NATIONALCONFERENCE ON

"NATIONAL EDUCATION POLICY 2020 :

IMPLEMENTATION & CHALLENGES AHEAD"

EDITORIAL PANEL

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Organized at

NIRMALA COLLEGE, UJJAIN

Prem Nagar, Dewas Road, Ujjain (M.P.)

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Conference Proceeding

The National Conference on "National Education Policy 2020: Implementation & Challenges Ahead" was organized by Nirmala College, Ujjain, on Friday, 16th December 2022. Co-hosts were Shiksha Sanskriti Utthan Nyas and Association of Indian College Principals (AICP).

The August gathering at the Inaugural Session comprised of an impressive lineup of scholars pan India, dignitaries, invited guests, media persons and so on. The presence of luminaries from various fields graced the Dais. In all, 654 delegates participated in the event through offline mode and nearly 1500 in online mode.

His Excellency, Dr. Sebastian Vadakel, Bishop of Ujjain, presided over the function. Prof. Akhilesh Kumar Pandey, Vice Chancellor, Vikram University was the Chief Guest. During the Inaugural session, Dr. Arpan Bharadwaj, Additional Director, Higher Education, Ujjain Division and Prof. Ram Rajesh Mishra, former Vice Chancellor, Vikram University, Ujjain made the occasion graceful as Guests of Honor. Dr. Subhash Brahmbhatt, Trustee, AICP; Prof. Kamlesh Mishra, former Director, HRDC, RDVV, Jabalpur; Lt. Gen. Ramesh Rana, former Director General, Assam Rifles; Fr. Dr. Sebastian Pullat, former Manager, Nirmala Convent School and former Director, Higher Education, Diocese of Ujjain and Dr. Smita Jain, Professor, Govt. MKB College (Auto), Jabalpur were awarded with Saraswat Samman for their life time contribution to Higher Education. Prof. Ravindra Ramachandra Kanhare, Chairman, AFRC M.P, delivered the keynote address of the Conference. Dr. Rakesh Dhand (former DSW, Vikram University, Ujjain), Dr. Ashok Desai, President, AICP and Fr. Dr. Antony Joseph Nirappel, Director, Nirmala College and Nirmala College of Education represented the three host organizations. They were joined by Dr. Kirti Diddi, Principal of Nirmala College, and Convener of the Conference along with Lt. Chandra Shekhar Sharma, ANO NCC; Er. SachinUpadhyay, Asst. Prof and Head, Department of Computer Science and Mrs. Shuchi Gupta, Asst. Prof Commerce, Nirmala College, the Organizing Secretaries. All the dignitaries were given a rousing welcome, commencing with the armed 'Guard of Honour' presented by NCC cadets of Nirmala College.

The session began with invoking the almighty's blessings by lighting the lamp and offering prayer in the form of a song led by Dr. Vishwas Tiwari, Asst. Prof, Dept. of Zoology, Nirmala College and students Sneha, Kumkum and Muniraj with accompanists. Master of Ceremony was Lt. Chandra Shekhar Sharma and the welcome address was delivered by Fr. Dr. Antony Joseph Nirappel.

The event proceeded further with Dr. Ashok Desai's welcome and update regarding the upcoming events of AICP. He elucidated the aim of the NEP being that, to gain the status of global knowledge superpower for the nation. He highlighted the new national standard setting body for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH) specified in the NEP 2020. Dr. Kirti Diddi shared the detail regarding the Conference and spoke about the implementation techniques followed at Nirmala College for NEP 2020. Dr. Kirti stated the USP of the conference i.e. upon the four technical sessions structured according to the category of participants, with each session focusing on the theme as well as the sub themes in order to derive a 360 degrees view point on the two years experience of NEP 2020. She also communicated that the beneficiaries of NEP 2020 i.e. students formed the maximum number of delegates amongst the four categories of Principals; Academicians; Research Scholars and Students. She continued, that apart from respective Chairpersons and Resource persons, a three-member Jury Panel would be evaluating the top three paper presentations of each session respectively. She concluded with aelabolative sketch of the conference programme and requested the dignitaries to release the National Conference Souvenir "NIRMALAYANI".

Prof. Ram Rajesh Mishra spoke on the various phases of revolution faced by the education system of India and the role and contribution of the National Conference in developing a platform for bringing positive changes in the system. Prof. Akhilesh Kumar Pandey appreciated the State Ministry to be the first to implement the NEP 2020 and congratulated the Management of Nirmala College on organizing the National Conference, specially the way the technical sessions had been designed. Prof. Kamlesh Mishra shared his experience of the decades as Director of UGC Human Resource Development Centers (HRDC) and clarified the importance of NEP in Indian Higher Education system and quoted that NEP has to be dedicatedly implemented with maximum concentration on accessibility, equality, equity, quality education and quality research.

Dr. Sebastian Pullat wished the entire Nirmala family well and congratulated the Director and the Principal of the college for arranging such a platform for discussing the implementation of NEP 2020 and suggested that implementation of the NEP would require an efficient body. Lt. Gen. Ramesh Rana former Director General, Assam Riflesproudly thanked the organizers of the conference for bringing army and education together with a sense of pride and added that the army feels proud to be associated with education as it is the role model of the system. He suggested NEP 2020 should revolve around certain key points of the armed forces system like

punctuality, discipline, pride, dedication for job, concentration on the target matters and expertise in one's field.

Prof. Ravindra Ramachandra Kanhare, the keynote speaker, congratulated the initiative taken by Nirmala College and staff for providing a platform for discussing all important aspects of NEP 2020. Prof. Ramchandra emphasized on the various challenges that are going to be faced as the NEP has been implemented without much consulting to the various stakeholders interested in the education sector. Few challenges were figured out by Prof. Ramchandraji and the effective solution that can help to make the implementation process hassle free was also simultaneously suggested. He further added that the Indian knowledge system could be effective all the contents are translated in Hindi and the whole content is bifurcated in several units according to the year wise syllabus of the students. A clear-cut bifurcation of syllabus according to need of the future should be designed by Higher Education personnel so that NEP's introduction and implementation is made successful. Prof. Kanhare opined on the creation of a separate research fund with the motive of research to be highly innovative and future oriented. He also expressed his view about the Evaluation System to be followed in NEP and summarized the concept of holistic development clearly throwing light on the aspects of Personality development and development of soft skills. He concluded his speech, clearly defining the Credit Transfer System and mentioning its prerequisites.

His excellency Dr. Sebastian Vadakel, Bishop of Ujjain, started his Presidential speech with appreciation of the Conferences concept and its appropriate timing with reference to implementation of NEP 2020. He emphasized upon the fact, that the success of any policy depended substantially on its successful implementation. He clarified that all resources required for successful implementation of NEP can be arranged because resources are in abundance but NEP would be successful only when it has created creative minds, which can be evaluated on the basis of various parameters. The Bishop emphasized that true holistic development is freedom in expression of truth and critical evaluation of various factors is very essential for careful and successful implementation of the NEP. He further added that Indian Knowledge System already prevails and Indian values and traditions are revived and cherished but in this era of globalization, if we remain exclusive and isolated then the results would be nothing because education and research both are fields which are viable and cannot be restricted. Regarding implementation of NEP 2020, Bishopji commented that all ground realities have to be gone through and after effects have to be considered. Dr. Subhash Brahmbhatt appreciated all academicians for coming forward and quoted that proper remuneration to the educationists would give good returns and requested all delegates to come forth with implementation issues

of present higher Education System and possible ways of overcoming them. He concluded with the vote of thanks.

The grandeur of the Inaugural Session gave way to the intellectual aura of the technical sessions. Four parallel technical sessions were conducted simultaneously post lunch. The Technical session comprising of Principals was co-ordinated by Dr. Netra Rawankar, Principal, Nirmala College of Education, Ujjain. The Chairperson for the session of 41 principal as delegates was Dr. KirtiDiddi, Principal, Nirmala College and Academic Director of Nirmala College of Education, Ujjain. The Session was Co chaired by Dr. Ajit Upadhaya, Director, Prestige Institute of Management, Dewas. The Resource Person for the session was Dr. Shubhash Brahmbhatt, Trustee, AICP. The Jury comprised of Dr. V.K. Gupta, Principal of Govt Kalidas Girls College,Ujjain, Dr. Vandana Gupta, Principal Kalidas Girls College and Dr. G.L. Barmaiya. In this Session the first position was earned by Dr. Sapna Mishra from Mayadevi Institute of Advanced Education for Paper entitled राष्ट्रीय शिक्षा नीति 2020ः सूचना एवं संप्रेषण तकनीकी (आई.सी.टी.)ए Second position was earned by Dr. Preeti Jadhav, Sai Sanatan International Schoolfor her paper entitled बहुविषय िंशक्षा और भौक्षिक अनुसंधान के विविध आयाम', third position was earned by Dr. Rashmi Pandya,LokmanyaTilak Education College, Ujjainfor paper entitled राष्ट्रीय िंशक्षानीति 2020ः गुणवत्तापूर्ण अध्यापक िंशक्षा का स्वरूप निखरना चाहिए।

The Technical session comprising of Academicians was co-ordinatedbyDr. Rajeev Trivedi, Assistant Prof. Nirmala College, Ujjain and Dr. Sushik Kumar, Assistant Prof. Nirmala College, Ujjain with the Repporteur Dr. Kuldeep Kaur Juneja, Assistant Prof. Nirmala College of Education, Ujjain and Dr. Mukund Gokhale, Assistant Prof. Nirmala College of Education, Ujjain. The Chairperson for the session of 47 Academician as delegates was Prof. Harish Vyas, HOD Dept of Botany, Govt K.G.P.G. College, Ujjain. The Session was Co- chaired by Dr. Yogendra Singh Rajawat, HOD & Prof. Prestige Institute of Management Dewas . The Jury Comprised of Prof. Harish Vyas, HOD Dept of Botany, Govt K.G.P.G. College, Ujjain and Prof. Kamlesh Mishra, Former Director, HDRC, RDVV, Jablapur. In this Session the first position was earned by Dr. Manisha Rathore Govt. Shaligram Tomar, H.S. School, Ujjain for the paper entitled NEP 2020: An approach for Environmental Sustainability Education and its Awareness and Attitude among Higher Secondary Students, Second position was earned by Dr. Zakiruddin Ahimger. Govt College Mahidpur, Ujjainfor entitled ubZ f'k{kk uhfr 2020% fØ;kUo;u ,oa volj, Third position earned by Dr. Kuldeep Kaur Juneja, Nirmala College of Education College, Ujjainforpaper entitled A Study of Innovative Pedagogical Approaches for Sustainability in Education in Ujjain district of Madhya Pradesh (With reference to NEP 2020).

The Technical session comprising of Research Scholars was co-ordinated by Mrs. Alpana Bhargava, Assistant Prof. Nirmala College of Education, Ujjain and Mrs. Archana Sharma, Assistant Prof. Nirmala College of Education, Ujjainwith the Repporteur Dr. Sayyeda Khalida, Assistant Prof. Nirmala College, Ujjain and Sr. Anjali S.H., Assistant Prof. Nirmala College of Education, Ujjain. The Chairperson for the session of 38 Research Scholars as delegates was Dr. Rakesh Dhand, Former DSW & Head ,Dept of Commerce, Vikram University, Ujjain. The Resource Person of the session was Dr. Premlata Chuttel, HOD, Dept of Hindi, Vikram University, Ujjain. The Jury Comprised of Dr. Rakesh Dhand, Former DSW & Head ,Dept of Commerce, Vikram University, Ujjain, Dr. Anita Agarawal, Assistant Prof. of Lokmanya Tilak, Ujjain and Dr. Geeta Tomar, Principal of Shri Guru Sandipani College, Ujjain. In this Session the first position was earned by Neha Dave Navyug Arts and Commerce College, Jabalpur Ujjain for Paper entitled Multidisciplinary Education and Research, Second position was earned byAnshita Bhatnagar, Maharishi Panini Sanskrit & Vedic Vishwasvidhyalaya, Ujjain for paper entitled Analysis of Concept of Aryurveda- Tridos has and Prakriti, Third position was earned byAnjana Vaishnav, PGBT College, Ujjain for paper entitled Hkkjr esa vfHkuo "kS{kf.kd n`f"Vdks.k|

The Technical session comprising of Students was co-ordinated by Mrs. Shruti Singh Chauhan, Assistant Prof. Nirmala College, Ujjain and Mrs. Puja Verma, Assistant Prof. of Nirmala College, Ujjain with the Repporteur Mrs. MamtaTomar, Librarian of Nirmala College of Education, Ujjain and Ms. Ann Mary Tomy played the role of Repporteur . The Chairperson for the session of 40 Student as delegates was Dr. Girish Shah, Associate Prof. Mahakal Institute of Management, Ujjain. The Session was Co chaired by Dr. Ruchika Pachori. The Session was Resource Person by Lt. Pramith Badeka. The Jury Comprised of Dr. Alka Vyas, SOS Dept. of Microbiology, Vikram University, Ujjain, Dr. Smita Jain, Prof. Dept of Psychology, Govt MKB (Auto), Jabalpur and Dr. O.P. Gupta, Guest Faculty Dept of Mathematics, Makdone. In this Session the first position was earned by Harsh Thani Future Vision College, Ujjain for paper entitled National Education Policy 2020 and Entrepreneurial Ecosystem, Second position was earned byAnn Mary, Nirmala Education College, Ujjain for paper entitled Hurdles of a Teacher, Third position was earned by Shriya Gautam, Barkatullah University, Bhopal for paper entitled Digitalization of Education (Pros and Cons).

The Valedictory Session was conducted at the Multipurpose hall of Nirmala College, Ujjain where the delegates were welcomed by the NCC cadets graciously. The session was presided over by His Excellency, Dr. Sebastian Vadakel Bishop of Ujjain and the Chief Guest was Dr. Arpan Bharadwaj Additional Director, Higher Education, Ujjain Division, Vishisht Athithi for

the session was Shree Ashok Kadel, Director, Hindi Granth Academy, Bhopal and along with him, Saraswat Samman was confered up on Prof. Shailendra Sharma, Proctor, Vikram University, Ujjain (MP); Dr. Premlata Chuttel, Former HOD, Dept of Hindi, Vikram University, Ujjain; Dr. Prem Chhabra, Academic Director, Manovikas College of special education, Ujjain;Dr. Rakesh Dhand (Former DSW, Vikram University, Ujjain); Dr. Subhash Brahmbhatt, Trustee, AICP and Dr. Ashok Desai, President, AICP. The delegates were formally welcomed and the dignitories shared their views through their respective address. Dr. Kirti Diddi presented the report of the day along and declared the results of the technical sessions with everyone.

The event wound up by distributing certificates to the participants and the delegates bid farewell after refreshments and were send off with souvenir and mementos.

Recommendations of the Conference.

It was a great experience to gather these recommendations from the key note speakers and from the paper presenters.

1.The three-language system would be more flexible and no State would be forced to use a particular language. States, regions, and students could choose the three languages for them. Sanskrit could be offered as an option at all levels of school and higher education. The medium of teaching can be in the home language/mother tongue/regional language and its selection would best be left on the school Management so that they can prepare the students for higher Education according to the trends of their local area.

2.NEP has suggested experiential learning in all stages, including hands-on learning. A proper understanding of the vocational courses and their linkage with student's enrollment has to be managed so that their proper conduct can be recommended. An exhaustive training programme specifically for management of subjects and electives could be conducted through UGC HRDC.

3.Integration of Special Education with General Education for achieving the Sustainable Development Goal -4 in the professional development Education courses should form the prime objective of all HEI under the NEP 2020.

4.A training programme is strongly recommended for the implenentors and the teaching faculties so that the NEP would be actually implemented in letter and spirit. This responsibility of conducting the training program can be given to HRDC.

5.A hub for organizations that can cater internship facility to the students must be created so that high volume of students residing in the remote areas can approach the organizations and go

in for genuine internship programmein all the vocational courses offered by the Higher Education.

6.Private HEIs having a philanthropic and public-spirited intent will be encouraged through progressive regime of fees determination. Transparent mechanisms for fixing of fees with an upperlimit, for different types of institutions depending on their accreditation should be developed so thatindividual institutions are not adversely affected.

7.Clustering of diverse organizations catering different courses is recommended to provide teaching assistance to the students.A nodal must be created for overall development of the students and their ongoing courses.

8.NEP 2020 also calls for the rejuvenation, active promotion, and support for privatephilanthropic activity in the education sector. It is recommended that over and above the public budgetarysupport which would be provided, any public institution can take initiativestowards raising private philanthropic funds to enhance education in the private sector.

"राष्ट्रीय शिक्षा नीति–2020 के आलोक में स्टार्टअप"

डॉ. राकेश ढण्ड

सेवानिवृत्त आचार्य एवं अधिष्ठाता

छात्र कल्याण, विक्रम विश्वविद्यालय, उज्जैन

प्राचीन भारतीय शिक्षण प्रणाली अत्यन्त सुदृढ़, समाजोपयोगी एवं सांस्कृतिक उत्थानपरक रही है। भारत भूमि के महानायक 'श्रीराम' एवं 'श्रीकृष्ण' इसी शिक्षा प्रणाली की उपज हैं, जिन्हें 'अवतार' की श्रेणी में रखा जाता है। 'तक्षशिला' एवं 'नालन्दा' का इतिहास यह प्रकट करने में समर्थ है कि भारतीय 'श्रेष्ठ' थे। सचरित्र समाज की संरचना के साथ–साथ दायित्ववान नागरिकों की, प्रदाय करता यह प्रणाली, राष्ट्र को एक रखने में सक्षम थी।

'कौशल विकास', वर्ण व्यवस्था पर आधारित समाज के कारण स्वतः परम्परागत स्वरूप में आगामी पीढ़ी को प्राप्त हो जाता था। वह भी स्वस्फूर्त विधि से कब अगली पीढ़ी दक्ष हो जाती थी– आभास भी नहीं हो पाता था। इन सबका ही परिणाम था कि विश्व व्यापार से भारत का भाग 1/3 था और राष्ट्र 'सोने की चिड़िया' कहलाता था।

'सा विद्या या विमुक्तये' विद्या वही है जो मोक्ष दिलाये। इस परम लक्ष्य की प्राप्ति हेतु व्यावहारिक पक्ष की शिक्षा भी उतनी ही महत्वपूर्ण मानी गई है।

हमारी प्राचीन शिक्षण प्रणाली सर्वगुण सम्पन्न मानव का निर्माण करती थी। चरित्रवान और कर्मठ नागरिक जो अनेक कलाओं में दक्ष हुआ करत थे। शिक्षा व्यवस्था की ही देन थे। प्राचीन भारतीय साहित्य जैसे वाणभट्ट की कादम्बरी शिक्षा को 64 कलाओं के ज्ञान के रूप में वर्णित करती है। इन कलाओं में न केवल गायन और चित्रकला जैसे विषय शामिल हैं, बल्कि वैज्ञानिक क्षेत्र जैसे रसायनशास्त्र और गणित, व्यावसायिक क्षेत्र जैसे बढ़ई, दर्जी का काम, औषधि निर्माण, अभियांत्रिकी और साथ ही सम्प्रेषण, चर्चा, वाद–विवाद करने का व्यावहारिक कौशल (सॉफ्ट स्किल) भी शामिल है। प्राचीन शिक्षण व्यवस्था व्यक्तित्व में उद्यमी स्वभाव निर्मित करने में सफल रही है।

"उत्तम खेती मध्यम व्यवसाय नीच चाकरी कीट समान" हमारा उद्घोष हुआ करता था। समग्र रूप में शिक्षा व्यवस्था जीवनयापन का मार्ग प्रशस्त करती थी।

कालान्तर में विदेशी आक्रान्ताओं के द्वारा शिक्षा व्यवस्था धूल–धूसरित की गई है। यहाँ यह विशेष उल्लेखनीय है कि ब्रिटिश शासनकाल में एक विशेष रणनीति के अन्तर्गत शिक्षा व्यवस्था का विनाश किया गया। ब्रिटिश संसद में अपनी शिक्षा नीति की वकालत करते हुए अपने भाषण में मैकाले ने कहा "भारत पर हम तभी लम्बे समय तक शासन कर सकते हैं, जब इसकी रीढ़ की हड्डी तोड़ दें, जो इसकी आध्यात्मिक और सांस्कृतिक विरासत है।"

सहजता से इस सत्य को स्वीकारना होगा कि मैकाले शत–प्रतिशत सफल रहा। हमारी प्राचीन संस्कृति, संस्कार, नैतिक–आध्यात्मिक मूल्य, सामाजिक कौशल दक्षता, आजीविका के पारम्परिक उद्यम सभी नष्ट हुए हैं। एक ऐसे समाज की संरचना हुई जो केवल सेवक (नौकर) ही बन सके, अपनी भाषा एवं संस्कृति का तिरस्कार करना उसका स्वभाव हो। अंग्रेजी भाषा की दक्षता ही 'ज्ञान' एवं 'विद्वता' का आधार हो। भारतीयता एवं भारतीय मूल्यों के प्रति तिरस्कार का यह भाव ही मैकाले की शिक्षा नीति का ध्येय था। 74 वर्षों की स्वतंत्रता के उपरान्त भी वह जीवित है।

'राष्ट्र को बदलना है तो शिक्षा को बदलना होगा।' – मान, अतुल जी कोठारी– राष्ट्रीय सचिव शिक्षा संस्कृति उत्थान न्यास। यह ध्येय 'राष्ट्रीय शिक्षा नीति 2020' में भी स्पष्ट परिलक्षित होता है। भारतीय होने से हम गौरव कर सकेंगे, प्राथमिक स्तर तक मातृभाषा में शिक्षा, अध्ययन–अध्यापन की ऐसी व्यवस्था जिससे विद्यार्थी में रटने के स्थान पर सीखने की वृत्ति जागृत हो। परम्परागत एवं अधुनातन तकनीक में कौशल का विकास, जिससे विद्यार्थी 'नौकरी माँगने वाला नहीं, अपितु नौकरी देने वाला बने।''

7 जुलाई, 2022 को वाराणसी में राष्ट्रीय शिक्षा नीति क्रियान्वयन पर अखिल भारतीय शिक्षा समागम के अवसर पर प्रधानमंत्री माननीय नरेन्द्र मोदी ने कहा ''राष्ट्रीय शिक्षा नीति का मूल आधार, शिक्षा को संकुचित सोच के दायरों से बाहर निकालना और उसे 21वीं सदी के आधुनिक विचारों से जोड़ना है।'' वे आगे कहते हैं ''हमारे युवा स्किल्ड हों, कान्फिडेण्ट हों, प्रैक्टिकल और कैल्कुलेटिव हों शिक्षा नीति इसके लिए जमीन तैयार कर रही है।'' यह उद्यमिता का प्रथम सोपान ही तो है।

नई शिक्षा नीति का उद्देश्य एक न्यायोचित् और ज्ञान आधारित उद्यमी समाज बनाना है। इसमें भारत केन्द्रित शिक्षा प्रणाली को लागू करने की सोच है जो देश को वैश्विक महाशक्ति में बदलने में सीधे योगदान देगी।

वर्तमान शिक्षा नीति में व्यावसायिक शिक्षा और अकादमिक शिक्षा के अन्तराल को समाप्त करने का प्रयास किया गया है। भारतीय जनमानस व्यावसायिक शिक्षा को कमतर मान रहा था (5ः से भी कम) ने 2012–17 में व्यावसायिक शिक्षा ग्रहण की, वहीं इस अवधि में संयुक्त राज्य अमेरिका में 52ः, जर्मन 75ः और दक्षिण कोरिया में 96ः ने व्यवसायिक शिक्षा को प्राप्त किया। भारत में 2025 तक 50ः विद्यार्थियों को व्यावसयिक शिक्षा में लाने का लक्ष्य रखा गया है।

शिक्षा को जीवनयापन योग्य बनाने का विजन है। शिक्षा प्रणाली को रटने की पुरानी रीति के स्थान पर 'समझ' और 'ज्ञान' उत्पन्न करने वाली बनाया जाना है। प्रायोगिक अधिगम को पर्याप्त महत्व दिया गया है।

राष्ट्रीय शिक्षा नीति के बिन्दु क्रमांक 4.23 से 4.29 तक का विवरण अनिवार्य विषयों, कौशलों और क्षमताओं का शिक्षाक्रमीय एकीकरण से संबंधित है जिनका बिन्दुवार संक्षिप्त विवरण निम्नानुसार है :–

4.23 विद्यार्थियों को उत्पादक व्यक्तित्व बनाने के लिए कौशलों एवं क्षमताओं के विकास की बात कही गई है, यथा– भाषा प्रवीणता, वैज्ञानिक स्वभाव, रचनात्मकता समस्या समाधान, व्यावसायिक एक्स्पोजर और कौशल आदि।

4.24 सामयिक विषयों जैसे आर्टिफिशियल इंटेजिलेन्स, डिजाइन थिंकिंग, ऑर्गेनिक लीविंग आदि पर सभी स्तरों में छात्रों में महत्वपूर्ण कौशल विकसित करने हेतु समुचित शिक्षाक्रमीय और शिक्षण शास्त्रीय कदम उठाये जायेंगे।

4.25 मिडिल स्कूल स्तर पर कोडिंग सम्बन्धी गतिविधियाँ शुरू की जायेंगी।

4.26 ग्रेड 6 और 8 के दौरान प्रत्येक विद्यार्थी एक आनन्ददायी कोर्स करेगा; जिसमें महत्वपूर्ण व्यावसायिक शिल्प– बढ़ईगिरी, विद्युत, धातु, बागवानी, मिट्टी के बर्तनों का निर्माण आदि शामिल है। इन विद्यार्थियों के लिए 10 दिवसीय बस्त रहित पीरियड होंगे, जिसमें स्थानीय व्यावसायिक विशेषज्ञों बढ़ई, माली, कुम्हार, कलाकार के साथ प्रशिक्षु के रूप में काम करेंगे। 6 से 12 तक के विद्यार्थियों को छुट्टियों के दौरान व्यावसायिक विषय समझने के लिए अवसर उपलब्ध कराये जायेंगे।

4.27 'भारत का ज्ञान'–विशेष रूप से भारतीय ज्ञान प्रणाली को आदिवासी ज्ञान एवं सीखने के स्वदेशी और पारम्परिक तरीकों सहित कवर किय जायेगा। जनजातीय एथनों–औषधीय प्रथाओं, जन प्रबंधन, पारम्परिक कृषि आदि पर विशिष्ट पाठ्यक्रय प्रचलित होंगे।

4.28 विद्यार्थियों को कम उम्र में 'सही को करने' के महत्व को सिखाया जायेगा और नैतिक निर्णय करने के लिए एक तार्किक ढाँचा दिया जायेगा।

4.29 प्रत्येक स्तर पर पाठ्यचर्या और शिक्षक–शास्त्र कोमजबूत भारतीय और स्थानीय संदर्भ देने की दृष्टि से पुनर्गठित किया जायेगा–सांस्कृतिक परम्परायें विरासत, रीति–रिवाज, भाषा, दर्शन, पारम्परिक तरीके आदि। समस्याओं आदि का चयन जहाँ तक संभव हो भारतीय स्थानीय भौगोलिक संदर्भों के आधार पर किया जायेगा।

उपरोक्त से स्पष्ट है कि प्राथमिक स्तर से ही विद्यार्थियों में कौशल विकसित किया जायेगा, उन्हें सही निर्णय करने के योग्य बनाया जायेगा, रचनात्मकता में वृद्धि हो ऐसे प्रयास होंगे। समस्या के समाधान की योग्यता सम्पन्न बनाया जायेगा। उन्हें व्यावसायिक दृष्टिकोण दिया जायेगा, निर्णयन की, नेतृत्व की, समन्वय एवं सहयोग की क्षमता उत्पन्न की जायेगी। यही सब एक उद्यमी के गुण हैं। इसके द्वारा ही स्टार्टअप को प्रोत्साहन दिया जायेगा।

विद्यार्थियों में व्यावसायिक दृष्टिकोण उत्पन्न हो सके, वे संघर्षशील एवं नेतृत्व क्षमता सम्पन्न हो सकें इस दृष्टिकोण से राष्ट्रीय शिक्षा नीति के बिन्दु क्रमांक 16.1 से 16.8 तक व्यावसायिक शिक्षा के विस्तार करने की नीतियों पर प्रकाश डाला गया है।

16.1भारत में 2012– के मध्य केवल 5ः लोगों ने ही व्यावसायिक शिक्षा को अपनाया था, अतः इसके विस्तार में तेजी लाने की आवश्यकता है।

16.2पूर्व में 12वीं तक जिस व्यावसायिक पाठ्यक्रम में प्रवेश लिया गया था, उसमें आगे अध्ययन का प्रावधान नहीं था, अपितु सभी अकादमिक शिक्षा में आ जाते थे। राष्ट्रीय कौशल योग्यता फ्रेमवर्क 2013 की घोषणा के माध्यम से इसे सम्बोधित किया गया है। बी. वोक डिग्री जारी रहेगी।

16.3व्यावसायिक शिक्षा को अकादमिक की तुलना में कम महत्व की माना जाता है, इस अवधारणा को तोड़ने का प्रयास किया गया है।

16.4इस नीति का उद्देश्य व्यावसायिक शिक्षा से जुड़ी सामाजिक पदानुक्रम की स्थिति को दूर करने के लिए प्रयास करना है। प्रत्येक स्तर पर स्कूल, कॉलेज और विश्वविद्यालय चरणबद्ध तरीके से व्यावसायिक शिक्षा के कार्यक्रमों को मुख्यधारा की शिक्षा में एकीकृत करें, जिससे प्रत्येक विद्यार्थी कम से कम एक व्यवसाय से जुड़े कौशल को सीखे और अन्य कई व्यवसायों से इस प्रकार परिचित हो, जिससे वह श्रम की महत्ता, भारतीय कलाओं और कारीगरी सहित अन्य व्यवसायों के महत्व से परिचत होगा।

16.52025 तक स्कूल और उच्चतर शिक्षा प्रणाली के माध्यम से कम से कम 50ः विद्यार्थियों को व्यावसायिक शिक्षा का अनुभव प्रदान किया जायेगा। अकादमिक एवं व्यावसायिक शिक्षा एवं अन्य क्षमताओं का विकास, साथ–साथ हो इसके लिए अगले दशक में चरणबद्ध तरीके स सभी माध्यमिक स्कूलों को शैक्षणिक विषयों में व्यावसायिक शिक्षण एकीकृत किया जायेगा; इसके लिए विद्यालय–आई.टी.आई., पॉलीटेक्निक और स्थानीय उद्योग से सम्पर्क एवं सहयोग लेंगे। स्कूलों में हब और स्पोक मॉडल में कौशल प्रयोगशालाएँ स्थापित सृजित की जायेगी। उच्चतर संस्थान उद्योगों और N.G.O. के साथ साझेदारी से व्यावसायिक शिक्षा प्रदान करेंगे।

16.6अगले दशक में चरणबद्ध में व्यवसायिक शिक्षा को विद्यालयों एवं शिक्षण संस्थानों में एकीकृत किया जायेगा। व्यावसयिक शिक्षा के फोकस एरिया का चुनाव कौशल अन्तर विश्लेषण (Skill Gap Analysis) और स्थानीय अवसरों के आधार पर होगा।

16.7संस्थान नवाचार के माध्यम से ऐसे मॉडल और प्रणालियों की खोज करें, सफल होने पर उन्हें एन.सी.आई.वी.ई. के माध्यम से अन्य संस्थानों से साझा करें। अप्रेन्टिसशिप के मॉडलों को उच्चतर शिक्षा संस्थानों में भी प्रयोग में लाया जायेगा। उद्योगों के साथ साझेदारी के तहत उच्चतर शिक्षा संस्थानों में इक्यूबेशन सेंटर स्थापित किये जायेंगे।

16.8राष्ट्रीय कौशल योग्यता फ्रेमवर्क को प्रत्येक विषय व्यवसाय/रोजगार के लिए अधिक विस्तारपूर्वक निर्मित किया जायेगा। इसके अलावा भारतीय मानकों को अन्तर्राष्ट्रीय श्रम संगठन द्वारा बनाये गये व्यवसायों के अन्तर्राष्ट्रीय मानकों के अनुसार किया जायेगा।

प्रथम बार इस प्रकार से राष्ट्रीय शिक्षा नीति का निर्माण किया गया है, जिससे विद्यार्थी प्रारंभ से ही स्थानीय आर्थिक पर्यावरण से जुड़ा रहेगा, कौशल एवं दक्षता हासिल करेगा वह स्वयं का उद्यम स्थापित करने के लिए अभिप्रेरित होगा। उसके सहयोग के लिए शिक्षण संस्थान आगे आयेंगे।

राष्ट्रीय शिक्षा नीति के बिन्दु क्रमांक 11.12 में स्पष्ट किया गया है कि ''उच्च शिक्षण संस्थान स्टार्टअप, इन्क्यूवेशन सेण्टर, प्रौद्योगिकी विकास केन्द्र, अनुसंधान के प्रमुख क्षेत्रों के केन्द्र अधिकतम उद्योग–अकादमिक जुड़ाव, मानविकी और सामाजिक विज्ञान अनुसंधान सहित अन्तर्विषयक अनुसंधान की स्थापना करके, अनुसंधान एवं नवाचार पर फोकस करेंगे। संक्रामक रोगों और वैश्विक महामारियों के परिदृश्य को दखते हुए यह महत्वपूर्ण है कि उच्चतर शैक्षणिक संस्थान संक्रामक रोगों, महामारी विज्ञान, वायरोलॉजी, डायग्नोस्टिक्स, इन्स्ट्रूमेंटेंशन, वैक्सीनोलॉजी और अन्य प्रासंगिक क्षेत्रों में अनुसंधान करने की अगुवाई करें। छात्र समुदाय के बीच नवाचार को बढ़ावा देने के लिए उच्चतर शिक्षण संस्थान विशिष्ट हैण्डहोल्डिंग तंत्र विकसित करेगा।''

राष्ट्रीय शिक्षा नीति के क्रियान्वयन पर केन्द्रीय शासन कृत संकल्पत है। 7 मई, 2022 को राष्ट्रीय शिक्षा नीति 2020 के क्रियान्वयन की समीक्षा बैठक में यह बताया गया कि नेशनल स्टीयरिंग कमेटी के निर्देशन में राष्ट्रीय पाठ्यचर्या फ्रेमवर्क तैयार किया जा रहा है, देश में स्टार्टअप इकोसिस्टम और इनोवेशन को बढ़ावा देने के लिए 28 राज्यों के उच्च शिक्षण संस्थानों में 2774 इनोवेशन सेंटर स्थापित होने की प्रक्रिया जारी है। साथ ही देश में शोध और स्टार्टअप की संस्कृति को बढ़ावा देने के लिए राष्ट्रीय शिक्षा नीति के साथ जुड़ी अटल रैंकिंग ऑफ इंस्टीट्यूशन ऑन इनोवेशन अचीवमेण्ट योजना दिसम्बर 2021 से लागू की गई है।

उच्च शैक्षणिक संस्थाओं को नवोन्मेष और स्टार्टअप गतिविधियों के पोषण के लिए अपने बजट की 1 प्रतिशत राशि सुरक्षित करना होगी। इसके लिए 'नवोन्मेष कोष' का गठन होगा। अखिल भारतीय तकनीकी शिक्षा परिषद् की 'राष्ट्रीय नवोन्मेष एवं स्टार्टअप नीति 2019' में यह उल्लेखित है।

शिक्षा के माध्यम से स्टार्टअप का सृजन करने के लिए छात्रों को तैयार करने के उद्देश्य से शैक्षिक गतिविधियां को उद्यमिता से जुड़े कार्यों से जोड़ा जाना चाहिए। विश्वविद्यालय एवं महाविद्यालय ए.आई.सी.टी.ई. द्वारा तैयार की गई स्टार्टअप नीति का अनुसरण कर उद्यमिता गतिविधियों को बढ़ावा दे सकते हैं।

यहाँ हमें गौरवान्वित होना चाहिए कि मध्यप्रदेश राज्य में उच्च शिक्षा में राष्ट्रीय शिक्षा नीति को सर्वप्रथम लागू किया गया है। हमारे उच्च शिक्षा मंत्री डॉ. मोहन यादव बधाई के पात्र हैं तथापि हमारा दायिव कहीं अधिक बढ़ जाता है। अन्य राज्य हमारी योजनाओं का अनुसरण करने की लालसा लिए हुए हैं।

राष्ट्रीय शिक्षा नीति निःसंदेह एक नये युग में प्रवेश का आधार है। शिक्षा को रोजगार से, गौरवपूर्ण जीवन यापन से, पारम्परिक एवं अधुनातन विज्ञान से जोड़ने का प्रयास है। अब दायित्व शिक्षकों, शिक्षार्थियों एवं पालकों का है कि वे किस प्रकार अनुसरण करते हैं

मैं व्यक्तिगत रूप से महाविद्यालय के प्राचार्य डॉ. बलवीरसिंह मक्कड़ एवं समस्त प्राध्यापक साथियों को बधाई देता हूँ, जिन्होंने इस महत्वपूर्ण विषय पर राष्ट्रीय संगोष्ठी का आयोजन किया है। समस्त प्रतिभागी साधुवाद के पात्र हैं जिन्होंने इस यज्ञ में आहुति दी है।

The Significance of Life Skills Training Among College Students to Balance Personal and Professional Life

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Abstract:

Maintaining a balance between personal and professional life is big challenge faced by college students. The demands of academic studies, extracurricular activities, and social commitments and financial, personal growth can often leave students feeling overwhelmed and stressed. However, with the right life skills training, college students can effectively manage their time, reduce stress, and create a harmonious blend of personal and professional responsibilities. This article aims to highlight the importance of life skills training in helping college students achieve a better balance in their lives. It explores essential skills such as prioritization, time management, stress management, communication, setting boundaries, and self-care. By developing these skills, students can navigate their academic journey with greater ease and create a strong foundation for success in their future careers. Through the implementation of practical strategies and techniques, college students can maximize their potential, enhance their overall well-being, and experience a more fulfilling and balanced college experience. This article provides insights and guidance on how to incorporate these life skills into their daily lives, offering a roadmap for success and personal development.

Keywords: Life skills training, college students, personal and professional life, balance, prioritization, etc.

Introduction:

In today's fast-paced world, college students often find themselves struggling to balance their personal and professional lives. With the pressure to excel academically and the desire to engage in social activities, it can be challenging to maintain a healthy equilibrium. However, with the right life skills training, college students can effectively manage their time, reduce stress, and create a harmonious blend of personal and professional commitments. This article aims to shed light on the importance of life skills training for college students and how it can help them achieve a better balance in their lives. By developing essential skills such as prioritization, time management, stress management, communication, setting boundaries, and self-care, students can navigate the demands of their academic studies while also enjoying a fulfilling personal life.By implementing these practices, college students can maximize their

potential, enhance their overall well-being, and create a foundation for success both during their time in college and in their future careers. Let us dive deeper into these life skills and explore how they can positively impact the lives of college students.

Definitions of the Study's Terminology-

UNICEF defines life skills as "a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills".

Life Skills Training: Life skills training refer to the acquisition and development of a set of skills that enable individuals to effectively navigate various aspects of life. It includes skills such as problem-solving, decision-making, communication, critical thinking, and coping with emotions.

College Students: College students are individuals who are enrolled in a college or university and pursuing higher education. They are typically young adults aged between 18 and 22, although there are also non-traditional students who may be older.

Personal Life: Personal life refers to the aspects of an individual's life that are related to their own personal well-being, relationships, social activities, and personal interests and household needs. It encompasses activities outside of work or academic responsibilities.

Professional Life: Professional life relates to an individual's occupation, career, and work-related responsibilities. It includes activities such as employment, internships, professional development, and networking, Emotional management etc.

Significance of Life Skills-

Life skills training plays a significant role in helping college students balances their personal and professional lives. Here are several reasons why life skills training are important for college students:

☐Improved Time Management: Effective time management skills are critical for college students to fulfill their academic requirements while also engaging in social and personal activities. Life skills training equip students with practical techniques, such as creating a schedule, setting priorities, and avoiding distractions, to make the most efficient use of their time.

☐Reduced Stress: College students often experience high levels of stress due to the demands of academic studies and extracurricular activities. Life skills trainingProvides students with stress management techniques, such as meditation, deep breathing, and physical activity, to promote relaxation and resilience in the face of stressors.

Enhance Communication Skills: Effective communication plays a vital role in personal and professional relationships. Life skills training fosters communication skills such as active listening, assertiveness, and conflict resolution, which are beneficial for establishing boundaries, negotiating commitments, and managing relationships.

Increased Well-being: Life skills training promotes well-being by emphasizing self- care practices, such as exercise, healthy eating, and quality sleep. By taking care of themselves, students can reduce the risk of burnout, enhance their energy levels, and enjoy better overall health and well-being.

Improved Academic Performance: Life skills training can help college students achieve academic success by providing them with essential skills like study techniques, time management strategies, and stress management practices. By mastering these skills, students can achieve better grades, reduce academic stress, and establish a strong foundation for their future careers.

In conclusion, life skills training are instrumental in helping college students balance their personal and professional lives. By developing essential skills like time management, stress management, communication, setting boundaries, and self-care, students can navigate their academic journey with greater ease while also enjoying a fulfilling personal life.

Methodologies life skills training:

Life skills training among college students to balance a personal and professional life, it is important to consider both the theoretical framework and practical implementation. Here is a suggested methodology for conducting such training:

Define objectives: Clearly define the objectives of the life skills training program. Determine what specific skills and outcomes you want to target, such as time management, stress management, communication skills, etc.

Conduct needs assessment: Assess the needs and challenges faced by college students in balancing their personal and professional lives. This can be done through surveys,Interviews focus groups, or existing research. Identify the most prevalent areas where students require assistance.

Curriculum development: Based on the identified needs, develop a curriculum that addresses the specific life skills areas. The curriculum should include relevant topics, learning objectives, instructional strategies, and evaluation methods. Incorporate interactive and practical exercises to engage students actively.

☐Training delivery: Determine the most suitable format for delivering the training, such as workshops, seminars, or a series of sessions. Consider both in-person and online options, depending on the resources available. Collaborate with college faculty, counseling services, or student organizations to facilitate the training.

☐Trainer selection: Select trainers or facilitators with expertise in the respective life skills areas. They should have strong communication skills, experience working with college students, and the ability to create an engaging learning environment. Consider employing professionals, college staff, or external experts as trainers.

☐Pre-training assessment: Before the training sessions, conduct a pre-training assessment to understand students' current skill levels and their perception of personal and professional balance. This can be done through surveys, self-assessments, or focus groups.

Findings:

☐Improved Time Management Skills: Life skills training can lead to improved time management skills among college students. This can result in better organization, prioritization of tasks, and increased productivity.

☐Reduced Stress Levels: Life skills training equip students with effective stress management techniques, enabling them to handle academic pressures, deadlines, and multiple responsibilities with greater ease. This can contribute to reduced stress levels and improved mental well-being.

☐Enhanced Communication Skills: By developing effective communication skills, college students can better express their needs, set boundaries, and establish healthy relationships. This can lead to improved interpersonal connections and more effective collaboration in both personal and professional settings.☐Increased self-awareness and Self-care: Life skills training emphasize self-awareness and self-care practices. This helps students recognize and prioritize their own well- being, leading to improved overall health, resilience, and a better work-life balance.

☐Improved Academic Performance: The acquisition of life skills can positively influence academic performance by providing students with strategies such as effective study techniques, time management skills, and stress reduction methods. This can lead to higher grades, increased motivation, and a better sense of achievement.

☐Well-rounded Personal and Professional Development: Life skills training foster holistic personal and professional development by equipping students with essential skills and

competencies for success in various areas of life. This includes critical thinking, problem-solving, and decision-making, adaptability, and leadership skills.

Recommendations:

☐Integrate Life Skills Training in the Curriculum: Colleges and universities can include life skills training as part of their curriculum, offering specific courses or workshops dedicated to developing essential skills such as time management, stress management, communication, and self-care. This ensures that students receive structured guidance and support in balancing personal and professional responsibilities.

☐Offer Workshops and Training Programs: Institutions can organize workshops and training programs on life skills throughout the academic year. These sessions can cover various topics such as goal setting, decision-making, effective communication, and creating work-life balance. Inviting experts, alumni, or professionals from relevant fields as guest speakers can provide valuable insights to students.

☐Provide Counseling and Support Services: Establishing counseling and support services on campus can offer personalized guidance to students in developing life skills and managing the challenges of balancing personal and professional life. Trained counselors can provide individual or group sessions that focus on stress management techniques, time management strategies, and coping mechanisms.

☐Encourage Extracurricular Activities: Promote extracurricular activities that foster the development of life skills. Encourage students to participate in leadership roles within student organizations, engage in community service projects, or join clubs that focus On personal and professional development. These activities provide opportunities for practical application and reinforcement of life skills.

☐Foster Peer Mentorship Programs: Implement peer mentorship programs where senior students can mentor and guide younger students in developing life skills and achieving a healthy work-life balance. Peer mentoring creates a supportive environment and allows for a transfer of knowledge and experiences.

☐Provide Resource Materials: Make available resource materials such as books, articles, videos, and online platforms that focus on life skills training. Students can access these resources at their convenience to further enhance their understanding and practice of life skills.

☐Evaluate and Assess Impact: Regularly assess the impact of life skills training programs on students' personal and professional lives. Gather feedback from students and measure outcomes such as improved time management, reduced stress levels, enhanced academic performance,

and increased well-being. Use this evaluation to continuously improve and tailor future training programs.

Conclusion:

In conclusion, life skills training plays a vital role in helping college students balances their personal and professional lives. By equipping students with essential skills such as time management, stress management, communication, setting boundaries, problem-solving, financial literacy, healthy habits, goal setting, adaptability, and self-care, they can develop the necessary tools to navigate the demands of college life effectively.

The suggested methodology for implementing life skills training involves defining objectives, conducting a needs assessment, developing a curriculum, selecting trainers, delivering interactive training sessions, providing ongoing support and resources, evaluating the program, refining it based on feedback, and offering long-term follow-up. By incorporating these strategies, colleges can empower students to lead more balanced lives, enhance their overall well-being, and improve their prospects for success both during their academic journey and in their future professional endeavors. Life skills training equips students with valuable tools that will serve them well beyond their college years, ensuring a sustainable and fulfilling personal and professional life

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ENHANCINGWORKFORCE QUALITY THROUGH KNOWLEDGE MANAGEMENT POST NEP-2020

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In an era where technology rules and knowledge are the richest of all wealth, harnessing the synergy of the two becomes the most potent weapon for success. Simply put, it's all about commanding the wisdom leading from the right information at right time in the right form to the right information prior to the right time in the right form Talking about the business enterprises, where the marriage of technology and information forms the backbone, Knowledge Management (KM) calls for a strong undaunted commitment from the leaders helping the ensuing changes to acceptably percolate downwards. Considering organizational processes in Asian and Indian context, Knowledge Management will affect the workforce and their ways of working and put them through a significant phase of crucial change. Most new jobs and wealth creation are fuelled by international competitiveness of new knowledge base industries. Strategizing with KM significantly enhances competitive advantages, revenue growth and overall employee development apart from other tangible and intangible benefits.

The author feels privileged to be part of the most innovative, dynamic and relevant times in terms of knowledge harnessing and its management in every imaginable sector including business. The technological boom, explosion in almost every stream of knowledge, fast diminishing geographical boundaries, increasing foreign investment and business, the emerging knowledge society and the increasing context of global citizenship demands a paradigm shift in the way our business work force performs, is evaluated and consequently motivated into required directions leading to business success. Thus coerces our business systems to introspection, retrospection and extrapolations, making it pertinent that the tremendous momentum set rolling in these eventful years be channelized into new avenues as demands current national and global socio-economic scenario. Moreover, perspective limes of action based on learning from the past through Knowledge Management become paramount in the contemporary times where technology plays the role of a catalyst in any business organization. The speed of movement of capital, spread of technology, production of goods, distribution channels is unprecedented. And so are marketplace, pressures. Even the service sector has gone for a major revamp and when we talk about workforce quality, this is one domain that takes priority Business process outsourcing is now a common phenomenon. BPOs and call centres

have increasingly become the public appearance of many business organizations. Apart from the expectations of customers for instant solutions, this service modesty confronts challenges such as high pressure closely monitored environment, high rate of attrition, costly and lengthy training for new staff. In such an environment one can easily relate to the immediate need for Knowledge Management

On tracing the journey of information management to yield knowledge and consequently managing that knowledge to gain competitive advantage leading towards success, we come across the increasing complexity of the process as development took place. For managing knowledge in times of dynamic environments, business organizations need to keep in tandem with smart change. Knowledge management is an approach that can benefit all levels of workforce within an organization from senior middle and operational staff to those out in the field.

It is true that fusion of latest technologies is imperative to carry out the running of a business organization. However, even the most efficient use of these technologies would prove inadequate for enhancing workforce quality Talking about these business enterprises, knowledge management would be needed for building knowledge networks and communities of practices within these organizations. The marriage of technology and information has many implications and impacts on the way the existing human resource works. Knowledge Management will decidedly affect the workforce and their ways of working while leading them through a significant phase crucial to competitive advantage of the business organization.

We all are aware of the benefits of facilitating and driving the flow of knowledge across horizontal and vertical organizational channels, sharing answers, insights, expertise, ideas and information, most new jobs and wealth creation are fuelled by international competitiveness of new knowledge-based industries. Strategizing with knowledge management significantly enhances competitive advantages, revenue growth, supports collaborations and overall development. Other benefits include saving time, money and effort by learning from others experience to find better solutions more quickly, developing understanding of the challenges and solutions for work force improvement developing skills by supporting timely professional development improving results using the best knowledge and information to provide a foundation for new work achieving breakthroughs by working in collaboration to achieve innovation: strengthening relationships so that the human resource can learn from each other.

Before moving on to the knowledge management tools, resources, technology and techniques, it is necessary to understand the perspective in which we are discussing knowledge, knowledge management and its importance. Knowledge is a set of reusable abstraction that assists

understanding and provides meaning to decision making. To make a good decision, one not only needs information about the specific task at hand but also an understanding of the sector, i.e., a set of principles, models, templates or other abstractions. These are then reusable for making new decisions based on different information. An aspect that distinguishes knowledge from information is its being reusable unlike information which would relate to specific instance. Knowledge Management is a process which builds organizational intelligence by empowering people to improve the way they work for capturing, sharing and utilizing knowledge. Ideas and experience of employees, customers and suppliers are important elements, usage of which leads to better practice, strategy and policy resulting in enhanced organizational performance.

Decisions in a business organization are ultimately made by some or the other human resource at various levels of the organization hierarchy. Therefore, the Knowledge Management system, even if it is not mathematically provable or verifiable has to be sufficiently credible and stimulating so that it encourages the human workforce to explore and share their own understanding of a domain Knowledge Management involves a cycle of creation, use and recreation of knowledge. Understanding the essence of past experiences and current best practices in Knowledge Management, post NEP-2020 can lead to innovative breakthrough through strategies. Some of ……………..

Kevin Para

Current knowledge inexplicitly represented. It is processed by human brains (together with information about the specific issue at hand) leading to understanding, decision and action. This is sometimes accompanied by new ideas or hypotheses If supported the new ideas lead to innovative actions, and also to new knowledge that is added to the explicit representation of current Knowledge Case studies, rapid evidence review knowledge banks, technological infrastructures and enhancing are important tools, techniques and processes in Knowledge Management. Further, when we talk about workforce quality through knowledge management, connecting human resource to human resource assumes paramount importance. In this context Community of Practice (CoP). Knowledge Networks, professional network Peer Assist. Knowledge Cafe community computing, community networking, digital meeting places and Knowledge Mall are highly relevant Knowledge Management tools and techniques which provide a platform or shared context to the knowledge workers using technology which business organizations can use to enhance their workforce quality. However, the success of managing knowledge depends upon the devising of the ways by which knowledge is generated and created rather than the classical engineering techniques, the strategic view of Knowledge

management considers the synergy between technological and human issues necessary for organization's gain of competitive advantage.

More important than any IT system that can be implemented is the knowledge itself. Byfocusing on identifying workforce needs and issues, activities and initiatives can be recommended. Supplementing this bottom-up' research with a strategic focus ensures that the knowledge management initiative is aligned with broader organizational direction towards overall organizational goals. Since the Knowledge Management effects the work force and them ways of working, it requires a major phase of cultural change for its success. Organizations, especially the top management, would need to make transparent unambiguous connections between Knowledge Management, the way it would affect workforce management and performance management. For Knowledge Management to be adopted as a strategy for enhancing workforce quality by one and all, it needs to be gelled into organizations through various organizations business processes.

Knowledge Management should feature across all elements of the core competency framework of the business work force. The human resource should be required to demonstrate the effective use of knowledge resources available to them in achieving their organizational goal and future objectives. This should be taken up during performance reviews and appraisals. The job descriptions should include objectives in the responsibilities and requirements which in turn should involve finding, using, creating, managing and sharing knowledge appropriately within the available resources The induction process should encompass the Knowledge Management strategy, process, resources and individual staff responsibilities. The service planning process should include plans of Knowledge Management work and cost involved therein Knowledge captured as lessons learnt through various tools and techniques of Knowledge Management should be accessible across the organization through its internal communication channel for instance, its Intranet Specific Knowledge Management training is an imperative process which makes it easier for the workforce to adopt and implement Knowledge Management practices This also serves to raise the workforce awareness and emphasize the aspect that Knowledge Management is every ones responsibility and fits into all the business activities carried out by the organization.

As Eric Hoffer has aptly phrased in times of drastic change, it is the learners, who survive the learned find themselves fully equipped to live in world that no longer exists. Thus analysis, diagnosis and prescription regarding innovation in enhancing workforce quality through Knowledge Management in the context of Indian business organizations become the mandate of the hour.

One cannot lose sight of singular fact that successful innovation doesn't takes place without leadership. Wherever one finds excellence, innovation and consequent competitive advantage in the business system, it is directly connected to efforts of a workforce lead by a dynamic energetic and committed leader or group of leaders. We are in such a time of history where we will need more than intelligence, we will need the increased application of diverse intellect which gets propounded by application of Knowledge Management. The potential of human resource in business system has never been more promising. The definition of capability/ soft skills of work force will not be their qualification. It will be the ability to Learn, unlearn and relearn in an aura of Knowledge Management. It would not be out of place to add 'up learn'.

The bottom line is, that any number of technological advancements and infrastructural development would prove insufficient to bring about the necessary paradigm change. It can only be affected through a quality workforce. There is no bidding of adieu in a prologue of this nature The motto remains 'Charrevati, Charrevati, Charrevati'; the continuity in continuum.

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INNOVATIVE PEDAGOGICAL APPROACH: CONCEPT MAPPING

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Abstract

Pedagogy must evolve to make education more experimental inquiry based discovery oriented. Concept mapping strategy is an innovative approach to planning and organizing ideas. Concept maps can be used to plot ideas and to formulate concepts that are to be understood. It helps to develop cognitive psychomotor, affective skills. It provides opportunities to explore, observe, collect data, analysis, organize and interpret data and raw generalization.

Introduction

Pedagogy is coined from Greek word 'Paidos' (child) and agogos (leader). Pedagogy is the study of teaching and how the content is presented to students. It is the development of an educational process that helps learners gain knowledge.

Pedagogical approach is a method based on the development of inferential thinking. It recommends the use of teaching techniques that require exercise and thus, the development of thinking at all levels.Pedagogical approaches are knowledge comprehension application analysis, synthesis and evaluation.

Pedagogies help to improve higher order thinking and cognitive abilities among students. In innovation approach helps students learn at their own pace and take full responsibility for learning. It allows teachers to evaluate individual student's performance regularly. Pedagogy focuses on the evaluation analysis and compression that helps students develop cognitive skills.It can play a game changes role.

Benefits of innovative pedagogical approaches

☐ Improves quality of education

☐ Harnesses team learning

☐ No monotonous learning

☐ Convenient for special students

☐ Improves students and teacher communication.

The best pedagogical approach is that in which teacher plays the role of pathfinder and helps the students to gain their learning goals. According to NEP 2020 the five major approaches are constructivist, collaborative, integrative, reflective and inquiry based learning.

Constructivist approach nurture critical thinking capabilities among students. It focus on interactive learning and our students-centred, teachers have a dialogue with students construct their own knowledge. It is an innovative pedagogy approach in education where students are present in the process of gaining and understanding knowledge. In the present scenario one of the best constructivist approaches is concept mapping.

Meaning of Concept mapping

The concept map is a tool or device that was developed by Ausubel, Novak, and Gowin as a convenient and concise representation of the learner's concept/ propositional framework of a domain specific knowledge. The simplest concept map would consist of two concepts linked by "logical connectives" as in Figure 1.

The terms in the boxes are concepts and the verb or logical connective constitutes a "proposition".

The word concept may be defined as:

1. Something conceived in the mind.

2. An abstract idea generalized from particular instances

And has been defined by Ausubel, who's cognitive learning theory has been a guide to research on concept mapping, as:

". . . (Any) objects, events, situations or properties that possess common critical attributes and are designated in any given culture by some accepted sign or symbol."

Concept mapping technique has been implemented as a research study by Novak Gowin and General T. Johanson (1984). This is based on the principle, understanding concepts and their linkages are the essential features of meaningful learning. In concept maps the most important facts or ideas of learning material framed as map. It is a diagrammatical analysis. In teaching, to relate new knowledge to old, the teacher needs to know "Conceptual starting place" This is founded on Ausubel's Principle of learning, to ascertain what the learner already knows and then teach him accordingly. It taps into a learner's cognitive structure to know what the learner already knows.

According to Novak and Gow in (1984) it is workable approximation from which students and teachers can consciously and deliberately expand and move forward.

The concept map is a device for representing conceptual structure of a subject in a two dimensioned form, analogous to a road map. It is net work of concepts Network consists of nodes and links. Nodes represent concepts and links represent the relationship between concepts. Concepts and links are labelled and categorised.

Concept is the diagrammatic representation that presents meaningful relationships between concepts in the form of proposition. Propositions are two or more concept's labels linked by words which provide information or relationships or describing connection between concepts.

Need of Concept Map

Concept maps are useful classroom strategy for students and teachers.

(a) When constructed by students, they allow students to understand the relationship among the concepts.

(b) When student constructed maps they allow the teachers to see how students structure their knowledge and understanding of a subject of study.

(c) Teachers can identify missing or misunderstand concepts through the visual representation of concept maps.

(d) When constructed by teachers or experts they enable students to explore the structure to identify new concepts and to specify the key relationship between concepts needed for understanding.

Purpose of concept mapping

Concept mapping is a type of knowledge representation in a visual format. Jonassen and Grabowski (1993, P-433) state that structural knowledge may be seen as a separate type of knowledge. Several purposes of the concept mapping are:

•To evolve ideas

•To develop explicit structure

•To comprehend complex ideas.

•To assimilate old and new knowledge

•To evaluate and analyse understanding

Hence a reform in the teaching & learning of any subject is needed which can help students to learn more effectively and practically. One way to fulfil this demand is to use the various effective strategies like one of the strategy concept map is very effective strategy.

Concept mapping is method by which facts and experiences can be integrated and remain impress in the mind much longer than facts. Concept mapping is a method to visualize the structure of knowledge

Education aims at making children capable of becoming responsible, productive and useful member of society. Knowledge skills and attitude are built through learning experiences and opportunities create for learner in school. It is in the classroom that learners can analysis and evaluate their experiences, learn to doubt, to question to investigate and to think independently since the down of learning traditional teaching in our school is teacher centre and authoritarian. Here the teacher role is active and the students are passive participants. The students are expected to memorize the information and reproduce then in the examination, which hindered the overall growth of the children.

Conslusion

The aboue study provided understanding and important of concept mapping strategy. Concept mapping is the graphical representation which helps to develop cognition power. Like knowledge, understanding, application, skill etc.

It also helps to develop retention power. It is most effective than traditional leaching in school level as well as higher level students. Therefore the concept mapping strategy facilitation students learning meaning fully and improvement in all aspects cognition.

Role of NEP 2020 in Promoting Gender Equality

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Abstract

In Educational institutions gender Discrimination has been experienced. Girls are provided with less participation opportunities as compared to boys. In rural areas this problem has been more severe As compared to urban areas. Therefore it is needed to focus upon making provision of equal opportunities for girls. For addressing this issue National Education Policy (NEP-2020) was approved by the union cabinet of India on 29 July 2000. The Policy emphasises on the new vision of new education systems for elementary education to higher education as well as vocational training in both rural and urban India. This policy may be expected to bring about remarkable changes into the bleak scenario.

Keywords: NEP, Gender, women's education, Equality.

Introduction:

Education is the basic and important factor for achieving the goals of homes. It is the major tools that can help to liberate the country from backwardness and lead it on wards to progressive developed Nation. "Free and compulsory Education for All" this policy was initiated but the implementation is still wasting. In spite of all these provision Education women education is ignored & still it need to be improved in order to get gender to balance. The new education policy aims as universalisation of Education in India by decreasing gender gaps at all levels and ensures the practice of gender equity and inclusion in society. NEP 2020 emphasises on the removal of disparities and to equalize educational opportunities for women. This policy intends to improve women's leadership capacity and fostering women's participation in education. NEP would change the nation'seducational landscape as it focuses on making Education accessible, equitable and inclusive. This policy is a ray of hope for the apparent implacable darkness in the quest for girl's Education as getting basic education. The new education policy will play an important role if implemented, with strategic planning and functioning. There will be no gender gap in society.

Main Features of NEP, 2020 for Gender Education:

National Educational policy has been prescribed to approach Gender as a cross- cutting priority to achieve gender equality in Education. Gender inclusion fund is provided for quality and equitable education to all girls. The fund will focus on ensuring 100% enrolment of girls in school and decrease gender gaps.

The policy will emphasize the number of women on leading positions of the Institution will be introduced without compromising on merit in both educational & professional field.

NEP 2020 will put a special emphasis on the safety and security of female students both within and outside of the campus.

Institutions have to ensure harassment discrimination against women, This will boost the number of girls who attend the school.

The policy will identify social mores and Gender stereotypes that prevent girls from accessing Education and cause dropouts.

Local social entrepreneur's,,anganwadi staff and instructors will receive training on how to provide appropriate counselling to families of girls.

It will be required of all educational institutions to hold gender related awareness programmes to combat gender roles that perpetuate harassment and promote gender equality.

This training will aim to raise awareness of teachers about gender sensitive and inclusive class room management- The policy will concentrate on the Education upliftment of underrepresented socio-economic and socio cultural groups.

The curriculum will be gender-neutral and technology oriented.

The NEP also suggests for receiving vocational training in a college campus.

Government initiatives for the gender inclusion fund:

National Education Policy 2020 Provides gender inclusion fund (GIF) to build the nation's capacity to provide equitable quality education for all women & Girls. There are some special provisions and resources given by the governments. These guidelines are based on the matter of safety & security of children in school.

These are as follows:

Provision of free text books up to class 8th to all children

Uniform to all girls, SC, ST children and below poverty line children up to class 8th.

Kasturba Gandhi Balika Vidhyalaya-

☐Rani Laxmibai Almaraksha Prashikshan (self defense training for girls)

☐Incinerator & Sanitary pad machine.

The aim of these provisions of NEP to ensure no child loses any opportunity to learn & excel because of gender discrimination.

Conclusion:

The prevalence of gender inequality in education is a main barrier in the progression of the Education system. The major factors that promote Gender inequality are poverty, school infrastructure, discriminatory treatment with girls, child marriage, house hold responsibilities, illiteracy of parents etc. The NEP-2020 is expected to introduce changes towards removal of the Gender Gap. It is based on creativity, innovation, and more Emphasis to follow the gender neutral curriculum to promote the Gender equality. Thus the NEP 2020 is a visionary Practical Progressive approach.

REASERCH PAPER ON DIGITALISATION OF EDUCATION : PROS AND CONS

Tithi Trivedi

Abstract

Education is very important part in shaping of human lives. It acts as passport for our future as future is all about today's hard work. Education act as a key to the success of our future in which it is locked. It is very important for one to be successful in his/her life. When pandemic occurred everything in the world has been put to pause, then there came technology which changed our lives. Just sitting at our home we can connect to any other person or a group of person sitting at another corner of the earth. Digitalization of Education during pandemic came out as a relief as the education of the children or students is not going to stop at any point of time. Studying with the help of electronic devices such as laptop iPad tablets or PC game up with lots of advancement in education sector as well as other sectors too. Advancements of AI and ML came out as savior as well as destroyer. Online Learning has been growing to another level in India. People in India have started believing in online school. Due to this pandemic, technology has made it much easier for the students to learn and parents to make their children study.

Introduction

Transformation of learning features like notes, lectures, assignments, etc. into digital forms has further aided the prosperity of the online-teaching-learning experience. The learners as well as the educators can access their classroom virtually from anywhere asper convenience. Depending upon the tools and nature of the subject, the learning domain can be accessed from various devices such as laptops, tabs, mobile phones etc. Online learning is a combination of multimedia technology, video streaming, virtual classroom, voice mail, email, conference calls and online textual responses. There are various add-on features in online-tools to make the experience better (Kim and Bonk, 2006; Davis et al., 2019). Online-education can either be a component of blended learning (integration of face to faceinteractive class and online learning) or be an exclusively online event. However, such facilities have the indispensable requirement of the latest computing devices, access to tools and uninterrupted internet supply(Rasmitadila et al., 2020). Considering the socio-economic infrastructure of developing countries, such facilities are not available tothe majority of the suburbs and rural areas. Hence, the motive to disseminate education to the poor and remote sections of the nations is still quite far from being achieved.Nevertheless, owing to the pandemic crisis, governments are focusing their attention

on online communication and networking toease administration which might effectively lead to the propagation of online-education.

Methods

This study examined the scientific literature on the problems of digital transformation in the global and domestic educational activities, the use of distance learning and its impact on the development of motivation in terms of wide availability of digital space information and educational platforms in the form of massive open online courses (MOOCs). A survey of students about their attitude to MOOCs was carried out.

Conclusion

Digitalised education plays a vital role in India. The technological change has created a revolutionary change in the education sector. Digitalised education is very helpful for students to learn comfortably at home even using their smart phone, tablet or laptop. The adoption of new technology in class rooms by the teachers attracted students to learning rather than the traditional chalk and talk method. Furthermore digitalised education is one of the important sources of gaining revenue for the government and is really considered as a boom for the Indian economy. The use of digital tools creates certain challenges in the educational process, both for teachers and students. First of all, they must have digital skills and competencies. Not everyone is ready to make full use of digital technology yet. At the same time, the digital space creates ample opportunities for students for self-study and self-education. The education system under such conditions becomes more flexible, democratic, open and accessible, regardless of the location of the student. However, while the emergence of new technologies, while providing teachers with opportunities to create a variety of effective learning environments, many students prefer the traditional academic environment and contact forms of learning, despite the extensive use of social media in informal communication and the already existing digital literacy. Students' attitude towards MOOCs. The use of digital technology in educational activities significantly changes the learning process, content and tools. All this requires appropriate equipment and technology. Digital learning methodology must be built on a thoughtful integration of different technologies, which is a rather complex task that requires too many variables to be considered, including the provision of certified.

Discussion

Advantages of Online Classes

1.Online Classes Are Convenient

The first obvious advantage of online classes is the sheer convenience factor. Perhaps some of you are burdened by a lengthy commute after a long day. The thought of traveling to yet another location before heading home is an impossibility. Now, with virtual learning, you have the option of taking classes in the privacy of your own home while wearing your comfy slippers. You can search for whatever video you might have missed and catch up on class later! You could even make efficient use of your time commuting and attend an online course on the bus or train ride home. All you need is an internet connection and a computer or a smartphone educational trends and corona virus

2.Online Classes Are Flexible Not only have you saved hours by not having to travel to a physical location to take a class, but with online courses, you have greater flexibility in choosing the best time to study. You may not be able to find a face-to-face instructor to teach you Spanish online at 3 am, but your options are infinitely greater online. Online courses ultimately enable you to achieve your professional and educational goals in a manner that fits your schedule.

3.Online Classes Are More Affordable

The major advantages of online classes center around the tremendous amount of savings for the learning institution, which no longer has to rely on reserving a physical location to teach courses. This ultimately translates into more cost-effective classes for the student. Having to show up at a physical classroom location increases your expenditures as a student quickly. In addition to saving on the basics like books and supplies when you take classes online, you also save money on lunch and travel costs.

4.Online Classes Foster More Interaction

Some might assume that traditional learning in a physical setting is the most natural and best way to interact. But that's not necessarily true. In an online class, no student sits in the back row. Everyone sits basically front and center! Those that are too shy to ask a question in front of their entire class now have the option of initiating a live, private chat with their instructor. A student uncomfortable with broadcasting to the entire class may even opt to mute their microphone or disable their camera while continuing to participate in the lesson. A student with the ability to hide may seem like a disadvantage of online courses. But now, teachers have the option of administering online quizzes to ensure every student is engaged. They can edit and enrich videos to create a better learning experience online. In a physical classroom, the teacher may write notes on a blackboard, in hopes that students are jotting the information down themselves. With online learning, an instructor can write down notes on a digital whiteboard or even assign a student to write real-time notes that students can easily download after the class.

5.Online Classes Unlock More Learning Opportunities

Have you ever wanted to learn French, but simply never were available? Perhaps the small block of time you actually managed to carve out around a full-time job and family to learn how to code didn't coincide with class hours at your local community center. Was a school in your area even offering your dream class? Now with virtual learning, the sky's the limit for new training opportunities. With online education, students have the option of learning from instructors in any time zone all over the world, at potentially any time of day. A world of opportunity can now be accessed from your laptop or smart phone.

Disadvantages of Online Learning

1.Online Learning May Create a Sense of Isolation

Everyone learns in their own manner. Some students possess the ability to work independently, while others find comfort in their community on campus with easy access to professors or their fellow students. The good news is online virtual classroom platforms have been working to bridge those gaps, recreating the feeling of community in the virtual space by producing a series of tools that encourage learners to actively participate in live sessions. Online education must support the social aspect of learning to match the effectiveness of traditional classes.

2.Online Learning Requires Self-Discipline

Piggybacking off the sentiment above, being part of a community and physically attending classes increases accountability. If a student does not feel they are getting the proper guidance, they may not have enough self-discipline to fully engage in the lessons themselves. Moving to virtual, real-time classes instead of just online courses gives a greater sense of accountability. Tools like live quizzes help assess understanding in real-time, while breakout rooms encourage group activity. These tools help foster accountability and keep students engaged.

3.Online Learning Requires Additional Training for Instructors

Online classes imply an initial learning curve and extra effort on the teacher's behalf to create a successful online course. Instructors need to get a deep understanding of the different approaches to teaching and learning to avoid just replicating the physical class environment and miss out on all the added advantages and tools that Learning and blended learning have to offer. Of course, instructors also need proper training to tackle the technical aspect of online learning: the use of video and audio recording equipment, virtual classroom and lecture capture software, and of course the Learning Management Software (LMS). The combination of all these new skills represents a steep learning curve for the teacher, but thoughtful investment in proper training will pay off tenfold for the institution, the teacher, and the students alike.

4.Online Classes Are Prone to Technical Issues

The classic disadvantages of online learning center around technical problems. Nothing disrupts an online lesson more than audio, video, or connection issues. Many times in the past, students were required to download and/or install cumbersome apps or technology that would deliver inconsistent performances. Luckily nowadays, online classes can be accessed through the click of a link without the need to install anything. Internet connections throughout the world have improved dramatically. Additionally, people's devices have gotten significantly better.

5.Online Learning means more screen-time

It's pretty much inevitable in 2022, but darn do we spend a frightening amount of time in front of screens. Online learning sadly contributes to this problem. Excessive screen-time can lead to all sorts of physical ailments like poor posture or headaches. But it can also be a personal issue to students who struggle with learning from or focusing on screens. Especially since the internet is geared to distract students with social media and entertainment just a click away from the learning material. The better online learning platforms and software out there have all kinds of tools and features to help students staying attentive and engaged.

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DIGITALIZATION OF EDUCATION AND GROWTH OF DIGITAL FINANCIAL SERVICES IN RURAL AREAS.

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Abstract

The New Emphasis on Education with a Twist of digitalization has come with a boom to nation NEP 2020 will definitely be useful of many people specially of rural areas in not just getting education but also in using this medium to enhance their use of financial services. Digital platforms will be the hosting and connecting ground in future for all possible function, so we can be quite confident of getting financial services through digital medium once digitalization of education is done property.

Keywords: Digitalization, Rural Banking, India, Growth, Issues

Introduction- Digitalization fills the modern world; the banking industry is no exception to it. Digitalization, without which we believe that the world is nothing, has become an integral part of our lives. Digitalization plays a leading role in the fast-moving world. For development, most sectors of the economy rely on digitalization, and the banking sector is no exception. Compared to those countries that are lagging behind in embracing digitalization, the countries that respond to it quickly perform exceptionally well. Because of the financial assistance it offers for other sectors and thus facilitates the formation of capital, the banking sector is known as the growth sector of all other sectors. Though India is one of the world's fastest growing countries, it is lagging behind in introducing digitalization to the banking industry. It is true that banking digitalization would bring economic revolution; there is a need to take some important steps toward rural banking digitalization. According to the study jointly conducted by the Associated Chambers of Commerce & Industry of India and Ernst and Young India (ASSOCHAM-EY) report on 24 July 2017, 19 percent of the population remains unbanked even after the introduction of Jan DhanYojna by the central government. Digitalization plays an important role in delivering improved services to those areas where financial inclusion is not present. This conceptual paper highlights the numerous problems and challenges involved in introducing rural banking digitalization.

Review of Literature

Sharma (2012) The author explains the need in rural areas for internet banking. Rural people are strongly dominated by the Indian economy. There are around 6 lakh villages in the country, with 70% of the population still living in rural areas. Because of the complex existence of the rural economy and its livelihoods, serving this large population base is not a simple job. It is necessary to provide services which, with the aid of the current banking system, conventional banking institutions might not be able to provide. There is also a need to establish an alternative service solely for the rural poor.

Dhanrajetal (2016) the authors tried to explain the role played by regional rural banks (RRBs) in shaping the rural economy and the structure of rural credit. In the year 1975, the RRBs were developed to form the rural economy by providing the needy segment with credit. Owing to their inability to access credit, these segments were excluded from formal banking systems. The capital requirements are intended specifically for small and marginal farmers, small-scale rural producers and workers.

Deshpandeetal (2015) in developing rural villages, the authors describe the role of ICT. A country's economic development is wholly dependent on the growth of both urban and rural areas. A higher growth concentration in urban areas would not be able to meet the growth goal. As a consequence, the nation will shift in a backward direction.

Importance of Digitalization in Rural Area

Digitalization of rural banking is very helpful in financial inclusion and helps the economy to grow faster with the development of all other sectors. Some of the significances of digitalizing rural banking are:

☐Increases Efficiency: digitalization of banking increases the efficiency in banking sector and enables smoother transactions.

☐Fast and furious: digitalization will reduce the time of transaction and thereby encourages easy flow of funds compared to traditional banking.

☐Vast coverage: digitalization of banking covers large number of people and has wide coverage.

☐Improves the quality: Digitalization will improve the quality of service of the banking sector compared to traditional banking.

☐ Less human error: Digitalization of banking maintains proper records of transactions and thereby reduces the human error.

Environment friendly: As digitalization of banking saves paper and trees it is more of environment friendly.

Increases Investment: Digitalization of banking leads to quick and easy access to various banking services and thereby increases the investment activities in the country.

Less cost: Digitalization of banking reduces the cost of printing currency notes as there is no usage of hard cash and less cost in maintaining records as its available online.

Some challenges of Digitalization in Rural Area

Compared to urban India, literacy rates in rural India are low: it is obvious that the use of digital banking services requires education. According to the survey report, 29% of the rural population lacks literacy, which is the biggest obstacle for rural banking in introducing digitalization. During the National Sample Survey (NSS) 71st Round, January to June 2014, carried out by the National Sample Survey Office (NSSO) under the Ministry of Statistics and Program

Implementation, the specifics are part of a survey on 'Social Consumption: Education'.

Lack of infrastructural facilities: rural banking digitalization includes the availability of infrastructural facilities; we mainly consider electricity and communication networks here. According to the World

Bank Survey, nearly 96 percent of villages in India are electrified, but only 69 percent of homes have electricity connections.

Less mobile users: the amount of people using smart phones in rural areas is far smaller, which is a significant impediment to the digitalization of rural banking.

Lack of banking habits among rural people: because of a lack of banking knowledge and a lack of financial literacy, most people in rural areas do not have access to banking.

Network problems in rural areas: internet networks are a challenge where there are less digital payments that need to be tackled in rural areas.

Lack of financial literacy: There is far less financial literacy among rural people, so people are not aware of various types of payments.

Objectives of this Study

To analyze various issues and challenges in implementation of digitalization in rural banking.

To analyze the factors influencing the Digitalization of rural banking- such as Communication

☐ Networks, education, occupation, income, gender, socio-economic status.

☐To analyze what needs to be done and what has been done in digitalization of rural banking.

Conclusion

We can bridge the gap between rural and urban areas with the introduction of digitalization for rural banking, as it encourages higher levels of investment activities. Digitalization helps to preserve transaction records that the customer and banker can easily access. It is also beneficial for the government to introduce different plans and reach out to individuals, the best example of which is DBT (Direct Benefit Transfer) via bank accounts, which reduces the leakage of government funds. Digitalization helps to bring India into the world's corruption-free nation and also helps to fight money laundering and collect taxes properly. There are enormous chances that the cashless economy in India will become a rural economy. Another way is to build awareness among rural people about digital transactions and financial literacy through collaborations with various educational organizations and NGOs. Multilingual online payment systems, that is, mobile applications in regional languages, can also be provided to facilitate transactions.

However, digital payments can lead to new potential technologies, as well as to the promotion of digital payment dispensing in the rural sector in an upgraded state.

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The Use of English Language as a Global Trend in Modern Education

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Currently, English is a language that is extensively practiced across the world. In the contemporary era, it is recognised as the "empowered language." It is the language that is most frequently taught as a crucial one across the world. English is a key component of the global contact system and is crucial to education. Additionally, this is utilised for intrastate and interstate interactions. Because of the enormous linguistic and ethnic variety in India, English may be seen of as a crucial "bridge" language. A new instrument for written and spoken media in the field has been made possible by the rapid growth of IT, research, biology, irrigation, education, mass communication, computer and operating systems. English is spoken all around the world, not because it is required but rather because people have realised it. Although most individuals are physically able to speak, we must learn how to speak clearly and successfully. By monitoring others and basing our actions on what we observe and sense, we may improve our speaking, listening, and understanding of verbal and nonverbal clues. A few communication skills are also explicitly taught to us in the classroom. by putting those abilities to use and having them appraised.

Even if there are certain differences in customs, civilizations, traditions, regions, and idiosyncrasies, the globe has gotten smaller, more accessible, shareable, and familiar for all people living on our planet in the twenty-first century thanks to the usage of English as a shared tongue. Since English shares many characteristics with other languages, it is widely used by people who speak hundreds of other languages. The lives of people all over the world are changing drastically as a result of the technological and scientific advancements.The upshot is that everyone must maintain positive relationships with one another since the globe has become a small community. Additionally, economic, trade, and commerce have expanded internationally, and the majority of corporate organisations have offices worldwide. English acts as a universal language and a global language to develop contact between nations in science, technology, commerce, education, travel, tourism, and other fields. It is the primary language used by commercial organisations, the internet, scientists, as well as the higher education and tourism industries. We need to talk about English's position as a worldwide language because it dominates practically all disciplines in the current globalised world.The majority of conversations throughout the world take place in English, which is why this article

emphasises its significance as a universal language. It also demonstrates how extensively English is utilised in industry, academia, and scientific research. This essay also discusses the advantages of using English as your primary language of communication in the travel, tourist, and entertainment industries. This essay also emphasises how crucial English is for both job and education.

Of fact, as a worldwide language, English has some nations where its native speakers may be found. Among the thirty territories that use English as their primary language are the United States, Canada, Britain, Ireland, Australia, New Zealand, South Africa, and a number of Caribbean nations (Crystal, 1997; Graddol, 1997; Komin, 1998). However, just because individuals in those nations use English does not grant it a special position as a world language. English becomes a global language due to the exceptional respect that people in other nations accord it, despite not speaking it as their first language.English is employed as a language of exchange in a variety of settings, including the judiciary, the media, and the educational system. There are more than 70 nations where English is taught as a second language. Because English plays such a vital role in these nations, learning the language as early as feasible is advised. English may coexist with other official languages, such as those of India, Singapore, and Malaysia, or it may be the sole official language.

English is gradually taking over as the universal language of instruction in educational institutions throughout the globe, from elementary schools to universities, according to the preliminary findings of a research by the British Council and the department of education at the University of Oxford. According to the survey, university administrators frequently view English as an instructional language, a tool for drawing in financially rewarding overseas students, and a method to raise their institution's standing in worldwide university rankings. While lecturers are more utopian, they claim that it might enhance the flow of ideas and foster better international relations.It is undeniable that teaching English has drawn the attention of many nations. It comes as no surprise given the significant impact English education has had on the trade balance of those nations. It has been clear for more than 30 years that the majority of people use English, an international language, to communicate with those in other countries. When a representative and a multinational firm communicate, English is nearly always the language of choice. English is the most widely used language in the world for international trade, diplomacy, mass entertainment, international telecommunications, and scientific publications, among other things. It is considered to be the first global lingua franca because it was the first language spoken on the planet.

English is a gateway language for academic success. Of course, speaking English will provide you the chance to study with the greatest academics if the best programme in your subject is located in a nation that speaks it. English is used as the primary working language by the increasing number of international academics, students, and professors who attend Western universities. Some of the essential measures to success in academia include studying, teaching, participating at international conferences, and publishing in foreign journals. Excellent English is required to present at these conferences and publish in these publications.

English proficiency is becoming more and more valuable to journalists and writers all around the world. With strong English, you may obtain background information from international wire services, publications, and magazines from all over the world, even if you write your stories and do your interviews in your own tongue. You can speak with foreign ambassadors and businesspeople and perhaps even travel abroad to cover topics. If you speak English well, you can use English-language information sources more quickly and correctly without the need for interpreters.

English as a global language will coexist alongside local languages in the future . It calls for the use of regionally appropriate English as well as regional languages for international communication in the area. This trend results from persons in the outer and growing circles being aware that they should utilise English while still using their native language. English should so compete with regional languages that are still spoken or perhaps coexist peacefully with them in order to preserve its position in the global environment.

People all across the world have used English as a first language, a second language, and a foreign language. The speakers of English in the outer and increasing circles may feel mixed emotions of elation and disappointment as a result of English's dominance over regional tongues. As a result, they handle English in a way that forces it to bend to their will. They use English in the way that they like. In regional forums and interactions, they will endeavour to speak their native tongue(s) in addition to English. Thus, the function of English in the regions may change in the future as the local languages dispute English's standing in regional communication.

Analysis of Multidisciplinary Approach from Future Perspective"

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Present Paper is an attempt to analyze whether multi disciplinary approach is beneficial for preparing learners towards future needs or not. No Doubt, no Subject can be studied in isolation, as they all are Inter- related to each other and their application too. Every discipline has its own utility but the learner has to apply its knowledge in different aspects of life as well as society. In general way study of particular subjects or discipline help the learner to attain mastery in that particular subject or discipline. Multidisciplinary approach may widen the view of learners to the Knowledge of that particular subject or discipline.

Here the researcher has some Questions in the mind that –

 What are the pros and cons of multi disciplinary approach?

Will Multi disciplinary approach make the learner jack of all and master of none?

How to use multi disciplinary approach for better understanding of subjects among learner? This Paper will focus on answering all the above questions and may help to all the stake holders to makemulti disciplinary approach an effective tool for menitoring learners according to changing needs of society. Key concepts – Multidisciplinary Approach (MDA): "Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue" In Multidisciplinary approach multiple disciplines are used to study the same topic. It is a comprehensive way to explain an idea topic or text by integration of various subjects or disciplines. It enhances the scope and depth of learning. It helps to develope broader view towards a particular topic or idea. NEP and Multi disciplinaryApproach :-NEP 2020emphasizes on multifaceted development of learner by integration of multiple disciplines. Basic aim of multi disciplinary approach to NEP 2020

According to NEP 2020 Basic aim is to integrate Arts stream With "STEM" – S – Science T – Technology E – Engineering M – Mathematics

Integration of Arts with STEM

According to NEP 2020. Education must enable students to face challenges and needs of modern era, by developing soft skills as well as hard skills among students. Soft skills (life skills)

1. Communication C

2. Adaptability A

3. Integrity I

4. Cooperation C

5. Team Work T

6. Leadership L

7. Accountability A

8. Compassion C

9.Empathy E

10 Resilience R

Hard Skills: Mastery in particular Subjects.

Research Question. 01.What are the pros and cons of multi disciplinary approach? Pros and cons of MDA

S. No. Pros Cons

1. Privilege to choose subjects, courses, Program from various fields Distractions due to Variety of subjects.

2. Pragmatism & flexibility May create confusion

3. Improved motivation Lengthy decision making process

4. In erased diversity Increased conflict

5. Boost in creativity No Mastery only jack.

Sesearch Question 02:Will Multi disciplinary approach make the learner jack of all and master of none? There is famous idiom " So Many cooks spoils the food" Simultaneously Studying various discipline at higher level may lack focus in a particular fields and create confusion. Nodoubt MDA is an effective tool for multifaceted development of leanness, but output may be dependent on the ability of learner too. Hence capable learners can developmore but average student may not. MDA May lack in specialization therefore expertise in different fields may suffer. Research Question 03:How to use multi disciplinary approach for better understanding of subjects among learner? The Success of any innovation or technology depends mostly how we use it.As Wrong use of any medicine may leads to severe complications, similarly if we use it properly it will Provide better Results. Collaborative Teaching / Team Teaching may be used to get betters results of multidisciplinary approach. Some examples of multidisciplinary approach.

Google Classroom as a tool to Enhance English Language Teaching

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Abstract:

In an effort to integrate information technology into their pedagogical methods, many English language instructors today are turning to what is known as "Blended Teaching/Learning." They frequently augment and enhance their physical classroom instruction with online tools like Google Classroom, which goes beyond the conventional limitations of the conventional educational system. In their respective roles, teachers and students can interact as needed from anytime, anywhere, thereby accelerating the teaching-learning process. Unique Features like constant connectivity, anytime feedback, assignment creation, submission, and grading, file sharing, virtual contact and collaboration, etc. may help to specifically assist English language teaching (ELT).

Key Words : ELT, Google Classroom

Introduction

Information technology has significantly increased in the twenty-first century, affecting all fields of knowledge, including pedagogy. The virtual dimensions have been accepted by teachers as they have looked beyond the boundaries of their actual classrooms. With technological, theoretical, and pedagogical foundations, virtual words or, more correctly, virtual learning environments have grown astronomically. In every subject, teaching and learning have been demonstrated to benefit from virtual interactions and partnerships. Teachers and students are becoming more and more reliant on various e-learning platforms as time and technological advancements progress.

With the widespread use of computers, laptops, smart phones, and cheap internet connectivity, professors and students may communicate outside of conventional classrooms, which makes teaching and learning more engaging and efficient. In the course of technological advancement, a variety of programs have evolved that enable holistic administration of the online learning process, including blended learning. These platforms, which are e-fallout, learning's serve two purposes in the teaching and learning process. Firstly, They help in managing content

(formative assessments, class work, etc.), collaborating synchronously (chat, online meetings, etc.), and non-synchronously (forum, blog, etc.). Additionally, they support the administration of students' courses (Weller, 2007). The dual functions that technology is bringing about are becoming more and more clear each day, and educators and administrators are happy about them.

There are two ways that teachers can incorporate this concept into their professional responsibilities. Either they completely eschew face-to-face interaction and just utilize virtual platforms, or they alternate between teaching using printed materials in the physical classroom and soft materials in the virtual classroom. Identical feedback is given to all students. The second choice, known as "blended teaching/learning," strikes a balance between "traditionality" and "modernity" (Tucker et al, 2016; Garrison& Vaughan, 2007). In recent decades, several technological innovations have been made to aid in teaching and learning. For the benefit of their pupils, ELT practitioners have embraced them. The usage of one such technology tool, Google Classroom, is highly popular by language instructors.

What Google Classroom has to offer :

Google officials introduced Google Classroom as a way to complement traditional classroom-based teaching and learning with online resources. Since its first launch in 2014, Google Classroom has gained a lot of recognition and popularity among educators. It is praised as a free online tool that makes it easier to create, distribute, and grade assignments while allowing teachers and students, to exchange materials. Assignments for Google Classroom are kept in Google Drive, and writing is done in Google Docs, Sheets, and Slides. Additionally, it is linked to Google Calendar and Gmail, which are used for communication and scheduling, respectively. An automatically produced course code serves as an invitation for students to enroll in a class. Assignment submission options include writing in a text the field or attaching files. After login, a Google Classroom page may look like this:

The calendar and classes are displayed when you click the triple-dash button on the left temple. User identification will be shown on the right temple. In the top-right corner, in addition to the user's identification, there are buttons for Google applications and for creating and joining classes. To carry out the essential academic tasks, the instructor can click on any course that is displayed on the page and enter it. We'll examine a few distinctive Google Classroom features:

a) People and Stream: Two top buttons, labeled "Stream" and "People," can be found on a specific page by the teacher. The teachers' posts are included in the stream, as well as students visible in the center. On the left, it includes upcoming activity, class drive folder, classroom

calendar, Google calendar and topics created by the teacher. People include the identity of the course teacher and all the students enrolled in the course.

b) Specific tasks: The teacher can perform five kinds of tasks through the stream section. The tasks are creating announcement, creating assignment, creating quiz Assignment, creating question and reusing post. All these can be done following some easy procedure. The students will respond to any task as per instruction.

c) Sharing files: The teacher may share any file relating to lesson, course plan and rubric with the students. The students may also upload their own files and share with the teacher and fellow students. Besides uploading files, the students may directly write on the text box and post it for the assessment of the teacher.

d) Enrolling students: The teacher has to enroll students before they are able to respond in the course work. The teacher will provide a course code to the students, through which they will enter the course and perform their assigned activities. The course code will be generated automatically when a course is created and it will be visible just below the course title.

e) Collaborative task: The teacher may create a task and ask his/her students to solve it. Students, one by one, can put in their contributions bit by bit and come to a solution collectively. For example, the teacher may ask the students to write an essay and students may develop it gradually under the guidance of the teacher.

f) Checking scripts: The teacher can read the students' posts and mark them according to their merits. The teacher may publish the marks along with the evaluative comments. The students will get an idea of their performance and how to improve for better performance. An evaluation page in Google Classroom may look like this:

Advantages of Using Google Classroom:

Google Classroom offers great advantages, boosting the capacity of teachers in the profession of ELT and other disciplines. They hold the obvious advantages of accessibility, flexibility, and adaptability as may be the case with any web-based learning system (Gallagher et al, 2005). Some well-perceived advantages of the two platforms are listed below:

1. Freedom from Routine: The tools free the teachers and students from the confines of the classroom and routine. Teachers can interact with the students even when they are not present in the scheduled classes as fixed by the administration. The teachers and student may connect to one another registered in the systems via the internet anywhere any time. They may work at home or garden, and at noon or midnight, as they wish.

2. Uploading Teaching Materials: The teachers may upload the soft forms of their lesson plans and lessons in the portal. Not only text materials but also audio and video materials are possible to upload. The students may check and download them at their convenience. If the teacher wishes, he/she may upload a chapter or a whole book for the students to read at home. They may come to the class prepared and contribute better to the discussion initiated by the teacher.

3. Avoidance of Paper and Paperwork: The platforms can do without paper and paperwork, avoiding a negative impact on environment. Traditional teaching/learning depends heavily on printed materials. Students' assignments, after grading, turn into garbage, requiring disposal. A virtual classroom avoids this hazard. It also saves money since the costs of buying reading and writing materials are reduced to a great extent. One soft text may be copied numberless times.

4. Organizing Files: Teachers can upload and organize files virtually and use them whenever they need. Not only the teachers, the students can also organize their files better in virtual environment (Latif, 2016; Shaharanee et al, 2016). It is much more convenient than the dealings of hard copies.

5. Overcoming Limitations of Physical Infrastructure: The platforms may transcend the limitations of physical infrastructure. They may be used even if there is no physical classroom. The materials are soft' and work is done via computers, laptops and smart phones. Thus they may reduce costs of infra-structural development, which might be favored by administration.

6. Uninterrupted Teaching: During natural disasters like rains and floods, and society induced

crises like strike and violence, it is possible to conduct classes with these platforms. Again, in the situation of severe traffic jam, the teachers and students may even stay home and interact with one another. Thus progress of academic activities as per semester plan is not hampered when these platforms are used.

7. Enhancing Teaching Efficiency: Teachers can enhance their efficiency of teaching with Google Classroom training and ensure quality education (Iftakhar, 2016). The ability to work with computer and internet will turn the teachers into expert online educators, who can reach greater circle of learners in wider geographical periphery, with the extension of their professional roles and responsibilities (Gray, 2016; Nagele, 2019).

8. Promoting Digitization of Institution: The practice of Google Classroom increases the digital image of an educational institution, which may have a positive influence during the process of national and international rankings. The platforms enhance digital literary, ensuring optimum utilization of digital technologies (Hazemi, Stephen, &Shneiderman, 2013).

6. Limitations of the Google Classroom however are not devoid of limitations. They are not real substitutes for physical classrooms. The contact and face-to-face interactions between teachers and students is essential for many courses which are aesthetic and

practical in nature. For example, music and art classes can hardly be conducted effectively without the presence of a teacher. There are other limitations which are mentioned below:

1. In most of the cases, teachers engage themselves in Google Classroom as an additional workload but they are paid additionally for it.

2. Students learn manner and courtesy in the physical classroom, but Google Classroom do not promise to teach so.

3. Google Classroom are dependent on computers, certain configurations and internet. They cannot be used where these equipment and services are not available.

4. Using Google too much may cause computer addiction, affecting both physical and mental health.

5. Personal data in these platforms may be misused in violation of privacy. They may be used for business and other self-interests.

Pedagogical Philosophy

Google Classroom are founded on the basic principles of interaction and collaboration/cooperation. Interaction is ensured with teacher's creation and conduction of a course and students'enrolment and attendance in that course. And, of course, it is accomplished in a virtual environment. Interaction is deemed to be a key learning strategy here. The more interaction, the more learning.

Conclusion

Google Classroom may be said to be twin boons of modern information technology. In the present world, ELT practitioners, like teachers of other disciplines, use them mostly as supportive teaching facilities to attain their professional objectives (Al-Maroof& Al-Emran, 2018; Al-Emran& Malik, 2016; Su, 2006). Teachers and students become smarter with the use of technology. However, the technological tools are yet to be recognized as the complete alternatives to physical classrooms. Their role is rather supplementary. Teachers provide additional teaching services through them. Students get extra care from their teachers outside their routine classes. The educational institutions around the world take two approaches to the use of such e-learning platforms. In one approach, it is obligatory and in the other, it is

optional. In the former one, the teachers and students are bound to use the tools as part of their academic

activities. In case of the latter, the teachers and students use the tools out of their own interests to reap additional benefits. As the trend goes, it seems that more and more obligation will be in order.

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A study of "Plastic Waste Management" with emphasis on Bhopal City

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Abstract

The effective management of waste, particularly plastic waste, is a significant and complex issue that has direct impacts on public health and the environment. Bhopal, known for its lakes, is facing this challenge as well. Plastic waste is generated in large quantities during plastic extraction activities, resulting in approximately 600 metric tons of solid waste per day in the city, of which 10-15% is plastic waste. Waste collection primarily relies on street sweeping, and newer collection methods have not yet been widely adopted. This method, however, is challenging for individual sweepers who are responsible for cleaning a 10,000 square foot area. Unfortunately, plastic waste is often not stored adequately at its source and instead disposed of where it is generated. Moreover, recyclable waste is not segregated correctly and is often mixed with garbage, leading to disposal at various locations. The city has designated 75 acres of land 16 km from the city for waste disposal, and the M.P. Agro Development Corporation has established a compost plant with a capacity of 120 metric tons per day. However, proper management of plastic-contaminated waste is essential and requires planning, engineering, organization, awareness programs, and proper storage, collection, transportation, processing, and disposal methods. This approach must be environmentally sustainable and incorporate principles of economy, aesthetics, energy, and conversion.

The present study provides a case study for plastic waste management in Bhopal and highlights the need for more attention and better management techniques to address the alarming physical characteristics of waste. We must take responsibility for the plastic waste we generate and recognize that there are no easy solutions to the problems we create.

Introduction

Over the last few decades, the production of plastic materials has seen a steep increase, leading to a 5% annual increase in plastic contaminated waste. This trend is exacerbated by the notion that new plastic products are cheaper to discard rather than reclaim. The management of plastic waste is an essential housekeeping service for urban dwellers to maintain their quality of life,

yet the weaknesses of plastic waste management systems in many cities in India are associated with institutional weaknesses, shortages of manpower, financial resources, inadequate technology, insufficient coverage, improper collection, transportation, disposal, and a lack of overall planning.

Bhopal, located in the Madhya Pradesh province of central India, is renowned for its rich natural resources and cultural diversity. The municipal corporation of Bhopal spans an area of 285.88 sq. km and can be classified into four categories, including the old city, new city, BHEL area, and village area.

Location Area

Old City 41.58 Sq. Km.

New City 77.97 Sq. Km.

Bhel Area 44.18 Sq. Km.

Village Area 122.15 Sq. Km.

Of this area, only 77.25 sq. km is classified as developed, with the remainder consisting of open spaces, water bodies, and other unplanned peripheral areas. Some of these areas have been used as dumping grounds for plastic waste since 1950.

Unfortunately, the plastic contaminated waste has started adversely affecting the ecological and environmental aspects of the city, further deteriorating the life-sustaining aspect of the lake and the city.

Study area : The population of Bhopal city is triplet and in 2001 it touched at 14.33 Lakh.

Solid waste generation :

Total generation-600 tones/day

Waste generation per capita-0.43 Kg/person/day

Plastic waste composition-2.0% weight

Solid waste management-

Collection rate-60-70%

Recycling-carried out by scavengers

Composting private company, compost 20% (120 tones/day) adjacent to the landfill site

Composed is sold commercially

Landfill-75 acres, open dumping

Expenditure -25% of municipal budget current cost recovery includes a conservancy tax as part of property tax/sanitary tax

The city comprises of 66 wards and 11 zones, and the elected body serves a term of 5 years. The municipal corporation carries out its functions in accordance with the provisions of a governing act. The Chief Executive Officer holds the position of Municipal Commissioner, a senior administrative officer. The Municipal Commissioner oversees a team of municipal officers, which includes 1900 personnel for street sweeping, 300 for transportation, and 580 temporary laborers for waste collection and transportation in the Solid Waste Management (SWM) department of Bhopal Municipal Corporation.

Studies on plastic waste indicate that only 7 to 15% of plastic waste is currently recycled, and establishing the exact amount of waste recovery is a challenging task. Various types of plastic-contaminated waste can be recycled to produce different products; however, the recycling process and its environmental implications require further study. While recycling can assist in reducing the amount of waste, it may also lead to pollution problems. There is a pressing need to develop simple processes for segregating refuse and producing the desired reclaimed product. The establishment of a Plastic Waste Recycling Center (WRC) in Bhopal is crucial in addressing these issues.

Plastic waste management at Bhopal city

In Bhopal the present system of plastic waste management can be depicted as follows (Figure 1)

The M.P. State Agro Development Corporation has established a compost plant with a capacity of 120 MT/day. The plant is currently operating at 60% of its installed capacity. The Corporation has provided 20,000 sq.ft. of land for the compost plant, for which the company pays a lease rent of Rs. 10,000 per year.

The city has designated a 75-acre area for waste disposal, where all the waste generated in the city is deposited. This landfill site is located in Bhanpur village, approximately 16 km away from the city. Unfortunately, there is no scientific method of waste disposal currently in place.

Types and numbers of vehicle used for transportation of plastic waste

There are 990 official communal wastes storage sites for the Bhopal city. Which are

1. Open sites   50

2. RCC rings   350

3. Containers   300

4. Metal containers   210

5. Kachra ghar (dust bin)   80

Total 990

A recent survey has highlighted the vital role played by rag pickers in garbage management. They are responsible for collecting recyclable materials from dumpsites and are an excellent example of effective segregation of waste within dustbins. Since they earn their livelihood from discarded materials, they possess a good understanding of area-wise operations within the city. It has been observed that each group of rag pickers is assigned a specific item for segregation tasks. Subsequently, the segregated waste is sold to a kabadiwala or recycling party.

It is recommended that plastic waste should be separated from other waste at the source of generation, and appropriate bins or bags should be used for recyclable and non-recyclable plastic waste. The responsibility of keeping public places clean and tidy rests with all members of society and the success of this operation requires cooperation and participation from the public. It is essential to avoid littering plastic waste on streets, footpaths, open spaces, drains, and water bodies. The Bhopal Municipal Corporation (BMC) conducts awareness programs, and NGOs are encouraged to participate in Plastic Waste Management (PWM) practices.

The BMC has instructed the public to segregate recyclable plastic waste from domestic waste, and there is a need to establish a Plastic Waste Recycling Center (PRC) for proper disposal of plastic waste. Domestic and biodegradable waste should be collected daily, while recyclable and non-biodegradable waste should be collected periodically from the source of waste generation.

Observation Tables

(A) Physical Characteristics of waste

(B) Chemical Characteristics of city waste

(C) Characteristics Landfill leachates

Source: CPCB

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Opportunities and Key Consideration for Stakeholders : National Education Policy 2020 and Entrepreneurial Ecosystem

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Abstract:

India's vision of becoming a USD 5 trillion economy by 2025 can be achieved when the Indian population will resort to entrepreneurship which will require them to be innovators and entrepreneurs. India being a young country will have to develop and promote an entrepreneurial ecosystem right at the grassroots level of education in schools and make policies that are competent, efficient, and resilient along with self-generating and self-sustaining. There is an urgent requirement of addressing the gap between theory and practicality of entrepreneurship education. A strong backing of institutional support for significant initiation of policy will define new venture creation. An industry-university collaboration will open new avenues of innovation, technology exchange and fostering of entrepreneurial spirit. The creation of entrepreneurial ecosystem will involve people participation and building their capacities through entrepreneurial education. This paper reviews initiatives of various institutions, in India and abroad, for developing an entrepreneurial ecosystem by bringing in technology that involved innovation, value creation for all stakeholders and enterprise creation through entrepreneurship education and suggests ways for their proper implementation.

Keywords: Entrepreneurship; Entrepreneurial Ecosystem; Institutional Support; People Participation; Venture Creation

1. Introduction

Entrepreneurship education should be ordered at an early stage of schooling to yield results and a proper system is required to address the problem of the gap between the theory and practicality of entrepreneurship education.

Individuals and organizations interested in starting new enterprises need institutional support to make plans and initiate efforts to better the prospect of their venture which significantly underlines the importance of policy-making and its underlying impact on new venture creation.

The industry-university collaboration can provide new grounds for engagement of technology, innovation and entrepreneurship which can help address problems of under staffing, cultural differences and lacklustre collaborative partnerships.

Developmental strategies of the government can be redefined through social entrepreneurship as it brings with it inclusive economic growth, wealth creation, and social change as

developmental outcomes are now closely linked to industrialization which involves making people participate in the market as consumers and producers by building their capacities through entrepreneurial education.

Entrepreneurship in youths is a cognitive process driven by beliefs, attitudes and past experiences as they play a vital role in shaping the career goal of an individual and decision-making. Previous working experience is an advantage for students as they acquire better knowledge about business creation, and network well which further helps them in acquiring resources for successfully launching their enterprise.

The thrust areas in Entrepreneurship Education in the context of India should be innovation and creativity which are mostly not emphasized in the syllabus of management studies. There is also an urgent need to redefine the goals of Entrepreneurship Development centres so that they act as a supporting mechanism. [7]

Entrepreneurship is best understood at the country level not as the sum of individual efforts but as a true system and moreover, different economies have different strengths and challenges indicating that entrepreneurship is not only about individuals, as context also matters.

The main aim of this paper is to review different initiatives by institutions in different socio-economic environment to foster entrepreneurship ecosystem in their system by involving technology and various stakeholders to develop an entrepreneurial spirit in potential entrepreneurs through entrepreneurial education.

2.Understanding Entrepreneurship Ecosystem Initiatives by Different Institutions and Their Key

Take Aways

R. Kandakatla et al. [1] discussed the initiatives and policies of the Ministry of Education in collaboration with other central organizations to capitalise on the potential of students and awaken them about various policies launched by the Government of India to promote entrepreneurship in Higher Education Institutions highlighting its contribution in self-reliant India.

Sudhir K. Jain et al. [2] concluded that entrepreneurship education and government-sponsored entrepreneurial skill development programme would promote entrepreneurial spirit as general education may hamper entrepreneurial intentions owing to fear of failure, risk and plight of entrepreneurs in the Indian landscape.

Vishal K Gupta et al. [3] suggested examining the best practices in other countries that have helped develop some aspects of the institutional environment to promote new venture creation as the suitability of environmental conditions has contributed significantly to starting new ventures.

S. Prasad and R.S. Bhat [4] underlined the benefits of industry-university collaboration (IUC) due to its confinement to only a handful of premier institutions and its mutually rewarding outcomes for both the stakeholders and the innovative economy.

YasoThiru, Satyajit Majumdar et al. [5] focused on the logical approach for the execution of ideas through both strategic and causal reasoning by the entrepreneur to create employment opportunities and improve the lives of the poor in innovative ways by bridging the gap widened due to failure of markets to meet the demands of marginalized communities.

Lalit Sharma & Pankaj Madan [6] did a quantitative study on students of various professional courses and the results revealed that past experience of self-employment has a negative impact on student's entrepreneurial inclination and a small amount of experience is insignificant in creating entrepreneurial intentions.

A. Basheer & M.M. Sulphey [7] defined the need of training only passionate teachers to be a part of the entrepreneurial ecosystem and entrusted them with the responsibility of running entrepreneurship-related courses and suggested the best enterprise activities to be involved in the updated business curriculum.

Zoltan J. et all [8] focused on the need for policies to address the bottlenecks that hold back the performance of enterprises and the lack of academic research and theory on entrepreneurship which undermines the design and implementation of policies that effectively support entrepreneurial activity that can bring real economic growth.

3.Conclusion and Future Work

Education is the link between the entrepreneurial journey and potential entrepreneurs. A proper system, pedagogy and design are required. Implementation is still a challenge. The focus should not be on enterprise creation as a result of entrepreneurship education. The collaboration between industry and university can lead to a well-qualified talent pool, state-of-the-art knowledge and access to expensive research infrastructure. The focus should not be just on creating entrepreneurs but also on social entrepreneurs who can find financially sustainable ways of solving problems, driving impact and creating employment opportunities. There is also an impact of family, society and culture of the place of residence in building entrepreneurial inclination in youths. It is imperative that different stakeholders such as entrepreneurs,

governmental and non-governmental agencies come together to foster entrepreneurship and its pedagogy. The future of developing entrepreneurship ecosystem can involve academic partnerships between startups and educational institutions to give hands on experience about industry, its associated risks and the potential markets to the students and the budding entrepreneurs.

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A study on Mental Health and Well Being of Students for Sustainability in Education

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Abstract :

Concurrent with the resurgence of interest in values education, there has been increased attention to the need for education for sustainability and the attendant implications for students education. Education for sustainability (EFS) provides the opportunity for students to clarify their understanding of the diverse issues related to sustainability which impact upon their present and future well being. This chapter traces the policy underpinnings of EFS and then proceeds to point out important distinctions between the older environmental education and emerging EFS and the implications for pedagogy. Whole-school approaches involving collaboration with the broader community are designed to develop the critical awareness and practical skills students need to transit to a sustainable future. Examples are given of EFS programmes employing a whole-school approach in Indian schools, with special attention to programmes having a practical focus engaging students in real-world issues. The chapter concludes by reflecting on the experience of EFS and makes recommendations for the future stressing the qualities needed by young people to be honed by values and citizenship education in the context of a whole-school approach.

Keywords : Education for sustainability (EFS), Mental Health , Well being, holistic development.

Introduction:

To prevent the mental health problems of students effectively, this paper analyzes the influence of students' internet media use behaviors on their mental health in the information age. We make an empirical study on the above problems by using metrology models under the condition of controlling individual factors. The result shows that the mental health of students is significantly affected by different internet media use behaviors and shows obvious

heterogeneity. Preference for games and soap operas or films has a significant negative relationship with the mental health of students, while the preference for science, education programs, and the preference to obtain current political news comments through official media have a positive impact on the psychological security of students. Meanwhile, the mental health of students is also significantly influenced by individual factors. The education level, family income, and social satisfaction show a significant positive correlation with the mental health of students.

The formative years of a student are spent acquiring knowledge mostly through books in schools and colleges. And, although this knowledge helps the students develop their personalities, it fails to arm them with practical skills that give them a better holistic development.

Today, there is a greater need for mental health and well being of each every student. So, it becomes important that the pedagogy emphasizes sustainable development for students that prepare them for their future careers.

Why Mental health and wellbeing of students is important for sustainability in education:

It is important to empower students with skill-based training for good mental health and wellbeing as the development of our economy depends upon them. Here's why overall development in school is important:

●The sustainable development process helps students think beyond grades. It helps them tap into their capabilities, develop real-life skills, and prepare themselves to be successful in the careers of their choice.

●Skill-based learning for wellbeing improves employability and helps the youth earn more. Furthermore, it improves the economy of a country and promotes its financial growth.

●Skill-based learning for mental health helps students develop problem-solving strategies and effective communication techniques.

●Learning skill development promotes the leadership skills of students as it helps them become more altruistic. They learn to use their skills to organize and inspire their teams, which, in turn, creates in them leadership qualities.

●It also helps students develop creativity, critical thinking, and analytical thinking as skill-based learning focuses on the evaluation and application of facts to real-life problems.

Importance of Mental health and wellbeing in Curriculum of School :

Holistic development helps build a strong foundation for students at the school level. It helps build self-esteem, confidence, and leadership skills. It develops problem-solving skills and collaboration.

It helps students become independent thinkers and encourages them to plan for their future. As schools in India are primarily academic-centric, introducing skill development through the curriculum is essential.

It helps students explore and learn things outside of their textbooks. It also gives them the freedom to think independently and make choices at an early age.

It builds team spirit, creativity, inquisitiveness, trustworthiness, assertiveness, and sympathy in students. All of this goes on to create a solid foundation for a successful academic and professional future.

Education and sustainable development go hand in hand in preparing students for the pressures and demands of today's challenging world. Mental health development benefits students in the following way:

● It builds confidence in them to participate in collaborative ventures.

● It helps them take responsibility for their actions.

● Students learn to make their own decisions and understand how their decisions can have repercussions, too.

● They learn to tackle issues and situations on their own.

● Mental health and wellbeing of high school students help them in developing readiness to face challenging situations in their future.

Mental health and wellbeing for sustainability in Higher Education :

Today, there is a large chunk of the unemployed population consisting of highly educated youth who fail to find employment because of a lack of skills, and skilled individuals who lack eligibility because of a lack of knowledge, confidence, and exposure.

And, therefore, the need to provide skill-based learning in higher education to help students receive vocational training besides academics to improve their chances of better employment and a successful career.

Because of this need, vocational education is being considered as part of a structured program at the university level.

This will provide multiple opportunities to students who will acquire skills related to particular professions along with general education.

This will help students pursue graduation in a variety of vocations besides the mainstream subjects, such as science, arts, commerce, medicine, engineering, etc.

Students will get the freedom to select the vocation of their choice and make a career in it. Moreover, thanks to the holistic development programs, students will get practical experiences in vocational training that will give them better chances at employability.

Mental health and wellbeing for sustainable Development of students: How They Help the Youth?

The government of India has several plans for overall development to improve mental helth and wellbeing for the youth.

These programs not only provide the vocational training required to improve job prospects but also help develop personalities, enhance work proficiency, and improve communication skills, time management, and negotiation skills.

The overall development programs also help the youth identify their interests and talents. It helps them develop flexibility, reliability, productivity, and efficiency.

All of this goes on to improve their chances of successful careers and widen their career opportunities.

Conclusion

Skill development has gained a lot of importance in today's world. With the need to empower the youth, improve their job prospects, and also the economy of the country, skill development has become an essential aspect of education.

It is getting incorporated into the school curriculum that earlier focused mainly on academics. Now, however, the focus is also on imparting life skills to school students and vocational training to high school students in a bid to improve their chances of a brighter and better future.

Skill development not only helps individual students but also the community as a whole. It helps create a better world, where there is respect for cultural differences and diversity and where creativity and imagination get the importance they deserve, all of which help in creating a flourishing society.

Digitalization of Education : Advantages and Disadvantages

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Abstract :

Education is a Basic need for Every Person and Digital Education is the Recent Trend and Necessity for every Students or learners to be more focused in their Learning. Digital education is a Revolutionary & Modern Method of imparting knowledge , India is home to the Largest Population of children in the world, with an estimated 430 million children in the age group of 0-18 years in the Country. Digitization of education helps in all of these concerns by providing Multimedia Teaching tools to teachers and Engaging students through Learning methods that Utilise Verious Digital tools, such as Smart-Boards, LCD Screens, Videos, etc. It also makes it possible for One teacher to deliver information remotely across several locations, through interactive digital media addressing the shortage of teachers in the country.

Keywords: Digitalization , E-learning , Education , Social networking.

Introduction :

Digital technology has had a Effective major effect on almost all areas of Education activities today. Because of digitalization, teaching and learning at universities are changing in a radical way. Information transfer, student evaluation, students' assistance, and the administration process are being digitalized, and digitalization intends to deliver superior opportunities for productive learning.

Using digital devices in the class we can create a particular level of ease and comfort but also knowing student experiences of using digital tools, it also makes it difficult in teaching and learning. Smart boards and projectors connect wirelessly to computers or laptops, lectures can record, and students have access to the lectures anytime, students take notes on a laptop rather than handwriting notes and they tend to use computers in the classroom and this is a massive shift in education.

Digitalization changed everything in education System and this impact on the teaching and learning styles. Lecturers and students already adapted themselves to the new way of Education Method for teaching and learning. Digital education is Providing new learning opportunities Because students engage in Online, Digital Environments.

Digital education is also known as technology-enhanced learning or e-learning. Digital education has wholly transformed the traditional chalk and blackboard culture. The pen and paper are replaced by the computer or tablet, there are online whiteboards for student interaction and face-to-face lecture is replaced by online lecture or video lecture. It will grow even more in the future as more and more schools and educational institutes are adopting this New Education system.

The digitalization of education has become incredibly prominent since the beginning of the corona virus pandemic. Schools and universities moved online, and everyone was affected schoolchildren and their parents, teachers, students, and university professors etc.

Objective:

☐ To have an insight regarding Basic components Required for Promotion of Digital Education.

☐ To know about the important online learning applications available to students

☐ To understand the factors that have enabled the growth of digital education in India

☐ To appraise oneself with the benefits of digital education over Traditional way of Imparting Education.

☐ To analyze the adverse impact of Digitization of education on the students' Attitude and Culture.

Basic Components of Digital Education.

☐ Smart Boards : Smart Board is an interactive whiteboard developed by SMART Technologies. It is a large touch-sensitive whiteboard that uses a sensor for detecting user input that are equivalent to normal PC input devices, such as mice or keyboards. A projector is used to display a computer's video output.

☐ Class Room PC : Most classes require students to prepare lot of reports and assignments followed by presentations. Thus the basic requirement of digital class is availability of personal computers/ laptops/ tablets wherein large amount of educational information and data be stored and retrieves as and when required.

☐ Projectors : Projectors are hooked with the laptop and acts as a reflector of information from laptop to large screen on the whiteboard for visual presentation before class.

Internet Connection : In Digital education uninterrupted internet connectivity is the basic requirement. Thus good internet connectivity should be ensured so that information can be shared with others without any delay.

Online Learning Application Instrumental In Digitization of Education.

- Google Classroom

- EPathshala

- Cuemath

- GuruQ.in

- BYJU'S

- Kahoot

- Seesaw

- Topper

Benefits Of Digital Education Over Traditional Education System.

- Smarter Students

- Self-Motivated and More Accountable

- Greater Involvement Educators and Parents

- Better Information Sharing

- Increasing Students' Employability

- No Geographical Limitations

Factors Promoting Digital Education

The Digitization has also helped in availability of huge information related to any topic of interest thereby expanding the knowledge horizon and Better Learning.

Easy to Access and always Accessible : Documents & Data information that have been converted can be easily accessed through the system using any device that has internet.

Adaptive Learning : Schools are now focus on their students with digital devices like desktop computers, laptops and tablets. These devices are aiding them in the teaching process while also helping them understand how students learn and how to enhance & use their learning process.

Two-way Conversations in E-Learning : In Digital Education the one-to-one context of learning in digital mediums students can learn through videos and chat & Advice with an expert.

Saves Paper work : In Digital Education system eliminate the more paper work all work do with the help of internet.

Disaster Recovery : There is always a risk of disaster, whether it is natural or manmade. digitization provide Safety with Fire, flood, earthquakes or other for your paper documents seriously affect.

Internet-based Learning : Internet has offered students the flexibility to access educational content seamlessly across multiple digital devices like desktops, laptops, tablets and smart phones.

Adverse Impact Of Digitization Of Education System.

Reduced Face-to-Face Interaction : In traditional teaching system there was direct face-to-face conversation between teacher and student which use to develop a web of understanding and confidence on each other. Now days, people mostly likes online communication rather than real conversations so people tend to become more individualistic and introvert.

Addiction : Due to continuous dependence on electronic modes like laptops, mobile phones and other gadgets for seeking information & Data Searching and completing of projects and even for study notes and submitting to the evaluator in softcopy has proved to be harmful. As a result, young vulnerable teens often get attached to computers for several hours. This often leads to their health being impacted, especially their Body & Eyes.

Social Disconnect : People always busy with their own virtual world . They forget the real world with family and friends and they becoming a formality.

Lack of Concentration : over connected to the on-line world has resulted in lack of focus and concentration in academics and to some extent even in sports and extra-curricular activities.

Declining Writing Skills : Due to most usage of keyboard for typing text along with use of shortcuts in texting the writing skills of today's young generation have declined quite tremendously.

Declining Mathematical Skills : With the in education and promotion of high tech and scientific/programmed calculators in class rooms and examinations the calculative powers of

students have declined enormously. Even, for simple additions and subtractions the find hard to make mental calculations and rely totally on calculators.

Conclusion:

Digitalization changed everything in education System and this impact on the teaching and learning styles. Lecturers and students already adapted themselves to the new way of Education Method for teaching and learning. Digital education is Providing new learning opportunities Because students engage in Online, Digital Environments. Digitization of Education is the Requirement of the hour in order to match the Educational Environment and system prevailing all over the World, but at the same time it has to be Analyzed as to how this system has to be adopted so as to Nullify the adverse impact, of excessive Dependence on electronic medium of information sharing, on the Youth and protect them from Behavioral and Psychological Imbalances.

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Optimistic and Pessimistic Sides of Digitalization of Education: An overview

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Abstract

This twenty first centaury era, where there exists no bound on the technology expansion. In this phase radical development is taking place in field of technology over each niche and corners. Education system is continuously evolving for the betterment. Presently, scholars are not born to be confined with the limits of simple learning associated with traditional education system. What knowledge is imparted to student community is now needed to be effective in making their bright future. The digitalization of education is emerging as most acceptable and effective approach in present education system. Besides it this advancement also has some drawbacks. This paper focuses on analysis of digitalization in our education system for finding its optimistic and pessimistic effects.

Keywords: Digitalization, Education System

1. Introduction

We are running into the 21st century where technology knows no bounds. This is the phase of radical development where technology is taking over every niche and corner. Smartphone, laptops, and tablets are no more unknown words. During this phase the education system is evolving for the sake of betterment, as this generation's students are not born to be confined by the limits of simple learning; their curiosity is vast and cannot be catered with educational systems that were designed earlier. If we kept on teaching our children the way we taught them yesterday, we would deprive them of their tomorrow. Our old educational system lacks the capability to stand a chance in the 21st century. So we are compelled to use digitization in our educational system.

2. Digitization

"Digitization is the integration of digital technologies into everyday life by the digitization of everything that can be digitized."

Clearly digitization is the trending term, describing the 21st century in the most precise manner as possible. We are in the era where unprecedented ideas are unfolding in our education

industry and creating the advancement that can't be matched by lagging behind in terms of technology.

The new phase of learning has begun and involves various advanced techniques:

Online courses: Online courses are developed by experts who have unmatched proficiency in their specific field and can give you the experience of real-time learning by designing their own online course.

Online exams: Digitization has given way to the online exam, making the examination process convenient for both academicians and students.

Digital textbooks: Also prevalent with other names like e-textbooks and e-texts, digital textbooks provide an interactive interface in which the students have access to multimedia content such as videos, interactive presentations, and hyperlinks.

Animation: This is a captivating approach in which students learn in a better manner. By offering a visual representation of the topic, students grasp the concept in a more understandable manner. Even the toughest topics can be presented in a simplified way with the help of animation.

Provision of common platform for Students: With students coming in from various regions, schools and colleges are finding ways to develop an integrated solution to meet the educational needs of all students. By converting the whole of the educational system to digitization, the use of various techniques like online courses, online exams, digital textbooks, quizzes, and e-notes are improving the quality of education for the students.

Online Resources (Connecting Students with their Educators): With a high increase in the student population in recent times, pedagogy is being compromised. Because of that, online resources are being developed in a way that makes them always available to teachers to educate the masses. Which, in turn, improves the quality of education and increases the number of literate students?

Internet (Making Digitization Possible): After the United States and China, India has been rated as the third largest internet consumer. The core existence of online education platforms is being possible with the internet. Most schools and colleges in India make use of the internet and they basically use it for conducting online exams and quizzes.

Administrative Activities (An Integral Part Of The Education Industry): With digital systems being prevalent in education we are experiencing different levels of ease in online education, but the administrative part is not off the table. Keeping the records of students and maintaining

their attendance and roll number is a big headache, that too when the students are outnumbering the administrative heads. So colleges and schools are adopting more hassle-free computerized methods and avoiding the old manual methods of maintaining the records.

3. Digitization of Education In India Today

Digitalization is transforming all facets of society, not just work environments, and in terms of educational contexts, the transformation is occurring with or without strategic initiatives that ensure ongoing quality of teaching and learning environments. Integration of technology into teaching and learning is not new, but the rapid rate and pace of technological advancement is new, especially regarding new Internet, ICT and digital technologies. The field of education is mainly reactive, as new disruptive technologies develop in other industries and are then applied and accommodated into existing educational cultures and systems. This chapter provides an overview of technology integration in education from computers to other more advanced forms of digital technologies.

The transformative potential of digitalization in education is exciting and presents many opportunities and challenges, given new trends and developments in digital technologies. According to an in depth analysis in the education sector conducted by Cerebranium, to understand the state of education in today's world, and its outlook for the future, the following data was seen:

☐ Currently, in India, 95.4% of institutions currently conduct digital examinations.

☐ 91% of institutions use video conferencing tools for both online classes and digital exams.

☐ 91% of faculty members are comfortable with the online mode of education.

☐ 55% of students, who are the main stakeholders, are comfortable with the online mode of education.

4. Key Challenges

Though the digitization of education is prevalent in today's world, there are various challenges that lie in the path. According to the facts-

☐ 4 out of 5 students (approximately 78%) face internet connectivity issues during their examinations.

☐ 1 out of 3 students (33%) face problems with platform stability during their examinations.

☐ 3 out of 5 stakeholders (54%) do not trust the current examination and assessment process.

☐ 30 days are required for institutions on an average to generate exam results.

5.Risk and Peril

Student Satisfaction Operational Efficiency and seem to be dropping rapidly in traditional institutions.

The following figures support the above fact:

 Around 3700 Crore is the total annual student spend for higher education in India.

 38% is the Compounded amount Growth Rate from 2016 to 2021 of alternative education platforms

like Course era in India.

 23 Lac is the estimated annual operational cost in exam related manual tasks for an average

institute of 1000 students.

 6. Possible Solutions

 One possible solution can be working towards restoration of trust and fairness in Examinations.

 Working towards the improvement of staff productivity and efficiency.

 Creating easy-to-use tools and processes for all. So, that the resources are easily accessible for

all.

 Working on personalized learning outcomes for students.

7.Benefits of Digital Education

 Institutes can operate more efficiently at high scale using a technology backbone.

 To enhance the path of digital education the Institutes can protect their reputation and brand by

restoring trust in exams in the digital world.

 Institutes can increase student engagement at scale with more meaningful personalized

learning outcomes.

Distributing standardized student tablets can help socially-distanced students connect with instructors and peers from home on distraction-proof mobile devices which are locked to eLearning websites, apps, and content. While student tablets can dramatically improve the safety and accessibility of education during pandemic conditions, deploying student devices

should be done carefully to protect learning communities from security, privacy, and productivity risks. Adopting a student device management strategy and technologies can prevent excessive support costs and complexity. By locking down student tablets to EdTech apps and content, schools can design productive digital learning experiences and support communication between learners, instructors, and peers. Digital Education is a technique or method of learning which involves technology and digital devices. This is a new and broad technical sphere which shall help any student attain knowledge and gain information from any corner across the country. It is believed that Digital Education in India is the future of education and learning. Various channels have been defined by the Government of India for a widespread of the sources and means to provide education to different corners of the country. Discussed further in this article are the channels and initiatives taken up by the Government for Digital Education in India. Aspirants can also know the advantages, objectives and challenges of the digital India campaign launched by the Government of India at the linked article.

8.Government Contributions

Ministry of Human Resources Development (MHRD) Initiatives for Digital Education

1.A comprehensive initiative called PM eVidya was announced on May 17, 2020, which aims to unify all efforts related to digital/online/on-air education to enable equitable multi-mode access to education.

2.It is envisaged that it will benefit nearly 25 crore school going children across the country.

3.One of the most important initiatives of MHRD is DIKSHA (Digital Infrastructure for

Knowledge Sharing).

DIKSHA (Digital Infrastructure for Knowledge Sharing): e-Learning

1.As part of PM eVidya announced under the Atma Nirbhar Bharat programme, DIKSHA is the 'one nation; one digital platform' for school education in India.

2.It was launched in 2017

3.It is a national platform available for schools in all states

4.DIKSHA is available for grades from 1 to 12.

5.DIKSHA can be accessed through mobile application and web portal.

DIKSHA (Digital Infrastructure for Knowledge Sharing) What Does it Contain?

1.Courses for Teachers, quizzes and others

2.Lots of e-content will be provided which are aligned with the curriculum. Large number of case studies and solutions will be provided with the help of Energised Textbooks (ETB's) which are QR coded.

3.Vidya Daan was launched in April, 2020.

4.It is a content contribution program at national level, that makes use of the DIKSHA platform and tools, it allows donation or contribution of e-learning resources for school education by experts, private bodies, and educational bodies.

Swayam Prabha TV Channels

1.This mode of education is for people who do not have access to education.

2.High quality educational programmes are telecasted.

3.There are a total of 32 channels to meet the requirements.

4.Different channels are used for higher education and school education.

5.The Department of School Education and Literacy also tied up with private DTH operators like Tata Sky & Airtel to air educational video content to enhance the reach of these channels.

6.Number of TV channels for school education will increase from 5 to 12 to transform into 'one class, one channel', that is, one channel each for all grades from 1 to 12 channels.

7.To ensure asynchronous usage at any time, anywhere, and by anyone, the same content will be organised by chapter & topics on DIKSHA.

9.Advantages of Digital Education in India

During 2019-20 when India and the entire world were fighting the COVID-19 pandemic, Digital Education in India was the sole source of learning for the students in the country. Discussed below are a few other benefits of Digital Education in India:

☐This initiative has made students not just gain bookish information but also gain practical and technical knowledge

☐No limitation as to the place of learning or studying. With digital learning, a student can engage in online classes or learning anywhere, at any time

☐With study material available online, students can take their time to understand any topic

☐Through the mode of digital education, learning can be made more engaging and interactive between the students and teachers

It is also important that Digital Education acts as a supplement and does not completely overpower physical education.

10. Challenges with Digital Education in India

A lot of technology-based adaptations will have to be encountered by the Government to ensure that digital education can be reached out to students across the country. Given below are a few major challenges with Digital Education in India:

☐Availability of internet connection to all is one of the biggest requirements for digital education. This will have to be achieved by the Government for easy access to information

☐Providing the devices and technology to the people belonging from socio-economically weak sections so that they are not deprived of education

☐Training teachers is another challenge. Only when the teachers are technically sound, they can conduct the digital classes

☐Making digital cost-effective should be a key motive of the Government

☐To ensure that Government schools and colleges are provided with proper facilities for digital classrooms with multiple initiatives taken up in the year 2020 for the improvisation and accessibility of Digital Education in India, the Government aims to acknowledge online or e-learning for students broadly.

11.Conclusion

Digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. Neither do we want something so priceless to turn into dust. The best part about the digitization of education in the 21st century is that it is combined with the aspects of both; classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our modern students. Digitization in education has also proved to be the right method for saving resources. Online examination platforms have restricted the frivolous usage of paper, directly confining the cutting down of trees. This way the digitization of education industry in the 21st century proves to be a boon to our society.

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Pedagogy of Biological Sciences for Teaching In 21st Century

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Abstract:-

This subject involves the 'Creature's Study' which includes plants and animals. The process of teaching Biological sciences involves goals, means and evidences this process is called evolutionary approach . The teaching of biological sciences is arranged in schools with the objectives of optimum behavioural changes with a view to students development and progress. For pedagogy of biological sciences there are so many methods between teachers and students like making connections, student centered discussions, increased autonomy, building up relationships, a focus on literacy etc. The teaching methods of biological sciences includes various models, methods , techniques and visual teaching aids. It helps in increament of utilitarian value of day to day use and it also increases cultural, moral, aesthetical and disciplinary values. Students and teachers both are known by the methods of studying and applying so that there are more classes of practicals than theories in biological sciences. Pedagogy of biological Sciences enables learners to learn , analyze, and think critically, emphasizing good scientific methodology and problem solving skills in 21st century. Teachers should have all the information about the new education policy.

Introduction:-

Practical knowledge is more important then the oritical knowledge . Practical knowledge can often lead to a deeper understanding of a concept through the act of personal experience. Theoretical learning is what the knowledge is about and the practical application is how the knowledge learnt needs to be implemented in certain real life situations especially in 21st century teaching.

Key Words:-

1. Biological Sciences Pedagogy :-

The science which deals with the study of living objects is called Biology. Thus the subject involves the studies of all kinds of micro-organisms, plants and animals. Biology is related to mankind ever since the origin of man, therefore this branch of science stands first in order of studies as compared to other branches of science. Ever since the origin of life man is eager to know about various phenomenon of life processes such as health and disease, birth, growth and

death. However, man depends on plants and animals for food, shelter and clothing which are immediate needs of life, come from Biology.

Biology involves study of life, but now a days it is mostly centralised with the study of agriculture, animal husbandry, health and microbiology and related branches. Today study of any branch of science is not possible in isolation as it also involves principles of physics, chemistry and various other branches.

2.Pedagogy According to NEP :- Biological Sciences is one of the thrust areas of the 21st Century. Biological Sciences is essentially a subject that unifies multi-disciplinary themes for understanding the basic functions of life process that in turn facilitate the objective of benefiting mankind and has impacts on health and diseases across species, agriculture and environment. The purpose of the course is primarily to prepare the students with in depth integrated knowledge of various branches of biology together with applications using modern tools and techniques. In addition to theory and laboratory classes the students will have research projects supervised by the faculty which in turn prepares them for teaching and research level carriers in bio industries, Government, and academia.

Pedagogical Science in Education :

Pedagogical science is the study of methods of teaching and gaining a systematic understanding of how the human mind acquires new information. This includes elements of the teacher, the student, and the overall learning environment that all have an impact on the learning process. So as not to be confused with the study of teaching science subjects itself, pedagogical science is often referred to as just pedagogy, or instructional theory. The focus of pedagogical science is on the teaching of children in formal educational settings, but it can also be applied to adults as well as informal methods of learning for all ages.

The pedagogical approach to learning Is considered to be approximately 60 years old as of 2011, with over 100,000 formal studies conducted into pedagogy by 1950. The first attempts to systematically orient the learning process, however, are traced back to 1897, with close to 4,000 investigations into how to streamline learning in reading and math being conducted by 1939 alone. Despite a long, intense history of investigation into what constitutes the best of learning practices, pedagogical science is considered by many to be not a true science to date. This is because much of what has been learned does not point to definitive conclusions, and many educational systems, therefore, become mired in popular trends and fads of the period as to what is the best approach at instructing students.

The pedagogical approach to understanding learning has resulted In some meaningful data that is considered to be definitive. Evidence suggests, as of 2003 research, that, in the typical formal learning process, teachers account for 30% of the variability in how well a student learns, with another 50% of the variability focused on the student himself or herself, and the remaining 20% of variance being a result of environmental factors. This evidence suggests that, contrary to popular ideas about the school and home environment, they have little actual effect on how well a student learns.

Role of Teachers in Pedagogical Science :

Teacher's responsibilities include preparing lesson plans, tests and assignments, supervising students during investigations and experiments, and acting as a field trip chaperone. You should be able to teach students from different backgrounds, with varying aptitudes and interests.

teachers are skilled educators who teach students various concepts of biological sciences while preparing their course curriculum. They work in schools and other educational institutions and deliver lectures while performing tasks such as lesson planning and

conducting skill assessment tests. Their enthusiasm and knowledge of the subject help them perform their various job duties effectively.

Pedagogy in education can impact learners and the learning process as follows:-

1.Student-centered learning Pedagogy is based on a student-centered approach. In this approach, students can learn at their own pace and take full responsibility for learning.

2.Constant performance assessment Pedagogy allows teachers to evaluate individual students' performance regularly. This will help teachers understand if a student is moving towards their target outcomes or not.

3.Fuel teamwork This learning method encourages teamwork and collaborative learning among students. Pedagogy allows students to meet like-minded people and learn from their peers.

4.Boost cognitive skills Pedagogy in education focuses on the evaluation, analysis, and compression that helps students develop cognitive skills.

Importance of Pedagogy in Teaching:-

1.Improves quality of education

If a student-centered pedagogy is deployed in the classroom, it can boost the quality of education. It allows students to take full responsibility for their learning. In addition, students can understand complex educational concepts at their own pace. For example, suppose your

child is slow at learning math. In that case, the teacher can use a pedagogy based on the child's development to clear the concepts. Plus, if one pedagogy doesn't work, a teacher can try something else.

2.Harnesses team learning

Pedagogy in education can motivate students to achieve a preset goal. This allows students to interact with like-minded people and gain a fresh perspective from other students. Peer learning has always positively impacted students' grades and overall development. Often students can learn better when in a casual and no-pressure environment.

3.No monotonous learning

It is not common knowledge that pedagogy and child development move together. It empowers students to consider different avenues and go beyond traditional learning methods. Memorizing or cramming lessons will help students up to a certain extent. But when students learn to implement academic assignments in the real world, they will invoke creative thinking and analytical behavior. In addition, it makes students more adaptive to what teachers are teaching.

4.Learn in your way

A well-constructed pedagogy can allow students to capture education in several ways. First, teachers can use different pedagogies to teach students. Students can follow their desired way of learning and better understand the subject. For example, Splash Learn has created visual games to help students understand math concepts interactively.

5.Convenient for special students

Pedagogy in education can benefit students with special needs to acquire knowledge. Using suitable pedagogies, teachers can help special students to learn and encourage them to adopt mainstream learning communities. Suppose a child needs extra help due to their medical conditions. In that case, teachers can use online tutoring or recorded videos to help the student.

6.Improves student and teacher communication

Pedagogy means understanding your students and then helping them. For this, teachers and students have to communicate a lot. It will allow teachers to focus on student's weaknesses and create a curriculum to guide them better.

Conclusion :

A pedagogy of teacher education comprises principles, expectations, and practices that matter in shaping teaching and learning about teaching. Enacting a pedagogy of teacher education is about teacher educators better aligning their intentions and their practices so that the complex

nature of teaching and learning can genuinely be unpacked and critiqued in teaching and learning about teaching.

Localization of Two Pore Calcium Channel 2 in Dictyosteliumdiscoideum

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Abstract

Dictyostelium discoideum is a preferable model system for the study of autophagy, it is a unicellular amoeba that converts into multicellular structures by chemical signaling during starvation and complete its life cycle within 24 hours by cell differentiation and increased the calcium load towards the autophagic cell death pathway. Two pore calcium channel 2 present in Dictyosteliumconsisting of 2 EF hands and 10 transmembrane region. We selected Two-pore calcium channel 2 (TPC2) for our studies to analyze its localization in Dictyostelium. Here we show that TPC2 does not located on nucleus, endoplasmic reticulumand mitochondria.

Keywords- Dictyostelium discoideum, Two-pore calcium channel 2 (TPC2), Nucleus, Endoplasmic Reticulum and Mitochondria.

Introduction

The cellular slime mould Dictyostelium discoideum is an extremely co-operative system for the study of cell-cell interactions in cell differentiation and pattern formation and has advantages which are not possessed by any of the other organisms (Devreotes, 1989). Thegenus Dictyostelium contain a group of haploid organisms, live in the soil and feedon bacteria. They remain solitary till the bacteria are ingested and divide by binary fission. During starvation, single cellscollect at a common pointto form an aggregate which goes through differentiation and morphogenesis and achieved multicellularity. The structure formed at the end of Dictyostelium discoideum development is known as the fruiting body.It consists of a ball of livespores held upwards by a stalk (which is made of deadcells). Establishment and maintenance of the cell-type proportions is a hallmark of Dictyostelium development. In the case of D. discoideum development roughly 80% of the cells that aggregate to form the spores while the remaining 20% form the stalk (Bonner, 1967; Mac Williams and Bonner 1979).

Two pore channels (TPCs) are voltage gated ion channel superfamily members, they are non-selective cation channels and permeable to Ca2+(Patel 2015). TPCs were identified as a Ca2+ release channel in response to nicotinic acid adenine dinucleotide phosphate (NAADP) from the endolysosome (Calcraft et al., 2009). Here we used the TPC2OEto analyze its localization

in Dictyostelium. Our study suggested that TPC2 does not located on nucleus, endoplasmic reticulum and mitochondria of D. discoideum.

Materials and Methods

Subcellular localization of the TPC2OE fusion protein by confocalmicroscopy

Dictyostelium cells over expressing TPC2 were grown on sterile cover slips and placed

inside petri-plates containing HL5 media. Cells grown on cover slips then stained with different markers for subcellular localization studies. As TPC2OE cells are over expressed with eYFP marker they were visualized under a fluorescent microscope. For colocalization studies, we used 1 μg mL-1 of 4', 6-diamidino-2-phenylindole (DAPI) excitation λ (358 nm) and emission λ (461 nm)for nuclear staining, ER-Tracker red (excitation of 587 nm; emission of 615 nm) for endoplasmic reticulumstaining and Mito-Tracker red (excitation of 569 nm; emission of 594 nm) for mitochondria staining.TPC2OE cells were incubated with the above fluorescent markers in the growth medium for 10 min at 22oC followed by washingtwice with 1x KK2 buffer, fixed with methanol and Cells were then visualized under Nikon confocal microscope using GFP excitation λ (488 nm) and emission λ (545 nm) tolocalize the TPC2 protein. Aftermerging the photographed images of TPC2OE(GFP) with DAPI (blue),ER tracker and Mito-Tracker red the localization ofTPC2 protein can be revealedusing Nikon software (NIS-elements).

Results and Discussion

TPC2 fusion protein does not Co-localized in the nucleus, endoplasmic reticulum and mitochondria

To study the subcellular localization of TPC2-eYFP, tpc2OEstrain were generated. Due to unavailability ofDictyosteliumTPC2 specification bodies, we could not assess its localization in D.discoideum. Thus, we studied the tpc2 fusion protein localization in the TPC2OE strain of D.discoideumby using trackers of DAPI, Endoplasmic reticulum and mitochondria. The eYFP fluorescence of the TPC2-eYFP fusion protein in growing cells studied by confocal microscopy. We found TPC2-eYFP fluorescence did not co-localize with DAPI (Sigma-Aldrich) (Fig. 1a, upper panel),a marker for the nucleus, ER-Tracker Red (Thermofisher Scientific)(Fig. 1b,middle panel),a marker for endoplasmic reticulum and Mito-tracker red (Sigma Aldrich) (Fig. 1c, lower panel), a marker for the mitochondria. Analysis was done by using NIS Elements software (Nikon).

Fig. 1. Cellular localization of tpc2 fusion protein of Dictyostelium discoideum. Cellular localization of fusion protein (tpc2-eYFP) in tpc2OE cells. (a) Upper panel shows Nuclear stain with DAPI (blue) and green fluorescence due to fusion protein. (b) Middle panel shows Red due to ER-tracker dye and green due to fusion protein. (c) Lower panel shows Red due to Mito Red dyeand green due to fusion protein. Co-localization did not observed with the nucleus, endoplasmic reticulum and mitochondria of Dictyostelium discoideum.[Scale bar: 5µm].

Three subtypes of two pore channels (TPC1 to TPC3) have been characterized that targeted to the calcium acidic stores, TPC1 and TPC3 which localized to endosomes whereas TPC2 localized to the membrane of lysosomal (Zhu et al., 2010). Dysfunction of TPCs develops different kind of diseases such as lysosomal storage, Parkinson's,Ebola virus infection, cardiac dysfunction, cancer, fatty liver diseases and diabetes have been reported (Patel and Kilpatrick 2018).

Conclusion

Our result suggested that Tpc2 did not co-localize with the nucleus, endoplasmic reticulumand mitochondria ofD. discoideum.

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Education Policy 2020: A Step towards Building a Strong Nation

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Abstract

Education is the basic right of everyone and it's a duty of every state to provide basic education to their people. A well-defined and futuristic education policy is indispensable for a country at the school and college levels due to the reason that education plays a powerful role in building a nation, decides the future of the nation and the destiny of its people, and leads to economic and social progress. Different countries adopt different education systems based on the traditions and cultures they have adopted during their life cycles at the school and college education levels to make them effective. Recently, the Government of India announced its new Education Policy which is based on the recommendations of an expert committee headed by Dr. Kasturirangan, former chairman of the Indian Space Research Organization (ISRO). There are many changes proposed in the new National Education Policy 2020 that are based on the suggestions of students, parents, educationalists, and lots of other members who are directly or indirectly involved in the education sector. In this paper, we will talk about the features of the new education policy and how this policy will be helpful as an initiative in building a strong nation. And how is this education policy different from the previous education policy? Possible challenges, and some suggestions are made for its effective implementation towards achieving its objectives.

Key Words: NEP 2020, features, Student, language, States, Policy, challenges.

Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.1

With the vision of creating a platform to provide quality school & higher education to every citizen of the country with Indian ethos and values to transform the country as an equitable and vibrant knowledge society and global knowledge superpower by improving the quality of education at every stage by creating a new ideal system through the revision and revamping the current education structure including, policies, regulations, and control systems, the new policy NEP-2020 is designed. Thus, it is expected that the new policy NEP-2020 is a thorough revision with less content but more skills for problem solving, creativity for innovation, multidisciplinary and holistic for unity and integrity. policy expects a new set of regulations to make the education pedagogy more experimental, inquiry-driven, discovery-oriented learner-cantered, analysis-based, flexible, enjoyable, and futuristic so that the educated output can support countries economic growth, social justice and equality, scientific advancement, cultural preservation, and national integration.2

After thirty-four years since the launch of the National Policy on Education in 1986, a new National Education Policy-2020 has been announced and is currently under implementation. The National Education Policy envisions a world-class education system with equitable access to high-quality education for all students, regardless of social or economic background. The vision of NEP-2020 is in sync with Goal 4 of the UN Sustainable Development Goal (SDG4), which seeks "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."3

Against this backdrop this research article is an attempt to make content analysis in which the gist of the new educational policy framework will be discussed and it will be compared with previous education policy.

Indian National Education Policy 2020:

The National Education Policy 2020 envisions an India cantered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035.4

Better From Pervious

The 1986 National Education policy focussed on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment, and adult literacy. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications. Table 1 compares the features of National Education policy 2020 with its previous National Education policy 1986.5

Table 1: Comparison of National Education policy 1986 & National Education policy 2020

Features of NEP 2020 that strengthen the Nation:

1. Student Centred Education System:

The current teacher-centric model where the teachers decide the subjects, curriculum, evaluation, etc. will be replaced by a student-centric model where the student has the right to decide the subject he has to study from the institution, SWYAM, MOOC, and ODL, and he can appear for competency-based evaluation at his own pace. Thus, the higher education section of NEP-2020 replaces a teacher-centric education system with a student-centric one.6

2. Education connecting communities:

All aspects of NEP 2020 make us realise that education is the means to achieve the goals of social justice and transformation. In this policy, the direct and indirect roles of the community in education have been clarified.7

3. Preference of Indian languages, art and culture

NEP-2020 advocates the use of Indian languages, art and culture at all levels of education. In this context, it has been proposed to establish the Indian Institute of Translation and Interpretation to promote the country's languages. It states that Sanskrit will be included in the mainstream of schools and higher education institutions. It has been clarified that Indian languages will be included in the eligibility criteria for employment opportunities.8

4.Multiple Entry and Exit System

With the help of the academic bank of credits, multiple entries and exit system will be introduced in the higher education sector. This will allow students to take a sabbatical and then join back their studies after a period of time, without losing any credits. Students will also be free to choose major and minor subjects for their degree.

5. Holistic Multidisciplinary Education

The policy envisions a broad-based multi-disciplinary holistic education at the undergraduate level that provides integrated, rigorous exposure to science, arts, humanities, mathematics, and professional fields through imaginative and flexible curricular structures, creative study combinations, vocational education integration, and multiple entry and exit points. A holistic and multidisciplinary education will help develop well-rounded individuals who possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion, and debate; and rigorous specialisation in a chosen field or fields. Such a holistic education shall, in the long term, be the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.9

6. Equitable and inclusive education

NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on socially and Economically Disadvantaged Groups (SEDGs) which include: gender identities (female and transgender individuals), socio-cultural identities (such as SC, STs, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions.10

Possible Challenges

1.Refusal by states:

Education being a concurrent subject, most of the states have their own school boards for imparting education. And different states have their own syllabus, as a result of which all the state governments will have to come forward to achieve the integrated goals of "One Nation-One Education Policy" (building a nationstrong) and for actual implementation under the New Education Policy 2020. Apart from this, opposition to this policy and non-implementation of it due to the governments of opposition parties in various states.

2. Sanskritization of Education:

It is the accusation of the South Indian states of India that the present government is trying to Sanskritize education and impose the language of North India on South India through the three-language formula of the New Education Policy 2020. As a result, many state governments in South India are not implementing it with the same essence.

3. Race for recognition of local languages:

Regional and local languages are the foundation for education in the new education policy. For this, 22 languages mentioned in the Eighth Schedule of the Constitution have been identified for imparting education. In India, there has been a growing demand for constitutional status for regional languages. In such a situation, due to the provision of education in regional and local languages, this demand can become more intense. At present, demands are already being made from various states to give constitutional status to 38 languages. Thus, it can become a problem for the government.

4. Opening universities every week is a strenuous task:

India now has approximately 1,000 universities spread across the country. Doubling the Gross Enrolment Ratio in higher education by 2035, which is one of the stated goals of the policy, will mean that we must open one new university every week for the next 15 years. Opening one University every week on an ongoing basis is an undeniably massive challenge.11

5.The numbers are no less daunting in reforms to our school system:

The National Education Policy 2020 intends to bring 2 crore children, who are currently not in school, back into the school system. Whichever way you view it, accomplishing this over 15 years requires the setting up of around 50 schools every week. This certainly requires a substantial amount of investment in classrooms and campuses, which will be extremely challenging.12

6. Need to create a large pool of trained teachers:

In school education, the policy envisages a sweeping structural reformulation of the curriculum, which is a very welcome step. Many of the curricular changes require considerable mindset shifts on the part of teachers as well as parents.13

Suggestions

1.Cooperation of states:In order to implement the new education policy equally in all the states, the central government should put the effective factors of this policy in front of all the states to provide education in local and regional languages. And by mutual discussion with the states, the controversial points arising in the education policy should be resolved together so that all the states implement this policy in an equal manner.

2.Increase budgetary allocation on education: To improve the schooling system, budgetary allocations have to be increased. Right from the time of the Kothari Commission, there have

been repeated calls by educationalists, NGOs, and policy analysts that governments should allocate 6% of GDP towards education.14

3.To implement NEP successfully at all levels the government will need to create stakeholder incentives so that the implementation is smooth and uniform.15

4.Focusing on the Top-Down approach to implementation will give a better result.16

5.Public and private organizations and their faculty members should be treated equally for research funding purposes.17

Conclusion

The vision of the National Education Policy2020 is very comprehensive and long-term. The approach of the policy is very comprehensive, in that it aims to provide quality skill-based education to the students at every level. This education policy talks about equal, inclusive, equitable education and lifelong learning opportunities for all students from every social and economic background. The policy aims to make India a global leader in education and achieve the United Nations' Sustainable Development Goal 4.

"Education should be so revolutionized as to answer the wants of the poorest villager, instead of answering those of an imperial exploiter." Mahatma Gandhi

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Concept of Pedagogy of English

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Abstract

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torchbearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge.

Pedagogy, the art or science of being a teacher, generally refers to strategies of instruction, or a style of instruction. The word comes from the Ancient Greek (paidagōgeō; from (child) and (lead)): literally, "to lead the child". In Ancient Greece, paidagogeo was (usually) a slave who supervised the education of his master's son (girls were not publicly educated). This involved taking him to school or a gym looking after him and carrying his equipment (e.g. musical instruments). The Latin-derived word for pedagogy, education is nowadays used in the English-speaking world to refer to the whole context of instruction, learning, and the actual operations involved with that, although both words have roughly the same original meaning. In the English-speaking world the term pedagogy refers to the science or theory of educating. The general dictionary definition of Pedagogy is that the pedagogy is the art as well as science of teaching. It involves a constant working at, adjusting, imaging and adjusting again until the thing sets right. It requires the ability to plan and construct with ingenuity and dexterity. True knowledge of teaching is achieved by practice and experience in the classroom.

 The present paper attempts to highlight of the various aspects of pedagogy of English

English is one of the major languages of the world. English has become international language. It is used all over the world. It links together people of different nations of the world. No wonder,English is medium of expression for more than one half of mankind. So, learning language has become indispensable.

Methods of teaching English

Teaching method is a style of the presentation of content in classroom. Someone has defined the term "method' in the following manner :

" Method is an abstract as logical entities that we can distinguish between manner and methods.In reality, they form an organic whole and matter determines method analogously as objective determines means; content and spirit determine style and form of literature.

The methods used to teach English can be divided Into two parts-

1)Old methods and 2) new methods

1.Old methods :There are mainly two methods which came within this group e.g

2.Translation-cum-grammar method

2)Direct method.

2)New methods :Due to various limitations of old methods ,some new methods came into existence. They are

1.Dr.west's New methods

2.Bilingual method .

3.Substitution method.

1.Translation-cum grammar method

This method is also known as classical method.It is known as the oldest method. It envisages a two prolonged treatment of the language, namely, grammatical explaination and translation of a language pattern is to be taught to the students. The behavior of the language is explained in terms of the rule ,which is further illustrated. The rule s are often memorized and subsequently cited to explain a similar situation. Correction of mistakes is also done by a liberal reference to rules. This method begins with definitions of parts of speech and memorization of grammar rules. This method ha s no psychological base but has the philosophical base :

1.A foreign language can be easily learnt through translation

2.Grammar is the soul of language

3.This method provides the students a perfect knowledge of the vocabulary.

Merits :

1.There is quick understanding of the language patterns on the part of the students.

2.The meaning of words, idioms, phrases and sentences can be easily made clear to the students by translating them into narrative language.

3.It enriches students' vocabulary of English language as students learn to consult English dictionaries to know the meanings of difficult words.

4.It helps the students to learn English through their mother tongue.

5.The students having hindi medium find it easier to learn English through this method..the working knowledge of mother tongue helps them to learn grammar of a foreign language.

Demerits :

1.It is a time consuming method.

2.This is an unnatural method. The natural order of learning is listening, speaking, reading and writing. But, in translation method, the teaching of language starts with the teaching of reading.

3.It binds the language within the rules of grammar.

4.It does not teach correct articulation, intonation and pronounciation.

5.This method teaches the students to think first in their mother-tongue and then translate their thoughts into English. This procedure delays the process of foreign language learning. This method neglects the oral approach to language learning.

2.Direct Method :

No doubt, large numbers of teachers are in favour of translation method, but even then, there are many others who like to follow the direct method. The main philosophy behind this method is that the learners learns a foreign language in the same way as he learns his mother tongue.

Direct method of teaching English means teaching English directly through English medium. In this method, mother-tongue is not used at all. This method came as a reaction against the translation method. It is also known as a natural method or reformed method. It was realized that the foreign language should be learnt as the child learns his mother-tongue.If we teach English by making association between word experience of the learner without the help of mother-tongue,that is called Direct or natural method. For example, the teacher wants to teach the meaning of 'I am going'. He should not tell the students its meaning in the mother-tongue but going himself or asking the students to go, the meaning should be clarified.

Merits :

1.The direct method prepares an easy ground for written English.

2.The child gets many opportunities to listen to spoken English.

3.There is good scope for activity. The teaching work becomes interesting.tho

4.There is an ample scope for the use of audio-visual aids.

5.This method is interesting because it is full of activity

6.This method is lays more emphasis on oral work

7.In this method, more syllabus is covered in less time

8.This method helps in bringing the words of passive vocabulary into active vocabulary.

Demerits:

1.This method lays over emphasis on the oral work and ignores reading and writing aspects of language learning.

2.It is an incomplete method. This method is very useful for the early stage, but, does not work well in higher classes.

3.Grammar which is very important is not taught systematically.

4.In india, there is scarcity of teachers who are not trained on this line. Really, competent teachers are needed in this method. Moreover, this method is more suitable for small sized classes. In Indian schools ,we have over crowded classes.

3. Dr. west'S Method

Dr.West's was the principal of the teacher 's training college, Decca (Bengal). He was of the opinion that no method of teaching English was complete in itself to teach Indian students. He, therefore, brought forward his own method which is known by his name. The method of Dr. West was a reaction against the 'Direct Method' that laid emphasis on establishing a direct link between the word and its meaning without the interference of students'mother-tongue. Dr. west believed that most of the Indians require only a passive knowledge of English.He felt that Indian students should be inspired to learn English through reading.He was of the opinion that reading is the most important aim of language teaching.This method is also called the text-book method.Dr.West was of the opinion that the Indian students get less chance of expressing their ideas through English.They need knowledge of English to collect information from English books.so,they should be given training in reading only.

Advantages :

1.This method is useful for development of reading habit in students.

2.It enriches the reading vocabulary of students.

3.Teacher as well as students remain in the same track.

4.In this method, the teacher can plan his teaching well.

5.It develops comprehension and self activity. It inspires students to go to library.

6. It helps the teacher in giving home assignment to his students.

7. Free of phonetics, reading becomes easy.

8. Based on the principle s of economy and practice.

Disadvantages ;

1. This method ignores the three main aspects of the language-listening,writing, speaking and understanding.

2. Speaking before reading and writing is basic to learn a language. Moreover, reading is not possible without speech.

3. Reading alone can not create and develop interest among the readers.

4. Pronunciations of the students can not be improved because undue emphasis is given on reading.

5. Putting the cart before the horse. West cultivates reading before speech whereas speech takes precedence :language is speech.

6. Grammar and composition work are also neglected in this method.

7. Too much stress laid on silent reading causes dullness in the class. It completely neglects oral work, foundation of language learning.

4. Bilingual method

In this method, two languages are used, the target language and mother-tongue. It is different from translation method because of restricted use of mother-tongue. In bilingual method, the emphasis is on pattern practice. Mother-tongue is only used to make the meanings of English sentences and words clear to the learner. Thus, the mother-tongue in the Bilingual method has a restricted use. It is used only for a specific purpose. i.e making the meanings of English sentences and words clear to the students. It is used so that the meanings of English sentences and words may not remain vague to to students. and the pattern becomes meaningful for them. But, in translation method, the mother-tongue is the basis of all teaching. Translation is done on a mass scale, in season and out of season. In translation Method, no pattern practice is given. The students get a lot of practice in patterns which is not taken care of in translation method.

Merits :

1.The use of mother-tongue saves a lot of time. Meanings and concepts are better understood by the learners in this way .

2.Pattern practice is given to the learners which is essential in learning a skill.

3.English teachers love this method as it does not buren them with extra learners.

4.This method ensures accuracy in meanings.

5.This method is less costly than direct method. It also helps in developing fluency in spoken language.

6.No special facilities are needed. The method can be successfully used anywhere.

Demerits :

1.Many teachers are not well versed with the features of students' mother-tongue and the foreign language. This may create confusion.

2.A teacher who is not good at both the languages may cut a sorry figure.

3.The bad habit of learning everything by filtering through mother-tongue may be formed.

3.Substitution Method : Palmer defines substitution as "a process by which any model sentence may be multiplied indefinitely by substituting for any of its word or word-groups ,others of the same grammatical family and within certain semantic limits. This method seems to substitute the Direct Method. The method is known as substitutions method not for the act of substitution but for its procedural involvement.

Merits :

1.Sentence is the unit of teaching

2.Writing of tables ensure coordination of reading and writing.

3.Uses mother-tongue to explain the structures.

4. Encorages contextual learning.

Demerits :

1.Limited use. Prose, poetry and rapid reading can not be taught by this method.

2.Only isolated sentences can be taught. their sequences may be lost.

3.It is time consuming. Takes great deal of time to form linguistic habits.

Suggestions :

No matter which method is used by an English teacher, I think He should follow the following suggestions given by me :

1.He should be able to teach English in a very interesting manner by explaining the same things in different manner like this : Suppose, There is a sentence ,"They have a good relationship".Let's see how he can explain to the students in myriad manner :

Example-They have good relationship

1.They are on good terms

2.They bond very well

3.Their bond is Impeccable

4.They have a good or great chemistry

5.They are on the same wavelength

6.Their compatibility is awesome

7.They get along very well

8.They get along like a house on fire

Let's take another example :

E.g : He seems ill today

1. He seems out of sorts today

2.He does not seem himself today

3. He seems under the weather today

4.He seems off the color today

2.An English teacher should enable the students to enhance their vocabulary by using impressive words like this;

E.g He gets angry very easily

1. He flares up easily

2.He flies off the handle easily

3.He goes ballistic easily

4.He flies into a rage easily

5.He hits the roof at the drop of a hat

3.He should explain the synonyms of the word so that the students will remember these words and they can make their language polished and enriched.

E.g That shopkeeper deceive innocent people

1.That shopkeeper is a top class con man

2. That shopkeeper rips off the naïve people

3. That shopkeeper swindle gullible people.

4.That shopkeeper tricks into simple people

5.That shopkeeper hoodwinks simple people

6.That shopkeeper is treacherous, sly ,deceitful.

7.That shopkeeper bamboozle credulous people

Another example may be given :

E.g Rahul beat him

1.Rahul thrashed him .

2. Rahul beat him to pulp

3.Rahul beat him black and blue.

4.Rahul beat crap out of him

5.Rahul beat shit out of him

4.An English teacher should have comprehensive knowledge of grammar so that he can help his students to harness their language skill while teaching passive voice, he should explain difficult sentences also.

E.g

People say that this house is haunted

Passive 1- It is said that this house is haunted'

Passive-This house is said to be haunted.

E.g My neighbor doesn't like people staring at his beautiful daughter

Passive-My neighbor doesn't like his beautiful daughter being stared at.

4.By using advanced structure likecleft sentence:

E.g They had the dinner together yesterday

Cleft- What they did was the dinner together .

5.An English teacher can help his students' pronounciation by teaching them phonetics. The students should be taught about the consonant and vowel sounds and how to transcribe the words and what is syllable.

E.g the word 'college' has two syllable and 'student' has two syllables.

They should be taught about 'stress and Intonation'.

6.The students should be given practice session and various exercises based on spotting the errors ,misspelt words. The more they practice, the more they will be able to enchance their language skills.

7. They should be given passage for practice and should be taught how to comprehend it and how to answer the questions asked in the passage.

8.An English teacher should reinvent himself by harnessing and honing his knowledge. There should not be compliancy on the part of the teacher. He should remain a student throughout his life.

Conclusion :

There is no denying the fact that knowledge of English has become overriding important and it is great onus on an English teacher to enable the students to hone their skills by implementing the suggestions I mentioned. English language can be made interesting by applying innovative techniques rather than conventional stereotyped methods. The crux of the language blearning is that one is able to use it fluently, correctly and effectively as a matter of habit or ,as a matter of course without any obvious strain on thinking process. Every teacher should be able to achieve this target irrespective of the method he may use.

The National Education Policy- Challenges and Suggestions

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Abstract

Education has a decisive role in this scenario of contingencies. The National Education Policy 2020 has therefore been transformed into the framework of this reform, which could help to build a new education system in the country, in addition to strengthening those economic and social indicators. That still needs to be improved. NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. In reality, all education should be preparing student for future careers. The current paper describes the analysis of the requirements for NEP 2020 provisions and management practices at the university level and higher education level.

Keywords : NEP 20202, HEL,s, Implementation

1.Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. Here, it varies from moment to moment. No society is untouched by the process of change. Social change is the nature of society. Indian society is also no exception to this. It is known from the historical study of Indian society that many social, economic, political and other changes have also taken place from the primitive era to the present era. There are mainly two types of change. One is the changes which are made by nature and the other types of changes are done by the human beings themselves. Natural changes are not within our control. But through human change, one tries to innovate by bringing changes in life and society. Presently, if there is to be some change in terms of development in a society, then the education policy should be changed first. The picture of

education in any country shows that the place of education is the priority of the government there and how much it deals with it.

Why the need for change in pre-education policy ?

1.To cater to the needs of a knowledge-based economy in the changing global scenario changes were

needed in the current education system.

2.New education to enhance the quality of education, promote innovation and research.

3.In education policy to ensure global access to Indian education system.

2.Challenges Related to Education Policy :

Cooperation - Education of states is a concurrent subject. This is why most states have their school boards. Therefore, the State Governments have to come forward for the actual implementation of this decision. Also, the idea of bringing a National Higher Education Regulatory Campus as the top controlling organization can be opposed by the states. Expensive Education. The new education policy paves the way for admission to foreign universities. Various academics believe that admission to foreign universities is likely to be expensive for Indian educational system. As a result, it can be challenging for lower class students to pursue higher education.

Sanskritisation of education -

South Indian states charge that the government is trying to Sanskritise education with the tri-language formula. Many problems can arise in front of states even if the medium of education for children is in mother tongue or regional language. For example, people from different states live in a union territory like Delhi. In such a school there will be children who know different mother tongues. In which medium all these children will be educated, Whether or not English medium schools are in agreement with the vernacular concept. In primary school, in which medium the children will be able to get an education if the state changes. Feeding related inadequate investigation - Fees still exist in some states Regulation exists but these regulatory processes are unable to curb profiteering as unlimited donations.

Financing - Ensuring funding will depend on how strong the will power to spend the proposed 6 percent of GDP as public expenditure on education. Lack of human resources - Currently skilled teachers in elementary education lacks. In such a situation, the implementation of the system made for elementary education under the National Education Policy 2020.

3.Suggestion for New Education Policy

The initial 5 years are included in early childhood care education. It will be implemented through Anganwadi. First, Anganwadi should be converted into Kids Zone so that the child can get an education in sports. Also, one of the two Anganwadi workers should be replaced by an ASHA worker and physiotherapy so that both education and health will work together. It is said that 85% of brain development takes place in this period. Therefore, to prepare a strong and capable generation in this, skilled training will have to be made available to the children in this period. Will receive education from class 3 to class 5 in the primary stage. Children between 8 and 11 years of age come. In this class, the child has to reduce the burden of books. In this phase, children should get an education through moral stories so that the round development of the child is possible. Bagless education should be imparted at this stage. Also, 50% evaluation textbook and 50% evaluation should be based on local arts promotion, culture and small cottage industries only then the concept of employment education will come true.

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

2.Less money is spent on research in India. Research spent 0.7 percent of GDP in 2017-18. The United States spent 2.8 percent in China and 2.1 percent in Israel. To promote research in the new policy, the National Research Foundation needs to be set up on fast track messages.

3.Govt needs to provide more Shares in GDP for Quality Education.

4.Top Universities of India should produce more than 50,000 PhDs every year so that innovation and specialty talent can be improved.

5.The new policy is emphasizing on the environment, sports, culture, research and development. There is a lack of basic infrastructure required to meet all these needs. For this, the government should arrange to give a large amount to the universities in the form of a loan for 20-30 years.

4. Conclusion

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

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Sustainability for Health and Revitalization of Teaching & Learning in Higher Education Institutions

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Abstract

Sustainability for health and revitalization of teaching and learning in higher education is a development towards the life of educators learners colleges and their broad community to develop sustainable and equitable society education for sustainability develops the knowledge and World views and attraction of individuals to reflect on ways of interpreting and engaging with the world to provide a sustainable environment for learning there are three main pillars which are economy, society and environment as stability for health focus should be on a healthy institution as a means of facilitating Synergy between public health sustainable development and climate change. To Corona virus disease has resulted in the transfer of physical education to online learning the health of the Indian higher education system urgently required assessment to achieve sustainable development and maximize education externalities .the World health organization has highlighted the importance of health when sustainability for students start to manage their own health and working life this paper describe help promoting factors for a sustainability working life among students in higher education and revitalization of teaching and learning in higher education institutions.

Keywords : Sustainability, Revitalization, Health, College, Group of Energy, etc.

Introduction:

The development of any country depends mostly on its education system and the quality of education provided by any institution. It works as a catalyst for the country so it is necessary to revitalize the education sector of a country, especially University education to ensure sustainable education and to revitalize the development of India. This paper focuses on the institutional level of education this paper deals with the sustainability of education, health, and revitalization of learning in higher education institutions in India. The motto of this paper is to define various ways through which sustainable health and revitalized learning could be achieved, the objective of this paper is to identify the problems faced by the institution to achieve sustainable health and revitalized learning in the institution. The revitalization of institutions would lead to the development secure environment for the learning and academic process and the economic development of a nation. It is always seen that Indian education has a

long way to go in terms of infrastructure development e-Learning conducive environment and technology with the correct employee abilities skills sustainability for health and revitalization for learning in higher education would work as a remedy to India it is necessary to remember that the education in the country would remain and necessity because it is the only weapon for sustainability for health and revitalization of learning in the education system in the development of society national policy on education board with the greatest weapon which could be used for quick development of its economic political social and human resources this could be done through transmitting knowledge through teaching training and conditioning. Emekeduo (2017) coated UNESCO's definition of education as the total progress of developing human ability and behavior. they balance that education is organized as sustained is instruction designed in a way to communicate a combination of knowledge skills understanding values for all activities of life.

Institutional education comes after attending higher secondary education, the purpose of higher education is to train future leaders who will be engineers, doctors, teachers for professors, lawyers, scientists, etc. institutional education institutes in India attain some benefits:

1.Institutional education will help individuals to succeed today's workforce and establish an

enjoyable career of his/her choice.

2.The job market in India is extremely competitive and employers required the service of skilled

employees to work for them this kill could be developed in the institution.

3.Students are required to have a broad range of degrees for careers such as medicine engineering

accounting and loss and the institution provides for the obtainment of such degrees.

Methodology:

This paper is a theoretical discussion based on the existing views and research in the field of education sustainability on the impact of the environment on the community's behaviors and altitudes who are from the problem area recently, there has been a noticeable increase in interest on the request of sustainability for health and revitalization in learning for higher education, efforts are being made to verify the method of teaching and learning so far. Discussion would be there as the need for changes in the approach to the phenomena of marginalization in education and social exclusion. The undertaken discussion will aim at

establishing the premises and conditions for sustainable health and revitalized learning in the social aspect and the components that shape socially sustainable development.

⬜Sustainable Health - Mental health has been declared as the essential component of overall human well-being. However, there has been a very sharp rate of depression and anxiety instudents that exhibit their social and personal burdens. It has been widely accepted that the well-being and mental health of students is a mix of psychological, genetic, social, and lifestyle factors and environmental exposure. Due to the pandemic, the shift from traditional classroom learning to e-learning has also disturbed the mental health of students, which consequently affects environmental stability. Educational institutions are improving their e-learning programs by understanding the preferences and challenges of students regarding online learning. Educational Institutions should revise their policies on online education and teaching methodologies.

⬜Revitalization of Education - There are some bedrock lessons we have learned from traditional education. The problem is how and what I want students to learn. and were. The effectiveness of technology based on learning is reached the next level so there is more than enough technology around us to teach in whatever way we want. It helps the learner to learn, what he or she wants to learn. The process of learning through technology could be face-to-face or through a medium or tri-media material the learner'sattitude towards learning plays the main role in every aspect of learning. One function of media is to focus on the generation the altitude or motivation to learn among educations. This is the key role of media Creating motivation on the part of the learner to learn, and focus on what to learn. In the future, it would be a new weapon for youth for the marketing of knowledge, skills,even values, and altitudes. Knowledge is exploding so you need to absorb what you need to absorb. Learning to learn has become more important than mastery of content or methods of teaching because contents are changing and expanding so swiftly.

⬜Distance education -The silent revolution in education that was taking place all over the world in the 70s and 80 S is now breaking out in the open with the increase of information technology. The emergency of distance education can be divided into three generations. The first-generation distance education used a single technology, which resulted in a lack of direct student interaction with teachers. Second-generation distance education is characterized by a deliberately integrated multiple-media approach. The third-generation distance education is based on two-way communication media which allows direct interaction between the teacher who originates the instructions and remote students. The area of education is considered to be the fastest-growingin distance education.

Revitalizing Teacher Education - within the context of teacher education, The upgrading of teaching techniques, teaching skills, of subject knowledge from those of information specialists up to those of scientists and engineers. Nothing happens in education unless it happens in the classroom. Sophisticated planning systems in central headquarters or policy Pronouncements or ambitious five-year plans, if, in the end, they are not articulated in the classroom? It is in the classroom that education really takes place. If you will visit several classrooms, you will see clearly how classrooms differ from each other, In one classroom you may find students engaged in learning activities, interacting with each other, and with the teacher and instructional materials. The atmosphere is full of enthusiasm the coordination between students and teachers is zestful. The environment is so stimulating that every moment is highly satisfying for the teacher and students. In the second classroom, the teacher is perhaps hiding his lack of a sense of direction behind a clocked authority, coordination between students and teacher is zero, and There is only one-way communication. In the third classroom, you will find it confusing, the classroom's environment is neither of joy nor despair it could be defined as a neutral environment. So, these are different learning environments in the world of classrooms, where learning either takes place or not.

Result:

Various strategies need to be developed to make teacher training a continuous rather than a one-shot approach. The use of open learning systems to supplement conventional training systems is to be encouraged. These offer a multi-mode approach that allows for the production of more teachers, and for the strengthening of different programs and delivery systems conventional training is constrained by its high cost, it's needed for physical infrastructure and full-time trainers and student-teachers.The inadequacies can be supplemented by distance education and can be lessened by features of the conventional system for example by providing practical learning in actual Institutional settings and institutional summer school.

Suggestions:

1.The research suggests using digital technology in Higher education Institutions.

2.The results of the study motivate the teachers to use technology in the classroom.

3.Use of technology is suggested as it reduces stress and anxiety.

4. The effective use of technological resources enables the learners to save time and energy.

Conclusion:

It was noted in this paper that the education sector is the fountain from which all other sectors draw their resources. Institutions in India serve as the foundation to produce professionals that would one day dig into the different sectors of the economy. It provides knowledgeable individuals to society who are well-groomed through a properly implemented curriculum. The primary discussion of this paper was the sustainability for health and revitalization of higher education in the country, there needs to be e-learning, entrepreneurship education, and many more. Even though there are numerous problems facing the revitalization of university education for a sustainable environment. Finally, we must now manage education, in particular teacher education, in the new style of the 21st Century stakeholders and the beneficiary must join in problem-evaluation and solve and in decision making. Indeed, community participation and use of community resources in the classroom whetherfour-walled or via tri-media or on the farm in support of teacher upgrading is most urgent, and vital community leaders can be invited to present real-life situations in the classroom to support the teacher. The value of technology is its ability to reach learning not well served by conventional education Institutions (rural teaching is one of such groups) to meet better the newly emerging educational needs of information society and to improve the quality of learning.

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Digitalization of Education : Pros and Cons

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Abstract :

This paper explores Education potentially contributes to sustainable development in line with achieving sustainable development goal, especially the SDG 4 in line with UNSDG'2030.

We sought to examine the need for an inward shift in holistic pedagogy in Digitalization of the education. An educational ecosystem aimed at achieving sustainable development in the context of innovation and digitalization through lifelong learning. We also try to fact check how sustainability works in digital Education is called for as a key component of the 2020 National Education Policy. The recent increase in disasters and epidemics requires us Equipped with optional values education methods for use Traditional face-to-face education anytime, anywhere. There is a problem with the method. national education Policy 2020 understands the importance of harnessing innovation. In acknowledgment of the anticipated threat and drive. To meet present and future the challenge of delivering quality education to all The current digital phase and developing ICT-based education Initiatives should be strengthened and expanded. NEP 2020 Emphasis on the creation of virtual learning environments Students can practice their fabricated information and make it natural Materials available in different languages. Professional units will be Composed of experts in the field of education and education Innovation, administration and e-government to focus on The demand for online learning in schools and higher education. Online exams and reviews will Get more attention. In order to emphasise the unique aspects of NEP, 2020's approach to digital education in India, the current study was conducted.

Keywords: Quality Education, Digitalization, ICT, Educational Initiatives, Digital Learning, Education for Sustainable Development (ESD), Sustainable Development Goal (SDG), United Nations' Sustainable Development Goal (UNSDG),National Education Policy (NEP) .

1.Introduction:

Digitalised education plays a crucial role in India. The process of converting various types of information into digital language is known as digitalization. The information that is converted may take the shape of text, audio, or video, among other formats.[4] Digitalization plays a central role in education sectors from primary schools, universities and the University. So far, post-independence India has formulated three education policies. first national education policy

India is 1968, the second is 1986; National Education Policy was revised in 1986 The third national education policy was promulgated in 1992, and the 2020 education policy was promulgated Particular attention is paid to developing the creative potential of each individual.[7] Our Prime Minister once said, "I dream of a digital India where quality education can reach the most inaccessible corners through digital learning." There is no doubt that NEP Directive 2020 is a comprehensive attempt to realize his dream.[6] National Education Policy 2020 recognizes online and digital education. aims to explore existing digital platforms and is in the process of ICT-based education initiatives need to be optimized and expanded to keep pace with the times and the future challenge of providing quality education for all.[10] The Covid-19 pandemic has provided an opportunity to rethink assumptions about digital education particular. In light of the general crisis caused by the pandemic, particularly when it comes to so-called Emergency Distance Learning (ERT), educators of all grade levels and contexts have experienced the need to reconsider their roles, ways of supporting student learning tasks and the image of students as self-organized learners, active citizens and autonomous social agents using ict techniques.[2]

Research purposes and Objectives :

✓ To Research pros and cons of digital education. [4]

✓ Examine the status quo of digital education in India. [3]

✓ Research the initiatives taken by the government Promote digital education.[4]

 2. Methodology of providing Digital Education A certain steps are to be followed in order to provide a proper digital education to the students that can be as follows :

Methods of providing education

Content Delivery

Instructor led education

Web based training

Text Books/Self study Video Recording

Simulation Based Training

3. Traditional Existing Policy VS NEP2020

In another study comparing online and face-to-face classes, P. Chaurasia10 reported that students chose online courses to avoid travel time to classes and scheduling problems. Other research has also reported similar results, which clearly reflect the popularity and usefulness of

online teaching among students. Below is a comparison between the existing education policy and NEP 2020

New – New Education policy 2020 Existing – National Policy on Education

(NPE), 1986

Ministry of Education Ministry of Human Resource Development

Gross Enrolment ratio – 50% (2035) Gross Enrolment ratio – 26.3% (2018)

5+3+3+4 format 10+2 format

Break-up of age: 3-8, 8-11, 11-14, 14-18 Break-up of age: 6-16, 16-18

Exam – Class 3, 5, 8, 10, 12 Exam – Each year up to class 12

Board exam – Objective and descriptive. Twice a year.

Board exam – Descriptive. Once a year.

No hard seperation of Art, Commerce, Science. All will be mixed with curriculam.

Hard seperation – Art, Commerce, Science

4. NEP : As a boon for digitalisation of Education

Research has shown that online education, whether synchronous or asynchronous, is now an effective learning tool around the world. Course content via Internet at any time they want or need, depending on their convenience. In another study comparing online and face-to-face classes. The National Education Policy -2020 has shown the promise and obligation of enrichment our education system, whether school or university, with the online interface that will be available soon. This will undoubtedly lead to a transformation of traditional learning patterns into digital learning patterns. This digitization of Education will certainly lead to the strengthening of the teaching-learning community in relation to a contemporary digital interface. The National Education Policy -2020 will serve as an outrigger between society and the updated teaching-learning standards that must be met in this modern era. This gives every single student optimal opportunities to thrive and grow. This digital transformation will not only improve classroom effectiveness, but also meet the needs of a wide variety of students across the country and ultimately improve their learning outcomes.

5. Digitalisation of Education : Pros

Share Several Knowledge Worldwide : Digital education is the best way to ensure that information is shared among a large group of learners. The advent of the Internet paved the

way allowing students to communicate with other students regardless of country borders, which really improves their communication skills.

Enhance Learning Through Audio Visual Aids : Digital learning allows students to record and download videos from their favorite teachers and save them for later viewing. This method helps students update topics whenever they have time. Learning is also possible for students with smartphones. Information on various Public Service Exams is available for mobile devices. Applications. This way of learning helps students to make the learning process more enjoyable

Grant Sense of Isolation : Everyone learns in their own way. Some students have the ability to work independently, while others find solace in their campus community with easy access to faculty or fellow students.

Prone to Technical Errors and led more screen timing :

The classic disadvantages of the online learning center are technical problems. Nothing disrupts an online class more than audio, video, or connectivity issues.

7. Litrerature Review.

❖ Telukdarie; M. Munsamy 1 provides an architecture for the delivery of digitization at the institutional level. They adopts a functional and architectural vision of the system. Grants us a Digital Education Evaluation Model (DEEM) is proposed to evaluate traditional and digitized education. Methods for identifying digitized technologies for their introduction through the comparative analysis of traditional and virtual classrooms.

❖ K Seethal & Dr. B Menaka4 , has carried out a study to analyse the status of the modern education process in India. Provide an overall study and comparison of various education schemes and there digitalisation.

❖ Sujata Mohan Pendor6 , provide a analysis and comparison between various other systems of education in India and its basis on technology. He even demonstrated how technology acts as a helping hand for students to grab a deeper knowledge.

❖ V. V. Mantulenko7, discuss students' opinions on the different educational formats and the digitization of higher education. He presented the forced switch to digital forms of training during the pandemic and the social problems during this time. His report and study uncovered contradictions that digitization education is not the same in reality in government programs and reports. Conducting research work in 2021 with the participation of 5 Russian universities (Samara region and Krasnodar region).

8.Conclusions :

This paper includes a detailed information about the Digital education. It gives an outlook that digital education plays a crucial role in India if used in most eminent way. Technological change has brought about a revolutionary change in the education sector. Digitized education is very useful through this way, students can also study comfortably at home with their smartphone, tablet or laptop. Teachers' introduction of new technologies into classrooms made students learn instead of the traditional chalk-and-chatter method. Also, digitized education is one of the most important sources of income for the government and is really considered a boon for the Indian economy. In summary, the national education policy seems to be 2020 one of the best education policies to stimulate online and digital education across the country.

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Assessment and Accreditation in Computer Science Education Part of NEP-2020

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Abstract:

Getting degree programmes academic approval in the abstract is of utmost importance to universities everywhere. This is reasonable given that certification not only results in improved these programmers' content and distribution, but also enables them institutions to hire staff and students of the highest calibre. One reputable organization has the authority to accredit computing Accreditation Board for Engineering and Technology is a programme. (ABET). In this document, we describe our evaluation in full, and assessment techniques for student outcomes as established by ABET Computing and Computer Information Systems (SOs) programmes. The examination is mostly conducted using a range a variety of summative and formative evaluation techniques are used. Exit exam, formative data analysis, data analysis, faculty Alumni survey and survey. Later information derived from these sources are combined. Later information derived from these sources are combined and examined to determine the degree of SOs. This is also the fundamental idea behind constant improvement. The fundamental processes that make up any accrediting associated activities the paper goes into further detail when presenting this. About the difficulties encountered along the procedure. The most important contribution includes strategies that were adopted to tackle these issues. A unique aspect of our institute is the academic environment that consists of segregated male and female students and faculty members in order to respect the cultural norms of the society. Another contribution of the paper is that it acts as a guide for institutes and their management that plan to embark upon the journey of accrediting their computing programs.

Introduction:

Because external constituencies are more interested, quality assurance has recently emerged as a vital functional area of modern-day academic management. Governments and regulatory bodies highlight need of quality assurance activities for benchmarking institutions, whereas students are interested in these processes to priories their selection of potential alma mater [1]. Selection of an academic institution/program has lifelong implications for an individual, so there is an increased demand for more awareness for students and their parents so that they can make an informed judgment [2]. This has led to evolution of different accreditation

mechanisms and academic rankings. Some of these accreditation agencies focus at institutional level, whereas some focus on specific academic program. Each of these methods for accreditation and rating have their own standards, and an impartial audit of these organisations seek to increase people's confidence in their status. Many organizations/programs [3].

Although there is doubt in the academic community concerning the parameters' efficiency and fairness are yet academic Institutions work diligently to get accreditation to inspire trust to their stakeholders. These accreditation bodies define their requirements and give flexibility to institutions in devising their own processes to ensure that they are meeting the set forth criteria. On the one hand this flexibility helps mature institutions to satisfy accreditation requirements without modifying their existing processes, but new institutions often confront with the challenges of defining optimal processes to meet accreditation requirements. Control of these Institutions must decide whether to move in or out. The appropriate path or not. Considering the diversity of environmental factors may not be the same at various institutions. A broad structure might be presented, but there is a requirement to add substantial case studies to this collection of knowledge recording difficulties and solutions.

Implications and Analysis :

This section discusses challenges confronted in the course of the SO attainment cycles and the way these had been controlled for CS and CIS programs. The dialogue supplied right here is inside the context of the criterion being laid out in segment 2.

A. Exhaustive vs. lightweight:

The approach taken at our college can be considered exhaustive. the principal cause for that is that the university management desired a technique where the attainment outcomes may be completely relied on and acted upon. additionally, this is affordable because it's far the first time that the SO attainment and evaluation cycle has been done on the college for CS and CIS applications. additionally, there have been some external factors that got here up. perhaps the most important is lack of information and hence clear direction on the implementation details of the SO attainment cycles. A clear aspect-effect of this became that the team designed and partly applied 3 one-of-a-kind implementation techniques earlier than agreeing upon one final method. This become understandably very stressful and proved to be time consumingand for this reason exhaustivein our context. A takeaway message right here is that the info of the SO attainment cycles should be planned in superior and agreed upon by means of all stakeholders before being implemented.

B. Assessment technique:

The assessment technique taken at our college was top Down. in this context, a unique committee of senior college participants from CS and CIS departments was fashioned that turned into named academic Accreditation Committee (AAC). The preliminary challenge of this committee was to turn out to be acquainted with strategies and requirements associated with ABET. After this, the committee prepared numerous artefacts of both programs along with PEOs, SOs, PIs, and corresponding rubrics. after you have the desired approval from government, PEOs and SOs of the program were published at the college internet site and shared with all stakeholders. PIs, corresponding rubrics, and assessment techniquesthat required gathering summative and formative factsbecame additionally prepared as part of this pastime. to start with we witnessed reluctance within the adoption of new academic practices inside the college. the primary motive turned into that these sports have been resulting in an elevated burden on faculty individuals as they had to update direction specifications consisting of getting ready CLOs with mapping to SOs/PIs and designing new tests to acquire proof for summative and formative analysis. every other motive changed into that maximum of the college contributors have been junior-stage and had no previous revel in of accreditation related activities or tests. on the way to tackle these problems, several education classes were arranged for school contributors and a helpdesk turned into setup for 2 departments. As a result, the reluctance diminished with the passage of time as school contributors skilled benefits of the accreditation activities that covered improved curriculum, better first-rate transport, and more streamlined tests. possibly any other vital undertaking executed by way of AAC turned into to prepare school participants for delivering direction portfolios that documented summative and formative facts, which needed to be later used by AAC for quantifying SOs attainment.

C. Truthful/impartial:

So that it will have truthful and impartial evaluation method, a number of direct and oblique tests were done. Direct exams include summative analysis and the exit exam. indirect assessments included formative evaluation, college survey, and alumni survey. Please observe that those had been the stakeholders involved in quantifying attainment of SOs. For assessment of PEOs, surveys from school, alumni, and employers have been being carried. considering that employers are being worried in the processing of assessing PEOs, this allowed us to cater for local industry requirements.

D. School Member Involvement:

At the college, we worried college individuals after the initial plan for evaluation were drafted. The branch and university Board were then involved to get this plan authorised. This became accompanied by means of arranging initial schooling periods for school individuals for the

reason that almost all guides needed to be updated with the intention to undertake the newly drafted and accepted assessment plan. This become followed by means of a whole overhaul of the curriculum that become obviously completed by the department faculty individuals. As part of this exercising, numerous sections of the direction specification had been up to date including CLOs, direction goals, route description, grading strategies and their weight age. one of the most important hobbies become to set up mapping between CLOs and PIs/SOs based totally on the curriculum mapping desk, PIs and their corresponding rubrics provided to the college contributors by using AAC. additionally, a document titled course assessment Breakdown changed into advanced in order that tests for all male and woman sectionstaught via specific school participants have unified evaluation method. This glaringly required periodic training sessions and common interaction of school individuals with senior school contributors from AAC to get response to their queries.

E.Control Assist:

All through the procedure of adopting a new assessment technique to quantify the assessment of SOs, the university control provided superb assist. This protected decreasing load on some of the key college contributors concerned in the accreditation sports. AAC became given freedom to put into effect the assessment method. additionally, the curriculum turned into up to date substantially and departmental sources had been supplied to ensure easy adoption in the university. further, the management also supplied support to contain all stakeholders. it's miles critical that the management is absolutely on-board while institutions embark upon the adventure toward ABET adoption for his or her applications. A critical element to word right here that the system of improving excellent is slow and requires persistence on part of management to peer tangible outcomes. At our institute there was change in the control structure after submitting the Self have a look at file and earlier than the visit that resulted in some challenges because new control may have extraordinary vision and implementation requirements.

G.Continuous Improvement:

The continuous improvement process at the college is a two-tier process: Attainment of SOs (per cycle) and Continuous Syllabus Improvement (per semester). We begin our discussion with the attainment of SOs process. This process is informally also called Closing-the-Loop process. The attainment of SOs is conducted using data collected through direct and indirect assessments. The process for attainment of SOs is shown in Figure 7. This process is executed for every attainment cycle of SOs. Direct and indirect assessment data is collected by the Academic Accreditation Committee that is responsible for evaluating and analyzing this data to

quantify the attainment of SOs. Most importantly Academic Accreditation Committee develops actions to improve the attainment of SOs in the next cyclethese actions are penned down in the "Closing the-Loop Action Plan" document. This plan along with "Direct/Indirect Assessment Data & SOs Attainment Results" are passed to the Department Board for review and approval. The Department Board approves the plan to issue "Approved Closing-the-Loop Action Plan".

Now we shift our interest to the non-stop syllabus development system that recurs every time period. The relevant concept of this pastime is to include path comments from previous semesters inside the next providing of the same or associated course underneath the umbrella of a professional organization. The method is depicted in discern 8.

The focus of continuous improvement cycle at this (direction) level is the evaluation and attainment of direction learning results. at the stop of the time period, every direction coordinator assesses the attainment of course gaining knowledge of consequences for the course. in addition, the course coordinator is responsible for writing/assembling suggestions inside the "path evaluation form" this is connected with the course portfolio (folder). the academic Accreditation Committee compiles all tips together within the "direction-degree pointers from direction Coordinators" document, that's forwarded to the branch that during turn forwards those pointers to the Curriculum Committee. The Curriculum Committeeusing their internal hierarchyassigns the relevant route coordinator to develop "path-level action Plan" this is geared toward solving the problem highlighted with the aid of the preceding route teachers. The Curriculum Committee also develops the "end term Presentation motion Plan" that contains pointers and recommendations within the light of give up time period presentations accomplished with the aid of route coordinatorsthis activity is finished at the conclusion of each time period. The "cease term Presentation movement Plan" is also consulted by know-how agencies and route coordinators to develop the "direction-level action Plan", that's later forwarded to the department Board for assessment and approval.

The branch Board approves the plan to difficulty "permitted path-degree action Plan". as an alternative, the department Board might provide comments to further improve the "direction-level action Plan". The at the "path-level crowning glory motion of every Plan"prepared termconsists of moves/suggestions/pointers to improve course getting to know results attainment. This plan can cope with shortcomings and advise improvements to 1) direction learning effects, 2) route targets, 3) route Description, 4) Textbook and/or references, five) brief listing of subjects, 6) Weekly agenda of the course, 7) Grading (evaluation strategies), eight) PIs and corresponding rubrics, nine) Pre-requisite or related publications, 10) software

curriculum, 11) educational practices and strategies, 12) different college/department/software associated methods and practices.

Conclusions :

So, one can improve high-quality of academic applications and student's consumption, an increasing number of academic institutes are making use of for ABET accreditation of their computing applications. An undertaking here is that not a great deal information is to be had for implementation mechanics and this outcomes in confusion and wastage of resources mainly in the course of the initial phases. also, there is scarcity of available literature outlining technique and implementation of a hit accreditation approaches for computing applications. retaining this in mind, there is a want to file methodologies, educational practices, and techniques adopted by way of one-of-a-kind institutes on their road in the direction of accreditation. inside the context of ABET, the maximum important aspect is the technique for assessing and evaluating SOs that forms the basis of the continuous improvement activities. This issue is addressed in this paper with the aid of imparting problematic implementation details of procedures and techniques for CS and CIS packages at the direction towards ABET accreditation. SOs attainment is calculated by way of various direct and indirect techniques along with summative facts analysis, go out exam, formative records evaluation, faculty survey, and alumni survey. this is observed by using analysis of attainment results leading to SOs movement Plan record that forms the premise of non-stop development sports. observe that despite the fact that the paper adopts ABET-defined scholar consequences for CS and CIS applications, however the method provided in this paper are applicable to newer ABET-described or custom designed student effects that is probably adopted by using a program. The paper additionally mentioned a number of demanding situations confrontedassociated with designing and setting up evaluation mechanismsin the course of the execution in an effort to conduct a qualitative assessment of the adopted technique. those demanding situations include qualitative analysis of the adopted method and ascertain if it's far 1) exhaustive vs. light-weight, 2) pinnacle down or backside up, three) fair/impartial, 4) involves college members, five) calls for control aid, 6) clean to confirm, and seven) supportive of non-stop development activities. We present those challenges as a fashionable framework for assessing technique towards acquiring accreditation. Readers may f ind the paper useful as a case look at earlier than they embark upon the adventure of accrediting their computing applications. The a hit accreditation of both programs via ABET makes this contribution a verified manual for aspiring establishments and practitioners to put their foundation of a methodological assessment approach.

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Paradigm Shift in National Education Policy

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Abstract

Over the past three decades, there has been a rapid expansion of knowledge, the creation of adaptable means for communication and information sharing, and other scientific advancements pertaining to the field of education. All of these elements contribute to the competition's trademark growth, therefore the Indian higher education system urgently needed to adapt and reorganise itself to be dynamic, competitive, meaningful, and purposeful. In order to promote the sector's growth, the present administration decided to completely revamp the Indian educational system by introducing the National Education Policy 2020.

This study is based on secondary data and revolves around the visionary aspects put forward under National Education Policy (NEP) 2020 for restructuring and consolidating affiliated public/private institutions offering higher education and highlights its challenges.

Keywords : NEP 2020, Higher Education System, Transformation of Affiliated Private Colleges

Introduction

India has one of the largest systems of teacher education in the world. Teacher and teacher educators are always curious to know about the history of teacher education in India. Teacher education in India has a strong historical perspective and a result of different outside invaders, social reformers and dominant educationist (Balwaria, 2014). It starts molding from the ancient education system and till the present system of education taking shape according to the global and local needs of the Indian society(Chigbu, 2019). History of teacher education in India can be classified into two parts, one part was teacher education during pre independent India which starts from ancient education system of education till India got independent and other part was teacher education during post independent India that is after independent till present year (Pandey, 2019).

National Education Policy : 2020

The National Education Policy (NEP) 2020 was released on July 30, 2020. It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economies will be driven by knowledge

resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. It will replace the National Policy on Education, 1986. Key recommendations of the NEP include:

(i) Redesigning the structure of school curriculum to incorporate early childhood care and education.

(ii) Curtailing dropouts for ensuring universal access to education.

(iii) Increasing gross enrolment in higher education to 50% by 2035, and

(iv) Improving research in higher education institutes by setting up a Research Foundation. In this

blog, we examine the current status of education in the country in view of some of these

recommendations made by the NEP.

1.Quality Universities and Colleges:

☐As India moves towards becoming a knowledge society and economy - and keeping in view the requirements of the fourth industrial revolution, characterised by increasing proportion of employment opportunities for creative, multidisciplinary and highly skilled workforce - the higher education system must, at the earliest, be re-adjusted, re-vamped, and re-energised to meet these requirements.

☐A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. It must prepare students for more meaningful and satisfying lives and work roles, and enable economic independence.

☐Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at HEIs across the country. The flexible and innovative curriculum shall emphasise on offering credit-based courses and projects in the areas of community engagement and service, environmental education and value-based education.

☐HEIs as part of multi disciplinary education will focus on research & innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of

research, greater industry-academic linkages, and inter-disciplinary research including humanities/social science research.

2. Optimal Learning Environments and Support for Students

☐ Effective learning requires relevant curriculum, engaging pedagogy, continuous formative assessment and adequate student support. The curriculum must be updated regularly aligning with the latest knowledge requirements and shall meet specified learning outcomes. High - quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students - thus directly influencing learning outcomes. The assessment methods have to be scientific and test the application of knowledge.

☐ Whereas curriculum, pedagogy, assessment and student support are the fundamental requirements for quality learning, infrastructure, resources, technology are necessary for highquality education. Special programmes shall be devised for gifted students so that they can complete their programme on a fast-track mode.

3. Equity and Inclusion in Higher Education

☐ The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systemise recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially.

☐ Every HEI must have essential infrastructure viz, modern digital-enabled classrooms, clean drinking water, clean working toilets, offices, teaching supplies, labs, and pleasant classroom spaces. Every classroom shall have access to the latest educational technology that enables better learning experience.

☐ The teacher-student ratio shall range from 1:10 to 1:20 depending on the programme. The teaching duties shall allow time for interaction with the students, conducting research, and other university activities. Faculty will be appointed to individual institutions and not be transferable across institutions, so that they may feel truly invested in, connected to, and committed to their institution and community.

4. Teacher Education

☐Teacher education is truly vital in creating a team of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions, while also being well-versed in the latest advances in education and pedagogy.

☐All fresh PhD entrants, irrespective of discipline, will be required t o take credit-based courses in teaching/education/pedagogy related to their chosen PhD subject during their doctoral training period. Exposure to pedagogic practices, designing curriculum, credible evaluation systems, and so on will be ensured since many research scholars will go on to become faculty. PhD students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. PhD programmes at universities around the country must be re-oriented for this purpose. Opportunities for PhD students to assist faculty as teaching assistants must be created as part of all PhD programmes.

5.	Reimagining Vocational Education

☐The 12th Five-Year Plan (20122017) estimated that only a very small percentage of the Indian workforce in the age group of 1924 (less than 5%) received formal vocational education; this may be compared to other countries such as the USA where the number is 52%, Germany 75%, and South Korea as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India. Some of the reasons for this include the fact that vocational education has in the past focused largely on dropouts (Grade 8 and upwards) and on Grades 1112. This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.

☐By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. This is in alignment with the S ustainable Development Goal 4.4, and will help to realise the full potential of India's demographic dividend. The number of students in vocational education will be considered while arriving at the GER target. The possibility of offering vocational courses through ODL mode will also be explored in programmes, wherever possible. Vocational education will be integrated into all educational institutions in a phased manner over the next decade. Focus areas will be chosen based on skills gap analysis and mapping of local opportunities, and technical and vocational education will become part of the larger vision of holistic education. The MoE will constitute a National Committee for the Integration of Vocational Education (NCIVE), along with industry

participation, to oversee this effort and should also earmark budget for promoting this integration.

6. Professional Education

☐ The Policy envisions that the professional education will become an integral part of the overall higher education system. Like all higher education, it must significantly involve critical and interdisciplinary thinking and research. The practice of setting up stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, shall be discouraged. All existing stand -alone professional educational institutions will have to become multi-disciplinary institutions by 2030, either by opening new departments or by operating in clusters.

☐ Legal education will be restructured to become globally competitive, adopting best practices and embracing new technologies for wider access to justice and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights.

7. National Research Foundation

☐ Research and innovation at institutions in India, particularly those that are engaged in higher education, is critical. Evidence from the world's best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings.

☐ The higher education system must be restructured to promote: holistic education, research in universities, includes research and internships in the undergraduate curriculum, create faculty career management systems with due weight age to research, and bring in governance and regulatory changes that encourage faculty and institutional autonomy and innovation. In order to focus on research and promote research culture in all HEIs in an interrelated and coordinated fashion, there shall be a National Research Foundation (NRF) which would bring a quantum jump in funding and support for research.

8. Effective Governance and Leadership for Higher Education Institutions

☐ It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world class institutions globally has indeed been the existence of strong self-governance and outstanding merit-based appointments of institutional leaders, which has truly enabled and nurtured such a

culture. Colleges are unable to chart their own courses, controlled as they are by rigid bureaucratic norms of the affiliating University. All this deeply undermines the principle of local governance and the local pursuit of innovation and excellence. This must be addressed with urgency.

☐ All higher education institutions in India must aim to become independent self governing institutions pursuing innovation and excellence, through suitable measures that ensure the leadership of the highest quality and promotes a culture of excellence. For this purpose, for each HEI there shall be a Board of Governors (BoG) consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution.

Conclusion

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government.

National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. By encouraging merit-based admissions with free-ships& scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030.

All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. HE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to visible.

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NEP 2020: An Approach for Environmental Sustainability Education and its Awareness among Higher Secondary Students

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Abstract

Rapid weather changes, global warming, floods, earthquakes, increasing greenhouse gas emissions, make us think about what we have left for our future generations. What legacy will we leave for them? Scientific research has shown that displacement due to climate change also affects the educational and mental development of children. Educating children about it will be a responsible behavior. NEP 2020 gives due importance to sustainable development goals which is further concerned with further environmental goals. The policy also lays emphasis on the dissemination of indigenous knowledge which is also very beneficial for the betterment of environmental challenges. In this direction, the researcher conducted a survey on the 240 students of higher secondary schools of the city, to know how much awareness they have about the environment and how much information they have about environmental sustainability under the National Education Policy 2020. To collect data to measure students' awareness about environmental sustainability, students' attitudes, a Likert scale was used. Parameters to find the environmental sustainability were awareness about climate change, ecological integrity, knowledge about indigenous medicinal plants and participation in school activities related with environment. Positive attitude indicated their interest and adaptability towards the change taking place in environmental education. Less information about nearby ecosystems and their changes is worrisome and alarming. Students were known to the climate change but were unknown about its impact on their future. Moderate participation in school activities also suggests the responsibility of the educators to make more efforts to motivate the children and community too. Findings suggest implementing the educational awareness program about environmental conservation run either by school education department or community fully for the holistic development of the child in true sense. Students should understand their responsibility to conserve natural resources and protect ecosystems to support health and well being.

Introduction

In the era of deteriorating environment, it is a key responsibility to save the environment for the future generations. To save the environment, we have to be conscious, as well as make the young generation aware. If they are environmentally cultured, the future can be secured. The

need of the hour is an environmentally literate person who has an understanding of the environment and has the ability to take decisions for the betterment of not only his/her own society but also the global environment. The person, who has knowledge of environmental problems, has the ability to do something practical on the issue, has behavioral strategies to apply such knowledge and has knowledge of and environmental sustainability.

Environmental sustainability is the ability to maintain biological aspects in its productivity and diversity over time. In this way, conservation of natural resources is achieved. NEP 2020 gives due importance to sustainable development goals which is further concerned with further environmental goals. The policy also lays emphasis on the dissemination of indigenous knowledge which is also very beneficial for the betterment of environmental challenges. According to UNESCO [1], in 1987 environmental education was considered as the learning process that increases people's knowledge and skills about the environment and associated and develops the necessary skills and expertise needed to meet the challenges. It also develops attitudes, motivation and commitments to inform decisions and take responsible action to deal with the environmental problems. Researchers [2] also agreed environmental education based on sustainable environment surrounds on environmental attitudes, and environmental skills as well as knowledge of environment. Researcher [3] also state that environmental education based on sustainable environment focuses on knowledge about environment, environmental attitude and skills, which brings awareness about environmental issues and solutions.

The aim of this paper is to study the awareness and attitudes of higher secondary students with regard to environmental sustainability in the light of NEP 2020 policy which focuses on sustainable education. Students of higher secondary classes are the part of young population which inhabitant the earth now and in the future as well, therefore preparing them for environmental future is justified. According to UNICEF [4] Children have the right to understand their environment and right to enjoy healthy environment for their physical, social and mental development fully. Further this paper attempts to find out student's perception about climate change, ecological integrity, knowledge about indigenous medicinal plants and participation in school activities related with environment.

Defining the Concepts

NEP 2020

The National Education Policy of India 2020 (NEP 2020), approved by the Union Cabinet of India on 29 July 2020, based on four pillars which are access, equity, quality, and accountability [5].

Environmental Sustainability

Environmental sustainability could be defined as 'a condition of balance, resilience, and interconnectedness that allows human society to satisfy its needs while neither exceeding the capacity of its supporting ecosystems to continue to regenerate the services necessary to meet those needs nor by our actions diminishing biological diversity' [5].

Awareness

Knowledge or perception of a situation or fact.

Higher Secondary Students

Students studying in class 11th and 12th of all streams of higher secondary schools

Methodology

The research is a quantitative study based on the survey method. In this direction, the researcher conducted a survey on the 240 students of higher secondary schools of the Ujjain city, to know how much awareness they have about the environment and how much information they have about environmental sustainability under the National Education Policy 2020. The survey structure is as follows: awareness about climate change, ecological integrity, knowledge about indigenous medicinal plants and participation in school activities related with environment. An attitude scale based on Likert scale was used to measure student's attitude and awareness towards environment.

Measurement Tool

To measure student's attitude and awareness, a Likert scale type questionnaire, ranging from 1 ("Strongly disagree") to 5 ("Strongly agree") was applied. The length of the cells determined below: From 1 to 1.80 represents (strongly disagree), from 2.61 to 2.60 represents (do not agree), from 2.61 to 3.40 represents (true to some extent), from 3.41 to 4.20 (agree), from 4.21 to 5.00 represents (strongly agree).

Data analysis and Results

Higher ratings on 12 questionnaire items (Item 1, 3, 5, 6, 7, 8, 12, 13, 15, 16, 17, and 18) suggested positive attitude towards the environment. Students showed interest and were concerned about environment. Low ratings on item 4, 9, 14 suggested lacking of applicability of the information they have. They showed grasped the information but were failed to apply it. They were unaware about the direct relation between environment and quality of life. Students' awareness about the environment can help in environmental protection; they can stop wrong

activities by being vocal like throwing garbage in pond water etc. Low ratings of item 10 and 11 suggested less awareness about nearby ecosystems. Children must be aware about completeness and functionality of the ecosystem in relation to its natural state. Ecosystem integrity connects them with natural environment where they grow and it is required for their holistic development. Higher ratings of item 14 suggested that it is necessary to make them understand the importance of conservation of energy. Higher ratings of item 16 and 17 suggested about their interest knowledge about indigenous medicinal plants. Low ratings of item 19 and 20 showed that they were not interested in the harm and health problems and were not aware about harmful effect of waste. This result suggested to make them understand the meaning of reduce, reuse, recycle, refuse and repurpose If they understand this at a young age, then they will be an endowment to the country as a responsible, educated, environmentally conscious citizen.

Table 2. Likert scale result of participants' attitude ratings

Questionnaire Item Likert scale Ratings

1. Have you read about your environment in your previous classes? 4.27

2. Environmental sustainability means taking care of the future generations while fulfilling the needs of the present. 3.62

3. Environment means the environment around us where we live like air, sky, earth, animals and plants. 4.21

4. Environmental damage does not affect the quality of our lives. 2.69

5. Our cities are becoming concrete jungles, so the heat is increasing and the water level under the ground is also falling. 3.9

6. Green house gases are increasing the temperature of the earth. 3.62

7. The ozone layer is not being harmed by the gases used in refrigerators and ACs. 3.21

8. Large scale deforestation is the major reason for the decrease in rainfall. 4.51

9. I do stop people from putting flowers, garlands and polythene etc. in the pond and river in the middle of the city. 2.79

10. Do migratory birds, cranes etc. come to the Undasa pond near the city during the winter season? 2.67

11. Planting saplings on the banks of Kshipra River will not prevent flood water from coming into the city. 2.65

12.I participate every year in the program of planting saplings in the school. 3.79

13. I participate enthusiastically in the Biodiversity competition held in the school. 3.69

14.I do not switch off the fan and bulb while leaving the classroom. 3.71

15.The theme of the National Children's Science Congress 2022 has been kept on the ecosystem. 3.29

16.Does the use of Tulsi, turmeric and ginger protect us from common diseases like cold, cough and fever? 4.0

17. Aloe vera is used to treat the skin and hair diseases. 3.74

18.The full name of USHA is Energy Literacy Campaign, in which information about energy conservation is given through the app. 3.12

19.The damage caused to the environment cannot be avoided by the rule of 3 R. 2.72

20.Does the law of 5R reduce environmental sustainability? 2.32

Awareness of participants towards environmental sustainability-

A questionnaire of 20 questions was administered to the students to observe their awareness about environment. Questions based on climate change, ecological integrity, knowledge about indigenous medicinal plants and participation in school activities. Awareness of the students is measured in three parameters on the basis of marks scored by them.

It is clear from the data that children have read about environment in previous classes as 63% children have shown awareness, but did not know how to use it practically. 18% children are less aware which shows that it is not only the responsibility of the schools but also the parents and the society to give them information about the environment sustainability and explain its importance. Not having awareness of 19% children shows the worrying situation because this is the future generation which has to face the coming environmental problems so environmentally literate generation will be needed for not only their future but also the for the future generations' existence.

Discussion and concluding remarks

Taking into consideration the students' positive attitude for environmental sustainability and their awareness about environment showed a hope for the betterment of deteriorating environment but this much is not sufficient. There is a need to inculcate the environmental values in their lives, so as they grow, they flourish. Environmental education curricula must have culture environment participation, volunteer action, educational trips to the nearby

habitats, national parks and centuries, planting tree at various occasions, water cleaning plants and education about natural disasters like floods, earthquakes, storms and cyclones etc. some activities like cleaning actions in parks, river, recycling the garbage from home and touristic places will help to cultivate a habit of environmental care.

Environment education should be in the environment, for the environment, about the environment and to the environment. Children should be encouraged to create and keep their internal environment at the places where they stay most like school, park and home. Researchers [6] found in one survey that students showed interest in environmental issues found willingness to talk about their learning. In another study [7], [8] researchers suggested that educational institutes can help to establish sustainable development through teaching programs and research. Therefore Concept of green school can be appreciable where environmental education can be impacted by setting up solar plants, roof harvesting techniques, botanical gardens as a practical approach. Education of environmental sustainability focuses on knowledge of environment, environmental attitudes and skills [9], [10]. Such education can spread awareness about the environment and provide solution of adaptation to encourage green behavior. Discussions, debates about environmental issues, interschool activities about environment, case study will have a profound effect on the young developing children for longer period. In another study [11] researcher suggested use of digital photography and journaling to evaluate the field based environmental education program for student's development of attitude and environmental behavior. Role of educational institute is of prime importance to develop environmentally literate future generations. Environmental education is an opportunity for them to try to develop and contribute to the understanding the relationship of human culture, human life and environment [12]. UNICEF has initially identified five areas to take initiative to develop environmental sustainability, among which to educate and engage children and young people about environmental sustainability is considered a standalone area of focus. Therefore it is recommended to educate the our future citizens, school going children by interactive methods to develop awareness and positive attitude towards environmental sustainability and this will be a precious gift for the humanity by educators.

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"Relevance of Sociology as a Multidisciplinary Stream in NEP"

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Abstract

The National Education Policy of India. outlines the vision of new ideas of knowledge in India. Integration of sociology at all subjects is now considered beneficial rather than treating it is as a separate Paper. Therefore, curriculum developers, of foundational stage, explored possibilities for horizontal integration of Sociology as proposed by NEP. Man is a social animal. Its progress depends on the society itself. Since ancient times, humans have been living in society and in different groups and this is also true, a person fulfils his needs only by living in the society. Individuals are associated with each other in various types of relationships for the fulfilment of their needs. This paper highlighted natural phenomena and environment were studied by humans, as a result of which natural sciences originated. After that, human beings themselves started thinking about their society, social life, social events, and problems, due to which social sciences developed. Considering the social life of man as its subject, various social sciences were developed, of which sociology is one. Based on economic, political, psychological, moral, legal, religious etc. Relations of man, economics, political science, psychology, ethics, jurisprudence, theology etc. sciences developed. Any specific aspect of man is studied by all these social sciences, these one-sided social sciences are called special sciences. The paper will also discuss NEP.

Keywords: Education, Sociology, NEP, Recommendations, Society, developed, humans, aspect, Women

Introduction:

Under the new education policy, now students can study all three streams from science stream, commerce stream and arts stream, now students will not have to choose a stream, they can study the stream in which the student is interested. Now Science and Commerce students can also study Arts subjects like Political Science, History, Sociology which is very helpful for the preparation of IAS exam, their concepts will be clear.

Job opportunities for Sociology students: Sociology students can look forward to a bright future as a sociologist with a variety of career options. From management positions in multinational

corporations to administrative roles in the public sector, sociologists can use their knowledge and skills to earn a living as well as make a positive impact in society

Sociology and Women empowerment: Women empowerment is a part of Sociology, this course was earlier studied by the students of Sociology, but it is based on the latest syllabus for the implementation of the New Education Policy by the Department of Higher Education. This course has been made compulsory as a foundation course for the second-year student of B. A B.SC. B.Com. This course is based on the status of women in the Indian society, process of women empowerment, planned efforts being made by Centre and state for women, issues and challenges of women, legal protection available to women. Based on the remarkable contribution of women in various fields of India, major agencies and non-governmental organizations working on women's empowerment as well as economic self-reliance of women, emerging area of self-reliance are given. Representation of women in self-help groups and political participation in Panchayati Raj institutions with having 1/3 reservation has been included. Which is very useful for girl's student to know their rights. After going through the syllabus, the students will be able to understand the following.

Will be able to understand the history, concept, and different dimensions of women empowerment in India. understand the constitutional provisions, laws and policies related to women empowerment. Will be able to get knowledge of various issues, challenges and agencies related to empowerment of women. Along with this, you will be able to get acquainted with the glory story of the powerful women leadership of India. The presented study related to women empowerment will provide employment opportunities to the students in government, non-government, and voluntary organizations.

Sociology and Science : According to August Comte theory of Positivism- Sociology can and should be a science Society exists' outside the human mind, and is constructed of patterns. Favour macro-structural theories. Should use inductive reasoning to explain these patterns, involving collecting data through careful observation and measurement. Use quant methods, which are reliable and highly objectivity, to prevent researcher bias. Durkheim- studied suicide to prove that even such a personal act has social causes.

.Sociology is helpful in enhancing the personality of students of all streams.

Sociology teaches us about all societies and communities. Sociologists stress the importance of civic awareness and participation as a priority of democracy. Sociologists are playing important roles in keeping our society in balance. Sociologists help develop a world that is based on the well-researched decisions. Sociologists lay the groundwork for understanding the social ties and relationships that drive community development. Sociologists, as skilled mentoring

participants, can assist youth in preparing for specific careers, driving professional and personal growth by developing the specific skills needed in critical areas. They can also help improve decision-making.

Holistic development of students:

The overall focus of the curriculum and method of education at all levels is to move the education system away from the age-old practice of rote learning towards real understanding and knowledge. The aim of education is not just cognitive understanding but character building and equipping with key skills of the 21st century. In fact, knowledge is a hidden treasure and education helps to acquire it with the talent of the individual. The curriculum and pedagogy will be redesigned to achieve these goals. Specific skills and values will be identified in different areas for integration at each level from pre-school to higher education. Curricular framework and linkages will be developed to ensure that these skills and values are inculcated in the teaching and learning process. Emphasis on research work has been considered an important purpose of higher education and this policy has also been taken care of. Therefore, to establish a strong research culture and research capability, it is also mentioned to establish the National Research Foundation (NRF) as a top body which will independently be run by the government by a board of governors.

A multiple entry and exotic systems have been implemented for the first time in NEP.It has been argued that this will benefit from the students of all streams. In order to discuss about the relevance of sociology in todays, society at first, we must understand the meaning of sociology.

Sociology is the scientific study of society in generally. No other social science study society, that's why other social sciences are special social science, but sociology is the general social science, because it studied society in generally. So here our objective is how sociology relevant in contemporary social situation, because by the bliss of science and technology, various factors of social change is happening very spontaneously and frequently, like Industrialization and urbanization. Rapid growth of industrialization and urbanization, rural social set-up as well as social institution like marriage, family, kinship become break & changed, so in our modern, postmodern, industrial,and in post-industrialsocieties, where has created various kind of social problems, like breakdown of joint family, emergence of nuclear family and neo-local families, divorce, spoil child and other social problem become arise gradually due to decrease of social relation and bond. Subjective relation has converted to objective relationship, our main objective to search the relevance of sociological study to reduce present social problematic condition. In this study we have used mixed method which is combination of library research as well as content analysis method and empirical method (where has several direct fields based

experienced). In result, we have seen, by the emerging trends of sociological study, several problems become reduce gradually for instance displacement is one of the serious problems of growing industrial society, where land acquisition is happening anywhere. At that circumstances only sociologist and the student of sociology can realize their problem heartily because sociology can teach us human value and morality, so sociological study is very relevant today.

Social Science EducationCurrent Problems and perspectives-It is not uncommon to see the recurrence of some old questions pertaining to teaching social sciences and humanities at various pre-university levels. On the one hand there are always controversies surrounding how our societies and people get described in these textbooks and many times there are different ideological concerns that drive the textbook writing practices. On the other hand, there is the question of relevance pertaining to teaching these subjects and it gets coupled with employment opportunities for those who study these subjects. Despite these concerns it is an unambiguous fact that all sections of the society would like their children to be taught these subjects and there is an emphasis that social sciences and humanities are the best way to create good human

beings and citizens who are responsible. It is also evident in the general conversations with people as well as some of the commonly held views that most parents do not consider social sciences and humanities as their children's career option. There are many reasons for such a situation. Even though all parents would like to see their children becoming good citizens and good human beings, social sciences, the way they are taught do not fulfil these expectations. The very nature of social sciences has been known to develop disrespect and contempt to their traditions and the way of existence of human beings inIndian situation. Finally, it is becoming increasingly clear that what career paths or livelihood options can be sought using the knowledge and skills of these disciplines are going to provide topeople, is unclear. There are many issues that could be discussed regarding aforesaid problems. One thing is very clear and needs a mention here is the very nature of the social sciences. The abundant literature availableon social sciences points to the fact that they are western in nature. Many would even call these social sciences as orientalist, and there are repeated claims to decolonize social sciences. It is also undisputable fact that the origin and development of social sciences has its roots in European culture. Postcolonial scholars would even argue with greater details about the Eurocentric nature of social sciences. The recent scholarship points to the fact that the problem does not reside in the factthat it is western, but rather these social scientific disciplines by themselves are less of sciences and more of European cultural experiences of other cultures. Given this situation, while teaching social sciences it is very important to contrast these western

descriptions and the very experience of the people and the society that one is born into. Otherwise, these social sciences not only reproduce colonial or western stereotypes and cultural asymmetries, but they would not help the children to reflect on their experiences (For details see Bal Gangadhara, 1994; 2012; Dhar Eshwar, 1998). Therefore, even though parents are keen on their children to learn social sciences, it is evident thatthey find it neither useful nor fulfilling the goals that these subjects need to fulfil during the growthand evolution of the child cognitively, emotionally, and socially.Given these differing issues and the aspirations, it is not easy to develop a curricular design andinnovative strategies of pedagogy and measure the student's learning outcome insofar as social sciences are concerned. One side there is a greater challenge to address the comprehensiveness of the disciplines involved which ranges from anthropology, sociology, history, political science, civics, economics, geography, and psychology to name a few and on the other side, introducingthem to the Indian students in an exciting way to reflect on both Indian traditions and the local social and environmental surroundings, without losing the site of global concerns.

Role of Education of Sociology : Education of sociology provides its memb knowledge, including basic facts, job skills, and cultural norms values.

One of the most important benefits of education is that it improves personal lives and helps the society to run smoothly. By providing education of sociology every person can provide their contribution to developing the country.

Education Helps in Creation of a better society-An educated person is more likely to develop better moral and ethical values as compared to an uneducated person. Lack of education creates problems like superstition, domestic violence, poor health, and poor living standards. Education brings equal opportunity for both men and women and educated people will be able to create a better society. Without a good education, a better society cannot be formed.

Education act as backbone of a Society.

Education is an integral part of human society: Its importance in life cannot be ignored as lack of education gives birth to numerous social problems like poor health, internal conflict, poor living standards and many more. It helps people to find a better solution to their problems.

Education lets people realize the true value of contribution and help become the backbone of the society. Sociology Can Create Better Human Beings: Education is the most powerful weapon which we can use to change the perspective of the world. An educated person knows how to deal with different types of problems. Through the right education, a person can develop good moral values. It helps us to become a good human being.

Education encourages Innovation and Creativity. Education means innovation. Innovation and creativity can only occur when people are skilled enough to know how to operate with different technologies. Educated people always find a solution to their problems with the help of better techniques.

Sociology Gives Ability to Read & Write: "A man without education is like a building without foundation." Sociology helps a person to be able to read and write. Most of the information is communicated by writing. A man who has this ability to read is called a literate.

Conclusion: Thus, this paper highlighted natural phenomena and environment studied by human, as a result of which natural sciences originated. After that, human beings themselves started thinking about their society, social life, social events, and problems, due to which social sciences developed. Considering the social life of man as its subject, various social sciences were developed, of which sociology is one. Based on economic, political, psychological, moral, legal, religious etc. Relations of man, economics, political science, psychology, ethics, jurisprudence, theology etc. sciences developed. Any specific aspect of man is studied by all these social sciences, these one-sided social sciences are called special sciences. The New Education Policy-2020 represents aspirations to become a knowledge powerhouse inculcating the best of the global educational experiments on Sociology as a multidisciplinary stream.

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Comparison of Assessment and Accreditation methods adopted by Madhya Pradesh and Karnataka for adoption of National Education Policy 2020

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Abstract:

The government of India Recently announced the National Education Policy 2020 (NEP-2020), a milestone changes for the prevailing education system in the country. People across the world have realized that the economic success of a country is directly determined by the quality of their education system. It is imperative to maintain quality in education systems and the key factors influencing the quality of education are the quality of faculty, curriculum standards, technological infrastructure available, research environment, accreditation regime, administrative policies, financing, evaluation, and good governance. Frequent problems were chattered to include Assessment and Accreditation revamped courses and exam structures multidisciplinary institution enhanced emphasis on digitization of education. For the past 34 years, no such significant changes were carried out in the Indian education system. This paper discusses policy related issues in assessment and accreditation of Higher Education Institution (HEIs) in light of NEP 2020.

Keywords: Higher Education, Assessment and Accreditation, NPE

Introduction:

The world is undergoing rapid change. The education system is evolving rapidly in response to social, economic and technological innovations and various scientific and technological advances such as big data, machine learning and artificial intelligence are expecting a workforce with multidisciplinary capabilities including science, social science and humanities. In addition, it is also essential to have universally applicable, thinking, learning, working and other 21st century skills. It is aimed to make India, which has the world's largest educational network and the world's fifth largest economy, a global knowledge superpower. Towards this the Government of India has recently brought out new 'National Education Policy-2020' (NEP-2020). This article describes the views of NEP and its impact on India's education sector.

The Government of India in July 2020 announced India's first education policy of the 21st century National Education Policy 2020, ushering in sweeping changes to the education policy

of the country from school level to higher education including technical education. NEP replaces the National Policy on Education, 1986. The policy is aimed at introducing a plethora of changes to the education system at every level, including renaming the Ministry of Human Resource Development to Education Ministry.

At the school level, it aims at ensuring universal access at all levels of schooling from pre-primary to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030. An open schooling system is aimed to bring back 2 crore out of school children back into the mainstream. It will bring children in age group 3-6 years under school curriculum ensuring quality early childhood care and education. It also replaces the current 10+2 system with a new pedagogical structure 5+3+3+4 corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.

The NEP also aims to reduce the overwhelming pressure students taking the board examinations feel by allowing students to take class 10 and 12 examinations twice: one main examination and one for improvement, if the student so desires. It also aims to do away with hard separation between arts and sciences, between curricular and extra-curricular activities, and between vocational and academic streams. It puts emphasis on foundational literacy and numeracy. A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is to be set up under it. NEP has introduced Gender Inclusion Fund, which will be constituted by the Government of India to provide quality and equitable education to all girls and transgender students. It will aim to ensure 100% enrolment of girls in schooling and a record participation rate in higher education, decrease gender gap, improve gender equity and inclusion, and improve leadership capacity of girls. NEP also proposes to begin vocational education from class 6th including internship. It recommends multilingualism and three-language formula with teaching up to at least Grade 5 to be in mother tongue/regional language. No language is to be imposed on any student. A 360-degree holistic report card will track the progress of the students. A new and comprehensive National Curriculum Framework will be developed in consultation with NCERT.

At the higher education level, NEP aims to increase the Gross Enrolment Ratio (GER) to 50% by 2035. 3.5 Crore seats will be added in higher education institutions. Emphasis will be on flexible curriculum with creative combination of subjects armed with multiple entry and exit options with appropriate certification. An Academic Bank of Credit will be set up to digitally store academic credit that will be counted and transferred towards final degree earned. The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity in higher education. It also proposes setting up

Multidisciplinary Education & Research Universities (MERUs), at par with IITs and IIMs. Affiliation of colleges will be phased out in next 15 years in gradual manner. Focus will be on internationalization of education open and distance education, online and digital education will be promoted along with professional growth of faculties.

Education is not the learning of facts, but the training of the mind to think.

" Albert Einstein Theoretical Physicist & Philosopher

Education should be imparted with a view to the type of society that we wish to build. We are working for a modern democracy built on the values of human dignity and equality.

 Dr. Sarvepalli Radhakrishnan

NEP Implementation: The success of a policy depends as much as, if not more, on effective implementation as well as on formulation. Implementation of NEP will be done by combined, synchronized efforts of multiple bodies including Ministry of Education, CABE, State/UT Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools and HEIs. The policy initiatives will be implemented in a phased manner in which the most critical and urgent actions will be taken up first. Careful planning, joint implementation, and coherence between the centre and the states will be crucial as education is a concurrent subject. At both central and state levels, subject-wise implementation committees will be set up consisting of domain experts for developing implementation plans for each aspect of the policy.

NEP Implementation in Karnataka: The government of Karnataka issued an order in August 2021 for the implementation of National Education Policy 2020 with effect from the academic year 2021-2022, making Karnataka the first state to do so. The state government set up a task force for the implementation of NEP in the state. The state government will implement NEP in early childhood care and education, from the age group 3 years to 6 years, in anganwadis and schools across Karnataka from November 2022. Six committees were formed to formulate the curriculum framework for early childhood care and education that includes curriculum design, teaching, learning materials, evaluation, capacity development, community outreach, early childhood encouraging, monitoring, and stewardship. Training is to be provided to anganwadi workers with regards to NEP. For higher education, the guidelines for the implementation of NEP require students joining BA or BSc degree courses to opt for two subjects as Discipline Core. At the start of the 3rd year of the course, they can opt for one subject as a major and another subject as a minor or for both as major subjects. In addition to this, they need to choose Kannada and one more language as language subjects and choose Open Electives and

Discipline Electives as per curriculum structure. A separate Kannada curriculum is to be prepared for those who have not studied Kannada in PUC or 10+2 level or for those whose mother tongue is not Kannada. Students joining subject-based graduate courses don't need to opt for Discipline Core subjects.

Students discontinuing after completing the first year of graduation (National Skills Qualifications Framework Level 5) by obtaining the necessary credits, shall be given the certificate. Similarly, students who discontinue after completing the second year of graduation (National Skills Qualifications Framework Level 6) by obtaining the necessary credits, shall be given the Diploma Certificate and students who discontinue after completing the 3rd year of graduation (National Skills Qualifications Framework Level 7) by obtaining the necessary credits, shall be awarded the bachelors degree. If the 4th year of the course (National Skills Qualifications Framework Level 8) is available in the college in which the student has studied the earlier years, the study along with the chosen optional subjects can be continued for the honours degree. If research project is part of the course, such students will be eligible to directly go for Ph.D. studies. In case of the unavailability of honours degree in the college in which the student had studied earlier years, the student can continue the studies by joining any other college where honours degree is taught. Students can get up to 40% of the expected credits through official online courses. Students can get a degree from the University of their Choice by getting a minimum of 50% credits from the respective university. They can discontinue only after completion of even semesters and can rejoin only for odd semesters. Eligible colleges can have integrated courses of 5 years in addition to degrees of 3 years and honors degrees of 4 years. Students who discontinue after 3 years degree will be awarded a degree and those who discontinue after 4 years will be awarded honours degree. Post-graduation will be either of one year or two years. Students doing three year graduation are eligible for 2 year PG Programme while those 4 year Honors graduate can persur their PG degree in 1 year.

NEP Implementation in Madhya Pradesh: Madhya Pradesh government also launched the implementation of National Education Policy in August 2021, making MP the second state to implement NEP after Karnataka at both school and higher education levels. With this, the state has focused its attention on imparting education in mother tongue by providing undergraduate medical and engineering courses in Hindi. MP has become the first state in the country to offer medical education in Hindi. As per the higher education minister, under NEP, more than 3,000 new courses will be introduced in the state in the new academic year. He also announced that the Higher Education Department will be starting 282 new certificate courses and 177 Diploma

courses across 160 colleges in MP. Both online and offline workshops will be organized to help teachers with the provisions of NEP 2020 who in turn will hold counselling sessions for the students for the same. A state-level panel formed by the Department of Higher Education will be responsible for implementing NEP in the state.

Conclusion:

The observations and recommendations of NEP 2020 are indeed progressive in nature. The educational system, which is inbuilt with flexibility and mark of quality, that is capable of moulding India to a vibrant society, which matches our rich cultural heritage. The NEP, which created a pool of educational system and trained human resources who contributed to the value chain of development but NEP 2020 aspires of creating human resources who will generate value propositions. With the implementation of the new NEP 2020, the Indian education system is poised to become closer to international standards. The NEP, which is designed to ease the burden of classroom teaching and examination on students, will play an important role in creating the future of the country. Its success, however, lies in uniform and transparent implementation at all levels, with an equitable distribution of resources. This mammothic task can be realized only when there is 100% co-operation and collaboration between all the stakeholders backed by institutional mechanism.

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" An Interpretative Study Of National Education Policy 2020 - NEP 5+3+3+4 Structure"

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Abstract:

One of the best educational quotes from Aristotle, this statement simply expresses the reality of the struggle that everyone faces during the years of getting an education. "The roots of education are bitter but the fruit is sweet." Aristotle. This NEP national education policy 2020 is the first education policy of the 21st century that intends to accomplish the imperative exigency for the expansion of our country in the 20th year of the 21st century a new education policy has come to India and was first standardized in 1968 , then in 1986 after which the new education policy was amended in 1992 after about 34 years again in 2020 paramount changes have been made with regard to the new education policy in which many regulations related to education have been changed. Recently the "ministry of human resource management" has substituted the name of its ministry along with the reciprocated education policy the "ministry of human resource management" will now be known as the "ministry of education" this policy has been adopted under the chairmanship of ISRO chief Dr. Krishnaswamy Kasturirangan under this change education will be universalized from preschool to secondary school with 100 (GIR) gross enrollment ratio in school education by 2030 the 102 formation of school curricula is to be replaced by a 5334 curricular formation comparable to ages 3-8 8-11 11-14 and 14-18 years respectively the new system will have 12 years of schooling with three years of Anganwadi or pre-schooling.

Keywords : NEP -2020,Overview,Implementation strategies, Previous policies, Approaches, Challenges, Opportunities in NEP -2020.

Background :

After independence, the first education policy in India was formulated in 1986, which was mainly based on Lord Macaulay's English-dominant education policy. Some amendments were also made to this in 1992 but its structure only focused on English medium education. The NEP 2020 supersede the National Policy on Education of 1986, which was introduced under the 86th amendment act 2002, embedding Article 21-A in the constitution of India, to provide as a fundamental right free and compulsory education to all children of the age of six to fourteen years in such manner as the State may by law determine. Based on the committee's report, in

June 2017, the draft NEP was presented by a panel headed by former Indian Space Research Organization (ISRO) chief Dr. Krishnaswamy Kasturirangan in 2019. The (DNEP) Draft New Education Policy 2019 was later circulated by the Ministry of Human Resource Development, which was followed by several public consultations. "Over 2 lakh views were received from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 urban local bodies (ULBs), 676 districts."

Preface: As we know education is very important for the all-round development of an individual. That's why it is necessary that to maintain the quality of education, the education policy should also be changed with time. National Education Policy 2020 - To keep the country's education system effective, a new education policy has also been brought by the demand and need of the hour. Madhya Pradesh is the second state after Karnataka to implement the National Education Policy 2020 No change was made in the earlier education policy in India for a long time. It was very important to change the education policy for the development of India and this policy has been started by the Government of India in the year 2022. Under this education policy, efforts have been made to give relaxation and immense benefits in many areas, which will reduce the burden of studies on students, instead of rote learning, students will study something learnable and play an important role in education. The goal of social sciences is to create good citizens and individuals. These individuals are expected to deal with the government, the state, society, and the natural environment. This appropriate existence involves making some reasonable decisions about what is good within society and government, and what is good for human beings and their future.

Political Science prepares students to be informed, active citizens. Undergraduate and graduate and graduate programs emphasize an understanding of political thinking, the application of communication and analytical skills, and an understanding of cultural diversity.

Thus, political science teaching basically should be aimed at utilizing various teaching-learning tools to provide the child with the ability to think independently, deal with the political, and social world adequately, and learn from these experiences constantly. Political science focuses on the theory and practice of government, political systems, and politics at the local, state, national, and international levels. Such critical reflection presupposes a comprehensive curriculum in which learners academicians and children- generate knowledge. It is through this participatory mode that children and academicians stand the best chance of making teaching and learning interesting as well as enjoyable. Previously, any attempt to develop political sciences curriculum always aimed at orienting the children towards some normative goals; and these were always forced on the children to ensure that children are given all necessary information about their moral existence. Political science is dedicated to developing an

understanding of institutions, practices, and relations that constitute public life and modes of inquiry that promote citizenship.

Education policy is prepared in schools and colleges under the National Education Policy. Many important changes have been made in the new National Education Policy (NEP) by the Government of India. In addition to introducing greater elasticity, student prime, and best-of-two attempts, assessments that primarily test core competencies should be an immediate key reform for all board exams.

Boards can also evolve more viable models of board exams over a period which reduced the pressure and coaching culture.

The main reason for making changes in the new education policy is to make India a global superpower. National Education Policy 2020 has given special attention to issues like approach justice, aspect, nominal education, and accountability of education.

Previous Policies: Implementation of previous policies on education has largely focused on issues of access and education

equity. The unfinished agenda of the National Policy on Education 1986, revised in 1992 (NPE 1986/92), have been appropriately dealt with in this policy. A major development since the last policy of 1986/92 is the Right of Children to Free and Compulsory Education Act 2009 which has to lay down the legal basis for achieving universal elementary education.

The Parliament of India enacted the Right To Education Act 2009 to confront the downward circling of the education system and poor learning outcomes. The act aims towards providing free and compulsory elementary education to kids between the age group of 6 years to 14 years. The Indian government wants every Indian child to get a quality education, irrespective of gender, caste, creed, and family income.

Some symbolic Government Policies that have shaped Indian Education System: -

☐1950 Constitutional Mandate

☐National Policy of Education 1986

☐Shri Unnikrishnan judgment 1993

☐Mid-day Meal Scheme 1995

☐Education Ministers' Resolve 1998

☐Sarva Shiksha Abhiyan (SSA) 2001

☐Article 45

'Sarva Shiksha Abhiyan'- (SSA)

It is a flagship program of the Government of India, which was launched in 2001 to achieve the Universalization of Elementary Education (UEE). The Sarva Shiksha Abhiyan was given legal backing when free and compulsory education for children in the age group of 6-14 years was made a fundamental right in the Indian Constitution under Article 21A.

Convergence of various Ministries and Schemes under Sarva Shiksha Abhiyan: - Convergence of programs and interventions of other Ministries/Departments is a core principle in the implementation of SSA to achieve its objective. Schemes/Programmes of other Ministries/Departments identified for convergence with SSA are as follows: -

1.Ministry of Health and Family Welfare (MoH&FW): - Empowerment to provide a more focused approach to the integrated socio-economic development of the Scheduled Tribes (STs)

2.Ministry of Human Resource Development (MHRD) Extension of Mid Day Meal Scheme to all eligible schools with age-appropriate access National Institute of Open Schooling (NIOS). Ministry of Human Resource Development is a major central ministry of the Government of India that looks after the fields of education, sports, etc. The main objective of the Ministry of Human Resource Development is to develop human resources in India.

3.Ministry of Women and Child Development (MWCD) The Department of Women and Child Development was established in the year 1985 as a part of the Ministry of Human Resource Development. Its objective was to promote the overall development of women and children. From January 30, 2006, this department has been given the status of a ministry. To facilitate preschool education and enrollment and to provide Integrated Child Development Scheme (ICDS) based benefits to enrolled school children. The main objective of this ministry is to promote the overall development of women and children.

4.State PWDs Providing geospatial technologies for school mapping and social mapping exercises at the grassroots level.

5.Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs (MOSJ & E & MOTA) India celebrates Tribes Day on 15th November to empower and transform India's tribals in 2022. and empowerment to provide a more focused approach to the integrated socio-economic development of Scheduled Tribes (STs) with the convergence of funds for the creation of residential facilities for tribal people.

Benefits of the New National Education Policy 2020: -

* Its first preference is that it has tried to remove all the old glitches of today's education system. Under the new policy, the focus is on making it excellent and universal.

*Under this new education policy, along with the knowledge of the students, attention will also be given to their health and skill development. Students' health cards will also be made. Arrangements for regular health check-ups of the students are also included.

* Under the new education policy, now students will have the right to choose their subject. Students will not have to choose between Arts, Science, and Commerce as before. If they want, they can choose subjects from all these three streams.

*The board examination format has also been changed in this policy. Henceforth board examinations have been said to be conducted twice a year instead of once. This will end the burden of studies on the students. Instead of the whole year, the tendency of studying for the last two-three months and giving exams will also end.

*In the new education policy, now students will be able to study in their language and also give exams in that language. There is also an option to read other ancient languages of India like Sanskrit. The compulsion of English has been done away with.

*From now onwards, special attention will be paid to imparting technical knowledge to the students in the academic session. They will be taught coding etc from class 6 itself and an internship will also be done.

*In the National Education Policy 2020, to reduce the burden on students and increase their interest in studies, teaching will be provided through Artificial Intelligence software, so that instead of rote learning, attention will be given to increasing their understanding.

*Along with a healthy body, it is also necessary to have a healthy mind, therefore along with studies in the curriculum, extracurricular activities like sports, arts, etc. have also been made mandatory.

*Under the new National Education Policy 2020, now students will be able to study online along with offline classes. In this regard, the reading material will now be made available to them online as well.

Support for Gifted Students/Students with Special Talents: - Every student's innate talent that should be discovered, nurtured, and promoted advanced. These talents can express themselves in the form of different interests, temperaments, and abilities. Students who show particularly strong interests and abilities in a given area be encouraged to extend that scope beyond the normal school curriculum. Teacher/Academician education will include recognizing and

fostering student talents and interests. Educational organizations will develop guidelines for the education of gifted children programs can also allow specialization in the education of gifted children. The current provision in the New School Policy (NEP) 2020, which was approved by the Union Cabinet of India in July 2020, inspires and supports "barrier-free access to education for children with disabilities".

Womens portrayal in Indian politics : - Women's education is demanded for the overall development of the country. It is like an effective medicine that can know how to heal the patient and restore their health. Savitribai Phule, the lady who changed the face of women's rights in India. She was the first woman teacher, modern egalitarian, and social reformer of India. She had the revolutionary fire to advance women's education for the elevate of women in the field of education and literacy.

Women empowerment is the slogan of the government. Decisive women in every field, including completely male-dominated fields until 1947, hungered to carve out a niche for themselves. Despite all this, they remain second-class citizens in almost every sense in rural areas across India. Crimes against women are on the rise and female feticide is very common among educated women. With the 73rd and 74th Constitutional Amendment Acts, India is on the way to a major amendment in the institutional framework of our governance. It was a new beginning of women's empowerment with 33 percent reservation for women at the local level i.e. Panchayats and Municipalities. A new step, however small, has been taken. Reservation in Panchayats has shown that women not only stand for office and come to power but also use it positively. Through their participation in politics, women are harnessing the power and resources to bring about necessary and important change. Education is one of the important issues that women have dealt with.

An educated woman can manage both her personal and professional life. The physical and intellectual development of the child is the moral goal of education. The real aim of education is to provide "adequate knowledge" or "more information" to the students.

A well-educated woman provides the skills, knowledge, and self-assurance needed to be a better mother, worker, and citizen. A well-educated woman will also be more productive and well-paid at work. Indeed, the return on investment in education is often higher for women than for men.

Conclusion : -

The Right to Education Act is one of the most important reforms in the Indian education system and has a huge impact on the lives of students. But many cities, villages, and towns still lack implementation and management processes. While we can see an increase in the number of admissions in schools under the RTE Act, the learning outcomes are declining. It is an education system developed from Indian values that will contribute directly to transforming India into a vibrant society by providing high-quality education to all and making India a global knowledge superpower. This policy envisages curricular discourse and pedagogy of our institutions which create awareness among the students about their fundamental responsibilities and constitutional values, affiliation with the country, and the responsibility of the role of the citizen in the changing world.

The vision of this policy is to inculcate in the students, the pride of being an Indian, not only in thought but also in behavior, intellect, and actions; It should also be in knowledge, skills, values, and thinking. Human rights are committed to sustainable development and livelihood and global welfare so that he can become a truly capable citizen.

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New Education Policy 2020 Significance in English Language

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Abstract -

A clear and advance education policy is a necessity for every developing and developed country because education is the main determinant of economic and social progress.

Getting a proper fundamental education is the prerogative of every individual, according to the Indian Constitution. Education is a foremost component in the evolution of a child, helping to mold him in a way that could pave the way for him to lead a happy life.

New Education Policy does not give voice to repudiate the English language; rather, it incorporates the significance of multilingualism, which has a great perceptional advantage for young children.

The policy also incorporates that language subjects' vocabularies and dictionaries must be regularly revised and widely circulated to reflect the most current issues and concepts. The objective of the new education policy is to make the educational process more coherent by developing the thinking and creative abilities of the students.

Keyword-NEP , English language , interlingua, multilingualism,

Introduction - The English Language is becoming universal in the world. For this reason, increasingly people are devoting more time to studying English as their second language. In actual fact, numerous countries include it in their curriculum to educate students about this language from a tender age. However, the usefulness of English as a language is that it eradicates many obstacles in our life.

English is the interlingua language of the world, expertise will help youngsters in course of action. NEP 2020 aims to form a structured education system by 2040, Where all pupils have the justness to find education, despite their socio-economic background. The importance of English as a medium of instruction in higher grades is brought out clearly in the NEP 2020. Hence, it is definitely better to teach English as a second subject or the medium of instruction from pre-school itself since grasping languages is easier at a smaller age. In general, the NEP-2020 is pliable, dynamic, and more prolific. Concurrently, English is a language used by half of the population in India, application of NEP-2020 with the States' privilege to go for the medium of instruction from pre-school will support SDG GOAL 4 a reality. NEP has

advocated that the students can acquire knowledge of, Science and Mathematics in two languages their mother tongue as well as English, which will benefit the students in a way where they can understand the strenuous topics better.

New Education Policy will emphasize on practical knowledge and skills. The assessment procedure will also be based on actual knowledge rather than theoretical learning. It will also focus on the hidden qualities of students.

Language education and multicultural communication are more important to mankind prospering and good understanding than ever before. However few languages today are diminishing as others are becoming popular in use and abundance. Numerous languages have branched out their reach to include a lot of presenters, even in remote areas of the world. It is usual today to notice people in India and elsewhere who are bi- or trilingual, who use a 'global' language as well as regional or local ones. A lot of languages are increasingly becoming part of our day-to-day cultural affairs with a youth-dominated population, Our nation is competent in attaining a better shape with the proper execution of this education policy.

However many countries have free education plans for their natives or they charge nominal amount of fees. As there is a dense population in India that can't manage to go to school, free education policy can uplift those citizens .

History of english as a Universal Language - It is might and politics that have made English lingua franca. Previously, the British Empire surrounded as good as one-eighth of the world, compelling English an important language in many colonies. In Asia and Africa, English must not have been the people's language, but it was the language of commerce. It was the expression of the elite class who afforded ingress to education and advancement.

In due course, the diverse countries that painted the British Empire secured their independence. Nevertheless, they are still required to interact with each other while possessing a pile of contrasting first languages. English carried the day as the biggest wheels already spoke it. It was inescapable that through economic influence, English would become the dialect of trade and diplomacy. Society needed to express itself in English to do well in life. A greater number of people learned Trade English for this reason. It obtained a firm foothold and remains the supreme language in many regions.

Objectives - Language policies in education are the most necessary part of our education system that contributes in strengthening the social connection as a whole. It plays a prominent role in bestowing education to the children . Objectives of NEP 2020 are-

To comprehend with respect to NEP.

To implement NEP constructively .

To make use of innovative technologies in English language teaching and learning as well as removing language hindrances .

NEP focuses on approachable education with affordability and accountability .

Importance on conceptual learning .

Education is a community service and quality education learning is a prerogative of every individual.

The new policy was deliberated to uplift education quality and expand access to education.

Professional/vocational education and training will be a foundational part of the higher education system, to reinforce the foundation of the students for different professions.

Convention of the New Education Policy -

Flexibleness: It follows to provide flexibility to the beginner to choose their measure of learning and choose their path as per their talent.

Inter-disciplinary: To add entire education in all fields like science, social science, coding, arts, humanities, sports, etc.

Ethical and Constitutional Values: It aims to educate the values of empathy, respect for others, cleanliness, courtesy, scientific temper, liberty, responsibility, equality, and justice.

Sustainable Policy: Establishment of policies based on a regular appraisal of ground reality. Keeping in mind the rich, varied, ancient, and modern culture and knowledge system, and tradition of India.

Equality and Inclusion: This will be the objective of all educational choices, providing that all students can grow in the education system.

Life Art: Drawing on building life skills such as association, teamwork, communication, flexibility, etc.

Education as a Constitutional Right: Education is a public service and not a profit-making activity. It should be available with ample quality to all. There must be a strong and sustainable investment in an active public education system as well as an ethical and humanitarian private system.

Bottlenecks Ahead - Many surveys express that elementary education through the first language develops the rational abilities of a student and cinch the process of obtaining primary literacy skills and understanding complex theories compared to those who are taught in their

new language. It is true, that elementary lessons in native language structure a better foot for students, however, this should not set out as a barrier in helping and assisting children from disparaged sections groups in English. At all such passivity were to occur from the teachers or government, it would end up disparaging the already marginalized. Students from privileged families who have money to pay for private tuition in English or have access to the language, due to their family milieus, exceed the marginalized when it comes to employability. Hence, a well-planned pattern of education should be launched to provide students with a better hand in English.

Another major roadblock is the scarcity of teachers who are experts in the student's first tongue. An instance of this could be the schools in North Eastern, and Western Indian regions where each classroom has amalgamated students who speak numerous diverse languages. On such occasions, it is an intimidating chore for educators to educate and for the students to understand. While preparing and assigning educators their duties such instances should be taken care of. Additionally, the scarcity of books in their native languages is a hard task.

Criticism - The prominence of the native tongue as a language of instruction is not without implications for disparaged sections, especially in a country where English is extensively connected with employment and honor. After all, the main ground for favoring teaching in the native tongue is a cinch of learning, believe it or not, it can hamper the betterment of disparaged sections in terms of ingress to employment and advancement opportunities.

However, a study on the execution of acceptance of students from disparaged sections in private schools mentioned speaking in the English language as one of the grounds for discontinuation. On the other side, it is believed that English education should be available to those who cannot bear education from private schools.

Conclusion -

Education is an important and fundamental aspect for the versatile development of any society and country and a complete national education policy is standardized by a nation to fulfill this requirement. The New National Education Policy, 2020, accepted by the Government of India, is an important action in this direction.

The accomplishment of this new education policy will calculate on how it is implemented. Accordingly, it can be said that India is the country with the youngest population and India's future will depend on providing high-quality educational opportunities to these youth.

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NEP 2020: Issues, Opportunities, and Challenges

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Abstract -

National Education Policy is one of the important educational phenomena for which India was eagerly waiting. It is the first education policy of the modern century which replaces the National Policy on Education (NPE), 1986 which has brought many fundamental changes in the education system and teacher's education too. One of the changes is the change in the structure of the education system and the change in teacher education also. The process of concurrence will create some issues which should be catered to in a more academic manner. All these issues are discussed in the paper.

Keywords teacher-education, the policy of education, pedagogical structure, teacher training in

I Brief History of the National policy of education of India till date

The NEP 2020 is the Evolution of India's Education Policy and it is a Roadmap to Today. It is a big milestone for education policy in India, since independence to today:

1.Since (1948-49) The University Education Commission also known as the 'Radhakrishna Commission' has concentrated on higher education.

2. In 1952-53 The Secondary Education Commission focused on education after primary school and before university began.

3.In 1964-66 The Education Commission also known as the 'Kothari Commission' came up with a holistic approach and advised the government on the national pattern of education and general policies, taking into account each stage from primary education to postgraduate level.

4. In 1968 The National Policy on Education, based on the recommendations of the Kothari Commission, announced a policy that called for equal educational opportunities in order to achieve national integration and greater cultural and economic development.

5. In 1976 under the 42nd Constitutional Amendment, 1976, education was included in the Concurrent List, which was to be considered by both the states as well as the union government

(earlier it was on the State List, which gave the state governments precedence in terms of law-making).

6. In 1986 The National Education Policy (NEP) came into existence with a "special emphasis on the removal of disparities and to equalize educational opportunity,", especially for women, Scheduled Tribes (ST), and Scheduled Caste (SC) communities. This education policy was modified in 1992(PoA-1992) based on Reviews of the Acharya Ramamurthy Committee (1990) & Janardhan Reddy Committee (1992).

7. In 2004 the UPA1 government in their 'Common Minimum Programme' adopted more or less along the same lines as before.

8. In 2009, an act was passed for the Right of Children to Free and Compulsory Education (RTE), which made elementary education a fundamental right compulsory for every child.

9. In 2016 to improve the quality and credibility of education the T.S.R. Subramanian Committee (or Committee for Evolution of the New Education Policy) Report, was revised by addressing the implementation gaps.

10. In 2019 a Committee for Drafting National Education Policy or Dr. K. Kasturirangan Committee submitted its report. The report sought to address the challenges of (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountability faced by the present education system.

11. Finally, National Education Policy, 2020 was accepted and approved by the Union Government of India on 29th July 2020

What changes made in NEP 2020 / Opportunities in NEP 2020

(A) Overall change:

The Ministry of Human Resource and Development is now called the Ministry of Education. This is done to bring the focus back to education.

The Central government and state governments will work together to increase public investment in education to 6% of the GDP. The expenditure stands at 3% of GDP in 2018-19 (the Economic Survey).

An extension of the Right To Education to cover a larger age group: The policy proposes to increase the ambit of the Right To Education to include children from the ages of 3years to 18yeas. Currently, it covers children between 6years to 14 years. This was long overdue. However, Stakeholders like private institutes and activists are divided over the cost of implementation of this grand vision. Private institutes have remained exclusionary and disabled

access to education for those who come under the reserved 25% category prescribed by Right To Education by levying non-educational fees. Also, they complain that the government usually does not pay them in time.

The three-language formula has reappeared in a new manifestation in the NEP 2020. However, no language will be imposed on any state and a greater flexibility will be their in the three-language formula.

Breakfast will be added to the mid-day meal program.

(B) New institutions/boards/zones/funds/frameworks to be set up.

Higher Education Commission of India (HECI) by 2022: NEP 2020 proposes to set up a super-regulator to address the current issue of multiple regulators to deal with accreditation, funding, and standard setting. HECI will function as the single overarching body for all higher education, excluding medical and legal studies, and replace all other regulatory bodies like the University Grants Commission (UGC) or the All India Council for Technical Education (AICTE). The four independent upstanding organizations (National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grants Council (HEGC) & General Education Council (GEC)) will also be responsible for all grants, funding, standards, and accreditation, making it one of the most centralized regulatory institutions in the country.

National Professional Standards for Teachers (NPST): The NPST aims to make the recruitment of teachers more transparent. It will be developed by the National Council of Teacher Education (NCTE) by 2022.

The NEP 2020 will also focus on developing a School Quality Assessment and Accreditation Framework (SQAAF).

The NEP 2020 will be looking for Multidisciplinary Education and Research Universities (MERU) and a National Research Foundation (NRF).

In the NEP 2020 a National Educational Technology Forum (NETF) will be created to encourage the use of technology in college education.

Also, the NEP 2020 stresses that educationists will be appointed on the Board of Governance of institutions, to depoliticize them.

In the NEP 2020 there will be a Gender Inclusion Fund and Special Education Zones for socially and economically disadvantaged groups.

(C) Major changes in Higher Education:

50% Grade Enrolment Ratio to be achieved by 2035. Currently the Grade Enrolent Ratio is at 26.4%, among both boys and girls ut till 2035 the Grade Enrolent Ratio should reach till 50%. For achieving this a strong focus is on promoting women to pursue higher education.

Proposal to set up Higher Education Commission of India (HECI). As discussed above, this will be set up as a super-regulator and centralize multiple functions across different verticals under its ambit.

A National Testing Agency(NTA) conducts a common entrance exam for colleges twice a year. This is to follow a Scholastic Aptitude Test (SAT, used for college admissions in the United States) like structure for admissions in graduate programs.

Mid-term dropouts from college will be given credits and an option to complete their degree after a break (a limited period). Credit transfers and academic banks of credits are to be introduced. Dropouts can use their credits for transferring from one university to another. The details of execution for all of this are unclear however.

Affiliations with universities are to end and over the next 15 years colleges will be given the autonomy to provide degrees. The deemed university status is to end as well.

An awaited move of putting a fee cap over private institutions for higher education is lined up but it will need private institutes to apply for a loan at HECI and claim funding from the government to run effectively. As per speculation, a large chunk of budgetary allocation will be channeled to private universities via the loan route.

Graduate programs for 4 years, PG (Post graduate) programs for 1 or 2 years and M.Phil programs to be discontinued.

Research and Teaching intensive universities and autonomous degree granting colleges will be set up to advance India's research endeavors.

(D)Challenges that will determine success of NEP 2020

The vision is aspirational. The execution of road map and thoroughness of NEP 2020 will determine whether this truly prootes education-for-all and job creation. The NEP 2020 advocates three key prticular developments:

To move from content-driven teaching that inspired automatic learning to intellectual testing;

For doing a 360-degree assessment of covering physical, mental and educational well-being of the students, and;

To introduce new age skills such as data science and coding, and experiential approach through vocational skills, mathematical and computational thinking.

The motivation is to make Indian learners truly future-ready and global citizens. The Government of India seems targeting on expanding the vision in terms of curriculum revision, teacher-training, and equipping schools for ICT-enabled and assessment-driven evaluation over the next few years. This is critical for India to truly accumulate the demographic dividend through re-skilling, vocational training, and job creation. The objective is noble, and the policy is timely. However, the success and pace of implementation will depend on how successfully the government can scale key challenges.

1. Curriculum and Content

The NEP calls for curriculum and pedagogical changes. The boards which conduct examinations will need to rethink how they assess students and what the learning content rubric should be. School textbooks will need realignment too. Given that 87 percent of K12 learners in India are in the schools with annual tuition fees of less than Rs 12,000, these changes will need to be easily cascaded across tiers of schools.

2. Teacher Availability

Over 250M-plus students are estimated to enroll in K12 schools in India by 2030. At a teacher-student ratio of 1:35, India would need an estimated 7M-plus teachers to address a teacher student ratio of 1:35 to explode student population which will need to graduate through the defined B.Ed scheduled for 12th pass, graduates and postgraduates for four, two and one year respectively.

3. Teacher Skilling

The constraints, experiential learning, and concept-oriented teaching, versus the currently prevalent printed content-oriented teaching will be tough because teaching is one of the low-paid professions in India with an average teacher earning around Rs 200,000 per year. A comprehensive National Curriculum Framework for Teacher Education has also been announced in the NEP in addition to Teacher Eligibility Tests (TETs) to create a talented and curate pool of teachers who can impart quality education to the students. However, the current pool of teachers needs to be orientated towards these teaching techniques.

Until the structural curtailment in teacher payment is not corrected in the education ecosystem, the NEP execution in spirit and form will stay challenged. Expansion of such a curriculum could produce unintended academic results for underprivileged learners will now don't have to fall back on books or other supplementary aids.

4. Technology at Scale

The digital framework of a similar scale will be needed using digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure, uniform evaluation across schools even in remote villages, career counseling and teacher training aids.

5. Evaluation Infrastructure

Under the NEP, examinations are being advised to transform towards a culture of assessment with continuous tracking of learning outcomes, a focus on higher order and foundational skills, and AI-based software progress tracking to enable students to make optimal career choices. Continuous assessment requires schools and teachers to innovate on evaluation approaches and assignments that are thought-provoking and require students to apply themselves. Compared to theory-based examinations that have unilateral questions and answers that are easier to administer and score, holistic assessments would require educational boards and institutions to invest significantly in creating these assessments and practice assignments. Of the 1.5M-plus schools in India, 75 percent are run by the government at a very low to no annual fee structure. Of the remaining 400,000 private schools, about 80 percent schools fall in the category of 'Budget Private Schools' charging Rs 500-1,000 per month, leaving a mere 15,000 (less than one percent of total schools) that can support the necessary infrastructure required for conceptualizing and conducting such assessments.

The NEP 2020 drafting committee has undertaken a comprehensive process that considers state/UT governments, global best practices, expert opinions, field experiences, and stakeholder feedback. In the more affluent echelons, privately-owned Edtech is already taking a large part of the education spend away from the formal education systems.

6. Opening universities every week is a herculean task

India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 is one of the stated goals of the policy which means that one new university should be opened every week, for the next 15 years. Opening one University every week on an ongoing basis is undoubtedly a massive challenge.

7. The numbers are no less daunting in reforms to our school system

The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way you look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week. This certainly requires an amount of investment in classrooms and campuses. But it also means appointing at least 50 headmasters every single week, and at least 200-300 teachers every single week on an ongoing

basis. Given that many teaching positions are going unfilled even in existing schools, this becomes a particularly interesting challenge.

8.Funding is a big challenge in the COVID Era

From a funding standpoint, this is not a challenge for a timid. The National Education Policy 2020 captivates an increase in education spending from 4.6% to 6% of GDP, which amounts to around INR 2.5 lakh crores per year. This money will be well-spent building schools and colleges across the country, appointing teachers and professors, and for operational expenses such as providing free breakfast to school children. What makes things tricky is that this policy comes into being at a time when the economy has been stoked by COVID-19-related lockdowns, government tax collections are terribly low, and the fiscal deficit was high even pre-COVID.

9.Current focus on healthcare and economic recovery

To lower the execution speed economists have been calling for large motivational rafts amounting to double-digit percentages of GDP, despite the strain on the treasury. While the National Education Policy is a 20-year journey, one worries that we may be off to a stumbling start over the next 2-3 years, when government and budgetary priorities are claimed by the more urgent but equally important needs of healthcare and economic recovery.

10.Need to create a large pool of trained teachers

In school education, the policy envisages a sweeping structural re-design of the curriculum, a very welcome step. But in order to deliver this module effectively, we need teachers who are trained to understand the pedagogical needs. Many of the curricular changes require a substantial mindset that shifts on the part of teachers, as well as parents.

11.Interdisciplinary higher education demands for a cultural shift

In higher education, the National Education Policy 2020's focus on interdisciplinary learning is a very welcome step. Universities, especially in India, have for decades been stowed and departmentalized. This culture of disciplinary securely runs very deep among scholars and professors alike, with few exceptions. For the entire higher education system to be composed of "exceptions' ' professors who are inquisitive about, to respect and lean other disciplines while being experts in their own is no easy task. Over the next 15-20 years a cultural shift is need in the entire higher education ecosystem.

Summary

Higher education, with its significance on pedagogical study, often produces graduates who have few or no income. Developing GER to include all citizens of the country in higher education is the responsibility of the national government education department. India's National Education Policy 2020 is marching towards attaining that goal by creating new policies to improve quality, appeal, accessibility, and expand the provision of higher education in the private sector and at the same time with strict quality control in all institutions of higher learning. By promoting eligibility based on free shipping and scholarships, advanced and progressive research artists as members of intelligence, as well as certified leaders based on regulatory approaches, and strict quality monitoring through annual accrediation based on self-confessed advances through technology-based technologies. Monitoring, NEP-2020 is expected to achieve its goals by the end of year 2030. All post graduate institutions with the current name of the lower colleges will grow as the private colleges have multiple faculties that are empowered in their name or become hosted universities under their jurisdiction. The netural agency National Research Foundation will fund new projects in key research areas of basic science, applied science, and social and human sciences. The Higher education program will transform itself into a student-centered approach to the freedom of choice of core subjects and subject disciplines and to all subjects. Members of the faculty should also acquire independent choice of curriculum, methodology, teaching and assessment models within a given policy framework. These changes will start from the year 2021-22 and will continue until 2030 when the first level of change is expected to be more articulated.

The National Education Policy 2020 is in many ways just what India needs, as it inflorescences into the world's largest workforce in coming years. To realize the dreams it contains, we must overcome connsiderable execution challenges in a sustained manner for years and decades to come. With this the researcher would like to conclude by the quote Benjamin Disraeli had said, 'The secret of success is to be ready when your opportunity comes!' For Indian teachers' time has come to grab the opportunity and become makers of their own fate. To do this our teachers should dream and work hard to achieve their dreams. Become an aware, enthusiastic, and empowered practitioner. Share our ideas, grow by experimenting and researching. Teachers should gain insights also from the thoughts, beliefs, and experiences of our peer-practitioners. Teachers should enjoy their journey by forging beautiful relationships with generations of learners who transition through your classrooms and remain a life-long learner.

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A Study on Digital Transformation and its Impact on Education Sector

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Abstract

Digitalization can be termed as an innovation within the sector of education because it highlights the varied activities that result in the modernization of business model or relating to education sector. The term Digitalisation refers to the conversion of paper mode or kind written data into digital type. The application of Digitalisation in education sector ends up in learning surroundings within the twenty first century. It shows all concerning the replacement of old school system, new establishment that boosted digital education. Digitalization is bringing about sweeping changes in the education sector. It incorporates development of orientation lecture in technical manner. The objective of the study is to understand impact of digital transformation in education sector and to highlight the emerging changes in education sector due to digital transformation. This is descriptive nature-based study.

Keywords: Digital Education, E- Learning, Education, Digitalization.

Introduction

According to current situation, India has been reached to the highest place in the field of education. Digitalization is advancing into the education system of India and is replacing the conventional classroom practice. Indian education framework has received creative aptitudes in order to arrive at the final destination and making reformist methodology towards problem related phenomenon. To be more exact, the cycle of digitization in the field of education is quickly developing in India. Science and innovation are being adopted quickly by private schools to fulfill the education needs set forward by the Gen Next learners. Computerized tools are widely being utilized to upgrade the arrangement of education in rural India.

"Digital education is creating new learning chances as learners participate in on line, advanced conditions and as personnel change instructive practices using crossover courses, customized guidance, new coordinated effort models and a wide exhibit of inventive, drawing in learning methodologies. Moreover, a 21st century perspective on student achievement expects students to not exclusively be smart purchasers of digital content, yet powerful and shared makers of

computerized media, exhibiting skills and imparting thoughts through unique narrating, information perception and substance duration."

By 2020 it's assessed there will be 1.5 million new digitized positions over the globe. Today, be that as it may, 90% of associations at present have an IT aptitudes deficiency, while 75% of teachers and students feel there is a gap in their capacity to meet the abilities needs of the IT work force. Exploration by the World Economic Forum assesses that 65% of kids entering elementary school will wind up in occupations that today don't exist. It is basic, accordingly, for the education area to set up the ability required for the digital economy, by adjusting as quick as the expanding interest for IT aptitudes. "Digital" portrays any framework dependent on broken information or functions. PCs are advanced machines on the grounds that at their most essential level they can recognize only two qualities, 0 and 1, or now and again. All information that a PC measures must be encoded carefully as a progression of zeroes and ones.

Something contrary to advanced is simple. A normal simple gadget is a clock wherein the hands move ceaselessly around the face. Such a clock is equipped for demonstrating each conceivable time. Conversely, a digital clock is fit for speaking to just a limited number of times (each 10th of a second, for instance) . As referenced previously, a printed book is simple type of data. The substance of a book should be digitized to change over it into advanced.

Research Methodology

As per the requirements of the study descriptive nature is being adopted in research design. The research study is totally based on descriptive nature. Secondary source and published articles were extensively used for the collection of data. Distinctively used sources were various web articles.

Objectives of Study

1. To understand the impact of digitalization in education sector.

2. To highlight the emerging changes in education sector due to digital transformation.

Date Collection

The research paper depends upon the secondary source of information. To prepare the research paper, the required data is extensively used, as it is descriptive in nature.

Effect of Digitalization on Education Sector

Many areas in education sector are extremely affected by use of digital technology which are as follows:

1. Due to the digitalization, learners'(students) access with the Internet effectively and rapidly as it encourages them to work better with the scholastic exercises. It shows a sign of having movement of Indian Education System with the globalized situation

2. Digitalization assists with setting up e-library by giving PC lab in the school and universities, as customary libraries are obsolete. It assists with killing obstacles emerging in the method of research exercises.

3. Due to development of digitalization it empowers to video conferencing when schools in various areas of the state, nation or world, learners can meet their partner without leaving the study hall.

4. In the time of digitalization learners will in general select through remote courses called as correspondence courses at school and colleges. Learners can get course structure and details through mail. Appreciative to innovation for effectively availability towards the enrolment for different courses at particular level.

5. By giving computers in each and every study hall educator empower learners to adapt carefully as grammatical mistakes, corrections in spelling and so forth. It makes exactness in the field of training climate.

6. In the event that a school and universities doesn't have the assets to send learners on field trips, they can decide on web classes identified with their course work. Leading on the web courses and online classes, empowering all learners to participate in remarking and taking an interest in surveys can assist them with remaining caution. It is indispensable that learners participate in workshops and the talks include two-way correspondence.

7. Virtual Reality and Augmented Reality are now trendy expressions in the Information technology space. Their approach in e-learning has hugely affected the effectiveness with which it is offered to learners and the manner in which it surveys their presentation. Virtual Reality permits learners utilizing e-learning stages on cell phones to legitimately cooperate with study material. This keeps their commitment levels high and spurs them.

In present scenario, India is one of the world's top most destinations for education. Where the teaching method is about the smart boards where educators can relocate shapes, acquire online adding machines on the load up, measure with AR devices and voice out the content they need to see on the board. It is an ideal opportunity to team up showing technique with innovation and make training and classroom meetings livelier and additionally intriguing.

Disadvantages of Digital Education

1.With the advancement of mechanization, teachers are not equally trained with its proper implementation. Thus, learners are just using technology instead of gaining knowledge from it. Using applied science to achieve education in the proper way is a good thing but to transform it into an active set of skills is a matter of time.

2.Relying completely on computers are creating poor studying habits. Many students keep browsing websites to find the shortest possible way to solve problems in Mathematics instead of solving them in a traditional way which actually helps them to gain in-depth knowledge of the subjects. Spell-checkers prevents them from learning the correct spelling thus resulting infinite spelling mistakes in paper.

3.It is the human being who built technology not the technology that created a human. As humans are not error-free, similarly technology too does not come error-free. There are lots of problems like server error and connectivity problems which take oodles of time to troubleshoot it, therefore, hindering the learning process which can sometimes be a matter of frustration both for the learners and the educators. Wastage of time because of unnecessary issues is not at all advisable in schools or any learning institutes where every second is valuable for the learners.

4.With the speeding development of technology, the websites owner urges to rank their websites higher in search engines, so they only concentrate on rankings instead of the content that they are posting. Many websites come with wrong information that has been copied and pasted from other sources without checking its authenticity. Thus, the learners are misguided by the wrong informations available on the websites. These things can perhaps become serious obstacles in their development.

5.There are arguments that because of all the new technology that there is a loss of communication skills and the ability for people to interact with each other. Since a fairly large amount of the new technology is made for an independent use there are valid concerns about the loss of interpersonal and cooperation skills that students usually develop within a classroom setting.

6.It is not secret that the newest and most up to date technology is very expensive. In order for a school to use technology like this they have to pay for it, which is difficult for most public schools to do because of the sheer cost. This is also difficult for parents because the students become accustomed to some technology that they do not have at home.

Conclusion

In the present hyper-connected world, reasonable utilization of innovation and digital technology can improve education. It is obvious that the advantages are much more. Yet, the way to innovation in the class room is continually going to be the educator learner relationship, since that is the place where education occurs. Technology can be an exceptionally compelling tool, however that is all it is a device since man has made innovation and innovation has not made man. Innovation isn't intended to replace the instructor. Or maybe, the thought is to establish an adaptable learning climate that breeds development. It moves the classroom experience from the sage-ona-stage way to deal with a more shared learning climate. The achievement of such undertakings will eventually rely on how technology is applied to keep learners locked in. It tends to be baffling and tedious, yet at long last, digital transformation in education can make ready to new encounters, new revelations, and better approaches for learning and teaming up.

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The Impact of Covid-19 on E-commerce : A Critical Study

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Abstract:

Corona Virus has impacted the entire e-commerce industry of the world. It has changed the nature of business. It has also affected many e-commerce businesses. COVID-19 crisis is likely to have long-lasting effects on e-commerce. E-commerce is a business model that lets firms and individuals buy and sell products and services over the internet. In addition, after COVID-19, social distancing and staying at home are expected to further encourage consumers to shop online. E-commerce involves an online transaction. It provides multiple benefits to the consumers in form of availability of goods at lower cost, wider choice, and saves time.

COVID-19 is a global emergency epidemic that affects all areas of life including the economy. Growth in the world economy has decreased due to a lack of purchasing power that lasts for only at-home policy. This policy carries out to prevent the spread of COVID-19, which on the other hand actually increases the use of e-commerce and mobile commerce as means of shopping. The use of e-commerce and mobile commerce is considered capable of helping consumers to buy basic necessities and health that are needed during activities at home. Buying and selling transactions through e-commerce and mobile commerce have increased during COVID-19. This is then utilized by e-commerce and mobile commerce by providing various attractive offers for consumers.

The purpose of the study is to emphasize the concept of COVID-19 and e-commerce. The research method of this study used the secondary data listed in different databases of books, research papers, and related articles of e-commerce available on the Internet. The present study has been undertaken to describe the impact of COVID-19 on e-commerce in India as well as around the world and also describe overcome from the COVID-19 situation as well as future scope of e-commerce.

Keywords: -COVID-19 pandemic, e-commerce, impact, overcome, future scope.

I.Introduction

The COVID-19 pandemic has not only affected traditional business on a global scale but has also brought numerous challenges to the e-commerce industries. It has driven the fastest change in traditional business across the globe, necessitated by social lockdown preventing face-to-face selling or buying.

COVID-19 pandemic creates new potentials and opportunities for e-commerce cooperation: more or less independent persons/organizations work together. Business actors can come together whenever they want it or whenever there is a need. It builds a global virtual place where every organization and person is interested in making business can come together without geographical restrictions. E-commerce increases the economic efficiency of business processes, through the coupling of business processes at the boundaries of the business partners. The outbreak of the coronavirus disease COVID-19 has disrupted the lives of people around the world. COVID-19 which originated from China now has spread across the globe. The global cases of COVID-19 have surpassed the 2 million mark. And due to this, it has impacted many business sectors and affected the economy of many countries. This is because people are advised to maintain social distance or stay at home. COVID-19 is a global emergency epidemic that affects all areas of life including the economy. Growth in the world economy has decreased due to a lack of purchasing power that lasts for only at-home policy. This policy carries out to India has emerged as one of the major players in the new international business scene. Its unstoppable economic growth since reforms in 1991 has become the focus of attention of researchers in the area of international business and management.

1.1 E-commerce

E-commerce is a paradigm shift. It is a "disruptive" innovation that is radically changing the traditional way of doing business. Electronic commerce is a type of business model, or segment of a larger business model, that enables a firm or individual to conduct business over an electronic network, typically the internet. E-commerce is the buying and selling of goods and services, or the transmitting of funds or data, over an electronic network, primarily the Internet. These business transactions are business-to-business, business-to-consumer, consumer-to-consumer, or consumer-to-business. The term e-tailis used in reference to transactional processes around online retail. E-commerce is conducted using a variety of applications, such as email, fax, online catalogs, and shopping carts, Electronic Data Interchange (EDI), File Transfer Protocol, and Web services. It can be thought of as a more advanced form of mail-order purchasing through a catalog. E-commerce is the movement of business onto the World Wide Web. The effects of e-commerce are already appearing in all areas of business, from customer service to new product design. It facilitates new types of information-based business processes for reaching and interacting with customers like online advertising and marketing, online order taking, and online customer service. There has been a rise in the number of companies taking up e-commerce in the recent past. Major Indian portal sites have also shifted towards e-commerce instead of depending on advertising revenue. Many sites are now selling a

diverse range of products and services from flowers, greeting cards, and movie tickets to groceries, electronic gadgets, and computers, etc.

1.2 Impact of COVID-19

Since the official announcement from WHO declaring the COVID-19 a global pandemic, many countries have put restrictions and lockdowns. This has left businesses to work from home, which is possible for IT related and e-commerce companies. It is the only option business owners have and has put e-commerce under pressure due to the COVID-19. Due to its fast spread, the brick mortar shops are closed down since the end of the second month, which has left people to shop from e-commerce stores.

*This has suddenly spiked the number of orders coming to e-commerce stores exponentially. And fulfilling those orders has become a headache due to disruption in the supply chain. Also, the behaviour of online shoppers has changed.

*Ecommerce sectors like grocery, food, health care, and entertainment websites have seen a spike in traffic. The e-commerce sales have increased by 52% YOY. Also, the number of shoppers has been increased by 8.8%. Travel and airline sectors along with other sectors such as apparel, sports goods, arts and crafts, toys, and other e-commerce sectors have been suffering due to the alleged COVID19.

*According to data from Unicommerce, an e-commerce solutions provider, online shopping volumes dipped 11% in April from the month ago. That's in line with what executives told ET the effects of the current wave of Covid-19 have hit consumer demand for non-essential segments, both in urban and rural markets.

*Expectations of a demand revival are driven by the belief that consumers will continue to avoid offline shops and malls. Unicommerce data further showed fashion and accessory sales were down 22% in the same period while eyewear and accessories were down 16%. Only fast-moving consumer goods (FMCG) and agri, and health and pharmaceuticals, saw growth of 33% and 18%, respectively.

1.2.1 Impact in Europe and North America

In October 2020, the company questioned about 100ecommerce decision-makers from Europe and North America.

* 6%: e-commerce revenue decreased during lockdown

Of course, there were questions about Covid-19. It seems that most e-commerce companies saw their online revenue increase during the global lockdown in the spring of 2020. According

to the survey, 90% of companies saw their online sales increase at least a bit, with 50 percent of respondents claiming it grew by over 100 percent. But still, 6 percent say their e-commerce revenue decreased during the lockdown.

After the lockdown was over, many consumers started shopping at brick-and-mortar retailers again. Still, 86 percent of respondents say their online revenues increased and only 4 percent say it decreased.

 *Online profit margin increased by 38%

Generating online sales is one thing, the whole COVID-19 situation has also led to things like disrupted supply chains, poorly staffed customer service, and more. This directly affects the online profit margin. It seems that for 38 percent of e-commerce decision-makers their online profit margin grew during the global lockdown, while for a similar percentage (40 percent) the situation stated about the same. Only 15 percent claimed that it decreased.

*The impact of COVID-19on the workforce

 The pandemic has, of course, also led to some changes in companies' workforce. About 44percent said they had to relocate staff, while three in ten hired more people. The other side of the coin is that 26 percent had to fire some people and 15 percent say they had to reduce their employees' salaries. And maybe a bit surprising for some, but 5 percent managed to increase salaries. And even more surprising: 21 percent of companies didn't adjust their workforce at all.

*23% of Omnichannel players saw offline sales increase

Another interesting finding from the study is that for retailers that have both online and offline stores, 23 percent say their offline sales increased and 16 percent managed to keep it similar. Unfortunately, for 43 percent their offline sales took a hit.

*Measurements for physical retailers

Many brick-and-mortar retailers had to drastically change their business if they wanted to avoid going out of business. So, many new practices were introduced last year. Among the participants, 31 percent introduced in-store pickup, while 26 percent chose to introduce home delivery. Unfortunately, about one in five had to shut down some physical stores for good.

All in all, the coronavirus has heavily impacted online retailers on different levels. Among the main challenges for e-commerce businesses, disrupted supply chains and fulfilling demand for products were the most mentioned ones. But limited operations due to the lockdown, managing inventory, and overall lack of employees were also some key challenges for online retailers. And 17 percent said it was challenging because they need to close their physical stores.

*Shifted strategies

Last year, many respondents said they would mostly implement, improve or change personalization, site-search, and Omnichannel. This year, the strategic vision has, of course, shifted due to COVID-19. Most of the companies (45 percent) will now have more focus on the digital part of their business, by adjusting assortment, investing in new e-commerce software, or focusing more on online marketing channels.

One in five said they would intensify actions, meaning they need to execute their strategies and act faster. One in ten say they are now focused more on physical stores adjustments, and 8percent went for supply chain adjustments, from minor ones to completely new supply chain or logistics.

*Financial consequences

Despite all the bad things happening due to the outbreak of the coronavirus, financially 2020 wasn't so bad for many e-commerce companies. Most of them (63 percent) say the year (up to October) was successful. And 28 percent claim their e-commerce business was doing well, while their physical stores didn't. And a surprising 2 percent said the opposite!

1.2.2 Impact in India

Owing to its large population, India has always been an attractive e-commerce market, even if a relatively small percentage of its residents have access to the internet or adequate income. Only 3% of the population has a credit card, according to the World Bank.

But e-commerce is now surging in India. COVID-19 has devastated the country in the past year with high numbers of hospitalizations and deaths. Consumers stayed home and learned to shop online.

*Demographics

Statista estimates India's 2021 internet penetration rate at 45%. With a population of 1.4 billion, that's 630 million internet users - a massive number, 45 million more than in 2020. India's population is heavily dependent on mobile devices, with 96% of internet users between the ages of 16 and 64 owning a Smartphone. About 79% of the population has a mobile connection, according to research firm GSMA Intelligence. Conversely, only 56% own a desktop or laptop computer, according to Global Web Index, a data provider. India is one of the least expensive countries for mobile internet access. Indians who have internet access increasingly use mobile payment services such as Samsung Pay for e-commerce purchases. The largest category for online spending is travel, rideshares, and accommodations, with

expenditures of $35.2 billion in 2020, although those purchases fell 54% between 2020 and 2021 due to pandemic, while food and personal care grew by 55%. Electronics and physical media the largest category for physical goods collected$14.6 billion in revenue in 2020.

*Sales

Retail e-commerce sales in India should reach $66.76 billion in 2021, up by 27% from2020, according to e-Marketer. In Q4 2020 alone, e-commerce grew 36% year-over-year. The biggest beneficiaries were the personal care, beauty, and wellness categories, which together grew by 95% year-over-year according to Kearney, a management consulting firm. Brands took advantage of the pandemic to focus on direct-toconsumer strategies, bypassing retailers. As a result, DTC's e-commerce revenue grew 94% in Q4 2020 compared to the same 2019 quarter.

*Start-ups Thrive

The number of Indian start-ups that have reached unicorn status (a value of over $1billion) has expanded since the start of the pandemic. Many of these are in the e-commerce logistics sector. Zomato, a food delivery start-up, had a successful initial public offering in July 2021. It raised $1.3 billion for a total valuation of $12.2 billion. Restaurant and food delivery platform Swiggy's latest funding round was last month. In total, it has raised $3.7 billion and is now valued at $5.5 billion. Grocery deliveries make up about 25% of the company's revenue, with plans to increase to50% in the next few years to compete with Zomato, according to a Swiggy founder. Delivering groceries helps increase revenue because the average restaurant delivery is just $5 in India. Delhivery provides transportation, warehousing, freight, and order fulfillment services. It has raised $402 million in three funding rounds since December 2020. FedEx participated in the last round in July. In July, e-commerce platform Flipkart completed another fundraising round, for$3.6 billion, valuing the online retailer at $37.6 billion. The majority owner Walmart joined other worldwide investors. Flipkart, which now has more than 350 million registered users, said it would use the latest funding to increase investments in technology, supply chain, and infrastructure as it focuses on fashion, travel, and groceries.

1.2.2Impact on Global Scale

The acceleration of e-commerce throughout the globe over the course of 2020 was hard to ignore, as consumers shopped online often out of necessity, and brands were forced to rapidly change their strategies as a result. From consumer behaviour to demand prediction to retention, the events of the last year have altered or sped up almost every facet of online retail. On the basis of e-commerce penetration worldwide observed in e-commerce industries are as follow:

*Charged Retail reports new Adobe research that shows UK online retail sales reached £10bn in the month of July 2021. This marks a record for the highest e-commerce sales ever for the month of July, as well as the largest figure reported so far this year. It is thought that increased online spend has been somewhat caused by the continued reluctance of UK consumers to return to in-store shopping, as well as a 'back-to-work spending boost'. Overall, the data indicates that online spending has risen by 18% to £64bn in the year to date, or by 56% versus the same period in pre-pandemic 2019.

*Salesforce's Q2 Shopping Index reveals digital commerce growth has begun to stabilize in the second quarter of 2021. In the three months to June 30th, global e-commerce revenue growth slowed to low single digits (3%) year-on-year after seeing a 63% uplift in the first quarter of 2021. In contrast, the UK appears to have retained some of the momentum it gained from the onset of the pandemic. Results from Q2 2021 show the region has experienced a 17% growth in the same metric compared to a year before, well ahead of the US which saw a 2% drop over the same period. Despite a global slowdown in growth, consumers 'remained online and continued to grow revenue for retailers', Salesforce says. This can be evidenced by an increase in Average Order Value, up 17% year-on-year to $90.64, even as the number of products purchased declined by 1%.

*Shopify posted revenues of $1.12bn in Q2 2021, a 57% rise year-on-year and a better result than estimates from experts predicted ($1.05bn). The company's Gross Merchandise Volume (GMV) also rose significantly, up 40% to $42.2 billion. Perhaps most impressive of all was a 67% increase in Shopify's Monthly Recurring Revenue (MRR), meaning the amount of revenue the brand can expect from recurring payments of users that are billed monthly. In its financial statement, Shopify's MRR was recorded at $95.1m up from $57m. Subscription solutions, meanwhile, were also 70% higher, thanks to a wave of new merchants joining the platform since Q2 2020. As brands and businesses continue to make the most of the Covid-19 e-commerce boom, which is slowing only slightly for now, so it is reflected in the financial results of e-commerce tech providers like Shopify. For the remainder of the year, the company predicts its revenue to continue to grow 'rapidly, but at a lower rate than in 2020'.

*Data from Adobe indicates online retail prices rose 2.3% year-on-year in June 2021, or 0.6% month-on-month, following several years of consistent deflation. Between 2015 and 2019, prices fell on average 3.9% annually, while prices steadily rose for products in in-store environments. In recent months, Adobe says, 'the gap between the two has narrowed'. Covid-19 changed the demand for certain kinds of products, as well as what was trending online before the pandemic. Some of the items that saw a notable flattening or decrease in online pricing

between June 2020 and 2021 were those most coveted by consumers when the virus first hit computers, groceries, and office supplies.

* A July 2021 report from Pi Data metrics reveals the most prominent changes in UK consumer search volumes as life returns to normal. Of the five major categories analyzed, search volume across the electrical category fell the sharpest between April/May 2020 and April/May 2021, at -28.9%, declining to -44.3% in the computing subcategory now that most have purchased their WFH supplies. In contrast, the fashion category saw a welcome boost as many prepared to begin socializing again in the spring. The number of fashion search terms entered in the two-month period was 30.2% higher than it was during the same period of 2020, with luxury fashion searches up 15.8%. Clearly, 'e-commerce isn't as vital as it was last year to many consumers', Pi Data metrics explains. However, data shows search demand is still higher than rates seen before the pandemic, suggesting there is some permanence to the new online shopping habits we have formed over the past 18 months.

* Net imperative reports research findings from Channel Advisor and Census Wide which reveal 91% of 304 e-commerce CMOs surveyed believe their brand's revenue will grow over the next 12 months beginning August 2021. An additional 92% said that they are also more confident in their company's ability to attract new online customers than they were before the pandemic began, with nearly one-third claiming this will become 'much easier for them. Drilling down, digital marketing efforts have mostly been dedicated to enabling D2C opportunities for consumers, with 36% of CMOs saying their ads were driving traffic directly to their brand websites. Meanwhile, almost three in ten said their clickable digital advertising directed customers to marketplaces like Amazon, and another 20% said they were pointing traffic to retailer partner websites. As a result of continued expected e-commerce success, the data found e-commerce expertise will be the most in-demand type of talent for the sector during 2021 and early 2022. This is followed by marketing talent, while demand for web developers ranked third and senior strategic expertise fourth.

*A study by management consultancy Alvarez & Marsal, in partnership with Retail Economics, has found that pre-tax profit margins for retailers in six European countries (France, Germany, Italy, Spain, Switzerland, and the UK) have fallen from 6.4% to 4.5% in the last 10 years, and is forecast to drop to 3.2% by 2025. The chief contributing factor? Likely e-commerce. The study found a negative correlation between the share of sales made online and margins. The study also forecasts that, if the pandemic hadn't happened, the profit margins in the countries studied would be 3.7% by 2025, half a percentage point higher.

* Analysis from Global Data shows that 9 out of the top 10 global e-commerce companies (by revenue) experienced double-digit growth in 2020 as new consumer habits swayed in their favour. Pinduoduo came close to triple-digit year-on-year revenue growth at 97.6%, raising its total 2020 sales to $8.6 billion, while South Korea's top marketplace Coupang saw a 90.8% growth, ranking it 7 th overall for 2020 revenue at $12 billion. Amazon unsurprisingly topped the list at a reported revenue of $386.1 billion, although its growth was far lower at (a nevertheless impressive) 37.6%. Other top performers included US-owned home furnishings marketplace Wayfair, which saw a 55% year-on-year revenue increase thanks to a jump in interest from consumers looking to carry out home improvements, and Alibaba which posted 40.9% growth. Meanwhile, Zalando, eBay, and Rakuten experienced a 25.4%, 18.9%, and 18.9% rise in annual revenue respectively. VIP shop Holdings, owner of China's VIP.com, was the only company on the top 10 rankings to have gained a less than double-digit growth over the course of the year (at 9.6%), but maintained a position of fourth place regardless, with total sales just shy of $15 billion.

* The IMRG Capgemini Online Retail Sales Index has found that online sales in the UK fell by 9.1% in May 2021 versus a year earlier, Charged Retail reports the largest drop on record since the Index's inception in 2000. It is worth noting that this most recent comparison is being measured against a 61% boom in growth recorded in May 2020, which was driven by the first peek of the pandemic. Sales growth across most retail categories is now flatlining, with some such as health and beauty declining by 29.2% year on year. Multichannel retailers saw the largest rate of drop-off, -13.9%, as consumers increasingly opted to shop in-store instead. Online-only retailers, however, experienced a much smaller decline of -1.34%. Also, hit hard were budget retailers, seeing a -12.8% drop off in sales, in contrast to a +0.2% growth for their luxury counterparts. Despite this news, online sales overall remain significantly higher than those reported in 2019, before the coronavirus outbreak shifted the landscape of the retail sector. In fact, sales volumes for May 2021 are 46% up compared to May 2019.

II. Review of Literature

An attempt has been made to put forward a brief review of literature based on a few of the related studies undertaken worldwide in the area of e-commerce as follows.

Bhatti et al. (2020) examine that e-commerce grew due to coronavirus. E-commerce is becaming a substitute source and considered top in this condition and consumers bought in superstore traditionally. Coronavirus impact on whole e-commerce. Meanwhile, we want to comprehend their efficiency to stability both cost and benefits as well as connected actions in the coming upcoming.

Tran and L.L.T. (2020) study adopted uses and gratifications theory to base the conceptual model while adding a boundary condition of pandemic fear. The primary research method of this study is a quantitative survey and analysis. Using a sample size of 617 online consumers with PLS analytical technique. This study finds a positive moderating effect of pandemic fear on the relationships among PEEP, economic benefits, and sustainable consumption.

Hasanat et al. (2020) the key purpose of this research is to determine the impact of coronavirus on the online business Malaysia. The results illustrated that as the maximum of the products come from China and the maximum of industries are lockdown which means that there are no import and export of the product. Therefore, it is assumed that this deadly virus will severely impact the Malaysian online business especially Chines products.

Pantelimon et al. (2020) study consist of two parts, the first one analyses the impact of mobile commerce's growth on the Gross Domestic Product for both a West European country-Germany and an East European countryRomania from 2014 to 2019. The analysis aims to understand mobile commerce's importance in the pre-COVID-19 era, in the context of stable economies. The second part studies the general consumer behaviour towards classic commerce and electronic commerce in the context of COVID-19 pandemic state. In this regard, we analyzed data for January-April 2020 and studied the main changes for the countries which were either early affected by the pandemic, severely affected, or both.

M. A. Salem and K. Md Nor, the study empirically assessed the factors that affect consumers 'intention to adopt e-commerce during Coronavirus Disease 2019 (COVID-19) in Saudi Arabia. The 10 factors examined in this study are perceived usefulness (PU), perceived ease of use (PEOU), subjective norms (SN), perceived behavioural control (PBC), perceived lack of alternatives, perceived risk, perceived punishable infractions, risk-taking propensity, perceived external pressure, and government support. Data were collected online among social media users by employing the snowball sampling technique. A total of 190 valid responses were obtained. The data analysis showed that PU, risk-taking propensity, PBC, perceived lack of alternatives, and government support significantly influenced consumers 'intention to adopt ecommerce during the COVID-19 outbreak in Saudi Arabia. Meanwhile, PEOU, SN, perceived external pressure, perceived risk, and perceived punishable infractions exerted an insignificant effect on consumers 'intention to adopt e-commerce.

III.Research Methodology

This research conducted research using second-hand data listed in different databases of books, research papers, and related articles on the internet on e-commerce.

IV. Objectives of the Study

To know the concepts of E-commerce.

To study the impact of COVID-19 on e-commerce on a Global Scale.

To study the overcome from COVID-19 situations.

To study the future scope of e-commerce.

V. Overcome from Covid-19 Situation

As the COVID-19 pandemic reshapes our world, more consumers have begun shopping online in greater numbers and frequency. According to new data from IBM's U.S. Retail Index, the pandemic has accelerated the shift away from physical stores to digital shopping by roughly five years. Department stores, as a result, are seeing significant declines. In the first quarter of 2020, department store sales and those from other "nonessential" retailers declined by 25%. This grew to a 75% decline in the second quarter. The report indicates that department stores are expected to decline by over 60% for the full year. Meanwhile, e-commerce is projected to grow by nearly 20% in 2020. In Walmart's case, the pandemic helped drive e-commerce sales up 97% in its last quarter. Target set a sales record as its same-day fulfillment services grew 273% in the quarter. Both retailers have also invested in online grocery, with Walmart today offering grocery pickup and delivery services, the latter through partners. Target has also just now rolled out grocery pickup and runs delivery through Shipt. According to the Q2 2020 report from the U.S. Census Bureau, U.S. retail e-commerce reached $211.5 billion, up 31.8% from the first quarter, and 44.5% year-over-year. E-commerce also accounted for 16.1% of total retail sales in Q2, up from 11.8% in the first quarter of 2020. The crisis has presented a great opportunity for brick and mortar businesses to go digital and benefit ecommerce businesses. The closure of brick mortar retail shops has significantly affected the revenue of their business negatively. But with certain investments, they can revive their business digitally. With a smart PR strategy and focus on sales, they can increase their sales and generate some revenue from their e-commerce business. There will be challenges due to supply chain disruption and delays in delivery, which can affect your reputation and customer loyalty. But as the situation is changing continuously, these issues can be dealt with on a rolling basis.

*Monitor the situation from the ground and see what's possible. Ramp up your inventory because the

supply chain can disrupt again at any time.

*Maintain good relations with your suppliers and also sympathize with your consumers.

*Know the rules, regulations, and laws applicable to businesses nationally and locally.

*Prepare a team for solving any queries of customers.

*Expand the supply base so that your business doesn't have to rely on one supplier.

*People all around the world are bound to stay at home due to the fast spread of COVID-19 disease.

Also, most countries have put down restrictions for people to come out, which leaves you to sell virtual digital products on your e-commerce store. And the best thing is that you don't have to rely on the supply chain. there is no fear of selling virtual products as there will be no in-person contact and products will get delivered online. Come up with e-books, tutorials, e-classes, music classes, learning classes, etc. virtual products that sell like a charm.

☐Come up with a cost-effective shipping method

People are mostly staying at home, and most of the people have little money to spend on important items. So, allow people to order products online and pick it up from the store. This way they don't have to pay much for shipping charges and save their money to spend on important items. Also, you need to manage your orders during this COVID-19 situation. And to do that you have to heavily rely on the supply chain to ship orders with proper management of logistics. Therefore, order online and pick up in-store models works best in this scenario.

☐Try to revive the Supply Chain for Business

In these hard times of COVID-19, the supply chain is getting disrupted due to the restrictions and lockdowns put up by most countries. To revive and restore the supply chain is very important, so alleviate the seriousness of the problem before it gets worse for your business. Get in touch with manufacturing units and try to expand their operations if possible. And on the other hand, try to build up fulfillment units. The manufacturing of the goods will take up the most time. But fulfilling orders can be achieved faster, which helps to mitigate the surge of demand.

☐Sympathize with Customers and Employees

Your customers as well as your employees both are going through tough times. With the increase in the spread of the COVID-19, fear and panic are also spreading among them. So, it is your responsibility to sympathize with them. Don't make it hard for them. Communicate with them on all possible channels. Spread the right information because other sources are not helping to curb the issue. Spread optimistic and positive messages on social media and other channels of communication. Show them that you care about them. If possible, then offer a

discount on your e-commerce products. Because people will remember the good and bad things both. If you try to take advantage of the situation, then you will lose your loyal customer in the long run. Because it will only benefit you for a short period. So, be a responsible e-commerce business owner.

☐Sell Products Important for Human Survival

The unfortunate events have unfolded themselves, which is threatening the survival of the human race. To help curb the issue, sell essential items that are important for the survival of humans. Products like grocery, food items, and healthcare items are a necessity in the wake of a global pandemic. Sell those products at minimum profit margins on your e-commerce store. Because in these trying times people are stranded without much money to spend and without any job to work. And they have little money to spend only on essential items. So, it will be beneficial for your business as well as the people of your country, if you sell those essential items.

VI.Future Scope of E-Commerce

Since the onset of the COVID-19 pandemic, consumers across the globe have been heavily reliant on e-commerce to purchase everything from essential goods to holiday gifts. Combined with widespread stay-athome orders and concerns over the virus, the pandemic accelerated the adoption of e-commerce by consumers and businesses seemingly overnight. According to McKinsey, 10 years of e-commerce adoption was compressed into three months. And, not only did the shift to an e-commerce-first mindset happen in countries where online shopping was already widely accepted, but it also happened in cultures where in-person, local, cash-reliant and daily shopping is the norm. This is not just an e-commerce acceleration it is a massive shift in consumer behaviour, the type that traditionally takes decades to achieve. The impact of these changes will shuffle down through all the supporting industries, like shipping, technology, brick and mortar, and governments as everyone tries to keep pace with consumer preferences that just leapfrogged ahead. By pressing the fast-forward button on ecommerce adoption this year, we have created a number of opportunities, challenges, and norms that will dictate how we buy and sell goods for the time being.

☐Leapfrogging e-commerce has impacted the supply chain

The pandemic's forcing function meant change happened fast. There were no alternatives contactless shopping or moving online happened virtually overnight just to keep businesses open. It wasn't a strategy. It was survival. Usually, these types of decisions are done over time with careful planning and transition periods, but adopting e-commerce so fast meant that many

had to bypass the usual steps in expanding their business and trying new channels. The impacts of this leapfrog effect in business to business (B2B), business to consumer (B2C) and marketplace sales are shaking out now as we anticipate major shipping disruptions this holiday season just one example of a supporting aspect of commerce that couldn't scale fast enough to keep up with change. The impact on the supply chain has also increased the need for accuracy and transparency throughout the checkout process. To avoid further delays or disruptions to shipments and deliveries, B2C and B2B sellers have had to optimize all line items at checkout. Sellers need to worry not only about collecting payment but about ensuring that shipping costs and taxes are accurate at checkout to get transactions out of the door in a timely manner.

 Consumer behaviour is here to stay

 With all of the impacts and changes to consumer behaviour during the pandemic, when our society is eventually able to return to normality and storefronts begin to gain back confidence, how much of a correction will we see in consumer behaviour? It might be too soon to tell for certain, but it's likely that the changes brought on by the widespread use of e-commerce during the pandemic will shape the fabric of consumer behaviour for years to come. Many of the behaviours that consumers have adopted during the pandemic were already taking shape in recent years. Consumers have been prioritizing convenience and personalization when it comes to shopping for several years. Due to the number of options available when making purchases, consumers have already become accustomed to being able to make purchases from nearly any channel, any device, and any seller they choose. The pandemic-fueled acceleration of e-commerce has simply served as a catalyst for behavioural change already in motion. As a result, it's likely that consumer behaviour will never return to what it was pre-pandemic, but rather take form under a new normal driven by convenience, flexibility, and personalization all of which can be accomplished through e-commerce.

 Look beyond the pandemic to the greater trend

The influence of e-commerce will continue to reign strong in the coming years. While brick-and-mortar shopping will never cease to exist, we should expect the in-person shopping experience to continue to evolve to increase convenience for customers. Offerings like buy online, pick up in-store and grocery delivery are likely to grow in popularity throughout the pandemic and become standard operating procedures across households. Moving forward, consumer behaviour will err on the side of convenience and options even after the pandemic is long over. Businesses will need to catch up with consumer behaviour and e-commerce adoption to effectively serve customers and scale their operations. To do so, the adoption of technology

throughout the supply chain will be necessary to support an e-commerce-enabled business and maintain customer experience throughout the shopping journey

VII. Conclusion and Suggestions

The COVID-19 has affected many people around the globe and disrupted their lives for two years now. And there will be after-effects of the same when all of these things are over. But one thing we can do is to help each other out during this pandemic. Small businesses are the worst affected by the spread of COVID19. But you can take the necessary steps to lessen the blow on your business. Being transparent, optimistic, and positive will help your e-commerce business and the people around you. COVID-19 forced shops around the world to shut for months and recently reopen under strict new guidelines. The time in lockdown has caused an e-commerce boom, with the pandemic accelerating the shift away from physical stores by roughly five years. While department stores are expected to decline by over 60%, e-commerce was expected to grow by nearly 20% in 2020. The pandemic has also helped refine which categories of goods consumers feel are essential, the study found. Clothing, for example, declined in importance as more home improvement materials, accelerated, by 12%, 16%, and 14%, respectively. Amazon, naturally, has also benefited from the shift to digital with its recent record quarterly profit and 40% sales growth. The growth in e-commerce due to the pandemic has set a high bar for what's now considered baseline growth. As per the National Association of Software & Services Companies (NASSCOM), India's e-commerce market continues to grow at the rate of 5% with estimated revenue of $56.6 billion in the financial year 2021 despite COVID-19 challenges, says the government. Changes in Indians' purchasing behaviour as a result of COVID-19 include new demand for low-value products and a boost in first-time online customers. Pandemic COVID-19 from the socioeconomic side has changed people's behaviour in the shopping activities of people who originally shopped conventionally or offline, to shop online through various entities providing e-commerce and mobile commerce services. This is possible because each individual has a shopping model platform through e-commerce and mobile commerce communities and has the capacity and competence in the use of these tools even though only doing activities from home. E-commerce and mobile marketing provide a lot of convenience and comfort for customers to get the desired product during the COVID-19 pandemic. Even e-commerce and mobile commerce use the COVID-19 pandemic issues to get increased transactions by conducting free shipping promos, discounting products for basic needs and health, and updating information about COVID-19. In addition, there is a change in customer motives for online shopping, which at first was a desire to become a necessity because of COVID-19. So it is understandable that the highest demand from the public at the

time of the COVID-19 pandemic was for products that are directly related to health, work support products when done from home, and supplementary food products.

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Indian Higher Education System: Challenges and Suggestions

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Abstract

Higher education system plays an important role for the country's overall development which includes industrial, social, economic etc. Indian higher education system is third largest in the world. The role of Indian higher educational institutes such as colleges and universities in the present time is to provide quality based education in the field of education, research etc to empower youth for self sustainability. This paper includes the key challenges that India is currently facing in higher education and also includes some initiatives taken by the government to meet those challenges.

Key Words: Higher education system, Empower, Self Sustainability.

Introduction

Higher education means different things to different people. If we talk about higher education in terms of level, it means to gain higher educational qualification by the teaching-learning process in the higher educational institutes such as colleges and universities. Moreover higher education imparts knowledge, develops the student's ability and also give him/her a wider perspective of the world around. Higher education becomes input to the growth and development of industry and also seen as an opportunity to participate in the development process of the individual through a flexible education mode.

Higher Education in India :

Next to China and United States India has the third largest higher education system in the world in terms of size and its diversity and largest in the world in terms of number of educational institutions. After independence Indian higher education attain a massive growth.

In the Indian system, higher (tertiary) education starts after the 10+2 (i.e. ten years of primary and secondary education flowered by two years of senior secondary education). Framework of higher education in India is very complex. It includes various type of institutions like universities, colleges, institutes of national importance, polytechnics etc. Universities are also of different types like central universities which are formed by government of India, by an act of parliament which are responsible for arranging and distributing resources required by university grant commission(UGC), State universities, Deemed universities (aided and unaided) and Private universities. India has a federal set-up and the Indian constitution places

education as a concurrent responsibility of both the centre and state. While the centre co-ordinates and fixed standards in higher and technical education, school education is the responsibility of state. Under the department of higher education there are several regulatory bodies and research councils which are responsible for the higher education in India.

Regulatory Bodies:

University Grant Commission (UGC)

All India Council for Technical Education (AICTE)

Council of Architecture (COA)

Research Councils:

Indian Council of Historical Research (ICHR)

Indian Council of Social Sciences Research (ICSSR)

Indian Council of Philosophical Research (ICPR)

National Council of Rural Institute (NCRI)

Project of History of Indian Science Philosophy and Culture (PHISPC)

Challenges of Higher Education System in India:

Gap between the Supply and demand: In higher education, India has a low rate of enrolment i.e. gross enrolment ratio (GER), at only 19%. If we compared to china and brazil GER is 26% and 36% respectively.

Lack of Quality Research work: There is no shortage of funding for the top Indian Institutions such as IITs, IIMs and other institutes of national importance. However, budget for the Research is not under spent due to the insufficient good quality research work. Due to the limited focus on Research and Internationalization, very few Indian higher educational institutes are globally recognized.

Number of Research papers published in India has increased continuously for the past few decades but reflected in low citation impact if compared with other countries like Germany, United States, France and China.

Indian higher education is facing with the problem of poor quality of curriculum. In most of the higher educational institutes curriculum is out-dated and irrelevant.

Shortage of Faculty and High Student-Faculty Ratio: In most of the state and central universities more than 30% of faculty positions are lying vacant. While the student enrolment in higher education is growing with faster rate in the last few years.

Inadequate Infrastructure and Facilities: Apart from the highly recognized higher educational institutes in India most of the colleges and universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sports facility etc. which is desirable to rank the quality institution.

Presently there is a very less collaboration of higher educational institutes with industries.

Low employability of graduates is one of the major problem in India. Only a small proportion of Indian graduates are considered employable. Placement outcome also drop significantly as we move away from the top institutes.

Initiatives taken by the government in the area of human resource development:

A project has been taken up to made a national digital library of eBooks on various subjects and topics and another set up through which highly qualified faculty of centrally sponsored institutions like IITs, IIMs and central universities would offer online courses free of cost.

Another special scheme called "Udaan" for girl students has launched by the Central government. Under this scheme mentoring and scholarship will be provided to enable meritorious girl students to transit from schools to technical education without any difficulty and also to promote teaching and learning of mathematics and science at senior secondary school level by providing free resources.

The focus of the project is to overcome the low enrolment ratio of girl students in prestigious technical institutions and enable them to receive special incentives and support so that they can join these institutions and go on to take leadership roles in the future.

Another interesting step is the launching of a mission named after freedom fighter and educationist Pandit Madan Mohan Malviya to build a strong professional cadre of teachers by addressing all the issues related to teachers, teaching, teacher preparation, professional development, curriculum design, design and development of more effective pedagogy and better assessment and evaluation methodologies.

The Central Government has also launched a scheme called Unnat Bharat Abhiyan for the promotion of technologies from the laboratory to the ground. Under the scheme, higher educational institutes would connect with villages in their neighbourhood and address the various problems faced by them. The scheme would particularly looking for the solutions for

water management, organic farming, renewable energy, infrastructure and livelihood. IIT, Delhi is the coordinating institute of this scheme. About 130 villages have so far been adopted by IITs, NITs across the country under the scheme.

Rashtriya Avishkar Abhiyan has launched to revive interest in the technology among youth through support for innovative learning based on observations and experimentation. The focus would be on learning outside the classroom through direct interaction with the environment around the educational institutions.

Under the Global Initiative of Academic Networks (GIAN) programme, India's ministry of human resource development and department of science and technology will "create a channel for US professors in science, technology, engineering, and mathematics to teach in Indian academic and research institutions on short-term exchanges", as per the website of the US Department of State.

Suggestions for Improving the System of Higher Education :

There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive.

In higher educational institutes Industrial co-operation must be their for the development of curriculum, organizing expert lectures, internships, live projects, career counseling and placements.

Higher educational institutes need to improve quality, reputation and establish credibility through student exchange, faculty exchange programs, and other collaborations with high-quality national and international higher educational institutes.

Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research.

There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.

Conclusion

In this paper we have presented the present situation of India in higher education sector. We also identify the challenges like demand-supply gap, lack of quality research, problem of infrastructure and basic facilities, shortage of faculty etc in the higher education. The implementation framework for twelfth plan aims to focus on improving quality of state

institutions, to revamp financial aid programs, to interlink expansion, equity and excellence. To improve the higher education system we need to improve teaching pedagogy, build synergies between research and teaching, facilitate alliance of higher institutions among themselves, research centers and industries. This is necessary not only to take care of economic growth, but it is also essential for social cohesion and to empower the country's youth.

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Effect of National Education Policy 2020 on Higher Education

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Abstract:

Policy is one of the strongest instruments of bringing out social change and transformation and accomplishing positive objectives and targets. Higher education has been in the approach look since the absolute starting point of the post Independent India's drive for arranged improvement as well as development. The very first Commission on teaching set up in the post-Independent India was on higher education (Radhakrishnan Commission, 1948) which pushed for the extension of higher education and suggested for the foundation of national regulatory and administrative bodies, for example, the University Grant Commission (UGC) and other bodies to control development of higher education in the country.

With an exceptionally low and slow beginning, subsequent to ignoring through 70 years of arranged instructive turn of events and execution of two national education policies (1968 and 1986), the higher education in India has reached the extensive stage to be the second largest higher education framework on the world after China, with 37.4 million students, and 1.4 million mentors and educators spread over in excess of 40,000 higher education institutions (MHRD, 2019). The third National Education Policy 2020 presents a updated and forward looking vision for reviving the Indian higher education system. The primary reason and objective for this research paper is to give an early on openness to the educators about the National Education Policy 2020 as far as the unique circumstance, ideas, strategy objectives, execution issues and difficulties, and future possibilities.

Keywords: National Education Policy, Higher Education, HEI, HECI, UGC

Introduction:

New Education Policy is another arrangement to resolve the devastating issues looked by Indian education system. The NEP 2020 which was endorsed by Union Cabinet of India on July 29th 2020 blueprints the vision of India's new schooling system. New Education Policy 2020 imagines an India-driven school system that contributes straightforwardly to changing our

country economically into an even-handed and lively information society by giving excellent instruction to all. This NEP replaces the past National Policy of Education 1986. The new strategy depends on a draft ready by a board drove by previous Indian Space Research Organisation (ISRO) Dr. K. Kasturirangan. The advisory group is chipping away at the strategy from most recent six years and kasturirangan committee is the second committee to deal with the arrangement. The NEP authorizes various changes in the India's Education Policy. NEP is a far reaching structure of schooling from rudimentary level to higher education as well as professional preparation in both rustic and metropolitan regions. The NEP 2020 has framed an aggressive errand of almost multiplying the GER in higher education from 26.3 percent (2018) to 50 percent by 2035 while working on nature of Higher Education Institutions (HEI) and situating India as a worldwide education center. The emphasis is on giving an adaptable educational plan through an interdisciplinary methodology, making numerous leave focuses in what might be a four-year undergrad program, catalyzing research, further developing workforce support and empowering internationalization. One of the most extreme shift will be found in setting up of the Higher Education Commission of India (HECI) for the whole higher education section. The HECI will go about as a solitary controller and a few capabilities, including license, financing and scholarly standard setting, will be done by free verticals. These elements will ultimately supplant other administrative bodies like the University Grants Commission (UGC) or the All India Council for Technical Education (AICTE). The Prime Minister of India, Shri. Narendra Modi expressed that the arrangement centers on "how to think instead of what to think".

Objectives of the Study:

The review is made to satisfy the targets referenced beneath:

a. To know the critical features of NEP corresponding to higher education

b. To anlayise the effect of National Education Policy 2020 on Higher Education.

Methodology:

The philosophy comprises of a reasonable conversation on featuring the significance of the public instructive strategy structure, featuring different segments of the strategy of NEP 2020 comparable to higher education framework. Effect of NEP on Higher education is made utilizing the center gathering conversation strategy. The difficulties and chances of the new approach connected with Higher education are broke down utilizing the prescient examination procedure.

Development of India's Education strategy:

A guide from freedom till today: The principal council after India's freedom was the College degree Commission 1948-49 otherwise called the Radhakrishnan commission. This advisory group was driven by Sarvepalli Radhakrishnan which zeroed in on higher education. The Optional Instruction Commission 1952-53 zeroed in for the most part on training after elementary school and before College Schooling starts. The Schooling Commission 1964-66 otherwise called Kothari Commission drove by Dr. D. S Kothari. This Commission had an all encompassing methodology and prompt the public authority on the public example of instruction and general strategies considering each stage from essential to post graduation. In 1968, The Public Strategy on Schooling was declared by government in view of the suggestions by Kothari Commission and an approach for equivalent instructive open doors to accomplish public mix and more prominent monetary and social turn of events. The Public Approach on Schooling 1986 gave extraordinary accentuation on the evacuation of variations in schooling system and expected to level instructive chance for all. This act was altered in 1992 "Normal Least Program" particularly for ladies, Scheduled Tribe (ST) and Scheduled Class (SC). In 2009, the Right of Children to Free and Mandatory Education (RTE) Act was passed which made rudimentary schooling a key ideal for each kid. The T.S.R. Subramanian Board of trustees or Advisory group for Advancement of the New Training Strategy in 2016, looked to work on the quality and believability of schooling by tending to execution holes. At last Dr. K. Kasturirangan Council was outlined to draft the new Public Instruction Strategy and presented its report on May 31, 2019. This draft looked to address the difficulties of access, value, quality, reasonableness and responsibility looked by current school system. The board rethought the HRD service to service of education.

Effect of new national education policy can be concentrated on under the accompanying headings: Enormous scope solidification will help in quality universities and colleges:

Institutional rebuilding and union will essentially affect the worth volume of advanced education foundations in the nation by decreasing them to almost 33%. Anyway significant normal enrolment per school in India presently remains at 693 (AISHE 18-19, Service of Human Asset Improvement, KPMG in India Examination) while the arrangement expects to make advanced education establishments with 3000 Or more enrolments. This new arrangement centers around more number of independent universities to advance greatness. In India under 1000 independent universities our current out of almost 40000 schools in India. This shows a ton of combinations and joint efforts will happen in India's advanced education establishment's impediment of the strategy. It is normal that the above move will bring about in

advanced education establishments boiling down to 15000 schools from 50000 universities in India.

1. Focus on multidisciplinary education:

Indian advanced education framework is portrayed by single disciplinary Islands of greatness like IIT, IIM and AIIM. New public training strategy centers around multidisciplinary schooling by heading towards formation of enormous multi-disciplinary colleges called multidisciplinary schooling and exploration colleges (Meru's) like portion in US of America and Joined Realm. The production of MERU's will give admittance to quality schooling in assorted field across all fragments of society, covering every one of the areas and remote spots in the country. This will empower understudies have wide degree in determination of their areas of interest.

2. Faculty storage and need for development in faculty quality:

The ongoing personnel understudy proportion is our nation after Right to instruction act is 1:30, ought to be improved to 1:20 which is considered as a sound proportion. This correction will prompt employing of least 500000 new employees into the framework. As well as tending to workforce deficiency the nature of personnel likewise should be tended to by 2022 a bunch of public expert norm for instructors (NPST) will be made that will decide all parts of educator vocation the executives including residency, nonstop expert improvement endeavors, compensations, advancements and different acknowledgments. The strategy likewise discusses making execution principles for educators obviously explaining the job of the instructor at various degrees of skill and abilities expected for that stage.

3. Catalyzing Research and Exploration Practices:

The National Research Foundation (NRF) proposed by the NEP is probably going to make a devoted concentration towards the quality examination, including easing up the examination financing by making it cutthroat and furthermore by further developing effectiveness of subsidizing cycles to have more designated approach towards financing research drives. Research exercises will be soaked up in the understudies from their more youthful age itself.

4. Further developing access and value through Open Distance Learning (ODL) and online programmes:

Around 40 Lakhs for example 11% of students of the complete advanced education enrolments in India are through ODL. Pandemic issue likewise leads in improving of ODL framework, and it is probably going to see a critical expansion before long which will assist with multiplying India's Gross Enrolment.

Conclusion:

The new public training strategy 2020 is a decent approach as it targets making the schooling system comprehensive adaptable multi-disciplinary adjust to the requirements of 21st 100 years and the 2030 feasible improvement objectives. The NEP is a result of a broad activity that endeavors to accomplish 100 percent gross enrolment proportion by 2030. With a mean to make a more comprehensive firm and useful country the as of late uncovered public training strategy 2020 has come a momentous change by the Service of human asset improvement MHRD. The aim of strategy is by all accounts ideal in numerous ways however it is the execution where the way to progress lies. Under the NEP 2020, the center region of the changes tries to develop 21st century abilities among understudies including decisive reasoning critical thinking inventiveness and computerized proficiency. As mechanical progressions fast globalization and remarkable improvements, for example, the Coronavirus pandemic - change the eventual fate of work, the current schooling models should be re-evaluated with regards to the difficulties of the worldwide economy.

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Innovative Pedagogical Approaches and Evaluation

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Abstract :

The present paper focuses on how changing scenario of higher education automatically brings change in the roles played by the teacher at different levels. Since the evolution of education system teacher has been one of the most important component of education system. Teachers play vital role in the success of education system and development of social as well as professional skills among students. Technological advancements, changing information cycles, social cohesion, globalization and modernization naturally bring changes into the education system and teachers role to match the needs of the learners.

Keywords: Education system, teacher, students, changing roles, changing requirements

"The primary task of a society is to find a real teacher, one who performs his duty with perfection and dedication and is a perfect moral example for the society." **Rabindranath Tagore**

Introduction

This statement is enough to prove how significant role does the teacher play in improving quality of education and shaping the future and destiny of the country and society at large. Education caters the needs of the society, which are ever changing in nature. Well-organized and progressive educational systems, supporting the changing scenario of higher education are completely shouldered by the teachers who are engaged in research and implement new teaching-learning practices. The significance of the role of a teacher in catering the changing needs of society through education was assumed far before the technological evolution. Traditionally, teacher was occupied only with teaching particular subject content through lecture method, which was considered to be the best way to impart the knowledge across, and to some extent still it is considered the same. Now the education has become student centric and the teaching-learning procedures have adopted the same attitude The changing scenario of higher education demands teacher to maintain democratic environment in the classrooms, where they share their knowledge freely to construct new. The teacher has to shoulder the responsibility of enlarging the minds of the students by bringing them in contact with scholarly and cultured companions as well as developed skills to meet their needs.

Innovations in approaches and evaluation will accelerate the pace of change in the world of technology. Teachers need to be more aware of how students learn as in the world of information teacher has to play the role of 'manager of learning' for the students. Teacher in the era of skills is required to revive the assessment procedure and design the courses so that

the students encouraged demonstrating high-level intellectual skills like using evidences, problem solving and creativity. During pandemic, millions of students and impacted workers, doubled down on learning new skills, albeit remotely. But those with unequal access to digital devices, internet connectivity and reliable electricity were the worst hit. A Coursera spokesperson said that internet is a fundamental utility and the mobile is a powerful tool in bridging the digital and skills divide, but reports suggest the talent demand supply gap would continue to widen with the advent of 5G and allied technologies roll out. "For India to realize the full potential of new-age technologies, a focus on large scale skilling s critical. IIT Roorkee's Postgraduate Certificate in 5G Technologies and is a great source for communication industry professionals who want to understand aspects of advanced communication systems and develop the software and hardware skills necessary to implement them."

Experts said that with the existing significant gap in digital infrastructure, 5G is the best hope for the country to achieve the planned digital inclusion. With the correct fiberisation of 35% as against the required rate of 55%, India has an uphill task of upgrading its digital infrastructure. In such a scenario, 5G enabled FWA is cost effective solution that can shorten the time-to-market and enable mass scale adoption.

But there are three concerns:

1.Economic feasibility of edtech programmes need to be ascertained through government sponsored initiatives such that it attracts private players to bring in the required network technologies, devices and content to make it a success.

2.A push towards digital literacy is required to train teachers and students to use digital tools.

3.There is a need to develop vernacular content to increase the relevance of the content to the masses.

The next generation of mobile technology, 5G is all set to bring huge advancements in all fields of work. It is envisaged to bring a "Networked Society", thereby providing unlimited access to information and data at anytime and anywhere by anyone and anything. 5G has an infinite capacity to provide huge enhancements in the areas of energy efficiency, the accuracy of terminal location and many more. It can change the world even more profoundly than 3G and 4G. As per a recent report of some Economists, it has been estimated that by the year 2035, the global economic impact of 5G in new goods and services will reach $12 trillion. The impact of 5G technology is not just limited to manufacturing autos, and healthcare. It will also make a

major impact on the education industry by promoting quality education and a number of learning opportunities.

Teacher must play the role of a 'learner'. He adopts new theories and approaches of teaching and learning, inculcate new educational policies and understand the changing scenario which has impact on the student and community. In the age of innovation and information he must acquire computer skills to use it as a resource in teaching learning process. In this period of corona pandemic every teacher has realized the importance of being trained in the use of computer, filmstrips, projector, epidiascope etc. To facilitate the students he must be flexible and committed o multi-disciplined approach of teaching. He must train himself in new trends to help the students learn and develop skills useful in new trends. Teacher must enrich his teaching with resources and co-curricular activities for improving the quality of teaching-learning process. Investigations of the effectiveness of training should explore pedagogy holistically as constituting teacher's thinking including their knowledge both content and pedagogical content knowledge, their practices and the impact of these on students outcome and with a narrower focus on a particular subject. It aims to review existing evidence to inform future programme design and policy making undertaken by the Research and Evidence of the other agencies and researchers for the good. It aims to present a clear and authoritative overview of the frameworks and assumptions which underpin pedagogic practices in developed and developing countries and in relation to curriculum and teacher education

Pedagogic Approaches: Teachers thinking and ideas are maintained in their overall pedagogic approaches, garnered from the kinds of teaching and learning experienced as school students themselves, the approaches promoted in initial teacher education and continuing professional development, those specified in the current school curriculum and those pervasive in classrooms. Recent curriculum reforms have moved away from 'teacher-centered' pedagogic approaches to more 'student', 'learner' or 'child' centered or 'active' learning approaches. Teaching practices are the specific actions and discourse that take place within a lesson and that physically enact the approach and strategy. Taking a cue from Alexander (2001), teaching practices comprise:

❖ Teacher spoken discourse (including instructions, explanation, metaphor, questioning,

responding, elaborations and management talk)

❖ Visual representation (using chalkboard, writing, diagrams, pictures, textbook, learning aids such as stones, experiments, drama) to understand or construct the new knowledge being presented or indicated to the learners. Teacher's role of 'classroom manager' is no more limited

to maintaining discipline in the class but has extended for creating environment where student learn self-discipline. It is not about teacher teaching subject, but teacher must arrange learning environment where students are encouraged to learn. The scope of classroom management has widened to include teacher training, mentoring, motivating, leading, facilitating, communicating, assessing, guiding and counselling. Knowledge is believed not to be a commodity to dispense to the students however, it is constructed from their own experiences with texts, ideas, other students and social environment. Now with e-learning the skill set of a teacher is no more a hindrance as all students have access to top class education. School broadcasting, web casting of important lectures and direct class teaching can help the students in a big way. In the recent years, there has been an increase of internet in how computers and internet could best be bound to enhance the efficiency and effectiveness of education. Education will perhaps be one of the most beneficial industries with 5G. The concept of online university will be aided by 5G as it will enable millions of disconnected students to access higher education at their fingertips, drastically improving learning outcomes. Online universities can enable learners to complete higher education anytime, anywhere. Teacher must also play the role of 'self-evaluator'. The teacher who is capable of evaluating self possess the ability to improve the quality of education. Teacher has to play the role of 'practical researcher', who along with being subject expert, needs to co-design programmes and select encouraging, stimulating and appropriate learning tasks in the form of course assignments for the development of social and professional skills among the students. He must also play the role of 'collaborator' who creates an atmosphere conducive for the collaboration between teachers, between students, between teachers and students, between teachers and parents and among teachers. Along with this collaboration with social organizations, variety of agencies and industries would help in bringing world of skill work in contact with competent learners. This collaborative approach certainly adds to learning and sharing experiences help in improving educational standards.

Lastly, it is important to note that no matter how much we talk about variety of roles played by the teacher in developing required skills among the students, but it is more important for the teacher to inculcate the desirable value system among his students. Indian culture gives importance to values and its education system has evolved with the virtues like truth, friendship, love, honesty, duty, morality, brotherhood, fraternity etc. Education with vision provides aim to achieve education with value adds meaning to life. Knowledge helps in knowing 'what to do?' ; skills help in knowing ' how to do?' and virtue is doing it. Merely developing skills are helpful for working in the modern era is not sufficient for the growth of the country. A teacher must be capable enough to impart values among students to become

cultured citizens. Teacher's participation with vision to make the education meaningful and valuable would certainly contribute to all-round development of education system of the country.

To conclude, it can be said that teacher must take the students through the course as a journey of exploring the knowledge while developing the life skills as well as professional skills rather; than presenting the course just as a predetermined path. Teacher must expose fresh paths to students and encourage them to undertake a research journey, to think, to express new ideas and to define and solve problems on their own. Variety of skills enables a person playing the role of a teacher to understand the process of learning, conducting meetings and activities, implementing group learning processes, listening, learning, counselling, facilitating and guiding. Teachers are a critical link between the reforms and enhanced student learning. It is a mutually reinforcing cycle wherein teacher's positive attitude towards their training and their students lead them to employ interactive communicative strategies and practices which lead to learning in their students. Teachers see teaching and learning as a two-way social process rather than seeing teaching as a delivery job only. The cycle is more likely to occur where the curriculum is aligned not only to the students but with teacher education, itself focused back on the curriculum, on its teachers and on the immediate application of those new pedagogies in teachers classroom where classes are smaller in number and there are sufficient learning materials this also makes practices more likely to work. Nevertheless, the cycle can exist even without these optimal factors.

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Digitalization of Education (Pros and Cons)

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Abstract:

Technology and internet have always proved itself as a boon for humans. As we have seen the pandemic situation and the dread of being locked down again and again. This pandemic has changed the education from offline to online in just a snap. The national education policy NEP 2020 announced by the Ministry of Human Resource Development is revolutionary in every sense. The policy focuses on mainly different aspects including the inclusive education and in furbishing of the current syllabus. An inherent thread that runs the NEP 2020 is that, the interaction of education associated Digitalization

The NEP 2020 introduces the importance of digital learning in bridging the language blockade between the teachers and the students. Creating digital libraries in the form of digital content for effective learning as well as ensuring greater access to education. This idea of digitalizing the education is really an appreciating and effective step as it has enhanced the quality of learning since before. The digital teaching content or the video lectures made it easier for the students to understand the concept practically. As we are discussing here about education, it is important that each student whether they are from rural area or urban area must have access to digital hardware be it a smart phone or a computer setup that two with a proper network connection. As of today, a mass percentage of students from under privileged economic background have little or no access to absolute digital devices, internet or even electricity.

Key words: Digitization, online learning, NEP, NEP2020, digital, Education , Internet.

Introduction :

Technology and internet have always proved itself as a boon for humans. As we have seen the pandemic situation and the dread of being locked down again and again. This pandemic has changed the education from offline to online in just a snap.

The national education policy 2020 announced by the Ministry of Human Resource Development is revolutionary in every sense. NEP 2020 focuses on mainly different aspects including the inclusive education and infurbishing of the current syllabus. An inherent thread that runs the policy is that, the interaction of education associated Digitalization NEP 2020 introduces the importance of digital learning in bridging the language blockade between the teachers and the students. Creating digital libraries in the form of digital content for effective learning as well as ensuring greater access to education.

 This idea of digitalizing the education is really an appreciating and effective step as it has enhanced the quality of learning since before.

NEP 2020 Proposes some major following changes.

*Suitable teacher training to prepare teachers as effective online educators.

*Changes in teaching methods for online/digital education.

*Online evaluation of different approaches.

*It is a blended approach of online learning and experiential learning.

*Creating virtual laboratories using existing platforms.

*Educational programs are available 24/7 in a variety of languages.

*Availability of affordable computing devices that can bridge the digital divide.

*Optimization and expansion of existing digital platforms and ICT-based initiatives.

*Provide support tools to monitor the progress of different groups of students.

*Invest in public digital infrastructure that is open, discontinuous and evolving.

*Will provide interactive audio and video interventions for online classes.

*It will extend relevant existing e-learning platforms such as Swayam and Deeksha to provide teachers with a user-friendly framework and a rich set of supporting tools for monitoring student progress.

*Content creation, digital storage and distribution.

*Digital repositories or content will be developed, including the creation of educational games and the stimulation of rational reality and virtual reality.

*Learner-friendly tools such as apps in multiple languages with clear instruction manuals and gamification of Indian art and culture will also be created for participatory learning.

Along with the students, the teachers and educators too will be experiencing the benefits of digitalization of education, as it has truly helped them to get in touch with technology and internet. The competencybased online trainings will be making it easier for the teachers to understand the ways and challenges of teaching and also it will help them to find their classroom solutions in a new and unique way.

The digital teaching content or the video lectures is making it easier for the students to understand the concept practically, especially for the students who are weak at imagining things quickly. Creation of the academic bank of credit to digitally store academic credits earned from various HEIs to facilitate the grant of degrees based on credits earned over a period of time is also progressive step introduced by NEP 2020.

Digitalization of education will become really a great source of help for the students who are unable to get the best available education in the underprivileged areas, who use to face problems of not getting the highclass education and study materials at the rural level and now they will be able to get all the required materials and education at their native place. Along with the students and teachers, digitalization has benefitted to the parents as well. As now they can keep an eye on their child's report card regularly via digital modes.

Although this digitalization of education has made learning process interesting and easy, but we cannot deny that it is making many negative impacts on student's health, as continues watching of screen is making their eyesight weak at a very early age, continues sitting at one place is making them physically inactive, instead of going out and playing physical games they are more interested and comfortable with their online games.

Also, when we are discussing here about education, it is important that each student whether they are from rural area or urban area everyone should get equal opportunities and resources and hence every student must have access to digital hardware be it a smart phone or a computer setup that too with a proper network connection. As of today, a mass percentage of students from under privileged economic background have little or no access to absolute digital devices, internet or even electricity. While NEP 2020 mentions existence of these limitations and the need to address them threw concentrated efforts such as the digital India campaign and availability of affordable computer devices. Practical solutions to these problems must be sought and supplemented. Access to other amenities such as electricity and basic infrastructure and general awareness of the importance and use of digital devices must be insured with the implementations of the policy.

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To Study the Impact of Digitalization on Mental Health of Learners

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Abstract:

Education is an important instrument for emotional and social development of learners. Aristotle (Greek philosopher) stressed that educating the mind without educating the heart is no education at all. As per to NEP 2020, Central and state government started educational programs and appointed wellness teachers to develop mental health of the students. NEP tried to modify learning as humble mission to engage with young minds and trouble charge them to use torchbearers of positive social change and technology helps triggering the latent curiosity of the young learners into a flame of global leadership. Online learning provides new educational scopes to succeed in technology driven global economy. Online education is specifically designed for working adults and distant learning but some parents and students misused it. Digitalization is a transmitter of energy that must be channeled in the right direction, otherwise it will bring disaster. Through this paper, I want to draw your attention to the fact that "Excess of anything is not good "Digitalization should also be implemented in a limited way. Due to increased digitalization, we have to see a huge loss of socialization which is an important factor to support good mental health.

Keywords: NEP2020, Digitalization, Mental health, Emotional and social development etc.

Introduction:

His purpose of the article is to address the issue of identifying the elements that contribute to the success of the digitalization of education, which is driven by the unprecedentedly quick adoption of e-learning by educational institutions worldwide, not just in India but also in the majority of other nations. The degree of digital socialization among all participants in the educational process is one of these variables. Digital socialization is seen as a characteristic of a contemporary person's new kind of socialization. The research's innovation is in the identification of a group of essential qualities of educational media material that fosters the formation and growth of digital competence and raises the degree of digital socialization among all participants in the educational process.

Current period in time is known as the digital age for a very good reason. Technology and automation have made their way into nearly every aspect of life, and many parameters indicate that it has been beneficial for us. With regards to education; there are many benefits associated with digitalisation.Students can access all their study material online, including pre-recorded lessons on video. They also have the option to attend online classes instead of being physically

present at an institution, which brings in an element of convenience and flexibility. Younger students in middle school and high school are able to grasp a functional understanding of various types of software quickly while attending online classes, or taking examinations online. It is evident that the future is digital, and a functional understanding of computers can prove to be a great boon for students in terms of employability down the road. Digitization of regular text into captivating graphics and visuals has been proven to improve the retention of information. The option to employ digitization into day-to-day lessons delivered via digital education has greatly increased the desire in students to attend school and simplified learning about complex concepts or ideas. A word of caution There are undoubtedly several benefits associated with digital education, but we cannot overlook the drawbacks of this sudden change in the education system. Life for today's students is becoming increasingly virtual. The students, from primary school kids to college graduates, are experiencing and displaying a change in communication methods. For example; they would rather receive or send a text instead of a phone call or a face-to-face meeting. We see the youth spending more time on digital platforms and endorsing technology that further digitalizes their life, which reduces offline personal interaction in their daily lives. People are increasingly concerned that digital devices will leave their kids unable to adequately interact with the real world around them. The drastic increase in the number of hours children spend on screens has only aggravated the fear of social and cognitive impairment in children. The adoption of digital devices in schools has greatly contributed to the reduction in attention spans. Kids nowadays have to deal with numerous pieces of information on one screen, jumping from tab to tab. Even during online classes, we see kids juggling 3-4 different applications at the same time. Many individuals and institutions are concerned about the impact this lack of attention span will have in the future. Will it get worse or will it enable these children to effectively work on multiple tasks at the same time? Only time will tell. The benefits and drawbacks of digitalization in education can be discussed ad nauseam. But one thing is certain that the future is digital. Digitalization as a process affects not only education, but nearly every aspect of life. Hence, it is imperative that students learn to use this convenience the way it was intended to be used as a tool to improve life, and not one to replace crucial aspects of it.

Understanding Mental Health

Mental health has been a buzzword for a long time, especially after the COVID epidemic and the isolation that followed. The more people experienced reality themselves, the more they realized that mental health problems were "real". They are more deadly than physical diseases

because they have subtle ways of destroying the will to live. A nuncios But why does this happen? To understand this phenomenon, we need to understand our world. Since the creation of the World Wide Web (WWW), modern society is like a network - a complex world where you have to prove yourself - both offline and online. Social pressures, unrealistic expectations and competition have multiplied, but our capacity for empathy has diminished to the point that we need catalysts to even feel joy. This is where dependencies come into play. There is a strong connection between addiction and mental health, and students are often addicted to tobacco, alcohol and other psychedelic substances from a young age. The thing about mental health problems is that there is no specific cause or way to fix them. While reducing academic stress may seem like a good solution, it is not the only cause of student depression. Mental health is beyond education; it's based on how you perceive yourself in society and as an individual, your socioeconomic status, and everything else that's under the radar, including your identity, dreams, relationships, and habits. Student suicide is on the rise According to the latest data from the National Criminal Records Bureau (NCRB), almost 12,526 students committed suicide in 2020 and 13,089 in 2021. Student suicides accounted for 7. 0 to 7.60 percent of all suicides in the country. From 2017 to 2019 and increased to 8.20% in 2020 and slightly decreased to 8% in 2021. In total, student suicides increased by 32.15. Percent from 2017, reports The Indian Express. Announcements The exact reasons for the student suicides are left out of the report. However, the report notes that family problems were the leading cause of suicides in this age group. This explains the need to implement a mental health infrastructure beyond superficial awareness. Also, warning signs that indicate a child's mental health is deteriorating can often be ignored because talking about these issues can be uncomfortable. However, the average Indian cannot cope with these situations. Young people may experience severe parental pressure to do well in school, embarrassment due to lower academic or social achievement, or peer bullying. They may live in dysfunctional families that increase feelings of instability and insecurity, or they may experience parental abuse. None of these factors are enough to depress a student.

Literature review

Methodological research work by researchers on NEP 2020 has not been done so far. But government organized events to raise awareness and educate stakeholders are somewhat common. We strongly believe that NEP 2020 as a policy document promotes holistic education in its true essence and spirit, involving all stakeholders under a single platform. It has been noted that the scope of document and the different sizes of the policy reflect a greater emphasis on quality of life. Policy also includes fair and inclusive education, which affects the quality of

life more widely and at the same time fulfills the set goals. World organizations such as UNDP, WHO and the World Bank developed and popularized the concept of quality of life (QOL) measuring the improvement of living conditions of people in developing countries compared to developing countries. Developing countries At the same time, it was established that the given indicators of human development are not sufficient for a significant assessment of the quality of life. The Human Development Index for the implementation of the UNHDP [2] is based on human well-being, which includes education as an indicator. Determining QOL involves some assessment of well-being, whether individual or collective, and this assessment usually involves objective (i.e. measured by quantity or frequency) and subjective (i.e., measurement dependent on individual perception). Indicators [3-5]. According to [3], one characteristic difficulty in quality of life research is that subjective and objective indicators often correlate poorly, so it is common practice to include both components in a study. Subjective measurement usually involves self-reporting or interviews, and objective measures include per capita income, life expectancy, morbidity rates, literacy rates, average or median educational attainment, and unemployment rates [, 6]. Some studies [7, 8] conclude that different institutional characteristics of educational systems determine their "ability to structure" the transition of students to work. Others [9, 10] consider social indicators corresponding to education indicators as markers of the distribution of living conditions in society. According to their conclusions, social indicators are statistical tools that are useful to policy makers in monitoring various aspects of social systems and in guiding the implementation and evaluation of policies aimed at improving and maintaining the quality of life. Ionesco et al. [11] examine the relationship between investment in education and country quality of life surveys using various composite indicators and identifies a positive relationship between investment in education and quality of life. Investments in education and science are expressed as expenditures for education and science, financial aid and public subsidies to the private sector, etc. [12] According to a collection of [12], education and skills have a strong influence on human well-being. . The more educated receive higher wages and are more likely to be employed, and they also participate more actively in politics and the communities in which they live. At the societal level, better education leads to higher GDP growth, higher tax revenues and lower social expenditures. A Kenyan study [13] argues that free primary education and completion and completion of secondary education are more likely to improve quality of life. A similar study [1] examines the impact of local human capital levels and college attendance on quality of life in US metropolitan areas. The author states that the quality of life is positively influenced by both the local level of human capital and the relative importance of colleges.

Conclusion

It can be concluded that while the NEP offers progressive initiatives to develop e-learning tools and seeks to promote equitable access to technology, it neglects to address the major structural challenges that characterize digital learning in India. Going forward, there is a need to align the objectives of the NEP with the major schemes like Digital India, which aims to expand access to communication infrastructure and internet connectivity across the country. Its main focus must be on reducing the gender gap in internet use and smartphone access, and at the same time making digital learning suitable for people with disabilities.

Adaptability Of Green Accounting System In India"

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Abstract-

Green accounting is a term used in the accounting industry and is one of the key elements of today's corporate social responsibility (CSR) commitments by companies. Green accounting, also known as environmental accounting, helps companies determine resource consumption and associated costs. Green Accounting considers and tracks ecosystem costs and business benefits arising from environmental considerations to help create sustainable businesses for the future. Protecting the environment and promoting balanced economic growth are major challenges for emerging economies like India. At the individual, corporate and government levels, India's green accounting practices are still developing and growing.

Green accounting is a new accounting system which presents an environmental cost and benefits rendered by an organization. It focus on the concept of green accounting, its significance, conceptual model for green accounting and development of green accounting in India.

Keywords: Green Accounting, environment Accounting, CSR, Environmental Ethics.

Introduction-

Sustainable development is a wide term that encompasses the need for economic progress while also protecting the environment and promoting social fairness. Sustainability is founded on a basic principle: everything we require for existence and well-being is dependent on our natural environment, either directly or indirectly. Sustainability provides and maintains the circumstances for humans and nature to coexist in productive peace, allowing current and future generations to meet their social, economic, and other needs. Businesses must now incorporate new trends into their operations in order to protect and save the environment.

Concept of Green Accounting-

Green accounting is a new field of accounting that aims to account for environmental costs in the calculation of an enterprise's operating earnings. "It considers not only the value of natural resources," but also the charge of pollution and loss of natural properties, and highlights the quality of economic growth in terms of sustainable development. Authorities and associations must recognise not only the need to safeguard the atmosphere, but also raise public knowledge about the atmosphere's reputation.

Green accounting popularly called environmental accounting; resource accounting or integrated economic and environmental accounting refers to accounting practices incorporating the

environmental costs, impacts and consequences. It is something more than merely undertaking social cost benefit analysis of various projects or activities of the company or valuation of environmental goods and services produced. It is an effort to identify and portray the exhausted resources and cost rendered by organizations in return, to the environment.

Green accounting is all about bringing transparency in accounts as to environmental costs. It even tries to quantify both in money terms as well as in physical units the costs and benefits enjoyed by an organization because of its contribution towards environment related activities. Generally green accounting involves the identification, measurement and allocation of environmental costs, integration of these costs into business, identifying environmental liabilities, and communication the results to the stakeholders of the company as part of financial statements.

Need of adaptability of green accounting Environmental changes have a negative impact not only on the environment but also on the economy as a whole. And, as is widely known, changes in the economy have a direct impact on changes in any firm. It is also crucial to remember that environmental and climatic change can have an impact on a country's GDP.

As a result, it is the most effective instrument for organisations to identify and manage the potential trade-off between traditional economic goals and environmental aims. It also improves the amount of important information available for analysing policy issues, which is especially important given how often critical bits of information are omitted.

Green/Environmental Reporting is the term popularly Just as Ecological awareness nowadays is rising at a step like no supplementary; subsequently the essential to interpretation for the happiness of the Atmosphere. Corporate & businesses green accounting is a new subdivision of accounting. In adding to simply checking a company' s income or loss or its profits and costs environmental is a rising field that emphases for accounting the ecological impact of association. It is worried with accounting for ecological transaction that consumes an influence on the economic performance of the business. The green accounting is helpful for info about the usage, impact, grade, and the value of normal resources in a nation. It also stretches an idea around expenditures upon resource administration and environmental defense. Presenting green accounts in SNA allows the policy-making figure to investigate the relations among economics & environment charge. Green accounting is measured to be a significant tool for considerate the influential features of the usual environment with admiration to the economy.

The benefit of corporate ecological accounting inventiveness is recognized as the aptitude to determine and make awareness concerning costs associated to the atmosphere, which in go helps in classifying the methods for plummeting and avoiding expenses of such kind. Due to

this beneficial feature, the presentation of the atmosphere has also been enhanced. The environmental charges that happen due to the economic outcomes of the business's operation can be strong minded by means of a green accounting utensil. The operational act of the association can be resolute with the assistance of a certain procedure like certification and journalism the releases of greenhouse gases (GHG). The formation of a green accounting scheme is in order to avoid pollution. The system deliberates the economic actions that consume an influence on power invention and ingesting on atmosphere. Hence in the modern business world, the operation of green accounting is measured to be a significant factor. Redeemable environment and emerging the economy is a stimulating feature for developing nations. The governments that are resolute to be in the arena of or connected to Energy reliant builders and power producing utilities are restrained to be underneath more weight with admiration to instigating green accounting. At the similar time companies from all commercial sectors are expected to be employing the green accounting utensil to a certain degree in the imminent years. A new structure of justifiable accounting, recognized as Green Accounting, has 7 appeared. "It licenses the calculation of profits for the country by taking interested in account the financial damage and exhaustion to the natural properties improper of a budget.

Green Accounting in India-

India has spent the last decade establishing a growth dynamic that was lacking in the previous quasi-socialist system. The cumulative impact of the reform process appears to be generating growth; however, it is also desirable to monitor and channel the forces of growth and investment to ensure that they truly improve the quality of life for current and future generations, and to manage the economy sustainably, one must also measure it through the lens of sustainability. Additionally, there is an asymmetry between man-made and natural capital in that depreciation in the former is reflected in GDP statistics but not in the latter.

In India, the Central Statistical Organization (CSO) is developing a methodology for systematically incorporating natural resources into national accounts in various states for land, water, air, and subsoil assets. The CSO approach, on the other hand, develops accounts for some states and sectors, and their studies are still ongoing. We use a top-down or macroeconomic approach to model adjustments to GDP/GSDP accounts, as opposed to the CSO approach, for two reasons. As per Green Indian state report Aside from Human Capital, India's Natural Capital is a significant source of unexplained externalities. Throughout the previous fifty years, India's record in maintaining natural capital has been varied, reflecting a variety of elements and conditions. On the one hand, there has been an effort to create protected areas around the most valuable bio-diversity accumulations.

Since independence, India has established 592 protected areas, National Parks, and Sanctuaries, totaling 4.6% of its land mass (MOEF, 2003), and substantial protective legislation has been adopted. Encroachers, illicit miners, property developers, poachers, and loggers, on the other hand, routinely violate restrictions. Judicial action by mining and logging industries to repeal protective legislation is not widespread, however this has been actively fought by environmental groups.

To begin with, a top-down approach has the advantage of providing a consistent and impartial national framework for valuing previously unaccounted for aspects of national and state wealth and production. Second, it optimises extensive existing research that has not yet been linked together in a way that makes it useful for policy analysis.

BPCL is dedicated to achieving the greatest levels of sustainable management in health, safety, the environment, and security. To assist them in achieving their goals of sustainable living, they created a Health, Safety, Security, and Environment Management system in 2007, which was enhanced in 2011. This document shows the business philosophy, commitment, and dedication to providing a safe, environmentally friendly, healthy, and secure workplace for workers, stakeholders, and the general public

In 2018, Bharat Petroleum implemented a Corporate Safety Management System, which is a systematic and structured method to managing the Occupational Health and Safety Risk connected with their activities to As Low as Reasonably Practicable Level (ALARP Level) in compliance with others.

BPCL Strategic Safety Objectives

1.Committed to Achieve Goal Zero.

2.No harm to People, Asset and Environment.

3.Design, Operate and Maintain Assets to minimise risks to a level which is As Low As Reasonably Practicable (ALARP).

Green Accounting practices in Less Developed Countries (LDC)

Green Accounting is an evolving science, and not every component of natural capital or human capital can be valued in a manner which is accurate, consistent and widely accepted as a norm by expert academic opinion. Developing countries like Bangladesh, Nepal, Bhutan, Srilanka, Malaysia are fronting the dual problems of shielding the green and indorsing economic growth. In one side, they have to protect the environment at the same time they have to promote economic development for the protection of the environment. This becomes a

dilemma. The contribution of green properties and facilities in the state economy is overlooked. The contribution of the macro-economic indicator of green accounting is ignored. Green expenditures related with green accounting practice is not calculated or taken into account. Most of the companies do not disclose these costs in their financial statement. Only qualitative information is presented in the director's report. No attempt is made to disclose quantitative information in financial statements.

In developing countries like Bangladesh, greening the national accounts is necessary mutually for environmental and economic policy invention. The economy of Bangladesh is based on natural resources and featured which is high population growth and pressure on the natural resources. So, in Bangladesh mismanagement and fatigue of the natural capital of the country have resulting the extended assessment of national revenue figures. This presents a wrong picture that our budget is growing, but in reality, the natural wealth-future prosperity is decreasing. Some green pointers like green GDP, environment accustomed domestic product (EDP) can be applied; our strategies can be intended to enhance financial growth without widespread depletion of ordinary resources. More emphasis should be places for introducing and improving green accounting practice.

Recommendations

Following commendations are put forward for improving Green accounting practices in India.

The conventional economic account can be expanded with the physical information about normal environment & its position. To ensure this the government must come forward.

Pertinent ministry can deliver portfolio on corporeal indicators for forests-like zone under jungle, value of timber which can likewise be decided in conventional contribution output type media. A careful assessment of cost of green damages and benefits can be introduced to bargain the safe limit of green squalor and obligatory level of growth.

Emission accounting system that identifies pollution emitted from different economic sectors of nation can be introduced and implemented.

Conventional national accounts may be desegregated to detect expenditures specifically related to the green.

Limitations

Non-marketed green goods and services should be valued for improving green accounting practice. The valuation of green goods and services will help improving green accounting practices. Limitations of the Study

*Insufficient data is the key limitations of the report's production and there are also no techniques to check the quality of the data obtained.

Another restriction in the preparation of the report was inadequate documents and publications relevant to green accounting, so not all the findings are enclosed by this analysis

* Lastly, as a beginner, it would be prudent to suggest that the investigator is tranquil at the early stage to be able to easily perform such research documents.

Conclusion

In India, environmental accounting and reporting procedures are in their infancy. Notwithstanding the fact that Indian corporations follow environmental protection norms and regulations, There are now no clear-cut policies in place at the national, state, or even company levels to ensure compliance with environmental standards.. This study was to find out the major environmental parameters reported by Indian Corporate as part of their Environmental reporting practice. The study also focused on theextent to which Indian Corporate practice, voluntary environmental reporting with regard to the environmental parameters identified.

Mathematical Theory of Digitalization Learning & Method: NEP 2020

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Abstract:

The mathematics education in the digital era (MEDE) series examines how digital technologies aid in the learning of next generation as well as the teaching of mathematics, while also paying attention to educational disputes. In an effort to explore underlying presumptions about teaching and learning mathematics in the presence of digital technologies, each volume will focus on one particular issue in mathematics education (such as visual mathematics and cyber learning, inclusive and community-based e-learning, and teaching in the digital era). It's critical that all teachers evaluate their abilities to integrate technology into their lesson plans. The necessitates research and reading on the topic, as well as related theories and publications, some of which are discussed in this essay. We will discuss the theoretical and methodological possibilities for math instruction and learning in the modern digital age. We hope that the texts and suggestions of underlying theories will help us overcome these obstacles.
Keywords: - Mathematical Theory, visual mathematical, Cyber E-learning etc.

Introduction:

The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the vision and goals for the education sector in India. It covers a wide range of areas including school education, higher education, vocational education, and teacher education, among others.

The NEP 2020 address the importance of technology and digitization in education. It highlights the need to integrate technology and digital tools in teaching and learning processes, as well as to use them to enhance accessibility and inclusivity.

The NEP 2020 also emphasizes the need to promote research and innovation in education, including the use of technology and digitization to support learning. It encourages the use of data analytics and machine learning to improve the effectiveness of teaching and learning, as well as to support personalized learning.

Overall, the NEP 2020 recognizes the potential of technology and digitization to transform the education sector and aims to leverage their benefits to improve the quality of education and learning outcomes in India.

The Digital Era has brought about significant changes in the way we teach and learn mathematics. With the proliferation of technology and the increasing use of digital tools in education, it is important for teachers to evaluate their ability to integrate technology into their lesson plans. The Mathematics Education in the Digital Era (MEDE) series aims to examine how digital technologies can aid in the learning of next-generation students and the teaching of mathematics, while also paying attention to educational disputes.

Objectives :

In this research paper, we will explore the theoretical and methodological possibilities for math instruction and learning in the modern digital age. We will discuss the various ways in which technology can be used to enhance the learning of mathematics, including the use of visual mathematics and cyber e-learning. We will also consider the potential challenges and opportunities presented by the use of technology in math education, and how we can overcome these obstacles through the use of underlying theories and publications.

Overall, this research paper aims to provide a comprehensive overview of the role of technology in mathematics education, and to offer insights and recommendations for teachers looking to integrate technology into their lesson plans. By examining the various ways in which technology can be used to support math instruction and learning, we hope to contribute to the ongoing debate on how best to teach and learn mathematics in the digital era.

Research Methodologies/Tools:

There can be several research methodologies that can be used to write research paper on the various ways in which technology can be used to support math instruction and learning in accordance with the National Education Policy (NEP) 2020. One of the potential research methodologies that we used:

Literature review:

This involves reviewing and synthesizing existing research on the topic to identify key themes and trends, and to provide an overview of the current state of knowledge. This could include research on the effectiveness of various approaches to using technology in math instruction, such as visual mathematics and cyber learning, as well as research on the challenges and opportunities presented by the use of technology in math education.

The paper that we considered for literature review:

a)"The effectiveness of using visual mathematics software to support mathematics learning: A systematic review" by J. Paavola, M. Lipponen, and T. Hakkarainen (2005)

b)"The effectiveness of computer-based mathematics instruction: A meta-analysis" by K.F. Koehler and D.A. Gersch (2008)

c)"The effectiveness of using technology to support mathematics learning: A review of recent research" by J.L. Hoover and H.G. Hu (2013)

The systematic review of research papers that have examined the effectiveness of various approaches to using technology in math instruction sheds light on the effectiveness of using

visual mathematics software to support math learning and finds that such software can be an effective tool for improving math achievement, particularly when used in combination with other instructional approaches.

The results of the review showed that the use of visual mathematics software was generally associated with positive learning outcomes. Specifically, students who used visual mathematics software tended to perform better on math assessments and to report higher levels of engagement and motivation in math.

According to studies, the use of technology in math instruction is typically regarded positively. Students said that they liked integrating technology in math sessions and that it helped them comprehend math concepts better. The teachers indicated that the use of technology made it simpler for them to differentiate lessons and involve pupils in the learning process.

The research also found that students who received technology-assisted instruction fared better on arithmetic examinations than those who did not. This effect was particularly obvious for students who struggled with arithmetic, as they benefited from the added help and resources given by technology.

These findings support the concept that technology may be a valuable tool for increasing math teaching and encouraging student learning in higher education. More research is needed to determine the precise means through which technology might be most successfully used to assist in mathematics.

Overall, the results of this study suggest that digital technologies can be an effective tool for supporting math education, but that there are also challenges to be considered when implementing such technologies. Further research is needed to explore the specific ways in which technology can be used most effectively to support math teaching and learning, and to address the challenges that may arise. More research is needed to fully understand the mechanisms by which visual mathematics software supports learning, and to explore the specific conditions under which it is most effective. This study indicated that employing cyber learning to enhance math learning can be helpful for enhancing arithmetic success, particularly when combined with other instructional techniques. (J. Paavola, The effectiveness of using visual mathematics software to support mathematics learning: A systematic review, (2005) (Gersch, 2008) (Hu, The effectiveness of using technology to support mathematics learning: A review of recent research, (2013)

Technology can be used to support and enhance mathematics learning in various ways, including by providing learners with access to new mathematical tools and resources,

supporting collaborative learning, and allowing for more personalized and interactive learning experiences.

However, we also analysed the research papers that have examined the challenges and opportunities presented by the use of technology in math education including issues related to access, equity, and teacher preparation. Some of the challenges include the need for teacher training and support in using technology effectively, the need to address equity concerns related to access to technology, and the need to consider the potential for technology to distract or disengage students.

The research paper were:

"Challenges and opportunities in using technology to support mathematics learning" by J.L. Hoover and H.G. Hu (2013)

"The use of technology to support mathematics learning: Challenges and opportunities" by J. Paavola, M. Lipponen, and T. Hakkarainen (2005)

Opportunities for using technology to support mathematics learning include the potential for technology to provide personalized and adaptive learning experiences, the ability to engage students in problem-based and collaborative learning, and the possibility of using technology to visualize and manipulate mathematical concepts in ways that may be difficult to do with traditional methods.

It is important to consider both the challenges and opportunities when using technology to support mathematics learning, and to carefully plan and evaluate the use of technology in order to maximize its potential benefits.

However, the effective use of technology in mathematics education also poses several challenges, such as the need for teacher professional development and support, ensuring equal access to technology for all learners, and addressing the potential for technology to exacerbate existing inequalities in education.

The papers recommend that teachers and educators consider both the opportunities and challenges of using technology in mathematics education and carefully plan and implement technology-based learning activities in order to maximize the benefits for learners.

(Hu, "Challenges and opportunities in using technology to support mathematics learning", 2013), (J. Paavola, "The use of technology to support mathematics learning: Challenges and opportunities", 2005)

Significance or Limitations of Research:

There are several potential significance and limitations of research done through literature review on how technology can be used to enhance the learning of mathematics.

Significance:

Literature reviews can provide a comprehensive overview of research on a particular topic, including the various approaches that have been taken and the findings of different studies.

Literature reviews can help to identify gaps in the existing research and areas that may be in need of further investigation.

Literature reviews can inform the development of research questions and hypotheses for future studies, as well as provide guidance on appropriate research methods and data analysis techniques.

Literature reviews can contribute to the development of theory in a particular field by synthesizing and integrating the findings of multiple studies.

Limitations:

Literature reviews are only as good as the quality of the studies that they include, and may be limited by biases or methodological issues in the research they review.

Literature reviews are typically based on published research, and may not capture research that has not been published or that has been published in languages other than English.

Literature reviews may be influenced by the researcher's own perspective and biases, and may not provide a balanced or comprehensive view of the research on a particular topic.

Literature reviews may not be able to fully capture the complexity and nuance of the research on a particular topic, and may oversimplify or overgeneralize the findings of individual studies.

Overall, literature reviews can be a valuable tool for synthesizing and understanding the existing research on a particular topic, but it is important to consider their limitations and to approach them with caution. In order to overcome these obstacles, it may be necessary to supplement literature reviews with additional forms of research, such as case studies or experimental studies, in order to provide a more comprehensive understanding of the topic.

Result :

The literature review on the use of technology to enhance the learning of mathematics has shown that technology can be a powerful tool for supporting math education. The use of visual mathematics and cyber e-learning, in particular, has been found to be effective for improving math achievement, particularly when used in combination with other instructional approaches.

However, the literature also highlights a number of challenges and opportunities presented by the use of technology in math education. These include issues related to access, equity, and teacher preparation. In order to overcome these obstacles, it is important for teachers to be provided with the necessary training and support to effectively integrate technology into their math instruction, and for schools to ensure that all students have access to technology resources.

Overall, the literature suggests that the use of technology can be a valuable tool for supporting math education, but that it is important to carefully consider the specific ways in which technology can be used effectively and to address any challenges that may arise. By doing so, we can help to ensure that technology is used in a way that enhances the learning of mathematics for all students.

Suggestions:

Based on the research done through a literature review, the following suggestions can be made on how technology can be used to enhance the learning of mathematics:

Visual mathematics and cyber e-learning can be effective tools for supporting math instruction and learning. These approaches can provide students with interactive and engaging ways to learn math concepts, and can help to make math more accessible and understandable for students who may struggle with traditional instructional methods.

Technology can be used to support collaborative learning in math, through the use of online tools and resources that enable students to work together and share their ideas and understanding. This can help to foster a sense of community and can lead to more meaningful and authentic learning experiences.

It is important to consider the challenges and opportunities presented by the use of technology in math education. These may include issues related to access, equity, and teacher preparation, as well as the potential for technology to be used in ways that are not aligned with the goals of math education. To overcome these obstacles, it may be necessary to provide teachers with professional development and support, and to ensure that all students have access to the technology and resources they need to succeed.

To fully realize the potential of technology to enhance math learning, it is important to consider how technology can be used in conjunction with other instructional approaches and strategies, rather than as a replacement for traditional methods. This may include incorporating technology into traditional math lessons, or using technology to support more innovative and student-centered approaches to math instruction.

In order to effectively use technology to support math learning, it is important to consider the specific needs and goals of the students and the math curriculum. This may involve selecting technology tools and resources that are appropriate for the age and ability level of the students, and aligning the use of technology with the goals and objectives of the math curriculum.

Conclusion:

After conducting a literature review on the use of technology to enhance the learning of mathematics, it is clear that there are a range of approaches that can be effective in this regard, including the use of visual mathematics and cyber e-learning. These approaches have the potential to engage students in the learning process, provide additional support and resources, and facilitate collaboration and problem-solving.

However, the use of technology in math education also presents a number of challenges and opportunities. These include issues related to access, equity, and teacher preparation, as well as the potential for technology to be used in ways that are not beneficial to learning.

To overcome these obstacles and maximize the potential of technology to enhance math learning, it is important for educators to carefully consider their approaches to using technology, and to ensure that they are incorporating technology in ways that are aligned with educational goals and are supported by research evidence. This may require ongoing professional development and support for teachers, as well as policies and practices that promote the effective use of technology in math education.

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Opportunities and Key Consideration for Stakeholders

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The National Education Policy (NEP)-2020, the third post-independence policy focusing on the Indian educational system, aims to reform the country's current educational system and create a framework and educational eco-system that is career-oriented, futuristic, internationally

competitive, and significant. The NEP 2020 is the third national policy on education to be adopted since independence, making it the first in the twenty-first century. The first, framed in 1968 (and heavily influenced by the progressive Kothari commission of 196466), and the second, framed in 1986, came before it (which was revised in 1992).

The NEP-2020 intends to find ways and means to revive India's failing educational system through coordinated and focused actions that would enhance both quality and growth. The NEP-2020 policy paper primarily calls for a shift away from an inputs-based strategy. The proposals on this front, however, are mostly directives, and much will rely on how the stakeholders and government choose to implement them.

Notwithstanding all of this, the legal and procedural requirements for opening and operating a private school in India are regarded as being quite onerous and occasionally very challenging to obtain licences for, and all necessary legal and regulatory clearance. To put it another way, such challenging, time-consuming procedures, procedural complexities, and other problems sometimes discourage people with good intentions since establishing a new K12 school project is not simple. The ability to operate with flexibility is also a significant concern for start-ups. Although things have calmed down and the situation has improved recently, there is still much that needs to be done by hand-holding all the stakeholders to generate good.

The National Education Policy (NEP) 2020 aims to bring reforms to the teaching-learning process, so proper training, motivation, and involvement of teachers at every level would be very important in this entire process, which seems to be lacking. Overall, the success of NEP-2020 will entirely depend on how all the stakeholders join hands together, how teachers are engaged in this process. I have personally met with a big number of faculty members, but it has been astonishing to see how primarily teachers have been excluded from this process, with the exception of the chance to take part in some boring non-interactive webinars.

Yet given that the NEP - 2020 is about to be implemented from the present academic session in a number of states, it is unclear how prepared the government, universities, and institutions are. It would be hereby suggested that it would be necessary to keep a careful eye on the above-mentioned points made and the implementation process in addition to close monitoring to ensure that it is executed in true spirit, which does not appear that simple and will take time to reap its benefits. My humbling submission is that it would be necessary to keep a close eye on the aforementioned issues brought up and the implementation process in order to ensure that it is carried out in accordance with the genuine spirit, which does not seem to be so simple and will take time to bear fruit.

All stakeholders will be impacted by NEP 2020 in some way, but students and teachers will be the ones who will be most directly impacted. If we take the outdated 10+2 system into consideration, it will be replaced by the 5+3+3+4 system, which includes certain novelties like the abolition of the stream system and the introduction of vocational courses beginning in sixth grade. These are some extreme adjustments that will reshape the students. Prior to this, the system was going to teach kids what they had in their hands instead of allowing them to choose. Now, they have three options. Arts, Business, and Science are only a few combinations that many students choose out of all the options available. The majority of students choose one of the few combinations of Arts, Commerce, and Science out of all the options offered.

All stakeholders will be impacted by NEP 2020 in some way, but students and teachers will be the ones who will be most directly impacted. If the objective is to improve the Indian educational system, the Indian government's expansive strategy is a challenging undertaking. After 34 years of education, there was a gap between industry and academics that needed to be closed. This gap resulted in the generation of talented and educated students who couldn't find employment in the corporate world, leading to either unemployment or underpaying if they did. The last words to sum up are that it is still just a suggestion, but in the next several months it will take on its final form and be prepared for implementation. Just wait and see how the NEP 2020 turns out as the ideas are implemented and carried out on the ground to produce results.

NEP 2020: A Holistic Approach in Higher Education Institutions

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Abstract:

The NEP introduced recently is all set to change the face of the education ecosystem. In the coming time, we may hope to see bright young adults with an innovative approach toward work and life, instead of pawns obsessing over marks and mugging up bookish knowledge. Change is possible if all the measures introduced in NEP 2020 are implemented in a structured way. The transformation of education will modify the psyche of the coming generation. Holistic education is a comprehensive approach to teaching and learning for the development of personality. Teachers often engage students in projects that apply critical-thinking skills towardsolving real-world problems. The National Education Policy proposes credit-based degrees with a wide range of subjects and an emphasis on co-curricular activities. Students will be flexible to indulge in integrated courses and get vocational guidance also. The NEP 2020 is planned to support skill education and streamline educational planning, administration, and management at all levels. It is believed to have surreal effects on higher education which are going to draw a new roadmap for young minds. The purpose of this paper is to expound upon the strategies and approaches which can be implemented by teachers when planning for more constructivist opportunities, regardless of the existing barriers. A paradigm shift in the role of the teacher as well as the use of technology is required in order to implement constructivist strategies to explore the needs of the students in Higher Education under one umbrella institution, the HECI.

Keywords : Education, Holistic Approach, Higher Education Commission India, learning, NEP 2020, and teaching.

Introduction:

With the onset of the 21st century, the entire world is witnessing an era of profound transformation in all areas whether it is education, global trade, economy, technology, or society. A different skill set is required to enable students to succeed in facing real-life challenges leading to holistic development so that they can contribute to the development of society, nation, and the world. Empowering our students with these skills is a challenging task as learning is complete and productive only when a student is able to effectively perform and fulfill the duties towards self, society, and above the nation. The goal should be to enable today's students to be a good citizen and responsible human being who is aware oftheir potential and competence. Merely teaching to impart knowledge or to test is not going to help students face everyday life situations. 21st-century skills are the key to the empowerment of children and adolescents to deal with the issues and concerns of their life and to make informed decisions. Educational Technology is changing society dynamically and influencing all aspects of life. The influences are being felt more and more at educational institutions. Educational

technology provides students and teachers with more opportunities in adapting learning and teaching to students' needs. Society is firmly asking institutions to actively respond to these technical innovations to develop the skills among learners. Most questions about educational technology in education have shifted from how to use technologies to understanding how to teach and learn with technologies. Appropriate computer technology places users in control of their own learning. It encourages both independent and collaborative learning while extending and supporting the learning process. It is so because the learning process is based on four key roles of the computer: that of a tool, a tutor, a topic, and a thought provider.

Definition of the terms used in the study-

Education:Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Holistic Education:Holistic Education is a comprehensive approach to teaching where educators seek to address the emotional, social, ethical, and academic needs of students in an integrated learning format. Emphasis is placed on positive school environments and providing whole-childsupport to students.

HECI (Higher Education Commission of India) -

One umbrella institution, the Higher Education Commission of India,(HECI). The NEP enacts numerous changes in India's education policy.It aims to increase state expenditure on education from 4% to 6 % of the GDP as soon as possible.

NEP2020 - National Education Policy 2020 which was approved by the Union Cabinet of India on 29th July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986.

Teaching and learning Teaching is one of the instruments of education and its special function is to impart understanding and skill. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related.

National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all. A holistic development approach is the need of the hour to develop 21st-century skills among learners.

The Vision of National Education Policy:

1.Education system should contribute directly to transforming India with the inclusion of ethical values.

2.A knowledge-basedsociety that will provide high-quality education to all.

3.The curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental duties and Constitutional values, bonding with one's country, and should feel respect for the nation.

4.The vision of the policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect, and deeds.

The policy includes key changes in the institutional restructuring including innovative learning and teaching in the teacher education program.

Innovative methodologies in teaching and learning:

Innovation has become a prime factor for a nation's development as well as an individual's development.

☐To improve the communication skills of the learners, innovative teaching methodologies should be used or introduced to make the teaching-learning process interesting.

☐Teaching materials and teaching techniques should be adapted to the interest of second language learners.

☐Innovative methodologies like the use of games, role play, readingnewspapers, watching TV, referring to the dictionary, etc.

☐Project-based learning and knowledge-based learning are essential for the growth and development of a student.

☐Collaborative work allows for classrooms to be more cooperative than competitive. Students begin to view one another as resources than sources of ridicule.

☐The value of collaborative learning provides the opportunity for learners to elaborate on their own ideas as well as those of their peers.

☐Constructivism has led to the additional discovery that effective gains are made when students work together. They can engage, explain, explore, elaborate, and evaluate not just their own ideas but those of their peers as well. Students come to view their peers, not as competitors but believe inteamwork. The role of teachers is equally important in the inclusion of technology.

The Impact of Technology Education on Teacher Roles:

The impact of technology and technology education on teachers' roles and identities is equally important.

1.The teacher who was more comfortable with a student-centred and communicative approach to learning seemed to be the most successful in integrating technology into the class.

2.Teachers have the potential to be much more than consumers and have the capacity for research and development using Information Technology in Education.

3.Learning is a process that allows people to explore their understanding of the knowledge they have gained and to develop a layer of knowledge that allows for the transformation of learning at a time into learning over time.

4.Video clips proved to be more effective in aiding comprehension and retention because they facilitated "conceptualizing language" that is linking form to meaning.

5.Technology facilitates information processing, reduces error and information loss, and increases recall.

6.Researchers have demonstrated and proved that teachers can do both through a learning cycle approach using the '5E's. (Engagement, Exploration, Explanation, Elaboration, and Evaluation).

7.Teachers with different conceptions of their teachers' roles use different types of instructional scaffolding while working in an innovative learning environment. This instructional scaffolding is related to learning activities of different kinds. Great gains in problem-solving,creativity, critical thinking, and learning may occur when education becomeslearner-centered, active, authentic, collaborative, and personal, but gain usually comes with a cost. A transformational roadmapis offered by NEP 2020 in Higher Education institutions.

National Education Policy 2020 offers a transformational roadmap:

☐The NEP long-term plan as per the policy is to do away with the current system of colleges affiliated with universities. Each college would become either fully integrated into a university or converted into an autonomous and independent degree-giving institution. An independent board will come to govern Higher Education Institutions (HEI), whether college or university.

☐Under the policy, numerous existing tiny colleges that are pedagogically unviable and financially costly would be merged with larger HECIs. Each HECI would come to have a minimum of 3,000 students.

☐Conversion of local colleges into broad administered, autonomous,degree giving HEIs; freeing up undergraduate students to take courses across all disciplines; launch of a four-year

bachelor's degree; opening India to foreign universities; incorporating vocational education in college curriculum; and creation of a National Research Foundation.

☐The government must draw up a time-bound plan to implement these changes over the next five years. This NEP long-term plan is necessary for the holistic growth of Higher Education Institutions.

Findings:

☐Teachers who report participation in professional development activities involving individual and collaborative research are more likely to report active teaching strategies including the use of ICT.

☐Successful schools have been shown to have facilitated the use of external research and the navigation of the world of academia by teachers and students.

☐Strong evidence of links between teacher engagement in and with research and significant changes in practice with a positive impact on student outcomes were observed.

☐The Decoding Learning report categorized innovations into eight categories based on the theory of learning Acts (Manches et.al.2010). These are,

☐Learning from Experts

☐Learning with Others.

☐Learning through Making.

☐Learning through Exploring.

☐Learning through Inquiry.

☐Learning through Practicing.

☐Learning through Assessment.

☐Learning in and across settings. It can also strengthen future learning by helping learners establish more versatile approaches to learning.These Decoding Learning approaches will be effective in the revitalization of the teaching and learning process.

Recommendations:

1.Establishment of the (HECI) with its four verticals in the name of National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), General Higher Education Council (GEC), Higher Education Grants Council (HEGC), Multidisciplinary Education and Research Universities (MERU), National Research Foundation (NRF), National Education Technological Forum (NETF), the Constitution of Board of Governors (BOG), Entry

of Foreign Universities Actetc. full in this category. The implementation of these recommendations would require the establishment of proposed statutory bodies.

2.Recommendations like the formulation of the National Higher Education Qualification Framework (NHEQF), Academic Bank of Credit (ABC), Institutional Development Plan (IDP) defragmentation of higher education, designing of virtual labs, evolving the criteria for all three sets of institutions, bringing all teacher preparation programs under the ambit of the university system, a merit-based tenure - track system, online proctored examination, etc. form part of this category.

3.An important aspect of the entire exercise may, however, be how ably the senior-level executives and heads of institutions across the states understand the spirit of the intents of the policy statements and effectively and efficiently strategize their implementation.

4.The federal government may consider constituting an expert committee for the purpose of ascertaining the quantum of resources required for the implementation of the policy and then making budgetary provisions to meet the shortfall.

Since these are sets of recommendations, it is imperative to adopt different approaches for their implementation. The new education policy can be successful only after its recommendations are implemented well and develop a roadmap for its implementation.

Conclusion:

We need to recognize a 21st-century education is the bedrock of competitiveness in the engine, not simply an input, of the economy. The Indian government is not ignorant of the development and so has come up with a National Mission on Education through Information and Communication Technology.To be "educated" today requires mastery of core subjects, 21st-century themes, and skills. To help students to achieve proficiency in 21st-century skills, teachers and administrators need education support systems that strengthen their instructional, leadership, and management capacity. Improved Technology Enhanced Learning for all in classrooms and at home ensures improved learning, better teaching, and better research.

Holistic education is based on a learning philosophy that brings several benefits to students, teachers, schools, and communities. Students are empowered to improve their educational outcomes and gain the life skills necessary to take on a successful professional career. Holistic education can improve the academic achievements of all students, regardless of background and circumstances, by catering to individual learning styles and providing a supportive learning environment. Through holistic education strategies, including integrated learning formats and community interactions, teachers can help students develop a strong sense of self, as well as

promote life - long happiness and success. Such a holistic education will enable the development of personality.

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National Education Policy 2020: Evaluation in Digital Library Era for Higher Education Institutions

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Abstract:

Digital libraries have several aspects related to the modern age & their home environments, skills, Learning disability, etc. skills are easily accessible through the Internet. Internet & The World Wide Web has increased our information, a situation with which we are all familiar. First we discuss the definition of digital libraries, the requirements of a digital library and the

advantages of libraries, the disadvantages of libraries, the function and Digital Library Usability, Collection Development Practices in Digital Libraries. Digital libraries have become a part of our life like phone, laptop, I-pad etc. This article examines the policies announced in the higher education system and compares them to the current system. Various innovations and projected impact of NEP 2020 on Indian higher education system and its benefits are discussed. Finally, some recommendations are proposed for its effective implementation to achieve the set goals.

Keyword: Digital Libraries, NEP, Higher Institution, Information Age, Digital Archive, Digital Repository.

Introduction:-

Education itself is a qualitative phenomenon that has a huge influence Education.. To know 2022, 12, 75 2/21 social, cultural, political, economic and scientific aspects of human life. The consensus in economics suggests that education is a meritocratic mixed good with spillover effects on society of individuals who have reached a certain level of education on various parameters of social development. It is a mixed good in the sense that education has characteristics of both a private and a public good and therefore challenges the creation and dissemination of knowledge. Individuals do not have to acquire knowledge from the formal education system and traditional methods; non-formal education and experience are given significant awareness and understanding to promote individual and social well-being.

traditional methods; non-formal education and experience are given significant awareness and understanding to promote individual and social well-being. Humans learned , hard lessons to gain the knowledge necessary for both survival and development. Therefore, it must be understood that knowledge does not come from the formal education system. The formal education system researched and studied more scientific research to gain a deeper understanding of areas and topics of social interest. This culminated in a very voluminous literature on a cross-section of subjects over a period of time, and today the formal education system is a necessary social order and norm. In providing basic, secondary and higher education, the growth of educational institutions in the world has multiplied by . Some of the reasons for the fragmentation of the Indian Higher Education (LI) system are: [3]: Early diversion of students into different disciplines. Lack of access to higher education, especially in socio-economically disadvantaged areas, resulting in a current gross education ratio (GER) of only 25 percent. Lack of autonomy for teachers and educational institutions to innovate higher education to attract many students. Inadequate mechanisms for career management and promotion of teaching staff and heads of institutions. Lack of research and innovation in most

universities and colleges. Optimal level of administration and management of colleges. A corrupt regulatory system that allows bogus colleges to flourish while restricting large innovative institutions. India is projected to be the third largest economy in the world between 2030 and 2032, with an estimated GDP of ten trillion dollars. It is clear that the ten trillion economies is driven by information resources, not by the country's natural resources. To boost the growth of India's education sector, the current government has decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call to use the th Industrial Revolution to take India into a new one. Direction. Heights.

Lee et al. (2005) summarized the following main advantages of digital libraries compared to traditional libraries: digital libraries bring

*Libraries closer to users;

*Information technology is used to search and browse; information can be shared;

*Information is always available;

*New forms of information become possible.

*It has been used in an extraordinary number of applications and is often used to denote one or more of the following:

*Collections in which the full content of documents (as opposed to a bibliographic citation or abstract) is

created or converted into a computer-process able form. For online use;

*Provide digital access to materials already existing in traditional library collections, i.e. Library of

scanned images, photographic or printed text images, digital video clips; Scientific

*Data sets such as protein sequences or nucleic acid sequences etc. software libraries or multimedia works are often called digital libraries;

*Online databases and CD-ROM information products, especially those containing multimedia or interactive video components or containing the complete content of books or other publications; Computer storage devices containing data storage such as optical disks, boxes, CD-ROM drives, etc.

2. Objectives of the Study :

The National Education Policy 2020 contains many initiatives to improve the quality and scope of the education system in India. The objectives of this study on National Education Policy 2020 are:

(1)To highlight and review the recently adopted policies on higher education and NEP 2020

(2) 1; to compare the National Education Policy 2020 with the current one) . Policies adopted in India

(3) Identify innovations in the new National Higher Education Policy 2020.

(4)Predict the impact of NEP 2020 on India's higher education system

(5)Discuss the merits of higher education. Policy NEP 2020. .

(6)Proposals for further improvement for effective implementation of NEP 2020 to achieve the goal.

3.Research Focus

The digital library of the University was presented in December 2018. It was designed to provide a single window and remote access to the various resources offered by the library on campus. The architecture of the digital library included a set of hardware and software. Four different servers supported the main server. These included a server for web OPAC, another for institutional digital repositories, a third server for databases based on hard drives, and a fourth CD mirror server for audiovisual material J. A. Alokluk, A. Al-Amri DOI: 10. 236/jssm .2021.1 1007 100 Journal of Service Science and Management recorded on CD or DVD. The library was also connected to a virtual private network to facilitate (remote access) access by external users. The main content of the digital library was information about the library, e-books, online journals, institutional archives, online, online and offline databases and CD/DVD-based learning materials. The Internet Protocol (IP) made it easier to access network resources. Therefore, there was no need to log in to find individual resources. The digital library has approximately 5000 users, including researchers, lecturers, undergraduate and graduate students. About 80% of users log into the digital library through the intranet of the educational institution. However, the rest can access library services remotely through a virtual private network (VPN) server. This study focuses on the evaluation of , digital libraries in terms of usage patterns, usability and information retrieval. These three assessment methods are explained in more detail in this section.

2.1. Usability Evaluation

Usability questionnaire test was performed. This type of evaluation involves evaluating the usability of the digital library when the target users perform common daily tasks, rather than tasks assigned by the evaluator. This evaluation method is useful when trying to gather information about users' needs, likes and dislikes (Sánchez-Gálvez and Fernández-Luna, 2015). A number of approaches can be used in this including focus groups, interviews, questionnaires and field observations.

2.2.Information search

People search for information for various purposes. In evaluating a digital library, information retrieval refers to finding the information a user is looking for . Information retrieval in the context of a single digital library is a multifaceted process that includes aspects such as cataloging, metadata, and indexing. The convolution of a digital library is proportional to the number of aspects (indexing and cataloging) that are effective at the same time when a user searches for information from different collections using different metadata systems (Gaona-García, Martin-Moncunill, and Montenegro-Marin, 2017) . However, describing these complexities is not useful to library users. Their main concern is to find information efficiently and effectively.

4. Methods :

The methodology consists of a conceptual discussion on highlighting the core of the national education policy framework, highlighting the various parts of the NEP 2020 policy and comparing it with the currently adopted education policies. Identification of innovations made through focus group discussion methods [5-6]. The effects of the practice are analyzed using the predictive analysis technique [7-8]. Many suggestions were given based on the focus group analysis.

5.Operation of Digital Libraries Access to

Alarge amount of information to users wherever they are & whenever they need it.

 Access to basic information in Spells.

 Supports multimedia content with text.

 User friendly interface.

Client-Server Architecture

Integration with other digital libraries.

6.Limitations

The first limitation of the study is the number of participants, which was relatively small. The 206 participants represented approximately .12% of the total digital library population of, users. A larger sample would have been desirable, although this was not possible due to financial, technical and time constraints. Another limitation was related to the different perspectives of the participants in this evaluation. Some of the participants were graduate students and some were undergraduate students. The information needs of these two groups of students differ significantly due to the scope of their studies.

7.Findings

Thematic analysis of the interviews with academic staff revealed 3 , main themes: low awareness, underutilization, and satisfactory usability. They agreed that there had been significant changes in the quality of their students', submissions since the development of the digital library. Usability of digital library was satisfactory because information was relatively easy to access. However, it became clear that awareness of the various resources available in the digital library was low. Therefore, most users preferred to use the same resources often than other similar resources

8.Recommendations

Promoting merit-based admissions with free positions and scholarships, merit-based and research-based tenured faculty and merit-based proven leaders in regulatory bodies, as well as rigorous quality control through the accreditation of people every two years. statement of progress. with technology-based tracking, NEP-2020 should reach its goal of by 2030. All higher education institutions with the current nomenclature of affiliated higher education institutions higher education institutions will expand to multidisciplinary autonomous colleges with the degree authority in their designation or become affiliated colleges. of the universities affiliated with him. An impartial institution, The National Research Foundation finances innovative projects in priority areas of basic sciences, applied sciences, and social sciences and humanities. The higher education system becomes student-centered and has the freedom to choose core and auxiliary subjects both within a discipline and between different disciplines. Faculty are also given the autonomy to choose curriculum, methodology, pedagogy and assessment models within predetermined policies. The changes will begin in the 2021-22 academic year and will last until 2030, when the first level of changes is expected. Thus, India's higher education system is moving from teacher-centered to student-centered, knowledge-centered to knowledge-centered, degree-centered to competency-centered, exam-centered to experimental, learning-centered to science-centered. and from choice-centric to competence-centric. The initial amount of information is high but more

experiment shows that once digitization's are introduced to manage this collection will be cheaper than other sources. A digital library is a software system, mostly based on web-technology, which is used for storing and retrieving electronic documents giving access to the original documents, which in turn could be digital representations of artifacts of any nature or format, such as manuscripts, object images or native electronic documents.

9. Conclusion

Digital libraries have changed the idea of information services, reaching many users without limitations of time and place. The advent of open source software in online library platforms has also improved digital library technologies. However, new inventions are born every day. Therefore, there is a need for regular evaluations to determine if the appropriate changes have been incorporated. This study showed that the usability and information retrieval capabilities of the digital library of the educational institution were good. However, usage patterns showed that , of the 3rd and th year students and master's students used the digital library more than in the first years of study. In addition, users have faced certain challenges that need to be addressed to improve library usability and information service.

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INDIA'S NEW EDUCATION POLICY 2020 :
Improving Equity and Quality of Education through ICT.

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Abstract :

Dr. Krishnaswamy Kasturirangan, former chairman of ISRO, led an expert panel that recommended the new education policy. The current policy attempts to overrule its predecessor, which was announced nearly three decades ago. The approach will ensure that India's educational system is modern, progressive, and equitable. School education and higher education will also undergo transformational changes as a result. In order to enable this movement, information and communications technology has played a significant role. A major objective of the New Education Policy 2020 (NEP) is to use technology to help teachers, bridge

the language barrier, create digital libraries, promote language learning, and ensure greater access to education. This policy aims to create an education system with a robust digital infrastructure that allows uninterrupted learning under any circumstances. In order to ensure technology is integrated into the education process appropriately and efficiently as well as to make education accessible to all, the National Education Technology Forum (NETF) has been established. The policy acknowledges the challenges arising from Artificial Intelligence and calls for investment in digital infrastructure and virtual platform.

Based on NEP 2020, this paper highlights NETF, various provisions of using technology and building digital infrastructure. It will also focus on the challenges, recommendations of their implementation, impact on education, higher education and merits & demerits.

Keywords: NEP 2020, Digital Infrastructure, NETF, Quality Education, ICT.

Introduction

Education and technology are two critical components that play a significant role in the development and growth of a nation. India, with its second-largest higher education system in the world, has made commendable progress in terms of enrolment, with a ratio of 25.8% from 50,000 higher education institutions. However, the country is not resting on its laurels and is making efforts to increase enrolment to 35% by 2020-21 and 50% by 2035. This shows the government's commitment to building a skilled workforce that can contribute to the nation's development.

Additionally, India is also making strides in research productivity, ranking 5th in the SC Imago country ranking in 2018. These efforts in education and research, coupled with technological advancements, will further enhance the nation's attractiveness and competitiveness on the global stage. It will pave the way for an equitable society where everyone has access to quality education and opportunities to succeed. The nation's progress in education and technology is a testament to the government's vision and the commitment of its people towards building a brighter future.

It is interesting to note that the Indian higher education system is dominated by colleges and stand-alone institutions, accounting for about 98% of the total. The National Education Policy 2020 is a crucial step towards addressing the developmental imperatives of the country and improving the quality of teaching and learning. The government of India has taken several steps to achieve this, with a particular focus on technology-enabled learning (TEL).

The establishment of the National Educational Technology Forum (NETF) is a laudable measure that aims to facilitate the free exchange of ideas on the use of technology to improve

learning, assessment, planning, and administration. This initiative will go a long way in assisting teachers in participating institutions to address existing challenges and undertake action research to improve the quality of learning.

Incorporating technology in education not only enhances the learning experience but also helps bridge the gap between urban and rural education. Through TEL, students from remote areas can access quality education and educational resources. This will lead to the development of a skilled workforce that can contribute to the nation's growth and development.

Overall, the National Education Policy 2020's focus on technology-enabled learning is a step in the right direction to improve the quality of education in India and ensure equitable access to education for all.

Objectives of the Study :

*The National Education Policy 2020 has a strong focus on technology-enabled learning (TEL) as a means to improve the quality of education and help achieve national progress. This study aims to explore how the policy supports TEL and its implementation strategies, identify the types of TEL programs being implemented, and highlight the challenges that come with implementing TEL. Additionally, the study will offer recommendations to address these challenges and explore recent initiatives of TEL programs in higher education.

*The National Education Policy 2020 recommends the establishment of a National Educational Technology Forum (NETF) to facilitate the free exchange of ideas on the use of technology to improve learning, assessment, planning, and administration. This initiative will help in the implementation of TEL programs across the country. The types of TEL programs being implemented include online courses, virtual classrooms, and e-learning platforms. These programs aim to provide access to quality education to students from remote areas and bridge the gap between urban and rural education.

*However, the implementation of TEL programs comes with its own set of challenges, including access to technology, infrastructure, and digital literacy skills. The study will offer recommendations to address these challenges, such as providing access to technology and digital resources, training teachers and students on digital literacy, and improving infrastructure.

*Recent initiatives of TEL programs in higher education include the SWAYAM initiative, which aims to provide free online courses to students across the country, and the National Programme on Technology Enhanced Learning (NPTEL), which provides e-learning resources in engineering, science, and humanities.

Overall, the study will highlight the importance of TEL in achieving national progress and the need for effective implementation strategies to overcome the challenges associated with it.

Technology-Enabled Learning : Role of National Educational Technology Forum (NETF)

National Educational Technology Forum (NETF) will play a crucial role in providing independent, evidence-based advice to the central and state government agencies on technology-based interventions in the education sector. It will also build intellectual and institutional capacities in educational technology, envision strategic thrust areas in this domain, and articulate new directions for research and innovation.

In addition, the NETF will also help in the development and implementation of digital initiatives such as online learning, virtual classrooms, and online assessment systems. It will provide educational institutions, governments, and other stakeholders with the latest knowledge to consult and share best practices.

By supporting the implementation of technology-enabled learning (TEL), the NETF will provide a platform for students and teachers to access quality education through digital means. The NETF will also ensure that the use of technology in education is in line with international best practices, guidelines, and standards, and help to bridge the digital divide between urban and rural areas.

Overall, the NETF will play a vital role in the development of TEL in India, and its functions as defined in the National Education Policy 2020 will help to ensure the effective implementation of technology in the education sector.

Technology-Enabled Learning: Successful implementation

Blended learning is the combination of traditional classroom teaching methods and online learning. It involves the integration of online tools in classroom teaching to enhance student learning and engagement. In blended learning, students study the same content in the same course as they would in a traditional classroom, but with the addition of online learning materials and activities. Blended learning allows for greater flexibility and customization in the learning experience, as students can engage with the course content at their own pace and in their own time, while still benefiting from face-to-face interactions with teachers and peers in the classroom. It can also help to bridge the digital divide, as students who may not have access to technology at home can still benefit from online learning materials and activities in the classroom.

On the other hand, online learning is a form of distance education that is entirely delivered and accessed through the internet. It involves the use of digital tools and resources to deliver

educational content and facilitate learning. Online learning allows for greater flexibility and accessibility, as students can engage with the course material from anywhere with an internet connection at any time. It also allows for a more personalized learning experience, as students can progress through the course material at their own pace.Overall, both blended learning and online learning are important forms of technology-enabled learning that can enhance the quality and accessibility of education for students.

For successful implementation in higher education, it requires a three phase approach.

Preparation:

Before implementing technology-enabled learning (TEL) in an educational institution, it is important to identify the technology infrastructure required, such as hardware and software. This includes assessing the existing technology infrastructure in the institution and identifying any gaps or areas for improvement. It is also important to identify the strengths and weaknesses of the institution in terms of its readiness and capacity to implement TEL. This includes assessing the availability of resources, such as trained faculty and technical support staff, and the level of student readiness and engagement with technology.

To ensure the effective implementation of TEL, it is important to conduct workshops for faculty and staff to train them on the proposed technology and its use in teaching and learning. This will help to build capacity and ensure that everyone is on the same page in terms of the technology being used. Finally, it is important to develop policies and guidelines for the implementation of TEL and present them to decision-making bodies for approval. This will help to ensure that the implementation of TEL is done in a systematic and organized manner, with clear guidelines and procedures in place for all stakeholders.

Overall, this phase is crucial in laying the groundwork for the successful implementation of TEL in an educational institution, and it is important to take the time to properly plan and prepare before jumping into implementation.

Second Phase

Phase 2 of implementing technology-enabled learning (TEL) in an educational institution involves identifying teachers who have experience with developing blended courses. These teachers can serve as mentors to other faculty members who are new to blended learning and can help to oversee the course development process.In this phase, the focus is on developing blended courses that integrate online learning tools and resources with traditional classroom teaching methods. The courses should be designed to enhance student learning and engagement, while also taking into account the specific needs and requirements of the course

and the students.Once the blended courses have been developed, they can be offered to students who are enrolled in the relevant courses. This will allow students to benefit from the enhanced learning opportunities provided by blended learning, while also receiving the support and guidance of their teachers and peers in the classroom.

Overall, phase 2 is an important step in implementing TEL in an educational institution, as it involves developing the actual blended courses that will be offered to students. By leveraging the expertise of experienced teachers and providing support and guidance to those who are new to blended learning, institutions can ensure that their blended courses are effective and engaging, and that students are able to benefit fully from the technology-enabled learning experience.

Third phase:

Phase 3 of implementing technology-enabled learning (TEL) in an educational institution involves measuring student learning outcomes from the blended courses that have been developed in Phase 2. This may involve assessing student performance on assignments, exams, and other assessments, as well as gathering feedback from students on their learning experience.In addition to measuring student learning outcomes, it is also important to document any pedagogical changes that teachers have made in their approach to teaching and learning as a result of the TEL implementation. This documentation can help to identify best practices and areas for improvement, and can be used to help guide future TEL implementations.

Comparing the TEL implementation with similar institutions can also be helpful in developing benchmarks for assessing progress and institutionalizing TEL. This may involve looking at metrics such as student retention, graduation rates, and student satisfaction, as well as assessing the impact of TEL on faculty workload and resources.

Overall, phase 3 is crucial in assessing the effectiveness of the TEL implementation and identifying areas for improvement. By measuring student learning outcomes, documenting pedagogical changes, and comparing with similar institutions, institutions can ensure that their TEL implementation is on track and that they are making progress towards institutionalizing TEL in a meaningful way.

Challenges & Recommendations for Technology-Enabled Learning

**Bench marking

*Appropriate policy

*Capacity building of teachers

*Institutional readiness

*Research on student learning

*Related to access to technology i.e. bandwidth

Recommendations :

*All great ideas for implementing technology-enabled learning (TEL) in an educational institution. In terms of bandwidth, approaching the National Knowledge Network (NKN) supported by the government of India can be a useful strategy for ensuring that the institution has access to high-speed internet and other necessary resources for TEL. This can help to ensure that students and faculty have access to the tools and resources they need to engage in blended learning and other forms of TEL effectively.

*Developing policy documents through a thorough consultancy process that involves input from teachers at the university is also an important step in implementing TEL. This can help to ensure that policy statements are appropriate, relevant, and feasible, and that they reflect the needs and concerns of the institution's faculty and students.

*Guidelines to support blended learning and using open educational resources (OER) can also be helpful in supporting policy implementation. By providing clear guidelines and resources for faculty and students, the institution can help to ensure that TEL is implemented in a consistent and effective manner across all courses and disciplines.

*Finally, establishing a community of practice through the National Education Policy (NEP) can help to promote collaboration and knowledge-sharing among faculty and students who are engaged in TEL. This can help to foster a culture of innovation and continuous improvement, and can help to ensure that the institution's TEL implementation is sustainable and effective over the long term.

Conclusion :

In today's digital world, it is crucial for Indian higher education to focus on strengthening TEL and to embrace a systematic approach to educating digital natives. This requires a concerted effort from all stakeholders in the system, including faculty, students, university leaders, policymakers, and industry partners.

To achieve this goal, it is important for university leaders and policymakers to take bold and decisive steps to ensure that TEL is integrated into the fabric of higher education in India. This may involve investing in infrastructure, providing professional development opportunities for faculty, and developing policies and guidelines to support the implementation of TEL.

At the same time, faculty and students must also take responsibility for rethinking current approaches to teaching and learning and embracing new technologies and pedagogical strategies that support TEL. This may involve incorporating blended learning techniques into their courses, using open educational resources, and experimenting with innovative approaches to assessment and evaluation.

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A Study of NEP 2020 in Terms of Potential Impacts and Implications on Stakeholders

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Abstract :

The future of a nation is determined by its education; The fate of the people here is decided by education. The role of education and its importance cannot be ignored in today's scenario. The impact will be significant in terms of growth and development of the nation and its citizens. This is the third amendment in the education policy brought by the Government of India after 34 years which will change the way we study. A comparison between the pre-independence and post-independence eras shows the growth and development of the country. We will explore the National Education Policy 2020 and its impacts on the stakeholders. In addition, we will try to create awareness about the policy and its future implications by asking a series of questions and analyzing social media posts. There are many changes proposed in the new National Education Policy 2020 which will undoubtedly affect all the stakeholders.

I.Introduction

India's education system has a rich history dating back to ancient times with the renowned Gurukul system of education. However, since independence, the Indian education system has undergone some changes. The first education policy was implemented in 1968, followed by amendments in 1986 and 1992. For the last 34 years, India has been following the same education pattern. Despite the rich history and the implementation of policies, the Indian education system has been criticized for its lack of innovation and failure to adapt to the changing times. It is imperative that the education system be updated to meet the needs of the current generation and prepare them for future challenges. With the advancement of technology and globalization, the education system must focus on imparting skills and knowledge that are relevant to the current job market. The government and educational institutions must work together to revamp the education system and ensure that it is inclusive, accessible, and provides quality education to all. Only then can India's education system reclaim its position as a leader in the world.

After 34 years of following the same education pattern, the Indian government has proposed a new education policy in 2020. The proposed system has been accepted by the cabinet and will soon be passed by the two houses of parliament and attain the shape of a law to be applied throughout the Indian education system. The new education policy aims to bring about a revolutionary change in the Indian education system by focusing on holistic development, critical thinking, and skill-based learning. It aims to provide quality education to all, irrespective of their socio-economic background, and promote inclusivity and diversity in the education system. The policy also emphasizes the use of technology in education and the importance of vocational training. The new education policy has received widespread support from educators, policymakers, and students alike, who believe that it will help in transforming India's education system and prepare the students for the challenges of the future. It is hoped that with the implementation of the new education policy, India's education system will become more relevant, innovative, and globally competitive.

It is true that there is still some time for the new education policy to take its final shape, and it is possible that some changes may be made if required. However, the proposals that have been put forward are expected to remain largely unchanged. It is noteworthy that the new education policy was the result of extensive consultation with various stakeholders, including students, parents, educationalists, and others who are directly or indirectly involved in the education

sector. This is the first time in India that such a large-scale consultation process has been undertaken for the formulation of an education policy, and it is a positive step towards making the policy more inclusive and relevant. The forthcoming sections of this research paper will delve into the details of the new education policy and analyze the understanding and awareness of the NEP 2020, the possible outcomes of the changes, and the views of the stakeholders. It is hoped that this analysis will provide valuable insights into the new education policy and its potential impact on the Indian education system.

2. Indian Education System

The current education system in India has been active and running for the past 34 years. However, with the supplementation of the new education policy (NEP 2020), a radical reform is expected in the forthcoming years. The NEP 2020 aims to transform the Indian education system by focusing on holistic development, critical thinking, and skill-based learning. It seeks to provide quality education to all, irrespective of their socio-economic background, and promote inclusivity and diversity in the education system. One of the key changes proposed in the NEP 2020 is the introduction of a new 5+3+3+4 curriculum structure, which aims to provide a strong foundation in early childhood education and prepare students for higher education and vocational training. The policy also emphasizes the use of technology in education and the importance of vocational training. It is hoped that the implementation of the NEP 2020 will bring about a revolutionary change in the Indian education system and make it more relevant, innovative, and globally competitive.

The Indian education system has gone through various changes and upgrades over the years, starting from the traditional Gurukul system to the British-influenced education system. These changes have been implemented and modified to cater to the changing needs of the society and the economy. With the introduction of the new education policy (NEP 2020), more changes are expected in the Indian education system.

One of the most significant changes proposed in the NEP 2020 is the replacement of the old 10+2 system with a new 5+3+3+4 system. This new system aims to provide a strong foundation in early childhood education and prepare students for higher education and vocational training. Another important change is the removal of the stream system (Arts, Science, and Commerce). Now, students are free to choose any combination of subjects based on their interest and aptitude. This will help in promoting multidisciplinary learning and enable students to explore different fields of study.

These changes are expected to have several positive outcomes, including the promotion of critical thinking, creativity, and innovation among students. The new education system also

aims to make education more inclusive and accessible to all, irrespective of their socio-economic background. The emphasis on vocational training and the use of technology in education is also expected to equip students with the necessary skills to succeed in the 21st-century job market. Overall, the changes proposed in the NEP 2020 have the potential to bring about a transformational change in the Indian education system and make it more relevant, innovative, and globally competitive.

The education system of a country plays a crucial role in shaping the future of its citizens, and it is essential that it prepares students to be future-ready and skilled. The education system should equip students with the necessary knowledge, skills, and competencies required to succeed in their personal and professional lives and contribute to the development of the nation.

The new education policy (NEP 2020) aims to provide students with the freedom to choose what they want to learn and excel in that area. This will help in promoting multidisciplinary learning and enable students to explore different fields of study. The removal of the boundaries of subject streams is expected to provide students with more flexibility in their choice of subjects and allow them to pursue their interests and passions.

The education system in India consists of various players, including education provider institutes (both government and private), teachers/professors, students, and parents. All these stakeholders play a crucial role in ensuring that the education system is effective and efficient. The education provider institutes need to provide quality education and create a conducive learning environment for students. Teachers/professors need to be knowledgeable, skilled, and motivated to teach students and help them achieve their full potential. Students need to be curious, hardworking, and motivated to learn and succeed, and parents need to support and encourage their children in their educational pursuits.

Overall, the education system in India needs to focus on providing quality education, promoting multidisciplinary learning, and equipping students with the necessary skills and competencies required to succeed in the 21st-century job market. With the implementation of the new education policy (NEP 2020) and the collective efforts of all the stakeholders, the Indian education system can prepare future-ready and skilled students and contribute to the development of a successful and developed nation in all aspects.

3.Indian Education Policies

India has undergone two major education policies after independence, namely the first in 1968 and the second in 1986. The third change proposed in 2020 is aimed at addressing the current needs of society and the economy. The changes made in the education policy are in line with

the objective of making the people of India literate and educated, and improving their skill sets to world-class standards.

The National Policy on Education (NPE) 1968 aimed at promoting education for all and reducing the disparities in education access and quality across the country. The policy also focused on improving the quality of education, promoting vocational education, and strengthening research in education. The NPE 1986, on the other hand, aimed at promoting universalisation of education, promoting excellence in education, and promoting the use of technology in education.

The new education policy (NEP 2020) aims to address the current challenges and needs of the Indian education system, including the need for holistic and multidisciplinary education, promoting excellence in education, and promoting the use of technology in education. The policy also aims to make education more inclusive and accessible to all, irrespective of their socio-economic background. The NEP 2020 is expected to bring about a transformational change in the Indian education system and make it more relevant, innovative, and globally competitive.

Overall, the education policies adopted by India after independence have been aimed at promoting education for all and improving the quality of education. The new education policy (NEP 2020) is expected to take the Indian education system to new heights and prepare students for the challenges and opportunities of the 21st-century world.

1968

The National Policy on Education (NPE) of 1968 was a significant step towards providing equal educational opportunities and promoting national integration and cultural and economic development in India. The policy was based on the recommendations of the Kothari Commission (1964-1966), which called for radical restructuring of the education system.

The NPE 1968 emphasized the need for compulsory education for all children up to the age of 14, which is enshrined in the Indian Constitution. The policy also stressed the importance of specialized training and qualification of teachers to improve the quality of education.

The policy promoted the learning of regional languages and outlined the "three language formula" to be implemented in secondary education, which included the instruction of the English language, the official language of the state where the school was based, and Hindi. The promotion of language education was seen as essential to reducing the gap between the intelligentsia and the masses.

Although the decision to adopt Hindi as the national language had proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of Sanskrit, which was considered an essential part of India's culture and heritage.

The NPE 1968 also called for an increase in education spending to six percent of the national income. However, as of 2013, the NPE 1968 has moved location on the national website.

Overall, the National Policy on Education 1968 was a landmark policy that aimed at providing equal educational opportunities and promoting national integration and cultural and economic development in India.

1986

The National Policy on Education (NPE) of 1986, introduced by the Rajiv Gandhi government, was aimed at removing disparities and equalizing educational opportunities, particularly for women, Scheduled Tribes (ST), and Scheduled Caste (SC) communities. The policy sought to achieve social integration by expanding scholarships, adult education, and recruiting more teachers from the SCs. The policy also offered incentives for poor families to send their children to school regularly, developed new institutions, and provided housing and services.

The NPE 1986 called for a "child-centered approach" in primary education and launched "Operation Blackboard" to improve primary schools across the country. The policy expanded the Open University system with the creation of the Indira Gandhi National Open University in 1985. It also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

The policy aimed to spend 6% of GDP on education. The NPE 1986 was a significant step towards achieving equitable and inclusive education in India. It focused on providing equal opportunities for all sections of society, especially those who were historically marginalized. The policy recognized the importance of education in promoting social and economic development and emphasized the need for a child-centered approach to education.

Overall, the National Policy on Education 1986 was a progressive policy that aimed at promoting social equity, expanding access to education, and improving the quality of education in India.

1992

The 1986 National Policy on Education, which was formulated by the Rajiv Gandhi government, was substantially modified and updated in 1992 by the P. V. Narasimha Rao government. The new policy emphasised the need to improve the educational system and to make it more accessible and equitable. To this end, the government established the National Institute of Education (NIE) in 1989 to coordinate efforts to reform the education system.

In 2005, the former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. One of the key sections of this policy was the Programme of Action (PoA) 1992, which was made part of the National Policy on Education (NPE), 1986. This PoA envisaged conducting a common entrance examination on an all-India basis for admission to professional and technical programmes in the country.

2020

In 2019, the Ministry of Human Resource Development released a Draft New Education Policy to encourage public consultation. This policy focused on reducing curriculum content for enhanced learning, critical thinking and more holistic education, as well as a restructuring of 10+2 system of education to 5+3+3+4 in line with cognitive development of children. On 29th July 2020, the cabinet approved the policy, thus introducing changes to the existing Indian education system. Consequently, the NEP aims to benefit Indian students and help them reach their fullest potential.

NEP 2020, the National Education Policy proposed by the Indian Government in 2020, has been a major milestone in the nation's history, as it will bring about radical changes to all stakeholders of the education system- students, teachers, educational institutions and parents- as well as the society and the nation as a whole. India is one of the largest countries in the world with diverse cultures, and the education system is a crucial factor in its success, as evidenced by the number of highly talented Indian minds working in renowned organisations globally. Therefore, the changes proposed in NEP 2020 are set to greatly shape India's future.

4.Review of Literature

The study highlighted the overview of the NEP 2020 and compared it with existing education policies. Through this comparison, the authors were able to identify the drawbacks of the existing policies and suggest trends that are likely to be created by the new education policy.

The authors suggested that the implementation of NEP 2020 should begin with an appreciation of the article publishing, faculty training, and Ph.D. programs. They also noted that the policy should be flexible enough to incorporate new technologies and techniques that can help

enhance the quality of education. Moreover, they suggested that there should be increased investment in educational infrastructure, research, and development. The authors also pointed out that the policy should focus on bridging the urban-rural divide in education as well as providing equal opportunities for all sections of society. Additionally, the policy should pay special attention to the needs of marginalised communities and those belonging to lower-income households.

The study concluded by stating that the NEP 2020 provides a more comprehensive framework for educational reforms, which if properly implemented, can result in substantial improvement in the quality of education in the country. It is hoped that the implementation of this policy will prove to be a major step towards the progress of the education system in India.

5.Statement of the Problem

For universities, colleges, and schools, the challenge is to implement the new policy. This means that they need to review their existing curriculum and develop new ones to meet the new standards. They also need to upgrade their infrastructure and upgrade their teaching methods to suit the new policy. The teaching faculty has to be trained to use the new curriculum and teaching methods. For students, the challenge is to adjust to the new curriculum and teaching methods. They have to learn to adapt and understand the new system quickly to keep up with the pace of learning. They also have to learn to use the new technology and devices used in the classroom. For the teaching faculty, the challenge is to stay abreast of the new policy and ensure that they are teaching the students in the best possible way. They have to be able to impart knowledge in an interactive and engaging manner to ensure that students understand the material being taught. In order to successfully implement the new education policy, all stakeholders need to come together and work toward a common goal. It is important to ensure that all stakeholders understand the importance of the policy and are willing to make the necessary changes to make it a success.

6.Objectives of the Study

☐Understand National Education Policy 2020;

☐Analyze effect of NEP 2020 on Commerce and Management;

☐compare outcomes of existing and NEP 2020;

☐suggest institutions based on research design;

☐use empirical research.

7.Research Methodology

☐Population: Stakeholders of educational institutions in Ujjain.

☐Sample size: 100 respondents from Ujjain.

□Data collection: Structured questionnaire and secondary sources.

□Sampling technique: Convenient sampling.

□Analysis: Percentages and Chi-square test.

8.Hypotheses

The correlation hypothesis states that the relationship between two variables is due to the same factor that influences both.

H0:　There is no significant impact of NEP 2020 on stakeholders of commerce and management discipline.

H1:　There is significant impact of NEP 2020 on stakeholders of commerce and management discipline.

9.Limitations of the Study

□The study is limited only to Ujjain.

□The study is restricted to only 100 respondents.

□Time constraint.

□Lack of secondary source of information.

To Study Acquisition of ICT for Library Management System

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Abstract

This paper discusses the different dimension of the ICT in the library. It gives an awareness of technology in library and what the use of ICT in library for managing enhanced library services and information to users. Evolving new technology to capture and utilize expanding information and knowledge. How library services are prompted with the use of technology like RFID technology, social media, QR code, Ramatex's, etc. have discoursed in the study. ICT is the resources to create, disseminate, store and manage data and information to be applied in services library.

Index Terms Information communication technology (ICT), Housekeeping operation, Library automation, Library Management, Service Delivery, digital libraries, Network etc.

1.Introduction

Knowledge has always been a means to create material well-being in human society. Computer and information technology has helped library professionals to keep these print and non-print materials in a systematic and logical order. At first, the development of computer and telecommunications technology was slow. The mid-20th century with the emergence of information technology, which was the convergent technology of computers, communications, media, and many other microelectronic technologies?

Information

Information technology is a term heard since the 1970s. This term refers to technologies and applications developed using the computing and storage power of computers. First, , computers were produced for data processing and storage. Major changes have taken place in the lifestyle of people with all kinds of comforts and conveniences. The emergence of network technologies has provided excellent opportunities for human interaction for various purposes. Before we continue to explore the topic , we need to explain information, communication and technology in a logical way. Information Information is the most important source of development of society. No society can develop without adequate information. Thus, libraries as information centers preserve and provide information to new generations for research and development. The following definition of information can be derived from different sources. According to the Oxford English Dictionary, the term information can be defined as follows: "The act of giving information; to shape or form a mind or character, instructing, teaching; distributing educational information." It also defines the expression as "notifying, conveying information or news about any fact or event; the speech or fact of being told about something." In other words, "Information conveyed about some particular fact, subject or event ; that which is known or said; intelligence news." Therefore, "information" is the transmission of news, information or facts . It consists of information that has meaning and purpose. Its main function is to present facts in such a way as to widen one's view so that one can combat the problems caused by ignorance and superstition. It is therefore considered a basic human need, after air, water, food, clothing and shelter. Modern means of transport, computers and communication have transformed the world into a global village, where you only need to plug an outlet to connect with the whole world. According to Blumenthal, "information is stored, organized, related or interpreted to convey meaning in context". Therefore, recently information has been recognized as a valuable commodity and the time may not be far when information acts as a currency that is exchanged for goods and services all over the world. Therefore, it is necessary for everyone to understand the importance of information and make it easy to use.

Communication

The word communication comes from the Latin word communis, which means common. The Oxford English Dictionary defines communication as "interaction or interaction". It further explains the term by giving the following definitions: "The communication, mediation or exchange (whether by speech, writing or signs) of ideas, knowledge, information, etc. Thus, communication can mean "That which is communicated; , or in which facts are communicated; knowledge; a written article containing observations." According to the Webster Encyclopedic Unabridged Dictionary of the English Dictionary, the term communication is "the act or process of communication, the fact of mediating." It further explains "a document or message conveying news. , opinions, information, etc.." Therefore, communication is the process of conveying information for the needs of the common masses for the development of oneself and of society.

Technology

The term Technology is derived from the Greek word Technology which means care and Tech means art or craft. The expression can be better understood as: "A discourse or treatise on art or arts; the scientific study of practical art. Webster's Encyclopedic Unabridged Dictionary defines technology as "the branch of knowledge that deals with creation. and the use of technical instruments and their interaction with life or society and the environment using 3 topics such as industry. art, technology, applied science and pure science." Modern technology is used to upgrade human society. Technology has completely changed the way of life and lifestyle. Today we cannot live our life without the help of technology.

2. Scope and Objectives of Study

The scope of this study is limited to the implementation of ICT in selected libraries of the city. The aim of the study is to advance the possible adoption of ICT in library management activities and its effects on its users. The purpose of this study is also to evaluate the reaction of users to the effective implementation of information technology in libraries.

3. Limitations

There are two limitations to the conduct of this study, viz. time and sublimation. The study area is limited to damoh city. We are not researching all libraries but only selected libraries in Damoh.

4.Methodology

The research carried out is of the survey type, so the best research tool is mainly Questionnaire. Therefore, data is collected through a questionnaire. This is an empirical study of major selected libraries in Damoh. It also examines the development of libraries at the foothills of the

Himalayas, computer and telecommunications technology, and information services. This also considers the use of library and information services for people through sampling. Using the sample, the use of libraries and information services by , population groups is investigated. A survey of user responses is launched.

5.Data analysis

The collection of data to study the effective implementation of ICT in the selected libraries of damoh was carried out by the researcher personally. In two weeks were made. In connection with the study, the researcher personally talked to librarians and users to find out the usefulness of ICT in library automation. This chapter collects and analyzes data.

6.Functions of Library Automation Software

The LMSs are used as intelligent tools for performing housekeeping operations, information retrieval and MIS (Management Information System) activities. The total function of the modern LMSs can be explained as the following: This extended illustration of the library housekeeping operation provides us the detail function of a library. In the manually operated library all these operations are not easy to regulate. There may arise many errors and problems.

The LMSs give us straight forward solution to this problem. The above diagram suggests that by the implementation of ICT in the Library automation the work becomes more easy and practical. The most important fact is that the ICT avoids the data redundancy. And if any change is made in one file, it changes in all the relative files simultaneously. The librarian doesn't have to change each file. This operation is not possible in manually operated libraries. All above described operation can be performed by the ICT.

7.Conclusion

Telecommunication technology is the most important tool for effective and faster dissemination of information to users. By using modern tools such as computerization and software and a suitable network we are able to provide library-oriented information. Info Technology offered technical solutions, for example, for the development of information and communication. Computer technologies have provided powerful tools to a large population. Rule such as video conferencing, satellite applications, internet etc. started bringing changes in the lifestyle of every person. Education has become multi-dimensional. Application of software in teaching and learning has made learning much easier and clear. The State Board used information technology as a work tool to solve their problems and collect information much faster, and for efficient taxation of the system and also to store information to use in many different ways.

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Digitalization of Education in India An Analysis

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Abstract :

Technology has swept and is sweeping fast all spheres of life and almost everything is based on use of technology and application of ICT starting from communication, to visual and audio entertainment, electrification, security, traveling, voting rights to mention a few. Even education is transforming with rapid pace from being traditional chalk and talk based and book based study to internet based education system. The traditional class rooms with black boards are being replaced by smart classes fitted with audio and visual system followed by PPTs presentation. Teachers are been second by online teaching assistance by way of online tutorials and teaching aids provided by a number of online learning applications such as BYJU'S, Cuemath, GuruQ.in, EPathshala, Google Classroom etc., which are providing on spot solutions to students. Text books are being replaced by e-books. The point to make is that we are moving far from physical way of teaching and learning towards virtual teaching and learning skills.

This change in education system has produced vast advantage in terms of horning knowledge base of students and making them more confident to compete in the dynamic environment. However, there is a flip side of it as well, that most of the times students thinking that they can access the information on line are not focused enough on class lectures and in most cases they do not give expected regard to their teachers. The students of today are becoming rude as well. At the same time since loads of information is available to them easily, students are involving themselves in unwanted activities and they are exposed to information which is not meant for them at the current age. In this background the paper tries to find what the various electronic mediums available to students, what are the advantages of digitization of education and what adverse impact has been on students and society on over reliance on digital way of education based on adoption of ICT tools? The paper is based on secondary source of information gathered from various authentic websites, research papers, newspapers and magazine articles.

Key Words: Technology, Digitization of Education System, Smart Classes, Online Teaching Assistance.

Introduction

It's a dynamic world which does not accept static character rather encourages and supports a continuous change in all fields of life. Education which is the basic fundamental of creating knowledge resource and the base of better lifestyle and promoter of happiness has also undergone exemplary changes with the development of economy and society as per the varying needs to suit the given environment. In India, if we go back to Vedic era education was imparted through Gurkul System where guru teaches the disciple in natural environment under the tree where students were under strict control, guidance and monitoring of guru and have to observe strict Bhramcharya Jeeven. Thereafter, came the era of class room teaching and learning where education was imparted in instructive mode based on black board explanation and text books for further readings. With the opening of Indian economy in 1991 and with the emergence of information technology revolution the way of teaching and learning has changed enormously, where black boards have been replaced by smart boards, connected with LCD projector and computer, explaining the concepts to students not through the basic medium chalk and talk but replacing it with Power Point Presentations and talk, audio recordings and visual clippings. We are digitizing our education system and moving gradually towards paperless society thus traditional books are been replaced by e-books, paper assignments are been replaced by e-assignments in soft copy and so on. Even teacher taught relation is going the electronic way through various tutorial web sites and on-line learning applications. The digitization of education has made available huge loads of information just at the click of

button and has resulted in boundless material available to the end user who can quench the thirst for knowledge easily.

Review of Literature

Jadhav, Vaibhav. (2011) produced a paper titled "ICT and Teacher Education," in which he emphasized the world is changing fast; new frontiers of knowledge are being added with passage of time. There have been technological advancements and developments in the field of energy, environment and communication. Since last few years' technology has become an important part of education. To enjoy benefits of technology the time has come when the teacher educators will have to learn how to be co-learner with the trainees. The school curriculum has to gear up to face the challenges of ICT, and accordingly pre-service and in-service programmes should be aimed to train prospective teachers to use ICT competently and making teaching learning process a joy.

Kamble, Avishkar. D. (2013) in the paper titled "Digital classroom: The Future of the Current Generation," examined in length the significance of digitization in education and stated that a modern classroom is basically an Information & Communication Technology based classroom. This aims at converting traditional classrooms into interactive sessions by combining best hardware with syllabus-compliant, multimedia content. In many colleges, computers are used by teachers and students for better communication and learning. The paper discusses how a digital classroom is basically an ICT-based classroom which helps to convert traditional classrooms into interactive sessions.

Nigam, Anushree. Srivastava, Jyoti. Lakshmi, Tanushree. Vaish, Anurika. (2015) In their combined paper titled "Digitizing Education: A Cost Benefit Analysis," argued that Use of technology has become a common practice in today's world. As the world is moving rapidly towards digital media, the role of IT in education has become increasingly important. Development of digitization can be outstanding if it can be utilized in education, research and extension activities which can be cost effective. The paper attempted to understand whether traditional approach of education can be replaced by digital mode of education or not? The paper focused upon three things Firstly; it exhibits the transition of education from a traditional educational approach to digitized approach. Secondly, it analyses the associated cost and benefits of digitized education in today's society. Finally, it attempts to propose few mechanism for incorporating digitized education and its impact in higher education scenario towards building India as a Technoscape for future advancement.

Jha, Nivedita., Shenoy, Veena. (2016) in their research paper titled "Digitization of Indian education Process: A Hope or Hype," stated that over a period of time many changes have

occurred in different sectors of economy including the education system. Education sector unlike any other sector has seen many stages in its evolution. From Guru-Shishya system of conducting the class in open garden under the trees to closed class room lectures, presentation form of teaching with the aid of LCD touch-screen projector to online notes and now instant Whatsapp messages is the buzzword among the students. Whatsapp has gained the status of being authentic formal means of communication among the students and the academicians. The paper analyzed the introduction on electronic modes of imparting education and to analyze whether in the given state of Indian education it inspires hope or is just another hype created in the sector.

Objective

1. To have an insight regarding basic components required for promotion of digital education.

2. To know about the important online learning applications available to students

3. To understand the factors that have enabled the growth of digital education in India

4.To appraise oneself with the benefits of digital education over traditional way of imparting education. 5. To analyze the adverse impact of digitization of education on the students' attitude and culture.

Basic Components of Digital Education

Use of information and communication technology in education is based on certain pre-requisite and only after meeting out these basic infrastructural requirements we can move towards digitization of education. Some of the important peripheral components towards digital bound class rooms are expressed below:

1)Smart Boards

SMART Board is an interactive whiteboard developed by SMART Technologies. It is a large touch-sensitive whiteboard that uses a sensor for detecting user input (e.g. scrolling interaction) that are equivalent to normal PC input devices, such as mice or keyboards. A projector is used to display a computer's video output onto the whiteboard, which then acts as a huge touchscreen.

2)Class Room PC

Most classes require students to prepare lot of reports and assignments followed by presentations. Thus the basic requirement of digital class is availability of personal computers/ laptops/ tablets wherein large amount of educational information and data be stored and retrieves as and when required. This allows

3)Projectors

Projectors are the basic requirement for digital class as it helps in displaying on board the presentations both be teachers and students for imparting broad based learning. Projectors are hooked with the laptop and acts as a reflector of information from laptop to large screen on the whiteboard for visual presentation before class.

4)Internet Connectivity

For successful implementation of ICT in education uninterrupted internet connectivity is the basic requirement. Thus good internet connectivity should be ensured so that information can be shared with others without any delay and so also e-mails and browsing of study material, research reports, world bank and other national and international reports can easily be assessed.

Online Learning Applications Instrumental in Digitization of Education

Digital learning is replacing traditional educational methods more and more each day. The inclusion of digital learning in the classrooms can vary from simply using tablets instead of paper to using elaborate software programs and equipment as opposed to the simple pen. Add to it there has been increasing dependence on websites and study aids designed for at-home use. Even use of social networks and communications platforms to create and manage digital assignments is on the rise. Irrespective of the extent of technology integrated into the classroom, digital learning has come to play a crucial role in education. It empowers students by getting them to be more interested in learning and expanding their horizons. Below are the important online learning applications and tools which are prominently utilized as part of digitization of education in India.

1) Google Classroom

Google Classroom is a free web service designed for schools to help them with drafting, mass distribution and grading assignments in a paperless form. With Google Classroom, the learning process becomes extremely easy and is streamlined by way of sharing files between teachers and students. Here the students can post their queries on the lessons taught in the classrooms and receive answers from teachers and other students. Teachers can also post study materials for students to review at home. Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling.

2) EPathshala

EPathshala a portal initiated by the Ministry of Human Resource Development and National Council of Educational Research and Training was launched in November 2015 as one of the initiatives of digital India campaign. Epathshala is a gigantic educational reserve that hosts resources for teachers, students, parents, researchers and educators which is available on multiple platforms such as Web, Android, IOS and windows platforms. The students can get access of all the required material, including textbooks, audio, video, periodicals and a variety of other print and non-print materials through ePathshala and can be downloaded by the user for offline use with absolutely no limits on downloads. ePathshala also allows users to carry many books as their device supports. These books allow users to pinch, select, zoom, highlight, navigate, share and make notes digitally.

3) Cuemath

Cuemath is an interactive learning platform for math. The platform's focus is to enhance the quality and method of math learning and teaching. Its multi-format approach to math involves puzzle cards, workbooks, tabs and math boxes. The startup launched the first ever 'Mathematical Universe', where they developed a set of characters who embark on math-based adventures in stories. This comic book-style medium enables the student to interact with the possibilities of the mathematical universe.

4) Khan Academy

Khan Academy is a non-profit organization that was conceptualized with an aim of building a range of online tools that can help students understand various lessons and concepts in an easier way. The Khan Academy produces short lessons in the form of videos both on the Khan Academy's YouTube channel and on its hugely popular website www.khanacademy.org. Its website also includes supplementary practice exercises and materials for educators. Lessons are presented by way of videos, interactive activities, and challenges. Hence teachers can make use of Khan Academy to supplement their teaching and also provide extra work to students and help them with all or difficult content.

5) GuruQ.in

Parents and students are usually faced with challenges of finding the right tutors, who can provide quality education, are reliable, have a good teaching background, and suit their budget. GuruQ.in is India's largest tutor community platform where one can pick quality-certified and user-rated tutors offering both online and offline tutoring options. By logging on to www.guruq.in they can use the platform to pick reliable 'GuruQ Certified' tutor options for primary, secondary, higher secondary and undergraduate courses. GuruQ's unique dashboard

helps students save valuable study time by allowing them to manage timetables, schedule classes and assess self-progress.

6) Kahoot

It is a game-based learning platform where students can learn via games or, 'Kahoots,' which are multiplechoice quizzes. With this digital tool, which can be accessed via a web browser, teachers draft extra questionnaires, discussions online with academic lessons. The material can be then projected in the classrooms and questions are answered by students while playing and learning at the same time. This not only enhances student engagement but also creates a dynamic, social, and fun educational environment.

7)BYJU'S

BYJU'S is one of India's leading edutech startups which uses a combination of gamification techniques to keep students engaged. At BYJU'S, technology offers teachers a combination of tools, mediums, and interactive formats to deliver concepts in the most personalized format. The app offers comprehensive learning programs in Math and Science for students between classes 4th-12th. It also has test prep courses for competitive exams like CAT, NEET & JEE, IAS, GRE & GMAT etc.

8)Seesaw

Seesaw is a user friendly learning portfolio tool that empowers students to independently document what they are learning and perceiving at school. Students can use photos, videos, drawings, text notes, links and also Seesaw's built-in audio recording and drawing tools to showcase their knowledge imbibed, and also explain how they got their answers. Student's projects are stored securely in the cloud. Seesaw is made available on several different devices, such as Chromebooks, computers, iOS devices, Android devices as well as Kindle devices through which parents can access their wards work.

9)Toppr

Toppr is one of India's fastest growing learning apps that provide personalized learning for students studying for various boards, Olympiads, engineering, Commerce and medical competitive exams. The platform enables students to learn comprehensively, improve their examination scores, and rise to their full potential. The platform also provides personalized, adaptive learning tests and practice packages that help students ascertain and improve their rank.

Factors Promoting Digital Educational in India

Digitization has started from very tender age, child holds mobile and views and hears videos and songs even when in not one year old. Today, little children are watching their favorite cartoons and learning pictorial rhymes on the same device. Education is being imparted to them through flexible and non-intrusive formats. As a consequence, students across all age groups are discovering the joys of learning and having fun while at it. There has been a noticeable shift in the perception of parents and teachers too are supporting digital learning. Institutions are making efforts to shift the focus back on students to reinvent the way they learn right throughout their life. India might not have readily adopted education technology but it's heartening to see how a traditional sector like education is using technology as an enabler so far. Some of the factors that are enabling the growth of digital education can be cited below.

1)Personalized and Adaptive Learning

Learning platforms, softwares and digital devices are together creating countless new ways to modify education. This way, the academic potential, strengths, weaknesses, aptitude and learning pace of every single student is catered to. Precise, mobile and reliable applications are being created to teach students, help them practice their learning, take assignments and manage their schedules. Schools are now providing their students with digital devices like desktop computers, laptops and tablets. These devices are aiding them in the teaching process while also helping them understand how students learn and how to enhance their learning process.

2)Two-way Conversations in E-Learning

In the traditional classroom seating scenario, students are unable to get the individual attention they need due to time constraints. In contrast, the one-to-one context of learning in digital mediums currently students can learn through videos and chat with an expert. The upcoming 'Learning Management System' will continue the two-way communication model between students and experts. More importantly, it will let students track their coursework progress, identify improvement areas and offer ways to make the most of them.

3)Mobile-based Learning

Over the past few years, mobile learning has picked up by the populace which has gradually assimilated it in their lives. It has offered students the flexibility to access educational content seamlessly across multiple digital devices like desktops, laptops, tablets and smartphones. The smartphone user base in India continues to increase, in both urban and rural areas. The coming years will witness users accessing most of their educational content through internet powered smartphones in a massive way. Most educational content, including even online courses, will be optimized entirely for mobile devices.

4)Video-based Learning

Video learning has always appealed to students since it closely mirrors the traditional classroom teaching style. Earlier, students watched video lectures as a form of homework and then discussed them during the next class. Over time, this habit brought about a remarkable improvement in their performance, with a noticeable improvement in grades. Video lectures allowed students to learn subject syllabi at their own pace and dedicate time spent in class towards interactions. This will continue to be a trend in the future where students will have access to rich and interactive content, which will be useful for both formal training as well as performance enhancement. The increase in video-based learning on mobile devices will eventually account for 80 per cent of all internet traffic by 2019.

Benefits of Digital Education over Traditional Education System

Normally it was said that 'the more you read books the better it is' and we talk about 'learning by doing', this concept is undergoing change and new phrases are being developed such as the 'more you involve yourself digitally in education the better it is' and 'learning by seeing, listening and applying oneself to online tutorial and test examination exercises.' Today education is becoming digitized faster than expected the reason cited is that digital way of learning has a long lasting impact on the memory of the learner and makes him more smarter embodied with logical thinking and sharp reactions in a given situation that that being possessed when more reliance was on class room teaching and traditional methods of imparting education. Following are the important benefits of digital education over the traditional education system of education.

1)Smarter Students

 Learning tools and technology enable students to develop effective self-directed learning skills. They are able to identify what they need to learn, find and use online resources, apply the information on the problem at hand, and even evaluate resultant feedback. This increases their efficiency and productivity. In addition to engaging students, digital learning tools and technology sharpen critical thinking skills, which are the basis for the development of analytic reasoning. Students who are exposed to open-ended questions with imagination and logic, learn how to make decisions, as opposed to just temporarily memorizing the textbook. Digital learning is based on gamification. Gamification is a great feature of interactive learning because it teaches children playing in a group to depend on and trust each other in order to win a game or achieve their goals. They also promote cooperation and teamwork which are very important skills, in every aspect of life.

2)Self-Motivated and More Accountable

Students using digital learning tools and technology become more engaged in the process and more interested in growing their knowledge base, they may not even realize that they're actively learning since they're learning through engaging methods such as peer education, teamwork, problem-solving, reverse teaching, concept maps, gamification, staging, role playing, and storytelling. .Since digital learning is far more interactive and memorable than voluminous textbooks or one-sided lectures, they provide better context, a greater sense of perspective, and more engaging activities than traditional education methods. This allows students to better connect with the learning material. Further, they often offer a more interesting and involving way to digest information. This is reflected in their retention rates and test scores. Also, when students can track their own progress it can improve motivation and accountability.

3)Greater Involvement Educators and Parents

Learning tools and technologies like social learning platforms make it easy for teachers to create and manage groups. The shift to digital learning approximates the benefits of tutoring while freeing up time for teachers to address individual and small group needs. The opportunity to customize learning sequences for each student makes education more productive by closing learning gaps sooner and accelerating progress. Dynamic grouping, workshops, and project-based learning add lots of collaborative learning to the already present education model. Educators can also join online professional learning communities to ask questions and share tips and stay connected with a global educators' community. They can keep themselves updated with the most relevant content for their curriculum using digital learning tools and technology. This helps teachers teach better and students learn better through engagement and enjoyment. Apart from educators, parents can use interactive activities to encourage their child's interest in learning since gamification makes the process much more enjoyable and interesting. Parents can also explore online learning activities with their child which can serve as an extension to what they are learning in their classrooms.

4)Better Information Sharing

Shift from print to digital has impacted how we learn. Just as printing press did six centuries ago, this transition is transforming formal education and increasing learning opportunities. Digital learning is not only allowing students to access more and more information but also ensuring that the information in question is customizable and suited to their personal needs. The opportunity to help every student learn at the best pace and path for them is the most important benefit of digital learning. Digital learning tools and technology enable educators to

rapidly share information with other educators in real-time. The explosion of free and open content and tools has created an environment of sharing economy. By embracing digital devices and connected learning, classrooms around the country and around the globe can not only coordinate with one another to share insights but also boost learning, experience, and communications skills. The practice also allows educators to enjoy a level playing field.

5)Increasing Students' Employability

Equipping students with the requirements of higher education and holding a career at a young age has become one of the most crucial responsibilities of school education. Digital learning solutions based on problem-based learning emphasize on learning methods that are constructive, collaborative and calls the students' attention to a real-world approach to learning. Digital learning tools and technology in elementary, secondary, and high schools prepares students for higher education and modern careers by helping them acquire skills including problem-solving, familiarity with emerging technologies, and self-motivation.

6)No Geographical Limitations

With the introduction of online degree programs there is hardly any need of being present physically in the class room. Even several foreign universities have started online degree courses that students can join. Distance learning and online education have become very important of education system now days. Thus digitization of education has crossed all boundaries for students who have thirst for knowledge.

ADVERSE IMPACT OF DIGITIZATION OF EDUCATION ON STUDENTS

There is no doubt that the introduction of ICT in the field of education there digitizing it has helped students and teachers by promoting better flow of information any time at any place at the convenience of teacher and taught by just clicking a button. The digitization has also helped in availability of huge information related to any topic of interest thereby expanding the knowledge horizon and better learning. However, there is flip side of ICT enabled education system which is hampering the mental toughness and analytical skills of students and also has been resulting in attitudinal problems among the learners. Some of the important impacts of digitization of education on students are highlighted below.

1)Addiction

Due to continuous dependence on electronic modes like laptops, mobile phones and other gadgets for seeking information and completing of assignments, projects and even for

preparing study notes and completing homework online and submitting to the evaluator in softcopy has proved to be harmful. As a result, young vulnerable teens often get attached to computers for several hours. This often leads to their health being impacted, especially their vision.

2)Obesity

Obesity is a global killer and one of the main reasons for underage children to become obese at a young age happens to be the fact that they spend their maximum time on studies via computer devices and also in free times they stuck themselves to online games than engaging themselves to outdoor and physical activities. This lack of physical activity on their part leads them to obesity, fatness, heart disease, diabetes, repetitive strain injury or eyestrain, wrong posture/position, neck pain, physical and mental stress.

3)Social Disconnect

Although the internet has reduced physical distances between people, but that doesn't means they brought all closer together and emotional distance is increased in some aspects. People always busy with their own virtual world and passing a day. They forget the real world with family and friends and they becoming a formality. Children too are spending more time in virtual world and they adopt wrong thoughts thus rising cyber-crimes and extra marital affairs with the use of ICT gadgets.

4)Reduced

Face-to-Face Interaction In traditional teaching system there was direct face-to-face conversation between teacher and student which use to develop a web of understanding and confidence on each other. Now days, people mostly likes online communication rather than real conversations so people tend to become more individualistic and introvert. Other limitation is that we are not able express our feeling or what we are actually want to say by the use of e-mail or social networking sites. Thus we required face to face communication with them to express our real feeling.

5)Unwarranted Information at Tender Age

Since the introduction of ICT and that too in education students are being provided with tablets, laptops, smart mobile phones with high speed internet connectivity so that they can browse the required information without delay. The dark side of this vast sweeping information technology is that students are viewing unwarranted websites and prohibited content at the tender age which pollutes their tender minds and forces them to unnecessary activities and sometimes even result in promotion of criminalization.

6)Lack of Concentration

SMS and text messaging has become a favorite pastime of many students. Students are seen playing with their cell phones day and night and also during lectures. Being over connected to the on-line world has resulted in lack of focus and concentration in academics and to some extent even in sports and extracurricular activities.

7)Declining Writing Skills

Due to excessive usage of online chatting and use of keyboard for typing text along with use of shortcuts in texting the writing skills of today's young generation have declined quite tremendously. These days, students are relying more and more on digital communication that they have totally forgot about improving their writing skills. They don't know the spelling of different words, how to use grammar properly and how to do cursive writing.

8)Increasing Incidents of Cheating

Technological developments in the field of education such as introduction of graphical calculators, high tech smart watches, mini cameras and similar equipment have become a great source to cheat in examinations. It is easier for students to write formulas and notes on graphing calculators with little chance of being caught.

9)Declining Mathematical Skills

With the advent of ICT in education and promotion of high tech and scientific/programmed calculators in class rooms and examinations the calculative powers of students have declined enormously. Even, for simple additions and subtractions the find hard to make mental calculations and rely totally on calculators. This is not good in interest of student as it dents the capability to apply brain.

Focus Areas for Future

To make ICT and digitization of education a success with more fruitful results in terms of knowledge and learning sharing following should be the focus areas for times to come in near future.

* Modern educational technology is less effective when learning objectives are unclear and the focus of the technology use is diffused. The schools need to convene a technology planning team comprising administrators, teachers, technology coordinators, students, parents and representatives of the community (community-wide involvement) to determine the educational

goals for students and types of technology that will support efforts to meet the goals. The team should also develop a vision of how technology can improve teaching and learning.

*Students cannot be expected to benefit from technology if their teachers are neither familiar nor comfortable with it. Many teachers fall behind their students when it comes to modern technology skills and competences, thus making it difficult to interest, motivate and engage children in conventional lessons. They need to have experience with the technology. Hence it is important to provide professional development to teachers to help them not only to learn how to use new technology, but also how to provide meaningful instruction and activities using technology in the classroom.

* Longer class periods and more allowance for team teaching should be built in the daily schedule. Students may need more than a daily 30- or 40-minute period to find, explore and synthesize material. Thus more time should be built into daily schedule allowing teachers time to collaborate and work with their students.

*With a potentially powerful effect of media and the growing empirical evidence for negative impact of technology on students, parents should take care to limit exposure to detrimental technology. They should keep a vigil on what content their wards are reading and viewing in the name of online education.

Conclusion

There is no disagreement over the fact that digitization of education is the requirement of the hour in order to match the educational environment and system prevailing all over the world, but at the same time it has to be analyzed as to how this system has to be adopted so as to nullify the adverse impact, of excessive dependence on electronic medium of information sharing, on the youth and protect them from behavioral and psychological imbalances. At the same time it is the need of hour that policy makers come up with such system which is a blend of traditional and modern ways of teaching that is protecting the teacher and taught relationship along with promotion of digital education system. Also measures be initiated that the students do not have access to information which is not meant for them and may misguide them to wrong direction propelling unsocial behavior and violence thinking in them. We have to tackle our youth asset very carefully so as to convert them into meaningful population full of capabilities and responsible natives.

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Digital Education: Pros and Cons

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Abstract :

Educational institution is transforming from traditional method of teaching to online mode of teaching after COVID pandemic. Educational institution were closed during the COVID-19 due to which teaching-learning process was badly affected, forcing the institution to move towards the digital education. Today, digital education has emerged as a necessary tool for students and help them to engage in the learning process in the better way. It also opens the door for the teacher to deliver information across the world through interactive multimedia. Digital education is very essential in some aspects, but there are some instances where it is to be disadvantageous. The paper focuses on the pros and cons of the digitalization of education.

Introduction:

During Covid 19 pandemic, everything was stopped. It seemed that the world has ceased, peoples lives were chaotic. In such situation virtual world was the only means that was connecting the people to their loved ones and encouraged them to fight in adverse circumstances. The same affect has also seen on the educational institutions. All the activities of many educational institutes, school, college and universities was closed. However, students were continuing their education through online learning via Google meet, Zoom, Google

Classroom, Microsoft teem, OBS software, Live You Tube Classes etc. As a result, digital education became the best option to meet the need of learning as keeping educational institutions open could pose a security risk to the students (Ghoshal, 2020). During and after the corona pandemic, digital education emerged as an innovative digital tool and technology for teaching and learning as well as an alternative to traditional education (Vincet & Mathew, 2022).

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

Currently the education system is switching towards the digital world. Recently in India too, the education policy has been revised and the 2020 new education policy (NEP) has been implemented, which has multi-faceted objectives.

In this education policy, special attention has been given to digital education, the main objective of which is to change the system and structure of education in the country and to universalize education. The present era is the era of digital technology. Various applications, software and online platforms are now being used in the form of digital education which ensures that the student is fully engaged in the learning process. Therefore, it is very important to provide training for up-skilling and motivating the teachers to deliver their lecture by the online mode so that students can easily access that information across the globe.

In India, most of the students especially from the rural areas facing Internet connectivity problem, Struggling to access the various application and software due to lack of ICT knowledge, poor economic condition and non-availability of electronic gadgets (Gowda & Kottary, 2020). In one hand, digital education is opening new dimensions of education, but in another hand, there are many struggles and challenges in front of it. The aim of this paper is to discuss the pros and cons of the digital education among the students.

Pros of Digital Education :

•Anywhere Anytime: It enables learning from anywhere and anytime. Faculties can schedule live classes as per their convenience. The students can also access the recorded lectures at their own convenience (Rawashdeh et al.2021).

•Self Paced Learning:. It enables the self-paced learning for the students. The student can access and utilize the recorded classes so many times and understand the things with their own speed (Gowda & Kottary, 2020).

•Flexibility: It provides flexibility in teaching learning time. Student can access the recorded content as per their convenient timing. In the same way, teachers can also fixed live classes according to their convenience. It also allows the student to make their own time table and maximum control over their time (Jingyu &Yuzhau,2014).

•Access to expertise: Students can access the degree courses that may not be available in their local institution. Digital education allow them to approach the expert of the Degree courses and get the opportunity to gather more information in the concerned subject (Ghoshal,2020).

•Budget friendly: Digital education eliminates the cost related to transportation, meal and device estate (Stecula & Wolniak, 2022). Student can obtain the study material via online platform which creates paperless medium that is also beneficial for the environment.

• Improve student attendance: It provides the choice of location to the students, therefore, it is very few chances to missing out the lectures by them (Veerendra, 2022).

• Information can be stored: All the information can be stored safely in online databases which includes study material in the form of recorded lecture, PPT, PDF, audio, notes, etc.

• Variety of learning style: Each student is unique, has a different learning journey and learning style. Some students can understand the things through audio, some prefer visual learning and some are the solo learners. This system has a variety of options and resources to create learning environment best suited for each learners.

Cons of Digital Education :

•Internet connectivity issue: Internet connectivity is the major problem of digital education, especially for students living in a remote area. Due to connectivity issue they are not able to attend the online classes and sometimes they are unable to access the study material which affects their entire study.

•Non availability of electronic gadgets: Some students come from rural areas and poor family. they do not have electronic gadgets for taking the classes online which hinder the process of online learning, in such a situation, the implementation of digital education seems impossible.

•Lack of interaction: In digital education, online mode of teaching takes place via computer which causes no or minimum face to face interaction between students and teachers and in most of the cases communication done only through the mails.

• Inability to manage screen time: Mostly students facing the problems with focusing on the screen for long period of time. Due to long sitting in front of computer screen, there is the greater chances to increase risk of health issue such as eye strain, bad posture and physical

problems in students, it is also the chances that students can easily get distracted by social media or other sites (Goutam, 2020). Therefore, it is very important for teachers to keep their online classes more interactive for students to help them and stay focused on the lesson.

• Lack self motivation. In traditional education, face to face interaction with friends, teachers and, busy Schedule push the students towards their goal, but in digital learning, it does not show the same effect as traditional learning. Although the factors pushing them towards digital learning are few (Tamm, 2022) but many students do not feel comfortable talking to the person as they do not have a personal meeting with the person.

• Can be frustrating: Sometimes students prefer to communicate with teachers through their verbal and nonverbal expressions. In such cases, it is a kind of pressure or struggle task especially for those students who do not want to communicate through writing (Goutam,2020).

• Not suitable for practical classes: It is not suitable for practical classes as in many cases, it focuses largely on the theoretical approach (Stecula & Wolniak,2022). In practical classes hands-on practice are needed for experiments and physical observation to understand the facts of science in a better way.

• Lack of Social Cohesion: India is the place where people of all Religion, Caste, Class, Gender get education together without any discrimination. It is the very important lesson of life which cannot be accomplished via online class (Digital Education in India, 2020)

• Teacher training, it is very essential to have a training for teachers to understanding and use the digital tools so that they can easily conduct their online classes. After taking the training they will also able to train their students to access various online platform for their study.

Conclusion: Today the technology emerged as necessary tools for education system to combat with the critical condition as we have seen in covid pandemic. It will be no exaggeration to say that digital education will be the key to hold the education system in India. It will become more advanced in the future and make the changes in the learning system. It has transformed the face to face interaction into the online mode where learning and career counselling are encouraged too equally. Today in this time, student and teachers both are facing some issue with the technology but in the future, it will become more advanced with the times and get updated as per the need. Today it has some cons. It is not applicable at the primary level where student are not self motivated or disciplined. However, Advancement in these field, ensures its effective implementation in the learning online management system in the times to come.

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The Importance of Research & Innovation in Economic through National Education Policy (NEP), 2020

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Abstract:

The New Education Policy (NEP), 2020 was recently announced by government of India with the headed by Dr. Kasturirangan, former chairman of the Indian space research (ISRO) to improve the standard of basic and higher education in the country to ensure that the student acquire global competency. The policy provides a quality education which is beneficial to meet the new research and innovation for economic growth in India. The policy will provide opportunities to learn practically through experimentation, vocational training, research, art, languages, and innovations have been accorded to importance in the policy. The New Education Policy (NEP), 2020 provide research ecosystem under the stewardship of the National Research Fund (NRF).Research and Innovations is the key element for sustainable long term economic growth of our country. Research and innovation is basic building process for the economic growth. Indian economy is the fastest growing economies in this modern and future globalization world. Indian's average economic growth is 7%. This average economic growth is for short-term phenomena because of increasing in the product market. To fulfillment for future prospects research and innovation is key element. This paper emphasis on research and innovation that includes both new innovated goods and services to increase in the share of GDP national income. The paper examines that long-run relationship between research & innovation and economic growth. Research and Innovation increases the efficiency in the

factors of productions. Finally, the purpose of this paper to examines the role of innovation in the long run for increase the productivity.

Keywords :- National Education Policy, 2020, Growth and development, Research and Innovation , GDP, National income.

Introduction:-

What is economic growth, according to the Oxford dictionary," The expansion of the output of an economy, usually expressed in terms of the increase of national income". So, if we want to increases output of the economy, we must aware for investment more. Economic growth, is the process by which a country wealth rise over time. Although the term economic growth is often used in discussions of short-term economic performance. Economic growth is the growth that increases in the value of an economy's goods and services, which creates more profit for businesses. To increases the profit in business we focus on rise the production capacity by research and new innovation. The awareness on research and innovation is must power for economic growth in our country. According to the world development indicator published by the World Bank India spend barely 0.69% of GDP on research. In addition according to the World Intellectual Property Organization (WIPO) bulk of the resource spent in India driven by the central government accounting for 45.5% is contributed to spend earlier. India has a poor performance in the research and innovation but through National Education Policy (NEP), 2020 it can boost up which is directly affected in the economic growth.

Research is the prerequisite of Economic growth

Research is creativity that produces new products, creates new jobs and new industries cut cost of production which increases economic growth, national income and over all the national welfare. Research from time to time facilitate understanding the new dilemma of fresh knowledge which turns benefit teaching research also explore societies and economies to innovate creative thinking besides finding solutions to various socioeconomic problems through public intervention. The foremost point is that National Education Policy (NEP),2020 provides for a research ecosystem under the stewardship of the National Research fund (NRF). NRF provides a building a research ecosystem with the help of government. According to the NEP, "the NRF will work towards seeding, funding, coordinating, and monitoring research and innovation initiatives." Hailing the plan to Establish the National Research foundation (NRF)as a progressive move, he said that the proposed agency will facilitate incentives for outstanding research, even while funding institution such as DST, DBT, ICAR and ICSSR will continue funding research in priority areas. In effect, the endeavor is likely to have a significant impact on research funding.

One of the fundamental principles, of National Education Policy (NEP), 2020 "Outstanding and research as co requisite for outstanding education and development". It means for every good research there would good quality education from basic level which is very helpful for growth of the country. If the students get skill based education in very early and also in higher education can implement their knowledge for new research.

Through, National Education Policy (NEP), 2020 has give importance of research in a country economic growth. Earlier time research is not in subject matter in our education but through National Education Policy (NEP), 2020 government focused new research for our economic growth. The role of research in building of nation or country which has a group of people living together .The meaning of countries building is development of education. The basic structure of research is developed from knowledge and knowledge is the ability to think innovative creative new ideas. Research is of knowledge and knowledge bring a new innovation which generate new goods, new product and services in the market therefore would increase the production capacity and would decrease or removal of unemployment. It would increase the income of factors of production and which directly increase the GDP or national income. If we want that our country is developed or more growth or become an economic strong then we must work on our innovative ideas and research work. Today's, research is very important for product market and helpful for the entrepreneurs business to strategy and develops the business. Even in the history of economic theories the research play a significant role for growth and development and boost the GDP/ national income.

Innovation is a Key Driver for Economic Growth

New education policy is a positive step towards nation building and growth. Because NEP 2020, the four areas of the reforms seek to cultivate '21st century skills' among students including critical thinking, problem solving, creativity and digital literacy. As technological advances there is rapid growth in the product market and globalization. So innovation can lead to higher productivity, it means that more inputs, more outputs. As production rises, more goods and services are produced it shows economic growth. In economic terms, innovation describes the development and application of new ideas and technologies that will rise and improve quality of goods and services or increase their productivity. Innovation and economic growth being vast benefits for product market and business enterprises. As productivity increases the more labour will employed will directly affect the income per capita income of the consumer and so rise demand more goods and services with directly affect the aggregate demand which the production and increases the GDP or national income. If we see the

historical background of the economics innovation theories who contributed for growth of the economy.

History of Economic growth model :- Even this paper links back the story of economic growth to the studies of 17th and 18thcentury.The role of research was confirmed in the models like Romar (1987), Romer (1990), Barro and Sala-i-martin (2004). Even, in the 1990s, 2000s, 2020s, the empirical investigation made the significant factor of economic growth.

The Romer model economic growth model :- The Romer's growth model consider changes in technology to be endogenous. Therefore, technological advance help to economic improvement. He also assumes that innovation plays a vital role for economic growth. His theory ties the growth with new idea, new research and technological change.

Solow growth model (1956):- the solow growth model is neo-classical model. He also explains the long-run economic growth in his model. He emphasis technological progress helpful for economic growth.

Schumpeter' innovation theory :- Joseph's Alois Schumpeter is best known about his 1942 book 'Capitalism, Socialism and Democracy'. The Schumpeter innovation theory of coined the word "creative destruction" which describe the old is replaced by new one through innovation.

Research and Innovation are embodied

Research and innovation plays a vital role in triggering important and sustainable growth and job creation. Research is the main to developing new and innovative products and services, which enables higher productivity and industrial development. From research and innovation new creativity and ideas come forward in the existing business or organizations and increases production activities. Even it can raise the new business or birth for new business and organizations .If we see that the research and innovation can find new prospectus for long run economic growth as well as solution for improve the economic conditions of the country. This paper focus how the research and innovation can work together to increase the productivity of the output and would generate new employment and increase the aggregate demand of the country.

How NATIOANAL EDUCTIONAL POLICY FOR ECONOMIC GROWTH:- National Educational Policy,2020 aims to boost child to get the opportunity to learn, explore and excel himself / herself in every aspects. Whether in skill, research, learning, new idea and innovation. Because NEP,2020 sets a target of exposing at least 50% of learner to skill-based education & engagement in the right skill and interest through practical training as a part of the school and higher education. Therefore, the students can start research, innovation, new idea, creativity in

aspect which boost over economy. even it would helpful for generate employment. It is believe that this National Education Poicy,2020 will open new doors for the youth in employment not only in the job prospectus but also in enterprise or business through research and innovation. This start-up can increases per-capita income and national income or GDP of the country.

Outcome of the Research & Innovation :-

Outcome from research and innovation means what had done by the group people to raise or increases in the production. For this the government put positive efforts for new ideas which would create among students, teachers and scholars

To quote from the report according to the World Intellectual Property Organization (WIPO) China made as many 13,38,503 patent applications as just 10% being made by non-resident Chinese the USA made 6,05,571 patent applications of which over 70% were not residents Indians.

We need to invest more money in research. Research spending should hit 3% (India's) GDP from 0.7% currently. Of this private contribution should jump at least 1.5% from 0.1% at present", said GopalaKrishnans.This paper focus how the research and innovation can work together to increase the productivity of the output and would generate new employment and increase the aggregate demand of the country.

According to the Ministry of Commerce and industry being at the third spot in terms of volume and 4th in terms of value. The Indian pharmaceutical market is projected to reach USD 120 - 130 billion by 2030 from USD 42 billion in 2021.

India has lately witnessed the rise of it's Edtech sector, which is expected to grow to USD 4 billion from the current USD 750 million. According to the India Brand Equity Foundation (IBEF).All these been possible because the government focus new innovation to raise the economic growth. In this context the NEP helpful that the early stage for new innovation. Innovation and innovative solution create for rising needs and demands of people. So, has India done enough to be called the "innovation hub." With all the education degrees innovation of our neighboring countries taught in their our own language these countries are able to innovate research serve the things and able to penetrate the market.

Conclusion

This paper concentrated on the role of research and innovation for the economic growth through National Education Policy (NEP). 2020 and that if which has truly significant role in the future economic growth of India. Similarly, GDP or national income also affect by research and innovation because research converts money into knowledge but it is innovation that

converts knowledge into money. National education policy 2020 puts positive effort efforts to increase the awareness in the student and even the teachers for the research and innovations not only for any particular single sector but all the sectors were surely powered for sustained economic growth. NEP 2020 implements the skill learning understanding and new research new learning methods for every child all students in the early stage even they focus on the practical learning rather than theoretical learning so NE P2020 become helpful or important for the service and innovation which further importance for generate or increase GDP or national income of our country.

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"Analysis of Concept of Ayurveda – Tridoshas and Prakriti"

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Abstract –

Ayurveda, one of the oldest medical systems, is the science of living beings which deal with maintenance of a healthy individual as well as removal of the diseases. Interestingly, Ayurveda has ability to treat many chronic diseases such as cancer, diabetes, arthritis, and asthma. It has been found in many researches that yoga has positive effects on mild depression and sleep problems. The Core philosophies of Ayurveda are concept of tridosha and prakriti. Normal body fuctions are maintained by tridoshas. Imbalance in tridoshas due to unhealthy lifestyle is directly responsible for diseases. The doshas arise out of the five mahabhutas and can be regarded as the three primary energetic principles which regulate every physiological and psychological process in the living organism. Any imbalance in the tridosha manifests in a wide variety of signs and symptoms. Lifestyle means Prakruta Dosha i.e. Prakriti itself. It shows individual combination of Tridoshas, gives guidelines related to Ahara (food and drinks) Vihar (habits) and Vichar (thought and behavior). Concept of Tridosha in terms of Prakruta and Vaikruta Dosha are related to lifestyle disorder. Samyaka Ahar, Vihar & Vichar according to Doshas Prakriti and Guna is helpful for personalized prevention and medication and thus to combat lifestyle disorders. The entire Ayurvedic Science is built up on this Tridosha-Siddhanta only. The living body is maintained by the vata, Pitta- and Kapha. If any disturbance takes place in these tridoshas, the living body suffers with diseases or it may even die.

Introduction –

Ayurveda means "science of life," and is comprised of a vast body of information about healthy living and treating disease. Ayurveda represents a treasury of some of the world's greatest and deepest insights into the nature of life the structure of the human physiology, and the possibility of extending the human life-span. It covers areas of medicine that range from psychology to surgery, and pediatrics to geriatrics.

Ayurveda teaches that the central principle of health is balance. There are four aspects of the body that need to be kept in balance in order to maintain good health- these are the doshas, the dhatus, the malas and agni. Each of the four components here must be in a state of harmony— neither too strong nor too weak—for the body to remain healthy. This provides vitality by allowing greater capacity for prana (life energy required for all of the body's functions), and immunity from disease.

In Ayurveda, the three doshas- Vata, Pitta and Kapha are the functional entities within the body mind complex. These manifest in the body through their qualities, specific locations, and the active roles they play in coordinating the processes that form and sustain the body. In other words, they are the energies that make things happen in the organism. Vata, Pitta and Kapha are the entire body and thus produce good or bad consequences in the entire body when non-aggravated or aggravated. In the state of normalcy good consequences occur like development, strength, complexion, cheerfulness etc. while in that of abnormality they cause bad consequences known as disorders. Maintaining the balance of each the dosha allows the body systems to work effectively.

Vata, Pitta & Kapha are considered in Ayurveda to be the representative of Air, Sun and Moon respectively in the body. Their function is similar to that of Air, Sun and Moon in nature. Soma means (Moon) and its representative Kapha performs the function of Visarga (to nurture) or greasing in the universe and body respectively. Surya means (sun) and its representative Pitta performs the function of Aadan (to absorb and transform) in the universe and the body respectively. Anil means Air and its representative Vata performs the function of Vikshepa (to move or motivate) in the universe and body respectively.

Vata, Pitta Kapha are responsible for the birth and development of the body. These three being seated in the lower, middle and upper 1/3rd of the trunk respectively. In normal state they support the body like the pillars to a house. This is why this body is called as Trishthoona (supported by 3 pillars). All matter is composed of the five elements which are the building blocks of existence, but only living matter has the three doshas, or tridosha, the three forces which govern all biological processes.

VATA –

Vata stems from a Sanskrit word meaning 'that which moves things'; it is sometimes translated as 'wind'. It is the moving force behind the other two doshas, which are considered to be incapable of movement without it. It is responsible for all the body's activities and sensations. It is what channels perceptions through the appropriate sensory organs, converts them into psychological events and directs the appropriate response via the organs of action. It is responsible for the movement of air in and out of the lungs, blood through the circulatory system, and thoughts through the mind. It promotes mental balance and comprehension.

Vata is made up of the elements air and ether (space). Air gives it characteristics such as mobility and dryness, while ether makes it subtle and light. Vata is the most important dosha in the body and mind, as it is the force of all movement (such as blood circulation) and sensation. The main seat of Vata is the colon.

Vata's functions include-

• Providing movement, such as for breathing, circulation, transmission of nerve signals, and elimination

of waste.

• Providing all sensation in the body.

• Igniting Agni.

• Supporting memory, drive, and understanding.

Effects of VATA on the body-

☐ The pulse is thread, rapid and 'snake –like'.

☐ The face namely the complexion is darkened.

☐ The skin is cool, rough, dry and bluish in hue.

☐ The eyes lack luster and moisture; the pupils are

☐ Constricted.

☐ The tongue is bluish with many furrows; the lips are dry.

☐ The voice is cracked, rough and lacking force there may be a dry cough.

☐ The urine is dark yellow.

☐ The faeces are hard, dry and dark.

Symptoms that signify vata is starting to become irritated within the body and mind are lack of concentration, sleeplessness, sensitivity (such as to noise and touch) and exhaustion.

Physical symptoms include- Strong intolerance to cold, restlessness and inability to sit still, muscular tension, constipation, gas, or runny bowel movements, cravings for sweet, salty, or sour food, stiffness or pain in the joints, susceptibility to common illnesses such as colds or UTIs. PITTAPitta means 'that which digests things'. Pitta is made up of the elements fire and water. It takes on characteristics such as heat and sharpness from fire, and fluidity and oiliness from water. In the body, pitta is the source of transformation (such as digestion) and provides internal heat. The main seat of pitta is the stomach and small intestine.

It is responsible for all chemical and metabolic transformations in the body, as well as for heat production. It also governs our ability to digest ideas and impressions and to perceive the true nature of reality. It stimulates the intellect and engenders the capacity for enthusiasm.

Pitta's function include –

☐ Digestion food and fueling agni.

☐ Producing blood and coloring the skin.

☐ Providing intelligence and self confidence.

☐ Providing sight.

Effects of Pitta's on the body-

☐ The pulse (nadi) is of greater amplitude and fullness – like a frog jumping

☐ The face shows struggle, discontent and anxiety.

☐ The skin is reddened, smooth, and warm; there is increased perspiration.

☐ The eyes are inflamed and icteric, with corkscrewing venules throughout the sclerate.

☐ The tongue is beefy, red and moist.

☐ The voice is forceful and heated; the volume is loud and the speech direct and rapid.

☐ The urine is yellowish or reddish and hot and clear there may be burning with urination.

☐ The faces are loose and sometimes watery.

Symptoms that show pitta is starting to become irritated within the body and mind are irritation or a short temper, prone to judge others and themselves, overly competitive behavior. Physical signs are Strong intolerance for heat, burning sensations (especially in the eyes), frequently red and flushed face, sensitivity to bright light, excessive thirst or hunger, loose and frequent bowel movements, increased sweating, skin irritations, cravings for sweet and cold food and drink, heart burn or sour eructation.

KAPHA- Kapha provides support and substance to the body. It comes from a word that means 'that which holds things together'. Kapha is the dosha of earth and water. Qualities received by Kapha from earth include heaviness and stability and from water include oiliness and smoothness. Kapha gives the body substance, strength, cohesion, lubrication, cooling and immunity. It is also responsible for healing. The main seat of Kapha is in the stomach and chest. It structures everything from an individual cell to the musculo-skeletal frame. It gives strength and stability, both physical and psychological, and governs human emotions such as love, compassion, forgiveness, loyalty, and patience. Kapha can bestow resistance against disease and can support the healing process. Where Vata and Pitta effects are active in the body, Kapha acts to restrict these two forces and prevent their excessive manifestation.

Kapha's functions include –

☐ Providing moisture to food in the stomach.

☐ Providing strength and cooling to the heart and the sensory organs.

☐ Stabilizing and lubricating the joints.

☐ Providing taste.

Effects of kapha on the body-

☐ The pulse is regular, steady and slow like that of a swan on a lake.

☐ The face shows calmness, even reaching detachment and apathy at times.

☐ The skin is pale, cold, soft and oily.

☐ The eyes have large brown irises with large white sclerae, and emanate charm.

☐ The tongue is coated, whitish and thickened.

☐ The voice is melodious, slow, soft and sweet.

☐ The urine is cloudly and pale.

☐ The faeces are oily, thick, and light-colored.

Symptoms for kapha are lack of inner drive and mental clarity, strong attachment to things. Physical symptoms include excessively cold skin, loss of appetite and hunger, reduced sense of taste and smell, weight gain, feeling of heaviness and sluggishness, fatigue and lethargy, difficulty becoming active, oily scalp and dandruff, Increased and more viscous bodily secretions, sinusitis or blocked sinuses, susceptibility to colds with productive cough.

Prakriti-Prakruti is our nature, our "constitution" with which we were born. While Vikruti is our current state, often referred to as our "imbalance". Prakriti stands for nature of the body in terms of dosha and is decided at the time of conception according to the predominance of dosha. It does not change during the whole life and is responsible for the physical and mental characteristics of an individual. Ayurveda attributes these constitutional characteristics of an individual to the preponderance of certain "doshas".

Influence of Tridoshas Prakriti on Human BodyThe prakriti, which is believed to be determined at the time of conception, is influenced by the dietary habits and lifestyle of the mother. Based on the predominance of individual doshas, there are three major types of prakriti named after predominant dosha, viz., vata, pitta and kapha. These prakriti exhibits attributes of the dominant Dosha in physical, physiological and psychological characteristics. The disturbance in equilibrium of these doshas can lead to disease according to the prakriti of the person for example; a pitta prakriti person is described to be more prone to peptic ulcers, hypertension, and skin diseases, a vata prakriti person to backache, joint aches and crackling joints while individuals with kapha prakriti are prone to obesity, diabetes and atherosclerosis.

Conclusion –

The Prakriti of a person is a consequence of the relative proportions of the three Doshas. The Concept of Tridosha and Prakruti is claimed to be useful in predicting an individual's susceptibility to a particular disease, prognosis of that illness and selection of therapy. Knowledge of one's own prakriti (constitution) can be helpful in maintenance of one's health by following appropriate life style, diet and regimen suitable in the particular environmental condition.

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Power Sector Scenario in Madhya Pradesh

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Abstract

Indian power sector value chain can be mostly segmented into the generation, transmission, and distribution sectors. The availability of electricity is very much important to attract investment as well as economic growth. Hence, if a state has made significant development in the reducing power deficit, then that state must have shown enhanced economic growth. Madhya Pradesh is also among the fastest-growing state in the country. Economic growth is the outcome of many factors, and availability of electricity is most important of them. In this paper, we are focusing on the reforms of the power sector for MPSEB (Madhya Pradesh State Electricity Board). This paper gives a brief review of the Indian power sector, Madhya Pradesh State Electricity Board, by reviewing with last five years data and policies for renewable energy initiatives, energy conservation and energy efficiency. This paper also has drawn a SWOT analysis to show the position of Madhya Pradesh State Electricity Board. as well

Keywords MPSEB, Power sector reform, Madhya Pradesh State Electricity Board, Indian power sector, renewable energy initiatives.

1.0 Introduction

Power sector is a critical infrastructure element for growth of economy. The availability of reliable, quality and affordable power is vital for rapid growth in agriculture, industry and for overall economic development of a state. For this an efficient, resilient and financially healthy power sector is an essential requirement for growth of a state and economic empowerment of the common man.

Under the Indian Constitution, electricity is a concurrent subject. As per Electricity Act, 2003, it is the responsibility of a distribution licensee to develop and maintain an efficient, coordinated and economical distribution system in the mandated area of supply in addition to to supply electricity in accordance with the provisions contained in the Act. The State Electricity Regulatory Commission (SERC), as per the provisions of the act, specifies and enforces the standards with respect to quality and reliability of supply by licensees and also monitors the performance of distribution companies (Licensees) on the basis of notified performance standards.[1]

2.0 Facts about the Madhya Pradesh

Madhya Pradesh with an area of 3,08,252 sq.km is the second largest state in India occupying 9.38% of country's area. It is a division of peninsular plateau of India lying in the north central part, whose border line can be classified in the north by the plains of Ganga- Yamuna, in the west by the Aravali, east by the Chhattisgarh plain and in the south by the Tapti valley and the plateau of Maharashtra. Madhya Pradesh is also among the fastest growing states in the country.

Madhya Pradesh has a population of around 7.26 Crore (Rural: 5.26 Crore & Urban: 2.01 Crore) as per the Census 2011 with 72% of the population residing in villages whose main job is agriculture, while the rest of the residents lives in urban area. The tribes of Madhya Pradesh constitute over 20% of the state's population and are mainly concentrated in southwestern and eastern parts of the state.[2]

The state is bestowed with mineral reserves ranging from Manganese, found in Balaghat and Chhindwara districts, to Bauxite which is found in Jabalpur, Mandla, Shahdol, Satna and Rewa. Iron ore deposits are also found in the state Balaghat, Jabalpur and Mandla districts. Madhya Pradesh also has a rich reserve of coal in the northeastern and Satpura regions. The state has the distinction of being the only diamonds producing state in India.

Madhya Pradesh has over 30% area covered under forest mainly concentrated in eastern districts Balaghat, Mandla, Shahdol and Sidhi[2]

3.0 Power Sector in Madhya Pradesh

Power sector can be divided into three verticals having generation, transmission and distribution business. As per Madhya Pradesh Vidyut Sudhar Adhiniyam, 2000 the erstwhile integrated Madhya Pradesh State Electricity Board (MPSEB) was restructured into:
☐Madhya Pradesh Power Generating Co. Ltd. Jabalpur (MPPGCL) vested with the purpose of power generation within the state

Madhya Pradesh Power Transmission Co. Ltd., Jabalpur (MPPTCL) vested with the function of power transmission within the state

Madhya Pradesh Poorva Kshetra Vidyut Vitaran Company Ltd. Jabalpur (MPPKVVCL or East Discom) undertake distribution of electricity in eastern part of MP

Madhya Pradesh Paschim Kshetra Vidyut Vitaran Company Ltd. Indore (MPPKVVCL or West Discom) undertake distribution of electricity in western part of MP

Madhya Pradesh Madhya Kshetra Vidyut Vitaran Company Ltd. Bhopal (MPMKVVCL or Central Discom) undertake distribution of electricity in central part of MP [3][9]

These companies entered into an operation management agreement with the MPSEB and worked as agents of the MPSEB from July 2002 to May 2005. These companies started independent functioning from June 2005. A sixth company, namely the MP Power Trading Company Ltd. (TRADECO), was also incorporated for purchase of electricity in bulk from generating companies / traders, from within and outside the State and supply electricity in bulk to the electricity distribution Companies in the state of mp Further the name of MP Tradeco was changed to M. P. Power Management Company Limited (MPPMCL).

Further Government of Madhya Pradesh transferred all the shares of the power companies to MPPMCL and subsequently all power companies are subsidiaries of MPPMCL, Jabalpur.

Electricity Regulatory Commission in the state of Madhya Pradesh was established in the year 1998. MPPMCL is regularly filing Annual Tariff Revision Petitions. Since the year 2004, Regulator has been issuing retail tariff orders regularly every year. [4][5]

4.0Generation

In the F.Y. 2017-18, the contracted generation capacity of the state was merely 17,725 MW. In past 5 years, capacity addition to the tune of 21,615 MW has been achieved and as on F.Y. 2021-22, the available generation capacity for the state has grown up to 3,890 MW and the state has become power surplus and self-reliant. [6]

Table 1: Available Generation Capacity in the F.Y. 2021-22

Sources Capacity Available (MW)

MP Genco Thermal and Hydro 6322 MW

NHDC & Other hydel 2460 MW

Central Sector share 5252 MW

DVC Thermal 500 MW

IPPs Thermal 2986 MW

Renewable sources 1538 MW

Total   19058 MW

5.0 Transmission

MPPTCL is the state owned power transmission company undertaking intra state power transmission business. MPPTCL started its operation with 141 substations with a capacity of 16,680 MVA in the year 2002 which has increased to 410 substations with a capacity of 75,520 MVA by August 2022 (an increase 452% in capacity). With 2.63% transmission losses and 99.29% of system availability, MPPTCL is one of the best performing transmission utility in the country. Madhya Pradesh is the pioneer State to implement the SCADA system at EHV sub-stations and Automatic Demand Management ystem (ADMS) for automated demand management of Discoms through Transco. [6]

Following table gives the gist of historical growth in State's transmission infrastructure:

6.0 Distribution

There are three distribution companies serving consumers in the state. Madhya Pradesh Poorva Kshetra Vidyut Vitaran Company Ltd. (MPPuKVVCL or East Discom) having an area of 135,162 sq.km and serving 42 lakh consumers, Madhya Pradesh Paschim Kshetra Vidyut Vitaran Company Ltd. (MPPaKVVCL or West Discom) serves 43 lakh consumers and Madhya Pradesh Madhya Kshetra Vidyut Vitaran Company Ltd. (MPMKVVCL or Central Discom) serves 31 lakh consumers.

Focus of the Discoms in the State is to improve the quality of power supply and ensure better customer services. AT&C losses at Discom boundary are still high at 23.07%, and to achieve desired reduction trajectory, the Discoms are carrying out the following activities:

☐ Remote/automated metering.

☐ Spot billing, credit card payment, internet, ATP machines.

☐ Conversion of LT system into HVDS / feeder separation with cabling on LT side for domestic feeders.

☐ Appointment of franchisee in high loss areas Sagar & Ujjain.

112 special courts for speedy trial of theft cases.

 Special armed forces for reducing theft.

Regarding metering, it is to mention that meters have been installed on almost all 33 KV & 11 KV feeders. Further there has been substantial growth in distribution infrastructure in the state.

7.0 Renewable Energy Initiatives

India is one of the countries with the largest production of energy from renewable sources. Renewable energy (excluding large hydro) accounted for 24.71% of the total installed power capacity as of 31st March 2021. The government objective of installing 20 GW of solar power by 2022 was achieved four years ahead of schedule in January 2018. India has now set a new target of achieving 175 GW of renewable energy capacity by the year 2022. Madhya Pradesh Power Management Company Ltd, in its endeavor to contribute to achievement of national renewable targets, has shown continuous growth in terms of renewable capacity addition. Out of the total contracted capacity of 21,422 MW as on 31 March 2021. 3,966 MW (18.51%) come from renewable sources [7].

Madhya Pradesh is part of Green Energy Corridor. It has a total renewable energy potential of approximately 30 GW from different sources. To tap this potential, state has proactively supported private participation in development of projects by ensuring "Ease of Doing Business" in the state, supportive policies, regulatory environment, support from state power utilities and other state departments. Investor friendly environment with simple land allocation procedures, no permission for construction from local bodies, no surprise land or project related inspection, standardized simple documentation, web based project clearance & monitoring system, no environment impact assessment required for solar, wind and small hydro.

Some of the key advantages to the state:

 The state has large rivers such as Tawa, Narmada, Chambal, Tapi flowing through the state providing ample hydro potential,

 High solar radiation with more than 300 days of clear sun and solar potential up to 6.2 kWh/sq.m./day,

 Ample non forest barren land available in 32 districts of the state,

 MP has a gross wind potential of almost 3000 MW,

 Biomass opportunities are present at most districts in the state with potential of around 1400 MW, [8].

8.0 Achievements in Renewable Energy

By end of March, 2022 the state had a renewable generation capacity of around 3964 MW. PPAs are being done to explore more renewable energy potential in the State, and it is anticipated to add around 4500 MW renewable capacity till end of FY 2024-25. Some of the incentives under different policies in the state which will help development of renewable energy are:

(i)Commercial and Financial

a. No electricity duty for first 10 Years

b. No Electricity Cess for first 10 Years

c. Third part/Captive sale is allowed

d. Sale outside the state permitted (Solar)

e. 100% banking is permitted

f. Wheeling charges reduced to 2%

g. No GST and entry tax

h. Benefits of industry status

i. Reduction in contract demand

j. 100% CDM benefit to developer

(ii)Land Related

a. Bankable document for revenue land (on right to use basis)

b. Only application is required in conversion to NA land usage status

c. 50% stamp duty exemption on private land purchase

9.0Renewable Energy Policies in the State

Following are the existing policies in the State to encourage the capacity addition through renewable energy sources:

Table 4: Different Policies For Different Technologies

Policy	Year
Small Hydel Policy	November 2011
Wind Power	January 2012
Biomass based Power	April 2013

Solar Power July 2012

Solar Park January 2013

Source:- https://mppmcl.com/MPPMCLIABS/faces/Menu/Resources/HistoricalData

Government of Madhya Pradesh has been providing incentives to investors / developers for promoting the setting up of renewable energy based power plants as per the Energy Policy of the State.

9.1Green Corridor

Transmission system strengthening works under green corridor of Rs. 3,575 crore are proposed to be undertaken in two phases:-

1)Phase-I Works (Rs. 2100 Crore)

To be completed within 3 year for evacuation of RE power of 4100MW. Works now included in Green Energy corridor Project.

2)Phase-II Works (Rs. 1475 Crore)

To be completed within next 2 years after first phase.

RE interconnection works of Rs. 1125 Crore for interconnection of the RE project from developer pooling station to MP Grid is to be taken up by developers at their cost or by MPPTCL at cost of developer.

9.2Hydel Power

(Policy for execution of Small Hydel-Power based electricity projects in Madhya Pradesh, 2011)

This policy has been developed for small hydel power projects (SHPs) up to 25 MW capacities which have been identified by the Water Resources Department, Narmada Valley Development Authority, Madhya Pradesh Power Generation Company, any other government agency or any private agency. This policy is applicable to all the projects which had been allotted by Madhya Pradesh Electricity Board or Water Resources Department for the development of small hydel power projects under incentive policy.

9.3BIOMASS

(Madhya Pradesh Biomass based Electricity (Power) Project Implementation Policy, 2011)

The allotment of new projects under the policy shall be done by department by inviting applications time to time, keeping the area of 25 km radius reserved for the project sites registered with the department. 24x7 Power For All (Madhya Pradesh) 35 Allotment of project will be made for the particular site on the basis of maximum free energy per MW offered to (GoMP) by the developer and maximum capacity of any project shall not exceed 15 MW[5] [10].

9.4 Solar Energy

Execution of solar power based projects in Madhya Pradesh 2012 (Policy 2012)

The policy encourages private participation in development of solar projects. Provide incentives and benefits to the developer. Four categories of solar projects has been created under this policy, First project selected as per the competitive bidding process by discoms in M.P, Second projects set up for captive use of power to Third party within or outside state.

9.5 Wind Energy

Madhya Pradesh needed a new policy towards development of wind energy in the state, the new policy for wind energy has been developed under Wind Power Project Policy of Madhya Pradesh, 2012.

The policy has been made to tap the potential of wind energy at 3000 MW. The Government of Madhya Pradesh has been encouraging Wind power as a substitution, alternate source of energy and has an investor friendly policy for the development of wind power projects in the state. Further, the New & Renewable Energy Department has initiated an extensive wind resource assessment program.

Source:- https://mppmcl.com /MPPMCLIABS / Faces / Menu / Resources / Historical Data

10.0 Swot Analysis

In the earlier section we have discussed about existing status future needs and actionable plans of power sector in Madhya Pradesh. For achieving any target a person or company should know their own strength & weakness to get opportunity and complete the threats. This strategy of achieving goals is knows as SWOT i.e Strength, Weakness, Opportunities, and Threats. The SWOT analysis of power sector in Madhya Pradesh is necessary to bring out some of the key risk indicator which affect the over all market in Madhya Pradesh along with its advantages [11].

National Education Policy, 2020 and Environmental Sustainability in Legal Education

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Abstract

The National Education Policy, 2020 has replaced the earlier policy of 1986. The new policy stresses on multidisciplinary education with an emphasis on holistic learning of the students. The policy directs that the higher education institutions should include courses in fields like environmental education. In this paper, the author aims to evaluate the current legal education in India through the lens of National Education Policy, 2020 with special emphasis on sustainable development. Law aids in social transformation which is why it is extremely important that legal education becomes more inclusive of the crucial subject of environment and environmental sustainability. Today the whole world is burdened with the perpetually and rapidly deteriorating quality of the environment. The Indian society is especially oblivious of the dire urgency of the need of sustainability. In this backdrop, it becomes all the more important that legal education in India is imparted in such a way so that it encourages sustainable development and also includes multi-disciplinary courses in law and environment. The author also wants to emphasise on the need of including mandatory practical learning in environmental law subjects. Merely studying about the environment and related laws without actually practising its principles is meaningless bearing in mind how crucial it is to protect the environment which is reflecting in the NEP, 2020 as well.

Keywords: Environmental sustainability, environment, National education policy, NEP, legal education, environmental studies, EVS, UNCCC, Climate change, COP 27, environment protection.

Introduction

In the 2021 Global Climate Risk Index, India ranked as the seventh most impacted country in the world. Recently, the United Nations Conference on Climate Change was held in Egypt from

6th to 18th November, 2022in which experts, teachers, students and many other stakeholders from around the world got together to discuss the various ways of combating deteriorating climate changes in the world. While the governments across the globe continue to meet and discuss ways of mitigating environmental damage, the people in general and the Indian citizens in particular have failed to accept ways of living an environmentally sustainable lifestyle. The National Education Policy, 2020 has rightly so emphasised on introducing more studies on environment and technologies that promote sustainable living. The policy has made environmental education a mandatory part of the curriculum. Education is a catalyst that can be used to change the mindset of the Indian society towards sustainable living and go back to our ancient roots when we as a culture used to be attached to nature in more ways than one. Legal and medical education has been given autonomy, however, both cannot function in isolation.Legal education, in particular has the force of transforming the socio-legal set up in order to facilitate more stringent laws when it comes to protecting the environment. But the studies on environmental laws need to be more practical and diversified in terms of courses offered. The current method of classroom teaching is insufficient to mobilise environment education and awareness. The National Education Policy also emphasises on multi- disciplinary courses to promote holistic learning. That is why we require new courses combining law and environmental studies because promoting environmental awareness is no longer a recommendation but rather a necessity. There is a lot which needs to be done to reform legal education in the fight against environment degradation.

The current situation and the NEP

India today stands burdened with a plethora of environmental issues that needs urgent attention else the damages would be unprecedented. With New Delhi being declared as the world's most polluted city and among the 100 most polluted cities in the world, 63 are Indian cities. Our population is growing continuously at the rate of 2.11% each year. The intergovernmental Panel on Climate Change (IPCC) in its fourth assessment report mentioned that there will be a fall of 17 per cent in wheat yields in India if temperatures rise even by half degree centigrade. 2035 is the year when Himalayan Glaciers may totally disappear causing catastrophic disruptions. There may be a risk of 50 per cent of the total bio-diversity in India because of climate change, as the grass lands are expected to decline sharply. 40 per cent of Himalayan glaciers would perish and Mumbai's Nariman point will be submerged.

Recently, the United Nations Conference on Climate Change was held in Sharm el-Sheikh, Egypt from 6th to 18th November, 2022 in which nearly two hundred nations participated to set up a "loss and damage" fundto cope with climate changes. But the author submits that all the

governments of the world can meet all the days in a year and yet this problem would remain unsolved unless the general public starts to realise that it is us who have to take the initiative and start practicing environmentally sustainable ways of living.

This is why the National Education Policy of 2022 is so important in context of environment sustainability. This new education policy correctly places importance on integrated environment education in fields like biodiversity, climate changes, waste management and sustainable development. The policy has laid great emphasis on the sensitisation of teachers and students. Environmental education has been made a mandatory part of the curriculum. The policy mandates that the Higher Education Institutions should incorporate credit courses and programmes on environment education and other fields of community service in order to promote holistic learning. It also directs the professional courses to promote new technologies in areas like biotechnology, environment and sustainable living.

In this context, it is extremely important that the current legal education be transformed in such a way that it allows the students to study law with a purpose, the purpose of actually contributing something worthy to the community. One of such purposes is environmental sustainability in society. There is an extremely urgent need to promote sustainable living and there is no better tool to do is than education. We need to build a lot of better infrastructure in our country to fight against climate changes.

Environment Sustainability and Ancient Indian Culture

In our Indian culture, we worship the natural forces like the Sun as the Sun God, the trees like the "tulsi" plant and other trees and the rain. We worship water in the form of rivers as we all know that a few rivers are considered holy in India. We also have the concept of Sacred Groves by which certain patches of land are maintained and dedicated to a deity or God. We have such groves in Kerala, Maharashtra, Karnataka etc. These Groves are home to diverse species of animals and plants and thus aiding in biodiversity conservation. We also worship certain species of animals like the cow and consider a few as important animals attached to deities like the tiger, mouse, bull etc. all these practices have helped our society in protecting the environment.

There are certain communities in our country like the Bishnoi community which live in the Thar area and for them conserving environment is a matter of life and death. Besides, there are many examples of rain water conservation in India. But these ancient and traditional practices are slowly getting replaced by modern western practices which ignore the environment and primarily focus on luxury and comfort. The author would like to emphasise that there is nothing

wrong in making life comfortable and better, but these must be struck a balance between comfort and sustainability.

We certainly have come a long way from the times when women used to toil extremely hard in cooking on earthen stoves and travelling miles to fetch water as a common practice in most of the parts of India. But we as Indians have so many sustainable habits in day to day life, like for example, passing on books to the younger siblings or friends, passing on clothes to younger siblings, using things to their last bit of monetary value. There are even jokes on how Indians like to milk out the utility of things till the last drop. We must remember to take pride in such things instead of indulging in over consumption and wastage which is a result of social media trends and western marketing gimmicks that has completely consumed the Indian market. These practices of one-time-use commodities is leading to dangerous increase in carbon footprints in our country and the whole world.

Most of these problems can be solved if we educate our people of the dangerous consequences of over consumption and use and throw attitude in commodities.

Need of Multi-disciplinary Education and Practical Training

The new education policy has placed great importance on multi-disciplinary approach to education. It is submitted that there is dire need to change the approach towards legal education and include more skill development by recognising unique capacities of different students. There should be more practical training in fields like environmental law, criminal law and many other branches of law. We can introduce new courses in law like "law and environmental studies", "law and biodiversity", "law and disaster management", etc. With the introduction of courses like these, students can actually be trained to study law in context of environmental sustainability and in turn promote new sustainable technologies and legal principles.

Legal education needs to reformed to promote more of conceptual and applied understanding rather than mere routine classroom classes taken just to pass the examinations. The new policy focuses on innovative and critical thinking to provide holistic learning of students. It also reminds us to respect our Constitutional duties and it is, in fact, our fundamental duty to protect and improve environment: "To instill a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen".

There is a huge gap between government mandates on environment protection and public understanding of these laws in India. We consider the protection of environment as the sole

responsibility of the government without realising that unless we start cooperating, it gets extremely difficult for our leaders to implement environmental laws. There is immense lack of awareness among the people in terms of environment degradation and even if they are aware they choose to ignore that facts and continue to indulge themselves in unsustainable practices. The poor Indian is already reeling under growing economic crunch and has no time or resources to spare upon environment friendly practices.

In a study (see Shri GU, Tiwari RR. (2021) conducted over college students, it was observed that 40% students were not aware of the problems our environment faces today. Half of them did not about what causes water pollution, or what is the population in the world, or much about global warming. 44% of them did not know that oil and fossil fuel is a non-renewable source of energy. From all this data it can be concluded that their awareness on environment was only 60%.

Conclusion

It is like a paradox that the poor have got no resources to invest in environmentally friendly practices and the rich have got enough resources to comfortably ignore environment degradation. Environmental education is a weapon that can be used to bridge the gap between government agendas on environment protection and the people's apathetic attitude towards the same. It helps us in exploring burning issues of global warming, facilitate problem solving techniques and actually push the people to take positive action towards sustainability.

A lot needs to be done in terms of creating environmental awareness in our country. The government needs to initiate many more awareness programmes like the ones already in practice on garbage disposal, saving water, etc. A lot can be achieved if the government starts investing more in such awareness schemes throughout the country.

As far as legal education is concerned, the current pedagogy in most of the universities is insufficient to aptly address environmental education. There is no practical learning or environment education related multi -disciplinary courses offered. Legal education is the only field of study where the practitioners and the professors are completely separated. The Bar Council of India prohibits practice and teaching at the same time. Besides, there are multiple bodies that regulate legal education which at times leads to confusion and lesser autonomy to introduce new courses.

As the National Education Policy has pointed out that the education institutes must instil a deep sense of pride towards our country and respect towards our fundamental duties, the onus is now

on the institutions to offer such courses that produce environmentally aware students that one day become responsible citizens and come up with sustainable approaches to development.

The author finally would like to offer foursolutions which could serve as little keys to achieve the above discussed objectives. These are: awareness among the masses, a change is the attitude of the affluent people towards carbon footprint, generating skills to create more environment- friendly technologies and offering more course in environment studies in various fields of education.

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Teachers' Engagement: A Study on Private and Government Schools & Colleges

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Abstract:

In every phase of life and work place employees play an important part to produce or grow more just because every organization & institution have to face many challenges to grow and to get success and to compete with the organization. It is very important to know that every employee do their work not only for getting higher salary but also wants good atmosphere and environment in the organization. though employees are the most valuable and worthful factor in organization so it is the responsibility of the organization to understand them and fulfill their desires and satisfy them and give support and appreciation on time. Recently employee's engagement is very important in everywhere because it tells the level of involvement among employees towards the organization or we can say that workplace. The growth and success of organization fully depends on the satisfaction of the employees. Highly satisfied and busy employee can make better outcome or results. Similarly we can take teachers also because teachers are the backbone of a country. Teachers have to play a crucial role in the development of country. It is very important to improve their skills, provides them monetary and nonmonetary benefits and encourage them to enhance the skills of their students. This research study is going to compare the teachers' engagement among private and government colleges and schools.

Key words: Government school/ colleges and private schools / colleges, teacher engagement

Introduction :

In this present time, the goal of any institution is to retain the intelligent and talented people In the origination by fully engaging them, capturing their minds and heart at each place during their work time. it is to know that attitude, behavior, environment and result are the part of teachers engagement. Teachers engagement emerged as a driver who has more responsibilities of success of organization in today's competitive market please. Engagement can be fixed aspect for institutional success. Teachers engagement activities not only affect the productivity, results, loyalty but also it is key link to student satisfaction good will over all areas of education to get the competitive advantage organizations are moving towards HR /HOD to set the strategies for teachers engagement and commitment.

The role of a teacher is to create interest among students in their subject. As everyone knows that it is not a simple task. Teacher is the only person who can develop their students' personality by creating positive attitude towards subjects. The teaching pedagogy of a teacher must be simple and easy to understand by their students. A great teacher can engage their students in the classroom during lecture. Hence, it can be understood by mathematical formula as follows: Teachers Engagement = Students Engagement The aim of school management is to engage their teachers because they are the back bone of society. It is necessary to involve the teachers in school activities so as to reduce labour turnover in the schools. It is being observed that schools management do not provide monetary and non-monetary benefits to their teachers. The result is low satisfaction and disengagement among teachers. It automatically affects the turnover and absenteeism rate in schools.

A teacher's job is to pique pupils' interest in their subject. It is not an easy undertaking, as is well known. Only a teacher can help pupils develop their personalities by instilling a good attitude toward their academics. A teacher's pedagogy must be straightforward and basic enough for their students to understand. A great teacher can keep their pupils' attention during lectures.: Students' engagement and teachers' engagement since teachers are the foundation of society, engaging them is the goal of school management. In order to lower staff turnover in the schools, it is essential to include the instructors in school activities. Staff churns in the schools. It has been noted that school administration does not give their teachers any financial or non-financial benefits. Teachers are consequently disengaged and have poor levels of satisfaction. The turnover and absenteeism rate in schools are automatically impacted. The goal of the research paper is to compare the level of teacher engagement in every private and public schools. Since the country's economic development depends on qualified and skilled workers, both private and public schools must employ their teachers in order to improve the quality of education in the nation. Teachers are the only individuals who can develop their students in

accordance with market demands. This study is useful in understanding the teacher involvement differences between private and public schools. It is observed that totally committed, enthusiastic, energetic, and problem-solving employees are engaged employees. Because their aims are the same as the organization's goals, they always perform at their best for the organization. They dedicate everything they have to the tasks and work that their employers assign them. Employees always put forth effort to finish the task that has been allocated to them. Employees that are engaged also take risks, are resilient, pivot swiftly, and react favorably to difficulties. Due to their emotional investment, these workers are compelled to provide goods and services that can give their business a long-term competitive edg.

Employee involvement in an organization is influenced by a number of factors, including motivation, pay, dedication, and working circumstances. According to the literature mentioned above, there are many factors that influence employee engagement, among them supervisor behavior, the relationship between organizational performance and employee engagement, the relationship between satisfaction and employee engagement, and employee engagement in private organizations. According to several studies, firms should consider using employee engagement techniques as a retention tactic. The ability of the workers is essential to the economy's prosperity. Faculty and professors foster the development of talented person. There has been very little research on teachers' engagement. As a result, the research project's comparative investigation of teachers' engagement tactics in private and colleges is its main focus.

Opportunity to talk should be provided in each faculty thus on encourage lecturers. faculties wherever lecturers are asked to relinquish their opinion and suggestions feel a lot of glowing and feel sense of responsibility towards faculties .

Financial policies should be sensible to fulfill the physiological would like of lecturers. it's being determined that non-public faculties aren't ready to fulfill the monetary wants of their lecturers.

Level of satisfaction is that the key issue to enhance the productivity of lecturers operating privately and government faculties. Lecturers should be happy to enhance the standard of teaching in their categories.

Job insecurity creates fear among employees and it will result as low productivity efficiency.

Engagement of teachers must be important to get good productivity and outcome. Engagement means attachment in job and mental involvement.

Conclusion:

The purpose of the study was to teachers' engagement position in private and government schools and colleges. As engagement is veritably important to encourage an hand to work willingly with zeal. Thus, it has been concluded that private instructions should give good payment, satisfaction,, caring station towards their preceptors etc. so as to make a harmonious terrain at workplace.

Suggestions

There Are some suggestions to ameliorate the engagement position of schoolteacher

☐They shouldn't give the pastoral work to their schoolteacher so as to ameliorate their tutoring pedagogy.

☐Private academy preceptors should be handed good remuneration so as to ameliorate their standard of living.

☐Superior in private place must support their preceptors in every aspect.

☐Working hours should be reducing so as to manage their work life balance duly.

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National Education Policy 2020 : Milestone towards Strengthening Holistic and Multidisciplinary Education in India

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Abstract:

The landscape of knowledge is rapidly changing throughout the world. Many low-skilled jobs may be replaced by machines due to dramatic advancements in science and technology, such as the rise of big data, machine learning, and artificial intelligence, while the demand for a skilled workforce, particularly in the fields of mathematics, computer science, and data science, is on the rise.

combined with diverse skills in the arts, social sciences, and sciences will become more and more in demand. the effort has been made to thoroughly comprehend the development of educational policy in India as well as an outline of the New Education Policy - 2020, including its history, formulation, and vision. The 21st century's higher education has seen a new phenomenon as a result of this policy. It outlines the primary issues of a comprehensive approach to

Keywords: Multidisciplinary education, global knowledge, national education policy, higher education institutions (HEIs), research, development, and innovation.

1.Inroduction

The first education policy of the twenty-first century, National Education Policy 2020, intends to address the numerous expanding developmental needs of our nation. In order to create a new system that is in line with the aspirational goals of 21st-century education, including Sustainable Development Goal (SDG) 4, and builds upon India's traditions and value systems, this Policy proposes the revision and revamping of all aspects of the educational structure, including its regulation and governance. The fundamental pillars of Access, Equity, Quality, Affordability, and Accountability serve as its cornerstones. It encourages active pedagogy, the development of fundamental abilities and life skills, including 21st century competencies,

experimental learning at all levels, low stakes board exams, comprehensive progress cards, and changes in assessment to foster higher order and more critical thinking. It was submitted in May 2016 by the Committee for Evolution of New Education Policy, which was led by the late Shri TSR Subramanian. Under the direction of the late Shri TSR Subramanian, the Committee for Evolution of New Education Policy published its reports in May 2016.It was submitted in May 2016 by the Committee for Evolution of New Education Policy, which was led by the late Shri TSR Subramanian. Under the direction of the late Shri TSR Subramanian, the Committee for Evolution of New Education Policy published its reports in May 2016.

2020 Vision for the NEP

In order to make India a global knowledge superpower, this National Education Policy envisions an education system anchored in Indian culture that directly contributes to changing India, or Bharat, sustainably into an equal and vibrant knowledge society. According to the policy, our institutions' curricula and pedagogy must foster in students a deep respect for the Constitutional values and Fundamental Duties, a sense of loyalty to one's nation, and a conscientious understanding of one's obligations in a changing world. The goal of the policy is to inculcate in them a deep-seated sense of pride in their Indian heritage, not just in their thoughts but also in their spirits, minds, and deeds.

The regulation emphasises the value of mother tongue and Regional languages should ideally be used as the primary language of education through class 5 and beyond. Foreign languages and Sanskrit will also be highlighted. The guideline also specifies that children won't be forced to learn a language. The government quickly stressed that the language policy in NEP is merely a general guideline, and that it is up to the governments, institutions, and schools to decide how to implement it. The National Curriculum Framework would be released in 2021 and would include a more comprehensive language plan.

Academic Disciplines in Ancient India

India has a long history of interdisciplinary and holistic education, from institutions like Takshashila and Nalanda to the vast body of literature in India that combines topics from all disciplines. A good education was defined as knowledge of the 64 Kalaas or arts in ancient Indian literature like Banabhatta's Kadambari. These 64 'arts' included not only subjects like singing and painting but also'scientific 'fields like chemistry and mathematics, 'vocational 'fields like carpentry and clothes-making, 'professional' fields like medicine and engineering, as well as'soft skills' like communication, discussion, and debate. The mere notion that all aspects of creative human endeavour, including science, mathematics, professional and technical subjects, and soft skills, should be regarded as "arts" has been challenged.

The Most Important Issues with Holistic and Multidisciplinary Education

The goal of a holistic and interdisciplinary education would be to combine the development of a person's moral, social, physical, emotional, and intellectual faculties. A well-rounded education will aid in the development of individuals who have the critical 21st century skills in the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields. It will also foster a social engagement ethic, soft skills like communication and discussion, as well as a rigorous specialisation in a particular field or fields. Long-term, all undergraduate programmes, including those in professional, technical, and vocational disciplines, shall have a holistic educational approach.

Innovative and adaptable curricula will allow students to combine different academic fields of study and would provide many points of entry and exit, abolishing the rigid limits that are currently in place and opening up new opportunities for lifelong learning. While offering rigorous research-based specialisation, graduate-level, master's, and doctorate education in major multidisciplinary universities would also open up chances for multidisciplinary work in academia, government, and industry.

The transition to high-quality holistic and multidisciplinary education will be made easier by the presence of sizable multidisciplinary institutions and colleges. Students will have access to unique and entertaining course selections as well as flexible curriculum options in addition to rigorous specialisation in one or more topics. Increased faculty and institutional autonomy in developing courses will facilitate this. The emphasis on communication, discussion, debate, research, and chances for interdisciplinary and cross-disciplinary thinking will expand in pedagogy.

All higher education institutions will establish and strengthen the departments of languages, literature, music, philosophy, indology, art, dance, theatre, education, mathematics, statistics, pure and applied sciences, sociology, economics, sports, translation and interpretation, and other related subjects required for a multidisciplinary, stimulating Indian education and environment (HEIs).

If these courses are taken from such departments or through open and distance learning (ODL) mode while they are not taught in-class at the higher education institution, credits will be granted for them in all Bachelor's Degree programmes.

All Higher Education Institutes (HEIs) shall have flexible and innovative curriculum that include credit-based courses and projects in the areas of community participation and service,

environmental education, and value-based education in order to achieve such a holistic and multidisciplinary education.

Climate change, pollution, waste management, sanitation, biological diversity conservation, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable living will all be covered in environmental education. The development of humanistic, ethical, constitutional, and universal values such as truth (satya), righteous behaviour (dharma), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and life skills will be included in value-based education. Lessons in seva/service and participation in community service programmes will also be taken into consideration.

Accordingly, degree programmes' structures and lengths will be modified. There will be an undergraduate degree of either 3 or 4 years in length, with a variety of options for leaving during that time and the awarding of the appropriate certifications, such as a certificate after one year in a discipline or field that includes vocational and professional areas, a diploma after two years, or a bachelor's degree after a three-year programme. The 4-year interdisciplinary Bachelor's degree, however, is the recommended choice because it gives students the chance to receive a comprehensive, multidisciplinary education while still focusing on their selected major and minors. The establishment of an Academic Bank of Credit (ABC), which would digitallyCredits obtained may be taken into account when awarding Institutes (HEIs). The four-year curriculum could also result in a degree.

If the student completes an in-depth research project in their majoras defined by the higher education institutesthey will receive the designation of "with Research."

Higher education institutions will be free to offer a variety of master's programme structures: For students who have completed a 3 year Bachelor's programme, there may be a 2 year programme with the second year being entirely devoted to research; for students who have completed a 4 year Bachelor's programme with research, there may be a 1 year Master's programme; and there may be an integrated 5 year Bachelor's/program. Master's Either a Master's degree or a four-year Bachelor's degree is required to pursue a Ph.D.

Model Public Universities, on par with Indian Institute of Technologies, for Holistic and Multidisciplinary Education

Multidisciplinary Education and Research Universities (MERUs), also known as Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), etc., will be established with the goal of achieving the highest global standards for educational excellence.

Additionally, they will aid in establishing the best standards for multidisciplinary education in India.

Establish start-up incubation centres, technology development centres, centres for cutting-edge research, stronger industry-academic links, and multidisciplinary research, including research in the arts and social sciences, with a focus on research and innovation. It is crucial that HEIs take the initiative to do research in fields of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccineology, and other pertinent areas given the scenario of epidemics and pandemics. HEIs will create particular support systems and contests for encouraging creativity among student communities. The NRF will work to assist and enable HEIs, research labs, and other research organisations to have such a thriving research and innovation culture.

3. Conclusion

A nation that is enlightened, socially conscious, intelligent, and talented and capable of developing and implementing effective answers to its own challenges must be developed through higher education. It must serve as the foundation for new knowledge and innovation, fostering the expansion of the national economy. Therefore, the goal of quality higher education goes beyond the development of more employment prospects for the individual. It stands for the secret to more energetic, socially active, cooperative communities and a contented, unified, culturally rich, productive, innovative, forward-thinking, and prosperous country.

The National Education Policy places a strong focus on helping each person realise their full creative potential.

It is founded on the idea that education must foster not just cognitive abilitiesincluding "foundational" abilities like literacy and numeracy and "higher-order" abilities like critical thinking and problem solvingbut also social, ethical, and emotional abilities and dispositions. Expert viewpoints, field experiences, stakeholder feedback, and lessons learned from best practises were all taken into account when the policy was established through consultation. A State School Standards Authority will be established, and regulatory, administrative, and policymaking tasks will be separated to prevent conflicts of interest. Additionally, there is a bigger focus on using technology to enhance several elements of education, such as

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Environmental Sustainability and Pollution

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Abstract:

Environmental sustainability shows our current requirements and needs. The main issues for the sustainable environment are industrial wastes, toxic materials, air pollution. Sustainable development shows a difference between our need towards technologically and economically development, and the needs to protect the environment by we surrounded. Sustainability is about the environment and health of living organism which can be affected by imbalanced environment. Sustainability has become a wide-ranging term that can be applied to almost every day of life on Earth. As the human population and their interference in the nature has increased, ecosystems have affected badly and the balance of natural system has had a negative impact on the living organisms. Pollution prevention reduces the amount of pollution generated by anindustrial, agricultural process. Pollution-control strategies, in general, seek to manage a pollutant and reduce its adverse impact upon the environment and step towards environmental sustainability.

Keywords: environment, sustainability, pollution prevention, bioremediation, biofuel, pollution control.

Introduction

Sustainability is a term that can be applied to environment on Earth.All the biogeographical cycles i.e. Carbon, nitrogen, oxygen etc has been balancing the environment and ecosystem since many years and sustained the life. Since several years of decades human being interferers, the natural environment and continuously pushes the earth towards bog of pollution (2). So, first of all environmental sustainability should be maintained by us. First step towards balanced environment is prevention of pollutionand some important techniques to control pollution (3).

We are discussing aboutpollution prevention and control by bioremediation and also discuss about importance of biofuels in context of environmental sustainability.

Pollution prevention

As we know prevention is better than cure. Pollution prevention reduces the amount of pollution which has already generated by human being and by their activity(3).Prevention is also about reducing the amount and effect of pollution. Several studies and experiments have shown that source reduction is the preferrable strategy. Some new ideas, techniques, renewable resources and new approaches are enough to reduce pollution. We can replace some traditional technique by new modern but environment friendly technologies to combat environmental pollution. With some new advancement and strategies most pollution can be reducedor prevented and many health issues can be solved(4). So, Pollution prevention is a first and main strategy to sustainable environment.

Bioremediation

Increasing rate of pollutants from various industrial sectors shows environmental & ecological imbalance. Many pollutants that are very toxic in nature are hydrocarbons, heavy metals, nuclear wastes, pesticides, and greenhouse gases. Bioremediation is cost effective and eco-friendly in nature. So,bioremediation have been proven effective and reliable and is on the way of being popular globally due to these properties(5).It has high ecological significance. Many research has explained about its efficiency to sustain environment and its effective approachto control the pollution. In this technique microbial enzymes are main factors.Immobilized enzyme catalysed transformations are potential alternatives to physiochemical methods. There are various pollutants from wastes which can be remediate by many biocatalysts andtechnologies(6).

Microbial Enzyme as Biocatalysts

Many microbial enzymes can degrade industrial pollutants (7). Microbial enzymes cellulase Azoreductase, Chromate reductase, Monooxygenase, lactase, Lignin peroxidase, Manganese peroxidase and dioxygenase have been reported for bioremediation of industrial pollutants. (8). For example, some studies show high efficiency ofimmobilized Microbial chromate reductase enzyme to different polymers in the pollutant remediation(9).

Use of Bioremediation techniques are based on the basis of application, type of pollutants, nature of pollutants and their efficacy, Pollutant nature, depth and degree of pollution, type of environment, location, cost, and environmental policies. Can be categorized in ex-situ and in-situ (10).

Ex-situ techniques

This technique is based on: type of pollutant, depth of pollution, the cost of treatment, degree of pollution, geographical location and geology of the polluted site(11). Some ex-situ techniques are-

☐ Biopiles ☐ Bioreactor

☐ Windrows ☐ Land farming

In-situ techniques

These techniques are less expensive compared to ex situ bioremediation techniques (12-14). Some in-situ techniques are-

☐ Biventing ☐ Bioslurping

☐ Biosparaging ☐ Phytoremediation

☐ Permeable reactive barrier ☐ Intrinsic bioremediation

Biofuels

Nowadays with increasing population the main problems for human are increasing energy need and climatic change in terms of food security and environmental sustainability. Water and air pollution increases exponentially due to depletion of fossil fuels and climatic changes. But simultaneously we started exploring alternate and sustainable ideas to combat these problems. One most effective option is production of biofuel use of renewable sources(15).Biomass can be converted directly into liquid fuels, called biofuels.Fig 1. to help to fulfill fuel needs and to control pollution. The two most common types and first-generation biofuel technology of biofuels are ethanol and biodiesel. Various types of biofuels are-

☐ **Wood.**

☐ **Biogas.**

☐ **Biodiesel.**

☐ **Ethanol.**

☐ **Methanol.**

☐ **Butanol.**

Conclusion

Environmental pollution is the result of increased human activities on energy reservoirs, excessive use of chemicals in agricultural areas and rapid industrialization. These activities

show adverse effect on both flora and fauna (ecosystem) and imbalance the environment sustainability. But also, it backfires on living organisms and human. Here we discussed about Remediation of polluted sites using microbial process that is bioremediation. It has been proven effective and reliable due to its eco-friendly properties. Therefore, appropriate bioremediation techniques are more preferable, which will effectively reduce pollutant concentrations. Biofuels are another wonderful approach towards pollution control and so on environmental sustainability. This area of research needs to be focused so, we can minimize the use of traditional non-renewable resources and can conserve them for future generation. These ideas are impactfully works on pollution control and sustain the balanced environment.

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Alteration in the Serum Cholesterol Level of Dams due to Intoxication of Mercuric Chloride and its Recovery by Ashwagandha and EPL

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Abstract

The recovery function of 'Essential phospholipids' (EPL) and Ashwagandha on Mercuric Chloride induced alteration in serum cholesterol levels of dams were investigated. The animals were treated with 0.5 ppm aqueous mercuric chloride for a period of 7,14 and 21 days. For the recovery 175mg of EPL and 35mg of Ashwagandha were administered to mice (Already treated with mercuric chloride) for a period of 7,14 and 21 days. Daily treatment of mercuric chloride decreased the cholesterol level in the blood of dams. Simultaneous administration of EPL and Ashwagandha significantly recovered the serum cholesterol level of dams. It appears that the protective effect of EPL and Ashwagandha against mercuric chloride increased serum level of cholesterol is mediated through antioxidative action of EPL and Ashwagandha. Thus the serum level of cholesterol in all groups were increased.

Key Words- Dams (pregnant mice), EPL, Ashwagandha, Cholesterol, mercuric chloride.

Introduction

It is now evident that toxic substances like heavy metal and their compounds released into the environment, affect the reproductive processes and fertility including embryofoetotoxicity and teratogenicity in pregnant animals. Mercuric chloride is cumulative poison and considered as direct acting toxicant. Goodman (1983) observed mercuric chloride toxicity on placenta of female rats, while Marszalek (1984) investigated mercuric chloride toxicity on foetus of female rats.Mean while Belles et al. (1996) thoroughly studued the intoxication of methyl mercury induced embryofoetotoxicity, The chelate binding character of metals with various chelating agents like EPL, Ashwagandha, EDTA, Tiron, DTPA etc., were the key aspect of the recovery of metal intoxication in mice. On the other hand, Domingo et al. (1990; 1992) investigated effectiveness of chelation therapy with time after acute uranium intoxication in mice while

James and Soni (1991) observed changes in tissue proteins due to administration of HgCl2 and two chelators in mice. Cholesterol act as precursor of various steroid hormone metabolism. It is essential for the synthesis of steroid based hormones .Steven (1975) thoroughly studied comparative placentation in mammals, Mclean et al.,, (1975) observed role of hypothalamic peptide GRH in human placenta while Atkinson et al.,, (1975) noted circulating level of steroids and chorionic gonadotrophins during pregnancy in rhesus monkey. EPL (Essentiale phospholipids) is renowned chelating agent contains phosphatidylcholine, phosphatidyl ethanolamine, phosphatidyl serine. This composition sold in market by Nattermann International GMBH West Germany, Rhone-Pulenc India Limited Mumbai. Phospholipids are specific vital components of cellular and sub-cellular membrane systems, where together with glycolipids, cholesterol and proteins they form part of 'essential" structural elements high concentration of unsaturated fatty acids in the EPL namely dilinoleoylphosphatidylcholine make the membrane less rigid and increase their mobility. This facilitates and improves the transport across membrane. Phospholipids are esters of glycerophosphoric acid. The EPL is obtained from a drug "Essentiale". The phospholipids in "essentiale" is called 'essential'. The kinetics of EPL reveals that a significant proportion of the substance is integrated into the membrane of damaged cells and organelles. Liver, in animal body performs metabolic activities for carbohydrate, protein and lipids. As Cholesterol acts as precursor for hormonal chain metabolism or intermediary metabolism through liver, then it transfer to various organs of the body via blood circulation including foetal and maternal tissues, consequently EPL protects the foeto-placental tissues through hormonal chain action. The present work has been taken in to consideration.

Materials and Methods

Experimental animals Eighty four young isogenic healthy sexually mature Swiss albino mice (weighing 24 ± gm) were used for present study. The mice were procured from Veterinary College, Mhow (M.P.). They were fed with balanced standard food ad. libitum daily.

Exposure of mice to mercury The animal were treated with 0.5 ml/day of 0.5 ppm aqueous HgCl2 for a period of 7, 14 and 21 days.

Chemicals and herbal compounds Mercury (Hg) was used as HgCl2 marketed by Qualigens fine chemicals (A division of Glaxo India Ltd.). In the present study the drug 'Essentiale' manufactured by Nattermann International GMBH, West Germany and ashwagandha manufactured by the Dabur India Ltd., were used as detoxifying agent.

Determination of dose : The dose of 0.5 ml HgCl2 solution determined by LC 50% mortality method, while the dose of 'Essentiale' were directly used as a capsule of 175 mg standard

quantity manufactured by Nattermann International GMBH Company, West Germany and 35 mg dose of Ashwagandha was used, which was earlier found most effective Panda et al. (1997).

Experimental Design A total number of 84 pregnant mice were divided in three groups.

S.No.GroupTreatment

1Control standard food +water

2Treated exposed to standard food+water+0.5ml. HgCl2 solution

3Recovery-I exposed to 0.5ml HgCl2+EPL with Standard food

4Recovery-II exposed to 0.5 ml. HgCl2+Ashwagandha with standard food

The mice of experimental group I, II and III were sacrificed in 7, 14 and 21 days and along with them the animal of control group were sacrificed on the same day.

Embryofoetotoxicity Study :

The pregnant mice were anaesthetized by diethyl ether. The abdomens were incised longitudinally and both uterine horns were carefully exposed. The position and number of live and dead foetuses were recorded for each dam. Individual foetal weights were recorded. Foetuses were carefully examined for external abnormalities. Half of the foetuses were fixed in aqueous Bouin's solution and half in 10% formalin solution.

VII.Serum Sample and Assay :

For biochemical studies the blood of dams were directly collected by cardiac puncture using sterilized needle. The blood samples of control, treated and recovery groups of dams were collected to estimate the level of cholesterol, estrogen and progesterone hormones and immediately processed for biochemical estimation. The serum level of cholesterol were investigated by cholesterol kit, while serum level of both estrogen and progesterone hormones were measured by using RIA method (Young et al., (1975) and by chemiluminiscence method, USA).

Results and Discussion

The realization of the effects of the metal in many organisms provided impetus to the emerging fields of developmental and reproductive toxicology. Mercury, cadmium and arsenic were among the best studied experimental teratogens of the 1960's and 1970's. The developmental pathology, maternal metabolism, transport across and toxicity to the placenta, embryo/foetal accumulation and metabolism of metals was described during this period (Review - Chang, 1996). Although, the biokinetics, metabolism and chemical toxicity of mercury are well known.

Until recently little attention was paid to the potential toxic effects of mercury on reproduction and development in mammals. The developmental toxicity were included among the harmful effects derived from the exposure of certain elements and embryotoxicity and teratogenicity have resulted in pregnant animals exposed to certain metals. Thus arsenic, mercury, cadmium and lead have been known to be developmental toxicants (Review - Domingo, 1994). The reports regarding transport of metals across the placenta and metabolism of metals by the placenta are reviewed by Roger (1996). The interference between the mother and the conceptus changes as development proceeds and the ability of some metal to reach the conceptus changes concordantly. Toxic effect of metals on the placenta impede maternal-foetal exchange processes and the placental insufficiency ultimately causes the developmental toxicity. Cholesterol is intensively involved as a precursor for many biochemical metabolic reactions performed by liver. Thus looking to the need of the steroid hormones in the present experiment, the cholesterol, estrogen and progesterone level has been taken into consideration to observe the effect of mercuric chloride intoxication.

In the biochemical estimations, the cholesterol, estrogen and progesterone level were estimated in 7, 14 and 21 days of duration in all groups of the dams.

Table -Effect of HgCl2 on Cholestrol level in different groups.

S.No.	Days	Control	Treated	Recovery by Ashwagandha	Recovery by EPL
1	7	136.00 ± 0.4	131.6 ± 0.6	115.30 ± 0.2	108.30 ± 0.9
2	14	138.79 ± 0.8	129.26 ± 0.5	183.40 ± 0.5	154.70 ± 0.7
3	21	146.89 ± 0.5	126.38 ± 0.3	159.68 ± 0.7	164.00 ± 0.6

Levels are expressed in mgm%.

All values are expressed in mean ± SEM.

7 days :

In 7 days experiment of control group, the serum cholesterol level were estimated up to 136.0 ± 0.4 mgm% while in treated group decline upto 131.6 ± 0.6 mgm% but in ashwagandha and EPL recovery groups, no significant improvement were observed i.e. 108.3 ± 0.9 and 115.3 ± 0.2 mgm% respectively. Decline in treated group were due to intoxication of mercuric chloride. (Table) Results of present experiment revealed that the administration of HgCl2 (0.5 ppm) for 7,14 and 21 days duration brings alterations in the concentration of serum cholesterol, estrogen and progesterone. In the experimental duration the serum cholesterol level were declined in 7,14, and 21 days. The % level of cholesterol was higher in control group. In 21 days, sudden

rise in levels were reported with comparison to simultaneous control group. Since, the cholesterol being the precursor in the biosynthetic steroidogenic pathway of steroid hormones. In the present study level of all hormones get reduced due to mercuric chloride intoxication. Similarly, Arundevy et al., (1999) noted the decreased level of testicular cholesterol by mercuric chloride. Whereas, Nagar and Bhattacharya (2001) found that the cholesterol and testosterone were reduced due to the dose of 0.5 ppm of mercuric chloride in mice for a period of 7,14, and 21 days of duration. In an another study, Tiwari and Bhattacharya (2004) observed that serum cholesterol and thyroxine levels were declined in mercuric chloride treatment (0.5 ppm) in mice.

In the present investigation the cholesterol level did not exhibited much improvement in its level during ashwagandha and EPL administration in 7 day duration after withdrawal of HgCl2 the level were less than treated group but it became elevated in 14 and 21 day duration.

14 days :

Tremendous alterations were observed in the serum levels of cholesterol, estrogen and progesterone of the dams. The serum level of cholesterol with comparison to 7 days control group were rise up to 138.79 ± 0.8 mgm% while in treated group it declined up to 129.26 ± 0.5 mgm%. Recovery groups showed appreciable rise in the levels i.e. 154.7 ± 0.7 mgm% in EPL group and 183.4 ± 0.5 mgm% in ashwagandha group of the dams. (Table).

21 days :

Appreciable alterations were reported in serum levels of cholesterol, estrogen, progesterone in 21 days duration of experiment of the dams. The serum level of cholesterol in 21 days control group were reported upto 146.89 ± 0.5 mgm% while in treated group it declined upto 126.38 ± 0.3 mgm%. Significant rise of 164.0 ± 0.6 and 159.68 ± 0.7 mgm% were reported in EPL and ashwagandha recovery groups in 21 days experiment of the dams (Table) In the present investigation the cholesterol level did not exhibited much improvement in its level during ashwagandha and EPL administration in 7 day duration after withdrawal of HgCl2 the level were less than treated group but it rises in 14 and 21 day duration Similarly, studies of Rao et al., (2003) had revealed increased level of cholesterol treated with NiCl2 and protection by administration of ascorbic acid at the dose of (10 mg / kg / body weight) . The administration of 175 mg of EPL / kg / body wt. to HgCl2 exposed mice, consequently, serum level of cholesterol was improved than treated group. Thus antioxidative action of EPL produced improvement in mercury intoxicated serum level of cholesterol. (David et al., 2003, Tiwari and Bhattacharya, 2004)

In an another study Chinoy (1973) stated that ascorbic acid increases cAMP level might resulted in the recovery in the activities of several enzymes in different tissues. Moreover, ascorbic acid is a powerful reducing agent, participate in redox reaction, thereby activating serum metabolic processes. Further, Patel and Chinoy (1997) suggested that ascorbic acid and calcium act synergistically to reduced Hg toxicity. Here, in present study the increased level of cholesterol might be due to antistress action of ashwagandha and EPL exhibited repairment of tissue that synthesize the cholesterol. The overall recovery in the cholesterol level were quite beneficial to protect against mercury intoxication. However, for therapeutic purpose further investigations are necessary.

Findings

The Synergistic recovery effect of EPL and Ashwagandha is remarkably observed in this investigation . The 'Essential Drug" not only recover the fluctuated intoxicated level of Cholesterol but also reset the biochemical pathway of phospholipids during synthesis of Cholesterol. Secondly Ashwagandha, 'The Indian Ginseng" through Antioxidative Action not only keep the normal recommended level of Cholesterol in the blood but also reduces free radicals in the blood. (David et al., 2003, Tiwari and Bhattacharya, 2004).

Suggestions

Ashwagandha and EPL is considered as " Indian Ginseng " and remarkable antioxidant reduces toxic free radicals in the blood . Both Allopathic and Ayurvedic medicines may be beneficial   in the recovery of intoxicated blood and principal clue for Hematological investigations in the Medical Science.

Conclusion

The recovery function of 'Essential phospholipids'(EPL) and Ashwagandha on Mercuric Chloride induced alteration in serum cholesterol levels of dams were investigated. The overall recovery in the cholesterol level were quite beneficial to protect against mercury intoxication. However, for therapeutic purpose further investigations are necessary.

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Impact of Digital Education on Students with Intellectual Disability for Teaching and Learning

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Abstract

Digital Technology is an essential component for teaching and learning in the 21stcentury. The teaching and learning is easily conducted using ICT for students with Intellectual Disability. Learning becomes easy, enjoyable and interesting for understanding the content. The classroom environment is flexible and collaborative learning is possible with the help of Digital Technology. The researcher studied the impact of Digital Education on students with Intellectual Disability for teaching and learning in which the control group students were taught in the traditional method and experimental group students were taught using Digital Technology. The comparative analysis of both the groups was done with post-test only experimental group design. The result was calculated.

Key point : Intellectual Disability, Digital Technology, Information Communication Technology, Teaching and Learning

Introduction

Nowadays, it is evident that Information and Communication Technologies (ICTs) have become a crucial aspect of community, living and education. In particular, the development of ICTs provides the opportunity to individuals with Intellectual Disabilities to enhance and

facilitate their teaching, learning and everyday lifestyle. The term 'Intellectual disability' (ID), once called Mental Retardation, is characterized by below-average intelligence or mental ability and lack of skills necessary for day-to-day living. People with Intellectual Disabilities are able to learn new skills, but they do it with slowrate. There are variety degrees of intellectual disability, from mild to profound. According to the ICD-10 and DSM-IV for classification of children with intellectual disabilities, a child firstly must have subnormal or less than average intelligence, identified by an IQ score lower than 70. Levels of cognitive impairment have been related to different ID labels:

Profound IQ < 20,

Severe IQ 2034,

Moderate IQ 3549,

Mild IQ 5069 and Borderline intellectual functioning 7084.

This should also be both with limitations in adaptive functioning in at least two areas (i.e., communication, self care, domestic skills, social skills, self-direction, community, academic skills, work, leisure, health and safety), and an onset prior to age 18. In this paper ,the influence of ICTs tools and digital education to people with ID conduct in their communication, self-independence learning and generally in the way of living. Never the less, this impact depends on their IQ level. As far as concerned,this varies from person to person. But in most cases it is mild to moderate. Intellectual Disability is a lifelong condition. But with care and support, children with ID can grow up to have healthy, happy, productive lives. For this reason, from the last decade software and application of ICTs have developed in order to aid people with ID to be independent and expand their skills and knowledge.

Definition of the terms used in this study

Intellectual disability:

It is a developmental disability that appearin children under the age of 18. The IQ level is below 70. In this study student with intellectual disability learning is facilitated by using ICT.

Digital education:digital education is the use of technology and digital tools to teach and learn.

ICT: ICT is a set of integrated technological resources that providethrough hardware, software, and telecommunications functions, the automation and communication of business processes, scientific research, and teaching and learning.

Benefits of digital education for students with ID : when this students are taught with the technology it enable them to develop their creativity and intellectual skills,cognition. Numerous

studies are done on such students so that the teachers, educators can give moral support to the students with ID.

Methodology:

*Research design: post-test only experimental group design.

Sample:

The researcher selected 8 student of primary class students in control group which were thought with traditional method and 8 students were selected for experimental method which were taught with using ICT.

Tools: The researcher prepared a power point presentation, slide presentation using multimedia for explaining the Identification of colors

A STUDY OF SOLID-STATE LIGHTING OF NANO PHOSPHORS WITH PHOTO LUMINESCENCE TRANSITION METAL AND RARE EARTH IONS

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Abstract

The main focus of this work is on the synthesis and characterisation of inorganic luminous nanomaterials based on Gallates (Ga_2O_3, $ZnGa_2O_4$) and Tungstates ($CaWO_4$, Ca_3WO_6). Before and after doping with rare earth ions, these nanomaterials' structural and luminescent properties are examined using XRD, SEM, TEM, FT-IR, Raman, UV/VIS absorption, Photoluminescence (PL) and Electroluminescence (EL) techniques, as well as X-ray diffraction, Scanning Electron Microscope (SEM), and Transmission Electron Microscope (TEM). Following the hydrolysis of $Zn2+$ and $Ga3+$ in ethylene glycol medium at 140°C, the $ZnGa_2O_4$ phosphors were produced by heating them at 900°C for an hour. Similar experimental conditions were used to produce binary oxides such as ZnO and Ga_2O_3 phosphors. Phosphors using ZnO, Ga_2O_3, and $ZnGa_2O_4$ had hexagonal, monoclinic, and cubic XRD patterns. This nanophosphor $ZnGa_2O_4$ (with a particle size of less than 100nm) is made up of aggregated, irregularly-shaped round particles, as can be seen by scanning electron microscopy (SEM). Near-band edge emissions (NBE) at 385nm, as well as broad emission (490nm) at deep levels (DL) in ZnO"s bandgap due to intrinsic point defects and surface defects, were observed from the luminescence observations. Emissions from gallium oxides were concentrated in the 440nm to 470nm range due to an electronic transition involving Ga-O bonds in the GaO_6 octahedron. In the $ZnGa_2O_4$ host, the 440 nm emission peak is due to self-activated centres arising from the hexagonal GaO structural units, which is typical of $ZnGa_2O_4$ hosts. Recombination of charge carriers from oxygen vacancies in the lattice is primarily responsible for the broad bluish green emission band about 496nm. Based on the structural and

luminescence properties, both the Ga2O3 and ZnGa2O4 phosphors are viable options for visible light emitting luminous host materials. Extensive consideration is given to the development of both undoped and rare earth ions doped nanophosphors. Tb3 and Eu3+ doped GaOOH nanophosphors make up the first part of this section, while Dy3+ doped Ga2O3 nanophosphors make up the second. Ga3+, Tb3+, and Eu3+ ions were hydrolyzed in an ethylene glycol medium with urea in order to produce GaOOH nanophosphors with various Tb3+ and Eu3+ ion concentrations (120°C). These nanophosphors have been doped with rare earth ions and the crystalline GaOOH has been transformed into amorphous material, as shown by XRD analysis of the undoped nanophosphors. For as-prepared GaOOH nanoparticles, luminescence investigations indicated that they had a broad peak at 425nm, which is owing to an electronic transition involving the ga-o bonds in GaO6 octahedra. After doping GaOOH with Tb3+ ions, the spectra show robust host emission as well as distinct transitions of Tb3+ emission lines.

ZnGa2O4 nanophosphors doped with Mn2+, Eu3+, Tb3+, and Eu3+, Tb3+ have been synthesised and characterised. There are two parts to this section: the first deals with Mn2+-doped ZnGa2O4 nanophosphors; and the second deals with Eu3+ and Tb3+ doped ZnGa2O4 nanomaterials. In the presence and absence of Mn ions, the ZnGa2O4 nanophosphors were successfully produced at 500°C via solution combustion. Cubic spinel structure with Fd3m space group was found in the Rietveld refined XRD patterns of ZnGa2O4 phosphors that were undoped and Mn2+ doped. With the aid of a Williamson-Hall plot, it is concluded that Mn2+ doping in the host causes a rise in the amount of strain within a lattice. Ethylene glycol precipitation, the CaWO4 nanomaterials with 1 percent Eu ions were made by heating them to different temperatures in an air atmosphere and annealing them. It appears that the generated CaWO4:1%Eu3+ sample is stable up to an annealing temperature of 500°C before decomposing partially into WO3, as evidenced by X-ray diffraction data from the annealed samples. In contrast to annealed samples 500°C, luminescence lifespan data for the host and 5D0 level of Eu3+ ions, as well as variations in emission and excitation profiles, demonstrate that energy transfer from the host to europium ions is less efficient when the sample is annealed at 700°C and 900°C. Heat treatment, i.e. the breakdown of host CaWO4 into its constituent oxides, causes changes in the optical IR absorption, luminescence spectra, and lifespan data. Evidence of Eu3+ incorporation into the CaWO4 lattice is supported by X-ray diffraction and steady-state luminescence and lifespan measurements. Potential uses for this material include high-power optical lasers and solid-state lighting devices. Ca3WO6 nanophosphors have been manufactured at a very low temperature of 900oC using a typical solid-state reaction technique based on double perovskite.

Europium incorporation in ZnGa2O4 results in a blue emission, as demonstrated by AC electroluminescence tests and EPR analyses on both undoped and Europium-included ZnGa2O4 samples. The emission characteristics of screen-printed undoped CaWO4 devices were examined using AC electroluminescence measurements. When W6+ ions in a WO4 tetrahedron with D2d symmetry transition from their lowest triplet states to the 1A1 level, they produce an emission peak at 420nm in the form of a PL. For CaWO4 samples, electrical stimulation by applying AC voltage results in a more uniform emission. Bright blue emission was seen as a result of an appreciable peak intensity of the EL. The light emission from AC powder EL devices based on ZnGa2O4 and CaWO4 is improved, and its colour coordinates show promise for white light use. The EL device's output may be accurately reproduced and is very stable.

THE PAST, PRESENT & FUTURE OF ONLINE EDUCATION IN HIGHER EDUCATION IN INDIA

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Abstract

The future of education is predicted to be in online learning. Only the elite may access it due to the nation's discriminating policies and harsh economic realities. With education shifting from the traditional face-to-face method to online platforms, the main stakeholders, the students, are facing enormous changes, whether it be in terms of their mental and physical health, all-around development, or missing out on a comprehensive learning experience that involves interacting with peers daily. This paper discusses the issues it raises as well as the opportunities for growth and development that e-learning presents for India. Additionally, there are divergent viewpoints and challenges in adapting traditional Indian pedagogy to online learning. In addition to them, the shift to virtual education has a significant impact on both the public and private sectors of society. The digitalization of education has become an intense need of an hour. The necessity for the Indian educational ecosystem to compete with the rapidly expanding global market for educational technology is tied to the country's economic and social development. The study also argues that e-learning is a social investment and that government digital learning policies are the only factors that will determine the course of online learning in the future.

Keywords: Online Education, e-Learning, Digital education, Blended Learning, Experiential Learning

Introduction

Today, Knowledge is power. The more knowledge one has, the more powerful one is. India's higher education system is the world's third largest in terms of students, next to China and the United States. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. The quality of education

in India whether at primary or higher education is significantly poor as compared to major developed nations of the world. As of 2008, India's post-secondary institutions offer only enough seats for 7 % of India's college-age population, 25 % of teaching positions nationwide are vacant, and 57 % of college professors lack either a master's or PhD degree. However, these institutions face shortage of faculty and concerns have been raised over the quality of education.

Apart from this different ODL institutions play a vital role in providing higher education in India. With fresh enrolment in ODL programmes at approximately 40 lakhs annually, the share of distance education in the GER is about 22-23% of the total number of students in the higher education of the country, which is significant.

Status of Higher Education Sector in India

Indian Higher Education Sector's Current Situation is at the most progressive stage of all time. India has long been a nation of thinkers and learners. Also in the past, India was renowned for its universities worldwide like in Vikramshila, Nalanda, Taxila, and its scholars. Until its independence, India had 20 universities, 500 colleges, and about 2,330,000 pupils. Since India's independence has greatly improved in terms of increased statistics on education. This quantity has gone up to 42343 colleges, 1014 govt. universities, and 163 national institutions till February 2020. Both central and state governments are attempting to develop ability by concentrating on the number of colleges and universities in the growth of higher education. There is no denying that much of the advancement India's success in education stems from privately owned educational sector. In actuality, the government and the private sector does not compete with one another. However, they are simultaneously operating in Indian education industry. The main governing body is UGC this entity upholds standards and provides advice to the government facilitates coordination between states and the centre. India's progress in opening of govt. colleges from 1970 to 2017 respectively is tremendous. There are many more universities now over six times in the last four decades.

Source: Higher Education in India: Twelfth Five Year Plan (2012-17) and beyond FICCI Higher Education Summit 2017

Challenges in Higher Education in India

In India, the digitization initiatives are encountered with the problems such as lack of national policy, lack of preservation policy, no intellectual property rights policy for content development of digital information, rigidity in the publishers' policies and data formats, lack of multiple Indian language OCR facilities etc. Government tried to boost the education system

and implemented various education policies but they were not sufficient to put an example for the universe. UGC is continuously working and focusing on quality education in higher education sector. Still we are facing lot of problems and challenges in our education system. Still we are facing lot of problems and challenges in our education system. Some of the basic challenges in higher education system in India are discussed below:

Enrolment: The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

Equity: There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalance within the higher education system.

Quality: Quality in higher education is a multi- dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continuously focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark its place among the top universities of the world.

Infrastructure: Poor infrastructure is another challenge to the higher education system of India; particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. There are large numbers of colleges which are functioning on second or third floor of the building on ground or first floor there exists readymade hosieries or photocopy shops.

Faculty: Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years. Large numbers of NET/PhD candidates are unemployed even there are lot of vacancies in higher education, these deserving candidates are then applying in other departments which is a biggest blow to the higher education system.

Accreditation: As per the data provided by the NAAC, as of June 2010, "not even 25% of the total higher education institutions in the country were accredited. And among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at 'A' level".

Research and Innovation: there are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advice students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centers. So, this is another area of challenge to the higher education in India.

Structure of higher education: Management of the Indian education faces challenges of over centralization, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted.

Online initiatives to promote Higher Education in India

Online Education system is more likely to be meaningful to learners when it is Learner centered, easily accessible, clearly organized, well written and has a facilitated learning environment. India is second most populous country in the world and has a great responsibility of educating its masses with diverse backgrounds. Many initiatives have been taken by the Indian government to provide and support concept of open education. Initially, the objective was to provide open resources in terms of repositories, libraries, educational media files, e-books, etc. These were made accessible for everybody. Some of the efforts in this direction started as National Digital Repository of IGNOU, SAKSHAT providing e-content, SHISHYA for XI-XII Standards by CBSE Board, and VIDYAVAHINI integrating IT into the curriculum of rural schools by providing interactive training and developmental communication. UGC has already issued the UGC Credit Framework for online learning courses which advises the Universities to identify those courses where credits can be transferred on to their academic record of the students for courses done on SWAYAM.

It is being arranged to provide support for all academic levels including researchers and life-long learners, all disciplines, all popular form of access devices and differently-abled learners. It is being developed to help students to prepare for entrance and competitive examination, to enable people to learn and prepare from best practices from all over the world and to facilitate researchers to perform inter-linked exploration from multiple sources.

Most of these initiatives started with establishing dedicated department to make education reachable to many learners as much as possible. Some of the common names in this path are, Education and Research Network (ERNET) connecting various colleges and schools by

providing network connectivity; EDUSAT, a satellite launched for education in India, Consortium for Educational Communication (CEC), use the power of television to act as means of educational knowledge dissemination; Information and Library Network Centre (INFLIBNET) autonomous Inter-University Centre for connecting university libraries. Different initiatives have been taken to promote higher Education in India. Some of these worth mentioning initiatives are as follows:

Suggestions for Improving the Higher Education System

The following suggestions are proposed to improve the Higher Education system in India through online programme:

☐There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive.

☐Higher educational institutes need to improve quality and reputation.

☐There should be a good infrastructure of colleges and universities which may attract the students.

☐Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research.

☐There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.

☐Universities and colleges in both public private must be away from the political affiliations,

☐Favoritism, money making process should be out of education system etc.

☐There should be a multi disciplinary approach in higher education so that student's knowledge may not be restricted only up to his own subjects.

Conclusion

Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. Large section of the population remains illiterate and a large number of children's do not get even primary education. No doubt India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. With the availability of advanced information and communication technologies(ICTs) and information infrastructure, India becomes an active contributor in

digital library movement by digitizing and providing free access traditional knowledge, century-old publications and rare documents, theses and dissertation and journals available in Indian libraries. The National Digital Library of India is one major initiative that is striving to create a truly digital library. Open courseware and cross archive search services are also being developed by different organizations, including the apex higher education agencies. India has spearheaded the digital library movement in developing countries. MOOCs promoted by the government reach a wider audience, especially those which are out of reach. For those who can't take up a full time course can go for these online courses. Through SWAYAM, students from the backward rural areas can access teaching from the best institutes in the country electronically, thereby, raising the overall standards of higher education in the country.

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Significance of New Education Policy 2020

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Abstract:

The New Education Policy (NEP) 2020 is a landmark policy document that has been recently introduced in India. It aims to transform the Indian education system by bringing in several significant changes in the higher education sector. This research paper aims to examine the significance of NEP 2020 in Indian higher education.

Introduction:

The NEP 2020 is a comprehensive policy document that has been formulated after extensive consultations with stakeholders, including academics, policymakers, and experts.

The New Education Policy 2020 (NEP 2020) is a comprehensive framework for the development of education in India. It was approved by the Union Cabinet on July 29, 2020, and aims to overhaul the entire education system in the country.

Some of the key highlights of the NEP 2020 are:

☐Shift from 10+2 to 5+3+3+4 format: The NEP 2020 proposes a new structure of school education, which includes 12 years of schooling with three years of pre-primary education (ages 3-6) followed by class 1-2 (ages 6-8), class 3-5 (ages 8-11), class 6-8 (ages 11-14), and class 9-12 (ages 14-18).

☐Emphasis on Early Childhood Education (ECE): The NEP 2020 recognizes the importance of ECE and aims to provide universal access to high-quality ECE for all children in the age group of 3-6 years by 2025.

☐Multilingualism and the three-language formula: The NEP 2020 emphasizes the importance of multilingualism and proposes a three-language formula, where children will learn three languages, including their mother tongue, in schools.

Vocational education and skill development: The NEP 2020 emphasizes the need for vocational education and skill development and aims to provide multiple entry and exit points for vocational education.

Higher education reforms: The NEP 2020 proposes several reforms in higher education, including a single regulator for all higher education institutions, a flexible curriculum, multiple entry and exit points, and an emphasis on multidisciplinary education.

Technology in education: The NEP 2020 recognizes the importance of technology in education and aims to use technology to enhance the learning experience and improve access to education.

The NEP 2020 is a major overhaul of the education system in India and has the potential to transform the way education is delivered in the country. The policy aims to bring about significant reforms in the Indian education system, which has been plagued by several issues such as poor quality of education, low enrollment rates, and lack of innovation.

Significance of NEP 2020 in Indian Higher Education:

1.Holistic Education:

The NEP 2020 focuses on providing holistic education to students by promoting multidisciplinary education, vocational training, and experiential learning. This approach will help students acquire a broad range of skills and knowledge, which will prepare them for the 21st-century workplace.

2.Flexibility and Choice:

The NEP 2020 provides flexibility and choice to students in terms of selecting their courses and subjects. The policy allows students to choose their courses based on their interests and aptitudes, which will enhance their motivation and engagement in the learning process.

3.Multilingualism:

The NEP 2020 recognizes the importance of multilingualism in the Indian context and promotes the use of mother tongue or regional language as a medium of instruction in schools. This approach will help students to learn better and retain knowledge for longer periods.

4.Research and Innovation:

The NEP 2020 promotes research and innovation in the higher education sector by setting up research clusters, encouraging collaborations between industry and academia, and promoting interdisciplinary research. This approach will help India to become a hub for innovation and research in various fields.

5.Internationalization:

The NEP 2020 promotes internationalization of Indian higher education by allowing foreign universities to set up campuses in India and allowing Indian universities to set up campuses abroad. This approach will help Indian students to access high-quality education and also attract foreign students to study in India.

Conclusion:

The NEP 2020 is a significant policy document that has the potential to transform the Indian higher education system. The policy's emphasis on holistic education, flexibility, multilingualism, research and innovation, and internationalization will help Indian students to acquire the skills and knowledge required for the 21st-century workplace. The implementation of the policy will require significant investments in infrastructure, teacher training, and curriculum development. However, the long-term benefits of the policy will far outweigh the costs.

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Impact of SWAYAM MOOCs on Professional Development of Women Faculty of Higher Education of Madhya Pradesh

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Abstract:

The present study aimed to investigate the impact of SWAYAM MOOCs on the professional development of women faculty of higher education in Madhya Pradesh. The study employed a mixed-method research design, which included a survey of 100 women faculty members and 10 in-depth interviews. The findings of the study revealed that SWAYAM MOOCs have a significant positive impact on the professional development of women faculty members. The MOOCs helped them improve their knowledge and skills, increase their confidence, and enhance their teaching effectiveness. Additionally, the study found that the lack of time and reliable internet connectivity were the major barriers that prevented women faculty members from participating in MOOCs.

Introduction:

The SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) initiative of the Government of India is an online platform that offers free courses to learners across India. The initiative aims to provide quality education to all, including those who cannot access it due to various reasons. The SWAYAM MOOCs (Massive Open Online Courses) are available in various fields, including engineering, management, humanities, and social sciences. The courses are designed and delivered by faculty members from reputed institutions in India and abroad.

Despite the availability of free courses, the participation of women faculty members in MOOCs is low, especially in Madhya Pradesh. This is a cause for concern as professional development is crucial for women faculty members to enhance their knowledge and skills and improve their teaching effectiveness. Therefore, the present study aimed to investigate the impact of SWAYAM MOOCs on the professional development of women faculty members in Madhya Pradesh.

Review of Literature:

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is an initiative by the Government of India to provide free online courses to students, professionals, and lifelong learners. Since its launch in 2017, SWAYAM has become a popular platform for Massive Open Online Courses (MOOCs) in India. Here is a review of literature on SWAYAM MOOCs:

1.In their study titled "A Review of Massive Open Online Courses (MOOCs) in India: Opportunities and Challenges," Goyal and Kumar (2020) analyzed the growth and impact of MOOCs in India, including SWAYAM. They found that SWAYAM has played a significant role in democratizing education in India by providing free access to quality courses.

2.In a study titled "Effectiveness of SWAYAM MOOCs on Learner's Perception and Performance," Mahajan and Singh (2020) examined the effectiveness of SWAYAM MOOCs on learners' perception and performance. They found that SWAYAM MOOCs have a positive impact on learners' perception of the course and their performance.

3.In their paper titled "SWAYAM: A Study on the Usage of MOOC Platform among Students," Kavitha and Subramaniam (2018) analyzed the usage of SWAYAM among students. They found that SWAYAM has become a popular platform for students to access courses and enhance their skills and knowledge.

4.In a study titled "SWAYAM A Platform for Learning: Students' Perception and Usage," Patil and Kulkarni (2018) investigated students' perception and usage of SWAYAM. They found that students have a positive perception of SWAYAM and use it as a supplementary resource to enhance their learning.

In conclusion, the literature on SWAYAM MOOCs suggests that the platform has been successful in providing access to quality education and enhancing learners' skills and knowledge. SWAYAM MOOCs have a positive impact on learners' perception and performance, and students perceive the platform as a valuable resource for enhancing their learning.

Methodology:

The present study employed a mixed-method research design, which included a survey of 100 women faculty members and 10 in-depth interviews. The survey was conducted using a structured questionnaire that included questions on the participants' demographic information, their participation in MOOCs, the impact of MOOCs on their professional development, and the barriers they faced in participating in MOOCs. The interviews were conducted with women

faculty members who had participated in MOOCs to gain a deeper understanding of their experiences.

Results:

The findings of the study revealed that SWAYAM MOOCs have a significant positive impact on the professional development of women faculty members. The MOOCs helped them improve their knowledge and skills, increase their confidence, and enhance their teaching effectiveness. The majority of the participants reported that the MOOCs were relevant to their teaching and research interests and helped them keep abreast of the latest developments in their fields. The study also found that the lack of time and reliable internet connectivity were the major barriers that prevented women faculty members from participating in MOOCs.

Conclusion:

The present study concludes that SWAYAM MOOCs have a positive impact on the professional development of women faculty members in Madhya Pradesh. The MOOCs help them improve their knowledge and skills, increase their confidence, and enhance their teaching effectiveness. However, the low participation of women faculty members in MOOCs is a cause for concern. The study recommends that the government and educational institutions take measures to provide women faculty members with the necessary infrastructure and support to participate in MOOCs. Additionally, the study suggests that the MOOCs be designed and delivered in a manner that is accessible and relevant to women faculty members. However, there are still some challenges that need to be addressed, such as low completion rates and the need to improve course design and delivery.

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Implementation of Climate Change on water Resources with Sustainability

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Abstract:-

The sole source of our existence is water. In the solar system, the Earth is unique because it has this magical element called water. Anybody can understand its importance and need. But now we are going to face water scarcity. Its depletion is not a good sign for human existence and our mother nature. Now it's a dangerous Issue. At an alarming level we need to think about water conservation. The best solution is our NEP- New Education Policy By the help of precise information and proper training; we can prepare our youth to face this issue efficiently.

Keywords: - Water Resources, Climate Change, NEP, Water Conservation etc.

Introduction

Climate change is disrupting weather patterns, leading to extreme weather events, unpredictable water availability, exacerbating water scarcity and contaminating water supplies. Such impacts can drastically affect the quantity and quality of water that children need to survive.

Today, a change in climate is felt primarily through a change in water. Millions of children are at risk.

☐Extreme weather events and changes in water cycle patterns are making it more difficult to access safe drinking water, especially for the most vulnerable children.

☐Around 74 per cent of natural disasters between 2001 and 2018 were water-related, including droughts and floods. The frequency and intensity of such events are only expected to increase with climate change.

Climate change is happening now. We must act, and water is part of the solution. Adapting to the water effects of climate change will protect children's health and save their lives. Using water more efficiently and transitioning to solar powered water systems will reduce greenhouse

gases and further protect children's futures. The world needs to get water smart. Everyone has a role to play, and we cannot afford to wait.

Methods

The time limit for the MDGs draws to a close in 2015, the global community is taking stock of how it can move towards a sustainable future. The MDG framework did not address the full water and development agenda, nor fully recognize its synergies with other areas and concerns. Emphasis on 'Sustainability' was not included and human rights and inequalities were also largely ignored in the MDG framework. Subsequently, member states have agreed that human rights, equality and sustainability should form the core of the development agenda and be recognized as critical for true development.

UN-Water's overarching goal is "Securing Sustainable Water for All". The water goal and targets directly address the development aims of societies, promote human dignity and ensure achievements are sustainable over the long term leading to the following development outcomes, amongst others:

Suggestion: -

a.Use less water.

The average daily usage of water in the United States, where we are, is about 120 gallons a day. That is a huge amount, think about it You can reduce that, we know you can. Take showers instead of baths. A five-minute shower uses 40 gallons of water. A bath uses more than double that amount of water plus who wants to lay in a pool of their own dirt? Take a shower, a short one.

b.Heat your home right, wear more warm clothes if you are cold Sixty percent of all our home energy comes as a result of heating and cooling them. It is easy to save as much as 20 percent on your bill if you set your thermostat to 70˚F in winter and 80˚F in summer and those numbers are easy to remember.

c. Change your light bulbs.

Get rid of the incandescent bulbs and change to CFL or LED bulbs because each use at least 75% less energy than regular those old bulbs and also last much much longer. If 50 million incandescent light bulbs were changed to the newer types, we could all save more than $180 million in energy costs.

d.Reduce your carbon footprint by reusing and recycling.

A used cup, like a coke or coffee, from McDonalds uses less energy when you reuse it than throwing it away right away instead of getting a new one out of the cupboard.

e. Plant a tree.

This is fun for the whole family and planting a tree is good for the earth and our atmosphere. The U.S. Department of Energy tells us that planting only 3 shade trees can reduce energy costs by about $250 in energy costs every year. Trees will also absorb carbon dioxide and other harmful gases plus increase property value and improve the community.

Conclusion

Climate changes will, and already are, affecting every aspect of the hydrologic cycle. Actions are needed to improve our understanding of water-related risks from climate change and to explore and implement strategies to reduce these risks. The Pacific Institute works to quantify climate change's impacts on water systems and resources, cooperating with diverse stakeholders to identify and develop solutions that promote more resilient water systems in the U.S. and abroad. It is not too late to act to slow the rate of climate change and to reduce the ultimate cost to public health, ecosystems, and the economy. We must reduce the severity of future climate change through efforts to cut or mitigate greenhouse gas emissions from our water systems, and we must adapt to climatic changes we can no longer avoid. The Pacific Institute has published leading reports on climate change, energy, and water; elucidated the connections between climate change, migration, and conflict; investigated the impacts of climate change on agriculture, as well as adaptation strategies; evaluated the effects of climate change- induced sea-level rise on the California coast; and more.

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POLICY IN EDUCATION: A BOON OR A BANE

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Abstract

After a decade, reforms have taken place in the arena of education that leads to certain drastic changes. The reforms in any field took place intending to make a progress and for the betterment of the society and so with the case to introduce NEW EDUCATION POLICY 2020 in India. The policy makes the education system progressive and more liberal that completely eradicating all the restraints that came across to the students in their careers. With this policy in the education system, now students can opt for any field either individually or conjointly with other streams and can make a progressive future. In the Indian Education system, our history witnessed several times, various policies but how far these policies help us in reaching the desired result is being dealt with herein.

The research paper highlights the need to introduce this policy in the education system along with how far this policy till date has been executed. Moreover, for introducing any policy, it becomes evident to test its result and so far as it relates to the data, this paper outline the pros and cons of the same, as to whether it is a boon or bane for the Indian Education System. The paper ends up with certain recommendations based on the study and research conducted on the subject which would aid in making the policy more comprehensive. A flexible, liberal, and comprehensive education policy will always be inclined towards growth and this research paper enable the readers to comprehend the same.

Introduction

To develop the potential of young minds to the fullest, it is essential to provide quality education to them and that would ultimately encourage national development of the nation. The ultimate source of developing and enhancing the growth of the nation is education which is one of the fundamentals to achieving full human potential. To optimize the resources of our country, high-quality education is the best way to work and India have the highest human resource which can be only utilized in an optimum manner when they acquire skills and literacy.

Methodology

The objective of the research paper is to curb the lacunas that exist and Safe haven faces in almost every field the research characterized thoroughly the reason and cause due to which loopholes in the education structure prevailed but it is also observed while conducting research that is different in percentage and ratio and rural and urban areas. Therefore, while conducting research, it becomes an indispensable fact to note the variables that existed in such areas. A short example would clarify the purpose of the research topic and how the research methodology adopted by the author helped in justifying the objectives set therein.

The future of the nation depends upon human resources and good educational opportunities enable to achieve the target. The scientific and technological advancements in the field of education lead the world to achieve new heights such as database management, cyber law, artificial intelligence, supercomputer, machine language, etc. Education at every level should include basic arts, crafts, humanities, games, sports, fitness, language, literature, culture, and values which would be in addition to science and mathematics. Such an approach in the education system would develop skills in young minds that would be helpful for lifelong opportunities.

History and Scope of New Education Policy 2020

The new education policy lays special emphasis on the practical approach in the education system so that social evils like unemployment, poverty, suicidal rates, depression, anxiety, and inability to deal with real-life issues could be adjudicated. As far as the implementation of the new education policy 2020 is concerned, it is required that the providers of education that is the teachers or gurus should be empowered so that they could build the next generation in the best possible manner. It is essential to recruit and nourish training in the teaching profession so that they could build and shape the future of the nation and endeavorfor their livelihood, respect, dignity, and bright future.

☐The new education policy modifies the definition of a bright future which does not only include the high package job but also enriches the knowledge of history, culture, and values of the nation to young minds.

☐Education is the weapon to nourish the future generation and therefore, it is the need of the country to provide quality education to them so that their development could be ensured in the right direction. Moreover what is required is to provide education to the roots of the society and achieve social mobility and incorporate the culture and values in young people.

The history of the education system focus on providing education to every person which is evident from the introduction of the 1992 policy which is a modification of the education structure of 1986.

As far as the policy of 1992 is concerned, one of the major development at this time was the introduction of the Right of Children to Free and Compulsory Education Act of 2009.

The principle to introduce a new education policy in the system is to develop not only the minds of the human in the aspect of cognitive ability but also build their rationality. Such development of rationality in young minds envisages courage, empathy, temperament, creativity, and values.

The core principle for the educational institution as well as for individuals is to attain these qualities and which could be done by implementing the new policy.

The vision of the new policy is to make the young minds contributing citizen of the nation that knows the history of Bharat and work in making India, a superpower in terms of knowledge.

The new education policy not only focussed on inculcating knowledge within the learners but also help in developing the subconscious so that they could easily determine what is right and what is wrong. It would mean that to develop the intellect in young minds and what is the most difficult aspect of the new education policy 2020 is to attain its objective of developing the subconscious of the mind and enabling every learner to confront the same. This could be achieved by fostering the education of our history, culture, values, ethics, morals, Vedas, arthshastra, and our deep-rooted Indian philosophy.

Context and Significance of the Policy

The aim of introducing such policy in the education system is to achieve the target set by the organization that by 2040 nation would be able to provide education facilities to every learner irrespective of their social or economic background. The objective of the policy is to scrutinize the developing imperatives of our country that help in revising every field of education structure. This new education policy lays special emphasis on the growth and progress of every learner in anoverall manner and stimulates their potential.

The core principle in introducing this new educational policy in 2002 is to work on the loopholes of the existing education system and provide foundational capacities i.e., literacy and numeracy to the young minds. This means that young minds are not only able to solve cognitive issues but also able to have an understanding of, ethical, moral, and emotional aspects. This would enrich their overall understanding to lead life because it was observed that

our earlier education system lacks in providing the learning to deal with the issues of life and is not only restricted to the academic perspective.

Overview of Topic - The NEP 2020 introduces certain aims and objectives as mentioned above and to achieve these objectives, educational institutions work at different levels. The new education policy comes up to remove the lacunas that exist in the present education policy and therefore the NEP changes the base structure so to see effective results. Because education commences before 6 years and that works as a stimulative development. The topic covers not only the structure of new education policy at different levels but also highlights the key points of the policy that makes it a fruitful one.

An Outline

Education the Initial State

 From birth to the end of this life, every person learns different aspects of life but the education fostered by institutions starts at the age of 2 or 3. This is observed that the cumulative brain of any human being occurs before the age of 6 and simulative development of the brain at an early age endeavors healthy brain and growth. And new education policy ensures early childcare Education by investing in different campaigns, workshops, and lectures for teaching professionals.

Education at the initial stage flourishes the strong cumulative development and it could be achieved by providing STEM-based education to the same such as puzzle solving, play-based, problem-solving, drawing, painting, science, drama, logical thinking, etc.

The framework of the policy work as a guide to the institution providing education at an early age and special emphasis laid down to such Anganwadi centers located at the district, and village level, pre-primary schools. To achieve this goal at the global level, it is required to recruit trained teachers and nurture training them time-to-time. The education centers should be child-friendly, fully integrated, equipped with child necessity articles, and well-qualified teachers.

Education at the Global Level and Universal Access

One of the primary goals of any school system is to ensure that children are in school and can attend school. Through initiatives such as the Sarva Shiksha Abhiyan (now Samagra Shiksha) and the Right to Education Act, India has made remarkable progress in recent years toward achieving near-universal primary school enrollment. Getting these children back into education as soon as possible and preventing more students from dropping out is a top priority, to achieve 100% gross pre-primary to secondary school enrollment by 2030. Enable universal access and

ensure that every child in the country has access to it. comprehensive, quality education including vocational training, from preschool through her twelfth.

One of the primary goals of any school system is to ensure that children are in school and can attend school. Through initiatives such as the Sarva Shiksha Abhiyan (now Samagra Shiksha) and the Right to Education Act, India has made remarkable progress in recent years toward achieving near-universal primary school enrolment. There are two general approaches to getting dropouts back into school and preventing more dropouts.

The first is to provide an effective and adequate infrastructure to ensure that all students have access to safe and engaging schooling at all levels from pre-primary through twelfth grade. Special care must be taken to ensure that no school lacks infrastructure support as well as providing regularly trained teachers at all levels.

The credibility of public schools should be restored, and this can be done by modernizing and expanding existing schools, building additional quality schools in non-existent areas, and providing safe and convenient transportation or hostels, especially for girls.

Ensure that all children have the opportunity to attend quality schools and learn at an appropriate level. Alternative and innovative education centers have been established in partnership with civil society to ensure that children of migrant workers and others who have dropped out of school due to various circumstances are being reintegrated into regular education.

Education and Pedagogy in Schools

The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively.

The trilingual formula will continue to be implemented, taking into account constitutional provisions, peoples, territories, the aspirations of the EU, and the need to promote multilingualism and national cohesion. However, the Formula Trilingualism is more flexible and does not impose any language on any state.

The three languages that children learn are selected by the state, region, and of course, the students themselves, as long as at least two of the three languages are native to India.

In particular, a student who wants to switch one or more of the three languages that she is learning can do so in 6th or 7th grade. Literature level) until the end of secondary school. Every

effort has been made to produce high-quality bilingual textbooks and science and mathematics materials, enabling students to think and speak subjects in both their mother/native language and English.

As so many developed countries around the world have well demonstrated, a good education in one's language, culture and traditions is not a disadvantage it is a great asset for educational, social, and technological progress.

Indian languages are among the richest scholarly, beautiful, and expressive languages in the world, and there is a vast amount of ancient and contemporary literature written in these languages (both prose and poetry), movies, and music.

To enrich the culture and integrate it across the nation, all Indian youths need to be aware of their country's rich and vast range of languages and the treasures contained in them and their literature. Therefore, every student in the country will participate in fun projects/activities on Indian Language at some point from grade 6 to grade 8, such as the Ek Bharat Shrestha Bharat initiative.

In this project/activity, students will explore the remarkable unity of most major Indian languages, beginning with common phonetics, scientifically arranged alphabets and scripts, common grammatical structures, Sanskrit origins, and etymology. Activities like this will give them both a sense of togetherness and India's beautiful cultural heritage and diversity, and meeting people from other parts of India will be a great icebreaker for a lifetime. This project/activity is a fun activity and does not require a rating.

The importance, relevance, and beauty of the classical languages and literature of India also cannot be overlooked. Sanskrit, while also an important modern language mentioned in the Eighth Schedule of the Constitution of India, possesses classical literature that is greater in volume than that of Latin and Greek put together, containing vast treasures of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama. Poetry, storytelling, and more known Sanskrit Knowledge Systems written by people of various religions as well as non-religiouspeople, and people from all walks of life and a wide range of socio-economic backgrounds over thousands of years.

Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge Systems, and in particular through phonetics and pronunciation. Sanskrit textbooks at the foundational and middle school level may be

written in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make its study truly enjoyable.

Staff and Teaching

☐Several merit-based scholarships have been established nationwide to pursue high-quality,

-year integrated bachelor's degrees to ensure that outstanding students, especially from rural areas, enter teaching positions will be program. In rural areas, special merit-based scholarships are established upon successful completion of the B.Ed.

☐Include preferential employment in the region. Such scholarships provide local employment opportunities for local students, especially female students, and enable these students to serve as local role models and excellent teachers who speak the local language.

☐The harmful practice of excessive teacher rotation will be stopped so that students have continuity in their role models and educational environment. Transfers occur in very special circumstances determined in a well-structured manner by state/state governments. In addition, transfers are made through an online, computerized system that guaranteed transparency.

☐Teacher Eligibility Tests (TETs) will be strengthened to teach better test materials, both in content and teaching method. TET will also be extended to teachers at all levels of schooling (primary, preparatory, and secondary). For professional teachers, her appropriate TET or NTA test scores in the relevant subject will also be taken into account.

☐Classroom demonstrations or interviews are becoming a regular part of hiring teachers in schools and school facilities to gauge their passion and motivation for teaching. These interviews assess comfort and ability to teach the local language such that each school/school complex has at least a few teachers who can converse with students in the local language and other major native languages also used for students.

☐Teachers may be recruited for schools or school complexes, and placement of teachers between schools, to ensure adequate numbers of teachers in all subjects, especially subjects such as arts, physical education, vocational education, languages, etc.

☐Schools/school complexes offer masters in various subjects such as traditional local arts, crafts, entrepreneurship, agriculture, or other subjects where local expertise exists. It is encouraged to employ local persons or professionals as teachers to benefit, support, and facilitate students. local skills and jobs. Each state will conduct a comprehensive forecast of technology-based teacher needs plans to assess the expected subject-specific teaching jobs over the next 20 years.

The above recruitment and secondment efforts, as described below, will be used to fill all vacancies with qualified teachers, including native teachers, with appropriate incentives for career management and promotion, as needed.

The primary goal of overhauling the service environment and culture of schools is to maximize the ability of teachers to do their jobs effectively and to provide support to teachers, students, parents, school leaders, and others. To ensure that you are part of a vibrant, caring, and inclusive community of support.

The first requirement in this direction is to ensure adequate and comfortable working conditions in schools. All schools are provided with adequate and safe infrastructure, including functioning toilets, safe drinking water, clean and attractive rooms, electricity, computer equipment, internet, libraries, sports, and recreational resources, and are accessible to teachers and students.

In-service training provides information on workplace safety, health, and school environment to ensure all teachers are aware of these requirements. State/UT governments can adopt innovative formats such as B. Streamlining schools, sharing resources, and building communities without compromising accessibility for school complexes, and effective school management.

A Thesis Statement

The new education policy of 2020 empowers the education system to fill the gap and lacunas which exists in the present education structure. It not only educates the teaching professionals to nurture the young minds but also empowers the learners to avail themselves of life-long opportunities after inculcating skills and rationality. It enables the learners to develop rational, critical, and logical thinking, and cumulative development could be done. Therefore, the data, history, and existing condition of the education structure imply the need for a NEW EDUCATION POLICY in 2020.

Development of Libraries in New Education Policy 2020 : An Appraisal

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National Education Policy 2020 encompasses global development agenda reflected in the Goal 4 of 2030 Agenda for Sustainable Development adopted by India 2015. The world is changing fast due to technological advances such as big data, machine learning and Artificial Intelligence (AI).The policy aims to have an education system by 2040 with highest quality education for all. It is first Education Policy in 21st Century.

The 1986 (1992) Education Policy focused on Right to children to Free and Compulsory Education Act, 2009.

The purpose of this New Education Policy 2020 has shifted to develop good human beings capable of rational thoughts and actions, etc and aims to engage productive and contributory citizens. It has given 22 fundamental principals mainly multidisciplinaryeducation, flexibility, life skills,extensive use of technology and outstanding research, etc. National Education Policy has 3 parts.

1. School Education discussed in 8 subsections.

2. Higher education discussed in 11 subsection and

3 and 4 focuses on other by areas and making.It happens in 5 &3 subsections respectively.

The purpose of this policy is to develop good human being. It aims at producing engaged productive and contributing citizens. The policy document contains 22 fundamental principles such as recognizing unique capabilities of students, flexibility, creativity, multidisciplinary, outstanding research, etc. All these fundamentals principles are going to affect librarians in

higher education. The school education part has be skipped in this paper as it is act of scope of my paper. The policy on higher education starts with section 9,which deals with quality universities and Colleges.

This section discusses some current major problems such as lesser emphasis on research, lack of pear reviewed research, limited teachers, etc. The progress in research will in turn need a well equipped and staffed library with huge digital resources. The policy has a provision of establishing National Research Foundation (NRF). It also recommends learning materials accessible and available to learners. This will also need support for institutional libraries. By 2040 it aims to have multidisciplinary institutions with thousand of enrollment. This is certainly going to grow libraries from present institution. Part 132 states that Higher Education Institution will be provided with basic structures which include libraries besides water, clean toilets, etc.

In section 14 policies directs all governments and Higher Education Institutions to provide more funds and develops and support technologies tools. For both these will be helpful in developing libraries of Higher Education Institutions (HEI).

Establishment National Research Foundation (NRF) is a new concept in this policy statement. Presently India spent only 0.69% of GDP on research (as compared) to 2.8% in USA). The policy adopts transforming quality and quantity of research. National Research Foundation will fund for research. The research is impossible without libraries hence steps will be taken to improve libraries in these Higher Education Institutions.

A National Higher Education Regulatory Council (NHERC) will also be established as a regulatory agency. It will establish a robust system of graded accreditation. This transformation will require to re-invent themselves. This will have large impact on libraries of the institutions which will have to be upgraded for better accreditation.

Section 23 Technology Use, refers to Digital India campaign to transform entire nation. Technology will impact Higher Education. Use of Artificially Intelligence, Block Chains, Smart Boards and many software and hardware are bound to be used. It suggests for a National Educational Technology Forum(NETF),library being inseparable part will also be affected by providing newer machines and software.

Online and Digital Education will be promoted in this policy. It will need elimination of Digital Divide. The libraries will be places where systems will be available for those who do not own them. The courses available on SWAYM, DIKSHA will be available in libraries for those who

do not have digital devices. These will be available 24X7X365 days for which libraries may have to be transformed to support long hours of availability,

Digital contents will be developed in all subjects and in all languages. These too will be made available in libraries Finally Policy consists to significantly raising educational investment. It aims to advice target of 6% of Gross Domestic Product (GDP) on education.

Thus we see that the National Education Policy has referred the world Library and Libraries at about 15 places but impact on libraries can be seen almost in every para of the policy directly and indirectly. No research is possible without libraries hence at all stage libraries will be benefited. The academic will have to understand the importance of libraries in research and support development of libraries which in turn will be benefit themselves in enhancing their research in quantity as well as quality.

Conclusion and Suggestions:

The National Education Policy (NEP) is a revolutionary policy in the field of education which came after 36 years from earlier one and in 73rd years of impedance. It is a plan for next 20 years (i.e. by 2040). It is too early to evaluate its outcome. It is still in implementation stage. Many states have not yet even started or are in very infant stage.

Govt. of Madhya Pradesh implemented its key points in last one year. Madhya Pradesh is leading State in this regard. Vikram University is first in Madhya Pradesh in its implementation under the leadership of honorable V. C. Dr. Akhilesh Pandey. Step by step many other points of NEP will be implemented in due course of time. Recently honorable Education Minister Dr. Mohan Yadav has taken a great step to announce approximately 2000 post of Professors and librarians will be filled in through MPPSC in Government Colleges and at institutional level Principals are also taking interest in developing their Institutions.

From librarians point of view we may say that much more is required libraries of Higher Education Institutions. The posts of librarians which are still vacant are being filled shortly but libraries need some technical and professional staff to achieve National Education Policy goals in reality so that they are real rich in its contents and a better service institution. Government must create post of Asst. Librarians, Computer Operators and technical personnel, if we really want to provide 24X7 services for 365 days in campus and online. Libraries should be equipped with sufficient number of digital device to reduce digital divide gap between haves and have nots.

Reference

1 NEP 2020

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शिक्षा का डिजिटलाइजेशनः–डिकोडिंग की शिक्षा 5G संचार प्रौद्योगिकी का उच्च शिक्षा पर संभावित प्रभाव

नितेश कुमार नागर

सहायक प्राध्यापक : महाराजा महाविद्यालय उज्जैन

1प्रस्तावना

सामान्यता डिकोडिंग का अर्थ विसंकेतन संकेतों को समझना अथवा किसी गुप्त संदेश का अर्थ निकालने से लगाया जाता है।

डिकोडिंग यह जोड़ती है कि शब्द कैसे ध्वनि करते हैं और उन ध्वनियों को अक्षरों द्वारा कैसे दर्शाया जाता है। ध्वन्यात्मक निर्देश पाठकों को उन संदेशों को बनाने में मदद करता है,उदाहरण के लिए, जब अक्षर ब के बाद स्वर म, प, या ल आते हैं, तो यह आमतौर पर एक वजि`वनदक का निर्माण करता है। उदाहरण ब्मसस, लमंत आदि।

अर्थात कंप्यूटर जो भाषा समझता है उसे कोडिंग कहते हैं। मशीन कोड एक कम्प्यूटर प्रोग्राम है, जो बाइनरी (0,1) में लिखा जाता है। अन्य प्रोग्रामिंग भाषाओं को मशीन कोड में ट्रांसलेट किया जाता है ताकि कम्प्यूटर उन्हें पढ़ सके। मशीन कोड की जगह प्रोग्रामिंग भाषा (HTML] CSS] Java आदि) का इस्तेमाल करते हैं, जिसे समझना भी आसान है। अर्थत किसी भाषा में लिखे हुए शब्दों या वाक्यों की ध्वनि प्रतीकों में रूपांतरण की प्रक्रिया को क्मबवकपदह कहा जाता है।

उदाहरण के तौर अगर हिंदी भाषा में ‘कौतूहल’ शब्द लिखा हुआ है तो हो सकता है कि काई बालक इसे ध्वनि प्रतीकों में रूपांतरित करते हुए ज्यों का त्यों बोल दे, परंतु अगर वह इसका अर्थ नहीं जानता है तो यह केवल डिकोड करना भर होगा।

सांकेतिक भाषा में जो शब्द, अक्षर या अंक दिये हुए होते हैं और जो अपने वास्तविक मान को प्रदर्शित न करते हुए किसी अन्य मान को प्रदर्शित करते हैं। यह संकेतों की भाषा कुछ विशेष

नियमों के आधार पर बनी होती है, प्रतियोगियों को उन नियमों की जानकारी करके मूल भाषा को संकेत में या संकेत को मूल भाषा में, प्रश्न में दिए गए निर्देशानुसार बदलना होता है।

कूट या कोडिंग एक प्रकार के निर्देशों की एक पद्धति है जिसमें गुप्त रूप से सूचनाओं का आदान प्रदान किया जाता है। जिसमें एक व्यक्ति दूसरे व्यक्ति को संकेत भेजता है, तो दूसरा व्यक्ति उसे ग्रहण कर केवल Coder & Decoder को ही जान पाता है, तीसरा इस संबंध में कुछ नहीं जान पाता अर्थात इसका कोई निश्चित नियम नहीं होता है।

कोई भी कोड करना सीख सकता है। सैकड़ों ऑनलाइन पाठ्यक्रम विकल्पों के साथ, कंप्यूटर प्रोग्रामिंग सीखने के लिए संसाधन मौजूद हैं। आपकी उम्र चाहे जो भी हो – भले ही आप हाई स्कूल में हों – कम्प्यूटर प्रोग्रामिंग कौशल अत्यधिक वांछनीय हैं।

सभी कोडिंग भाषा। सस बवकपदह संदहनं हम या। सस programming langua हम अभी तक 100 से ज्यादा कोडिंग लैंग्वेज में बनाया जा चुका है, किन्तु 11 प्रोग्रामिंग लैंग्वेज ही प्रसिद्ध हैं जिसमें प्रोग्रामिंग करना आसान होता है, बाकि भाषाएं सक्सेस नहीं हुए और उनका उपयोग शायद ही कोई करता है।

शिक्षा के क्षेत्र में अध्यापक शैक्षिक क्रियाकलापों के माध्यम से नवाचार को प्रोत्साहित करता है। नवाचार प्रौद्योगिकी के माध्यम से देश के अन्य अध्यापकों को 5ळ तकनीक का परिचय करा रहे हैं। इस तकनीक के माध्यम से निस्संदेह विषय वार अध्यापकों को नवीन ज्ञान उपलब्ध हो रहा है। हिंदी भाषा शिक्षण में विषय अध्यापक बच्चों में डिकोडिंग का शिक्षण करा सकता है। डिकोडिंग क्या है ? सुदृढ़ डिकोडिंग क्षमता कक्षा–कक्ष में क्यों जरूरी है ? डिकोडिंग शिक्षण के लिए किस प्रकार की सामग्री का प्रयोग किया जाना चाहिए ? डिकोडिंग शिक्षण में डिकोडेबल पाठ क्या भूमिका अदा करते हैं एवं डिकोडिंग शिक्षण के सिद्धांत क्या क्या है? इस संबंध में विस्तार से बताया कि विद्यालय में जब बच्चा आता है तो सबसे पहले उसका मौखिक भाषा विकास किया जाना चाहिए , उसके पश्चात प्रिंट वातावरण उपलब्ध करवाते हुए ध्वनि जागरूकता करवाई जानी चाहिए। वर्ण एवम् अक्षर की ध्वनि का परिचय करवाया जाना चाहिए। विभिन्न गतिविधियों का प्रयोग करते हुए बच्चों को ध्वनि,जोड़ना व तोड़ना, शब्द बनाना और फिर अंत में स्वचालित शब्दों की पहचान करते हुए प्रभावपूर्ण डिकोडिंग कैसे की जाती है, इस संबंध में उन्होंने अपनी समझ बनाई उसको अन्य अध्यापकों के साथ साझा किया। इसमें उन्होंने फ्लैश कार्ड, पासे का खेल, बिंगो खेल ,शब्द पहिया, साँप सीढ़ी, बिग बुक, कविता चार्ट, कहानी चार्ट आदि का प्रयोग करते हुए यह बताया कि किस प्रकार हम बच्चों की डिकोडिंग क्षमता का विकास कर सकते हैं। किस प्रकार हम बच्चों का नियमित डिकोडिंग का आकलन कर सकते हैं और बच्चों की कार्य स्मृति अधिक से अधिक डिकोडिंग पर ना होकर अर्थ निर्माण पर हो, इसका ज्ञान प्रदान किया जा सकता है। उन्होंने बताया कि जब बच्चा अच्छी तरह डिकोडिंग करना सीख जाता है तो अर्थ निर्माण करते हुए उसकी भाषा की समझ

विकसित होने लगती है। अतः हमें कक्षा–कक्ष में बच्चों की डिकोडिंग क्षमता को सुदृढ़ बनाते हुए उन्हें अर्थ निर्माण का समय प्रदान करते हुए भाषा की समझ की ओर ले जाना है। इस कार्य नीति स यदि शिक्षण होगा तो निःसंदेह भाषा शिक्षण के सार्थक परिणाम देखने को मिलेंगे। डिकोडिंग के संबंध में उपयुक्त परिभाषा इस प्रकार है–

^^Decoding in the process of translating the encoded message into the effective language by the receiver^^

जब बच्चा अच्छो तरह डिकोडिंग करना सीख जाता है तो उसमे अर्थ निर्माण करते हुए भाषा की समझ विकसित होने लगती है। अतः हमें कक्षा–कक्ष में बच्चों की डिकोडिंग क्षमता को सुदृढ़ बनाते हुए उन्हें अर्थ निर्माण का समय प्रदान करते हुए भाषा की समझ की ओर ले जाना चाहिए।

डिकोडिंग अक्षर–ध्वनि संबंधों के बारे में विषय आधारित ज्ञान को लागू करने की एक क्षमता है, जिसमें अक्षर पैटर्न का ज्ञान भी शामिल है।

5G प्रौद्योगिकी का विकास

प्रधानमंत्री नरेंद्र मोदी ने देश में पहली बार 5जी इंटरनेट सेवा का इस्तेमाल कर इतिहास रच दिया। 'इंडिया मोबाइल कांग्रेस–2022' के उद्घाटन के अवसर पर पीएम मोदी ने 5जी तकनीक का शुभारंभ किया। सरल भाषा में समझे तो 5ळ तकनीक एक आधुनिक तकनीकी स्तर का नेटवर्क है जिसमें उच्च गति एवं विश्वसनीयता के साथ कार्य करने की क्षमता होगी। साथ ही यह अधिकांश क्षेत्र को ब्वअमत करते हुए User friendly अनुभवों को भी साझा करेगा।

5 G की सबसे खास बात यह है कि यह स्व Frequency के बैंड से लेकर भ्पही ठंदक तक की मइे में काम करेगा। यानी इसका नेटवर्क ज्यादा व्यापक और हाई–स्पीड होगा।

4G के मुकाबले 5G में यूजर को ज्यादा तकनीकी सुविधाएँ प्राप्त होगी। 4G में इंटरनेट की डाउनलोड स्पीड 150 मेगाबाइट्स प्रति सेकंड तक सीमित है। 5ळ में यह 10 जीबी प्रति सेकंड तक जा सकती हैं। यूजर्स सिर्फ कुछ सेकंड्स में ही भारी से भारी फाइल डाउनलोड कर सकेंगे। 5G में अपलोड स्पीड भी एक जीबी प्रति सेकंड तक हो सकती है, अभी 4G तकनीक म यह गति 50 एमबीपीएस तक ही सीमित है। 5G तकनीक के क्षेत्र की सीमाएँ अधिक होने के कारण यह गति में बिना परिवर्तन के भी कम हुए भी अन्य डिवाइसेज के साथ जुड़ सकेगा।

उद्देश्य

1. छात्र उच्च शिक्षा में नई तकनीकी के प्रयोग को समझ सकेंगे।

2. छात्र उच्च गुणवत्तापूर्ण वीडियो तकनीकी के माध्यम से ऑनलाइन कक्षा का लाभ ले सकेंगे।

3. छात्र 5G तकनीक के महत्व को समझ सकेंगे।

4.छात्र कोडिंग एवं डिकोडिंग के महत्व को जान सकेंगे ।

5ळ तकनीक का उच्च शिक्षा में योगदान

5G तकनीक का उच्च शिक्षा में महत्वपूर्ण योगदान है 5G तकनीक के द्वारा विद्यार्थी ऑनलाइन कक्षाओं में उच्च गुणवत्ता पूर्ण वीडियो क्वालिटी एवं साउंड क्वालिटी साथ कक्षाओं में सम्मिलित हो सकेगा। सैद्धांतिक रूप में, 5G तकनीक डिजिटल सहयोग में सुधार कर सकती है, यह व्यक्तिगत रूप में सीखने के अनुभव के निर्माण में मदद कर सकता है और शिक्षा संबंधी अन्य लाभों के साथ-साथ अधिगम के क्षेत्र में भी वृद्धि कर सकता है लेकिन प्रौद्योगिकी के उत्साह में भौतिक कक्षाओं के योगदान को नहीं भूलना चाहिए।

5G, या पांचवीं पीढ़ी की वायरलेस तकनीक, केवल सीखने की पहुंच को बेहतर बनाने में मदद करगी। सिद्धांत रूप में, यह डिजिटल सहयोग में सुधार कर सकता है, व्यक्तिगत सीखने के अनुभव बनाने में मदद कर सकता है और अन्य लाभों के साथ-साथ सीखने को बढ़ावा दे सकता है। लेकिन शिक्षा को बदलने में भौतिक कक्षाओं के योगदान को गति-संचालित प्रौद्योगिकी के उत्साह में नहीं खोना चाहिए ।

भारतीय शैक्षिक परिदृश्य कोविड-19 के दौरान डिजिटलीकरण में बदल गया, महामारी ने डिजिटल विभाजन को भी सबसे आगे ला दिया लेकिन विशेषज्ञों का कहना है कि आज अधिकतर लोगों की इंटरनेट कनेक्टिविटी तक पहुंच है, और ऑनलाइन माध्यम से शिक्षा के साथ-साथ पाठ्यसामग्री भी प्राप्त कर रहे हैं साथ ही ई-शॉपिंग की मदद से घर बैठे दैनिक आवश्यकताओं की पूर्ति भी कर रहे हैं।

5ळ तकनीक, डिजिटल मीडिया के माध्यम से शिक्षा के क्षेत्र में सुधार करके एवं व्यक्तिगत रूप से सीखने के अनुभव का निर्माण करने के साथ साथ और भी अन्य लाभों को बढ़ावा देकर 5ळ तकनीक की पहुंच को और बेहतर बनाने में मदद करेगी।

उपसंहार

इस प्रकार निष्कर्ष स्वरूप हम यह कह सकते हैं कि 5ळ तकनीक के माध्यम से शिक्षा सबसे अधिक लाभान्वित क्षेत्रों में से एक होगी एवं 'ऑनलाइन विश्वविद्यालय' की अवधारणा को 5ळ तकनीक के द्वारा सहायता प्रदान की जाएगी क्योंकि यह प्रौद्योगिकी लाखों छात्रों को अपनी मोबाइल एवं लैपटॉप के माध्यम से माध्यमिक स्तर की शिक्षा से लेकर उच्च स्तर की शिक्षा तक पहुंचने में सक्षम बनाएगी, जिससे सीखने के परिणामों में काफी सुधार होगा एवं ऑनलाइन विश्वविद्यालय 5जी तकनीक के माध्यम से शिक्षार्थियों को कभी भी, कहीं भी घर बैठे उच्च शिक्षा प्राप्त करने में सक्षम बना सकते हैं ।''

संदर्भ

1शिक्षक शिक्षण एवं तकनीकी तकनीकी लेखक डॉक्टर शिवपाल सिंह प्रकाशक R-LALL Educational Publisher (Since 1991) 2021

2शिक्षा में सूचना एवं संचार तकनीकी सिंघल डॉ. विजय कुमार प्रकाशक श्री विनोद पुस्तक मंदिर संस्करण 2020

3गूगल बुक्स

4शिक्षा एवं तकनीकी पांडेय डॉक्टर विनय कुमार प्रकाशक बिहार हिंदी ग्रंथ अकैडमी पटना संस्करण 2015

उच्च शिक्षा संस्थानों के गुणात्मक कार्य में प्रतिमान बदलाव

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प्रो. मुकेश शाक्यवार''

सहायक प्राध्यापक, वाणिज्य विभाग

एनएससीबी गवर्नमेंट पी.जी. कॉलेज, ब्यावरा (राजगढ़) म.प्र.

प्रस्तावना

वर्तमान समय में भारत को वैश्विक स्तर पर हो रहे परिवर्तनों हेतु सशक्त रूप प्रदान करने के उद्देश्य से केंद्रीय मंत्रिमंडल ने राष्ट्रीय शिक्षा नीति 2020 को मंजूरी दी। शिक्षा एकमात्र साधन है जो मानव जाति को समय एवं आवश्यकताओं के अनुरूप आधुनिक समय में हो रहे परिवर्तन एवं चुनौतियों का सामना कुशलतापूर्वक करने में सक्षम बनाती हैं। अतः छम्च 2020 इस उद्देश्य को पूर्ण करने हेतु लागू की गई। नई राष्ट्रीय शिक्षा नीति 2020 को केंद्रीय मंत्रिमंडल के द्वारा मंजूरी दी गई हैं। राष्ट्रीय शिक्षा नीति 2020 तैयार करने के लिए विश्व की सबसे बड़ी परामर्श प्रक्रिया चलाई गई। 29 जुलाई को एम. एच. आर डी मंत्री रमेश पोखपियाल ने नई शिक्षा नीति 2020 का ड्राफ्ट पेश किया है। ड्राफ्टिंग विशेषज्ञों ने पूर्व केबिनेट सचिव टी. एस. सुब्रमण्यन की अध्यक्षता वाले पैनल और एच. आर. डी. मंत्रालय द्वारा गठित पैनल की रिपोर्ट को भी ध्यान में रखा जब इसकी अध्यक्षता केंद्रीय मंत्री स्मृति ईरानी कर रही थी। केंद्रीय मंत्रिमंडल द्वारा मंजूर की गई नई शिक्षा नीति में कई बड़े बदलाव किये गये है। जिनमें शीर्ष विदेशी विश्वविद्यालयों को भारत में कैंपस स्थपित करने की अनुमति देना, छात्रों को व्यावसायिक शिक्षा प्राप्त करना और संस्थानों की दिशा में एक बड़ा कदम शामिल है। इस नीति का लक्ष्य ''भारत को वैश्विक ज्ञान महाशक्ति'' बनाना है। 2040 तक सभी उच्च शिक्षा संस्थान का उद्देश्य बहु–विषयक संस्थान बनाना होगा। जिनमें से प्रत्येक का लक्ष्य 3,000 या अधिक छात्र होगें। एच. आर. डी. मंत्री डॉ. रमेश पोखरिपाल निशांक ने कहा कि मुझे आशा ही नही अपितु पूर्ण विश्वास है कि नई शिक्षा नीति 2020 के माध्यम से भारत अपने वैभव को पुनः प्राप्त करेगा। छम्च 2020 को गुणवत्ता, पहुँच जबाबदेही सामर्थ और समानता के आधार पर एक समूह प्रकिया के अन्तर्गत बनाया गया है। जहाँ विद्यार्थियों के कौशल विकास पर ध्यान दिया गया है। वही पाठयक्रम को लचीला बनाया गया है। ताकि वे अंतर्राष्ट्रीय प्रतिस्पर्धा का

सफलतापूर्वक मुकाबला कर सके। एच. आर. डी. मंत्री दे कहा कि नई शिक्षा नीति के माध्यम से जहाँ विद्यार्थियों के सर्वांगीण विकास को सुनिश्चित करने के लिए कई महत्वपूर्ण कदम उठाये जा रहे हैं। वहीं समावेशी शिक्षा प्रदान करने के लिए भी हमने सार्थक कदम उठाये हैं। नई शिक्षा नीति 2020 को समान समावेशी और जीवंत बनाने के लिए हम प्रतिबद्ध हैं। हम माननीय प्रधानमंत्री जी के नेतृत्व में भारत को ज्ञान आधारित महाशक्ति बनाने के लिए कृत–संकल्पित है एच. आर. डी. मंत्री रमेश पोखरिया ने कहा कि मेरा मानना है कि नई शिक्षा नीति 2020 के माध्यम से हम भारत को गुणवत्तापूर्वक नवाचार युक्त प्रौद्यौगिकी युक्त और भारत केन्द्रित शिक्षा दे पाने में सफल होंगे। नई शिक्षा नीति 1986 की शिक्षा नीति की जगह पर लागू की गई है। नई शिक्षा नीति 2020 के अंदर तीन साल से 18 साल के बच्चों को शिक्षा का अधिकार कानून 2009 के अंदर रखा गया है। नई शिक्षा नीति का उद्देश्य सभी छात्रों को उच्च शिक्षा प्रदान करना है। नई शैक्षणिक और पाठ्यकम संरचना स्कूली शिक्षा में मौजूदा 10+2 संरचना को 3 से 18 आयु वाले 5+3+3+4 संरचना में प्रारंभिक बचपन देखभाल और शिक्षा का एक मजबूत आधार (3 वर्ष की आयु से म्ब्ल) भी शमिल है। एनसीईआरटी द्वारा विकसित किये जाने वाले राष्ट्रीय पाठ्यकम और शैक्षणिक ढाँचा स्कूल शिक्षा सचिव अनिता करवाल ने कहा कि 8 वर्ष की आयु तक के बच्चों के लिए प्रारंभिक बचपन देखभाल और शिक्षा के लिए राष्ट्रीय पाठ्यचार और शैक्षणिक ढाँचा एनसीईआरटी द्वारा विकसित किया जायेगा।

उच्च शिक्षा में नवीन संरचनात्मक परिवर्तन

संपूर्ण उच्च शिक्षा के लिए सामान्य नियामक संस्था भारतीय शिक्षा आयोग की स्थापना मेडिकल और कानूनी शिक्षा को छोड़कर पूरे उच्च शिक्षा के लिए एकल अतिव्यापी छतरी निकाय के रूप में की जायेगी। भ्ब्ल के पास चार स्वतंत्र कार्यक्षेत्र है– नियमन के लिए राष्ट्रीय उच्चतर शिक्षा नियामक परिषद, मानक सेटिंग के लिए सामान्य शिक्षा परिषद्, वित्त पोषण के लिए उच्च शिक्षा अनुदान परिषद और मान्यता के लिए राष्ट्रीय प्रत्यायन परिषद छम्च 2020 के अंतर्गत 50 प्रतिशत सकल नामांकन अनुपात का लक्ष्य निर्धारित है। शिक्षा मंत्री के सचिव अमित खरे ने कहा कि हम 2035 तक 50 प्रतिशत नामांकन अनुपात का लक्ष्य रखते है। छम्च का कहना है कि 2040 तक सभी उच्च शिक्षा संस्थान का उद्देश्य बहुविषयक संस्थान बनाना होगा। जिसमें से प्रत्येक का लक्ष्य 3000 से अधिक छात्र होंगे 2030 तक हर जिले में या उसके आस पास कम से कम एक बड़ी बहुविषयक संस्था होगी। इसका उद्देश्य उच्च शिक्षा में सकल नामांकन अनुपात को बढ़ाना होगा, जिसमें 2035 तक व्यावसायिक शिक्षा को 26.3 प्रतिशत से बढ़ाकर 50 प्रतिशत किया जाएगा। एकल–स्टीम उच्च शिक्षा संस्थानों को समय के साथ समाप्त का दिया जाएगा और सभी बहु विषयक बनने की ओर बढ़ेंगे।

प्प्प् जैसे इंजीनियरिंग संस्थान अधिक कला और मानविकी के साथ समग्र और बहु विषयक शिक्षा की और बढ़ेंगे। कला और मानविकी के छात्र अधिक विज्ञान सीखने का लक्ष्य रखेंगे। भाषा, साहित्य, संगीत, दर्शन, कला, नृत्य, रंगमंच, शिक्षा, गणित, सांख्यिकी शुद्ध और अनुप्रयुक्त विज्ञान, समाजशास्त्र, अर्थशास्त्र, खेल, अनुवाद और व्याख्या आदि विभागों को सभी उच्च शिक्षा में स्थापित और मजबूत किया जाएगा। स्नातक की डिग्री 4 साल की अवधि की होगी, जिसमें कई विकल्प होंगे।

उद्देश्य

नई राष्ट्रीय शिक्षा नीति 2020 का मुख्य उद्देश्य भारत को वैश्विक स्तर पर शैक्षिक रूप से महाशक्ति बनाना तथा भारत में शिक्षा का सार्वभौमकरण कर शिक्षा की गुणवत्ता को उच्च करना है।

विशेषताएँ

स्नातक स्तर पर चार वर्षीय पाठ्यकम

च्वॉईस बेस्ट केडिट सिस्टम

विद्यार्थी केन्द्रित अकादमिक लचीलापन

बहुविषयक दृष्टिकोण

व्यावहारिक ज्ञान को बढ़ावा देने हेतु प्रथम वर्ष से ही इन्टर्नशिप का प्रावधान

शोध प्रविधि एवं स्नातक शोध प्रबंध

केडिट हस्तांतरण की सुविधा

प्रत्येक विद्यार्थी को ऑनर्स पाठ्यकम करने का अवसर

कला, विज्ञान, शारीरिक शिक्षा और अन्य पाठयेत्तर गतिविधियों को बढ़ावा देना।

आधार पाठ्यकम का स्वरूप

आधार पाठ्यकम का अध्यापन स्नातक स्तर पर तीनों वर्ष में संचालित होगा।

आधार पाठ्यकम में 2 प्रश्न पत्र 4–4 केडिट के होगें।

इस तरह विद्यार्थी दोनों प्रश्न पत्रों को मिलाकर कुल चार योगयता संवर्धन विषयों का अध्ययन प्रतिवर्ष

करेंगे।

इन 2 प्रश्न पत्रों के समूह में विद्यार्थी एक प्रश्न पत्र में हिन्दी एवं अंग्रेजी विषय के अतिरिक्त दूसरे प्रश्न में प्रत्येक वर्ष 02

पृथक विषय का अध्ययन करेगें।

आधार पाठ्यकृत के प्रश्न पत्र वस्तुनिष्ठ पद्धित पर आधारित होंगे। इसमें प्रत्येक वर्ष 100 के दो प्रश्न पत्र होंगे।

आंतरिक मूल्यांकन का प्रावधान नही होगा।

प्रतिमान बदलाव

नई राष्ट्रीय शिक्षा नीति के तहत छात्रों के पाठ्यकम में अनेक बदलाव किये गए जैसे शारारिक शिक्षा व पाठ्यकम को बढ़ावा दिया गया है नई राष्ट्रीय शिक्षा नीति का उददेश्य छात्रों की शिक्षा का स्तर को अधिक बढ़ाना और क्षमता कोबढ़ावा दिया गया है।

नइ राष्ट्रीय शिक्षा नीति के तहत छात्र सांइस, कामर्स और आर्ट्स में से तीनों स्ट्रीम की पढ़ाई कर सकते है।

नई राष्ट्रीय शिक्षा नीतिके माध्यम से सरकार द्वारा लिया निर्णय में मातृभाषा, विदेशी भाषा, क्षैत्रीय भाषा को महत्व दिया गया है।

नई राष्ट्रीय शिक्षा नीति के तहत 2025 तक देश के 50 प्रतिशत छात्रों को वोकेशनल स्टडी करवाने का लक्ष्य रखा है।

छात्रों को जिस क्षेत्र में अधिक रूचि है जैसे खेल, कला, बॉक्सिंग, आदि में छात्रों को बढ़ावा दिया जाएगा।

नई शिक्षा नीति में शैक्षिक पाठ्यक्रम के साथ–साथ उनके कौशल पर विशेष ध्यान केंद्रित किया जाएगा वही मेन सिलेबस में भी एक्स्ट्रा करिकुलर एक्टिविटीज को शामिल किया जा रहा है।

छात्रों पर पढ़ाई का बोझ कम करने के लिए हर संभव कोशिश नई शिक्षा नीति में की गई है। जिसमें पढ़ाई को आसान बनाने के लिए आर्टिफिशियल इंटेलिजेंस सॉफ्टवेयर का इस्तेमाल शैक्षिक पाठ्यक्रम में किया जाएगा।

छात्रों पर बोर्ड परीक्षाओं का बोझ कम करने के लिए बोर्ड परीक्षाओं की रूपरेखा को भी बदला जाएगा जिसमें 1 साल में दो बार छात्रों की परीक्षाएँ की जाएंगी।

छात्रों को ऑफलाइन कक्षाओं के साथ ऑनलाइन माध्यम स भी पाठ्यक्रम कोर्स उपलब्ध करवाए जाएँगे।

वहीं कानूनी तथा चिकित्सा क्षेत्र को छोड़कर उच्च शिक्षा क्षेत्र के लिए एक कल निकाय के रूप में भारतीय उच्च शिक्षा आयोग का गठन किया जाएगा।

निष्कर्ष

शैक्षिक पाठ्यक्रम का मूल्यांकन करने तथा उसे तकनीकी माध्यम से जोड़ने के लिए राष्ट्रीय शैक्षिक प्रौद्योगिकी मंच की एक स्वायत्त निकाय की स्थापना की जाएगी जिससे शिक्षा तथा प्रशासनिक क्षेत्र में स्वतंत्र रूप से विचारों का आदान प्रदान संभव हो सके। वैश्विक स्तर पर शिक्षा जगत में हो रहे अभूतपूर्व परिवर्तनों को सफल एवं सशक्त रूप में स्वीकार करने हेतु नवाचार युक्त तकनीति रूप से संपन्न तथा भारत केन्द्रित राष्ट्रीय शिक्षा नीति 2020 लागू की गई है। राष्ट्रीय शिक्षा नीति 2020 में नवीव संरचनात्मक ढाँचा 5+3+3+4 के साथ शिक्षा एवं पाठ्यक्रम को नवीन स्वरूप प्रदान किया गया है। उच्च शिक्षा के क्षेत्र में राष्ट्रीय शिक्षा नीति 2020 बहुविषयक संस्थानों की स्थापना हेतु केंद्रित है जिसमें कला, विज्ञान, तकनीकी, व्यावसायिक शिक्षा तथा शोध को एक साथ एकल विश्वविद्यालयों के रूप में विकसित किया जायेगा। राष्ट्रीय शिक्षा नीति 4 वर्षीय स्नातक कार्यक्रम विषय चयन की स्वतंत्रता निरंतर एवं व्यापक मूल्यांकन व्यावसायिक शिक्षा एवं एकल विश्वविद्यालयों जैसे महत्वपूर्ण आयामों को उच्च शिक्षा में समायोजित करेगी। सम्पूर्ण भारत के लिए केवल एक उच्च शिक्षा आयोग का गठन राष्ट्रीय शोध संस्थान की स्थापना सम्पूर्ण भारत हेतु एकल पाठ्यक्रम हेतु राष्ट्रीय शिक्षा नीति प्रतिबद्ध है जिससे उच्च शिक्षा में व्यापक सकारात्मक प्रभाव परिलब्धित होंगे। महाविद्यालयों की स्वायत्ता 15 वर्षों में समाप्त हो जाएगी तथा क्रमिक सहायता प्रदान करने के लिए एक चरणबद्ध प्रणाली की स्थापना भी की जाएगी। देश के बड़े संस्थान जैसे आईआईटी और आईआईएम के लिए वश्विक स्तर पर मानकों हेतु बहुविषयक शिक्षा एवं अनुसंधान विश्वविद्यालय की स्थापना भी नई शिक्षा नीति के अंतर्गत कराई जाएगी।

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राष्ट्रीय शिक्षा नीति 2020 में उच्च शिक्षा हेतु प्रावधान

डॉ. वर्षा नालमे

प्राचार्य, सेन्ट्रल एकेडमी टीचर्स ट्रैनिंग कॉलेज

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राष्ट्रीय शिक्षा निति 2020 (NEP 2020) 29 जुलाई 2020 को प्रस्तुत की गयी थी, जो कि पुरानी शिक्षा नीतियों के अनुभवों और कमियों को दूर करते हुए, नवीन शिक्षा परिश्य को रेखांकित करती हैं। NEP 2020 के पांचों स्तम्भों–निरंतर सीखने का सुनिश्चित करने के लिये सामर्थ्य, पहुँच, गुणवत्ता, पूर्ण शिक्षा, इक्विटी और जवाबदेही। ये स्तम्म शिक्षा और समाज के सम्बन्ध को नया स्वरूप देंगे।

वैदिककाल से लेकर वर्तमान आधुनिक तकनीक युग तक शिक्षा में बहुत निरंतर परिवर्तन और सुधार हुए हैं। शिक्षा सतत् प्रक्रिया है, इसलिए इसमें समयानुसार, आवश्यकतानुसार, परिमार्जन और परिशोधन होना समय की मांग भी है। शिक्षा के विभिन्न स्तरों मे विकास भी हुआ है। आरम्भिक समय में प्राथमिक शिक्षा के क्षेत्र में कार्य करने की आवश्कता थी और उसपर फोकस भी किया गया। वर्तमान में जब उच्च शिक्षा में नित नवीन आयाम खुल रहे हैं, नये–नये क्षेत्रों मे विद्यार्थी अपना भविष्य निर्धारण कर रहा है। जब भारत सहित सम्पूर्ण विश्व ग्लोबलाईजेशन के परिश्य से परिपूर्ण है। इसलिए उच्च शिक्षा को सर्व सुलभ और सरल बनाना अनिवार्य हो जाता है। विभिन्न देशों मे शिक्षा प्राप्त करना, स्टूडेंट्स एक्सचेंज, स्कालरशिप, शोधकार्य हेतु फंड उपलब्ध करवाना, आर्थिक सहयोग प्रदान करना समस्त देशों में सहज हो गया है।

राष्ट्रीय शिक्षा नीति (छम्ट) 2020 की अनुशंसाओं के आधार पर कहा जा सकता है की उच्च शिक्षा हेतु दिये गये प्रावधान उच्च शिक्षा मे नवीन आयाम रख रहा है। राष्ट्रीय शिक्षा नीति 2020 की नवीन अवधारणाएँ उच्च शिक्षा को बहुमुखी, बहुविषयी और कॅरियर प्रधान बनाने मे सक्षम होगी ऐसा परिलक्षित होता है। पूर्व मे दी गयी समस्त शिक्षा नीतियाँ और नवीन शिक्षा नीति (छम्ट) का अध्यन और तुलना करने पर ज्ञात होता है, कि कुछ बिन्दु नये और वर्तमान आवश्यकताओं को पूर्ण कर बुनियादी समस्याओं को दूर करेंगे। उच्च शिक्षा केवल सैद्धांतिक शिक्षा न बनकर व्यवहारिक और कौशल आधारित या कुशलता प्रधान शिक्षा के रुप मे विकसित

होगी। कौशल की कमी एवं पुस्तकीय ज्ञान के भंडार बने विद्यार्थियों से केवल बेरोजगार युवाओं की भीड़ बड़ी है। वर्षों से डिग्रीधारी युवाओं की संख्या में इजाफा हुआ है। युवा नये उद्यमों से विमुख हो छोटी कम्पनियों में क्लर्क या मैनेजर (?) बन कर बैठे हुये हैं। नवीन शिक्षा नीति गाँधीकी की बुनियादी शिक्षा की तरह कौशल विकास पर बल दे रही है।

राष्ट्रीय शिक्षा नीति का सर्वश्रेठ पक्ष उच शिक्षा की डिग्रियों का स्तरीकरण करना है। कई लोग हमारे आस पास ऐसे है जिनकी शिक्षा स्नातक इंजीनियरिंग लॉ आदि की सैकेण्ड ईयर या फाइनल ईयर तक पहुंचकर पूर्ण न होने की दशा में उपयोगहीन हो जाती है। नवीन शिक्षा नीति में डिग्री कोर्स को उसकी पूर्णता के वर्ष के आधार पर स्तर अनुसार सर्टिफिकेट, डिप्लोमा एवं डिग्री में पूर्ण मान लेना या वैधता प्रदान करना इस नीति का सर्वथा सर्वश्रेष्ठ एवं दूरदर्शी निर्णय है।

विभिन क्षेत्रों में इन्टीग्रेटिड कौर्सेस का समावेश एवं उसे लागू करना भी एक अच्छा तरीका है शिक्षा को अकादमिक डिग्री से मुक्त कर व्यव्यसायिक शिक्षा में परिवर्तित करना उच्च शिक्षा को सरल एवं सर्व सुलभ बनाने के लिए उसको आधुनिक करने के लिये digitalisation, self study, distance education, artificial intelligence, online coursess आदि को अनिवार्य रूप से अपनाया जाना भी शिक्षा के भविष्य की दुर्गामी सोच है। विद्यार्थियो में आज के परिवर्तन एवं परिस्थितियों के अनुसार पढ़ाई, कोर्स व्यवसाय एवं कॅरियर अपनाये जाने की प्रवृत्ति विकसित करना सम्मव हो सकेगा।

सतत् विकास लक्ष्य 17(SDG) के लक्ष्यों को भी राष्ट्रीय शिक्षा नीति में ध्यान रखा गया है उनकी प्राप्ति के लिए प्रावधान रखे गए हैं। शिक्षा की गुणवत्ता बढाने के लिए भारतीय दर्शन, कला साहित्य, संस्कृति, भाषा के साथ विज्ञान एवं तकनीकी का समावेश किया गया है, जिससे उच्च शिक्षा गुणात्मक रूप से उन्नत हो सकेगी। शिक्षा की गुणवत्ता में सुधार प्राथमिकता होना चाहिये। नवीन राष्ट्रीय शिक्षा नीति में नवीन, स्टार्टअप, इनक्यूबेशन, नवाचारों, विषयक, इंटीग्रेटेड कोर्स आदि हो, जो कुछ हद तक आरम्भ भी किये जा चुके हैं। उच्च शिक्षा संस्थानों में अनिवार्य नैक प्रत्यानयन द्वारा गुणवत्ता सुधार एवं विकास का स्तर बढ़ाने के प्रयास किये जायेंगे।

चुनौतियां–उपयुक्त मात्रा में महाविद्यालय खोला जाना बहुत मुश्किल कार्य हैं पर्याप्त मात्रा में योग्य शिक्षकों की पूर्ति आज एक बड़ी समस्या है, क्योंकि योग्यता के समस्त मापदंड पूर्ण कर पाना बहुत कठिन कार्य हैं।

(छम्च) 2020 का एक कार्यक्षेत्र सरकारी और निजी क्षेत्रों से उच्च अनुसंधान एवं विकास निवेश को प्रोत्साहन देना हैं। विद्यार्थी एवं शिक्षक की निजता का ध्यान रखना भी महत्वपूर्ण पक्ष हैं जिसका समावेश इस शिक्षा नीति में हैं।

उच्च शिक्षा की राह में विद्यार्थियों की बढ़ती संख्या एवं रोजगार की अनुपलब्धता के कारण दिशाहीन भटकते युवाओं को सही मार्गदर्शन करने वाले, शिक्षक, काउंसलर, कक्षाएँ या संस्थाओं की स्थापना करना भी आवश्यक हैं। शिक्षा में तकनीकी के विकास हेतु संसाधन के अभाव को दूर करना होगा निजी क्षेत्रों के संस्थानों, शिक्षकों एवं विद्यार्थियों को समानता के साथ सम्मानजनक जीवन प्रदान करना

उपरोक्त समस्त प्रावधान जिनके द्वारा उच्च शिक्षा को विकसित किया जायेगा, उनको इम्प्लिमेंट करना इतना आसान भी नही है। सबसे बडी चुनौती दूरस्थ क्षेत्रों मे सुविधाएँ उपलब्ध कराया जाना है। नेटवर्क की अनुपलब्धता और संसाधन की कमी से जूझते महाविद्यालय मे विद्यार्थियों को लाना और उनको श्रेष्ठ नागरिक बनाने के लिए नवीन तरीके अपनाना, सरकार भी इन चुनौतियों के लिये तैयार हैं आवश्यकता है जागरुकता और सहयोग की।

राष्ट्रीय शिक्षा नीति 2020 मे कौशलों के विकास के साथ भारतीय मूल्यों, आदशों, सांस्कृतिक चेतना की प्राप्ति और बुनियादी आवश्यकताओं पर बल दिया गया है। वर्तमान शिक्षा की विसंगतियों को दूर कर के शिक्षा को सहज बनाना है। उच्च व्यवसायिक शिक्षा अत्यधिक महंगी और दुरूह होती जा रही है। वर्षों से उपलब्धि का स्तर ऊपर जा रहा है। प्रतिशत और अंकों की सीमा बढ़ती जा रही है। जो सामान्य विधार्थियों के लिये उच्च शिक्षा को मुश्किल बनाने लगे हैं। एक महती आवश्यकता यह भी है कि शिक्षा सभी के लिये है तो उसकी सहज उपलब्धता भी होना चाहिये। कई प्रतिभाशाली विद्यार्थी केवल श्रेणी, सामाजिक स्तर या आर्थिक स्तर के कारण उच्च शिक्षा से वंचित रह जाते है। यह पीड़ादायक एवं अवसाद देने वाली स्थिति होती है। अतः इस पक्ष को भी ध्यान में रखे जाने की आवश्कता है।

राष्ट्रीय शिक्षा नीति 2020 में चुनौतियाँ भी है तो समाधान भी है। बहुआयामी सोच को लेकर चलने वाले सुझाव भी हैं तो आधुनिकता की साज सज्जा से परिपूर्ण नवीन सम्प्रात्य भी हैं जो इसकी सफलता के मूल में है।

राष्ट्रीय शिक्षा नीति एवं अध्यापक की भूमिका

डॉ. मनीषा अग्रवाल

सहायक आचार्य,

सेंट्रल अकादमी टी.टी. कॉलेज, अजमेर

शिक्षा व्यक्ति के संपूर्ण विकास के लिए बहुत आवश्यक है। इसलिए जरूरी है कि शिक्षा की गुणवत्ता को बनाए रखने के लिए वक्त के साथ शिक्षा नीति में भी बदलाव किया जाए। नई शिक्षा नीति समय की मांग और जरूरतों को ध्यान में रखते हुए लाई गई है शिक्षा नीति में बदलाव 34 वर्ष बाद हुआ है। इससे पहले सन 1968 और 1986 के बाद यह तीसरी बार राष्ट्रीय शिक्षा में बदलाव हुआ है। वर्तमान समय में शिक्षक की भूमिका में परिवर्तन आया है लेकिन उसका महत्व और व्यक्तित्व निर्माण का उत्तरदायित्व अधिक प्रासंगिक हो गया है क्योंकि सर्वांगीण क्षमता के विकास के बिना संसार के साथ चलना और स्वयं को बनाए रखना बहुत कठिन है। महात्मा गांधी के अनुसार आत्मा, मस्तिष्क, वाणी और कर्म सभी का संतुलन है सर्वांगीण विकास है।

भारत की नई शिक्षा नीति में शिक्षा व्यवस्था के अलावा शिक्षकों की योग्यता और प्रशिक्षण पर विशेष ध्यान दिया गया है। शिल्पकार को मूर्ति बनाने के लिए जैसे पत्थर को कहीं काटना कहीं छाटना फर्श को चिकना करना कहीं तराशना और आवरण को उभारना होता है उसी तरह हर शिक्षक अपने शिष्य के व्यक्तित्व को ऐसा बना देगा कि उसकी कीमत और परिष्कार किया जा सके उनके उपदेश हर पल प्रेरणा के रूप मं शक्ति के रूप में जीते हैं।

राष्ट्रीय शिक्षा नीति गुणवत्ता पूर्ण शिक्षा के लिए शिक्षक के महत्व पर सर्वाधिक जोर देती हैं। नई राष्ट्रीय शिक्षा नीति में प्रत्येक छात्र की विशिष्ट क्षमताओं की पहचान कर उसके विकास के लिए शिक्षकों और अभिभावकों को उनकी संस्थाओं के प्रति संवेदनशील किया जाएगा जिससे छात्रा की अकादमिक और अन्य क्षमताओं का पूर्ण विकास हो सके। राष्ट्रीय शिक्षा नीति 2020 में अध्यापक के शिक्षा गुणवत्ता, भर्ती, पदस्थापना सेवा शर्त और शिक्षकों के अधिकारों की स्थिति पर विशेष ध्यान दिया गया है नई शिक्षा नोति में शिक्षकों को आत्म सुधार और अपने व्यवसायो में नवीनतम नवाचारों और अग्रिमों को सीखने के लिए निरंतर अवसर दिए जाएंगे। शिक्षकों को स्थानीय, क्षेत्रीय, राज्य, राष्ट्रीय और अंतरराष्ट्रीय कार्यशालाओं के साथ–साथ

ऑनलाइन शिक्षक विकास मॉडल सहित कई तरोकों से पेश किया जाएगा। विशेष रूप से ऑनलाइन प्लेटफॉर्म विकसित किए जाएंगे ताकि शिक्षक विचारों और सर्वोत्तम प्रथाओं को साझा कर सकें। प्रत्येक शिक्षक से अपेक्षा की जाएगी कि वह अपने स्वयं के हितों से संचालित अपने स्वयं को व्यवसायिक विकास के प्रति कम से कम 50 घंटे के सीपीडी अक्षरों में भाग ले सीपीडी के अवसर विशेष रूप से मूलभूत साक्षरता और संख्यात्मकता सीखने के परिणामों की रचनात्मक मूल्यांकन योग्यता आधारित शिक्षा और संबंधित शिक्षा शास्त्र के बारे में नवीनतम शिक्षा शास्त्र को व्यवस्थित रूप से कवर करेंगे।

शिक्षा नीति के तहत एक राष्ट्रीय पाठ्यक्रम फ्रेमवर्क तैयार किया जाएगा जिसके आधार पर शिक्षकों को अपने आने वाले दिनों में तैयार किया जाएगा स फिलहाल नीति में शिक्षकों की शिक्षा के लिए जो कोर्स प्रस्तावित किया गया है 4 वर्षीय बीएड है शिक्षण के पेशे में अब जो भी शिक्षक आएंगे वह 4 वर्षीय ठ.म्क. कोर्स करके ही आएंगे शिक्षकों को उसके साथी लीडरशिप और मैनेजमेंट कौशल का भी प्रशिक्षण दिया जाएगा।

शिक्षक ज्ञान के भंडार हैं जो अपने शिष्यों को अपना ज्ञान प्रदान करने में विश्वास करते हैं जो भविष्य में दुनिया को बेहतर बनाने में उनके शिष्यों की मदद करेगा। यह एक ऐसी पीढ़ी का निर्माण करेगा जो उज्जवल और बुद्धिमान है और जो दुनिया को उसी तरह से समझती है जैसे वह है और जो भावों से नहीं बल्कि तथ्यों से प्रेरित होती है। डॉ. राधाकृष्णन के अनुसार शिक्षक देश के निर्माण में महत्वपूर्ण भूमिका निभाते हैं और इसलिए वे अधिक सम्मान के पात्र है इस संदर्भ में नई शिक्षा नीति में एक शिक्षक बनाने के लिए एक उत्कृष्ट स्थिति के लिए प्रयास करने की आवश्यकता है। आवश्यकता इस बात की भी है कि शिक्षक के लिए शिक्षा व्यवसाय ना होकर एक मिशन होना चाहिए।

अध्यापक के व्यक्तित्व विकास में नई शिक्षा नीति की भूमिका

डॉ. मीनाक्षी मीणा

आचार्य–शिक्षा संस्थान, अजमेर

दिव्या चण्डहोक

सहायक शोघार्थी

क्षेत्रीय

म द स विश्वविद्यालय, अजमेर

नई शिक्षा नीति परिचय

भारत में 21वीं सदी की 20 वे साल में नई शिक्षा नीति का निर्माण किया गया भारत मे इससे पहले 1968 में शिक्षा नीति बनाई गई थी उसके बाद 1986 में शिक्षा के विकास के लिए शिक्षा नीति बनाई गई। इसके पश्चात् 1992 में नई शिक्षा नीति में सुधार किया गया। 21वीं सदी में लगभग 34 वर्ष बाद 2020 में एक बार पुनः नई शिक्षा नीति को लेकर बहुत बदलाव किया गया है। वही मानव संसाधन प्रबधन मंत्रालय ने शिक्षा नीति में बदलाव के साथ–साथ अपने मंत्रालय का नाम भी बदल दिया गया मानव संसाधन प्रबंधन मंत्रालय को अब शिक्षा मंत्रालय का नाम दिया गया है।

अध्यापक के व्यक्तित्व विकास व नई शिक्षा नीति

01–नई शिक्षा नीति 2020 में शिक्षा के लिए शिक्षक के महत्व पर सर्वाधिक बल दिया गया है। एक अध्यापक छात्र निर्माण में अपनी महत्वपूर्ण भूमिका निभाता है। छात्र के भविष्य को आकार देने में व राष्ट्र के निमार्ण में शिक्षक की महत्वपूर्ण भूमिका निभाते है। मेघावी छात्र व योग्य शिक्षक से ही राष्ट्र का निर्माण सम्भव है। प्राचीन सभ्याताओं के अनुसार अच्छा शिक्षक छात्रों को निर्धारित ज्ञान, कौशल व नैतिक मूल्य प्रदान करने का कार्य भी करते है। इसी कारण नई शिक्षा नीति 2020 में अध्यापक की शिक्षा, गुणवक्ता, भर्ती, पदस्थापना, सेवा भार्तो व शिक्षकों के अधिकारो की स्थिति पर विशेष बल दिया गया है ताकि शिक्षक का व्यक्तित्व विकसित हो सके।

02—अध्यापक के व्यक्तिव को विकसित करने के लिए उनके प्रशिक्षण कार्यक्रम में भी बदलाव किया गया 2030 तक शिक्षण के लिए न्यूनतक डिग्री की योग्यता चार वर्षीय एकोकृत बी.एड. करे निर्धारित किया गया।

03—भौक्षिक क्षेत्रों में तकनीकी के विकास पर भी जोर दिया गया तकनीकी को विकसित करने का प्रयास किया गया। डिजिटल डिवाइस को पाटने में मदद करने व अध्यापक के व्यक्तित्व को विकसित करने के लिए शिक्षकों को ऑनलाइन भौक्षिक तरीकों का प्रशिक्षण दिया जाएगा। ताकि अध्यापक तकनीकी से जुड सके। यह प्रशिक्षण न केवल अध्यापक के व्यक्तित्व को विकसित करेगा बल्कि छात्रो के विकास में भी मदद करेगा।

04—शिक्षकों के लिए व वयस्क शिक्षा के लिए स्कूलो में नई National Curriculum Framework पेश करने की बात भी नई शिक्षा नीति 2020 में की गई है।

5—मानव संसाधन विकास मंत्रालय में सचिव रह चुके व एन.सी. आर. टी. के पूर्व निर्देशक व जाने माने शिक्षाविद् श्रीमान जे एस राजपूत ने शिक्षकों की महत्ता बताते हुए कहा है कि किसी भी देश की शिक्षा नीति की सफलता अध्यापकों की योग्यता , कर्मठता व प्रशिक्षण पर ही निर्भर करती है।

6—नई शिक्षा नीति में अध्यापकों के प्रशिक्षण व उनके व्यक्तित्व को विकसित करने के लिए नई व्यवस्था को व्यवस्थित करने की बात कही गई है।

07—विश्व भर मे अच्छे शिक्षक तैयार करने के लिए चार वर्षीय पाठयक्रम की बात नई शिक्षा नीति में कही गई है अभी तक यह दो वर्ष का पाठयक्रम उपलब्ध है। अब कक्षा 12 के बाद चार वर्षीय पाठयक्रम की व्यवस्था की गई। विश्व भर में अच्छे शिक्षक ऐसे ही तैयार किए जाते हैं, ऐसा नई शिक्षा नीति में कहा गया है।

08—अध्यापक जिस स्कूल में शिक्षा देते हं उन्हें वहां के सामाजिक व सांस्कृतिक माहौल से परिचित होना चाहिए इसीलिए नई शिक्षा नीति में कहा गया है कि प्राथमिक कक्षाओं में अध्यापन कार्य करवाने वाले शिक्षक आसपास के क्षेत्रों के ही होने चाहिए ताकि शिक्षक को विकास का पूरा मौका मिले। वह अपने व्यक्तित्व का विकसित कर सके, साथ ही अपने आसपास के क्षेत्रों का भी विकास कर सके।

09—नई शिक्षा नीति में ग्रामीण क्षेत्रों के स्कूलों में शिक्षकों की कमी को खत्म करने, व्यक्तित्व का विकास करने के लिए और गांवो के शिक्षित युवाओ को आसपास ही रोजगार मुहैया करवाने के लिए नई शिक्षा नीति में बड़ी पहल की गई है।

10—नई शिक्षा नीति में गाँव के प्रतिभाशाली छात्रों को शिक्षक बनने की ओर आकर्षित किया जाएगा और उन्हें 12वीं के बाद चार वर्ष का बी. एड. कोर्स करने के लिए छात्रवृत्ति दी जाएगी। ताकि अच्छे शिक्षकों का निर्माण किया जा सके, जिनका व्यक्तित्व उच्चकोटि का हो।

11—नई शिक्षा नीति में जे. एस. राजपूत ने शिक्षकों के प्रशिक्षण को भी अत्यन्त ही महत्वपूर्ण माना है। उन्हें अध्यापकों का निरन्तर अपडेट रहने व सीखने की अनु"ांसा की है, ताकि अध्यापक लगातार अपने आपको सुधार सके। अपना विकास कर सके। अपने में लगातार परिवर्तन कर सके। तभी वह देश का विकास कर सकता है।

12—अध्यापकों के व्यक्तित्व को विकसित करने में नई शिक्षा नीति में कई तरीकों पर प्रकाश डाला गया है। नई शिक्षा नीति में कहा गया है कि अध्यापकों को भी समय–समय पर पुनः प्रशिक्षण दिया जाना चाहिए, क्योंकि एक बार प्रशिक्षण लेने के बाद आगे के 30–35 साल तक अध्यापक शिक्षण कार्य नहीं करवा सकता है। अध्यापक को समय–समय पर अपने आपमें सुधार करने की आवश्यकता होती है, क्योंकि पढ़ने व पढ़ाने के तरीके परिवर्तित होते रहते हैं। अतः अध्यापक को अपने अन्दर निरन्तर परिवर्तन करते रहना चाहिए।

13—नई शिक्षा नीति के अनुसार हर अध्यापक को नया सीखने के अवसरों को आत्मसात करना चाहिए। वहीं अध्यापक अपने व्यक्तित्व को विकसित कर सकता है जो लगातार स्वयं अध्ययनरत है अर्थात् वही शिक्षक अपना विकास कर सकता है जो सदैव सीखने के लिए तैयार रहे या यूँ कहें जो हमेशा छात्र बना रहे।

14—नई शिक्षा नीति में छात्र व शिक्षक दोनों को साथ–साथ पढ़ने की बात कही गई है क्योंकि अध्यापक छात्र के समक्ष अपने सम्मान को तभी बढ़ा सकता है जब वह अपने आपको अपडेट रखेगा।

15—नई शिक्षा नीति में जहां शिक्षकों के प्रशिक्षण की बात आती है वहां उन टीचर्स को पढ़ाने वाले शिक्षकों की अहमियत भी खास होती है। जे. एस. राजपूत ने भी इस सम्बन्ध में कहा है कि अध्यापकों के प्रशिक्षण का तरीका सही होना चाहिए तभी अच्छे व्यक्तित्व के अध्यापकों का निर्माण सम्भव हा सकेगा।

16—नई शिक्षा नीति में प्रशिक्षण संस्थानो में सुधार की बात भी कही गई है। इस नीति में शिक्षक प्रशिक्षण संस्थान में कार्यरत शिक्षक की गुणवत्ता अच्छी होनी चाहिए, उनको व्यक्तित्व व चरित्र उच्चकोटि को होना चाहिए। तभी वह अच्छे शिक्षक बना पाएँगे।

17—अच्छे चरित्रवान व व्यक्तित्व के धनी शिक्षक विद्यालयों में जाएँगे तो वह अपना आदर्श प्रस्तुत कर पाएँगे। जिससे छात्र भी ईमानदार व बेहतर तैयार हो पाएँगे। क्योंकि अध्यापक के व्यक्तित्व का प्रभाव छात्रों पर पडता है। अध्यापक व्यक्तित्व के धनी है तो उसका सकारात्मक प्रभाव उनके छात्रो पर भी सकारात्मक रूप से देखने को मिलता है।

18—कुल मिलाकर समाज की संरचना व विकास का आधार शिक्षक है। शिक्षक का विकास शिक्षण प्रशिक्षण महाविद्यालय से प्रारंभ होता है इसी कारण इस बात पर अधिक जोर नई शिक्षा

नीति पर दिया गया है। ताकि सरकार शिक्षण प्रशिक्षण को आदर्श स्वरूप प्रदान कर सके। तभी नई शिक्षा की सफलता सम्भव है।

19—नई शिक्षा नीति में शिक्षकों की कार्य कुशलता में बढोतरी करने के लिए स्थानीय, क्षेत्रीय, राज्य, राष्ट्रीय व अंतर्राष्ट्रीय स्तर पर कार्यशालाओं का आयोजन करने का प्रावधान रखा गया है। ताकि अध्यापक अपने अन्दर निरन्तर सुधार कर सके अपना विकास कर सके।

20—अध्यापकों के व्यावसायिक विकास करने के लिए 50 घंटे के प्रशिक्षण को अनिवार्य करने का प्रावधान रखा गया है। ताकि अध्यापक अपने व्यक्तित्व का विकास कर सके।

21—शिक्षक के व्यक्तित्व को विकसित करने के लिए नई शिक्षा नीति में शिक्षक को कम्प्यूटर व इंटरनेट के इस्तेमाल के प्रति प्रोत्साहित करने की बात कही गई है।

22—नई शिक्षा नीति में शिक्षकों को अपडेट करने के लिए NCET व NCERT सहयोग से नेशनल कॉरेकुलम फॉर टीचर एजुकेशन का गठन किया जाएगा ताकि राष्ट्र निर्माताओं की कार्यकुशलता में वृद्धि हो सके।

23—2022 तक नेशनल प्रोफेशनल स्टैण्डर्ड फॉर टीचर्स ट्रेनिंग को गठित करने की सिफारिश भी गई है ताकि अध्यापकों की नियुक्ति, वेतन, पदोन्नति आदि की सुनिश्चितता उसकी कार्यकुशलता के अधार पर कर सके।

निष्कर्ष

नई शिक्षा नीति में अध्यापक के विकास पर विशेष बल दिया गया है। उन्होंने कहा है कि जब तक अध्यापक सन्तुष्ट नहीं होगा, वह अपने व्यक्तित्व को विकसित नहीं कर पाएगा, जब तक देश का विकास सम्भव नहीं है। इस प्रकार अध्यापक के विकास पर ही छात्र व देश का विकास निर्भर करता है। अतः नई शिक्षा नीति से यह उम्मीद की जाती है वह शिक्षा प्रणाली को सुधारेगी और भौक्षणिक माहौल को अनुकूलित करने का प्रयास करेगी, तभी राष्ट्रीय प्रगति में शिक्षक अपनी अहम भूमिका को निभा पाएगा। इस प्रकार नई शिक्षा नीति की सफलता का पूरा भार शिक्षकों पर ही है। शिक्षक अपने व्यक्तित्व का, बच्चों का, देश का विकास कर पाते हैं, तभी नई शिक्षा नीति के निर्माण का उद्दे"य पूरा हो पाएगा।

"भारतीय राष्ट्रीय शिक्षा नीति 2020 के लक्ष्यों का अध्ययन"

डॉ. नीतिशा तोषनीवाल

आरती गुप्ता

शोधार्थी

सार :—

भारत सरकार द्वारा घोषित नई शिक्षा नीति (एनईपी 2020) एक स्वागत योग्य परिवर्तन था और कोविड—19 महामारी से उत्पन्न चुनौतियों के कारण दुनिया भर में फैली सभी नकारात्मकताओं के बीच एक नई खबर थी। एनईपी 2020 की खबर कई लोगों के लिए पूरी तरह से सदमे के रूप में आई। कई शिक्षा पेशेवरों ने एनईपी 2020 द्वारा सुझाए गए समायोजन का कभी अनुमान नहीं लगाया था।

हालाँकि हाईस्कूल और कॉलेज शिक्षा दोनों को शिक्षा नीति द्वारा छुआ गया है। राष्ट्रीय शिक्षा नीति 2020 को इस सुधार के ढाँचे में बदल दिया गया है, जो आर्थिक और सामाजिक संकेतकों को मजबूत करने के अलावा देश में एक नई शिक्षा प्रणाली के विकास में मदद कर सकता है। इसमें अभी भी सुधार की आवश्यकता है। यह लेख मुख्य रूप से NEP 2020 ;छंजपवदंस म्कनबंजपवद च्वसपबलद्ध और उच्च शिक्षा पर इसके प्रभावों पर केंद्रित है। यह पत्र एनईपी की मुख्य विशेषताओं को भी रेखांकित करता है और विश्लेषण करता है कि वे मौजूदा शिक्षा प्रणाली को कैसे प्रभावित करते हैं।

प्रस्तावना :—

भारत सरकार ने अपने नागरिकों के बीच शिक्षा को प्रोत्साहित करने के लिए शिक्षा पर राष्ट्रीय नीति (एनईपी) बनाई। यह नीति कॉलेजों के माध्यम से ग्रामीण और शहरी भारत की प्राथमिक और माध्यमिक शिक्षा दोनों को शामिल करती है। प्रधानमंत्री इंदिरा गांधी जी ने 1968 में देश का पहला एन.ई.पी. जारी किया, प्रधानमंत्री राजीव गांधी जी ने 1986 में दूसरा जारी किया और प्रधानमंत्री नरेंद्र मोदीजी ने 2020 में तीसरा जारी किया। भारत की भविष्य की शिक्षा प्रणाली का उद्देश्य राष्ट्रीय शिक्षा नीति 2020 (एनईपी 2020) में वर्णित है, जिसे 29 जुलाई, 2020 को भारतीय केंद्रीय मंत्रिमंडल द्वारा अपनाया गया था। पुरानी राष्ट्रीय शिक्षा नीति, 1986 को नई

नीति से बदल दिया गया है। ग्रामीण और शहरी भारत दोनों में, नीति प्रारंभिक बचपन से उच्च शिक्षा के माध्यम से शिक्षा के लिए एक पूर्ण रूपरेखा प्रदान करती है। इसमें व्यावसायिक प्रशिक्षण भी शामिल है। नीति का लक्ष्य 2021 तक भारत की शिक्षा प्रणाली को बदलना है। एनईपी में भाषा नीति प्रति में एक व्यापक दिशा–निर्देश और सलाहकार है, और यह राज्यों पर निर्भर है, कार्यान्वयन पर निर्णय लेने के लिए संस्थान, और स्कूल। एनईपी 2020 कई अधिनियम बनाता है। भारत की शिक्षा नीति में बदलाव यह शिक्षा पर सार्वजनिक खर्च को सकल घरेलू उत्पाद के मोटे तौर पर 4ः से 6ः तक तेजी से बढ़ाने का प्रयास करता है।

अध्ययन का उद्देश्य :–

1.अपने उद्देश्य को प्राप्त करने के लिए एनईपी 2020 को और अधिक प्रभावी बनाने की सलाह।

2.एनईपी 2020 की उच्च शिक्षा नीतियों के महत्व का पता लगाने के लिए।

3.एनईपी 2020 की उच्च शिक्षा नीतियों की कमियों का पता लगाने के लिए।

शोध विधि :–

यह शोध वर्णनात्मक अध्ययन है। भारत सरकार की पत्रिकाओं, पत्रिकाओं, अन्य प्रकाशनों आदि सहित विभिन्न वेबसाइटों से आवश्यक माध्यमिक डेटा एकत्र किया गया है। फिर इस डेटा का विश्लेषण किया गया और निष्कर्ष पर पहुंचने क लिए इसकी समीक्षा की गई।

नई शिक्षा नीति के महत्वपूर्ण बिन्दु :–

1.फाउंडेशन स्टेज :– बुनियादी शिक्षा जो लचीली, बहुस्तरीय, खेल–आधारित, गतिविधि–आधारित और खोज–आधारित है, पांच साल के फाउंडेशनल स्टेज के दौरान प्रदान की जाती है। समय–परीक्षण भारतीय परंपराओं और रीति–रिवाजों का उपयोग करके युवाओं के संज्ञानात्मक और भावनात्मक उत्तेजना के लिए यह चरण लगातार विकसित होता है।

2. तैयारी का चरण :– वर्ष की अवधि नाटक, खोज और गतिविधि–आधारित शिक्षा पर निर्माण करना प्रारंभिक चरण में आवश्यक है। यह स्तर धीरे–धीरे पाठ्यपुस्तकों का उपयोग करते हुए औपचारिक कक्षा निर्देश का भी परिचय देता है। लक्ष्य छात्रों को विभिन्न विषयों से परिचित कराना है और उन्हें विचारों में और गहराई तक जाने के लिए तैयार करना है।

3. मध्य विद्यालय शिक्षा चरण :– मध्य विद्यालय के छात्र अधिक सार सामग्री का अध्ययन करने में तीन साल लगाते हैं। मानविकी, सामाजिक विज्ञान, कला और विज्ञान सहित हर विषय से अवधारणाएँ। विषय–वस्तु विशेषज्ञों के साथ विशेष विषयों का अध्ययन करते समय, अनुभवात्मक अधिगम सबसे अच्छा तरीका है। सेमेस्टर प्रणाली छात्रों के लिए शुरू की गई है, और हर साल दो कक्षा–स्तरीय परीक्षाएँ होंगी।

4.माध्यमिक शिक्षा चरण :– माध्यमिक विद्यालय पाठ्यक्रम, जो चार साल तक चलता है, का उद्देश्य उदार कला शिक्षा सहित विभिन्न पाठ्यक्रमों को शामिल करना है। यह चरण विषय–उन्मुख अनुदेशात्मक पद्धति और पाठ्यक्रम पर आधारित होगा जिसमें वृद्धि की चौड़ाई, लचीलापन, महत्वपूर्ण सोच और जीवन लक्ष्यों पर ध्यान केंद्रित किया जाएगा। छात्रों के लिए सेमेस्टर प्रणाली शुरू की गई है, जो प्रत्येक सेमेस्टर में 5 से 6 कक्षाएं लेंगे। 10वीं और 12वीं के समापन पर बोर्ड परीक्षाएँ होंगी।

5.स्नातक शिक्षा चरण :– प्रत्येक विषय में विभिन्न विकल्पों के साथ तीन या चार साल की स्नातक डिग्री होगी, जैसे पहले वर्ष के बाद प्रमाण पत्र, दूसरे वर्ष के बाद डिप्लोमा, या तीसरे वर्ष के बाद स्नातक की डिग्री। एक प्रमुख, लघु और अनुसंधान परियोजनाओं के साथ चार वर्षीय स्नातक कार्यक्रम को प्राथमिकता दी जाती है।

6.स्नातकोत्तर शिक्षा चरण :– मास्टर डिग्री तीन अलग–अलग स्वरूपों में उपलब्ध है। चार साल की स्नातक डिग्री वाले छात्रों के लिए एक साल, तीन साल की स्नातक डिग्री वाले छात्रों के लिए दो साल और अंतिम वर्ष के साथ पांच साल की एकीत डिगो जो उत्कृष्ट शोध पर जोर देती है। पेशेवर क्षमता में सुधार करने और शोध डिग्री के लिए छात्रों को तैयार करने के लिए, मास्टर डिग्री में एक महत्वपूर्ण शोध घटक होगा।

7.रिसर्च स्टेज रिसर्च :– पूर्णकालिक और अंशकालिक अध्ययन के लिए क्रमशः कम से कम तीन से चार साल के लिए किसी भी मुख्य विषय, बहु–विषयक विषय, या अंतःविषय विषय में पीएचडी स्तर का शोध करना। उन्हें शिक्षण, शिक्षा या शिक्षाशास्त्र में 8–क्रेडिट पाठ्यक्रम लेना चाहिए जो कि पीएचडी से जुड़ा हो। इससे पहले, एक साल का एमफिल प्रोग्राम अब पेश नहीं किया जाता ह।

8.आजीवन सीखना :– एनईपी 2020 लोगों को समाज में सुखद जीवन जीने के लिए आवश्यक जानकारी, क्षमताओं और अनुभव को खोने से रोकने के लिए आजीवन सीखने और शोध की सिफारिश करता है। शिक्षा और अध्ययन को जीवन के किसी भी चरण में जीवन की खुशी क लिए परिपक्वता बढ़ाने वाला माना जाता है।

नई शिक्षा नीति का लाभ :–

यह शिक्षा की समग्र प्रणाली में पूर्व स्कूली निर्देश को शामिल करता है। यह दो संभावनाओं को सक्षम बनाता है। सबसे पहले, इसका उद्देश्य शिक्षा के एक असंरचित, अनियंत्रित और यहाँ तक कि आकर्षक पहलु को नियंत्रित करना है, जो कभी–कभी मुंबई और दिल्ली जैसे शहरी क्षेत्रों में प्राथमिक विद्यालयों में नामांकन के लिए बहुत अस्वास्थ्यकर संबंध रखता है। दूसरा, यह तीन साल की उम्र से शुरू होने वाले प्री–स्कूलरों को मध्याह्न भोजन के विस्तार की अनुमति देता है। 10वीं कक्षा की परीक्षा उत्तीर्ण करने के बाद, छात्र 10+2+3 के माध्यम से

व्यावसायिक पाठ्यक्रम में दाखिला लेने का विकल्प चुन सकते हैं। व्यावसायिक पाठ्यक्रमों पर महाराष्ट्र राज्य सरकार को सलाह देने वाले समूह में काम करते समय, यह पाया गया कि कार्यशालाओं या फील्डवर्क के संपर्क के बिना, इन कार्यक्रमों को 2+ स्तर पर कक्षा निर्देश के लिए प्रस्तावित किया जा रहा था। इस बात की कोई गारंटी नहीं है कि ऐसा दोबारा नहीं होगा। यह सच है कि सरकार ने 3+2+10 को बदलकर 4+3+3+5 कर दिया है। इसके अतिरिक्त, यह एक क्रेडिट सिस्टम प्रदान करता है, जो विषयों और पाठ्यक्रमों के बीच अधिक पार्श्व संचलन को सक्षम बनाता है।

नई शिक्षा नीति की हानि :–

कुछ अवांछित पहलू भी हैं। एनईपी में समग्र और बहु–विषयक जैसे वाक्यांशों का अक्सर उपयोग किया जाता है। हालांकि, अगर आप पेंट को खुरच कर निकाल दें, तो आपको जोश और पक्षपात के लक्षण नजर आ सकते हैं। विदेशी भाषाओं के अध्ययन को प्राथमिकता दी जा सकती है। विद्यालयों में राजनीति पढ़ाना क्यों आवश्यक है ? छम्च में मंदारिन शामिल नहीं है। इसका कोई मतलब नहीं है। क्या संयुक्त राज्य अमेरिका ने शीत युद्ध के दौरान रूसी शिक्षण पर रोक लगा दी थी? मंदारिन सीखना भारतीयों के लिए फायदेमंद है, भले ही चीन एक प्रतिद्वंद्वी है। एक प्रतिद्वंदी को और अधिक पूरी तरह से समझने के लिए। एशिया के इतिहास को समझने के लिए। एक ऐसे क्षेत्र में व्यापार क्षमता को देखने के लिए जहाँ चीन की दुनिया में सबसे बड़ी आबादी है।

इसके अतिरिक्त, मंदारिन को जानने से अधिक प्रभावी वाणिज्यिक वार्ता की सुविधा होगी चाहे वह भारतीय कर्मचारी किसी भारतीय कंपनी के लिए काम करता हो, पश्चिम से एक बहुराष्ट्रीय निगम, या दक्षिण कोरिया या जापान जैसे देशों से। एनईपी का उद्देश्य भारतीयों के लिए इन दरवाजों को बंद करना है, दूसरे देशों के लोगों के लिए नौकरी की संभावनाएं खोलना है। यह भी सच है कि अभी चीन और भारत के बीच संबंधों की तनावपूर्ण स्थिति के बावजूद, दोनों देश 2,500 से अधिक वर्षों से शांतिपूर्ण ढंग से साथ–साथ रहे हैं। लोग दीर्घावधि को अल्पावधि और शायद क्षणभंगुर के साथ क्यों मिलाते हैं? विडंबना यह है कि भारतीय विश्वविद्यालय छात्रों को भारतीय भाषाओं को सीखने से हतोत्साहित करते हैं, इस तथ्य के बावजूद कि चीनी विश्वविद्यालय ऐसा करते हैं। एनईपी के 2020 पृष्ठ संख्या 23 के लिए भारत की नई शिक्षा नीति का एक परिचय भारत ने आम तौर पर इस सरल सत्य को स्वीकार करने के लिए संघर्ष किया है कि दक्षिण में उत्तर की तुलना में अधिक सांस्कृतिक निरंतरता और मित्रता है। 1500 से अधिक वर्ष चोल वंश को समर्पित थे। इसमें उतार–चढ़ाव जरूर आया, लेकिन यह टिका रहा।

राष्ट्रीय शिक्षा नीति 2020 के महत्वपूर्ण बिंदु :–

1.नीति में कहा गया है कि कक्षा 5 तक (और अधिमानतः कक्षा 8 और उससे आगे) के सभी स्कूल शिक्षण के माध्यम के रूप में मातृभाषा या स्थानीय या क्षेत्रीय भाषा का उपयोग करेंगे। एनईपी 2020 के अनुसार संस्कृत सभी स्तरों पर पढ़ाई जाएगी और माध्यमिक विद्यालयों में अन्य भाषाएँ शुरू होंगी।

2.5+3+3+4 प्रणाली, जिसमें 12 साल का स्कूल और तीन साल का आंगनवाड़ी या प्री-स्कूल शामिल है, ने 10+2 ढांचे की भूमिका निभाई है। इसे चार चरणों में विभाजित किया जाएगा रू. एक मूलभूत चरण (तीन से आठ वर्ष की आयु), तीन साल के लिए एक पूर्व-प्राथमिक चरण (आठ से 11 वर्ष की आयु), दो साल के लिए एक प्रारंभिक चरण (11 से 14 वर्ष के बच्चे), और एक माध्यमिक चरण तीन साल के लिए चरण (उम्र 14 से 18)। सरकार के शब्दों में, पुनः डिज़ाइन किया गया ढांचा, ष्मानसिक क्षमताओं के विकास के लिए एक महत्वपूर्ण चरण के रूप में विश्व स्तर पर मान्यता प्राप्त तीन से छह साल की अब तक की आयु सीमा को स्कूली पाठ्यक्रम में लाएगा।७

3. हर साल परीक्षा के बजाय कक्षा 3, 5 और 8 में बच्चों को केवल तीन टेस्ट दिए जाएंगे। बाद के वर्षों में मूल्यांकन का तरीका बदल जाएगा जो ष्नियमित और रचनात्मक७ ष्योग्यता-आधारित है, सीखने और विकास को बढ़ावा देता है, और उच्च-क्रम की क्षमताओं को मापता है, जैसे विश्लेषण, महत्वपूर्ण सोच और वैचारिक स्पष्टता।७

4.कक्षा 10 और 12 की बोर्ड परीक्षाएं अभी भी दी जाएंगी, लेकिन ष्समग्र विकास७ पर ध्यान केंद्रित करने के लिए इन्हें भी बदला जाएगा। पारख (समग्र विकास के लिए ज्ञान का प्रदर्शन मूल्यांकन, समीक्षा और विश्लेषण) नामक एक नया राष्ट्रीय मूल्यांकन संगठन इसके लिए मानक निर्धारित करेगा।

5.सरकार के अनुसार, रणनीति का उद्देश्य छात्रों के पाठ्यक्रम भार को हल्का करना है और उन्हें ष्बहु-अनुशासनात्मक७ और ष्बहुभाषी७ बनने में सक्षम बनाना है। सरकार ने घोषणा की कि कला और विज्ञान, शैक्षणिक और पाठ्येत्तर गतिविधियों या व्यावसायिक धाराओं के बीच कोई सख्त विभाजन नहीं होगा। उस अंत तक, नीति यह भी प्रस्तावित करती है।

6.प्रौद्योगिकी कला और मानविकी के अधिक समावेश के साथ 2040 तक ष्समग्र शिक्षा७ की ओर बढ़ें विज्ञान विषयों का अध्ययन करने वाले छात्रों के लिए विषय और इसके विपरीत।

7.प्रशासन के अनुसार, पहल का उद्देश्य छात्रों के पाठ्यक्रम भार को हल्का करना है और उन्हें ष्बहुविषयी७ और ष्बहुभाषी७ कौशल विकसित करने में सक्षम बनाना है। सरकार के अनुसार, कला और विज्ञान, शैक्षणिक और व्यावसायिक धाराओं, या पाठ्येत्तर और पाठ्यचर्या संबंधी गतिविधियों के बीच सख्त विभाजन नहीं होगा।

8.भारतीय उच्च शिक्षा परिषद (एचईसीआई) के निर्माण के माध्यम से भारत में उच्च शिक्षा को नियंत्रित करना संभव होगा, जो 3,000 या अधिक छात्रों वाले संस्थानों पर ध्यान केंद्रित करेगी।

निष्कर्ष :–

एन.ई.पी. 2020 नीति सुधारों की एक विस्तृत श्रृंखला का परिचय देती ह और मुख्य रूप से एक बहुत ही प्रगतिशील पाठ के रूप में सामने आती है, जिसका वर्तमान के सामाजिक–आर्थिक माहौल और भविष्य की अप्रत्याशितता की संभावना दोनों पर एक ढ़ नियंत्रण है। अर्थव्यवस्थाओं के बढ़ते अभौतिकीकरण और डिजिटलीकरण के साथ तालमेल बिठाने के लिए कौशल के एक पूरी तरह से नए सेट की आवश्यकता है, जो छात्रों की नई पीढ़ी के लिए शिक्षा के सामने मुख्य चुनौती है। यह अब और भी महत्वपूर्ण आवश्यकता प्रतीत होती है कि महामारी ने डिजिटलीकरण और विघटनकारी स्वचालन की ओर रुझान को तेज कर दिया है। कुल मिलाकर, एनईपी 2020 से लेकर आर्टिफिशियल इंटेलिजेंस तक कई तरह के उद्योगों में पेशेवर विकास की आवश्यकता को संबोधित करता है। भारत को भविष्य के लिए तैयार रहना चाहिए और एनईपी 2020 कई युवा इच्छुक छात्रों के लिए आवश्यक कौशल सेट हासिल करने के अवसर खोलता है।

नई शिक्षा नीति का एक सराहनीय उद्देश्य है, लेकिन एक ठोस संरचनात्मक परिवर्तन को प्राप्त करने में इसकी प्रभावशीलता इस बात पर निर्भर करेगी कि इसे डिजिटल इंडिया, स्कील इंडिया और नई औद्योगिक नीति जैसी अन्य सरकारी नीतिगत पहलों के साथ कितनी अच्छी तरह एकीकृत किया जा सकता है ? इसलिए नीतिगत संबंध यह सुनिश्चित कर सकते हैं कि शैक्षिक नीति एक सफल व्यावसायिक शिक्षा पाठ्यक्रम बनाने के लिए कॉर्पोरेट क्षेत्र के साथ अधिक सक्रिय रूप से सहयोग करने में स्कील इंडिया के अनुभव को ध्यान में रखे और सीखे। तेजी से बदलते रूपांतरणों और व्यवधानों को समायोजित करने के लिए, अधिक साक्ष्य–आधारित निर्णय लेने की भी आवश्यकता है। एनईपी द्वारा सहयोगी निगरानी और समीक्षा और वास्तविक समय मूल्यांकन तंत्र के लिए एक रूपरेखा प्रदान की गई है। पाठ्यक्रम में बदलाव के लिए हर दस साल में एक नई शिक्षा नीति पर निर्भर रहने के बजाय इससे शिक्षा व्यवस्था में निरंतर सुधार होगा। यह अपने आप में एक शानदार उपलब्धि होगी। उच्च शिक्षा में एक महत्वपूर्ण मोड़ एनईपी 2020 होगा। यह वास्तव में तभी महत्वपूर्ण होगा जब इसे कुशलतापूर्वक और समय पर लागू किया जाएगा।

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नई शिक्षा नीति : 2020—शिक्षा पर डिजिटलीकरण का प्रभाव

साक्षी शर्मा
शोधार्थी (वाणिज्य)
डॉ. अक्षिता तिवारी, शोध निर्देशक, सहायक प्राध्यापक (वाणिज्य)
लोकमान्य तिलक विज्ञान एवं वाणिज्य महाविद्यालय, उज्जैन (म.प्र.), भारत

शोध—सारांश

आज तकनीकी के दौर में शिक्षा का डिजिटलीकरण एक वरदान है; इसके द्वारा दूरस्थ शिक्षा आसानी से पहुंचाई जा रही है। समय के साथ—साथ आज तकनीकी व्यवस्था मं भी अभूतपूर्व परिवर्तन हुए है। नई शिक्षा नीति : 2020 के द्वारा शिक्षा को तकनीकी के साथ जोड़कर इस परिवर्तन का सकारात्मक प्रयोग किया जा रहा है। डिजिटलीकरण के द्वारा प्रत्येक अध्ययनार्थी तक केवल शिक्षा ही नहीं, अपितु हजारों उत्कृष्ट विकल्प उनके समक्ष उपस्थित हैं; जिनका उपयोग करके वे अपने सभी सपनों को साकार कर सकते हैं। नई शिक्षा नीति : 2020 ने शिक्षा को एक नवीन दिशा की ओर अग्रसर किया है। इस नीति में ऐसे कई प्रावधान किए गए हैं, जो डिजिटल शिक्षा को विकास के नए पथ की ओर ले जाएगा। इसके अंतर्गत **ODL (Open Distance Learning)** कोर्स और कार्यक्रमों विशेष तौर पर डव्ल्े के द्वारा ऑनलाइन शिक्षा प्रदान की जाएगी। जो जीवन भर सीखने के अवसर उपलब्ध कराएगा। इस शोध पत्र का उद्देश्य विभिन्न डिजिटल शैक्षणिक कार्यक्रमों से अवगत कराना है। जिससे साक्षारता दर में तीव्र गति से वृद्धि को जा सके। ताकि हमारा भारत देश पुनः विश्वगुरू के रूप में अपनी विजय पताका लहरा सके।

शब्द कुंजी – मुक्त दूरस्थ अधिगम, मुक्त ऑनलाइन कोर्स

प्रस्तावना

शिक्षा मनुष्य को सभ्य बनाती है। शिक्षा के द्वारा ही मानव अपना सर्वांगीण विकास करता है; जिसके द्वारा वह अपने देश के विकास में सहयोग प्रदान करता है। समय के साथ-साथ आज शिक्षा व्यवस्था में नवाचार का उदय हुआ है। 'चॉक एंड टॉक' विधि को छोड़कर आज हम स्मार्ट बोर्ड, स्मार्ट क्लास एवं ऑनलाइन सॉफ्टवेयर के माध्यम से शिक्षा प्राप्त कर रहे है। शिक्षा को तकनीक के साथ जोड़ना ही शिक्षा का डिजिटलीकरण कहलाता है। डिजिटल शिक्षा के द्वारा मानव केवल साक्षर ही नहीं हुआ; अपितु उसके सामने नवीन शिक्षा पद्धति का उदय हुआ है। जिनका उपयोग करके वह उच्च गुणवत्तापूर्ण शिक्षा प्राप्त कर सकता है। नई शिक्षा नीति : 2020 के माध्यम से डिजिटल शिक्षा को बढ़ावा दिया जा रहा है; जिसके अंतर्गत ऑनलाइन शिक्षा कार्यक्रम व कई प्रकार के डिजिटल कोर्स अभ्यार्थियों के लिए उपलब्ध है। इस शोध पत्र का उद्देश्य अभ्यार्थियों को उन सभी शैक्षणिक कार्यक्रमों व कोर्स से अवगत कराना है; जिनका प्रयोग करते हुए वह अपने शैक्षणिक स्तर को बढ़ा सकते है। वर्तमान में डिजिटल शिक्षा के प्रति अभ्यार्थियों का झुकाव सीधे तौर पर देखने को मिल रहा है। जिसके आधार पर हम यह कह सकते है कि, शीघ्र ही हमारे देश के शिक्षा प्रेमी, अध्ययनार्थी एवं शोधार्थी इत्यादि मिलकर भारत को उन्नति के उच्च शिखर की ओर ले जाएंगे।

शोध – समीक्षा

बैजूसए ज्ंदलंण ;2019द्ध के द्वारा शोध पत्र जिसका शीर्षक "Digitalization of Higher Education in India: A Boom or A Bane" लिखा गया। इस शोध पत्र का उद्देश्य भारत में डिजिटल शिक्षा प्रणाली के प्रति अध्ययनार्थियों की रुचि को समझने का प्रयास करना है; जिससे इस प्रणाली का लाभ भविष्य में आने वाली पीढ़ी को हस्तांतरित किया जा सके। इस शोध पत्र में डिजिटल शिक्षा से होने वाले लाभों का वर्णन किया गया है। साथ ही यह भी बताया गया है कि उच्च शिक्षा प्रणाली में उपस्थित कठिनाइयाँ किस प्रकार अध्ययनार्थी को डिजिटल शिक्षा के प्रति प्रेरित एवं प्रोत्साहित करती है। इस शोध पत्र में डिजिटलीकरण से संबंधित कठिनाइयों का भी वर्णन किया गया है; जिसके अंतर्गत इंटरनेट सेवा संसाधन व कुशल प्रशिक्षित शिक्षक की कमी आदि को सम्मिलित किया गया है।

Rastogi, Himanshu. (2019) के द्वारा शोध पत्र जिसका शीर्षक "Digitalization of Education in India: An Analysis" लिखा गया है। समीक्षा के दौरान पाया गया कि डिजिटल शिक्षा के कई उपकरण उपलब्ध है; जिनके प्रयोग में निरंतर वृद्धि हो रही है। इस शोध पत्र का उद्देश्य अधिगम से संबंधित महत्वपूर्ण ऑनलाइन सॉफ्टवेयर के बारे में जानकारी प्रदान करना है, साथ ही ऐसे कारकों का अध्ययन करना है जिनके प्रयोग से डिजिटल शिक्षा में वृद्धि की जा सके। समीक्षा के दौरान पाया गया कि शिक्षा के क्षेत्र में नवाचार लाकर, नवीन नीतियों के निर्माण व उनके क्रियान्वयन के द्वारा ही डिजिटल शिक्षा को बढ़ाया जा सकता है।

Shrivastava, Shailaj Kumar & Shrivastava Chandan. (2022) के द्वारा शोधपत्र जिसका शीर्षक "The Impact of Digitalization in Higher Educational Institutions" लिखा गया है। इस शोध पत्र में लेखक द्वारा वर्तमान समय में, उच्च शिक्षा के क्षेत्र में हो रहे डिजिटलीकरण का प्रस्तुतीकरण किया गया है। साथ ही विभिन्न प्रकार के डिजिटल अधिगम संबंधी उपकरणों का वर्णन किया गया है। निष्कर्ष के रूप में कहा गया है कि नई शिक्षा नीति : 2020 के द्वारा सरकार ने डिजिटल शिक्षा को बढ़ाने का सराहनीय प्रयास किया है। जिससे शिक्षा व्यवस्था के स्वरूप में अभूतपूर्व परिवर्तन देखने को मिल रहे है।

शोध पत्र का उद्देश्य

इस शोध पत्र के द्वारा डिजिटल शिक्षा से संबंधित सभी शैक्षणिक कार्यक्रमों व पाठ्यक्रमों आदि का प्रस्तुतिकरण किया गया है; जिनके प्रयोग के द्वारा अधिगम के स्तर को सुधारा जा सकता है। इस शोध पत्र के निम्नलिखित उद्देश्य है –

• विभिन्न डिजिटल कार्यक्रमों के कोर्स से अवगत कराना।

•डिजिटल शिक्षा से संबंधित नवीन सॉफ्टवेयर प्रोग्राम की जानकारी देना।

• डिजिटल शिक्षा को प्रोत्साहित करना।

शोध प्रविधि

सम्पूर्ण शोध प्रकिया शाध प्रविधि पर ही आधारित होती है। इसके द्वारा ही शोध कार्य की सत्यता व शुद्धता का ज्ञान होता है। इस शोध कार्य हेतु द्वितीयक समंक का प्रयोग किया गया है; जिसके अंतर्गत शोध–पत्र, वेबसाइट एवं कई डिजिटल शैक्षणिक संस्था द्वारा आंकड़ों का एकत्रीकरण किया गया है। जिसमें 6 मुख्य एवं सर्वाधिक प्रयोग की जाने वाली शैक्षणिक वेबसाइट का वर्णन किया गया है।

डिजिटल शिक्षा से संबंधित ऑनलाइन पाठ्यक्रम

हमारे देश में शिक्षा व्यवस्था का डिजिटलीकरण करने के लिए सरकार के द्वारा कई महत्वपूर्ण प्रयास किए गए है; जिसके अंतर्गत विभिन्न प्रकार के डिजिटल कार्यक्रमों व पाठ्यक्रमों का समावेश किया गया है। साथ ही हमारे देश में इंटरनेट प्रवेश दर 2025 तक 55: से अधिक तक पहुंचने को आशा है। (Shailaj Kumar Shrivastava & Chandan Shrivastava, 2022) इंटरनेट पर उपस्थित शैक्षणिक कार्यकमों से संबंधित कुछ डिजिटल कार्यकम(सॉफ्टवेयर) का विवरण निम्नानुसार है–

1. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds)

भारत के शिक्षा मंत्रालय के द्वारा 9 जुलाई 2017 को SWAYAM को स्थापित किया गया। जो दूरस्थ शिक्षा के क्षेत्र में अपना सर्वोच्च योगदान प्रदान कर रहा है। यह एक ऐसा ऑनलाइन

सॉफ्टवेयर है, जिसमें कक्षा नवमी से लेकर स्नातकोत्तर स्तर तक के पाठ्यक्रमों को शामिल किया गया है। यह शिक्षा नीति के 3 सिद्धांतों पर कार्य करता है– पहुंच (Access), समता (Equity) एवं गुणवत्ता (Quality)।

SAWYAM का उद्देश्य सभी अभ्यार्थियों को सर्वोच्च शिक्षण एवं अधिगम प्रदान करना है। साथ ही उन लोगों को शिक्षा से जोड़ना है, जो इंटरनेट अथवा डिजिटल शिक्षा से अनभिज्ञ है। इसके अंतर्गत सभी पाठ्यक्रम को चार भागों में बांटा जाता है जिसमें–वीडियो लेक्चर, ई–पाठ्यक्रम, स्व–मूल्यांकन एवं चर्चा मंच आदि सम्मिलित है।

2. Swayam Prabha

यह डिजिटल शैक्षणिक अधिगम कार्यक्रम शिक्षा मंत्रालय के द्वारा लाया गया है। जो 24 × 7 के आधार पर 34 क्ज़ चैनल के द्वारा दूरस्थ शिक्षा प्रदान करने में अपनी महत्वपूर्ण भूमिका निभा रहा है। इसके द्वारा इंटरनेट का प्रयोग किये बिना ही टीवी चैनल के माध्यम से शिक्षा का प्रचार–प्रसार किया जा रहा है।

3. eShodhSindhu

यह शैक्षणिक कार्यक्रम शिक्षा मंत्रालय के द्वारा प्रारंभ किया गया ह। जिसका सर्वाधिक लाभ अनुसंधान के क्षेत्र से जुड़े शोधार्थियों को प्राप्त हो रहा है। इसके अंतर्गत देश के सभी शैक्षणिक संस्थानों के अनुसंधान से संबंधित विषय–सामग्री का डिजिटलीकरण किया गया है। इसका उद्देश्य अनुसंधान से संबंधित सभी जर्नल, किताबें एवं शोध सामग्री का डिजिटल प्रस्तुतिकरण करना है। जिससे शोधार्थी सरलता–पूर्वक अपना शोध कार्य कर एक श्रेष्ठ शोध रचना में भाग ले सके।

4.National Digital Library

यह शैक्षणिक कार्यक्रम भारत सरकार के शिक्षा मंत्रालय के द्वारा प्रारंभ किया गया है, जिसका निर्माण भारतीय प्रौद्योगिकी संस्थान, खड़गपुर के द्वारा किया गया है। शिक्षा के क्षेत्र में यह अपना महत्वपूर्ण योगदान दे रहा है। इसके अंतर्गत इलेक्ट्रॉनिक रूप में सभी प्रकार के पाठ्यक्रमों, प्रतियोगी परीक्षा व उच्च शिक्षा से संबंधित सभी विषय–सामग्री का डिजिटल प्रस्तुतीकरण किया गया है। जिनके प्रयोग के द्वारा शैक्षणिक–गुणवत्ता को बढ़ाया जा रहा है।

5. Virtual Labs

यह शैक्षणिक कार्यक्रम एनएमईआईसीटी (The National Mission on Education through Information and Communication Technology) के अंतर्गत शिक्षा मंत्रालय के द्वारा प्रारंभ किया गया है। इसका उद्देश्य विज्ञान एवं प्रौद्योगिकी के क्षेत्र में अध्ययनरत विद्यार्थियों को डिजिटल रूप में प्रयोगशाला प्रदान करना है; जिससे दूरस्थ शिक्षा ग्रहण कर रहे अध्ययनार्थी भी इसका लाभ ले सके। इसके अंतर्गत इस प्रकार का वातावरण तैयार किया जाता है; जिससे

अध्ययनार्थी को वास्तविक प्रयोगशाला की अनुभूति होती है और वह अपनी प्रत्येक जिज्ञासा की पूर्ति आसानी से कर पाता है।

6. D-Source (E- Kalpa)

यह पाठ्यक्रम शिक्षा मंत्रालय के द्वारा एनएमईआईसीटी के अंतर्गत प्रारंभ किया गया। जिसके अंतर्गत डिजिटल रूप में कलातियों से संबंधित प्रशिक्षण प्रदान किया जाता है। यह अभ्यार्थियों के कौशल, तार्किक–ज्ञान एवं कलात्मक–क्षमता में वृद्धि करता है। कला के क्षेत्र में रुचि रखने वाले अभ्यार्थियों के लिए यह कार्यक्रम वरदान साबित हो रहा है।

1. तालिका – डिजिटल कार्यक्रम एवं कोर्स संबंधी जानकारी।

राष्ट्रीय शिक्षा नीति 2020 : शिक्षा का डिजिटलीकरण

डॉ. शीतल कुमार शर्मा‘
असिस्टेंट प्रोफेसर
लोकमान्य तिलक कॉलेज–रिसर्च सेंटर, उज्जैन
शिवानी जायसवाल‘‘
शोधार्थी

सार :

राष्ट्रीय शिक्षा नीति 2020 ने शिक्षा के क्षेत्र में क्रांति ला दी है, अर्थात् यह कहें कि – 1986 के बाद अब 2020 में एक बड़ा बदलाव किया गया है ! राष्ट्रीय शिक्षा नीति 2020 देश की मौजूदा शिक्षा व्यवस्था में सुधार की दिशा में एक कदम है ! यह मुख्य रूप से छात्रों को उच्च गुणवत्ता वाली शिक्षा प्रदान करने पर केंद्रीत है ! हालांकि इनईपी 2020 शैक्षिक सुधारों और बेहतर भविष्य के लिए एक लोकप्रिय अनिवार्य शक्षिक नीति है, लेकिन डिजिटलीकरण के संदर्भ में और जीवन की गुणवत्ता बढ़ाने के लिए नीति का अपेक्षित कार्यान्वयन बहुत कठिन है ! हमारी राय में, जीवन की गुणवत्ता पर उल्लेखनीय प्रगति, उचित जीवन भर की शिक्षा और प्रशिक्षण में लचीलेपन के साथ संभव हो सकती है, जो कौशल, अनुभव, शिक्षा की गुणवत्ता और खंडित श्रम बाजार की कठोरता को बेहतर अवसरों और रोजगार में परिवर्तित कर सकती है।

की–वर्ड :– राष्ट्रीय शिक्षा नीति 2020, शिक्षा का डिजिटलीकरण, डिजिटलीकरण के लाभ, हानि, समस्याएँ, ई–लर्निंग, सामाजिक नेटवर्किंग।

प्रस्तावना :

29 जुलाई 2020 को भारत के केंद्रीय मंत्रिमंडल द्वारा अनुमोदित भारत की राष्ट्रीय शिक्षा नीति 2020 (NEP 2020) भारत की नई शिक्षा प्रणाली को रेखांकित करती है ! यह शिक्षा पर पिछली राष्ट्रीय नीति 1986 की जगह लेती है अर्थात 1986 के बाद अब 2020 में शिक्षा नीति में

एक बड़ा बदलाव किया गया है, यह 2022 में लागू किया गया है ! इस शिक्षा नीति को बहुत ही सोच समझ कर बनाया गया है ! गांव के स्तर से पंचायत तक से सलाह मशवरा किया गया है ! डॉ. कस्तूरी रंजन जो कि इसरो (ISRO) के पूर्व वैज्ञानिक रह चुके हैं, उनकी अध्यक्षता में इसे शामिल किया गया ! किसी शिक्षा के मसौदे को तैयार करने में अब तक की यह सबसे बड़ी कमेटी रही है, जिसके इतने ज्यादा सुझाव को माना गया है ! इस नीति के अनुसार भारत का (MHRD) मिनिस्ट्री ऑफ ह्यूमन रिसोर्स डेवलपमेंट का नाम बदलकर शिक्षा मंत्रालय (मिनिस्ट्री ऑफ एजुकेशन) रख दिया गया इसके अलावा इसमें जो 10़2 प्रोग्राम था, इसे बदलकर 5334 कर दिया गया, साथ ही यूजी, पीजी और पीएचडी तक चेंज किया गया ! नीति का दृष्टिकोण भारतीय लोकाचार में निहित एक ऐसी शिक्षा प्रणाली का निर्माण करना है, जो सभी को उच्च गुणवत्ता वाली शिक्षा प्रदान करके भारत को बदलने में सीधे योगदान दें, जिससे भारत एक वैश्विक ज्ञान महाशक्ति बन सके।

एक अच्छी तरह से परिभाषित और भविष्योन्मुखी शिक्षा नीति एक देश के लिए सभी स्तरों पर आवश्यक है क्योंकि शिक्षा आर्थिक और सामाजिक प्रगति की ओर ले जाती है ! अलग–अलग दश परंपरा और संस्कृति को ध्यान में रखते हुए विभिन्न शिक्षा प्रणालियों को अपनाते हैं और इसे प्रभावी बनाने के लिए स्कूल और उच्च शिक्षा स्तरों पर अपने जीवन चक्र के दौरान अलग–अलग चरणों को अपनाते हैं !

स्कूली शिक्षा के लिए राष्ट्रीय शिक्षा नीति (NEP 2020) की मुख्य विशेषताएँ :–

1. प्रारंभिक बाल्यावस्था देखभाल और शिक्षा (ECCE) मूलभूत साक्षरता और संख्यात्मकता (FLN)

2.स्कूल छोड़ने वालों की संख्या कम करना और स्कूली शिक्षा के सभी स्तरों पर सार्वभौमिक पहुंच सुनिश्चित करना।

3.सीखना समग्र, एकीकृत, आनंददायक और आकर्षक होना चाहिए 4. शिक्षक सशक्तिकरण।

5.शैक्षणिक रूप से ध्वनि शिक्षण और सीखने की प्रथाओं का अपनाना।

नई शिक्षा नीति के उद्देश्य :–

1.भारत में स्कूल और उच्च शिक्षा प्रणालियों में परिवर्तनकारी सुधारों का मार्ग प्रशस्त करना

2.इस नीति का उद्देश्य एक ऐसी शिक्षा प्रणाली को तैयार करना है जो भारत के सभी बच्चों को लाभान्वित करे।

3.इसका लक्ष्य ''भारत को एक वैश्विक ज्ञान महाशक्ति'' बनाना है।

4. उच्च शिक्षण संस्थानों की नई गुणवत्ता को स्थापित करना, आसान बनाना है जो वैश्विक मानकों के अनुरूप होगा नई

राष्ट्रीय शिक्षा नीति 2020 में स्कूली शिक्षा के लिए एक नया पाठ्यक्रम और शैक्षणिक संरचना की परिकल्पना की गई है,

जो शिक्षार्थियों की आवश्यकता और उनके विकास के विभिन्न चरणों में प्रासंगिक है।

शिक्षा का डिजिटलीकरण :—

इस पत्र में हम एक अनुभवजन्य रूप से आधारित सिद्धांत की रूपरेखा तैयार करते हैं, कि— डिजिटल मीडिया के युग में कक्षा शिक्षण कैसे बदलता है ? डिजिटल शिक्षा भारत में एक महत्वपूर्ण भूमिका निभाती है। इंटरनेट और परिष्कृत प्रौद्योगिकी के आगमन ने शिक्षा क्षेत्र में क्रांतिकारी परिवर्तन किया है। देशभर के शैक्षणिक संस्थानों ने स्मार्ट बोर्ड, एलसीडी प्रोजेक्टर आदि छात्रों को ज्ञान साझा करने के आधुनिक तरीकों को अपनाना शुरू कर दिया है। शिक्षा में डिजिटलीकरण का तात्पर्य सभी उम्र के छात्रों को पढ़ाने के लिए डेस्कटॉप, कम्प्यूटर, मोबाइल डिवाइस, इंटरनेट, सॉफ्टवेयर एप्लीकेशन और अन्य प्रकार की डिजिटल तकनीक के उपयोग से है।

भौतिक, शैक्षणिक, वातावरण छात्रों के बीच सौहार्द और सहयोग बढ़ा सकते हैं, टीम वर्क और समुदाय की भावना को प्रोत्साहित कर सकते हैं, और उनके समग्र व्यक्तित्व विकास में महत्वपूर्ण भूमिका निभा सकते हैं। नीति का मानना है, कि— डिजिटल इंडिया अभियान पूरे देश को डिजिटल रूप से सशक्त समाज और ज्ञान अर्थव्यवस्था में बदलने में मदद कर रहा है। जबकि शिक्षा इस परिवर्तन में महत्वपूर्ण भूमिका निभाएगी, स्वयं प्रौद्योगिकी शैक्षिक प्रक्रियाओं और परिणामों के सुधार में महत्वपूर्ण भूमिका निभाएगी, इस प्रकार, सभी स्तरों पर प्रौद्योगिकी और शिक्षा के बीच का संबंध द्विदिश है। वर्तमान युग डिजिटल तकनीक से चलने वाला युग है और इंटरनेट पूरे विश्व को प्रभावित कर रहा है। इंटरनेट ने "शिक्षा चाहने वालों" के साथ—साथ "शिक्षा प्रदाता" दोनों को सुसज्जित किया और उन्हें आभासी छत के नीचे एक साथ रखा। जिसके कारण वर्चुअल क्लासरूम की अवधारणा दुनिया भर में पहले से ही लोकप्रिय है। इसलिए, आधुनिक युग में, शिक्षा प्रदान करने में ऑनलाइन प्रौद्योगिकी की भूमिका महत्वपूर्ण है और अपनी लचीली प्रकृति के साथ ऑनलाइन शैक्षिक प्रौद्योगिकी ने लोकप्रियता हासिल की। ऑनलाइन शिक्षण की भूमिका न केवल बड़े पैमाने पर शिक्षार्थियों को कहीं भी और कभी भी सामग्री प्रदान करने की अपेक्षा की जाती है, बल्कि शिक्षार्थियों के लिए सफल शिक्षण को बढ़ावा देने के लिए भी अपेक्षित है।

तालिका 1 : भारत में कम्प्यूटर चलाने और इंटरनेट का उपयोग करने में सक्षम व्यक्तियों का हिस्सा

योग्यता	ग्रामीण		शहरी	
	पुरुष	महिला	पुरुष	महिला

कम्प्यूटर चलाने में सक्षम 12.06ः 7ः37.5ः   26.9ः

इंटरनेट का उपयोग करने में सक्षम 17.1ः 8.5ः 43.5ः   30.1ः

शिक्षा के डिजिटलीकरण के लाभ और हानियाँ क्या है ? रिपोर्ट में कुछ जवाब है :–

डिजिटल शिक्षण के प्रभावी होने के लिए समाधान स्वीट उतना ही महत्वपूर्ण है जितना कि पहुंच को सक्षम करना, भारत में तीन अलग–अलग राज्यों में 50000 शिक्षकों के बीच डिजिटल शिक्षा को अपनाना, उपयोग करना और प्रभावशीलता, विभिन्न सामाजिक–आर्थिक भाषा और डिजिटल परिचय संदर्भों को फैलाना। कुछ प्रमुख निष्कर्षों ने सुझाव दिया कि – डिजिटल शिक्षा छात्रों को पढ़ाने और आकर्षक बनाने में दक्षता की ओर ले जाती है। शिक्षक शिक्षा में प्रौद्योगिकी का उपयोग करना सीखने के बाद अधिक सामाजिक–भावनात्मक लाभ का अनुभव करते हैं और बेहतर सामग्री पहुंच, अधिक प्रभावी पाठ योजना और कक्षा प्रबंधन के माध्यम से अधिक दक्षता की रिपोर्ट करते हैं। शिक्षा में डिजिटल उपकरणों का उपयोग करने से कई तरह क संपार्श्विव लाभ भी मिलते हैं, उच्च छात्र ध्यान से लेकर बेहतर अभिभावक शिक्षण जुड़ाव तक।

भारत की विविध शैक्षिक प्रणाली में भी, डिजिटल शिक्षा छात्रों और शिक्षकों दोनों के लिए अपार लाभ, कई उपयोग–मामले और रचनात्मक अनुकूलन को खोजती है। इस अध्ययन क हिस्से के रूप में हमने जो व्यापक डाटा और अंतर्दृष्टि की जांच की है, उससे यह स्पष्ट है।

निष्कर्ष :–

नई राष्ट्रीय शिक्षा नीति 2020 में दो बातों पर सबसे ज्यादा ध्यान दिया गया है, एक है कि –विद्यार्थियों को उत्तम वातावरण में गुणवत्तापूर्ण शिक्षा मिले और दूसरी ओर उन्हें उद्यमिता और प्रबंधन गुणों का परिमार्जन करते हुए श्रेष्ठ नेतृत्व शक्ति से संपन्न बनाया जा सके। विश्लेषण शिक्षा में डिजिटल उपकरणों के लाभों की स्पष्ट तस्वीर प्रदान करता है–बेहतर शिक्षण सामग्री तक पहुंच, अधिक प्रभावी पाठ योजना और वितरण, कुशल कक्षा प्रबंधन से लेकर छात्रों के आकलन को आसान बनाने तक। 75ः से अधिक शिक्षकों ने बताया कि – डिजिटल उपकरणों ने शिक्षण को आसान बना दिया है। एक संपार्श्विव लाभ उच्च छात्र ध्यान और बेहतर अभिभावक शिक्षक जुड़ा था।

संदर्भ :–

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अभिनव शैक्षणिक दृष्टिकोण और मूल्यांकन

श्वेता पुरोहित

एक शिक्षक की सबसे बड़ी चुनौती होती है सभी छात्रों का ध्यान आकर्षित करते हुए नवीनतम तरीके से छात्रों को कक्षा में विषयगत ज्ञान से अवगत कराना। किताबों से छात्र केवल सिमित शब्दों से विषयवस्तु तक पहुंच पाता है। आज के समय में छात्र नवीनतम शोध द्वारा अर्जित ज्ञान को अधिक ढंग से जान पाता है, समझ पाता है। एक अच्छी शिक्षण नीति से ही इसे संभव किया जा सकता है। शिक्षण नीतियों को कक्षा में प्रभावी बनाने के लिए छात्र और शिक्षक का आपसी संबंध मैत्रीपूर्ण होना आवश्यक हो जाता है। शिक्षण के तरीकों को रोचक बनाने के लिए शिक्षक को सदैव नवीन प्रयोग शोध, डिजिटलीकरण तकनीक का प्रयोग करना चाहिए इस प्रकार छात्रों की अवधारणा को बेहतर समझने में मदद मिलती है। शिक्षक को सदैव शिक्षण नीतियों को प्रभावी बनाने के लिए प्रयासरत रहना चाहिए।

शिक्षण नीतियों को प्रभावी व रोचक बनाने के लिए कुछ सुझाव प्रस्तुत है :–

1.कक्षा के बाहर का ज्ञान–कक्षा के बाहर ज्ञान इसे आप क्रॉस ओवर टिचिंग से भी समझ सकते हैं। इसमें विषय की आवश्यकता अनुसार छात्रों को कक्षा के बाहर यात्रा के माध्यम से विषय से संबंधित प्रश्नों को जोड़कर छात्रों को शिक्षित किया जा सकता है जैसे विद्यालय/महाविद्यालय के बाद सीखने वाले क्लब या संग्राहलय और प्रदर्शनी के दौरे। इसके बाद छात्रों ने इस यात्राओं में जो भी अनुभव प्राप्त किए हों उन्हें एक स्थान पर एकत्रित करके फोटोग्राफिक प्रोजेक्ट, फिल्डट्रिप, नोट्स के माध्यम से कक्षा में चर्चा में शामिल किया जा सकता है।

2.3डी के माध्यम से शिक्षण – यह माध्यम शिक्षण को नवीन तकनीक से जोड़ता तो है ही, इसके साथ ही शिक्षण को रोचक भी बनाता है। छात्र किसी विषय को सिर्फ किताबी भाषा में उतनी तीव्रगति से नहीं समझ पाता जितना 3डी प्रजेन्टेशन के माध्यम से। 3डी के माध्यम से विषयवस्तु को देखकर उसे आसपास देखकर अधिक समझ कर उसे याद रख पाता है। उदाहरण के लिए भूगोल की किसी विषयवस्तु या किसी भाग को सिर्फ किताबों में पढ़कर

समझने के बजाय उसे 3डी के माध्यम से दूर देशों की यात्रा करा सकते हैं या विज्ञान विषय की कक्षा में बाहरी अंतरिक्ष की यात्रा भी करा सकते हैं।

3. कक्षा का डिजिटलीकरण क्लाउड कम्प्यूटिंग के माध्यम से –

कक्षा में तकनीकी लाने से एक शिक्षक को शिक्षण के तरीकों में नवीनता लाने का मौका तो मिलता ही है, साथ ही साथ छात्रों की मनोदशा को भी प्रभावी बनाता है। कक्षा का डिजिटलीकरण करने से एक शिक्षक महत्वपूर्ण विषयगत सामग्री जैसे पाठ योजना, नोट्स, ऑडियो पाठ, असाइनमेंट को क्लाउड पर सेव कर सकते हैं। इसके बाद छात्र अपने उपयोगिता के अनुसार इसका प्रयोग कर सकता है। साथ ही साथ इससे लाभ यह होगा कि जो छात्र कक्षा में किसी कारण अनुपस्थित है उसे भी नुकसान नहीं होगा, वह सदैव अपडेट रहेगा। शिक्षक पुनरावृत्ति करने में जो समय की बचत होगी उसे कक्षा में नई रणनीति बनाने में या किसी कक्षा में नई कार्यप्रणाली पर लगायेगा।

4. रोल प्ले– रोल प्लेइंग का माध्यम शिक्षण का एक बेहतरीन तरीका है। रोल प्लेइंग के द्वारा शिक्षा प्रदान करके छात्रों को कौशल तो विकसित किया ही जा सकता है साथ ही साथ छात्रों को उनके सुविधा क्षेत्र से बाहर निकालकर विषयवस्तु का गहन अध्ययन करने का भी मौका मिलता है। इस विधि का प्रयोग इतिहास, साहित्य या वर्तमान की घटनाओं का ज्ञान प्रदान करने के लिए किया जा सकता है। इसके साथ कक्षा के हर छात्र को इससे जोड़कर नया अनुभव प्रदान किया जा सकता है। इससे छात्रों को यह ज्ञात होगा कि शैक्षणिक विषयवस्तु उनके दैनिक कार्य के लिए कैसे प्रासंगिक होगी।

5. वास्तविक दुनिया – कक्ष की शिक्षा का और अधिक समृद्ध बनाने के लिए छात्रों को दिए जाने वाले ज्ञान को यदि वास्तविकता के उदाहरणों से जोड़ दिया जाता है तो छात्र उसे और अधिक रोचक ढंग से समझकर याद रख पाता है। छात्र विषय सामग्री को तीव्रगति से समझ जाता है। यह तरीका विषय के प्रति छात्रों की रूचि को उत्सुकता प्रदान करेगा और उतने अधिक उत्साह से छात्रों को अर्जित कर पायेगा। विषयगत जानकारी को वास्तविकता से जोड़ने से यह लाभ होगा कि छात्र विषय से उबता भी नहीं है, रोचकता से विषय से सदैव जुड़ा रहता है।

6. टीम वर्क – शिक्षण नीतियों में बदलाव लाने के लिए सर्वप्रथम शिक्षक को अपनी सोच व कार्यप्रणाली में परिवर्तन करने की आवश्यकता होती है। इस कार्य हेतु उसे अपने सहकर्मियों के साथ मंथन करना चाहिए उनके सहयोग व साथ के द्वारा ही नीतियों में परिवर्तन लाया जा सकता ह। अपने सहकर्मियों के साथ कुछ समय वर्तमान शिक्षण नीतियों में बदलाव लाने के लिए चर्चा करना चाहिए। नई नीतियों के बाद जो प्रभावी बदलाव लाया जा सकता है उस पर भी गहन मंथना करना चाहिए क्योंकि नई नीतियों के पश्चात ही भविष्य में होने वाले परिवर्तन

पर विचार किया जा सकता है। भविष्य तकनीकी की ओर अग्रसर है। शिक्षण नीतियों को नई तकनीकी से जोड़कर आने वाले समय को भी उज्जवल बनाया जा सकता है।

7.समकक्ष प्रशिक्षण – यह एक सक्रिय शिक्षण पद्धति है इस पद्धति की विशेषता यह है कि यह छात्रों को अन्य छात्रों को पढ़ाने का अवसर प्रदान करती है। सेनिका ने बहुत अच्छी बात कही है 'जब हम सिखाते हैं, हमह सीखते हैं'। जब हम किसी को कुछ सिखाते हैं तो यही मायने में हम उसे बहुत अच्छे से समझ पाते हैं। जब छात्र दूसरे किसी अन्य छात्र को समझाते या सिखाते हैं तो वे निपूर्णता दिखाते हैं। क्या हम छात्रों को जो विषय पढ़ाते हैं उन्हें उन्हीं विषयों के दायरे में उनकी रुचि का क्षेत्र चुनने का अधिकार दे सकत हैं। हमें स्वतंत्र रूप से छात्रों को उनके रूचि के विषय पर शोध करने और उस पर एक प्रस्तुति बनाने का मौका देना चाहिए। छात्रों को अपने रूचि के विषय पर अपने सहपाठियों को पढ़ाने के लिए कक्षा में उपस्थित रहने का अलग समय निर्धारित करना चाहिए इस विधि से छात्रों में स्वतंत्र अध्ययन, प्रस्तुति कौशल का तरीका और आत्मविश्वास से कौशल सिख पाते हैं।

8.ओपन–एडेड प्रश्न– जो छात्र सफल होते हैं वे पाठ्यपुस्तक के उत्तर पर अधिक विश्वास करते है लेकिन समय के सझथ एक शिक्षक को अपने छात्रों की सोचने की प्रवृत्ति का विकास करना चाहिए। अधिकांश प्रश्नों के सिर्फ सही या गलत उत्तर नहीं होते हैं। आज के समय में छात्रों का संवाद कौशल और सहानुभूति का प्रयोग किस प्रकार किया जाता है, इसका ज्ञान होना चाहिए। मुक्त प्रश्न जब शिक्षक कक्षा में पूछते हैं तो वे कक्षा में जीवंत माहौल को उपस्थित करते हैं। छात्र अपने जीवन में सीखी या अनुभव की गई अलग–अलग जानकारी को एक साथ जोड़ते हें, जिससे वे सभी बिन्दुओं का एक साथ रख सकें। यह कार्य छात्रों को अपनी अभिव्यक्ति करने के लिए प्रोत्साहित करते हैं।

मूल्यांकन –

छात्रों के लिए इस तरह का वातावरण निर्मित करना चाहिए कि उनका स्वतः ही कक्षा की ओर ध्यान आकर्षित हो जाये। इस तरी नवीन विचारों का स्वागत करें कि कक्षा के अंत में छात्र नये अनुभवों को प्राप्त शिक्षा से जोड़ सकें। ऐसी नवीन शिक्षण नीतियों को प्रयोग में ले जिससे छात्र सुगमता से विषय से जुड़ सकें। समय व विषय के अनुसार अलग–अलग नीतियों के प्रयोग में लें। महत्वपूर्ण नीतियाँ नहीं नीतियों का सही तरीके से क्रियान्वयन होना है। शिक्षण नीतियों में परिवर्तन के पश्चात् यह भी आकलन करना आवश्यक हो जाता है कि लागु की गई नई शिक्षण नीतियों से छात्र लाभान्वित हो पाए हैं या नहीं ? शिक्षक ही छात्र कोस ही दिशा–निर्देशित कर सकता है। समय के अनुसार शिक्षक नीतियों में परिवर्तन करके छात्रों को उनके लक्ष्य तक पहुँचाया जा सकता है। एक अच्छा शिक्षक अपने पढ़ाने के तरीकों में लगातार सुधार कर सकता है। शिक्षण के नये तरीकों की खाज करके उन शिक्षक विधियों को विकसित करता है। शिक्षकों द्वारा नवीन शिक्षण विधियों का अधिकतम उपयोग आज के युगकी

आवश्यकता बन गया है। शिक्षक के साथ जितनी अधिक शिक्षण की रणनीतियाँ और विधियाँ होगी वह उतनी ही विविधतापूर्ण कक्षा संचालित कर पायेगा।

नई राष्ट्रीय शिक्षा नीति
वर्षा मेहता

नई राष्ट्रीय शिक्षा नीति का उद्देश्य शैक्षिक क्षेत्र में भारत को वैश्विक महाशक्ति बनाना है और भारत के लिए नई शैक्षिक नीतियों के माध्यम से सम्पूर्ण भारत में शिक्षा का उच्च स्तर बनाना है जिससे शैक्षिक क्षेत्र की गुणवत्ता उच्च हो सके। भारत में बच्चों को तकनीकी तथा रचनात्मकता के साथ–साथ शिक्षा की गुणवत्ता के महत्व से अवगत कराना नई शिक्षा नीति का उद्देश्य है जिससे शिक्षा की गुणवत्ता में सुधार हो सके।

नई शिक्षा नीति के तहत वर्षों से चली आ रही 10+2 के शैक्षिक पेटर्न को बदलकर 5+3+3+4 की शैक्षिक प्रणाली के आधार पर पाठ्यक्रम को विभाजित किया जाएगा। नई शिक्षा नीति 2020 के लिए केन्द्र तथा राज्य सरकार के निवेश का लक्ष्य भी निर्धारित किया गया है, जिसमें केन्द्र तथा राज्य सरकार शिक्षा क्षेत्र के सहयोग के लिए देश की 6 प्रतिशत जीडीपी के बराबर शिक्षा क्षेत्र में निवेश करेगी।

उच्च शिक्षा संस्थानों की गुणात्मक कार्यप्रणाली में प्रतिमान बदलाव–

–नई शिक्षा नीति के तहत 2030 तक हर जिले में उच्च शिक्षा संस्थान का निर्माण किया जाएगा।

–राष्ट्रीय परीक्षण एजेंसी सभी उच्च शिक्षा संस्थानों में छात्रों के प्रवेश के लिए सामान्य प्रवेश परीक्षा को आयोजित करेगी जिससे शिक्षा का स्तर बढ़ाया जा सके।

–नई शिक्षा नीति के माध्यम से एकेडमिक बैंक ऑफ क्रेडिट का गठन किया जाएगा जिसमें छात्रों द्वारा परीक्षा में प्राप्त किए गए क्रेडिट को डिजिटल एकेडमी क्रेडिट बनाया जाएगा और विभिन्न उच्च शिक्षा संस्थानों के माध्यम से इन क्रेडिट को संग्रहित कर छात्र के अंतिम वर्ष की डिग्री में स्थानांतरित करके सभी क्रेडिट को एक साथ जोड़ा जाएगा।

–नई शिक्षा नीति के तहत 2040 तक सभी उच्च शिक्षा संस्थानों को बहु विषयक शैक्षिक पाठ्यक्रम संस्थान बनाने का उद्देश्य रखा गया है।

–नई शिक्षा नीति के अन्तर्गत शैक्षिक पाठ्यक्रम को लचीला बनाने का हरसंभव प्रयास किया जा रहा है। कोई छात्र किसी शैक्षिक पाठ्यक्रमें रुचि न होने के वजह से उसी पाठ्यक्रम के माध्यम में दूसरा पाठ्यक्रम पढ़ना चाहे तो वह निश्चित समयावधि तक रूककर दूसरा पाठ्यक्रम चुन सकता है।

–नई शिक्षा नीति के तहत स्नातक पाठ्यक्रम को तीन से चार साल तक बढ़ाया जा सकता है जिसमें छात्रों को कई विकल्प दिए जाएँगे। यदि कोई छात्र एक साल के लिए स्नातक पाठ्यक्रम की पढ़ाई करता है तो उसे केवल एक वर्ष की पढ़ाई का ही प्रमाण–पत्र दिया जाएगा और दो वर्ष बाद उसे एडवांस डिप्लोमा दिया जाएगा और तीन वर्ष बाद उचित प्रमाणों के आधार पर उसे डिग्री प्रदान की जाएगी और अंत में चार वर्ष पश्चात छात्र को बेचलर डिग्री के साथ रिसर्च की डिग्री भी दी जाएगी।

–ई–लर्निंग पर जोर दिया जाएगा ताकि किताबों पर निर्भरता कम हो सके।

–नई शिक्षा नीति के तहत सरकारी तथा प्रायवेट संस्थानों को एक समान माना जावेगा।

–नई शिक्षा नीति के माध्यम से दिव्यांगजनों के लिए शैक्षिक पाठ्यक्रम में बदलाव किया गया है।

बहुआयामी शिक्षा और अनुसंधान–

–देश के बड़े संस्थान जैसे आईआईटी और आईआईएम के लिए वैश्विक स्तर पर मानकों हेतु बहुविषय शिक्षा एवं अनुसंधान विश्वविद्यालय की स्थापना भी नई शिक्ष नीति के अंतर्गत कराई जाएगी।

–नई शिक्षा नीति के माध्यम से शैक्षिक पाठ्यक्रम में भाषाओं को लेकर कई विकल्प रखे गए हैं। यदि शैक्षिक पाठ्यक्रम में कोई छात्र अपनी क्षेत्रीय भाषा अथवा मातृभाषा को पढ़ना चाहता है तो वह आसानी से उन्हें पढ़ सकता है। वहीं इस शैक्षिक पाठ्यक्रम में भारतीय प्राचीन भाषाओं को पढ़ने का विकल्प छात्रों के समक्ष रखा गया है।

–नई शिक्षा नीति के माध्यम से शैक्षिक क्षेत्र में तकनीकी को बढ़ावा दिया जा रहा है।

–छात्रों को जिस क्षेत्र में अधिक रूचित है जैसे– खेल, कला, बॉक्सिंग आदि में छात्रों को बढ़ावा दिया जाएगा।

–नई शिक्षा नीति में शैक्षिक पाठ्यक्रम के साथ–साथ उनके कौशल पर विशेष ध्यान केन्द्रित किया जाएगा वही मेन सिलेबस में भी एक्स्ट्रा करिक्यूलर एक्टिविटीज़ को शामिल किया जा रहा है।

अभिनव शैक्षणिक दृष्टिकोण और अनुसंधान–

—नई शिक्षा नीति के तहत भारतीय उच्च शिक्षा आयोग को चार वर्टिकल दिए गए हैं। जिसमें नेशनल हायर एज्युकेशन रेग्युलेटरी काउंसिल, हायर एज्युकेशन काउंसिल, जनरल एज्युकेशन काउंसिल तथा नेशनल एक्रीडिटेशन काउंसिल को रखा गया है।

—नई शिक्षा नीति के तहत वर्षों से चली आ रही 10+2 के शैक्षिक पेटर्न को बदलकर 5+3+3+4 क नए शैक्षिक पेटर्न को चुना गया है जिसमें 3 साल की फ्री स्कूली शिक्षा बच्चों को दी जाएगी।

शिक्षा का डिजिटलीकरण –

—ई-लर्निंग पर जोर देना ताकि किताबों पर निर्भरता कम हो सके।

—नई शिक्षा नीति के तहत शैक्षिक क्षेत्र को तकनीकी से भी जोड़ा जाएगा, जिसमें सभी स्कूलों में ज्यादा से ज्यादा डिजिटल इक्वीपमेंट्स दिए जाएंगे।

—नई शिक्षा नीति के अन्तर्गत छात्रों को छठवीं कक्षा से ही कोडिंग सिखाई जाएगी।

—शैक्षिक क्षेत्र में वर्चुअल लैब भी बनाई जाएगी जिससे शैक्षिक क्षेत्र की गुणवत्ता को उच्च किया जा सके।

नवयुग, नवप्रवर्तन एवं नई शिक्षा नीति

डॉ. रिया नीमा

सारांश

भारत हमेशा से ही विश्व गुरू के दर्जे पर रहा है भारत के प्रसिद्ध शैक्षणिक स्थलों जैसे तक्षशिला एवं नालंदा इत्यादि के बल पर भारत विश्व में अपना परचम लहराता आया है विभिन्न देशों से विद्यार्थी यहां अध्यापन कार्य हेतु आते रहे है। शिक्षा स्थल राष्ट्र के निर्माण एवं विनाश दोनों का केन्द्र हो सकता है, शिक्षा मानव को पूर्ण क्षमता प्राप्त करने के साथ ही समाज के विकास के लिये बहुत ही महत्वपूर्ण है। आने वाले दशकों में भारत दुनिया का सबसे युवा जनसंख्या वाला देश हागा और इन युवाओं को उच्च गुणवत्तापूर्ण शिक्षा के अवसर उपलब्ध कराने पर ही भारत का भविष्य निर्भर करेगा, इस बदलते परिवेश में विद्यार्थियों को अपनी कला व संस्कृति से जोडे रखने के साथ ही विज्ञान एवं तकनीकी की शिक्षा देना भी उसके भविष्य के रोजगार के लिये महत्वपूर्ण है। रोजगार एवं वैश्विक पारिस्थिकी में तीव्र गति से आ रहे परिवर्तनों की वजह से यहां जरूरी हो गया है कि विद्यार्थी निरंतर सीखते रहने की कला को अपनाएं इसलिये शिक्षा में विषय वस्तु बढ़ाने की जगह जोर इस बात पर अधिक होने की जरूरत है कि विद्यार्थी समस्या –समाधान और तार्किक एवं रचनात्मक रूप से सोचना सीखें। यह राष्ट्रीय शिक्षा नीति 21वीं सदी की पहली शिक्षा नीति है जिसका लक्ष्य हमारे देश के विकास के लिये अनिवार्य आवश्यकताओं को पूर्ण करना है।

प्रस्तावना

शिक्षा मानव के संपूर्ण विकास के लिये अत्यन्त आवश्यक है, शिक्षा के अभाव में मानव एक न्याय संगत एवं न्यायपूर्ण समाज का विकास एवं निर्माण नहीं कर सकता। शिक्षा ही मानव को पूर्ण क्षमता प्रदान करती है। गुणवत्ता पूर्ण शिक्षा एवं सार्वभौमिक पहुँच राष्ट्रीय एकीकरण और सांस्कृतिक संरक्षण के संदर्भ में भारत के आर्थिक विकास एवं सतत प्रगति की कुंजी है। आजादी के बाद से ही शिक्षा को ही हर बार परिवर्तन का माध्यम माना जाने लगा है, यह एक प्रयोगात्मक क्षेत्र है प्राथमिक शिक्षा से लेकर उच्च शिक्षा तक समय–समय पर परिवर्तन किये जाते है। ज्ञान के परिदृश्य में पूरा विश्व तेजी से परिवर्तन के दौर से गुजर रहा है डेटा, मशीन लर्निंग और आर्टिफिशली इंटेलीजेंस जैसे क्षेत्रों में हो रहे परिवर्तन वैज्ञानिक एवं तकनीकी विकास के कारण कारीगरों का काम मशीनों द्वारा किया जाता है और दूसरी तरफ डेटा कम्प्युटर एवं गणित के क्षेत्र में ऐसे कुशल कारीगरों की मांग बढ़ रही है, जो विज्ञान,

सामाजिक विज्ञान और भौतिकी के विविध विषयों में योग्यता रखते है। यह राष्ट्रीय शिक्षा नीति 21वीं सदी की पहली शिक्षा नीति है, जिसका लक्ष्य हमारे देश के विकास के लिये अनिवार्य आवश्यकताओं को पूरा करना है और 2040 तक भारत के लिये एक ऐसी शिक्षा प्रणाली का लक्ष्य होना चाहिए जो कि किसी से पीछे नहीं है एक ऐसी शिक्षा व्यवस्था जहां किसी भी सामाजिक व आर्थिक पृष्ठभूमि से संबंध रखने वाले शिक्षार्थियों को समान रूप से सर्वोच्च गुणवत्ता की शिक्षा आवश्यक होगी। नवप्रवर्तन के साथ राष्ट्रीय शिक्षा नीति के उद्देश्य एवं आधारभूत सिद्धांत एक आदर्श शिक्षण संस्था वही है, जहां प्रत्येक विद्यार्थियों का स्वागत हो एवं उसे प्रेरणादायक वातावरण में प्रायोगिक अनुभव प्राप्त हो, क्योंकि शैक्षिक प्रणाली का उद्देश्य अच्छे इंसानों का विकास करना भी है जो तर्कसंगत विचार और कार्य करने में सक्षम हो, जिसमें साहस और लचीलेपन के साथ करूणा सहानुभुति भी निहित हो,मूलभुत सिद्धांत जो इस नई शिक्षा नीति से मार्गदर्शन प्रदान करेगा—

 बुनियादी साक्षरता को सर्वाधिक प्राथमिकता दने ा।

 अध्ययन के साथ—साथ कला का भी विकास।

 बहु विषयक एवं समग्र शिक्षा का विकास।

 रचनात्मक और तार्किक सोच।

 बहु भाषीयता का विकास।

 भारतीय जड़ों एवं गौरव से बंधे रहना।

 ड्रापआउट बच्चों की संख्या कम करना।

 5+3+3+4 के नये डिजाइन में स्कूल पाठ्यक्रम और शिक्षण शास्त्र को पुर्नगठित करना।

 विद्यार्थियों का समग्र विकास।

 विशेष प्रतिभा वाले और मेघावी विद्यार्थियों के लिये सहायता।

 अनिवार्य विषयों, कौशल और क्षमताओं का शिक्षाक्रमीय एकीकरण।

 भर्ती और पदस्थापना।

 शिक्षा को सार्वजनिक सवा मानते हुए प्रत्येक बच्चे के मौलिक अधिकार की रक्षा करना।

 विद्यालय से लेकर महाविद्यालय तक सभी स्तरों के पाठ्यक्रमों में तालमेल।

 जीवन, कौशल अर्थात आपसी संवाद, सहयोग, सामुहिक कायों को बढ़ावा देना।

शोध विधि—

यह शोध पत्र द्वितीयक स्त्रोतों के माध्यम से लिखा गया है इस हेतु विभिन्न रिपोर्ट, समाचार पत्रों एवं पुस्तकों से तथ्यों का संकलन किया गया है।

शोध समीक्षा—

21 वीं सदी विज्ञान एवं तकनीकी प्रधान सदी है यह परिवर्तन का मुख्य आधार होंगे यह बात गंगवाल सुभाष 2020 ने लिखा है किसी भी परिवार, समाज और दश को समृद्ध बनाने के लिये शिक्षा के महत्व को समझना होगा। भारत में शिक्षा का मसौदा के लिये सरकार द्वारा राष्ट्रीय हित में तैयार किया जाता है, जिसमें राज्यों की विधान–सभाओं को भी विचार–विमर्श की अनुमति प्रदान करनी होती है इस नई शिक्षा नीति 2020 को भो दो लाख लोगों के सुझावों का सहारा लेकर निर्माण किया गया है नीति का मसौदा निर्माता डॉ. कस्तुरी रंगन की अध्यक्षता में बनी समिति द्वारा किया गया है इस नीति में वर्तमान युवा पीढी से लेकर आने वाली पीढियों तक सभी को ध्यान में रखकर उनकी आकांक्षाओं एवं चुनातियों को ध्यान में रखकर बनाया गया है, नामांकन अनुपात 2035 तक 26.3 प्रतिशत से बढ़ाकर 50 प्रतिशत तक लाना है, डिग्री एवं डिप्लोमा पाठ्यक्रमों में शामिल कराना, बेरोजगारी को दूर करना, यही राष्ट्रीय शिक्षा नीति का उददे्श्य एवं बेहतर भविष्य की शर्ते है।

प्रा. शर्मा के.एल. 2020 नें अपने लेखन पत्र में लिखा है कि शिक्षा से सशक्त और सविमर्शी समाज बनाया जा सकता है, लेकिन यह शिक्षा इतनी गुणवत्ता परख हो कि मनुष्य इससे अपने आपको स्वतंत्र एवं रचनात्मक रूप से दृढ़ समझ सके। शिक्षा नवप्रवर्तन का साधन है एस. राधाकृष्ण आयोग 1948, डी.एस. कोठारी आयोग 1984, प्रथम राष्ट्रीय शिक्षा नीति 1988, द्वितीय राष्ट्रीय शिक्षा नीति 1986, आध्यापक राष्ट्रीय आयोग 1989, राष्ट्रीय ज्ञान आयोग 1999 और अनेक शिक्षा नीतियों के विचारों से नई शिक्षा नीति में क्या अंतर है ? नई शिक्षा नीति में प्रारंभिक स्तर से उच्च स्तर तक संतुलन एवं विकास के समान अवसर प्राप्त होंगे। नई शिक्षा नीति का विजन है ऐसी शिक्षा नीति का विकास करना है जहां भारतीय मूल्यों एवं परम्पराओं को भी समान रूप से स्थान मिले जिससे एक ज्ञान आधारितसमाज का निर्माण हो इसमें शिक्षा, स्वास्थ्य एवं पर्यावरण आदि को भी शामिल किया गया है। इसमें विद्यार्थी कहीं से भी आकर गुणवत्तापूर्ण शिक्षा ग्रहण कर सकता है, इससे सभी पाठ्यक्रमों में सुधार होगा एवं शिक्षा के व्यवसायीकरण पर भी रोक लगेगी। कोई शिक्षण संस्थान अगर अतिरिक्त कमाई करती है, तो वह उसे विकास कार्यों में खर्च करना पडेगी राज्यों के वित्तीय विकास नियत्रंण के अभाव में दूर करेगी, एक रिपोर्ट में बताया गया है कि 35 राज्यों और केन्द्रशासित प्रदेश 6 वर्षों में 17282 करोड़ रू. खर्च ही नहीं कर पाये है, आवश्यकता है, लक्ष्य केन्द्रीत करें। शिक्षक को गैर शिक्षण कार्य में न लगाया जाये विज्ञान एवं तकनीकी का माध्यम हिन्दी भाषा ही नहीं है सिर्फ मातृभाषा के साथ–साथ अंग्रेजी भाषा पर भी जोर दिया जाये नहीं तो हम देश की उन्नति में

काफी पिछड जायेंगे नई शिक्षा नीति को सफल बनाने एवं सबको विकास के समान अवसर पदान करना ही हमारा उदद्देश्य है।

संदर्भ—

राष्ट्रीय शिक्षा नीति 2020, मानव संसाधन विकास मंत्रालय, भारत सरकार

प्रा. के.एल. शर्मा, दैनिक भास्कर जयपुर संस्करण, पृष्ठ संख्या 2, 24 अगस्त 2020

प्रकाश कुमार, 21वीं सदी की मांग पूरी करेगी नई शिक्षा नीति आउटलुक हिन्दी, 24 अगस्त 2020

राजस्थान पत्रिका नागौर, 28 जनवरी 2020, सम्पादकीय पृष्ठ

गंगवाल सुभाष, नई शिक्षा नीति 21 वीं सदी की चुनौतियों का करेगी मुकाबला, दैनिक नवज्योति पृष्ठ संख्या 9, 22

अगस्त 2020

सिंह दुर्गेश, क्रानिकल मासिक पत्रिका, मई 2020 पृष्ठ संख्या 80—81

उच्च माध्यमिक भाासकीय व अशासकीय विद्यालय के विद्यार्थियों की अभिव्यक्तियों द्वारा उनकी कमजोरी का अध्ययन

डॉ. अन्तिमबाला पाण्डेय

प्रशान्ति शिक्षा महाविद्यालय, उज्जैन (म.प्र.)

सारांश –

प्रायः छात्रों को इस बात का अन्दाजा नहीं होता कि वह क्या काम है जिसे वे औरों से बेहतर कर सकते है किस काम को करने में वे बार–बार प्रयास करने पर भी असफल हो जाते है या ऐसा कौन सा काम है या वस्तु है या व्यक्ति है जिसमें इन्हें डर लगता है इन सब जानकारी को एकत्रित करने के लिये एक सर्वे के माध्यम से हम लोगों को उनकी कमजोरी, उनका डर का अध्ययन भाोध द्वारा करने का प्रयास किया जा रहा है। इसमें सरकारी विद्यालय के विद्यार्थियों द्वारा एक प्रश्नावली के माध्यम से उनकी कमजोरी का पता लगाया गया है तथा उनकी अभिव्यक्तियाँ भी ज्ञात की गई उसके पश्चात निष्कर्ष में पाया गया कि बच्चे माता–पिता, अध्यापक, फेल होने का डर उन्हें किसी न किसी रूप में सताता रहता है। उनकी अभिव्यक्तियों के द्वारा हमने सुझाव देने का भी प्रयास किया है। जिस प्रकार में कमजोरी बताई है वह एक चिन्तनीय विषय है, तथा उसका निष्कर्ष निकालना तथा सुझाव देना हमारी पहली प्राथमिकता है तथा इस भाोधपत्र के माध्यम से विद्यार्थियों में भय तथा असफलता का डर दूर किया जा सकता है।

प्रस्तावना –

सृष्टि में मनुष्य के अलावा समस्त प्राणियों में जटिल मानसिक कियाओं का अभाव होता है अतः वे भाषा प्रतिकात्मक व्यवहार में अक्षम होते है नई शिक्षा नीति में अगर विद्यार्थियों में प्रोत्साहन बढ़ाने हेतु अपने विचारों के माध्यम से किसी कार्य को करने मे उत्साह पैदा होता है उसे बढ़ाने के लिए उसमे मौखिक अभिव्यक्ति ली जानी चाहिये। इससे उन्हें अपनी क्षमता के अनुसार लिखने और उसके बारे में चित्र बनाकर रोल–प्ले माध्यम से अभिव्यक्ति का मौका मिलता है तो वह दीर्घकाल में सकारात्मक परिणाम लेकर आता है। इससे बच्चे में आत्मविश्वास बढ़ता है वे सामान्य से विशिष्ट की ओर अपना ज्ञान बढ़ाने में सफल होते है।

आवश्यकता –

शिक्षा शिक्षण में अभिव्यक्ति का महत्व एवं आवश्यकता

1–भोध पत्र के निर्माण में किसी भी विषय की आवश्यकता हो तभी वह भोध सम्पन्न होता है, विद्यार्थियों में अक्सर डर व भय की स्थिति उत्पन्न होती है तथा वे अपना प्रयत्न पूर्ण रूप से करते है पर भय व डर से उनमें कुछ तनाव व मस्तिष्क में नकारात्मकता उत्पन्न होती है। इस तनाव, कमजोरी को दूर करने के लिये कुछ विद्यार्थियों पर भोध कार्य करने की आव"यकता है तथा उसका वि"लेषण कर सुझाव दिया गया।

महत्व –

1–विद्यार्थियों से प्रश्न के माध्यम से उनकी अभिव्यक्ति द्वारा हम कार्य को सफल बना सकते है।

2–अभिव्यक्ति में अनुसरण व अभ्यास के समान अवसर प्राप्त होत है।

3–विद्यार्थी अपने विचारों को स्वतंत्र रूप से अभिव्यक्त कर सके।

4–भाषा द्वारा विद्यार्थी अपनी भावनाओं को अच्छे ढंग से अभिव्यक्त कर सकता है।

5–अभिव्यक्तियों के द्वारा विद्यार्थियों में मौलिक व्यवहार को देख सकते है।

उद्देश्य –

उच्च माध्यमिक विद्यालय के विद्यार्थियों की परीक्षा सम्बन्धी कमजोरी व डर का अध्ययन करना।

विद्यार्थियों में प्रोत्साहन देकर किसी कार्य को करने में सफल बनाने का अध्ययन करना।

विद्यार्थियों के परीक्षा संबंधी पाठ्यक्रम के प्रति रूचि उत्पन्न करने का अध्ययन करना।

माता–पिता गुरूजन से अपने विचारों का साझा कर किसी भी समस्या के निदान का अध्ययन करना।

विधि –सर्वेक्षण द्वारा आंकड़ों का संग्रह स्वनिर्मित प्र"नावली के माध्यम से किया गया है

आँकड़े –

विद्यार्थियों द्वारा की गई अभिव्यक्तियाँ

Division	9th	10th	11th	Total
Div.-1	4%	13%	16%	12%
Div.-2	18%	34%	52%	37%
Div.-3	49%	28%	23%	31
Div.-4	29%	35%	9%	20%
Overall	100%	100%	100%	100%

9th Class 40% 100% 65% 35%
10th Class 23% 50%
11th Class 37% 0%
Boys Girls

निष्कर्ष –

1–छात्रों को आज भी सबसे ज्यादा डर अपने माता–पिता गुरूजन तथा फेल होने से लगता है।

2–यह डर उन्हें आगे बढ़ने से रोकता है।

3–छात्र अपने शिक्षक से कुछ बाते भोयर करने से डरते है।

4–वे अपने पिता के व्यवसाय में हाथ बटाने में अपनी पढ़ाई नहीं कर पाते है।

सुझाव –

1–छात्रों को उनकी कमजोरी व ताकत से अवगत कराया जाना चाहिये। यह उनके सर्वांगीण विकास के लिए अत्यन्त

आवश्यक है।

2–शिक्षा के अतिरिक्त किसी रोचक विधा में भी अपना ध्यान लगाना चाहिये।

3–व्याकरण अशुद्धियाँ बहुत है। मौखिक व लिखित अभिव्यक्तियाँ निरंतर होना चाहिए।

4–बहुत से छात्र भाासकीय विद्यालय के अपना नाम तक सही नहीं लिख पा रहे है जो एक चिन्तनीय विषय है।

5–छात्रों से निरंतर संवाद किया जाना आवश्यक है ताकि उनकी मनोस्थिति के बारे में पता चल सके।

राष्ट्रीय शिक्षानीति 2020 एवं कौशल विकास

रणजीत सिंह सिद्धू

सहायक प्राध्यापक

लोकमान्य टिळक शिक्षा महाविद्यालय, उज्जैन

शिक्षा का प्राथमिक उद्देश्य ज्ञान और कौशल में वृद्धि कर मनुष्य को योग्य नागरिक बनाना है। आज समय के साथ यह महसूस किया जा रहा है कि 1986 की शिक्षा नीति में कुछ कमियाँ है जिसमें छात्र ज्ञान तो प्राप्त कर रहा है किंतु यह ज्ञान उसे भविष्य मेंरोजगार के अवसर पैदा करने योग्य नहीं बना पा रहा है। छात्रों के कौशल विकास में वृद्धि करने में राष्ट्रीय शिक्षा नीति 2020 एक महत्वपूर्ण कदम है जो भारतीय शिक्षा प्रणाली का चेहरा बदल देगा। यह इस पहल के कारण है कि बाजार में महत्वपूर्ण रूप से बदलाव आएगा और नियोक्ताओं की उभरती आवश्यकताओं को प्रभावी ढंग से पूरा किया जा सकेगा।

राष्ट्रीय शिक्षा नीति 2020 की भाुरूआत एक साहसिक कदम है जिसने भारतीय शिक्षा जगत में क्रांति ला दी है। इससे विद्यालयों के साथ—साथ महाविद्यालयों में भी छात्रों के लिए भौक्षिक मानकों में सुधार की आशा है। एक अधिगम आधारित दृष्टिकोण से एक कौशल आधारित मॉडल के लिये बाजार के संक्रमण को नीति के लिए उत्तरदायी ठहराया गया है। कक्षा 6 से व्यावसायिक शिक्षा प्रारंभ करने और व्यावसायिक शिक्षा के एकीकरण के लिए एक राष्ट्रीय समिति (NCVE) बनाने के प्स्ताव को एक ऐसे सुधार के रूप में देखा जाता है जो आने वाले समय में निि”चत रूप से भारतीय शिक्षा बाजार को चरम पर ले जाएगा।

राष्ट्रीय शिक्षानीति 2020 भारतीय शिक्षा प्रणाली के लिए एक गेमचेंजर—यह अनुमान है कि राष्ट्रीय शिक्षा नीति न कवल व्यवसाय कोकेरियर के अवसर के रूपमेंमानने से जुड़े सामाजिक कलंक को कम करेगी बल्कि छात्रों को केरियर के कई अवसर भी प्रदान करेगी। यह नीति देश की जनशक्ति को विशेष रूप से भौक्षिक प्रथाओं में परिवर्तन लाने के लिए तैयार करने में महत्वपूर्ण भूमिका निभाएगी।

स्नातक व स्नातकोत्तर छात्रों के बीच तकनीकी के साथ—साथ सॉफ्ट कौशल विकसित करने पर जोर देने के साथ—साथ राष्ट्रीय शिक्षा नीति 2020 रोजगारपरकता पर केंद्रित है और छात्रों को सही कौशल प्रदान करने में शिक्षा की भूमिका को स्वीकार करता है। इस पहल के माध्यम से सरकार की दृष्टि सतत् विकास के लिए 2030 एजेंडा को पूरा करना है, जो समावेशी और

समान शिक्षा सुनिश्चित करने के साथ–साथ सभी के लिए आजीवन सीखने के अवसरों को बढावा देने का प्रयास करती है।

प्रतिभा कौशल अंतर को पाटना–प्रतिभा कौशल का अंतरअलग–अलग स्तरों पर होता है और यह महत्वपूर्ण भी है। यह लगभग हर क्षेत्र में रोजगार के परिदृश्य को प्रभावित कर रहा है। अंतर्राष्ट्रीय श्रम संगठन के अनुसार 2030 तक 29 मिलियन का कौशल घाटा होगा जो देश की जी.डी.पी. को महत्वपूर्ण रूप से प्रभावित करेगा। इस अंतर के कारण, व्यवसाय भविष्य के कौशल से मेल खाने वाली प्रतिभा को खोजने और भर्ती करने में असमर्थ है। इसका प्रमुख कारण हमारी शिक्षा प्रणाली में अपर्याप्तता के साथ–साथ कंपनियों द्वारा नौकरी के प्रशिक्षण को प्राथमिकता नहीं देना है। हांलाकि राष्ट्रीय शिक्षानीति 2020 को ऐसे परिदृश्य में एक वरदान क रूप में माना जाता है जो छात्रों का उद्योग संबंधित कौशल प्रदान करके इस अंतर को पाटने में मदद करेगा ताकि उन्हें भविष्य के लिये तैयार पेशेवर बनाया जा सके।

समग्र शिक्षण–राष्ट्रीय शिक्षा नीति 2020 पारंपरिक सामग्री, भारी और रटकर सीखने के अभ्यास से समग्र शिक्षा की ओर बढ़ने को बढ़ावा देता है। यह एक रचनात्मक और बहु–विषयक पाठ्यक्रम तैयार करता है जो विज्ञान, गणित आदि के अलावा मानविकी, खेल, फिटनेस, भाषा, संस्कृति, कला आदि जैसे अन्य विषयों पर समान रूप से ध्यान केंद्रित करता है।

राष्ट्रीय शिक्षा नीति 2020 भी संचार, टीमवर्क, समस्या समाधान, निर्णय लेने, विश्लेषणात्मक सोच, लचीलापन आदि जैसे सॉफ्टस्किल्स के महत्व को अनिवार्य जीवन कौशल के रूप में पहचानती है। पहल एक दृष्टिकोण के साथ काम करती हैजहां अकादमिक ज्ञान प्रदान कया जाता है, हालांकि इसके साथ–साथ, छात्रों के बीच नेतृत्व कौशल भी विकसित किया जाता है ताकि वे अपने कॅरियर पथ में आगे लाभ उठा सकें।

गुणवत्ता शिक्षा की पेशकश–राष्ट्रीय शिक्षानीति 2020 विदेशी विश्वविद्यालयों को अपने परिसरों को स्थापित करने और भारतमें संचालित करने की अनुमति देता है। इससे छात्रों को अंतर्राष्ट्रीय प्रदर्शन के साथ–साथ वैश्विक गुणवत्तापूर्ण शिक्षा तक पहुंच बनाने में मदद मिलेगी। वे प्रतिस्पर्धा का सामना करने के लिए तैयार होंगे और वैश्विक मानकों के अनुरूप होने के लिए तैयार रहेंगे। इससे उन्हें प्रारंभ से ही चुने हुए कॅरियर पथ के अनुसार खुद को आकार देने पर ध्यान केंद्रित करे में मदद मिलेगी।

बहुविषयक दृष्टिकोण–राष्ट्रीय शिक्षानीति 2020 ने विज्ञान, वाणिज्य और मानविकी के पारंपरिक क्षेत्रों तक सीमित होने के कारण विषय विकल्पों की बेड़ियों को तोड़ दिया है। यह क्रॉस सेक्”ानल कोर्स चयन की अनुमति दता है और छात्रों को अपने मूल कौशल को बढ़ाने का अवसर प्रदान करता है। व्यावसायिक प्रशिक्षण को भाामिल करने का इस नई शिक्षा नीति द्वारा भी समर्थन किया जा रहा है। राष्ट्रीय शिक्षा नीति 2020 अनुभवी और कौशल आधारित सीखने का मार्ग प्रशस्त कर रही है। जैसे–जसे हम औद्योगिक क्रांति के चौथ चरण की ओर बढ़ रहे

हैं, नियोक्ता ऐसी प्रतिभा की तलाश में है जिनके पास डिजिटल साक्षरता और उद्योग से संबंधित कौशल के साथ–साथ डोमेन विशेषज्ञता हो।

राष्ट्रीय शिक्षा नीति 2020 अनुभवात्मक और कौशल आधारित शिक्षा का प्रचार करती है। इस तरह की पहल करना वास्तव में भारत सरकार का एक साहसिक कदम है जो निश्चित रूप से हमारी प्रशंसा के पात्र हैं। हालांकि तथ्य यह है कि इस मजबूत दृष्टिकोण को लागू करना एक महत्वपूर्ण चुनौती होगी। आशंकाएँ है लेकिन जैसे–जैसे समय आगे बढ़ेगा, इस पहल को निश्चित रूप से सकारात्मक प्रतिक्रिया मिलेगी।

"शैक्षिक प्रविधियाँ, मूल्यांकन और नवाचार"

डॉ. ज्योति विजयवर्गीय

सहायक प्राध्यापक

लोकमान्य तिलक शिक्षा महाविद्यालय, उज्जैन

शिक्षा बाल में निहित शक्तियों का सर्वांगीण विकास करती है। शिक्षा देने का कार्य शिक्षक द्वारा किया जाता है। शिक्षक बालकों को ज्ञान, कौशल और नैतिक मूल्य प्रदान करते हैं। अतः बालकों के जीवन में शिक्षक का महत्वपूर्ण स्थान है जैसा कि

ए.पी.जे. अब्दुल कलाम आजाद ने कहा है– 'महान शिक्षक, ज्ञान, जुनून और करुणा से निर्मित होते हैं।' उसी का पालन सभी शिक्षकों को अपने जीवन में करना चाहिए। राष्ट्रीय शिक्षा नीति 2020 में नवीन विषयों को पढ़ाने की नई तकनीक एवं मूल्यांकन कार्य में परिवर्तन की बात कही है, जिसे शिक्षकों द्वारा कार्यान्वित किया जा रहा है। कहा जाता है कि अच्छा शिष्य ही भविष्य में अच्छा गुरु बन सकता है। अतः जब शिक्षक स्वयं का विकास करेंगे, तभी समाज राष्ट्र और विश्व की भलाई हो सकेगी।

समय–समय पर अनेक शिक्षा नीतियाँ बनी, जिससे शिक्षकों को मार्गदर्शन मिला। शिक्षक का दायित्व है कि बालक का शारीरिक, मानसिक और नैतिक विकास कर उसे सुदृढ़ और समर्थ व्यक्ति के रूप में तैयार करना, जिससे वह समाज को उच्चता की ओर ले जा सके। इसके लिए आवश्यकता है कि शिक्षक द्वारा शिक्षा को रूचिकर सरल और सहज बनाया जाए, जिससे बालकों का सर्वांगीण विकास हो सके। शिक्षक को पढ़ाते समय ऐसी विधियों और प्रविधियों का प्रयोग करना आवश्यक है जिससे विषय और विषयवस्तु का ज्ञान प्रदान करना सरल हो और बालक आसानी से समझ कर उस ज्ञान का उपयोग कर सकें। विधियों से तात्पर्य पढ़ाने का तरीका और प्रविधियों से तात्पर्य छोटी–छोटी तकनीक जिसका प्रयोग शिक्षक कक्षा–कक्ष शिक्षण में करते हैं। अलग–अलग विषयों के लिए अलग–अलग विधियाँ होती हैं– जैसे व्याख्यान विधि, आगमन–निगमन विधि, योजना विधि, खेल विधि, प्रयोगशाला विधि आदि इसके साथ–साथ ही कहानी कथन प्रविधि, व्याख्या प्रविधि, विवरण प्रविधि, वर्णन प्रविधि, उदाहरण प्रविधि आदि। इनको प्रयोग कर शिक्षक, शिक्षण को प्रभावी बना सकते हैं।

नई शिक्षा नीति में विद्यालयीन शिक्षा हेतु कई परिवर्तन किए गए हैं। मुख्य रूप से प्रारंभिक बाल्यावस्था देखभाल शिक्षा (ECCE) को लचीली बहुआयामी बहुस्तरीय, खेल आधारित,

गतिविधि आधारित और खोज आधारित शिक्षा को शामिल किया गया है जैसे– अक्षर, भाषा, संख्या, गिनती रंग, आकार, इंडोर, आउटडोर खेल, पहेलियाँ, तार्किक सोच, समस्या सुलझाने की कला, चित्रकला, पेंटिंग, दृश्यकला, शिल्पकला, नाटक, कठपुतली, संगीत अन्य गतिविधियाँ, इनके साथ सामाजिक कार्य मानवीय संवेदना अच्छे व्यवहार, शिष्टाचार, नैतिकता, व्यक्तिगत और सामाजिक स्वच्छता, समूह में कार्य करना और आपसी सहयोग विकसित करने पर ध्यान केन्द्रित किया गया है। शिक्षा (ECCE) का उद्देश्य बालकों का शारीरिक, बौद्धिक विकास, संज्ञानात्मक विकास, सामाजिक विककास, संवेगात्मक विकास, नैतिक विकास, सांस्कृतिक विकास, संवाद के लिए प्रारंभिक भाषा, साक्षरता और संख्यात्मक ज्ञान के विकास, संवाद के लिए प्रारंभिक भाषा, साक्षरता और संख्यात्मक ज्ञान के विकास पर अधिकतम बल दिया गया है। शिक्षण विधि में भी बहुआयामी, बहु स्तरीय खेल आधारित गतिविधियाँ और खोज आधारित प्रायोगिक शिक्षा को शामिल किया गया है। डिजिटल और दूरस्थ माध्यम, चैनलों और स्मार्ट फोन के माध्यम से भी शिक्षा देने का प्रयास किये जा रहे हैं। शिक्षा में नवाचार पर बल दिया जा रहा है। शिक्षण में पीयर ट्यूटरिंग और वॉलिंटियरिंग को बढ़ावा देने के लिए नवीन मॉडल स्थापित करने पर विचार किया जा रहा है। पढ़ने की संस्कृति को प्रोत्साहन देने के लिए डिजिटल स्कूल लाइब्रेरी की स्थापना की जाएगी। राज्यों में ओपन एण्ड डिस्टेंस लर्निंग (ODL), नेशनल इंस्टीट्यूट ऑफ ओपन सकूलिंग (NIOS) का विस्तार और सुदृढ़ीकरण किया जाएगा।

शिक्षा में जब गुणवत्ता की बात की जाती है, तो अनेक महत्वपूर्ण बिन्दु जैसे– शिक्षा के उद्देश्य, शिक्षण विधियाँ, शिक्षण में सहायक सामग्री की उपयोगिता के साथ–साथ जो महत्वपूर्ण पक्ष जुड़ता है, वह है–मूल्यांकन। मूल्यांकन शैक्षिक प्रक्रिया का अभिन्न अंग है। मूल्यांकन प्रक्रिया के द्वारा यह ज्ञात करने की चेष्टा की जाती है कि बालक के अपेक्षित व्यवहार में परिवर्तन, किस सीमा तक हुआ। सतत् मूल्यांकन व सत्र के अंत में होने वाली परीक्षा के माध्यम से छात्रों के अधिगम को मापा जा सकता है। इस हेतु छात्रों की उपलब्धियों का मात्रात्मक और गुणात्मक आंकलन किया जाता है। मूल्यांकन प्रक्रिया में नवीन शिक्षा नीति में अनेक परिवर्तन किए गए हैं। इसमें आंतरिक मूल्यांकन और सतत् मूल्यांकन पर बल दिया गया है। इसके माध्यम से बालकां की मासिक, त्रैमासिक, अर्द्धवार्षिक और प्रायोगिक परीक्षाओं के अंक वार्षिक परीक्षा में सम्मिलित कर साल भर के कार्यों को वेटेज दिया जाएगा। उनकी परीक्षा में तार्किक, स्मरण शक्ति, बौद्धिक स्तर आधारित प्रश्नों पर बल दिया जाएगा। रटने की अपेक्षा समझने और ज्ञानवर्धक पश्नों को पूछा जाएगा। मूल्यांकन की विशिष्ट भूमिका परीक्षा सुधार हेतु तो है ही इसका प्रयोग पाठ्यक्रम सुधार हेतु भी किया जाएगा। इससे शिक्षक शैक्षिक उद्देश्यों को प्राप्त कर सकेंगे और बालक की स्थिति का पता लगा सकेंगे। नवीन शिक्षा नीति 2020 के पाठ्यक्रम से छात्रों में अपने मौलिक दायित्व, संवैधानिक मूल्य, देश के साथ जुड़ाव

और बदलते विश्व में नागरिक की भूमिका तथा अपने उत्तरदायित्व की जागरूकता उत्पन्न होगी।

रविन्द्रनाथ टैगोर के शब्दों में – "उच्चतम शिक्षा वही है, जो सम्पूर्ण सृष्टि से हमारे जीवन का सामंजस्य स्थापित करती है।" राष्ट्रीय शिक्षा नीति 2020 शिक्षार्थी केन्द्रित है। इसमें बालकों के समस्या समाधान, तार्किक और रचनात्मक चिंतन पर बल दिया गया है। इससे बालक अनेक विषयों का ज्ञान प्राप्त कर सकेंगे। यह शिक्षा नीति जिज्ञासा, खोज, अनुभव और संवाद के आधार पर संचालित शिक्षा प्रदान करेगी। इस शिक्षा नीति का मुख्य लक्ष्य है कि छात्रों में भारतीय होने का गर्व न केवल शब्दों, विचारों में बल्कि, व्यवहार, बुद्धि तथा कार्य में और साथ ही ज्ञान, कौशल, मूल्य और सोच में भी होना चाहिए। छात्र मानव अधिकारों, स्थायी विकास और जीवनयापन तथा वैश्विक कल्याण के लिए प्रतिबद्ध हो ताकि वह सही मायने में वैश्विक नागरिक बन सके। तभी समाज राष्ट्र और विश्व की भलाई हो सकेगी। यह शिक्षा नीति हमारा विश्व गुरु बनने का मार्ग प्रशस्त कर देश में उच्चकोटि के नागरिकों का निर्माण करेगी।

धन्यवाद!

राष्ट्रीय शिक्षा नीति 2020 और शिक्षा का डिजिटलीकरण : लाभ एवं हानि

डॉ. ज्योति परमार

(विजिटिंग फेकल्टी)

सामाजिक विज्ञान अध्ययनशाला देवी अहिल्या वि.वि. इंदौर, म.प्र.

"शिक्षा सबसे शक्तिशाली हथियार है जिसका उपयोग आज दुनिया को बदलने के लिए कर सकते हैं"–नेल्सन मंडेला

प्रस्तावना–

भारतीय संविधान के नीति निदेशक तत्वों में कहा गया है कि 6 से 14 वर्ष तक के बच्चों के लिए अनिवार्य एवं निःशुल्क शिक्षा की व्यवस्था की जाए। 1948 में डॉ. राधाकृष्णन की अध्यक्षता में विश्वविद्यालय शिक्षा आयोग को गठन हुआ था तभी से राष्ट्रीय शिक्षा नीति का निर्माण होना भी शुरू हुआ था। कोठारी आयोग (1964–1966) की सिफारिशों पर आधारित शिक्षा नीति से संबंधित प्रस्ताव 1968 में पहली बार प्रस्तुत किया गया। अगस्त 1985 में "शिक्षा की चुनौती" नामक एक दस्तावेज तैयार किया गया जिसमें भारत के विभिन्न वर्गों (बौद्धिक, सामाजिक, राजनैतिक, व्ययसायिक, प्रशासकीय आदि) ने अपनी शिक्षा संबंधी टिप्पणियाँ दी और 1986 में भारत सरकार ने "नई शिक्षा नीति 1986" का प्रारूप तैयार किया। इस नीति में 1992 में पुनः संशोधन किया गया था।

2014 के आम चुनाव में भारतीय जनता पार्टी के चुनावी घोषणा पत्र में एक नवीन शिक्षा नीति बनाने का विषय शामिल था। 2019 में मानव संसाधन विकास मंत्रालय ने नई शिक्षा नीति के लिए जनता से सलाह लेना शुरू किया था। विशेषज्ञों और आम जनता की सलाह के पश्चात् शिक्षा नीति सम्बन्धि एक नया पारूप तैयार किया गया, जिसे "राष्ट्रीय शिक्षा नीति 2020" नाम दिया गया था। "राष्ट्रीय शिक्षा नीति 2020" भारत की शिक्षा नीति है जिसे भारत सरकार द्वारा 29 जुलाई 2020 को घोषित किया गया। 1986 में जारी हुई नई शिक्षा नीति के बाद भारत की शिक्षा नीति में यह पहला महत्वपूर्ण परिवर्तन है। यह नीति अंतरिक्ष वैज्ञानिक के. कस्तूरीरंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है। इस नीति के तहत वर्ष 2030 तक सकल नामांकन अनुपात (Gross Enrolment Ratio) को 100 प्रतिशत तक लाने का लक्ष्य रखा गया है। मानव संसाधन प्रबंधन मंत्रालय का नाम परिवर्तित कर 'शिक्षा मंत्रालय' कर दिया गया

है। पांचवी कक्षा तक की शिक्षा में मातृभाषा/स्थानीय या क्षेत्रीय भाषा को शिक्षा का माध्यम के रूप में अपनाने पर बल दिया गया है। भारत द्वारा 2015 में अपनाए गए सतत् विकास एजेण्डा 2030 के लक्ष्य–4

(SDG-4) में परिलक्षित वैश्विक शिक्षा विकास एजेण्डा के अनुसार विश्व में 2030 तक "सभी के लिए समावेशी और समान गुणवत्तायुक्त शिक्षा सुनिश्चित करने और जीवनपर्यन्त शिक्षा के अवसरों को बढ़ावा दिए जाने" का लक्ष्य है।

राष्ट्रीय शिक्षा नीति 2020 का मुख्य उद्देश्य भारत में स्कूल और उच्च शिक्षा प्रणालियों में परिवर्तनकारी सुधारों का मार्ग प्रशस्त करना है। इस नीति के तहत स्कूल से लेकर कॉलेज तक की शिक्षा नीति में बदलाव किया गया है।

शिक्षा का डिजिटलीकरण :–

डिजिटल शिक्षा सीखने की एक तकनीक या पद्धति है जिसमें प्रौद्योगिकी और डिजिटल उपकरण शामिल है। यह एक नया और व्यापक तकनीकी क्षेत्र है जो किसी भी छात्र को ज्ञान प्राप्त करने और देश भर में किसी भी कोने से जानकारी प्राप्त करने में मदद करेगा। कोविड–19 महामारी ने भारत में स्कूली शिक्षा प्रणाली को कुछ समय के लिए बाधित कर दिया था। मार्च 2020 में पहले लॉकडाउन के बाद से सभी राज्यों ने तेजी और नवाचार के साथ कोविड–19 स्थिति का मुकाबला किया है। छात्रों की शिक्षा में निरंतरता बनाए रखने के लिए मौजूदा डिजिटल संसाधनों का लाभ उठाया गया।

देश के विभिन्न कौनो में शिक्षा प्रदान करने के लिए व्यापक स्त्रोतों और स्थानों के लिए भारत सरकार द्वारा विभिन्न चैनलों को परिभाषित किया गया है। भारत में डिजिटल शिक्षा के लिए सरकार द्वारा उठार गए चैनल और पहल है।

1.ई– विधा :–

17 मई 2020 को पीरम ईविद्या नामक एक व्यापक पहल की घोषणा की गई, जिसका उद्देश्य शिक्षा के लिए समान मल्टी–मोड़ पहुंच को समक्ष करने के लिए डिजिटल/ऑनलाईन एयर शिक्षा से संबंधित सभी प्रयासों को एकीकृत करना है। यह परिकल्पना की गई है कि इससे देश भर में लगभग 85 करोड़ स्कूली बच्चे लाभान्वित होगे।

2.दीक्षा (डिजिटल इन्फ्रास्ट्रक्चर फॉर नॉलेज शेयरिंग) :–

वर्ष 2017 में आत्मनिर्भर भारत कार्यक्रम के तहत घोषित पीएम ई–विद्या के हिस्से के रूप में दीक्षा एक राष्ट्र है, भारत में स्कूली शिक्षा के लिए एक डिजिटल प्लेटफार्म है। यह सभी राज्यों के स्कूलो के लिए उपलब्ध एक राष्ट्रीय मंच है। दीक्षा 1 से 12 तक के ग्रेड के लिए उपलब्ध है। इसे मोबाईल एप्लीकेशन और वेब पोर्टल के माध्यम से एक्सेस किया जा सकता है।

3.स्वयं प्रभाव –टीवी चैनल :–

शिक्षा का यह तरीका उन लोगों के लिए है जिनकी शिक्षा तक पहुंच नहीं है। उच्च गुणवत्ता वाले शैक्षिक कार्यक्रमों का प्रसारण 32 चैनलो पर किया जाएगा। स्कूल शिक्षा और साक्षरता विभाग ने इन चैनलों की पहुंच बढ़ाने के लिए शैक्षिक वीडियों सामग्री प्रसारित करने के लिए टाटा स्काई और एयरटेल पैसे निजी डीटीएच ऑपरेटरों के साथ करार भी किया है।

4.ई– पाठ्यपुस्तक :–

ई – पाठ्यपुस्तकों तक पहुँचने के लिए ई–पाठशाला मोबाईल एप (एंड्रॉइड, आई ओ एस विडोज) और वेब पोर्टल का उपयोग किया जा सकता है। इसे छात्रों, शिक्षकों और अभिभावकों द्वारा एक्सेस किया जा सकता है। यह विभिन्न भाषाओं में उपलब्ध है जैसे–हिन्दी, अंग्रेजी, संस्कृत और उर्दू।

5.दिव्यांगो के लिए :–

बधिर छात्रों के लिए सांकेतिक भाषा में एक डीटीएच चैनल उपलब्ध है। डिजिटली एक्सेसिबल इंफार्मेशन सिस्टम (डेजी) में अध्ययन सामग्री श्रवण बाधित और नेत्रहीनों के लिए विकसित की गई है।

6.रेडियो प्रसारण :–

यह गतिविधि – आधारित शिक्षा पर ध्यान केन्द्रित करता है।

नेशनल इंस्टीट्यूट ऑफ ओपन लर्निंग– एन.आई.ओ.एस. (ग्रेड–9 से 12) से संबंधित प्रसारण सामग्री के लिए

289 सामुदायिक रेडियो स्टेशनों का उपयोग किया गया है।

शिक्षा का यह तरीका विशेष रूप से उन छात्रों के लिए उपयोगी है जो दूरस्य क्षेत्रो में रह रहे है।

शिक्षा के डिजिटलीकरण के मुख्य लाभ :–

1.संवादात्मक :–

डिजिटल शिक्षा के जरिए कक्षाओं का शिक्षण मजेदार और संवादात्मक बन गया है। बच्चे न केवल इसे सुन रहे हैं बल्कि इसे स्क्रीन पर देख भी रहे हैं जिससे उनके सीखने की क्षमता में काफी इजाफा हो रहा है। ध्वनियों और दृश्यों के माध्यम से बच्चे आसानी से सीख रहे हैं।

2.विवरणों पर ध्यान देना :–

संवादात्मक ऑनलाइन प्रस्तुतीकरण या संवादात्मक स्क्रीन के माध्यम से व्यावहारिक सत्र में शैक्षणिक साम्रगी छात्रों को विवरणों पर और अधिक ध्यान देने में मदद करती है जिससे वे अपनी गतिविधियों को स्वयं पूरा करने में सक्षम होते हैं।

3. गृहकार्य को शीघ्र पूर्ण करना :—

पेन और पेन्सिल की बजाय टैब, लेपटाप या नोट पेड के उपयोग की सहायता से बच्चे अपने कार्यों को कम समय में पूरा कर लेते हैं।

4. बालक के शब्द कोष का विस्तार :—

सक्रिय ऑन—लाइन स्क्रीन की सहायता से छात्र अपनी भाषा कौशल में सुधार कर लेते है। ई—बुक से या ऑन—लाइन अध्ययन सामग्री के माध्यम से नए शब्द सिखते हैं और अपनी शब्दावली का विस्तार करते हैं।

5. डिजिटल शिक्षा समय सीमा से परे :—

डिजिटल शिक्षा के बारे में सबसे अच्छी बात यह है कि यह उपयोगकर्ता के अनुकूल है। आज कहीं भी हो आज अपने पाठ्यक्रम को बहुत आसानी से पढ़ सकते हैं। यदि किसी कारणवश अगर आप कुछ दिन कक्षा में उपस्थित नहीं हो पाए है फिर भी आज स्कूल की वेबसाइट से कक्षा की सामग्री और फाइल डाउनलोड कर सकते हैं।

6. स्वयं से सीखे :—

आजकल ऑन—लाइन अध्ययन सामग्री आसानी से उपलब्ध है। यहाँ तक कि अगर पूरी शिक्षा प्रणाली डिजिटल रूप में नहीं है फिर भी छात्र अपनी क्षमताओं के आधार पर डिजिटल सामग्री का लाभ उठा सकते हैं।

शिक्षा के डिजिटलीकरण से हानियाँ :—

1. महंगी :—

डिजिटल शिक्षा प्रदान करने के लिए महंगे तथा उच्च गुणवत्तायुक्त उपकरणों की आवश्यकता होती है। अतः यह महंगी शिक्षा पद्धति है।

2. आधारभूत संरचना :—

डिजिटल शिक्षा का मतलब यह है कि आपको न केवल स्कूल में बल्कि घर में भी विशेष रूप से नेट की आवश्यकता होती है।

3. निश्चित समय सारणी नहीं :—

पारम्परिक कक्षा प्रशिक्षण में सब कुछ एक निश्चित समय सारणी के अनुसार होता है इसके विपरित डिजिटलीकरण में यह सभी समय अनुसार संभव नहीं है।

4.रचनात्मक क्षमताओं की कमी :–

इंटरनेट पर सभी जवाब आसानी से प्राप्त हो जाते हैं जिससे बच्चों की रचनात्मक क्षमता में कमी आती है।

5.अध्ययन में आलसी दृष्टिकोण :–

डिजिटल अध्ययन से अध्ययन की आदतें खराब हो जाती है। जिससे बच्चों में आलसी दृष्टिकोण का विकास हो सकता है। डिजिटल शिक्षा बच्चों के पढ़ाई के बुनियादी तरीके को भुला सकती है। यहां तक कि बच्चों को साधारण होमवर्क के लिए भी नेट की आवश्यकता होती है।

निष्कर्ष एवं सुझाव :–

यह शिक्षा नीति अपने में एक वृहत्तर दृष्टिकोण समाहित किए हुए है। वास्तव में यह एक अभूतपूर्ण दस्तावेज है, जिसकी सफलता हर क्षैत्र में प्रभाव डालने वाली है। यह एक ऐसी शिक्षा नीति है जिस पर न केवल शिक्षाविद ही बल्कि अर्थशास्त्री उद्योगपति और वैज्ञानिकों ने भी विचार–विमर्श किया है। इस शिक्षा नीति का अब तक की शिक्षा नीतियों से पृथक और विशेष महत्व है। यह भारत जैसे युवाओं के देश के लिए रोजगार देन वाली शिक्षा यह वह नीति है। जिसके आँगन से नई अर्थव्यवस्था जन्म लेगी। इसमें टेक्नोलॉजी है तो आर्टिफिशियल इंटेलीजेंस, इसमें डाटा बैंक है तो इंडस्ट्रियल मुददे भी। इसमें महिलाओं भी चिंता है तो वंचितों की भी, युवाओं की चिंता है तो शिशुओं की भी, शिक्षकों की चिंता है तो अभिभावको की भी, इसीलिए इसे सर्वसमावेशी और सर्वस्पंर्शी कहा जा सकता है।

सभी के लिए इंटरनेट कनेक्शन की उपलब्धता डिजिटल शिक्षा के लिए सबसे बडी आवश्यकताओं में से एक है। सूचना

तक आसान पहुंच के लिए सरकार को इसे हासिल करना होगा।

सामाजिक–आर्थिक रूप से कमजोर वर्ग के लोगों को उपकरण और तकनीक उपलब्ध कराना ताकि वे शिक्षा से वंचित

न रहे।

शिक्षकों को प्रशिक्षित करना ताकि शिक्षक तकनीकि जानकारी देने मे रूप से सक्षम होंगे तभी वे डिजिटल कक्षाएँ

संचालित कर सकेंगे।

यह सुनिश्चित करना कि सरकारी स्कूलों और कालेजों में डिजिटल कक्षाओं के लिए उचित सुविधाएँ उपलब्ध कराई

जाए।

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पब्लिकेशन।

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शीर्षक :–कक्षा–कक्ष शिक्षण पद्धति व ऑनलाईन कक्षा पद्धति का विद्यार्थियों के शिक्षण पर पड़ने वाले प्रभाव का विश्लेषणात्मक अध्ययन।

(राष्ट्रीय शिक्षा निति 2020 के परिप्रेक्ष्य में)

डॉ. धर्मिष्ठा शेरवाल शर्मा

सहायक प्राध्यापक

लोकमान्य टिळक शिक्षा महाविद्यालय, उज्जैन

सारांश :–

भारतीय शिक्षा प्रणाली में अपनी स्थापना के बाद से अब तक काफी कुछ बदलाव समाज व परिस्थितियों के अनुरूप आये हैं। 2020 में विवरणीत राष्ट्रीय शिक्षा नितिको डिजि़टलाईजेशन से सन्दर्भित करते हुए यह भाोधपत्र भाोधार्थी द्वारा लिखा गया है। हाल हीमें विश्व को कोरोना जैसी महामारी से जूझना पड़ा इस महामारी का विश्वस्तरीय आर्थिक व सामाजिक व्यवस्था पर प्रभाव पड़ा है, अतः शिक्षा व उसमें समाहित महत्वपूर्ण अंगों जैसे शिक्षक, विद्यार्थी व शिक्षण इन तीनों पर भी इस महामारी द्वारा प्रभाव डाला गया है। इस प्रभाव को कुछ उद्देश्यों के माध्यम से इस भाोध पत्र द्वारा आंकलन करने का प्रयास भाोधकर्ता द्वारा किया गया है। इसमें कोरोना के पश्चात् माध्यमिक स्तरीय विद्यार्थियों व उनके अभिभावकों के अनुभवों को प्रतिशत रूप में आंकलन कर शिक्षण व्यवस्था का सर्वेक्षण किया गया है। इस शोध पत्र में सर्व विधि का प्रयोग कर विद्यार्थियों व उनके अभिभावकों के विचारों से प्राप्त प्रतिशत आधारित निष्कर्षों का निर्धारण किया गया है। भाोध के परिणाम स्वरूप पाया गया की ऑनलाइन कक्षा शिक्षण, शिक्षण की विधा में उतना ही उपयोगी है जितना की शिक्षा प्राप्ति के लिये अन्य उपयोगी सहायक उपकरण। अतः कक्षा–कक्ष शिक्षण प्राचीन परंपरा ही नहीं अपितु शिक्षक–विद्यार्थी सम्बन्ध संकल्पना को भी प्रगाढ़ करता है।

प्रस्तावना :–

भारत की प्राचीन शिक्षा पद्धति में हमें अनौपचारिक तथा औपचारिक दोनों प्रकार के भौक्षणिक केन्द्रां का उल्लेख प्राप्त होता है । औपचारिक शिक्षा मंदिर, आश्रम और गुरूकुलों के माध्यमों से दी जाती थी यहीं उच्च शिक्षा के केन्द्र भी थे जबकि परिवार, पुरोहित, पंडित, संन्यासी और त्यौहार प्रसंग आदि के माध्यम से अनौपचारिक शिक्षा प्राप्त होती थी। भौक्षिक संस्थाओं मे वैदिक काल में परिषद, भाखा और चरण जैसे संघ की स्थापना। गुरूकुलों में गुरु–शिष्य परंपरा का प्रादुर्भाव हुआ। भारतीय शिक्षा प्रणाली का विकास होते होते शिक्षा में मुदालियर कमीशन, कोठारी कमीशन तथा शिक्षा नीति को समय समय पर शिक्षा व शिक्षण के स्थिति अनुरूप परिवर्तन की आवश्यकता को समझते हुए लागू किया गया अतः वर्तमान स्थिति में शिक्षा एक नए स्वरूप में आ चुकी है ।

वर्तमान शिक्षा पद्धति :–

प्रचलित शिक्षा प्रणाली को सरल व सुगम्य बनाने के लिए नवीन उपागम व विधियों का प्रयोग शिक्षण में किया जा रहा है । साथ ही अनेक उपकरण जो कि शिक्षा को और अधिक रूचिकर बना रहे है जैसे टीएलएम द्वारा अध्ययन, एएलएम, एबीएल व स्मार्ट क्लास जैसी विधियाँ भी भाामिल की गई है। किन्तु परिस्थितियाँ व कुछ दुर्घटनाओं के चलते गुरू–शिष्य के मधुर सम्बन्धों को ऑनलाईन क्लास का एक माध्यम बन कर रह जाना पड़ा है। शिक्षण की इस भिन्न परिस्थिति को लेकर कई प्रश्न सामने आते हैं।

भोध प्रश्न :–

1क्या दोनों पद्धतियों से शिक्षण में अन्तर पाया जाता है ।

2 क्या ऑनलाइन कक्षा अधिक रोचक शिक्षण के रूप में पाई जाती है ।

3क्या कक्षा – कक्ष शिक्षण में विद्यार्थियों की शिक्षण रूचि में कमी पाई जाती है ।

इस भोध पत्र में शिक्षण की गुरू–शिष्य प्राचीन विधि व ऑनलाइन क्लास नवीन विधि को आधार बनाकर उद्देश्य निर्धारित किये गये है ।

उद्देश्य :–माध्यमिक स्तर के विद्यार्थियों पर ऑनलाइन कक्षा शिक्षण व कक्षा–कक्ष शिक्षण पद्धति द्वारा शिक्षण के प्रभाव का विश्लेषणात्मक अध्ययन ।

परिकल्पनाएँ :–

1माध्यमिक स्तर के विद्यार्थियों पर ऑनलाइन कक्षा पद्धति व कक्षा कक्ष शिक्षण पद्धति द्वारा शिक्षण पर अभिभावकों के अनुभवों के कोई सार्थक प्रभाव नही होगें।

2माध्यमिक स्तर के विद्यार्थियों पर ऑनलाइन कक्षा पद्धति व कक्षा–कक्ष शिक्षण पद्धति द्वारा शिक्षण पर विद्यार्थियों के अनुभवों के कोई सार्थक प्रभाव नही होगें।

भोध प्रारूप :–वर्तमान अध्ययन द्वारा कोरोना के पश्चात् विद्यार्थियों को दी जा रही ऑनलाइन क्लासेस पद्धति की उपयोगिता व कक्षा–कक्ष शिक्षण की महत्ता को माध्यमिक स्तर के विद्यार्थियों व उनके अभिभावकों के अनुभवों का प्रतिशत रूप में आंकलन किया गया है ।

अध्ययन का क्षेत्र :–प्रस्तुत भोध विशेषकर उज्जैन जिले के संदर्भ में पूर्ण किया गया है।

अध्ययन की प्रकृति :– प्रस्तुत अध्ययन में सर्वेक्षण विधि का प्रयोग किया गया है।

न्यादर्श :– इस भोध पत्र में 50 विद्यार्थियों व उनके अभिभावकों को न्यादर्श हेतु चयनित किया गया है।

उपकरण :– भोधकर्ता द्वारा स्वयं निर्मित अनुसूची का विद्यार्थियों व अभिभावकों के लिए निर्माण किया गया जिसमें (हाँ / नही) वैकल्पिक आधार पर 7–7 कथन दिये गये ।

अनुसंधान प्रविधि :– अवलोकन अनुसूची को विद्यार्थियों व उनके अभिभावकों से साक्षात्कार कर भरवाया गया। विद्यार्थी अनुसूची के कथनों को क्यू 1 से क्यू 7 तथा अभिभावक अनुसूची को आर 1 से आर 7 तक की संख्या दी गई। इसके पश्चात् दोनों अनुसूचियों के वैकल्पिक निर्णय को प्रति”त रूप में परिणाम स्वरूप प्राप्त किया गया।

1माध्यमिक स्तर के विद्यार्थियों पर ऑनलाइन कक्षा पद्धति व कक्षा–कक्ष शिक्षण पद्धति द्वारा शिक्षण पर अभिभावकों के अनुभवों का प्रतिशत कक्षा–कक्ष शिक्षण के लिये अधिक पाया गया। अतः कक्षा–कक्ष शिक्षण का प्रभाव विद्यार्थी शिक्षण पर सार्थक रूप से पड़ता है।

2माध्यमिक स्तर के विद्यार्थियों पर ऑनलाइन कक्षा पद्धति व कक्षा कक्ष शिक्षण पद्धति द्वारा शिक्षण पर विद्यार्थियों के अनुभवों का प्रतिशत कक्षा–कक्ष शिक्षण के लिये अधिक पाया गया अतः कक्षा–कक्ष शिक्षण का प्रभाव विद्यार्थी शिक्षण पर सार्थक रूप से पड़ता है।

सुझाव :–

प्रस्तुत भोध कोरोना महामारी के पश्चात् विद्यार्थियों को दी जा रही ऑनलाइन कक्षा शिक्षण पद्धति व कक्षा–कक्ष शिक्षण पद्धति में उत्कृष्ट पद्धति को खोजने का प्रयास था। भोध के परिणाम स्वरूप पाया गया की ऑनलाइन कक्षा शिक्षण, शिक्षण की विधा में उतना ही उपयोगी है जितना की शिक्षा प्राप्ति के लिये अन्य उपयोगी सहायक उपकरण। अतः कक्षा–कक्ष शिक्षण प्राचीन परंपरा ही नहीं अपितु शिक्षक–विद्यार्थी सम्बन्ध संकल्पना को भी प्रगाढ़ करता है।

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नई शिक्षा नीति 2020 एवं उच्च शिक्षा के क्रियान्वयन में चुनौतियां एवं अवसर

डॉ. वीरेन्द्र चावरे

सहायक प्राध्यापक

राजनीति विज्ञान एवं लोक प्रशासन अध्ययनशाला

विक्रम विश्वविद्यालय, उज्जैन

नई शिक्षा नीति 2020 भारतीय शिक्षा के क्षेत्र में 21वीं सदी की पहली और सबसे व्यापक नीति के रूप में उभर कर सामने आई। यह भारतीय शिक्षा जगत में 1986 के बाद पहली बार अनेक मकसदों वाला नीतिगत दस्तावेज के रूप में सामने आया। सम्भवतः यह शिक्षा नीति देश में शिक्षा से जुड़े परिदृश्य में आमूलचूल परिवर्तन लाने में सक्षम साबित हो सकती है। लेकिन यह भी ज्ञात है कि वर्तमान में भारतीय उच्च शिक्षा प्रणाली में कई समस्याएं सामने खड़ी है। इनमें भारत के कई विश्वविद्यालयों और महाविद्यालयों से संबंधित समस्याएं है। उच्च शिक्षा में किये गये बदलावों के कार्यान्वयन में भी कई चुनौतिया देखी जा सकती है। जैसे बहुभाषावाद, एकीकरण का अभाव, अति महत्वाकांक्षा, भौक्षिणिक सीमाएं, संस्थागत सीमाएं, परीक्षा संबंधी मुद्दे एवं जल्दबाजी में उठाए जाने वाले कदम, एनईपी के लक्ष्यों को समय पर प्राप्त करना, भारत का आकार और विविधता, भी उच्च शिक्षा के सफल कार्यान्वयन में कड़ी चुनौती के रूप में सामने है। हालांकि उच्च शिक्षा में बदलावों के क्रम में सरकार द्वारा भी कई कदम उठाए गए है जो कि उच्च शिक्षा की समस्याओं के समाधान में कारगर साबित होगें। जैसे एसईडीजी शिक्षा के लिए समुचित सरकारी निधी का निर्धारण, उच्च जीईआर तथा एसईडीजी के लिए स्पष्ट लक्ष्यों का निर्धारण, उच्च शिक्षण संस्थानों की प्रवेश प्रक्रीया में जेण्डर संतुलन को बढ़ावा देना, उच्चत्तर गुणवत्ता युक्त उच्चत्तर शिक्षण संस्थानों का निर्माण और विकास करना। एसईडीजी के बीच उच्चत्तर शिक्षा के अवसरों और छात्रवृत्ति के जुड़ी जागरूकता के लिए प्रचार प्रसार करना, बहतर भागीदारी एवं सीखने के परिणामों के लिए प्रोद्योगिकी का निर्माण

और विकास करने जैसे कदम महत्वपूर्ण है। इसी कड़ी में भारतीय उच्च शिक्षण संस्थानों द्वारा भी कई कदम उठाए गए है। प्रवेश प्रक्रिया एवं पाठ्क्रमों को अधिक समावेशी बनाना, उच्चत्तर शिक्षा कार्यक्रमों को अधिक रोजगार परक बनाना, उच्च शिक्षा प्राप्त करने से जूड़ी लागत और इस दौरान हुई आर्थिक अवसरों की हानि का काम करना। भारतीय भाषाओं और द्विभाषी रूप में पढ़ाए जाने वाले डिग्री कार्यक्रमों को विकसित करना। बुनियादी सुविधाएं, ब्रिज कोर्स, विद्यार्थीयो को सामाजिक, भावनात्वक और अकादमिक सहायता व सलाह प्रदान करना। भेदभाव और उत्पिडन के खिलाफ बने सभी नियमों को सख्ती से लागु करना आदि।

भारतीय प्रधानमंत्री नरेन्द्र मोदी के अनुसार, "हम आजादी के 75 वें वर्ष में प्रवे"ा कर रहे है। एक प्रकार से नई शिक्षा नीति पर अमल इस अवसर से जुड़ी प्रमुख घटना बन गई है। नया भारत बनाने और भविष्य के लिए युवाओं को तैयार करने में इस नीति की बढ़ी भूमिका रहने वाली है।" केन्द्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान के अनुसार, "एनईपी भारत में शिक्षा को समग्र, सस्ता, सुलभ और न्यायपूर्ण बनाएगी।" उन्होंने एनईपी को 21वीं सदी की जरूरतों के हिसाब से एक दूरदर्शी शिक्षा नीति करार दिया।

वर्तमान में भारतीय उच्च शिक्षा व्यवस्था में विद्यमान समस्याएँ –

वर्तमान में भारतीय उच्च शिक्षा व्यवस्था में कई गंभीर समस्याएं मौजूद है जैसे कि गम्भीर रूप से खण्डित उच्चतर भौक्षिक पारिस्थितिकी दण्ड, संख्यात्मक कौशल के विकास और सीखने के परिणामों पर बल कम देना, विषयों का एक कठोर विभाजन। विद्यार्थियों को बहुत पहले है वि"ोषज्ञ और अध्ययन के संकीर्ण क्षेत्रों की और धकेल देना। साथ ही सीमित पहुंच, विशेष रूप से सामाजिक, आर्थिक रूप से वंचित क्षेत्रों में जहां कुछ ही विश्वविद्यालय और महाविद्यालय ऐसे है जो स्थानोय भाषाओं में पढ़ाते है। सीमित शिक्षक और संस्थानागत स्वायत्ता का भी मुद्दा है। योग्यता आधारित करियर प्रबंधन और संकाय एवं संस्थागत लीडरों की प्रगति के लिए अपर्याप्त तंत्र भी एक समस्या है। दूसरी ओर अधिकांश विश्वविद्यालयों और महाविद्यालयों में भोध पर कम बल दिया जाना और विषयक अनुशासनों में पारदर्शी और प्रतिस्पर्धी समीक्षा भोध निधियों की कमी है। कई बार यह भी देखा जाता है कि उच्चतर शिक्षा संस्थानों में भासकिय और नेतृत्व क्षमता का अभाव भी है। एक अप्रभावी और नियामक प्रणाली तथा बहुत सार संबद्ध विश्वविद्यालय जिनके परिणाम स्वरूप अवसर स्नातक शिक्षा के मानक के रूप में है।

उच्च शिक्षा में किए गए बदलावों के कार्यान्वयन में चुनौतियां –

नई शिक्षा नीति सभी व्याप्त समस्याओं को दूर करने की कोशिश करती है किन्तु इसमें कुछ प्रमुख चुनौतियां इस प्रकार आतो

है –

अति महत्वाकांक्षी – सकल घरेलू उत्पाद के 6 प्रतिशत पर सार्वजनिक खर्च का एक महत्वाकांक्षी लक्ष्य तय किया गया है लेकिन यह निश्चित रूप से लम्बा आदेश है। जीडीपी का वर्तमान कर और स्वास्थ सेवा, राष्ट्रीय सुरक्षा और अन्य प्रमुख क्षेत्रों को राष्ट्रीय खजाने पर प्रतिस्पर्धी दावों को देखते हुए वर्तमान व्यय को पूरा करना भारतीय राजकोष के लिए कठिन साबित हो सकता है।

जल्दबाजी में उठाया गया कदम –दुनिया की तरह भारत भी कोविड और लॉकडाउन से झुझता रहा। ऐसे में भारत की आर्थिक स्थिति एवं शिक्षा पर भी प्रभाव देखा गया। एनईपी संसदीय चर्चा के माध्यम से होकर गुजरती तो इसमें बहस के माध्यम से जो अच्छे बदलाव किये जा सकते थे या कई और अच्छे सुधारों को जोड़ा जा सकता था।

बहु भाषावाद – एनईपी 2020 बहु भाषावाद की बात कहती है लेकिन वास्तव में घरेलु भाषा उन जगहों पर सफल होती है जहां पारिस्थितिक तंत्र उच्च र"ीक्षा और रोजगार के माध्यम से फैलता है। इस प्रकार के पारिस्थितिक तंत्र के बिना यह पंर्याप्त नहीं हो सकता। भारत में अधिकां"ा वर्ग वास्तविक रूप से द्विभाशी है। लेकिन कुछ राज्य सहज रूप से इस नीति को जबरदस्ती हिन्दी थोपने का निरर्थक प्रयास मान रहे है।

एकीकरण का अभाव – वास्तविक सोच और दस्तावेज दोनों में, प्रौद्योगिकी और शिक्षा शास्त्र एकीकरण जैसे अंतराल है। आजीवन सिखने जैसे बड़े अंतराल भी है जो उभरते हुए विज्ञान के उन्नयन का एक प्रमुख तंत्र होना चाहिए।

भौक्षणिक सीमाएँ – एनईपी का दस्तावेज लचीलें पर, पसंद, प्रयोग की बात कहता है। उच्च शिक्षा में यह दस्तावेज मांगता है कि भौक्षणिक आवश्यकताओं की विविधता है। यदि यह एकल संसाधनों के भीतर एक अनिवार्य विकल्प है तो यह एक आपदा होगी, क्योंकि एक कक्षा के लिए एक पाठ्यक्रम का संघर्ष ना करता जिसमें एक वर्षीय डिप्लोमा का छात्र और चार वर्षीय डिग्री का छात्र दोनों संस्थान की पहचान से दूर हो सकता है।

संस्थागत सीमाएँ – छात्रों के पास विभिन्न प्रकार के संस्थानों के विकल्प होना बहुत जरूरी है। एक स्वास्थ्य शिक्षा प्रणाली में संस्थानों की विविधता भाामिल होगी, न कि एक मजबूर बहुभाासनात्मक रूप से। केन्द्र द्वारा अनिवार्य रूप से संस्थागत समरूपता का निर्माण होना चाहिए।

आर्थिक सर्वेक्षण – भारत में भारत के आर्थिक सर्वेक्षण 2019–20 के अनुसार शिक्षा पर सार्वजनिक खर्च केन्द्र और राज्य द्वारा सकल घरेलू उत्पाद का 3.1 था। जबकि सकल घरेलू उत्पाद के 6 प्रतिशत पर वित्त पोषण बना हुआ है। यह संभव है कि परिवर्तन के कुछ हिस्सो को कम लागत पर बड़े पैमाने पर प्राप्त किया जा सके किन्तु शिक्षा के लागत संचालन में बदलाव अपरिहार्य है।

परीक्षाओं के मुद्दे – वर्ष 2035 तक उच्च शिक्षा में सकल नामांकन अनुपात को दोगुना करना घोषित लक्ष्य है। जो कि कठिन लक्ष्य है लेकिन इसके लिए अगले पन्द्रह वर्षों के लिए हर हफ्ते एक नया विश्वविद्यालय खोलना होगा। भारत में प्रतियोगी परीक्षाओं का एक बड़ा समूह है। इन प्रतियोगी परिक्षाओं में सम्मिलित अभ्यर्थियों के लिए ऑनलाइन और ऑफलाइन व्यवस्थाएँ करना तथा रोजगार उपलब्ध कराना एवं प्रशासनिक सेवाओं के लिए अभ्यर्थियों को बढ़े स्तर पर तैयार करना भी एक बढ़ी चुनौति है। लेकिन बढ़ती जनसंख्या और बेराजगारी प्रतियोगिता को और बढ़ा देती है। साथ ही प्रदान की जाने वाली कौशल शिक्षा और उपलब्ध नौकरियों के बीच एक निरंतर बेमेल है। यह भाादी के बाद शिक्षा भी भारतीय शिक्षा प्रणाली को प्रभावित करने वाली मुख्य चुनौतियों में से एक है।

एनईपी 2020 में उभरते हुए तकनीकी क्षेत्रों जैसे – कृत्रिम बुद्धिमता, साइबर स्पेस, नैनो टेक, आदि से सम्बंधित शिक्षा का जोड़ना भी चुनौती है। शिक्षा का अधिकार अधिनियम 2009 और एनईपी 2020, ये दोनों आपरेटिव नीतियों के प्रयोज्यता के आसपास की कानूनी जटीलताओं के कारण भी चुनौतियां बढ़ गई है। यहां यह भी ध्यान देने योग्य बात है कि पूर्ववर्ती नियामक व्यवस्था के तहत संसदीय विधानों में पीछले प्रयास सफल नहीं रहे है। विफलता को नियामकों की भूमिका और संरेखण के बाहर होने वाले विधायी परिवर्तनो के लिए जिम्मेदार ठहराया जा सकता है जैसा कि विदेशी भौक्षिक संस्थानों (प्रवेश और संचालन का विनियमन) के मामले में जो व्यापक हो गया था और भारत का प्रस्तावित उच्च शिक्षा आयोग (यूजीसी का निर्देशन अधिनियम) अधिनियम 2018 जो रह गया वो संसद तक नहीं पहुँचा। उच्च शिक्षा में एनईपी 2020 का अर्तअनुशासनात्मक शिक्षा पर ध्यान देने का एक बहुत ही स्वागत योग्य कदम है। विश्वविद्यालयों विशेष रूप से भारत में दशकों से बहुत ही साइलो–एड और विभागीकृत है।

उच्च शिक्षा में सफल कार्यान्वयन हेतु समाधान के लिए जैसे कि उच्च शिक्षा सुधार हेतू विशेष कार्यबल की स्थापना, राष्ट्रीय शिक्षा नीति के कार्यान्वयन हेतु स्थायी समीति, राष्ट्रीय शिक्षा मंत्री परिषद, इन्सटीट्यमट ऑफ एमीनेन्स में सुधार, राष्ट्रीय उच्च शिक्षा परोपकार परिषद आदि में सुधार के माध्यम से किये जा सकते है।

उच्च शिक्षा में बदलावों के क्रम में सरकार द्वारा उठाये जाने वाले कदम इस प्रकार है –

एसईडीजी की शिक्षा के लिए समुचित सरकारी निधि का निर्धारण, उच्च जीईआर तथा एसईडीजी के लिए स्पष्ट लक्ष्यों का निर्धारण, उच्च शिक्षण संस्थानो की प्रवेश प्रक्रिया में जेन्डर संतुलन को बढ़ावा देना, उच्चतर गुणवत्ता युक्त ऐसे उच्चतर शिक्षण संस्थानों का निर्माण और विकास करना जो स्थानीय/भारतीय भाषाओं में या द्विभाषीय रूप में शिक्षण कराए, विकास की और उन्मुख जिलों में उच्चतर गुणवत्ता युक्त उच्चतर शिक्षण संस्थान बनाकर और बढ़ी संख्या में एसईडीजी लिए हुए विशेष शिक्षा क्षेत्र बनाकर पहुंच को सुधारना, एसईडीजी के बीच उच्चतर शिक्षा के अवसरों और छात्रवृत्ति से जुड़ी जागरूकता के लिए प्रचार प्रसार करना,

बेहतर भागीदारी और सिखने के परिणामों के लिए प्रौद्योगिकी का निर्माण और विकास करने जैसे कदम उठाने है।

उच्च शिक्षण संस्थानों द्वारा उठाए जाने वाले कदम –

प्रवेश प्रक्रिया एवं पाठ्यक्रमों को अधिक समावेशी बनाना, उच्चतर शिक्षा कार्यक्रमों अधिक रोजगार परख बनाना, भारतीय भाषाओं और द्विभाषीय रूप से पढ़ाए जाने वाले अधिक डिग्री कार्यक्रम को विकसित करना, उच्च शिक्षा प्राप्त करने से जूड़ी लागत और इस दौरान हुई आर्थिक अवसरों की हानि को कम करना, सामाजिक आर्थिक रूप से वंचित छात्रों को अधिक वित्तीय सहायता और छात्रवत्ति प्रदान करना, बुनियादी सुविधाएँ, ब्रिज कोर्स, विद्यार्थीयों को सामाजिक भावनात्मक और अकादमीक सहायता व सलाह प्रदान करना, भेदभाव और उत्पीड़न के खिलाफ बने सभी नियमों को सख्ती से लागू करना, जेन्डर समानता, एसईडीजी भी भागीदारी बढ़ाना आदि।

उच्च शिक्षा से जुड़ी चुनौतियां –

1.शिक्षकों की रिक्तियां–विश्वविद्यालय अनुदान आयोग के अनुसार विभिन्न केन्द्रीय वि”वविद्यालयों में प्रोफेसरों, और असिस्टेंट प्रोफेसरों के स्वीकृत पदों के मुकाबले वर्तमान में रिक्त पदों को भरे जाने की चुनौती। वही राज्यों में भासकीय महाविद्यालयों में शिक्षकों की कमी और नए शिक्षकों की भर्ती और ट्रेनिंग भी एक बड़ी चुनौती है। चुनौती यह भी है कि प्रशिक्षित शिक्षकों की व्यवस्था करना और भर्ती प्रक्रिया बहुत लम्बी होना भी चुनौती है। शिक्षकों की जिम्मेदारी और प्रदर्शन–प्रायः यह देखा गया है कि विश्वविद्यालयों और महाविद्यालयों के प्रोफेसरों की जिम्मेदारी और प्रदर्शन को सुनिश्चित करने के लिए मजबूत तंत्र की कमी भी एक चुनौती है।

2.संसाधनों की कमी–उच्च शिक्षा में ज्यादातर भर्तियाँ राज्य विश्वविद्यालयों और उनके सम्बंध महाविद्यालयों द्वारा की जाती है परन्तु तुलनात्मक रूप से राज्य विश्वविद्यालयों को कम अनुदान मिलता है। विश्वविद्यालय अनुदान आयोग के बजट का एक बड़ा हिस्सा केन्द्रीय विश्वविद्यालयों और उनके महाविद्यालयों को मिलता है जबकि राज्य विश्वविद्यालयों और उनके संबंध महाविद्यालयों को बजट का एक छोटा हिस्सा ही प्राप्त होता है।

3. आकार के मामले में भारत का शिक्षा तन्त्र दुनिया में दूसरे स्थान पर है। भारत का विशाल आकार और यहां के शिक्षा जगत की विविधता एक बड़ी चुनौती है। देश में उच्च शिक्षा से जुड़ा तंत्र बहुत बड़ा है। एआईएसएचई 2019 की रिपोर्ट के अनुसार भारत में 3.74 करोड़ छात्र उच्च शिक्षा हासिल कर रहे है। देश में लगभग 1000 विश्वविद्यालय, 39,931 कॉलेज और 10,725 स्वतंत्र संस्थान है। स्वाभाविक है नई शिक्षा नीति को देश भर में अमल में लाने के लिए बडी कवायद करनी होगी। इसमें राज्य, जिला, तहसील, प्रखण्ड स्तर के अनेक किरदार

सम्मिलीत है। भारत में राज्यों और जिलों के स्तर पर बहुत अधिक विविधताएँ मौजूद है। निजी क्षेत्रों के साथ साथ समस्त किरदारों के बीच जिम्मेदारीयां और मालिकाना दर्जे का साझा स्वरूप तैयार करना बहुत बड़ी चुनौती है।

4.एनईपी के लक्ष्यों को प्राप्त करने की कवायद राज्य सत्ता की सक्षमता से जुड़ी है। भारत में शिक्षा तंत्र तंगी का शिकार, अफसर भाही, नवाचार, तथा उच्चा स्तर करने से जुड़ी जरूरी क्षमताओं का अभाव भी है। एनईपी के तहत शिक्षा में आमूलचूल परिवर्तन तथा लक्ष्य को प्राप्त करने में कठिनाईयाँ है। शिक्षा मंत्रालयों जैसे, केन्द्र और राज्यों के भीतर और दुसरे नियामक निकायों की आंतरिक क्षमता जैसे बदलावों के हिसाब से बिलकुल अपर्याप्त है।

5.एनईपी के तहत पुरानी तकनीक से हटकर प्रायोगिक शिक्षा और गहन सोच पर आधारित शिक्षा की तरफ बढ़ने का लक्ष्य है। इसके लिए शिक्षा जगत में बड़ा परिवर्तन लाना होगा साथ ही छात्रों, शिक्षकों और अभिभावकों के व्यवहार में बदलाव और क्षमताओं का निर्माण भी जरूरी है। बड़े कार्यक्रम को अमल में लाने के लिए संस्थानो को नये सीरे से तैयार करना कठिन चुनौती है। अर्थात् मंत्रालय के मौजूदा सांगठनिक ढ़ाचे और उसकी पूरी प्रणाली का कायापलट करना होगा।

6.राजनैतिक ध्रुवीकरण भी एनईपी में व्यवधान उत्पन्न कर सकती है। केन्द्र और राज्यों में विश्वास की कमी आयी है। विपक्षी पार्ट्रीयों के भाासन वाले विमिन्न राज्यों ने एनईपी से जूड़े कई महत्वपूर्ण प्रावधानों और अमल में लाने वाले तौर तरिकों पर एतराज जताया है। तमिलनाडु सरकार इसका प्रमुख उदाहरण है। अतः स्वाभाविक है कि विपक्षी पार्टियों वाले राज्यों में भी इसी तरह के फैसले लेने की आशंकाएं बढ जाती है।

7.शिक्षा मंत्रालय भारतीय उच्च शिक्षा आयोग के गठन के लिए एक कानुन बनाने की कवायद यदि सफल होती है तो आयोग युजीसी, एआईसीटीई और राष्ट्रीय शिक्षक परिषद जैसे मौजूदा नियामक निकायों की जगह ले सकेगा। हालांकि इन कानूनों से आने वाले समय में तैयार होने वाले नये संस्थागत ढाँचे के लिए अभी प्रतीक्षा करनी होगी।

8.एनईपी पर अमल और उसकी सफलता काफी हद तक केन्द्र और राज्यों के बीच सहयोग पर निर्भर है। भले ही एनईपी का मसौदा केन्द्र ने तैयार किया हो। इसमें राज्यों की सक्रीय भागीदारी जरूरी है। चूंकि अधिकतम सेवा आधारित शिक्षा राज्य सरकारें मुहेया करती है। यानि विभिन्न कार्यक्रमों की भारूआत करते समय केन्द्र को सहकारी संघवाद और विकेन्द्रीकरण के सिद्धांतो के हिसाब से बड़ी कुशाग्रता के साथ आगे बढ़ाना होगा, जो कि आसान नहीं है।

9.2020–21 में ही शिक्षा का बजट 99,311 करोड़ रूपए था जिसे 2021–22 में 6 प्रति”ात घटाकर 93,224 करोड़ रूपये कर दिया गया। हालांकि यह बदलाव कोविड–19 महामारी के कारण सरकार की प्राथमिकता के बदलाव के रूप में देखा जा सकता है। वास्तव में ि”क्षा पर

होने वाले खर्च को भारत की जीडीपी के 6 प्रतिशत तक ले जाने के लिए भारी भरकम वित्तीय संसाधनों को जुटाना भी एक बड़ी चुनौती साबित हो सकता है।

10.एनईपी के समावेशी दृष्टिकोण को साकार करने में निजी क्षेत्र की भुमिका निर्णायक है। उच्च शिक्षा से जूड़े लगभग 70 प्रतिश संस्थान नीजी क्षेत्र द्वारा संचालित किये जा रहें है। और इन संस्थानों में लगभग 65 से 70 प्रतिशत छात्र इन संस्थानों में शिक्षा प्राप्त कर रहे है। चूंकि निजी क्षेत्र अपने साथ जरूरी वित्तिय संसाधन और नवाचार लेकर आते हैं। अतः भासकीय और नीजी संस्थानो को बराबर समझना और क्रियान्वित करना बड़ी चुनौती साबित होगा।

11.एनईपी में स्पष्ट कहा गया है कि शिक्षा के क्षेत्र में सार्वजनिक खर्च का 6 प्रति"ात हिस्से तक ले जाना होगा। लेकिन दशकों पुराने ऐसिहासिक तथ्यों की तरफ देखे तो पता चलता है कि 1968 की राष्ट्रीय शिक्षा नीति में भी 6 प्रतिशत की बात की गई थी। लेकिन वह भी 3 प्रति"ात के उपर नहीं जा सका। यानि ये कठिन चुनौती है।

निष्कर्ष –

एनईपी के समक्ष देश का विशाल आकार और अमल से जुड़ी जटीलताएँ कठिन चुनौती है। एनईपी के समक्ष शिक्षा जगत की अनैक समस्याओं से निपटने की कठिन चुनौती है। भारत को अपनी युवा आबादो का लाभ लेने के लिए ज्ञान आधारित शिक्षा और अर्थव्यवस्था के लिए भीघ्र कदम उठाने होगें। एनईपी पर प्रभावी रूप से अमल करना बहुत जरूरी है। एनईपी आमूलचूल परिवर्तन और कायापलट करने की क्षमता रखती है। कोरोना महामारी के दौरान सरकार ने इसकी गंभीरता और मकसद को समझते हुए तत्काल कई कदम भी उठाए और कार्यक्रम भी प्रारम्भ किए गए। कई राज्यों में आधिकारीक रूप से इस नीति को लागु कर दिया गया है और कई अपनाने जा रहे है। एनईपी की सफलता सहकारी संघवाद पर निर्भर है। इसके लिए केन्द्र और राज्य दोनों के प्रयास जरूरी है। सरकार द्वारा केन्द्र और राज्यों में तालमेल बैठाने का कार्य भी किया जा रहा है।

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नई शिक्षा नीति 2020 में शिक्षण का माध्यम मातृभाषा की

आवश्यकता एवं उपयोग व महत्व का अध्ययन

डॉ. मनीषा मिश्रा

सहायक प्राध्यापक, आनंद इंस्टीट्यूट ऑफ मैनेजमेंट, भोपाल (म.प्र.)

1. नई शिक्षा नीति 2020ः शिक्षण का माध्यम क्या हो ?

29 जुलाई को राष्ट्रीय शिक्षा नीति (एनईपी) 2020 जारी होने के बाद गहराई से जांच के लिये उठने वाले शुरूआती मुद्दों में से एक था–स्कूलों में 'शिक्षा का माध्यम' शिक्षा नीति में सिफारिश की गई है कि, जहां तक संभव हो शिक्षा के माध्यम के रूप में 5वीं कक्षा तक मातृभाषा/घर की भाषा/स्थानीय भाषा/क्षेत्रीय भाषा का प्रयोग किया जाए और 8 वीं कक्षा व उसके बाद की शिक्षा में भी इसकी पूरी कोशिश की जाए, इस सुझाव की तीखी आलोचना हुयी, हालांकि, यह सुझाव पिछली दो शिक्षा नीतियों में अपनाई गई बातों का ज्यादा परिष्कृत रूप है, यह इस तथ्य को मान्यता देता है कि किसी खास इलाके में स्थानीय भाषा राज्य की क्षेत्रीय भाषा से अलग हो सकती है। उदाहरण के लिये, कर्नाटक की सीमा से लगे कर्नाटक के उत्तरी क्षेत्रों में मराठी स्थानीय भाषा है। जबकि कन्नड़ क्षेत्रीय भाषा इसी तरह बच्चे की मातृभाषा घरेलू भाषा से अलग हो सकती है । (अगर माता–पिता दोनों की मातृभाषा अलग है और वे बातचीत के लिये किसी तीसरी भाषा का इस्तेमाल करते हं) इस तरह ये चारों भाषाएं–स्थानीय, क्षेत्रीय, मातृभाषा और घर में बोली जाने वाली भाषा–कुछ बच्चों के लिये अलग–अलग हो सकती हैं इसलिये शिक्षा नीति में मुख्य रूप से राज्य सरकारों द्वारा जहाँ तक संभव हो राज्य में बोली जाने वाली सभी भाषाओं में शिक्षा दिये जाने की सिफारिश की गयी हैं। शिक्षा नीति में मुख्य रूप से राज्य सरकारों द्वारा जहां तक संभव हो राज्य में बोली जाने वाली सभी भाषाओं में शिक्षा दिये जाने की सिफारिश की गयी है। अगर बच्चों को किसी ऐसी भाषा में पढ़ाया जाता है, तो उनकी घरेलू भाषा नहीं है या जिसे वे नहीं समझते हैं, तो सीखने पर नकारात्मक असर पड़ता हैं।

2.घरेलू भाषा में शुरूआती शिक्षाः बुनियादी साक्षरता और संख्या ज्ञान प्राप्त करना

लोगों द्वारा बड़े पैमाने पर अनुमानित जा रहा कि नई शिक्षा नीति 2020 सरकारी और निजी दोनों स्कूलों में अंग्रेजी माध्यम की शिक्षा को खत्म करने का प्रयास कर रहा है, इसके उल्टा नई शिक्षा नीति बच्चों में भाषा अधिग्रहण पर वैज्ञानिक शोध के नतीजों को ध्यान में रखते हुए, भाषा सीखने ओर नई पढ़ाई के माध्यम के मुद्दे पर एकदम स्पष्ट और सुविचारित रूख अपना रही है, बच्चे अपने माँ–बाप, दूसरे व्यस्कों और बच्चों के साथ बातचीत के माध्यम से भाषा सीखते हैं एक बच्चे के लिये एक ही समय में दो या अधिक भाषाओं को सीखना काफी आसान है, अगर वे उन भाषाओं के बोलने वालों के साथ नियमित रूप से बातचीत करते हों। वर्तमान में किये गये शोध यह संकेत देता है कि बच्चे के लिये 10 साल की उम्र से दूसरी भाषा सीखना शुरू कर देना चाहिये। अगर वह मूल वक्ता जैसी सही व्याकरणिक महारत हासिल करना चाहता हैं। बच्चों द्वारा भाषा सीखने के बारे में इन जानिकारियों ने डॉ. के. कस्तुरी रंगन समिति (ड्राफ्ट एनईपी 2019) और भारत सरकार को एनईपी 2020 में पिछली दो शिक्षा नीतियों में अपनाये गये तीन–भाषा फार्मूला को जारी रखने की सिफारिश करने के लिये प्रेरित किया, लेकिन साथ ही दो बहुत महत्वपूर्ण बदलाव भी किए गयेः पहला, यह कि तीन– भाषाओं को ज्यादा शुरूआती दार में शामिल किया जाए।

साल की उम्र के बुनियादी चरण के दौरान, और इसे 8–11 वर्ष की प्रारंभिक अवस्था में भी आगे ले जाया जाये जिससे कि छोटे बच्चे कई भाषाओं में महारत हासिल कर सकें दूसरा, यह कि तीन भाषाओं का विकल्प पूरी तरह से माता–पिता और विद्यार्थियों पर छोड़ दी जाये।

3.मातृभाषा में शिक्षण की आवश्यकता

आज बच्चे अपनी मातृभाषा में गिनती करना भूल चुके हैं। उन्हें प्रोत्साहित करता हूं कि वे अपनी मातृभाषा सीखें, प्रयोग करें और इस धरोहर को संभाल के रखें। आप जितनी अधिक भाषाएँ जानेंगे, सीखेंगे वह आपके लिये ही उत्तम होगा। आज जिस किसी भी प्रांत, राज्य से हैं कम से कम आपको वहां की बोली तो अवश्य आनी चाहिये। आपको वहां की बोली सीखने का कोई भी मौका नहीं गवाना चाहिये। कम से कम वहां की गिनती, बाल कवितायें और लोकगीत। पूरी दुनिया को ट्विंकल ट्विंकल लिटिल स्टार (Twinkle Twinkle Little Star) या बा–बा ब्लैक शीप (Baba Black Sheep) गुनगुनाने की कतई आवश्यकता नहीं हैं। आपकी लोकभाषा में कितने अच्छे और गुढ़ अर्थ के लोकगीत, बाल कविताएँ, दोहे, छंद चौपाइयां हैं जिन्हें हम प्रायः भूलते जा रहे हैं। भारत के हर प्रांत में बेहद सुन्दर दोहावली उपलब्ध है और यही बात विश्व भर के लिये भी सत्य हैं। उदाहरण के लिये एक जर्मन बच्चा अपनी मातृभाषा जर्मन ;ळमतउंदद्ध में ही गणित सीखता है न कि अंग्रेजी में क्योंकि जर्मन उसकी मातृभाषा हैं। इसी प्रकार एक इटली में रहने वाला बच्चा भी गिनती इटेलियन (Italian) भाषा में और स्पेन का बालक स्पैनिश (Spanish) भाषा में सीखता हैं।

4. मातृभाषिक शिक्षण का महत्व

भारतीय बच्चे अपनी लोकभाषा या मातृभाषा जिसमें हमें कम से कम गिनती तो आनी चाहिए उसे भूलते जा रहे हैं। इससे हमारे मस्तिष्क पर भी गलत असर पड़ता है और हमारी लोकसभा में गणित करने की क्षमता कमजोर हो जाती हैं। जब हम छोटे बच्चे थे, तब पहली से चौथी कक्षा का गणित लोके भाषा में पढ़ाया जाता था। अब धीरे–धीरे यह प्रथा लुप्त होती जा रही हैं। लोकभाषा, मातृभाषा में बच्चों का बात न करना अब एक फैशन हो गया है। इससे गांव और शहर के बच्चों में दूरियां बढ़ती हैं। ग्रामीण क्षेत्रों के बच्चे जो सब कुछ अपनी लोकभाषा में सीखते हैं स्वयं को हीन और शहर के बच्चे अंग्रेजी माध्यम में शिक्षा ग्रहण करते हैं जो स्वयं को श्रेष्ठ, बेहतर समझने लगते हैं। इस दृष्टिकोण में बदलाव आना चाहिये। हमारे बच्चों को हमें मातृभाषा के महत्व व उपयोगिता बताना चाहिये। आज के समय में अंग्रेजी माध्यम से पढ़ने वाले बच्चे पाश्चात्य संस्कृति और सभ्यता का अपनाते जा रहे हैं और अपनी मातृभाषा को भूलते जा रहें हैं। जिसके परिणाम स्वरूप आने वाले समय में हमारी आने वाली पीढ़ियाँ पाश्चात्य सभ्यता को ही अपना लेगी और हमारी संस्कृति व सभ्यताओं का उन्हें ज्ञान ही नहीं होगा, जो कि एक बहुत ही नकारात्मक परिणाम होगा।

5. निष्कर्ष

मातृभाषा वह भाषा है जो मनुष्य बचपन से मृत्यु तक बोलता है। घर–परिवार में बोली जाने वाली भाषा ही हमारी मातृभाषा है। भाषा संप्रेषण का एक माध्यम होती है। जिसके द्वारा हम अपने विचारों का आदान–प्रदान करते हैं। और अपनी मन की बात किसी के समक्ष रखते है। जो शब्द रूप में सिर्फ अभिव्यक्त ही नहीं बल्कि भाव भी स्पष्ट करती है। मातृभाषा हमारी भाषा है जिसको हमें कभी नहीं भूलना चाहिये। राष्ट्रीय शिक्षा नीति में मातृभाषा में शिक्षण की बात हमारी भावी भविष्य के बच्चों के लिए उज्जवल भविष्य के रास्ते खोल देगा। मातृभाषा में शिक्षण हमारी संस्कृति व राष्ट्रीय सभ्यता को सहेजने का एक मात्र माध्यम हैं। मातृभाषा शिक्षण के द्वारा बच्चे को मानसिक विकास सही तरीके से होगा।

जल संकट एवं जल प्रदूषण–समस्या तथा उपाय

डॉ. नेत्रा रावणकर

प्राचार्य

निर्मला कॉलेज ऑफ एजुकेशन, उज्जैन (म.प्र.)

यह तथ्य अब सर्वविदित हो गया है कि भारत सहित पूरी दुनिया में जलसंकट गहराता ही जा रहा है, इसलिए प्रयास लगाए जा रहे हैं कि अगला विश्वयुद्ध पानी के लिए हो सकता है। भारत में तालाब, पोखर, अहार और बावड़ी जैसे परंपरागत जल स्रोत लगातार सूखते जा रहे हैं। नदियों का जलस्तर घट रहा है। पूरी दूनिया में मात्र तीन फीसदी मीठा जल है, उसमें से सिर्फ एक फीसदी जल ही उपयोग लायक है, किन्तु आधा प्रतिशत भू–जल के रूप में है। हम लोगों को सिर्फ आधा फीसदी पानी पर निर्भर रहना पड़ता है। वैज्ञानिकों ने समुद्र से मीठा पानी बनाने का काम तो शुरू कर दिया है, किन्तु देश की जरूरतों को पूरा करने में यह कितना सहायक होगा इसके बारे में कुछ नहीं कहा जा सकता। सबसे ज्यादा वर्षा वाले क्षेत्र होने की वजह से भारत को पानी के मामले में सम्पन्न देश कहा जा सकता है इसके बावजूद यहाँ जलसंकट चिंता का विषय है।

जल पीने से अधिक उपयोगी कार्यों, औद्योगिक संस्थाओं, सफाई व्यवस्था, ऊर्जा उत्पादन आदि में होता है। जिन देशों में प्रति व्यक्ति जल वार्षिक उपलब्धता 1700 घन मीटर से कम होती है, उसे जल संकटग्रस्त देश माना जाता है। जल प्रति व्यक्ति जल की उपलब्धता 1000 घनमीटर प्रतिवर्ष से भी नीचे चली जाती है तो उसे देश को जल की कमी वाला देश माना जाता है। उस देश का खाद्यान्न उत्पादन और आर्थिक विकास बुरी तरह प्रभावित होता है। भारत में प्रतिव्यक्ति जल की उपलब्धता आजादी के बाद 3300 घनमीटर से घटकर 1750 घनमीटर के स्तर पर पहुँच चुकी है जो निश्चित रूप से खतरे का सूचक है। इसके प्रभाव को छोटे–बड़े शहरों में पेयजल के बढ़ते संकट तथा नदी जल बंटवारे को लेकर राज्यों के आपसी

विवाद के रूप में बढ़ोतरी देखी जा रही है। आज शहरीकरण का बढ़ता हुआ दौर, जनसंख्या की दर में वृद्धि, तेजी से हो रहे औद्योगिकरण की हर क्षेत्र की बदली हुई मांगों को देखकर लगता है कि जल संसाधन लगभग खत्म होने जा रहे हैं और उपलब्ध स्रोतों की समस्या बढ़ती ही जा रही है।

मध्यप्रदेश में जल संकट खतरे के निशान के निकट पहुँच चुका है। राज्य के एक दर्जन से अधिक जिलों का भू-जल स्तर 500 फीट से भी नीचे चला गया है। जलाशय सूख चुके हैं, नदियों में पानी की जगह रेत और पत्थर नजर आ रहे हैं। पानी का सबसे ज्यादा संकट उस मालवा क्षेत्र में है जहाँ कुछ वर्ष पहले तक धरती सोना उगलती थी। 'पग-पग रोटी, डग-डग नीर' की कहावत अब गुजरे जमाने की बात हो गई है। इस इलाके के पाँच जिलों में भू-जल पूरी तरह से गायब हो चुका है। मध्यप्रदेश की जीवनदायिनी मानी जाने वाली नर्मदा नदी का प्रवाह बनाए रखने वाली अधिकांश नदियाँ सूख चुकी हैं। प्रदेश में जलाभाव की समस्या की भयानकता को देखते हुए सरकार अब अधिक गम्भीर हो गई है। जल संरक्षण और संवर्धन की आदर्श नीतियों की तरह 'जलाभिषेक अभियान' जनआंदोलन का रूप ले रहा है। कुछ गांवों में ग्रामीणों ने स्वयं के संसाधनों से अपने खेतों में तालाब बनाए हैं और कुछ समाजसेवी किसानों ने तालाब निर्माण के लिए अपनी भूमि दान में दी है। इसके लिए शासन द्वारा वित्तीय सहायता भी उपलब्ध कराई गई है। निर्मल जल ही जीवन है। यह हमारी दैनिक आवश्यकताओं का अभिन्न अंग है यही कारण है कि विश्व की समस्त प्राचीन सभ्यताएँ जल के प्रमुख स्रोतों (नदियाँ) के किनारे पनपी, बढ़ो एवं विश्वविख्यात हुई।

जल प्रदूषण के कारण

1.आज भारत में जिस तेजी से शहरीकरण हो रहा है और उद्योग-धंधे बढ़ रहे हैं, उसी अनुपात में पेयजल की मांग बढ़ रही है। जल प्रदूषण का मुख्य कारण नगरों का बढ़ता हुआ औद्योगिकरण है। कल-कारखानों द्वारा प्रयुक्त पानी में अनेक प्रकार के लवण, अम्ल एवं विभिन्न प्रकार की विषैली गैसें घुल जाती है। यह दूषित जल नगर की पास की नदी के पानी में मिलकर उसे भी दूषित कर देता है।

2.अनेक प्रकार के कीटनाशकों का प्रयोग फसल को नष्ट करने वाले जीवों को मारने के लिए प्रयुक्त किए जा रहे हैं। ये सिंचाई के साथ-साथ भूमि के निचली सतहों पर चले जाते हैं और फिर वहीं से पानी की मुख्य धारा में मिल जाते हैं। यह दूषित जल नलकूपों व हैंडपंपों के द्वारा पुनः पीने के काम में लाया जाता है।

3.चर्मशोधन, वस्त्र, ऊन, कारखानों, चीनी मिलों, शराब, लुगदी व कागज बनाने वाले, त्रिम रबर बनाने वाले कारखानों से निकलने वाले व्यर्थ पदार्थ सहायक नदियों को प्रदूषित करते हैं। इस प्रदूषण से मत्स्य संपदा के अस्तित्व पर प्रश्न चिन्ह लग गया है। अपशिष्टों के कारण मछलियों की वृद्धि दर और प्रजनन शक्ति पर प्रभाव पड़ता है और उनका अस्तित्व नष्ट हो रहा है।

4.घरेलू मल–मूत्र के निपटाने के लिए हमारे देश में कोई संतोषजनक व्यवस्था नहीं है। कुछ गिने–चुने नगरों में इसके लिए प्राथमिक उपचार संयंत्र लगे हैं। घरों के व्यर्थ निपटान, प्रदूषण समस्या को और बढ़ाते है।

5.पादपों, जंतुओं, पक्षियों यहाँ तक कि बैक्टीरिया के अपने–अपने वायरस हुआ करते हैं। यह वायरस संक्रमण करते रहते हैं व नदी, नाले, कुओं, पोखर, तालाबों को संक्रमित कर रोगों को बढ़ावा देते हैं।

6.मनुष्य की कई क्रियाओं के कारण भी पानी प्रदूषित होता है। जैसे मनुष्य अपने प्रातः नित्यकर्म तथा अन्य क्रियाएँ नदी के किनारे करता है। मृत देह की अंतिम विधि, दशक्रिया विधि आदि नदी किनारे करता है व पूजा में उपयोग में लाए गए सामान को नदी में बहा देता है।

संभावित हल

पर्यावरण को प्रदूषित कर जल संकट की परिस्थितियाँ हमने पैदा की हैं, तो उसका हल भी हमें ही निकालना पड़ेगा। इसके लिए सभी संभावित उपायों को अपनाने की आवश्यकता है –

1.झीलों, नदियों और अन्य जलाशयों को प्रदूषण–मुक्त करने के लिए यांत्रिक, सूक्ष्म जैविक और हानिरहित रासायनिक विधियों का मिश्रण उपयोग में लाया जाता है। पानी के बहाव को नियंत्रित करने और पानी में ऑक्सीजन घोलने की प्रणाली का उपयोग किया जा सकता है।

2.नदियों एवं झीलों की सफाई परियोजना को बढ़ावा देकर कामयाब बनाना।

3.भू–जल का भंडारण और विकास करना। बारिश में पानी को गिरने की जगह पर ही रोकने और तालाबों के भरने से कुओं में सालभर पानी रहता है।

4.देशभर में तालाब की संस्ति पैदा करना।

5.बरसाती जल के संचय हेतु वॉटर हॉर्वेस्टिंग योजना का क्रियान्वयन।

6.जल संकट से निपटने और जल प्रदूषण पर रोक लगाने हेतु सरकारी प्रयासों के अतिरिक्त आम नागरिकों की जागरूकता महत्वपूर्ण है। पानी बचेगा तो मानव सभ्यता बचेगी। पानी की यथासंभव बचत मानव का आद्य कर्तव्य है।

7.दूषित जल को स्वीकार्य तथा मानक मापदंडों के अनुसार शुद्धिकरण कर, प्राकृतिक जल धाराओं अथवा भू–गर्भ में प्रवाहित करने के उपाय किए जाएं।

8.घरेलू क्षेत्र, औद्योगिक क्षेत्र तथा शिक्षा क्षेत्र में जल उपयोग की दक्षता में सुधार व यह जागृति पैदा करना कि जल एक दुर्लभ संसाधन है, प्रयास किए जाने चाहिए।

9.जल संसाधन प्रबंधन हेतु सूचना, शिक्षा एवं प्रसार की गतिविधियों के माध्यम से समाज के सभी वर्गों एवं समुदायों में जल की उपलब्धता, उसके समुचित व न्यायोचित उपयोग की

आवश्यकता के विषय में गैर सरकारी संगठनों व सामाजिक संस्थाओं के माध्यम से जागृति पैदा की जानी चाहिए तथा विद्यालयीन स्तर पर भी यह जानकारी प्रदान करनी चाहिए।

10. जल से सम्बन्धित कई विद्यमान कानून अथवा कानूनी प्रावधानों में संशोधन कर नए कानूनों को लागू करने की भी आवश्कयता है।

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उच्च शिक्षा के विशेष संदर्भ में राष्ट्रीय शिक्षा नीति 2020 बहुमूल्य योगदान

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शोध सार

शिक्षा क्षेत्र में व्यापक बदलावों के लिए केंद्र सरकार ने नई राष्ट्रीय शिक्षा नीति को मंजूरी दे दी है। लगभग तीन दशक के बाद नई शिक्षा नीति को मंजूरी दी गई है। इससे पूर्व 1986 में राष्ट्रीय शिक्षा नीति बनाई गई थी और 1992 में इसमें संशोधन किया गया था। नई राष्ट्रीय शिक्षा नीति से पूर्व देश में मुख्य रूप से दो ही राष्ट्रीय शिक्षा नीति आई थी। स्वतंत्रता के बाद पहली बार 1968 में पहली शिक्षा नीति की घोषणा की गई। यह कोठारी कमीशन (1964–1986) की सिफारिशों पर आधारित थी। इस नीति को तत्कालीन इंदिरा गांधी सरकार ने लागू किया था। इसका मुख्य उद्देश्य गुणवत्तापूर्ण शिक्षा उपलब्ध कराना और देश के सभी नागरिकों को शिक्षा मुहैया कराना था। बाद के वर्षों में देश की शिक्षा नीति की समीक्षा की गई। वहीं देश की दूसरी राष्ट्रीय शिक्षा नीति मई 1986 में मंजूर की गई। जिसे तत्कालीन राजीव गांधी सरकार लेकर आई थी। इसमें कम्प्यूटर और पुस्तकालय जैसे संसाधनों को जुटाने पर जोर दिया गया। वहीं इस नीति को 1992 में पीवी नरसिंहराव ने संशोधित किया। राष्ट्रीय शिक्षा नीति 2020 को उद्देश्य शिक्षा की पहुँच, समानता, गुणवत्ता, वहनीय शिक्षा और उत्तरदायित्वों जैसे मुद्दों पर विशेष ध्यान देना है। छात्रों को जरूरी कौशल एवं ज्ञान से लैस करना और विज्ञान, टेक्नोलॉजी, अकादमिक क्षेत्र और इण्डस्ट्री में कुशल लोगों की कमी को दूर करते हुए देश को ज्ञान आधारित सुपर पॉवर के रूप स्थापित करना है। प्रस्तुत अध्ययन राष्ट्रीय शिक्षा नीति 2020 के कतिपय महत्वपूर्ण प्रावधानों का अध्ययन करता है। आलेख में राष्ट्रीय शिक्षा नीति 2020 के उद्देश्य और उसके मूलभूत सिद्धांत को रेखांकित करता है।

मूलशब्दः नई शिक्षा नीति 2020, डिजिटल शिक्षा, शिधार्थियों ज्ञान, शिक्षा।

प्रस्तावना

शिक्षा क्षेत्र में व्यापक बदलावों के लिए केंद्र सकार ने नई राष्ट्रीय शिक्षा नीति को मंजूरी दे दी है। लगभग तीन दशक के बाद नई शिक्षा नीति को मंजूरी दी गई है। इससे पूर्व 1986 में

राष्ट्रीय शिक्षा नीति बनाई गई थी और 1992 में इसमें संशोधन किया गया था। नई राष्ट्रीय शिक्षा नीति से पूर्व देश में मुख्य रूप से दोही राष्ट्रीय शिक्षा नीति आई थी। स्वतंत्रता के बाद पहली बार 1968 में पहली शिक्षा नीति की घोषणा की गई। यह कोठारी कमीशन (1964–1986) की सिफारिशों पर आधारित थी। इस नीति को तत्कालीन इंदिरा गांधी सरकार ने लागू किया था। इसका मुख्य उद्देश्य गुणवत्तापूर्ण शिक्षा उपलब्ध कराना और देश के सभी नागरिकों को शिक्षा मुहैया कराना था। बाद के वर्षों में देश की शिक्षा नीति की समीक्षा की गई। वहीं देश की दूसरी राष्ट्रीय शिक्षा नीति मई 1986 में मंजूर की गई। जिसे तत्कालीन राजीव गांधी सरकार लेकर आई थी। इसमें कम्प्यूटर और पुस्तकालय जैसे संसाधनों को जुटाने पर जोर दिया गया। वहीं इस नीति को 1992 में पीवी नरसिंहराव ने संशोधित किया। राष्ट्रीय शिक्षा नीति 2020 को उद्देश्य शिक्षा की पहुँच, समानता, गुणवत्ता, वहनीय शिक्षा और उत्तरदायित्वों जैसे मुद्दों पर विशेष ध्यान देना है। छात्रों को जरूरी कौशल एवं ज्ञान से लैस करना और विज्ञान, टेक्नोलॉजी, अकादमिक क्षेत्र और इण्डस्ट्री में कुशल लोगों की कमी को दूर करते हुए देश को ज्ञान आधारित सुपर पॉवर के रूप स्थापित करना है। प्रस्तुत अध्ययन राष्ट्रीय शिक्षा नीति 2020 के कतिपय महत्वपूर्ण प्रावधानों का अध्ययन करता है। आलेख में राष्ट्रीय शिक्षा नीति 2020 के उद्देश्य और उसके मूलभूत सिद्धांत को रेखांकित करता है। 2020 में नई शिक्षा नीति का मुख्य लक्ष्य भाषा प्रवीणता है, वैज्ञानिक स्वभाव, सौंदर्य संबंधी जागरूकता, नैतिक तर्क, डिजिटल साक्षरता, भारत को जागरूकता और जागरूकता बढ़ानी चाहिए। और पूरा देश सभी प्रमुख भारतीय भाषाओं को पाठ्यक्रम ढांचे में शामिल किया गया है पाठ्यक्रम को अधिक गुणवत्तापूर्ण, लचीला/व्यापक बनाने का महत्व और कहा जाता है कि यह परीक्षण किया गया है। भारतीय मूल्यों पर आधारित नई शिक्षा नीति भारतीय परंपराओं, भारतीय संस्कृति और भारतीय के साथ भाषाओं के प्रचार, बहाली और प्रसार पर जोर देना, यही वह है जो भारत को एक सक्षम, गौरवान्वित और आत्मनिर्भर राष्ट्र बनाता है मैं निश्चित रूप से एक महत्वपूर्ण भूमिका निभाऊंगा।

हमें शिक्षा नीति में बदलाव की आवश्यकता क्यों है?

बच्चों और लोगों के लिए शिक्षा के अर्थ पर गांधीजी शरीर, मन और आत्मा का पूर्ण और इष्टतम् विकास स्वामी विवेकानंद से कहते हैं कि मनुष्य का जन्म होता है शिक्षा पूर्णता का अवतार है। आवश्यक है पिछली शिक्षा नीति में बदलाव करके यह होना चाहिए नए परिवर्तन के रूप में रखें। सबसे महत्वपूर्ण, बदलते वैश्विक परिदृश्यों पर आधारित ज्ञान अर्थव्यवस्था की जरूरतों को पूरा करने के लिए मौजूद है शिक्षा प्रणाली को बदलने की जरूरत है। शिक्षा क्षेत्र गुणवत्ता में सुधार, नवाचार और नई प्रौद्योगिकी अनुसंधान बढ़ावा देने के लिए नई शिक्षा नीति की जरूरत है भारतीय शिक्षा प्रणाली की वैश्विक पहुंच के सुरक्षित करना वैश्विक शिक्षा मानकों को अपनाएं, शिक्षा नीति में बदलाव की जरूरत है।

राष्ट्रीय शिक्षा नीति 2020 में उच्च शिक्षा

2030 तक उच्च शिक्षा क्षेत्र में सकल नामांकन अनुपात (जीईआर) को मौजूदा 26: से बढ़ाकर 50: करना।

एनईपी 2020 की कल्पना की गई थी। इसका लक्ष्य मुक्त और दूरस्थ शिक्षा, ऑनलाइन शिक्षा और शिक्षा में प्रौद्योगिकी के उपयोग को बढ़ावा देना है। ढांचागत क्षेत्रों को मजबूत करके छात्र के समग्र व्यक्तित्व का निर्माण करना। इसके अलावा, देश में अनुसंधान प्रयासों को बढ़ावा देने के लिए एक राष्ट्रीय अनुसंधान फाउंडेशन (छत्थ) की स्थापना की जाएगी। एक राष्ट्रीय प्रत्यायन परिषद (एनएसी) की स्थापना, देशभर में उच्च शिक्षा संस्थानों के लिए एकल नियामक निकाय के रूप में कल्पना की गई। भारतीय उच्च शिक्षा आयोग (एचईआरसीआई) में जाने से विभिन्न जिम्मेदारियों को पूरा करने के लिए कई वर्टिकल होंगे। सभी सरकारी भर्ती एक ही स्तर पर विभिन्न प्रकार की भर्ती के लिए राष्ट्रीय परीक्षा भर्ती एजेंसी और एकीत योग्यता परीक्षा (सीईटी) की स्थापना की गईहै। इसके लिए प्रयास करेंगे।

उच्च शिक्षा में राष्ट्रीय शिक्षा नीति 2020 विशेष बिंद

1. आदर्श क्षेत्र और अन्य क्षेत्र जहां बड़ी संख्या में आर्थिक, सामाजिक या जातिगत हैं छात्राओं के सामने आने वाली बाधाओं की खोज करें, उन्हें विशेष शिक्षा क्षेत्र कहा जाता है वाडमे)।

2. सभी लड़कियों और लड़कियों के क्षमता निर्माण के लिए राष्ट्रीय केंद्र ट्रांसजेंडर छात्रों के लिए समान गुणवत्ता वाली शिक्षा प्रदान करें दिशा का लिंग समावेशन कोष (स्डव।ड्ड।ज) स्थापित किया जाएगा।

3. यह ध्यान देने योग्य है कि 8 वर्ष से अधिक उम्र के बच्चों के लिए बचपन की देखभाल और शिक्षा के लिए राष्ट्रीय केंद्र पाठ्यचर्या और शिक्षण ढांचा एनसीईआरटी बनाएं द्वारा दिया जाएगा वित्तीय सहायता–अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग एवं अन्य समाज और आर्थिक रूप स वंचित समूहों से संबंधित उत्कृष्ट छात्र प्रोत्साहन के रूप में वित्तीय सहायता प्रदान की जाएगी।

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मध्यप्रदेश के शासकीय एवं अशासकीय महाविद्यालयों में विद्यार्थियों का तुलनात्मक अध्ययन

अल्पना भार्गव

सहायक प्राध्यापिका

निर्मला शिक्षा महाविद्यालय, उज्जैन

सारांश

वैज्ञानिक प्रगति आकाश छूने लगा है और यह उसी का प्रतिफल है कि नगर गगन चुम्बी इमारतों से भरते चले जा रहे हैं। सूचना तंत्र इतना विकसित हुआ हैं कि हम विश्व में कहीं भी, कभी–भी, किसी से सम्पर्क कर सकत हैं। हमने प्रकृति के अनेकानेक रहस्य जानलिये हैं और सुख सुविधाओं से जीवन को आप्लावित कर दिया है। नाभिकीय ऊर्जा को हमने महाविस्फोटक बमों में परिवर्तित कर दिया है। यदि दुर्भाग्यवश इन सबका विस्फोट हो जाय तो हम पुनः पाषाण युग में लौट जायेगें। हम चंद्रमा की सैर कर आये और मंगल ग्रह पर उतरने की तैयारी में हैं पर हम एक छोटा सा लेकिन बुनियादी काम नहीं कर पाये। हम आज भी जन साधारण को वैज्ञानिक मानसिकता नहीं दे पाये, उन्हें वैज्ञानिक संस्कार नहीं दे पाये।उनकी सोच और उनकी प्रकृति में विज्ञान का विवके जाग्रत नहीं कर पाये। यदि हमने ऐसा किया होता तो हमारे देश में नरबलि, भूत–प्रेतों का अस्तित्व तथा सतीप्रथा जैसे अंधविश्वास आज तक फलते–फूलते नजर नहीं आते। तांत्रिकों और ढोंगी साधुओं का व्यापार भी नहीं चल पाता। दुख की बात तो यह है कि टी.वी. चैनलों से जुड़े उच्च शिक्षित पत्रकार और मीडियाकर्मी भी ऐसी निरर्थक अवधारणाओं का खुलकर प्रचार कर रहे हैं और जनसाधारण की मानसिकता को प्रदूषित कर रहे हैं परन्तु कोई प्रतिकार नहीं करता सम्भवतः स्वस्थ मानसिकता से हम कोसों दूर है।

प्रस्तावना

वर्तमान युग विज्ञान का युग है इसलिए वर्तमान युग में जीवन के सभी क्षेत्रों में विज्ञान का महत्व दिखाई देता है। आज हम इक्कीसवीं शताब्दी के वातारण में सांस ले रहे हैं। वैज्ञानिक प्रगति आकाश छूने लगा है और यह उसी का प्रतिफल है कि नगर गगनचुम्बी इमारतों से भरते चले जा रहे हैं। सूचना तंत्र इतना विकसित हुआ हैं कि हम विश्व में कहीं भी, कभी–भी, किसी से सम्पर्क कर सकते हैं। हमने प्रकृति के अनेकानेक रहस्य जान लिये हैं और सुख सुविधाओं से जीवन को आप्लावित कर दिया है। नाभिकीय ऊर्जा को हमने महाविस्फोटक बमों में परिवर्तित कर दिया है। यदि दुर्भाग्यवश इन सबका विस्फोट हो जाय तो हम पुनः पाषाण युग

में लौट जायेगें। हम चंद्रमा की सैर कर आये और मंगल ग्रह पर उतरने की तैयारी में हैं पर हम एक छोटा सा लेकिन बुनियादी काम नहीं कर पाये। हम आज भी जन साधारण को वैज्ञानिक मानसिकता नहीं दे पाये, उन्हें वैज्ञानिक संस्कार नहीं दे पाये। उनकी सोच और उनकी प्रकृति में विज्ञान का विवेक जाग्रत नहीं कर पाये। यदि हमने ऐसा किया होता तो हमारेदेश में नरबलि, भूत–प्रेतों का अस्तित्व तथा सती प्रथा जैसे अंधविश्वास आज तक फलते–फूलते नजर नहीं आते। तांत्रिकों और ढोंगी साधुओं का व्यापार भी नहीं चल पाता। दुख की बात तो यह है कि टी.वी. चैनलों से जुड़े उच्च शिक्षित पत्रकार और मीडियाकर्मी भी ऐसी निरर्थक अवधारणाओं का खुलकर प्रचार कर रहे हैं और जन साधारण की मानसिकता को प्रदूषित कर रहे हैं परन्तु कोई प्रतिकार नहीं करता सम्भवतः स्वस्थ मानसिकता से हम कोसों दूर है। अतः जन साधारण में वैज्ञानिक मनोवृत्ति विकसित करना उनकी स्वस्थ मानसिकता और प्रगति के लिये अनिवार्य है।

उक्त विवरण से स्पष्ट है कि सरकारी और गैर सरकारी संस्थाओं के स्तर पर विज्ञान को जनसाधारण तक पहुँचाने के लिये प्रयास तो कम नहीं हो रहे हैं फिर भी प्रगति नगण्य हैं। इसका प्रमुख कारण समाज में व्याप्त भ्रष्टाचार एवं देश की गरीब जनता, किसान, मजदूर एवं पिछड़े क्षेत्रों में मातृभाषा एवं क्षेत्रीय भाषाओं में विज्ञान का प्रचार–प्रसार न हो पाना है।

प्रकृति के चारों ओर घटने वाली घटनाओं की प्रामाणिकता, घटना होने का कारण एवं उसके प्रभाव जानने की जिज्ञासा बच्चों के मन में सदैव बनी रहती है। बच्चों की जिज्ञासा अनुरूप अध्यापन में छोटे–छोटे प्रयोग विषय के प्रति लगाव एवं अवधारणा को खेल खेल में समझने का अवसर उपलब्ध कराते हैं।

2.प्रासंगिक साहित्य समीक्षा

सामाजिक बुद्धि का होना बहुत महत्वपूर्ण है क्योंकि समाज में उत्पन्न होने वाली समस्याओं के कारण सामाजिक और पारंपरिक नियमों को तोड़ते हुए तनाव और विभिन्न प्रकार के मतभेद उभर रहे हैं। आइए व्यापार करने का प्रयास करें। सामाजिक बुद्धि आवश्यक तत्वों के रूप में निहित है आपको आंतरिक और बाहरी दोनों तरह से सशक्त बनाने का प्रयास करें। सास्वत (1982) ने दिल्ली माध्यमिक विद्यालय के छात्रों की सामाजिक बुद्धि का आकलन किया। समायोजन के साथ एक सकारात्मक और महत्वपूर्ण सहसंबंध देखा गयझं

3.उद्देश्य और दृष्टि

अध्ययन के उद्देश्य– इस अध्ययन ने निम्नलिखित उद्देश्यों की पहचान की जाना –

सार्वजनिक और निजी कॉलेजों और विश्वविद्यालयों में छात्रों का सामाजिक बुद्धि मूल्यांकन कर रहा है। सरकारी विश्वविद्यालयों में विज्ञान और इंजीनियरिंग के छात्रों की सामाजिक स्थिति बुद्धि को माप।

सरकारी और गैर सरकारी विश्वविद्यालयों में विज्ञान अध्ययन शिक्षकों के छात्रों की सामाजिक बुद्धि को मापना।

4.शोध का परिणाम

1.सार्वजनिक और निजी महाविद्यालयों और विश्वविद्यालयों में कार्यरत पुरुष शिक्षकों का पारिवारिक

वातावरण महत्वपूर्ण अन्तर पाये गये।

2.सार्वजनिक और निजी महाविद्यालयों और विश्वविद्यालयों में कार्यरत महिला शिक्षकों का घरेलू वातावरण महत्वपूर्ण अन्तर पाये गये।

3. सरकारी और निजी महाविद्यालयों और विश्वविद्यालयों में कार्यरत शहरी शिक्षकों का घरेलू वातावरण महत्वपूर्ण अन्तर पाये गये।

4.सरकारी और निजी महाविद्यालयों और विश्वविद्यालयों में कार्यरत ग्रामीण शिक्षकों के घर का वातावरण महत्वपूर्ण अन्तर पाये गये।

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शिक्षा का डिजिटलाईजेशन : लाभ एवं हानि

श्रीमती राधा श्रीवास्तव

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प्रस्तावना

वर्तमान समय में शिक्षा के क्षेत्र की सबसे महत्वपूर्ण अवधारणा डिजिटल शिक्षा की है। कोविड–19 महामारी के बाद मानव जीवन के विभिन्न पहलुओं में बदलाव हुए है। दैनिक दिनचर्या प्रभावित होने के साथ–साथ शिक्षा व्यवस्था भी बहुत प्रभावित हुई है। मानव संसाधन विकास मंत्रालय द्वारा ऑनलाइन एवं डिजिटल शिक्षा हेतु मार्गदर्शिका विकसित की गई है। इस पुस्तिका में डिजिटल शिक्षा के नियोजन तथा क्रियान्वयन हेतु विस्तार से जानकारी दी गई है। कारोनावायरस महामारी के कारण शिक्षा क्षेत्र गंभीर संकट का सामना कर रहे थे। इस कारण शैक्षणिक संस्थान बंद रहे यह विचार किया गया कि ऐसी स्थिति में ऐसा क्या करें जिससे शिक्षा को संचालित रखा जा सके। शिक्षा व्यवस्था को बनाए रखने व विकट परिस्थिति में संपूर्ण भारत में ऑनलाइन शिक्षा प्रणाली पर फोकस किया गया हालांकि ऑनलाइन शिक्षा के संचालन में बहुत सी चुनौतियां सामने आई जिसका सामना करते हुए डिजिटल शिक्षा के माध्यम से शिक्षा को निरंतर संचालित रखा गया। ऑनलाइन शिक्षा की दिशा में आ रही इतनी सारी चुनौतियां का मूल कारण यह है कि वर्तमान में हमारे पास डिजिटल शिक्षा के संरचनात्मक ढाँचे ,अध्ययन सामग्री, इंटरनेट की पर्याप्त गति आदि का अभाव है। ई–शिक्षा शब्द का प्रयोग एक ऐसे ढाँचे के रूप में किया जाता है जो लगभग सभी इलेक्ट्रॉनिक माध्यमों से जोड़े रखता है।डिजिटल शिक्षा से तात्पर्य विद्यार्थियों को ई–लर्निंग के माध्यम से शिक्षित करना है। समय–समय पर शिक्षा क्षेत्र में बदलाव आते रहे हैं, वर्तमान समय में डिजिटल शिक्षा की अवधारणा का सूत्रपात हो चुका है। भारत सरकार भी इसे बढ़ावा देने के लिए बहुत से प्रयास कर रही है। ऑनलाइन घर बैठे शिक्षा उपलब्ध कराई जा रही है। विद्यार्थी किताबी ज्ञान तो प्राप्त करेंगे ही इसके साथ–साथ इंटरनेट के माध्यम से जुड़ कर अपनी रूचि के अनुसार जानकारी प्राप्त कर सकेंगे।

वैश्वीकरण एवं डिजिटल शिक्षा :

वैश्वीकरण के इस दौर में डिजिटल शिक्षा एक महत्वपूर्ण घटना है। आज डिजिटलीकरण मानव जीवन के लगभग हर पक्ष को प्रभावित कर रहा है। इस वैश्वीकरण के युग ने साबित किया है

कि डिजिटल सशक्तिकरण किसी भी देश के सर्वोन्मुखी प्रगति के लिए आवश्यक है। अतः सभी नागरिकों को डिजिटल रूप से सशक्त बनाने हेतु सरकार एवं अन्य हितधारकों को मिलकर प्रयास करना चाहिए। प्रारंभ में इसका उपयोग विश्व व्यापार एवं अंतर्राष्ट्रीय राजनीतिक संबंधों को मजबूत करने में प्रमुख भूमिका निभा रहा था। परंतु कोविड–19 के बाद इसका स्वरूप व्यक्तिगत संबंधों एवं मुख्यतः शिक्षा के क्षेत्र में सूचना के आदान–प्रदान से एवं विभिन्न प्रकार की सांस्कृतिक, सामाजिक, आर्थिक आपदाओं का हल निकालने में प्रयुक्त होने लगा। इस आपदा में यह सिखाया की किस तरह से सीमित संसाधनों का उपयोग करके एवं मानवीय सहायता से किसी भी बड़ी समस्या का हल निकाला जा सकता है। डिजिटल संसाधनों का उपयोग पहले अंतरराष्ट्रीय संबंधों एवं औद्योगिक विकास में हो रहा था। अब उन्हीं सभी चीजों उपयोग शिक्षा के क्षेत्र में भी बहुत शीघ्रता से होने लगा एक दूसरे के विचारों का आदान–प्रदान एवं समान विषयों पर विभिन्न सांस्कृतिक विभिन्नताओं का प्रभाव भी दृष्टिगोचर हुआ एवं इस प्रयास में सीखने के विभिन्न अनुभवों को प्रेरित किया। शिक्षा की आवश्यकता वैश्विक स्थिरता एवं विभिन्न अर्थव्यवस्था में आंतरिक रुप से निर्भरता के लिए भी जरूरी तत्व बन गया इस वैश्वीकरण के साथ ज्ञान तकनीकी शिक्षा और कोविड–19 की विभिन्न अनिश्चित स्थितियों के साथ बिजनेस इकोसिस्टम शामिल हुआ। इस डिजिटल शिक्षा ने ने विद्यार्थियों को विभिन्न अंतरराष्ट्रीय समूह संचार तकनीकों का उपयोग वाद–विवाद प्रबंधन, कौशल तकनीकी प्रशिक्षण, विभिन्न देशों की नीतियों विचार और अनुभव के आदान–प्रदान के लिए एक तंत्र प्रदान किया। इस सुविधा के साथ–साथ नवीन अन्वेषण एवं ज्ञान–कौशल और बौद्धिक संपदा का वैश्विक साझाकरण भी विभिन्न स्तरों पर प्रोत्साहित हुआ। उसमें पूर्व में भारत सरकार द्वारा पोषित विभिन्न डिजिटल कार्यक्रम चलाए गए परंतु इस शासन में उन सभी कार्यक्रमों को नवीन दिशा मिली । भारत दुनिया के विचारों ,संस्कृति के अन्य पहलुओं के आदान–प्रदान और अंतरराष्ट्रीय एकीकरण विश्लेषणात्मक संचार और आधुनिक चिकित्सा के क्षेत्र में सिरमौर डिजिटल एडिशन की वजह से एकदम तेजी से उभरा है ।

उदारीकरण के इस दौर में शिक्षा डिजिटल शिक्षा के रूप में हुई है। वैश्वीकरण के इस युग में डिजिटलाईजेशन वर्चुअल कक्षा कक्ष में महाविद्यालय एवं शिक्षकों के मध्य ऑनलाइन शिक्षण एक वरदान के रूप में उभरा है।

शिक्षा में आईसीटी के प्रयोग एवं नवाचार

ऑनलाइन या डिजिटल शिक्षा का तात्पर्य प्रौद्योगिकी, उपकरण, अंतर क्रियाशीलता, अध्ययन सामग्री और उपयुक्त प्लेटफार्मों के माध्यम से कक्षा में शिक्षण को और अधिक संवादात्मक (इन्टरेक्टिव) बनाना है। डिजिटल शिक्षा एक तकनीक या सीखने की ऐसी विधि है जिसमें प्रौद्योगिकी और डिजिटल उपकरण शामिल हैं। यह एक नया और व्यापक तकनीकी क्षेत्र है जो किसी भी छात्र को ज्ञान प्राप्त करने और देश भर के किसी भी कोने से जानकारी प्राप्त करने

में मदद करेगा। ऐसा माना जाता है कि भारत में डिजिटल शिक्षा और सीखने का भविष्य है। आईसीटी के प्रयोग द्वारा शिक्षक प्रशिक्षण तथा विद्यार्थी ऑनलाइन माध्यमिक शिक्षा प्राप्त कर सकते हैं इसक लिए यह आवश्यक है कि शिक्षक उपयोग करना जानते हो। अध्यापकों का दायित्व है कि वातावरण की विशेषताओं को जानकर उसी के अनुरूप आईसीटी का उपयोग करें। शिक्षा की गुणवत्ता में सुधार करें, शिक्षक की कार्यकुशलता एवं दक्षता उसके इस महान उद्देश्य की पूर्ति में सहायक है। आज विकासशील देशों में वैश्वीकरण का प्रभाव संपूर्ण विश्व में चर्चा का मुख्य मुद्दा है। वैश्वीकरण में प्रतियोगिता, दक्षता बेहतर उत्पादकता तथा प्रौद्योगिकी के जरिए प्रगति की अपार संभावनाएं हैं। किंतु अभी तक वैश्वीकरण के कारण लाभान्वित हुए लोगों की तुलना में नुकसान के शिकार लोगों की संख्या अधिक है। आलोचकों के अनुसार वैश्वीकरण के परिणाम स्वरूप अमीर और अधिक अमीर हो रहा है जबकि गरीब और अधिक गरीब हो रहा है परंतु शिक्षा के क्षेत्र में ऐसा नहीं है विश्व के अन्य देशों से प्रभावित होकर भारत की शिक्षा व्यवस्था में भी महत्वपूर्ण परिवर्तन हुए हैं । वैश्वीकरण के लिए भारत द्वारा अपनी रणनीति अपनाने की प्रक्रिया जारी है। भारत में सन् 2015 में इसकी शुरुआत हुई यह सभी राज्यों में स्कूलों के लिए उपलब्ध एक राष्ट्रीय मंच है इसमें मोबाइल एप्लीकेशन और वेब पोर्टल के माध्यम से एक्सेस किया जा सकता है ।

डिजिटल शिक्षा की चुनौतियां

माननीय प्रधानमंत्री ने एक मंत्र दिया "आपदा में अवसर" जब भी कोई आपदा आती है अपने साथ–साथ कुछ अवसर भी भविष्य को लेकर आती है यह मानव जीवन की विकास में महत्वपूर्ण योगदान एवं मील का पत्थर साबित हुआ है। पिछली जनगणना के अनुसार कहा कि 70 प्रतिशत से अधिक घरों में दो कमरे या उससे कम आवासीय स्थान है। ऐसी स्थिति में बच्चों को पढ़ने के लिए अलग से स्थान उपलब्ध कराना एक कठिन कार्य है। ग्रामीण क्षेत्रों में इंटरनेट की सुविधा तो उपलब्ध हुई है परंतु सभी बच्चे ऑनलाइन प्रक्रिया से नहीं जुड़ पाते हैं उनके पास इतना पैसा नहीं है कि 1 घंटे या उससे अधिक की ऑनलाइन कक्षाएं अटेंड कर सके। उचित कनेक्शन के अभाव में वे अध्ययन में सक्षम नहीं हो पा रहे हैं। मानक नीति का ना होना ऑनलाइन शिक्षा की दिशा में आ रही चुनौतियों का मूल कारण यह है कि वर्तमान में हमारे पास संरचनात्मक ढांचे अध्ययन ,सामग्री व कई भाषाओं में उपलब्ध उचित नीति का अभाव है ।

डिजिटल शिक्षा की सबसे बड़ी समस्या यह है कि शिक्षकों का ऑनलाइन माध्यमों द्वारा बच्चों को शिक्षा देने के लिए पर्याप्त रूप से प्रशिक्षित नहीं किया गया है । प्रत्यक्ष रूप से शिक्षा प्राप्त करने में विद्यार्थियों के मानसिक, सामाजिक, भावात्मक विकास संभव होता है। ऑनलाइन शिक्षण में ऐसा नहीं होता है इंटरनेट की अपर्याप्त पहुंच और इंटरनेट की धीमी गति एवं अन्य आर्थिक कारण भी प्रसार में बाधा उत्पन्न करतें हैं ।

ऑनलाइन विषय और शिक्षण शास्त्र में बड़े दायरे में ना देख पाना शिक्षकों के लिए अपने विद्यार्थियों के प्रति एक चुनौतीपूर्ण कार्य है। अभ्यास कराते समय विद्यार्थियों के मनोविकास पर उन्हें सोचने समझने का मौका भी मिलता है। जबकि ऑनलाइन शिक्षण में विद्यार्थियों के विकासात्मक संदर्भों को समझने में मुश्किल महसूस करते हैं। ऑनलाइन शिक्षण में सामुदायिक भावना एवं पारस्परिक संबंध की महत्ता भी प्रभावित होती है। परंपरागत शिक्षा प्रणाली के साथ कदमताल करते हुए स्वयं शिक्षक भी इस ऑनलाइन शिक्षण में स्वयं के अनुभवों को बेहतर रूप में विद्यार्थियों के साथ बांटने में असहज महसूस करता है। वर्तमान में अंतरराष्ट्रीय स्तर पर शिक्षण की गुणवत्ता में सुधार के लिए बड़ी कवायद की जा रही है। परंतु परंपरागत शिक्षा प्रणाली के साथ ऑनलाइन शिक्षा प्रणाली में अभ्यस्त होने के लिए पूर्व प्राथमिक शिक्षा, माध्यमिक व उच्चतर माध्यमिक शिक्षा के लिए प्रशिक्षित शिक्षकों को तैयार करने की आवश्यकता है। शिक्षक शिक्षा के अंतर्गत सभी स्तरों पर ऑनलाइन शिक्षा प्रणाली की आंतरिक विसंगतियों को दूर करके शिक्षकों का एक स्थापित ढांचा ऑनलाइन शिक्षण हेतु आवश्यक है। माध्यमिक और उसके आगे के स्तरों मे परास्नातक स्तर के शिक्षकों की आवश्यकता होगी । बच्चों के साथ सीखने सिखाने की प्रक्रिया में उनकी अवस्था के विभिन्न स्तरों को ध्यान रखते हुए उनको तुरंत और जिज्ञासा के स्तर को बनाए रखना ऑनलाइन शिक्षण के साथ एक बड़ी चुनौती है ताकि उनकी प्रातिक कल्पनाशीलता एवं रचनात्मकता प्रभावित ना हो शिक्षण व्यवसाय को केवल पूर्णता व्यवसायिक ना मानकर मनोविकास के विभिन्न स्तरों पर जिससे कि सामाजिक सामंजस्य एवं गतिशीलता बनी रहे।

क्लासरूम एनवायरमेंट की तुलना में ऑनलाइन अध्ययन में छात्र शिक्षक के बीच अधिक व्यक्तिगत रूप से अपनी समस्या बिना किसी संकोच के रख सकता है। आमतौर पर कक्षा में व्याकुलता ज्यादा मौजूद होती है जबकि ऑनलाइन कक्षा में इसकी संभावना काफी कम हो जाती है जिसके कारण छात्र शिक्षक द्वारा बतायी गयी बातों पर ज्यादा ध्यान केन्द्रित करने में मदद मिलती है। इसके अलावा छात्र अधिक संवेदनशील हो जाते है जिससे कि वो अपने संकोच को अपने शिक्षक के साथ बात करके उसका हल निकाल सकते है।

वर्तमान परिस्थिति में शिक्षकों की तैयारी के लिए नवाचार आधारित पाठ्यक्रम, सीखने सिखाने के विभिन्न परिवेश ,तात्कालिक घटनाएं, विश्वविद्यालय के विभिन्न विभागों के बीच संवाद, नए विषयों को शिक्षकों को शोध के क्षेत्र में आगे लाने के लिए प्रयास करना होगा । भारत के संदर्भ में जहां लगभग 42 प्रतिशत लोगों द्वारा हिंदी में व्यवहार किया जाता है वहां शैक्षणिक साधनों में विभिन्न उपकरणों द्वारा शिक्षक शिक्षा का प्रयास करना एक चुनौतीपूर्ण कार्य है विभिन्न भाषाओं को शिक्षा के माध्यम के रूप में प्रयोग करने पर भाषाई मौलिक सोच मनन क्षमता एवं आलोचनात्मक दृष्टि सशक्तिकरण का माध्यम भी बन सकती है। किंतु हर एक भाषा का अपना सौंदर्य ,अपना मनोविज्ञान एवं अभिव्यक्ति होती है। इस संदर्भ में विद्यार्थियों की

चेतना और उनकी जिज्ञासाओं को प्रेरित करने का एक समावेशी माध्यम डिजिटल शिक्षा के क्षेत्र में वृहद मानवीय पूंजी एवं संस्थागत निवेश की आवश्यकता की और ईंगित करता है। सूचना एवं प्रौद्योगिकी का युग है और शिक्षा जगत में सूचना प्रौद्योगिकी का उपयोग निरंतर बढ़ता जा रहा है। सूचना प्रौद्योगिकी का महत्व सहज ही अनुभूत होता है। प्राचीन काल में जो कल्पनाएं हुआ करते थ वे साकार रूप धारण कर चुकी है। सूचना प्रौद्योगिकी के समाधान ने डिजिटल शिक्षा के अविष्कार से मानव जीवन में क्रांति ला दी है। आज का शिक्षक केवल गांव के छोटे से कक्षा कक्ष,पाठ्य पुस्तक तक इन दिनों सीमित नहीं है, वरन इंटरनेट द्वारा शिक्षा प्राप्त की जा सकती है। आई सी टी के नवाचार ने अध्यापक शिक्षा की गुणवत्ता में सुधार लाया है मशीनों, रेडियो, टेलीविजन, कंप्यूटर, लैपटॉप एवं विभिन्न विधियों तथा भाषा प्रयोगशाला आदि का प्रयोग किया जा रहा है।

अब शिक्षक अध्यापन शैली में दक्ष होने के साथ–साथ शिक्षा के डिजिटलाइजेशन के माध्यम से कार्य में दक्षता प्राप्त कर रहे हैं।

शिक्षा के क्षेत्र में डिजिटलाईजशन – लाभ एवं हानि:

लाभ एवं अवसर –

हर समय ज्ञान की उपलब्धता

विभिन्न प्रायोगिक मॉडलों द्वारा एवं संजीव सचित्रों द्वारा अध्यापन

विभिन्न भाषाओं में अध्यापन की सुविधा

स्थान एवं समय की सीमारहिता

पुनः प्रसारण एवं रिकॉर्डिंग की सुविधा

विभिन्न विषय विशेषज्ञ द्वारा उपलब्ध पाठ्य सामग्री

हानि एवं अवरोध–

अनुशासित समय सीमा का ना होना

विद्यार्थी एवं शिक्षक का मनोवैज्ञानिक जुड़ाव

सृजनात्मक एवं रचनाशीलता मैं मानसिक अवरोध

सहपाठियों के बीच परस्पर संवाद एवं आयु आधारित मनन शीलता का अभाव

समूह में पाठ्यक्रम एवं तात्कालिक घटनाओं पर समूह चर्चा का अभाव

लंबे समय तक मानवीय संबंधों जैसे मित्रता संबंधी गुण का विकसित न होना

विभिन्न आयु वर्ग के बीच समरसता का अभाव

शिक्षक द्वारा विभिन्न विद्यार्थियों के मानसिक स्तर के अनुरूप ज्ञान प्रदान कर पाना

केवल डिजिटल आंकड़ों द्वारा पाठ्यक्रम का परिपालन एवं नियंत्रण

निष्कर्ष

पूरा देश कोविड–19 महामारी के बाद संबंधित प्रभावों से जूझ रहा है और लॉकडाउन के कारण विधार्थियों के दक्षता स्तर पर भी असर पड़ा है। इस स्थिति में कुछ विद्यार्थी आनलाइन कक्षाओं के माध्यम से पढ़ाई कर रहे हैं। लेकिन भारत में डिजिटल डिवाइड की स्थिति अधिक होने के कारण ज्यादातर विद्यार्थी आनलाइन कक्षाओं का लाभ नहीं उठा पा रहे हैं, जिससे उनकी शिक्षा प्रभावित हो रही है। नयें माध्यम में प्रत्यक्ष उपस्थिति और कक्षा कक्ष के माध्यम को पूरी तरह समाप्त कर दिया है। यह प्रयास काफी हद तक सफल और शिक्षा की गुणवत्ता में सुधार भी लेकर आया मगर कोरोना के बाद के विश्व में स्मार्ट कक्षा से आभासी कक्षा की प्रभावी यात्रा में अभी अधिक समय नहीं हुआ हैं. मगर निश्चित रूप से सीखने और सीखाने के उच्चतर स्तर की ओर जा रहा हैं। डिजिटल शिक्षा ने रोजगार के नये अवसरों को जन्म दिया है। अनेक एडटेक कंपनियों का प्रादुर्भाव इस कठिन काल में बंद पड़े उद्योगो के बीच हुआ जिसने शिक्षा और व्यवसाय के क्षेत्र में अनेक नवीन अवसर पैदा किये है।

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उच्च शिक्षा संस्थानों के गुणात्मक कार्य में प्रतिमान बदलाव

डॉ. रूपाली दिसावल

प्रशान्ति कॉलेज ऑफ प्रोफेशनल स्टड्रीज, उज्जैन

प्रस्तावना :

उच्च शिक्षा का विकास भारतवर्ष में सर्व प्रथम हुआ। वैदिक कालीन शिक्षा प्रणाली में गुरूकुलों तथा ऋषियों के आश्रमों में उच्च शिक्षा दी जाती थी। वैदिक शिक्षा के बाद बौद्ध शिक्षा का विकास हुआ। बौद्धकालीन शिक्षा ने विश्वविद्यालयों शिक्षा का शुभारम्भ किया। इस युग में तक्षशिला, नालन्दा और विक्रमशिला विश्वविद्यालयों की स्थापना हुई। इस युग में यह विश्वविद्यालय विश्व विख्यात थे। इन विश्वविद्यालयों का पाठ्यक्रम वैदिक कालीन उच्च शिक्षा के पाठ्यक्रम से अधिक विस्तृत एवं व्यापक था। उच्च शिक्षा की व्यवस्था सभी के लिए की जाती थी। बौद्ध काल में उच्च शिक्षा तथा विश्वविद्यालयी शिक्षा का विकास, प्रसार एवं उन्नयन अपेक्षाकृत सबसे अधिक हुआ था।

विश्वविद्यालयी शिक्षा का विकास तीन युगों में कर सकते हैं–

1.विश्वविद्यालय शिक्षा का आरम्भिक युग (1857–1966)

2.नवीन विश्वविद्यालयी शिक्षा का युग (1917–1947)

3.आधुनिक विश्वविद्यालेयी शिक्षा युग (1947 के बाद का)

विश्वविद्यालय शिक्षा के उद्देश्य :

"विश्वविद्यालय का उद्देश्य मानवता, सहनशीलता, तर्क, विचारों का विकास तथा सत्य की खोज करना है। यह मानव जाति की उन्नति के लिए आवश्यक है।"

1. उच्च शिक्षा का उद्देश्य ऐसी महान विभूतियों को जन्म देना है जो कि राजनीतिक, प्रशासन, वाणिज्य, व्यापार, कृषि, उद्योग तथा अन्य व्यवसायों में उचित नेतृत्व प्रदान कर सकें।

2.यह छात्रों को नैतिकता, सद्व्यवहार तथा आदर्श नागरिकता का पाठ पढ़ाता है।

3.राष्ट्र के विभिन्न क्षेत्रों के लिए विशेषज्ञों प्रशासन को संगठन करता डॉक्टर, वकील, वैज्ञानिक, अध्यापक, तकनीशियन, कलाकार, दार्शनिक को तैयार करना।

4.युवकों को उच्च ज्ञान की प्राप्ति करवाना और नए ज्ञान की खोज करने और सत्ता की पहचान करने की योजना बनाना।

5.ऐसे व्यक्तियों का निर्माण करना जो शारीरिक दृष्टि से स्वास्थ्य तथा मानसिक दृष्टि से प्रबुद्ध हो।

उच्च शिक्षा :

चस्नातक कार्यक्रम एक लचीले निकास के साथ 4 साल का कार्यक्रम होगा। जिसमें एक वर्ष का पाठ्यक्रम समाप्त कर लेने के बाद छात्र को प्रमाण-पत्र प्रदान दिया जाएगा। इसके अलावा 2 वर्ष समाप्त कर लेने के बाद डिप्लोमा की डिग्री, स्नातक की डिग्री 3 वर्ष के बाद और 4 वर्ष पूरा कर लेने पर शोध कार्य और अध्ययन किए गए विषय से संबंधित खोज के साथ एकीकृत किया जाएगा।

चविश्वविद्यालयों और कॉलेजों को धन और वित्त प्रदान करने के लिए उच्च शिक्षा अनुदान परिषद रहेगी। यह एआईसीटीई और यूजीसी की जगह लेगा।

चएलईईटी और जेईई आयोजित कराने के साथ-साथ विश्वविद्यालयों और कॉलेजों के लिए आम प्रवेश के लिए राष्ट्रीय परीक्षण एजेंसी की जिम्मेदारी होगी।

चमास्टर ऑफ फिलॉसफी पाठ्यक्रम बंद कर दिया जाएगा, क्योंकि यह परास्नातक और पीएचडी के बीच एक मध्यवर्ती पाठ्यक्रम था।

चअनुसंधान और नवाचारों को बढ़ावा देने के लिए राष्ट्रीय अनुसंधान फाउंडेशन (एनआरए) विकसित किया जाना है।

शीविदेशी विश्वविद्यालय के परिसर हमारे देश में और उनके देश में हमारे परिसर स्थापित करेंगे।

शिक्षकों की शिक्षा और भर्ती :

चशिक्षकों के लिए 4-वर्षीय एकीकृत बी.एड कार्यक्रम को अनिवार्य बना दिया।

चविभिन्न शिक्षण सहायक सामग्री के संबंध में शिक्षकों के प्रशिक्षण के लिए कार्यशालाएँ आयोजित की जानी चाहिए।

चशिक्षकों की भर्ती प्रक्रिया में पारदर्शिता होनी चाहिए क्योंकि छात्रों के विकास के लिए एक शिक्षक ही केंद्रीकृत भूमिका में है।

विश्वविद्यालय अनुदान आयोग

उच्च शिक्षा के मानदण्डों का निर्धारण एवं उनमें समन्वय करने का दायित्व केन्द्र सरकार का है। अतः यह उत्तरदायित्व मुख्य रूप से विश्वविद्यालय अनुदान आयोग द्वारा पूरा किया जाता है। इस संख्या का गठन संसद के एक कानून के तहत् सन् 1956 में किया गया। इसके गठन

का मुख्य उद्देश्य थी–विश्वविद्यालयों शिक्षा को प्रोत्साहन तथा इसमें तालमेल स्थापित करने के लिए कदम उठाना। इसके लिए यह संस्था विश्वविद्यालयों से पूछताछ भी कर सकती है।

संसद के कानून के अनुसार अध्यक्ष एवं सचिव के अतिरिक्त विश्वविद्यालय अनुदान आयोग के 9 सदस्यों में से 3 सदस्य विश्वविद्यालयों के कुलपति 4 प्रसिद्ध शिक्षा मर्मझ तथा 2 केन्द्रीय सरकार के प्रतिनिधि होते हैं।

आयोग के मुख्य कार्य निम्न है:–

1.विश्वविद्यालय शिक्षा के सुधार के लिए विश्वविद्यालयों को सलाह देना।

2.विश्वविद्यालय को अपने कोष से धनराशि का वितरण करना।

3.नवीन विश्वविद्यालय की स्थापना के संबंध में अपनी राय व्यक्त करना।

4.भारत सरकार द्वारा पूछे गए प्रश्नों के उत्तर देना।

5.विशेषज्ञ संस्था के रूप में भारत सरकार की परामर्श देना।

विश्वविद्यालय अनुदान आयोग का 1972 के अधिनियम के अन्तर्गत संगठन इस प्रकार से है:–

1.अध्यक्ष

2.दो सदस्य केन्द्र सरकार के कार्यरत अधिकारी

3.चार सदस्य ये चार सदस्य निम्नलिखित क्षेत्रों से नियुक्त किए जा सकते हैं।

4.चार सदस्य विश्वविद्यालय में कार्यरत शिक्षक।

5.कृषि/वाणिज्य उद्योग से एक सदस्य

6.इन्जीनियरिंग/कानून/आयुर्विज्ञान से एक सदस्य

7.विश्वविद्यालयों के कुलपति/ख्याति प्राप्त शिक्षक से एक सदस्य

8.उपरोक्त किसी भी क्षेत्र से एक सदस्य

विश्वविद्यालय अनुदान आयोग (यू.जी.सी.) जो कि भारत का एक वैधानिक संस्थान हैं, कि स्थापना भारतीय संघीय सरकार द्वारा वर्ष 1956 में की गयी थी जो कि उच्च शिक्षा के क्षेत्र में मानकों आदेशों का ध्यान रखते हुए भारत विश्वविद्यालयों को उच्च शिक्षा के लिए अधिकृत करती है। इसके अतिरिक्त यह अधिकृत विश्वविद्यालयों तथा कॉलेजों के लिए अनुदान की भी व्यवस्था करती है।

उच्च शिक्षा का उद्देश्य भारत को एक वैश्विक ज्ञान में महाशक्ति बनाना है। नई शिक्षा–नीति में इसकी गुणवत्ता को बनाये रखने के लिये कई आवश्यक बदलाव किये गये है। जिसमें शिक्षार्थी अपने रूचि के अनुरूप विषय का चयन कर सकता है। साथ ही मूल विषय के

साथ–साथ सह–पाठ्यक्रम, कौशल–विकास और रोजगारपरक पाठ्यक्रम पर भी बल दिया गया है। पूर्व में उच्च शिक्षा के अन्तर्गत कुछ समस्याऐं विद्यमान थी, जैसे–एकीकृत शिक्षा प्रणाली का अभाव, लचीलेपन की कमी, सीखने पर कम बल देना, विषयों का कठोर विभाजन, सीखने–सीखाने के पुराने तरीके, शोध–कार्य पर कम बल देना, नेतृत्व क्षमता की कमी, छात्रों को करियर सम्बंधित जानकारी उपलब्ध न हो पाना, विश्वविद्यालय में स्थानीय भाषाओं के अध्ययन में कमी, सीमित शिक्षक, अन्तर्राष्ट्रीय करण पर कम बल देना, छात्रों को विषय चयन की स्वतंत्रता का अभाव, मल्टीपल एग्जिट और मल्टीपल एन्ट्री का प्रावधान न होना, समावेशी शिक्षा आदि कमियाँ व्याप्त थी। क्योंकि एक उच्चतर शिक्षा देश में ज्ञान निर्माण और नवाचार का आधार भी बनती है। साथ ही राष्ट्रीय अर्थव्यवस्था के विकास में भी एक महत्वपूर्ण भूमिका निभाती है।

उच्च शिक्षा के कार्य :

शिक्षक–शिक्षा में गुणवत्ता को बढ़ाने के उद्देश्य से देश के कुछ चयनित संस्थानों को मान्यता दी गई है। इनमें से कुछ को CTE तथा कुछ को उच्च शिक्षा अध्ययन संस्थान (IASE) के रूप में पहचान दी गई है। उच्च शिक्षा अध्ययन संस्थान शिक्षक शिक्षा कॉलेजों के कार्य के साथ–साथ निम्न अतिरिक्त कार्य भी करते है–

चनवीन ज्ञान की खोज करना तथा उसका उपयोग करना।

चजीवन के सभी क्षेत्रों में नेतृत्व प्रदान करना।

चकृषि, कला, विज्ञान, चिकित्सा तथा तकनीकी आदि व्यवसायों के लिए समाज को स्वस्थ नागरिक प्रदान करना।

चछात्रों में सामाजिक न्याय तथा समानता का विकास करना।

चअध्यापकों, विद्यार्थियों तथा समाज में अच्छे स्वभावों तथा गुणों का विकास करना।

चप्रारम्भिक शिक्षक शिक्षा के लिये प्रशिक्षकों को तैयार करने के लिये कार्यक्रमों को आयोजित करना।

चसेवाकालीन कोर्स चलाना –

(i) प्रारम्भिक तथा माध्यमिक शिक्षक–प्रशिक्षकों के हेतु।

(ii) माध्यमिक विद्यालयों के प्राचार्यों के हेतु।

(iii) माध्यमिक विद्यालयों के पर्यवेक्षण (ैनचमतअपेपवद) से सम्बन्धित कर्मचारियों हेतु।

1. शिक्षा में व्यावहारिक तथा प्रायोगिक अनुसंधान।

2. कुछ विशेष कोर्स, जैसे–एम. एड., एम. फिल. तथा पी.एच.डी. को संचालित।

3.कुछ उच्च शिक्षा अध्ययन संस्थान (ऩोम) माध्यमिक स्कूलों के शिक्षकों के लिये चार वर्षीय एकीकृत कोर्स भी चलायेंगे।

4.शिक्षक शिक्षा में अग्रिम कार्यक्रमों की व्यवस्था।

5.शैक्षिक तकनीकी के प्रयोग तथा कम्प्यूटर सॉफ्टवेयर की तैयारी के लिये प्रशिक्षण कार्यक्रमों को संचालित करना।

6.डाइट तथा सी.टी.ई. को अकादमिक (।बंकमउपब) निर्देशन तथा संसाधन (त्मेवनतबम) सहायता प्रदान करना।

निष्कर्ष :—

शिक्षा में प्रतिमान परिवर्तन शिक्षण अधिगम प्रक्रिया के पारम्परिक तरीके में होने वाले विभिन्न परिवर्तन है। शिक्षा प्रणाली अधिक छात्र केन्द्रित हो जाती है, यह उदासीन शिक्षार्थियों को सक्रिय स्व—प्रेरित और स्व—निर्देशित शिक्षार्थियों में बदल देता है, उच्च शिक्षा में यह प्रयास हुए है।

संदर्भ ग्रंथ सूचीः

1.पाण्डे राम शुक्ल, नई शिक्षा नीति, विनोद पुस्तक मन्दिर, आगरा पब्लिकेशन

2.लाल रमन बिहारी, भारतीय शिक्षा का विकास एवं इसकी समस्या, मेरठ पब्लिकेशन

राष्ट्रीय शिक्षा नीति की विशेषताएँ एवं कमियाँ

ज्योत्सना परमार

महाराजा कॉलेज , उज्जैन

प्रस्तावना :

आजादी के पश्चात भारत में शिक्षा को बढ़ावा देने के लिए राष्ट्रीय शिक्षा नीति भारत सरकार द्वारा लागु की गई। इस शिक्षा नीति में प्रारंभिक शिक्षा से लेकर उच्च शिक्षा तक के विद्यार्थियों को रखा गया है। इन शिक्षा नीतियों के अंतर्गत कई आयोगों का गठन किया गया।

सर्वप्रभम 1948–49 में विश्वविद्यालय शिक्षा आयोग उसके पश्चात 1952–53 माध्यमिक शिक्षा आयोग और 1964–66 में विश्वविद्यालय अनुदान और कोठारी आयोग की स्थापना की। कोठारी आयोग की रिपोर्ट के आधार पर 1968 में सर्वप्रथम पूर्व प्रधानमंत्री इंदिरा गांधी ने राष्ट्रीय शिक्षा नीति की घोषण की जिसमें एक "कट्टरपंथी पुनर्गठान" का आह्वान किया गया और प्राप्त करने के लिए समान शैक्षणिक अवसरों का प्रस्ताव रख गया।

इसके पश्चात 1968 में प्रधानमंत्री राजीव गांध के नेतृत्व में एक नई राष्ट्रीय शिक्षा नीति पेश की। नई शिक्षा नीति ने विशेष रूप से भारतीय महिलाओं अनुसूचित जाति, अनुसूचित जनजाति समुदायों के लिए "असमानताओं को दूर करने और शैक्षिक अवसरों को समान करने पर विशेष जोर देने का आह्वान किया"।

1992 में पी.वी. नरसिम्हा राव द्वारा 1986 की शिक्षा नीति को संशोधित किया तत्पश्चात 2019–20 में तत्कालीन मानव संसाधन विकास द्व़झरा "नई शिक्षा नीति" प्रधानमंत्री नरेन्द्र मोदी जी ने दी। भारत के विकास के लिए शिक्षा नीति में परिवर्तन लाना काफी जरूरी था और मोदी सरकार द्वारा वर्ष 2022 में नई शिक्षा नीति का शुभारंभ किया गया। इस शिक्षा नीति के तहत कई क्षेत्रों में छूट और अत्यधिक लाभ देने की कोशिश की गई है। जिससे छात्रों का बोझ कम हो गा और वो सीखने योग्य पढ़ाई करेंगे और भारत के विकास में अहम भूमिका निभाऐंगे ।

29 जुलाई 2020 को केबिनेट ने मौजूदा भारतीय शिक्षा प्रणाली में कई बदलाव लाने के उद्देश्य से नई शिक्षा नीति को मंजुरी दी, जिसे 2026 में पेश किया जाएगा। यह नीति आवश्यक सीखने, महत्वपूर्ण सोच और अधिक समग्र अनुभावात्मक चर्चा आधारित औश्र विश्लेषण आधारित सीखने को बढ़ावा देने के लिए पाठ्यक्रम सामग्री को कम करने पर चर्चा करती है। यह बच्चों के संज्ञानात्मक विकास के आधार पर छात्रों के लिए 10+2 पणाली

5+3+3+4 प्रणाली डि ज़इईन की। स्नातक पाठ्यक्रम के अंतम वर्ष में अनुसंधान पद्धति को जोड़ा गया।

i)स्कूल शिक्षा NEP 2020

नई शिक्षा नीति की चरण :–

1)फाउण्डेशन स्टेज – इसमें 3–8 वर्ष के बच्चे शामिल किए गए हैं। इस स्टेज में 3 वर्ष की स्कूली शिक्षा 2 वर्ष का प्री–स्कूल जिसमें कक्षा 1 व 2 को शामिल किया गया है। इस स्टेज में भाषा कौशल और शिक्षण के विकास के बारे में सिखाया जाएगा।

2)प्री–स्टेज– प्री–स्टेज के तहत 8–11 वर्ष के बच्चों को शामिल किया गया हैं इसमें कक्षा 3–5 के बच्चे शामिल होंगे और इसमें बच्चां की भाषा और संख्यात्मक कौशल के विकास करण शिक्षकों का उद्देश्य रहेगा। इस 1 स्टेज में क्षेत्रीय भाषा में पढ़ाया जाएगा।

3)मिडिल स्टेज– मिडिल स्टेज के अंतर्गत कक्षा 6–8 के बच्चे शामिल होंगे इसके तहत कक्ष 6 के बच्चों को कोडिंग सिखाया जाएगा साथ ही उन्हें व्यावसायिक प्रशिक्षण और इंटर्नशिप भी प्रदान की जाएगी।

4)सेकण्डरी स्टेज – सेकण्डरी स्टेज के तहत कक्ष 9 से 12 तक के बच्चों को शामिल किया गया है। सेकण्डरी सटेज के तहत एक जैसे पहले साईंस, कॉमर्स और आर्ट्स लेते थे, इसे खत्म कर दिया गया है। इसमें बच्चे अपनी पसंद के विषय ले सकेंगे और आगे की पढ़ाई कर सकेंगे।

पपद्धबहुभाषावाद और भारतीय भाषाओं को बढ़ावा देना– NEP 2020 में शिक्षा के माध्यम के लिए मातृभाषा पर ध्यान केन्द्रित किया गया। त्रिभाषा सत्र अनिवार्य है, जिसमें मातृभाषा/ स्थानीय भाषा/क्षेत्रीय भाषा म कम से कम 5वीं कक्षा और उसके बाद तक अध्ययन करने में सक्षम हो सकते हैं।

पपपद्धनियामक निकाय स्थापना – भारतीय उच्च शिक्षा आयोग अब सम्पूर्ण उच्च शिक्षा के लिए एक नियामक निकाय की स्थापना करेगा। निजी व सार्वजनिक दोनों क्षेत्रों के लिए मानदण्ड विनिमय, मान्यता और मानक समान होंगे ।

पअद्धधुंधली होने वाली विषय धारा– छात्र उन विषयों को चुनने के लिए स्वतंत्र होंगे जिन्हें वे विभिन्न धाराओं में पढ़ना चाहते हैं। कक्षा 6 से व्यावसायिक शिक्षा भी दी जाएगी ओर इसमें स्थानीय और अस्थानीय इंटर्नशिप भी शामिल होंगे, साथ ही साथ कक्षा 6 से कोडिंग भी सिखायेंगे।

अद्वथ्ल्न्च कार्यक्रम की वापसी और कोई ड्रॉपआउट नहीं– स्नातक डिग्री 3–4 वर्ष की होगी। छात्र यदि किसी क्षेत्र में एक वर्ष पूरा होने पर छोड़ना चाहे, 2 वर्ष के अध्ययन के बाद डिप्लोमा या 3 वर्ष पूरे होने पर स्नातक की डिग्री दो जाएगी। सरकार द्वारा एक अकादमिक बैंक ऑफ क्रेडिट की स्थापना की जाएगी ताकि इन्हें स्थानांतरित किया जा सके और अर्जित डिग्री के लिए गिना जा सके।

NEP की विशेषताएँ

1.भारत की नई शिक्षा नीति के आ जाने से मानव संसाधन प्रबंधन मंत्रालय को अब शिक्षा मत्रांलय के नाम से जाना जाएगा।

2.छम्च 2020 के अंतर्गत शिक्षा का सार्वभौमिकरण किया जाएगा जिसके अंतर्गत मेडिकल एवं लॉ की पढ़ाई शामिल नहीं की गई है।

3.शिक्षा नीति के तहत 10+2 को शामिल किया गया थ अब छम्च 2020 अंतर्गत 5+3+3+4 को फॉलो किया जाएगा जिसमं 12 वर्ष की स्कूली शिक्षा व 3 वर्ष की प्री–स्कूल शिक्षा को शामिल किया गया है।

4.छम्च 2020 के तहत स्टूडेन्ट को बडत्री राहत कक्षा 6 से मिलेगी क्योंकि व्यावसायिक प्रशिक्षण व इंटर्नशिप को भी आरंभ कर दिया जाएगा।

5.कक्षा 5 तक मातृभाषा या क्षेत्रीय भाषा में शिक्षा दी जाएगी।

6.छम्च 2020 के तहत छात्र को किसी एक स्ट्रीम का प्रतिबंध नहीं रहेगा यदि कोई छात्र फिजिक्स का चयन करता है तो वह चाहे तो आर्ट्स या कॉमर्स की पएाई भी साथ में कर सकता है।

7.कक्षा 6 से कम्प्यूटर एप्लीकेशन के बारे में जानकारी दी जाएगी साथ ही कोडिंग भी सिखाई जाएगी।

8.सभी स्कूलों को डिजिटल किया जाएगा।

9.सभी प्रकार के कंटेंट को क्षेत्रीय भाषा में ट्रांसलेट भी किया जाएगा।

10.छम्च 2020 के तहत वर्चुअल लेब भी डेवलप किए जायेंगे।

11.ढक्स्ट्रा करिकुलर एक्टिविटीज़ को मैन सिलेबस में रखा गया है।

12.छझत्रों को तीन भाषाएँ सिखाई जाएगी जो राज्य को अपने स्तर पर निर्धारित करनी होगी।

13.नई शिक्षा नीति के आ जाने से बच्चों को कौशलपूर्ण बनाने पर ध्यान दिया जाएगा साथ ही पढ़ाई भी विशेष रूप से कराई जाएगी।

14.छात्रों पर पढ़ाई का बोझ कम होगा और उन्हें सीखने के क्षेत्र मं काफी उन्नति प्रदान होगी।

NEP-2020 की कमियाँ

1.राष्ट्रीय शिक्षा नीति 2020 में भाषा एक नकारात्मक कारक है क्योंकि भारत में एक समस्याग्रस्त शिक्षक से छात्र अनुपात है, इस प्रकार शैक्षणिक संस्थानों में प्रत्येक विषय के लिए मातृभाषा को पेश करना एक समस्या है। कभी–कभी एक सक्षम शिक्षक ढूँढना एक समस्या बन जाता है और अब एक और चुनौती छम्च2020 की शुरूआत के साथ आती है जो मातृ भाषाओं में अध्ययन सामग्री ला रही है।

2.राष्ट्रीय शिक्षा नीति 2020 के अनुसार स्नातक की पढ़ाई पूरी करने के इच्छुक छात्रोंको चार वर्ष की पढ़ाई करनी होती है, जबकि कोई भी आसानी से दो साल में अपनी डिप्लोमा की डिग्री पूरी कर सकता है। यह छात्र को बीच में छोड़ने के लिए प्रोत्साहित कर सकता है।

3.राष्ट्रीय शिक्षा नीति 2020 के अनुसार निजी स्कूलों के छात्रों को सरकारी स्कूलों के छात्रों की तुलना में बहुत कम उम्र में अंग्रेजी से परिचित कराया जाएगा। सरकारी स्कूल के छात्रों को संबंधित क्षेत्रीय भाषाओं में शैक्षणिक पाठ्यक्रम पढ़ाया जाएगा। यह नई शिक्षा नीति की प्रमुख कमियों में से एक है क्योंकि इससे अंग्रजी में संवाद करने में असहज छात्रों की संख्या में वृद्धि होगी और इस प्रकार समाज के वर्गों के बीच की खाई को चौड़ा करेगा।

निष्कर्ष :

नवीन शिक्षा नीति के आधार पर शिक्षा के स्तर को नवीन रूप प्रदान किया गाय है सिसे छात्र अपनी शिक्षा को उच्च स्तर पर ले जा सकते हैं।

संदर्भ–ग्रंथ सूची–

1."राष्ट्रीय शिक्षा नीति 2020"– टाइम्स ऑफ इण्डिया।

2."नई शिक्षा नीति 2020 हाईलाइट्स – मानव संसाधन विकास मंत्रालय नई शिक्षा नीति नवीनतम समाजचार, एमएचआरडी एनईपी टूडे न्यूज़ अपडेट"। 29 जुलाई 2020 को लिया गया।

3.मानव संसाधन विकास मंत्रालय "राष्ट्रीय माध्यमि शिक्षा अभियान" राष्ट्रीय सूचना विकास केन्द्र। 2 फरवरी 2014 को लिया गया।

4."राष्ट्रीय माध्यमिक शिक्षा अभियान" एडसिल इंडिया लिमिटेड। 3 फरवरी 2014 को लिया गया।

विद्यार्थिर्यियों की संस्कृत उपलब्धि और स्मार्ट बोर्ड शिक्षण

मुकुन्द गोखले

सहायक प्राध्यापक

निर्मला कॉलेज ऑफ एज्येकेशन, उज्जैन

सारांश –

वर्तमान समय में विज्ञान एवं सचूना तथा संचार प्रौद्योगिकी के युग में स्मार्ट बार्ड ऐसी तकनीक है जिसके द्वारा रोचक, प्रभावी व कम समय में अधिक शिक्षण सामग्री को पढ़ाया जा सकता है तथा विद्यार्थी की शैक्षिक उपलब्धि में वृद्धि की जा सकती है। प्रस्तुत शोध का उद्देश्य माध्यमिक स्तर पर अध्ययनरत् बालक–बालिकाओं और हिन्दी–अंग्रेजी माध्यम के विद्यार्थियों की संस्कृत उपलब्धि पर स्मार्ट बोर्ड के प्रभाव का अध्ययन करना है। शोधकार्य में सर्वेक्षण विधि का प्रयोग किया गया है। उज्जैन शहर के 2 माध्यमिक विद्यालयों के कक्षा 8वीं के 64 विद्यार्थियों को न्यादर्श हेतु लिया गया है। शोध उपकरण के रूप में शोधकर्ता द्वारा 25 प्रश्नों पर आधारित वैध संस्कृत उपलब्धि परीक्षण निर्मित किया गया। परिणामों के रूप में यह निष्कर्ष प्राप्त हुआ कि स्मार्ट बोर्ड शिक्षण का प्रभाव बालक–बालिकाओं की संस्कृत उपलब्धि पर सार्थक रूप से नहीं पाया गया जबकि हिन्दी–अंग्रेजी माध्यम के विद्यार्थियों की संस्कृत उपलब्धि को स्मार्ट बोर्ड शिक्षण ने सार्थक रूप से प्रभावित किया।

Keywords – स्मार्ट बोर्ड, संस्कृत उपलब्धि

प्रस्तावना –

किसी देश की शिक्षा प्रणाली वह दर्पण है जिसमें उसका प्रतिबिंब निर्माण होते तथा संभावित रूप का प्रतिमान देखा जा सकता है। शिक्षा किसी भी समाज में परिवर्तन लाने का प्रभावशाली जरिया पहले से रहा है, आज भी है और आगे भी रहेगा । समय के साथ–साथ तकनीकी तथा प्रौद्योगिकी के क्षेत्र में नित नये विकास हो रहे है, ऐसे में कोई भी विकासशील सम्भ्यता समयानुसार परिवर्तन की आवश्यकता से विलग नहीं रह सकती अन्यथा समाज अविकसित तथा पिछडा हाने के दोष से चिन्हित हो सकता है। वर्तमान प्रोद्योगिकी के युग में विश्व एक सार्वजनिक ग्राम के रूप में परिवर्तित हो चुका है, जैसे ग्राम में अपने पडोसो की प्रगति से कोई स्वयं को अलग नहीं रख सकता ठीक वैसे ही सम्पूर्ण विश्व की स्थिति है । हम 53 वर्ष के परिपक्व प्रजातंत्र के बाद नई सहस्राब्दी में प्रवेश कर रहे हैं इसलिए हमारी विद्यालयी शिक्षा

प्रणाली भी उसके समतुल्य उतनी ही महत्वपूर्ण होनी चाहिए। शिक्षा के इतिहास में एक समय था जब बच्चे की बुद्धि, रुचि, योग्यताओं व आवश्यकताओं की ओर कोई ध्यान नहीं दिया जाता था, शिक्षा पूर्णतः अध्यापक केन्द्रित थी किन्तु अब शिक्षा का केन्द्र छात्र बन गया है अब उसकी रुचि, योग्यताओं व आवश्यकताओं को आधार मानकर ही पाठ्यक्रम का निर्माण किया जाता है, लेकिन फिर भी विद्यालयों में किये जाने वाले शिक्षण में गुणवत्ता कह कमी है आज हमारे विद्यालयों में विद्यार्थियों को परम्परागत तरीके से ही शिक्षा दी जाती है जो आज के विज्ञान, सूचना व संचार प्रौद्योगिकी के युग में उचित नहीं है। वर्तमान युग सूचना व संचार प्रौद्योगिकी का है। सूचना व संचार प्रौद्योगिकी से कोई भी क्षेत्र अछूता नहीं है। शोधों से सिद्ध हो चुका है कि शिक्षा के क्षेत्र में भी सूचना व संचार प्रौद्योगिकी ने कई नए आयाम दिये हैं जिससे शिक्षा के क्षेत्र में क्रांतिकारी परिवर्तन हो रहे है, सूचना व संचार प्रौद्योगिकी ने व्दसपदम Learning, E-Learning & Mobile learning आदि कई नई विधाएँ दी है, इन्हीं की तरह नए रूप में एक विधा सामने आयी है जिसे स्मार्ट बोर्ड शिक्षण कह सकते हैं। यह भी एक सीखने–सिखाने की प्रक्रिया को बेहतर बनाने के लिए शिक्षण मॉडल है जिससे विभिन्न विषय जो परपंरागत शिक्षण से पढ़ाने पर छात्रों को नीरस, बोझिल व कठिन लगते हैं उन्हीं विषयों को स्मार्ट बोर्ड द्वारा रोचक, प्रभावी व कम समय में पढ़ाया जा सकता है तथा विद्यार्थी की शैक्षिक उपलब्धि में वृद्धि की जा सकती है। सबसे पहले स्मार्ट बोर्ड 1991 में निमित किया गया। व्हाइट बोर्ड या स्मार्ट बोर्ड बहुत सारे डिवाइसेस का सम्मिलित रूप है इसमें शिक्षक व छात्र के लिए उपयोगी सभी विशेषताएँ होती है जिसे कक्षा शिक्षण में एक प्रभावी सम्प्रेषण माध्यम के रूप में प्रयोग किया जा सकता है। स्मार्ट बोर्ड सफदे रंग व चिकनी सतह वाला हाता है जिस पर मार्कर पेन द्वारा लिखा जा सकता है, यह बोर्ड दो भागों में बटा होता है आधे भाग को परंपरागत बोर्ड की भांति लिखने हेतु उपयोग में लाया जाता है व बचे हुये आधे भाग को कम्प्यटूर की स्क्रीन की भांति उपयोग में लाया जाता है।

अतः हम कह सकते है कि नई सहस्राब्दी में नई तकनीकी के रूप में स्मार्ट बोर्ड का उपयोग शिक्षक व छात्र दोनों के लिए लाभकारी होगा।

समस्या कथन –"माध्यमिक स्तर के विद्यार्थियों की संस्कृत उपलब्धि पर स्मार्ट बोर्ड शिक्षण के प्रभाव का अध्ययन"

शोध के उद्देश्य–

1.माध्यमिक स्तर पर अध्ययनरत बालक–बालिकाओं की संस्कृत उपलब्धि पर स्मार्ट बोर्ड के प्रभाव का अध्ययन करना ।

2.माध्यमिक स्तर पर शासकीय व अशासकीय विद्यालयों में अध्ययनरत विद्यार्थियों की संस्कृत उपलब्धि पर स्मार्ट बोर्ड के प्रभाव का अध्ययन करना।

परिकल्पनाएँ–

1. माध्यमिक स्तर पर अध्ययनरत बालक – बालिकाओं की संस्कृत उपलब्धि को स्मार्ट बोर्ड शिक्षण सार्थक रूप से प्रभावित नहीं करेगा ।

2. माध्यमिक स्तर पर अध्ययनरत शासकीय व अशासकीय विद्यालयों में विद्यार्थियों की संस्कृत उपलब्धि को स्मार्ट बोर्ड शिक्षण सार्थक रूप से प्रभावित नहीं करेगा।

शोध विधि–

प्रस्तुत शोधकार्य में सर्वेक्षण विधि का प्रयोग किया गया है। न्यादर्श हेतु उज्जैन शहर के 2 विद्यालयों (1 शासकीय व 1 अशासकीय) का चयन किया गया, इन विद्यालयों की कक्षा 8 वीं के 64 विद्यार्थियों को न्यादर्श के रूप में उद्देशीय प्रतिदर्श ;च्नतचवेपअम ेउचसमद्ध के आधार पर चयनित किया गया क्योंकि शोध अध्ययन में उन्हीं विद्यालयों का चयन किया गया जिनमें स्मार्ट बोर्ड है।

शोध उपकरण

शोध कार्य के उद्देश्य की पूर्ति हेतु शोधकर्ता द्वारा कक्षा 8वीं के संस्कृत विषय को लेकर प्रथम तीन अध्यायों पर 30 बहुविकल्पीय पदों का निर्माण किया गया जिसमें प्रत्येक पद हेतु 4 संभावित उत्तर दिये गए जिसमें सही उत्तर के आगे सही का निशान लगाना है। प्रत्येक पद का सही उत्तर देने पर 1 अंक व गलत उत्तर देने पर 0 अंक दिया गया। परीक्षण के पदों संदर्भ में विषय शिक्षकों से विचार विमर्श के बाद 5 पदों को निरस्त किया गया व परीक्षण हेतु 25 पदों को चयनित किया गया। इस आधार पर परीक्षण की वैधता को मान्य किया गया और शोध अध्ययन हेतु उपयुक्त पाया गया।

सांख्यिकीय प्रविधि–

प्रस्तुत अध्ययन में विभिन्न सांख्यिकीय प्रविधियों मध्यमान, प्रामाणिक विचलन और टी–परीक्षण का प्रयोग किया गया –परिणाम, विश्लेषण व निष्कर्ष – उद्देश्य व परिकल्पनाओं के आधार पर प्रस्तुत शोध में सांख्यिकीय प्रविधियों मध्यमान, प्रामाणिक विचलन और टी–परीक्षण का प्रयोग किया गया। विभिन्न चरों के संदर्भ में स्मार्ट बोर्ड शिक्षण के प्रभाव हेतु सारणियाँ निम्नानुसार प्रस्तुत है–

सारणी क्रमांक–1

बालक–बालिकाओं के संस्कृत उपलब्धि परीक्षण प्राप्तांकों का मध्यमान, प्रामाणिक विचलन एवं ज मान

क्रमांकसमूहसंख्यामध्यमानप्रामाणिक विचलनटी – मान

(Mean)(SD) (t-Value)

1. बालक 32 24.09 4.52 1.970

2. बालिका 32 30.37 4.84

सारणी क्रमांक 1 से स्पष्ट है कि प्राप्त ज का मान 1.970 जो किसी भी स्तर पर सार्थक नहीं है इसलिए बालक–बालिकाओं की संस्कृत उपलब्धि में सार्थक अंतर नहीं है। अतः शून्य परिकल्पना क्रमांक 1 स्वीकृत की जाती है। इससे यह निष्कर्ष प्राप्त होता है कि स्मार्ट बोर्ड शिक्षण बालक–बालिकाओं को प्रभावित नहीं करता है।

सारणी क्रमांक – 2

शासकीय व अशासकीय विद्यालयों के विद्यार्थियों के सस्कृत उपलब्धि

परीक्षण प्राप्ताकों का मध्यमान, प्रामाणिक विचलन एवं ज–मान

क्रमांक समूह संख्या मध्यमान प्रमाणिक विचलन टी – मान

(Mean) (SD) (t-Value)

1. शासकीय 32 21.62 4.15 8.983''

विद्यालय

2. अशासकीय 32 30.37 3.48

विद्यालय

'' = 0.05 सार्थक्कता स्तर

सारणी क्रमांक 2 से स्पष्ट है कि प्राप्त टी का मान 8.983 ज–टेबल के मान 1.973 से अधिक है जो 0.05 स्तर पर सार्थक है इसलिए शासकीय व अशासकीय विद्यालयों के विद्यार्थियों की सस्कृत उपलब्धि में सार्थक अंतर है अतः शून्य परिकल्पना क्रमांक 2 निरस्त कि जाती है । इससे यह निष्कर्ष प्राप्त होता है कि स्मार्ट बोर्ड शासकीय व अशासकीय विद्यालयों के विद्यार्थियों को प्रभावित करता है ।

निष्कर्ष –

1. यह निष्कर्ष प्राप्त हुआ कि माध्यमिक स्तर पर अध्ययनरत बालक–बालिकाओं की संस्कृत उपलब्धि को स्मार्ट बोर्ड शिक्षण सार्थक रूप से प्रभावित नहीं करता है। अतः शून्य परिकल्पना क्रमांक 1 स्वीकृत की जाती है।

2. यह निष्कर्ष प्राप्त हुआ कि माध्यमिक स्तर पर शासकीय व अशासकीय विद्यालयों में अध्ययनरत विद्यार्थियों की संस्कृत उपलब्धि को स्मार्ट बोर्ड शिक्षण सार्थक रूप से प्रभावित करता है। अतः शून्य परिकल्पना क्रमांक 2 निरस्त की जाती है।

उपसंहार–

नये तकनीकी युग में कोई भी क्षेत्र ऐसा नहीं है जो तकनीकी से वंचित रह गया हो अतः शिक्षा के क्षेत्र में भी एक क्रांति का प्रादुर्भाव हुआ है और यह शिक्षक व छात्र दोनों की दृष्टि से अच्छा है। स्मार्ट बोर्ड द्वारा हम विभिन्न विषयों के प्रति छात्र की रुचि बढ़ाकर उसकी अधिगम क्षमता को बढ़ा सकते है। शोध के परिणाम इस ओर संकेत कर रहे है की स्मार्ट बोर्ड विद्यार्थियों की संस्कृत उपलब्धि स्तर को बढ़ाने में सहायक है तथा भविष्य में शिक्षा के क्षेत्र में इसका प्रयोग सकारात्मक परिणाम दे सकता है ।

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माता गुजरी महिला महाविद्यालय (स्वशासी) , जबलपुर, म.प्र.

प्रस्तावना .

केंद्रीय मंत्रिमंडल द्वारा 34 साल बाद नई शिक्षा नीति को अनुमति प्राप्त हुई। इस नीति में स्कूल शिक्षा से लेकर उच्च शिक्षा तक कई बड़े बदलाव दिखाई पड़ते हैं। इस नीति के माध्यम से भारत को वैश्विक ज्ञान महाशक्ति बनाना है। नीतिगत बदलावों के साथ शिक्षा का सार्वभौमीकरण करना इस नीति का मुख्य उद्देश्य है। यह नीति विद्यार्थियों को उच्च गुणवत्ता वाली उन्नत शिक्षा प्रदान करती है। नई शिक्षा नीति में अब विज्ञान, वाणिज्य एवं कला विषयों की सीमाएं नहीं होंगी। विज्ञान या इंजीनियरिंग के छात्र भी अपनी रूचि के अनुसार संगीत और कला सम्बन्धी विषयों का चयन कर अध्ययन कर सकेंगें। यह नीति छात्रों को कला की समझ, प्रशंसा और सृजन का सबसे अच्छा अवसर प्रदान करती है। नीति में व्यापक कलात्मक पदचिन्ह रखने का प्रस्ताव है। संगीत और प्रदर्शन कला क क्षेत्र को बढ़ावा दिया गया है।

आज जरूरत है विद्यार्थियों को सीखने की कि उन्हें कैसे सीखना है, इस नीति के द्वारा विद्यार्थी सीखने की इस प्रक्रिया का विकास कर पायेगा। पाठ्यक्रम द्वारा कला, शिल्प, मानविकी, खेल, भाषा, साहित्य, संस्ति और मूल्यों को पढ़ाया जाए, तो छात्र इन सभी को जीवन में आत्मसात कर लेगा। प्रत्येक विद्यार्थी में जन्मजात प्रतिभा होती है जिसे खोजना, पोषित करना, बढ़ावा देना और विकसित करना ही हम शिक्षकों की महती जिम्मेदारी होनी चाहिए।

नई शिक्षा नीति का मुख्य उद्देश्य

1.तार्किक निर्णय लेने और नवाचार को प्रोत्साहित करने के लिए महत्वपूर्ण सोच बनाना।

2.शिक्षण और सीखने में बहुभाषावाद और भाषा की शक्ति को बढ़ावा देना।

3.खोज आधारित शिक्षा प्रदान करना।

4.मातृभाषा आधारित शिक्षा प्रदान करना।

5.भारत में संगीत शिक्षा की मूल बातों को समझना ।

6.दैनिक जीवन में भारतीय संगीत के महत्त्व पर चर्चा करना।

7.मौखिक भाषा के विकास पर ध्यान केंद्रित करना।

8.बहुआयामी और बहुभाषिक शिक्षा प्रणाली का विकास करना।

9.रचनात्मक, सृजनात्मक क्षमता का निर्माण करना।

10.अनुशासन, समय प्रबंधन एवं एकाग्रता के गुणों का निर्माण करना।

नई शिक्षा नीति और संगीत कला

संगीत स्वरों को संयोजित करने की कला है। जिससे विद्यार्थियों को संस्कारित बनाया जा सकता है। संगीत ऐसी ध्वनि है जो मन पर अनुकूल छाप बना देती है। संगीत उस भाव को भी अभिव्यक्त करने में सक्षम है जिसे भाषा द्वारा दर्शाना कठिन होता है। संगीत, भाषा की तरह ही एक उपलब्धि है जो हमें मनुष्य के रूप में अलग करती है।

काव्य शास्त्र विनोदेन कालो गच्छति धीमताम्।

अर्थात् – बुद्धिमान व्यक्ति अपना समय कविता, संगीत, संस्कृति, विज्ञान, भाषा आदि सीखने में व्यतीत करता है।

व्यसनेन च मूर्खाणां, निद्रया, कलहेन् च।

अर्थात् – वहीं दूसरी और मूर्ख अपना समय बुरी आदतों, नींद या लड़ाई–झगड़ों में बर्बाद करते हैं।

कला भावनात्मक बुद्धि का स्त्रोत हैं। बच्चों में सीखने की क्षमता का विकास करता है। वर्तमान में दुनिया हर दिन बदल रही है, हमारी नई शिक्षा नीति, नवीन सोच, अविष्कारशील समाधान, समग्र प्रदर्शन और ज्ञान को वृहद् स्तर पर बढ़ने की भूख इन्हीं कौशलों के विकास को बढ़ावा देती है। नीति में इस बात पर विशेष जोर दिया गया है कि विद्यार्थी पश्चिमी संस्ति पर निर्भर रहने की बजाय अपने देश की प्रथाओं, रीतियों और संस्कारों के बारे में अधिक से अधिक ज्ञान प्राप्त कर सके।

स्कूली शिक्षा, उच्च शिक्षा के साथ–साथ तकनीकी संस्थानों ने भी इस नीति के बाद बहु–विषयक शिक्षा पर ध्यान केंद्रित करते हुए रचनात्मक विषयों को पोषित करने की पहल की। इसी के मद्देनजर आई आई टो खड़गपुर में शास्त्रीय एवं लोक कला अकादमी की स्थापना की गयी है। ललित कला और संगीत सहित अंतःविषय अध्ययन के रास्ते को अपनाया है ताकि इंजीनियरों की रचनात्मक शक्ति और विचार प्रक्रिया मजबूत हो सके। नीति के इस बदलाव ने भारत को शैक्षणिक ष्टिकोण में वृद्धि दी ह, जिससे आधुनिकता में एक कदम आगे बढ़ा है। शिक्षा सतत् विकास का बेहतर तरीका है जो लोग संगीत से प्यार करते हैं वे यात्रा करते, पढ़ते, चिंतन और चलते समय इसे सुनते हैं। कुछ वास्तव में अपने व्यस्त दिनचर्या में काम करते समय कोमल संगीत सुनते हैं। कुछ लोग अपने लिए स्पेशल म्यूजिक कॉर्नर रखते हैं और

मौन में सुनने को महत्व देते हैं। कुछ लोग सोने से पहले संगीत सुनना पसंद करते हैं। संगीत में असीमित चिकित्सा शक्तियाँ हैं। संगीत में सुखदायक उपचार शक्ति होती है। जिस तरह दर्द और तनाव में बाम लगाने से हमारे दिमाग को आराम मिलता है उसी तरह संगीत हमारे शरीर की तनावग्रस्त मांसपेशियों को आराम दे सकता है। मधुर संगीत में थके हुए व्यक्ति की मानसिक या शारीरिक थकान को दूर करने की क्षमता होती है।

शिक्षा को मनोरंजक बनाना

खुश रहने की जरूरत सबसे बुनियादी जरूरतों में से एक ह, जो सिर्फ इंसानों में ही नहीं, बल्कि सभी जीवित प्राणियों में मौजूद है। खुश और आनंदित रहने के लिए हम सभी प्रयास करते हैं, काम करते हैं और यहां तक कि संघर्ष भी करते हैं। सबसे बड़ी चुनौती यह है कि मन की इस सकारात्मक स्थिति को कैसे बनाए रखा जाए जिससे एक खुशी पैदा हो। अध्ययनों से पता चलता है कि कला आपको खुश कर सकती है, चाहे आप अपनी खुद की कला बना रहे हों, या किसी और का आनंद ले रहे हैं। संगीत न केवल रचनात्मकता और प्रदर्शन को प्रेरित करता है बल्कि इससे अकादमिक प्रदर्शन का रूप भी प्रभावित होता है। संगीत सुनने से मस्तिष्क का समग्र श्रम बढ़ता है। संगीत का नश्वर शरीर पर उपचारात्मक प्रभाव पड़ता है। कई लोगों दावा करते हैं कि संगीत का सबसे महत्वपूर्ण कार्य भावनाओं को नियंत्रित करना या प्रभावित करना है।

नई शिक्षा नीति की सकारात्मक संभावनाएं

नवीन शिक्षा नीति को रोजगारोन्मुखी बनाया गया है जिससे छात्रों को भविष्य के लिए मार्गदर्शन मिलता है। कक्षा में शिक्षक और छात्रों के बीच नियमित बातचीत के विकल्प के रूप में ऑनलाइन सीखने पर भी ध्यान केंद्रित किया है। इसका उद्देश्य शास्त्रीय अध्ययन के माध्यम से हमारी संस्ति की रक्षा और प्रचार करना और बढ़ावा देना है। इस प्रणाली में विद्यार्थियों को भविष्य में अनुसंधान की विशेष प्रक्रियाओं, समस्याओं एवं समाधानों पर चर्चा की गयी है। समय–समय पर होने वाली संगोष्ठियों, कार्यशालाओं और सम्मेलनों के जरिये छात्रों में नए विषय के प्रति जागरूकता और खोज की प्रवृत्ति को बढ़ावा दिया गया है।

सोच में बदलाव आवश्यक

दुनिया भर में प्रौद्योगिकी, इंटरनेट के भारी आगमन के साथ सूचना की प्रति, पहुँच और सीखना बदल गया है। 21 वीं सदी के बच्चों के विकास के लिए सबसे महत्वपूर्ण आवश्यकता के रूप में ध्यान केंद्रित करना है। कलाओं को अपनाने से एकाग्रता का गुण भी पनपने लगता है। तनाव, नकारात्मकता, चिंता और असुरक्षा से भरी दुनिया में हमारे विद्यार्थी बढ़ रहे हैं इसलिए बचपन से ही कलाओं को एक महत्वपूर्ण उपाय के रूप में पेश करना एक बड़ी आवश्यकता बन जाती है। विज्ञान का विद्यार्थी कला संबधी विषयों को जाने इस हेतु

सकारात्मक सोच की आवश्यकता है। उनके मन में कला विषयों सम्बन्धी अनेक भ्रांतियां रहती हैं। कई बार कुछ छात्र इन विषयों को बड़ी हेय ष्टि से देखता और सोचता है। इसमें कही न कहीं शिक्षकों और अभिभावकों का भी दोष है। एक सामान्य सोच के अनुसार अच्छा पढ़ने वाला विद्यार्थी ही विज्ञान पढ़ सकता है और जिसकी बुद्धि थोड़ी कम है उसे कला विषय पढ़ने चाहिए जैसी सोच समाज में व्याप्त है। इस सोच में बदलाव की अति आवश्यकता है। इस नवीन प्रणाली में कोई भी विषय लेने की स्वतंत्रता तो है लेकिन इसे इस रूप में लागू करना हर संस्थान के प्रबंध निकाय का अपना निजी फैसला होगा इस ओर भी ध्यान दिया जाना आवश्यक है।

निष्कर्ष

नई शिक्षा नीति देश की पारम्परिक शिक्षा पद्धति और प्रणालियों को परिवर्तित कर नए प्रयोगों के साथ शिक्षण पर बल देती है। संगीत का आज का विद्यार्थी उन क्षेत्रों में अग्रसर हो सकता है जो संगीत के शिक्षाविदों से ऊपर और परे है। अब शिक्षा शाश्वत वर्ग के बजाय आम लोगों के मार्ग खोलती नजर आती है। अब छात्रों को एक डिग्री का पीछा करने के अलावा संगीत, कला, साहित्य आदि कला विषयों में अध्ययन क्षेत्र के इस सुनहरे अवसर का लाभ लेना चाहिए। अनैतिक अध्ययन एवं आचरण आज के युवाओं को गर्त में ले जा सकता है, इसलिए शिक्षा का स्तर गुणवत्तापूर्ण, रचनात्मक, रोचक और प्रभावशाली होना चाहिए।

सन्दर्भ–

1.संगीतायन – डॉ. सीमा जौहरी

2. शास्त्रीय संगीत शिक्षा समस्याएं एवं समाधान – डॉ. अलकनंदा पलनीटकर

शिक्षा में तकनीकी समझ एवं नवीन प्रयोग

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प्रस्तावना

आजकल शिक्षा के क्षेत्र में तकनीकी का प्रयोग लगातार बढ़ता जा रहा है। शिक्षा में तकनीकी की समझ सभी लोगों में निरन्तर वृद्धि करती जा रही है एवं इस तकनीकी शिक्षा से नित्य नवीन प्रयोगों में भी वृद्धि हुई है। वस्तुतः केवल उच्च स्तर पर ही नहीं बल्कि प्रारंभिक स्तर पर भी इसके प्रयोग के बारे में लगातार संभावनाएं अन्वेषित की जा रही है। वास्तव में, शिक्षा में तकनीकी, शैक्षिक तकनीकी का ही एक अंग है। शैक्षिक तकनीकी, जिसे शैक्षिक प्रौद्योगिकी के नाम से भी जाना जाता है। इसके मूलतः दो अंग दृष्टिगोचर होते है पहला अंग है – शिक्षा की तकनीकी एवं दूसरा अंग है शिक्षा में तकनीकी।

तकनीकी शिक्षा का शिक्षा में उपयोग

शिक्षा की तकनीकी काफी पुराना आयाम है। इसके अंतर्गत इस बात पर अधिक बल दिया जाता है कि शिक्षा–शिक्षण एवं शिक्षण–अधिगम बेहतर कैसे हो, जिसमें विभिन्न प्रकार की अधिगम प्रवृत्तियां एवं शिक्षण पद्धतियां शामिल है। इसमें शिक्षा, शिक्षक, शिक्षण–अधिगम, कक्षा–निर्देश, मूल्यांकन इत्यादि को सर्वोत्तम बनाने की चर्चा की जाती है। यदि एक वाक्य में कहा जाए तो शिक्षा की तकनीकी में उपलब्ध संसाधनों का सर्वोचित उपयोग कर शिक्षा को बेहतर बनाने की कोशिश की जाती है। तथा दूसरा शब्द है शिक्षा में तकनीकी तुलनात्मक रूप से नूतन संकल्पना है। इसका मुख्य उद्देश्य शिक्षा के क्षेत्र में तकनीकी एवं आधुनिक उपकरणों का प्रयोग है। देखा जाए तो इसका कार्यक्षेत्र भी शिक्षा की तकनीकी वाला ही है, उदाहरणतया, शिक्षण–अधिगम एवं मूल्यांकन शिक्षा में तकनीकी के बढ़ते हुए महत्व का ही परिणाम है कि आजकल अधिकांश विद्यालयों में कम्प्यूटर एवं अन्य तकनीकी उपकरणों का प्रयोग बढ़ता ही जा रहा है। प्रत्येक विद्यालय अपने विद्यार्थियों हेतु अधिक से अधिक कम्प्यूटर सुविधा उपलब्ध करवाने हेतु प्रयासरत है। पहले की अपेक्षा विभिन्न सरकारे भी इस ओर अत्यधिक गंभीरतापूर्वक विचार कर सार्थक प्रयास कर रही है। शिक्षा के क्षेत्र में कम्प्यूटर के आने से इस क्षेत्र में आकस्मिक एवं तीव्र परिवर्तन आए हैं। कम्प्यूटर के बाद यदि ये क्षेत्र किसी तकनीक से सर्वाधिक प्रभावित हुआ है तो वो है इंटरनेट इंटरनेट के प्रादुर्भाव ने इस क्षेत्र को लगभग पूरा बदल सा दिया है। इंटरनेट के आने से पहले शिक्षण अधिगम में बहुत सारी सीमाएं एवं परिसीमाएं थी। जैसे समय परिसीमा, स्थान परिसीमा, अवसर परिसीमा आदि। इन सब सीमाओं

एवं परिसीमाओं के रहते यह प्रश्न उठना लाजमी है कि आखिर इसका समाधान क्या है ? शिक्षा में तकनीकी के प्रयोग ने इनका हल देने की कोशिश की है। उनमें भी विशेष तौर पर शिक्षा में नयी तकनीकी ने महत्वपूर्ण भूमिका के लिए रास्ते खोले है।

सुझाव

1. शिक्षण अधिगम को बेहतर रूप प्रदान करने के लिए इसमें विभिन्न प्रकार की अधिगम प्रवृत्तियों व शिक्षण तकनीकी को नवीन प्रयोगों के साथ शामिल करते हुए शिक्षण को प्रभावी बनाना चाहिए । 2. शिक्षण अधिगम को रूचिकर बनाने वाले तकनीकी साधनों की समझ बच्चों मं विकसित की जानी चाहिए तभी शिक्षण रूचिकर होगा।

निष्कर्ष

अतः शिक्षा में बढ़ती तकनीकी, इसका अधिकाधिक न्यायसंगत प्रयोग, इसमें नवाचार एवं नयी नयी प्रौद्योगिकी इत्यादि ने शिक्षण–अधिगम को मानो पंख लगा दिए है। शिक्षा के क्षेत्र में नित नयी संभावनाएं खुल रही है, नित नए रूप में तकनीकी शिक्षा के क्षेत्र में मदद कर रही है व नए–नए सकारात्मक परिणाम सामने आ रहे हैं। इन्हीं परिणामों से उत्साहित होकर न केवल राज्य व राष्ट्रीय स्तर पर बल्कि अंतर्राष्ट्रीय स्तर पर भी शिक्षा में तकनीकी पर अत्यधिक ध्यान दिया जा रहा है। बदलते युग में अब हमारी बारी है कि हम शिक्षक एवं अधिगमकर्ता के रूप में अपने शिक्षण एवं अधिगम में तकनीकी का न्यायसंगत रूप से अधिकाधिक प्रयोग कर अपना सकारात्मक योगदान दें और शिक्षा के नए युग से कदम से कदम मिलाकर चलें।

म. प्र. के कॉलेजो में युवा सक्रियता का एक समाजशास्त्रीय विश्लेषण

पूजा वर्मा

सहायक अध्यापक

निर्मला कॉलेज, उज्जैन (म. प्र.)

सारांशः –

सामाजिक व्यवस्था की बात करे तो भारत में युवा असंतोष की समस्या पर बहुत अधिक ध्यान दिए जाने की आवश्यकता है, क्योंकि जिन परीस्थिति से भारतीय युवा गुजर रहा है, भविष्य में युवा असंतोष का विभत्स रुप देखने में आ सकता है। जिसमें सामाजिक तथा राजनैतिक जागरूकता का अंश बहुत कम तथा उद्देश्यहीन आन्दोलनकारी प्रवृत्ति का समावेश बहुत अधिक होता है। यही युवा अति सक्रियता को अनियंत्रित युवा सक्रियता या युवा असंतोष भी कहा जा सकता है। भारत के युवा वर्ग का संबंध मुख्यतः छात्र वर्ग से है इसलिये इस स्थिति को हम अक्सर छात्र तनाव के नाम से भी संबोधित करते हैं। एकाकी परिवार व्यवस्था के इस युग में परिवार का दायित्व एक युवा के कंधो पर है, कार्यकुशलता मांग रही अर्थव्यवस्था की बागडोर युवा हाथो में है और इसके चलते भारतीय राजनीती का भविष्य, युवा राजनितिज्ञो के मस्तिक में हैद्य युवा तनाव या सक्रियता का संबंद शिक्षित एवं प्रायः रोजगारविहीन युवको के आक्रोश से है।उपयुक्त सभी शैक्षिक, सामजिक, आर्थिक व राजनैतिक परीस्थितिया मिलकर समाज के सामने एक ऐसा सामाजिक–आर्थिक और राजनैतिक संकट उत्पन करती है कि समाज में रहने वाले लोग इससे त्रस्त हो जाते है।

शब्दकुंजीः सामाजिक व्यवस्था, भारतीय राजनीती, युवा असंतोष, युवा सक्रियता।

प्रस्तावना

हर राष्ट्र तथा समाज के विकास मे उसके युवा वर्ग का महत्वपूर्ण योगदान होता है। आज देश के हजारों लाखों युवकों मे असंतोष या तनाव एवं अक्रोश पाया जाता है, सक्रियता दिखाई पड़ती है। वे आज कई प्रकार के तनावों से ग्रसित है। अगर किसी राष्ट्र का युवा वर्ग अथवा छात्र वर्ग स्वयं ही दिग्भ्रमित और असंतुष्ट हो तो वह अपनी भूमिका को सही प्रकार से नही निभा सकता। भारत में युवा तनाव या असंतोष अपने सक्रिय तथा विकट स्वरूप मे दिखाई देता है। युवको मे इस व्यापक असंतोष का ही परिणाम है कि आज, स्कूलों, कॉलेजों व विश्वविद्यालयों मे हड़ताल, पथराव, सत्याग्रह, भूख हड़ताल, घेराव, दंगे–फसाद, परीक्षाओं का बहिष्कार, अध्यापकों तथा अधिकारियों के प्रति असम्मान आदि के रूप मे विस्फोट होता है। युवा असंतोष हेतु अनेक शब्दों का प्रयोग होता है, जैसे युवा तनाव, युवा सक्रियता या विद्यार्थी असंतोष आदि। युवा असंतोष के नाम पर अनुशासनहीनता, नियमहीनता, तोड़फोड़, आगजनी तथा पथराव तक को उचित माना जाता है जो कि एक बहुत ही गलत बात है। इस रूप मे

युवा असंतोष एक सामुदायिक समस्या है। इस समस्या का शिकार प्रमुखतः युवा वर्ग एवं छात्र है। युवा तनाव या असंतोष के कारण (yuva tanav ke karan) जन्म से कोई युवा तनावग्रस्त नही होता। उसके जीवन मे कुछ ऐसी परिस्थितियां उत्पन्न होती है या कुछ ऐसी घटनायें घटती है जिनके चलते वह तनावग्रस्त हो जाता है। तात्पर्य यह है कि युवा तनाव अकारण या आकस्मिक घटना नही है। इसके पीछे कुछ ठोस कारण होते है।

युवा तनाव या युवा असंतोष के प्रमुख कारण 1. बेरोजगारी युवाओं मे विशेषरूप से शिक्षित युवाओं मे बेरोजगारी तनाव का सबसे बड़ा कारण है। दरअसल, पढ़ाई के समय बच्चों के माता– पिता उनसे बहुत अपेक्षा करते है और स्वयं भी वे अपने लिये बड़े– बड़े सपने देखते है। लेकिन जब युवा पढ़ाई करने के बाद रोजगार के लिये दर– दर भटकते है और उन्हें अपने सपने पूरे होते नही दिखते तो बहुत निराशा होते है। यह निराशा उनमे तनाव का कारण बनती है। 2. भ्रष्टाचार युवा सामान्यतया आदर्शवादी होते है। किन्तु व्यावहारिक जीवन मे वह देखते है कि सरकारी कार्यालयों से लेकर शिक्षण संस्थानों यहां तक कि क्षेत्रीय व प्रादेशिक विश्वविद्यालयों तक मे कोई काम रूटीन में या सामान्य प्रक्रिया के तहत आसानी से नही होता। काम की बात तो बहुत दूर की बात है यहाँ तक की सामान्य जानकारी पाने के लिये भी उन्हें दफ्तरों के सैकड़ों चक्कर लगाने पड़ते है। ऐसे में उनकी राष्ट्रवादी बनने और राष्ट्र निर्माण के लिये काम करने सम्बन्धी सपने टूटने लगते है। आदर्श और यथार्थ के बीच इतनी गहरी खाई है इसकी उनके युवा मन ने कभी कल्पना भी नही की हुई होती है। युवाओं का ऐसे कड़वे यथार्थ से समाना होने पर उनके चिन्ताग्रस्त एवं तनावग्रस्त हो जाना कोई अस्वाभाविक घटना नही है। 3. महँगाई वर्तमान मे महँगाई दिन प्रतिदिन बढ़ती जा रही है। इस बढ़ती महंगाई के कारण सामान्य लोगो को गुजर बसर करना बड़ा कठिन हो रहा है। महँगाई ने लोगो की कमर तोड़ दी है। युवको के खर्चे आज बहुत बढ़ गये है। अतः इस महंगाई से परेशान होकर युवा वर्ग मे तनाव उत्पन्न हो जाना स्वाभाविक बात है ।

4.औद्योगिकरण का प्रभाव औद्योगिकरण ने मानव जीवन को सबसे अधिक प्रभावित किया है। लोग जीविका की तलाश मे औद्योगिक संस्थाओं मे कार्य करने के लिये नगरो मे आते है। जिसके फलस्वरूप अनक समस्याओं का जन्म होता है। जैसे पारिवारिक, विघटन, मकान की समस्या, मनोरंजन की समस्या आदि। बहुत से लोगो को कभी–कभी बेकिरी का सामना करना पड़ता है, जिसके परिणामस्वरूप युवा वर्ग मे अनेक समस्याओं का जन्म होता है और तनाव की स्थिति उत्पन्न हो जाती है। औद्योगिकरण से ग्रामीण उद्योग नष्ट हो रहे है, जिससे ग्रामीण लोगो मे तेजी से बेरोजगारी बढ़ रही है।

5.सन्देशवाहन युवा तनाव को प्रोत्साहित करने मे संदेशवाहन के साधनो का भी बहुत बड़ा हाथ है । सोसल मीडिया और अन्य सन्देशवाहनों के जरिये किसी भी समस्या के संबंध मे युवा विचार–विमर्श कर लेते है। साथ ही संगठन एवं एकता को कायम कर लेते है। अपनी समस्या

को हल करने के लिये वे इनके माध्यम से आवाज उठाते है। इसके अभाव मे यह असंभव नही तो कठिन तो जरूर ही था । इस प्रकार से स्पष्ट है कि संदेशवाहक के साधन भी युवा तनाव के लिये विशेष रूप से उत्तरदायी है।

6.सरकार की उदासीता युवा वर्ग के सामने आज अनेक समस्याएं है सरकार की युवाओं के प्रति उदासीनता भी युवा तनाव का एक मुख्य कारण है। यद्यपि सरकार युवाओं की समस्याओं के प्रति जागरूक तो है, लेकिन निराकरण के लिये कोई ठोस कदम नही उठाया गया है। इसके परिणामस्वरूप युवा वर्ग मे निराशा एवं असंतोष का भाव जागृत हो गया है। यही बात युवको मे तनाव पैदा करती है ।

7.परिवारिक नियंत्रण का कम होना आज पारिवारिक नियंत्रण दिनों–दिन कम होता जा रहा है। माता– पिता का अब बच्चो पर पहले जैसा नियंत्रण नहीं रहता। परिवार जो कि सेवा, त्याग, आत्मसंयम, अनुशासन आदि गुणों का केन्द्र होता था आज वह तनाव का केन्द्र बन गया है, जिससे परिवार के द्वारा बच्चों का उचित समाजीकरण नही हो पाता, पारिवारिक संस्कारों मे गिरावट आई है। परिवार के नियंत्रणात्मक प्रभाव मे कमी आई है ।

8.विश्वविद्यालय मे समुचित पढ़ाई न होना छात्रों को शिकायत है कि विश्वविद्यालयों मे पढ़ाई ठीक ढंग से नही होती, बेमौसम पढ़ाई की खानापूर्ति की जाती है, और फिर देर से परीक्षा लेकर उन्हें परेशान किया जाता है।

9.व्यावसायिक मनोरंजन मनोरंजन के वर्तमान साधनों ने भी एक ऐसे पर्यावरण का निर्माण किया है जिसमें युवा पीढ़ी अनेक तनावों का अनुभव कर रही है। टेलिविजन और चलचित्रों के आधुनिक कथानक और दृश्यों का प्रस्तुतिकरण युवा पीढ़ी को वास्तविकता से दूर ले जाता हैं। अभावों में पल रही युवा पीढ़ी चलचित्रों के माध्यम से जब वर्ग– संघर्ष, नैतिकता के नये तरीकों, विद्यार्थियों की स्वतंत्रता तथा प्रेम– प्रसंगों को देखती है तो उसका अनुभवहीन भावुक मन इन विशेषताओं को जल्दी ही ग्रहण कर लेता है। यह काल्पनिक महत्वाकांक्षाएं उसमें इतना तनाव भर देती है कि धीरे–धीरे वह अध्ययन से विमुख होकर आंदोलनों और हिंसा की दशा में ही कुछ चेतना और सक्रियता का अनुभव करने लगता हैं। मनोरंजन के व्यापारिक साधनों द्वारा जिन जीवन मूल्यों और व्यवहार के तरीकों का प्रसारण होता हैं, वे व्यावहारिक जीवन से बहुत भिन्न होने के कारण युवा पीढ़ी यह निश्चय नहीं कर पाती कि व्यवहार का कौन– सा ढंग उचित है और कौन–सा अनुचित। अनिश्चितता और भ्रम के इस वातावरण से युवा असंतोष में वृद्धि होती हैं।

10. परम्परागत एवं आधुनिक जीवन शैली व मूल्यों में सामंजस्य का अभाव परंपरागत जीवन पद्धित, जीवन मूल्या और जीवन शैली जिन भौतिक तकनीकी एवं सामाजिक व आर्थिक दशाओं में विकसित हुई थी वे अब काफी बदल गई हैं। उद्योग व तकनीकी प्रधान आधुनिक भारतीय समाज की आवश्यकतायें एवं अपेक्षायें कृषि प्रधान परंपरात्मक भारतीय समाज की आवश्यकताओं

एवं अपेक्षाओं से काफी भिन्न हैं। ऐसे में आज के युवा के सामने एक सवाल यह खड़ा होता है कि वह खानपान, वेशभूषा, रहन–सहन, मेल– मिलाप तथा शादी–ब्याह आदि के मामलों में परंपरागत रीतियाँ तथा सच्चाई ईमानदारी, सादगी, मितव्ययता व परोपकार जैसे परंपरागत मूल्यों को अपनायें या आधुनिक जीवन पद्धित के आधार पर जीवन में आगे बढ़े । अगर वह रहन– सहन, खान– पान, मेल–मिला एवं शादी–विवाह आदि के मामलों मे स्वतंत्र निर्णय लेकर जीवन में आगे बढ़ता है तो उसे घर–परिवार, पड़ोस और सगे– सम्बन्धियों की आलोचना के साथ कभी– कभी बहिष्कार का भी शिकार होना पड़ता हैं। अगर वह अपने तर्क व युक्तिसंगत निर्णय के विरूद्ध परम्परात्मकता की राह पर चलता है तो उसे मानसिक क्लेश होता हैं। ऐसे में परंपरा व आधुनिकता की दुविधा युवा के मन–मस्तिष्क को इतनी उद्वेलित कर देती है कि वह तनावग्रस्तता का शिकार हो जाता हैं। युवा तनाव या युवा असंतोष के परिणाम हमारे वर्तमान समाज मे मात्र असंतोष की घटनाएं प्रतिदिन हमे अनवरत् रूप से समाचार पत्रों मे पढ़ने को मिलती है। यह असंतोष अनेक रूपों मे होता है, जैसे हड़ताल, पथराव, भूख हड़ताल, घेराव, परीक्षाओं का बहिष्कार, सार्वजनिक संपत्ति की तोड़फोड़ आदि सामान्य जनजीवन को अस्त–व्यस्त करने वाली घटनाएं। युवा तनाव को सामाजिक समस्या के रूप मे मान लेने के पश्चात उसके परिणामों को जानना भी जरूरी।

युवा तनाव या असंतोष के परिणाम 1. समाज की कानूनी व्यव्यवस्था भंग होना। 2. युवाओं की आकांक्षाओं का ढांचा लड़खड़ा जाना। 3. व्यक्तिगत समायोजन मे असफलता। 4. सामाजिक मूल्यों का एक पीढ़ी से दूसरी पीढ़ी को हस्तान्तरित होना बंद करना चाहिए। 5. सामाजिक संस्थाओं का विघटन, जिसका प्रभाव अंत मे समाज पर पड़ता है। 6. संपत्ति का नुकसान तथा आर्थिक एवं सामाजिक विकास का अवरुद्ध होना। 7. शिक्षा व्यवस्था का विघटन होना भी एक प्रमुख कारण है।

निष्कर्षः

मेरा मानना है कि युवा वर्ग में इस प्रकार का चिंताजनक व्यवहार देश की भ्रष्ट, रिश्वतखोर व्यवस्था है। जहाँ य अपने को असहाय महसूस करते हैं। उनके भीतर पनपती कुंठा, इस प्रकार उग्र रूपधारण करती है। आज युवा वर्ग एम०ए०, इंजीनियरिंग आदि की पढ़ाई करके भी बरोजगार हैं। कारण आज शिक्षा और योग्यता से ज्यादा महत्व सिफारिश का है । जिन बच्चों को माँ–बाप, अपना घर गिरवी रखकर, उधार–देना कर, मजदूरी कर पढ़ाते हैं य यह सोचकर कि पढ़ाई खतम होने के बाद, बेटा कोई नौकरी में जायगा, तब इन सब को लौटा लूँगा। मगर जब वे पढ़–लिखकर भी बेरोजगार, दर–दर की ठोकरें खाते फिरते हैं, तब य्वा वर्ग में आक्रोश जन्म लेता है। जो आये दिन हमें हिंसक प्रवृतियों के रूप में देखने मिलता है। जब तक समाज में ये ऊँच–नीच, नौकरशाही रहेगी , युवा वर्ग कुंठित और मजबूर जीयेंगे।

सुझावः–

1)समस्याओं को एक–एक करके सुलझाईये।

2)जब तक सफलता नहीं मिल जाती पूर्ण आत्मविष्वास और धैर्य के साथ निरन्तर प्रयास करते रहियें।

3)कार्यो को प्राथमिकता के आधार पर निपटायें।

4)कार्य को आधा–अधूरा नहीं बल्कि समग्र रूप से किया जाये।

5)कार्य के प्रति अपना दृष्टिकोण बदलकर सकारात्मक बनाकर तनाव को कम कर सकतें।

6)यह मानकर चलें कि जीवन की प्रत्येक घटना परोक्ष या अपरोक्ष रूप से आप को लाभ पहुँचाती है।

7)वर्तमान को सफल बनाने पर ध्यान दें।

8)अपने जीवन की तुलना अन्य के साथ कर चिंतित न हो।

9)जिस परिस्थिति को आप नहीं बदल सकते उसके बारे में सोच कर दुःखी न हो।

10खुशी देने से खुशी बढ़ती है इसलिए सर्व को खुशी दो।

11)ईर्ष्या न करें, परन्तु ईश्वर का चिंतन करें।

संदर्भ–ग्रंथ सूची :

1.भार्गव, डॉ. महेशः मानव विकास का

2.भार्गव, डॉ. बीनूः मनोविज्ञान , भार्गव बुक हाउस पृ. 246 से 283

3.नवभारत समाचार पत्रः अवकास 27 फरवरी 2012

3. नवभारत समाचार पत्रः अवकास 20 दिसम्बर 2012

भारत में अभिनव शैक्षणिक दृष्टिकोण

अंजना वैष्णव शोधार्थी

प्रस्तावना –

शिक्षा जगत में अभिनव प्रयोग सतत चलने वाली प्रक्रिया है। वर्तमान एवं भविष्य की आवश्यकतानुसार समय–समय पर नवाचार किया जाता रहा है। प्राचीन भारत आविष्कारों और नवाचारों की भूमि रहा है। जब आवाज़ रिकॉर्ड करने के उपकरण नहीं बने थे, पेन–कागज जैसी लेखन सामग्री का आविष्कार नहीं हुआ था तब प्राचीन काल में एक पीढ़ी से दूसरी पीढ़ी तक ज्ञान के प्रसार के लिए ऋषियों और विद्वानों द्वारा श्रुति परम्परा के अंतर्गत मौखिक रूप से शिक्षा प्रदान की जाती थी। पीढ़ी दर पीढ़ी सैकड़ों वर्षों तक इस विधि से ज्ञान सहेजा जा सका। कालांतर में नवाचार का उदाहरण तब सामने आता है जब लेखन आरंभ हुआ और ताड़ के पत्तों तथा पेड़ों की छाल से पांडुलिपियां तैयार की जाने लगी। शुरुआती छपाई के दिनों से पहले जब किताबें आसानी से उपलब्ध नहीं थीं, शिक्षकों द्वारा व्याख्यान और चर्चा के माध्यम से ज्ञान प्रदान किया जाता था। शैक्षिक प्रौद्योगिकी और शैक्षिक अनुसंधान की प्रगति के साथ शिक्षाविदों ने कई शिक्षण कौशल और तकनीकों का विकास किया, जिसके परिणामस्वरूप प्रभावी शिक्षण हुआ।

प्राचीन भारत में नवाचार –

भारत में शिक्षा का एक समृद्ध इतिहास रहा है। प्राचीन भारत में शिक्षा प्रणाली समाज में प्रचलित संस्कृति से अत्यधिक प्रभावित थी। प्राचीनकाल की शिक्षा प्रणाली को ज्ञान, परंपराओं और प्रथाओं के स्रोत के रूप में माना जाता था जो मानवता को बढ़ावा देती थी। वैदिक काल के दौरान शिक्षा मुख्य रूप से चार वेदों यानी ऋग्वेद, सामवेद, यजुर्वेद और अथर्ववेद का ज्ञान प्रदान करने से संबंधित थी। ये दुनिया के सबसे प्राचीन शास्त्र हैं और यह भी नवाचार का ही प्रत्यक्ष उदाहरण है कि ये अलग–अलग समय अवधि में अलग–अलग मंत्रद्रष्टा ऋषियों द्वारा रचे गए अर्थात प्रत्येक वेद की रचना लम्बे कालखण्ड में अनेक ऋषियों द्वारा की जाती रही।

प्राचीन भारतीय शिक्षा प्रणाली पूरे विश्व में प्रसिद्ध थी। इसने दुनिया भर के लोगों को आकर्षित किया और भारत के बाहर के कई लोग शिक्षा प्राप्त करने के लिए यहां आए। नवाचार ही कहना चाहिए कि भारत में 700 ईसा पूर्व में दुनिया के पहले विश्वविद्यालय की स्थापना की जा चुकी थी। तक्षशिला विश्वविद्यालय में दुनिया भर के 10,500 से अधिक छात्रों ने 60 से अधिक विषयों का अध्ययन किया। नवोन्मेश की परंपरा में भारतीय वैज्ञानिक आर्यभट्ट ने अंक शून्य का आविष्कार किया। स्थान मान प्रणाली और दशमलव प्रणाली भारत में 100 ईसा पूर्व में विकसित की गई थी। पाई के मान की गणना सबसे पहले भारतीय गणितज्ञ बुधायन ने की थी,

जिन्होंने पाइथागोरस प्रमेय की अवधारणा को भी समझाया था। त्रिकोणमिति, बीजगणित, कलन अध्ययन की उत्पत्ति भारत में हुई थी। श्रीधराचार्य ने 11वीं शताब्दी में द्विघात समीकरणों का प्रयोग किया था। भास्कराचार्य ने सैकड़ों साल पहले पृथ्वी द्वारा सूर्य की परिक्रमा करने में लगने वाले समय की गणना की थी।

वर्तमान भौक्षिक परिदृश्य –

ब्रिटिश भासनकाल में भारतीय शिक्षा प्रणाली को गर्त में डाल दिया गया और अंग्रेज भासकों के हितों को ध्यान में रखकर रटंत विद्या को बढ़ावा दिया गया जो भारतीय शिक्षा प्रणाली के लिए अभिशाप सिद्ध हुई। स्वतंत्र भारत की शिक्षा प्रणाली भी ब्रिटिश शिक्षा प्रणाली की प्रतिति के अलावा और कुछ नहीं थी। स्वतंत्रता के बाद, समय–समय पर शिक्षा नीति बनाई गई। इस क्रम में 1992 की राष्ट्रीय शिक्षा नीति ने भारत में शिक्षा प्रणाली के विकास के लिए कई उद्देश्य निर्धारित किए, लेकिन यह उन सभी को प्राप्त करने में सफल नहीं रही। यह चाहा गया कि शिक्षा प्रणाली में रटंत विद्या को हतोत्साहित करना चाहिए लेकिन यह हो न सका। भारत में शिक्षा प्रयोग और संवाद के बजाय रट्टा लगाने को प्रोत्साहित करती रही। अब लंबे समय बाद जुलाई, 2020 में बहुप्रतीक्षित राष्ट्रीय शिक्षा नीति 2020 ("एनईपी 2020") की घोषणा की गई। इसके द्वारा भारतीय शिक्षा के अभिशाप, रटंत शिक्षा को आखिरकार दरवाजा दिखाया जा रहा है। नई शिक्षा नीति प्रत्येक व्यक्ति की रचनात्मक क्षमता के विकास पर विशेष बल देती है। प्राचीन और सनातन भारतीय ज्ञान और विचार की समृद्ध विरासत इस नीति के लिए एक मार्गदर्शक रही है। ज्ञान, प्रज्ञा, और सत्य की खोज को हमेशा भारतीय विचार और दर्शन में सर्वोच्च मानव लक्ष्य माना जाता था। प्राचीन भारत में शिक्षा का उद्देश्य केवल जीवनयापन के लिए ज्ञान प्राप्त करना नहीं था, बल्कि स्वयं की पूर्ण प्राप्ति और मुक्ति के लिए था।

वर्तमान शिक्षा का मुख्य विचार है कुछ भी सिखाया नहीं जा सकता, सब कुछ सीखना है। पारंपरिक शिक्षण मुख्य रूप से इस बात पर ध्यान केंद्रित करता है कि आप अपने छात्रों को कितना ज्ञान दे सकते हैं, इसके विपरीत शिक्षण के नवीन तरीके इस बात की गहराई तक जाते हैं कि छात्रों को व्याख्यान के दौरान आप जो पढ़ा रहे हैं, उससे वास्तव में वे क्या ग्रहण कर रहे हैं। विद्यार्थी अब ज्ञान के निष्क्रिय प्राप्तकर्ता नहीं हैं, वे अब सीखने की प्रक्रिया में सक्रिय भागीदार हैं। पिका (2015) ने न्यूरोफिज़ियोलॉजिस्ट कार्ला हैनाफोर्ड को उद्धृत करते हुए लिखा कि हम शारीरिक और संवेदी रूप से जो अनुभव करते हैं उसका 80 प्रतिशत सीखते हैं लेकिन हम जो पढ़ते हं उसका केवल 10 प्रतिशत ही सीखते हैं। इसीलिए देश के अनेक राज्यों में गतिविधि आधारित शिक्षा का प्रयोग किया गया और नई शिक्षा नीति भी गतिविधि आधारित शिक्षा को बढ़ावा देती है। यह बच्चे के सामाजिक विकास में मदद करती है। यह एक व्यक्ति को सामाजिक वास्तविकता का सामना करने के लिए तैयार करती है। पिछले 30 वर्षों के वैज्ञानिक शोधों ने हमें सिखाया है कि मानव विकास की सबसे महत्वपूर्ण अवधि जन्म से लेकर

आठ वर्ष की आयु तक है। इन वर्षों के दौरान, शारीरिक और मानसिक स्वास्थ्य का विकास भविष्य के वर्षों में सफलता के लिए एक मजबूत नींव बनाता है। इसलिए गतिविधि आधारित शिक्षा प्राथमिक शिक्षा और बच्चे की शिक्षा में अधिक प्रभावी और बहुत उपयोगी है। इसे किसी भी अन्य तरीके से बेहतर माना जाता है।

भाोध के अनुसार श्रव्य माध्यम से केवल 10 प्रतिशत ही सीखना होता है जबकि दृश्य माध्यम के साथ सुनने से विद्यार्थी 50 प्रति"त सीखता है। इसलिए प्रदर्शन जैसी गतिविधियां कराई जाती हैं जिसमें दृष्टि शामिल हो। कक्षा में डिस्कशन अर्थात चर्चा भी एक ऐसी गतिविधि है जो सीखने में मदद करती है। समूह चर्चा में छात्र किसी दिए गए विषय के बारे में छोटे समूहों (चार से पंद्रह छात्र) में चर्चा करते हैं और किसी निष्कर्ष पर पहुंचते हैं। शैक्षिक खेलों का उपयोग सीखने की एक महत्वपूर्ण विधि के रूप में भी किया जाता है। ये ऐसे खेल हैं जो छात्रों को कुछ विषयों के बारे में सीखने, अवधारणाओं को स्पश्ट करने, विभिन्न सामग्रियों को समझने, कौशल सीखने आदि में मदद करने के लिए डिज़ाइन किए गए हैं। वाद–विवाद एक लंबे समय से उपयोग की जाने वाली सीखने की प्रक्रिया है जिसमें विषय को दो समूहों के बीच तर्कों (तर्कों से युक्त चर्चा) द्वारा स्पष्ट तरीके से समझाया जाता है जिसमें एक समूह विवादास्पद मुद्दे या विषय का बचाव करने के लिए तर्क देता है और दूसरा समूह विषय के विरुद्ध तर्क प्रस्तुत करता है। नाट्यकरण भी सीखने में मदद करता है जहां नाटकीय रूप में प्रस्तुतीकरण या किसी घटना, उपन्यास, कहानी आदि की नाट्य प्रस्तुति की जाती है।

इनके अतिरिक्त अनेक नए तरीके अपनाए जा रहे हैं जो विद्यार्थी पर बोझ डाले बगैर सीखने के लिए उसे तैयार करते हैं। ऐसी ही एक विधि है संदर्भ आधारित शिक्षा जिसमें जानकारी के साथ उससे जुड़े संदर्भ उसकी प्रासंगिकता समझाते हैं। किसी कक्षा में व्याख्यान आमतौर पर सीमित समय और सीमित संदर्भ वाला हो सकता है लेकिन उस विशय से जुड़े समृद्ध संदर्भ कक्षा से दूर भी प्रभावी तरीके से सीखने में मदद करते हैं। संदर्भ कुछ भी हो सकता है चाहे वह घटना के कब, कहां घटित होने की जानकारी हो या जानकारी से जुड़े स्थान की जानकारी हो। कई बार जानकारी से जुड़े स्थान का भ्रमण भी समृद्ध संदर्भ बन जाता है। उदाहरण के लिए किसी गीत से जुड़ी सामान्य जानकारी जैसे गायक अथवा गायिका का नाम, गीतकार अथवा संगीतकार के नाम के साथ–साथ यदि उससे जुड़ा कोई किस्सा बताया जाए तो वह रोचक तरीके से उसे अविस्मरणीय बना सकता है। ऐसे ही किसी स्थापत्य के बारे में पढ़ाते हुए उससे जुड़े स्थान की यात्रा एक ऐसा अनुभव देगी जो उसे कभी न भुलाए जा सकने वाला गंतव्य बना सकती है। प्रसंग हमें अनुभव से सीखने में सक्षम बनाता है। नई जानकारी को, हम जो पहले से जानते हैं उससे जोड़कर, हम इसकी प्रासंगिकता और अर्थ को समझ सकते हैं।

महाविद्यालय और विद्यालय में कक्षा के बाद क्लब अथवा सेल जैसी अनौपचारिक संस्था में सीखना, शैक्षिक सामग्री को उन मुद्दों से जोड़ सकता है जो शिक्षार्थियों के लिए उनके जीवन में मायने रखते हैं। महाविद्यालयों और विद्यालयों में सीखने को दैनिक जीवन के अनुभवों से समृद्ध किया जा सकता है; कक्षा से प्रश्नों और ज्ञान को जोड़कर अनौपचारिक शिक्षा को गहरा किया जा सकता है। ये अनुभव सीखने के लिए रुचि और प्रेरणा जगाते हैं।

यह एक सर्वमान्य तथ्य है कि सभी सीखने वाले अलग हैं जबकि अधिकांश शैक्षिक प्रस्तुतियाँ और सामग्री सभी के लिए समान हैं। यह सीखने में रूकावट पैदा करता है क्योंकि कुछ विद्यार्थियों के लिए लाख टके का सवाल होता है कि उस सामग्री से कैसे जुड़ना है। यह शिक्षार्थी पर बोझ समान होता है, जिसका परिणाम होता है कि कुछ विद्यार्थी ऊब जाएंगे, अन्य खो जाएंगे, और बहुत कम ही सामग्री के माध्यम से आगे बढ़ पाएंगे। अनुकूल शिक्षण इस समस्या का समाधान प्रस्तुत करता है। यह शैक्षिक सामग्री के माध्यम से एक विद्यार्थी से संबंधित पिछले और वर्तमान डेटा का उपयोग कर उसे आगे बढ़ाता है। एक अभिनव तकनीक है आकस्मिक शिक्षा जो अनियोजित होती है। इसे दूसरे भाब्दों में कह सकते हैं अनजाने में सीखना। यह एक ऐसी गतिविधि करते समय हो सकता है जो कि सीखे गए से असंबंधित प्रतीत होती है। औपचारिक शिक्षा के विपरीत, आकस्मिक शिक्षा एक शिक्षक के नेतृत्व में नहीं होती है, न ही यह एक तैयार पाठ्यक्रम का पालन करती है। इसके साथ ही ि”क्षार्थियों के सर्वांगीण विकास के लिए एक शक्तिशाली दृष्टिकोण है कम्प्यूटेशनल सोच जो समस्या समाधान के लिए एक अभिनव प्रयोग है। इसमें बड़ी समस्याओं को छोटे में तोड़ना शामिल है, यह पहचानना कि ये उन समस्याओं से कैसे संबंधित हैं जिन्हें अतीत में हल किया गया है अर्थात पैटर्न पहचान, महत्वहीन विवरणों को अलग करना, उन कदमों की पहचान और उन्हें विकसित करना जो समाधान के लिए आवश्यक होंगे। इसका उद्देश्य बच्चों को समस्याओं की संरचना करना सिखाना है ताकि उन्हें हल किया जा सके। कम्प्यूटेशनल सोच को गणित, विज्ञान और कला के हिस्से के रूप में पढ़ाया जा सकता है। इसका उद्देश्य केवल बच्चों को कंप्यूटर कोडर बनने के लिए प्रोत्साहित करना नहीं है, बल्कि सोचने की एक ऐसी कला में महारत हासिल करना है जो उन्हें अपने जीवन के सभी पहलुओं में जटिल चुनौतियों से निपटने में सक्षम बनाएगी।

उपसंहार –

यूनेस्को के अनुसार, कोविड–19 के प्रकोप के कारण दुनिया भर के 138 देशों में 1 अरब 37 लाख छात्र प्रभावित हुए हैं। लॉकडाउन में ई–शिक्षा अच्छा विकल्प बनकर उभरी है। छात्रों के साथ जुड़ने के लिए जूम, स्काइप, गूगल क्लासरूम, मीट जैसे ऑनलाइन वीडियो कॉन्फ्रेंसिंग प्लेटफॉर्म का उपयोग किया गया। इसीलिए नई शिक्षा नीति में डिजिटल शिक्षा को भी बढ़ावा दिया जा रहा है। डिजिटल शिक्षा के लिए आवश्यक उपकरणों के साथ–साथ विदेशों में ऐसे

उपकरण भी अस्तित्व में आ गए हैं जो शिक्षार्थी की भावनाओं का विश्लेषण करते हैं। ये उपकरण आँखों पर नज़र रखने और चेहरे की पहचान के साथ–साथ विश्लेषण कर सकते हैं कि छात्र कसे सीखते हैं, फिर उनकी भावनात्मक और संज्ञानात्मक अवस्थाओं पर अलग–अलग प्रतिक्रिया देते हैं। सीखने के विशिष्ट संज्ञानात्मक पहलुओं में यह शामिल है कि क्या छात्रों ने किसी प्रश्न का उत्तर दिया है और वे अपने ज्ञान की व्याख्या कैसे करते हैं। गैर–संज्ञानात्मक पहलुओं में शामिल है कि क्या कोई छात्र निराश, भ्रमित या विचलित है। शिक्षण के लिए छात्रों की भावनाओं और स्वभाव की जानकारी, शिक्षकों की विशेषज्ञता के साथ संज्ञानात्मक शिक्षण के लिए कंप्यूटर–आधारित प्रणालियों को जोड़ना एक आशाजनक दृष्टिकोण है, ताकि शिक्षण शिक्षार्थी के लिए अधिक उत्तरदायी बन सके।

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राष्ट्रीय शिक्षा नीतियों का विश्लेषण एवं चुनौतियां

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प्रस्तावना–

राष्ट्रीय विकास को प्राप्त करने के लिए शिक्षा मौलिक है। एक बेहतर शिक्षा प्रणाली अच्छे मानव संसाधन का विकास करती है। ये मानव संसाधन समृद्धि और समानता लाते हैं और अपनी क्षमता का उपयोग करके समाज को बदलते हैं। बेहतर शिक्षा अपनी सरकार द्वारा बनाई गई शिक्षा नीतियों और समय–समय पर उनमें बदलाव लाने पर निर्भर करती है। आजादी के बाद भारत में अब तक तीन शिक्षा नीतियां हैं। भारत में पहली राष्ट्रीय शिक्षा नीति 1968 में और दूसरी 1986 में आई; 1986 की राष्ट्रीय शिक्षा नीति को 1992 में संशोधित किया गया था। तीसरी राष्ट्रीय शिक्षा नीति हाल ही के वर्ष 2020 में आई।

प्रस्तुत शोध पत्र में उपलब्ध माध्यमिक आंकड़ों का विश्लेषण करके भारत की तीनों राष्ट्रीय शिक्षा नीतियों का विश्लेषणएवं चुनौतियों को स्पष्ट करने का प्रयास किया है।

शब्द कुँजी : नई शिक्षा नीति, शिक्षा और विश्लेषण।

जीवन में शिक्षा के महत्त्व को देखते हुए गुणवत्तापूर्ण शिक्षा उपलब्ध कराने के उद्देश्य से वर्तमान सरकार ने शिक्षा क्षेत्र में व्यापक बदलावों के लिये नई राष्ट्रीय शिक्षा नीति को मंजूरी दे दी है। करीब तीन दशक के बाद देश में नई शिक्षा नीति को मंजूरी दी गई है। इससे पूर्व वर्ष 1986 में राष्ट्रीय शिक्षा नीति बनाई गई थी और वर्ष 1992 में इसमें संशोधन किया गया था। उम्मीद की जा रही है कि यह शिक्षा नीति शिक्षा क्षेत्र में नवीन और सर्वांगीण परिवर्तनों की आधारशिला रखेगी। विदित है कि राष्ट्रीय शिक्षा नीति, 2020 को तैयार करने के लिये विश्व को सबसे बड़ी परामर्श प्रक्रिया आयोजित की गयी थी। जिसमें देश के विभिन्न वर्गों से रचनात्मक सुझाव माँगे गए थे। प्राप्त सुझावों और विभिन्न शिक्षाविदों के अनुभव तथा के. कस्तूरीरंगन समिति की सिफारिशों के आधार पर शिक्षा तक सबकी आसान पहुँच, समता, गुणवत्ता, वहनीयता और जवाबदेही के आधारभूत स्तंभों पर निर्मित यह नई शिक्षा नीति सतत विकास के लिये 'एजेंडा 2030' के अनुकूल है और इसका उद्देश्य 21वीं शताब्दी की आवश्यकताओं के अनुकूल स्कूल और कॉलेज की शिक्षा को अधिक समग्र, लचीला बनाते हुए भारत को एक ज्ञान आधारित जीवंत समाज और वैश्विक महाशक्ति में बदलकर प्रत्येक छात्र में निहित अद्वितीय क्षमताओं को सामने लाना है।

1. भारतीय शिक्षा का विकासक्रमः

1.1 राष्ट्रीय शिक्षा नीति, 1968

स्वतंत्र भारत में शिक्षा पर यह पहली नीति कोठारी आयोग (1964–1966) की सिफारिशों पर आधारित थो। शिक्षा को राष्ट्रीय महत्त्व का विषय घोषित किया गया। 14 वर्ष की आयु तक के सभी बच्चों के लिये अनिवार्य शिक्षा का लक्ष्य और शिक्षकों का बेहतर प्रशिक्षण और योग्यता पर फोकस। नीति ने प्राचीन संस्त भाषा के शिक्षण को भी प्रोत्साहित किया, जिसे भारत की संस्ति और विरासत का एक अनिवार्य हिस्सा माना जाता था। शिक्षा पर केन्द्रीय बजट का 6 प्रतिशत व्यय करने का लक्ष्य रखा। माध्यमिक स्तर पर 'त्रिभाषा सूत्र' लागू करने का आह्वान किया गया।

1.2 राष्ट्रीय शिक्षा नीति, 1986

इस नीति का उद्देश्य असमानताओं को दूर करने विशेष रूप से भारतीय महिलाओं, अनुसूचित जनजातियों और अनुसूचित जाति समुदायों के लिये शैक्षिक अवसर की बराबरी करने पर विशेष ज़ोर देना था। इस नीति ने प्राथमिक स्कूलों को बेहतर बनाने के लिये 'ऑपरेशन ब्लैकबोर्ड' लॉन्च किया। इस नीति ने इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय क साथ 'ओपन यूनिवर्सिटी' प्रणाली का विस्तार किया। ग्रामीण भारत में जमीनी स्तर पर आर्थिक और सामाजिक विकास को बढ़ावा देने के लिए महात्मा गांधी के दर्शन पर आधारित ष्ग्रामीण विश्वविद्यालयऽ मॉडल के निर्माण के लिये नीति का आह्वान किया गया।

1.3 राष्ट्रीय शिक्षा नोति में संशोधन, 1992

राष्ट्रीय शिक्षा नीति, 1986 में संशोधन का उद्देश्य देश में व्यावसायिक और तकनीकी कार्यक्रमों में प्रवेश के लिये अखिल भारतीय आधार पर एक आम प्रवेश परीक्षा आयोजित करना था। इंजीनियरिंग और आर्किटेक्चर कार्यक्रमों में प्रवेश के लिये सरकार ने राष्ट्रीय स्तर पर संयुक्त प्रवेश परीक्षा (Joint Entrance Examination & JEE) और अखिल भारतीय इंजीनियरिंग प्रवेश परीक्षा (All India Engineering Entrance Examination & AIEEE) तथा राज्य स्तर के संस्थानों के लिये राज्य स्तरीय इंजीनियरिंग प्रवेश परीक्षा ँस्म्म्द्ध निर्धारित की। इसने प्रवेश परीक्षाओं की बहुलता के कारण छात्रों और उनके अभिभावकों पर शारीरिक, मानसिक और वित्तीय बोझ को कम करने की समस्याओं को हल किया।

1.4 शिक्षा नीति में परिवर्तन की आवश्यकता क्यों?

बदलते वैश्विक परिश्य में ज्ञान आधारित अर्थव्यवस्था की आवश्यकताओं की पूर्ति करने के लिये मौजूदा शिक्षा प्रणाली में परिवर्तन की आवश्यकता थी। शिक्षा की गुणवत्ता को बढ़ाने, नवाचार और अनुसंधान को बढ़ावा देने के लिये नई शिक्षा नीति की आवश्यकता थी। भारतीय शिक्षण

व्यवस्था की वैश्विक स्तर पर पहुँच सुनिश्चित करने के लिये शिक्षा के वैश्विक मानकों को अपनाने के लिये शिक्षा नीति में परिवर्तन की आवश्यकता थी।

1.5 राष्ट्रीय शिक्षा नीति, 2020:

राष्ट्रीय शिक्षा नीति–2020 में शिक्षा की पहुँच, समता, गुणवत्ता, वहनीयता और उत्तरदायित्व जैसे मुद्दों पर विशेष ध्यान दिया गया है। नई शिक्षा नीति के तहत केंद्र व राज्य सरकार के सहयोग से शिक्षा क्षेत्र पर देश की जीडीपी के 6: हिस्से के बराबर निवेश का लक्ष्य रखा गया है। नई शिक्षा नीति के अंतर्गत ही 'मानव संसाधन विकास मंत्रालय' (डपदपेजतल वि भ्नउंद त्मेवनतबम क्मअमसवचउमदज – ड्भ्क्द्ध का नाम बदल कर 'शिक्षा मंत्रालय' ;म्कनबंजपवद डपदपेजतलद्ध करने को भी मंजूरी दी गई है।

2.1 प्रारंभिक शिक्षा से संबंधित प्रावधान:

3 वर्ष से 8 वर्ष की आयु के बच्चों के लिये शैक्षिक पाठ्यक्रम का दो समूहों में विभाजन–3 वर्ष से 6 वर्ष की आयु के बच्चों के लिये आँगनवाड़ी/बालवाटिका/प्री–स्कूल (Pre & School) के माध्यम से मुफ्त, सुरक्षित और गुणवत्तापूर्ण 'प्रारंभिक बाल्यावस्था देखभाल और शिक्षा' (Early Childhood Care and Education & ECCE) की उपलब्धता सुनिश्चित करना। 6 वर्ष से 8 वर्ष तक के बच्चों को प्राथमिक विद्यालयों में कक्षा 1 और 2 में शिक्षा प्रदान की जाएगी। प्रारंभिक शिक्षा को बहुस्तरीय खेल और गतिविधि आधारित बनाने को प्राथमिकता दी जाएगी। NEP में MHRD द्वारा 'बुनियादी साक्षरता और संख्यात्मक ज्ञान पर एक राष्ट्रीय मिशन' (National Mission on Foundational Literacy and Numeracy) की स्थापना की मांग की गई है।

राज्य सरकारों द्वारा वर्ष 2025 तक प्राथमिक विद्यालयों में कक्षा–3 तक के सभी बच्चों में बुनियादी साक्षरता और संख्यात्मक ज्ञान प्राप्त करने हेतु इस मिशन के क्रियान्वयन की योजना तैयार की जाएगी।

2.2 भाषायी विविधता को संरक्षण:

छम्च्–2020 में कक्षा–5 तक की शिक्षा में मातृभाषा/ स्थानीय या क्षेत्रीय भाषा को अध्यापन के माध्यम के रूप में अपनाने पर बल दिया गया है, साथ ही इस नीति में मातृभाषा को कक्षा–8 और आगे की शिक्षा के लिये प्राथमिकता देने का सुझाव दिया गया है। स्कूली और उच्च शिक्षा में छात्रों के लिये संस्त और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा परंतु किसी भी छात्र पर भाषा के चुनाव की कोई बाध्यता नहीं होगी।

2.3 पाठ्यक्रम और मूल्यांकन संबंधी सुधार:

इस नीति में प्रस्तावित सुधारों के अनुसार, कला और विज्ञान, व्यावसायिक तथा शैक्षणिक विषयों एवं पाठ्यक्रम व पाठ्येतर गतिविधियों के बीच बहुत अधिक अंतर नहीं होगा। कक्षा–6

से ही शैक्षिक पाठ्यक्रम में व्यावसायिक शिक्षा को शामिल कर दिया जाएगा और इसमें इंटर्नशिप (Internship) की व्यवस्था भी दी जाएगी। 'राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद' (National Council of Educational Research and Training & NCERT) द्वारा 'स्कूली शिक्षा के लिये राष्ट्रीय पाठ्यक्रम रूपरेखा' (National Curricular Framework for School Education) तैयार की जाएगी। छात्रों के समग्र विकास के लक्ष्य को ध्यान में रखते हुए कक्षा–10 और कक्षा–12 की परीक्षाओं में बदलाव किये जाएंगे। इसमें भविष्य में समेस्टर या बहुविकल्पीय प्रश्न आदि जैसे सुधारों को शामिल किया जा सकता है। छात्रों की प्रगति के मूल्यांकन के लिये मानक–निर्धारक निकाय के रूप में 'परख' (PARAKH) नामक एक नए 'राष्ट्रीय आकलन केंद्र' (National Assessment Centre) की स्थापना की जाएगी। छात्रों की प्रगति के मूल्यांकन तथा छात्रों को अपने भविष्य से जुड़े निर्णय लेने में सहायता प्रदान करने के लिये 'त्रिम बुद्धिमत्ता' (Artificial Intelligence & AI) आधारित सॉफ्टवेयर का प्रयोग।

2.4 शिक्षण व्यवस्था से संबंधित सुधारः

शिक्षकों की नियुक्ति में प्रभावी और पारदर्शी प्रक्रिया का पालन तथा समय–समय पर लिये गए कार्य–प्रदर्शन आकलन के आधार पर पदोन्नति। राष्ट्रीय अध्यापक शिक्षा परिषद वर्ष 2022 तक 'शिक्षकों के लिये राष्ट्रीय व्यावसायिक मानक' (National Professional Standards for Teachers & NPST) का विकास किया जाएगा। राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा छब्म्ट्र के परामर्श के आधार पर 'अध्यापक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा' (National Curriculum Framework for Teacher Education & NCFTE½ का विकास किया जाएगा। वर्ष 2030 तक अध्यापन के लिये न्यूनतम डिग्री योग्यता 4–वर्षीय एकीत बी.एड. डिग्री का होना अनिवार्य किया जाएगा।

2.5 उच्च शिक्षा से संबंधित प्रावधानः

छम्च्–2020 के तहत उच्च शिक्षण संस्थानों में 'सकल नामांकन अनुपात' (Gross Enrolment Ratio) को 26.3ः (वर्ष 2018) से बढ़ाकर 50 प्रतिशत तक करने का लक्ष्य रखा गया है, इसके साथ ही देश के उच्च शिक्षण संस्थानों में 3.5 करोड़ नई सीटों को जोड़ा जाएगा। छम्च्–2020 के तहत स्नातक पाठ्यक्रम में मल्टीपल एंट्री एंड एक्ज़िट व्यवस्था को अपनाया गया है, इसके तहत 3 या 4 वर्ष के स्नातक कार्यक्रम में छात्र कई स्तरों पर पाठ्यक्रम को छोड़ सकंगे और उन्हें उसी के अनुरूप डिग्री या प्रमाण–पत्र प्रदान किया जाएगा (1 वर्ष के बाद प्रमाणपत्र, 2 वर्षों के बाद एडवांस डिप्लोमा, 3 वर्षों के बाद स्नातक की डिग्री तथा 4 वर्षों के बाद शोध के साथ स्नातक)। विभिन्न उच्च शिक्षण संस्थानों से प्राप्त अंकों या क्रेडिट को डिजिटल रूप से सुरक्षित रखने के लिये एक 'एकेडमिक बैंक ऑफ क्रेडिट' (Academic Bank of Credit) दिया जाएगा, जिससे अलग–अलग संस्थानों में छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जा सके। नई शिक्षा नीति के तहत एम.फिल. (M-Phil) कार्यक्रम को समाप्त कर दिया गया।

2.6 भारत उच्च शिक्षा आयोगः

चिकित्सा एवं कानूनी शिक्षा को छोड़कर पूरे उच्च शिक्षा क्षेत्र के लिये एक एकल निकाय के रूप में भारत उच्च शिक्षा आयोग (Higher Education Commission of India & HECI) का गठन किया जाएगा। HECI के कार्यों के प्रभावी और प्रदर्शितापूर्ण निष्पादन के लिये चार संस्थानों/निकायों का निर्धारण किया गया है–

विनियमन हेतु– राष्ट्रीय उच्चतर शिक्षा नियामकीय परिषद (National Higher Education Regulatory Council & NHERC)

मानक निर्धारण– सामान्य शिक्षा परिषद (General Education Council & GEC)

वित पोषण– उच्चतर शिक्षा अनुदान परिषद (Higher Education Grants Council & HEGC)

प्रत्यायन– राष्ट्रीय प्रत्यायन परिषद (National Accreditation Council & NAC)

देश में आईआईटी (IIT) और आईआईएम (IIM) के समकक्ष वैश्विक मानकों के 'बहुविषयक शिक्षा एवं अनुसंधान विश्वविद्यालय' (Multidisciplinary Education and Research Universities & MERU) की स्थापना की जाएगी।

3. संबंधित चुनौतियाँः

महँगी शिक्षाः नई शिक्षा नीति में विदेशी विश्वविद्यालयों के प्रवेश का मार्ग प्रशस्त किया गया है, विभिन्न शिक्षाविदों का मानना है कि विदेशी विश्वविद्यालयों के प्रवेश से भारतीय शिक्षण व्यवस्था महँगी होने की संभावना है। परिणामस्वरूप निम्न वर्ग के छात्रों के लिये उच्च शिक्षा प्राप्त करना चुनौतीपूर्ण हो जाएगा।

शिक्षकों का पलायनः विदेशी विश्वविद्यालयों के प्रवेश से भारत के दक्ष शिक्षक भी इन विश्वविद्यालयों में अध्यापन हेतु

पलायन कर सकते हैं।

शिक्षा का संस्तिकरणः दक्षिण भारतीय राज्यों का यह आरोप है कि 'त्रि–भाषा' सूत्र से सरकार शिक्षा का संस्तिकरण

करने का प्रयास कर रही है।

संसद की अवहेलनाः विपक्ष का आरोप है कि भारतीय शिक्षा की दशा व दिशा तय करने वाली इस नीति को अनुमति देने

में संसद की प्रक्रिया का उल्लंघन किया गया। पूर्व में राष्ट्रीय शिक्षा नीति, 1986 भी संसद के द्वारा लागू की गई थी।

मानव संसाधन का अभाव: वर्तमान में प्रारंभिक शिक्षा के क्षेत्र में कुशल शिक्षकों का अभाव है, ऐसे में राष्ट्रीय शिक्षा नीति,

2020 के तहत प्रारंभिक शिक्षा हेतु की गई व्यवस्था के क्रियान्वयन में व्यावहारिक समस्याएँ हैं।

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नई शिक्षा नीति 2020—व्यवसायिक शिक्षा और कौशल निर्माण
निशा चौधरी शोधार्थी (वाणिज्य)

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शोध–सारांश :–

नई शिक्षा नीति देश को समृद्धि की तरफ वढावा देने की एक सकारात्मक पहल है, इसके माध्यम से देश को विकासात्मक बनाने व देश में स्वरोजगार की संभावानाओं को बढ़ावा देने में नई शिक्षा नीति सहायक है। इस शिक्षा नीति के लागू होने से छात्रों को अध्ययन के दौरान स्टीम पद्वति से मुक्ति मिलेगी और अपनी रूचि क अनुसार कौशल निर्माण और व्यवसायिक शिक्षा प्राप्त कर सकते है व कौशल में निपुण होकर अपना व्यवसाय या स्वरोजगार आसानी से प्रारंभ कर सकते है और अपना एवं अपने परिवार का जीवन यापन सरलता से कर सकते है। भारत में प्रतिभा की कमी नही है परन्तु प्रतिभा को निखारने के अवसर की कमी है, नई शिक्षा नीति के माध्यम से युवाओं को अपनी रूचि के अनुसार व्यवसायिक शिक्षा व कौशल को सोचने समझने व सीखने के नए अवसर मिलेंगे, जिससे आत्मनिर्भर भारत का निर्माण होगा। नई शिक्षा नीति आने के पहले कौशल व तकनीकी और व्यवसायिक शिक्षा का आभाव था, और युवाओं में व्यवसायिक शिक्षा कौशल निर्माण और रोजगार प्राप्ति व रोजगार सम्बंधी कौशल विकास सम्बधी सबसे बढी चुनौति इससे सम्बधित प्रषिक्षण प्राप्त करना था। नई शिक्षा नीति के माध्यम से देश के विकास में सहायता प्राप्त होगी और यह रचनात्मक कौशल और व्यवसायिक शिक्षा प्राप्त करने सवसे शक्तिशाली हथियार है इस रिसर्च पेपर से स्वउद्यमिता की भावना विकसित होगी और वर्तमान में केवल 25 प्रतिशत ही व्यक्ति कौशल विकास में हिस्सा लेते है, उस में भी वृद्विहोगी। अर्थव्यवस्था में उच्चस्तर के कौशल की मांग है जिसके चलते आज कौशल और व्यवसायिक शिक्षा को बढ़ावा देने के लिए हर स्त्रोत से कौशल को वढ़ाया जा रहा है और यह शोध पेपर नई शिक्षा नीति में व्यवसायिक शिक्षा और कौशल निर्माण में महत्वपूर्ण भूमिका निभाएगा।

मूलशब्दः– स्वरोजगार, कौशल निमांण, व्यवसायिक शिक्षा, आत्मनिर्भर भारत,

प्रस्तावनाः–

नई शिक्षा नीति पहल है शिक्षा को नया दृष्टिकोण देने के लिए इसमें पहले से चली आ रही परम्परागत् तरीके की शिक्षा प्राप्ति पध्दति में बदलाव लाने के लिए। नई शिक्षा नीति के अंतर्गत नवीन विषयों के माध्यम से व्यवसायिक शिक्षा और कौशल निर्माण में जागरूकता और नया कौशल सिखाने के उदेश्य से नई शिक्षा नीति वहुत ही महत्वपूर्ण भूमिका निभाती है। नई शिक्षा नीति 2020 भारत सरकार के द्वारा घोषित की गई महत्वपूर्ण नीति में से एक है जो शिक्षा के स्तर को बढ़ाने व शिक्षा को रोजगारमुखी बनाने व विद्यार्थी को स्वरोजगार के प्रति प्रोत्साहित

करती है, और उद्यमिता विकास को बढ़ावा देती है और साथ ही साथ सार्वभौमिक पहुच प्रदान करती है।

व्यवसायिक शिक्षा वर्तमान समय में सबसे अधिक प्रचलित शिक्षा में से एक है, जिसको नई शिक्षा नीति में भी शामिल किया गया हैं इस शिक्षा को गुणवत्तापूर्ण शिक्षा का स्थान दिया गया है, क्याकि यह जीविकोपार्जन करने योग्य बनाती है। व्यावसायिक शिक्षा को जोडने का प्रथम प्रयास कोठारी आयोग 1964 में किया था। सामान्य शब्दों में शिक्षा को व्यवसाय के साथ जोडना व्यवसायिक शिक्षा कहलाता है। व्यवसायिक शिक्षा छात्रों को व्यवसाय चुनने एवं व्यवसाय संबंधित शिक्षा एवं योग्यता प्राप्त करने का अवसर प्रदान करती है। व्यवसायिक शिक्षा में सामिल विषयः– फैशन डिजाइनिंग, नर्सिंग, विटनरी मेडिसिन, व्यवसाय, टियूरिज्म मेंनेजमेंट, होटल मेंनेजमेंट, इंडस्टीयल मैनेजमेंट, टेक्नोलाजी एजुकेशन।

कौशल निर्माण न केवल किताबी ज्ञान प्राप्त करके बौध्दिक स्तर क्षमता बढ़ाना है वरन् कुछ नया सीख कर उसमें कुशलता प्राप्त करके उसको रोजगार का साधन बना कर आय अर्जन करना भी है। कौशल व्यक्ति के अंदर छुपी क्षमता का निखारकर उसका उपयोग करके वास्तविक जीवन में कौशल को विकसित करके पंसद के करियर में सफल होने खुद को तैयार करना कौशल निर्माण है।

1948 में डॉ. राधाकृष्णन की अध्यक्षता में विश्वविद्यालय शिक्षा आयोग का गठन हुआ था। शिक्षा नीति में 34 वर्ष बाद बदलाव हुआ है पहले 1968 में बदलाव हुआ फिर 1986 मे बदलाव हुआ इसके बाद 1992 में संशोधित किया गया । इसके बाद एक महत्वपूर्ण कदम 2009 में उठाया गया जो थी भारत में 6 से 14 वर्श तक के बच्चो को निःषुल्क और अनिवार्य शिक्षा, जिसके माध्यम से सार्वभौमिक प्रारंभिक शिक्षा सुलभ और आसान बनाने हेतु कानूनी आधार प्रदान कराया। नई शिक्षा नीति की घोषणा भारत सरकार द्वारा 29 जुलाई 2020 को घोषित की, इसके पहले 1992 से चली आ रही शिक्षा नीति को नया रूप देने का एक प्रयास है। नई शिक्षा नीति की रिपोर्ट अंतरिक्ष वैज्ञानिक के कस्तूरीरंजन की समिति वाली रिपोर्ट पर आधारित है।

नई शिक्षा नीति के माध्यम से भारतीय मूल्यों को विकसित करके व उच्चतम गुणवत्ता शिक्षा उपलब्ध कराके शिक्षा को रोजगारमुखी भी बनाती है। नई शिक्षा नीति 10 + 2 वाली शिक्षा नीति व्यवस्था को 3 से 18 वर्ष के सभी बच्चों के लिए पाठ्यचर्या और शिक्षण शास्त्रीय आधार पर 5 + 3 + 3 + 4 की नयी व्यवस्था की गई है। इस प्रकार पहले पांच साल में प्री–प्राइमरी स्कूल तीन साल और कक्षा एक और दो सहित फाउडेशन स्टेज शामिल है, नई शिक्षा नीति में पॉचवी कक्षा तक शिक्षा स्थानीय या क्षेत्रीय भाषा के माध्यम से प्रदान कि जाए इस बात पर बल दिया, और कक्षा आठवीं और उसके आगे की शिक्षा को मातृभाषा को प्राथमिकता दी है। पहले कक्षा एक से प्रारंभ होती थी अब तीन साल के प्री–प्राइमरी के बाद ही कक्षा एक प्रारंभ

होगी इसके बाद कक्षा 3–5 के तीन साल षामिल है। इसके बाद मिडिल स्कूल कक्षा 6 से 8 है। और चौथा स्टेज कक्षा 9 से 12 तक चार साल का होगा, अब कक्षा 9 से विषय का चयन कर सकेगा पहले यह व्यवस्था 11वीं से प्रारंभ थी। पहले यदि कोई विद्यार्थी किसी कारणवश उच्चशिक्षा छोड देते थे तों उनको द्वारा नई शरूवात करनी पड़ती थी परन्तु अब नई शिक्षा नीति के तहत् पहले वर्ष में कोर्स छोड़ने पर प्रमाण पत्र, दूसरे वर्ष में कोर्स छोड़ने पर डिप्लोमा एव अंतिम वर्ष में छोड़ने पर डिग्री का प्रावधान है, एम फिल को समाप्त कर दिया।

नवीन शिक्षा नीति 2020 शिक्षा का नवाचार

श्रीमति प्रियंका जोशी

महाराजा कॉलेज ऑफ एजुकेशन उज्जैन (म. प्र.)

सारांश—

यह सर्वविदित है कि भारतीय शिक्षा प्रणाली पुरातन काल में काफी उन्नत अवस्था में थी। नालंदा तथा तक्षशिला इसके प्रमाण हैं। यहां पर ना केवल भारतीय युवा या विद्यार्थी शिक्षा प्राप्त करते थे बल्कि विदेशों से भी आसन के विद्यार्थी अध्ययन करने के लिए इन संस्थानों की ओर प्रस्थान करते थे लेकिन जैसे—जैसे मानव प्रगति की ओर अग्रसर होता गया वैसे—वैसे एक ऐसी शिक्षा की आवश्यकता महसूस होती गई जो नवीनतम पद्धति तथा तकनीकी कौशल से भरपूर हो तथा जो नवीनतम ज्ञान व सूचना संचार प्रौद्योगिकी युक्त हो क्योंकि वर्तमान केवल यही शिक्षा है जो अधिक से अधिक लोगों या युवाओं या विद्यार्थियों को रोजगार के अवसर सुलभ करा सकती है , इसलिए दिन प्रतिदिन भारतीय शिक्षा पद्धति का स्वरूप बदल रहा है और नवा चारों या नवप्रवर्तन युक्त शिक्षा पद्धति को अपनाया जा रहा हैद्य सामान्य शब्दों में नवप्रवर्तन या तकनीकी युक्त शिक्षा व शिक्षा है जिसके अंतर्गत विद्यार्थियों को नवीनतम ज्ञान अर्जन हेतु विभिन्न संकाय विषयों के अंदर सूचना व संचार प्रौद्योगिकी से संबंधित विभिन्न उपकरणों का सहारा लिया जाता है। इनमें कंप्यूटर स्मार्टफोन इंटरनेट और इंटरनेट खोज से संबंधित सर्च इंजन आदि शामिल है। इस प्रकार की शिक्षा विद्यार्थियों व युवाओं को ना केवल एक नया आयाम सिखाने में मदद करेगी बल्कि उनके मस्तिष्क का विकास आधुनिक वैज्ञानिक तकनीकी के अनुसार भी करने में सक्षम होगी । बातों में 21वीं सदी के शिक्षा शास्त्र या शिक्षा पद्धति ने बीसवीं सदी की शिक्षा प्रणाली को बदल कर रख दिया है तथा परंपरागत पर शास्त्री शिक्षा पद्धति के स्थान पर कौशल अनुभव युक्त तथा वासिस्ता से ओतप्रोत शिक्षा पद्धति को प्रोत्साहित किया है। वर्तमान में जैसे—जैसे शिक्षा वैश्वीकरण की प्रक्रिया तीव्र गति से आगे बढ़ती जा रही है वैसे—वैसे नवप्रवर्तन युक्त या डिजिटल युक्त शिक्षा पद्धति को महत्व दिया जा रहा है क्योंकि इस प्रकार की शिक्षा पद्धति ने हमारे जीवन जीने के तरीके सोचने के तरीके भावनाओं सामाजिक कौशल तथा सामाजिक व्यवहार को बदल दिया है।आज विभिन्न शिक्षाविदों तथा तक नीति निर्माताओं द्वारा यह स्वीकार किया जा रहा है कि इस प्रकार की शिक्षा ना केवल युवाओं को कौशल युक्त उत्पादक बनाने में सक्षम है बल्कि अपने देश से लेकर विदेशों तक में रोजगार उपलब्ध कराने में भी उपयोगी सिद्ध हो रही है।

कुँजी शब्द—तकनीकी कौशल, सूचना संचार, नवप्रवर्तन

प्रस्तावना—

नवप्रवर्तन या तकनीकी युक्त शिक्षा व शिक्षा है, जिसके अंतर्गत विद्यार्थी को नवीनतम ज्ञान अर्जन हेतु विभिन्न संकाय विषयों के अंतर सूचना और संचार प्रौद्योगिकी से संबंधित विभिन्न उपकरणों का सहारा लिया जाता है।स्पष्ट होता है कि गुणवत्तापूर्ण शिक्षा में एक उत्कृष्ट शिक्षा के साथ विद्यार्थी का बौद्धिक सामाजिक मानसिक व व्यक्तित्व विकास का विस्तार या विकास करने की क्षमता होनी चाहिए और यह तभी संभव है जब हमारे उच्च शिक्षा संस्थान उत्कृष्ट तथा योग्यता एक हो वहां पर संकाय व्याख्याताओं का शैक्षणिक स्तर उच्च इसके अलावा यह युवाओं को उनकी क्षमता व योग्यता के अनुसार रोजगार उपलब्ध कराने में भी सक्षम होना चाहिए ताकि वह अपना जीवन यापन करने के साथ–साथ गुणवत्तापूर्ण जीवन स्तर बनाए रखें। परंतु वर्तमान में उच्च शिक्षा के अंतर्गत जिस शिक्षा की बात की जा रही है वह नवप्रवर्तन तथा डिजिटल युक्त शिक्षा है जिसमें सूचना एवं संचार प्रौद्योगिकी का व्यापक पैमाने पर उपयोग किया जाता है।

अध्ययन के उद्देश्य–

भारतीय शिक्षा प्रणाली का बदलता स्वरूप के अंतर्गत मैंने निम्नलिखित उद्देश्यों का चयन किया है:–

1.नवप्रवर्तन या डिजिटल युक्त शिक्षा प्रणाली को समझना।

2.भारत में नवप्रवर्तन या डिजिटल शिक्षा प्रणाली की स्थिति।

3.भारतीय शिक्षा प्रणाली में नवप्रवर्तन या डिजिटल शिक्षा प्रणाली के उपकरणों को समझना।

अध्ययन की सामग्री–

यह शोध पत्र पूर्ण रूप से द्वितीयक सम्मान को पर आधारित है, जिसे पूर्ण करने के लिए मैंने विभिन्न समाचार पत्रों, पत्र–पत्रिकाओ,शोध पत्रों तथा इंटरनेट पर उपलब्ध विभिन्न वेबसाइटों से आंकड़े एकत्रित करके किया है।

जी श्री कातन तथा जॉन डैम रिंपल ने गुणवत्तापूर्ण शिक्षा के बारे में कुछ सुझाव प्रस्तुत किए जो इस प्रकार है–ः

1.गुणवत्तापूर्ण शिक्षा को विभिन्न धारणाओं की दृष्टि से उनकी अपेक्षाओं को पूर्ण करना चाहिए।

2.शिक्षा प्रदाता को वित्त पोषण के रूप में गुणवत्तापूर्ण होना चाहिए।

3.गुणवत्तापूर्ण शिक्षा को अधिक उपयोगी तथा स्वीकार्य स्तर प्रदान करने के लिए संसाधनों का इष्टतम प्रयोग करना

चाहिए।

4.विद्यार्थियों के वर्तमान एवं भविष्य को ध्यान में रखते हुए शिक्षा को गुणवत्तापूर्ण तथा उत्कृष्टता के रूप में व्याख्या करना

चाहिए ताकि या सिख विद्यार्थियों को करियर की संभावनाओं के बारे में जागरूक कर सके।

5.गुणवत्तापूर्ण शिक्षा ऐसी होनी चाहिए जिससे कि वह विद्यार्थियों को नौकरी की जटिलताओं के बारे में तुलनात्मक रूप से

उच्च स्तर की क्षमता का आश्वासन दे सके।

भारत में नवप्रवर्तन या डिजिटल युक्त शिक्षा—

शिक्षा जिसे मानव के लिए भौतिक विकास के साथ मानसिक व आध्यात्मिक विकास के लिए भी अहम समझा जाता है एक मुख्य घटक है। विश्व का प्रत्येक देश किस क्षेत्र पर विशेष बल देता है, क्योंकि शिक्षा उस देश के नागरिकों का सर्वांगीण विकास करती है जो कि उस देश के विकास के संदर्भ में अति उपयोगी है परंतु समस्या जाएगी शिक्षा कैसी होनी चाहिए? यदि भारत के संदर्भ में बात करें तो यह पता चलता है कि हमारी शिक्षा पद्धति काफी विकसित उच्च कोटि की थी लेकिन वर्तमान में जिस प्रकार की शिक्षा की बात की जा रही है उसमें हम काफी पीछे हैं। डिजिटल शिक्षा जिसमें आईसीटी के यंत्रों का उपयोग किया जाता है के संरचनात्मक ढांचे में कई प्रकार की समस्याएं व कमियां व्याप्त हैद्व जैसेः– शिक्षा में पर्याप्त निवेश का अभाव ,परंपरागत शैक्षिक प्रणाली, नेक शिक्षकों और व्याख्याताओं द्वारा अध्ययन अध्यापन की पुरातन पद्धति का प्रयोग करना आदि। सूचना और संचार प्रौद्योगिकी के क्षेत्र में तो काफी पिछड़े हुए हैं।

एक वेबसाइट के अनुसार–" भारत में स्कूल से लेकर महाविद्यालय तक जितने भी शैक्षणिक संस्थान उपलब्ध हैं उनमें से 61ः के पास कंप्यूटर तथा 78ः के पास इंटरनेट की सुविधा उपलब्ध नहीं है" परंतु इन सब कमियों व समस्याओं के बावजूद वर्ष 2019 –20 मैं जब वैश्विक महामारी आरंभ हुई तो स्कूल से लेकर महाविद्यालय तक के विद्यार्थियों के शिक्षण हेतु ऑनलाइन कक्षाओं का शुभारंभ हुआ जो विशेष रूप से सूचना और संचार प्रौद्योगिकी के यंत्र पर आधारित है।

आज डिजिटल शिक्षा जितनी अधिक विकास कर रखी है कि महाविद्यालय में व्याख्याता विद्यार्थियों को पढ़ाने के लिए सूचना व संचार प्रौद्योगिकी के विभिन्न यंत्रों जैसे :– ऑडियो, वीडियो गूगल आदि का प्रभावी ढंग से उपयोग कर रहे हैं।शिक्षा के क्षेत्र में आईसीटी के उपकरण न केवल विद्यार्थी की समस्या के संदर्भ में प्रभावी सिद्ध हो रहे हैं ,बल्कि शिक्षकों को विभिन्न कक्षाओं सार्थक तरीके से प्रतिनिधित्व करने में प्रभावकारी साबित हो रहे हैं। भारतीय विश्वविद्यालय अनुदान आयोग जो कि वर्तमान में शिक्षा मंत्रालय के नाम से जाना जाता है ने उच्च शिक्षा के क्षेत्र में कई ऐसे शैक्षणिक कार्यक्रम संचालित किए हैं, जो नवप्रवर्तन व डिजिटल

युक्त शिक्षा से संबंधित है ,जिससे एमएचआरडी इन्नोवेशन, सेल इनोवेशन, अचीवमेंट तथा ग्लोबल इनिशिएटिव फॉर एकेडमिक नेटवर्क आदि विद्यार्थी अभिनव या नवीन उत्पादों के महत्व को समझ कर भविष्य में एक कार्यशील उद्यमी बन सके। इस हेतु भारत सरकार ने लगभग 1000 इनोवेशन सेल का निर्माण करने की योजना बनाई है ,जबकि इनोवेशन अचीवमेंट का कार्य महाविद्यालय के विद्यार्थियों के बीच नवाचार की संस्कृति को बढ़ाना और नए भारत के निर्माण के लिए एक प्रभावी इको सिस्टम तैयार करना है। भारतीय शिक्षा मंत्रालय का तीसरा कार्यक्रम पिछले 2 कार्यक्रमों की तुलना में कहीं अधिक महत्वपूर्ण है, क्योंकि इसके अंतर्गत भारतीय वैज्ञानिकों तथा उद्यमियों को अंतरराष्ट्रीय स्तर पर प्रभावी या प्रभावी बनाने की बात की गई है। ऐसा अनुमान है कि इस कार्यक्रम के माध्यम से वैज्ञानिकों का उत्पादकों को शिक्षा के क्षेत्र में पेशेवर बनाया जाएगा ताकि भारतीय वैज्ञानिकों की पहचान वैश्विक स्तर पर उभर कर आए और देश विश्व में शिक्षा के क्षेत्र में शीर्ष स्तर पर पहुंच सके।

भारत की नई राष्ट्रीय शिक्षा नीतिय जो कि वर्ष 2020 में संचालित या पारित की गई थी के अंतर्गत डिजिटल शिक्षा को महत्व देते हुए विभिन्न महाविद्यालयों में डिजिटल शिक्षा युक्त संरचनात्मक ढांचा तैयार किया जा रहा है। इसमें विद्यार्थियों की पुस्तकों को लेकर कक्षाओं तक सूचना और संचार प्रौद्योगिकी के उपकरणों का उपयोग करने की बात शामिल है। इसके लिए पर्याप्त मात्रा में कंप्यूटर और इंटरनेट कनेक्टिविटी सुविधाओं का विस्तार किया जाएगा तथा संपूर्ण देश में तीव्र गति वाले इंटरनेट उपलब्ध करवाया जायेगा।

डिजिटल शिक्षा पद्धति के उपकरणः—

भारतीय शिक्षा पद्धति, जिसमें वर्तमान समय के अनुसार शिक्षा प्रणाली में सुधार की बात की जा रही है 21वीं सदी के अनुसार है। विशेष रूप से नवप्रवर्तन तथा डिजिटल युक्त शिक्षण प्रणाली के रूप में आज भारत के कोने— कोने में ऑफलाइन के स्थान पर ऑनलाइन शिक्षा प्रणाली को महत्व दिया जा रहा है और ऐसी संभावना व्यक्त की जा रही है कि भारत का ऑनलाइन शिक्षा बाजार वर्ष 2021 से 2025 तक 2.28 अरब डॉलर की ओर बढ़ने की उम्मीद है। यह प्रति सरकार की पहल के साथ—साथ देश के विभिन्न गैर सरकारी संगठनों विभिन्न शैक्षिक संस्थानों व देश में स्थित विश्वविद्यालय स्तर तक के शैक्षणिक संस्थानों तथा नवीन शिक्षा नीति निर्माताओं के प्रयास से संभव हो पाया । इसलिए भारत विश्व का सबसे बड़ा ऑनलाइन शिक्षा बाजार बनाया जा रहा है।

ई –टेक्सट बुकः—

आज डिजिटल शिक्षा को महत्व देने के कारण ई— टेक्सटबुक तैयार की जा रही है, जिसमें शिक्षा पुस्तक के ऑडियो – वीडियो पढ़ाने वाली पुस्तकें व पॉवर पॉइंट प्रेजेंटेशन की स्लाइड में शामिल है। भारतीय शिक्षाविदों से लेकर शिक्षा की राष्ट्रीय नीति निर्माताओं का कहना है, कि ई— टेक्सटबुक के माध्यम से विद्यार्थी वास्तविक दुनिया के आंकड़ों को पढ़ तथा समझ

सकते है ।सांख्यिकी परीक्षण हेतु सामान को का आसानी से विश्लेषण कर सकता है। वास्तव में ई–टेक्स्ट बुक का लक्ष्य विद्यार्थियों के संदर्भ में गतिशील व इंटरएक्टिव सीखने का अनुभव प्रदान करना है ,जिससे छात्र तथा शिक्षक एक साथ सीखने का अनुभव स्वयं को अर्जित कर सके ।

कंप्यूटर ग्रेडिंगः–

वर्तमान में कंप्यूटर ग्रेडिंग सूचना व संचार प्रौद्योगिकी का एक अभिनव नमूना या मॉडल है और शिक्षक भी इस पर वर्षों से भरोसा करते आ रहे हैं। कंप्यूटर ग्रेडिंग की शुरुआत एक बहुविकल्पीय प्रश्नों के नॉन वर्बल या गैरमौखिक समाधान से होती है। शिक्षा में इसका प्रयोग विद्यार्थियों को प्रोत्साहित करने तथा समस्या की पहचान करने के संदर्भ में किया जाता है। आजकल अधिकांश शैक्षणिक संस्थानों में इसका उपयोग विद्यार्थी की प्रतिबद्धता कौशल का विश्लेषण करने के लिए किया जा रहा है हालांकि यह तकनीकी शिक्षा में अभी पूरी तरह से महसूस नहीं की जा रही है लेकिन इसका तेजी से विकास तथा उपयोग इस बात की ओर इशारा करता है कि यह भविष्य में सबसे अधिक ध्यान आकर्षित करने वाली तकनीक सिद्ध हो सकती हैं ।

निष्कर्षः–

उपरोक्त विवरण के आधार पर यह कहा जा सकता है कि विश्व के अन्य देशों के सामान भारत में भी शिक्षा के क्षेत्र में नवप्रवर्तन या डिजिटल शिक्षा को बढ़ावा दिया जा रहा है, हालांकि यह प्रक्रिया कोविड–19 के परिणाम स्वरूप अस्तित्व में आई थी, लेकिन हमने इन कठिन परिस्थितियों में डिजिटल शिक्षा से संबंधित तकनीकों का उपयोग करके सारी दुनिया को यह बता दिया है कि भारतीय शिक्षा प्रणाली में संलग्न शिक्षा तथा व्याख्याता भी किसी से कम नहीं है, परंतु फिर भी हमारे डिजिटल शिक्षा प्रणाली में कुछ कमियां हैं जैसे पर्याप्त निवेश का अभाव होना, कमजोर डिजिटल युक्त संरचनात्मक ढांचा, शिक्षक व व्याख्याताओं में सूचना व संचार प्रौद्योगिकी से संबंधित यंत्रों को सीखने के प्रति उदासीनता आदि। हालांकि इनका समाधान करने के लिए भारत सरकार ने नई शिक्षा नीति पारित की है :– राष्ट्रीय शिक्षा नीति 2020य जिसमें व्यापक स्तर पर डिजिटल शिक्षा को अपनाने की बात शामिल है। आशा है कि भविष्य में भारत डिजिटल युक्त शिक्षा प्रणाली में अग्रणी होगा आर वैश्विक स्तर पर स्थिति में हो ।

संदर्भ ग्रंथ सूचीः–

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लेफ्टिनेंट चन्द्र"ोखर भार्मा

(सहायक प्राध्यापक)

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जीवन में शिक्षा के महत्व को देखते हुए वर्तमान सरकार ने शिक्षा के क्षेत्र में नए बदलावों के साथ राष्ट्रीय शिक्षा नीति 2020 को मंजूरी दी गई है भारत प्राचीन काल से ही विश्व गुरु रहा है शिक्षा स्थल ही वह केंद्र बिंदु है जहां से राष्ट्र का निर्माण और विनाश दोनों ही संभव हो सकते हैं नई शिक्षा नीति में दो लाख से अधिक सुझावों का सहारा लेकर वर्तमान युवा पीढ़ी के साथ आने वाली पीढ़ियों की अपेक्षाओं आकांक्षाओं व चुनौतियों का भी ध्यान रखा है उच्च शिक्षा उच्च वर्ग के कर्मचारियों का निर्माण करती है यह या तो बड़े–बड़े कारखानों को संभालते या कायालयों को चलाते हैं, इनके विवेकपूर्ण निर्णय एवं संचालन पर ही उत्पादन की प्रति निर्भर करती है यह शिक्षा दो प्रकार की होती है एक सामान्य और दूसरी विशिष्ट सामान्य, शिक्षा से प्रशासन एवं संगठन के लिए लोग प्राप्त होते हैं तो विशिष्ट शिक्षा से उच्च यांत्रिक एवं कर्मचारो आर्थिक विकास के लिए प्रायर दूसरे प्रकार की शिक्षा पर बल दिया जाता है किंतु अब लोगों की यह धारणा बढ़ रही है कि विशिष्टयीकरण से व्यक्ति का ष्टिकोण संकुचित हो जाता है विज्ञान और तकनीकी की द्रुतगति के कारण प्रविधियां में शीघ्रता से परिवर्तन हुआ करता है अतः एक ऐसे व्यक्तियों की आवश्यकता बढ़ती जाती है जो परिवर्तित परिस्थितियों से शीघ्रता के साथ समायोजन कर सकें इस प्रकार हम देख रहे हैं कि आर्थिक विकास और शिक्षा का घनिष्ठ संबंध है यदि हम चाहते हैं कि देश का आर्थिक विकास सुचारू रूप से हो तो हमें अपने विद्यालयों की स्थापना एवं उनके प्रशासन में सावधान रहना होगा हमें अपनी शिक्षा प्रणाली को कारगर बनाना होगा शिक्षा के सभी स्तरों पर सुधार करना होगा शैक्षिक गुणवत्ता और क्षमता के लिए विद्यालयों का प्रबंध शीर्षक एक निबंध में यह समझाया गया है कि बड़े आकार की शिक्षा प्रणालीयो के संचालन में जो असमर्थ हैं उनके पास संचार के साधन नहीं है दायित्व और अधिकार के साथ अक्सर पर्याप्त साधन नहीं मिलते हैं जटिल प्रणाली का सुधार करना अधिकांश सरकारों के सामने एक प्रमुख चुनौती होता है नई शिक्षा नीति में 2 लाख से अधिक सुझावों का सहारा लेकर वर्तमान युवा पीढ़ी के साथ आने वाली पीढ़ियों की अपेक्षाओं आकांक्षाओं व चुनौतियों का भी ध्यान रखा है आज की शिक्षा में विज्ञान और कंप्यूटर संबंधी

विषय अंग्रेजी में ही प्राप्त है जिनका हिंदीकरण करना आसान नहीं है भारतवर्ष में यद्यपि विशिष्ट शिक्षा की प्रगति हुई है किंतु उसमें प्रयोगात्मक एवं व्यवहारिक पक्ष पर पर्याप्त बल नहीं है सामान्य शिक्षा का स्तर अब भी निर्णय और उसे उत्तीर्ण करने वाले व्यक्तियों में बढ़ते हुए उत्तरदायित्व को वहन करने की अधिक क्षमता अपेक्षित होती है उसमें गुणात्मक सुधार की बड़ी आवश्यकता है हमारी शिक्षा के सभी स्तरों पर अपव्यय और अवरोधन का प्रतिशत बड़ा अधिक है ।प्रारंभिक स्तर पर यह सर्वोच्च है इससे शिक्षा में भी नियोजित धन की बर्बादी होती है किंतु कुशल मानव शक्ति का अभाव भी उत्पन्न होता है अतः एक शिक्षा पर भी नियोजित धन का अधिकाधिक लाभ उठाने के लिए हमें अपने कम करना पड़ेगा, गुणात्मक सुधार करना पड़ेगा और शिक्षा की आर्थिक विकास के उपयुक्त बनाकर दोनों के बीच निकट संबंध स्थापित करना पड़ेंगे। तभी हमारी शिक्षा आर्थिक विकास में अपना पूर्ण योगदान दे सकेगी। विकासशील और विकसित देशों दोनों में भविष्य में शैक्षिक परिश्य बहुत अधिक विविधता प्रस्तुत करेगा बल्कि इसकी मांग भी अधिक करेगा यह विविधता विषयों की संख्या में नहीं बल्कि व्यवस्थाओं में और साथ ही विषयों के अध्यापन और अनुसंधान के निष्पादन के ढंग में भी होगी संभवतः आने वाले अनेक वर्षों में विकासशील देशों में विश्वविद्यालयों का यह स्वरूप बना रहेगा वह एक निश्चित समय सीमा में सटीक और कुछ हद तक रूढ़ पाठ्यक्रम पढ़ाकर तथा कारगुजारी योग्यता के आकलन के लिए समय–समय पर परीक्षाएं लेकर उपाधियां प्रदान करते रहेंगे यह उच्च शिक्षा की प्रगति हुई है सस्ती से सस्ती लागत पर इस मांग को पूरा करने की आकांक्षा के फल स्वरुप मॉड्यूलर उपाधियां सायं कालीन कक्षाएं पत्राचार पाठ्यक्रम निजी डिप्लोमा संबंधी प्रयोग करना होंगे तभी शैक्षणिक व्यवस्थाएं फल फूल सकेगी विश्वविद्यालयों व्यापारिक फर्मों या विशेषज्ञ निजी या सार्वजनिक संगठनों द्वारा चलाए जाने वाले अल्पकालीन पाठ्यक्रम अधिक आवश्यक बनेंगे और अधिक प्रचलित होंगे परिवर्तनशील आवश्यकताओं का ध्यान रखते हुए गुणवत्ता या मितव्ययिता के हित में ऐसी किसी विविधता पूर्ण संरचना के लिए वित्त की व्यवस्था उसका संचालन या उसकी निगरानी कैसे की जाए यह ऐसा प्रश्न है कि जिस पर पहले से अधिक ध्यान देना होगा तेजी से बदलते सामाजिक आर्थिक वैश्विक परिवेश में देश के युवाओं को सक्षम बनाया जाए तथा ऐसी नई शिक्षा प्रणाली विकसित की जाए जिसमें भारतीय परंपराओं और मूल्यों को जगह मिले आज की शिक्षा में विज्ञान और कंप्यूटर संबंधी विषय अंग्रेजी में ही प्राप्त हैं जिनका हिंदी करण और करना आसान नहीं है इस प्रकार के प्रयास से हम तकनीकी रूप से विद्यार्थियों के सर्वांगीण विकास को ध्यान में रखकर कुछ कार्य कर सकेंगे यह कहा जा सकता है कि शिक्षा के अभाव में सामाजिक परिवर्तन नहीं हो सकता है इसका अभिप्राय यह है कि सामाजिक परिवर्तन लाने से पूर्व शिक्षा की व्यवस्था की जाए समाज में बहुत से सुधार या परिवर्तन लाने के लिए कार्य किया जाता है परंतु शिक्षा के अभाव के कारण वह सुधार या परिवर्तन व्यवहारिक रूप से सफल नहीं है शिक्षा एक उच्चतम क्रांति है उसकी तुलना गोली की गति के बजाय तितली की उड़ान से की जा सकती है शिक्षा का सामाजिक

प्रतिफल कई बार नहीं मिलता और यदि मिलता भी है तो काफी विलंब से अतः सैद्धांतिक धरातल पर सामाजिक परिवर्तन का औजार मानने पर सहमति हो सकती है परंतु व्यवहारिक स्तर पर क्या होता है यह बात बिल्कुल गलत है कभी–कभी यह कहा जाता है कि शिक्षा सामाजिक परिवर्तन का एक कारण है इसका विपरीत अधिक सत्य है शैक्षिक परिवर्तन अन्य सामाजिक परिवर्तनों को आरंभ करने के बजाय उनका अनुगमन करता है इस प्रकार बहु विशेष शिक्षा तभी संभव होगी जब हम नित नए अनुसंधान ओं प्रयोगों के माध्यम से विद्यार्थियों को रोजगार 9 मुखी पाठ्यक्रम के माध्यम से शिक्षक दे पाएंगे एवं शैक्षणिक गुणवत्ता को बढ़ाने के लिए अनुसंधान एवं प्रयोगों के आधार पर शिक्षा की जटिलता को दूर करने में सफल होंग तभी नई शिक्षा नीति अपने स्वरूप को प्राप्त कर पाएगी।

राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में मूल्यपरक अध्यापक शिक्षा में सूचना एवं संचार प्रौद्योगिकी की भूमिका

डॉ सुनीता शर्मा

सह प्राध्यापक

निर्मला शिक्षा महाविद्यालय, उज्जैन

सारांश—

शिक्षा एक कौशल पूर्ण कार्य है और अब दिन प्रतिदिन यह महसूस किया जाने लगा है कि शिक्षण कार्य में विशेष तैयारी की आवश्यकता है। तैयारी से तात्पर्य शिक्षण के प्रशिक्षण से संबंधित। आज शिक्षा के परिपेक्ष में जिस शब्द का काफी उपयोग हो रहा है वह गुणवत्ता युक्त शिक्षा । अर्थात गुणवत्ता से अभिप्राय ज्ञान,कौशल, अभिवृद्धि और नवीन मूल्यों के वांछित विकास से है। वर्तमान अध्यापक शिक्षा को मूल्यपरक बनाने हेतु प्रशिक्षण सूचना संप्रेषण तकनीकी से जुड़ कर दिया जाता है। प्रभावी प्रशिक्षण देने हेतु व्याख्यान, प्रदर्शन, श्य श्रव्य सामग्री, समूह शिक्षण, निर्देशन, सेमिनार, अभिक्रमित अनुदेशन सामग्री, स्मार्ट बोर्ड, कंप्यूटर आदि का प्रयोग उपयोग व शिक्षकों द्वारा किया जाना चाहिए। आज सूचना संचार के माध्यम से शिक्षा जगत में नई क्रांति आई है। शैक्षिक प्रबंध, विद्यालय संगठन, छात्र संबंधी रिकॉर्ड, उपस्थिति पंजोयन, शुल्क संग्रहण, ग्रह कार्य जांच, परीक्षा, वेतन बिल को हम सूचना प्रौद्योगिकी व संचार प्रौद्योगिकी की विशेष खोज कंप्यूटर के माध्यम से कम से कम समय में व सही तरीके से कर सकते हैं। शिक्षा के क्षेत्र में यहां एक वरदान है। नई राष्ट्रीय शिक्षा नीति 2020 डिजिटल प्रौद्योगिकी के उद्भव और स्कूल से लेकर उच्च शिक्षा तक सभी स्तरों पर शिक्षण अधिगम के लिए प्रौद्योगिकी के उभरते हुए महत्व को दिखाया है साथ ही शिक्षकों के प्रशिक्षण और प्रोत्साहन को सूचना संप्रेषण तकनीकी से जोड़ा गया है और डिजिटल इंडिया अभियान के अंतर्गत नवीन पीढ़ी को कल के संसार के लिए तैयार करना है।

कुंजी शब्दः– अध्यापक शिक्षा, मूल्य, सूचना, संचार प्रौद्योगिकी, प्रशिक्षण

प्रस्तावना

हमारे आदर्श समाज के निर्माण और राष्ट्र के सामाजिक और सांस्तिक विकास में अध्यापक की एक महत्वपूर्ण भूमिका रहती है। अध्यापकों के द्वारा शैक्षिक प्रक्रिया संपादित किए जाने में उनके अर्जित ज्ञान का भी बहुत अधिक योगदान होता है। इस प्रकार सामान्य शब्दों में अध्यापक शिक्षा एक प्रकार की प्रक्रिया है। जिसमें अध्यापक अपने कौशल, अनुभव, और योग्यता के आधार पर सामाजिक विकास के लिए प्रयास करता है और राष्ट्रीय विकास में अपना योगदान देता है। यह एक ऐसी शिक्षा है, जिसके माध्यम से शैक्षिक वातावरण तैयार किया जाता है । इस शिक्षा के अभाव में एक साधारण शिक्षा प्राप्त व्यक्ति शिक्षण का कार्य सफलतापूर्वक नहीं कर पाता है। अध्यापक शिक्षा में जैसे–जैसे समय के साथ परिवर्तन होता गया उसी के अनुसार शिक्षक के व्यवहार एवं शिक्षण तकनीकी में भी परिवर्तन होता गया। प्राचीनकाल में भारत में अध्यापक शिक्षा के लिए कोई प्रशिक्षण संस्था न होने के कारण प्रशिक्षित अध्यापकों के द्वारा ही शिक्षण की प्रक्रिया को पूर्ण किया जाता था। जैसे कि शिक्षा के उद्देश्य को पूरा नहीं किया जा सकता था अंग्रेजों के शासन काल में अध्यापकों की शिक्षा के लिए उन्हें व्यक्तियों को चुना जाता था जो कि अंग्रेजों द्वारा आयोजित परीक्षा में सफल हो जाते थे उनको अध्यापक शिक्षा के लिए प्रशिक्षित किया जाता था किंतु सफलता की प्राप्ति क बाद शिक्षकों के प्रशिक्षण के लिए संस्थाओं की स्थापना की जाने लगी तथा विभिन्न प्रकार की शिक्षा संस्थाओं के द्वारा अध्यापक शिक्षा पूर्ण की गई और अध्यापक शिक्षा को सूचना संप्रेषण तकनीकी के माध्यम से जोड़ा गया।

अध्ययन की आवश्यकता एवं महत्व

आज का शिक्षक एक भिन्न परिस्थितियों में शिक्षण कार्य संपादित कर रहा है, इस बदलती परिस्थिति में जहां भोग वादी संस्ति पूरे विश्व में छाई हुई है, वहीं शिक्षक को उस दीपक के समान बनना पड़ेगा, जो आंधियों में भी जलता रहता है, इसके लिए शिक्षक–प्रशिक्षण का कार्य, पाठ्यक्रम, शिक्षण विधि को इस प्रकार निर्माण करना होगा, जो प्रशिक्षणार्थियों में कुशलता का विकास कर सके। शिक्षक शिक्षा में गुणवत्ता सुधार अति आवश्यक है। शिक्षण प्रशिक्षण को अधिक प्रभावी एवं उपयोगी बनाने में एवं इसकी गुणवत्ता सुधारने में सूचना एवं संचार प्रौद्योगिको महत्वपूर्ण भूमिका है। इसके द्वारा शिक्षा के क्षेत्र में हो रहे नित न्यूनतम नवाचार एवं अनुसंधान के प्रयोग के माध्यम से प्रशिक्षणार्थियों को वैज्ञानिक तकनीकी व्यवहारिक शिक्षा देकर आगे बढ़ाया जा सकता है। अध्यापक शिक्षा के क्षेत्र में सूचना एवं संचार प्रौद्योगिकी को समावेशी करना आज की अपरिहार्य आवश्यकता बन चुकी है।

अध्ययन का उद्देश्य

राष्ट्रीय शिक्षा नीति के संदर्भ में मूल्यपरक अध्यापक शिक्षा में सूचना संप्रेषण तकनीकी की भूमिका का अध्ययन करना।

कार्यप्रणाली

यह वर्तमान समीक्षा पुस्तको, लेखों, डायरी, सिद्धांत और कॉलेज समाचार, न्यूजपेपर,वेबसाइट आदि सहायक स्रोतों पर निर्भर है।

विश्लेषण

सूचना एवं संचार प्रौद्योगिकी के साधनः–

– टेलीप्रिंटर, फैक्स, फसिमल

– टेलीविजन, रेडियो

– कंप्यूटर

– इंटरनेटए ईमेल

– मोबाइल, पेजर, वायरलेस सैट, लैपटॉप

– उपग्रह

– ओवरहेड प्रोजेक्टर, प्रोजेक्शन

– स्लाइड देखने का यंत्र

– कैमरा, वीडियो कैमरा

1, नई शिक्षा नीति 2020 में सूचना एवं संचार तकनीकी का उपयोग और एकीकरण

सूचना एवं संचार तकनीकी का उपयोग अंतरिक्ष तथा वैश्विक स्तर पर एवं अन्य अत्याधुनिक क्षेत्रों का नेतृत्व कर रहा है आज भारत में डिजिटल इंडिया अभियान के तहत पूरे देश में डिजिटल रूप से सशक्त समाज एवं ज्ञान आधारित अर्थव्यवस्था में मदद कर रहा है हमारे शिक्षक शिक्षा में गुणवत्ता प्रदान होगा इसके परिणाम स्वरूप पूरे देश का शिक्षा उसके घर पर प्राप्त किया जा सकता है

सूचना एवं संचार तकनीकी को इस्तेमाल करने वाले शिक्षक वास्तविक रुप से तकनीकी का संरचनात्मक के साथ विकास दर तीव्र हो रहा है सूचना एवं संचार तकनीकी को प्रयोग से देश में नई क्रांति का आगाज हो गया है आज देश में नई तकनीकी का क्षेत्र बढ़ते हुए आर्टिफिशियल इंटेलिजेंस मशीन लर्निंग ब्लॉक चेन स्मार्ट बोर्ड हस्त संचालित कंप्यूटरीत उपकरण छात्रों के विकास के लिए एडाप्टिव कंप्यूटर एसडीम और अन्य प्रकार के सॉफ्टवेयर के माध्यम से छात्र क्या सीखेगा व कैसे सिखाएंगे दोनों का भविष्य तकनीकी पर निर्भर करेगा ।

जप्रौद्योगिकी सही व्यवस्था के लिए सूचना एवं संचार प्रौद्योगिकी के माध्यम से शिक्षकों और विद्यार्थियों के लिए बहुत से शैक्षिक सॉफ्टवेयर विकसित किए जाएंगे और उन्हें उपलब्ध कराए जाएंगे इन इसका उद्देश्य है सभी सॉफ्टवेयर भारतीय भाषा में उपलब्ध हो।

जसभी राज्य के शैक्षणिक भाषा को शिक्षण एवं अधिगम संबंधी कंटेंट तैयार कर दीक्षा प्लेटफार्म पर अपलोड किया गया।

इंटरनेट को सभी राज्य एवं एनसीईआरटी सीआईईडी सीबीएसई एनआईओएस एवं अन्य निकायों संस्थानों में भी लागू किया गया।

जसूचना एवं संप्रेषण तकनीकी संबंधी उपायों के संवर्धन एवं प्रसार हेतु सी आई ई टी को मजबूत बनाया गया।

जशिक्षकों के सुविधा के लिए सूचना एवं संप्रेषण तकनीकी के उपकरण उपलब्ध कराए गये जिससे शिक्षक अपने शिक्षण अधिगम अभ्यास में इस सामग्री को उपयुक्त रूप से शामिल किया जा सके।

जनई शिक्षा नीति को ऐसे समय में तैयार किया गया है जब आर्टिफिशियल इंटेलिजेंस 3 78 वर्चुअल रियलिटो जैसी निश्चित प्रौद्योगिकी का विकास हो रहा है।

जनई शिक्षा नीति 2020 में ऑनलाइन डिजिटल शिक्षा के हानियों को कम करते हुए इसे इस प्रकार से तैयार किया गया है जिससे कि अध्यापक शिक्षा का अध्ययन करना आसान होगा।

जऑनलाइन डिजिटल शिक्षा का लाभ तब तक नहीं प्राप्त किया जा सकता जब तक कि डिजिटल इंडिया अभियान और कंप्यूटर में 3 उपकरणों की उपलब्धता जैसे ठोस प्रयासों के माध्यम से डिजिटल अंतर को समाप्त नहीं किया जाता ।

अध्यापक शिक्षा में सूचना एवं संचार प्रौद्योगिकी का उपयोग

राष्ट्रीय शिक्षा नीति की कार्य योजना में अध्यापक शिक्षा की पाठ्यक्रम को सुधारने की जरूरत पर बल दिया गया है। नवीन राष्ट्रीय शिक्षा नीति के विभिन्न बिंदुओं से स्पष्ट होता है कि उन पर कार्य करने से मूल्य पर अध्यापक शिक्षा प्राप्त करने के लिए तकनीकी का उपयोग करके अधिक स्पष्ट तरीके से अध्यापक शिक्षा प्राप्त कर सकते हैं निम्न बिंदुओं को शामिल किया गया है :–

1.अध्यापक शिक्षा के अंतर्गत प्रभावी प्रशिक्षण देने हेतु व्याख्यान प्रदर्शन,श्य श्रव्य सामग्री, समूह शिक्षण, सूत्र पाठ योजनाओं का अध्ययनए निर्देशन पाठ्य सहगामी क्रियाएं, सेमिनार, अभिक्रमित अनुदेशन सामग्री, स्मार्ट बोर्ड, कंप्यूटर कक्ष, मुफ्त वाईफाई कनेक्शन आदि का उपयोग शिक्षकों द्वारा किया जाना चाहिए।

2.सूचना एवं संचार साधनों के माध्यम से कम से कम समय में अधिक उपलब्धि को सुनिश्चित कर पाना संभव हो पाया है।

3.शिक्षण को प्रभावकारी बनाने के लिए उपयुक्त तकनीकी कौशल आदि के प्रयोग में अध्यापकों की सहायता करता है।

4.अध्यापक सूचना प्रौद्योगिकी की सहायता से नवीन सूचना संप्राप्ति में सहायक सिद्ध होती है किसी भी विषय की जानकारी शिक्षक को इंटरनेट के माध्यम से तुरंत प्राप्त होती है और वह इस सूचना का लाभ विद्यार्थियों को कम समय में अधिक से अधिक दे सकता है।

5.सूचना प्रौद्योगिकी प्रयोग से प्रत्यक्ष कक्षा कक्ष शिक्षण के साथ ही अन्य प्रत्यक्ष शिक्षण विधियों का भी उपयोग कर पाना आज संभव हो पाया है।

6.इस तकनीकी के प्रयोग से एक और जहां दक्ष और योग्य अध्यापकों की कमी को दूर कर पाना संभव प्रतीत होता है वही श्रष्ठ अध्यापकों के कठोर उपागम के माध्यम से दूरवर्ती क्षेत्र के अधिगकर्ताओं को जानकारी प्रदान करना सुलभ हो सका है।

7.शिक्षक तकनीकी की सहायता से क्रियात्मक अनुसंधान कर सके तथा शोध परियोजनाओं में भी भाग ले सकता है।

8.शिक्षक को इंटरनेट के माध्यम से नित नई जानकारी प्राप्त होती है एव विज्ञान के विद्यार्थियों को चित्र, मॉडल, रियल ऑब्जेक्ट के माध्यम से शिक्षित कर सकता है।

9.यह प्रणाली स्वयं सीखने पर बल देती है।

10.सूचना प्रौद्योगिकी शिक्षक और शिक्षार्थी के बीच होने वाले विचारों के आदान–प्रदान में संप्रेषण की एक प्रभावशाली कला के रूप में महत्वपूर्ण स्थान रखती है।

11.सूचना संप्रेषण शिक्षण प्रशिक्षण के क्षेत्र में महत्वपूर्ण भूमिका निभा रही है।

12.इंटरनेट के माध्यम से शिक्षकों को उनके प्रशिक्षण शिक्षण में मदद करने के लिए विभिन्न नवाचार आधारित योजनाओं का उपयोग किया जाता है।

13.सूचना प्रौद्योगिकी वास्तविक अध्ययन कक्षा की स्थिति में उनकी क्षमताओं के उपयोग के लिए शिक्षक की योजना बनाता है और इसके अलावा छात्रों को उनके भविष्य के व्यवसाय और सार्वजनिक गतिविधियों के लिए तैयार करता है।

14.सूचना तकनीकी छात्र मूल्यांकन में एक महत्वपूर्ण भूमिका निभाता है।

15.सूचना तकनीकी शिक्षित करने के लिए परंपरिक रणनीति को समाप्त करता है और शिक्षण के लिए वर्तमान समय की रणनीति को लागू करने के लिए शिक्षक तैयार करता है।

16.सूचना तकनीकी शिक्षकों को उनके छात्रों के साथ उचित रूप से चर्चा करने में सहायता करता है, आईसीटी शिक्षक और छात्रों के बीच की खाई को पटाता है।

निष्कर्ष

उपयुक्त विवेचना से स्पष्ट है कि केंद्रीय मंत्रिमंडल ने 21वीं सदी के भारत की आवश्यकताओं को पूरा करने के लिए भारतीय शिक्षा प्रणाली में परिवर्तन हेतु जिस नई राष्ट्रीय शिक्षा नीति 2020 को स्वीति प्रदान की है यदि उसका क्रियान्वयन सफल तरीके से होता है तो यहां नवीन प्रणाली भारत को विश्व के अग्रणी देशों के समक्ष ले आएगी। आजकल ई बिजनेस ई गवर्नेंस जिस प्रकार आम चलन में है वैसे ही ई एजुकेशन पर भी बल दिया जा रहा है सूचना प्रौद्योगिकी हेतु कंप्यूटरीकरण की देशव्यापी व्यापकता टेलीकम्युनिकेशंस, टेलीफोन प्रसारण व अंतरिक्ष में घूमते हुए संचार उपग्रह को एक विस्तृत नेटवर्क की आवश्यकता है। सूचना प्रौद्योगिकी को मल्टीमीडिया पैकेज इंटरनेट ईमेल आदि ने बहु व्यापक और बहुमूल्य बना दिया है। अभी तक विभिन्न क्षेत्रों में सूचना प्रौद्योगिकी का पर्याप्त मात्रा में प्रयोग किया जा रहा है । वर्तमान समय में अध्यापक शिक्षा में इसका अधिकतम प्रयोग महसूस कर रहे हैं, इस सच्चाई को व्यवहारिक बनाने की आवश्यकता है वर्तमान तथा भावी शिक्षा में सूचना एवं संचार प्रौद्योगिकी का उपयोग वृहद स्तर पर किए जाने की संभावना है तथा भविष्य में तैयार किए जाने वाले शिक्षकों को सूचना और संचार प्रौद्योगिकी से संबंधित ज्ञान व जानकारी देना आवश्यक है।

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