास के लिए बहुत जरूरी है इसलिए ये भी जरूरी है कि शिक्षा की गुणवत्ता बनाए रखने के लिए वक्त के साथ शिक्षा नीति में भी बदलाव किया जाता रहे। नेशनल N-E-P- 2020 भी समय की मांग और जरूरत के हिसाब से देश की शिक्षा व्यवस्था को प्रभावी बनाए रखने के लिए लाई गई है शिक्षा नीति में बदलाव 34 वर्ष बाद हुआ है नई शिक्षा नीति का मसौदा इसरो प्रमुख रह चुके डॉक्टर के. कस्तूरीरंगन की अध्यक्षता में तैयार किया गया है राष्ट्रीय शिक्षा नीति को प्रधानमंत्री नरेंद्र मोदी की अध्यक्षता में केंद्रीय मंत्रिमंडल

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द्वारा मंजूरी मिलने पर 29 जुलाई 2020 को शुरू किया गया है नई शिक्षा नीति का उद्देश्य भारत में स्कूल और उच्च शिक्षा प्रणाली में परिवर्तनकारी सुधारो का मार्ग प्रशस्त करना है इस नीति के तहत स्कूल से लेकर कॉलेज शिक्षा तक में बदलाव किया गया है साथ ही मानव संसाधन विकास मंत्रालय को शिक्षा मंत्रालय के नाम से जाना जाएगा। राष्ट्रीय शिक्षा नीति 2020 के तहत सकल नामांकन अनुपात को वर्ष 2030 तक 100% लाने का लक्ष्य रखा गया है शिक्षा क्षेत्र पर जीडीपी के 6% हिस्से का सार्वजनिक व्यय भी इस शिक्षा नीति के तहत किया गया है यह केंद्र और राज्य सरकार की सहायता से किया जाएगा। नई शिक्षा नीति 2020 के अन्तर्गत शैक्षणिक सरंचना को 5+3+3+4 में डिजाइन किया गया है।

5 बुनियाद चरण (फाउंडेशन स्टेज)

बुनियाद चरण इसके अंतर्गत पहले 3 वर्ष तक बच्चों को आंगनवाड़ी में प्री स्कूली शिक्षा लेनी होगी इसके बाद अगले 2 वर्ष कक्षा 1 एंव 2 तक स्कूल में पढ़ेंगे उनके लिए नया पाठ्यक्रम तैयार किया जाएगा और 5 वर्ष में उनका पहला चरण समाप्त हो जाएगा।

3 प्रारंम्भिक चरण (प्री प्रोप्रेटरी स्टेज)

प्रारंम्भिक चरण में कक्षा 3 से 5 तक की पढ़ाई होगी इसमें 8 से 11 वर्ष तक की उम्र के बच्चों को कवर किया जाएगा यह चरण 3 वर्ष में पूरा हो जाएगा।

3 मध्य चरण (मिडिल स्टेज)

मिडिल स्टेज में कक्षा 6 से 8 तक की पढ़ाई होगी इसमें 11 से 14 वर्ष तक की उम्र के बच्चों को कवर किया जाएगा यह चरण 3 वर्ष में पूरा हो जाएगा इस स्टेज में बच्चों के लिए खास कौशल विकास कोर्स भी शुरू हो जाएंगे।

4 माध्यमिक चरण (सेकेंडरी स्टेज)

माध्यमिक चरण में कक्षा 9 से 12 तक की पढ़ाई होगी इसमें 14 से 18 वर्ष तक की उम्र के बच्चों को कवर किया जाएगा यह चरण 4 वर्षो में पूरा होगा इस चरण में बच्चों को अपने विषयों का चयन करने की आजादी होगी।

भाषाई विविधता का संरक्षण

NEP 2020 में कक्षा 5 तक की शिक्षा में मातृभाषा स्थानीय क्षेत्रीय भाषाओं को अध्ययन के माध्यम के रूप में अपनाने पर बल दिया गया है स्कूली और उच्च

शिक्षा में छात्रों के लिए संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा।

पाठ्यक्रम और मूल्यांकन संबंधी सुधार

इस नीति में प्रस्तावित सुधारों के अनुसार कला और व्यवसायिक तथा शैक्षणिक विषय, पाठ्यक्रम और पाठ्यचर्या गतिविधियों के बीच बहुत अधिक अंतर नहीं होगा। छात्रों के विकास के लक्ष्य को ध्यान में रखते हुए कक्षा 10वीं और कक्षा 12वीं की परीक्षा में बदलाव किया जाएगा मूल्यांकन के लिए मानक निर्धारित निकाय के रूप में परख एक नई राष्ट्रीय कला केंद्र की स्थापना की जाएगी।

शिक्षण व्यवस्था से संबंधित सुधार

राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा वर्ष 2022 तक शिक्षकों के लिए राष्ट्रीय व्यवसायिक मानक का विकास किया जाएगा वर्ष 2030 तक अध्यापन के लिए न्यूनतम डिग्री योग्यता 4 वर्षीय एकीकृत B.Ed. डिग्री का होना अनिवार्य किया जाएगा।

उच्च शिक्षा से संबंधित प्रावधान

NEP 2020 के तहत उच्च शिक्षण संस्थानों में सकल नामांकन अनुपात को 26.3% से बढ़ाकर 50% तक करने का लक्ष्य रखा गया है इसके साथ ही देश के उच्च शिक्षण संस्थानों में 3.5 करोड़ नई सीटों को जोड़ा जाएगा। नई शिक्षा नीति के तहत एमफिल को समाप्त कर दिया गया है।

विकलांग बच्चों हेतु प्रावधान

इस नई नीति में विकलांग बच्चों के लिए क्रॉस विकलांगता प्रशिक्षण संसाधन केंद्र, शिक्षकों का पूर्ण समर्थन एवं प्रारंभिक से लेकर उच्च शिक्षा तक नियमित रूप से स्कूली शिक्षण प्रक्रिया में भागीदारी सुनिश्चित करना आदि प्रक्रियाओं को सक्षम बनाया जाएगा।

वित्तीय सहायता

एससी एसटी ओबीसी और अन्य सामाजिक और आर्थिक रूप से वंचित समूहों से संबंधित मेधावी छात्रों को प्रोत्साहन के रूप में वित्तीय सहायता प्रदान की जाएगी।

डिजिटल शिक्षा से संबंधित प्रावधान

डिजिटल शिक्षा संसाधनों को विकसित करने के लिए प्रौद्योगिकी का विकास किया जाएगा जिसके द्वारा शिक्षक मूल्यांकन योजना एवं प्रशासन में अभिवृद्धि हेतु विचारों का आदान प्रदान किया जा सकेगा।

पारंपरिक ज्ञान संबंधी प्रावधान

भारतीय ज्ञान प्रणालियां जिनमें जनजातियों एवं उद्देश्य ज्ञान शामिल होंगे को पाठ्यक्रम में सटीक एवं वैज्ञानिक तरीके से शामिल किया जाएगा।

नई शिक्षा नीति के मुख्य बिन्दु

1. NEP 2020 के अंतर्गत पांचवीं कक्षा तक अपनी मातृभाषा, स्थानीय भाषा और राष्ट्रीय भाषा में पढ़ाई करवाई जाएगी।
2. छात्रों को किसी विषय का चुनाव करने में बाध्यता नहीं होगी।
3. दसवीं कक्षा का बोर्ड खत्म किया जाएगा अब केवल छात्रों को 12वीं कक्षा की बोर्ड की परीक्षा देनी होगी।
4. स्नातक की डिग्री 3 या 4 वर्ष की होगी अगर कोई छात्र बीच में पढ़ाई छोड़ देता है और फिर 1 वर्ष बाद अपनी पढ़ाई दोबारा शुरू करना चाहता है तो वह अपनी पढ़ाई वहीं से शुरू कर सकता है जहां से उसने पढ़ाई छोड़ी थी।
5. स्नातक की 4 वर्ष की डिग्री लेने वाले छात्र 1 वर्ष में स्नातकोतर (M.A.) कर पाएंगे।
6. 3 वर्ष की स्नातक उन छात्रों के लिए होगी जिन्होंने उच्च शिक्षा नहीं लेनी है और उच्च शिक्षा लेने वाले छात्रों को 4 वर्ष में स्नातक की डिग्री लेनी होगी।
7. छात्र को कॉलेज की पढ़ाई का 1 साल पूरा होने पर सर्टिफिकेट और दूसरे वर्ष पर डिप्लोमा और 3–4 वर्षों में डिग्री दी जाएगी।
8. M.Phil को समाप्त कर दिया गया है और स्नातकोतर (M.A.) के बाद सीधे P.hD. कर सकते हैं।
9. स्कूली बच्चों को खेलकूद, बागवानी और योग आदि गतिविधियों से जुड़ने के लिए प्रोत्साहित किया जाएगा।

निष्कर्ष

भारतीय शिक्षा प्रणाली में बदलाव हेतु नई राष्ट्रीय शिक्षा नीति 2020 को

मंजूरी दी है अगर उसका क्रियान्वयन सफल तरीके से होता है तो यह नई प्रणाली भारत को विश्व के अग्रणी देशों के समक्ष ले आएगी नई शिक्षा नीति 2020 के तहत 3 साल से 18 साल तक के बच्चों को शिक्षा का अधिकार कानून 2009 के अंतर्गत रखा गया है 34 वर्ष पश्चात आई इस नई शिक्षा नीति का उद्देश्य सभी छात्रों को उच्च शिक्षा प्रदान करना है जिसका लक्ष्य 2025 तक पूर्व प्राथमिक शिक्षा को सार्वभौमिक बनाना है और युवाओं की रोजगार क्षमता में वृद्धि करना है।

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राष्ट्रीय शिक्षा नीति–2020 में बहुभाषावाद को बढ़ावा देना

*अंजली**

राष्ट्रीय शिक्षा नीति 2020 भारतीय रीति के अनुरूप बने देश की तीसरी शिक्षा नीति है। वर्तमान आवश्यकताओं में अपेक्षाओं की पूर्ति तथा भविष्य की आवश्यकताओं को देखने की दूरदृष्टि इसमें समाहित है। हम सभी इस तथ्य से अवगत है कि एक लंबे समय से इसकी आवश्यकता महसूस की जा रही थी। यूं तो नई शिक्षा नीति के कई आयामों पर विभिन्न दृष्टियों से बात हो सकती है लेकिन इस लेख में भाषा संबंधी नीतियों को चर्चा का विषय बनाया गया है क्योंकि भाषाएं हमारे जीवन, इतिहास और संस्कृति का अटूट हिस्सा है। किसी समाज में आए परिवर्तनों की झलक हम उसकी भाषा में देख सकते हैं। इस लेख का उद्देश्य बहुभाषिकता तथा भाषाओं की समृद्धि को बढ़ावा देने के लिए नई शिक्षा नीति के तहत किए गए भाषा संबंधी प्रावधानों का विस्तार में उल्लेख करना है।

बहुभाषिकता का अर्थ है एक से ज्यादा भाषाओं के प्रति हमारा सम्मान का भाव प्रकट करना, बोलने में प्रयोग भाषा के द्वारा विचार को स्वीकार करना और उससे रोजमर्रा के जीवन में स्थान देना ही बहुभाषिकता कहलाती है। उदाहरण के तौर पर यदि किसी बच्चे के घर में तमिल भाषा बोली जाती है किंतु विद्यालय में होने वाली पढ़ाई इंग्लिश और हिंदी में होती है तो बच्चे के लिए समायोजित होना काफी मुश्किल हो जाता है। कभी तो बहुभाषिकता बच्चों को सीखने में बाधा भी उत्पन्न करती है, किंतु जब बच्चे को अपनी भाषा के साथ–साथ अन्य भाषाओं को बोलने का मौका नहीं दिया जाता तो वह अपनी भाषा के साथ धीरे–धीरे अन्य भाषाओं को सीखने लगता है एवं बालक में कुशलता का एक स्तर हासिल होने लगता है।

देश में पहली राष्ट्रीय शिक्षा नीति 1968 पारित हुई। दूसरी राष्ट्रीय शिक्षा नीति 1986 में आई और तीसरी 34 साल के बाद 2020 में आई। इस शिक्षा नीति

* एम. एड. छात्रा, प्रथम वर्ष, शाह सतनाम जी कॉलेज ऑफ ऐजुकेशन, सिरसा

का उद्देश्य प्रारंभिक स्तर की शिक्षा से लेकर उच्च स्तर की शिक्षा तक को लचीला और प्रभावी बनाना है। यह नीति हर बच्चे को विशिष्ट मानते हुए उसकी पसंद, रुचि, कौशल के अनुसार शिक्षण का स्वरूप तय करने पर बल देती है। इसका सर्वाधिक प्रभाव भाषा आधारित नीतियों पर दिखाई देता है। जहाँ बच्चे की अधिगम क्षमता ज्ञानात्मक और संज्ञानात्मक विकास को सर्वोपरि रखा गया है। जिसमें भाषा रास्ता हो सकती है, रोडा नहीं। इसी बात को ध्यान में रखते हुए तथा भाषा की शक्ति को पहचानते हुए सरकार ने बहुभाषी भारत की बहू भाषी जनता के लिए एक बहुभाषावाद की शिक्षण पद्धति को प्रस्तावित किया है।

भारत एक बहुभाषी देश है इसमें कोई दो राय नहीं है, लेकिन अक्सर इसके नीति में अध्ययन की कमी महसूस की गई। इसी अभाव को दूर करती है राष्ट्रीय शिक्षा नीति 2020, शिक्षक को समग्रता के साथ अपनाया गया है। इसमें मातृभाषा के अंतर के भाव के साथ शास्त्रीय भाषाओं का ज्ञान तथा क्षेत्रीय विभिनता का महत्त्व व विदेशी ज्ञान, व्यापार और व्यवसाय से ओतप्रोत भाषा का समावेश है।

भाषा शिक्षण में विद्यालय और शिक्षक की अहम भूमिका होती है राष्ट्रीय शिक्षा नीति के अनुसार अध्यापकों को नियमित प्रशिक्षण भी प्रदान किया जाएगा ताकि वह सही मायनों में भाषा व उससे संबंधित विषयों और विचारों को भी विद्यार्थियों तक प्रेषित कर सकें।

1) **मातृभाषा या घर की भाषा में शिक्षण पर जोरः–** बच्चे अपनी घर की भाषा या मातृभाषा में जल्दी सीखते हैं। इस तथ्य को स्वीकारते हुए राष्ट्रीय शिक्षा नीति विशेषकर प्रारंभिक स्तर पर मातृभाषा में शिक्षण पर बल देती है। अब बच्चों को शुरुआती कक्षाओं में एक अनजान भाषा में शिक्षा ग्रहण करने के लिए बाध्य नहीं होना पड़ेगा, इसके लिए सरकार द्वारा जल्द से जल्द मातृभाषा में सभी विषयों की पाठ्य पुस्तकें उपलब्ध करवाई जाएंगी। जब नीति घर की भाषा में शिक्षण की बात करती है तो इसका कतई अर्थ नहीं है कि किसी चलताऊ भाषा के प्रयोग को प्रोत्साहन और मानकीकृत भाषा के प्रयोग को वर्जित कहा जा रहा है। यह घर की भाषा में शिक्षण का अर्थ है जिस उम्र में बच्चा नई संकल्पनाओं व आधारभूत ज्ञान को अर्जित कर रहा है, विभिन्न विषय पढ़ रहा है, जहाँ भाषा विषय को समझने का एक माध्यम है, वहां यदि बच्चे को उस भाषा में पढ़ाया जाए जो उसके लिए सहज है। जिसमें वह नया ज्ञान आसानी से अर्जित कर सकता है, तो वह जल्दी सीखता है और बेहतर समझ विकसित कर सकता है।

2) **भारतीय भाषाओं को सीखनाः–** बच्चे प्रारंभिक वर्षों में कोई भी भाषा बहुत जल्दी सीख लेते हैं इसलिए नीति ग्रेड 3 के और आगे की कक्षाओं में बच्चों को अन्य भाषाएं विशेषकर भारतीय भाषाओं को बेहद ही रोचक और

संवादात्मक शैली में पढ़ाया जाएगा। विभिन्न भाषाओं में शिक्षण सुचारू रूप से हो इसके लिए न केवल स्कूली पाठ्यक्रम की पुस्तकों का विभिन्न भारतीय भाषाओं में प्रकाशन हो रहा है, अपितु प्राथमिक से उच्च स्तर तक की अन्य बालोपयोगी पुस्तकों का बेहद तीव्र गति से विभिन्न भारतीय भाषाओं में अनुवाद करवाया जा रहा है और आगे भी इसे जारी रखा जाएगा।

3) **शास्त्रीय और विदेशी भाषाओं का शिक्षणः–** शास्त्रीय भाषा अर्थात वे भाषाएँ जिनमें हमारे शास्त्र आदि लिखे गए। यह भाषाएँ अपने आप में गूढ़ ज्ञान, इतिहास, संस्कृति और सभ्यता को संजोए हैं। नई शिक्षा नीति के अनुसार विद्यालयों में छात्रों के लिए एक विकल्प के रूप में इन भाषाओं का शिक्षण होगा ताकि यह भाषाएँ और साहित्य जीवित वह जीवत रहे तथा इन भाषाओं का नया ज्ञान आगामी पीढ़ी को भी हो।

भारतीय भाषाओं और अंग्रेजी के साथ–साथ बच्चों को विदेशी भाषाएँ भी सिखाई जाएंगी ताकि बच्चे किसी भी दृष्टि से पीछे ना हो। उनके पास मातृभाषा स्वदेशी और विदेशी भाषाओं का भी ज्ञान हो।

निष्कर्ष

भाषा की शक्ति अतुलनीय और उसका प्रभाव अद्वितीय है। राष्ट्रीय शिक्षा नीति 2020 में भाषा की इस शक्ति और बहुभाषीय भारतीय समाज की आवश्यकताओं को समझते हुए जो प्रावधान किए गए हैं, वह सराहनीय है। शिक्षा नीति में जहाँ मातृभाषा के शिक्षण पर जोर दिया है, वहीं अन्य भारतीय शास्त्रीय और विदेशी भाषाओं को भी पाठ्यक्रम का हिस्सा बनाने की बात की गई है। इन भारतीय भाषाओं का शिक्षण नीरस न हो, इसके लिए गतिविधियों के प्रयोग पर बल दिया गया है। अंतः राष्ट्रीय शिक्षा नीति 2020 की यह बहुभाषावादी को बढ़ावा देना बहुआयामी, बहुगुणी और बहुमूल्य है।

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अधिगम कर्त्ता में नैतिक एवं संवैधानिक मूल्य

*कृष्णानन्द राय**

सारांश

नैतिक एवं संवैधानिक मूल्य परक शिक्षा की अवधारणा अपेक्षाकृत आधुनिक एवं व्यापक है। जो नैतिक शिक्षा प्रचलित है। जिसमें मूल्य समाहित हैं उनसे यह भिन्न है आधुनिक मूल्य परक शिक्षा से तात्पर्य है कि सबमें 'जियो एवं जीने दो'। इससे सम्बन्धित अधिकगम कर्त्तामानवीय मूल्यों का आविर्भाव हो। नीति परक मूल्य–शिक्षा का आधार संवैधानिक है। संविधान की सबसे महत्त्वपूर्ण संकल्पना प्रजातंत्र है। इसकी गरिमा कैसे अक्षुण्य रहेगी इस पर विशेष ध्यानाकर्षण की आवश्यकता है। प्रजातंत्र का आधार है– स्वतंत्रता, समानता, भ्रातत्वभाव एवं समान न्याय। यही भावना अधिगमकर्त्ताओं में आग्रत करना अति आवश्यक है। युग की मांग है मनसा, बाचा कर्मणो सभी पारदर्शी बनें।

आधुनिक सभ्यता में मूल्यों में तेजी से हो रहे ह्रास एवं नवीन मूल्यों के निर्माण की प्रक्रिया बड़े व्यापक स्वरूप में दृष्टिगोचर हो रही है। संवैधानिक प्रावधानों के अनुसमके मानव संसाधन विकास मंत्रालय के तत्वाधान में एन.सी.ई.आर.टी., एन.सी.ई.टी., एन.सी. टी.ई., एन.ई.पी. एवं विभिन्न विश्वविद्यालयों ने अध्यापक शिक्षा संस्थानों को केन्द्रिय संस्था के रूप में चिन्हित कर मूल्य अवधारणा से ओत–प्रोत अध्यापकों के निर्माण पर बल दिया है।

मानव समाज एक व्यवस्थित तथा वैचारिक मूल्यों पर टिका हुआ समाज है। अतः समाज अपनी विकास यात्रा को अनवरत बनाते हुए कुछ आचार संहिताएँ निश्चित करता रहा है। यही आचार संहिताएँ कालांतर में नीति के रूप में बदलती रही हैं। नीति से तात्पर्य समाज और व्यक्ति द्वारा ऐसे मूल्यों, सिद्धान्तों तथा मानकों का निर्धारण करना जिसको जीवन के विकासशील पथ पर ले जाया जा सके। मनुष्य सभ्य एवं उन्नत बनने का पक्षधर रहा है। वह सदैव प्रयासरत है कि हमारी पीढ़ी, विरासत या व्यक्तिसंपदा अक्षुण और निरापद कैसे रह सकती है और इसी प्रश्न के उत्तर हेतु वह नैतिक सिद्धान्तों का प्रतिपादन करता रहा है। यह बात अलग है कि नैति सिद्धान्त देश, काल, परिस्थिति के कारण परिवर्तित होने लगते हैं और उन्हें परिवर्तित रूप देने में शिक्षा, विज्ञान तथा सामाजिक आवश्यकताओं

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का सहयोग रहता है।

यदि हम भारतीय समाज और संस्कृति का इतिहास देखें तो नैतिकताओं के मानदण्ड युग और जीवन–मूल्यों के परिप्रेक्ष्य से प्रभावित होते हैं। उदाहरण स्वरूप रामायण कालीन मूल्यों के संदर्भ में जो नीतियाँ रही हैं (पिता के आदेश पर बनवास) वे महाभारत में बदल गई (पिता के आदेश के बाद भी युद्ध हुआ) अयोध्या का राज्य न तो राम ने लिया न भरत ने किन्तु हस्तिनापुर के राज्य हेतु एक ही वंश के लोगों में आत्मघाती युद्ध हुआ और संहार हो गया। इस लिए आवश्यक नहीं कि एक काल खण्ड में समाज के ताने–बाने को जोड़ने वाले नैतिक मूल्य दूसरे काल खण्ड तक सुदृढ़ बने रहें। हाँ इतना अवश्य है कि इन्ही नैतिक मूल्यों में जब शैक्षिक एवं वैचारिक चिंतन का अभाव होने लगता है तो अंध विश्वास, पूर्वाग्रह, दुराग्रह तथा कुप्रथाओं का प्रचलन भी बढ़ जाता है और सभी नैतिक मूल्यों की तरह लगते हैं। पर होते नहीं हैं जैसे– बाल विवाह को सही और औचित्यपूर्ण बताने के लिए लोगों ने यह तर्क दिया कि रजस्वला होने के पूर्व कन्यादान करने से पिता को बहुत बड़ा पुण्य लाभ मिलता है, परन्तु यह तर्क यह नहीं सोच सका कि पिता के लाभ या पुण्य के लिए पुत्री के जीवन को गर्त में क्यों डाला जाए? इस उत्तर के परिप्रेक्ष्य में ही नीतियों के परिवर्तित होने पर सार्थक मुहर लग जाती है। अर्थात् नीतियाँ कालान्तर का इतिहास होते हुए भविष्य के सामाजिक दर्पण का कार्य करती हैं। इन्हीं के आलोक में हम अतीत एवं आगत की तुलना कर सकते हैं।

जैसा कि मैंने कहा है कि समयानुसार नीतियाँ बदलती है। अतः नैतिकता का अर्थ एवं संप्रत्यय भी बदलने लगता है। सैकड़ों वर्ष पूर्व भारतीय समाज में अभिवादन का जो तरीका था या जो रूप था अब बदल रहा है। सुबह बड़ों को प्रणाम करना नैतिकता का प्रतीक माना जाता था, अब आधुनिक समाज में 8 या 9 बजे के बाद सुबह प्रारम्भ ही होता है। हम इसे गलत भी नहीं कह सकते क्योंकि वैज्ञानिक और तकनीकी के द्वन्द्व में कैसी हमारी दिनचर्या बदल गई और सामाजिक आदर्श तथा मूल्यों एवं परम्पराओं ने हमारे नैतिक आदर्श को भी बदल दिया। इसे स्वीकार करना पड़ता है, गलत या सही नहीं कहना पड़ता।

आधुनिक भारत में हम जी रहे है। संवैधानिक रूप से हमें नैतिकता का आचरण जरूरी ''अतः आधुनिक रूप से नैतिकता को समझना पड़ेगा। प्रजातंत्र में नैतिकता कोई थोपी या लादी गई व्यवस्था नहीं है यह तो प्रचलित एवं मान्य तथा ग्राहय आदर्शो का सत्त प्रवाह है। जो युगानुरूप चलता जा रहा है। इस प्रवाह के विरोध में आने वाला तैराक डूब जाएगा। अतः इस आपदा से बचने के लिए हमें तत्कालीन नैतिक मूल्यों या आदर्शो का विरोध नहीं करना चाहिए। अन्य

आदर्श मूल्य या व्यवस्थाओं का विरोध तो संभव है पर नैतिकता का विरोध उचित नहीं। हाँ इतना अवश्य सोचना चाहिए कि क्या हमारे द्वारा अनुकरणीय नैतिक मूल्य तत्कालीन हैं या पाररम्परिक।

इसी लिए नैतिकता के सही और गलत के तराजू पर तौलते हैं। व्यक्ति या समाज के लिए क्या अच्छा है? क्या उचित है? इसी का निर्धारण नैतिकता से होता है। इसलिए हमारे जीवन के अनुकूल या जीवन के लिए अच्छा क्या है? इस पर विचार विमर्श करके जो सकारात्मक तथ्य आए उसे नैतिक मानना चाहिए। दूसरे शब्दों में कहें तो नैतिकता हमें सिखाती है कि हमें क्या करना चाहिए, क्या नहीं? हम जानते हैं कि नैतिक मूल्यों की एक बहुत बड़ी श्रृंखला है। अतः कुछ प्रमुख नैतिक मूल्यों की हम उल्लेख करना चाहेंगे।

1.	हम एक अच्छा मित्र बनें	मैत्रीभाव
2.	प्राणियों (पशुओं) की देखभाल करें	अहिंसाभाव
3.	परिवार से बाहर के लोगों की सहायता करें	परोपकार
4.	बड़े–बूढ़ों का आदर सम्मान करें	प्रेमभाव
5.	दूसरों की	सहयोग
6.	अच्छी आदतों को अपनाएँ	सहवृत्ति
7.	लोगों के लिए अपने लिए ईमानदार हो	ईमानदारी
8.	पृथ्वी पर रहने वाले जीवन का आदर करें	वात्सत्यभाव

एक तथ्य यह भी है कि जो नैतिक मूल्य या सिद्धान्त धर्म धारणानुसार परिभाषित हैं क्या वे वैधानिक नियमानुसार अच्छे हैं या बुरे हैं। यह भी जानना आवश्यक है। दूसरी बात यह भी है कि जो नीतियाँ किसी विशिष्ट उद्देश्य को ध्यान में रखकर बनाई गई हैं क्या वे सार्वजनीक या सर्वहितकारी हैं। कुछ नीतियाँ मूल्यों के संदर्भ में निर्धारित की जाती हैं उनमें भी सर्वहित–साधन की बात देखनी चाहिए।

सन्दर्भ ग्रन्थ

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राष्ट्रीय शिक्षा नीति 2020

कशिश *

परिचय

21वीं शताब्दी की समय की मांग तथा देश की जरूरतों के कारण शिक्षा के क्षेत्र में सुधार लाने की आवश्यकता थी। इसीलिए राष्ट्रीय शिक्षा नीति 2020 में शिक्षा की पहुंच समतामूलक गुणवत्तापूर्ण वहनीय शिक्षा वह उत्तरदायित्व के साथ 5+3+3+4 की अवधारणा भाषाई विविधता को बढ़ावा और सरंक्षण जैसे मुद्दों पर विशेष ध्यान दिया गया है। राष्ट्रीय शिक्षा नीति 1968 और 1986 के बाद स्वतंत्र भारत की तीसरी शिक्षा नीति 2020 है। इस शिक्षा नीति में छात्रों में रचनात्मक सोच तार्किक निर्णय सकारात्मक सोच की प्रक्रिया वह नवाचार की भावना को प्रोत्साहित करने पर विशेष बल दिया गया है। यह 21वीं शताब्दी की पहली शिक्षा नीति है। जिसका लक्ष्य राष्ट्र के विकास के लिए अनिवार्य आवश्यकता को पूरा करना है। क्योंकि विद्यालय शिक्षा के सभी स्तरों पर सबकी एक समान पहुंच सुनिश्चित होनी चाहिए। और 3 से 18 आयु वर्ग के विद्यार्थी के लिए होगी। अब तक हमारी शिक्षा व्यवस्था क्या सोचने पर आधारित थी। जबकि नई व्यवस्था में कैसे सोचने पर जोर दिया गया है। अतः राष्ट्रीय शिक्षा नीति 21वीं सदी के नए भारत की नींव तैयार करने वाली है। यह लेख शिक्षा संबंधी एक अंत दृष्टि विकसित करने में सहायक है की शिक्षा के लक्ष्य को प्राप्त करने में किस प्रकार की रणनीति अपनाई जानी चाहिए। भारत जैसे विविधता भरे देश में यह और भी जरूरी है कि रणनीतियों में भी पर्याप्त विविधता हो।

स्वतंत्रता प्राप्ति के पश्चात देश की संस्कृति और आवश्यकता के अनुरूप शिक्षा नीति की जरूरत सदा से महसूस की गई। राष्ट्रीय शिक्षा नीति 2020 में भाषा दक्षता वैज्ञानिक प्रभाव सौंदर्य बोध नैतिक शिक्षा तर्क शिक्षा डिजिटल साक्षरता भावनात्मक बुद्धि मनोसामाजिक सोच और विकास पर जोर दिया गया है।

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राष्ट्रीय शिक्षा नीति 2020 का अध्ययन 21वीं सदी की आवश्यकताओं के अनुकूल विद्यालय और महाविद्यालय की शिक्षा को अधिक समावेशी समग्र लचीला बनाना है। ऐसा करके भारत को एक ज्ञान आधारित जीवंत समाज तथा ज्ञान आधारित वैश्विक महाशक्ति में बदलना और प्रत्येक छात्र में निहित अद्वितीय क्षमताओं को सामने लाना है। शिक्षा में विषय वस्तु को बढ़ाने की जगह जोर इस बात पर होने की जरूरत है कि बच्चे समस्या समाधान तार्किक एवं रचनात्मक रूप से सोचना सीखे।

(1) **10+2 की जगह राष्ट्रीय शिक्षा नीति में 5+3+3+4 की अवधारणाः–** अब विद्यालय के पहले 5 साल में पूर्व प्राथमिक विद्यालय के 3 साल तथा कक्षा 1 और कक्षा 2 सहित बुनियादी चरण शामिल होंगे। इन प्रथम 5 सालों की पढ़ाई के लिए एक नया पाठ्यक्रम तैयार होगा। अगले 3 साल का चरण कक्षा 3 से 5 तक का होगा। इसके बाद 3 साल का मध्य चरण आएगा यानी कक्षा 6 से 8 तक अब कक्षा 6 से बच्चों को रोजगार परक व्यवसायिक शिक्षा और कौशल विकास की शिक्षा दी जाएगी। चौथा चरण 4 साल का होगा। जिसमें कक्षा 9 से 12वीं तक शामिल है। इसमें छात्रों को विषय चुनने की आजादी रहेगी। विज्ञान या गणित के साथ फैशन डिजाइनिंग जैसे विषय को भी पढ़ने की भी जाती होगी।

(2) **5+3+3+4 की संरचना की रूपरेखाः–** बुनियादी चरण (5 वर्षीय):– 3 से 8 साल की उम्र के लिए बुनियादी चरण का सुझाव दिया गया है। इसमें प्रारंभिक बाल्यावस्था देखभाल और शिक्षा के मजबूत आधार माना जा रहा है। इसमें बहुत स्तरीय खेल गतिविधि आधारित सीखने पर बल दिया जाएगा। 3 साल की शिक्षा आंगनवाड़ी पूर्व विद्यालय या आमतौर पर प्ले स्कूल व किंडर गार्डन कक्षाओं में होगी। इसके अलावा कक्षा 1st और 2nd का तात्पर्य 6 से 8 आयु वर्ग के छात्रों से है। 6 से 8 वर्ष के छात्रों को भी बुनियादी शिक्षा में शामिल किया है। इस प्रकार पूर्व प्राथमिक के 3 साल और कक्षा 1st और 2nd के 2 साल यह 5 साल के शिक्षा के तहत आएगा खेलकूद आधारित और गतिविधि आधारित पाठ्यक्रम द्वारा भाषा कौशल और शिक्षण के विकास पर ध्यान केंद्रित किया जाएगा।

प्रारंभिक चरण (3 वर्षीय):– इसमें 8 से 11 साल की उम्र के बच्चे शामिल हैं। यह चरण खेल केंद्रित खोज और गतिविधि पर आधारित और परस्पर संवाद सीखने के लिए होगा। इस चरण में बच्चे संज्ञानात्मक विकास भाषा और संख्यात्मक कौशल के विकास की ओर अग्रसर रहते हैं। कक्षा 5 तक शिक्षा का माध्यम स्थानीय यहाँ क्षेत्रीय भाषा अथवा मातृभाषा होगी। सभी छात्रों को 3

भाषाएं सिखाई जाएंगी और यह राज्य तय करेंगे कि वह कौन सी भाषाएं होंगी। इस दौरान बच्चे अक्षर बोध, अंक, रंग, आकृतियां सीखेंगे, पहेलियां हल करेंगे नाटक संगीत व अन्य गतिविधियों से यह प्रक्रिया आनंददाई और रुचिकर होगी। और इससे सीखने की नींव तैयार होगी। इससे शिक्षा का सार्वभौमीकरण सुनिश्चित हो पाएगा।

मध्य चरण (3 वर्षीय):– कक्षा 6 से 8 तक का संदर्भ देते हुए नई रचना का उद्देश्य है। कि विज्ञान गणित कला समाजिक विज्ञान और मानविकी में अनुभवात्मक सीखने पर बल होगा। इसमें ध्यान महत्वपूर्ण शिक्षण उद्देश्यों पर होगा। ना कि रट्टा लगाने पर विद्यार्थियों को विशेष रुप से माध्यमिक विद्यालय में अध्ययन करने के लिए विषयों के लचीलापन और पसंद को बढ़ावा दिया जाएगा।

माध्यमिक चरण (4 वर्षीय):– इसमें कक्षा 9 से 12 या माध्यमिक और उच्चतर माध्यमिक स्तर शामिल है। स्तर पर सुझाए गए परिवर्तनों में एक बहु विषयक अध्ययन शामिल है। जहां छात्र उपलब्ध सूचना से किसी भी विषय को चुन सकते हैं इस चरण में ध्यान अधिक महत्त्वपूर्ण सोच और लचीलापन पर होगा। जिससे बच्चा अपनी रूचि के अनुसार विषयों जैसे तकनीकी और कला को चुन सकता है।

(3) **भाषाई विविधता को बढ़ावा एवं संरक्षण:–** बच्चा जन्म से ही बाहरी दुनिया से मातृभाषा में संवाद करता है। इसी कारण मातृभाषा पर मसितष्क की सक्रियता अन्य किसी माध्यम से अधिक प्रभावशाली होती है। इसी बात को ध्यान में रखते हुए नई शिक्षा नीति में मातृभाषा पर विशेष जोर दिया गया है। भाषा के स्तर पर राष्ट्रीय शिक्षा नीति में त्रिभाषा सूत्र की बात की गई है राष्ट्रीय शिक्षा नीति 2020 में कक्षा 5 तक की शिक्षा में मातृभाषा अथवा स्थानीय या क्षेत्रीय भाषा को अध्यापन के माध्यम के रूप में अपनाने पर बल दिया गया है। इसके साथ ही इस नीति में मातृभाषा को कक्षा 8 और आगे की शिक्षा के लिए प्राथमिकता देने का सुझाव दिया गया है। राज्य अपनी पसंद की भाषा चुनने के लिए स्वतंत्र होंगे और उन पर कोई भी दबाव नहीं होगा।

निष्कर्ष

राष्ट्रीय शिक्षा नीति 2020 में 21वीं सदी और गुणवत्ता से समझौता किए बिना रोजगार का कौशल प्रदान करने वाली शिक्षा करने की परिकल्पना की गई है। यह सभी 21वीं सदी के समग्र दृष्टिकोण एवं कौशल का हिस्सा है। क्योंकि शिक्षा नौजवानों में इस तरह की चीजों को सम्मानित करती है। जिनमें 21वीं सदी

के लिए जरूरी संचार जिज्ञासा खोज तार्किक समस्या समाधान आदि और इस तरह की चीजों के संदर्भ में योग्यता प्राप्त कर सके। 21वी शताब्दी के कौशल के नित्य सोच और वैज्ञानिक प्रभाव को एकीकृत करने के लिए पाठ्यक्रम को इसके अनुरूप बनाया जाएगा। यह शिक्षा नीति से 5+3+3+4 की संरचना की रूपरेखा विद्यालय के पाठ्यक्रम और अध्यापन कला में सुधार आदि में दूरगामी प्रभाव होगा। इससे बच्चों किशोरों एवं युवा छात्र छात्राओं के लिए बेहद उपयोगी साबित होगा। अतः यह नीति शिक्षा के क्षेत्र में राष्ट्र की नई दिशा व दशा बनेगी।

संदर्भ

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