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❖ विद्यावार्ता या आंतरविद्याशाखीय बहुभाषिक त्रैमासिकात व्यक्त झालेल्या मतांशी मालक, प्रकाशक, मुद्रक, संपादक सहमत असतीलच असे नाही. न्यायक्षेत्र:बीड



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## Editorial

We are so glad that we, the editorial team, are presenting this special issue of the reputed International Peer Reviewed Research Journal Vidyawarta on the occasion of One Day National Seminar on “Roles and Responsibilities of Higher Education Institutes in Effective Implementation of National Education Policy-2020” sponsored by Indian Council of Social Sciences, New Delhi (ICSSR) under the theme of Azadi Ka Amrit Mahotsav organized by Maharashtra Mahavidyalaya, Nilanga Dist. Latur on 13 August, 2022. We wholeheartedly thank the ICSSR, New Delhi for this golden opportunity to serve our nation and also the president of our Maharashtra Shikshan Samiti Hon. Mr. Vijay Patil Nilangekar Saheb for his constant inspiration and valuable guidance to make this a grand event.

It is a great pleasure to share with you all that our request for papers gathered a huge response from erudite academicians, research scholars, pedagogues and educationists. The research papers deal with almost all the aspects of National Education Policy-2020. There are research papers dealing with roles and responsibilities of higher education institution as well as the solutions and remedies to the issues and challenges to the effective implementation of the policy.

As you are well aware, on 29<sup>th</sup> July, 2020, the Government of India launched the National Educational Policy replacing the thirty-four years old National Policy on Education (1986). After two years since its launch, it has now come to the stage of its phase-wise implementation all over the nation. As it is well known and received with appreciation, the policy has very timely brought in many sweeping changes in our existing educational system. Many unprecedented changes are in the pipeline of implementation. The policy decrees that the implementation will be guided by the principles like –first the intent and spirit of the policy will be of high importance, followed by phased implementations of the policy where, the next phase will be rolled out only after ensuring the successful implementation of the previous one. As such, it is of utmost priority for the higher educational institutes, being one of the main agents of change in our education system, to understand and align with the National Education Policy-2020.

To summarise only the take away points of the policy, it is noteworthy that, in order to develop a good, thoughtful, well rounded and creative individual, the NEP-2020 aims to create large and multidisciplinary colleges and HEI clusters with academic and administrative autonomy. It also aims to create an autonomous body, the National Educational Technology Forum (NETF), to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. To fund outstanding peer-reviewed research and to actively seed research in universities and colleges, the policy envisions to establish a National Research Foundation (NRF).

It has set a goal of curtailing drop-out rates from higher education and increase the enrolment ratio from the present 26.3% to 50% by 2035 (NEP 10.8). Invoking the old Gurukul system of imparting the knowledge and skills through reverence for teachers, the policy endeavours to reinstate teacher at the centre of teaching and learning activities. To provide flexibility to the students at the undergraduate level, it proposes the Academic Bank of Credits and a more holistic and multi-disciplinary approach consequently strengthening the Choice Based Credit System. The pupils will have common entrance test for all and also, they will be offered courses with

multiple exit points. By 2025, at least 50% of the pupils are proposed to have exposure to vocational education.

As such, it is opportune to discuss and be prepared for the implementation of the National Education Policy-2020 when it aims to bridge the gap between the current state of learning outcomes and what is required through undertaking major reforms that bring the highest quality, equity, and integrity into the system from early childhood care and education through higher education. In response to the call of the policy makers, the higher educational institutes have to align and if needed, reorient themselves in accordance with the policy. The proposed seminar is an endeavour to create awareness in higher education institutes to deliberate on the roles so as to shoulder the responsibilities of making India a knowledge superpower. We are hopeful that this special issue will be instrumental in providing a document of importance to understand, analyse and reorient ourselves for making NEP-2020 a blue-print for a huge transformation of India.

Jai Hind!

**Dr. M. N. Kolpuke**  
**Dr. D. S. Choudhari**

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01

## ICT BASED HIGHER EDUCATION AND NEP 2020

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### Abstract:

Online Learning mode of instruction is anticipated to serve three essential however unmistakable purposes of Value, Extension and Excellence in instruction to realize our national goal of 'Education for All,' without compromising on quality of education. India has risen as a world pioneer in ICT. We are moving towards an advanced society and information economy through 'Digital India' campaign. Part of education is imperative in this transformation where utilization and integration of innovation at all levels will be of vital importance. This paper analyzes the arrangements of technology activities received by NEP 2020 for instruction division in general and for online mode of instruction in particular. It moreover talks about its likely fall-out impacts.

**Key Words:** Online Education, NEP, Higher Education, skills.

### Introduction:

Data and Communication Technology may be a prime asset to overcome the impediments in ODL mode of education such as farther area of the learners who are in huge num-

bers wherein the institution must give various services to the learners at diverse stages of a student-learning life cycle with limited human assets accessible. The various stages of under-study learning life cycle are:

1. Affirmation stage
2. Learning stage
3. Assessment stage
4. Certification stage

### Objective of the study:

1. To study NEP 2020.
2. To study role of NEP in Online Education.
3. To study role of NEP in higher education

### Methodology:

For the present research paper researcher has collected the required data and information from the various published and unpublished sources.

### Technology and NEP 2020:

NEP-2020 talks approximately the transformational role of instruction for making India a digitally driven society and knowledge based economy. Whereas instruction will be at the center of this change, technology will progress the method of instruction and its result. In this way, utilization of innovation and its integration into instruction gets to be completely basic. Emerging technologies such as manufactured intelligence, machine learning, mechanical technology and automation, internet of things, square chain, cloud computing, shrewdsheets, hand-held devices, e-proctored exams are exponentially extending and impacting teaching-learning strategies inside the classroom and past the classroom. This requires in-depth inquire about on both the fronts.

In light of the over, NEP-2020 has recommended arrangement of National Educational Innovation Gathering (NETF) to facilitate choice making on induction, deployment and utilization of appropriate technology in instructive educate by providing evidence-based counsel to central

and state government organizations. The focus of innovative headways will be for enhancements of instructing, learning and evaluation strategies; preparing of teachers; improving instructive get to; educational governance; administration, administration, admission, participation, assessments, etc. A multitude of multilingual educational software will be custom outlined, tested and made accessible for under-studies and teachers at all levels. Tech-enabled education stages such as DIKSHA/SWAYAM will be integrated into instruction framework.

#### **Online Education and NEP 2020:**

NEP-2020 drives the point to harvest the benefits of ODL mode of instruction while addressing the downsides. The ODL mode of instruction ought to satisfactorily address concerns of value. Instructors in the conventional instruction framework will require special preparing for online teaching, interactions, on line e-proctored examinations. NEP-2020 prescribes taking after key initiatives for mixing ODL mode of education with normal or conventional education: 1. Pilot ponders for online education by national agencies for survey of comes about and continuous improvement. 2. Advanced foundation, which is open, inter-operable, evolvable for utilize on different stages to provide multi-point solutions. 3. Online instructing stages and tools. SWAYAM/DIKSHA can be expanded assist. Two-way audio-video online classes is the need of the hour.

#### **NEP 2020 and Technology Effects:**

Whereas the approach centers on multiple aspects, a joined string runs through the arrangement is the interdependency of education and innovation. Our own may be a data-driven society, and there's a developing need to welcome and embrace the utilization of technology within the field of instruction. The policy pushes forward a central subject of extensive and viable utilize of innovation in teaching and learning, disposing of language barriers, increasing access and enhancing quality and

great arranging and governance mechanism in instructive institutions. While the approach could be a novel and progressive document, it is vital to plan and develop a comprehensive arrange of activity for pushing forward technological proficiencies to help successful engagement with innovation and its future advancements whereas giving effective safety measures for information security and data privacy.

#### **Artificial Intelligence and NEP 2020:**

The Arrangement perceives challenges emerging on account of the far reaching utilize of Artificial Intelligence (AI) and highlights the got to receive changes happening on account of expanded utilize of AI over divisions. It has entrusted the NETF with recognizing and categorizing rising advances based on their 'potential' and 'estimated time allotment for disruption' and to display an intermittent examination of the same to the MHRD, who might at that point formally distinguish such advances which require fitting reactions from the instruction framework. In light of the developing 'disruptive technologies', the Policy is spearheading because it notes the have to be create mindfulness as well as conduct inquire about on different angles of the developing troublesome innovations, counting concerns relating to information dealing with and assurance.

#### **NEP and Autonomy in higher education:**

Among some interesting components of NEP 2020, may be the finest course of action is to permit more autonomy to instructive establishments, especially those that are giving quality instruction. This will offer assistance compensating establishments that point towards greatness. Too, the central government's courses of action to setting up ten Indian Foundations of Tasteful Sciences/Multidisciplinary Instruction and Investigation Colleges on the demonstrate and rules of the Indian Organizations of Development (IITs) will likewise accomplish the really essential changes. This appears the all-around thought emphasis within the ap-

proach on supporting innovativeness and definitive considering nearby enabling cleverly dynamic and headway within the social and instruction spaces. One more noteworthy portion of NEP 2020 is its endeavor to induce freedom of the unyielding stream-based instruction framework. Instead of this, it promises to offer versatility that can allow understudies to take after their excitement in a diverse cluster.

#### ICT in NEP 2020 and Challenges:

The major challenges to introduce the ICT in NEP 2020 are as under.

- Need of legitimate ICT lab offices within the college
- Lack of supplies of equipment and software facilities
- Need of appropriate prepared instructor teachers and resources accessible for educating ICT education
- Need of essential information for utilizing ICTs among teacher-trainees
- Need of legitimate building framework for ICT related facilities
- Packed classroom
- Deficiency of computer for get to all the teacher-trainees within the institutions
- Need of appropriate money related bolster from the administrative, division and the government as a whole
- Need of appropriate preparing for the teacher-educators in relating to the utilize of ICTs equipment's
- Poor arrangement of Wi-Fi network in the institution
- Got to overhaul ICT related course in teacher education
- Need of masters and experts to frame proper educational programs as per NEP 2020
- Need to have think about materials for specialized information in using ICTs equipment's
- Need of instructors who are willing to integrate technology with instruction in their educating.

#### Conclusion:

Integration of innovation in online learn-

ing may be a step in the proper heading. NEP-2020 drives technology activities within the education sector and within the online learning mode of instruction in particular. While online learning mode of education gives value and scope for expansion, a parcel must be done towards achieving brilliance in this mode of education. Beat 100 colleges as per NIRF Rankings (2020) have as of now been allowed by UGC to dispatch online learning mode of education. Post COVID-19 widespread, a new mixed show of instruction will emerge, which is vital and inevitable. Stakeholders like industry accomplices, content and book suppliers, education-technology players, helped innovation players, ICT infrastructure suppliers have a part to offer to instructive teach in terms of Research & Improvement (R&D), co-partnerships, collaborations, MOUs, content creation, conveyance instruments, e-proctored examinations, assistive devices and numerous more.

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02

## Challenges of New Education Policy 2020

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### Introduction-

Full human potential, the creation of a fair and just society, and the advancement of national development all depend on education. The secret to India's continuous rise and leadership on the international arena in terms of economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation is ensuring that everyone has access to high-quality education. The greatest method to develop and utilise our nation's many skills and resources for the benefit of the person, the community, the nation, and the globe is through universal high-quality education. India will have the most young people in the world over the next ten years, and the future of our nation will depend on our capacity to offer them chances for high-quality education.

In order to improve student productivity and application-oriented learning, India must rethink its educational system and prioritise education that is industry-oriented, creative, problem-solving, and skill-based. Only then can the country's educational system be on par with the best in the world.

The New National Education Policy 2020, which was unveiled on Wednesday, July 29, aims to bring in and execute a host of improvements at all levels of education in India, including a fundamental overhaul of the way the system is

understood. It also aims to alter the training and educational philosophy of the people who facilitate such education—teachers, schools, and institutions. As an example of the NEP's shifting emphasis on education, the Ministry of Human Resource Development (MHRD) has been renamed the Ministry of Education. Prime Minister Narendra Modi tweeted shortly after the policy's announcement that it is built on the pillars of "access, equity, quality, affordability, and accountability" and will make India a "vibrant knowledge hub."

As globalisation progresses, the globe is becoming a borderless society, and employability and skill development in the educational system have become major focus points for socioeconomic reform in many nations. In actuality, a nation's ability to thrive economically and flourish depends greatly on the calibre and variety of its educational system.

### Highlights of NEP 2020.

An improved version of India's current educational system has been envisioned under the new education policy. It makes several excellent and commendable propositions. The policy proposes a form of comprehensive, captivating, and immersive holistic learning. Alongside aesthetics and the arts, a scientific mindset and evidence-based reasoning will be ingrained. The fundamental principles of this approach are:

1. Flexibility, allowing students to select their own learning paths;
2. Equal promotion of extracurricular activities and the arts, sciences, physical education, and other subjects so that students can choose whatever interests them;
3. A multidisciplinary approach that integrates the arts, humanities, social sciences, sports, and sciences; a focus on conceptual learning rather than memorization; and critical and creative thinking;
4. Developing life skills including perseverance, empathy, and teamwork.
5. Regular formative evaluation of learn-

ing as opposed to the current summative evaluation.

### **Challenges of New Education Policy 2020-**

India has a reputation for having excellent schools. However, the Indian educational system is accused for failing to give students the necessary employability in connection to the demands of the industrial sector. As a result, the Indian education system is now dealing with a number of issues that demand rapid attention.

#### **1) Greater focus on improving teaching standards. -**

Teachers now need to be competent in contemporary teaching pedagogies and approaches due to the modernization of school and college infrastructure. To create a ready and large pool of prepared teachers for the 21st century classrooms, boosting teacher quality must thus go hand in hand with expanding school and college facilities.

To ensure ongoing skill development and training of teachers and bring them up to speed with international standards, the government would need to develop permanent investment plans, which will be included in the Union Budget 2021.

#### **2) Teacher-Student Ratio.-**

There are 11.16 lakh unfilled teaching vacancies in schools, according to the UNESCO's State of the Education report for India 2021. It demonstrates unequivocally that there is a teacher shortage in public schools. In addition, instructors have heavy non-academic duties, which causes them to lose focus on what they are actually teaching the kids. A research by the National Institute of Education Planning and Administration (NIEPA) found that instructors spend only around 19 percent of their time on teaching and the rest on administrative tasks that are unrelated to instruction.

#### **3) National Testing Agency for entrance examinations.-**

For admission to undergraduate

programmes at Indian universities, a national level entrance exam will be administered twice a year. Candidates may now apply for admission to several institutions and colleges without having to spend a lot of money. Such an effort will undoubtedly increase the diversity of the students accepted to a university and foster a sense of national integration among the nation's young intellectuals.

#### **4) Expediting digital infrastructure development.-**

During the protracted period of lockdown, ed-tech demonstrated its invincibility in ensuring that kids' instruction was uninterrupted. However, during the shutdown, when many students lacked the resources and access to complete their study online, education was one of the sectors where digital inequality was most visibly apparent.

Huge investments will be required to develop digital infrastructure, such as digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching, and laboratory infrastructure, as remote learning and technology-backed education delivery are expected to become the New Normal in the post-COVID world.

#### **5) Expensive Higher Education.-**

Inflation in basic and secondary education increased by 169 percent between 2005 and 2011, according to an ASSOCHAM poll. Colleges and specialised institutes are pricey in India. Some higher education programmes are out of the price range of the average person. IIM, for instance, costs Rs. 2 lakh for MBA courses per semester. High dropout rates in the field of expensive higher education were the outcome of the privatisation of advanced education and its transfer to the hands of rapacious businesspeople.

#### **6) Guidelines for standardising content.-**

A combination of augmented and virtual reality is being included into the curricula for pre-primary, primary, and secondary schooling

due to the pandemic's long-term effects. Sales of Ed-Tech goods are being driven by the rising demand for online education. To meet the requirements of people of different ages, locations, and cultures, ed-tech companies are creating strategies for online learning and curating material.

However, there are significant differences in both the quality and subject of the information, which is cause for alarm. All EdTech participants need to be given guidelines in order to universalize and standardise material.

### 7) High-Dropout Rates.-

Dropout rates in the elementary and secondary levels are relatively high. Children between the ages of 6 and 14 frequently quit school before finishing their education. In rural India, enrollment for children aged 6 to 14 is above 96 percent, yet dropout rates are relatively high, according to the ASER report 2012. The following are some of the variables that contribute to high dropout rates: poverty, a shortage of restrooms, a lengthy commute to school, child marriages, patriarchal mindsets, and cultural influences.

### 8) Promotion of India as Global Educational Destination.-

NEP-2020 prioritises the internationalisation of Indian education. It attempts to promote India as a top-tier, budget-friendly learning location worldwide. Every university or institution that hosts international students must establish an office for international students to assist the international students. These activities will broaden the educational administration's perspectives on international benchmarking.

To attract in international students, every institution should work to build specific study areas of expertise. This will allow the university to enrol a more diverse group of students and foster an environment that is conducive to higher education.

### 9) Lack of Infrastructure.-

One of the main flaws in the school system is the lack of infrastructure, which includes things like inadequate sanitation, a lack of restrooms, drinking water, power, and playgrounds. According to a survey done in 2010, 95.2% of schools do not now meet the full set of RTE infrastructure standards. Only 68.7% of schools have functional restrooms, while only 3.5 percent of schools in India lacked toilets, according to the 2016 Annual Survey of Education Report.

### 10) Enforcing a common implementation plan.-

The states and Union territories are declaring their own schedules for implementing the new education policy because there is no set plan to follow. However, such asynchronous implementation will undermine the NEP's core objective of giving everyone in the nation equal access to high-quality, standardised education. State governments must receive instructions from the federal government on a consistent implementation schedule. In order to make the NEP implementation process more streamlined, fluid, and coordinated across the nation, fixed dates must be established for completing each of the milestones.

### 11) Neglect of Regional Languages.-

In 2017–18, 14.3 percent of students enrolled in private schools in India's rural areas chose English as their language of instruction, while 19.3 percent of students in urban areas did the same. The predominant language used in schooling is English. Additionally, there are no standardised publications in Indian languages. As a result, learning and comprehending concepts can be quite difficult for pupils from rural backgrounds, those who attend government schools, and those who are not fluent in English.

### 12) Transformation of regulatory system of the higher education in India.-

A significant change in the higher education regulatory structure is the creation of a single regulatory agency named the Higher Edu-



cation Commission of India (HECI), which replaced UGC, AICTE, NCTE, and other organisations with the exception of the legal and medical fields. Under this umbrella, four independent verticals will be operating. Additionally, a special emphasis is placed on developing different mechanisms with checks and balances to stop the commercialization of education. The administration of courses at higher education institutions will no longer be subject to several regulatory bodies.

### 13) Allotment of Funds.-

The State Government receives funding for the schools from the Central Government. Since 1968, India has stated in every National Education Policy that 6% of its GDP should be allocated to education. 52 years after such advice, the 2019–20 Economic Survey revealed that India barely allocated 3.1% of its GDP on education in 2019–20. This information was gathered from a website. Additionally, there are a lot of dishonest middlemen that hold the money away for themselves and only provide the schools a small fraction of the total sum. This seriously impairs how well the schools operate. Due to a shortage of funding, schools are unable to properly manage their infrastructure needs, such as libraries, labs, and other spaces for learning.

### 14) The Problem of Brain Drain.-

Students who don't receive chances or merited positions in their home nation often go to seek jobs elsewhere. It is referred to as brain drain. We lose brilliant individuals as a result who may have aided in the growth of the education industry or must have contributed to the advancement of our nation. Over half of the class 10th and 12th top scorers were said to have relocated and were either studying or working abroad, primarily in the US, between 1996 and 2015. The National Skill Development Mission, one of the government of India's initiatives in this area, seeks to teach almost 400 million individuals in India by the year 2022, but it won't

be enough to completely halt the migration.

### Conclusion.-

The National Education Policy, 2020 seeks to move education in the direction of a more scientific approach. It will support a child's abilities at various developmental stages. Development of the mind, society, and body are all included. When the policy is put into practice, India will catch up to the world's top nations. A laudable initiative by the government to meet the objectives of high-quality education and a skilled, talented, and professional young population is the New Education Policy 2020. It is also recommended to use learning methods like online education and digital courses. It is a model policy because it aims to make the educational system adaptable, interdisciplinary, and comprehensive while also being in line with the demands of the twenty-first century and the 2030 Sustainable Development Goals. The policy's goal appears to be perfect in many respects, but the implementation phase is ultimately where success will be determined.

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## RECONSIDERING QUALITY IN HIGHER EDUCATION AFTER COVID-19 :- ISSUES AND CHALLENGES

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### ABSTRACT:-

Quality issues play a vital role in development of academic talents and it should be frequently reconsidered for nation-building. Coronavirus has given us both the opportunity and challenge to rethink and reshape the existing perspectives of higher education to survive financially, emotionally, mentally and globally. Higher education institutions have to adopt new teaching-learning platform to work on. The current outbreak of Covid-19 has disrupted the lives of all masses. It has compelled us to think over how HE institutions and colleges had successfully kept the students learning during pandemic. Indian HEIs need to develop employability and productivity skills among students to ensure the overall progress of India through higher educational factors. This paper is a meditation on how we need to enhance academic preparedness by embracing quality higher education using possible technology based parameters. We have to rise to future challenges with an innovation and creative mindset with quality education to face the challenges of ever changing global scenario. Therefore, we need to re-define the role of the educator in the classroom. Quality higher education influences all the factors of development and sustainable growth. It is recommended that

only the quality higher education can mould the image of India as educational hub. The quality parameters regarding teaching-learning process, teacher's quality, career-oriented curriculum, learning infrastructure and competent authorities are to be considered while determining the quality issues. Quality initiatives should be designed to implement it in the classroom and beyond the classroom. In fact, NEP-2020 and pandemic has given us an opportunity to reshape our education perspectives.

**KEYWORDS:** - Pandemic, higher-quality education issues, academic transformation.

### INTRODUCTION:-

Indian education system always adapt transformative base since the ancient time of Gurukul to current online/digital teaching-learning trend. The post-independence journey of Indian higher education has achieved remarkable transformation through various reformations. Higher education system must provide opportunities to youth to learn through experience and should help to develop critical thinking and problem solving skills. This research paper points out the proper understanding of quality education, Covid-19 responses towards quality education, why it is important, how to promote quality education, how the goal of quality education can be achieved, dimensions of quality education and quality education system around the world. Considering local-to-global challenges, Indian universities should adopt various unique practices to fulfill the quality and performance need of the changing global challenges and scenario. Quality based methodologies and innovative pedagogies enable educational institutions to develop the skills of the learners in such a manner that they are able to become self-dependent and ambitious achievers. Quality in higher education is significant factor for academic growth and development of any nation since it shapes the character and mind of the youth by widening their minds, thinking capacity, rational thinking and analytical power to

have a better life and career. Quality higher education can be resulted in creating job opportunity for youths and framing the economic, agricultural, industrial policies of any nation. Through quality higher educational process, one can assist in nation-building process.

#### **AIMS AND OBJECTIVES OF THE STUDY:-**

To ponder over the central idea of this paper, the researcher has kept some aims and objective in mind as follows:-

1. To review the quality of higher education during and after Covid-19.
2. To investigate the major challenges to sustain quality in higher education while celebrating 'Azadi Ka Amrit Mahotsav'.
3. To assess the possible innovative aspects to create new opportunities through higher education.
4. To enumerate post covid-19 quality-oriented trends in higher education sector in India.
5. To ponder over possible steps to sustain quality educational transformation.

#### **BACKGROUND AND PURPOSE OF THE STUDY:-**

This is a theoretical and thematic research article with qualitative data discussion on the changing scenarios in higher education and its need of transformation after Covid-19. The education industry was one of the worst hit by the COVID-19 pandemic (Pandya, et al., 2020). Though India has significant technological improvements, it has limitations while implementing it properly during pandemic. E-learning has merits of portability, ease of access, reduced need for physical infrastructure, lowered costs and greater flexibility. But, it has its demerits, issues and challenges. The purpose of writing this article is modeled on an American environmentalist David Orr who has raised some significant questions regarding the current education system and six myths about it in his article 'What Is Education For?' As per his belief, higher education has a formative role to play to sustain and retain the quality to meet

the global challenges. Firstly, this paper highlights the development in higher education during these 75 years of Indian independence. Secondly, this paper proposes some important teacher's attributes for sustaining quality in higher education. Thereafter, the significant issues and challenges in higher education regarding quality parameters are discussed. At last, the paper draws some findings and proposes recommendations for maintaining and sustaining quality in higher education to meet the challenges of global scenario so that Indian students can survive beyond boundaries.

#### **HIGHER EDUCATION SCENARIO AFTER INDIAN INDEPENDENCE:-**

Since, we have been celebrating India's biggest festival of 'Azadi Ka Amrit Mahotsav', higher education system in India has gone through various changes. In India the higher education sector has seen various phases of development since 1947. For maintaining quality of higher education in HEIs, government has successfully implemented quality educational policies. India has recorded a substantial growth in the quality and quantity of higher education, but the some challenges and issues have not diminished yet. In a recent survey, 60% of the students who have recently shifted into an online-learning system thought of the experience as boring and struggled with motivating themselves to pay attention in class. In another survey, 77% of 800 college students prefer in-person learning in class better than online methods (Pujar, U. et al., (2014). These statistics point to the fact that there is a need to understand the various shortcomings in the online as well as offline education field to cope up with them.

The purpose of this study is to critically evaluate India's higher education in terms of quality of effectiveness. The various developments rather ups and down have occurred during the post-independence era in Indian higher education. While celebrating 'Azadi Ka Amrit

Mahotsav' from 1947 to 2022, different efforts and plans made education spread among the masses. Indian higher education system has been witnessing metamorphic changes, issues and challenges through 75 glorious years. Evolution in higher education learning and research in post-independence era and modern technology based education system has changed the life of masses. It is remarkable that our nation has done good progress in the field of education, science and technology. Indian higher education system always ensures organizational standards and excellence from time to time by reconsidering quality improvement, planning and its management.

#### **EFFECTIVENESS OF QUALITY OF TEACHER AND ITS ATTRIBUTES:-**

J.P. Naik, the chief architect of Kothari Commission Report has described quality, quantity, and equality as the three pillars of the education system in India. Quality levels of teaching processes and supporting services offered to the students by HEIs and students' perception of it determines the entire scenario. Teaching is a complex, scientific and spontaneous process and the quality of Teacher is the most important influencing factor in higher education. Teacher's experience and teacher's preparedness along with teacher's degrees has positive and effective impact on the student's success. Teacher coursework in both the subject area taught and pedagogy contributes to positive education outcomes. Therefore, the challenge of improving teacher quality while balancing supply and demand poses a big hurdle. The quality of teachers in general and higher education in particular has posed serious challenges. The unregulated growth of higher education in India in the recent two decades has large ramifications due to unnecessary focus on quantity rather than quality. Many engineering and management institutes have hired teachers at low cost overlooking the very quality of teacher. So as to sustain quality in HEIs, each institution

needs to design the key performance indicators based on particular quality parameters. Hence, all stakeholders in higher education have a role to play in enhancing the quality of the student learning experience. They need to define quality assurance, quality audit, quality assessment and quality framework. Rashtriya Uchhatar Shiksha Abhiyan (RUSA), a central government sponsored scheme established in 2013 has shown remarkable improvement in the enrolment but the quality is matter of concern till date, which is essential to achieve the goal and implementation of national policy. Lack of ITC based campuses, outdated syllabus; ineffective government policies etc are some of the challenges in higher education. (Hoque, et al., 2018)

#### **STEPS TO SUSTAIN QUALITY EDUCATIONAL TRANSFORMATION:-**

In the light of the above discussion, some recommendations have been proposed to transform the HE by prioritizing quality. HEIs need to adapt to the changing environment. A new mindset for quality higher education framework is needed. Digital transformation of the colleges and universities in a holistic way is needed to fulfill the quality visions. The framework provides practical suggestions based on the key pillars of higher education: The key factors involve student success, teaching and learning; academic research, secure & connected campus, increased student engagement, higher student satisfaction, improved learning outcomes and new insights for further development can enhance the desired quality goals. United Nations' Gross enrolment pattern should also be adapted by Indian higher education system to retain the quality issues for meeting changing demands of the generations. Students must be given proper education by appointing qualified teachers must be to impart knowledge to the future of the country considering quality standards. There are many students who choose to study abroad because of quality and other teaching issues in the Indian education system. The

so-called educationists should work on these issues and challenges by compelling students must to learn in India and empower the nation through their knowledge and innovation. India is moving towards digital education, but on the other side, there is no proper, cheap and fast network available to effectively implement it for students and teachers.

Therefore, this paradoxical situation, framing qualitative educational policies and failure of its effective and planned implementation, must be changed by focusing the standards policy-making. There is a major difference in the quality of education being provided in the rural and urban areas of the country. To standardize the quality of education across India, reconsiderative steps should be taken so that everyone can get equal and unbiased knowledge and opportunities to contribute for nation-building and sustainable growth. There are many HEIs which affords education but lack in terms of quality. On the other hand, there are various private education institutions which provide better campus to study with high fees. By decreasing this disparity, Government must make education affordable and accessible for all. On this occasion of 'Aazadi Ka Amrit Mahotsav, the government of India has redesigned the structure and framework of higher education with CBCS and credit pattern through NEP and it definitely makes clear vision of government to lead some landmark transformation and reforms in education, mainly in higher education sector. But, as with any other policy, a lot will depend on transparent and swift implementation without affecting quality.

#### CONCLUSION:-

Summing up, we need product-based and value-based quality management for institutional effectiveness. In fact, the role of higher education is to prepare students for a future that is digital, unpredictable and abundant in sustainability challenges. Therefore, it is necessary to prepare today's students to become

responsible, cooperative and proactive intellectuals equipped with emotional intelligence, complex problem solving and critical thinking skills through quality education. To achieve this in an experiential way, a profound transformation of higher education institutions is needed. Students are at the heart of higher education. The primary responsibility of HEIs is to support students in reaching their potential and becoming lifelong learners in a volatile, uncertain and complex world. They should therefore, be the primary consideration in the transformation process. To conclude, the COVID-19 pandemic has challenged the education over the globe. The education experts and the policy makers are compelled to ponder over the changing scenario of teaching-learning process. Hence, we have to redesign and restructure the teaching-learning ethics to maintain the quality of higher education and to fulfill needs of learners. We need to shift traditional teaching-learning to e-learning and update as well as develop e-content quadrants with MOOCs to enhance the interest of learners in this online education. Productive Academic, administrative and quality audit should be done constructively to ascertain qualitative development. The NEP-2020 and pandemic has given us an opportunity to reshape our education perspectives.

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## Promoting Digital Readiness of the Higher Education Institutions for Effective Implementation of National Education Policy-2020

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### Abstract:

Digital Readiness is a concept mostly in practice in the business enterprises, however, its use need not be limited. The concept holds importance for many other fields too. Higher educational institutes can avail the benefits from the concept in various ways. The National Education Policy launched on 29<sup>th</sup> July, 2020 articulates the aim of the policy is to “have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background” (GoI2020). The policy acknowledges that, digital technology, especially the educational technology will play a crucial role in realizing the goal. Therefore, it’s no wonder that the doing “extensive use of technology in education is one of the key principles of the policy.

To make such extensive use of the educational and Information and Communication Technologies, it is not sufficient to increase network coverage, public and private investment in basic digital infrastructure, and providing cheap and equitable access to all its stakeholders. One more very important aspect must be taken into account, and it is that the human resources must be trained made digital ready both to avail and meet the challenges brought in by

the fast pacing technologies and disruptive innovations. Before we train the resources to make the best use of the technological innovations, we must first know if we are ready and what is the current status of digital readiness of the higher educational institutions. Before that, it is first essential to know what digital readiness is.

### Digital Readiness Defined

Digital Readiness, like literacy, deals with the training and skill development of the human resources. As literacy and basic numerical calculation abilities are inseparable from the survival of a human being in the present world, so will be the digital literacy, if not competency, in the future world. In order to thrive as well as to survive in the modern digital world, it is not enough just to know the new advancements and technical breakthroughs, but of equal import are the skills to make their use in carrying out the personal and the professional tasks. The ability to handle a machine, or at least one of its functions, was an essential skill for a labour of the Industrial Era, however, Digital Era demands far more than this even from a layman. There are numerous skills at work when a common person uses technology for interpersonal communication, web browsing, e-transactions and applying online. For a technology oriented job to be carried out, it is not enough to master the required skills; it is mandatory to unlearn or de-skill and re-learn or re-skill oneself every now and then. Despite the everlasting process of learning the new, all are not equally competent to use the technology. Digital readiness refers to the competence of the citizens or the employees in carrying out their tasks with help of digital tools and technologies. There are these definitions aiming at clarifying the term more: 1. “Digital readiness refers to the level of behavioural competencies, cognitive skills, and digital proficiency of a company’s employees that helps them adapt and manage the digital transformation process” (Björklund, 2021).

2. “Digital readiness is defined by the level of readiness of an organization’s workforce to transition into digitized workflows that are enabled by software and technology” (Ogbevoen, n.d.)

3. “Digital readiness primarily looks at how ready employees are to adopt new processes, software and technology in order to begin the process of ‘going digital’ or enabling, ‘digital transformation’”(Pattison, 2020).

The three definitions above summarily point out towards ‘competence’, ‘cognitive skills’, ‘adopting the new’ or ‘transformation processes’. So, the idea of ‘digital readiness’ refers to preparedness of an individual’s or a workforce to undergo a behavioral or cognitive change. The concept of digital readiness thus seems unquantifiable and more of a qualitative nature. The parameters of judging if an employee is ‘digitally ready’ or not seems to be based on perception rather than on any checklist. Thus, the interpretation of the term by the three writers does not fully encompass the other meanings of the word ‘Readiness’ and they do not provide any criteria for evaluating it. John Horrigan of The PEW Research Centre codifies it better. He enlists the three elements of ‘Digital Readiness’ which are like a check-list of items. They are more of a quantitative kind than of a qualitative nature. They are:

1. **Digital skills**, that is, the skills necessary to initiate an online session, surf the internet and share content online.
2. **Trust**, that is, people’s beliefs about their capacity to determine the trustworthiness of information online and safeguard personal information.
3. **Use** – the degree to which people use digital tools in the course of carrying out online tasks(Horrigan, 2016).

In order to assess the ‘digital readiness’ of a company, or of a country, many times a research or business strategy company surveys its employees. Such surveys are commissioned by the companies for their own self-assessment

and sometimes they are carried out involuntarily. The findings of one such survey recently conducted by The Salesforce Global Index was reported in The Economic Times wherein, India scored the highest among the 19 countries selected for the study. The index was meant to “measure the global employee sentiments and readiness to acquire the key digital skills needed by businesses today and over the next five years”. What the survey found was that, the employees in India were “actively learning digital skills to prepare themselves for the future of work”. In the survey, more than 23,500 workers in 19 countries were questioned. The average score of global readiness was 33 out of 100. It is noteworthy that India scored 63 in it(ET Bureau, 2022). The news is plausible indeed, however, it should also be noted that the survey primarily focused on the employees. The labour in the unorganized sector, the common citizens, women, poor, and especially the students await an extensive survey of such kind.

### Ways of Promoting Digital Readiness

There are various ways and strategies worth adopting in order to promote digital readiness. The higher education institutes can devise an action plan as per the results of profiling digital readiness and fix the priorities.

1. **Training of the Staff:** As the National Education Policy-2020 perceives teacher as the soul of the entire pedagogical processes, it is natural that teachers must first be trained and made digital ready. Either higher education institutes can schedule a training program on the premises or, the faculty can be offered expenses and time to get themselves trained in the ICT. A digital ready teacher will easily and surely promote the digital readiness.

2. **Training of the Students:** After the results of digital readiness profiling of the students, the students with less or no digital skills should be trained on first priority. There are many digital skills imparting private institutes aided by the state and central governments training the stu-

dents from Below Poverty Line (BPL) section of society. Such students can be enrolled in the governments' schemes. The HEIs can also do an agreement with the training institutes regarding reduced costs. The HEIs can sponsor training course scholarships to the students excelling in various curricular and extra-curricular activities.

**3. Peer to Peer Training:** This is one more way of speeding up digital readiness of the students. The students at the advanced stage of digital skills can be assigned the task of helping those without digital skills. The basic skills like browsing the internet, downloading, printing, and accessing the data can be easily imparted by a student to another student. The advanced and the technical aspects of digital skills can be reserved for the experts only. This way, it will save the time and efforts of the master trainers.

**4. Inclusion of Digital Tasks in Assignment:** To make digital skills a serious issue, it can be made a part of evaluation system. Some tasks can be assigned to the students only to be completed through digital medium only. This way, the students will get themselves acquainted with digital skills out of necessity.

**5. Increasing Access to Digital Infrastructure:** One of the key ingredients of learning digital or any skill is time and frequency of exposure to the skill. Easy and ready access to digital devices will also help the students and the faculty in practicing the digital skills. Computer laboratories can be utilized by the students at the leisure time.

**6. BYOD: Bring Your Own Device:** This is one more factor to take into account—the present status of technological infrastructure needs a boost through funding, however, the practices like BYOD (bring-your-own-device) have been reported in the US and UK reducing the cost of infrastructure (Flavin 2017). It is observed that, digital devices are more likely to be used if the users own them. The devices meant for common use are often either not trusted or not likely

to be used.

**7. SEC in Digital Literacy:** In the National Education Policy-2020, it is expected there should not be a strict boundary between the disciplines and the students should be given freedom of choice. Accordingly, some universities have adopted a policy of offering freedom of choice through Skill Enhancement Course (SEC). In it, a Skills Enhancement Course in Digital Literacy can be offered across all the disciplines. This way, the students will learn the basic digital skills as a part of their curriculum.

**8. Preparing a Certificate Course in Digital Literacy:** One more way to make digital skills a part of curriculum for all will a Value Added Course like Certificate Course in Digital Literacy. This way, the students can earn the credits and utilize them wherever necessary.

**9. Scholarships and Fellowships of personal devices:** The nature of scholarships and fellowships so far has been of monetary kind. To make it more useful in this regard is to offer scholarships and fellowship to the meritorious students in the way of personal digital devices like Tabs, Laptops etc.

### Significance of Digital Readiness

While the NEP-2020 identifies India as a 'global leader in information and communication technology' and also credits the 'explosive pace' of ICTs and creativity of the techno-savvy teachers, students and entrepreneurs for impacting education in multiple and hitherto unforeseen ways, it is important that there should be an equitable access to technology across all the sections of the society. The country has many divides besides a major divide based on economic conditions. It has been often noted that 'digital divide' will have more adverse effects on the lives of the individuals and of a nation more than an 'economic divide'. All the investment in digital infrastructure and all the efforts of the government to bridge the digital divides may not have a concentrated and output oriented effect unless there is any profiling done



regarding digital readiness of the institutions.

NEP-2020 has facilitated National Educational Technology Forum (NETF) with multiple functions like advising, articulating and envisioning the use and directions of technological interventions in pedagogy in order to give a platform for 'free exchange of ideas 'regarding ICT Educational software will be developed across all languages. It declares that E-content will be uploaded on DIKSHA and SWAYAM platforms. NEP-2020 also admits that our present education system is unable to "cope with these rapid and disruptive changes" which indeed places us individually and nationally at a perilous disadvantage in an increasingly competitive world" (GoI 2020). Today when almost all the fields of knowledge and production are being digitalized and 'what will be digitized, will be' is the rule, the employable and employed human resource needs to be trained more for digital skills.

Profiling and training for making the higher education institutes digitally ready will be significant in various ways. Profiling of higher education institutes on the basis of the level and status of digital readiness will reveal the digital divides and the factors contributing to it. Various measures to bridge the digital divides will be figured out. Not only will the data bring in 'ease of work' and 'access of quality higher education' to all, it will also clarify the roadmap to do concentrated efforts in making India a 'knowledge society'. Digitally ready teachers and students will only be able to reap the benefits of the 'information explosion' and disruptive technologies. Without either a digitally ready teacher or a student, the alternative advanced modes of learning like Blended and Flipped Modes of education, Virtual Field Tours, Computer Assisted language Learning cannot be imagined in India. Rich, and up-to-date Web Resources cannot be availed without having digital readiness either by the teachers or the students.

Digital readiness cannot be achieved

without it prerequisite skill-digital literacy. As alphanumeric literacy, digital literacy is also an indispensable part of modern civil life. Digital literacy is the founding stone of the digital era. The Ministry of Electronics and Information Technology defines digital literacy as "the ability of individuals and communities to understand and use digital technologies for meaningful actions within life situations. Any individual who can operate computer/laptop/tablet/smartphone and use other IT related tools is being considered as digitally literate." Based on this definition, the households are categorized by the Ministry as digitally literate if at least one person in the household has the ability to operate a computer and use the internet (among individuals who are 5 years of age and older). Moreover, Venugopal Mothkoo of NITI Aayog informs that, as per the above definition, only 38% of households in India can be categorized as digitally literate. And, there is regional inequality in the levels of digital literacy. In urban areas, digital literacy is relatively higher at 61% relative to just 25% in rural areas. (Mothkoo 2021). The challenge is to make the remaining 60% citizens digitally literate. These facts only point out the significance of profiling digital readiness including digital literacy of the students and the teaching faculty in order to make the most out of modern ICT.

If we look at more recent status of digital literacy and digital readiness especially in the employed youth in India, the picture that emerges out shows a room for more concentrated efforts. The findings from a research by Amazon Web Services, Inc. (AWS), published on livemint.com are eye-opening. The report of the study reveals that despite India being a country which runs 40% of the Silicon Valley IT enterprises, the youth of India don't feel confident about their proficiency in carrying out the required digital tasks. It also brings to fore the fact that the country whose talents run Google, and Microsoft should have a situation that, 95%

workers in India feel in need more digital skills to cope with changes in their jobs due to the Covid-19 pandemic (Livemint, 2022). The report also mentioned that, 27.3 million more jobs in India will require additional digital skills.

Naman Agrawal, Senior Associate, Seepana Mohit Rao, Young Professional and Himanshu Agrawal, Young Professional at NITI Aayog write that India is a country of the highest working age population where there is a need of 12 million new jobs a year to absorb the growing working age population. To meet the demands of the new age industry, about 50 million people need to be skilled each year. However, our current capacity of imparting digital skills is only 3 million (Niti Ayog, 2022).

To sum up, it is necessary that Digital readiness of the students and the teachers should be profiled in order to decide the training programme. It will reveal the actual status of digital literacy. High number of digital ready students and employees definitely contribute more than the non-ready employees. In order to realize the goals of the National Education Policy like, making India a Global Knowledge superpower and a vibrant knowledge society, it is the most required that the next generations and their teachers should both be trained for digital skills. Indexing and profiling of the institutes can be carried out through surveys and questionnaires.

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## Impact of Artificial Intelligence in Marketing and Management Sector

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### Abstract:

Artificial Intelligence is defined as the study of “intelligent agents”, any device that perceives its environmental and takes actions that maximize its change of successfully achieving its goals. The recent growth in computer technology has changed the face of science and engineering. This growth is mostly seen in the field of Artificial Intelligence. A branch of Computer Science named Artificial Intelligence pursues creating the computers or machines as intelligence as human being. A major thrust of Artificial Intelligence is in the development of computer functions associated with human intelligence such as reasoning, learning and problem solving. However Artificial Intelligence is the study of computer system that attempt to model and apply the intelligence of the human mind.

**Keywords:** Artificial intelligence, environmental, computer technology, human intelligence, reasoning, learning, human mind, Computer Science, Artificial intelligence has been popular in the relevant literature over the last two decades. The current study integrated how Artificial Intelligence influences employee relation and performance with a focus on service employees. Employee performance is operationalised into internal and external dimension that captures employee task efficiency over both internal and external service encounters with co-workers and customer respectively. Artificial Intelligence

plays a significant moderating role in employee performance.

The term ‘Artificial Intelligence’ had previously been used to describe machines that mimic and display “human” cognitive skills that one associated with the human mind, such as “learning” and “problem solving”. Artificial Intelligence include advance with search engines like Google, recommendation System (used by YouTube, Amazon and Netflix), understanding human speech (example, Siri and Alexa) self driving case (Eg. Siri and Tesla). Artificial Intelligence was founded as an academic discipline in 1956. Artificial Intelligence research has tried and discarded many different approaches since its founding, including simulating the brain, modelling human problem solving, formal logic, large databases of knowledge and imitating animal behavior.

The various sub-field of Artificial Intelligence research are centered around particular tools. The traditional goals of Artificial Intelligence research include reasoning, knowledge representation, planning, learning, natural language processing, prescription and the ability to move and manipulate objects. Artificial Intelligence have adopted problem - solving technique like search and mathematical optimization, formal logic, artificial natural networks, and method based on statistics, probability and economics. Artificial Intelligence also draws upon computer science, psychology, linguistic, philosophy and many other fields.

Modern Artificial Intelligence techniques are pervasive. A superintelligence, hyper intelligence, or superhuman intelligence is a hypothetical agent that would possess intelligence for surpassing that of the brightest and most gifted human mind. In this paper we discuss some important modern Artificial Intelligence Technology.

- 1) Speech Recognition
- 2) Virtual Agent
- 3) Deep learning platforms

#### 4) Robotic Process Automation

#### 5) Bio-metric

#### 6) Cyber Defense

#### 7) Emotion Recognition

#### 1) Speech Recognition –

It is used to convert and transform human speech into useful and compressive format for computer applications to process most of the companies like NICE, Verint Systems offer speech recognitions services.

#### 2) Virtual Agents–

A virtual agent refers to computer agent program that is capable of interacting effectively with humans. Companies that provide virtual agents are Apple AI, IBM, Creative Virtual, Microsoft etc.

#### 3) Deep learning platform–

It is a form of Machine Learning that duplicates the neural circuits of the human brain to process data and create patterns for decision making. In this technology algorithms use artificial neural networks.

#### 4) Robotic process automation–

It refers to the functioning of corporate processes due to the mimicking human tasks and automate them. In fact, Artificial Intelligence is not meant to replace humans, but to support and complement their skills and talents.

#### 5) Biometrics–

Biometrics deals with the recognition, measurement and analysis of the physical features of the body structure, form and human behavior. It fosters organic interactions between machines and humans at it works with touch, image, speech and body language.

#### 6) Cyber defense –

Cyber defense is a computer defense mechanism that detects, prevent and mitigate, attacks and threats to data and infrastructure of systems. It also reveals suspicious user activity and detects cyber threats.

#### 7) Emotion recognition–

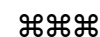
This kind of technology enables emotions expressed of humans to be read and in-

terpreted using advanced image processing or audio data processing. Beyond Verbal, nViso and Affectiva companies use emotion recognition.

Invocation and technology are certainly changing, skills and jobs will need to change today. Artificial Intelligence's impact on the workplace, the future of work, sectors of the economy and global domination are hard to assess. The nature of Artificial Intelligence being new and poorly understood, nonetheless unsuccessfully implemented across all industries, and makes it even more difficult to understand. We should accept the need and requirement in the sector of economy and industry. So, we should be ready to shape our society for that coming change.

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## Internationalization of Higher Education : Challenges and Prospects

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### Introduction:

Education is an important aspect to consider by the government and the scholars. India is a emerging country and a country of youngsters. These youngsters are the strength of the nation. They are the most important source for the progress, when they are rightly shaped by the higher education. But in India, most of the students do not acquire higher education. According to the 2011 census merely 8.15 percent students are graduates (Wikipedia, the free Encyclopedia). It shows the lesser percentage of higher education in India. Though India is the third higher education system in the world, very few students get higher education. It is not the good indication for the progress of India. Why most of the students of India don't obtain higher education? What are the challenges of Internationalization of higher education? These are the major questions repeatedly asked by intellectuals regarding higher education. This research paper primarily focuses on the problems of higher education in India regarding international standard and through the arguments regarding these problems tries to find out the solutions of this problem.

### 1) Responsibility and Performance of Teachers:

For the educational development, the responsibility and performance of the teachers is very important. But in India, these aspects of

the teachers are not measured by a proper mechanism. Mr. K. B. Power rightly examines, "In view of the (usually) complex relationship between government and universities, the process of demonstrating and judging Accountability can be both difficult and frustrating" (Powar, 2002). In foreign universities, there is a fixed mechanism to evaluate the accountability and performance of the teachers. The teachers are evaluated by the peers and the students. In this context, there should be a system of feedback of the students to evaluate the accountability and performance of the teachers. Along with these aspects of the teachers, their research papers, Book Publications should also be added to their performance because research plays a vital role to enhance the teaching performance of the teachers. In this way, to maintain international standard, there is great need of the mechanism which can evaluate the accountability and performance of teachers.

### 2) Strategy and Financial Support of Government:

Education is the fundamental need of any Nation. For the developing country like India, education is the main source of development. So, there is need to make certain strategy and huge financial provision for education. But in India, the central and state governments do not make sufficient financial provision for education. In recent time, there is rapid growth of unaided or private educational institutions in India. The private institutes provide education but they charge huge amount in the form of admission, tuition and other fees. In fact, it is the responsibility of the government to provide free education but government is not playing its role properly. As there is growth of private institutes, only the rich students are pursuing education and poor students are not getting equal chance to get higher education.

### 3) Conventional Curriculum:

Well-known educators of India believe that the curricula of higher education in India

are not able to execute the international standard, needs of the society and global market. Santosh Mehrotra rightly observes, "Outdated curriculum also needs to be updated and connected to labor market needs" (Mehrotra, 2016). India is a rising economy but in future there can be a scarcity of expert employees in many sectors due to the conventional and outdated curricula. At present, in the curriculum of Higher Education skill education is not provided and sufficient technology is also not used.

Now it is the responsibility of the educators in India to identify the requirement of the international standard, the market and industry and to develop the curricula which can teach various skills to complete the needs of the market. Some Indian universities have started to teach the skill-related courses along with the conventional courses. Now, all the Indian universities need to recognize the demand of the market and to make efforts to change the outdated curricula. Eminent scientist and Bharat Ratna awardee CNR Rao, in this regard examines, "90% of the universities in our country have outdated curriculum. We talk about increasing funds, increasing infrastructure but there is no improvement in the content we are teaching in our hi-tech classrooms". (Hindustan Times)

#### 4) Lack of Trained Teaching Staff:

In most of the Indian universities and colleges the teaching posts are vacant. These posts are sanctioned by the government but are not filled by the authorities. Due to the lack of trained teaching staff, quality higher education cannot be provided to the students. There is desolation of the authorities of Institutes to fill the posts and the government also, sometimes, does not give permission to fill the vacant posts. In the state of Maharashtra, the government does not give permission to fill 100% teaching posts. Instead of permanent teachers, the teachers are appointed on contract basis and clock hour basis. And it is really harmful for the higher education to achieve international stan-

dard.

#### 5) Dearth Research Capacity and Innovation:

In Indian Universities and colleges high quality research work is not done and appropriate attention is not paid towards innovative outputs. The Government of India provides funds to the Universities and top Indian Institutions such as IITs and AIIMs but quality research work is not done in these institutions. This is the reason why there is not a single Indian University in world's top 100 universities. To get Global recognition, Indian universities and colleges have to focus on quality research. In India, traditional and outdated teaching methods are still used. Instead of these methods, innovative methods like mobile teaching, ICT based teaching; 'Interactive Online Learning Platform' should be used to heighten the quality of teaching.

#### 6) Deficiency of Employable Skills:

In Indian universities and colleges, the old-fashioned curricula are taught. And it is not able to teach employable skills. Pawan Agrawal observes, "The industry complains that though the students are equipped with graduate degrees, they lack employable skills. This has opened up a yawning skills gap between academic outputs and industry expectations" (Agrawal, 2009). As there is lack of employable skills in the higher education, the unemployment rate is growing. In India, there is need to introduce skill-based courses in technical as well as traditional courses. Educational Institutes must focus on international standard of education, the gap between their supply and demand of the industry and global market.

#### 7) Accreditation of Institutes:

In India, education is considered as profitable business by some rich people. They start their own Universities and Educational Institutes without the permission of national or state level authorities such as UGC and AICTE. These universities distribute their own degrees to the students. The degrees like Ph.D., M.B.A., M. Phil. etc. are distributed by these institutions. The

students from rural background and those who want degrees without regular attendance get admission in these institutes. Many times, for the Awareness of the people, UGC declares the names of the fake Universities and Educational Institutes but still there are many universities and institutes which are distributing the degrees to the students.

Thus, there are many challenges for higher education in India to achieve international standard. To face these challenges, some new strategies should be used by the authorities of the universities and the colleges. First of all, there is great need to update the curriculum of Higher Education. We need the skill-based curriculum to defend the problem of unemployment and to eradicate the gap between supply and skilled resources and demand of the market. Most of the teachers consider their accountability and performance but there are few teachers who are harmful for the higher education. This scene should be changed. The government is equally important for the development of Higher Education. It can play its role properly by funding to the Educational Institutes and filling the vacancies of the teachers. The time has come to focus on research and innovative teaching for the growth of higher education in India and to maintain international standard.

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07

## NEW EDUCATION POLICY: A STEP TOWARDS INTERNALIZATION OF HIGHER EDUCATION

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#### Abstract

The sudden outbreak of Covid -19 had ceased all the transactions in the world. Education field was not exception for this. During the mean time, there was the announcement of New Education Policy by Government of India which brought a fresh welcoming change amidst the world surrounded by mental trauma. It was positive news among all the negative news of Corona. The announcement of NEP 2020 was not as much expected by the stakeholders. The recommendations and changes suggested by NEP 2020 were never hoped by many educationists. The NEP 2020 has been framed for both Primary and Higher Education. But this paper focuses on the impact of NEP on Higher Education only. The effort has been made to deal with the salient features of NEP and analyse its effects on present education system.

**Keywords:** New Education Policy, Higher Education, Covid-19

#### INTRODUCTION

The National Policy on Education (NPE) is a policy formulated by the Government of India to percolate the education from class to mass and to promote education throughout the nation. It is framed so as to cover all the aspects of education in India and bring it on the world scenario. It was the maiden effort of Government of India under the leadership of Indira

Gandhi when NPE was promulgated in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

The Union Cabinet of India approved the New Education Policy 2020 on 29<sup>th</sup> July, 2020 with the vision of New Era in Education System. The policy is comprehensively framed for elementary education to higher education as well as vocational training in both rural and urban India. By 2040, the policy aims to transform India's Education System wholly. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

**The vision of the National Education Policy is:**

“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.”

The quality higher education should provide the opportunities to students for all round development. It should not restrict a person to study only one area which may not be of his / her interest. Rather it must provide more platforms to study one or more specialized areas. It should also develop the character with ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy assures to bring some fundamental changes to the current system.

Enforced separation of qualifications, early specialization and student streaming into

restricted research areas, less focus on research, and lack of competitive peer-reviewed academic research funding are some of the main peepholes in the existing higher education system in India. The NEP 2020 strives to bridge off these peepholes.

Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

The primary objective of this research is to study the impact of New Education Policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

## **ANALYSIS OF IMPACT OF NEP ON HIGHER EDUCATION**

### **Regulatory System of Higher Education:**

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants



Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always a requirement and this has been a vision of numerous educationists. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

#### **Graded Accreditation and Graded Autonomy:**

The concept of "empowerment and autonomy to innovate" is one of the key features in NEP 2020 which supports a "phasing out" strategy from Affiliated Colleges to Autonomous Institutions. The increased flexibility offered to autonomous institutions also gives hope in curriculum enrichment. It also says that with appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. The announcement of setting up Multidisciplinary Education and Research Universities (MERUs) in the country gives more hope. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students.

Another important change the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, autonomous testing

organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in Higher Education Institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions. It also surely helps the students to easily transfer their degrees and credits to universities abroad.

#### **Internationalization at home:**

NEP 2020 also allows foreign universities and colleges to come to India and this brings out a challenge for the native institutions to improve the quality of education provided by them. The Indian higher education sector is buzzing all around as the opportunity of paving the way for foreign universities to set up campuses in the country. India has one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges. But GER (Gross Enrolment Ratio) of India in higher education is 26.3%, which is significantly low when compared to other BRICS countries like Brazil (50%) or China (51%), and very much lower when compared with European and North American nations which would be more than 80%. India must achieve a significant growth in the area of global higher education for obtaining a sustainable economic growth, which should not be driven by natural resources, but by knowledge resources. As per the reports, India will need another more than 1,500 new higher education institutions by 2030 to accommodate a huge inflow of students, that's why the Indian government wants to promote FDIs (Foreign Direct Investment) and open up the ECB (External Commercial Borrowing) route to strengthen the capital investment for the edu-

cation sector.

The ministry is also trying to boost India's image as an education center because already more than 7 Lakhs of Indian students are studying abroad. So, the intention of this policy is that, allowing foreign universities will enable world-class education available locally at a significantly lower cost without travelling and will considerably reduce the human capital migrating to other countries for study and job prospects. According to the different global surveys, cross-border education is beneficial for the economy and brings a wider level of global awareness, culturally perceptive, and competitiveness. Foreign collaborations enable local institutes to design their curriculum in alignment with international pedagogy and offer a diverse portfolio of subjects and specialization to students.

#### **More Holistic and Multidisciplinary Education:**

The NEP 2020 claims that, a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030.

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such

as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/ service and participation in community service programmes will be considered an integral part of a holistic education.

As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

#### **The structure and lengths of degree programmes:**

In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this period. Any educational institution will have to give to the student a diploma degree after the student completes two years of study, a degree after the student completes three years of study and a certificate to those students who complete one year of study in any professional or vocational course of their choice. The Govern-

ment of India will also help in establishing an Academic Bank of Credit for storing the academic scores digitally. This will enable the institutions to count the credit at the end and put it in the degree of the student. This will be helpful for those individuals who might have to leave the course mid-way. They can start the course later on from where they left off and not start from the beginning once again. Even though NEP 2020 says that Higher education institutions will be given the freedom to start PG courses there may be some difficulty in designing One Year PG Degree for students who have completed 4 Year UG Degree and a Two Year PG Degree for students who have completed 3 Year UG Degree.

### CONCLUSION

The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialization and digitalization of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital prerequisite now, with the trend towards digitalization and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skill set.

The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging

more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

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08

## INDIAN EDUCATION POLICY 2020 & 1986: A COMPARATIVE STUDY

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### ABSTRACT:

Union Cabinet of India was approved the New Education Policy on 29 July 2020. This New Educational Policy is based on the draft National Educational Policy 2020 Prepared by Committee for Draft National Educational Policy 2019 chaired by Dr. Kasturirangan and same draft was submitted to the Ministry of Human Resource Development on December 15, 2018. In this draft outlined the vision of India's new education system. The New Education Policy addresses challenges faced by current education system such as Quality, Affordability, Equity, Access and Accountability. The four-part National Education Policy covers school education (Part I); higher education (Part II); 'Other Key Areas of Focus' (Part III) such as adult education, promoting Indian languages and online education; and 'Making it Happen' (Part IV), which discusses the policy's implementation. This article emphasizes the major differences between the current education policy i.e., Education Policy of 1986 and New Education Policy of 2020. An attempt has been also made to find out the problems and challenges in the present policy which led to the emergence of New Education Policy 2020. This attempt has been made on characteristics of the New education Policy 2020 for this took the help of data available on Internet, Journals, Newspaper, and Reports of Government and Non Government Agencies. This study mainly based on secondary data. No doubt this New Educa-

tional Policy 2020 having certain objectives which need to be achieved by 2035. It has its own merits and demerits. As NEP 2020 is one of the most promising policies which have been introduced and the question relies on to what extent the objectives of the policy will be achieved

**KEYWORDS:** New Education policy, Existing Education policy, Development, Higher education, Schooling Education, Comparison,, Issues, Merits and Demerits

### 1. INTRODUCTION

Education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. Due to education human being can achieve his full potential, Having education in an area helps people think, feel, and behave in a way that contributes to their success, and improves not only their personal satisfaction but also their community. In addition, education develops human personality, thoughts, dealing with others and prepares people for life experiences.

India's last Education Policy was passed and implemented in 1986. After 34 years, the New National Education Policy (NEP) for India has been revised updated and approved on 29 July 2020. The policy signifies because distinctive characteristics like "Access, Equity, Quality, and Affordability & Accountability" and will transform India into a vibrant knowledge hub.

NEP 2020 focus on systematic and institutional improvements to regulate governs and promote multidisciplinary academic and research in Indian HEIs. NEP 2020 The policy envisions an Indian centered education system compatible to transform India to a vibrant knowledge society. Remarkably, the thrust area of the new education policy is to make the system of education well-resourced and multidisciplinary by the consolidation of multiple educational institutions and disciplines which constantly strives to deliver the needs.

### 2. OBJECTIVES OF THE STUDY

The NEP 2020 has much ambition to improve the quality and the broadness of the education system in India. The objectives of this study are:

To highlight the overview of the NEP 2020

To identify the challenges of existing educational policy

To compare NEP 2020 with the currently adopted policy in India

To discuss the merits and drawbacks of NEP 2020

### 3. RESEARCH METHODOLOGY

The article is based on secondary data collected from various journals, newspapers and websites. The methodology consists of a conceptual discussion on the highlights of the NEP 2020 and the focus of this article is on the comparison of NEP 2020 with the current educational policy of India.

### 4. HIGHLIGHTS OF NEW EDUCATION POLICY 2020

This New Educational Policy 2020 replace existing 34 year old National Educational Policy 1986.

Ensuring Universal Access at all levels of school education including pre schooling to secondary and about 2 crores out of school children will be back into main stream.

Early Childhood Care & Education with new Curricular and Pedagogical Structure: the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will be cover 3-6 school curriculum which has been recognized globally due to its usefulness for development of mental faculties of a child and it will have 12 schooling with 3 years Anganwadi or pre schooling

Attaining Foundational Literacy and Numeracy as an urgent and necessary prerequisite to learning calls for setting up of a National Mission on Foundational Literacy and Numeracy by MHRD.

Reforms in school curricula and pedagogy aim for holistic development of learners by equipping them with the key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential learning, Students will have increased flexibility and choice of subjects, No rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, and Vocational education will start in schools from the 6th grade, and will include internships.

Multilingualism and the power of language policy has emphasized mother tongue/ local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond, Sanskrit to be offered at all levels of school and higher education as an option for students, including in the three-language formula, Other classical languages and literatures of India also to be available as options, No language will be imposed on any student.

Equitable and Inclusive Education policy 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.

Robust Teacher Recruitment and Career Path: Teachers will be recruited through robust, transparent processes. Promotions will be merit-based on multi-source periodic performance appraisals. A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022

Schools can be organized into complexes or clusters which will be the basic unit of governance and ensure availability of all resources including infrastructure, academic libraries and a strong professional teacher community.

NEP 2020 envisages clear, separate sys-

tems for policy making, regulation, operations and academic matters.

States/UTs will set up independent State School Standards Authority (SSSA).

The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.

Increase GER to 50 % by 2035 from existing 26.3 % and Crore new seats will be added to Higher education institutions.

Holistic Multidisciplinary Education: The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period. For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years and Bachelor's with Research after 4 years.

Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.

HECI to have four independent verticals – National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation.

HECI will function through faceless intervention through technology, & will have powers to penalise HEIs not conforming to norms and standards.

Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

Higher education institutions will be transformed into large, well resourced, vibrant multidisciplinary institutions providing high quality teaching, research, and community en-

gagement.

The definition of university will allow a spectrum of institutions that range from Research-intensive Universities to Teaching-intensive Universities and Autonomous degree-granting Colleges.

NEP makes recommendations for motivating, energizing, and building capacity of faculty through clearly defined, independent, transparent recruitment, freedom to design curricula/pedagogy, incentivising excellence, movement into institutional leadership.

A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT.

By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs.

All professional education will be an integral part of the higher education system, and Stand-alone technical universities, health science universities, legal and agricultural universities etc will aim to become multi-disciplinary institutions.

Policy aims to achieve 100% youth and adult literacy.

The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure it is at par with the highest quality in-class programmes.

### 5. Comparison between New Education Policy 2020 and National Policy of Education 1986

As after study above mentioned highlights of New Education Policy we can compare

existing Education policy 1986 along with new One

	New Education Policy 2020	National Policy of Education 1986
1	Ministry of Education	Ministry of Human Resource Development
2	Gross Enrolment Ratio -50% (2035)	Gross Enrolment Ratio -26.3% (2018)
3	5+3+3+4 format	10+2 format
4	Break-up of age: 3-8, 8-4, 11-14, 14-18	Break-up of age: 6-16, 16-18
5	Exam- class 3, 5, 8, 10, 12	Exam- Each year upto class 12
6	Board exam- objective and descriptive, Twice a year	Board exam- Descriptive, Once a year
7	No hard separation of Art, Commerce, Science. All will be mixed with curriculum	Hard separation- Art, Commerce, Science
8	Curriculum content will be reduced to its core essentials	No such policy
9	One vocational subject is must- class 6 to 8	Not mandatory in existing format
10	Bag- less days encouraged	No such policy
11	Health card and check-up will be done	Health card and supplements programs are already running
12	360 degree holistic report card for students including skills	No such policy
13	Coding to be taught from class 6 onwards	Not mandatory in existing format
14	3 language- by state, region and choice of student	3 language- Hindi, English and the regional
15	Indian Sign Language students with hearing impairment to be developed by NIOs	No such policy
16	Pre- school to be added in KVS	Starts from class 1
17	Preparatory class Balvatika for children below the age of 5- by ECCE qualified teacher	Not mandatory in existing format
18	Report card to have reviewed from teachers, peers and students as well	Report card to have reviewed from teachers
19	NCC wings- secondary and higher secondary schools	NCC wings- secondary and higher education schools
20	Free boarding schools like JNVs for poor students	Free boarding schools like JNVs for poor students
21	National scholarship Portal for SC, ST, OBC and SEDG	National scholarship portal for SC, ST, OBC and SEDG
22	Education sector to get 6% of GDP	Education sector to get 4.5% of GDP
23	Minimum qualification for teaching- 4 year integrated B.Ed. degree by 2030	No such policy
24	ITs will include multidisciplinary like arts, humanities etc.	No such policy
25	National Testing Agency (NTA)- It will conduct aptitude test and exams in the science, humanities, languages, arts and vocational subjects, at least twice every year for university entrance exams	No such policy
26	E-content in total 8 languages	Lack of regional language e-content
27	Multiple entry and exit options for incomplete courses. Their credits will be transferred through Academic Bank of Credits	This is the main difference between both the policies with credit storing for higher studies
28	For Higher studies, 4 options are given: 1- year diploma, 2- year Advanced diploma, 3- year Graduation, 4- year Graduation with research	For Higher studies, 4 options were already there: 1/2- year Diploma, 3- year Graduation, 4- year Graduation with research
29	After graduation, Master's degree of 1 year and 2 year with research options are given	After graduation, Master's degree of ½ year were already there
30	M.Phil. is discontinued. Doctorate can be pursued after Master's	First M.Phil., then Doctorate could be pursued
31	Best Indian universities to set up campuses in other countries and best 100 foreign universities may come to set up in India	No such policy
32	Atleast one large multidisciplinary institution in or near every district by the year 2030	No such policy
33	Controlling Authority- HECI (Higher Education Commission of India) except Medical and Legal. Divided into 4 parts: National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grant's Council (HEGC) for funding and National Accreditation Council (NAC) for accreditation	Controlling Authority- UGC, AICTE (Technical), ICAR (Agriculture), BCI (Legal), CCIM (Medical), ICAI, ICSE, CBSE, NCERT, etc.
34	Adult learning- Tech based option through apps, TV etc	Adult learning- several programs are already running.

### 6. HOW THE NEW EDUCATION POLICY 2020 WILL BE IMPLEMENTED?

As to change the existing academic system of India with the purpose of making it as par with the international standard of academic

The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one

New Education policy 2020 will be implemented with collaboration of the Central and the State Government

Subject wise committees will be set up with the Government of India both central and state-level ministries for discussing the implementation strategy

### 7. MERITS OF NEW EDUCATION POLICY 2020

Recently many changes have been introduced in the academic system of India starting from the school to college level. New National Education Policy has been approved by the Union Cabinet reflecting all the changes. This newly approved plan talks about major transformational reforms in the Indian academic sector which are appreciated by many, These are as following

The Government aims to make schooling available to everyone with the help of NEP 2020.

Approximately two crore school students will be able to come back to educational institutes.

This new structure is focused on student's formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure.

For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.

According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students.

One of the merits of NEP 2020 is the formation of the National Book promotion Policy in India.

Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue.

NEP 2020 aims to re-design the structure with holistic development.

Parakh national education policy is to be set up by the Government.

Special daytime boarding school "Bal Bhavans" to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, art.

According to the national education policy 2020, an Academic Bank of Credit will be established.

These are scheduled to be set up for introducing multidisciplinary academic.

The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies.

Phased out college affiliation and autonomy will be granted to colleges.

By the year 2030, it will be mandatory to have at least a four year B. Ed degree for joining the occupation of teaching.

For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.

### 8. DRAWBACKS OF THE NEW EDUCATION POLICY 2020

Introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge

While completing graduation have to study for four years while one can easily complete his/her diploma degree in two years. This might encourage the pupil to leave the course midway

According to the National Education Policy 2020, students of the private schools will be introduced with English at a much earlier age than the students of the Government schools.

### 9. CONCLUSION

New Education Policy 2020 is progressive in nature. It gives a new look to the existing educational system. It having flexibility and mark of quality that is capable of molding India



to a vibrant society which matches our rich cultural heritage. With the implementation of the new NEP 2020, the Indian education system is positioned 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 task can be realized only when there is 100% co-operation and collaboration between all the stakeholders, state and Central Government .

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09

## Key Features of NEP-2020

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### Abstract:-

Higher Education plays a vital role in the holistic development and building personality of the students, teachers, community & society. Building such sections of the society means building the Nation where the nationals would meet the local and global needs. National Education Policy-2020 is a novel and vision based education in higher education. Therefore it is imperative to take the account silent features of it.

**Key words:-** Higher Education,holistic development, local and global needs, Knowledge society and economy

### Objectives of the Paper:-

To highlight the salient features of NEP-2020

To take an account of how our NEP-2020 is transforming Knowledge society and knowledge economy

To take notice of student based NEP-2020

To highlight the Promotion of ICT and STEM among the college Stakeholders

Towards the Holistic development

To highlight thePromotion of the Constitutional values

As a Nation India is marching towards a true knowledge society and economy as well as NEP-2020 is considered as the fourth industrial revolution, where India aims to lead and where an increasing proportion of employment opportunities will consist of skilled jobs of a creative

and multidisciplinary nature in order to maintain and imbibe the constitutional values such as a democratic, Just, socially conscious, self-aware, cultured and humane, with liberty, equality, fraternal spirit and justice for all. In order to accomplish the constitutional values one has to mind the national educational policy features especially of higher education. In order to overcome the existing education policy shortcomings the new education policy is becoming a remedial one.

NEP-2020 is having a futuristic approach may last up to next 25 year. It is a complete overhaul, and re-energising of the higher education system to cover the existing education policy challenges and deliver high quality higher education with equity and inclusiveness.

**The mission statements of the higher education is that –higher education must develop good, well rounded and creative individuals, with intellectual curiosity, spirit of service and a strong ethical compass.**

Moving towards a higher educational system consisting of large multidisciplinary universities colleges. NEP-2020 focuses on rounding up the fragmented higher education policy. Rabindranath Tagore greatly quoted, “where the world has not been fragmented in to narrow domestic walls” unquote. On the same ground NEP-2020 trying to round up the existing higher education policy of which will aim to have upward 5000 students. If the higher education is moved towards a large multidisciplinary higher education institutes which would result in giving students vibrant communities of scholars and peers in which to learn, multidisciplinary higher education institutes which would result in breaking down the harmful and adverse silos between disciplines to disciplines, multidisciplinary higher education institutes which would result in enabling the students to become well rounded and developing optimally both sides of their brain (Artistic and analytic), and helping them to bring flexibility and indi-

viduality in to their learning programmes. Multidisciplinary higher education institutes which would result in developing active research communities across all disciplines especially cross disciplines and cross disciplinary research which will be key for the innovations of the 21<sup>st</sup> century. Multidisciplinary higher Education institutes which would result in greatly improving the efficiency of use of resources and of resource sharing both material and human.

**A large multidisciplinary approach in higher education will ensure optimised resources, interdisciplinary integration and vibrant and large educational opportunities among the communities.**

Moving towards liberalising undergraduate education. Nowadays the whole world has been translated in to consumers as a result all communities of the societies becoming directly and indirectly, knowingly and unknowingly globalised and liberalized. Naturally our education policy makers have tried their based to vest the liberal approach in higher education as the first policy initiatives as the need of the 21<sup>st</sup> century. The liberal broad based multidisciplinary education become the basis for all higher education which may develop the well rounded individuals with having critical 21<sup>st</sup> century capacity in the field such as the arts, humanities, pure sciences, social sciences and professional, technical, and vocational, crafts, an ethic of social engagements and rigorous specialization in a chosen field or fields. Such a liberal education would be the long run approach across all undergraduates’ programmes including those in professional, technical, and vocational disciplines.

Imaginative and flexible curricular structure will enable creative combinations of disciplines for students to study, & would offer multiple useful entry and exit points, thus demolishing currently prevalent rigid boundaries and creating new possibilities for lifelong learning. Graduate level education in large

multidisciplinary c=universities , while providing rigorous research based specialization , would also provide opportunities for multidisciplinary work , including in education and in India has a long tradition of holistic and multidisciplinary learning in the so called liberal arts from universities such as Takshila & Nalanda to extensive literature combining subjects across fields. Ancient books described education as a knowledge of the sixty four **Kalas or arts and** among these sixty four arts were included subjects such a singing, playing musical instruments and painting but also scientific fields such as engineering, medicine and mathematics. The notion of knowledge of many arts i.e. what is called arts in modern times must be brought back to Indian education as it is exactly the kind of education that will be required for the 21<sup>st</sup> century.

Through faculty autonomy, faculty will be enabled and motivated to innovate in their teaching and pedagogical approaches, students' assessment, community service initiatives, and research, and share best practices ideas with each other in university and wide and large forums in order to continually improve. Through institutional academic and administrative autonomy, institutions will be enabled to start and run novel and cross cutting edge programmes, develop innovative curricula, govern more locally given the local knowledge of circumstances and requirements and set up optimal people and career management system. All of these issues of administration and academic would be best handled (and innovated and improved upon) locally by those who are directly involved in local issues namely faculty and institutional leaders, and they must in due course empowered to do so.

As a result while availing the faculty and institutional autonomy it may be happened to meet the locational advantages and overcome the locational disadvantages through the academic and administrative autonomy. Substantial and adequate public funding with stability must therefore be provided to public institution to enable such academic and administrative autonomy. Over times as financial probity and responsibility is administered and demonstrated

by various Publicinstitutions, an increasing amount of financial autonomy may be granted so that resource allocations for teaching, service, equipment, and research maybe also be decided locally to optimise resources by those who understand local needs best; this would, as usual, be contingent on continual demonstration of financial probity through full transparency and public disclosure of all finances. Financial Autonomy will not mean a cut in funding, but rather the freedom to decide how best to spend funds to maximise educational attainments.

Due to the financial autonomy institution leaders could justify the thrusts of the institutions by prioritising the events. For example usage of the funds in order to empower the academic and administrative operations. So that institutions should avail an offering of the autonomy.

Curriculum pedagogy, assessment and student support will be revamped curriculum pedagogy and assessment will move away from solely rote learning of facts and mechanical procedure , the examination system in higher education will be recast ; evaluation will be guided by curricular objectives and overarching educational goals .Faculty will be supported to achieve these transformation. Quality higher education in Indian languages offered across fields.

ODL programmes will be reimaged to ensure that their quality is equivalent to the best in the class programmes .ODL will help expand the reach of higher education and thus improve access .Strong Academic,financial, social and psychological support system for students shall be put in place with special focus on those from disadvantaged groups.

Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service.

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## Optimal Learning Environments and NEP 2020

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### Abstract:

Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to 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 must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning. Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed.

**Key words:** curriculum, learning outcomes, pedagogy, application of knowledge, continuous assessment, student support, **academic plans,**

To highlight the Optimal Learning Environments and NEP 2020

To highlight the creativity promotion

To highlight the introduction of academic planning

To highlight the constitutional safeguards the rights of the Disadvantaged sections

To highlight the significance. High-quality pedagogy with the promotion of Environment

To highlight the scientific temper in the NEP 2020 policy

To highlight the significance of the IT and STEM

To highlight the role of the ODL to educate those who do not stream with the routine system

To highlight the world perspective through the local and global windows

**First, in order to promote creativity,** institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes. Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme. All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs shall also

move away from high-stakes examinations towards more continuous and comprehensive evaluation.

Second, each institution will integrate its **academic plans** ranging from curricular improvement to quality of classroom transaction into its larger Institutional Development Plan (IDP) Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom. For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides

Third, students from **socio-economically disadvantaged** backgrounds require encouragement and support to make a successful transition to higher education. Universities and colleges will thus be required to set up high-quality support centres and will be given adequate funds and academic resources to carry this out effectively. There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being

Fourth, ODL and online education provide a natural path to increase access to quality higher education. In order to leverage its potential completely, ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to

clearly articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed.

Finally, all programmes, courses, curricula, and pedagogy across subjects, including those in class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

#### **Globalized Countenance:**

The various initiatives mentioned above will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of “internationalization at home”

India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUS with foreign countries will be signed. High performing Indian

universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.

**Conclusion: Sound campus prepares the sound mind**, B. R. Ambedkar quotes on the same ground our NEP 2020 tries to prepare the education campuses. It means that to promote the creativity of the students one should focus on the promotion of them during the course of teaching learning and evaluation process. In order to accomplish the proposed objectives one should plan thoroughly as result to justify the Disadvantaged sections of the society. To engage the students our community members should follow or avail the high quality pedagogy with the promotion and optimum usage of the Science and technology. During the said process one should mind the constitutional values inbuilt in the preamble of the Constitution of India.

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## Benefits and Drawbacks of CBCS Pattern in Higher Education

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**Abstract:** Instead of conventional marking system of evaluation of pupil's academic chops, CBCS pattern introduced a standard system of examination and evaluation. CBCS has been successful in equating the advanced education system through the invariant evaluation system. It offers inflexibility in choosing credits, concluding different soft course, mobility of scholars and common syllabi etc. This choice grounded credit system in advanced education provides inflexibility in preparing the class and granting credits grounded on the course intensity and tutoring hours. This helps scholars to pursue courses of their choice, study at their own pace, learn redundant courses, and acquire further than the needed credits. thus University Grant Commission has made it obligatory to apply choice grounded credit system in all the undergraduate and postgraduate courses under the XI plan of Higher Education This paper reveals the policy of Higher Education System in India and discusses features, objects, graces and faults of CBCS pattern.

**KEYWORDS:** Choice Based Credit System, Higher education, UGC, Objective.

**INTRODUCTION:** Quality education plays an important part in enhancing knowledge, developing chops, erecting confidence, and creating a positive impact on scholars' life. It empowers scholars to grow not just professionally, but it also helps in develop all round personality. To

insure quality education, advanced education institutions must concentrate on developing a balance between- conducting education & promoting skill development by furnishing inflexibility to explore colorful fields. The Choice Grounded Credit System (CBCS) has been introduced by the University subventions Commission of India to give scholars an effective literacy platform by moving from the conventional marks and chance- grading system to a standard credit- grounded assessment system. The University Grant Commission has come up with colorful regulation and guidelines from time to time to ameliorate the Advanced Education system and maintain norms and quality across Advanced Educational Institute in India. Balancing uniformity and quality in Education system, especially at Under Graduate position, Post Graduation position, parchment and instrument programmes grounded on credit system has been made mandatory by UGC under the XI plan of Advanced Education. The CBCS system allows and encourages scholars in advanced education to pick a course of their own choice from a run-down of specified optional, core, and picky foundation subjects. The preface of the systems opens the door to smart and intertwined classroom literacy openings with conserving the points and objects of education. In addition, the Choice Based Credit System provides scholars a simple and flexible system of versatility to move from one educational association to another at any time and request for transfer of the credits scholars earned without losing compass on the syllabus.

#### **OBJECTIVE OF INTRODUCING CBCS PATTERN:**

The main objects of introducing CBCS by UGC at UG and PG Courses are as below.

- Provides lesser inflexibility and freedom to complete the course.
- To allow mobility across Universities and Colleges.
- To bring reforms and ameliorate the advanced education.

- Enhance learning openings for scholars.
- Capability to match the learner's pedagogic requirements and aspiration.
- To bring quality and excellence in education system.
- Standardization and community of educational programmes across the country.

#### **BENEFITS OF CHOICE BASED CREDIT SYSTEM:**

- The guidelines for the CBCS pattern are set by the UGC commission of India.
- Scholars have the occasion to choose and learn courses of their own choice and interest.
- The Credit System allows scholars to study at their own pace as per their interests.
- Scholars can enroll in fresh courses of their own interest to earn further credits.
- Along with scholars migration the credits achieved by scholars from old council can transfer to a new council/ university.
- The Choice Grounded Credit System allows scholars to follow one part of the course in one institution and the remaining in the other.
- It's a shift from the schoolteacher centre to learner centre education.
- It's also helpful to the learners to choose courses and papers as per their choice and interest.
- This system of evaluation offers 10 point letter grading system.
- It permits the learners to pursue the courses of their choices at different times.
- It's a multi angles education system. Thus ensures the all round development of learners personality.
- It enhances openings of immediate employment in different fields.
- It ensures uniformity in education system in terms of evaluation and assessment.
- Equality among the learners can be assured through it, as it has the grading system.

#### **DRAWBACK OF CHOICE- BASED CREDIT SYSTEM:**

- Lacks accurate estimation of marks during evaluation by grading system.

- This system may increase workload for a schoolteacher that affects the regular tutoring.
- This may create confusion among the scholars and schoolteacher due to different schedule and courses.
- Needs proper and good structure for a universal gateway and spread of education.
- In case of limited coffers and numerous courses would lead to imbalance in tutoring – literacy process.
- Mobility of scholars from one institution to another would lead to numerous new problems.
- Learner fails to acquire mastery over concerned subject, as he or she studies numerous subjects.
- Scholars may not be serious in examination as important weightage is given to internal assessment and evaluation.
- Preceptors spend utmost of their precious time in assignments, setting papers, internal evaluation and making arrangements for examinations.

#### CONCLUSION:

Certainly, CBCS pattern is scholars' centric and friendly education system as it provides inflexibility, equivalency and multi hand mode of education policy. The introductory object is to expand academic quality in all aspects, right from the class to the tutoring- literacy process to examination and evaluation system. Different styles were followed by different educational institutions for examination, evaluation and grading system. But perpetration of the choice grounded credit system seems to be a good system in assessing the overall performance of a pupil in a universal way of a single grading system. Still, the being differences between Central University, State University and Colleges in terms of effective preceptors, academic terrain, structure etc would pose problem in the success of it.

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## Contribution of higher education and higher educational institutions, research institutions of India in the development of Science and technology

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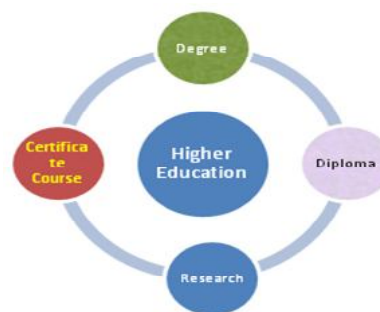
**Abstract:** In this article, we intend to review the role and importance of higher education, higher educational & research institutions in India in the advancement of science and technology that plays an important role in the development of countries and individuals. The article also highlights the recent contributions made by some higher educational and research institutions such as IIT's, ICAR, IISER etc. to the development of technology.

**Keywords:** Science, Technology, Higher education, Human development.

### Introduction:

<sup>1</sup>Education is the backbone of all developing countries and good quality education is a sign of a bright future for a country. <sup>2</sup>Higher education shapes the future citizens of the nation through its holistic development. <sup>3</sup>Higher education provides job market demands; critical thinking fosters democracy, social mobility and prepares for the future. In India, higher education is at tertiary level of education, and basically leads to award of an academic degree, after primary and secondary education. Higher education provides different types of degrees, diplomas or certificate degrees of higher studies along with research activity. A higher educa-

tional institution includes universities, colleges and various professional schools. The usual entrance age for higher education is about 18. Primary education is free and compulsory as per right to education act 2002, but higher education is optional. Higher education in India is administered by state as well as central government because education is included in the concurrent list of Indian constitution. On the basis of management, universities are classified into central universities, state universities, private universities and deemed universities. <sup>9</sup>As per data of 4 March 2022 in India, there are a total 1026 universities including national institutes. Amongst them, 54 central universities, 443 state universities, 126 deemed universities and 403 private universities. The regulatory framework includes oversight of the entire higher education ecosystem through the University Grants Commission (UGC), the All India Council for Technical Education (AICTE), finally the NAAC and NIRF, and finally the NAAC and NIRF oversee university accreditation.



**Fig:**Higher education system

### Research, technology and higher education

<sup>5</sup>Research and development is inseparable part of higher education. The process of research is ongoing simultaneously with the teaching and learning process. <sup>8</sup>Most of the knowledge in higher education is based on practical experience and, therefore, it is mostly applied in nature. Higher education develops thinking ability and creativity of human brain. If we connect higher education with technology, then the process of improving and sharing of knowl-

edge is fast. For example, when world suffered from corona virus covid-19 during the year 2020 to 2021 and at that period of global pandemic, higher education was hampered and at that time, most of the technology is used to continue the process of teaching, so technology plays an important role in the higher education. Most of the distance-learning educational degrees and diplomas conducted by universities through online and virtual platforms.



**Fig:** Apex Bodies in higher education that regulates research in India.

**(1) Council of Scientific and Industrial Research (CSIR), (2) Indian Council for Social Science Research (ICSSR)**

**3) Indian council of medical research (ICMR), 4) Indian Council of Agricultural Research (ICAR)**

**5) Tata Institute of Fundamental Research (TIFR) ) Contributions of National Institutions in development**

<sup>1)</sup> **Recent top ten innovation of IIT'S in india**

In recent periods, Indian IIT's has contributed to the development of various sectors of science and technology through innovations. Some achievements of these institutes are discussed briefly below.

**a) Passive solar water wall**

<sup>6</sup>Group of researchers of IITs developed a new air cooling systems which can be replacing domestic air conditioners. In a new developed air conditioners their unusual cooling system revolves around a rectangular water tank fitted into a wall its very high surface area allows maximum interaction between the air and the tank walls, thus helping it cool air rapidly. The advantages of newly developed air condi-

tioners is that, it minimize about 50 percent of electricity consumption, reduces carbon emission and CFCs emission in the environment.

**b) Smart cane**

<sup>6</sup>Some professor of IIT and social entrepreneurs jointly developed smart cane for visually challenged peoples. Advanced features of smart cane is it is foldable, light weight, high diagnostic capability any above the knee obstruction from a distance of 3 meters. It can reduce probability of injuries to the visually challenged peoples in India. India will get maximum benefits of this innovation because India is a home to the largest population of visually challenged people in the world.

**c) Water for plastic machine**

<sup>6</sup>Large number of cities in India is continuously facing the problems of garbage and especially pollution of plastic. To solve this problem, some state governments have banned use of plastic bags, but do not provide a permanent solution for plastic waste. Recently, two former IIT-Bombay students, Anurag Meena and Satyendra Meena, have collaborated with a Chandigarh-based start-up to build a machine named 'Swachch Machine' that lets you get rid of your plastic waste and get clean drinking water. The special feature of this machine is that every recyclable waste plastic item one puts inside the machine will be rewarded with a digital value token that can be exchanged for 300 ml of clean drinking water. It designed and developed in just 95 days. It can provide cool water as well as normal temperature water. One of the most interesting features of this machine is it reduces the waste to one-sixth of its size.

**d) Dirt detector:**

<sup>6</sup>IIT-Kharagpur researchers have developed an inexpensive device based on a pollution sensor. The device is equipped with an intelligent hygiene monitor that can record the levels of ammonia, sulfur dioxide, carbon monoxide, carbon dioxide, volatile organic compounds and particulate matter with the help of

sensors. It also sends online alerts to stakeholders via the cloud when forecast thresholds are exceeded, indicating the condition of the room and the need for cleaning. This can help maintain hygiene in public places that only occasionally clean, such as toilets, hospitals, canteens, parks, train stations, and airports.

#### e) Solar powered cold storage:

In India every year, farmers lose over thirty percent of their harvest due to insufficient infrastructure and storage facilities like warehouses. Some alumni of IIT Kharagpur developed solar power cold storage and it will be helpful to the farmers to store and preserve their product against natural calamities like heavy rainfall, cloud bursting etc. and also against market risk. It is more effective for the product to which tends to spoil quickly, such as spinach, tomatoes, or capsicum these products can now be stored for up to 21 days. Some advanced technologies are used in this solar power cold storage including the control of temperature from mobile phones by selecting the product that they want to store. The storage unit then automatically regulates the required temperature. In cloudy days specifically in rainy season when there is no sun, the facility is equipped with chemical batteries that maintain temperatures up to 30 hours.

#### f) Intelligent Street light:

<sup>6</sup>A group of students at IIT Madras has developed a sensor-based smart lighting system that saves huge amounts of money and electricity consumption for lighting metropolitan areas. This ensures that the street lights only work at full brightness when they detect vehicle movement. When the road is empty, the lights dim by about 30% thanks to sensors and cloud networks. The project has been piloted on the IIT Madras campus in various locations and the results have been positive. The service life of the system is 15 years.

#### 2) Recent Achievement of ICAR

<sup>7</sup>The Indian Council of Agricultural Re-

search plays an important role in science-leading the growth and development of agriculture in India. They have developed a number of technologies in farming sector and contributed to the Indian economy and human development. Some recent achievements of ICAR mentioned here briefly.

#### a) Food security and nutrition:

<sup>7</sup>As per the demand of growing population in India, food security and nutrition is the big challenge. To face this challenge and farmers' welfare, the Indian Council of Agricultural Research has taken a number of initiatives and some of them are mentioned below.

##### • Field crop:

<sup>7</sup>Between 2014 and 2021, ICAR launched 1575 high-yielding varieties of crops. All these varieties have been registered on the bulletin board to increase the income of farmers.

##### • Pulses Revolution:

<sup>7</sup>ICAR has acted as a catalyst by providing farmers with high-quality, prolific variety seeds, resulting in an increase in legume production by 6.5 million tonnes and a decrease in imports by 5 million tonnes over the past seven years. 18223.61 million in 2019-2020.

• **Sugar Revolution:** <sup>7</sup>The improved variety by ICAR Co 0238 were the prime contributor to the sugar revolution which result cumulative increase sugarcane production 2565.5 million tons during 2014-2021

• **Horticulture crop:** <sup>7</sup>New and improved varieties and hybrids of horticultural crops have played vital role in augmentation the production of fruits and vegetables for nutrition and income security.

#### b) Agriculture genomic for genetic resources and gene discovery

ICAR has developed genomic resources for 16 different commodities, including complete genome sequences of 2 crops, 2 fish, 1 insect, 10 microorganisms and 1 pathogen.

#### c) Genome editing for productivity and stress

**resilience**

ICAR has developed genome editing, a precision mutagenesis tool for improving crop genes. By editing four different genes, we developed the transgene-free genome-edited rice giant cultivar MUT1010 with increased yield and stress tolerance.

**d) Genetic modification of crops with new traits**

<sup>7</sup>Recently ICAR developed Genetic modification of crops with new traits For imparting resistance to the devastating insect pod borer in pigeonpea, transgenic lines expressing two different Bt genes were developed and advanced to the event selection trial stage. Bioassay using the pod borer insect revealed high level of resistance in the transgenic plants as compared to non-transgenic wild type plants. E) Animal sciences, indigenous Breeds, Health and Nutrition: For the conservation and development of indigenous breed ICAR taken initiatives for description of non-described breeds and their registration is the primary activity. As a result 2007-14 197 breeds of animal and birds were gazette notified. This shall strengthen the protection and provide IPR safety to our breeds.

**d) Fishery technology for blue revolution**

<sup>7</sup>Fish breeding and seed production technologies were developed by ICAR for 25 species of food fishes during 2014-21 which resulted in fish production and raised the income of the fish growers in the country. G) Natural resources management and climate resilient agriculture: During 2014-21, ICAR developed the land resource inventories of 314 blocks for effective agricultural land use plans. Land resource inventory also developed for 27 aspirational districts in 8 states. The soil health scheme was rolled out as a national priority. ICAR developed a machine for coating seeds with different microorganism. ICAR designed and developed mini pan evaporimeter. ICAR developed soil biological health kit based on substrate induced respiration. ICAR developed granular mineral fertil-

izers using low-grade rock-phosphate and feldspar, as an alternative to conventional P and K fertilizers. ICAR developed an android platform-based mobile app for agroforesters based on the package of practices of 25 promising agroforestry tree species.

**Current status of Higher educational institutions in India****1) NIRF Rankings of higher educational institutes of India**

<sup>3</sup>The Ministry of Education and the Government of India NIRF publish separate annual rankings for Universities, Colleges, Research Institutions, Engineering, Pharmacy, Medicine, Dentistry, Administration, Law and Architecture, as well as overall rankings for all higher education institutions. It is based on different parameters for different institutions. The full rating parameters are listed below.

**Different heads of parameters for overall ranking****a) <sup>3</sup>Teaching Learning and Resources (TLR)**

- Student strength including doctoral students (SS)
- Faculty-Student ratio (FSR)
- Combined metric for faculty with Ph.D or equivalent experiences (FQE)
- Financial resources and their utilization (FRU)

**b) Research and Professional practice (RP)**

- Combined metric for publications (PU)
- Combined metric for quality publications (QP)
- IPR and patents published and granted (IPR)
- Footprint of projects and professional practices (FPPP)

**c) <sup>3</sup>Graduation Outcomes (GO)**

- Metric for university examinations (GUE)
- Metric for number of Ph.D students graduates (GPHD)

**d) <sup>3</sup>Outreach and Inclusivity (OI)**

- Percentage of students from other states/countries i.e region diversity (RD)
- Percentage of women (WD)
- Economically and socially challenged students (ESCS)

· Facilities for physically challenged students (PCS)

· Perception Ranking (PR)

e) <sup>3</sup>Peer Perception

· Academic peers and employers (PR)

**Table:** <sup>3</sup> Overall NIRF 2022 ranking of top 20 institutes.

Rank as per NIRF	Name of Institutes	Rank as per NIRF	Name of Institutes
1	Indian Institute of Technology Madras, Chennai	11	Banaras Hindu University, Varanasi
2	Indian Institute of Science, Bengaluru	12	Jadavpur University, Kolkata
3	Indian Institute of Technology, Bombay, Mumbai	13	Jamia Millia Islamia, New Delhi
4	Indian Institute of Technology, Delhi	14	Indian Institutes of Technology Hyderabad
5	Indian Institute of Technology Kanpur, Kanpur	15	Calcutta University, Kolkata
6	Indian Institute of Technology, Kharagpur	16	Amrita Vishwa Vidyapeeth, Coimbatore
7	Indian Institute of Technology, Roorkee	17	Manipal Academy of Higher Education, Manipal
8	Indian Institute of Technology, Guwahati	18	Vellore Institute of Technology, Vellore
9	All India Institute of Medical Sciences, Delhi	19	Aligarh Muslim University, Aligarh
10	Jawaharalal Nehru University, Delhi	20	University of Hyderabad

**2022 rankings of Indian scientific institutes, universities and colleges released by Nature Index.**

<sup>4</sup>The Nature index is released every year on the basis of institutional research performances. The research institutions are listed on the basis of count and share of institutions or country's publication output in 82 natural science journals between December 1 to November 30 of year and selection for listing done by an independent panel of leading scientists in their fields. For listing purpose nature index recognizes some other factors taken in to consideration like research quality and institutional performance.

<sup>4</sup>As per research output for India published between 1 April 2021 to 31 March 2022 tracked by nature index, Count 1881, and share is 1204.73. Subject wise count and share respectively are Chemistry Count-757, Share-615.79, Physical Science Count-833, Share-437.52, Life Sciences count-253, share-119.78 and Earth & Environmental Sciences count-136, share-65.88.

**Table:** <sup>4</sup>Top ten institutions from India by share

(Source: <https://www.nature.com/nature-index/country-outputs/India#topten>)

Sr No	Institutions	Count	Share
1	Indian Institute of Science (IISc)	198	95.11
2	Homi Bhabha National Institute (HBNi)	216	72.39
3	Indian Institute of Technology Bombay (IIT Bombay)	167	62.03
4	Council of Scientific and Industrial Research (CSIR)	141	61.96
5	Tata Institute of Fundamental Research (TIFR)	198	52.97
6	Indian Institute of Science Education and Research Kolkata (IISER, Kolkata)	66	44.54
7	Indian Association for the Cultivation of Science (IACS)	106	41.77
8	Indian Institute of Technology Madras (IIT Madras)	156	41.51
9	Indian Institute of Technology Kanpur (IIT Kanpur)	82	40.82
10	Indian Institute of Science Education and Research Pune (IISER Pune)	117	40.33

**Conclusion:**

Indian higher educational and research institutions play a vital role in the development of technology through innovations in various fields and contribute to the development of different sectors. As per the above study,, Indian institutions globally perform satisfactorily. The innovations of these institutions also contribute to the Indian economy and, therefore, it is required to pay more attention to higher education for research and development. It needs to invest more of GDP of country in higher educational and research to perform best.

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## Digital Divide in Higher Education

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### Abstract

As a teacher of English language and literature the scholar has taught language and literature for last two decades and more. She has always considered that teaching language and literary works empowers the poor and deprived students to rise higher in their career. When there was arrival of internet first and mobile afterwards, she has taken keen interest to use these tools to teach English language and literature more effectively. During the pandemic she used mobiles to run online classes. She used voice calls when students were not connected due to power failure or poor network in their area. Many students also did not have mobiles and computers to attend her online classes. She experienced that due to these severe difficulties actual offline teaching is the only useful medium unless last mile connectivity is achieved in a developing country like India. The paper will present the multi-disciplinary analysis of this major issue of Digital Divide which is the main reason for the failure of New Education Policy. Since the policy is new as the name signifies it is difficult to get reference books and the paper has used online resources to prove the point. Digital Divide per se is actually the divide be-

tween the rich and poor or the privileged and the underprivileged, the rural and the urban, the western and the Asian countries.

### Digital Divide in Higher Education

#### Introduction:

**Keywords:** Digital, Computer, Internet, Broadband, Mobile, Network, Language, Literature, Cinema, OTT, Streaming

**Digital Divide: Definition:** NOUN the gulf between those who have ready access to computers and the internet, and those who do not: “there is a ‘digital divide’ between rich and poor in terms of computer use”. The Merriam-Webster Dictionary defines the Digital Divide as “the economic, educational, and social inequalities between those who have computers and online access and those who do not”

The digital divide refers to the gap between demographics and regions that have access to modern information and communications technology and those that don't. Though the term now encompasses the technical and financial ability to utilize available technology—along with access (or a lack of access) to the internet—the gap it refers to is constantly shifting with the development of technology.

When the term was first used in the late 20th century, for example, it described the gap between those who had cellphone access and those who did not. The digital divide encompasses the technical and financial ability to utilize available technology, along with access (or a lack of access) to the internet. Digital divides exist between developed and developing countries, urban and rural populations, young and educated versus older and less educated individuals, and men and women. The urban-rural divide is the single biggest factor in the digital divide.

The consequences of the digital divide include isolation, which can affect mental health, educational barriers as postsecondary education increasingly moves online, and worsening gender discrimination. The coronavirus

pandemic has exposed the differences in digital coverage in the U.S., such as among children forced to attend school remotely and in less affluent communities where people have struggled to get vaccination appointments. The digital divide describes the gap between people who have access to affordable, reliable internet service (and the skills and gadgets necessary to take advantage of that access) and those who lack it.

This is an issue within many countries, with rural populations much more likely to be cut off from digital technologies than city residents are. The divide also exists among countries and continents. And it exists between men and women: In 2021, 62% of the global male population was using the internet, compared with 57% of the female population, a gap that has been narrowing over the past decade. Beyond the gaps between developed and developing countries, rural and urban populations, and men and women, there are other types of digital divides:

- **The access divide:** This is the most visible digital divide. It refers to the socioeconomic differences among people and the impact on their ability to afford the devices necessary to get online. In developing countries, many people have limited access to technology or the internet and do not have the skills necessary to use it effectively.

- **The use divide:** This refers to the difference in the level of skills possessed by individuals. There is a generation gap when it comes to the skills necessary to use the internet. It is also affected by the quality of education that an individual receives. Younger, educated people tend to have more skills than older, less educated ones.

- **The quality-of-use gap:** This measure is a little more complicated. It refers to the different ways that people use the internet and the fact that some people are far more able to get the information they need from it than others.

These gaps in connectivity and skills reflect existing differences in wealth and access to education, as well as gender discrimination.

The digital divide also exacerbates these same differences by barring many people from the information necessary to break out of their current living situation.

Recently, the **Supreme Court (SC)** warned that the Digital Divide **caused by online classes will defeat the fundamental right** of every poor child to study in mainstream schools.

SC lamented how the **Right to Education** of little children now **depends on who can afford “gadgets”** for online classes and who cannot.

During the course of the **Covid-19 pandemic**, as schools increasingly turned to online education the digital divide produced stark consequences.

The digital divide refers to the **gap between demographics and regions that have access to modern information** and communications technology and those that don't have access.

It is the **gap that exists between individuals who have access to modern information and communication technology and those who lack access**. Digital divides exist between **developed and developing countries**, urban and rural populations, young and educated versus older and less-educated individuals, and men and women. In India the **urban-rural divide** is the single biggest factor in the digital divide.

#### **Pre-Pandemic:**

Students from the urban area and rich families were learning the concepts of science with the help of modern technology and other e-learning platforms while schools in rural areas and poor families were lacking in basic infrastructure facilities like **toilets, proper classrooms and drinking water**. The condition of **female children in rural India was even worse than the male child**, it was seen that many girls

were dropping out of schools as the **menstruation cycle** starts as schools **do not have basic facilities like toilets, primary care in schools**.

In some areas, students had to walk for **10-12 Kms to avail basic education**.

#### **Post-Pandemic:**

In **urban areas and rich families** where students and teachers are acquainted with digital education and due to comparatively high income, families can **easily afford digital devices for education** as well as they can afford various e-learning platforms. The situation is the opposite in rural areas and poor families. In most cases, **smartphones are owned by earning members**, thus students are finding lots of difficulties in attending online lectures.

Those who can afford smartphones are facing network issues. In some cases, **teachers are unfamiliar with online education technology**.

#### **Consequences:**

**The Disadvantaged Bear the Brunt**. Children belonging to the **Economically Weaker Sections [EWS]/Disadvantaged Groups [DG]** had to suffer the consequence of not **having to fully pursue their education** or worse still drop out because of the lack of access to Internet and computer. They even run the **danger of being drawn into child labour or worse, child trafficking**. The poor will remain void of crucial information presented online concerning academia, and thus they will always lag, and this may be summed up by **poor performance**. Hence superior students who can access the internet have an unfair **competitive edge over their less privileged counterparts**.

The people in **lower socio-economic classes are disadvantaged and have to undergo long hours of cumbersome studies** in meeting the objectives of the course. While the rich can easily access schooling materials online and work on their programs in a flash. Most underdeveloped countries or the rural areas tend to **produce half-baked graduates because of**



**inadequate training** due to limited research abilities as connectivity to the internet is limited besides having low cadre training equipment.

Originally **Part IV of Indian Constitution**, Article 45 and Article 39 (f) of **DPSP (Directive Principles of State Policy)**, had a provision for state funded as well as equitable and accessible education. The **86<sup>th</sup> Constitutional Amendment in 2002**, provided Right to Education as a fundamental right in **Part-III of the Constitution**. It inserted **Article 21A** which made Right to Education a fundamental right for children between 6-14 years. It provided for a follow-up legislation **Right to Education Act 2009**.

#### **Related Initiatives:**

**National Education Policy, 2020**. Digital Infrastructure for Knowledge Sharing (**DIKSHA**). PM eVidya. **Swayam Prabha TV Channel, SWAYAM portal**. Even though schools are now reopening gradually due to the receding curve of the pandemic, the **“need to provide adequate computer-based equipment together with access to online facilities for children is of utmost importance”**. Priority should be given to the less advantaged students who do not have access to e-learning. Genuine **efforts must be invested to ensure every child gets good quality equitable education** as a fundamental right.

**A solution has to be devised at all levels of the Government, State and Centre**, to ensure that adequate facilities are made available to children across social strata so that access to education is not denied to those who lack resources.

The analysis put forward so far applies to higher education in general and language learning in particular as said in the abstract above. The scholar has experienced that during the pandemic and in the post pandemic period there is serious loss of rural students because they don't have resources to buy a computer, a new Android phone and even though they have

it there is consistent power failure in the rural area leading to loss of connectivity. If there is power, even then, students don't have broad band connectivity on the one hand and not enough mobile data network at their disposal. Teacher is waiting with her phone at her location and most of the students are simply marked as present and actually they are not. In such a scenario the scholar wonders how far the new education policy will be able to implement its hoary aims and objectives to remove the digital divide and to give students their constitutional right to education.

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## District-wise Gender Distribution and Disparity: A Comparison between Purulia and South 24 Paraganas District - An Impact on Education System

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### ABSTRACT:

This paper shows a comparative study between male and female distribution and disparity mainly the field of literacy and working population of two districts of West Bengal, Purulia and South 24 parganas. The census data of 2011 has been used for highlighting the gender disparity of two districts individual and in between. SopherThe study shows that 24 PGS(S) has a better condition than Purulia district in the terms of male- female disparity in the field of literacy and socio economic. To identified the disparity Sopher's index has been used as a statistical analysis tool. The reason for this can be said that South 24 PGS is situated near the metropolitan city Kolkata that why it's has opportunities to access the progress. But Purulia is situated in an unfavourable condition, the people working very hard for their daily life.

**Keyword:** male female disparity, literacy, working population, block level

### INTRODUCTION:

In general, distribution means an action of sharing something. According to WHO, 'Gen-

der' means to say that the characteristics of women and men, girls and boys that are socially constructed. This includes some rules and regulations, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society and can change over time (Gender and Health, WHO). According to the U.S. National Library of Medicine, gender distribution means the number of males and females in a given population (NCBI, 1994). The distribution may refer to how many men or women or what proportion of either in the group. 'Disparity' means difference in women's and men's access to resources, status and well-being (EIGE, A-Z Index). In this paper, it has been tried to show the distribution of gender comparison between two states, one is Purulia which is one of the backward tribal populated districts in West Bengal and another is South 24 Parganas (24 PGS(S)), where gender disparity is lower than Purulia, for better understanding the gender distribution scenario in every field like education, social work, economic activity etc. Mainly, it has been tried to understand the women's position in society for both districts and comparison between two states. Because of the main objective is to find out the main problems of gender disparity and how problems can be solved.

Gender disparity is a social phenomenon. It has been around since ancient times and is still going in the present time. The government has been trying to establish equality in males and females in various ways since previous but it is firmly established in some places. According to the 2011 census report, the total population of Purulia is 2930115 of which the male population is 1496996 and the female population is 1433119. The sex ratio in this district is 955. And the total population of 24 PGS(S) is 8161961, the male population is 4173778 and female population is 3988183 and the sex ratio is 949. Jaipur and Raghunathpur are C.D. blocks

of Purulia where the sex ratio is very low (933 & 934) than the other district of Purulia. Mathurapur-II & Bhangar-II are two C.D. blocks of south 24 PGS, with a low sex ratio (940). Although in terms of sex ratio south 24 PGS is better than Purulia. If we want a systematic and appropriate way to go through our society, then we need to both character male and female (District Hand Book, Purulia & 24 PGS(S), Census of India, 2011).

#### OBJECTIVES:

This paper attempts to make a comparative analysis between the two districts, for the following indicators related to gender:

1. Disparity in literacy.
2. Disparity in Occupational structure and Worker Status.
3. Comparative analysis about the position of women in society.

#### METHODOLOGY:

To proceed and prove the objectives of this paper some related papers have been identified and secondary data has been collected from Census of India of 2011 to show the inequality between two districts, Purulia and 24 PGS(S). Location maps has been prepared by QGIS. Some statistical analyses have been done by the use of the secondary data in Ms. Excel software.

#### STUDY AREA:

Two districts of West Bengal, have been shown in figure.1, Purulia (22°42'35''N to 23°42'N latitude & 85°49'25''E to 86°54'37''E longitude) from Rarh Bengal. The Northern, Western, and Southern part of the district is bounded by the state of Jharkhand, the eastern part is bounded by the district of Burdwan, Bankura, and Paschim Medinipur. The area of the total district is 12.63 km<sup>2</sup>. And South 24 PGS (22°12'13" N to 22°46'55" N latitude and 87°58'45" E to 88°22'10" E longitude) from the southern part of West Bengal, with 9960 km<sup>2</sup> area.

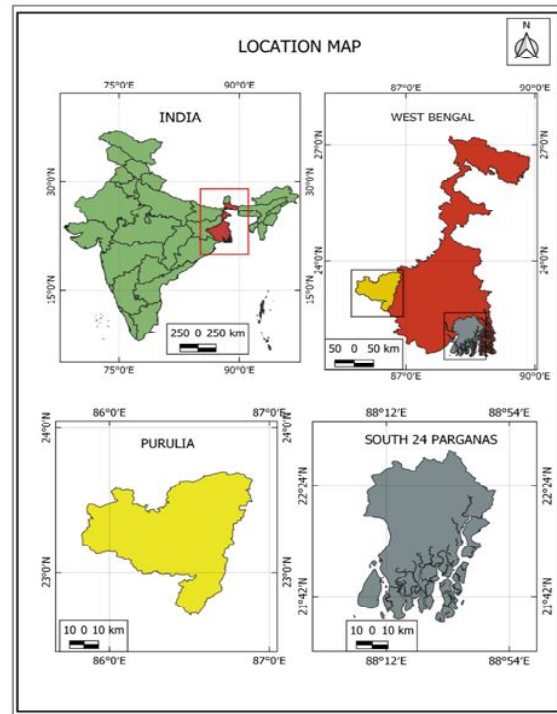


Figure:1. Location Map, prepared by author, 2022.

#### ANALYSIS THE DATA:

As the development of a society much depends on women and the main parameter of the women's development is expressed by the literacy at first and then it is expressed by the working placement (Chattaraj et al., 2019).

On the basis of census data of the district Purulia and 24 PGS(S), a Disparity Index (D.I.) has been chosen to show the gender discrimination in the literacy and the working sectors. For doing the D.I. the Sopher Disparity Index has been used (Sopher, 1974).

#### Gender disparities in literacy-

The population distributions of Purulia are the total population 2930115, total male 1496996, total female 1433119 and the total literate population 1624905 (55.46% to total population), total male literate 1002058 (61.67 % to total literate), total female literate 622847 (38.33 % to total literate).

The population distributions of 24 PGS(S) are total populations 8161961, total male

4173778, total female 3988183 and total literate population 5531657 (67.77 % to total population), total male literate 3043277 (55.02 % to total literate), total female literate 2488380 (44.98 % to total literate).

In the case of the overall population and percentage, the literacy rate is comparatively better in 24 PGS(S) than Purulia. Though the percentage rate is not such a much difference between them but if it can be compared to the total people, the literacy rate is comparatively high in 24 PGS(S), because the total population is almost triple in 24 PGS(S) than Purulia. But the male literate percentage is less in 24 PGS(S) than Purulia and a reverse scenario has been seen in the literacy percentage of the female population. The female literacy percentage is some more in 24 PGS(S). Also, some difference can be found in sex wise literacy rate. There are some gaps in the literacy rate between males and females in 24 PGS(S) but a high difference has existed in the literacy rate of males and females in Purulia. The female literacy rate is almost half that of the male here.

Sex wise literacy disparity has been shown in table 1(a), 1(b) and a zonation has been shown in figure 3 by Sopher's Index method. If the gender gap is more the index value is high, which is applicable for almost all the blocks of Purulia and the low gender gap is represented a low resultant value of the index. Here the low gender disparity has been observed in the literacy rate in 24 PGS(S) in the sector of overall data analysis. The highest literacy disparity is in Jhalda- II block of Purulia and the lowest gap is in the Thakurpukur-Mahestola block of 24 PGS(S).

There are some causes of these disparities in sex wise and in block wise, as the 24 PGS(S) is situated beside the metropolitan city Kolkata, the accessibility is more in this block and this block is more developed than Purulia in the all sectors like Physical and Socio-Economic. As Purulia is situated in an unfavourable

condition, the people here have to struggle hard for daily life and a huge amount of the total people are under scheduled people. They are backward as usual from the earlier periods.

Table: 1(a) Block wise literacy disparity of Purulia district, 2011.

Sl. No.	Name of CD block	Literacy			Literacy percentage (%)		Sopher's Index
		Male	Female	Total	Male	Female	
1	Jaipur	41848	23196	65044	64.34	35.66	0.31
2	Purulia-II	56377	34937	91314	61.74	38.26	0.25
3	Para	70311	42066	112377	62.57	37.43	0.27
4	Raghunathpur-II	40847	25089	65936	61.95	38.05	0.26
5	Raghunathpur-I	42030	27378	69408	60.55	39.45	0.23
6	Neturia	35092	22082	57174	61.38	38.62	0.25
7	Santuri	26495	17109	43604	60.76	39.24	0.24
8	Kashipur	74179	51128	125307	59.20	40.80	0.21
9	Hura	51971	34096	86067	60.38	39.62	0.23
10	Purulia-I	52095	31593	83688	62.25	37.75	0.26
11	Puncha	44267	29219	73486	60.24	39.76	0.23
12	Arsha	45876	24537	70413	65.15	34.85	0.32
13	Jhalda-I	47591	29382	76973	61.83	38.17	0.26
14	Jhalda-II	45588	21944	67532	67.51	32.49	0.37
15	Bagmundi	42019	22920	64939	64.71	35.29	0.31
16	Balarampur	44950	26226	71176	63.15	36.85	0.28
17	Barabazar	57752	35085	92837	62.21	37.79	0.26
18	Manbazar-I	52841	32813	85654	61.69	38.31	0.25
19	Manbazar-II	31997	19428	51425	62.22	37.78	0.26
20	Bundwan	31016	19794	50810	61.04	38.96	0.24

(Source: District Census Hand Book of Purulia District, Census of India, 2011.)

Table: 1(b) Block wise literacy disparity of 24 PGS (S) district, 2011.

Sl. No	Name of CD Block	Literacy			Literacy percentage(%)		in Sopher's Index
		Male	Female	Total	Male	Female	
1	Thakurpukur/Mahestola	70300	61797	132097	53.22	46.78	0.09
2	Budge Budge-I	43572	37215	80787	53.93	46.07	0.11
3	Budge Budge-II	73573	61855	135428	54.33	45.67	0.11
4	Bishnupur-I	89231	71640	160871	55.47	44.53	0.13
5	Bishnupur-II	84495	71059	155554	54.32	45.68	0.11
6	Sonarpur	86132	70779	156911	54.89	45.11	0.12
7	Bhangar-I	84390	69445	153835	54.86	45.14	0.12
8	Bhangar-II	85372	72362	157734	54.12	45.88	0.11
9	Canning-I	103611	80630	184241	56.24	43.76	0.15
10	Canning-II	77784	61274	139058	55.94	44.06	0.14
11	Baruipur	160710	132195	292905	54.87	45.13	0.12
12	Magrahat-II	113744	91045	204789	55.54	44.46	0.14
13	Magrahat-I	94051	76483	170534	55.15	44.85	0.13
14	Falta	93829	76601	170430	55.05	44.95	0.13
15	Diamond Harbour-I	55865	46042	101907	54.82	45.18	0.12
16	Diamond Harbour-II	70196	58560	128756	54.52	45.48	0.12
17	Kulpi	102033	82021	184054	55.44	44.56	0.13
18	Mandirbazar	78647	61221	139868	56.23	43.77	0.15
19	Mathurapur-I	69311	54336	123647	56.06	43.94	0.15
20	Jaynagar-I	93228	72759	165987	56.17	43.83	0.15
21	Jaynagar-II	84612	64064	148676	56.91	43.09	0.16
22	Kultali	78601	55500	134101	58.61	41.39	0.19
23	Basanti	110229	85137	195366	56.42	43.58	0.15
24	Gosaba	96642	76139	172781	55.93	44.07	0.14
25	Mathurapur-II	85316	65870	151186	56.43	43.57	0.15
26	Kakdwip	106726	85966	192692	55.39	44.61	0.13
27	Sagar	87052	69424	156476	55.63	44.37	0.14
28	Namkhana	75314	62803	138117	54.53	45.47	0.12
29	Pathpratima	131063	106892	237955	55.08	44.92	0.13

(Source: District Census Hand Book of 24 PGS(S) District, Census of India, 2011.)

### Gender disparities in working population-

The total working population of Purulia is 1624905 and the percentage of the total population is 42.63%, the male working percentage is (801254) 64.11% of the total working population, the female working percentage is (448388) 27.59 % of the total working population.

The total working population of 24 PGS(S) is 2964494 and the percentage of the total population is 36.32%, the male working percentage is (2356571) 79.49% of the total working population and the female working percentage is (607923) 20.51% to total working population.

Table: 2(a) Block wise working population disparity of Purulia district, 2011.

Sl. No.	Name of CD block	No. of Working Populations		Total Workers	Working Populations in (%)		Sopher's Index
		Male	Female		Male	Female	
1	Jaipur	32508	16088	48596	66.89	33.11	0.36
2	Purulia-II	42336	22728	65064	65.07	34.93	0.32
3	Para	45435	17595	63030	72.08	27.92	0.48
4	Raghunathpur-II	29540	9790	39330	75.11	24.89	0.55
5	Raghunathpur-I	26000	8023	34023	76.42	23.58	0.59
6	Neturia	23120	8427	31547	73.29	26.71	0.51
7	Santuri	20168	7844	28012	72.00	28.00	0.48
8	Kashipur	48386	26894	75280	64.27	35.73	0.31
9	Hura	39705	29935	69640	57.01	42.99	0.16
10	Purulia-I	38846	20797	59643	65.13	34.87	0.32
11	Puncha	36327	28704	65031	55.86	44.14	0.14
12	Arsha	42256	31241	73497	57.49	42.51	0.17
13	Jhaldai-I	34410	19908	54318	63.35	36.65	0.24
14	Jhaldai-II	36054	25707	61761	58.38	41.62	0.19
15	Bagnundi	38444	24791	63235	60.80	39.20	0.24
16	Balarampur	31189	17782	48971	63.69	36.31	0.29
17	Barabazar	46049	35924	81973	56.18	43.82	0.15
18	Manbazar-I	40362	30675	71037	56.82	43.18	0.16
19	Manbazar-II	28234	23258	51492	54.83	45.17	0.12
20	Bundwan	25310	20110	45420	55.72	44.28	0.14

Source: District Census Hand Book of Purulia District, Census of India, 2011.

Table: 2(b) Block wise working population disparity of 24 PGS (S) district, 2011.

Sl. No	Name of Sub-district	No. of Working Populations			Working Populations in (%)		Sopher's Index
		Male	Female	Total	Male	Female	
1	ThakurpukurMahestola	53536	14445	67981	78.75	21.25	0.66
2	Budge Budge-I	33486	6844	40330	83.03	16.97	0.80
3	Budge Budge-II	57579	11963	69542	82.80	17.20	0.79
4	Bishnupur-I	68398	15842	84240	81.19	18.81	0.74
5	Bishnupur-II	15842	15333	31175	50.82	49.18	0.05
6	Sonarpur	66247	15882	82129	80.66	19.34	0.72
7	Bhangar-I	15882	11101	26983	58.86	41.14	0.20
8	Bhangar-II	71707	12846	84553	84.81	15.19	0.87
9	Canning-I	84226	24622	108848	77.38	22.62	0.62
10	Canning-II	66495	17404	83899	79.26	20.74	0.67
11	Baruipur	123962	30634	154596	80.18	19.82	0.70
12	Magrahat-II	85891	16075	101966	84.23	15.77	0.85
13	Magrahat-I	73896	13244	87140	84.80	15.20	0.87
14	Falta	75361	13247	88608	85.05	14.95	0.88
15	Diamond Harbour-I	44472	7913	52385	84.89	15.11	0.88
16	Diamond Harbour-II	55861	13386	69247	80.67	19.33	0.72
17	Kulpi	79001	14641	93642	84.36	15.64	0.86
18	Mandirbazar	59710	10883	70593	84.58	15.42	0.86
19	Mathurapur-I	53388	10831	64219	83.13	16.87	0.81
20	Jaynagar-I	72587	16661	89248	81.33	18.67	0.74
21	Jaynagar-II	69439	23801	93240	74.47	25.53	0.54
22	Kultali	64579	23091	87670	73.66	26.34	0.52
23	Basanti	94213	37831	132044	71.35	28.65	0.46
24	Gosaba	75816	35180	110996	68.31	31.69	0.39
25	Mathurapur-II	65278	15617	80895	80.69	19.31	0.72
26	Kakdwip	81733	18930	100663	81.19	18.81	0.74
27	Sagar	62016	22865	84881	73.06	26.94	0.50
28	Namkhana	53002	12897	65899	80.43	19.57	0.71
29	Patharpratima	98144	42857	141001	69.61	30.39	0.42

Source: District Census Hand Book of 24 PGS(S) District, Census of India, 2011.

If it is observed, it can be seen that the number of female workers is much less than the number of male workers in both the districts. However, thought there is not mentioned that the working disparity will be less if the literacy disparity between men and women is less. The disparity in working population for both districts are shown in the table 2(a), 2(b) and .In Purulia district, the working disparity is least seen in all these blocks of Jhaldai-II, Arsha, Barabazar, Hura, Puncha, Manbazar-I, Manbazar-II, Bundwan. On the other hand, literacy disparity is the lowest in all these blocks, like Raghunathpur I, Kashipur, Hura, Puncha. However, it is important to note that Raghunathpur I, has the lowest literacy disparity but higher working disparity.

The disparity among CD blocks in the south 24 Parganas district is much larger than in Purulia. This is because the south 24 Parganas have a much larger size and popula-

tion than Purulia. Gender disparities are much less noticeable in both literacy and workers than in Purulia in the South 24 Parganas district. In south 24 Parganas, the disparity is the lowest in the Bishnupur-II block in terms of the working population. Although the literacy disparity is the lowest in the Thakurpukur-Maheshtola block. On the other hand, Budge Budge-I, Budge Budge-II, Falta, Magrahat-I, Magrahat-II these blocks have the highest working disparity. However, the literacy disparity in these places is quite low.

Overall, the number of female workers in both the districts are much less than that of males. It can attribute this to several factors, such as the relatively low education rate of women, number of other workers in the family, household income, household size and structure, their culture and social structure, lack of legal protection, lack of religious freedom etc.

To access education, finance, transport, a good social mindset, improve legal protection, improve religious freedom, family planning etc. are can help increase their independence and participation in the labour force. The female-male labour force participation ratio for India is on the lower end of these spectra of the global male-female labour force participation ratios. The extent of these inequalities further varies across different industries and geographical regions.

#### CONCLUSION:

Based on the data of census district handbook 2011, Purulia and 24 PGS(S) and PCA a through data analysis have been done. The Purulia district is not in a satisfactory position in West Bengal as usual (Sarkar et al., 2021). But in the case of 24 PGS(S), despite more developed compare to the Purulia, there should be needed some more developmental planning to improve the district 24 PGS(S), because this district is in backward position in many sectors than other districts. A proper district developmental planning should be needed to arrange by the

district authority (Sarkar et al., 2021).

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## Role of Libraries in higher education according to perspectives of NEP 2020

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### Abstract:

According to NEP 2020 guidelines, Libraries have a central role in higher education. Higher education is meant to imbibe particularly the modern knowledge into students and make them competent, skilled in various fields of society which helps in social progress and betterment of human life. In recent era library and librarian have an important crucial role in development of India.

NEP 2020 shouldered various responsibilities on libraries and librarians. Those are, to inculcate reading habits in students, to make the education system enjoyable, to provide ICT based resources, particularly to villagers even in non-school hours, to imbibe human values, perceptions for arts and aesthetics, moral values, multi-linguistic approach in children, youth and adults, thereby developing a modern Indian society with patriotism towards nation and kindness to its citizens. Libraries also have to play important role in environmental awareness and nature conservation.

With the development of modern technologies, now a days library supports 24/7 access to its resources for the growth of knowledge and skills of the users. The library stores

information and knowledge in digital form which can be available for the people like students, teachers, scientists, politicians, businessmen and general public of dynamic society throughout the world. In new education policy the role and functions of libraries have increased many folds.

**Keywords :** NEP 2020, Libraries, Librarians, Higher Education, Digital Technology

### Introduction :

In recent years India trailed behind in the higher quality education around the world, therefore Indian government decided to take some concrete step to improve quality of education. In this regard the Indian government decided to change Indian educational policy after 34 years. Ineffectiveness of 34 years old education policy lead to constitute new education policy 2020.

In 2017 the central government constituted a committee under the chairmanship of K. K. Kasturirangan. This committee drafted national education policy in 2019. In July 2019, government approved NEP 2020 and it was announced by the minister of human resource development Shri Ramesh Pokhriyal Nishank in a press conference.

Hence this new education policy aims to build Indian talent and resources to develop the universal society of India. Indian government strives to provide the best educational opportunities to individuals and society. In this regard educators required to have essential skills, practices and pedagogical understanding for execution of the new education policy. It is necessary to include in NEP all the practices of libraries and educational institutes. For this purpose all the services of library must be accessible to all individual for different social groups i.e. tribes, rural, socially, economically disadvantaged group (SEDG) students with special needs, minorities. In the present study, we attempted to review the role of libraries in NEP 2020 with special reference to following points.

**NEP 2020 from librarian's point of view:**

A librarian has to play a vital role in NEP 2020. NEP 2020 emphasizes on an honest attitude of services by librarians, teachers & faculties. Hence the library has become an important knowledge hub & resource center for educational system. In NEP 2020 library must be a place where users get a safe & welcoming place where they are intellectually stimulated. A library should be a learning hub where a healthy learning environment exists. It must provide various learning resources, experiences to the students & focus should be on the 21<sup>st</sup> century skills with the objectives to build the core of individual's character & personality.

Best practices & services of library relevant to the objectives cited in NEP are :

- To imbibe values like respect, empathy for others, responsibility, equality, pluralism & justice, democratic spirit & spirit of duty.
- Should help students to develop life skills such as resilience, team work, co-operation & communication.
- Sense of art and aesthetics, creativity & innovativeness, evidence based thinking & scientific attitude.
- Vocational & exposure skills, oral, written communication, problem solving & logical reasoning,
- Coding, computational thinking, digital literacy, gender sensitivity, practice of human & communicational values, ethical and moral Reasoning.
- Teaching & Learning, promoting multilingualism & power of Knowledge in teaching & learning.

**NEP emphasizes on library practices & environmental awareness which are-**

- To provide enjoyable & inspirational books for students at all levels through technology assisted high quality translation.
- Institutional & public libraries should build reading culture across the country.
- Digital libraries are to be established to serve the community during non-school hours.

- Book clubs may enhance the reading hobbies.
- National book promotion policy promotes the extensive initiatives taken for availability, accessibility, quality & readership of books across the nation.

According to NEP teaching,

- learning practices in schools and institutions should be enjoyable engaging, integrated & holistic, therefore library classes & lessons must be discussion based, discovery based, enquiry based & analysis based learning.
- Curriculum will focus on key concepts, ideas, applications & problems solving.
- Teaching-learning should be interactive provably curiously in the students this process.
- Learning must be multilingual.

**NEP recommend that collection of library must be include-**

- Digital, multilingual.
- Bilingual books.
- Multipliable books.
- Indian literature with global literature.
- Blend of modern & classical literature in all languages.
- Books based on enquiry, critical thinking & problem solving.
- Language learning must encourage students to learn the cultures of the world & enrich their global knowledge.
- Folklore & stories from different states.
- Resources must include pride in India & its ancient, diverse, modern culture and knowledge system, traditional & it must provide resources to lead to global awareness.

**Role of librarian in developing modern libraries according to guidelines of NEP.**

Lesson plans of librarian should include scientific temper & evidence based thinking, creativity & innovativeness, problem solving & logical reasoning, sense of aesthetics & art, oral & written communication. Librarian must possess digital literacy & information literacy, Ethical & moral reasoning. The content of librarian's lesson should include knowledge of India, environ-



mental awareness, current affairs, understanding of critical issues facing local community the specialties of each state, countries & world around, all forms of literature, multidisciplinary approach to all subjects. Hence, libraries have an indispensable role in NEP 2020. Not only they are the resources for Knowledge but they will be responsible for building a reading culture across the country.

**Conclusion :** According to NEP 2020 libraries will serve the community & the students particularly students in villages during non-school hours, so the ICT equipped public libraries will be set up. Academic libraries will strengthen in higher education system & government will provide suitable infrastructure to ensure adult education & literacy to interested adults. The public libraries' space will be used for ICT based adult education courses & their activities for community engagement & enrichment. Hence, libraries have a central role in NEP 2020.

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## Online Higher Education- Facts and future in respect with National Education Policy-2020

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### Abstract-

As like several teaching techniques, online learning also possesses its own strong points and weakness. Specially after the Covid-19 pandemic online learning has gain its importance on large scale. Studying and evaluating the positives and negatives of this new normal in education sector will help to formulate strategies for higher education in coming future. Detail study of online education with all its prospectus will surely help to design an uninterrupted learning journey for the students. In a post-pandemic world, alternative approaches to teaching and learning such as online learning are needed to complement traditional methods.

### Introduction

**“Online Education is like a rising tide, it’s going to lift all boats”**

- Anant Agarwal, Chief Open Education Officer of 2U/edX.

‘New Normal’ is the most frequently used term after pandemic. The major segment of this new normal in education is the increased use of online learning tools and techniques. The risk of Covid-19 pandemic has made it compulsory for entire education system to invent new ways of teaching learning in order to sustain even in lockdown era.

As per the information India’s higher education system is the world’s third largest in

terms of students, next to China and the United States. India’s Higher Education sector has witnessed a tremendous increase in the number of Universities and University level Institutions & colleges after independence. The COVID-19 pandemic has severely affected the economic and educational health of India. The government and higher educational institutions quickly announced that online classes will be conducted by the institutions. Paradigm shift from traditional face to face teaching method to Online teaching poses technical difficulties that affects the efficacy of Teaching-Learning Process.

All around the world, educational institutions are looking toward online learning platforms to continue with the process of educating students. The new normal now is a transformed concept of education with online learning at the core of this transformation. Today, digital learning has emerged as a necessary resource for students and schools all over the world. For many educational institutes, this is an entirely new way of education that they have had to adopt. Online learning is now applicable not just to learn academics but it also extends to learning extracurricular activities for students as well. In recent months, the demand for online learning has risen significantly, and it will continue doing so in the future.

### Research Methodology

#### Objectives

1. To study the state of online education in higher education
2. To evaluate the degree of ease following online education system
3. To discuss the issues and challenges important in successful implementation of online education.
4. To suggest effective remedial measures in implementing online education system

#### Type of research

The present research work is purely based on secondary data hence it is exploratory research in its own.

**Source of data**

Previous research papers published online related to the research topic. Reports published by various government and non-government bodies related to evaluation and accreditation of higher educational institutions. News articles published in reputed newspapers and periodicals etc.

**Data Analysis**

Just like all other teaching methods, online education also possesses its own set of positives and negatives. Detail discussion on positive and negative points of online education in higher education will help to make concrete opinion about the same. Such detail investigation further helps students as well as teachers to design suitable teaching methodology for higher education.

**Advantages of Online Learning****1. Efficiency**

Online teaching and learning process avails an opportunity to the teachers to take help of advanced technological tools like videos, PDF, Power Point Presentation to deliver their study contents in most effective manner. They can sought higher attention from their student by using such advance techniques in place of monotonous classroom teaching where there is very little scope of participative learning.

**2. Operational freedom of Time and Place**

Most important advantage of online education is that it provide operational freedom to students to attend classes from any location of their choice. It also makes possible for teachers to reach up to maximum students at the same time. Students can study recorded lectures and videos at their convenient time and duration.

**3. Economic in Nature**

There is no limitation for attending online lecture as it can be attended by a large number of students at a time using online techniques. The problem of providing physical support facility like seating arrangement for students, adequate light and ventilation arrange-

ments won't bother in case of online education system. Moreover, the study material prepared for online education is also available in soft copies. It can be distributed with minimum or no cost in multiple times which not only encourage green initiative but provide utmost efficiency for using the same.

**4. Encourage students' participation and attentiveness**

In online mode of education students can attend class from any location without dealing any geographical issue. In other word participation and attendance of large number of student can be achieved by using online education system.

**5. Suitable for every student**

All students are not equal in case of obtaining knowledge. Their learning capacity may vary in many senses. Some student can understand the concept by presentation while other can get that by teachers' explanation. Some may understand by graphical presentation while tabular method might be effective for others. All these tools and techniques are available in online education methods.

The online learning system, with its range of options and resources, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student.

**Disadvantages of Online Learning****1. Inability to Concentrate on Screens**

Traditional Indian education from schooling to higher education use to follow classroom teaching method. Online education is quite new phenomenon not only for students but for teachers too. For many students, one of the biggest challenges of online learning is inability to concentrate on the screen for long periods of time. Uncontrolled access to social media and other web resources is another hurdle disturbing teaching learning process.

**2. Technological Glitches**

Majority of the rural area in our country

still lack adequate technological infrastructure. Poor internet connectivity, low technical expertise with teachers as well as students users make online teaching method difficult for them. In absence of consistent internet connection for students or teachers, there can be a lack of continuity in learning for the student.

### 3. Sense of Isolation

Students can obtain pure knowledge and first-hand information in direct contact with their teachers and classmates. On the other hand in case of online class, there is very possibility of direct interactions between students and teachers. This problem generate a sense of isolation for the students. Even though online education provides an opportunity of direct interaction but virtual in nature which is not as effective as classroom teaching.

### 4. Less number of Trained Teachers

Online education method requires teachers who should have basic knowledge of computer. Majority of the teachers still follow traditional offline method of classroom teaching. Highly expert and experienced teachers can impart high level of knowledge to their students but through traditional way. They lack advance technical knowledge and unable to exploit the benefits of online teaching. In order to adopt online teaching method effectively it become compulsory to train all teachers prior which is again a challenging task. It also create additional burden on educational institution to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

### 5. Excess Screen Time

Many parents are concerned about the health hazards of having their ward spend long hours staring at a screen. This increase screen time which is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen.

### Findings

1. Acceptability for online education system is different in teachers as compare to students. Both have little bit different perception for the online learning.

2. The state of students & teachers interaction quit less while online learning as compare to classroom teaching.

3. Majority of survey conducted in this regard have stated that online learning is not as effective as offline or traditional learning. In other words Indian education system and its stakeholders have not completely accepted online education system.

4. Online learning requires utmost mental focus and concentration. Teachers also gave less preference to online learning because still they are of the opinion that offline or classroom study is suitable for proper knowledge.

5. Online education is most suitable option for extreme condition like lock down for uninterrupted study but not much effective like offline mode.

6. Imparting physical knowledge and skill effectively is highly possible in offline study method and not through online learning process.

### Conclusion

It might be early to frame final comment on the state of online classes in higher education in our country and mention that online class is the only way of teaching learning process. One line class room can be a complimentary option but it should not be consider as perfect alternate for classroom teaching in higher education.

While online learning lack of infrastructure and hardware facilities pose high impact which is really a big issue in our country along with less technical knowledge and skill using computer. Online learning is not able to focus on serious learning as compare to traditional method or offline education system.

According to descriptive study, researcher found that the teacher or students have

totally different view about the online learning. Some study also express that, they don't feel attached with teaching process during online class and get distracted by many other factors. They expressed disagreement for continuation of online learning in future.

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## Quantitative growth Vs. Qualitative development With HRM Policies in higher education

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**Abstract:** - Higher education systems worldwide have undergone many changes in the last couple of decades. The waves of governance reforms in the public sector, which started in the 1980's, had their spill overs in the sector of higher education, opening the floor to more decentralization, marketization, privatization and institutional autonomy (Cai, 2010). The increased competition in the Education market as a result of privatization, created the need for more accountability, increased efficiency, and improved performance. As these outcomes are highly dependent on the quality of the human factor, increased attention has been paid in recent years to the role of human resource management.

Now a days very important things are Qualitative vs. quantitative studies in education programs commonly evaluate issues in curriculum, practices and policies. Research findings are often the catalysts for change because they help administrators pinpoint problems so they can identify appropriate solutions. Depending on their objectives, researchers can conduct studies on a small scale to help them learn more about instruction in the classroom, or they can use a large-scale study to assess school cur-

riculum and how to improve student outcomes.

**Key Words:** - Education system, Qualitative vs. quantitative studies, school curriculum, marketization, decentralization.

### Introduction

Quality teaching in higher education matters for student learning outcomes. But fostering quality teaching presents higher education institutions with a range of challenges at a time when the higher education sector is coming under pressure from many different directions. Institutions need to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. Yet higher education institutions are complex organizations where the institution-wide vision and strategy needs to be well-aligned with bottom-up practices and innovations in teaching and learning. Developing institutions as effective learning communities where excellent pedagogical practices are developed and shared also requires leadership, collaboration and ways to address tensions between innovators and those reluctant to change. Quality teaching is the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services. Experience showed that fostering quality teaching is a multi-level endeavor. Support for quality teaching takes place at three inter-dependent levels:

**1. At the institution-wide level:** including projects such as policy design, and support to organization and internal quality assurance systems.

**2. Programme level:** comprising actions to measure and enhance the design, content and de-

livery of the programmes within a department or a school.

**3. Individual level:** including initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner-oriented focus. These three levels are essential and inter-dependent. However, supporting quality teaching at the programme level is key so as to ensure improvement in quality teaching at the discipline level and across the institution.

However, economic models of educational choice mainly concentrate on the former. These have been generally formulated in terms of investment in human capital. The underlying assumption is that an individual makes a rational choice on the basis of his expectations of benefits and costs of different options. He is assumed to have all the necessary information and capacity to evaluate it. The wealth maximization choice theoretic framework ignores the noneconomic environment in which an individual makes his choice. The markets are assumed to be perfect (zero transaction costs).

### Key Concept /Definition

Qualitative and quantitative research in education can have many objectives in common. Researchers must understand the fundamental functions of each methodology to produce a successful study with actionable results. This knowledge will allow you to choose the best methodology for your specific goals.

<https://www.gcu.edu/blog/doctoral-journey/qualitative-vs-quantitative-studies-edd-programs>

**Quantitative methods in education** engages in the science and practice of educational measurement and evaluation, primarily through the development and application of statistical methods, informed by the study of teaching and learning statistics. In this program, you'll study quantitative and qualitative research on the methods and uses of educational measurement, evaluation, and statistics to address practical

problems. Our students and faculty explore new ways to improve teaching and learning and to meet the demands of practice, policy, and accountability.

<https://www.cehd.umn.edu/edpsych/academics/qme/>

In simple words, Qualitative education means the level of education with which a person can become a contributor to society. Quality education provides the outcomes which are needed for individuals, communities, and societies to prosper.

<https://blog.ipleaders.in/all-about-a-qualitative-education>

### Review of Literature

**Futao Huang - Qualitative Enhancement and Quantitative Growth: Changes and Trends of China's Higher Education, (2005)**- Research Institute for Higher Education, this article identifies the international and domestic drivers of current changes in China's higher education. It then touches on the national agenda and policy concerning reforms in China's higher education since the 1990s. By arguing factors that are affecting and will affect changes, it is pointed out that two focuses can be seen in recent reforms in China's higher education: qualitative enhancement and quantitative expansion. Based on examining the qualitative improvement and massification of higher education in China, major trends and issues are discussed.

**An IMHE Guide for higher education Institutions – Fostering quality teaching in higher education: Policies and Practices, (Sep-2012)**

- This Guide has been developed by the OECD's Programme on Institutional Management of Higher Education (IMHE) to assist higher education institutions, university leaders and practitioners in fostering quality teaching. Provosts, vice-rectors of academic affairs, heads of teaching and learning improvement centres, deans and programme leaders, supporting staff, members of internal and external quality assurance bodies, and researchers may find inspirational

content in this report.

Drawing upon case studies of institution-wide quality teaching policies conducted by the OECD, this Guide provides exposure to new approaches and practices and the corresponding policy levers likely to help improvement happen. Illustrations offer a unique opportunity for learning through international experiences and sharing insights with institutional leaders involved in quality teaching.

**Alwiya Allui & Jolly Sahni Prince Sultan University, Riyadh, 11586, Saudi, Arabia(2016)**

Recent studies have shown that high performing business organizations practice strategic human resource management (SHRM). However, there is a huge gap in both conceptual and or empirical studies on SHRM in higher education. This gap is more so in the Arab world. Although many institutions have noted the importance of some elements of strategic human resource management, few have practiced the elements on a frequent basis. It was the purpose of this study to explore the integration of institutional strategies to HRM by examining the strategic HRM practices in universities in Saudi. A quantitative and qualitative exploratory research design was used to study strategic human resources management best practices in higher education in Saudi Arabia. Literature was reviewed and the general features of strategic HRM practices were identified. These were captured in a survey instrument which was later administered to staff in the selected higher education institutions in Saudi to determine the extent of strategic HRM implementation. Statistical analysis was conducted to cluster similar variables together with the aim of identifying the focal areas for determining the extent to which strategic HRM practices had been implemented in a university.

**Autar Dhesi- A Quantitative Analysis of Demand For Higher Education in India (1998)**-

critically examine the neoclassical model of educational choice and suggest its modification

to incorporate the institutional constraints on choice. Then we look at the incentive structure consequent to institutional structure that has evolved in the context of centralised development strategy with focus on modern industry. There are strong incentives for individuals to seek higher education and employment in the modern sector. In a situation of largely imperfect political and economic markets, emphasis has been on appropriating maximum gains from public spending by manipulating these markets. The incentive structure, consequent to institutional structure promotes the attainment of higher and higher qualifications.

### Research Scope

**Innovation and Teacher Education:** In general, the term “innovation” in the field of teacher education mainly refers to new and creative ways to empower teachers. However, in order to create something new, it is pertinent to reflect on our past and recount the steps we have taken during the complex change processes leading up to the present context.

**Innovation and Lifelong Learning:** The civilization achieved by humanity has shown that human beings have learned from anywhere, anytime in the history. The notion of lifelong learning points out that learning is a fundamental and enduring process throughout life. Lifelong learning has emphasized cooperation across different sectors of education such as schools working with community, higher education working with various educational institutions, and organizations working for recognition of prior learning experiences.

**The supply of education:** The supply of education being highly responsive to political pressure, excess demand has led to its unplanned expansion. However, because of its overdependence on public funds, further expansion of higher education has become fiscally unsustainable. It cannot have the highest priority claim on incremental resources available for education especially when India is yet to achieve

adequate access, equity, and quality at the primary and secondary levels. In any case, the social rates of return on investments in primary and secondary education usually exceed those on investment in higher education.

**HRM policies can effectively implement:** Its helpful for development with new techniques and planning. The right strategic HRM policies can effectively implement the concept of the right job. Necessary qualities in the age of competition and positive changes can be in its function.

1. To know the Qualitative vs Quantitative factors in Higher education.

2. To study need of the Qualitative vs Quantitative factors and HRM policies in Higher education.

3. To get information about Qualitative vs Quantitative relation in educational Institute.

4. To suggests importance of Qualitative, Quantitative and HRM Policies in Higher education

### Research Methodology: -

Secondary Data has been used for the purpose of the study collected from reputed research journals, books, magazines, MHRDC reports prominent sites relevant to qualitative and quantitative education.

— Secondary data —Research papers, internet-based data of Qualitative, Quantitative and HRM policies belongs to educational background.

### Hypothesis of the study: -

**1. There is relation between Qualitative, quantitative, and HRM Policies in Higher education. (H0)**

According to some Author Qualitative and Quantitative Policy related to the Human Resource Management therefore the hypothesis is accepted.

**2. There is no difference Between Qualitative and Quantitative education Policy. (H1)**

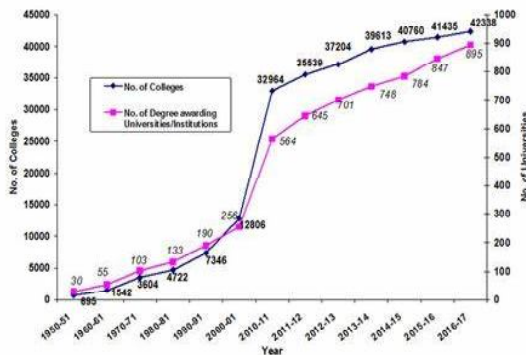
Many articles are saying that here is difference between Qualitative and Quantitative



education Policy hence this hypothesis is rejected

**Data Analysis and Interpretation**

**Graph 1: - No.of. Degree awarding Universities / Institutions**



Source: Ugc.ac.in

**Graph/ Chart 2:- Education budget 2022 nowhere near 6% of GDP**

Sr. No	Year	Expenditure
1	2019-20:	2.8%
2	2020-21:	3.1%(as per the revised estimate)
3	2021-22:	3.1%(as per the budget estimate)

The National Education Policy, 2020 (NEP) calls for public investment on education to 6% of GDP. India’s education budget has never touched this number yet.

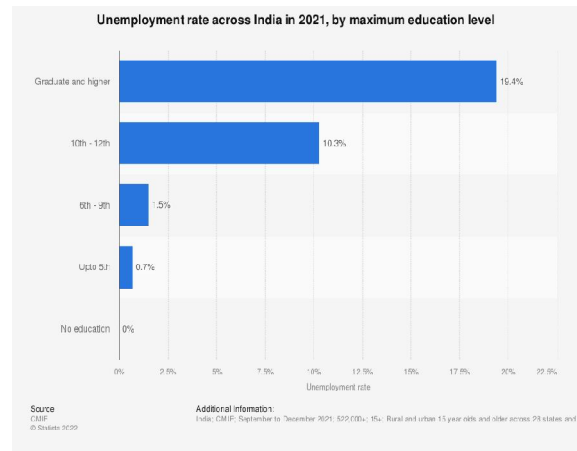
As per the Economic Survey presented by Union Finance Minister Nirmala Sitharaman on Monday, January 31, the expenditure on education as a percentage of GDP was:

- 2019-20: 2.8%
- 2020-21: 3.1% (as per the revised estimate)
- 2021-22: 3.1% (as per the budget estimate)

To meet the 6% of GDP criteria, the education budget for 2022-23 should have been almost double that of last year’s allocation.

Source: <https://www.indiatoday.in/business/budget-2022>

**Graph 3:- Unemployment rate across India in 2021, by maximum education level**



The Consumer Pyramids survey conducted by the Centre for Monitoring Indian Economy Pvt. Ltd, (CMIE) between September and December 2021 among rural and urban households in India showed that, people who were graduates including those who went further in their education had the highest unemployment rate in India in 2021, with a share of 19.4 percent, made up the highest unemployment rate in 2021. This was followed by individuals who completed their higher secondary education (10th - 12th), who had an unemployment rate of just above ten percent. This trend continues, as the level of education reduced, the unemployment rate reduced.

**Unemployment made worse by pandemic**

The unemployment rate has been growing in the country for the last couple of years. The rates were higher in urban areas than in rural areas and saw a similar trend among gender. The unemployment situation in the country was the major cause of worry and anxiety among many Indians. The coronavirus (COVID-19) pandemic had only accelerated the unemployment rates, and the situation is expected to improve with many joining the labor force in the days following lifting of lockdown restrictions.

**Employment gap**

As per the budgetary estimates by the Indian government, there has been a deficit in the estimates of the number of jobs to be cre-

ated compared to the actual jobs created over the years. Even though only 26 percent graduates were being hired, the organized sectors of employment in the country grew at nearly 29 percent in financial year 2020.

Source: <https://www.statista.com/statistics/1001039/india-unemployment-rate>

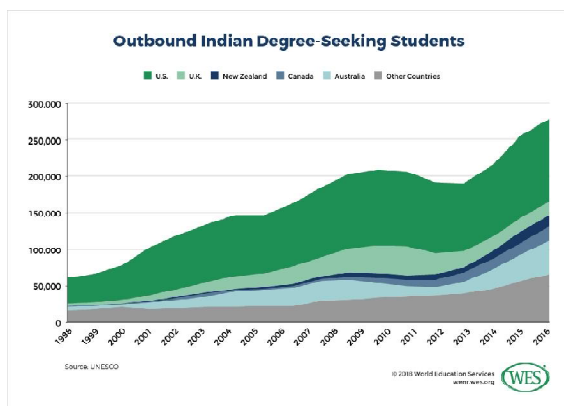
Graph -4 Current Status of Education in India: Data from Census 2011

Table 1 Literacy Rate Trend in India 1951-2011					
Census Year	Persons	Decadal Increase	Males	Females	Gender gap
1951	18.33		27.16	8.86	18.30
1961	28.3	9.97	40.40	15.35	25.05
1971	34.45	6.15	45.96	21.97	23.99
1981	43.57	9.12	56.38	29.76	26.62
1991	52.21	8.64	64.13	39.29	24.84
2001	64.83	12.62	75.26	53.67	21.59
2011	74.04	9.21	82.14	65.46	16.68

Source: Census Of India

Literacy rate in India as per Census 2011: **74%**. Literacy rate: Male: 82.1%; Female: 65.5%. Kerala tops the rankings, followed by Delhi, Maharashtra and Tamil Nadu. Bihar is the lowest among states, followed by Arunachal Pradesh, Rajasthan, Jharkhand etc., however, they are improving their position. Bihar has a literacy rate of 63.8%, and that of women is 53.3%. Literacy rates for both adults as well as youths have increased, still, the absolute number of illiterates in India is as much as India's population was at the time of independence.

Graph -5: OUTBOUND STUDENT MOBILITY



Source: <https://wenr.wes.org/2018/09/education-in-india>

Among these students, the U.S. is the most favored destination country by far, hosting 112,713 Indian students—40.5 percent of all outbound students in 2015. The second and third most popular study destinations are Australia, where numbers recently surged to 46,316 degree-seeking students, and Canada, which saw Indian enrollments almost quadruple from 5,868 in 2010 to 19,905 in 2016. In the UK, Indian enrollments have tanked by 53 percent since 2011, but the country is still the fourth-largest destination with 18,177 students in 2015.

### Conclusion

In seeking to explore the natural scene, the qualitative education aims to be as unobtrusive as possible, so that neither Education presence nor methods disturb the situation. This is why participant observation is one of the favored approaches.

### Suggestions: -

1. Apply-From learning outcomes to learning evaluation
2. Use Activity tool for evaluation
3. **Use Quantitative Methods of Evaluation:** Examples: questionnaires, revision questions, quizzes, and so.
4. Use Qualitative Methods of Evaluation: Examples: essays, focus groups, scenarios, projects, case studies, artefacts, personal experiences, introspection, visual texts, portfolios, direct observation, role play or simulation, and so on.
5. Use Holistic Approach to Student's Learning.

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## Issues in Effective Implementation of NEP 2020 for Higher Education Institutions in India

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### Introduction:

The Union Government approved National Education Policy (NEP), 2020 on 29<sup>th</sup> July, 2020 by passing a bill. The radical approach of changing the entire education system through NEP 2020 is seen as a milestone in Indian education system. The 5+3+3+4 system replaced the 34 year old 10+2 pattern set by National Education Policy, 1986. The new education policy is more inclusive and more outreach oriented. The basic idea behind this revolutionary change is to increase the scope of primary education, keeping in mind the international standards. However, the policy does not lose its hold on Indian traditions and heritage while being competent enough at the international level. The policy at one end emphasizes on preservation of Indian language, culture and heritage while on other hand it seeks to provide digital infrastructure at every level.

Idealistically, the policy looks very optimistic and futuristic one. But the real issues are at the ground level where the policy is expected to be implemented. Even if we consider the di-

vision of students on geographical basis, we find that approximately 70% students take education in rural areas while only 30% students study in cities and semi urban areas. The education infrastructure and quality teachers remain to be a fantasy in most of the rural and remote areas of the country. At the same time, the hurdles of Govt. policies regarding teacher recruitment deprive many aspiring students from higher education. Thus, to achieve the goals of higher Gross Enrollment Ratio (GER) and compete with globally established institutions, the NEP has to find solutions on different issues sooner than later. The present article is an attempt to focus light upon a few distinctive issues and challenges before the effective implementation of this new policy.

### Objectives of the paper:

Following are the objectives of this research article:-

- 1) To discuss the key issues in effective implementation of NEP-2020.
- 2) To discuss the various challenges in implementation of NEP-2020.

### Research Methodology:

The present article is prepared using analytical and descriptive method of research. The use of secondary sources like Policy document, books, journals, periodicals, seminar speeches and news paper are used to gather the data. Charts and diagrams are used wherever necessary.

### Salient Features of NEP-2020

Following are the salient features of NEP-2020:-

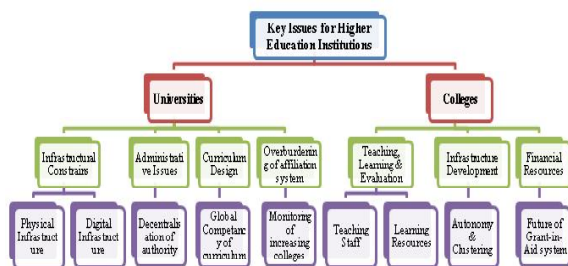
School Education	Higher Education
<ul style="list-style-type: none"> <li>&gt; Ensuring Universal Access at all levels of school education</li> <li>&gt; Early Childhood Care &amp; Education with new Curricular and Pedagogical Structure</li> <li>&gt; Attaining Foundational Literacy and Numeracy</li> <li>&gt; Reforms in school curricula and pedagogy</li> <li>&gt; Multilingualism and the power of language</li> <li>&gt; Equitable and Inclusive Education</li> <li>&gt; Robust Teacher Recruitment and Career Path</li> <li>&gt; School Governance</li> <li>&gt; Standard-setting and Accreditation for School Education</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Increase GER to 50 % by 2035</li> <li>&gt; Holistic Multidisciplinary Education</li> <li>&gt; Regulation</li> <li>&gt; Rationalized Institutional Architecture</li> <li>&gt; Focus on Motivated, Energized, and Capable Faculty</li> <li>&gt; Improved Teacher Education</li> <li>&gt; Mentoring Mission</li> <li>&gt; Financial support for students</li> <li>&gt; Open and Distance Learning</li> <li>&gt; Online Education and Digital Education</li> <li>&gt; Technology in education</li> <li>&gt; Promotion of Indian languages</li> <li>&gt; Professional Education</li> <li>&gt; Adult Education</li> <li>&gt; Financing Education</li> </ul>

Source: <https://vikaspedia.in/education/policies-and-schemes/national-education-policy->

2020

## Key Issues in Effective Implementation of NEP-2020

Following are the key issues in effective implementation of NEP-2020-



Since our independence, there is a significant rise in the number of Higher Education Institutions (HEI's) in India. If we go by numbers, we can see there are around 1000 universities in India and nearly 40000 colleges are catering higher education. The variety of HEI's can be observed in the types of institutions catering higher education in India. More than 50 institutions of National importance are imparting quality education to compete with global universities. All these institutions aim at achieving the target of 50% Gross Enrollment Ratio (GER) by 2035 as spelled in the NEP-2020. However, there are few very serious issues in implementing this policy at both University and College level.

As discussed in the above diagram, at University level; there are issues regarding quality infrastructure for the students. If we compare our universities with famous foreign universities, we can clearly say that our universities are lagging behind in providing adequate and quality infrastructure to the students. The quality of physical as well as digital infrastructure is at a question in the present scenario. Thus, strengthening our universities with good quality infrastructure should be focused in the NEP-2020. Equipping the universities with quality research labs, digital labs and expertise faculties is the basic requirement in the effective implementation of NEP-2020.

The other issues such as administrative issues, curriculum designing, over burdening of affiliation system etc. are also vital in the sense of effective implementation of NEP-2020. Decentralization of authority, global competency of the Indian Universities and monitoring the increasing number of colleges in India are the challenges to the universities. Similarly the colleges in India are also facing different challenges in developing good teaching, learning and evaluation practices. Autonomy and clustering system will pose many questions to the very existence of the single faculty colleges in the country. Thus, to create a healthy environment of higher education in the nation, the policy makers should adopt more feasible measures of policy implementation. However, it is expected that the NEP-2020 will prove to be a pioneering policy in Indian Higher Education system.

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## Open, lifelong learning and Adult Education: Prospects and Challenges

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### Abstract:

The **NEP2020** is the first education Policy of the 21<sup>st</sup> century, the main aim is to focus many growing and developmental imperative of our country. This policy purposes the revision and revamping of all the aspects of education like structure, regulation and governance, to make a new system that is straight focus in 21<sup>st</sup> century 's education system. The NEP visualize an education system rooted in India ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge super power. The policy purposes to the learner a deep –rooted pride in being Indian not only in feelings and thoughts, but also in spirit, intellect, knowledge, skill, values, responsible and commitment to human rights and sustainable development. For the purpose of policy in holistic and multidisciplinary approach, it is essential to make an identified set of skills and ethics which an individual would develop through lifelong learning, continuous learning and adult education. The opportunity to attain opening literacy, acquired an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new world of personal, civic, economic and lifelong –learning opportunities for individuals that enable them to

progress personally and professionally. At the level of society and the national, literacy and basic education are powerful force which enhances the accomplishment of all other developmental effort.

**Keywords:** open learning, lifelong learning, continuous and adult education.

**Introduction:** **Open learning** is an innovative learning in the field of education that is emerged in 1970's. The term describes in two different activities i.e., activities that widen learning opportunities beyond a formal education system or activities that improve learning opportunities within a formal education system. There is a unified and comprehensive definition of open learning still the focus is usually on the learners needs that the learner perceives (Coffey, 1988). Open and lifelong learning is the broadly speaking, open learning is the widening of access to high quality educational resources in order to promote lifelong learning and greater participation in higher learning and training. The term open learning is used to describe learning situation in which learner have the flexibility to choose from a variety of option in relation to the time, modes, instructional methods, modes of access and other factors are related to their learning process. The lifelong learning is a form of self-initiated education that is focused on personal development. While there is no standardized definition of lifelong learning it has generally been taken to refer to the learning that occur outside of a formal educational institute, such as school, university or training institution. Regarding curriculum: In many cases open learning curriculum is not defined according to a particular structure, but is considered to be learning and teaching culture based on common values and beliefs. Students must be actively involved in the educational process assuming that responsibility for their learning direction. Learning is considered as an individual and intellectual development process. The content of education should promote individuality experimen-

tation integration and combination of various disciplines.

Open learning refers to any educational activity in which learner are separated from the faculty and other learner. The development of open learning was possible through the development of information and communication technologies. UNESCO (2002) defines open learning as educational system in which many aspects of the learning process are managed by the learners. **Continuous learning** is the process of learning, skills, knowledge and experiences in humans' life. This would come in many forms, like formal course, informal courses and non- formal course and casual social learning. It involves self-initiative and taking on challenges. The term continuous learning can also refer to someone who is committed to learning new skills or knowledge but is often used in a more temporary context or formal context. Continuous learning can also be within an organization, or it can be personal, such as in lifelong learning. To create a culture of continuous learning some points are necessary to relate in this context like open to growth, set learning goals, feedback is important, open book clubs, and arranges tips.

**Lifelong learning:** The concept of lifelong learning is not limited to formal school education. It starts from the moment we born and end in our death learning beyond traditional school and throughout adult life. Lifelong means the continuous development and improvement of the knowledge and skills required for employment and personal fulfilment through formal, informal and non- formal learning opportunities. Lifelong learning is natural and continuous process of brain activity or passively, so far the lifetime brain keeps on learning till it is functioning when brain stops functioning (brain death) the process of learning stops. Lifelong learning is the lifelong, voluntary, and self-motivated pursuits of knowledge for either personal or professional reasons. It's not only enhanced social inclusion,

active, citizenship and personal development but also competitiveness and employability (Watson,2003).

According to Wikipedia lifelong learning is the lifelong voluntary and self-motivated pursuits of knowledge for either personal or professional reasons. Easy access to education through standard methods as well as new methods such as e-learning makes it convenient to continue learning throughout the different stages of lives. The Education for all movement, launched in 1990 at the world conference on education

National Policy of Education 1968 also emphasis on **Adult Education** The winding up illiteracy is necessary not only for advancement and participation in the working of democracy, institution and for accelerating programme of production especially in agricultural, but for quacking the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible. A lead in this direction should come from the industrial undertaking in the public sector; teacher and students should be actively involved in organising literacy campaigns, especially as part of the social and national service programme. Special emphasis should be given to the educational of young practising farmers and to the training of youth for self- development. After this policy government of India focused for the implementation of National Policy of Education 1986, under the recommendation of NEP1986 also emphasis on Adult Education. In most of the progressive countries of the world there are no such things as adult education because in those countries problem of adult illiteracy is negligible. Unfortunately, the problem is grave and alarming in our country half of the total illiterate population of the world live in India. At the time of Independence, the number of illiterates in India was 30crores. In 1981 it was 43 cores and 70lakhs. To look after this problem

the government of India implemented many policies and programmes and mission like NLM: **The National Literacy Mission** was initiated by the government of India on 5<sup>th</sup> May 1988 with the objective of eradication illiteracy, by imparting literacy among non-literate population. **Total Literacy Campaign (TLC)** is a dominant strategy for eradication of adult illiteracy in India. This approach is a compelling and feasible model which helps to achieve a significant breakthrough in the literacy prospect in India. Post literacy Campaign or post literacy education is a concept used for adult education programmes which aim to maintain and enhance basic literacy, numeracy and problem-solving skills, giving individual sufficient general basic work skills enabling them to function effectively in their societies. Post literacy programme are meant for adults who want to strengthen their literacy skills. Another initiative taken by the government of India for Adult Education was **Jana Shikshana Nilaya (JSN)**: formally known as Shramik Vidyapeeth provide vocational skills to non-literate neo-literate as well as school drop-outs by identifying skills that have a marked in the region of their establishment. The JSN Shikshana has been transferred from Ministry of Human Resource Development to Ministry of skills development and entrepreneurship July 2018.

**Education** is a lifelong process; it begins with the birth of a child and ends with his death so it is a continuous process. Life is a continuous process of growth and development through learning. An individual learns and acquires through their experiences. **The National Education policy 2020** also emphasizes on Adult Education the main objective of the policy is to give essential proficiency and accomplishment as well as to cover different parts which are important for an inhabitant of 21<sup>st</sup> century. Adult, lifelong and post literacy is one of the prestigious programmes of University Grants Commission. Adult education is very much needed to change

the various facades of the life of our adults; through this concept the masses would be trained in various habits to enable them to live a happier life. And literacy will provide them opportunities of reading and writing and will free them from the chains of ignorance. So adult education will bring them in close contact with their community, nation, tradition and cultural heritage. The level of society and the nation, literacy and basic education are powerful strength multipliers which significantly enhance the success of all other development effort. In the context of world-wide data on nations specify tremendously high connections between literacy rates and per capita GDP. Meanwhile, being a non-literate member of community, has immeasurable disadvantage, including the inability to: carry out basic financial transaction; compare the quality/quantity of goods purchased against the price charged; fill out forms to apply for jobs, loans, services, communicate and conduct business, make use of internet and other technology to improve one's life and professional; help children with their education, be aware of one's basic rights and responsibility as a citizen of India. These aptitudes listed are an illustrative list of outcomes to be accomplished through adoption of innovative measures for Adult education.

So, the strong and innovative government inventiveness for adult education in particular to facilitate community involvement and the smooth and beneficial integration of technology will be affected as soon as possible to accelerate this all-important aim of achieving 100% literacy. The Curriculum Framework, with the support of NCERT developed five programmes under curricula for adult education

- (a) Foundation literacy and numeracy;
- (b) Critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education and family welfare)
- (c) Vocational skills development (with a view



towards obtaining local employment)

(d) Basic education (including preparatory middle and secondary stage equivalency) and (e) Continuing education (including engaging holistic adult education course in arts, science, technology, culture, sports and recreation as well as other topic of interest or use to local learners, such as more advanced material on critical life skills.

The policy strongly recommends that all communities an educational institution-school, college's universities and public libraries will be supported and reorganized to ensure a satisfactory supply of books that provide to the needs and interest of all students, including persons with disability and other differently abled person. The central government and state government will take steps to guarantee that books are made available and affordable to all across the country including socio-economically disadvantaged areas as well as those people who belongs underprivileged section of the society and remote areas. In cooperation between public and private sector agencies/institution will formulate approaches to expand the quality and attractiveness of books published in all Indian languages. The technology will be leveraged to asset and even assume the above initiatives. Quality technology-based option for adult education and lifelong learning such apps, online course/modules, satellite-based TV channels, online books, ICT equipped libraries and adult Education centres will be established through government and Philanthropic.

**Conclusion:** The new Educational Policy (NEP) usually comes every decade in India. The first NEP 1968 came under the tenure of Mrs Indra Gandhi, The NEP 1986 came under the tenure of Mr Rajiv Gandhi. The NEP 1986 and its revised formulation in 1992 under the prime minister of P V Narsimha Rao. And the third and new one released 29<sup>th</sup> July 2020 under the Prime Minister of India. The policy emphasises on holistic and multidisciplinary approach mainly in higher

Education and in the school education the policy also focuses on languages, vocational education and skill development. So, in the context of open learning, lifelong learning and adult education all this education may come under the discipline of continuous education it means education will be continue till death. India is a Land of languages, rich cultural and civilization of the land for the development of Indian inhabitants the government of India should focus on literate rate of India because in the context of literate rate here we have only Kerala is the only state that declared 100% literacy. Kerala was recognised with the successful completion literacy campaign and it was also a pioneer in post literacy programmes as it started continuing and lifelong education programme on its own initiative. The NEP 2020 may bring 100% literacy in all the state of India through lifelong learning and Adult Education.

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## The Plan and Procedure of The Implementation of NEP - 2020

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### Abstract:

For the sustainable development of India, it is imperative to provide quality and modern education to all to lead the world in the areas of economic development, social justice and equality, scientific progress, national integration, and preservation of Indian culture. To provide good quality education opportunities to all the future of our country depends on its capacity.

Goal 4 (SDG4) of the Sustainable Development Action Plan (SDG4) adopted by India in 2015 includes the 'Global Education Development Action Plan', aimed at "ensuring inclusive and equal quality education for all and promoting sustainable learning opportunities for all" by 2030. Is about to do. To achieve this, the entire education system is essential needs to be redesigned. Only then can all the important goals and objectives of the Sustainable Development Action Program 2030 be achieved.

The National Education Strategy 2020 is the first such education policy of the 21st century that can easily address important developmental issues in the country. The stated objective of this policy is to create a quality and practical education system that will make India a global knowledge superpower.

**Keywords :** The structure of school education, new formula, New Teaching Method, Language, vocational education, and child psychology, Interdisciplinary education, Rules regarding ex-

amination, new progress book for students, what does it take to become a teacher? Ph.D. rule, A single governing body, Charges/ fees by the government.

### Introduction:

Former ISRO chief K. A committee chaired by Kasturirangan has drafted a 'New Education Policy 2020' and announced it in India. Earlier in India, first National Education Policy in 1968, Second National Policy in 1986, then formation of 'National Education Policy Action Plan' committee under the chairmanship of Acharya Ramamurthy in 1992, 86th Amendment in 2002, then Right to Education Act in 2009. Attempts have been made to bring about various changes and innovations in this education policy. But in the true sense of the word, after 34 years, an innovative and modern 'New Education Policy 2020' has been announced in the country. Under the new Education Policy 2020, radical changes have been made in the structure of school and higher education. Education courses have been taken out of the framework of different disciplines and made interdisciplinary and coordinated. This simply means that higher education can now be completed by taking both engineering and music subjects at the same time. According to the new education policy, scientific approach will be developed in school children and importance has been given to impart necessary skills for the 21st century.

### The Plan & Procedure of New Education Policy-2020:

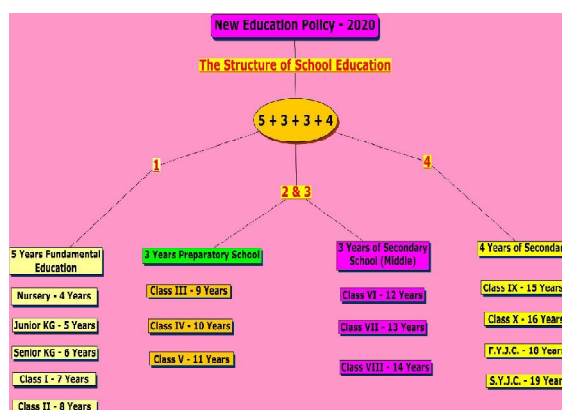
Under the New Education Policy 2020, radical changes have been made in the structure of school and higher education. Education courses have been taken out of the framework of different disciplines and made interdisciplinary and co-ordinated. This simply means that now, one can complete higher education by pursuing both engineering and music at the same time. According to the new education policy, scientific approach will be developed among the school students and importance has been given

to imparting essential skills for the 21st century.

### New Structure of School Education, New Formula:

According to the provisions of this policy, students in the age group of 3 to 14 years have come under the ambit of Right to Education Act. Earlier this age group was 6 to 14 years.

### The structure of school education will now be 5 + 3 + 3 + 4.



### How will education be delivered?

According to the above new formula of education, you must have noticed that Anganwadi has now been added to primary education. Education in the age group 3 to 8 will be considered as basic education and child friendly education and curriculum will be developed for it. Anganwadi schools will be linked with pre-primary classes. Efforts will be made to link pre-primary schools with primary schools wherever possible. Where existing Anganwadis and pre-primary schools fail to implement the new curriculum, new independent pre-primary schools will be set up with all facilities and necessary facilities for intellectual, mental, and physical development of the child between the ages of 3 and 6 along with education. For children aged 3 to 8, learning will be done through activities, games, and flexibility. Efforts will be made to impart basic literacy and numeracy in children till the completion of pre-primary education.

### Language Preference: -

Three language system of education will

be introduced after class VI. In which local language will be preferred. In regions where Hindi is not spoken, Hindi language education will be given preference, while in Hindi speaking regions, any other recognized Indian language will be given preference. Now students up to class V will be taught only mother tongue, local language, and national language. Remaining subject though it is English will be taught as one subject.

#### **Vocational Education: -**

Vocational education will be included in school education. Five hours of extra education per week under the “National Education Programme” will be provided to the gifted children in schools and remedial education will be provided during and after regular school hours for children who are behind the expected ability.

The student teacher ratio will be kept at 30:01 to ensure proper attention to each student.

Libraries and reading rooms will be set up in public places and schools all over the country to give priority to reading and the growth of knowledge through it.

#### **Child Psychology: -**

A social worker and a psychologist should be appointed in each school to monitor the attendance and mental status of the children, and to maintain continuity.

It is also necessary to provide the necessary infrastructure to the schools to achieve the desired goals.

#### **Interdisciplinary Education: -**

The new education policy proposes a four-year course by combining 9th to 12th, abolishing the branch-wise distinction of Arts, Commerce and Science, and making it a total course of 8 semesters, with Language, Mathematics and Science as compulsory subjects and any other subject of your choice. Students can choose.

#### **Promotion of Indian Languages, Arts, and**

#### **Culture: -**

The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being.

#### **Online and Digital Education: Ensuring Equitable Use of Technology**

National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.

**Professional Education: -** Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one’s specialty. Professional education thus becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering

holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.

#### **Direct PhD now: -**

Flexibility has also been introduced in higher education and interdisciplinary subjects can be studied together in colleges and universities. Education can be stopped at any stage. The marks of that education will be retained, and further education can be taken after some time. For students who want to do research, there will be a 4-year course. After that there will be no need to do M.Phil., one can directly take admission for PhD. Otherwise, degree can be taken in 3 years.

#### **A single governing body: -**

This is a major decision taken in the new national policy. At present, different regulatory bodies are functioning for different courses in higher education, instead there will be a single regulatory body (except for law and medical disciplines). Like America, a National Research Institute will be established in India to give importance to researchers and improve their quality. Not only science but also research in sociology will be financially supported. The standard of higher education in the country will be taken to international level.

It will increase communication with students from foreign quality educational institutions and educational exchange can also take place. This will lead to a coherent education system. Financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety.

#### **Fees will be fixed by the government: -**

The Union Ministry of Education has set a target of starting at least one multidisciplinary interdisciplinary college in every district by 2030. Until now, the degree was taken by taking the

subjects of a single branch, now the degree will be completed by taking the subjects of multiple disciplines simultaneously. Not only universities but also colleges will have multi-disciplinary courses so the fees will be fixed accordingly. Similar conditions are to be fixed for charging fees of government as well as private educational institutions. Fees will be fixed within that framework and a ceiling will also be put on the fees. This will give great relief to the parents. In the education system, quality and equality and integration are paramount, it will be possible to make up for it by making major improvements.

#### **Some Challenges of 'New Education Policy - 2020': -**

Although the new education policy has many diverse merits, some potential risks or drawbacks must be noted.

- i. Education may be privatized – the PPP model of education sector will ultimately fall into the hands of corporates and monies.
- ii. Old educational institutions in the country will be closed and new institutions will be established.
- iii. The number of foreign universities will increase, and this will create a kind of specialized education sector (SEZ).
- iv. All levels of reservation will be banished
- v. Poor and backward students will not get tuition fee concession
- vi. Malpractices in teacher recruitment will increase
- vii. In this policy, there is no mention about the appointment, salary, service protection, promotion, and pension etc. of teachers, professors, and other employees.
- viii. Poor students in rural and remote areas are likely to be excluded from school and vocational education due to inadequate resources.
- ix. The current public (Government - Centre and States) expenditure on education in India has been around 4.43% of GDP. It is not possible to say for sure how much more will be added.
- x. It cannot be said for sure that this new policy

will get proper and complete response from all levels in India.

**Conclusion: -**

The new education policy will help develop the capabilities and skills of 21st century students to fulfil their aspirations and goals. Through this policy, it will be possible to improve the quality of students, develop them holistically, enhance technological knowledge, make students self-reliant and accelerate their economic development. Also, this policy will preserve, promote, and respect Indian culture. There will be knowledge and skill creation, enhancement of research and effective use of technology. As this policy is up to date, it will help to make learning lively, enjoyable, and practical for the students. Although many changes in this policy seem noble, revolutionary, modern, and effective and appropriate in the age of information technology, the reality is that the real success of this policy will depend on the test of time to come.

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## NEW EDUCATION POLICY: A DETAILED ANALYSIS

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**Key Words: -** New education policy, higher education, education system etc.

**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. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary

abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social

or economic background. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish

teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

**Vision:** The new education policy envisages that 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 a conscious awareness of one's roles and responsibilities in a changing world. 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, 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.

**Aims and Objectives of NEP 2020: -**

To achieve full human potential-developing an equitable and just society-promoting National Development

Providing universal access to quality education

Leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation

Global Education Development Agenda-(SDG4) of the 2030 adopted by India - seeks to achieve by 2030

Rise of big data, machine learning, and artificial intelligence-need for a skilled workforce

Education: experiential, holistic, integrated, inquiry-driven, learner-centric,

discussion-based, flexible and enjoyable

Aims at producing engaged, productive & contributing citizens

Envisions an education system rooted in Indian ethos

Education Sector to get 6% of GDP, earlier it was 1.7%

Bag- less days encouraged

More focus on vocational studies in school- level

Free boarding facilities in Jawahar Navodaya Vidyalayas

Dedicated unit for digital and online learning

National Scholarship portal for SC, ST, OBC, SEDGs students to be expanded

Three languages learned by children will be the choice of state, regions and students

Medium of instruction will be the local/regional language

HECI- Common regulatory body for entire higher education

National Mission on Foundation Literacy and Numeracy to be set up by MHRD

Preparatory class Balvatika for children below the age of 5

Indian Sign Language to be standardised across the country

Content will focus on idea, application, problemsolving

Nutrition and health cards, regular health check-ups for school students

Variable models for board exams - annual, semester, modular exams

Financial Autonomy to be given to 45K affiliated colleges

E-content in regional language

Multiple entry and exit programme

National Research Foundation (NRF)

National Committee for integration of vocation Education

Best universities to set up campuses in other countries

HRDMinistry to be renamed as education

ministry

International Students Office at each institution hosting foreign students

Academic Bank to store credits

IITs to become multidisciplinary institution

All higher education institute to become multidisciplinary institutions

#### Five Pillars of NEP: -

I. Affordability

II. Accessibility

III. Quality

IV. Equity

V. Accoutability

#### SWOC of NEP 2020:

##### STRENGTHS-

Increase the public investment in Education to 6% of GDP

Increase the GER in HE from 26.3% (2018) to 50% by 2035

Around 3.5 Crore new seats will be added to HEIs

##### WEAKNESSES-

Three languages will be the choice of state, regions and students

Same level of Accreditation to any collage

IITs to become multidisciplinary institution

##### OPPORTUNITIES-

6th std onwards vocational courses available

Dedicated unit for digital and online learning

360-degree holistic report card for students

##### CHALLENGES-

Education is a concurrent subject

English will take a back seat



Variable models for board exams

#### Higher Education India:

##### Major Issues: -

Inadequate Resource Persons

Unqualified Teachers

Teacher, Trainer and Technology

Outdated Curriculum

Distance

Disproportionate Finance Allocation

Standard of Living in Rural Areas

Enrolment

Quality

Political Interference

Poor Infrastructure and Facilities

Inadequate Research

Poor Governance Structure

##### Steps to be taken by Government

Earmark suitable Government funds

Set clear targets for higher GER

Enhance gender balance in admissions to HEIs

Establishing high-quality HEIs in aspirational districts and Special Education Zones

Develop and support high-quality HEIs that teach in local/Indian languages or bilingually

Provide more financial assistance and scholarships

Conduct outreach programs on higher education opportunities and scholarships

Develop and support technology tools for better participation and learning outcomes

##### Conclusion: -

Though the NEP is an excellent document, but it requires attention to implementation. The text of NEP is optimistic but content is pessimistic. There is only doubt about its implementation. Effectiveness of this policy document is yet could only be visualized, but it may say that the great changes are often seen only after a long continuous and pious efforts.



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## NEP 2020 : RECENT TREND IN HIGHER EDUCATION

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### Abstract:

The NEP 2020 could be an arrangement defined by the Government of India to promote instruction among India's individuals. The arrangement covers basic instruction to colleges in both country and urban India. The primary NPE was declared by the Government of India by Prime Serve Indira Gandhi in 1968, the moment by Prime Serve Rajiv Gandhi in 1986, and the third by Prime Serve Narendra Modi in 2020. The National Instruction Approach 2020 (NEP 2020), which was endorsed by the Union Cabinet of India on 29 July 2020, traces the vision of India's modern instruction framework. The modern policy replaces the past National Arrangement on Instruction, 1986. The arrangement could be a comprehensive framework for rudimentary education to higher instruction as well as professional preparing in both rural and urban India. The arrangement points to convert India's instruction framework by 2021. The language approach in NEP may be a wider rule and admoni-

tory in nature; and it is up to the states, institutions.

**Key words:** Higher Education, skills, Development, Trends.

**Introduction:**

Quality higher instruction must point to create people who are fabulous, keen, well-rounded, and imaginative. It must empower an individual to consider one or more specialized regions of intrigued at an in-depth level and create character, moral and protected values, mental curiosity, logical mood, inventiveness, benefit soul, and the abilities of the 21st century over a range of areas, counting sciences, social sciences, the expressions, humanities, dialects, individual, technological the professional subjects. The modern instruction arrangement brings a few crucial changes to the current framework, and the key highlights are multidisciplinary colleges and colleges, with at slightest one in or close each locale, redoing under study educational program, instructional method, evaluation, and bolster for upgraded under study involvement, setting up a National Investigate Foundation to back amazing peer-reviewed work and successfully seed ponder at colleges and colleges. A huge number of colleges and institutions have been built up for higher learning. The primary national instruction approach received in 1968 has emphasized the require for radical reconstruction of the instruction approaches, advancement of quality of instruction at all levels, inculcation of logical mood and center on ethical values. The national policy of education formulated within the year 1986 had stipulated amendment of approach in each five a long time. The most recent in the arrangement of instruction approaches incorporate examined national instruction approach and program of action in 1992. As a matter of reality, it is to be famous that the union human asset ministry has defined 'draft national instruction approach, 2019' to keep pace with different development in all

stages of instruction.

**Literature review:**

· **Howlett (2019) :**

In his consider he has centered on a few viewpoints of detailing and execution of public approaches in administration frameworks. He has inspected the different instruments, component and instruments to resolve the arrangement issues.

In open arrangement definition handle, he has stressed the got to consider rationale of arrangement plan and standards behind the choice of arrangement.

· **Stewart (2012)**

He has centered that joined together states was the world pioneer in instruction in 20th century. Now, the other nations around the world have learned from joined together states and performing better result in instruction greatness of higher instruction. The creator has outlined to promote for way better instruction to the under studies in quickly changing globalized and innovative-based world.

· **Rao (2009)**

He has found in his ponder that later changes within the approaches and programs of other sectors have made both coordinate and backhanded impact on the instruction segment. The creator has stressed the require on rise to dispersion of information to one and all for the improvement of human creatures.

**Objectives of the study:**

- To study the education policies in India.
- To look at the challenges confronting in higher education in India.
- To propose measures to overcome the challenges before higher education in NEP.

**Research methodology:**

The investigation is based on auxiliary sources from national and worldwide writing. Auxiliary information has moreover collected from books, websites, and various surveys, inquire about papers, articles, diaries. Assist, due to need of essential information, the consider is

mainly depends on auxiliary information. Subsequently, the precision of the examination depends upon the accuracy of the information detailed by auxiliary sources.

### Growth of higher education in India:

The approach presents a entirety extent of changes and perusesto a great extent as a reallydynamic document, with a firm get a handle on the current socio-economic scene and the prospect of future uncertainty. Instruction for a new generation of learners has got to essentially lock in with the increasing dematerialization and digitalization of economies, which a totally unused set of capabilities in needs arrange to be able to keep up. This appears to be an indeed more imperative perquisite now, with the drift towards digitalization and disruptive mechanization being animated by the pandemic. By and large, the NEP 2020 addresses the have to becreateexperts in assortment of fields extending from Horticulture to CounterfeitInsights. India ought to be prepared for long-standing time. And the NEP 2020 clears the way ahead for numerousyouthfulyearningunderstudies to be prepared with the right skillset.The national approach on instruction 1986 was formulated with a seem to get readyunderstudies for the 21st century to confront the challenges related with global development, risingadvances and cross-cultural complexities. For the primary time, to ensure proper execution of npe 1986, the approachproducers laid accentuation on the improvement of a detailed program of activity to encourageexecution of suggestion of the approach in a time-bound way. It is critical that national arrangement of instruction 1986 is based on important proposals from kothari commission 1966.

### Challenges in higher education:

Since freedom, a number of critical committees, commissions and instruction policies have been surrounded by the Indian approach producers within theprepare of nation-building. However, higher instruction is confronting a

number of challenges. The college grant commission has stressed the have to be move forward the quality of higher instruction and dispense withterritorial and social inequality within the eleventh five year arrange. The arrangement was kept to open 16 central and 374 model colleges in locale. In show disdain toward of development of higher instructive institutions, there are imbalances in among distinctive categories.

**Table No. 1**

### Enrolment ratio

Particulars	Male	Female	Total
General	26.3	25.4	25.8
Sc	22.2	21.4	21.8
St	17.0	14.9	15.9

**Source:** economic survey of India 2019

Enrolment of students in higher education in general category in 2019 was 25.8% whereas male enrolment ratio was 26.3%. It was higher as compared to girl students. This trends is also visible in category-wise distribution.

**Table No.2**

### No. Of universities in India

Particulars	No. Of universities
2011	621
2012	642
2013	667
2014	723
2015	760
2016	799
2017	864
2018	903
2019	927
2020	1000

**Source:** economic survey of India 2020

Higher education was concentrated generally in urban ranges and has a place to the upper castes. It was very difficult to discover a rusticplan caste or plan tribe ladies who is considering in a college. After freedom, the number of colleges and colleges have expanded but

they are unable to suit all understudies those passing out from auxiliary schools. As per the economic survey 2020 report, the number of universities has expanded from 621 to 1000 from 2011 to 2020.

### Table No.2

#### No. of colleges in India

Particulars	No. Of colleges
2015	38498
2016	39071
2017	40025
2018	39050
2019	39931
2020	42343

**Source:** economic survey of India 2020

In antiquated times, India was highlighted all over the world for the colleges - taxila, nalanda, vikramshila and its researchers. Amid the British period, the improvement of instruction was concentrated to fulfill desires of colonial powers. After freedom, the development in understudy enrolment proportion of higher instruction which is quite moo as compared to the other created and creating countries without expanding more enrolment at school level, higher instruction teach is inadequately to the developing request in the nation. Though the governments have centered to realize the value, quality, changes and promote brilliance in higher instruction in any case, in twelfth five year arrange the challenges are still remains to get to higher instruction for all. At show, open colleges are to a great extent concentrated in the conventional disciplines though private colleges the understudy enrolment is overwhelmingly within the market-driven teaching. As per the economic survey 2020 report, the number of college has expanded from 38498 to 42346 from 2015 to 2020.

#### Challenges before Indian higher education:

##### · Need of integration:

In both the considering, and within thereport, there are slacks, such as the integration of innovation and instructional method.

There are huge crevices such as long lasting learning, which ought to have been a key component of updating to emerging sciences.

##### · Language barrier:

There's much within thereport ready for talk about such as dialect. The NEP looks for to empower domestic dialect learning up to course five, in arrange to improve learning results. Beyond any doubt, early comprehension of concepts is way better within the domestic dialect and is critical for future advance. In case the establishments are not sound, learning endures, indeed with the leading of educating and foundation. But it is additionally genuine that a center objective of instruction is social and financial versatility, and the dialect of versatility in India is English.

##### · Need of stores:

Concurring to financial study 2019-2020, the open investing on instruction was 3.1% of the GDP. A move within the taken a toll structure of instruction is unavoidable. Whereas financing at 6% of GDP remains dicey, it is conceivable that parts of the change are achievable at a lower taken a toll for more prominent scale.

##### · A move in scurry:

The nation is hooked with months of covid-19 induced lockdowns. The arrangement had to have parliamentary dialogs; it ought to have experienced a not too bad parliamentary wrangle about and consultations considering different opinions.

##### · Overambitious:

All aforementioned approach moves require colossal assets. A driven target of open investing at 6% of GDP has been set. This can be certainly a tall arrange, given the current tax-to-GDP proportion and competing claims on the national exchequer of healthcare, national security and other key segments. The exchequer itself is choked assembly the current use.

##### Conclusion:

The NEP 2020 points to address differ-

ent holes existing in the education framework of India and through this approach, India is expected to realize economic improvement objective of 2030 by guaranteeing comprehensive and impartial quality education. The modern instruction arrangement contains an excellent vision, but its quality will depend on whether it is able to successfully coordinate with the other arrangement activities of government like Computerized India, Skill India and the Unused Mechanical Approach to title a number, of in arrange to impact a coherent basic transformation. Thus, arrangement linkages can guarantee that instruction arrangement addresses to and learns from Aptitude India's involvement in engaging more powerfully with the corporate segment to shape vocational instruction educational modules in arrange to create it a victory. There's too a need for more evidence-based decision-making, to adjust to quickly advancing transmutations and disruptions. NEP has reassuringly provisioned for real-time assessment frameworks and a consultative checking and audit system. This should engage the instruction framework to constantly change itself, rather than anticipating for a unused instruction arrangement each decade for a shift in educational modules.

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## Issues & Suggestions on Indian Higher Education

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#### Abstract:

Higher Education is a very important sector for the growth and development of human resource which can take responsibility for Political, social, economic and scientific development of the country. The higher education system in India has grown in a remarkable way, particularly in the post-independence period. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. In this modern age to evidently know that knowledge is power and it is only thinkable from wide-ranging higher education system. India is developing the country and to achieve our goal we have to strengthen our higher education system. The continuing growth of the middle class in India has led to increased demand for higher education and we know that this demand cannot be met by the Indian Higher Education system. Although the Indian government is planning to establish new universities and colleges in the near future, these will not be enough to provide

places for all students who seek higher education. The main objective of the study is to identify issues and challenges in the field of higher education in India.

### Indian Higher Education

The higher education was started as cultural and the traditional from the beginning of the human evolution. Higher education planned has a long history in the country. The Gurukul system of higher education system of is one of the oldest on earth and was dedicated to the highest ideals of all-round human development namely physical, mental and spiritual. The Indian higher education system in before independence period was free and often limited to the higher castes, but students from well to do families paid 'Gurudakshina' that was an intended contribution after the completion of their higher studies. India has successfully created one of the biggest higher education systems in the world. Quality of many top institutions is recognized to be comparable to the best in the world. However, Indian education system faces problems and issues that originate from disparities and developmental models adopted. India's higher education system is the world's third largest in terms of students, next to China and the United States. Universities and its constituent colleges are the main institutes of higher education in India. Some institutions of India, such as the Indian Institutes of technology (IITs), have been globally acclaimed for their standard of education. Most of the major modern languages in India are derived from Sanskrit. The government is constantly focused on finding out the best possible ways to reform the education system. To become an economic power it is essential to focus on higher education. The quality of higher education in India is somewhere between good and bad. At present, the world-class institutions in India are mainly limited. Most of the Indian colleges and universities lack in high-end research facilities. The 'Right to Education Act' which stipulates com-

pulsory and free education to all children within the age groups of 6-14 years. The involvement of private sector in higher education has seen drastic changes in the field. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation.

### Objectives:

- 1) To aware the situation of Indian higher education.
- 2) To study the issues of Indian higher education.
- 3) To give suggestions on Indian higher education.

### Research Methodology:

**1) Data Collection:** Method of data collection is Secondary only like as Journals and Websites.

**2) Limitations of the study:** Due to lack of time paper has written on the basis of secondary data only without hypothesis

**3) Scope of the study:** Paper can be written by taking primary data also.

### Critical issues in Indian higher education

As India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important.

The major issues of the Indian Higher education are:

#### 1) No Project Based Learning & Strategy

Higher education lack project based learning. Young graduates need to learn new skills especially vocational skills that can give them job. So we are not focusing on project based learning at all. Just theory is not enough, we also need practical knowledge is also. There is no strategy for higher education in India.

#### 2) Developmental disparities and unsolved

**Indian problems:** Many colleges and universities were started in India for removing regional imbalances and for supporting education of weaker and disadvantaged classes, particularly of women. The challenge of marginalized and deprived to the system of education is enormous.

### 3) Poor Women's Education

The minimum age for marriage is eighteen, many girls get married much earlier. Therefore, at the secondary level, female drop-out rate is high.

**4) Less Focus on Practical Knowledge:** A very little focus is given to practical knowledge. Especially, on the humanities side, students are not encouraged for any practical experiment. There is no Project Based Learning.

**5) Political Interferences:** Governing bodies of almost all renowned colleges and universities are affected by political influence. Even students are not ready to move out of this political cradle. This makes them irresponsible towards studies.

**6) Concerns of weaker institutions:** High disparities in educational standards and quality of education offered by Indian universities and colleges is of great concern to all. National and global competition may create problems of survival of weaker universities and colleges.

### 7) Teaching Quality

The first issue that higher education in India is facing is decreasing teaching quality. Teachers are not well trained and qualified for the job they are assigned to some colleges recruit young graduates as professors who have no experience or knowledge. So this is a big problem.

**8) High cost of higher education:** The unit cost of traditional education, particularly of professional education, is quite high and has gone out of reach of the Indian middle and lower classes. Many private entrepreneurs have started educational institutions for offering creamy courses with marketing approach; and have raised fees not affordable to majority.

**9) Global Competitiveness:** The competition will essentially be for offering quality education recognized at the International level and relevant to the local needs. The major issue is how to raise the quality and standards of Indian education.

### 10) Economic Difficulties

The numbers of students are coming from the ordinary classes. They have been facing the financial problems. Earn while learn scheme cannot adequately support student to face economic challenges.

### 11) Corruption in Education

Corruption in Indian education system has been finishing the quality of education. It is one of the major contributors to domestic black money. Payment to Management at dark rooms and seeking admissions is increasing. 'Get full salary in the account, pay back part to Management by blank signed cheques' is also a practice in some private schools.

### Suggestions:

The prime need is to improve the implementation of affirmative action policy. Minorities like Scheduled Tribes, women, etc. are comparatively availing very fewer benefits. There must be a financial aid facility by the government for the weaker section of the society. Privatization is important but it should be affordable by all or the government can fix a quota in private institutions to admit poor people.

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education-

#### 1. Stipends to Research Fellows:

Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships. Identifying talented, meritorious students and encouraging them through recognition is very important to attract students into research and teaching.

#### 2. Give Importance to Technology in Education:

The Governments should invest more in technological infrastructure that will ease the knowledge accessibility.

#### 3. Encourage Innovation and Creativity:

Our testing and marking systems need to be built to recognize original contributions,

creativity, problem solving and innovation.

#### 4. To increase Quantity of Universities:

We need more universities because we are more in number and present number of universities is too less.

#### 5. Change the Aptitude to Teach:

Teaching jobs are widely regarded as safe, well-paid and risk-free jobs. Most of the teachers do not want to change. As they become experienced, they get septic, and not even think of the nature and need of the students. Understanding the present generation is the necessity. Guidelines should be made in this direction.

#### 6. Industry and Academia Connection:

Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs.

#### 7. Incentives to Teachers and Researchers:

Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation.

#### 8. Innovative Practices:

The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances.

#### 9. Student-Centred Education and Dynamic Methods:

Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills.

#### 10. To Provide Need Based Job-Oriented Courses:

The programme must be focused on graduate studies and research and developing strategies and mechanisms for the rapid and efficient transfer of knowledge and for its application to specific national and local conditions and needs.

#### 11. Cross Culture Programmes:

After education, tour to all the places in

India and world as far as possible with the co-operation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world.

#### 12. Privatization of Higher Education:

Privatization of higher education is absolutely necessary in a vast country like India as government alone is helpless to do so.

#### 13. Globalization Process:

Many national universities like in the USA, UK, Australia, etc. allow studies in higher education for foreign students in their countries and through correspondence courses as well. In the same way India Universities of world class education can also offer courses of studies to foreign students taking advantage of the globalization process.

#### 14. Public Private Partnership:

PPP is most essential to bring in quality in the higher education system. Governments can ensure PPP through an appropriate policy. University Grants Commission and Ministry of HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards PPP.

#### 15. Train the Trainers Continuously:

Regular training is a necessity because of a teacher is an entrepreneur and creator. The performance of a teacher should not be restricted to classroom. It needs to be opened up for the world to see with internet. There has to be leaders in teaching positions, not salaried people holding their mantle.

#### Findings:

1) Indian higher education system is developing

2) In that India very few people has got success through the higher education as compare their population.

3) In that India female ratio is low as compare to male for higher education.

#### Conclusion

After independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative



growth has it been able to attend to the core issue of quality. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. Higher education is necessary for making any country independent. Steps must be taken to tackle these issues because education builds the future of any country. India is known for its hub of education with rank third in the world in the category of higher education. But alone buildings cannot define quality. Analysis of educational institutions for Higher Education and various governing agencies of higher education are very important.

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## STUDIES ON USE OF ICT TOOLS FOR EFFECTIVE DELIVERY OF CURRICULUM

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**Abstract:** The present paper deals with case study for the use of ICT tools for effective delivery of curriculum to the undergraduate students of Shivneri Mahavidyalaya, Shirur Anantpal of Latur district. The paper mainly focuses the study aspects during the COVID-19 pandemic period. The paper highlights the urge, steps taken for sensitization of the stakeholders, mode of delivery of curriculum; outcomes and problems encountered during the exercise.

**Key words:** ICT, curriculum, COVID-19, IQAC, FDP.

#### Introduction:

Due to COVID-19 resulted lockdown the face-to-face teaching-learning process was get hampered in all educational institutions during the academic year 2020-21. In order to avoid the loss of students in terms of their academics to maintain the consistency in teaching learning process is one of the major concerns before academicians. To overcome this issue the option of teaching through online mode has been considered a prominent solution at global level. With considering the severity of problem the Shivneri Mahavidyalaya, Shirur Anantpal institution has taken this challenge as an opportunity to overcome the issues while offering an online delivery of curriculum to students to avoid their educational loss.

Due to Covid-19 resulted lockdown the

teaching-learning process gone through significant shifting from traditional chalk and talk method to use of ICT tools for effective delivery of curriculum through teaching-learning process. The college IQAC has taken an effort to streamline the teaching-learning process despite of hurdles in offering online education to rural base students. IQAC planned and executed the online delivery of curriculum through blended mode of teaching. It consists two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC.

### **Objectives of the Exercise**

To sensitize the teachers to acquire skill for use of ICT in teaching.

To promote the teachers to develop the e-content of their concerned subject.

To upgrade the teacher to develop and proceed through their own teaching platforms.

To use blended mode of teaching-learning through ICT tools to overcome the availability of infrastructural facility among the students

To create and develop ICT based teaching and learning environment in institution.

### **Sensitization of Teachers through online Faculty Development Programme**

With considering the lack of awareness among the faculty members regarding the techniques for online teaching and learning, there was a strong need to train the teachers on priority basis to adopt online teaching methods.

In order to sensitize the teachers regarding the urge and importance of use of ICT tools in teaching in the beginning of the academic year 2020-21, IQAC planned and executed two online FDP on use of ICT tools in teaching-learning process in July 2020.

These Faculty Development programmes enlightened the teachers to acquire the skill to use various ICT based tool viz. Google forms, Creation of Google classroom, Testmoz, Moodle, OBS, Certify'em for Certificate Generation through Google Form, You tube channel, application of Zoom and Google meet for conducting

online classes etc. Beside these courses the college has also encouraged the teachers to participate in various online programmes conducted by the UGC approved agencies to boost their knowledge of online teaching. All teachers have completed various online programmes for effective use of ICT tools in teaching.

The institution insisted teachers to use blended mode of ICT based teaching for effective delivery of curriculum of their respective subject with considering the constraints in availability of infrastructural support with the students to appeared for online education. The teachers taken sincere efforts develop the e-content in their respective subjects and delivery of the content among the students.

### **Application of ICT tools in teaching-learning process:**

As the teachers acquired a skill through FDP to use ICT tool in teaching; the college has promoted the faculty members to conduct their classes through online mode by using ICT in teaching. Accordingly, the teachers have developed the E-content of their respective subjects and delivered through various platform viz. Google classrooms, Teachmint, You Tube, Google meet, Zoom etc. The weekly and monthly report of online classes conducted by each faculty were collected and maintained with IQAC department.

### **Outcome of the Exercise**

The practice had shown its significant results in to creation of good quality e-content in various subjects. Teachers used various ICT tools such as You Tube, Google Classroom, OBS, Zoom Application, Google Meet, etc. for online classes. Some teachers have developed their e-content in respective subjects and they were approved by the concerned authority and get hosted on university website under the E-content section.

With considering the limitation to conduct live classes through Google Meet and Zoom due to poor network connection in rural

area, availability of single smart phone in a family the teachers given an emphasis to develop the video lectures and deliver it through You tube link. Due to blended mode of teaching the students availed the benefit of lectures as per their convenience.

The records of online lasses conducted by each teacher were submitted to a dedicated email of work from home activity of the institution. This practice for use of ICT tools for effective online delivery of curriculum play a vital role to maintain the constancy in teaching in pandemic period.

### Problems Encountered

Lack of skill among the teacher regarding use of ICT tools at initial level.

Urge to sensitize the teachers regarding urge and importance of use of ICT tools in teaching-learning process.

Lack of IT infrastructural support with students especially personal Desktop/Laptop, Smart phones, uninterrupted Internet connectivity, electricity etc.

Lack of awareness among the students regarding the skill to use ICT tools in learning process.

Limitation in delivery of laboratory based practical work.

To assess/evaluate the students understanding regarding the delivered contents.

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## A Review on New Education Policy 2020

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### Abstract:

The New National Education policy was approved by the union cabinet on 29 July, 2020 to overhaul the country's education system. It will bring **transformation** reforms in the school and **higher education** system in the country.. The aim of new police is the universalize of education from pre-school to secondary level with 100% **Gross Enrollment Ratio (GER)** in school education by 2030. The NEP proposes some changes including opening up of Indian higher education to foreign **universities**, **introduction** of a four – year multidisciplinary undergraduate program with multiple exit options. **The NEP 2020** aims at making India a global Knowledge superpower.

### Introduction:

Government of India started various schemes like Sarva Shiksha Abhiyan, Mid-Day Meal, Adult Education and Skill Development Scheme, National Means cum Merit Scholarship Scheme, National Program for Education of Girls at Elementary Education, Kasturba Gandhi Balika Vidyalaya, Scheme for Infrastructure Development in Minority Institutions, Beti Bachao, Beti Padhao, etc. to educate the every citizens of India. Education is the most powerful weapon to change the world". This is said by Nelson Mandela who said this after observing the power of education. Education is the means that brings economic growth, social prosperity and political stability in the society. Education makes

the people confident to put their views and show-case their immense potential. It is education that enabled citizens of a county to participate in the governance process and strengthen the democracy.

Importance of education has been appreciated and education has been promoted by the Governments of most of the countries in the world. Working in the field, most of the countries is providing free education to all its citizen. In some of the countries free education is a constitutional right of every citizen and people of any age group, religion, caste, creed are entitled to receive free education. Education makes the life of people better by transforming the personality of the individual. It makes them feel confident and opens the way for success.

Well educated population is necessary for a country's growth. This can be done only when we understand the importance of education. By the education the population of a country will be equipped with the vibrant knowledge, progressive attitude and skills and this will be the boon for the country. The same can be achieved by spreading awareness about the importance of Education in the country basically in the rural areas. If the people are educated then they will become capable of earning a livelihood by themselves and so for the nation. They will become taxpayer and by this tax the county will prosper.

In 2020, came the New Education Policy (NEP) and launched on 29th July 2020. The idea was put forward by former **ISRO Chief K. Kasturirangan** who discussed the ongoing issue and transitions in the education system. He aimed to create an impact on everyone ranging from primary school to the workplace. It was approved by the union cabinet and has successfully made revolutionary reforms in the Indian education paradigm.

### Major Highlights of NEP

1) On 29 July 2020, the new education policy came into existence.

2) The Union Cabinet of India approved the Education Policy.

3) The National Education Policy (NEP 2020) describes India's vision for a new education system.

4) This new policy is the replacement of the previous Education Policy of 1986.

5) By 2040, India's education system is expected to be transformed under this policy.

6) Under this policy, the state expenditure on education will be hiked from 3% to 6%.

7) It enforces the use of local language for instructing students up to class 5.

8) The new model 5+3+3+4 is introduced stating 3 years of preschool and 12 years of schooling.

9) Exams will be held only in classes 2, 5, and 8 instead of every academic year.

10) The main aim is to reduce classroom load from students and make them more interdisciplinary and multi-lingual.

This revised policy expands the age group for mandatory schooling from 6-14 years to 3-18 years. This new system will provide you with 12 years of schooling with three years of Anganwadi/ pre-schooling.

· **Foundation Stage-** this stage begins from age 3 to 8 years in Anganwadi or pre-school education and class 1 & 2 system. This system possesses only multi-level play activity, interactive school activity, and basic learning of literature and numerals.

· **Preparatory Stage-** 3 years from age 8 to 11. This stage includes class 3- class 5. This system will consist of the basic learning of all subjects and their activities.

· **Middle Stage-** 3 years from age 11 to 14. This stage includes class 6- class 8. This system consists of the practical learning of arts, social activities, humanities, science, and mathematics with corresponding internships to experience the working environment in the described fields.

· **Secondary Stage-** 4 years from age 14 to 18. This stage includes class 9- class 12. This sys-

tem consists of multidisciplinary education, Critical analysis and thinking, students' choice of subjects, and expertise in it.

In school education, the policy focuses on overhauling the **curriculum on experiential learning** and critical thinking. The current 10 + 2 system in the school will be replaced by a new 5+3+3+4 curricular structure. The mid-day meal **programme** will be extended to pre- **school children**.

The Higher Education Commission of India (HECI) will now set up a regulatory body for the entire higher education. Norms, regulations, accreditation, and academic standards will be the same for both the private and public sectors. Thus, providing you with the opportunity to give one common entrance exam for higher education, multiple exit and entry wherein you can start and end your education allowing you to join back without losing your credits. The policy also proposes that all **universities and colleges** must aim to become multidisciplinary by 2040.

#### Conclusion:

A New Education Policy has been sanctioned by our government in July 2020 after 34 years, for bringing the changes in the National Education System. The New Education Policy has its objective of making the learning process more efficient by enhancing students thinking and creative ability. The New Education Policy includes several changes in the school level as well as higher education. This policy will boost employment in the country and will radically change our education system.

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## NEP: TECHNOLOGY AND INNOVATION

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### Abstract:

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. There's no denying the fact that the Indian education system though one of the credible ones among developing nations, left a lot to be desired, especially on the entrepreneurial front. To keep pace and plug gaps, the Government of India has replaced 34-year-old National Policy on Education, with the National Education Policy of 2020 (NEP). The NEP, as approved by the Union Cabinet, on one hand promises to make sweeping reforms in education and research, whereas, on the other hand it aims to create new possibilities for life-long learning, besides making it industry-oriented with emphasis on entrepreneurship. The overarching goal of the entrepreneurial revolution has been woven in the NEP in the sense that it aspires to make young generation more imaginative, innovative, ingenious, proactive, pioneering, prospect oriented. This is at the core of entrepreneurship and is also a competence that all demography increasingly

needs to have in today's milieu, regardless of career choice.

**Key words:** Education, Higher Education, Modern Education in India.

### Introduction:

The Education approach reported by Government of India through NEP 2020 is inviting news and a positive improvement among negativities encompasses. The primary NEP was executed by India in 1968 and following after long time in 1986 and now recently changed in 2020. The NEP 2020 of India was endorsed on 29 July 2020. It is defined with the vision to reconstruct the dynamic nation. The committee that arranged approach archive of the NEP 2020; was headed by previous ISRO chief.

### Objectives of the Study:

The prime objective of this paper is to consider the NEP 2020 as of declared by Government of India. To consider the report of NEP 2020 and to highlight the various dimensions of NEP 2020.

### Methodology:

The present paper is fully based on primary and secondary data the primary data has been collected from the 50 teaching faculties in the HEI of Marathwada Region and the secondary data has been collected from the Newspaper and journals.

### Literature Review:

#### · Kalyani, 2020:

Education plays a solid part in building country; Education chooses long term of the country, the destiny of its individuals. The affect is progressing for the state and country. The part of Education and its significance can't be ignored in today's situation. The extension and improvement is seen if we compare the pre independence and post-independence time of our country. After 34 years long time in India the education reform introduced in form of NEP 2020. The Govt. is attending to alter the way India will study, and will develop for 21<sup>st</sup> century. There are a few changes arranged in new Na-

tional Education policy 2020 that will really influence all the partners.

#### Kumar, 2020:

NEP 2020 will prove to be a turning point for Indian Education. NEP-2020 gives a comprehensive system for primary Education to incorporate instructing commerce & specialized Education. The NEP 2020 will give new directions to Indian higher education Pattern. The pith of NEP is get to, value; reasonableness, duty, and quality in understanding with Joined together Nations sustainable objectives.

#### Features of NEP 2020:

In India, HE different controllers are reaching to be joined together in to HE Commission of India. The investigate and advancement subsidizing in HE would be bolstered by NEP 2020. NEP has commanded for multidisciplinary education show for higher instructive educate. These instincts ought to have campus with minimum 3000 understudies. The due date given to end up multi-disciplinary is 2030 and they are anticipated to have quality of 3000 understudies by 2040. To make advancement in the present education system and to introduce the CBCS pattern in the higher education. The colleges have been given alternative to gotten to be independent and grant their own degrees or they can moreover gotten to be a portion of existing college.

#### Importance of NEP 2020:

The NEP-2020 is anticipated to fill important role in Education standard in India. It'll offer assistance in internationalization of Education within the nation and inculcate innovativeness. The NEP 2020 could be a dynamic one and defined after discussion with all the partners. Given the explosive pace of technological development allied with the sheer creativity, the NEP, promotes student entrepreneurs with the exposure to vocational education in partnership with industry and in alignment with the Sustainable Development Goal 4.4 (SDG). Integration of vocational education with educa-

tional offerings in all institutions by choosing focus areas based on skills gap analysis and mapping of local opportunities will develop entrepreneurial competencies besides capacities and will go a long way to make vocational education a part of the larger vision of holistic education.

#### Technology and NEP 2020:

The NEP 2020 lays accentuation on leveraging the advantage of innovation in making the youth future-ready. But, developing digital framework such as advanced classrooms, farther expertise-driven educating models to bridge crevices in physical teaching and research facility framework could be an incredible challenge since the larger part of the schools don't have an appropriate set-up to support these apparatuses. Too, the taken a toll related with building advanced foundation might not be reasonable for all schools over the country. Moreover, in backward regions of the nation where the Web network is about truant, conveying advanced learning instruments is out of the address.

Also, the focus on technical education is decisive for India's overall growth and development, and is well addressed in NEP. The technical sectors like engineering, technology, management, architecture, town planning, pharmacy, hotel management and catering technology continue to demand well-qualified individuals and hence closer collaboration between industry and institutions to drive innovation and research is actively encouraged in NEP. Since these domains will become part of the multidisciplinary education and curricula will be renewed with a focus on opportunities to engage deeply with the field making, the education will be entrepreneur oriented.

#### Opinion over NEP 2020:

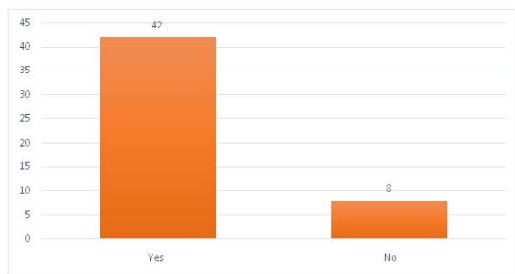
##### Table No. 1

#### NEP Promotes for Multidisciplinary Education

SR. No.	Particulars	Respondents
1	Yes	42
2	No	08
Total		50

(Source: Primary Survey, 2022)

**Graph No. 1**  
**NEP Promotes for Multidisciplinary Education**

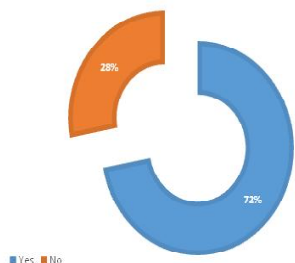


**Table No. 2**  
**NEP Promotes for Research**

SR. No.	Particulars	Respondents
1	Yes	36
2	No	14
Total		50

(Source: Primary Survey, 2022)

**Graph No. 2**  
**NEP Promotes for Research**

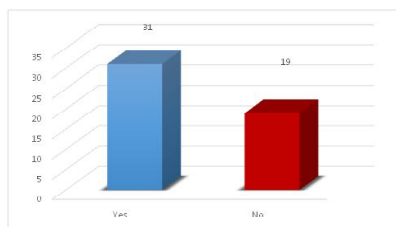


**Table No. 3**  
**NEP Promotes Employability**

SR. No.	Particulars	Respondents
1	Yes	31
2	No	19
Total		50

(Source: Primary Survey, 2022)

**Graph No. 3**  
**NEP Promotes Employability**

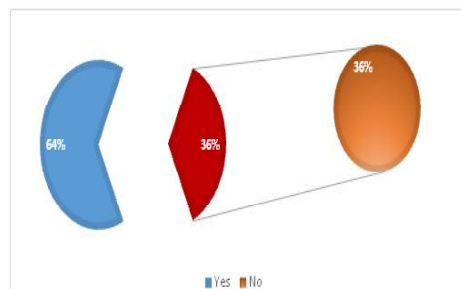


**Table No. 4**  
**NEP ensures quality in HE**

SR. No.	Particulars	Respondents
1	Yes	32
2	No	18
Total		50

(Source: Primary Survey, 2022)

**Graph No. 4**  
**NEP ensures quality in HE**



**Conclusion:**

The NEP-2020 laid a guide for dynamic Education keeping essence of old ethos of Indian convention, culture, values, to construct modern nation with cutting edge vision. India has got wealthy chronicled legacy with Education established in it since ages. NEP 2020 is formulated after wide interviews with partners from all the segments. It is pointed to provide multi-disciplinary expertise based Education to produce work; It is pointed at increasing enrollment of understudies in all kind of instructive educate by 2030. This will require massive changes in show customary Education framework. Thus, it toomust introduce accountability of each partner at all level.

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## Internationalization of higher education: Prospects and challenges

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Indian higher education system is world's third largest in terms of students next to china and United States. After post 90s period liberalization, privatization and globalization has great impact on Indian higher education particularly the professional and technical education in LPG supported several government policies like private university bill, foreign education provider bill and also by allowing free entry of local private IT providers and related areas night and De wit quoted in OECD, 1999 "globalization is the flow of technology, economy knowledge people values, ideas..... across borders globalization affects is country in deferent way due to the nation individual's history, culture and priorities" Internationalization of higher education is one of the ways a country response to the impact of globalization yet, at the same time respects the individuality of the nation so internationalization and globalization are seen as different but dynamically linked concepts internationalization of higher education is the process of integration an international dimension into the teaching, research and services functions of the institution.

In the process of internationalization of higher education Indian higher education also has to build robust education system to attract foreign students we have witnessed that worlds first university was established in Takshashila in 700 BCE and in the 7<sup>th</sup> Century CE. The Uni-

versity of Nalanda has students and Scholars from china, Indonesia, Korea, Japan, Persia, Turkey, and from other parts of the world. Now a day's Indian students are adopting foreign education only approximately 45000 international students pursuing Indian higher education. India is on the 26<sup>th</sup> ranked country among the top destinations for international student's mobility. In comparison to hour students studying in foreign university, International students are less taking admission in Indian universities so there is a need to give quality education to prepare students to think globally and make global citizens, confident and capable of working in different countries over the world. Foreign students attract only to the reputed institutions so that we have create internationally reputed institutions to attract foreign student. This process of new education policy has given suggestion to promote internationalization of higher education. Here will discuss suggestion of new education policies.

The first suggestion is given in NEP to internationalization of higher education to give internationally relevant education. Indian higher education should take liberty to create national and international curriculum to equip students with knowledge skills and competences to become global citizens. It is also suggested that NHEQE and similar qualification frame works in professional education must be aligned to receive internationally recognized qualifications. To attain this we require investment in quality academic infrastructure. Another suggestion by NEP is to create courses on Indian languages, arts, culture, history and traditions. Seeking to become attractive universities for foreign students we will receive funds to develop and offer spicily design courses. Other areas of strength in India such as STEM subjects, computer science, gaming and related topics are also attractive to foreign students; efforts must be tie these courses up with internship and industry attachment to make them more attractive.

NEP has suggested to collaborate with foreign university this collaboration will be facilitated for twinning programs. The enrolled students can complete their half course in foreign university collaborated with us. With the help of MOU between two mutual universities these facilities can be run. It also suggest facilitating entry of international students and researches. The RSA will complete required formalities and will make all information available on a study in India portal, Set up by MHRD. NEP is also given suggestion to students exchange will be supported to have global experience. Also facility to stay and integration of foreign students with local communities. Faculty members of Indian institution will be encouraged to foreign universities vice versa. This comes under exchange programs assigned universities, short term assignments, jobs and short term programs in India and abroad. There should be research collaborations and offshore campuses it. MOOCs and open distance learning. Inviting foreign universities in India, Outreach and branding, and inter- university center for international education.

There are some challenges in making internationalization of higher education that are

- 1. Teaching quality:** the first challenge that higher education in India is of quality teaching. Indian teachers are highly educated but not having training skills. So in the process of internationalization of higher education Indian teaching quality should be enhanced. Faculty shortages and the inability of state educational systems to attract retain well qualified teachers have been posing challenges to quality education for many years.

- 2. Cross cultural issues:** In the Process of internationalization of higher education there is an issue of cross culture. Many students from different countries will study together and has different cultural background. Multicultural students have not easy to adjust one another.

- 3. Corruption in education:** corruption in Indian education system has been threatened the quality education. Education has become one of the major contributors to black money people are looking to earn not to serve. In internationalization process esteemed university hire edu-

cational fees as per their needs.

- 4. Economic Challenges:** Most of the Indian students belongs to middle class family they are not able to pay their education expenses near about seventy five percent of the total students community today have been facing the financial problems. To get international education one has to pay large amount which is a day dream for economically backward students

- 5. Privatization:** in the process of making international of higher education the private institution will allow only those who are capable of paying them so the needy will left behind in privatization institutions become supreme to take decisions. The autonomy will create difference in learner.

- 6. Quota System :** This is very controversial. This system eroding the quality education. Talent and identity is more important than your identity. This quota system is still a challenge

- 7. No skill based learning:** Higher education system has no proper scheme of skill base education graduates need to acquire new skills especially vocational skills that can give them job.

In order to sustain the higher education there is need to increase of the number of institutes and also the quality of higher education to reach and achieve further requirement. Internationalization of higher education is the need of an hour to make our education global one.

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National Education Policy Draft 2019

## Assessment between Rural and Urban Educational system for Quantity and Quality Education for promotion of English language

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### ABSTRACT

In the today's high tech and globalized scenario, English, the global lingua franca, has emerged the potential agent of liberalization, privatization, globalization, science and technology in rural area. And India, being predominantly an agricultural country with its 80 percent population, is always influenced by ever changing technology. Education, the only tool to transform rural area into global village, is doing its best, but the success of every system depends on the manpower it implements it. And Maharashtraian education with the changing role of teachers, particularly English teachers, is undergoing drastic changes. And it's high time that calls for a tremendous change in the mindset of English teachers hailing from rural area. Unfortunately, in modern times the English teachers hailing from rural area miserably fail to perceive their true, ever changing role,. Now, increasing technological innovations and its wide application in all area of human life has dramatically transformed traditional concept of English teacher.

Traditionally, English teacher an expert of English language, today is expected to be a professional, corporate trainer. Now he is expected to offer extensive training on soft skills, personality development, career guidance, mind training, mannerism, human relations in rural area as rural area naturally stands at a disadvantaged position vis-à-vis ultra modern cities which are full with basic amenities. So the role of English teachers do changed drastically. And it necessitates teacher hailing from rural area to get adapted with the ever changing role with modern touch. And teacher's self introspection and extensive training on the part of university grants commission can definitely go a long way in this area. With the rise of LPG-liberalization privatization and globalization, fields like education are not escaped from its far reaching consequences. And all these things add to the fact that the role of traditional English teacher are dramatically and drastically change as the content and delivery methods have gone changed tremendously. The advent of information and communication technology (ICT) has brought out many paradigm shift in the teaching learning process.

**Keywords:** Rural education system, Urban education system, English Language

### Introduction:

Schools in rural areas are promoted to raise the level of education and literacy in rural India. The main aim of running these types of schools in India is to increase the rates of literacy in rural areas. More than 40 percent of India's population is illiterate and cannot read or write. And schools in rural areas are inadequate and often equivalent to being non-existent. Thus, government's initiative to set up schools in rural areas came into picture. According to just Indian schools, the conditions of rural education in India, is improving steadily and the government is also providing full support and providing with any initiatives. The fee structure in these schools is also very low so that

every child can study and afford it.

Though there are very few schools in rural areas, children and their parents are showing interest and availing school facilities in these remote locations. Children have to walk miles to each their school. Rural village also have implemented library system, which provide books newspapers, and magazine to children. They create community awareness, about the need for education and world literacy. Many indirect benefits of a basic rural education include poverty reduction, disease control, enhanced employment opportunities and increasing rate of literacy. They provide value education and computer education, with the help of rural education every family and child has excess to basic. The teaching methodology ensure that experiences in an active and dynamic learning environment, so that they can achieve excellence. Teachers also encourage every student to express their views, observations and experiences. The main objectives of rural school's is to ensure that every child in rural India receives quality education which prepares them to compete in the competitive global environment.

#### **Present Scenario:**

In India, condition of rural education is still improving, the conditions of these rural schools is still very poor. There are very few schools in the rural areas and children have to travel far away distances to avail these facilities and most in these locations are at remains areas.

#### **Problems faced by rural education in India:**

1. Teacher of rural schools in villages and small towns receive low income so there is a possibility that teachers give less attention to children.

2. Most of the schools do not have proper infrastructure. So they do not get most of the faculties such as computer education, sports education and extra-curricular actives.

3. There are no proper transport facilities so children's don't like to travel miles to

come to school.

4. There is no excess to supplemental education.

#### **Rural education system:**

Rural campus life is free from big city distractions such as air pollution, noisy traffic, and tall buildings. On a rural campus, students have the opportunity to get in touch with nature. Outdoor activities are abundant. Biking, hiking, jogging, bird watching, or simply studying under a tree are relaxing opportunities for students who attend rurally located colleges.

The ability to communicate directly with faculty, staff, administrators and alumni is an additional benefit of a small rural campus. Actually, it is a must. Students won't see their professors only in class; professor will interact with student as advisers to their housing unites, advices to campus clubs, participating in intramural athletic productions, and much more. Being just a number is impossible on a small rural campus. The professors will know each student by name and better yet, will know the students strengths and weakness. Comfortable and safe are often words that describe the environment of being in a small rural college community the size of a campus typically ties into safety and security issues. On a small campus, interaction with other students, faculty, and town people is a must. The ability to sport people who aren't familiar to you is simple and knowing that definitely helps with comfort level. International students make friends with other international students very quickly and the students are very welcoming as well.

Availability of specially stores in small college towns will most likely be limited. Planning ahead will help alleviate this problem. Most small colleges will provide a services to international students for transportation to shop in neighboring cities college bookstores and town general stores will supply students with basic necessities; however, specific items will require traveling to the larger cities or purchasing items

via the internet. Campus based activities are an enormous part of life on small rural college campuses. Students are engaged inside and outside of the classroom.

#### **Urban education system:**

Life in urban or any other part of country for that matter, is very much influenced by the city where the university is located the size of the city, the cultural life, and the geography. Nevertheless, we can talk of some common characteristics of life in urban. Urban educational institutes unlike those in small towns and rural areas, are not the focal point of local life. Students have a much wider range of choice when it comes to entertainment, restaurants, food markets, living arrangements and the other elements of daily life in cities than in small towns and rural areas. This is especially true of the smaller urban institutions in larger cities, where students life is a combination of on campus activities and life in the city itself. In smaller cities such as university towns the university any dominate the life of the city because students represent as much as 20-30% of the entire population. This is not the case in large cities, although some are a bit of an exception to this rule because there are so many colleges and universities there and students representation nearly 10% of the local population in the area.

Students in urban universities frequently do not live in university residence halls during their entire stay. They may do so for only one or two years and then find that they are more comfortable (and that it is more economical) to join together with friends to rent an apartment or a house. Entertainment is more varied for students at large urban educational institutes than those in small rural areas. Many cities have a very lively students life with an amazing array of clubs playing music from all over the world and offering students from other cities a chance to feel at home. This is of course, in addition to all the activities and entertainment options available at the university itself.

Urban education life, can be very exciting and offer you the chance to experience student life in special ways. However, finding the yourself (even with a group of friends) in an apartment or rented house, going dancing or to listen to music at clubs, and taking advantage of the other opportunities offered by city life can distract you from your studies. As a result, while making your decision about where to study, you also need to assess yourself and your ability to ignore the distractions when you need to focus on your studies.

#### **Difference between rural and urban education system**

1. There are many english schools in cities and towns whereas; there are very few/no english schools in villages and the rural areas.

2. There are transportation facilities like bus pick and in urban english schools where as children in rural areas have to walk miles to reach their schools.

3. Basic amenities like no drinking water in some of the schools in villages.

4. Level of english education in urban schools is far advanced as compared to the basic level english taught in rural schools.

5. Computer education is given high importance in urban english areas where as very few schools in villages give computer training.

6. Group classes are taken by using video conferencing and audio conferencing in urban english schools where as no such facilities are provided for students in rural schools.

7. The teachers are given tools like laptops, printers to provide notes and other important notices to the children in urban english schools while there are no such facilities in the rural colleges.

8. School infrastructure in case of cities and urban areas is much more advanced as compared to that in schools in rural areas where some times children are even made to sit on the floor due to non availability of furniture.

9. English school education in urban ar-

as is more advanced especially since there is a lot of computer aided teaching.

10. Apart from the course curriculum rural schools are not able to involve children in other activities like sports, co-curricular activities and in the overall development of the children.

#### English Language Initiatives:

1. To provide free standard English education to rural children.

2. Supporting children for higher education.

3. Guiding and supporting research scholars for English language educational development

4. Implementing new teaching methodologies and assessment system.

5. Promoting all schools to stress free English literary environment.

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## Emerging Trends In Indian Education System

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#### Abstract

This paper discuss on the recent trends in Indian education. Consequently, whatever upcoming trends in education may appear, may become popular, may stay or even disappear also. This is for the reason that the concept of 'education' is dynamic and its form changes with the changes in the societal philosophy. Major valuable changes in some areas are taking place in Indian society also. Like advanced technologies, the computer and web-based technologies are getting integrated into the educational process, Artificial Intelligence centered programs offer valuable understandings into the performance of students or the group for each subject and students are seeking to explore further skills and vocational courses in areas like Video Editing, Design thinking, Fashion, Marketing, PR, Communications, and other fields such as e-commerce etc.

**Keywords:**-Artificial Intelligence, emerging trends, privatization

#### Introduction

A trend suggests a particular tendency or a movement or even a bias towards a certain issue. For instance following colonization, Science as taught in the western world and the English language became integral parts of the school curriculum in India. After some time these changes developed into certain major trends. Major valuable changes in some areas are taking place in Indian society also. For example the

liberalization of the economy and its becoming a part of the global economy is one such transition. As a result today there is an increasing presence of the private sector in many areas including education. The ongoing phenomenon of globalisation too has a significant impact on the Indian society and in turn on the educational scenario. There is another new thought process, which is leading to the realization that development has to be sustained. Bringing about sustainable development is one of the Millennium Development Goals of the United Nations and we know that education is the key to attain it. Apart from privatization, globalisation and education for sustainable development, there are many new trends in education such as technology mediated education, lifelong education, distance education, inclusive education, education for peace, etc. and all these trends are the consequences of the contemporary thoughts and practices. We see that new developments in the society lead to new demands on the educational system that is reflected in the new trends. Therefore, it can be said that the genesis of a particular trend is in a contemporary social issue. Recent trends as you know how are many but in this unit we shall limit our discussion mainly to those related to privatization, globalisation and sustainable development and discuss a few others briefly.

#### **Objectives:-**

To know about certain modern trends in education;

To understand the impact of privatization of educational institutions.

To comprehend the impact of globalization on education.

There are many new trends in education and it is difficult to enlist and discuss all of them. We have already discussed some of the major trends but there are many others that cannot be undermined. In this section we shall mention some of these trends so that you may later acquire more information about them.

**Lifelong education:** We find that today education is a continuous process and most of the people in any profession or occupation are required to continue with their education through formal, non-formal and informal channels.

**Open and distance learning (ODL):** Today educational opportunities are opening up and reaching millions through this mode. It is today reckoned as a force for accelerating social and economic development. It is a modern phenomenon with rapid growth. As per the Knowledge Commission in higher education about 50% of the learners are enrolled in this mode. This process is being facilitated by the new information and communication technologies. You may also know that convergence of the conventional and distance mode is an emerging trend and it will make the boundaries between the two systems porous. On campus learners may become off campus and vice versa or students could be benefiting from regular classroom teaching as well as learn at a distance.

**Integration of ICT:** The teacher is no longer the sole source of information as technology is taking over as surrogate teacher. Gradually advanced technologies like the computer and web-based technologies are getting integrated into the educational process. These technologies are used for teaching and learning and also for educational administration such as creation of data banks, maintenance of records, communicating records, etc. ICT is today considered important for enhancing the quality of education. Hence, UNESCO initiated "ICT in Education Policy" project in 2003 to promote appropriate policy models and strategies for the integration of ICT into education in the Asia-Pacific region. This is because today communication system has undergone great changes leading to new demands on the workforce and learners should be ready to be a part of the new world order.

**Student evaluation using Artificial Intelligence (AI):-** Artificial Intelligence is used for online test systems. AI, they experience person-

alized evaluations. Artificial Intelligence centered programs offer valuable understandings into the performance of students or the group for each subject. While evaluation of the traditional manual tests, there are chances of biases creeping in. Therefore AI will remove biases of manual evaluation.

**Shift towards non-conventional courses:-** In India since long time has been discussed that there is bright career opportunity in Doctors, lawyers, accountants, and engineers and even though it is still valid largely. But there are YouTubers and social media influencers who are independent players and their success has shown up a diverse set of opportunities itself, which was earlier not even imagined. Now a days, students are seeking to explore further skills and vocational courses in areas like Video Editing, Design thinking, Fashion, Marketing, PR, Communications, and other fields such as e-commerce, Hospitality, Food & Catering, Data Science, Machine Learning, Artificial Intelligence and many more.

#### **Private Sector in Education:**

You may know that Participation of the private sector in the field of education is not a new phenomenon and there have been different types of ownerships of such institutions. Some of these are discussed below:

**Individual owners and Trusts:** It was common for the wealthy people of the society to patronize educational institutions. Even today there are many educational institutions that are run by such individual(s). Some educational organizations are owned and controlled by trusts that have been created for educational purposes by individual(s), corporate houses, etc.

**NGOs (non-government organizations):** These organizations are active in providing education. Many of them are playing a special role in providing education to the marginalized sections like women, those differently abled, rural people, tribal belts, etc. The Azim Premji Foundation, Akshara, Pratharn Indian Education rue

some NGOs active in the field of education.

**Religious bodies:** Since historical times religious organizations have been active in promoting the cause of education. Buddhist monasteries, madrasas, vidyapiths as centers of education used to flourish in the past. The Christian missionaries have been in the field of education since a long time. The Khalsa group, AryaSamaj, Ram Krishna mission, and many other such organizations are also contributing greatly towards the cause of education.

**Corporate houses:** Many corporate houses are actively involved in providing education. Renowned industrialists like the Tatas, Birlas, the Reliance group, and many other such business houses have made forays into the field of education.

#### **Impact of Globalization on education-**

Some of the very apprehensions regarding globalization could also be construed as its advantages. Let us discuss them now.

**Prostrating Complacency through Competition:-** The educational script in our country needs to be revived in numerous areas.. This process could begin when there is a stiff competition from abroad. e.g. In the Telecom sector the government monopoly has ceased and there are many private service providers are exist. Moment carrying atelephone connection needs only a day rather of the times of staying period before. As far as monopoly and western imperialism are concerned, the counter argument could be that Indian companies taking over foreign ones is now a reality. In India, Management and Technical Indian educational institutes too may attract students from abroad. Already private entrepreneur as well as government run educational institutions of India is providing educational services abroad.

**Varied of Choices:** As far as Students and faculty are concern, they while remaining in the country can be a part of an educational system of their choice. Therefore the best opportunities of the world can be availed.



**Cultural Impact:** Influence of foreign culture is as old as traders from overseas and scholars traveling on foot and horseback across borders for education. Such cultural exchange adds to the vigor and endurance of the local culture and enriches it.

### Conclusion

Hence Changes in education is continuously upgrading like; the computer and web-based technologies are getting integrated into the educational process, Artificial Intelligence is used to remove biases of manual evaluation. Majority of the population Shift towards non-conventional courses or the group for each subject and students are seeking to explore further skills and vocational courses in areas like Video Editing, Design thinking, Fashion, Marketing, PR, Communications, and other fields such as e-commerce and many more. There is stiff competition took place from abroad as many foreign educational institute establishing their setup. In conclusion more emphasis is on learning skills instead of tradition education.

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## New Education Policy 2020: A Leap towards Employability

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### Abstract

The education policy in India was revised three times after independence. Each of these educational policies furthered and improved the education system in India. NEP 2020 proposes many radical change and measures to transform education system in India to keep pace with changes in higher education field globally. Students take admission to higher education institutes to improve their job prospects to get a job. Employability is a major concern of HEIs as well as students and governments alike worldwide. The present research paper discusses the measures proposed by National Education Policy 2020 to improve the employability of graduates and job creations.

**Key Words:** NEP 2020, Employability, Skills, Vocational Training, Higher Education Institutes, ICT, Soft Skills, Industries, art and culture.

### Introduction

According to AISHE report 2021, gross enrolment ratio (GER) in higher education is 27.1% in 2019-20 as compared to 24.3 in 2014-15. It means that 3.85 Crore student are enrolled in various higher education institutions in India. Total number of teachers serving in the various higher education institutions is 15, 03, 1566. According to AISHE survey there are 1043 universities, 42343 affiliated colleges and 11779 stand alone institutions. So the Indian Higher education system is at second place in the world. Today 27% of population in India is in the

age group 1 to 24 which make India one of the nations of the youth. All over the world India is known as country with youngest people. The above mentioned institutions cater to the needs of higher education of these young people. The number of higher education institutions in India is also growing with each passing year. So along with quantitative growth, to maintain quality in higher education is a Herculean task. Keeping this in mind Government of India announced national education policy 2020 on 29th July 2022 to fulfil aspiration of the youth, to maintain quality in higher education and to keep pace with global trends in higher education.

### **Evolution of National Education Policy in India**

After independence, India has revised the education policy three times. The first Education Policy was prepared by Kothari Commission. The recommendations of Kothari Commission were rolled out from 1968. The commission consisted of 17 members under the chairmanship of the then UGC chairman Dr D. S. Kothari. The most important highlight of Kothari Commission was free and compulsory primary education to children up to the age of 14. Kothari Commission submitted a 17 point agenda to government which suggested radical restructuring of education system in India. It also suggested equal opportunities of education for all the citizens of India. The second National Educational policy was introduced in 1986. Two committees were formed to review recommendations of new educational policy 1986 under the chairmanship of Ramamurti in 1998 and Janardhan Reddy in 1992.

To prepare draft of the New Education Policy 2020, a committee was constituted under the chairmanship of TSR Subramaniam in 2015. This committee held discussions with all the stake holders from grassroot to highest level to prepare a draft report of new Education policy. To look into the various recommendations of the draft committee another committee was

constituted under the chairmanship of doctor KKasturiranjana in June 2017. After deliberations again with all the stake holders, the Kasturiranjana committee submitted its final report to Government of India on 31st May 2019. In this way we got our new education policy 2020 on 29 July 2022. The recommendations of Kasturiranjana committee has far reaching implications on education system in India as it has proposed drastic changes in education system in India. This is a very comprehensive document of first of its kind prepared on education system in India and aims to transform the scenario in the field of education in India.

### **Highlights of National Education Policy 2020**

The NEP2020 envisages making India a global superpower of knowledge. To this end, the NEP 2020 proposes to increase gross enrolment ratio in higher education from 26.3% in 2018 to 50% by 2035. Another highlight of NEP 2020 is the recommendation to introduce vocational education at an early stage in to make youth self-reliant and contribute to nation's development and wealth. The NEP 2020 calls for integration of ICT in education from UG to PG in teaching, learning and assessment process. It also suggests collaboration between industries and Higher Education institution to produce employable graduates. There is a large gap between industries and higher educational institutions in India and this gap must be bridged to prepare a curriculum which addresses the needs of industries and job market. NEP 2020 highly promotes collaboration among industries and higher education institutions to meet challenges of 21st century. This assumes more importance as NEP2020 envisages 50% of the students to get exposure to vocational and skill based education by 2025.

### **Employability and Skills**

In recent times employability of graduate students is central concern of the educationists all over the world. Same is the case of Higher Education institutions in India also.

As Indian Universities are also focusing on employability of undergraduate students. For ages universities were regarded as a place of learning, imparting knowledge and wisdom. It was a place where new discoveries were made and research was done. It was a holy place where ideology and knowledge was created and disseminated. Their core mission was to create and organise knowledge and research was considered to be their major function. University was considered to be a place where value system was created and inculcated among students. But the global trends show that this perception of universities have been changing rapidly. The higher education institutions are called upon to produce the graduates who are employable and ready to provide work force necessary for the markets and industries. The HEIs in India are also affected by globalisation, industrialisation, economic and social changes taking place in the country and so on. These changes have forced HEIs to rethink their roles and priorities and focus on employability as their major concern. The institutions have to adopt this policy change as there is exponential growth in higher education because of rapid increase in enrolment in higher education institutions. At this critical juncture, it is a great challenge for higher education institutions to improve employability of their students and maintain high standards of quality. There is a growing notion that HEIs should provide human capital and work force for industries as per their demands and needs and contribute to national development and wealth. So it is a need of time that HEIs develop skills valued by industries and job market. They must develop the skills that are wanted and valued by the industries and job market. HEIs must integrate skills in their courses and make them part of the evaluation and assessment system. The higher education institutions must modernise the formal technical education to incorporate the aspirations of young people. Moreover the notion of

employability skills changes with changes in economy and industry. The higher education institutions can keep the tracks of skills required by industry by collaboration with and feedback from industries. This constant shift in skills required by industries places HEIs under tremendous pressure to revise their curriculum time and again.

### **High Expectations of Students**

Demographics of Higher Education Institutions also changed with transformation in socio-economic changes worldwide. Today not only the members of the elite class are admitted to HEIs. Today students from diverse social, economic, religious and racial background are admitted in higher education institutions. They have different aspirations and expectations from HEIs. With rise in economic status and wealth, the parents and students alike have very high expectation from the HEIs. Today, this new class came to university and colleges not only for knowledge but also to improve their job prospects. Improved job prospects are the most important motivation of today's students taking admissions to HEIs. Students think that higher education, a graduate degree is a means to equip them with skills and competencies to find and get them job in the job market. Students want to pursue a course in higher education which guarantees them a job after completing the course. Therefore HEIs must produce high quality competent graduates with a very good job prospectus and give a good return for students' economic and intellectual investment over a period of time in HEIs. Students are most important and valuable stake holder in HEIs and they must take cognizance of student's expectations aspirations while designing or revising curriculum or a course.

### **Measures in NEP 2020 for Employability**

The higher education institutions must take into consideration opinions and aspirations of all the stakeholders while designing or redesigning the curriculum. While designing or

redesigning the curriculum the needs and expectations of the prospective employers, industries and job market must be given utmost priority by the HEIs. They must identify the skill sets required by industries, job markets and should prepare a document on competencies required by them and redesigned their courses accordingly. They must include key employment skills in their curriculum. They must envisage a futuristic curriculum to incorporate demands in highly changing job market. NEP 2020 gives autonomy to HEIs to introduce new curriculum and assessment methods within a broad framework of National Higher Education qualification of India. One of the main focuses of NEP 2020 is establishing incubation centres and setting up start-ups in HEIs. It calls upon for greater industry academic linkages which will give an impetus to produce employable graduate.

It is not possible that all the graduates will be absorbed by the industries or job market. The way out of this situation is vocational education or skill based education to generate self employment and to encourage small scale industries. But it is a fact that in India vocational education is less valued compared to academic disciplines. If we offer vocational education to youths, they will be job givers instead of job seekers. Small scale industries have very large unexplored potential to create jobs. Vocational training and skill based education will help explore the potential of small and medium scale industries and help generating more jobs. HEIs must also set up incubation centres to generate innovative ideas and start-ups. More emphasis should also be given on entrepreneurship courses to inculcate a spirit of entrepreneurship among students that will help create self employment as well as job creation. The new Education policy 2020 helps in furthering these goals. The emphasis of NEP 2020 is on vocational education and skill based training and development.

It is one of the goals of NEP 2020 to make Indian youth as well as Indian economy self reliant by providing vocational education and training to 50% students by 2025. The Government of India has a clear cut Action Plan with targets and timeline to achieve the above mentioned goals. One of the main feature of NEP 2020 is that student enrolled in the regular degree program can also enrol for vocational degree at the one and same time. These dual degree programs will definitely improve the job prospects of students. HEIs can also start short term add on certificate / diploma courses to impart skill based education. The NEP 2020 intends the vocational training in HEIs. In this regard MHRD will constitute a national committee for the integration of vocational education. The national skills educational framework that was established on 27th December 2013 to enable person to acquire desired competent skills and transit to the job market at an appropriate time will be expanded for the each discipline, vocation and profession. In short the focus of NEP 2020 is on multidisciplinary and holistic education instead of single stream education.

The job market is always in a flux and demands for new skills from graduates. In today's world ICT has pervaded all spheres of life. It is used all over from a simple stationary store to most complex industries. Therefore graduate students must have competence in handling ICT related applications. There is focus on enriching ICT infrastructure from UG to PG level in NEP 2020. In fact, the thrust of NEP 2020 is deploying technology in all fields of education and sharing of the infrastructure. The employability of graduates depends on both hard skills and soft skills. Some years ago, only hard skills were enough to get you a job. But today soft skills play a pivotal role to get you a job. Soft skills include communication skills, social skills, time management skills, analytical thinking and problem solving skills. The focus

of NEP 2020 is holistic and multi disciplinary learning. One of the important tenets of NEP 2020 is to include soft skills in all courses including professional courses. NEP 2020 to design short term courses on soft skills for undergraduate students.

Ours is oldest civilization in the world with rich cultural heritage and cultural diversity unparalleled in the world. This cultural heritage includes customs, traditions, festivals, heritage sites, many languages and literature. George Grierson's volume Linguistic Survey of India 1903 to 1920 has identified 179 languages and 500 dialects in India. These numbers speak volumes about linguistic diversity in India. But unfortunately many of these languages in Indian are endangered list of languages by UNESCO. Moreover there is a need to preserve these languages and use them as medium of instruction in schools and colleges. Local cultures would be preserved only when these languages will survive. Otherwise we will lose a very vast treasure of local culture and traditions, folklore and folk literature. More than 7000 titles are published in India every year. This literature is written in many vernacular languages across India. If it is not translated from one language to another language it will remain limited only to that particular language and people. So there is great need and demand for highly skilled and competent translators to translate this type of literature from one language to another language. There are many provisions in NEP 2020 to encourage translations across the languages in India. NEP 2020 also proposes to introduce new programs and degrees in higher education across arts languages and humanities which will create opportunities for employment. There are number of measures proposed by NEP 2020 in field of languages, literature, arts and culture which will generate new employment opportunities for graduates and post graduates.

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## QUALITY IN HIGHER EDUCATION : ISSUES AND CHALLENGES

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Indian higher education system has a very rich history. The education system in India produced millions of graduates every year. It is the world's third largest in terms of students after China and the United States. Since the independence there has been rapid increase in the number of colleges as well as universities. "The Right to Education" has made the education free and compulsory to all children of the age group 6 to 14.

In spite of the increased number of educational institutions the educational system has been facing the issues like outdated syllabus, increasing student drop out rate, bad quality of teaching and research papers, corruption etc. And the system experiences challenges like less enrolment, poor infrastructure, shortage of well qualified teachers etc.

The main purpose of this research paper is to understand the issues in the higher Indian education system, challenges in the Indian education system and suggestions for making improvements in the Indian education system.

### **History Of Indian Higher Education :**

The formal higher education system in India was initiated at Nalanda, Takshashila, Ujjain and Vikramshila Universities. The subjects taught at these Universities were mainly art, architecture, painting, logic, grammar, philosophy, astronomy, literature, Hinduism, Buddhism, Arthshastra, law and medicine (Ayurveda), etc.

The first institution of higher learning set

up by the British East India Company was the Calcutta Madrasa in 1781 followed by the Asiatic Society of Bengal in 1784, Benaras Sanskrit College in 1791 and Fort William College in 1800. Macaulay's Minute on Education was appeared in 1935. The first three official universities Bombay (Mumbai), Calcutta (Kolkata), and Madras (Chennai) were established in 1857.

When India gained independence in 1947, the nation had a total of 241,369 students registered across 20 universities and 496 colleges. In 1948, the Indian Government established the University Education Commission to oversee the growth and improvement of higher education. Post 1980s, the changing needs of the economy, a growing middle class and an increased strain on government financial resources, slowed the growth of state-funded higher educational institutions. This led to an increased role of the private sector in the education system.

### **Parameters of Quality Higher Education :**

The Manual for Self-Studies for the universities (NAAC, 2008) has provided a detailed list of criteria that may be used for setting quality parameters. NAAC identified the following seven criteria for teacher education institutions as the basis for its assessment and accreditation with an assumption that these seven criteria encompass all the processes of an institution:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance and Leadership
7. Innovative Practices. (UKEssays, 2015)

### **Major Issues Of The Higher Education :**

#### **1) Low Teaching Standards**

In India, teachers are not well trained and well qualified. They are still following the traditional chalk-blackboard method which has become very outdated and boring to the stu-

dents. There is no use of modern technology in their teaching. They lack the effective communication skills. Some colleges even hire fresh graduates and post graduates as lecturers. These lecturers lack in experience & confidence and they fail to explain the things to students as well as to manage the class.

### 2) Outdated Syllabus :

Outdated syllabus is one of the major issues of the Indian higher education system. There are numerous innovations taking place in the universe. And still the students are getting knowledge from the same kind of books. Some courses must be updated as per the modern technological development and as per the contemporary requirements.

### 3) No practical knowledge :

Indian higher level education system basically depends on the books. Indian parents want their children to score high marks. They don't care about their children's practical knowledge. The bookish knowledge helps the children to pass the exam with good marks. And they fulfil their parent's wishes. But when a student goes in search of a job after completing his education, he can't find a good as he lacks the practical knowledge which the job requires.

### 4) Inadequate Research:

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 advise 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 centres and to industries. (Khan, 2015)

### 5) Poor Facilities And Infrastructure :

Effective infrastructure creates positive atmosphere among the students to learn. But most of the universities and colleges have the overcrowded classrooms. Those are not accordingly to the number of students. The buildings

are poor, with no proper ventilation and sanitation, broken furniture, messed-up libraries, lack of equipment in the laboratories, scarcity of technology like internet, computers, etc. (Shaikh, 2017)

### 6) Privatisation :

In India, both the public and the private institutions function simultaneously. Major problem of the privatisation of the education, especially of higher education is that the private universities have become the 'degree shops'. The main aim of the private universities is to earn more profit. And therefore, to gain more practice these institutions charge students with different kind of fees. Therefore, the education in the private institutions is very costly and poor cannot afford it.

### 7) Quota System :

Education system should give equal opportunities to all. But Quota system has made it impossible. Some seats are reserved for reserved casts. Therefore, talent and merit has become inferior to the identity of the student. This has affected the whole education system badly. It creates rather low quality professionals.

### 8) Corruption And Leakage Of Funds :

Corruption in the higher education system has declined the ethical values among the students. It has shattered the quality and quantity of the higher education. The central government gives some funds to the educational institutions. But it doesn't transfer these funds directly to the institutes. There are several intermediaries in between central government and the institutes. And this makes the beneficiary to get a very small part of the fund.

### 9) Involvement Of Politicians :

Most of the institutions are owned and run by the dominant political leaders. They have established their youth cells and organisations on the political basis. Politics is given more preference than education. Students sometimes start protesting to get their needs. Due to this,

students forget their educational goals and start thinking about making a career in politics. (Solanki, 2019)

### 10) Costly Higher Education :

There are many students who belong to minority groups and socio-economically backward classes. They work somewhere and also learn simultaneously. They want to get the higher education but there is a huge amount of fees. And they also have to pay for tuition, books, living & food. This is unaffordable to them because their job doesn't pay this much that they can make it into the higher education institutions.

### 11) Women's Poor Enrolment In Higher Education :

Minimum age for marriage is eighteen (18) for girls. Illiterate, poor and conservative parents marry their girls earlier. Therefore, women's enrolment at the higher level of education is very pathetic in compare with men. There have been various campaigns initiated by the government like- free books and uniforms, free pass to increase their enrolment but it hasn't worked enough as it should have been.

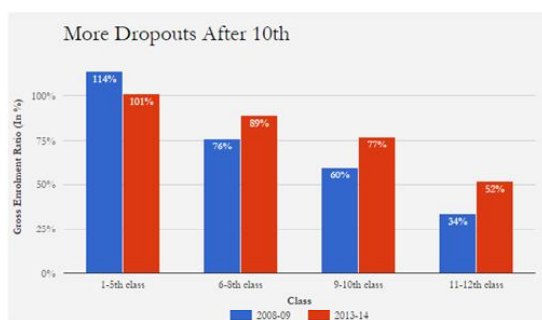
### 12) Students Studying Abroad :

There are parents who want their children to get the quality education. They are ready to spend in millions for that. As there are no such good facilities and quality teaching faculty the students choose to study abroad.

### Challenges Of The Quality Higher Education :

#### 1) High Dropout Rate :

High dropout rate is a major challenge in the higher education system. Subjects like mathematics & science are obligatory up to the tenth grade. Many students are poor performer in those subjects. So those who fail are forced to drop out. It is also



due to the factors like poverty, child marriages, etc. (Desk, 2021)

### 2) 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. There are a variety of reasons for as lack of enthusiasm, interest loss, undefined or unclear prospects, poor placements, economic slowdowns, irrelevant course content, and financial commitments. (Shaikh, 2017)

### 3) Quality Of Teachers :

Lack of trained and skilled teachers is another challenge ahead of the higher education system. Besides the lack of skilled teachers, they are also burdened with a non-academic workload which diverges their focus from teaching. Thus, according to a study by the National Institute of Education Planning and Administration (NIEPA) the teachers only spend around 19per percent of their time in teaching while their rest of the time is filled mostly on non-teaching administrative work.

### 4) Curriculum Development :

It is important to design and redesign the curriculum according to the current situation to fulfil the future needs for life and work. This includes skills of communication, using various technologies, learning to work in teams, problem-solving, and a deep understanding of important concepts, principles and subjects. Curriculum should include basic skills like literacy, numeracy and skills for life. It should also include knowledge in areas like gender, health, nutrition, prevention of diseases and peace. (Arif, 2021)

### 5) Employability :

The Indian education system on the whole is not aligned to the skill and manpower needs of the market. Skills shortage across sectors is accompanied by high levels of graduate unemployment, highlighting the need to include employment-linked modules in courses.



In addition to job-related skills, graduates are often reported to be lacking adequate soft-skills such as communication and inter-personal skills. (Khan, 2015)

#### 6) Use of Information And Communication Technology :

Information and Communication technology is effective in delivering information of any kind. The challenge is to have easy availability and access to learning resources for teachers. It is important for the teachers to upgrade their knowledge, be up-to-date, and plan their teaching with respect to what and how much is needed to teach. (Arif, 2021)

#### 7) Lack Of Moral Values:

In the present world, the growth of science and technology, innovative methods, modernization and industrialization has minimized the moral values. In educational institutions, in some cases, when teachers are not satisfied with the performance of the students, they may reprimand them, on the other hand, the students do not establish appropriate terms and relations with the teachers, when they experience any kinds of reprimands. In the present existence, everybody would like to be treated with respect and courtesy, older students do make an attempt to raise their voice against the teachers and the staff members when their needs and requirements do not get fulfilled.

#### 8) The Availability of Funds :

The availability of funds for education in India is a great challenge. If the funds are available, though, they are not allocated properly. For example, The Indian Express, on October 27, 2018, revealed that the current government in power is spending on education less than 3 per cent of the GDP. Earlier in 2012-13, the expenditure was 3.1% of the GDP, in 2014-15, it fell to 2.8% and in 2015-16 drop to 2.4%. This data shows that the funds for education are constantly decreasing, which could hamper the progress and increases the challenges faced by the education sector. (Arif, 2021)

#### Suggestions For The Improvement Of The Quality Of Higher Education :

The following suggestions are highly essential for quality improvement in private higher education institution.

1) A separate regulatory body in association with UGC, NAAC, NBA, NIEPA should be constituted at central and regional levels to monitor the private universities.

2) The Government must have a monitoring body to look over the funding affair of private university and colleges so that it must not be misused.

3) In private university some government official should act as board of members in administration.

4) Admission to the private institutions may be determined by common entrance tests and terminal degrees may not be awarded before passing a national test of competency.

5) Bright students of weaker sections should be given cost free education.

6) The private institutions should not enhance the fee structure without the approval of the government.

7) There must not be any hidden cost in private institutions.

8) Private institutions should use their alumni as the strength and motivation for the students.

Study loan must be provided to students at low rate of interest to meet the cost of their education. (Bania, 2020)

#### Conclusion :

In India, higher education was traditionally looked after by the government, but in view of lack of resources to meet the increasing demand private sector has been allowed to share the responsibility. The country has a well developed educational set up in terms of range of programs and their acceptability in local industry, but it lacks in terms of international quality standards.

Higher education institutions managed

by private sector emphasize more on commercial aspect than creation of knowledge. The councils and government bodies responsible for quality assurance do not have internationally match-able quality norms on one hand and an effective system to monitor.

The political parties manipulate the issues of access and equity in higher education for their political interest rather than taking the right steps to enhance the quality of higher education. As a result those who can afford the high cost of higher education look forward for the opportunities abroad while the others have to compromise with sub-standard education.

If India has to emerge as preferred location for higher education in the globalizing world it will have to develop a national policy to address the challenges of sub-standard quality, in effective systems of monitoring and control on political interference.

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## RECENT TRENDS IN INDIAN HIGHER EDUCATION SYSTEM-WITH REFERENCE TO COMMERCE EDUCATION

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### Abstract:

There has been an impressive growth over the years in the system of higher education in India. In recent years number of private higher education institution and enrollments in these institutions is increasing day by day. India's higher education system play very important role in the development of economy. Today India holds the first position in regards to the fastest growing economy in the world. There has been a tremendous change in almost all the sectors of economy, be it industrial or service sector. The GDP annual growth rate in India averaged to 5.81% from 1951 till 2021 as there is huge transformation in the economy. On the other hand India has witnessed tremendous growth in the field of higher education. As per the report of AISHE (All India Survey of Higher Education), there has been a growth of 12.6% in students enrolled in higher education in the past 5 years i.e. from 2016-17 to 2020-21. Regarding commerce education, it develops knowledge, attitude, skills required to handle the trade, commerce and industry. C.A., Cost Accountant and Work Accountant have emerged as a new form of commerce education. The present paper tries to focus and emphasize the role of commerce education in the growth of higher studies.

**Keywords:** Commerce, Higher Education, Growth, Development

Gel code: I25, I23, L81, O

### Introduction:

In the pre-independence era commerce education was treated as a center of attraction, it started as 1889. To meet the growing needs of business class commerce is now a days considered to be the fundamental academic stream in India. The field of commerce deals with trading things of economic values between two or more entities, in other words, exchange of goods and services from the producer to the final consumer. Commerce consist of wide range of interdisciplinary branches such as marketing, finance, banking economics, E-commerce, Business administration. Students, who pursue higher education in commerce in India, acquire the knowledge of business trade, basics of economics, fiscal policies, monetary policies, fluctuations in the market etc. The education and knowledge imparted to commerce students helps them to equip themselves with various specialized skills that help them to excel in different functional areas of trade, industry and commerce.

Chesseman has rightly said about commerce education as, "It is a form of instructions which both directly as well as indirectly prepares a businessman for his calling."

Fredrik G.Z.Nichols defined commerce education as "Commerce education is a type of training which, while playing its part in the achievement of the general aims of education of any given level, has for its primary objective the preparation of people to enter upon a business carrier or having entered upon such a carrier, to render more efficient service therein and to advance from their present levels of employment to higher levels." There is an urgent need to raise required awareness on commerce education among students to meet the future growing needs of business society.

### 1.1 Importance of Commerce Education

Commerce education had developed to support the growing needs of business houses.

There has been a fundamental shift in the very approach of commerce education; from a professional to a theoretical education in the past few years. Commerce education equips students with specialized skills that come useful in tackling problems in different functional areas of commerce trade and industry. It is a need of the hour to redefine the commerce education in the changing scenario and strengthen it further. Business schools should relevant, authentic, current knowledge to the students due to the complexities in the nature of the organisation. Commerce education is considered as foundation for many professional carriers. Under the discipline of commerce, aspirants can study a number of subjects that include:

- Financial Accounting
- Cost Accounting
- Business Economics
- Human Resource Management
- Marketing
- Income Tax
- Auditing
- Business Finance
- Business Law

## 2. Review of Literature

**Ahmad (2004)** concluded that in addition to imparting academic knowledge, the student community must be prepared to meet the challenge confronted in real life and equipped to solve the problems confronting the business world from day to day; and it required restructuring of commerce syllabi at regular intervals. In addition to this, it was exhibited that in the age of specialization commerce education should not continue as a sort of general education making students jacks of all trades and master of none.

**Sangmi, Mohiuddin (2005)** asserted that commerce education came into existence with the complexities of business, and this field of study has been undergoing through turbulent times throughout its evolution. Further, it was found that the challenges of globalization, liberaliza-

tion, and privatization and information technology have put additional pressure on commerce educational institutions to innovate and change as per changing dynamics of the business environment.

**Mishra (2005)** highlighted the vital changes to commerce education and emphasized on e-learning, virtual class room and on line education during post-world war period. Further it was observed that education system of the country was not responding in responsible way while implementing curriculum of business education; and emphasized on the need of changing mind set of the teaching community.

**Dr. Partap Singh (2015)** in his journal Role of commerce education in Inclusive Growth of India highlighted that through commerce education student are exposed to the outside environment of the business to the world. There is a need to make commerce graduation courses more meaningful and purposeful. There is a need for an all-out effort to re-orient and re-designing the commerce education in such a way that it will be relevant for today and tomorrow. By making relevant and practical oriented Commerce Education, it may be impacted global competitiveness to our students. As a part of the society the social awareness among Commerce students is the emerging need of present time

**Deepali Kailas RaoMankar (2016)** in the paper "Importance of commerce education in India highlighted the scope covering the diverse fields of business such as Accounting, marketing finance Entrepreneurship Development, commercial and business laws environmental accounting, corporate governance and corporate accountability. The author opined that all the stakeholders in the field are equally responsible for the state of commerce education and suggest that all need to come and work together selflessly to bring positive changes in the interest if students future and making them to participate in nation building

## 2.1 Objectives of the Study

- 1) To study the challenges faced in commerce education in India.
- 2) To study the emerging future trends and opportunities in commerce education.
- 3) To give suggestive measures for better commerce education and to overcome the challenges.

## 3. Research Methodology

The data required for the research has been collected from various secondary sources such as journals, websites, Research work, government publication etc. These were the sources used for collection of data. This study gives and insight of the current scenario of commerce education in India and also identifies the key challenges in commerce education.

### 3.1 Challenges in Commerce Education

Commerce is considered as one of the most popular carrier options for higher studies among students in India. There is a rising demand of commerce education after globalization. It not covers the wide area of business but of society as well. Commerce education provides the business and society that hope to use it for the betterment of self, business and society at large. But the quality of commerce education in India has been lagging for quite sometimes, more in comparison to the quantity. Some of the major challenges are as follows:

1. No commerce subjects available or introduced at higher school level.
2. Syllabus lacks practical work experiences and industries oriented experience.
3. There is shortage of trained and efficient teachers.
4. Outdated curriculum is taught in class.
5. There are Challenges of higher student, low teacher ratio.
6. Absence of body to promote commerce education.
7. The commerce teachers are expected to teach all subjects in spite of their specialized

field.

8. Inadequacy of teacher aids and infrastructure like commerce lab, overhead projectors, digital library, internet facility etc.
9. Non-availability of proper required facilities and seating arrangement which lacks students to get proper learning and skill development.
10. Lack of initiation for Industry- institute interaction by for Educational institutes.
11. Stress on quality above quantity
12. Adoption of new education technology.

When it comes to administrative staff and faculty members, Indian education industry lacks both in quality and quantity. This results in non-availability of good faculty members, wherein due to the expansion of educational institution as per government of India they demand more faculty members. If the shortage of talented and efficient faculty members continues, the quality of education will suffer immensely.

### 3.2 Emerging Future Trends and Opportunities in Higher Education

We will witness numerous future trends in higher education related to commerce in the coming years. Some of them are:

- Job oriented courses are the requirement of today for small jobs.
- Standard based and value based commerce education for student learning must be done.
- Academic oriented courses should be introduced to develop logical thinking and general understanding.
- Management oriented courses should be introduced to fulfill the requirements of small and tiny industrial units.
- More interactive sessions for the students should be arranged.
- Self-employment oriented courses and vocational courses should be adopted in universities and colleges.
- More exposure of the students to the industry

through interface to understand the practical problems in corporate world.

- Syllabus in higher studies should include case studies, field survey project work, case studies etc.

- Infrastructure and learning resources of commerce education should be improved.

- Send the faculties on regular basis for training programs to update their skills and abilities.

- The syllabus must be parallel to professional courses like CA, CS etc.

- To ensure quality education make accreditation mandatory to ensure quality education.

Ample opportunities in the private as well as government sector are available for commerce graduate. India will experience standard based education in commerce keeping in view the current scenario and development. As per a research study, there will be a rise in the number of e-commerce students resulting in more job opportunities and carrier scope for commerce education.

### Conclusion & Suggestions

The demand for commerce education has spiraled over the last last decade. To meet the expectations of the global job market all over the nation students should have multiple skills. It is high time for soul searching for an objective appraisal which will provide the basis for evolving a new strategy for giving a better deal to commerce education in the years to come. To develop the potential of students and to take leadership roles in international business higher education sector must provide quality education to the students. Relevant and practical oriented commerce education creates a space for global competitiveness to the students. However to meet the expectations of the dynamic world the curriculum of the commerce faculty should be restructured and adopted.

Placement of students as per their education and skill is the ultimate goal of any institution. For this the colleges can arrange campus recruitment and placement. With aim to re-

move the gap that exist between industry requirements and academic curriculum, Commerce education need to be holistic, targeted and customized

In today's changing environment the quality of education has become a major marketing issue. Practical training should be provided to the students as per their specialization. The objective is to bring positive changes in the interest of the students. The students have a vast choice of institutions where they want to pursue their studies and equip themselves for the future needs of changes in industrial and services sectors within the country.

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## The Role of NAAC in Improving Quality in Higher Education in India

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**Abstract:** NAAC is an autonomous institution set up by the UGC with the main agenda of evaluation and accreditation of institutions of higher education to help them continuously work towards improving the quality of higher education. Assessment and accreditation are widely used to understand the "quality status" of an institution. In the context of higher education, accreditation status indicates that a particular higher education institution (HE) – college, university, or any other recognized unit thereof, meets the quality standards set by the Accreditation Agency in terms of its performance related to educational processes and outcomes, including curriculum, teaching-learning, assessment, faculty, research, infrastructure, learning resources, organization, administration, financial well-being and student services. The purpose of this paper is to focus on NAAC's role in quality enhancement in defining the element of higher education in India through a combination of self and external assessment of quality, issues, challenges, support and advocacy initiatives. This paper systematically studies the measures taken by NAAC to stimulate the academic environment for enhancing the quality of teaching-learning

and research in H.E. Institution. And also, the institution after NAAC accreditation for notoriety and improvement in many aspects of such H.E. To promote self-evaluation, responsibility, autonomy and innovation in higher education; conduct quality research, consultancy and training programmes; work with other higher education stakeholders to assess, promote and deliver quality; It is very important to do in this context, NAAC challenges quality and excellence in the vision of all higher education institutions and advocates a comparative best practice approach to quality improvement in higher education.

**Keywords:** NAAC Accreditation, HEI, accountability etc.

### 1. Introduction

India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China.

As India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. So far, India's large, educated population base and its reservoir of at least moderately well-trained university graduates have aided the country in moving ahead, but the competition is fierce; from China in particular. Other countries are also upgrading higher education with the aim of building world class universities.

Then to protect the quality of the higher education institutions, the National Policy Mission propose the Accreditation unit. Based on this, University Grants Commission (UGC), under section 12 CCC of the UGC Act (Act 3 of 1956), established the National Assessment and Accreditation Council (NAAC) as an Autonomous Institution on 16 September 1994 with Regis-

tered Office at Bangalore.

The National Assessment and Accreditation Council is in its 23rd year of operation now. Twenty-two years may not mean a long time in the annals of Indian higher education, which may date back to the ancient period of Nalanda and Takshashila, but it can certainly be a sufficiently long period for a National Quality Assurance Agency to take stock of its policies and practices. The two decades-old history of NAAC is a story of many triumphs and tribulations. Addressing the quality concerns of world's second largest higher education system has meant, adding several dimensions to the experiences of quality assurance initiatives of NAAC. Quality assurance models, as with higher education systems themselves, are designed to fulfil long- term collective needs. The quality assurance agencies are obliged to face enduring questions such as defining and maintaining standards of quality and equally important need to keep their methodologies up- to -date and responsive to shifting societal needs. The important actions and methodologies of NAAC are explained here.

### 2. High Standard Movement in Higher Education in India

The British Standard Institution (BSI) defines quality as "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" (BSI, 1991). As teachers, principals, heads of departments and planners and policy makers in education, you may be having this question in your mind – why worry about quality? This is because of the following reasons:

**1. Emulation:** We are entering a new regime, where competition among educational institutions for students and funds will be highly significant. In order to survive in such a situation, educational institutions need to worry about their quality.

**2. Customer Satisfaction:** Students, parents or sponsoring agencies as customers of the edu-



educational institutions are now highly conscious of their rights or getting value for their money and timespent.

**3. Maintaining Standards:** As educational institutions, we are always concerned about setting our own standard and maintaining it continuously year after year. In order to maintain the standard, we should consciously make efforts to improve quality of the educational transactions as well as the educational provisions and facilities.

**4. Accountability:** Every institution is accountable to its stakeholders in terms of the funds (public or private) used on it.

**5. Improve Employee Morale and Motivation:** Your concern for quality as an institution will improve the morale and motivation of the staff in performing their duties and responsibilities with adequate salary.

**6. Credibility, Prestige and Status:** If you are concerned about quality, continuously and not once in a while, it will bring in credibility to individuals and your institution because of consistency leading to prestige, status and brand value.

**7. Image and Visibility:** Quality institutions have the capacity to attract better stakeholder support, like getting merited students from far and near, increased donations/ grants from philanthropists/ funding agencies and higher employer interest for easy placement of graduates. checking of sub-standard institutions. Consequently, the Programme of Action (PoA) in 1986 stated, "As a part of its responsibility for the maintenance and promotion of standards of education, the UGC will, to begin with, take the initiative to establish an Accreditation and Assessment Council as an autonomous body". After eight years of continuous and serious deliberations, the UGC established NAAC at Bangalore as a registered autonomous body on 16th September 1994 under the Societies Registration Act of 1860.

### 3. History of NAAC

The milestones in the emergence of NAAC can be identified as follows:

- 1986: UGC constituted a 15-member committee on Accreditation and Assessment Council under the chairmanship of Dr. Vasant Gowariker.
- 1987-1990: Nine regional seminars and a national seminar organized to debate Gowariker Committee report.
- 1990: Dr. Sukumaran Nairs project report submitted to UGC that reflected a consensus to have an accreditation agency accountable to UGC.
- 1992: The revised New Education Policy reiterated all round improvement of educational institutions.
- 1994: Prof. G. Ram Reddy committee appointed to finalize the memorandum of association and rules and regulation of the accreditation board (July 1994).
- 1994: National Assessment and Accreditation Council established at Bangalore (September 1994).

### 4. Vision and Mission of NAAC

#### Vision

To make quality the quality defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

#### Mission

- i) To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- ii) To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- iii) To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- iv) To undertake quality-related research studies, consultancy and training programmes, and
- v) To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Guided by its vision and striving to

achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

### A Comprehensive Value Framework

To promote cognizance developments and the role of higher education in society, NAAC (2004) has developed five core values:

- 1) Contributing to national development
- 2) Fostering global competencies among students
- 3) Inculcating a value system in students
- 4) Promoting the use of technology
- 5) Quest for excellence

### 5. Governance Structure

NAACs working is governed by the General Council (GC) and the Executive Committee (EC) on which University Grants Commission (UGC), All India Council for Technical Education (AICTE), Ministry of Human Resource Development (MHRD), Association of Indian Universities (AIU), Universities, Colleges and other professional institutions are represented. Senior academics and educational administrators are nominated as members on these two bodies.

**President- General Council:** - Prof. Ved Prakash has held eminent positions in a number of premier organizations dealing with Higher education, School education, and Personnel selection.

**Chairman- Executive Committee:** - Clause 19(b) of the Rules of NAAC- Every meeting of the executive committee shall be presided over by the Chairperson of the executive committee and in his/her absence by the Vice Chairman of UGC, and in the absence of both the senior most member of the Executive Committee.

### Committees

NAAC functions through its General Council (GC) and Executive Committee (EC) and other academic, advisory and administrative sub committees. NAAC draws its expertise from senior academics of undoubted integrity from all over India.

Important committees under NAAC are

as follows:

1. General Council
2. Executive Committee
3. Finance Committee
4. Building Committee
5. Appeals Committee
6. Purchase Committee
7. CRIEQAC Committee

### 6. Instrumentation and Methodology

A new methodology was introduced in April 2007, as per this methodology, the higher education institutions are assessed and accredited in a two-step approach.

In the first step, the institution is required to seek Institutional Eligibility for Quality Assessment (IEQA) and the second step is the assessment and accreditation of the institution. NAAC has identified seven criteria- Curricular Aspects, Teaching, Learning and Education, Researches, Consultancy and Extension, Infrastructure and Learning Resources, Student support and Progression, Governance and Leadership and Innovative practices.

The methodology of NAAC is evolved over 15 years and has undergone several changes based on feedback from stakeholders to match pace with changing higher education scenario. In keeping with this tradition NAAC has initiated stakeholder consultation process of a long time also having contributed to the evolution of NAAC. The Assessment and Accreditation is in three dimensions which are explained below:

#### 1. On-Line Submission of a Letter

**2. Preparing Self Study Report (SSR)**– The first and most important step in the process of assessment is the submission of the self study report to NAAC. NAAC believes that an institution that really understands itself- its strengths and weaknesses, its potentials and limitations. Self- study is thus envisaged as the backbone of the process of assessment. NAAC insists that the report contain two parts. Part I may contain data about the institution under the seven criteria for assessment for which NAAC has devel-

oped a format. Based on the data collected in part I, the institution is expected to analyze its functioning and performance, and self-analysis becomes part II of the self- studyreport.

**3. Visit of Peer Team:** The selection of team members and their subsequent visit to the unit of accreditation are stages in a process that begins as soon as an institution submits its self-study report. The visit by the peer team gives the institution an opportunity to discuss and find ways of consolidating and improving the academic environment. As the first step to constitute the peer team, NAAC identifies a panel, from the extensive database of experts, with national-level representation and consults the institution about any justifiable reservations it may have regarding any member of the panel. During the on-site visit, keeping in mind philosophy of NAAC, the peer team does an objective assessment of the quality of education offered in the institution through three major activities- visiting departments and facilities, interacting with various constituencies of the institution and checking documentary evidences.

### 7. Quality Initiatives by NAAC

- 1) Quality Sustenance and Promotion by sensitizing institutions to the concepts such as credit transfer, student mobility and mutual recognition
- 2) Establishment of State-Level Quality Assurance Coordination Committees (SLQACCs) in different States
- 3) Networking among accredited institutions in order to promote exchange of "Best/Innovative Practices"
- 4) Dissemination of Best/Innovative Practices through seminar/workshops and NAAC publications
- 5) Financial support to accredited institutions for conducting seminars/conferences/ workshops etc. on quality issues in Higher Education
- 6) Establishment of Internal Quality Assurance Cells
- 7) State-wise analysis of Accreditation Reports for policy initiative

### 8. Role of NAAC in Changing Scenario

Role of NAAC in the changing scenario of higher education needs to be redefined with respect to recognition cum accreditation, programme accreditation, national level ranking of universities, preparation of national benchmarks, national and international database, research and development centre, developing reports and policy papers to Government of India (GOI), accreditation of multiple accreditation agencies, recognition of regional/state level accreditation bodies etc.

Assessment and Accreditation by NAAC may be made mandatory for all higher education institutions of the country.

NAAC may start programme accreditation

Ranking of institutions may not be very much relevant when compared to grading

All accreditation agencies including NAAC are to be accredited once in three years.

While NAAC could be accredited by recognized international accreditation bodies, NAAC could perform this function for all the multiple accreditation agencies getting recognized by Government of India (GOI).

NAAC grading and duration of accreditation may be linked and longer period of accreditation may be considered for the third cycle of institutional accreditation.

NAAC needs to continue to be an Apex Assessment and Accreditation body for higher education institution, in the country providing vision and leadership.

### 9. Suggestions by NAAC

NAAC suggestions for overall development of the higher educational institutions, given below;

- 1) Since the state Govt. is deputing a large number of teachers for undergoing B. Ed programme, this is making the classes a bit crowded.
- 2) Further, the Govt. colleges in the state are under the dual control of the University on one side and the Govt. on the other. Would it be possible for the Govt. & the University to make these

colleges as constituent colleges of the University, thus paving the way for their better growth & development?

3) In view of the increased number of seats & diversification of courses, the college needs to have a greater number of teachers, especially in languages.

4) Laboratory facility needs to be enriched and expanded.

5) College should have a well-equipped language lab, especially in view of the fact that every B.Ed. Trainee opts for onelanguage.

6) Provision of some merit cum means scholarships need to be made for students from weaker section of society in view of the trend of increase in fee structure everyyear.

7) The suggestions put forth by the faculty to the University that the Project work should not be group work, needs immediate attention to avoiddiscrimination.

8) The Computer lab should be expanded, have more qualified Teachers; Faculty improvement programme should be strengthened.

#### 10. Challenges Ahead in Higher Education

The recent trends and developments mainly globalization of education and the extensive use of educational technology have made the issue of quality measurement even more complex. The quality assurance systems have to constantly modify their procedure to address a growing variety of open and distance learning opportunities, which is stimulated by the use of information technologies. The review procedures developed for conventional system are hardly sufficient for electronic delivery methods, which has a wider reach.

A large number of institutions are offering distance education programmes. They use multimedia strategies, enroll higher number of students of heterogeneous backgrounds and differ considerably in their capacities to use electronic media and delivery infrastructure. The development has serious implications for quality assurance agencies.

A similar concern arises in the context of international students mobility dueto globalization of education. When student enroll in other countries of foreign universities offering programmes in the student's home country, the

study plans must be evaluated to establish equivalence of their degree programmes.

The emergence of private higher education institution is also a greater concern to maintain quality and standard. Privatization creates little problem but the commercialization of self-financing institutions creates lot of problems for maintaining quality as making profit is their main concern. They run the institution without well qualified staff, needed infrastructure, student facilities, research etc. In such type of institutions, the relationship between the capacity to offer quality programmes and the scale of delivery of services is hard to establish. Because of the internationalization of education, the solution to the major issues and problems concerning quality assurance should be sought through co- operation among institutions and countries. Therefore, global effort is needed to deal with the challenge to quality assurance.

#### 11. Conclusion

To conclude I would say that NAAC accreditation is playing a major role in ensuring quality in higher educational institutions and colleges with NAAC accreditation should not aim at just getting higher grades, but should aim at quality education in real sense. Which would in turn help in building a strong, qualified and highly motivated young team India that can assist in nationbuilding.

An Internal Quality Assurance Cell has to play crucial role in enhancing and protecting the quality of education service in India. The establishment of this cell is a mandatory task before every higher education institution that is planning to go for NAAC accreditation. Educational Institution, NAAC, AICTE, UGC and state and central governments has to impose certain kind of restrictions on every higher education institution in quality aspects of the service delivery which will place them in certain pressure in different quality dimensions. Now everybody has realized the importance of quality deliverables in this sector to protect the local institutions from the foreign institutions which has already entered into the country and received prominent response from the prospective students. If our higher education institutions

and regulatory bodies failed to maintain quality aspects in delivering the quality education service; those institutions definitely will disappear from the education map of India. Therefore, sustaining quality in this crucial sector which will mould the future of our upcoming generations is a prime responsibility of our education system which will be possible only through continuous monitoring with the support of Internal Quality Assurance Cell of every Higher Education Institution.

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## Recent trends in Higher Education

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### Introduction:

Education is very important thing in everyone's life. Education gives a confidence to person, education is a key of success, and educated people can solve their problems with their own skills. So in every human society, education plays very important role in human life. According to Swami Vivekanandji "Education is the manifestation of perfection that is already in man". Education also has its own impact in the process of social change and social transformation. Social changes also effects to the education that's why, we can observe, recent trends in higher education. Social changes are the changes, which happens in Social relationships, social structure etc. So recent trends in higher education are having an impact on society and process of social change. For ex- peoples mind-set about higher education is becoming more constructive and interdisciplinary.

### Objectives:

- I. This research paper aims to give an account on recent trends in higher education.
- II. This research paper also has an objective to study impact of recent trends in higher education.

### Research Methodology:

This research paper is based on secondary data collection

### Recent trends in Higher education

Changes are the thing which cannot be avoided by anyone .no person or society can

avoid the process of social changes .when society has some structural or fundamental changes ,that process affects all sectors of human or social life. Education is also part of it.We also found some changes, which can be said recent trends in higher education.We also observe some important changes, which have an impactful role in human life.so recent trends in higher education are as below -

### 1. Online education:

This is a very well-known recent trend in higher education.Many educational institutes, government or private educational institutions offers various online courses. It gives an opportunity to learners to learn from their home, so geographical distance can not be the barrier in the process of learning.

### 2. Use of ICT in Teaching -Learning:

In recent time, use of Information technology in regular teaching-Learning is being a part of regular classroom teaching.Nowa days it is expected, that regular teaching should be included with power point presentations ,videos etc.

### 3. Interdisciplinary approach:

Inter disciplinary approach is also a very important recent trend in the field of education.Now a day a student can choose subjects from another stream for his academic course. This interdisciplinary approach gives a scope to get knowledge from various fields to a person.

### 4. Social Research and social transformation:

Social Research can play a vital role in the process of social transformation.Social research is giving preference in the field of higher education; in the process of decision making or policy making .social research is considered as a very important thing, so government also encourage the process of social research.

### 5. Scholarships and Fellowships:

Government of India always gives motivation to students, who take higher education. Government offers some scholarships and fellowships to students for their higher education and research.

### 6. Languages and Academics:

In the new education policy 2020, lot of importance is given to the academic study of

languages. It includes study of Indian languages, its literature with academic manner.

### 7. Understanding and analytical abilities of students :

In the recent trends of higher education, one thing must be included that understanding and analytical abilities of student should be improved is a priority of today's higher education. It is expected that curriculum should contain such a subject matter, which will be encouraging learners to understand contain deeply and learner should be able to analysis the things.

### 8. Soft skills and Employability:

Soft skills and employability is considered very important and necessary thing in recent times .It is expected that, while curriculum designing for academic course, it should be included some contain, which will be helpful to improve soft skills amongst students. It is also expected, that academic courses should be helpful for getting employment.

### Impact of Recent trends in Higher Education:

Impact of recent trends in higher education can be found in our society. People have come to know the real importance of information technology in education, so priority is being given to get technical knowledge by the people. While choosing their academic course, students are having interdisciplinary approach and they are giving preference, to the course which will give them employment. This is very big impact of recent trends in higher education.

### Findings and Conclusion-

To conclude, some of the findings should be included here. For ex- In recent trends in higher education some constructive and progressive things are included for ex- use of information technology, priority to improve soft skills of learners. Such recent trends in higher education are really helpful for people to live a better life.

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## RISE OF ADULT EDUCATION IN INDIA

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### Intoduction

Adult education, distinct from child education, is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. Directorate of Adult Education originated from National Fundamental Education Centre (NFEC), which was set up by Govt. of India in the year 1956. On 2nd October, 1978, GOI announced National Adult Education Programme (NAEP). This was first adult education programme implemented by the government throughout the country. Actual implementation of literacy classes started in the year 1979. Objectives of this programme were literacy, awareness and functionality.

### Objectives Of Adult Education

Imparting literacy of diverse types This includes basic literacy, scientific literacy, economic literacy, technological literacy, legal literacy, computer literacy, and so on. You will learn more about types of literacy at higher levels of your educational pursuits.

### Database And Methodology

The present study based on only secondary data. Reference books, Internet, Many other books.

### History of Adult Education In India

Britishers brought with them the concept of Modern-day education and subjects. When they initially in 1836, took the survey of literacy rate in India, it was found to be 6%. However, the low rates never bothered the Britishers. They

educated only certain sections of people on whom they could extend their domination. However, Britishers had a concept of night school, which inspired many learners and adults started to take part in the night schooling. Following World War 1, this concept further found interests in many hands as there were newer concepts of learning among people, especially men. The Central Advisory Board of Education (CABE) in its fourth meeting in December 1938, appointed an Adult Education Committee under the chairmanship of Dr Syed Mahmud, the then Education Minister of Bihar. The committee made sure to discuss all about the importance of adult literacy, requirement for training of literacy teachers, the motivation of adults, use of audio-visual media in teaching and efforts for retention of literacy and continuing education. Gandhij considered illiteracy as a sin and shame and demanded solving the same at the earliest through concerted efforts. He suggested in his constructive programme two forms of education viz. Basic Education and Adult Education. Basic education, he said, links the children to all that is best and lasting in India. It develops both the body and the mind and keeps the child rooted to the soil with a glorious vision of the future.

### Importance of Adult Education

A person aged 21 or above is called Adult. Therefore, adult education means teaching adults over 21 years of age. Starting of adult education has been acknowledged that no person can be fully happy until he has any knowledge of elementary education. Education develops intellectualism. How can a person be fully happy without getting knowledge?

The art of teaching children and the way to give education to adults is very different. Children do nothing more than just studying. Their main work is to go to school and get an education. But adults usually have to do the job. Therefore, the importance of education is secondary in their case. Adults are basically divided in two categories. A category belongs to those

who are illiterate and in the second category, people are kept, who have little knowledge of letters.

The main objective of adult education is to make every person of India literate and provide practical knowledge of reading, writing and arithmetic. Such knowledge must be mandatory for a person living in any republican world.

The purpose of adult education is to increase the literacy rate in India and to put those illiterate people further on the path of knowledge. Their rights and duties are expressed as citizens. They are expected to broadcast the knowledge gained in this way between their associates who have less knowledge than them.

After getting an education, at least the person is expected to write and read the letter, read newspapers, and be aware of the current events of the world. Adult education started in England. Initially, these schools only took classes on Sunday i.e. the day of the holiday. Later, he started studying every day.

Adult education in India was inaugurated by the NGOs in Mumbai. This work was done at night schools. As the number of learners increased, more and more schools were opened and changes were made at the time of adult's convenience.

Normally, the whole work of adult education is done without any fees. It is done with the spirit of social service. Today everyone has accepted its importance. State Governments give financial assistance and instructions to Adult Schools. The Central Government has also provided adequate funds to the state government for large-scale adult education programs.

#### **Present Condition of Adult Education In India**

After the emergence of India as an Independent country, the concept of adult education underwent significant changes. It was not only due to variety of socio-economic and political development within India but also the overseas influence which played no less signifi-

cant part. Under various bilateral and multi lateral agreements, India received both technical and financial support from a number of countries. It was changing policies of the government of India that served to have influenced the transformation of the concept of adult education from basic literacy into Civil Literacy by 1950's and further to functional literacy by 1960's with the introduction of the National Adult Education programmes in 1978, the focus of adult education shifted to conscientization and development. The launching of the National Literacy Mission in 1988, and the subsequently emergence of Total Literacy campaigns in different parts of India led to the emergence of the concept of development literacy, which included the components of self-reliance in basic literacy and numeracy, social awareness, acquisition of relevant skills and imbibing the values of national integration, conservation of the environment and gender equity. It is possible to discuss a pattern and certain cyclical trends in the history of Indian adult education movement. Broadly, there are four cycles which represents the four major approaches and concept of adult education in India while the traditional approach to literacy adopted the view that learning to read and write had an innate goodness itself, the religious approaches emphasized the reading of the study of the holy scriptures in order to propagate "the faith". Manifested during the phase social education, the life-oriented approach continues even today.

#### **Conclusion**

It is evident from the historical evolution that traces of adult education was found from a very long time in our country. However, the steps at each level and the initiatives taken have either not been effective or have failed at the time of implementation. Like the many universities and colleges we have for youth, special colleges and schools should be made even for adults. Though it is quite common that adults are allowed within college premises, yet when



one adult takes the initiative and joins, he is looked down and made fun of. These things contribute a lot in reducing the confidence of oneself.

When it comes to adult literacy and education, there are four main important areas where every adult should be educated. Those are basic literacy skills which involve reading, writing any language which comes under official language, civil literacy which teaches everyone the basics about surviving in any society, functional literacy which majorly revolves around teaching everyone the way a society functions, its political aspects and lastly developmental literacy. As the name suggests, this is a type of literacy which helps one's own development. Without a proper education among adults, developmental literacy is not a possibility, and everyone should work towards achieving the same. To bring a change in the society, one must bring a change in the mental thought process and if that happens to everyone, the day is not far when all adults of our country would be educated and contribute well towards the development of the nation.

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## Blended Learning: Modern Approach of Learning

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### Introduction:

Blended learning involves technology mediated learning and face to face learning. This combines with face to face learning with online instruction. Blended learning is method of teaching which integrate digital media and technology with traditional process of teaching. Traditional method of learning has their own importance over e-learning and modern way of learning have their special benefits. Blended learning also known as hybrid method of learning leverages strong points of each individual method. Blended learning combines two different environments. Students may attend class taught by his teacher in conventional manners or in comforts of his own place wherever he or she wants. It is believed that long established teaching-learning method cannot be replaced by MOOC or any other technology driven modern method but by using this combined approach we can enhance the understanding of topics.

Blended learning is combination of teacher instruction and internet technology which student centric where use of technology enables teacher to teach in new ways and students get benefit of learning any time, any place and any pace using technology. The combination of these two different models provides students individualised instructions and can make pace with each and every student from class. We

can assess the progress of individual student and can provide whatever their requirement regarding learning of particular topic.

Millions of students are getting attracted to the sophisticated way of learning where they don't require any traditional classroom or blackboard here student only require internet however after COVID-19 pandemic we got understood that the only single way of internet based learning is not sufficient or there is no way foolproof substitution to traditional way of learning where we use blackboard and classrooms. MOOCs are synchronous in nature students can listen at his/her own pace sitting in house or anywhere. MOOC can be good for country like India but it cannot substitute to traditional classroom teaching learning experience.

### Models of Blended Learning.

Blended learning models are studied and determined mostly used blended learning models involve Rotation Model, Flex Model, Self Blend Model and enriched virtual model.

**1) Rotation Model**- Teacher area likely already have idea about rotation model in which students in each classroom rotate between number of different learning activities. In this model blended learning at least one of these activities will be online. Rotation model also involves one to one interaction with teacher, peer group, teacher led classroom lesson or independent study time. In rotation model student mainly learn in classroom from their teacher. However we can subdivide this Rotation Model into sub-model: Lab rotation Flipped classroom Station Rotation and individual rotation.

A) In **Station Rotation** model classroom students cycled through all learning activities as instructed by their teacher or as per their schedule. All the aspects of blended learning will be taken care by the teacher, instructor.

B) In **lab rotation** the entire schedule will be same as per station rotation but students rotate to computer lab for learning activities instead of classroom. Again here teacher has

totake of the smoothness of process.

C) In **Flipped Classroom** students learn away from their classroom in home or anywhere but in classroom they gather the information learned independently in virtual classroom or in video lectures and class time is used for homework. Sometimes classroom is designed in such way that the teacher won't be at central position. Students may learn virtually and classroom period will be utilised for other engagement activities. Teacher is not supposed to deliver all the instruction during classroom time but use this time to supervise practice and activities and provide assistance whenever needed.

D) In **Individual Rotation** teacher is supposed to arrange all the schedule of students so as to rotate them as per their pace and individual requirements. Here Teacher rotates all the positions of students.

2) **Flex Model**: In this model students can take customised, flexible schedule among the learning activities. Teacher is supervisor and records all the learning of students in classroom. In this learning model most of time traditional way of learning or classroom is preferred by students with some home assignments and other activities. The primary job of teacher is to provide kin attention to students and provide them valuable guidance as their need. Teacher may include the activities like group project, seminar, and individual tutoring which may require teacher's support and interaction. Some institute engage students by recruiting certified flex teacher and some may provide both classroom and digital teachers and sometimes different combinations also.

3) **A La Carte Model**: Sometime students take entirely online course along with other course in classroom. Both courses may have different teachers. Student may get both online and full wholeschool experience.

4) **Enriched Virtual Model**: Online education is real backbone of students staying rural remote areas. In this model students have face

to face learning from teacher of record, assigned teacher then they are free to take remaining coursework remotely from face to face teacher. In this model of learning same teacher is employed for both types of learning, face to face and remote learning.

Enriched virtual model differs from fully online course because face to face learning is more optional office hours.

#### Conclusion:

Education can be provided by flexible, affordable fast track completion of course at low cost to learner moreover with more effective way compared to only MOOC or online digital way of learning. Blended learning increases learner's engagement and comprehensions of course or any topic. Blended learning stringently utilises teacher's time and efforts. Blended learning improves learning outcome and more students can enrol for learning course at a time.

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## EMERGING TRENDS OF HIGHER EDUCATION IN DEVELOPING COUNTRIES

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### Abstract

Quality in Higher Education has become a primary agenda of the countries worldwide. In the context marked by expansion of higher education and globalization of economic activities, education has become a national concern in developing countries with an international dimension. To cope with this changing context, developing countries have been pressurized to ensure and assure quality of higher education at a nationally comparable and internationally acceptable standard. It is generally acknowledged that globalization has created tremendous impacts on higher education in this first Decade of twenty-first century. Externally, there have been unprecedented changes both at global and national context. The benefits of globalization accrue to the countries with highly skilled human capital and it is a curse for the developing countries in Africa, Asia, Latin America and Caribbean without such specialized human capital. This paper delves the recent trends of higher education in developing countries. It addresses the various challenges of higher education in the developing countries in the context of 21st century. Besides, the paper examines the response of higher education to globalization in developing countries and discusses the major challenges that the globalization brought to higher education.

**Keywords:** Higher education, developing coun-

tries, globalization, economic development, human capital.

A well developed and equitable system of higher education that promotes quality learning as a consequence of both teaching and research is central for success in the emerging knowledge economy. It is widely acknowledged that education contributes significantly to economic development. The developed world understood much earlier the fact that individuals with higher education have an edge over their counterparts. They are the ones who always believed that any amount of investment in higher education was justifiable. It is, therefore, imperative for developing countries too, to give due importance to both the quantitative and qualitative expansion of higher education

The role of higher education is not limited to fostering the economic development of nations and providing opportunities for individuals, it extends also to promotion of cultural diversity, political democracy and trade. Emphasis is rightly placed on how higher education can better serve society and promote international cooperation.

### THE CONTEXT OF HIGHER EDUCATION

Despite years of thought by some of the world's best brains, nobody really knows whether universities are an essential prerequisite of economic growth, or whether university systems expand as economies get richer. Either way, many ambitious nations across Asia have decided that higher education is essential to their future economic plans. They are expanding and improving their university systems, and the results are already becoming apparent in many countries of the World.

Quality in Higher Education has become a primary agenda of the countries worldwide. In the context marked by expansion of higher education and globalization of economic activities, education has become a national concern in developing countries with an international dimension. To cope with this changing context,

developing countries have been pressurized to ensure and assure quality of higher education at a nationally comparable and internationally acceptable standard. Consequently, many developing countries such as India, China are initiated national quality assurance mechanisms and many more in the process of evolving a suitable strategy. But it's not going to be easy where there are resource constraints.

### THE IMPACT OF GLOBALIZATION

Globalization, a key reality in the 21st century, has already profoundly influenced higher education. The reality shaped by an increasingly integrated world economy, new information and communications technology (ICT), the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions. The Governments and Universities are implementing the variety of policies and programs to respond to globalization. These typically include sending students to study abroad, setting up a branch campus overseas, or engaging in some type of inter- institutional partnership.

Universities have always been affected by international trends and to a certain degree operated within a broader international community of academic institutions, scholars, and research. Yet, 21st century realities have magnified the importance of the global context. The rise of English as the dominant language of scientific communication is unprecedented since Latin dominated the academy in medieval Europe. Information and communications technologies have created a universal means of instantaneous contact and simplified scientific communication. At the same time, these changes have helped to concentrate ownership of publishers, databases, and other key resources in the hands of the strongest universities and some multinational companies, located almost exclusively in the developed world

### HIGHER EDUCATION IN DEVELOPING COUN-

### TRIES

The wealth of nations and universities plays a key role in determining the quality and centrality of a university or academic system. This places developing countries at a significant disadvantage, and puts special strains on most academic systems facing the dilemma of expanded enrolment and the need to support top-quality research universities.

Providing higher education to all sectors of a nation's population means confronting social inequalities deeply rooted in history, culture and economic structure that influence an individual's ability to compete. Geography, unequal distribution of wealth and resources all contribute to the disadvantage of certain population groups. Participation tends to be below national average for populations living in remote or rural areas and for indigenous groups. A number of governments have put measures in place to increase access: Mexico's Ministry of Education has invested in the development of additional educational services in disadvantaged areas with some success: 90 percent of students enrolled are first in their family to pursue higher education, 40% live in economically depressed areas. Initiatives in Ghana, Kenya, Uganda and the United Republic of Tanzania have lowered admission cut-offs for women to increase female

### INCREASING STUDENT MOBILITY

More than 2.5 million students are studying outside their home countries. Estimates predict the rise to 7 million international students by 2025. One of the most visible aspects of globalization is student mobility. The flow of international students has been a reflection of national and institutional strategies but also the decisions of individual students worldwide. The mobility of international students involves two main trends. One consists of students from Asia entering the major academic systems of North America, Western Europe, and Australia (see Figure 2). Countries like the United Kingdom,

Australia and Canada have adjusted visa and immigration requirements to attract foreign students, motivated to a significant degree by the desire to maintain economic competitiveness and realize financial gains by enrolling large numbers of full fee-paying internationals. The other is within the European Union as part of its various programs to encourage student mobility. Globally, international student mobility largely reflects a South-North phenomenon

The enormous challenge confronting higher education is how to make international opportunities available to all equitably. The students and scholars most likely to take advantage of the range of new opportunities in a globalized higher education environment are typically the wealthiest or otherwise socially privileged. If current trends of internationalization continue, the distribution of the world's wealth and talent will be further skewed.

### THE RESEARCH ENVIRONMENT IN DEVELOPING COUNTRIES

The three missions of the modern university - teaching, research and public service - live in constant tension with each other at different levels. Universities, to the extent that they enjoy autonomy to develop their own plans and programs, must make hard choices in setting priorities and allocating resources. Research universities are at the pinnacle of the academic system and directly involved in the global knowledge network. They require major expenditures to build and are expensive to sustain. Their facilities - including laboratories, libraries and information and technology infrastructures - must be maintained to the highest international standards.

Research production in key areas - such as information technology and the life sciences - has become extremely important to national development agendas and for the prestige of individual institutions. Government support to university-based research has increased in recent years to order to encourage research in

such fields as biotechnology and information science.

Intellectual property is a growing challenge in higher education but especially in research universities. Who owns knowledge? Who benefits from research? Universities, seeking to maximize revenues, want to protect intellectual property - research results that promise patents, licenses, and income. The topic often brings into focus the potential conflicts between those who produce research and knowledge and sponsors who may wish to control the knowledge and benefits that come from it. Sophisticated, university-based research is being conducted in an environment where there is pressure and need to commercialize knowledge, but at the same time opposing pressure exists to treat knowledge production and dissemination as a public good.

### DIVERSIFICATION

Mass enrolment created the need for diversified systems - hierarchies of institutions serving different needs and constituencies. In future the private sector will be an important aspect of diversification. It will continue to expand in many nations, because public institutions will not keep up with student demand. For instance, India, Pakistan, Malaysia have many such institutions at higher education. Some private institutions might emerge as semi-elite or elite research universities, but care must be taken to ensure that private, especially for-profit, institutions maintain standards and serve society. "New technologies and new providers have only just begun to diversify opportunities and this trend will certainly continue in the coming decades.

### PRIVATISATION OF HIGHER EDUCATION

The growth of private higher education worldwide has been one of the most remarkable developments of the past several decades. Today some 30% of global higher education enrolment is private. While private higher education has existed in many countries - and has tra-

ditionally been the dominant force in such East Asia countries as Japan, the Republic of Korea, and the Philippines - it has formed a small part of higher education in most countries. Now, private higher education institutions, many of them for-profit or quasi for-profit, represent the fastest-growing sector worldwide.

Countries with over 70% private enrolment include Indonesia, Japan, the Philippines and the Republic of Korea. The private sector now educates more than half the student population in such countries as Mexico, Brazil, and Chile. Private universities are rapidly expanding in Central and Eastern Europe and in the countries of the former Soviet Union, as well as in Africa. China and India have significant private sectors as well. The private sector is growing and garnering more attention in Africa. The Middle East and North Africa are also registering private education enrolment, with 'American universities' dotting the horizon in Egypt, Jordan, Lebanon and elsewhere.

### **INFORMATION AND COMMUNICATION TECHNOLOGIES**

It has become an established fact that the traditional university will be rendered obsolete by information technology, distance education, and other technology-induced innovation. The demise of the traditional university will not take place any time in the coming few decades. There has been a profound and pervasive disconnect between employing new ICTs and leveraging them to enhance quality. But major change is taking place, and it is one of the key parts of the academic transformation of the 21<sup>st</sup> century.

The Internet has truly revolutionized how knowledge is communicated. In the world's most developed economies, the presence of ICTs has expanded exponentially and touched virtually all dimensions of the higher education enterprise. E-mail and online social networking spaces provide avenues for academic collaboration and joint research. Electronic journals have become

widespread and in some fields quite substantive. Traditional publishers of books and journals have increasingly turned to the Internet to distribute their publications. The open educational resources movement has picked up significant momentum, providing free access to courses, curricula and pedagogical approaches not available locally. Examining the deeper implications of this trend reveals that it has exacerbated the division between "haves" and "have-nots". In many developing countries new technologies are often considered the key for increasing access to higher education. Yet there are enormous costs and difficulties embedded in the reliance on ICTs in terms of hardware, software, technical support, training and continual upgrades. Some parts of the world, particularly Africa, remain relatively underserved by high-speed Internet access. The world's poorest 48 countries are increasingly left behind as information production and dissemination move down technological pathways to which they have limited or no access.

### **CONCLUSION**

Higher education has become larger and more central to society and individuals; hence, there must be a need to develop professional management and leadership in developing countries. Training, think tanks and policy forums are emerging, and institutions and systems are collecting data about themselves for use in policy-making and improvement.

Unstoppable globalization will oblige institutions to rethink traditional degree programs and past pedagogies, so as to prepare increasingly diverse student cohorts for a borderless economy.

Quality assurance will continue to be a high priority. The trend, driven by international mobility of students and scholars, is towards internationally-referenced standards and mutual recognition.

The role of higher education as a public good continues to be fundamentally important

and must be supported. The multiple and diverse responsibilities of higher education are ultimately key to the well-being of modern society, but this expanded role adds considerable complexity and many new challenges. Understanding the broader role of higher education in a globalized world is the first step to dealing constructively with the challenges that will inevitably loom on the horizon. The enormous challenge ahead is the uneven distribution of human capital and funds that will allow some nations to take full advantage of new opportunities while other nations risk drifting further behind.

The higher education enterprise should provide strong, vibrant postsecondary institutions to support the knowledge economy as well as to provide the knowledge necessary for the social mobility and economic progress essential to societies across the globe.



## Rationales of Internationalization of Higher Education

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### Abstract:

Globalization and internationalization are related but not the same thing. Globalization is the context of economic and academic trends that are part of the reality of the 21st century. Internationalization includes the policies and practices undertaken by academic systems and institutions—and even individuals—to cope with the global academic environment. The motivations for internationalization include commercial advantage, knowledge and language acquisition, enhancing the curriculum with international content, and many others. Specific initiatives such as branch campuses, cross-border collaborative arrangements, programs for international students, establishing English-medium programs and degrees, and others have been put into place as part of internationalization. Efforts to monitor international initiatives and ensure quality are integral to the international higher education environment.

### Introduction:

Higher education has now become a real part of the globalization process. Consequently, higher education can no longer be viewed in a strictly national context. This calls for a broader definition of internationalization, which embraces the entire functioning of higher education and not merely a dimension or aspect of it, or the actions of some individuals who are part of it. This article provides a conceptual and organizational framework of internationalization



of higher education, which includes a discussion on the meaning and definition of the term, a description of the various rationales for and approaches to internationalization, and an analysis of strategies of integrating international dimensions in a higher education institution.

### Reasons for internationalization

First, there are two widely recognized arguments, which have so far served as main driving forces for internationalization. Academic and professional requirements for graduates increasingly reflect the demands of the globalization of societies, economy and labour markets and thus higher education must provide an adequate preparation for that. These requirements include not only academic and professional knowledge, but also multilingualism, and social and intercultural skills and attitudes. The level of specialization in research and the size of the investments that are indispensable to certain fields of research and development require collaborative efforts and intensive international cooperation.

Second, the following two developments are increasingly influencing the international dimension of higher education: The recruitment of foreign students has become a significant factor for institutional income and of national economic interest. The use of new information and communication technologies in the delivery of education and the involvement of private actors in this mean that national borders and the role of national governments in education become blurred. These reasons demonstrate the fact that higher education has now become a real part of the globalization process: the cross-border matching of supply and demand. Consequently, higher education can no longer be viewed in a strictly national context. This calls for a broader definition of internationalization, which embraces the entire functioning of higher education and not merely a dimension or aspect of it, or the actions of some individuals which are part

of it.

### Definition of Internationalization

Internationalization of higher education is seen as one of the ways a country responds to the impact of globalization, yet at the same time respects the individuality of the nation. While the various meanings attached to the term internationalization illustrate its complexity and richness as a concept, it is clear that the key element in the term is the notion of between or among nations and cultural identities. A country's unique history, indigenous culture(s), resources, priorities, etc. shape its response to and relationships with other countries. Thus national identity and culture are keys to internationalization of higher education.

Knight (1993) describes internationalization of higher education as 'the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution' (p. 21). There are several key concepts in this definition, e.g. the idea of internationalization being a dynamic process and not a set of isolated activities, integration or infusion that contributes to the sustainability of the international dimension. Finally, this definition refers to the primary and universal functions of an institution of higher education, namely, teaching, research and service to society.

However, some scholars argue that, in this definition, no further goal of the process of internationalization is indicated. This could suggest that internationalization is an aim itself, while in many countries and settings it is rather seen as a means to achieve a wider goal, e.g. quality improvement, restructuring and upgrading of higher education systems and services. They attempt to include in the definition 'any systematic, sustained efforts aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labour markets'. It can thus be said that such internationalization is not

merely an aim itself, but an important resource in the development of higher education towards, first of all, a system in line with international standards; secondly, one open and responsive to its global environment.

### Approaches to Internationalization

A review of the literature as well as the practice of international education over the last decade reveals that several major authors have generally used a similar typology of 'approaches'.

**The Activity Approach:** This promotes activities such as curriculum, student/faculty exchange, technical assistance, and international students. This approach is one that has been most prevalent and is characteristic of the period when one described the international dimension in terms of specific activities or programs. In fact, the activity approach was synonymous with the term of international education in the 1970s and early 1980s. However, by looking at the international dimension as a series of activities, they are prone to be considered as distinct programs in terms of their operation. This often leads to a rather fragmented and uncoordinated approach to internationalization, whereby the relationship, impact and benefits between and among the activities are not taken into consideration.

**The Competency Approach:** This approach emphasizes the development of skills, knowledge, attitudes and values in students, faculty and staff. The issue central to this approach is how generation and transfer of knowledge help to develop competencies in the personnel of the higher education institution so that they become more internationally knowledgeable and intercultural skilled. Thus, in this approach, the development of internationalized curricula and programs is not an end in itself but a means towards developing the appropriate competencies in the students, staff and faculty. While there is a growing interest in the competency approach due to the increasing orientation to-

wards the demands and concerns of the labour market, there is an urgent need for further applied research to identify those competencies which help students to be successful national and international citizens and to contribute to local and global work environments.

**The Ethos Approach:** This emphasizes creating a culture or climate that values and supports international/intercultural perspectives and initiatives. This approach relates more to organizational development theories which focus on the creation of a culture or climate within an organization to support a particular set of principles and goals. This approach acknowledges that the international dimension is fundamental to the definition of a university or any other institutions of higher learning, and believes that without a strong belief system and supportive culture, the international dimension of an institution will never be realized.

**The Process Approach:** This stresses integration or infusion of an international/intercultural dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures. A major concern in this approach is the need to address the sustainability of the international dimension. Therefore, the emphasis is placed on program aspects as well as organizational elements such as policies and procedures.

### Rationales for Internationalization

Scott (1992) identifies seven imperatives for global education. They include economic competitiveness, environmental interdependence, increasing ethnic and religious diversity of local communities, the reality that many citizens work for foreign-owned firms, the influence of international trade on small business, the fact that college graduates will supervise or be supervised by people of different racial and ethnic groups from their own, and national security and peaceful relations between nations.

Knight & De Wit (1995) mention the political and economic rationales and educational

and cultural rationales. Knight (1997) clusters the possible rationales for internationalization into four groups: political, economic, academic and cultural/social, which this author believes is particularly useful to bring a framework and some logic to the discussion of the rationales.

**Political Rationale:** The political rationale relates to issues concerning the country's position and role as a nation in the world, e.g. security, stability and peace, ideological influence, etc. Historically, international education was seen as a beneficial tool for foreign policy especially with respect to national security and peace among nations. While this is still a consideration today, it does not have the importance it once did. (Knight, 1997, p. 9) Education, especially higher education, is often considered as a form of diplomatic investment for future political and economic relations. For example, scholarships for foreign students who are seen as promising future leaders are considered to be effective way of developing an understanding of and perhaps affinity for the sponsoring country. This affinity may prove to be beneficial in future years in terms of diplomatic or business relations.

**Economic Rationale:** The economic rationale refers to objectives related to either the long-term economic effects, where internationalization of higher education is seen as a contribution to the skilled human resources needed for international competitiveness of the nation, and where foreign graduates are seen as keys to the country's trade relations, or the direct economic benefits, e.g. institutional income and net economic effect of foreign students, etc. At the institutional level, the economic motive or market orientation is becoming more prevalent as well. A rigorous debate is now under way as to whether the export of education products to international markets is in fact contributing to the international dimension of teaching, research and service. Clearly, there can be a direct and beneficial relationship between an international market orientation and the internationalization

of the primary functions of a university/college or institute ... If one is to ensure that improving the quality of higher education is the primary goal of internationalization, not the development of international export markets, it is essential to find the balance between income-generating motives and academic benefits. (Knight, 1997, p. 10)

**Academic Rationale:** The academic rationale includes objectives related to the aims and functions of higher education. One of the leading reasons cited for internationalizing the higher education sector is the achievement of international academic standards for teaching and research. It is often assumed that by enhancing the international dimension of teaching, research and service, there is value added to the quality of a higher education system. This premise is clearly based on the assumption that internationalization is considered to be central to the mission of the institution and is not a marginalized endeavour. Linked to the notion of enhancing the quality of education is the idea that internationalization is often a positive change agent for institutional building. International activities may serve as catalysts for major institutional planning/review exercises, or help with institution building through the enhancement of the human, technical or management infrastructure systems.

**Cultural and Social Rationale:** The cultural/social rationale concentrates on the role and place of the country's own culture and language and on the importance of understanding foreign languages and culture. The preservation and promotion of national culture is a strong motivation for those countries which consider internationalization as a way to respect cultural diversity and counter balance the perceived homogenizing effect of globalization. The acknowledgement of cultural and ethnic diversity within and between countries is considered as a strong rationale for the internationalization of a nation's education system. Related to this point is the need for improved intercultural understanding and communication. The preparation of graduates who have a strong knowledge and skill base in intercultural relations and

communications is considered by many academics as one of the strongest rationales for internationalizing the teaching/learning experience of students in undergraduate and graduate programs. With changes over time, a shifting emphasis on the various rationales for internationalization can be observed.

**Conclusion:** It is felt that international labour markets require the higher education system to deliver graduates with academic, linguistic and intercultural qualifications that are internationally competitive. The academic and cultural/social rationales, reflected in measures like the mobility of students and staff, the improvement of the quality of education, a greater compatibility of study programs and degrees, and enhanced knowledge of other languages and cultures, seems all to be derived from the overarching economic rationale of strengthening human resources for international competitiveness.

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## EFFECTIVENESS OF E- LEARNING IN ECONOMICS FOR ENHANCING CRITICAL THINKING AND SELF EFFICACY AMONG HIGHER SECONDARY SCHOOL STUDENTS

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#### ABSTRACT

The present study explores effectiveness of e-learning in economics for enhancing critical thinking and self efficacy among higher secondary school students. Experimental method was used for this study. In this study 90 higher secondary school students were selected through stratified random sampling technique. Economics is a very difficult subject to the level of students at higher secondary level. So the e-learning method is an experimental teaching strategy to encourage teaching and learning process and create interest in learning economics, develops students self learning. It helps to develop their critical thinking and self efficacy. The results of the study revealed that pupils learned economics through the e-learning have enhancing critical thinking and self efficacy better than those who studied through the traditional teaching method. This study shows that there is no significance difference in the effectiveness of e-learning in economics for enhancing critical thinking and self efficacy among higher second-

ary school students in sub sample gender.

## INTRODUCTION

One of the basic requirements for education in the 21st century is to prepare populations for participation in a knowledge based economy, including the social and cultural perspectives. E-learning is a cornerstone for building inclusive knowledge societies. E-learning is the use of electronic educational technology in learning and teaching. Information and communication technology have pervaded the fields of education. In recent years the term e-learning has emerged as a result of the integration of ICT in the fields of education. In the early days of e-learning, some people were concerned that bringing computers into the classroom would remove the human element that many learners benefit from. Now technology has developed, smart phones and tablets are now widely embraced in both the classroom and home. Schools use a wealth of interactive designs that ensure online learning is both an engaging and valuable lesson delivery medium.

E-learning is the modern learning to enhancement of face to face interaction between teachers and students with online learning opportunities, in a form of flexible, self directed activities, which may utilize multimedia, interactive, internet based, mobile or collaborative tools. Electronic learning, or e-learning, is education based on modern methods of communication including the computer and its networks, various audio-visual materials, search engines, electronic libraries, and websites, whether accomplished in the classroom or at a distance.. E-learning is perceived to have many advantages for the learner, including anytime, anywhere access, self-paced learning, inquiry learning and collaborative learning. It is a self instructional learning strategy helps to the students to develop their critical thinking ability and improve their self efficacy.

Electronic learning, or e-learning, is education based on modern methods of communi-

cation including the computer and its networks, various audio-visual materials, search engines, electronic libraries, and websites, whether accomplished in the classroom or at a distance. Generally speaking, this type of education is delivered through the medium of the World Wide Web where the educational institution makes its programs and materials available on a special website in such a manner that students are able to make use of them and interact with them with ease through closed or shared, networks, or the Internet, and through use of e-mail and online discussion groups. Critical thinking is the ability to connect new knowledge to previous knowledge, construct and evaluate arguments, and solve problems systematically, the e-learning ensures personalized learning environments that build these abilities to the students and communicating effectively as they solved or interpreted problems.

Self-efficacy is part of the self-system comprised of a person's attitudes, abilities, and cognitive skills. Self-efficacy is the belief in one's effectiveness in performing specific tasks. A person is more likely to engage in a task if he feels that he can do so and vice versa. E-learning is promotes virtual learning environment. The virtual learners are attained self efficacy from online learning. So the e-learning create as confidence in one's ability to perform certain learning tasks with using online platforms to the student's learning. Students' satisfaction with e-learning experience is influenced by self-efficacy. So online learning promote to the students to takes correct judgments and decision making in their learning environment through e-learning strategy. So self efficacy and critical thinking have a vital role in e-learning.

## NEED AND SIGNIFICANCE

Economics can be taught by generating new knowledge with the help of exposing students to real-life learning environments and experiences. Students develop perceptions of their economic world at an early age, which, as they

progress through the educational process, develop into attitudes and opinions about the subject of economics. The more economic concepts students know, the more they like and value the subject and the more information they have about economic issues. E-learning strategy helps to teachers with teaching techniques during online platforms. Increasing students' involvement, develop self learning, increase motivation, better score, good decision making and stress reduction are several benefits that students get through e-learning and **students are being actively engaged in the subject material.** It helps to learn economics easily and interesting way by owns self.

Students who do not get the opportunity to learn economics and increase their economic understanding will probably never take much interest in the subject or in their economic world. The attitude and interest of higher secondary school students towards economics is important feature in achieving objectives of instruction and still many students fail or find difficulty with decision making, critical thinking and learning of economics. . So an effective teacher with effective strategy can solve this problem. Traditional learning is supports lecture method to the teacher with books and use of blackboard. But e-learning provides to online learning through own self learning. E-learning is an innovative style of education prepared by complaining the positive aspects of different learning approaches. E-learning provides web based learning and richness of information. The present study tries to find out the effectiveness of the e-learning in economics for enhancing critical thinking and self efficacy among higher secondary school students. Here the investigator develops e-learning package for teaching and learning economics to the students.

#### **OBJECTIVES OF THE STUDY**

1. To develop e-learning package in economics for enhancing critical thinking and self efficacy among higher secondary school stu-

dents of plus two class

2. To test the effectiveness of e-learning over the traditional learning method in economics for enhancing critical thinking among higher secondary school students

3. To test the effectiveness of e-learning over the traditional learning method in economics for enhancing self efficacy among higher secondary school students

4. To compare the effectiveness of e-learning in economics for enhancing critical thinking among higher secondary school students in sub sample on gender

5. To compare the effectiveness of e-learning in economics for enhancing self efficacy among higher secondary school students in sub sample on gender

#### **HYPOTHESIS**

1. E-learning in economics is more effective than traditional learning method for enhancing critical thinking among higher secondary school students.

2. E-learning in economics is more effective than traditional learning method for enhancing self efficacy among higher secondary school students.

3. There is significance difference in the effectiveness of e-learning in economics for enhancing critical thinking among boys and girls of higher secondary school students.

4. There is significance difference in the effectiveness of e-learning in economics for enhancing self efficacy among boys and girls of higher secondary school students.

#### **METHODOLOGY IN BRIEF**

##### **Method adopted**

The investigator adopted experimental method for the study.

##### **Sample selected for the study**

The sample of the study consisted of 90 higher secondary schools students in Thiruvananthapuram District

##### **Tools used for the study**

· E-learning package in economics

- Lesson transcripts in economics based on the traditional learning method
- Critical thinking scale
- Self efficacy scale

#### Statistical techniques used for the study

- Mean
- Standard Deviation
- t-test
- ANOVA
- ANCOVA

#### ANALYSIS AND INTERPRETATION

### 1. Test the effectiveness of e-learning in economics over the traditional learning method for enhancing critical thinking among higher secondary school students

**Table 1.1**

Results of the comparison of post test scores of experimental and control group in critical thinking among higher secondary school students

Groups	No of students	Mean	Standard deviation	t-value	Level of significance
Control group	45	23.26	3.89	6.19	Significant at 0.01 and 0.05
Experimental group	45	27.89	3.16		

**Critical value of t at 0.05 level is 1.99 and 0.01 level is 2.63**

The t value 6.19 is more than the table value at the levels 0.05 and 0.01 respectively. Therefore the mean post test scores significantly differ at 0.01 and 0.05 level. The table shows that the mean post test scores of experimental group is high. It concluded that the critical thinking is high for the experimental group when compared with the control group. It means that the critical thinking is highly due to the effectiveness of e-learning in teaching economics.

### 1.2 Comparison of pre test and post test scores of critical thinking of higher secondary school students in experimental and control groups for the total sample using ANOVA

In the study, the ANOVA with pretest and post test scores as co-variable was employed to investigate the effectiveness of e-learning over the traditional learning method in econom-

ics for enhancing critical thinking among higher secondary school students. For test the effectiveness of the e-learning strategy over the traditional method of teaching and learning in economics, total sum squares, mean square variance and f ratio for the pre test and post test scores were computed.

**Table 1.2.1**

Summary of Analysis of Variance pre test and post test scores of higher secondary school students in experimental and control groups

Source of variation	df	SSx	SSy	MSx	MSy	F value
Among group mean	1	23.98	347.44	23.98	347.44	F <sub>x</sub> = 3.92
Within group means	88	538.79	2134.22	6.12	24.25	F <sub>y</sub> = 14.33
Total	89	562.77	2481.66			

**Critical values of F for df (1, 68)**

**F at 0.05 level = 3.95**

**F at 0.01 level = 6.92**

The calculated F<sub>x</sub> value 3.92 is less than the table value 6.92. Hence there is no significant difference among two groups in the pre test at 0.01 level. The obtained F<sub>y</sub> value 14.33 is greater than the table value 6.92 at 0.01 level. So it can be tentatively concluded that there is significant difference between the post test means of experiment and control groups. The analysis of variance of scores of pre test and post test of experimental group with e-learning and control groups with traditional learning method were computed.

**Table 1.2.2**

Summary of Analysis of Co-variance pre test and post test scores of critical thinking of higher secondary school students in experimental and control groups

Source of variation	df	SSx	SSy	SSxy	SSyx	MSyx	SDyx	Fyx
Among group mean	1	23.98	347.44	105.28	114.77	114.77	3.73	8.23
Within group means	87	538.79	2134.22	704.36	1213.41	13.95		
Total	88	562.77	2481.66	809.64	1328.18			

**Critical values of F for df (1, 87)**

**F at 0.05 level = 3.95**

**F at 0.01 level = 6.92**

Since the obtained F<sub>yx</sub> value 8.23 is greater than the table value 6.92. It shows the

difference between the scores of two groups is significant at 0.01 level. The significant value for adjusted post test scores shows that the two mean scores have significant difference after they have been adjusted for the initial difference in the pre test scores of critical thinking.

**Table 1.2.3**

**Adjusted means of the post test scores of critical thinking of higher secondary school students in control and experimental groups**

Groups	No of students	Mx	My	Mxy
Control group	45	22.73	23.26	24.47
Experimental group	45	24.58	27.89	26.68

**SED = 0.746**

**t = 2.96**

**critical value of t for df 87 at 0.05 level = 1.99**

**critical value of t for df 87 at 0.01 level = 2.63**

The adjusted mean of experimental group is 26.68 which is greater than the adjusted means of control group 24.47. It means that the experimental group is superior to the control group in their critical thinking when taught through e-learning. The adjusted means for the post test scores were tested for significance. The 't' value obtained was 2.96 which is greater than the table value at 0.01 level of significance. The table value of 't' for significance for df 87 at 0.01 level is 2.63. This indicates that there is significant difference between the experimental and control groups in the critical thinking when the experimental group learnt through e-learning. It can be indicated that the students taught through e-learning strategy performed better than the students learning in traditional method.

**2. Test the effectiveness of e-learning in economics over the traditional learning method for enhancing self efficacy among higher secondary school students**

**Table 2.1**

**Results of the comparison of post test scores of experimental and control group in self efficacy among higher secondary school stu-**

**dents**

Groups	No of students	Mean	Standard deviation	t-value	Level of significance
Control group	45	18.29	3.98	5.87	Significant at 0.01 and 0.05
Experimental group	45	22.97	3.57		

**Critical value of t at 0.05 level is 1.99 and 0.01 level is 2.63**

The t value 5.87 is greater than the table value at the levels 0.05 and 0.01 respectively. Therefore the mean post test scores significantly differ at 0.01 and 0.05 level. The table shows that the mean post test score of experimental group is high. It concluded that the critical thinking is high for the experimental group when compared with the control group. It means that the critical thinking is highly due to the effectiveness of e-learning in teaching economics.

**2.2 Comparison of pre test and post test scores of self efficacy of higher secondary school students in experimental and control groups for the total sample using ANOVA**

In the study, the ANOVA with pretest and post test scores as co-variable was employed to investigate the effectiveness of e-learning over the traditional learning method in economics for enhancing critical thinking among higher secondary school students. For test the effectiveness of the e-learning strategy over the traditional learning method in teaching economics, total sum squares, mean square variance and f ratio for the pre test and post test scores were computed.

**Table 2.2.1**

**Summary of Analysis of Variance pre test and post test scores self efficacy of higher secondary school students in experimental and control groups**

Source of variation	df	SSx	SSy	MSx	MSy	F value
Among group mean	1	19.27	221.3	19.27	221.3	F <sub>x</sub> = 3.89
Within group means	88	435.61	1265.12	4.95	14.38	
Total	89	454.88	1486.42			F <sub>y</sub> = 15.38

**Critical values of F for df (1, 88)**

**F at 0.05 level= 3.95**

**F at 0.01 level = 6.92**

The calculated F<sub>x</sub> value 3.89 is less than



the table value 6.92. Hence there is no significant difference among two groups in the pre test at 0.01 level. The obtained  $F_y$  value 15.38 is greater than the table value 6.92 at 0.01 level. So it can be tentatively concluded that there is significant difference between the post test means of experiment and control groups. The analysis of variance of scores of pre test and post test of experimental group with e-learning and control groups with traditional learning method were computed.

**Table 2.2.2**

**Summary of Analysis of Co-variance pre test and post test scores of self efficacy of higher secondary school students in experimental and control groups**

Source of variation	df	SSx	SSy	Sxy	SSyx	MSyx	SDyx	F <sub>yx</sub>
Among group mean	1	19.27	221.3	78.96	102.24	102.24	3.15	10.32
Within group means	87	435.61	1265.12	418.91	862.27	9.91		
Total	88	454.88	1486.42	497.87	964.51			

**Critical values of F for df ( 1, 87 )**

**F at 0.05 level = 3.95**

**F at 0.01 level = 6.92**

Since the obtained  $F_{yx}$  value 10.32 is greater than the table value 6.92. It shows the difference between the scores of two groups is significant at 0.01 level. The significant value for adjusted post test scores shows that the two mean scores have significant difference after they have been adjusted for the initial difference in the pre test scores of self efficacy.

**Table 2.2.3**

**Adjusted means of the post test scores of higher secondary school students in control and experimental groups**

Groups	No of students	M <sub>x</sub>	M <sub>y</sub>	M <sub>xy</sub>
Control group	45	17.32	18.29	19.53
Experimental group	45	19.89	22.97	21.74

**SED = 0.63**

**t = 3.46**

**critical value of t for df 87 at 0.05 level = 1.99**

**critical value of t for df 87 at 0.01 level = 2.63**

The adjusted mean of experimental group is 21.74 which is greater than the adjusted

means of control group 19.53. It means that the experimental group is superior to the control group in their self efficacy when taught through e-learning. The adjusted means for the post test scores were tested for significance. The 't' value obtained was 3.46 which is greater than the table value at 0.01 level of significance. The table value of 't' for significance for df 87 at 0.01 level is 2.63. This indicates that there is significant difference between the experimental and control groups in the critical thinking when the experimental group learnt through e-learning. It can be indicated that the students taught through e-learning strategy performed better than the students taught through the traditional learning method.

**3. Comparison of mean post test scores of critical thinking of boys and girls higher secondary school students in the experimental group**

In this analysis intends to compare the post test scores of critical thinking of boys and girls in the experimental group. The mean and standard deviation were found and the data were tested for significance using 't' test.

**Table 3.1**

**Result of test of significance of the difference between the mean post test scores of critical thinking of boys and girls students of higher secondary school in the experimental group**

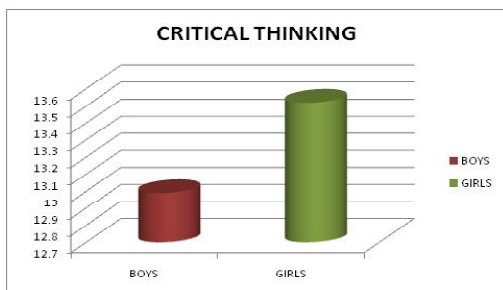
Gender	No of students	Mean	Standard deviation	t-value	Level of significance
Boys	24	12.99	4.28	1.87	Not significant at 0.01 and 0.05
Girls	21	13.52	4.63		

**Critical value of t at 0.05 level is 2.02 and 0.01 level is 2.69**

The calculated 't' value is 1.87 less than the critical values at 2.02 at 0.05 level and 2.69 at 0.01 level of significance respectively. Therefore the mean post test scores do not differ significantly at 0.01 level and 0.05 level. This indicates that there is no significant difference between the mean post test scores of critical think-

ing of boys and girls students in the higher secondary school of the experimental group.

A graph showing the mean post test scores of critical thinking of boys and girls students in given below



#### 4. Comparison of mean post test scores of self efficacy of boys and girls higher secondary school students in the experimental group

In this analysis intends to compare the post test scores of self efficacy of boys and girls in the experimental group. The mean and standard deviation were found and the data were tested for significance using 't' test.

**Table 3.1**

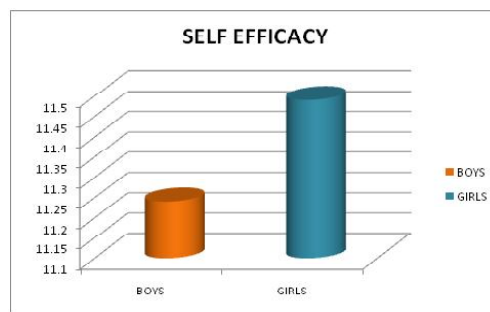
**Result of test of significance of the difference between the mean post test scores of self efficacy of boys and girls higher secondary school students in the experimental group**

Gender	No of students	Mean	Standard deviation	t-value	Level of significance
Boys	24	11.24	3.57	1.04	Not significant at 0.01 and 0.05
Girls	21	11.49	3.95		

**Critical value of t at 0.05 level is 2.02 and 0.01 level is 2.69**

The calculated 't' value is 1.04 less than the critical values at 2.02 at 0.05 level and 2.69 at 0.01 level of significance respectively. Therefore the mean post test scores do not differ significantly at 0.01 level and 0.05 level. This indicates that there is no significant difference between the mean post test scores of self efficacy of boys and girls students in the higher secondary school of the experimental group.

A graph showing the mean post test scores of self efficacy of boys and girls students in given below



#### MAJOR FINDINGS

1. The comparisons of means of the post test scores of critical thinking of both groups shows that the t value 6.19 is more than the critical value at 0.05 level is 1.99 and 0.01 level is 2.63. So there is significant difference between the mean of the post test score of experimental and control groups. It means that the experimental and the control groups differed significantly. The pre test and post test scores of control group is not significant. Hence it concluded that pupils learned through e-learning strategy have enhancing critical thinking better than those who studied through the traditional learning method.

2. The comparisons of means of the post test scores of self efficacy of both groups shows that the t value 5.87 is more than the critical value at 0.05 level is 1.99 and 0.01 level is 2.63. So there is significant difference between the mean of the post test score of experimental and control groups. It means that the experimental and the control groups differed significantly. The pre test and post test scores of control group is not significant. Hence it concluded that pupils learned through the e-learning strategy have enhancing self efficacy better than those who studied through the traditional learning method.

3. The calculated t value is 1.87 less than the critical values t at 0.05 level is 2.02 and 0.01 level is 2.69 of significance in respectively. Therefore the mean post test score of critical thinking of boys and girls students do not differ significantly at 0.01 level and 0.05 level. This indicates that there is no significant difference

between the mean post test scores of critical thinking of boys and girls of higher secondary school students in the experimental group. So the critical thinking of higher secondary school students in experimental group is not affected by variable gender.

4. The calculated t value is 1.04 less than the critical values t at 0.05 level is 2.02 and 0.01 level is 2.69 of significance in respectively. Therefore the mean post test score of self efficacy of boys and girls students do not differ significantly at 0.01 level and 0.05 level. This indicates that there is no significant difference between the mean post test scores of self efficacy of boys and girls of higher secondary school students in the experimental group. So the critical thinking of higher secondary school students in experimental group is not affected by variable gender.

#### EDUCATIONAL IMPLICATIONS OF THE STUDY

The following are the implications of the present study.

- E-learning provides opportunities to organize self learning environment at the maximum. Hence the teachers should be encouraged to apply teaching strategy based on e-learning in class room teaching learning process.
- The enhancement in learning proves that, e-learning help to develop a positive attitude towards economics learning, entertainment and self learning among children.
- The enhancement in self efficacy proves that e-learning provides opportunity to organize the self-learning environment, reasoned judgments, higher order thinking and problem solving through online learning to the students.
- The enhancement in critical thinking among higher secondary school students proves that, e-learning help to improve productivity of new ideas through their learned economics, find the better solutions of a problem solving and in general which acts as an investment in education.

#### SUGGESTIONS FOR FURTHER RESEARCH

Some of the possible suggestions for

further studies are listed below.

- The present study is confirmed only to higher secondary school students. A similar study may be conducted on secondary school students and graduate students.
- The same study can be replicated taking large samples covering more subjects
- The experimental study has been limited to a two schools in Thiruvananthapuram district. The study may be conducted by systematic coverage of different schools.
- The similar investigation can be used successfully in other subjects at various levels (Secondary, higher secondary and graduate level) in education.
- A similar study may be conducted on slow learners.

#### CONCLUSION

The results of this study indicate that e-learning in teaching economics is enhancing critical thinking, self efficacy and improving learning outcomes in economics among higher secondary school students. It shows that e-learning helped students to process and store information better than with traditional learning methods. This study shows that there is no significant difference in the effectiveness of e-learning in economics for enhancing critical thinking and self efficacy among higher secondary school students in sub sample gender. E-learning can boost learner's interest toward the self learning, learning subject matter, develops technological skill and improving their self efficacy and critical thinking ability. E-learning helps to improve student's cognitive abilities employed in the service of recall, problem-solving, decision making and creativity. E-learning strategy in economics is more effective than traditional method among students for learning economics.

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## National Education Policy for higher education institutions

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### Abstract:

The new education policy focuses on all essential part of education like early education, reshaping the curriculum and reforming the examination procedure. The new education policy will make the education system holistic, flexible and multidisciplinary. Higher education has important aspect in deciding the economy, social status, technology adoption and healthy human behavior in every country. All higher education institutes will become autonomous. Higher education system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines.

### Introduction:

The role of higher education is changing very rapidly. Altbach also noted that there are relatively less number of high-quality higher education institutions in India – “the world-class institutions are mainly limited to the Indian Institutes of Technology (IITs), the Indian Institutes of Management (IIMs) and perhaps a few others such as the All India Institute of Medical Sciences and the Tata Institute of Fundamental Research. These institutions, combined, enroll well under 1 percent of the student population”. There is clearly a need for an increase in the provision of high quality higher education in India.

Humanity has gone through 3 ages of civilization namely agricultural era, industrial era and knowledge era. We are assumed to be

in the knowledge era. We refer to the present society as a knowledge society. To make India a knowledge superpower higher education has to play an important role. Kirti Matliwala mentioned that the higher education sector in India spends 4.1% of country's research fund. It is 17.0% in Germany; 22.6% in U.K. and 10.1% in China. The research manpower in China is 8.6 lakhs; in India 1.3 lakhs and even in Korea it is 1.5 lakhs. Higher education scene in India should kindly be looked into. Every institution has Lecturers, Assistant professor, and Professor; and all are expected to do research. In India, higher education is in the affiliated colleges which are 22000 in number. The Indian higher education sector should spend more money for research and motivate faculty of higher education working in affiliated colleges.

Higher education has an important role in producing good human resources. As the technology updating, education has to be updated with it. The new education policy 2020 has introduced a provision in which world class top 100 universities can come and set their campuses in India. This revolutionary provision can change the learning pattern of Indian education and will provide dynamic and vibrant learning environment mentioned by Upadhyay. This policy its approach will be equally applicable to all higher education across all current streams which would eventually merge into one system of higher education. All higher education institutions by 2030 will develop into one of the three types of institutions. These three types of institutions will differ in their focus as far as goals and work are concerned, but will have equal commitment towards ensuring high quality. These institutions are discussed as follows.

- 1) Type I - Research University
- 2) Type II - Teaching University
- 3) Type III - Colleges

### 1) Type I institutes : Research University:

These will focus equally on research and teaching. They will create research for advanced

research knowledge and at the same time offering the highest quality teaching across undergraduate, masters, Ph.D., professional and vocational programs. These institutions will be encouraged to introduce undergraduate programmes as well. It is expected that over a period of two decades, a couple of hundred institutions 150-300, will belong to this Type I category institutes and each will be able to enrolment in between 5000 to 25000 or more students. They will aim to become world-class research universities and compete with global institution.

### 2) Type II- Teaching University:

These will focus primarily on high quality teaching across disciplines and programmes, including undergraduate, masters and doctoral, professional, vocational, certificate and diploma programmes and also involve in research. Some of them may aim to join the ranks of Type I institution.

### 3) Colleges:

These will focus to achieve the goal of high quality teaching. These institutions will largely run undergraduate programmes in addition to diploma and certificate programmes across disciplines and fields, including vocational and professional. A large number of such autonomous colleges will provide a high quality education. These colleges are also expected to offer a certificate, diploma and degree courses in vocational education and in some field of professional education. After some time high quality achievement they can approach to become Type II or Type I institution.

Based on their plans, action and effectiveness higher education have autonomy to move from one type to other. The accreditation system will develop and use appropriately different and relevant norms for the three types of institution. The overall higher education sector will be integrated into one higher education system including professional and vocational education

### Conclusion

All the higher education institutes will gradually move towards full autonomy in academic, administrative and financial. Based on their goal the higher education institution can shift to any type of institution. This policy, its approach will be equally applicable to all higher education across all current streams which merge into one coherent ecosystem of higher education.

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Upadhyay P., Foreign University campuses welcome NEP 2020, India today, July 2020

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## नवीन शैक्षणिक धोरण आणि ग्रामीण शिक्षणासमोरील अडचणी

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स्वामी विवेकानंद महाविद्यालय, शिरूर ताजबंद, ता. अहमदपूर,  
जि. लातूर

**सारांश** - नवीन शैक्षणिक धोरण २०२० भारतीय स्वातंत्र्य प्राप्तीच्या ७५ वर्षानंतर भारतीय शैक्षणिक क्षेत्रात नव युगाची सुरुवात आहे, असे सांगितले जात आहे. सद्याची भारतीय शिक्षण प्रणाली ब्रिटिश आमदानीत प्रचलित असलेल्या पद्धतीवर बहयांशी आधारित आहे. कला, विज्ञान, वाणिज्य, व्यवसायिक अभ्यासक्रम, किमान कौशल्य अशा शाखा सद्या प्रचलित आहेत. पूर्व प्राथमिक, प्राथमिक, माध्यमिक, उच्च माध्यमिक, पदवी, पदव्युत्तर असे सद्यचे स्तर आहेत. या सर्व प्रणालिनाध्ये अंतरविद्याशाखीय अभ्यासक्रमाची कोणतीही सोय नसल्यामुळे विद्यार्थ्यांच्या सर्वांगीण विकासात अडचणी निर्माण होतात. शिवाय जागतिक स्तरावर भारताची शैक्षणिक प्रगती विचारात घेतल्यास भारताचा क्रम फार खाली आहे. मुळात जगातील इतर देशांच्या तुलनेत भारतीय विद्यार्थी अत्यंत हुशार, मेहनती असूनही शैक्षणिक सुविधा आणि त्या राबविण्या मागची भूमिका यात सकारात्मकतेचा खूप खूप अभाव असल्यामुळे भारतीय विद्यार्थ्यांच्या नैसर्गिक गुणवत्तेचा उचित व्यय होत नाही ही वस्तुस्थिती विचारात घेतली पाहिजे.

### प्रस्तावना -

२०२० ला तत्कालीन केंद्र सरकारने कस्तुरीरंगन समितीचा अहवाल स्वीकारून नवीन राष्ट्रीय शैक्षणिक धोरणाची सुरुवात भारतात होण्याची चिन्हे दिसू लागली आहेत. पूर्वीच्या पारंपरिक १०+२ धोरण बदलून त्यात आवश्यक ते बदल करून मागील साधारण शंभर वर्षांपूर्वीची शिक्षण प्रणाली बदलून समकालीन परिप्रेक्षात बदल घडविले जात आहेत. तसे पाहता स्वातंत्र्य पूर्व काळातही ग्रामीण शिक्षणाच्या दृष्टीने काही बदल झाले आहेत. प्रस्तुत लेखात नवीन शैक्षणिक धोरणाचे नेमके स्वरूप विचारात घेऊन विशेषतः ग्रामीण भागात सदरील धोरण राबविण्यास येणाऱ्या अडचणीचा

संक्षेपाने विचार करू.

### गृहितके -

१. कस्तुरीरंगन समितीने नवीन शैक्षणिक धोरणाच्या निमित्ताने अहवाल केंद्र सरकारकडे सादर केला.
२. मागील साधारण १०० वर्षांच्या पारंपरिक शिक्षण धोरणाचा पुनर्विचार केला आहे.
३. अंतरविद्याशाखीय अभ्यासक्रमाची तरतूद नवीन शिक्षण धोरणामध्ये केली आहे.
४. जागतिक स्तरावर भारतीय शिक्षणाची प्रतिमा वाढविणे आवश्यक आहे.

### उद्दिष्टे -

१. भारतीय पारंपरिक शिक्षण प्रणालीचा विचार करणे.
२. जागतिक स्तरावर भारतीय विद्यार्थ्यांना सर्वोच्च शिक्षणाची संधी उपलब्ध करून देणे.
३. ग्रामीण, शहरी, महानगरीय शिक्षण प्रणालीत अंतरविद्याशाखीय शिक्षणाची तरतूद करणे.
४. गुणवत्तापूर्ण व कौशल्य पूर्ण विद्यार्थी घडविणे.
५. कस्तुरीरंगन समितीच्या अहवालाचा अभ्यास करणे.

### विषय प्रवेश -

स्वातंत्र्यपूर्व काळात स्वदेशी भारतीय शिक्षणाचा आग्रह धरणाऱ्या चळवळी निर्माण झाल्या होत्या. भारत हा प्रामुख्याने खेड्यात राहणारा देश आहे. शेती हाच भारताचा मुख्य व्यवसाय असल्यामुळे शिक्षणावर खूप सारा खर्च करणे शक्य नाही. ही अडचण विचारात घेता महात्मा फुले, राजर्षी शाहू, महात्मा गांधी, डॉ. बाबासाहेब आंबेडकर यांच्यासारख्या सुधारकांनी ग्रामीण भागाचा अधिकाधिक विकास होण्यासाठी प्रयत्न केले होते.

स्वातंत्र्यानंतर भारताने १० + २ ही शिक्षण प्रणाली स्वीकारली आणि पुढे कला, वाणिज्य, विज्ञान अशा शाखांची तरतूद करून एतदेशिय शिक्षणास सुरुवात केली तरी त्यात इंग्रजी शिक्षण धोरणाचा अंश दिसते. भारतीय स्वातंत्र्याच्या ७५ नंतर केंद्र सरकारने पारंपरिक शैक्षणिक प्रणाली बदलून नवीन शिक्षण प्रणाली अमलात आणण्याचे सूतोवाच केले आहे.

प्रस्तुत नवीन शैक्षणिक धोरणात अनेक सकारात्मक बदल अपेक्षित असले तरी ग्रामीण भागातील शिक्षणाच्या दृष्टीने ही नव शिक्षण प्रणाली कितपत फायदेशीर ठरेल हे पाहणे आगत्याचे होईल कारण आजही बहुसंख्य भारतीय जनता खेड्यामध्ये वास्तव्य करते. कोणत्याही राष्ट्राच्या सर्वांगीण विकासात शिक्षणाचा सहभाग अत्यंत महत्त्वाचा असतो. परिणामी आजची नवीन शिक्षण प्रणाली येत्या

काळात काही सकारात्मक बदल देशात घडवून आणिल अशी अपेक्षा करता येईल.

### अ) नवीन शैक्षणिक धोरण २०२० - स्वरूप :

वर नमूद केल्याप्रमाणे सद्याची शिक्षण प्रणाली कौशल्य पूर्ण विद्यार्थी निर्माण करण्यास कुचकामी ठरत असल्याचे दिसून येत असल्यामुळे त्यात बदल होण्याची गरज निर्माण झाली आहे. देशाचा नागरिक केवळ शिक्षित, साक्षर होऊन भागत नाही तर तो गुणवत्ता पूर्ण, कौशल्य पूर्ण असणेही तितकेच गरजेचे आहे हे या नव शैक्षणिक धोरणाचे मुख्य उद्दिष्ट आहे. 'केंद्र सरकारने कस्तुरीरंगन समितीने सादर केलेले राष्ट्रीय शिक्षण धोरण स्वीकारले आहे. त्याची अंमलबजावणी करण्यासाठी केंद्र सरकार आवश्यक ती पावले उचलायला सुरुवात केलीय. नवीन शिक्षण धोरण कसे आहे हे आपल्यासारख्यांना शिक्षणात सक्रिय असलेल्या कार्यकर्त्यांना समजून घ्यावेच लागेल.'१ वर नमूद केल्याप्रमाणे देशाने नवीन शैक्षणिक धोरण राबविण्याचा दृष्टीने पावले उचलली आहेत. बहु भाषिक, बहु धर्मीय, खंडप्राय देशाला एका सूत्रात गोवणे कठीण असल्यामुळे काही अडचणी निर्माण होणे अपेक्षित आहे.

कस्तुरीरंगन समितीने शैक्षणिक कालखंडात काही महत्त्वाचे स्तर सुचविले आहेत. पूर्वप्राथमिक शाळेचा ३-६ असा वयोगट, प्राथमिक चा ६-८, पूर्वमाध्यमिकचा ८-११ माध्यमिकचा ११ ते १४ आणि पुढे उच्चमाध्यमिकचा १४-१६, यानंतर उच्चशिक्षण अशा पूर्वीच्या रचनेत थोडा अंतर्गत बदल करत ५+३+३+४ अशी वर्गवारी करण्यात आली आहे. यांची क्रमाने पायाभूत शिक्षण-पूर्वप्राथमिकची तीन + पहिली व दुसरी; पूर्वमाध्यमिक/ प्राथमिक अशी तिसरी. चौथी, पाचवी; माध्यमिक म्हणजे सहावी, सातवी, आठवी आणि मग उच्च म्हणजे नववी, दहावी, अकरावी, बारावी अशी नवीन रचना आहे. वरील प्राथमिक, माध्यमिक, पदवी, पदव्युत्तर विभागाची रचना अपेक्षित आहे. पारंपरिक शिक्षण प्रणालीत वरील स्तर होते. प्रस्तुत नवीन शैक्षणिक धोरणात काही महत्त्वाच्या दुरुस्ती सुचविल्या आहेत.

प्रस्तुत नाव शिक्षण धोरणात मातृभाषेचे महत्त्व वाढविले आहे. सद्य स्थितीत इंग्रजी शिक्षणाचा महापूर पाहता हा बदल निश्चितच सकारात्मक म्हटला पाहिजे. मुलांमध्ये सर्वसाधारण अक्षर आणि गणिती साक्षरता असावी अशी मंडळाची अपेक्षा आहे. तसेच सर्वसाधारणपणे वय वर्षे आठपर्यंत शिक्षण मातृभाषेत होऊन त्यानंतर बहुभाषिकतेकडे वाटचाल व्हावी असेही म्हणण्यात आले आहे.

शैक्षणिक सुधारणांविषयी इतकी तातडी आणि कृतिशीलता प्रथमच पाहायला मिळाली यात शंका नाही. अर्थात या धोरणाची

पूर्ण अंमलबजावणी २०३० पर्यंत म्हणजे पुढच्या दशकभरात टप्याटप्याने होणार आहे आणि आत्ताचा वस्तूकल्पना कालवश होण्याचा झपाटा पाहता तेव्हा पूर्णच नवीन जगात आपण जगत असू. आत्ताच्या समस्या जरी सोडवण्याचा हे धोरण प्रयत्न करत असले तरी दशकाच्या अखेरीपर्यंत ते अंमलबजावणीच्या दृष्टीने पोहचेल का याविषयी शंका वाटते.'२ वरीलप्रमाणे नवीन शैक्षणिक धोरणाची परिपूर्ती २०३० मध्ये होणे अपेक्षित आहे. देशाची सर्वच क्षेत्रातील विविधता विचारात घेता शैक्षणिक धोरणातील सकारात्मक बदलाच्यासाठी वरील कालावधी अपेक्षित आहे.

### ब) आधुनिक भारताच्या इतिहासातील शैक्षणिक बदल -

परिवर्तन ही मानवाची सहज प्रवृत्ती आहे. गुलामगिरीच्या बेड्या तोडून राजकीय स्वातंत्र्य मिळविता येते तद्वत सामाजिक, धार्मिक स्वातंत्र्य मिळविण्यासाठी मानसिक, भावनिक गुलामगिरीतून मुक्त होणे आवश्यक असते. अज्ञान हे या सर्व गुलामीचे मूळ आहे याची जाणीव महात्मा फुले यांनी झाली. त्यांनी सावित्रीबाई फुल्यांच्या मदतीने स्त्री, शूद्र, बहुजनांसाठी शाळा सुरू केल्या. शिवाय बहुजनांसाठी शिक्षक ही बहुजन असावा असा आग्रह धरला. ही आधुनिक काळातील पहिली शैक्षणिक क्रांती होती.

'इ. स. १८४८ ते १८५२ या चार वर्षात महात्मा फुले यांनी सावित्रीबाई फुले आणि सहकार्यांच्या मदतीने पुणे व पुण्याच्या परिसरात एकूण १८ शाळा सुरू केल्या.३ वरीलप्रमाणे महात्मा फुले यांनी पुण्याच्या परिसरात शाळा सुरू केल्याचे दिसून येते.

'सत्सार भाग १ व २' या पुस्तकांमधून फुले यांनी स्त्रियांच्या दर्जा संबंधी आपले विचार मांडले आहेत. सर्व प्राण्यात माणूस श्रेष्ठ व माणसात स्त्री श्रेष्ठ अशी फुले यांची धारणा होती."४ स्त्री शिक्षणाच्या बाबतीत महात्मा फुले यांची धारणा अतिशय आदराची आणि समानतेची होती.

पुढील काळात महात्मा गांधी यांनी भारतीय शिक्षित तरुणांना खेड्याकडे जाण्याचा सल्ला दिला. शिक्षणातून स्वावलंबन साधले जाणे नितांत आवश्यक असल्याचे सूचित केले. "मनाने समाजातील दुर्बलांचा विचार केला पाहिजे. गांधीजीना स्वावलंबी शिक्षण, ओजस्वी शिक्षण अभिप्रेत होते."५ मन, बुद्धी, शरीर यांना जोडणारा दुवा म्हणून बापू शिक्षणाकडे पाहत असत. स्वावलंबी जीवन हेच शिक्षणाचे उद्दिष्ट असावे असे त्यांनी प्रतिपादन केले आहे.

महात्मा फुले असो की महात्मा गांधी यांची शिक्षणाकडे बघण्याची दृष्टी अत्यंत निकोप होते. त्याही काळात त्यांनी उपयोजित शिक्षणाकडे विशेष लक्ष दिल्याचे दिसून येते. आज साधारण शंभर वर्षांनंतर केंद्र सरकारने अंतरविद्याशाखीय शिक्षणाचे महत्त्व अधोरेखित



केले आहे हे मान्य करावे लागते.

क) ग्रामीण भागातील शैक्षणिक धोरण अमलबजावणीतील अडचणी-  
वर नमूद केल्याप्रमाणे ग्रामीण जीवनाचा विकास झाल्याशिवाय संबंध देशाचा विकास झाला असे म्हणता येत नाही. कारण आजही ७०% जनता ग्रामीण भागात राहत असून शेती हाच त्यांचा प्रमुख व्यवसाय आहे. परिणाम पारंपारिक शिक्षण घेताना त्यांना येणाऱ्या अडचणी यांचा विचार करणे अगत्याचे कला शाखेतून शिक्षण घेतल्याने रोजगाराच्या संधी कमी होतात तर विज्ञान, वाणिज्य आणि व्यावसायिक शिक्षण घेण्याइतपत ग्रामीण भागातील विद्यार्थ्यांची ऐकत नसते. या अडचणी प्रामुख्याने नवीन शैक्षणिक धोरणात ही येतील हे विचारात घेतले पाहिजे.

वास्तविक सरकारने घेतलेले शिक्षणविषयक निर्णय व धोरण राबवणे शिक्षकांना कर्तव्याचा भाग म्हणून बंधनकारक असते. धोरण ठरवताना आणि निर्णय होण्यापूर्वी आपण आपली मते मांडू शकतो, त्या धोरणात काय असावे? काय नसावे? या बाबत सूचना करू शकतो. आपली मते मांडू शकतो. परंतु धोरण जाहीर झाल्यावर आणि सरकारने त्याची अंमलबजावणी सुरु केल्यावर ती आपल्यावर बंधनकारक ठरते. असे असले तरी त्यातील अन्याय्य, संविधानविरोधी तरतूदीविरुद्ध शिक्षक संघटनेच्या नेतृत्वाखाली लढाई करावी लागते आणि अशी लढाई करून शिक्षक आणि शिक्षण यांचे हित जपावे लागते. ज्या ज्या वेळी नवीन शिक्षण धोरण येते, त्या त्या वेळी नवनवीन समस्या निर्माण होतात. असा आजवरचा अनुभव आहे.

प्राथमिक शिक्षण हे मातृभाषेतच दिले पाहिजे, अशी नवीन शैक्षणिक धोरणात स्पष्ट दिशा दिली आहे. आज संपूर्ण देशभरात फार मोठ्या संख्येने इंग्लिश माध्यमाच्या पूर्वप्राथमिक व प्राथमिक शाळा अस्तित्वात आहेत. निश्चितच इंग्लिश ही या सर्व मुलांची मातृभाषा नाही. त्यामुळे या शाळांचे भवितव्य काय असेल? आज मराठी शाळेत शिकणाऱ्या एखाद्या मुलाची मातृभाषा कन्नड, गुजराती, तामिळ असेल, तर त्याच्या शिक्षणाची पर्यायी व्यवस्था काय करता येईल? याचे स्पष्ट निर्देश नवीन शैक्षणिक धोरणात नाहीत. यासंबंधी अधिक तपशिलात चर्चा होण्याची आवश्यकता आहे. एखाद्या विषयात विद्यार्थी नापास झाला, तर त्याला नापास न करता इतर विषयांच्या प्रगतीचा आढावा घेऊन त्याला वरच्या वर्गात प्रवेश द्यावा, अशी तरतूद नवीन शैक्षणिक धोरणात आहे. अशा मुलांना शालांत परीक्षेचे प्रमाणपत्र कसे दिले जाईल याचा वेगळा विचार केला पाहिजे. 'नवीन शैक्षणिक धोरणात एक चांगली गोष्ट आहे, ती म्हणजे कला, क्रीडा व विविध सांस्कृतिक उपक्रमांना स्वतंत्र सन्मानाचे स्थान दिलेले

आहे.'६ वरील प्रमाणे नवीन शैक्षणिक धोरणात खेळ संस्कृती संस्कार आशा सर्वांगीण विकासावर भर दिला गेला आहे मात्र ग्रामीण भागात वरील विषयाचे तज्ञ शिक्षक सहज उपलब्ध होतील याची फार कमी शक्यता आहे त्याचप्रमाणे ग्रामीण भागात उत्तम शिक्षण देण्यासाठी आवश्यक असलेल्या पायाभूत सुविधा यांचाही अभाव प्रामुख्याने जाणवतो ही बाब विशेषत्वाने विचारात घ्यावी लागते.

#### ड) निष्कर्ष -

वरील प्रमाणे नवीन शैक्षणिक धोरण २०२० आणि ग्रामीण भागातील शिक्षणातील अडचणी याबाबत थोडक्यात विचार केल्यानंतर पुढील प्रमाणे काही महत्त्वाचे निष्कर्ष नोंदवता येतील.

१. नवीन शैक्षणिक धोरण प्रामुख्याने अंतरविद्याशाखीय असल्यामुळे ग्रामीण भागात आंतरविद्याशाखीय शिक्षण पद्धती उभी करणे सहज शक्य होईल असे म्हणता येत नाही.

२. खेळ, संगीत, विविध कला याबाबत पारंगत असलेले शिक्षक ग्रामीण भागात सहजपणे उपलब्ध होतील असेही म्हणता येत नाही.

३. आंतरविद्याशाखीय शिक्षण देण्यास पूरक ठरतील अशा पायाभूत सुविधा ग्रामीण भागात सहजपणे उपलब्ध करता येत नाहीत.

४. नवीन शैक्षणिक धोरण मातृभाषेचा आग्रह धरते परिणामी भारत हा बहुभाषिक देश असल्यामुळे पुढील उच्च शिक्षणामध्ये विद्यार्थ्यांना अडचणी येऊ शकतात.

यासारख्या काही महत्त्वाच्या अडचणी विचारात घेऊन नवीन शैक्षणिक धोरण राबविणे अत्यंत महत्त्वाचे ठरेल

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## नवीन शैक्षणिक धोरण आणि शिक्षणा समोरील आव्हाने

प्रो.डॉ.एम.डी.कच्छवे

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### प्रस्तावना (Introduction) :

मानवाच्या भौतिक, आध्यात्मिक आणि व्यक्तिमत्व विकासासाठी शिक्षणास फार महत्व आहे. आधुनिक काळात शिक्षणाला अनन्य साधारण महत्व आहे. आजच्या स्पर्धेच्या युगात टिकून राहण्यासाठी शिक्षण — शिवाय पर्याय नाही. शिक्षण घेण्याचे वय उलटून गेले तरी आता शिक्षणच्या सुविधा निर्माण झालेल्या आहेत. शिक्षणसेवा ही मूलभूत सेवा मानली गेल्यामुळे शिक्षणाच्या बाबतीत शासनाचा सहभाग जास्त प्रकारात असतो. याशिवाय शिक्षणप्रेमी संस्थांकडून शाळा, महाविद्यालये चालविली जातात. कांही संस्थांना शासनाकडून अनुदान मिळत तर कांही शाळा, महाविद्यालये शासनाकडून अनुदाने न घेता विनाअनुदान तत्वावर चालविली जातात.

१९६८ मध्ये देशाच्या प्रंतप्रधान इंदिरा गांधी यांनी पाहिले राष्ट्रीय शैक्षणिक धोरण (NPE) जाहिर केले. भारतात शिक्षणाचा प्रचार आणि नियमन करण्यासाठी भारत सरकारने तयार केलेले धोरण आहे. या धोरणात ग्रामीण आणि शहरी भागातील प्राथमिक शिक्षण ते उच्च शिक्षणाचा समावेश आहे. त्यानंतर १९८६ व २०२० ला शैक्षणिक धोरण जाहिर करण्यात आली आहे.

### संशोधनाचे उद्देश :-

सदर शोध निबंधासाठी खालील उद्देश निश्चित करण्यात आली आहेत

१) शिक्षणाचा इतिहास शोधणे

२) राष्ट्रीय शैक्षणिक धोरणाचा अभ्यास करणे  
३) शिक्षणातील बदलत्या प्रवाहाचा अभ्यास करणे

४) भारतीय शिक्षणासमोरील आव्हाने शोधणे

५) निष्कर्ष काढणे

### संशोधनाची गृहितके :-

संशोधनाची गृहितके खालील प्रमाणे ठरविण्यात आली.

१) प्राचीन काळापासून शिक्षणाचा प्रसार केला जात आहे.

२) शिक्षणासमोर अनेक आव्हाने उभी आहेत.

### अभ्यास पध्दती :-

सदर शोध निबंधासाठी दुय्यम सामग्रीचा आधार घेतला असून यामध्ये योजना, दैनिक वर्तमान लेख, संदर्भ ग्रंथ इत्यादीचा आधार घेतलेला आहे.

### शिक्षणाचा इतिहास :-

भारतीय संस्कृती जशी प्राचीन आहे तशीच आपली शिक्षण प्रणाली सुध्दा प्राचीन कालखंडापासून प्रचलित आहे. या कालखंडात गुरुकूल शिक्षण पध्दती होती. इ.स.पूर्व १२०० च्या कालखंडात म्हणतात. या काळात शिक्षणाची ध्येय अत्यंत व्यापक होती. अज्ञानाच्या अंधारापातून ज्ञानाच्या प्रकाशाकडे घेऊन जाने हे शिक्षनाचे ध्येय होते. विद्यार्थ्याच्या व्यक्तिमत्वाचा मानसिक व शारीरिक विकास साधणे हे शिक्षणाचे ध्येय मानले जात होते. गुरु हा ज्ञानी, चारित्र्यसंपन्न, निपक्षपाती असावा अशी अपेक्षा होती. शिष्यांची ओळख ही त्याच्या गुरुवरून होत असे.

### उत्तर वैदिक काळातील शिक्षण :-

या काळात धार्मिक, राजकीय व सामाजिक जीवनात मोठे बदल घडून आले. यज्ञ, धार्मिक विधीचे महत्व वाढून वर्णव्यवस्था ठार झाली. स्त्रियांचे स्थान व दर्जा घसरला. शिक्षण पध्दतीतही महत्वाचे बदल घडून आले. या काळात शुद्रांना शिक्षणाचा अधिकार नाकारण्यात आला. आश्रम पध्दती अस्तित्वात आली. आश्रमातील विद्यार्थी आपल्या वर्णाला अनुसरून शिक्षण घेत. राजघराण्यातील स्त्रिया शिक्षण घेत परंतु सामान्य घरातील स्त्रिया शिक्षणापासून वंचित राहत असत.

### बौद्धकालीन शिक्षण प्रणाली :-

हा कालखंड गौतम बुद्धांच्या बौद्ध धर्माच्या स्थापने पासून ते सम्राट हर्षवर्धनाच्या राजवटी पर्यंत मानला जातो. हा कालखंड प्राचीन भारतीय शिक्षणात महत्वाचा मानला जातो. उच्च शिक्षणासाठी या कालखंडात तक्षशिला, नालंदा, विक्रमशिला इत्यादी मोठमोठी विद्यापीठे स्थापन झाली. या विद्यापीठात प्रवेश मिळवण्यासाठी विद्यार्थ्यांना वार परीक्षा नावाची अत्यंत कठीण परीक्षा द्यावी लागत. बौद्ध विद्यापीठांतून बौद्ध धर्माची शिकवण, तत्वज्ञान, भाषाशास्त्र, शिल्पकला, संगीत, खगोलशास्त्र, व्याकरण तसेच इतर धर्माची शिकवण इत्यादी विषय शिकविले जात असत. या विद्यापीठात देश विदेशातून विद्यार्थी शिक्षण घेण्यासाठी येत असत.

#### मध्ययुगीन कालखंड :-

इ.स. १२०० ते इंग्रज भारतात येण्यापूर्वीचा मध्ययुगीन कालखंड मानला जातो. या कालखंडात मंत्र-तंत्र व जादूटोणा यांचे प्रस्थ वाढले अनिष्ट चालीरिती, प्रथा, परंपरा व कट्टर धार्मिक विधी, होम वहन यांचे प्रमाण वाढले. स्त्रियांवरचे बंधने जास्तीची वाढली त्यांची शिक्षणाची दारे बंद झाली. याच काळात महाराष्ट्रात विविध थोर संत होऊन गेले. त्यांनी आज्ञानात खितपत पडलेल्या समाजाला जागृत करण्याचे कार्य केले. त्यांनी सर्व सामान्य जनतेला वारकरी सांप्रदायाच्या माध्यमातून एकत्र आणण्याचे कार्य केले. त्यांच्यात एकजूट निर्माण झाली आणि त्यांना प्रथा परंपरांच्या जोखडातून मुक्त करण्याचे कार्य केले.

#### ब्रिटीश कालीन शिक्षण प्रणाली :-

सतराव्या शतकानंतर पोर्तुगीज, डच, फ्रेंच राज संतांनी भारतात प्रवेश केला. या राजसंतांनी भारतात प्राथमिक शिक्षणाला सुरुवात केली. त्यानंतर इंग्रज भारतात आले. त्यांनी व्यापार करून पूर्ण भारत देश स्वतःच्या आंमलाखाली आणला. त्यांनी भारतीयांना पाश्चिमात्य धर्तीचे शिक्षण देण्यास सुरुवात केली. त्यांचे शिक्षण सर्वांसाठी खुले होते. त्यामुळे शिक्षणाचा प्रसार होण्यास मदत झाली. पाश्चिमात्य शिक्षणातून स्वातंत्र्य, समता, बंधुता या मुल्यांची ओळख भारतीयांना झाली. धार्मिक शिक्षण मागे पडून धर्म निरपेक्ष शिक्षणाचा विकास इंग्रजांनी त्यांना कारकुनी कामात मदत होईल.

अशा कारकुन निर्माण करणाऱ्या शिक्षणावर भर दिला.

#### स्वातंत्र्योत्तर कालखंडातील शिक्षण :-

१९४७ ला भारत स्वतंत्र झाल्यानंतर साक्षरतेची गरज सर्वांनाच प्रकर्षाने जाणवली. भारताच्या राज्यघटनेत ६ ते १४ वयोगटातील मुलांना मोफत व सवतीचे शिक्षण देण्याची तरतूद केली. योजना आयोगाने आपल्या पंचवार्षिक योजनामध्ये शिक्षणाला अग्रक्रम दिला. भारतीय उच्च शिक्षणाच्या सुधारणेसाठी १९४८ रोजी राधाकृष्ण आयोग नेमला. त्यानंतर १९६४ ला डॉ. डी. एस. कोठारी यांच्या अध्यक्षतेखाली देशातील प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षणातील दर्जा सुधारणेसाठी कोठारी आयोग नेमला.

#### राष्ट्रीय शैक्षणिक धारण (National Education policy १९६८)

कोठारी आयोगाच्या शिफारशीवर आधारित भारत सरकारने आपले पहिले शैक्षणिक धोरण १९६८ मध्ये प्रसिध्द केले. भारत सरकारने ग्रामीण आणि शहरी दोन्ही भारतातील निरक्षरतेच्या समस्यांचे निराकरण करण्यासाठी विविध कार्यक्रम प्रायोजित केले. भारताचे पहिले शिक्षणमंत्री मौलाना अब्दुल आझाद यांनी एकसमान शैक्षणिक प्रणालीसह संपूर्ण देशभरातील शिक्षणावर केंद्र सरकारच्या मजबूत नियंत्रणाची कल्पना केली. केंद्र सरकारने भारताच्या शिक्षण प्रणालीचे आधुनिकीकरण करण्यासाठी प्रस्ताव विकसित करण्यासाठी विद्यापीठ शिक्षण आयोग (१९४८-१९४९), माध्यमिक शिक्षण आयोग (१९५२-१९५३), विद्यापीठ अनुदान आयोग आणि कोठारी आयोग (१९६४-६६) ची स्थापना केली. १९६१ मध्ये केंद्र सरकारने राष्ट्रीय शैक्षणिक आणि प्रशिक्षण परिषद (एनसीईआरटी) ची स्थापना एक स्वायत्त संस्था म्हणून केली. ही संस्था केंद्र आणि राज्य सरकारांना शैक्षणिक धोरणे तयार करण्यासाठी आणि अंमलबजावणी साठी सल्ला देईल. या राष्ट्रीय शिक्षण धोरणात मोफत आणि सक्तीचे शिक्षण, शिक्षकांचे शिक्षण, भाषा विकास, सर्वांना शिक्षणाची संधी, एकसमान शैक्षणिक संरचना, प्रगतीचा आढावा, शैक्षणिक खर्चात राष्ट्रीय उत्पन्नाच्या सहा टक्के वाढ समाविष्ट केली इत्यादी वैशिष्ट्ये होती. परंतु या धोरणाच्या कामगिरीत कृती योग्य कार्यक्रम आणला गेला नाही, निधीची

कमतरता, शिक्षण हे राज्याच्या यादीत असल्यामुळे केंद्राची भूमिका फारशी नव्हती, १०+२+३ शिक्षण पध्दतीचा समावेश इत्यादी मूळे फारशे यशस्वी झाले नाही. त्यामुळे राजीव गांधी यांनी पूर्वीच्या शैक्षणिक धोरणात बदल करून १९८६ मध्ये देशातील संस्थांसाठी नवीन शैक्षणिक धोरण लागू केले.

### राष्ट्रीय शैक्षणिक धोरण, १९८६ (National Education Policy, १९८६):-

१९८६ चे राष्ट्रीय शैक्षणिक धोरण राजीव गांधी पंतप्रधान असताना अमलात आले. या धोरणाचा मुख्य उद्देश महिला, अनुसूचित जाती आणि अनुसूचित जमातीसह सर्वांना समान शिक्षणाची संधी प्रदान करणे हा होता. त्यामुळे या धोरणात असमानता दूर करण्यावर आणि शिक्षणाच्या संधी समान करण्यावर विशेष भर असे नाव देण्यात आले.

या धोरणातील महत्वाच्या सूचना खालील प्रमाणे आहेत.

- १) शिक्षणाची संधी सर्वांना उपलब्ध करून देणे
- २) शिक्षण हे समता प्रस्थापित करण्यासाठी देणे
- ३) प्राथमिक, माध्यमिक व उच्च माध्यमिक शिक्षणाची पुनर्रचना करणे
- ४) शिक्षकांच्या प्रशिक्षणात आधुनिकता आनने
- ५) शिक्षणात गुंतवणूक राष्ट्रीय उत्पान्नाच्या १०% करणे
- ६) प्रशिक्षण आणि निरंतर शिक्षणावर भर देणे
- ७) शिक्षणाच्या माध्यमातून राष्ट्रीय साधन संपत्तीचा योग्य विकास व वापर करणे
- ८) समाजाभिमुख शिक्षण पध्दती बनविणे
- ९) तांत्रिक व व्यावसायिक शिक्षणाची पुनर्रचना करणे
- १०) बाल संगोपन व शिक्षण यांचा समन्वय साधणे, मुक्त विद्यापीठे, दूरशिक्षण विभाग, ग्रामीण विद्यापीठे आणि बुध्दीमान विद्यार्थ्यांसाठी नवोदय विद्यालये स्थापन करणे
- ११) अभ्यासक्रमात स्वातंत्र्यलढा, संविधानिक जबाबदारी लोकाशाही, धर्मनिरपेक्षता, स्त्री पुरुष समानता, पर्यावरण संरक्षण, सामाजिक समस्यांचे निर्मूलन इत्यादींचा समावेश करणे.

### राष्ट्रीय शैक्षणिक धोरण — २०२०

२०१४ नंतर पंतप्रधान नरेंद्र मोदी यांनी १९८६

च्या राष्ट्रीय शैक्षणिक धोरणाचा आढावा घेण्यासाठी २०१६ मध्ये माजी केंद्रीय सचिव टी. एस. आर. सुब्रमण्यम यांच्या अध्यक्षतेखाली राष्ट्रीय धोरण समिती नेमाली. या समितीने डी पी ई पी सर्व शिक्षा अभियान, राइट टू एज्युकेशन, एनपीईजीईएल, राष्ट्रीय माध्यमिक शिक्षा अभियान, आय ई डी एसएस, प्रौढ साक्षर भारत, इत्यादी शासकीय योजनांचा आढावा घेतला.

राष्ट्रीय शैक्षणिक धोरण २०२० हे २१ व्या शतकातील पहिले शैक्षणिक धोरण आहे. या धोरणाचे ध्येय आपल्या देशातील वाढत्या विकासात्मक आवश्यकतांवर उपाययोजना करणे हे आहे. प्राचीन आणि सनातन भारतीय ज्ञान आणि विचारांची समृद्ध परंपरा लक्षात घेऊन हे धोरण तयार करण्यात आले. शिक्षण व्यवस्थेतील मूलभूत सुधारणा केंद्रस्थानी शिक्षक असला पाहिजे. नवीन शिक्षण धोरणाने शिक्षकाला सर्व पातळ्यांवर आपल्या समाजातील सर्वात आदरनीय आणि आवश्यक सदस्य म्हणून पुनर्स्थापित करण्यासाठी मदत करणे अत्यावश्यक आहे. शिक्षक हा पुढील आकार देतो. सध्याच्या १०+२ एवजी ५+३+३+४ असा नवीन आकृतीबंध लागू होणार आहे. सर्वांना शिक्षक मिळावे यासाठी सरकारने अंगणवाड्य, बालवाड्या, प्राथमिक व माध्यमिक शाळा, महाविद्यालये, विद्यापीठे, रात्रशाळा, रात्रमहाविद्यालये, तंत्रशाळा, औद्योगिक व व्यवसायिक शिक्षणाचा केंद्र, साक्षरता प्रसारासाठी प्रशिक्षण केंद्रे या सव संस्थांचे देशभर जाळे उभारले. प्राचिन काळापासून आजपर्यंत ज्ञान संपादन चारित्र्यनिर्मिती, सामाजिक बांधिलकी, राष्ट्रीय भावन व राष्ट्रप्रेम निर्मिती, नैतिक मूल्यांची जोपासना हिच शिक्षणाची महत्वाची उद्दिष्टे राहिली आहेत. परीक्षेतील गुणांना शैक्षणिक गुणवत्ता मानले जात आहेत. जागतिकीकरणामुळे सरकारने शिक्षणावरील अनुदान कमी करून खाजगीकरणाने भर दिल्यामुळे शिक्षण महाग झाले आहे. या सर्व वातावरणात सर्वसामान्य विद्यार्थी उच्च शिक्षण पासून वंचित राहण्याची शक्यता निर्माण झाली आहे.

### शिक्षणातील बदलते प्रवाह

शिक्षण हे सर्वच पातळ्यांवर, विविध स्तरावर, विविध क्षेत्रातून बदलत चालले आहे. रेडिओ, टि.व्ही, कॉम्प्युटर, मोबाईल इत्यादी दूरसंचार क्षेत्रात खूप मोठी क्रांती घडून आलेली आहे. या साधनांचा शिक्षणातही मोठ्या प्रमाणात वापर होत आहे. जागतिकीकरणात आपल्याला टिकून राहायचे असल्यास शिक्षणाची उद्दिष्टे

ठरवावी लागतील ती खालील प्रमाणे आहेत.

- १) शिक्षणाचे ज्ञानप्राप्ती हे अंतिम उद्दिष्ट असावे करिअर हे ध्येय नसावे.
- २) चारित्र्यसंपन्न नागरिक घडविले, शिक्षणाप्रति जागृत विद्यार्थी घडवणे.
- ३) शिक्षणाची गुणवत्ता वाढविण्यासाठी सातत्याने प्रयत्न व्हायला पाहिजे.
- ४) शिक्षण हे प्रायोगिक झाले पाहिजे चार भिंतींच्या बाहेर पडले पाहिजे.
- ५) विद्यार्थ्यांत शिक्षण प्राप्ती ओढ निर्माण केली पाहिजे.
- ६) शिक्षक हे विद्यार्थी प्रिय घडवले पाहिजे.
- ७) शिक्षण हे कौशल्याधारीत झाले पाहिजे.
- ८) विद्यार्थ्यांना अपेक्षांच्या ओड्यातून बाहेर काढले पाहिजे. विद्यार्थी गुण मिळविणारे मशीन असून समाजाकडून अपेक्षा आहेत.
- ९) विद्यार्थ्यात दिवसेंदिवस असुरक्षतेची वाढत चाललेली भावना कमी करून त्यांना विश्वासात घेणारे शिक्षण विद्यार्थ्यांच्या जगण्यासाठी उपयोगी असे कौशल्य आधारीत शिक्षण दयावेत.
- १०) शिक्षणातून पाठांतर, घोकपट्टी, कॉपी इत्यादी गोष्टी शिक्षणातून हद्दपार झाल्या पाहिजेत.
- ११) मातृभाषेतून शिक्षण हा विद्यार्थ्यांचा मुलभूत अधिकार आहे याची जागृती पालक आणि समाजात निर्माण केली पाहिजे.
- १२) विद्यार्थ्यांच्या मानसिकतेचा विचार करून शिक्षणात सर्वांगीण व्यक्तीमत्व विकास झाला पाहिजे.
- १३) मुलांची नैसर्गिक कुवत व आवड लक्षात घेवूनच त्यांना शिक्षण दिले पाहिजे.
- १४) शिक्षक स्वातंत्र्य ही संकल्पना आज समाजात रूजविण्यात यावी. पालकांच्या अपेक्षांचे दडपण कमी झाले पाहिजे.
- १५) एकविसाव्या शतकातील आव्हाने पेलू शकणारे शिक्षण निर्माण केले पाहिजे.
- १६) कारकुन बनवणारे शिक्षण स्वातंत्र्यानंतरही चालू आहे ते थांबविण्यात यावे.
- १७) विविध स्पर्धा परीक्षांच्या नावाखाली बारा तास चालणारे शिक्षण थांबविले पाहिजे.

**भारतीय शिक्षण समोरील आव्हाने:-**

प्राचीन काळी शिक्षणाप्रतीची तळमळ विद्यार्थी आणि शिक्षण दोन्ही ठिकाणी पाहायला मिळत नाही. जागतिकीकरणाच्या रेट्यात प्रत्येकाच्या रहाणीमाणात

सुधारणा झाली. नवनवीन तंत्रज्ञान माणसाला अवगत झाले. मोठया प्रमाणात माहितीचा ओघ माणसाच्या हातात येऊन थांबला. मोबाईल मध्ये झालेल्या क्रांतीने जग पूर्णतः बदलून गेले. सोशल मिडीयाचा वापर मोठया प्रमाणात होताना दिसत आहे. माहिती तंत्रज्ञानाच्या महापुरात आजची तरूण पिढी वाहत चालली आहे. शिक्षणातील बदलत्या प्रवाहांचा विचार करत असताना विद्यार्थ्यांनी बदलत्या इंडस्ट्रीजचा विचार करणे गरजेचे आहे. करिअर निवडताना बेसावध राहून चालणार नाही. स्पर्धेच्या युगात शाळा, कॉलेजमधील ज्ञानावर अवलंबून राहता येणार नाही. त्यांना डोळसपणे सगळ्या गोष्टी स्वतः शिकाव्या लागणार आहेत. बदलत्या काळात फक्त पारंपारीक शिक्षण हे विद्यार्थ्यांच्या सर्वांगीण विकास व त्यांचे भावी जीवन सुकर करण्यासाठी उपयोगी पडणार नाही. त्यामुळेच कौशल्यावर आधारीत शिक्षणाला अनन्यसाधारण महत्व प्राप्त झाले आहे. वाढणाऱ्या बेरोजगारीचा दर कमी करायचा असेल तर अभ्यासक्रमा बरोबरच विद्यार्थ्यांनी वेगवेगळी कौशल्य आत्मसात केली तर त्यांना त्याचा निश्चितच फायदा होतो. कौशल्य आणि ज्ञान हे देशाच्या आर्थिक वाढीचा आणि सामाजिक विकासाची प्रेरक शक्ती आहेत. स्पर्धेच्या युगात फक्त वैदयकीय आणि इंजिनिअरींग क्षेत्राकडे न वळता बाकीच्या क्षेत्राकडे वळावे. या क्षेत्रातून विद्यार्थ्यांच्या कलागुणा बरोबरच नवनिर्मितीला ही खूपच वाव आहे.

**निष्कर्ष:-**

आजची तरूणाई मोबाईल सोशल मिडीयावर आपला स्टेटस सतत बदल असते. भारतीय समाजात शिक्षणाचे बाजारीकरण होताना दिसत आहे. मोठी आव्हाने पेलण्याची ताकद शिक्षणात निर्माण करणे गरजेचे आहे. कोरोनामुळे शिक्षण क्षेत्रात आमूलाग्र बदल होऊ घातले आहेत. त्यामुळे शिक्षण क्षेत्राला नव्या आव्हानांना सामोरे जावे लागणार आहे.

**संदर्भ ग्रंथ सुची:-**

०१. मनिषा सावेकर: दूर शिक्षण केंद्र शिवाजी विद्यापीठ, कोल्हापूर.
०२. डॉ. व्ही. बी. गायकवाड: भारतीय उच्च शिक्षणासमोरील आव्हाने महाराष्ट्रा टाईम्स दि. ११ मे, २०१७
०३. हर्षवर्धन कडेपूरकर: शिक्षण क्षेत्रासमोरील आव्हानांना सामोरे कसे जातात येईल. दि. १७ जुलै, २०२०.

## नवीन शैक्षणिक धोरण आणि स्त्री शिक्षणासमोरील आव्हानांचा अभ्यास

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ता. अहमदपूर, जि. लातूर

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**सारांश** — स्त्री ही भारतीय समाजात कायमच दुय्यम राहिली आहे. मुळात समाज आणि देशाच्या विकासात स्त्रियांचा सहभाग अत्यंत मोलाचा राहिला आहे. अगदी प्राचीन काळापासून असंख्य स्त्रियांनी आपले कर्तृत्व सिद्ध केलेले असले तरी बदलत्या काळानुसार स्त्रियांना चूल आणि मूल इतकेच मर्यादित ठेवले गेले. अगदी स्वातंत्र्यपर्यंत स्त्रियांना शिक्षणाची दारे बंद होती. नाही म्हणायला महात्मा फुले आणि सावित्रीबाई फुले यांनी स्त्री शिक्षणाचा पाया घातला. पुढे भारतीय राज्यघटनेत स्त्रियांना शिक्षणाचा मूलभूत अधिकार प्राप्त करून दिलेला आहे. या एकूण तरतुदींचा विचार करता नवीन शैक्षणिक धोरणात स्त्रियांच्या शिक्षण विषयक तरतुदींचा विचार करणे गरजेचे आहे. असे असले तरी स्त्रियांच्या शिक्षणातील अडचणी याही शैक्षणिक धोरणांमध्ये असतील हे नाकारता येत नाही. शिक्षण हे भारतीय राज्य घटनेने दिलेला मूलभूत अधिकार आहे. स्वातंत्र्य प्राप्तीनंतर २०२० साली तत्कालीन केंद्र सरकारने कस्तुरीरंगन समिती स्थापन करून नवीन शैक्षणिक धोरणाच्या दृष्टीने तरतुदी मागविल्या आणि त्या स्विकारल्या आहेत. शालेय आणि उच्च शिक्षणात मोठ्या प्रमाणात परिवर्तनात्मक सुधारणांना यात मोठा वाव देण्यात आला आहे. २१ व्या शतकातले हे पहिले शिक्षण धोरण असून ३४ वर्ष जुन्या १९८६ च्या शिक्षणावरच्या राष्ट्रीय धोरणाची जागा नवे धोरण घेणार आहे. सर्वांना संधी, निःपक्षपात, दर्जा, परवडणारे आणि

उत्तरदायित्व या स्तंभा वर याची उभारणी करण्यात आली आहे. २०३० च्या शाश्वत विकास कार्यक्रमाशी याची सांगड घालण्यात आली आहे. शालेय आणि महाविद्यालयीन शिक्षण अधिक समग्र, बहुशाखीय, २१ व्या शतकाच्या गरजांना अनुरूप करत भारताचे चौतऱ्याशील प्रज्ञावंत समाज आणि जागतिक ज्ञान महासत्ता म्हणून परिवर्तन घडवण्याचा आणि प्रत्येक विद्यार्थ्याच्या आगळ्या क्षमता पुढे आणण्याचा या धोरणाचा उद्देश आहे. शिक्षण ही दीर्घकालीन प्रक्रिया असल्यामुळे त्यासाठी दीर्घकालीन उपाय योजना आखणे अत्यंत आवश्यक आहे. देशाची भौगोलिक विविधता, बहुधर्मीय बहुभाषिक वेगळेपण विचारात घेतात नवीन शैक्षणिक धोरणाच्या निमित्ताने अंतरविद्याशाखीय आणि बहुविद्याशाखीय अध्ययनाची तरतूद केली गेली आहे. जागतिक स्तरावर स्त्रियांना मानाचे स्थान प्राप्त झाले आहे. क्रीडा, कला, संस्कृती, संस्कार अशा विविध क्षेत्रात स्त्रियांनी आपल्या कर्तृत्वाचा ठसा उमटविला आहे. परिणामी अंतरविद्याशाखीय आणि बहुविद्याशाखीय शैक्षणिक धोरणामध्ये स्त्रियांना त्यांच्या अंगभूत क्षमतांचा विकास करता येणे शक्य आहे. शिक्षणातील त्यांच्यापुढील आव्हानांचा बाजूला सारून स्त्री शिक्षण अधिक सुकरपणे चालू ठेवता येणे शक्य आहे.

**प्रस्तावना** —

भारतीय परिप्रेक्षात स्त्री शिक्षण कायमच चिंतनाचा विषय राहिला आहे. भारतीय समाज व्यवस्थेत स्त्री ही दुय्यम असल्यामुळे तिला शिक्षणासकट कोणत्याही क्षेत्रात मुक्तपणे वावरण्याचे स्वातंत्र्य नाही. स्वातंत्र्योत्तर काळात हे चित्र काहीसे बदलले. भारतीय राज्यघटनेत शिक्षण मूलभूत अधिकारात समाविष्ट केलेले असल्यामुळे स्त्रियांचे शिक्षणाचे प्रमाण वाढले आहे. असे असले तरी स्त्रीशिक्षणामध्ये अनेक समस्या निर्माण होतात. कस्तुरीरंगन समितीने सांगितलेल्या तरतुदी नवीन शैक्षणिक धोरण २०२० या नावाने प्रसिद्ध आहेत. प्रस्तुत नवीन शैक्षणिक धोरणात स्त्रियांच्या शैक्षणिक विकासासाठी ज्या तरतुदी केल्या आहेत त्याचा विचार होणे गरजेचे आहे. जेणेकरून स्त्रियांना स्वतःच्या नैसर्गिक क्षमता, सामर्थ्यांचा योग्य वापर देशाच्या उभारणीमध्ये करता येईल. प्रस्तुत लेखात नवीन शैक्षणिक धोरणात स्त्री

शिक्षणाबद्दलच्या तरतुदींचा विचार करायचा आहे.

**उद्दिष्टे —**

१. नवीन शैक्षणिक धोरण २०२० समजून घेणे.
२. अंतरविद्याशाखीय तसेच बहुविद्याशाखीय अभ्यासक्रमाची उपयुक्तता तपासणे.
३. नवीन शैक्षणिक धोरणात स्त्री शिक्षणाचे नेमके स्थान अभ्यासणे.
४. स्त्रियांच्या सर्वांगीण विकासात नवीन शैक्षणिक धोरणाचे योगदान अभ्यासणे.
५. भारतीय स्त्रियांच्या संपूर्ण क्षमतांचा सुयोग्य वापर करण्यास पूरक शैक्षणिक धोरण आखणे.
६. जागतिक स्तरावर भारतीय स्त्रियांना संधी उपलब्ध करून देण्यात येणाऱ्या अडचणी तपासणे.
७. ग्रामीण भागातील स्त्रियांच्या शिक्षणातील अडचणी विचारात घेणे.

**गृहितके —**

१. बदलत्या काळानुसार शैक्षणिक धोरणे ठरवणे आवश्यक.
२. पारंपरिक भारतीय शिक्षण प्रणालीवर ब्रिटिश कालीन शिक्षण व्यवस्थेचा प्रभाव त्यात बदल होणे गरजेचे.
३. अंतरविद्याशाखीय, बहुविद्याशाखीय शिक्षण प्रणालीची जागतिक स्तरावर सिद्ध करणे.
४. स्त्रियांच्या सर्वांगीण विकासासाठी नवीन शैक्षणिक धोरण तरतुदी तपासणे.
५. आंतरविद्याशाखीय आणि बहुविद्याशाखीय अभ्यास पद्धती स्त्रियांच्या सर्वांगीण विकासासाठी उपयुक्त.
६. नव शैक्षणिक प्रणालीत स्त्रियांना शिक्षण घेताना येणाऱ्या अडचणी विचारात घेणे.

**प्रमुख संज्ञा —**

कस्तुरीरंगन समिती अहवाल, अंतरविद्याशाखीय अभ्यासक्रम, बहुविद्याशाखीय अभ्यासक्रम, विद्यार्थी केंद्रित शिक्षण प्रणाली, विद्यार्थ्यांचा सर्वांगीण विकास, स्त्रियांच्या पूर्ण क्षमतांचा अभ्यास, स्त्रियांना शिक्षण घेताना येणाऱ्या अडचणी.

**तथ्य संकलन —**

प्रस्तुत लेखाच्या निमित्ताने लेखन करित असताना प्रामुख्याने दुय्यम स्रोतांचा आधार घेतला असून गरजेनुसार इतरही स्रोतांचा, अद्यावत स्रोतांचा आधार घेतला गेला आहे.

**विषय प्रवेश —**

कस्तुरीरंगन समितीने सांगितलेल्या नवीन शैक्षणिक धोरणातील महत्त्वाच्या टप्प्यांचा विचार करणे कारण पारंपारिक शिक्षणव्यवस्था प्राथमिक, उच्च प्राथमिक, माध्यमिक, उच्च माध्यमिक, पदवी आणि पदवीधर अशा पद्धतीने दिली जात होती. अशा विविध टप्प्यावर शिक्षण घेताना स्त्रियांना अडचणी येणे स्वाभाविक आहे. भारतीय कुटुंब व्यवस्थेत स्त्रीला मानाचे स्थान दिलेले नाही. मात्र आधुनिक काळात वरील चित्र बदलताना दिसते.

प्रस्तुत नवीन शैक्षणिक धोरणात अनेक सकारात्मक बदल अपेक्षित असले तरी ही नव शिक्षण प्रणाली स्त्रियांसाठी कितपत फायदेशीर ठरेल हे पाहणे आगत्याचे होईल. आजही बहुसंख्य भारतीय जनता खेड्यांमध्ये वास्तव्य करते. ग्रामीण कुटुंबात स्त्रीला चूल आणि मूल असेच बंदिस्त करण्यात आले असल्याचे दिसून येते. कोणत्याही राष्ट्राच्या सर्वांगीण विकासात शिक्षणाचा सहभाग अत्यंत महत्त्वाचा असतो. जिथे स्त्रीचे शिक्षणाचे प्रमाण अधिक तिथे देश आणि समाजाचा विकास अधिक. प्रगत देशातील स्त्रियांची प्रगती उल्लेखनीय असते. परिणामी आजची नवीन शिक्षण प्रणाली येत्या काळात काही सकारात्मक बदल देशात घडवून आणिल अशी अपेक्षा करता येईल.

**अ) नवीन शैक्षणिक धोरण— तरतुदी —**

शिक्षण हा केंद्र व राज्य या दोन्हीच्या संयुक्त सूचीतील विषय आहे. त्यामुळे केवळ केंद्राने धोरण घोषित करून त्याची अंमलबजावणी होणार नाही. प्रत्येक राज्य सरकारने आपापल्या राज्यात हे नवीन शैक्षणिक धोरण लागू करण्यासाठी योग्य ते कायदे पारित करून घेतले पाहिजेत. शिक्षण खात्यामध्ये आवश्यक ते बदल केले पाहिजेत. उदाहरणार्थ, नवीन शैक्षणिक धोरणानुसार दहावीच्या व बारावीच्या बोर्ड परीक्षा आता होणार नाहीत किंवा त्यांचे स्वरूप खूप बदललेले असेल. त्यानुसार एसएससी बोर्डाची पुनर्रचना

करावी लागेल. आज शिक्षण खात्यामध्ये शालेय विभाग, उच्च शिक्षण विभाग व तंत्रशिक्षण विभाग असे प्रमुख विभाग आहेत, याऐवजी प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षण असे वेगळे विभाग करावे लागतील. उच्च माध्यमिक विभागातच तंत्रशिक्षणाचाही काही भाग असेल. त्या दृष्टीने या दोन विभागांची एकत्र जुळणी केली पाहिजे.

कस्तुरीरंगन समितीने शैक्षणिक कालखंडात काही महत्त्वाचे स्तर सुचविले आहेत. पूर्वप्राथमिक शाळेचा ३-६ असा वयोगट, प्राथमिक चा ६-८, पूर्वमाध्यमिकचा ८-११ माध्यमिकचा ११ ते १४ आणि पुढे उच्चमाध्यमिकचा १४-१६, यानंतर उच्चशिक्षण अशा पूर्वीच्या रचनेत थोडा अंतर्गत बदल करत ५३३४ अशी वर्गवारी करण्यात आली आहे. यांची क्रमाने पायाभूत शिक्षण— पूर्वप्राथमिकची तीन. पहिली व दुसरीय पूर्वमाध्यमिक व प्राथमिक अशी तिसरी. चौथी, पाचवीय माध्यमिक म्हणजे सहावी, सातवी, आठवी आणि नववी उच्च म्हणजे नववी, दहावी, अकरावी, बारावी अशी नवीन रचना आहे. वरील प्राथमिक, माध्यमिक, पदवी, पदव्युत्तर विभागाची रचना अपेक्षित आहे. पारंपरिक शिक्षण प्रणालीत वरील स्तर होते. प्रस्तुत नवीन शैक्षणिक धोरणात काही महत्त्वाच्या दुरुस्ती सुचविल्या आहेत.

‘नवीन शैक्षणिक धोरण २०२० यांना मंत्रिमंडळाने नुकताच हिरवा झेंडा दाखवला आहे त्यामुळे तब्बल ३४ वर्षांनंतर भारतातील शैक्षणिक धोरण पुन्हा नव्याने काच टाकणार असे चिन्ह दिसत आहे त्यामुळे आपण नवीन शैक्षणिक धोरणाकडे अपेक्षेने पाहताना त्याच्याकडे ठळक वैशिष्ट्यंचा विचार करावा लागतो नवीन शैक्षणिक धोरणात तीन ते १४ वर्षे वयोगटाचे विद्यार्थी शिक्षण हक्क कायद्याच्या कक्षेत आले आहेत यापूर्वी हा वयोगट ६ ते १४ वर्षे होता.’२ वरील प्रमाणे विद्यार्थ्यांच्या शिक्षणाच्या मूलभूत हक्काचे संरक्षण करणारे आहे. वय वर्ष सहा ते १४ या वयोगटातील विद्यार्थ्यांना शक्तीचे शिक्षण द्यावे अशी तरतूद भारतीय राज्यघटनेने केली आहे. शिक्षण हा भारतीय नागरिकांचा मूलभूत अधिकार असल्यामुळे १४ वर्षे वयोगटापर्यंतच्या कोणत्याही विद्यार्थ्याला शिक्षणापासून वंचित ठेवू नये

ही भूमिका या पाठीमागे आहे. आजही शाळाबाह्य विद्यार्थ्यांचा शोध घेऊन त्यांना शिक्षणाच्या प्रवाहात आणण्यासाठी शासन प्रयत्नशील असल्याचे दिसते. सदरील नवीन शैक्षणिक धोरणात सहा ते चौदा या वयोगटातील मुलांना शिक्षणाची दारे खुली करून दिली गेली आहेत. जेणेकरून बालमजुरी बालक कामगारांचे प्रमाण कमी होऊन देशातील विद्यार्थी वर्ग शिक्षणाच्या मुख्य प्रवाहात येईल.

**ब) नवे शैक्षणिक धोरण आणि स्त्री शिक्षणापुढील आव्हाने —**

समाजात स्त्रीला असलेला दुय्यम दर्जा, कुटुंबात पुरुषप्रधान संस्कृतीचे प्राबल्य, मुलगा आणि मुलगी यात मुलीला दुय्यम दर्जा देणे, कुटुंबकर्त्याचे आर्थिक उत्पन्न बेताचे असणे, ग्रामीण भागात पुढील शिक्षणाची सोय नसणे यासारख्या कितीतरी समस्यांमुळे स्त्रियांचे शिक्षण अर्धवट राहते. क्षमता असूनही तिला पुरेशी संधी दिली जात नाही हे नवीन शैक्षणिक धोरणात विचारात घेणे गरजेचे आहे.

नवीन शैक्षणिक धोरण २०२० मध्ये स्त्री शिक्षणाच्या बाबतीत अडचणी निर्माण होऊ शकतात. प्रामुख्याने अंतरविद्याशाखीय तसेच बहुविद्याशाखीय धोरण अत्यंत उपयुक्त अडले तरी स्त्रियांना शिक्षणाच्या बाबतीत पूर्ण स्वातंत्र्य मिळणे कठीण आहे. ग्रामीण भागात आंतरविद्याशाखीय शिक्षण पद्धती उभी करणे सहज शक्य होईल असे म्हणता येत नाही.

खेळ, संगीत, विविध कला याबाबत पारंगत सलेले शिक्षक ग्रामीण भागात सहजपणे उपलब्ध होतील नसल्यामुळे स्त्रियांच्या याबाबतीत विकास होणे काहीसे अवघड आहे. आंतरविद्याशाखीय शिक्षण देण्यास पूरक ठरतील अशा पायाभूत सुविधा ग्रामीण भागात सहजपणे उपलब्ध करता येत नाहीत. नवीन शैक्षणिक धोरण मातृभाषेचा आग्रह धरते ही बाब समाधानकारक वाटत असली तरी इतर भाषा शिकण्यासाठी पालकांकडून स्त्रियांना सहज प्रोत्साहन मिळणे कठीण आहे. शिवाय खेळ, संगीत अशा प्रयोगशील अध्ययन प्रकारात स्त्रीचा पुरुषांशी सहवास येणे अगत्याचे असल्यामुळे साहजिकच त्यांच्या वरील लैंगिक शोषणास वाव आहे.

स्त्रीशिक्षण हे मुली आणि स्त्रियांसाठी



शिक्षणासंबंधीच्या संदर्भात वारंवार अडथळे निर्माण केले जातात. यात लैंगिक समानता आणि शिक्षणाची उपलब्धता या क्षेत्रांचा समावेश आहे. दारिद्र्य निर्मूलनासाठी महिला आणि मुलींचे शिक्षण हे महत्त्वाचे कनेक्शन आहे. विस्तृत संबंधित विषयांमध्ये एकल—लैंगिक शिक्षण आणि स्त्रियांसाठी धार्मिक शिक्षण समाविष्ट आहे, ज्यामध्ये शिक्षण लिंग ओळींमध्ये विभागलेले आहे.३ दारिद्र्य,लैंगिक असमानता अशा समस्या स्त्रीच्या बाबतीत कायमच राहिल्या आहेत.

‘मुली आणि स्त्रियांच्या शिक्षणातील असमानता गुंतागुंतीची आहे: स्त्रिया आणि मुलींना शाळेत प्रवेश करण्यासाठी स्पष्ट अडथळ्यांना तोंड द्यावे लागते, उदाहरणार्थ, महिलांवरील हिंसाचार किंवा मुलींना शाळेत जाण्यास मनाई असते.‘४ स्त्रियांच्या शिक्षणातील ही अत्यंत महत्त्वाची अडचण आहे.

#### क) निष्कर्ष —

एक स्त्री शिकली तर संपूर्ण कुटुंब शिकते तसेच गाव, राष्ट्र आणि देश याच्या प्रगतीत स्त्रीचा सिंहाचा वाटा असतो. त्यासाठी स्त्रियांचे शिकणे अत्यंत गरजेचे आहे. मात्र भारतीय पुरुष प्रधान संस्कृतीत स्त्रियांना शिक्षणाची दारे सहसा खुली करून दिली जात नाहीत ही वस्तुस्थिती ही नाकारता येत नाही. त्याचप्रमाणे आपले गाव सोडून बाहेरच्या गावी किंवा बाहेरच्या राज्यात किंवा बाहेरच्या देशात शिकायला जाणे यासाठीही स्त्रियांना कुटुंबातून मुभा दिली जात नाही, हेही वस विचारात घ्यावे लागते. पुढील प्रमाणे काही महत्त्वाच्या निष्कर्षांचा.

शिक्षण ही मानवाची अन्न, वस्त्र, निवारा याप्रमाणेच अतिशय मूलभूत गरज आहे. रानटी अवस्थेतील माणूस सामाजिक जीवन जगताना त्याला संस्कारित करण्यासाठी शिक्षण हे महत्त्वाचे ठरले आहे. एकूण मानवाचा विकास अभ्यासला तर त्याचे त्या त्या काळाच्या पार्श्वभूमीवर स्वतःला संस्कारित करणे ही प्रक्रिया अत्यंत महत्त्वाची ठरली आहे. मानवाच्या सर्वांगीण क्षमतांचा परिचय आणि त्याचा पूर्ण ताकदीने वापर हे शिक्षणाचे मुख्य ध्येय आहे. म्हणून नवीन शैक्षणिक धोरणाच्या निमित्ताने याकडे विशेष लक्ष दिले गेले आहे असे आपल्याला म्हणता येईल. स्त्रियांच्या

बाबतीत कला, क्रीडा, संशोधन अशा आव्हानात्मक क्षेत्रात प्रवेश करणे कायमच जिकरीचे मानले गेले आहे.

१. भारतीय राज्यघटनेने स्त्री शिक्षणास मूलभूत अधिकारात समाविष्ट केले आहे.

२. स्त्रियांच्या सर्वांगीण विकासासाठी अंतरविद्याशाखीय अभ्यासक्रम उपयुक्त ठरू शकते.

३. प्राथमिक, माध्यमिक, पदवी, पदव्युत्तर, व्यवसायिक शिक्षण असे टप्पे दिले आहेत या प्रत्येक स्तरावर स्त्रीला कायम आव्हानाला सामोरे जावे लागले आहे.

४. स्त्रियांचे लहान वयात लग्न होणे ही फारच गंभीर समस्या आहे.

५. प्राथमिक शिक्षणामध्ये संस्कार, क्रीडा, संस्कृती, सामाजिक भान, देशाप्रति प्रेम या सर्व उच्चतम मानवी मूल्यांचा अंतर्भाव करणे हे नवीन शैक्षणिक धोरणाचे महत्त्वाचे उद्दिष्ट आहे.

६. कुटुंब प्रमुख नेहमी पुरुष असल्यामुळे त्याची मर्जी स्त्री स्त्री शिक्षणाच्या कायम आड येऊ शकते.

७. शिक्षण हा केंद्र व राज्य या दोन्हीच्या संयुक्त सूचीतील विषय आहे.

८. प्राथमिक शिक्षण झाल्यानंतर बहुतेक मुलींची लग्न होतात.

९. गावात पुढील शिक्षणाची सोय नसणे ही एक फार मोठी समस्या आहे.

१०. कुटुंब कर्त्याचे आर्थिक उत्पन्न बेताचे असल्यास मुलींना शिकविले जात नाही.

११. शिक्षणाच्या कोणत्याही टप्प्यावर स्त्रीचे लैंगिक शोषण होऊ शकते.

२०२० साली कस्तुरीरंगन समितीने दिलेल्या अहवालाचा तत्कालीन केंद्र सरकारने स्वीकार केला असून त्याच्या अंमलबजावणीच्या दृष्टीने प्रयत्न करणे चालू आहे. आपला देश बहुभाषिक, बहुधर्मीय, बहुसंस्कृतीने नटलेला असल्यामुळे आंतरविद्याशाखीय आणि बहुविद्याशाखी अध्ययन पद्धती येत्या काळात निश्चितच देशाला विकासाच्या मार्गावर घेऊन जाणारी ठरेल यात शंका नाही. देशाच्या सर्वांगीण प्रगतीत

स्त्रियांच्या क्षमतांचा वापर होणे ही नितांत आवश्यक बाब असल्यामुळे नवीन शैक्षणिक धोरणात स्त्रियांच्या शैक्षणिक समानतेबाबत ठोस निर्णय घेणे गरजेचे आहे. एक स्त्री म्हणून स्त्रीला भारतीय संस्कृतीत कायम दुय्यम स्थान दिले गेले आहे. अशा परिस्थितीत तिच्या सर्वाधिकारचे रक्षण होणे आणि तिला स्वतःच्या क्षमतांचा विकास करण्यास पुरेसा वाव संधी उपलब्ध करून देणेही अतिशय महत्त्वाची बाब नवीन शैक्षणिक धोरणात विचारात घेतली गेली पाहिजे, असे इथे नमूद करावेसे वाटते.

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१. <https://www.evivek.com>
२. अमृतमंथन : भारतीय स्वातंत्र्याची ७५ वर्ष — संपादक डॉ. भुजंग पाटील — गुरुमाऊली प्रकाशन, उदगीर — प्रथम आवृत्ती २६ जानेवारी २०२२ — पृ. १६१
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## उच्च शिक्षणातील विद्यार्थ्यांचा शैक्षणिक कल

कौशल्या चांगुजी खिल्लारे  
संशोधक,

विवेकानंद कला सरदार दिलीपसिंग वाणिज्य व  
विज्ञान महाविद्यालय, समर्थनगर, औरंगाबाद  
डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ औरंगाबाद

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#### गोषवारा :

उच्च शिक्षण हे विद्यार्थ्यांच्या कृतिशील जीवनावर प्रभाव पाडणारे एक अतिशय महत्त्वाचे प्रभावशाली माध्यम आहे. समाजातील प्रत्येक व्यक्तीला शिक्षण आवश्यक आहे. कारण शिक्षण ही काळाची गरज आहे.सद्यस्थितीत उच्च शिक्षणात आमूलाग्र बदल घडून येत आहेत. शिक्षणाची उपलब्धता आणि संधी यापुढे एक पाऊल टाकून उच्च शिक्षणातील गुणवत्तेचा संबंध रोजंदारी देण्यायोग्य असे मनुष्यबळ तयार करण्याशी आहे त्यामुळे सध्याच्या शिक्षण पद्धतीमध्ये बदल घडून व्यावसायिक शिक्षणावर जास्त भर दिला जात आहे. पारंपरिक शिक्षणाऐवजी व्यावसायिक शिक्षण देण्याचा प्रयत्न विद्यार्थ्यांसाठी करण्यात येत आहे. कृतिशील आणि संकल्पनात्मक शिक्षणाचा विचार हा त्याचा पाया आहे. विद्यार्थी अजूनही पारंपरिक शिक्षणच घेत आहेत. व्यावसायिक शिक्षणातील त्यांचे प्रमाण हे अगदी कमी आहे.व्यक्तीला स्वावलंबी, स्वाभिमानी व विवेकशील बनविण्याचे कार्य उच्च शिक्षणाद्वारेच केले जाते. त्यामुळे दर्जेदार उच्च शिक्षण घेणे हे विद्यार्थ्यांसाठी अतिशय महत्त्वाचे आहे.

#### संकल्पना :

१. उच्च शिक्षण : उच्च शिक्षण हे प्रामुख्याने उच्च माध्यमिक शिक्षणानंतर महाविद्यालय व विद्यापीठामध्ये पदवी व पदव्युत्तर अभ्यासक्रमाद्वारे दिले जाणारे शिक्षण

होय.

२. **उच्च शैक्षणिक कल** : प्राथमिक आणि माध्यमिक शिक्षण पुर्ण झाल्यावर जेव्हा उच्च शिक्षण घ्यायचे असते त्यावेळी कोणत्या शाखेत किंवा व्यावसायिक शिक्षणात प्रवेश घेणे ही निवडण्याची प्रक्रिया.

**प्रस्तावना :**

समाजातील प्रत्येक व्यक्तीला शिक्षण आवश्यक आहे. कारण शिक्षण ही काळाची गरज आहे. विद्यार्थ्यांचा उच्च शिक्षणातील वाढत जाणारा कल हा लक्षणीय आहे. वर्षानुवर्षे हा विद्यार्थी पारंपरिक शिक्षण घेत आलेले आहेत. आज जागतिकीकरण व आधुनिकीकरणाच्या स्पर्धेत व्यावसायिक शिक्षणाचे फार महत्त्व आहे. वाढत्या स्पर्धेत टिकून राहण्यासाठी पारंपरिक शिक्षणाचा मूलभूत पाया बदलून नव्या गुणात्मक व स्पर्धात्मक पायावर उभी राहण्याची शिक्षण व्यवस्था निर्माण झाली आहे. त्यातूनच विद्यार्थ्यांचा शैक्षणिक कल हा दिवसेंदिवस वाढत आहे.

उच्च शिक्षण हे विद्यार्थ्यांच्या जीवनावर प्रभाव पाडणारे एक अतिशय प्रभावशाली माध्यम आहे. पं. नेहरुंनी म्हटल्याप्रमाणे ज्यावेळी उच्च शिक्षण व्यवस्थेत सर्व काही ठीक असेल त्यावेळेस देशात सुद्धा सर्व काही ठीक असेल. म्हणजेच महाविद्यालय व विद्यापीठे ज्यावेळी गुणवत्तापूर्ण, मूल्याधिष्ठित आणि सर्वसमावेशक शिक्षण प्रदान करतील तेव्हाच देशात विकासाची गती तीव्र होईल. व्यक्तीला स्वावलंबी, स्वाभिमानी व विवेकशील बनविण्याचे कार्य उच्च शिक्षणाद्वारे केले जाते. त्यामुळे विद्यार्थ्यांनी उच्च शिक्षण घेणे गरजेचे आहे. त्यातूनच व्यावसायिक शिक्षण हे अतिशय महत्त्वाचे आहे.

आज जागतिकीकरण व आधुनिकीकरणाच्या स्पर्धेत स्वतःचे स्थान निर्माण करण्यासाठी व वाढत्या स्पर्धेत टिकून राहण्यासाठी पारंपरिक शिक्षणाचा मूलभूत पाया बदलून नव्या गुणात्मक व स्पर्धात्मक पायावर उभे राहण्याची व्यवस्था निर्माण झाली आहे. बदलत्या काळात फक्त पारंपरिक शिक्षण हे विद्यार्थ्यांचा सर्वांगीण विकास व त्यांचे भावी जीवन सुकर करण्यासाठी उपयोगी पडणार नाही. त्यामुळे व्यावसायिक शिक्षण

घेणे गरजेचे आहे. त्याचबरोबर विद्यार्थ्यांनी वेगवेगळी कौशल्ये आत्मसात केली तर त्यांना त्याचा निश्चितच फायदा होतो. पारंपरिक शिक्षण घेतल्यामुळे विद्यार्थ्यांचा सर्वांगीण विकास होणार नाही. पारंपरिक पदवी अभ्यासक्रमातून विद्यार्थी फक्त परीक्षार्थीच होतात. कारण शिकविण्याच्या आणि शिकण्याच्या दृष्टिकोनात मूलभूत बदल अजून झालेला नाही. त्यासाठी विद्यार्थ्यांना गुणवत्ताधिष्ठित शिक्षण घ्यावे लागेल. व्यावसायिक शिक्षण घ्यावे लागेल. व्यावसायिक आणि तांत्रिक शिक्षणामुळे विद्यार्थ्यांना एक नवी दिशा मिळेल.

सध्या देशात सुमारे ३.५७ कोटी तरुण-तरुणी उच्च शिक्षण घेत आहेत. सर्व समाजातील सर्व घटकांमध्ये उच्च शिक्षणाचे प्रमाण वाढविणे, शिक्षणाची गुणवत्ता उंचावणे, विद्यार्थ्यांमध्ये कौशल्ये आणि रोजगार क्षमता विकसित करणे आणि त्याचबरोबर एक स्वतंत्र नागरीक म्हणून त्यांचा दृष्टिकोन विकसित करणे ही आपल्यासमोरील आव्हाने आहेत. उच्च शिक्षणावर खासगी पकड वाढत चालली आहे. शिक्षणातून समाजाची पायाभरणी मजबूत केली जात असते. विद्यार्थी हे व्यावसायिक शिक्षण घेण्याऐवजी पारंपरिक शिक्षण घेत आहेत. व्यावसायिक अभ्यासक्रमासाठी विद्यार्थ्यांची आर्थिक परिस्थिती चांगली नसते. कुटुंबाचे उत्पन्न एवढे नसते की ते व्यावसायिक शिक्षण घेऊ शकतील, दुर्गम भागातील विद्यार्थी तर उच्च शिक्षणापासून वंचित आहेत. अजूनही या दुर्गम भागातील विद्यार्थी असुशिक्षितच आहेत.

**साहित्याचा आव्हाना :**

कोणत्याही विषयाच्या संदर्भात संशोधन कार्य करत असताना आपल्या संशोधन विषयाशी संबंधित असलेल्या क्षेत्रात पूर्वी झालेल्या संशोधनाचे व संशोधन विषयाशी संबंधित असलेले ग्रंथ, लेख याचे सर्वेक्षण करणे आवश्यक असते. कारण त्यामुळे संशोधन विषयाची व्याप्ती, वेगळेपणा समजवण्यास मदत होते. तसेच आपण जमा केलेल्या तथ्यांचे अर्थनिर्वचन करताना संबंधित साहित्याचा उपयोग होतो.

१. **गोटे शुभांगी (२००४):** भारतातील स्त्रियांना शिक्षण, आरोग्य, रोजगार, सामाजिक, आर्थिक, राजकीय या विविध क्षेत्रात समानसंधी, समानता, समान रोजगार, समान शिक्षण मिळत नाही, त्यांना शिक्षण वंचीत, रोजगार वंचित, सत्ता वंचित ठेवले जाते. त्यामुळे त्यांच्या प्रगतीत समान संधी उपलब्ध करण्याची नितांत गरज आहे. त्याशिवाय स्त्रीयांचा दर्जा पुरुषाच्या बरोबरीने व

जगातील इतर देशांच्या देशांच्या तुलनेने प्रगत होणे केवळ अशक्त आहे.

२. राऊलस्टोन अॅलन आणि सायमन (२००८): यांनी केलेल्या संशोधनात श्रमिक सरकारच्या कालावधीत समावेशक शैक्षणिक धोरणांच्या संख्येत वाढ झाल्याचे दिसून येते.

३. वॉकर, गॅब्रिइला (२०१०): यांनी प्रस्तुत शोधनिबंधामध्ये रोमनियामधील समावेशक शिक्षण संदर्भातील विविध योजना व पद्धती यांची चर्चा केलेली आहे. या विषयावरील कोणत्याही प्रकारचे अहवाल किंवा शास्त्रशुद्ध अभ्यास प्रसिद्ध झालेला नाही.

### अभ्यासाची उद्दिष्ट्ये :

कोणतीही प्रक्रिया पार पाडतांना निश्चित उद्दिष्ट्ये जो पर्यंत समोर ठेवली जात नाहीत तो पर्यंत त्या प्रक्रियेस दिशा मिळत नाही. उद्दिष्ट्ये ठरविल्याशिवाय आपण नेमकी वाटचाल किती करावयाची व ती कोणत्या मार्गांनी करावयाचे याचे अनुमान लागत नाही. म्हणून कोणत्याही संशोधनाची उद्दिष्ट्ये ठरविणे अत्यंत महत्वाचे आहे.

१. उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांचा शैक्षणिक कल तपासणे.

२. उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांना मिळणाऱ्या शैक्षणिक व आर्थिक समावेशन सुविधांचा आढावा घेणे.

### संशोधन पद्धती :-

सामाजिक संशोधन ही एक पद्धतशीर व वैज्ञानिक प्रक्रिया असून या प्रक्रियेद्वारे सामाजिक जीवनासंबंधी नवीन तथ्यांचा शोध घेतला जातो.

१. प्राथमिक स्रोत : प्राथमिक स्रोतांमध्ये मुलाखत अनुसूची, निरीक्षण इत्यादी पद्धतीचा वापर करण्यात येईल.

२. दुय्यम स्रोत : दुय्यम स्रोतामध्ये विद्यापीठ वार्षिक अहवाल, शासकीय संकेतस्थळे, शोधप्रबंध, मासिके, पुस्तके, न्युज पेपर तसेच विविध सामग्रीचा आधार घेण्यात येईल.

### निष्कर्ष :

उच्च शिक्षणातील विद्यार्थ्यांचा शैक्षणिक कल हा अभ्यास विद्यार्थ्यांचा दर्जा वाढविणार आहे. विद्यार्थ्यांची आर्थिक, शैक्षणिक स्थिती सुधारण्यासाठी प्रयत्न करण्यात आले आहेत. पारंपरिक शिक्षण सोडून व्यावसायिक शिक्षण, तांत्रिक शिक्षण घेण्याकडे विद्यार्थ्यांचा कल आहे हे स्पष्ट झाले आहे. त्यांच्यासाठी उपाययोजना सुचविण्यात आल्या आहेत. शासनाच्या

सर्व सुख-सुविधांचा लाभ त्यांना देण्यात येतील.

महाराष्ट्रातील उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांसाठी उच्च शिक्षण उपलब्ध करून देण्यात आले आहे. त्यांना आर्थिक सहाय्य केले जाते. पारंपरिक शिक्षण न देता व्यावसायिक शिक्षण, तांत्रिक शिक्षण देण्यात यावे हि व्यवस्था ठरून देण्यात येते. त्यांच्या शैक्षणिक स्थितीत बदल घडवून आणला जातो. विद्यार्थ्यांना उच्च शिक्षण देवून स्वावलंबी बनविले जाते परंतु एवढे प्रयत्न करूनही विद्यार्थी पारंपरिक शिक्षणच घेत आहेत. व्यावसायिक शिक्षणात पाहीजे तेवढा प्रवेश झालेला नाही. व्यावसायिक शिक्षण घेता यावे म्हणून त्यांना निधी उपलब्ध करून दिला जातो. अभ्यासकाची गृहितके :संशोधन कार्याला योग्य दिशा देण्याचे कार्य गृहितकृत्याद्वारे पार पाडले जाते. संशोधन समस्येशी संबंधित योग्य गृहितकृत्याची निवड आणि त्यांची पडताळणी यावरच संशोधनाचे यशापयश अवलंबून असते. त्यामुळे संशोधनामध्ये गृहितकृत्याला महत्त्व आहे.

१. अजुनही बहुतांशी विद्यार्थी हे पारंपरिक शिक्षणच घेत आहेत.

२. उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांना शैक्षणिक सुविधा पुरेशा प्रमाणात मिळत नाहीत.

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## राष्ट्रीय शिक्षण धोरण २०२० — एक दृष्टिक्षेप

डॉ. आनंद मुसळे

मास्टर दीनानाथ मंगेशकर महाविद्यालय, औराद  
शहाजानी, ता.निलंगा जि.लातूर

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### प्रस्तावना :

कोणत्याही राष्ट्राच्या विकासाचा पाया हा शिक्षण आहे. कारण सामाजिक, आर्थिक, सांस्कृतिक इ.च्या सर्वांगीण विकासासाठी शिक्षण हा मुळ स्रोत आहे. शिक्षणाचा उद्देश केवळ रोजगार मिळवणे हा नसून शिक्षणामुळे व्यक्तीचे चारित्र्य घडले पाहिजे. व्यक्तीच्या व्यक्तिमत्त्वाचा सर्वांगीण विकास घडून येण्यामध्ये शिक्षणाची भूमिका महत्त्वाची आहे. त्यामुळे एखाद्या राष्ट्राची शिक्षण व्यवस्था जेवढी सुदृढ तेवढे ते राष्ट्र मजबूत असे हे समीकरण आहे.

कालमानाप्रमाणे कोणत्याही देशाच्या शिक्षण व्यवस्थेत आवश्यक ते बदल होण हे त्या राष्ट्राच्या प्रगतीसाठी गरजेचे आहे. भारत देशात विविध कालखंडात शिक्षण पध्दतीत सुधारणा करण्यासाठी सातत्याने प्रयत्न केल्याचे दिसत असले तरी दुर्दैवाने गेल्या तीन दशकापेक्षा अधिक काळापासून शिक्षणव्यवस्थेत आवश्यक तो बदल होण्यासाठी ज्या धोरणाची आवश्यकता आहे त्या शैक्षणिक धोरणाकडे शासनकर्त्यांचे दुर्लक्ष झाले होते, ते प्रत्यक्षात अवतरले ते २०२० मध्ये. भारतीय शिक्षण पध्दतीत बदल घडवून आणण्याच्या उद्देशाने मंत्रिमंडळाने २९ जुलै २०२० मध्ये नवीन शैक्षणिक धोरणाला मान्यता दिली.

### राष्ट्रीय शैक्षणिक धोरण मागोवा :

२०२० मध्ये मंत्रिमंडळाने मान्यता दिलेले शैक्षणिक धोरण हे काही देशाचे पहिले शैक्षणिक धोरण नाही. याआधी दोन शैक्षणिक धोरणांना मान्यता दिली

गेली. त्यातील पहिले शैक्षणिक धोरण हे इंदिरा गांधी पंतप्रधान असतानाच्या काळात १९६८ मध्ये आले तर दुसऱ्या शैक्षणिक धोरणाला १९८६ मध्ये राजीव गांधी पंतप्रधान असतानाच्या कार्यकाळात मान्यता दिली गेली. १९६८ मध्ये जे पहिले शैक्षणिक धोरण आले त्याला डॉ.कोठारी आयोगाची पार्श्वभूमी होती. पहिल्या धोरणात 10+2+3 ही शैक्षणिक प्रणाली स्वीकारण्यात आली. तसेच प्रथम भाषा—मातृभाषा, द्वितीय भाषा — राष्ट्रभाषा (हिंदी) तर तृतीय भाषा म्हणून इंग्रजीचा स्वीकार करण्यात आला होता.

१९८६ मध्ये राजीव गांधी सरकारने मांडलेल्या धोरणात भारतीय महिला, अनुसूचित जमाती (एसटी) आणि अनुसूचित जाती (एससी) समुदायामधील असमानता दूर करणे व शैक्षणिक संधी समान करण्यावर भर देण्यात आला. दरम्यानच्या काळात भारतीय शिक्षण व्यवस्थेमध्ये काही महत्त्वपूर्ण बदल झाल्याचे दिसून येते. त्यामध्ये External Quality Assurance cell ची १९९० मध्ये, राष्ट्रीय मूल्यांकन व अधिस्वीकृती परिषदेची (नॅक) —१९९४ मध्ये झालेली स्थापना, अंतर्गत गुणवत्ता वाढीसाठी Internal Quality Assurance cell ची २००५ मध्ये झालेली स्थापना, सॅम पित्रोदा यांच्या अध्यक्षतेखाली २००५ मध्ये National Knowledge commission (राष्ट्रीय ज्ञान आयोग) ची स्थापना याशिवाय २००८ मधील डॉ. यशपाल समिती व २०१३ मधील राष्ट्रीय उच्चतर शिक्षा अभियान (Rusa) २०१३ याचा समावेश आहे.

### राष्ट्रीय शिक्षण धोरण : २०२०

प्रदीर्घ कालखंडानंतर या शतकातील पहिले आणि देशाचे तिसरे शैक्षणिक धोरण प्रत्यक्षात आस्तित्वात आले. २०२० मध्ये, नरेंद्र मोदी सरकारने या नवीन शैक्षणिक धोरणाला २९ जुलै २०२० मध्ये मान्यता दिली. हे धोरण इस्त्रोचे माजी संचालक के कस्तुरीरंगन यांच्या अध्यक्षतेखालील समितीने तयार केले आहे. यानुषंगाने त्यांनी अनेकांशी सल्ला—मसलत व विचारविनिमय केला आहे. १९९० नंतर (उदारीकणोत्त काळात) जग बरच बदललेले आहे. तंत्रज्ञानाचा वापर अधिकाधिक वाढत चालला आहे. याच प्रतिबिंब नवीन शैक्षणिक धोरणात पडल्याच दिसून येत.

नव्या शिक्षण धोरणातील एक महत्वाचा बदल म्हणजे प्रथमच शिक्षणात ३ ते ६ या वयोगटाचा (अंगणवाडी, नर्सरी) केलेला समावेश, आजपर्यंत प्राथमिक पूर्व शिक्षण हा भाग शासनाच्या खिजगणतीतच नव्हता. म्हणून त्याला शिक्षणप्रक्रियेचा एक भाग म्हणून मान्यता देणे हेही नसे थोडके, कारण सुरुवातीची ८ वर्षे ही बालकाच्या मेंदूविकासाच्या दृष्टीने फार महत्वाची आहेत आणि म्हणून त्याकडे सजगतेने लक्ष देणे अत्यंतिक गरजेचे आहे. ३ ते ६ वयोगटाचा केवळ शिक्षणात समावेश करून थांबणे योग्य नाही तर त्याची आधिक चांगल्या प्रकारे कशी अमंलबजावणी करता येईल. याकडे अधिकलक्ष देण्याची गरज आहे. तरच हा प्रयोग यशस्वी होऊ शकतो.

नवीन धोरण 10 + 2 ही पूर्वीची शैक्षणिक रचना बदलून जगाच्या बऱ्याच भागात प्रचलित असलेली 5+3+3+4 ही व्यवस्था स्वीकारण्यात आली आहे. सोबतच शिक्षण अधिकाराच्या कायद्याची (RTE) व्याप्ती जी सद्या ६ ते १४ अशी आठ वर्षांची इ. आठवीपर्यंतच्या शिक्षणाची आहे, ती वाढवून ३ ते १८ अशी १५ वर्षांची करावी अशी शिफारस या धोरणात केलेली आहे, जी की अतिशय महत्वाची आहे. इयत्ता सहावीपासून अभ्यासक्रमात कौशल्यविकासाचा समावेश करण्यात येणार आहे. याबरोबरच विद्यार्थ्यांसाठी महत्वाची भूमिका बजावणारा शिक्षक त्याच्या प्रशिक्षणाकडेही पुरेसे लक्ष दिले गेले आहे. बहुशाखीय शिक्षण देणाऱ्या महाविद्यालयानीच चार वर्षांचा एकात्मिक बी.एड. अभ्यासक्रम यापुढे शिकवावा. ही सूचना महत्वाची आहे. परंतु प्रस्तुत धोरणात शिक्षकांच्या अशैक्षणिक कामाचा बोजा दृकमी करण्यासंदर्भात काही सूचना केले असल्या तरी तेवढ्या प्रभावी नाहीत. विद्यार्थ्यांच्या परिणामकारक अध्ययनासाठी शिक्षकांचे अशैक्षणिक कामे कमी करण्याची आवश्यकता आहे. त्याकडे या धोरणात दुर्लक्ष झाल्याचे दिसून येते.

किमान पाचवीपर्यंत मातृभाषेत / स्थानिक भाषेत शिक्षण दिल जाव अशी सूचना आहे. पाचवीपर्यंत मातृभाषेतूनच सक्तीच शिक्षण अस कुठही म्हटलेल नाही. त्यामुळे इंग्रजी माध्यमाच समर्थन करणाऱ्यांना पळवाट शोधता येईल. त्याबरोबरच मराठी शाळांची

गुणवत्ता व पायाभूत शैक्षणिक सुविधा वाढवणे आवश्यक आहे. तरच पालक आपल्या मुलांना मातृभाषेतून शिक्षण देण्यासाठी मराठी शाळांमध्ये पाठवतील. लवचिकता हे धोरणाच महत्वाच वैशिष्ट्य आहे. नवीन धोरणात शालेय व सहशालेय ही सीमारेषा पुसली गेली आहे. अनुभवातून शिक्षणावर भर देण्यात आला आहे. यामुळे अध्यापन केंद्रित शाळेकडून अध्ययनकेंद्रीत शाळेकडे वाटचाल व्हायला निश्चितच मदत मिळेल. प्रस्तुत धोरणात दफ्तराचे ओझे कमी करण्याबरोबरच शिक्षण, खेळ, स्वास्थ्य यांचा समन्वय साधण्याचा प्रयत्न केला गेला आहे. सोबतच मूल्यांकन पद्धतीत बदल केला गेला आहे. परीक्षा केंद्रित मूल्यामापनाऐवजी बहुपर्यायी मूल्यांकनावर भर देण्यात आला आहे. शिवाय प्रतिभासंपन्न मुलांकडे विशेष लक्ष देण्याचे सूचित केले आहे, जे की महत्वाचे आहे. कारण आजपर्यंत अभ्यासक्रम तयार करताना मध्यमवर्गीय मुलं डोळ्यासमोर ठेवून तो बनवला जात होता. यामुळे प्रतिभासंपन्न मुलांवर अन्याय होत होता. आता अशी मुल फावल्या वेळाच दुरुपयोग करणार नाहीत त्यांच्या प्रतिभेप्रमाणे त्यांना शिकायला मिळेल.

या धोरणात शाळा संकल योजनाची (स्कूल कॉम्प्लेक्स) संकल्पना मांडण्यात आलेली आहे. आसपासच्या २० ते २५ शाळांचा मिळून एक स्कूल कॉम्प्लेक्स असेल. विद्यार्थ्यांना बहुविषय शिक्षणाचे पर्याय देण्यात आलेले आहेत. परंतु एका शाळेमध्ये विद्यार्थ्यांना अनेक विषय शिकता येणार नाहीत. कारण तेवढे शिक्षक एका शाळेत नेमणे शक्य नाही. अशावेळी स्कूल कॉम्प्लेक्स ही संकल्पना निश्चितच मदतगार ठरेल. उदा. एखाद्या विद्यार्थ्यांला संगीत शिकायचे असेल परंतु त्यांच्या शाळेत संगीताचा शिक्षक नसेल तर संकुलातील इतर शाळेत तो असेल त्यामुळे सोयीनुसार विद्यार्थी तरी त्या शाळेकडे जाऊन किंवा शिक्षक या शाळेत जाऊन ज्ञानदानाचे कार्य करेल. यादृष्टीने स्कूल कॉम्प्लेक्स ही संकल्पना महत्वाची आहे.

स्कूल कॉम्प्लेक्स ही संकल्पना चांगली असली तरी यामध्ये एक धोका आहे. तो म्हणजे यामुळे कमीपटाच्या शाळा बंद केल्या जातील. ज्याचा परिणाम दुर्गम, डोंगराळ भागातील विद्यार्थ्यांवर होईल. कारण

तेथे पटकती आहे हे महत्वाची नाही, तर भौगोलिक परिस्थितीमुळे ती शाळा त्या विद्यार्थ्यांची गरज आहे. तेव्हा स्कूल कॉम्प्लेक्स ही संकल्पना राबवताना दुर्गम भागातील गरजू विद्यार्थ्यांसाठी आवश्यक अशा शाळा बंद पडणार नाहीत, याची काळजी घेणे आवश्यक आहे. अशा काही गोष्टींची काळजी घेतली तर स्कूल कॉम्प्लेक्स ही नवीन शिक्षण धोरणातील संकल्पना निश्चितच चांगली आहे.

या धोरणात घोकंपट्टीऐवजी किंवा परीक्षेसाठी शिकण्याऐवजी संकल्पना समजून घेण्यावर दिलेला भर महत्वाचा आहे. यामुळे विद्यार्थ्यांना शिक्षण व परीक्षेचा कंटाळा येणार नाही. वर्षाच्या शेवटी परीक्षेला केंद्रस्थानी ठेवून होणार्या मूल्यांकनऐवजी शिकण्यासाठी सातत्यपूर्ण मूल्यांकनावर भर देण्यात आला आहे, ज्यामुळे कोचींग संस्कृतीला पायबंद बसण्याबरोबरच विद्यार्थ्यांचे वास्तविक मूल्यांकन होण्यास मदत मिळेल. प्रत्येक शाळा स्तरावर विद्यार्थी-शिक्षक प्रमाण ३०:१ पेक्षा कमी ठेवण्याचा प्रयत्न धोरणात दिसतो. एवढेच नव्हे तर मोठ्या संख्येने सामाजिक आर्थिकदृष्ट्या वंचित विद्यार्थी असलेल्या भागामध्ये हे प्रमाण (PTR) २५:१ पेक्षा कमी राखण्याचे उद्दिष्टय ठेवले गेले आहे.

देशभरात वाचनसंस्कृती विकसित करण्यासाठी शालेय आणि स्थानिक सार्वजनिक वाचनालयामध्ये मोठ्या प्रमाणात पुस्तकेउलपब्ध करून देण्याचे या धोरणात सांगितले आहे. तसेच ही पुस्तके प्रेरणात्मक व मनोरंजक असतील, शिवाय उच्च गुणवत्ता असणारा अनुवाद करण्याबरोबरच डिजीटल, शालेय वाचनालये स्थापन करण्याचे सांगितले आहे. विद्यार्थ्यांच्या आरोग्याकडे विशेष लक्ष देण्यासंदर्भात धोरणात उल्लेख आहे. त्याच बरोबर मुलांनी नुसते शाळेत प्रवेश घेणेच नव्हे तर ती शाळेत दररोज उपस्थित राहतात का हे पाहणे शालेय व्यवस्थेचे उद्दिष्ट असण्यावर भर दिला गेला आहे.

भारतात प्राथमिक शिक्षणात अलीकडच्या काळात शाळा नोंदणीसंदर्भात उल्लेखनीय प्रगती झाली आहे. परंतु नंतरच्या इयत्तांचा डेटा मात्र मुलांना शिक्षण व्यवस्थेत काही गंभीर समस्या असल्याचे दर्शवितो. इयत्ता ६-८ याठी Gross Enrollment Ratio (GER)

९०.९ टक्के, ९-१० आणि १०-१२ साठी तो अनुक्रमे फक्त ७९.३% आणि ५६.५% होता ही बाब गंभीर आहे. याला NSSO चे २०१७-१८ मध्ये केलेले ७५ व्या फेरीतील सर्वेक्षण दुजोरा देत या सर्वेक्षणानुसार ६ ते १७ वर्षे वयोगटातील शाळाबाह्य मुलांची संख्या ही ३.२२ कोटी आहे. या मुलांना शिक्षणप्रवाहात आणण्याबरोबरच २०३० पर्यंत शाळापूर्व ते माध्यमिक स्तरापर्यंत १०० टक्के एकुण शाळा नोंदणी गुणोत्तरांचे उद्दिष्ट प्रस्तुत धोरणात ठेवल्याचे दिसते ते महत्वाचे आहे.

लहान मुलांची भाषाग्रहण क्षमता लक्षात घेऊन त्यांना बहुभाषिक बनवण्याचे उद्दिष्ट धोरणात ठेवण्यात आले आहे. ही स्तुत्य बाब आहे. परंतु याची अंमलबजावणी करण्यासंबंधीत अडचणी सोडवण्याची आवश्यकता आहे, तरच हे उद्दिष्ट साध्य होऊ शकेल.

#### उच्चशिक्षणासंबंधीचे धोरण :

स्वातंत्र्य, समानता, बंधुभाव सर्वांना न्यायाचा अधिकार, माणुसकी असलेले राष्ट्र विकसित करण्यामध ये उच्च शिक्षणाची भूमिका खूप महत्वाची आहे. ही बाब लक्षात घेऊन प्रस्तुत धोरणात यासंबंधीची काही उपाययोजना केल्याचे दिसते. विचारवंत, अष्टपैलू आणि कल्पक व्यक्ती विकसित करणे, हे दर्जेदार उच्च शिक्षणाचे उद्दिष्ट असले पाहिजे यावर या धोरणात सुरुवातीलाच सांगितले आहे.

दर्जेदार उच्च शिक्षणाचे उद्दिष्ट फक्त वैयक्तिक रोजगाराच्या अधिक चांगल्या संधी तयारी करणे एवढेचपुरतेच मर्यादित नसून चौतन्यपूर्ण, सामाजिकदृष्ट्या सहभागी, उत्पादनशील, नाविन्यपूर्ण, पुरोगामी आणि समृद्ध राष्ट्र तयार करण्याची उच्च शिक्षण ही गुरुकिल्ली असल्याचे धोरणात नमुद केले आहे. भारतीय उच्चशिक्षण प्रणाली सद्यस्थितीत काही प्रमुख समस्यांचा सामना करत असून ज्यामध्ये आकलन कौशल्याचा विकास आणि अध्ययनाच्या निष्पत्तीवर कमी भर, मर्यादित शिक्षक, बहुतांश विद्यापीठे आणि महाविद्यालयामध्ये संशोधनावर कमी भर, अनेक संलग्न विद्यापीठे अस्तिवात असल्यामुळे पदवीपूर्व शिक्षणाचा खालावलेला दर्जा यांचा समावेश असल्याचा उल्लेख धोरणात केला गेला आहे.

वरील आव्हानावर मात करण्यासाठी उच्च शिक्षण व्यवस्थेचे नूतनीकरण करून तिला नवी उर्जा—प्रदान करणे, समता आणि सर्वसमावेशक असे उच्च गुणवत्तेचे उच्चशिक्षण प्रदान करणे या धोरणात संकल्पित आहे. सध्याच्या व्यवस्थेमध्ये काही मुख्य बदलांचा समावेश आहे. त्यामुळे प्रत्येक जिल्ह्यात किंवा जवळपास किमान एक मोठे बहुशाखीय विद्यापीठ आणि महाविद्यालयाचा समावेश असेल संपूर्ण भारतभरात अशा अनेक उच्च शिक्षण संस्था असतील ज्यांचे शिकवण्याचे माध्यम स्थानिक भाषा असेल. अभ्यासक्रम, अध्यापनशास्त्र, मूल्यांकनामध्ये सुधारणा करणे, उच्च शिक्षणासाठी एकाच नियामकाद्वारे सुलभ पण परिणामकारक नियमन, विद्यापीठे आणि महाविद्यालयांमध्ये सक्रियपणे संशोधन रुजवण्यासाठी राष्ट्रीय संशोधन संस्थेची (नॅशनल रिसर्च फाऊंडेशन) स्थापना करणे, शैक्षणिक व प्रशासकीय स्वायत्ता असलेल्या उच्च पात्रताधारक स्वतंत्र मंडळामार्फत उच्च शिक्षण संस्थेचे शासन करणे इ. चा समावेश आहे.

या धोरणामध्ये व्यावसायिक शिक्षणासह उच्च शिक्षणामधील निव्वळ नोंदणी गुणोत्तर २०३५ पर्यंत २६.३% (२०१८) वरून ५० टक्क्यापर्यंत वाढवण्याचे उद्दिष्ट ठेवले आहे. तसेच बौद्धिक, सौंदर्यविषयक, सामाजिक, शारीरिक, भावनिक आणि नैतिक या सर्व मानवी क्षमता एकात्मिकपणे विकसित करणे, हे सर्वांगीण आणि बहुशाखीय शिक्षणाचे महत्वाचे उद्दिष्ट मानले गेले आहे. अभ्यासक्रमातील लवचिकता बरोबरच नाविन्यपूर्ण आणि आकर्षक अभ्यासक्रमाचे पर्याय विद्यार्थ्यांना उपलब्ध करून दिले जातील असेही या धोरणात स्पष्ट केले आहे.

प्रस्तुत धोरणात पदवी अभ्यासक्रमाचे शिक्षण ३ किंवा ४ वर्ष कालावधीचे असेल आणि विशेष म्हणजे या काळात अनेकवेळा योग्य प्रमाणपत्रासह यामधून बोहर पडण्याचा पर्याय विद्यार्थ्यांना असेल. एखाद्या शाखेत १ वर्षे पूर्ण केल्यावर प्रमाणपत्र, २ वर्षे अभ्यास पूर्ण केल्यावर डिप्लोमा, ३ वर्षांचा अभ्यासक्रम पूर्ण केल्यावर पदवी. ४ वर्षांचा बहुशाखीय पदवी अभ्यासक्रम मात्र प्राधान्याचा पर्याय असेल एखाद्या विद्यार्थ्याने त्याच्या अभ्यासाच्या प्रमुख क्षेत्रात सखोल

संशोधन प्रकल्प केल्यास या ४ वर्षांच्या अभ्यासक्रमात संशोधनासह पदवीसुद्धा मिळू शकेल. विद्यार्थ्यांसाठी त्याचे शिक्षण खंडित होऊ नये म्हणून प्रस्तुत धोरणात ज्या महत्वाच्या बाबी अंतर्भूत केल्या त्यामध्ये व्हेडेमिक क्रेडीट बँक (ABC) ची स्थापना महत्वाची आहे. या क्रेडीट बँकेमध्ये विविध मान्यता प्राप्त उच्च शिक्षण संस्थाकडून मिळालेली क्रेडीट डिजिटल पद्धतीने साठवली जातील. त्यानुसार मिळालेली क्रेडीटस विचारात घेऊन शिक्षण संस्थाकडून पदव्या देण्यात येतील. ३ वर्षांचा पदवी कार्यक्रम पूर्ण करणाऱ्या विद्यार्थ्यांसाठी ह्या वर्षाचा मास्टर्सचा कार्यक्रम असेल आणि या कार्यक्रमातील दुसरे वर्ष पूर्णपणे संशोधनाकरीता समर्पित असेल तर ४ वर्षांचा संशोधनासहित पदवी कार्यक्रम पूर्ण करणाऱ्या विद्यार्थ्यांसाठी, १ वर्षांच्या मास्टर्स कार्यक्रम असेल. Ph.D. करण्याकरिता मास्टर्स पदवी किंवा संशोधनासहित ४ वर्षांच्या पदवीची गरज असेल.

सर्वांगीण आणि बहुशाखीय शिक्षणासाठी IIT, IIM, इ. संस्थांच्या दर्जाची, आदर्श सरकारी विद्यापीठे Multidisciplinary Education and Research Universityes (बहुशाखीय शैक्षणिक आणि संशोधन विद्यापीठे) या नावाने स्थापित करण्यासंबंधी या धोरणात चर्चा केली गेली आहे. शिवाय उच्च दर्जाच्या परदेशी संस्थाबरोबर संशोधनअध्यापन, सहयोग आणि अध्यापकध्विविद्यार्थी देवाण—घेवाण याला प्रोत्साहन देण्याचेही नमुद केले आहे.

मुख्य प्रवाहातील शिक्षणापेक्षा व्यावसायिक शिक्षण हे हलक्या दर्जाचे आणि मुख्याचे करून ते मुख्य प्रवाहातील शिक्षणान झोपणाऱ्या विद्यार्थ्यांसाठी आहे असे मानले गेल्यामुळे त्यांच्या या समजुतीचा परिणाम विद्यार्थ्यांच्या निवडीवर होतो. ही गंभीर समस्या असल्याचे लक्षात घेऊन भविष्यात विद्यार्थ्यांना व्यावसायिक शिक्षण कशाप्रकारे दिले जाईल, याचा विचार धोरणात केला गेला आहे. त्याचबरोबर २०२५ पर्यंत किमान ५०% विद्यार्थ्यांना शालेय आणि उच्चशिक्षण व्यवस्थेद्वारे व्यावसायिक शिक्षणाची ओळख करून देण्याचे उद्दिष्ट निश्चित केले आहे.

भारतात संशोधनाकडे म्हणावे तसे लक्ष दिले गेले नाही. संशोधन महत्वाचे असुनही भारतातील



संशोधनाची सध्याची गुतवणूक ही जीडीपीच्या फक्त ०.६९ टक्के एवढीच आहे. ही अमेरिका (२.८%), ईझ्राईल (४.३%) आणि, धोरणात दक्षिण कोरियाच्या (४.२%) तुलनेत फारच कमी आहे. त्यामुळे याकडेही लक्ष देण्याची गरज व्यक्त केली गेली आहे. हे धोरण भारतातील संशोधनाच्या गुणवत्तेत आणि प्रमाणात परिवर्तन घडवण्यासाठी एका सर्वसमावेशक दृष्टिकोनाची गरज व्यक्त करते. गुणवत्तापूर्ण संशोधनात वेगाने वाढ करण्यासाठी राष्ट्रीय संशोधन संस्था (National Research Foundation) स्थापना करण्याचे या धोरणात संकल्पित आहे. या धोरणात उच्च शिक्षणाच्या नियामक यंत्रणेच्या संपूर्ण सुधारणेची आवश्यकता व्यक्त केली आहे. यासाठी भारतीय उच्च शिक्षण आयोग—हायर एज्युकेशन कमिशन ऑफ इंडिया (HECI) या संस्थेची स्थापना करण्यात येईल व या एका संस्थेअंतर्गत नियमनासाठी राष्ट्रीय उच्च शिक्षण नियामक परिषद / नॅशनल हायर एज्युकेशन रेग्युलटरी कौन्सिल (NJERC) अधिस्वी कृतीसाठी, राष्ट्रीय अधिस्वीकृती परिषद / नॅशनल अॅक्रेडिटेशन कौन्सिल (NAC) निधीसाठी, उच्च शिक्षण अनुदान परिषद/हायर एज्युकेशन ग्रॅंट्स कौन्सिल (HEGC) आणि शैक्षणिक मानके प्रस्थापित करण्यासाठी, सर्वसाधारण शिक्षण परिषद/जनरल एज्युकेशन कौन्सिल (GEC) अशा चार व्यवस्थांच्या चार स्वतंत्र विभागाची स्थापना करण्यात येईल.

जेव्हा कधी पारंपरिक आणि प्रत्यक्ष शिकवण्याच्या माध्यमांचा वापर शक्य नसेल तेव्हा दर्जेदार शिक्षणाची पर्यायी माध्यमे तयार ठेवणे गरजेचे झाले आहे. त्यामुळेच हे धोरण ऑनलाईन आणि डिजिटल शिक्षणाचा पुरस्कार करते. प्रभावी ऑनलाईन प्रशिक्षक होण्यासाठी शिक्षकांना, योग्य प्रशिक्षण घेण्याची गरज धोरणात व्यक्त केली आहे.

**निष्कर्ष :-**

प्रस्तुत धोरणात पूर्वप्राथमिक शिक्षणाचा शिक्षणप्रवाहात केलेला समावेश निश्चितच महत्वपूर्ण आहे. शाळा संकुल ही संकल्पना शिक्षणक्षेत्रात महत्वाची असली तरी तिचे संपूर्ण यश हे त्यासंबंधीच्या योग्य नियोजनावर आहे. शिक्षणक्षेत्रात विद्यार्थी केंद्रबिंदू आहे आणि विद्यार्थ्यांसाठी शिक्षक महत्वाचा आहे. शिक्षकांना

सक्षम करण्यासंबंधी धोरणात विविध उपाययोजना केल्या असल्यातरी त्यांच्यावरील शाळाबाह्य/अशैक्षणिक कामाचा भार प्रत्यक्षात किती कमी होतो यावर बरच काही अवलंबून आहे.

भारताच्या शैक्षणिक क्षेत्रातील विविधता आणि आकार लक्षात घेता या धोरणाची अमलबजावणी हे कठीण काम आहे. १५ लाखाहून अधिक शाळा, २५ करोड विद्यार्थी, ८९ लाख शिक्षकांसह भारतातील शिक्षणव्यवस्था जगातील दुसऱ्या क्रमांकाची शिक्षण व्यवस्था आहे. उच्चशिक्षण व्यवस्थेचा आकारही मोठा आहे. एआएसएचई २०१९ च्या अहवालानुसार भारताच्या उच्चशिक्षण क्षेत्रात जवळपास विद्यापीठे ३९९३१ महाविद्यालये, आणि १०७२५ स्वायत्त संस्थामध्ये मिळून ३.७४ करोड विद्यार्थी शिक्षण घेत आहेत. सर्वस्तरावरील भागधारकांना एकत्र आणून या धोरणाची अमलबजावणी करणे कठीण काम आहे.

प्रस्तुत धोरण यशस्वी होण्यासाठी केंद्र—राज्य सरकारातील शिक्षण मंत्रालये, नियामक संस्था, शिक्षक, विद्यार्थी व पालकांच्या दृष्टिकोनात बदलाची गरज आहे. तसेच या धोरणाची अमलबजावणी ही राज्याच्या सहकार्यावर अवलंबून आहे. ७० टक्के उच्चशिक्षण देणाऱ्या संस्था या खाजगी आहेत. त्यामधून शिक्षण घेणाऱ्या विद्यार्थ्यांची संख्याही जवळपास तेवढीच आहे. तेव्हा या धोरणाच्या यशस्वीतेसाठी खाजगी संस्थांची भूमिकाही महत्वाची ठरणार आहे.

विद्यापीठांचा मुख्यभर हा संशोधनावर असला पाहिजे परंतु संशोधन वगळता दुसऱ्याच कामाचा अधिक भार विद्यापीठावर आहे. त्यातून विद्यापीठाची जोपर्यंत सुटका होणार नाही, तोपर्यंत विद्यापीठाकडून दर्जेदार संशोधन होणार नाही. म्हणून तर ते सद्या जीडीपीच्या फक्त ०.६९ टक्के एवढेच आहे. संशोधनाला प्रोत्साहन देण्यासाठी राष्ट्रीय संशोधन संस्थेची स्थापना करण्यासंबंधीचा विचार धोरणात बोलून दाखवलेला असला तरी विद्यापीठाकडील संशोधनाशिवायची कामे कमी करण्याकडे लक्ष देण्याची आवश्यकता आहे.

विद्यापीठाशी संलग्नित महाविद्यालयांना स्वायत्तता देण्यासंबंधीची बाब धोरणात बोलून दाखविली गेली असली तरी यामुळे खास करून विद्यापीठाच्या

आर्थिक उत्पन्नावर होणाऱ्या परिणामाचा आणि उपाययोजनांचा फारसा विचार प्रस्तुत धोरणात केल्याचे दिसत नाही.

शिक्षणावरील सार्वजनिक खर्च एकूण देशांतर्गत उत्पन्नाच्या ६ टक्के करण्याचा विचार प्रस्तुत धोरणात बोलून दाखवलेला आहे. भूतकाळात देण्यात आलेली आश्वासने व त्याची प्रत्यक्ष अंमलबजावणी यातील अंतर पाहता हे आश्वासन कितपत पुर्ण होईल याबाबत शंका आहे. कारण १९६४ मधील कोठारी आयोगापासून शिक्षणावरील खर्च एकूण देशांतर्गत उत्पन्नाच्या ६ टक्के करण्याचा विचार शासनस्तरावरून बोलून दाखवला जातो. परंतु त्याची अंमलबजावणी अद्यापपर्यंत झालेली दिसून येत नाही. शिवाय जवळपास सहा दशकापासून ६ टक्के एवढाच खर्च करण्याचे आश्वासन दिले जाते यामध्ये थोडी वाढ करणे आवश्यक होते.

**समारोप :-**

नवे शैक्षणिक धोरण नक्कीच मार्गदर्शक दस्तऐवज आहे. परंतु धोरण कितीही चांगल असल तरी त्यांची प्रत्यक्षात अंमलबजावणी प्रामाणिकपणे जर झाली नाही, तर त्याचे योग्य ते परिणाम दिसणार नाहीत. यामध्ये शासनाबरोबरच शिक्षक महत्त्वाची भूमिका बजावू शकतो.

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**राष्ट्रीय शैक्षणिक धोरण २०२० समोरील आव्हाने व संधी**

**प्रा.डॉ. धालगडे अरुण बळीराम**

वाणिज्य विभाग प्रमुख व संशोधक मार्गदर्शक,  
महाराष्ट्र महाविद्यालय, निलंगा जिल्हा लातूर

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**प्रस्तावना:-** कोणत्याही देशात बदल करणे व ते स्वीकारणे ही काळाची गरज असते. शिक्षणक्षेत्रात ही क्षेत्रात ही बदल करणे आवश्यक असते व ते स्वीकारण्यातच? त्या क्षेत्राचे हित असते. कोणत्याही देशात बदल करणे व ते स्वीकारणे ही काळाची गरज असते. शिक्षणक्षेत्रात ही क्षेत्रात ही बदल करणे आवश्यक असते व ते स्वीकारण्यातच? त्या क्षेत्राचे हित असते. कोणत्याही देशात बदल करणे व ते स्वीकारणे ही काळाची गरज असते. शिक्षणक्षेत्रात ही क्षेत्रात ही बदल करणे आवश्यक असते व ते स्वीकारण्यातच? त्या क्षेत्राचे हित असते.

**संशोधन लेखाची उद्दिष्टे**

१) राष्ट्रीय शैक्षणिक धोरण २०२० निरनिराळी वैशिष्ट्य अभ्यासणे.  
२) शैक्षणिक धोरण २०२० समोरील कोणती आव्हाने आहेत, त्याचा अभ्यास करणे.

३) शैक्षणिक धोरण २०२० मधील संधीचा आढावा घेऊन त्या संधीचा अभ्यास करणे.

**संशोधन लेखासाठी माहितीचे माहितीचे मार्ग :-**

या संशोधन लेखासाठी दुय्यम माहिती साधनाचा आधार घेतलेला आहे, त्यामध्ये दैनिक वृत्तपत्रे, वेबसाईट, संदर्भ पुस्तकेव निरनिराळे लेख इत्यादी साधनांचा उपयोग केलेला आहे.

**शैक्षणिक धोरण २०२० ची वैशिष्ट्य :-**

सर्वांना शिक्षण, दर्जेदार शिक्षण, शिक्षणाची समान संधी, आवाक्यातील शिक्षण आणि शिक्षण क्षेत्रातील सर्व घटकांचे उत्तरदायित्व निश्चित करणे या प्रमुख पाच सूत्रावर या धोरणाचा पाया अवलंबून आहे. कोणत्याही विद्यार्थ्यावर भाषा लादली जाणार नाही. विद्यार्थ्यांना

माध्यमिक शिक्षण स्तरावर विविध देशी-विदेशी भाषांचा पर्याय दिला जाणार आहे.पूर्व प्राथमिक शाळा साठी देशात एकच अभ्यासक्रम निश्चित केला असून हा अभ्यासक्रम देशातील सर्व शाळांना लागू केला जाणार आहे.इयत्ता तिसरी पर्यंतच्या विद्यार्थ्यांना संख्या व अक्षराची ओळख होऊन त्यांना वाचता येईल यावर भर देऊन पुढे हेच मूलभूत शिक्षण म्हणून मानले जाणार आहे.सर्व खाजगी व सरकारी शाळांना सर्व सोयी सुविधा देऊन शिक्षणात समानता आणली जाणार आहे.सध्याच्या नवीन धोरणानुसार तीन ते १४ वर्षे वयोगटातील विद्यार्थी शिक्षण हक्क कायद्याच्या कक्षेत आणण्यात येत आहे.नवीन धोरणानुसार स्वतः विद्यार्थी व वर्ग मित्र याचा शेर असणार आहे. तसेच शिक्षणाबरोबरच विद्यार्थ्यांचे जीवन कौशल्य सुद्धा नमूद करावी लागणार आहे .नवीन धोरणानुसार इयत्ता ९ ते १२ पर्यंतच्या परीक्षा वर्षातून एकदा न घेता त्या एकूण आठ सत्रात घेतल्या जाणार आहेत. नवीन धोरणानुसार विद्यार्थ्यांनी एखाद्या शाळेत शाखेत प्रवेश घेऊन दुसऱ्या शाखेतील काही आवडीचे विषय त्याला घेता येणार आहेत. या धोरणांतर्गत शालेय व उच्च शिक्षण हे व्यावसायिक शिक्षण क्षेत्राच्या कार्यक्षेत्रात आणले जात आहे. यासाठी देशात उच्च शिक्षण नियामक संस्था स्थापन केली आहे. आर्थिक दृष्ट्या कमकुवत, वंचित गटावर विशेष भर देऊन त्यांना राष्ट्रीय शिष्यवृत्ती देऊन शिष्यवृत्ती प्राप्त विद्यार्थ्यांचा मागोवा घेतला जाणार आहे.डिजिटल शिक्षण, जीडीपी ची तरतूद सहा टक्के पर्यंत वाढ करणे, नोंदणी गुणोत्तर ५० टक्के पर्यंत वाढविणे इत्यादी ही नवीन राष्ट्रीय शिक्षण धोरणाचीकाही विशेष उद्दिष्टे आहेत.

### शैक्षणिक धोरण २०२० ची वैशिष्ट्ये :-

राष्ट्रीय शैक्षणिक धोरणाने शिक्षण पद्धतीत अमुलाग्र बदल सुचविले आहेत ते बदल स्वीकारणे व त्याची अंमलबजावणी करणे अत्यंत आव्हानात्मक कार्य ठरणार आहे.

**१) वैज्ञानिक दृष्टिकोन :-** आजच्या प्रगत युगात सुद्धा समाजामध्ये मोठ्या प्रमाणात जुन्या रूढी, परंपरा, अंधश्रद्धा याचा फार मोठा प्रभाव आहे. हा प्रभाव कमी करणे आवश्यक आहे. त्यासाठी विद्यार्थ्यांमध्ये वैज्ञानिक दृष्टिकोन /संकल्पना रुजविण्याची अत्यंत गरज आहे हे फार मोठे आव्हान या नवीन शिक्षण धोरणासमोर आहे.

**२) काटेकोरपणे अमलबजावणी :-** नव्या राष्ट्रीय शिक्षण धोरणामध्ये अमुलाग्र बदल सुचविलेले आहेत विशेष म्हणजे व्यावसायिक शिक्षण हा शालेय व उच्च शिक्षणाचा एक अविभाज्य भाग समजला जाणार आहे.त्यामुळे त्याची अंमलबजावणी करणे काटेकोरपणे अंमलबजावणी करणे हे या धोरणासमोरील फार मोठे आव्हान आहे.

**३) कौशल्यधारीत शिक्षण :-** कौशल्यधारीत शिक्षण देत असताना त्यासाठी लागणारी वर्ग खोल्या व इतर साधनसामग्रीचा पुरवठा करून त्याद्वारे विद्यार्थ्यांचा कौशल्य विकास करणे हे या नवीन राष्ट्रीय शिक्षण धोरणासमोर आव्हान आहे.

**४) पुस्तकांची उपलब्धता :-** नवीन शिक्षण धोरणासमोर एकाच वेळी राष्ट्रीय व प्रादेशिक स्तरावरील अभ्यासक्रमासाठी आवश्यक असणारी प्रात्यक्षिकासह पुस्तके लिहिणे व त्याचा पुरवठा करणे हे आव्हानात्मक कार्य आहे. व त्याच्या अंमलबजावणीमध्ये राज्य राज्यामध्ये भेद अजूनही ठळक दिसून येत आहेत.

**५) शिक्षकांचा दर्जा:-** गेल्या काही वर्षात शिक्षण क्षेत्रात प्रचंड खाजगीकरण झाले आहे. त्यातील शिक्षकांचा दर्जा तपासणारी यंत्रणा सरकारी आहे.त्यामुळे त्याकडे सातत्याने दुर्लक्ष केले जात आहे. शिक्षण क्षेत्रातील प्रचंड बेरोजगारीचा फायदा या खाजगी शिक्षण संस्था घेत आहेत. अल्प पगारावर प्रचंड दबाव आणून ज्यादा काम करून घेतले जात आहे, त्यामुळे अशा शिक्षकांचा दर्जा चांगला राखणे हे आव्हानात्मक बाब आहे.

**६) खाजगी शिक्षण संस्थावर नियंत्रण:-** आज शालेय व उच्च शिक्षण खाजगी शिक्षण संस्था मोठ्या प्रमाणावर शिक्षण क्षेत्रात गुंतवणूक करत आहेत व शिक्षणाचे बाजारीकरण करत आहेत.खाजगी शिक्षण संस्था शैक्षणिक साहित्या पासून ते फि अकारणीपर्यंत मक्तेदारी पद्धतीने वागत आहेत. अशा शिक्षण संस्थावर अंकुश ठेवणे एक आव्हान आहे.

**७) आदिवासी व ग्रामीण भागात सुविधांची कमतरता:-** आजच्या स्वतंत्र्यानंतरच्या ७५ वर्षांनंतर सुद्धा आदिवासी व ग्रामीण भागात पायाभूत सुविधांची कमतरता मोठ्या प्रमाणावर असल्याचे अनेक अहवालावरून दिसून येत आहे. खाजगी व सरकारी यंत्रणा अशा भागावर लक्ष केंद्रित करत नाही हे फार मोठे अपयश दिसून येत आहे

**८) पायाभूत सुविधांचा पुरवठा:-** अनेक छोट्या शिक्षण संस्था आदिवासी व ग्रामीण भागात काम करीत आहेत. त्यांना शासनाने पायाभूत सुविधांचा पुरवठा, इमारत, प्रयोगशाळा, फर्निचर, कृती शाळा व त्याला पूरक अशी साधने विद्यार्थ्यांना उपलब्ध करून देणे हे एक आव्हानात्मक बाब आहे.

**९) शिक्षण क्षेत्रातील गुंतवणूक:-** नवीन धोरण खाजगी संस्थाना शिक्षण क्षेत्रात गुंतवणूक करण्यासाठी प्रोत्साहन देत आहे. ही जर गुंतवणूक असेल तर तिथे ज्यादा परताव्याची अपेक्षा असते, आणि म्हणून शिक्षण क्षेत्रातील अशा गुंतवणुकीवर कठोर अंकुश ठेवण्याचे फार मोठे आव्हान आहे.

१०) कृषी व व्यावसायिक शिक्षणाचा अभाव:-भारतासारख्या कृषी संपन्न देशात आणि कुशल कारागिराच्या देशात शेतकऱ्यांची व कारागिरांचे हित जोपासले जात नाही, त्यांना कौशल्य युक्त व्यावसायिक शिक्षण देणे गरजेचे आहे, परंतु त्याकडे सातत्याने दुर्लक्ष केले जात आहे.

११) समानतेचे उद्दिष्ट:- नवीन राष्ट्रीय शिक्षण धोरणामुळे समानतेचे उद्दिष्ट साध्य होणार नाही. गरीब व श्रीमंत यांच्यामध्ये दरी निर्माण झाली असल्याचे दिसून येते. सध्याच्या शिक्षण क्षेत्रातील खाजगीकरणामुळे भरमसाठ फी फक्त श्रीमंत व्यक्ती देऊ शकतो व तेच शिक्षण घेऊ शकतात. गरीब व्यक्ती फी भरण्यास असमर्थ ठरत आहे, त्यामुळे हे समतेचे उद्दिष्ट साध्य होणार नाही .

१२) कायदा व औषध शास्त्राचा समावेश नाही:- नवीन शिक्षण धोरणात कायदा व औषधशास्त्र विषयाचा समावेश व त्यात काहीही बदल केलेला नाही शिक्षण पद्धतीत कौशल्य अभ्यासक्रमाचा समावेश असला तरी हे दोन्ही विषय जनमानसाशी निगडित आहेत, त्याचा विचार करण्याचे फार मोठे आव्हान या नवीन शिक्षण धोरणासमोर आहे.

**राष्ट्रीय शिक्षण धोरण २०२० मधील संधी :-**

उच्च शिक्षणातील संशोधन व नवनिर्मितीला चालना देण्यासाठी या धोरणामध्ये विशेष प्रयत्न केले जाणार आहेत. या धोरणामध्ये उपलब्धता, समता, गुणवत्ता, खरेदी योग्य दरात उपलब्धता व उत्तरदायित्व या पाच मूल्याशी बांधिलकी जपले जाणारे धोरण आहे.

१) कौशल्य शिक्षणाची सोय:- या धोरणामुळे विद्यार्थ्यांना ज्ञानरचना वादावर आधारित शिक्षण दिले जाणार आहे. कृतीशील शिक्षण देत अनुभवातून शिक्षणाचा पाठ विद्यार्थ्यांना दिला जाणार आहे. त्यामुळे विद्यार्थ्यांना कौशल्य शिक्षणाची सोय उपलब्ध करून देण्याची संधी या धोरणामुळे होणार आहे.

२) नवनिर्मितीला चालना:- या धोरणामुळे विद्यार्थ्यांना प्रयोगशील, उपक्रमशील शिक्षण, गट काम, प्रकल्प लेखन इत्यादी बाबी शिकविल्या जाणार आहेत. त्यामुळे विद्यार्थ्यांच्या नवनिर्मितीला सहज चांगली चालना मिळणार आहे.त्याला कृतीशील शिक्षण देण्याची संधी या धोरणामुळे संस्थांना मिळणार आहे.

३) पालकांचा सहभाग:- या धोरणामध्ये पालकांचा सहभाग व त्यांना महत्त्व देण्याची पद्धती सुरू झाल्यामुळे शिक्षण क्षेत्रात गुणात्मक सुधारणा करण्यासाठी उपाय सुचवण्याचे कार्य पालक करणार असल्याकारणाने फार मोठी संधी उपलब्ध होणार आहे.

४) बौद्धिक शारीरिक व मानसिक विकास शक्य:- या धोरणामुळे

आठवीपासून तंत्र व व्यावसायिक कौशल्य अभ्यासक्रमाची ओळख विद्यार्थ्यांना करून दिली जाणार आहे. विद्यार्थ्यांच्या क्षमतेनुसार वाढीनुसार आवडीनुसार कौशल्य विकास होणार आहे.त्यामुळे त्यांना एखादे कौशल्य चांगल्या प्रकारे आत्मसात करता येणार आहे. पुस्तकी ज्ञानाबरोबरच कौशल्यावर आधारित व्यक्तिमत्त्व विकास करण्याची संधी संस्थाना प्राप्त होणार आहे.

५) सत्र पद्धती :- शालेय स्तरावरच कौशल्य विकास शिक्षण दिले जाणार आहे. शालेय स्तरावरील सत्र पद्धतीमुळे विद्यार्थ्यांचे कल पाहता येणार आहेत व त्यावर विद्यार्थ्यांची शैक्षणिक कामगिरी मोजण्याची संधी प्राप्त होणार आहे व त्यामुळे विद्यार्थ्यांचा कौशल्य विकास किती झाला हे तपासता येणार आहे.

६) खाजगी शिक्षण संस्थेलाही संधी:- या धोरणामुळे समाजातील नागरिकांच्या गरजा लक्षात घेऊन व भविष्यातील गरज लक्षात घेऊन विज्ञान व तंत्रज्ञानाचा अभ्यासक्रमात समावेश केला जाणार आहे यासाठी लागणारे आवश्यक भांडवल खाजगी संस्थाना गुंतवावे लागणार आहे त्यामुळे खाजगी संस्थांना फार मोठ्या प्रमाणावर संधी उपलब्ध होणार आहे.

७) देशाला नवी दिशा देणारे धोरण:- नवीन राष्ट्रीय शिक्षण धोरण देशाला एक नवी दिशा देणारे धोरण आहे.लेखी परीक्षा ऐवजी प्रात्यक्षिक परीक्षावर भर दिला जाणार आहे. जीडीपीतून सहा टक्के खर्च होणार असल्याने भौतिक सुविधा, ऑनलाईन शिक्षण, ई लर्निंग, डिजिटल वर्ग, ग्रंथालय प्रयोगशाळा अध्यायावत होणार आहेत.त्यामुळे राष्ट्रीय शिक्षण धोरण देशाच्या शिक्षणास उंचीवर घेऊन जाणारे व नवी दिशा देणारे ठरणार आहे.

८) शिक्षणाचे सार्वत्रिकीकरण :- या धोरणात चिन्ह भाषेचे सार्वत्रिकीकरण केलेले आहे.एखाद्या आवड असलेल्या विषयास शारीरिक मानसिक दृष्ट्या वेगळ्या क्षमता कौशल्य असलेल्या मुलांना थोडी शाश्वती यामुळे नक्की मिळणार आहे.निरनिराळ्या क्षमता, कौशल्य घेऊन शिक्षण पूर्ण करता येणे यामुळे शक्य होणार आहे.

९) मुक्त शिक्षणाचा पर्याय:- या धोरणामुळे उच्च स्तरावर उपलब्ध होणारा मुक्त शिक्षणाचा पर्याय सार्वत्रिक केल्यामुळे भविष्यात एक बहुआयामी व्यक्तिमत्त्व घडविण्याची संधी संस्थाना उपलब्ध होणार आहे.

१०) अष्टपैलू व्यक्तिमत्त्व :- या नवीन शिक्षण धोरणामुळे प्राथमिक वर्गात एक किंवा अधिक परकीय भाषा शिकविण्याची सोय उपलब्ध होणार आहे.त्यामुळे भौतिक बदल काही नसून तो मानवी संसाधनात अष्टपैलू व्यक्तिमत्त्व घडविण्याकडे विशेष लक्ष दिले जाणार आहे. नवीन शैक्षणिक धोरणाने ग्रामीण भागातील विद्यार्थ्यांचा विकासाचा

उच्चोक्त वळणार आहे.तसेच ग्रामीण भागातील मुलांचा सामाजिक जाणीव व्यापक केल्या जाऊ शकणार आहेत. त्यामुळे आजच्या काळातही त्यांची नीतिमूल्य टिकून राहण्यास मदत होणार आहे.अशी मुले खर्चा अर्थाने राष्ट्रनिर्मिती मध्ये महत्त्वाची भूमिका बजाऊ शकतील. हे राष्ट्रीय शिक्षण धोरण राष्ट्रीय उद्दारासाठी पूरक आहे. जगात ताठ मानेने उभे राहण्याचे बळ देणारे माध्यम म्हणजे शिक्षण संस्था ह्या सर्व शिक्षण संस्था आपले शैक्षणिक कार्य अतिशय जोमाने व चोख बजावत आहेत.

**संदर्भ:-**

- १) [http://niepid.nic.in /nep\\_२०२०.pdf](http://niepid.nic.in /nep_२०२०.pdf)
- २) <http://aishe.nic.in/aishe/viewdcoment.action>
- ३) <https://wwwmhrd.gov.in/sites/uplodfiles>
- ४) <http://www.evivek.com/Encyc/२०२०/९/६>
- ५) <https://marathivishwakosh.org/३१८३>

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## भारतीय उच्च शिक्षणातील वास्तव व समस्या

प्रा.डॉ. व्ही. पी. सांडूर

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### प्रस्तावना:

प्राचीन काळापासून भारतात शिक्षण हे पवित्र आणि उदात्त कार्य सामाजिक परिवर्तनाचे मुख्य साधन मानले गेले. त्यामुळे शिक्षणासाठी फारसा मोबदला घेतला जात नसे. पण ब्रिटिश काळापासून शिकविण्यासाठी वेतन देण्यास सुरुवात झाली. विद्यार्थी हा केंद्रबिंदु मानला जाऊन शिक्षणाद्वारे मानव विकास होत असतो. उच्च शिक्षण हे मानवी विकासाचे व देशाच्या सामाजिक आणि आर्थिक प्रगतीचे सर्वात प्रभावी साधन आहे. त्यामुळे अप्रगत व विकसनशील राष्ट्रांमध्ये देशाच्या व समाजाच्या विकासासाठी उच्च शिक्षणावर मोठी गुंतवणूक प्राधान्यक्रमाने केली जाते. डॉ. बाबासाहेब आंबेडकर यांनी देशातील लोकशाही मजबूत करण्यासाठी व राष्ट्राचा सर्वांगीण विकास करण्यासाठी उच्चशिक्षणाशिवाय तरणोपाय नाही असे मत व्यक्त केले आहे. मागासलेले उपेक्षित लोक एकवेळ संपत्ती व सत्तेचे लाभ सोडायला तयार झाले तर फारसे बिघडत नाही, पण ते उच्च शिक्षणाच्या सर्वेच्च संधीपासून वंचित राहता कामा नये. यामागचे एकमेव उद्देश म्हणजे सत्ता व संपत्ती ही मिळाली व तिचा उपयोग करण्यासाठी दृष्टी नसेल तर तिचा उपयोग नसतो. याउलट उच्चशिक्षणाने व्यक्ती सबल झाला तर तो आपल्या प्रतिभेने समाजामध्ये अधिक विधायक बदल घडवून आणू शकतो. थोडक्यात, उच्च शिक्षण हे माणसांच्या अंतःशक्ती जागा करण्याचे एकमेव साधन आहे. बाह्य किंवा पराभूत शक्तींनी माणसे गुलाम होतात.

मात्र तीच माणसे आत्मशक्तीने तेजाळून निघतात. त्यांच्या मते, कोणत्याही समाजाची उंची मोजायची झाली तर त्या समाजातील किती टक्के नागरिक उच्च शिक्षणाचा लाभ घेऊ शकले आहेत यावर मोजता येते. मोजपट्टी लावली तर भारतात सर्वाधिक विषमता दिसून येईल. यामुळे भारतसरकारने विविध समित्या आयोगाच्या माध्यमातून उच्चशिक्षणासाठी प्रयत्न केले आहेत. २१ व्या शतकातील भारतीय उच्च शिक्षणासमोरील आव्हाने आणि त्यावरील उपायांची चर्चा केली आहे. शिक्षण व्यवस्थेसमोर शिक्षणाचे खाजगीकरण व व्यापारीकरण रोखण्याचे मोठे आव्हान आहे. शिक्षणव्यवस्थेत १९८० अगोदर अनुदान, १९८० च्या दशकात विनाअनुदान आणि २०१० च्या दशकात कायम विनाअनुदान धोरणाचा स्वीकार केला. परिणामी शिक्षणाला बाजारी रूप प्राप्त झाले. २००४ मध्ये खाजगी विद्यापीठे विधेयक व अध्यादेश पारित करून खाजगी विद्यापीठांच्या स्थापनेस प्रोत्साहन देण्यात आले. AISHE (२०१८-१९) च्या अहवालानुसार देशातील ९९३ विद्यापीठांपैकी ३८५ खाजगी विद्यापीठे आहेत. राष्ट्रीय शिक्षण धोरण २०२० मध्ये परदेशी विद्यापीठांना भारतात कॅम्पस सुरू करण्यास परवानगी दिल्याने शिक्षणाच्या खाजगीकरण व व्यापारीकरणास बळ प्राप्त झाले आहे.

**संशोधनाचे उद्देश :**

भारतातील उच्चशिक्षणाचा आढावा घेणे.

भारतीय उच्चशिक्षणातील विविध समस्यांचा अभ्यास करणे.

भारतातील उच्चशिक्षणाचे वास्तव किंवा स्थिती समजून घेणे.

भारतातील उच्च शिक्षणावर उपाय सुचविणे

**संशोधनाची गृहितके :**

भारताला उच्चशिक्षणाची प्राचीन परंपरा लाभलेली आहे.

भारतात सध्यास्थितीमध्ये उच्चशिक्षणाचे प्रमाण वाढत आहे.

भारतात उच्चशिक्षणामध्ये व्यापारीकरण ही एक प्रमुख समस्या आहे.

**संशोधन पध्दती :**

प्रस्तुत लघुशोधनिबंधासाठी सामाजिकशास्त्रातील

वर्णनात्मक व विश्लेषणात्मक संशोधन पध्दतीचा अवलंब करण्यात आला आहे. यामध्ये तथ्यसंकलन करताना संदर्भसाहित्य, विविध मासिके, साप्ताहिक व राष्ट्रीय शिक्षण धोरण अधार घेण्यात आला आहे.

**भारतीय उच्चशिक्षणाचे वास्तव :**

१९८६ च्या राष्ट्रीय शैक्षणिक धोरणात आणि त्या अगोदरच्या अनेक आयोगानी प्राथमिक शिक्षणावर भर दिला. भारतात शिक्षणावरील गुंतवणूक राष्ट्रीय उत्पन्नाच्या किमान ६ टक्के असावी असा आग्रह राहिला आहे. भारतात महाविद्यालये आणि विद्यापीठांची संस्थात्मक वाढ सातत्याने होत आहे. भारतात १९९५ साली २२८ विद्यापीठे, १००० महाविद्यालये आणि उच्चशिक्षण घेणाऱ्या विद्यार्थ्यांची संख्या ६० लाख होती.

आज भारतात उच्च शिक्षणातील प्रवेश प्रमाण हे २००६-०७ च्या आकडेवारीनुसार ११ टक्के आहे. म्हणजे १८ ते २३ वयोगटातील ८९ टक्के तरुणांना उच्च शिक्षणाची संधी मिळत नाही. त्याचबरोबर देशातल्या विविध ५८४ जिल्ह्यांपैकी ३६३ जिल्ह्यांत उच्च शिक्षण नोंदणीचे प्रमाण हे राष्ट्रीय प्रमाणपेक्षा कमी असल्याचे दिसून येते. देशात उच्च शिक्षण सर्वाधिक घेणाऱ्या राज्यांमध्ये नागालँड व गोवा राज्याचा क्रमांक प्रथम येतो तेथे १९ टक्के हे प्रमाण आहेत तर त्यानंतर केरळ मध्ये १८.५ टक्के इतके प्रमाण आहे. सर्वात कमी प्रमाण हे अरुणाचल प्रदेशात केवळ ४ टक्के इतके आहे. तसेच महाराष्ट्रात हे प्रमाण केवळ १३ टक्के इतके आहे.

जागतिक स्थितीचा विचार केल्यास विकसित देशांमध्ये उच्च शिक्षणाचे प्रमाण ५५ टक्के आहे तर विकसनशिल देशात हे प्रमाण ३६ टक्के असून सर्वसाधारण विकसनशिल राष्ट्रांमध्ये हे प्रमाण २३ टक्के इतके आहे. यावरून हे स्पष्ट होते की, भारताला प्रगत देशाबरोबर बरोबरी करावयाची असेल तर दुष्पटीने प्रयत्न करणे आवश्यक आहे.

उच्च शिक्षणाच्या बाबतीत ग्रामीण व शहरी असा भेद केला असता. युवकांचे उच्चशिक्षण घेण्याचे प्रमाण हे ग्रामीण भागात ७ टक्के तर शहरी भागात २० टक्के प्रमाण असल्याचे दिसून येते. देशात अनूसूचित

जाती व दलितोंमध्ये हे प्रमाण ६.३० टक्के इतके आहे. ओबीसी मध्ये ८.५ टक्के इतके आहे. तर मुलींचा विचार केला असता हिंदू मध्ये ९.३२ टक्के आहे सर्वात अधिक ख्रिश्चन समाजामध्ये १६ टक्के इतके आहे. सर्वात कमी मुस्लिम समाजात ५.८ टक्के दिसून येते.

असे असले तरी आज खेडयापाडयात उच्चशिक्षण पोहचले आहे असे भासवले जाते परंतु वास्तवात तेथे केवळ कागदोपत्री पदव्या पोहचल्या आहेत. संख्यात्मक वाढ मोठया प्रमाणात होत आहे परंतु गुणात्मक वाढ ही अल्पसी दिसून येते आहे याचे कारण म्हणजे उच्च शिक्षणातील समस्या होय.

#### उच्चशिक्षणातील समस्या :

भारतीय उच्च शिक्षण व्यवस्थेमध्ये काळानुसार व परिस्थितीनुसार बदल करणे आवश्यक आहे. आजच्या उच्चशिक्षण व्यवस्थेमध्ये धोरणात्मक व कार्यात्मक अशा अनेक समस्या असल्याचे दिसून येते. भारतात उच्च शिक्षण घेण्याज्यांचे प्रमाण हे अत्यंत अल्पसे आहे. याचे बरोबर संख्यात्मक व गुणात्मक समस्या ही अधिक दिसून येतात.

महाविद्यालयातील प्रवेशातील विद्यार्थी अधिक असतात परंतु मोठया संख्येने विद्यार्थी वर्गामध्ये गौरहजर असल्याचे दिसून येते. गौरहजेरीचे प्रमाण देशातील मोठमोठी शहर किंवा तेथील काही महाविद्यालये सोडली तर इतरत्र सर्वत्र गौरहजेरीचे प्रमाण दिवसेंदिवस अधिकच वाढतच आहे. यामध्ये प्रामुख्याने ७० टक्क्यापर्यंत हे प्रमाण वाढत आहे.

भारतीय उच्च शिक्षणातील अभ्यासक्रम हा पारंपारिक पध्दतीचा कारकुनी पध्दतीचा असल्याचे दिसून येते. त्याचा व्यवहारिक जीवनात फारसा उपयोग होत नाही. त्यामुळे भारतीय शिक्षण व्यावसायिमुख बनविणे आवश्यक आहे.

भारतीय शिक्षण पध्दतीमध्ये अध्यापन पध्दती, कालबाह्य अभ्यासक्रम तरुणांची उदासिनता या सर्व कारणामुळे शिक्षण व्यवस्थेत असंख्य कच्चे दुवे निर्माण झाली आहेत. विद्यार्थ्यांचा विचार न करता अभ्यासक्रम ठरविण्यात येत नाही. तेच पारंपारिक अध्ययन व अध्यापन पध्दती प्रामुख्याने दिसून येते.

देशातील अनेक भागातील अनेक विद्यापीठातून परीक्षेतील गौरप्रकार उघडकीस आले आहेत. परीक्षेतील गौरप्रकारामुळे हुशार विद्यार्थ्यांपेक्षा कधीच महाविद्यालयाचे तोंड न पाहणारा विद्यार्थी गुण जास्त घेऊन उत्तीर्ण होत आहे.

शिक्षण जीवनोपयोगी असावे परंतु आजच्या शिक्षणाने हा उद्देश साधला जात नाही असे दिसते. नोकरीसाठी शिक्षण असा सर्वत्र सूर दिसून येतो. आजच्या शिक्षणाने विद्यार्थी स्वावलंबी होऊन स्वतंत्र जीवन जगू शकत नाही. मिळविलेल्या पदवीचा नेमका उपयोग काय हे न समजून अनेक युवक बेकार झालेले दिसून येतात.

राजकारणी नेतृत्व भारतीय उच्च शिक्षणामध्ये बदल करण्यास तयार नाहीत कारण यामुळे त्यांच्यात स्वावलंबीपणा निर्माण होऊन त्यांना मदत करण्यासाठी कार्यकर्ते मिळणार नाहीत यामुळे यामध्ये बदल केला जात नाही. तसेच अनेक नेतृत्वांच्या संस्था असल्यामुळे कार्यक्षमता अध्यापक ऐवजी भ्रष्टाचार, वशिलेबाजी, भाईभतिजा या माध्यमातून भरती होताना दिसून येते. त्यामुळे शिक्षण देखील दर्जेदार मिळेल याबाबत शंका येते.

अशा विविध समस्या भारतीय उच्च शिक्षणात दिसून येतात.

#### उच्चशिक्षणावरील उपाय :

वर उल्लेखित आव्हानांची सोडवणूक करण्यासाठी कराव्या लागणाऱ्या उपाययोजनांची चर्चा करणेही आवश्यक आहे. शिक्षण ही नफा कमावण्याचे साधन नसून एक सुदृढ व सक्षम नागरिक घडवण्याची कार्यशाळा आहे. त्यामुळे शिक्षणातील खाजगीकरण व व्यापारीकरणाचे धोरण बंद करून सार्वजनिक शिक्षणव्यवस्थेला प्राधान्य देणे आवश्यक आहे. शिक्षणावरील निधीत वाढ करणे गरजेचे असून कोठारी आयोग व १९८६ च्या राष्ट्रीय शिक्षण धोरणाने जीडीपीच्या ६% निधी खर्च करण्याचे सुचविले होते. स्वातंत्र्याच्या ७३ वर्षांनंतरही त्या शिफारशीची अंमलबजावणी झाली नाही. आजच्या महागाई निर्देशकानुसार जीडीपीच्या ९% खर्च शिक्षणावर करणे गरजेचे आहे. गुणवत्तापूर्ण शिक्षणासाठी उच्च

शिक्षणसंस्थातील शिक्षकांच्या रिक्त जागा १००% भरणे आवश्यक आहे.

विद्यापीठावरील संलग्नित महाविद्यालयाचा भार कमी करण्यासाठी केंद्रीय/राज्य विद्यापीठे, आयआयटी, आयआयएम व राष्ट्रीय विज्ञान संस्था स्थापन करणे गरजेचे आहे. नवीन राष्ट्रीय शिक्षण धोरणाने सुचविलेला उच्च शिक्षणसंस्थांची पुनर्रचना व एकत्रीकरण करण्याचा पर्याय व्यवहार्य नाही. संशोधनावर अधिकाधिक गुंतवणूक करून मूलभूत व समाजोपयोगी संशोधनाला प्राधान्य देणे क्रमप्राप्त ठरते. अभ्यासक्रम कालसुसंगत व रोजगारक्षम विकसित करणे २१व्या शतकातील ज्ञानाधिष्ठित समाजाची गरज आहे. यासोबतच अभ्यासक्रमात मानवी मूल्य, वैज्ञानिक दृष्टिकोन, कौशल्य विकास इत्यादीचा अंतर्भाव करणेही आवश्यक आहे.

शिक्षणातील गळतीचे प्रमाण रोखणे व प्रवेश प्रमाण वाढविण्यासाठी शिक्षणाचा विस्तार करणे, रोजगारक्षम अभ्यासक्रम बनविणे, गुणवत्तेचा दर्जा सुधारणे, शिक्षणात संधीची समानता देणे, विद्यार्थ्यांना दर्जेदार सोयी—सुविधा उपलब्ध करून देणे, इत्यादी बाबी प्राधान्यक्रमाने कराव्या लागतील. सर्वांना समान, मोफत, सक्तीचे व गुणवत्तापूर्ण शिक्षण देणे घटनेने बंधनकारक केले आहे. त्यानुसार गुणवत्तापूर्ण व संधीची समानता असणारे शिक्षण देण्यास प्राधान्यक्रम दिला पाहिजे. बदलत्या तंत्रज्ञानाच्या काळात अध्ययन—अध्यापन व संशोधनात प्रभावी माहिती—तंत्रज्ञानाचा वापर करणे गरजेचे असून त्यासाठी लागणाऱ्या तंत्रज्ञानाच्या सोयी—सुविधा उपलब्ध करून देणे आवश्यक आहे. थोडक्यात, २१ व्या शतकातील भारतीय उच्च शिक्षणव्यवस्थेसमोर विविध आव्हाने असून त्यावर सुचविलेल्या उपाययोजनाची प्रभावीपणे अंमलबजावणी करणे आवश्यक आहे.

**सारांश :**

भारतीय शिक्षणातील विविध समस्याला सामोरे जाऊन आर्थिक विकासातभारताला अग्रेसर होण्यासाठी योग्य शैक्षणिक नियोजन करणे आवश्यक आहे. यासाठी आजच्या शिक्षण पध्दतीत बदल करून रोजगारभिमुख, स्वयंरोजगार, व्यावसायिक शिक्षण, मूल्य शिक्षण, नैतिक शिक्षण या मुलभूत उद्दिष्टांची पूर्तता

होणे आवश्यक आहे.

शिक्षण क्षेत्रावर कमी गुंतवणूक, महागडे शिक्षण, बेसुमार वाढत चाललेली बेरोजगारी (एका निरीक्षणानुसार भारतात पदवी विद्यार्थ्यांच्या बेरोजगारीचे प्रमाण ३५ टक्के आहे तर अशिक्षित युवकांच्या बेरोजगारीचे प्रमाण ६.२ टक्के आहे), रोजगारक्षम शिक्षणाचा अभाव (पदवीधर विद्यार्थ्यांच्या एकूण संख्येपैकी केवळ ४५ टक्के विद्यार्थी हे रोजगारक्षम आहेत (India Skills Report 2008)), काळाशी सुसंगत नसलेले अभ्यासक्रम, कालबाह्य अध्यापन पद्धती, शिक्षणातून नोकरीची शाश्वती नसणे, आर्थिक विवंचनेत सापडलेला समाज, इत्यादी घटक उच्च शिक्षणातील प्रवेश प्रमाण न वाढण्यास कारणीभूत आहेत. शिक्षण घेऊन नोकरी मिळत नाही व घेतलेले शिक्षण प्रत्यक्ष व्यवहारात नोकरी किंवा रोजगार उपलब्ध करून देत नाही. परिणामी छार्थार्जनड करण्याइतकीही शिक्षणातून उपलब्धी होत नसल्याची मानसिकता वाढत चालली आहे. त्यासोबतच आर्थिक परिस्थिती आणि इतर काही कारणामुळे अर्धवट शिक्षण सोडणाऱ्यामुळे गळतीचे प्रमाण वाढत आहे. कोरोनाने तर काही जणांच्या जगण्याचेच प्रश्न निर्माण केले आहेत. मुलांच्या शिक्षणाचा विषय तर त्यांच्यासाठी अधिक चिंतनीय आहे. या काळात उद्योगधंदे बंद झाल्याने अनेकांचे रोजगार बुडाले. परिणामी काही कुटुंबांना आपल्या गावाकडे स्थलांतरित व्हावे लागले. ती मुले आर्थिक परिस्थितीमुळे शिक्षण प्रवाहाच्या बाहेर आहेत. त्याचा परिणाम प्रवेश प्रमाणावर होणार आहे.

स्वातंत्र्यानंतर गठित विविध आयोग व समित्यांनी शिक्षणातील प्रवेश प्रमाण वाढविण्यासाठी ज्या शिफारशी केल्या होत्या त्याची परिणामकारक अंमलबजावणी न केल्यामुळे आजही आपण २५ टक्क्यांच्या आसपासच आहोत. २०१४-१५ ते २०१८-१९ या ५ वर्षांच्या प्रवेश प्रमाणाचा विचार करता ही वाढ अतिशय मंद गतीने चालू असल्याचे दिसते. राष्ट्रीय शिक्षण धोरण २०२० मध्ये हे प्रवेश प्रमाण २०३५ पर्यंत ५० टक्क्यांवर नेण्याचे निश्चित केलेले उद्दिष्ट स्वागताह अंसले तरी त्याच्या पूर्ततेसाठी विद्यार्थी केंद्रित शिक्षणाची व्यवस्था निर्माण करून शिक्षणात गुणवत्ता, सर्वांना



समान संधी आणि उच्च शिक्षण संस्थांचा विस्तार करणे आवश्यक आहे. धोरणात मागास प्रदेशात प्रवेश (access), समानता (equity) आणि अंतर्भाव (inclusion) या आधारे उच्च शिक्षण संस्था स्थापन करण्याचे, प्रत्येक जिल्ह्यात एक बहुविद्याशाखीय उच्च शिक्षणसंस्था व काही ठिकाणी बहुविद्याशाखीय शिक्षण आणि संशोधन विद्यापीठे (MERU) उभारण्याचे धोरण स्वागताह आहे. परंतु धोरणातील एकल विद्याशाखेची व कमी विद्यार्थी संख्येची महाविद्यालये बंद करण्याच्या तरतुदीचा फटका ग्रामीण, मागास, आदिवासी व डोंगराळ भागातील शिक्षण संस्थांना बसणार आहे. त्याचे दूरगामी परिणाम प्रवेश प्रमाणावरही होणार हे ओघाने आलेच.

उच्च शिक्षणातील प्रवेश प्रमाण वाढविण्यासाठी शिक्षणाचे सार्वत्रिकीकरण करणे, सर्वांना शिक्षण सक्तीचे करणे, शिक्षणावरील गुंतवणूक वाढविणे, गुणवत्तेच्या आधारावर शिक्षकांची नियुक्ती करणे, अभ्यासक्रम कालसुसंगत करणे, व्यवसायाभिमुख अभ्यासक्रमावर भर देणे, रोजगाराची उपलब्धता असणारे नवीन कोर्सेस सुरू करणे, अध्यापनाची प्रक्रिया परस्परसंवादी (Interactive) करून त्यामध्ये चर्चा, गटचर्चा, वाद—विवाद करण्यास प्रोत्साहन देणे, समाजातील परोपकारी लोकांनी गरीब विद्यार्थ्यांना शिक्षणासाठी दत्तक घेणे, सर्टिफिकेट कोर्सेसमधून कौशल्याचे ज्ञान, मूल्यशिक्षण आणि प्रशिक्षण देणे, मानव्यविद्या, सामाजिक शास्त्रे व मूलभूत विज्ञानाची सांगड व्यावसायिक शिक्षणासोबत घालणे, गुणवत्ताधारक विद्यार्थ्यांना शिष्यवृत्त्या, आर्थिकदृष्ट्या दुर्बल घटकांना विशेष सवलती, मागास, वंचित व आदिवासी घटकांना शिष्यवृत्त्या, प्रवेश प्रमाण वाढविण्यासाठी टास्क फोर्स तयार करणे, इत्यादी उपाय करणे आवश्यक आहे.

शिक्षण माणसाचे मन, मनगट व मेंदू बळकट करणारे एक धारदार शस्त्र आहे. शिक्षण जगाकडे चिकित्सक पद्धतीने बघण्याची दृष्टी देते असे ब्राझीलमधील थोर शिक्षणतज्ञ पाउलो फ्रेअरीने म्हटले होते. खऱ्या अर्थाने युवक हा देशाचा भावी आधारस्तंभ असल्याने उद्याच्या उज्वल, सशक्त व समृद्ध भारताच्या विकासाचे स्वप्न युवकच साकार करणार आहेत. त्यामुळे सर्व युवकांना सक्तीचे गुणवत्तापूर्ण शिक्षण देणे आवश्यक

आहे.

#### ८) संदर्भ :

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## नवीन शैक्षणिक धोरण : एक सैद्धांतिक मूल्यमापन

डॉ. प्रा. प्रमोद जी. शिंदे

दयानंद विधी महाविद्यालय लातूर

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### प्रास्ताविक

भारतीय समाजातील लोकांमध्ये शैक्षणिक विकासाची चालना देण्यासाठी भारत सरकारच्या माध्यमातून नवीन शैक्षणिक धोरण, २०२० याची अंमलबजावणी करण्यात आलेली आहे. या धोरणात ग्रामीण व शहरी भागातील प्राथमिक शिक्षण ते उच्च शिक्षणाचा समावेश करण्यात आलेला आहे. १९६८ मध्ये भारताच्या भूतपूर्व पंतप्रधान इंदिरा गांधी यांनी पहिले राष्ट्रीय शैक्षणिक धोरण जाहीर केले होते. तदनंतर भूतपूर्व पंतप्रधान राजीव गांधी यांनी दुसरे राष्ट्रीय शैक्षणिक धोरणाची, १९८६ मध्ये अंमलबजावणी करण्यात आलेली होती. सध्या भारताचे पंतप्रधान नरेंद्र मोदी यांच्या नेतृत्वाखाली तिसरे राष्ट्रीय शैक्षणिक धोरण, २०२० हे जाहीर करण्यात आले आहे.

२९ जुलै २०२० रोजी भारतामध्ये नवीन शैक्षणिक व्यवस्था रुजविण्यासाठी केंद्रीय कॅबिनेटच्या माध्यमातून नवीन शैक्षणिक धोरण, २०२० यास मान्यता देण्यात आलेली आहे. या नवीन शैक्षणिक धोरणाच्या माध्यमातून जुने शैक्षणिक धोरण, १९८६ मध्ये बदल करण्यात आलेला आहे. या धोरणात प्राथमिक शिक्षण ते उच्च शिक्षण तसेच ग्रामीण व शहरी भागातील व्यावसायिक प्रशिक्षणासंदर्भात सर्वसमावेशक असे परिप्रेक्ष्य तयार करण्यात आलेले आहे. २०२१ पासून भारतीय शैक्षणिक व्यवस्थेत अमुलाग्र सुधारणा करणे हे या नवीन शैक्षणिक धोरणाचे प्रमुख उद्दिष्ट आहे. भारतातील विविध घटकराज्य, शाळा व महाविद्यालयात या नवीन शैक्षणिक धोरणाचे प्रमुख मार्गदर्शक तत्त्व म्हणजे भाषावार धोरण (language policy) हे आहे. नवीन शैक्षणिक धोरण, २०२० च्या माध्यमातून भारतीय शैक्षणिक धोरणाच्या संदर्भात बरेच बदल करण्यात आलेले आहेत. घटकराज्यांनी शिक्षणावरील खर्च जास्तीत जास्त जीडीपीच्या चार ते सहा टक्के पर्यंत वाढविला पाहिजे हे या धोरणाचे एक उद्दिष्ट आहे.

इसरो चे माजी प्रमुख कृष्णास्वामी कस्तुरीरंगन यांच्या नेतृत्वाखाली २०१९ मध्ये नवीन शैक्षणिक धोरणाचा ४८४ पानाचा समिती अहवाल सादर करण्यात आलेला होता. तत्पूर्वी अंतिम अहवाल सादर करण्यापूर्वी विविध असे धोरणासंदर्भात सल्लामसलत मत मागविण्यात आलेले होते. नवीन शैक्षणिक धोरणातून भारतीय शिक्षणाला एक प्रकारे लवचिक करण्याचे काम हे केलेले आहे

अकस्मिता परिस्थितीत शिक्षणाची प्रमुख आणि महत्वपूर्ण भूमिका आहे. भारतीय प्राप्त परिस्थितीत सामाजिक, सांस्कृतिक, आर्थिक आणि राजकीय मुलाकडे बदलासाठी नवीन शैक्षणिक धोरण २०२० याची क्रांतीपूर्ण भूमिका आहे. नव शैक्षणिक धोरण २०२० च्या माध्यमातून नवउदारमतवादी व्यवस्थेत अंतर्गत बहु ज्ञानशाखीय विद्यापीठ आणि स्वायत्त महाविद्यालय मार्फत उच्च शिक्षणात गुणात्मक परिवर्तनासाठी नव शैक्षणिक धोरण हे एक क्रांतीदायी पाऊल आहे. या अनुषंगाने या शोधलेखात नवीन शैक्षणिक धोरण २०२० याची समीक्षा तसेच पूर्व वरती अखंड निरंतर शिक्षणास बळकटी प्राप्तीसाठी प्रस्तुत लेखातून प्रकाश टाकण्यात आला आहे. तसेच प्रस्तुत लेखातून नवीन शैक्षणिक धोरणाची आवश्यकता, व्यवस्थापन, व्यवहार्यता यावर प्रकाशझोत टाकण्यात आला आहे.

### पूर्व शिक्षण धोरणाची आवश्यकता/ गरज

१. वर्तमान शैक्षणिक व्यवस्थेत जागतिक बदलाच्या अनुषंगाने ज्ञानावर आधारित अर्थव्यवस्थेच्या आवश्यकतेसाठी शिक्षणाचा प्रसार व्हावा

२. नवशिक्षणाच्या माध्यमातून शिक्षणात गुणात्मक बदलासाठी तसेच नवनिर्मित ज्ञान आणि संशोधनासाठी

३. जागतिकीकरणाच्या रेट्यात भारतीय शिक्षण व्यवस्थेत युरोपियन, पाश्चिमाते देशांच्या प्रवेशासाठी तजवीज करणे

### भारतीय नवशिक्षण धोरणातील विषय प्रवेश

२०३० पर्यंत नव शैक्षणिक धोरण हे निश्चित करण्यात आले आहे. १०+२ शैक्षणिक आकृतीबंध एवजी ५+३+३+४ अशा पद्धतीने शैक्षणिक व्यवस्थेत अभ्यासक्रमाची विभागणी करण्यात आली आहे. केंद्र व राज्य शासनाने समान रित्या जीडीपीच्या ६% शिक्षणावर खर्च करावयाचा अपेक्षित आहे. के कस्तुरी रंजन यांच्या दृष्टिकोनातून भारताचा असा युवक वर्ग या नवशिक्षण धोरणाच्या माध्यमातून घडवायचा आहे की ते सहजरीत्या वर्तमान आणि भविष्यकालीन आव्हाने पेलण्यासाठी सक्षम असेल.

प्रवेश, क्षमता, गुणवत्ता, सर्वांना परवडणारे शिक्षण आणि उत्तरदायित्व या मानवी कौशल्यावर आधारित नव शैक्षणिक धोरण याची पायमल्ली यातून घालण्यात आलेली आहे. त्यामुळे प्राथमिक

ते उच्च शिक्षणामध्ये एक प्रकारची शृंखलाबद्ध संरचना तयार करणे हे एक प्रमुख उद्दिष्ट आहे.

नवीन नवीन शैक्षणिक धोरणाचे पायाभूत, पूर्वतयारी, मध्यम आणि उच्च स्तर असे एकूण चार टप्पे आहेत. उच्च शिक्षणातील संस्थांचे स्थूल प्रवेश प्रमाणाचे लक्ष हे २६.३% ते ५०% पर्यंत करावयाचे आहे. त्यात, ३.५ कोटी नवीन जागांचे प्रमाण उच्च शिक्षण संस्थेत जोडायचे आहे. शिक्षण संस्थेत प्रवेशासाठी पात्र असणारी एकूण लोकसंख्येचे प्रमाण म्हणजे स्थूल प्रवेश प्रमाण होय, उदाहरणादाखल एखाद्या उच्च शिक्षण संस्थेत एकूण शंभर जागा असतील आणि त्यात ८० प्रवेश झाले असतील तर ते प्रमाण ८०% होय. वैद्यकीय व विधी शिक्षण सोडून इतर उच्च शिक्षणासाठी युजीसीच्या ऐवजी भारतीय उच्च शिक्षण आयोगामार्फत नियमन केले जाईल. आयआयटी व आयआयएम प्रमाणे विद्यापीठामार्फत भविष्यीय शिक्षण आणि संशोधनासाठी समतल पातळी असेल. जागतिक दर्जाच्या या संस्था असतील. यामध्ये प्रवेशासाठी एन टी ए च्या माध्यमातून सामान्य परीक्षा घेतली जाईल. तसेच यात सर्व विद्यार्थ्यांसाठी अनिवार्य ऐवजी निवडक विषय असतील. तांत्रिक शिक्षण देणाऱ्या संस्थेत देखील कला आणि मानव विद्या शाखेतील विषय शिकवले जातील. थोडक्यात विद्यार्थ्यांमध्ये विषय निवडीवर कुठल्याही प्रकारचा कला, वाणिज्य, विज्ञान अशी विभागणी नसेल. सर्वकाही बहुविद्याशाखी शिक्षण असेल. विद्यार्थ्यांना आपली पदवी पूर्ण करण्यासाठी कोणतेही विषय निवडीचे स्वातंत्र्य असेल ज्यात अकॅडमी क्रेडिट बँकेची व्यवस्था करण्यात आलेली आहे. देशातील सर्व उच्च शिक्षण संस्था आयटी सहित समग्र विकासाचा दृष्टिकोन स्वीकारेल.

सध्या विद्यापीठ अनुदान आयोग, ए आय सी टी ई, एनसीटीई च्या माध्यमातून उच्च शिक्षणाचे नियमन केले जाते परंतु नवीन शैक्षणिक धोरणात खालील उच्च शिक्षणाचे चार आयोग असतील

१. राष्ट्रीय उच्च शिक्षण नियमानात्मक आयोग या मंडळामार्फत उच्च शिक्षण क्षेत्रातील शिक्षक वर्गाचे शिक्षण नियमानात्मक कामकाज पाहिले जाईल.

२. सामान्य शैक्षणिक आयोगामार्फत उच्च शिक्षण पदव्यांचे शिक्षण परिणाम, प्रमाणकता याचे परिप्रेक्ष्य तयार करण्याची वा जबाबदारी असेल.

३. राष्ट्रीय मूल्यांकन आयोग च्या माध्यमातून सर्व उच्च शिक्षण संस्थेचे मूल्यांकन केले जाईल त्यामध्ये सार्वजनिकता, स्व प्रगतीकरण, सुशासन आणि परिणाम हे आधारस्तंभ असतील.

४. उच्च शिक्षण अनुदान आयोगाद्वारे उच्च शिक्षण संस्थेतील

महाविद्यालय आणि विद्यापीठात अनुदान प्राप्तीसाठी कार्य केले जाईल.

या नवीन शैक्षणिक धोरणात पदविका अभ्यासक्रमात एकाधिक प्रवेश आणि निर्गमन ही व्यवस्था करण्यात आलेली आहे. तीन किंवा चार वर्षे पदविका अभ्यासक्रम विद्यार्थी अभ्यासक्रमातून वेगवेगळ्या स्तरावर बाहेर पडू शकतो आणि त्याप्रमाणे त्यांना अभ्यासक्रमाचे पदवी किंवा प्रमाणपत्र दिले जाईल.

## नवीन शैक्षणिक धोरणासमोरील आव्हाने

### १. सहकार्याची भावना

शिक्षण हा समवर्ती सूचीतील विषय आहे. प्रत्येक राज्याचे स्वतःचे असे शिक्षण मंडळ आहे. त्यामुळे प्रत्येक राज्याने या धोरणाच्या अंमलबजावणीसाठी पुढाकार घेतला पाहिजे तसेच अनेक राज्याने राष्ट्रीय उच्च शिक्षण नियमानात्मक मंडळास एक उच्च मंडळ म्हणून विरोध दर्शविलेला दिसतो. त्यातून सहकार्यात्मकतेची भावना जोपासली जात नाही. विना सहकार नाही नवीन शिक्षणाच्या धोरणाचा उद्धार.

### २. खर्चिक शिक्षण

नव शैक्षणिक धोरणाद्वारे परदेशी विद्यापीठांचा वावर मोठ्या प्रमाणात भारतात वाढणार आहे. बऱ्याच शैक्षणिक विद्वानांना वाटते की यातून शिक्षणावरचा खर्च वाढणार आहे, त्यातून भारतीय शिक्षण व्यवस्थेसमोर आव्हान निर्माण होताना दिसते. सध्यातरी शासनाचा शिक्षणावर जास्तीत जास्त खर्च करावा असा मात्र रस दिसत नाही.

### ३. शिक्षणाचे संस्कृतीकरण

या धोरणाद्वारे केंद्रशासन त्रैभाषिक सूत्राच्या माध्यमातून शिक्षणाचे संस्कृतीकरण करत आहे असा विचार दक्षिणात्य राज्यात पसरलेला दिसतो. त्यामुळे विद्यार्थ्यांनी आपल्या मातृभाषेतून की प्रादेशिक भाषेतून शिक्षण घ्यायचे का नाही असा तेच निर्माण झाला आहे. उदाहरणार्थ केंद्रशासित प्रदेशात वेगवेगळ्या राज्यातून व्यक्ती येतात त्यांची मातृभाषा ही वेगवेगळे असते त्यामुळे त्यांनी इंग्रजी भाषेतून की मातृभाषेतून शिक्षण घ्यायचे अशी संभ्रम अवस्था निर्माण होत आहे. इंग्रजी शाळा किती प्रमाणात मातृभाषेतील शिक्षणास किती महत्त्व देतील असे प्रश्न उद्भवतो त्यामुळे या धोरणातून शिक्षणाचा मुख्य उद्दिष्ट सात होणार की नाही कदाचित असा प्रश्न निर्माण होताना दिसतो.

### ४. अर्थबळकटी

सर्वात महत्त्वाचे आव्हान म्हणजे शिक्षणावरील खर्च हा जीडीपीच्या ६ टक्के खर्च करणे अपेक्षित आहे. त्यामुळे शिक्षणास

अर्थ बळकटी आवश्यक आहे प्रत्येक राज्याने त्यासाठी त्यांची खर्च करण्याची उदात्त भूमिका असायला हवी त्यासाठी वेगवेगळ्या प्रकारचे तरतुदी करणे अपेक्षित आहे. अशा अर्थहीन परिस्थितीत नवीन शैक्षणिक धोरणाची यशस्वीरित्या अंमलबजावणी करणे शक्य नाही.

#### ५. कुशल मनुष्यबळाची कमतरता

कुशल असा शिक्षक वर्ग असणे अपेक्षित आहे. अशा परिस्थितीत या धोरणाची अंमलबजावणी यशस्वी होणार नाही. त्यामुळे तंत्रज्ञान कुशल अशी मनुष्यबळ असायला आहे. Covid-१९ मध्येच आपणास शिक्षणासमोरील आव्हाने समजलेले आहेत. जास्तीत जास्त डिजिटलायझेशन होताना दिसते परंतु त्यासाठी मात्र कुशल मनुष्यबळाची कमतरता भासताना दिसते.

#### ६. नवीन पदभरती भरण्यांमधील शासनाचे असलेली उदासीनता

नव शैक्षणिक धोरणाच्या अनुषंगाने पुन्हा एकदा शिक्षक पदभरतीचा प्रश्न ऐरणीवर आलेला आहे. नवीन शैक्षणिक धोरणाच्या माध्यमातून जागतिकीकरणाच्या रेट्यात, खाजगीकरणाच्या प्रभावात आणि पश्चिमेकीकरणाचा प्रक्रियेत नवीन शैक्षणिक धोरणाची अंमलबजावणी करण्यासमोर आव्हान निर्माण होताना दिसते. अनेक सामाजिक शास्त्रातील उच्च शिक्षणातील कॉलेज मध्ये प्राध्यापक पदभरती केली गेलेली नाही त्यामुळे या धोरणातून त्यास न्याय मिळेल का असा प्रश्न उद्भवतो ते एक प्रकारे या धोरणासमोरील आव्हानच आहे.

#### मूल्यमापन

राष्ट्रीय शैक्षणिक धोरण २०२० द्वारे उच्च शिक्षणातील एकूण नोंदणी प्रमाण २५ पर्यंत ५० टक्के पर्यंत वाढवण्यावर भर दिला आहे त्यातून पाच कोटी नवीन जागा जोडल्या जाणार आहेत असे म्हटले आहे ते कितपत शक्य आहे हा प्रश्नच आहे. एज्युकेट, एनकोरेज आणि एन्लायटन हे ब्रीद वाक्य प्रत्यक्षात किती साध्य होईल हे हे देखील पाहणे अपेक्षित आहे. या नवीन शैक्षणिक धोरणाच्या माध्यमातून एक स्वायत्त संस्था नॅशनल एज्युकेशनल तंत्रज्ञानात्मक फोरम मूल्यमापन नियोजन प्रशासन वाढविण्यासाठी तंत्रज्ञानाचा वापराचा विचारांची मुक्त देवाणघेवाण करण्यासाठी एक व्यासपीठ प्रदान केले जाईल. तसेच शिक्षण क्षेत्रातील सार्वजनिक गुंतवणूक वाढवून जीडीपीच्या सहा टक्क्यापर्यंत लवकरात लवकर पोहोचण्याचा उद्दिष्ट आहे त्यातून भारताला जागतिक ज्ञान महासत्ता बनविण्याचे उद्दिष्ट आहे. विद्यार्थ्यांचा एक होली स्टिक विकास कसा साध्य होईल हे येणाऱ्या काळातच आपणास पाहता येईल.

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## नवीन शैक्षणिक धोरण आणि संशोधनातील संधी

डॉ. शिवराज पाटील

प्राध्यापक, अर्थशास्त्र विभाग,  
स्वामी विवेकानंद महाविद्यालय, शिरूर ताजबंद

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**सारांश** — समकालीन उच्च शिक्षण, विद्यार्थ्यांचा सर्वांगीण विकास, रोजगाराच्या निर्मिती आणि संशोधन यात फारसे आशादायी चित्र दिसत नाही. परिणामी प्रचलित शिक्षण प्रणाली बदलून नवीन शिक्षण प्रणाली सुरू करणे ही काळाची गरज होती. भारतात प्रचलित असलेली शिक्षण प्रणाली ही साधारण शंभर वर्षांपूर्वीची असून ब्रिटिश कालीन ध्येय धोरणानुसार ती आजपर्यंत राबवली गेली आहे. स्वातंत्र्यप्राप्तीनंतर भारतीय संविधानाने स्वीकारलेल्या स्वातंत्र्य, समता, बंधुता, सर्वधर्मसमभाव, संधीची समानता, न्याय या मूलभूत तत्वांचा नव समाजनिर्मितीसाठी उपयोग करण्याच्या हेतूने विशेष महत्त्व दिले आहे. एकूण नवसमाजाची उभारणी करण्यासाठी उच्च शिक्षण हा घटक अतिशय महत्त्वाचा असल्यामुळे स्वातंत्र्यानंतर विद्यापीठ शिक्षण आयोग, कोठारी आयोग, स्वामीनाथन समिती अशा अनेकविध समित्यांनी देशातील उच्च शिक्षणास गती देण्याचे कार्य केले आहे. नवीन शैक्षणिक धोरण २०२० हे कस्तुरीरंगन समितीने सुचविलेल्या सूचनांच्या अधीन राहून देशात राबविण्यासाठी केंद्र सरकारने प्रयत्न सुरू केले आहेत. देशातील विद्यार्थ्यांना बहुभाषिक, आंतरविद्याशाखीय, बहुविद्याशाखीय शिक्षणाची व्यवस्था निर्माण करून संशोधनात अधिकाधिक प्रगती साधने समाज आणि देशाच्या प्रगतीमध्ये देशातील विद्यार्थ्यांच्या संशोधनाचा त्यांच्या बुद्धिमत्तेचा गुणवत्तेचा अधिकाधिक वापर करणे हा नवीन शैक्षणिक धोरणाचा मुख्य हेतू आहे. वास्तविक भारतासारख्या बहुभाषिक, बहुधर्मीय,

खंडप्राय देशात सर्वांसाठी समान शिक्षण प्रणाली राबवणे तितकेसे सोपे नाही. परिणामी केंद्र आणि राज्य यांच्या अधीन असलेल्या शिक्षण या विभागासाठी केंद्र आणि राज्य यांनी एकत्र येऊन प्रयत्न करणे गरजेचे आहे. प्रस्तुत नवीन शैक्षणिक धोरणात केंद्र आणि राज्य यांनी एकत्र येऊन प्रत्येक राज्याच्या प्रादेशिक, भौगोलिक वैशिष्ट्यंसह तेथील शिक्षण प्रणाली ठरवली जावी, हे प्रस्तुत नवीन शैक्षणिक धोरणाचे उद्दिष्ट आहे. प्रस्तुत लेखात नवीन शैक्षणिक धोरणातील संशोधनाच्या संधी यावर प्रकाश टाकण्याचा प्रयत्न केला आहे. उच्च शिक्षणानंतर संशोधनासाठी भारतातील विदेशात जातात आणि तिकडेच स्थायिक होतात. ही वस्तुस्थिती विचारात घेता भारतात संशोधनाच्या सर्व सुविधा उपलब्ध करून देणे यासाठी नवीन शैक्षणिक धोरण प्रयत्नशील आहे, हे नाकारता येत नाही.

### प्रस्तावना —

संशोधन हे कोणत्याही देशाच्या प्रगतीचे प्रमुख लक्षण आहे. शिक्षणामध्ये अनेक वर्षे घातल्यानंतर उच्च विद्याविभूषित, बुद्धिमान विद्यार्थी संशोधनाच्या मार्गाने पुढे जातो. संशोधन देश, समाज तसेच अखिल मानव जातीच्या कल्याणासाठी अत्यंत उपयोगाचे असते. प्रामुख्याने मानवजातीस उपयुक्त असलेल्या विद्याशाखेत संशोधन होणे अत्यंत गरजेचे असते. मात्र त्यासाठी संशोधकास सुलभ सुविधा, आर्थिक मदत उपलब्ध करून देणे ही सरकारची जबाबदारी असते. नवीन शैक्षणिक धोरण २०२० आपल्या देशामध्ये सुरू होण्याच्या मार्गावर आहे. अशा परिस्थितीत संशोधनासाठी नवीन शैक्षणिक धोरणात केलेल्या उपयुक्त तरतुदींचा प्रस्तुत लेखात विचार करावयाचा आहे.

### गृहितके —

१. नवीन शैक्षणिक धोरण २०२० ही संशोधन क्षेत्रासाठी अत्यंत पूरक ठरू शकते.

२. एका छताखाली बहुभाषिक, बहुविद्याशाखीय, आंतरविद्याशाखीय संशोधन शक्य आहे.

३. उच्चशिक्षित भारतीय तरुण जे संशोधनासाठी परदेशी जातात त्यांना देशातच संशोधनासाठी सुलभ सुविधा उपलब्ध करून देणे हे प्रस्तुत शैक्षणिक धोरणाचे महत्त्वाचे उद्दिष्ट आहे.

४. एकावेळी एका विद्यार्थ्यास विविध ज्ञान शाखांचा सखोल अभ्यास करता येणे नवीन शैक्षणिक धोरणामुळे शक्य आहे.

५. NRF या स्वायत्त संस्थेची स्थापना करून संशोधनासाठी आर्थिक तरतूद केली आहे.

**उद्दिष्टे —**

१. कस्तुरीरंगन समितीने सुचविलेल्या सूचना आणि तरतुदींचा अभ्यास करणे.

२. संशोधनाच्या क्षेत्रात भारतीय तरुणांना अधिक संधी मिळण्याच्या दृष्टीने केलेल्या तरतुदींचा विचार करणे.

३. एका छताखाली विविध ज्ञानशाखांचा अभ्यास करण्याच्या तरतुदीतील वास्तविक अडचणींचा विचार करणे.

४. नवीन शैक्षणिक धोरण २०२० याचा संक्षेपाने विचार करणे.

**विश्लेषणात्मक बाजू —**

भारतात गेल्या शंभर वर्षांपासून जी शिक्षण प्रणाली प्रचलित आहे त्यात कला, विज्ञान, वाणिज्य आणि व्यावसायिक अभ्यासक्रमाचा अंतर्भाव होतो. वास्तविक एका विद्यार्थ्याला एका वेळी एकाच विद्या शाखेचा अभ्यास करता येतो आणि उच्च शिक्षणानंतर त्याच क्षेत्रामध्ये संशोधन करता येते. बरेचदा कला शाखेतील संशोधन समाजाच्या व देशाच्या प्रत्यक्ष प्रगतीस उपकारक नसते. मुळात साहित्य, संस्कृती, कला हे मानवी विकासाचे अतिशय महत्त्वाचे अंग असले तरी प्रत्यक्ष विकासात कला शाखेतील संशोधनाला फारसा वाव नाही, हेही नाकारता येत नाही. एकूण कला शाखेत शिकलेल्या विद्यार्थ्याला इतर शाखेतही संशोधन करता यावे यासाठी नवीन शैक्षणिक धोरणाच्या अधीन राहून बहुविद्याशाखीय अभ्यासाची सोय केली गेली आहे. पुढील प्रमाणे नवीन शैक्षणिक धोरण आणि संशोधन याबाबत थोडक्यात विचार करतो.

**१. नवीन शैक्षणिक धोरण : तरतुदी —**

शिक्षण हा केंद्र व राज्य या दोन्हीच्या संयुक्त सूचीतील विषय आहे. देशातील शैक्षणिक धोरण ठरविताना केंद्र आणि राज्य सरकार यांच्यात समन्वय

असणे नितांत आवश्यक असते. भारतीय संविधानाने दिलेल्या मूलभूत अधिकाराच्या अधीन राहून देशातील किमान १४ वर्षे वयोगटातील सर्वच विद्यार्थ्यांना शिक्षण देणे हे राज्य आणि केंद्राचे आवश्यक कार्य आहे या दृष्टीने समकालीन केंद्र सरकारने नवीन शैक्षणिक धोरण स्वीकारले आहे. यासाठी कस्तुरीरंगनचा समिती स्थापन करून त्यांनी सुचविलेल्या तरतुदींचा येत्या काळात संबंध देशात अवलंब होईल असे सध्याचे चित्र आहे.

कस्तुरीरंगन समितीने शैक्षणिक कालखंडात काही महत्त्वाचे स्तर सुचविले आहेत. पूर्वप्राथमिक शाळेचा ३-६ असा वयोगट, प्राथमिक चा ६-८, पूर्वमाध्यमिकचा ८-११ माध्यमिकचा ११ ते १४ आणि पुढे उच्चमाध्यमिकचा १४-१६, यानंतर उच्चशिक्षण अशा पूर्वीच्या रचनेत थोडा अंतर्गत बदल करत ५३३४ अशी वर्गवारी करण्यात आली आहे. यांची क्रमाने पायाभूत शिक्षण— पूर्वप्राथमिकची तीन पहिली व दुसरीय पूर्वमाध्यमिक/प्राथमिक अशी तिसरी. चौथी, पाचवीय माध्यमिक म्हणजे सहावी, सातवी, आठवी आणि नववी उच्च म्हणजे नववी, दहावी, अकरावी, बारावी अशी नवीन रचना आहे. वरील प्राथमिक, माध्यमिक, पदवी, पदव्युत्तर विभागाची रचना अपेक्षित आहे. पारंपरिक शिक्षण प्रणालीत वरील स्तर होते. प्रस्तुत नवीन शैक्षणिक धोरणात काही महत्त्वाच्या दुरुस्ती सुचविल्या आहेत. १ कस्तुरी रंगात समितीने पूर्व प्राथमिक प्राथमिक माध्यमिक उच्च माध्यमिक पदवी पदव्युत्तर आणि संशोधन याबाबतीत काही महत्त्वाचे टप्पे निर्माण करून त्यात बहुभाषिक अध्ययनाची तरतूद केली आहे हे विचारात घेतले पाहिजे जेणेकरून संशोधनाच्या क्षेत्रात भारत स्वावलंबी होईल हा या पाठीमागचा महत्त्वाचा हेतू आहे.

**२. नवीन शैक्षणिक धोरणातील संशोधनाच्या संधी —**

संशोधन हे नेहमीच आव्हानात्मक राहिले आहे. कोणत्याही ज्ञानशाखेतील, विषयातील संशोधन संशोधकाच्या बुद्धिमत्तेच्या आणि गुणवत्तेच्या क्षमतेवर अवलंबून असते. देशाच्या तसेच संबंध मानव जातीच्या कल्याणासाठी वरचेवर संशोधन होणे नितांत आवश्यक

असते. परिणामी देशातील केंद्र आणि राज्य सरकारांनी संशोधनाच्या दृष्टीने वेगवेगळ्या संधी उपलब्ध करून देणे नितांत आवश्यक असते.

बारावीनंतर पदवीसाठी प्रवेश घेतल्यानंतर त्या विद्यार्थ्याला कोणत्याही वर्षी शिक्षण थांबवण्याची सोय यात करण्यात आली आहे. त्यात प्रथम वर्ष पूर्ण करणार्या विद्यार्थ्याला तसे प्रमाणपत्र देण्यात येईल. दोन वर्षे पूर्ण करणार्या विद्यार्थ्यांना पदविकेचे प्रमाणपत्र मिळेल. तीन वर्षे पूर्ण करणार्या विद्यार्थ्यांना पदवी प्रमाणपत्र मिळेल. चार वर्षे पूर्ण करणार्या विद्यार्थ्याला रिसर्च पोस्ट 'ग्रॅज्युएट डिग्री सर्टिफिकेट' मिळेल, तर पाच वर्षे पूर्ण करणार्या विद्यार्थ्याला 'मास्टर डिग्री सर्टिफिकेट' मिळेल. एम. फिल पदवी बंद करण्यात येणार असून तो विद्यार्थी प्रवेश परीक्षेद्वारे सरळ पीएच. डी प्रवेशासाठी पात्र होईल. २ नवीन शैक्षणिक धोरण एम.फिल. साठी संशोधनाची तरतूद ठेवलेली नाही. उलट मास्टर डिग्री नंतर विद्यार्थ्याला थेट संशोधनासाठी प्रवेश घेता येतो. विद्यार्थ्याला हव्या असलेल्या विषयात स्वतःच्या आवडीनुसार संशोधन करण्याची तरतूद नवीन शैक्षणिक धोरणात केली गेली आहे. जेणेकरून संशोधक विद्यार्थ्याला संशोधक, मार्गदर्शक, संशोधन केंद्र, संशोधन विषयाची मान्यता यासारख्या प्रक्रियेसाठी लागणारा वेळ वाचवता येणे शक्य आहे. शिवाय पदवी आणि पदव्युत्तर स्तरावर जो विषय त्याने अभ्यासला असेल त्याच विषयात सखोल संशोधन करणे ही नवीन शैक्षणिक धोरणात शक्य होईल.

### ३. संशोधन वाढीसाठी विशेष तरतूद —

कोणत्याही विषयाच्या वा ज्ञान शाखेच्या संशोधनात अत्यंत महत्त्वाची समस्या म्हणजे त्यासाठी आवश्यक असलेल्या आर्थिक तरतूद नसेल तर संशोधकाला दीर्घकालीन संशोधन करणे शक्य होत नाही. परिणामी आर्थिक सदृष्ट्य दुर्बल असलेल्या पण बुद्धिमान असलेल्या असंख्य संशोधकांना संशोधनाच्या क्षेत्रात योगदान देता येत नाही. परिणामी नवीन शैक्षणिक धोरणात याबाबत उपाययोजना केल्या आहेत.

नवीन शैक्षणिक धोरणात गुणवत्तापूर्ण संशोधनावर व नव कल्पनावर अधिक भर देण्याचे ठरविले आहे. भारतात दर्जेदार संशोधनाच्या वाढीसाठी

नवीन शैक्षणिक धोरणात तरतूद केली आहे. त्यासाठी नॅशनल रिसर्च फाऊंडेशन (NRF) नावाची स्वायत्त संस्था स्थापन करण्याचे योजले आहे. परंतु यासाठी भरीव आर्थिक तरतूदीची फार गरज आहे. नॅशनल रिसर्च फाऊंडेशन च्या माध्यमातून विद्यापीठांमध्ये संशोधन संस्कृती वाढविण्याचे उद्दिष्ट ठेवले असून त्यासाठी आर्थिक निधी दिला जाणार आहे. यूजीसी, डीएसई, डीबीटी, डीआयसीएआर, आयसीएमआर, आयसीएच आर इत्यादी संस्था व खाजगी आणि सार्वजनिक संघटनांनी संशोधनासाठी पूर्वीप्रमाणेच निधी देण्याची तरतूदही केली आहे. ३ स्वायत्त संस्थांच्या निमित्ताने देशातील विविध भागातील विद्यार्थ्यांना त्यांच्या आवडीच्या विषयात संशोधन करण्यासाठी आर्थिक तरतूद करण्याचे नियोजन नवीन शैक्षणिक आर्थिक धोरणात केले गेले आहे, असे म्हणता येईल.

जे विद्यार्थी संशोधनासाठी उच्च शिक्षण घेऊ इच्छिता त्या विद्यार्थ्यांसाठी चार वर्षांचा पदवी अभ्यासक्रम तर जे विद्यार्थी पदवीनंतर नोकरी करू इच्छितात त्यांच्यासाठी तीन वर्षांचा पदवी अभ्यासक्रम असेल यापुढे एम. फिल. करावे लागणार नाही. म्हणजेच संशोधन करण्यासाठी पदवी अधिक एक वर्षांचा मास्टर अभ्यासक्रम अशी चार वर्षांची पदवी असेल व त्यानंतर ते थेट पीएचडी करू शकतील. ४ वर नमूद केल्याप्रमाणे संशोधन करणार्या विद्यार्थ्यांना पारंपारिक शिक्षण प्रणालीमध्ये विषयाची निवड, मार्गदर्शकाची निवड, संशोधन केंद्र यासारख्या प्रशासकीय बाबी करण्यात खूप वेळ खर्ची पडत असे. सदरील नवीन शैक्षणिक धोरण तरतूदीत वेळ वाचणे शक्य झाले आहे. जेणेकरून संशोधन करण्यासाठी संशोधकास अधिक वेळ देता येईल. एकूण नवीन शैक्षणिक धोरणामध्ये संशोधनासाठी विविध संधी उपलब्ध करून देण्याकडे विशेष लक्ष दिले गेले आहे, ही बाब समाधानाची आहे असे आपल्याला म्हणता येईल.

### निष्कर्ष —

सध्याची देशातील शिक्षणाची खालावलेली स्थिती पाहता यात बदल होणे आवश्यक होते. विशेषतः संशोधनाच्या बाबतीत देशाची परिस्थिती अत्यंत वाईट आहे. उच्चशिक्षित गुणवंत विद्यार्थी शक्यतो विदेशात जाऊन संशोधन करतात आणि त्याचा फायदा त्या देशाला अधिक होतो. भारतातील संशोधनाचा स्तर

काहीसा हरवलेला आहे, हे पाहता नवीन शैक्षणिक धोरणात संशोधन सर्वोत्तम होण्याच्या दृष्टीने काही तरतुदी केल्या गेल्या आहेत.

१. कस्तुरी रंगन समितीने नवीन शैक्षणिक धोरण २०२० बाबत शिफारशी केल्या आहेत.

२. नवीन शैक्षणिक धोरण आंतरविद्याशाखीय तसेच बहुविद्याशाखीय संशोधनाची तरतूद करते.

३. भारत हा बहुभाषिक देश असल्यामुळे भिन्नभिन्न भाषांमधून एकाच वेळी संशोधन करण्याची संधी प्राप्त करून देते.

४. एनआरएफ अशा स्वायत्त संस्थेच्या माध्यमातून संशोधनासाठी आवश्यक आर्थिक तरतूदही नवीन शैक्षणिक धोरणाने केली आहे.

५. एका छताखाली संशोधनासाठी सर्व सुविधा उपलब्ध करून देण्याचा सकारात्मक प्रयत्न नवीन शैक्षणिक धोरणाने केला आहे.

६. पदवीनंतर उच्च शिक्षण आणि संशोधन अशी तरतूद नवीन शैक्षणिक धोरणात केली गेली आहे.

७. संशोधक विद्यार्थ्यांचा वेळ संशोधनासाठी अधिक देता येणे शक्य आहे.

वरील प्रमाणे नवीन शैक्षणिक धोरणातील संशोधनातील संधी याबाबत संक्षेपाने विचार करता येईल. संशोधन हे संशोधक, समाज, देश तसेच अखिल मानवजात या सर्वांसाठी उपयुक्त ठरणारी गोष्ट आहे. मानवाने जी उत्तुंग प्रगती केली त्याच्यामागे त्याची संशोधक वृत्ती आहे, हे नाकारता येत नाही. शिक्षण ही मानवाची मूलभूत गरज असून भारतीय संविधानामध्ये त्यास विशेष स्थान दिले आहे. परिणामी केंद्र आणि राज्य शासन यांच्या अखत्यारित असलेल्या शिक्षण हा विषय देशाच्या प्रगतीसाठी कायमच चिंतनाचा विषय राहिला आहे, हे इथे लक्षात घेतले पाहिजे.

संदर्भ —

१. <https://www.evivek.com>

२. <https://www.mahamtb.com>

३. त्रैमासिक अक्षरगाथा — अंक चौथा जानेवारी — मार्च २०२२ — पृ. ७०.

४. अमृतमंथन : भारतीय स्वातंत्र्याची ७५ वर्ष — संपादक डॉ. भुजंग पाटील — गुरुमाऊली प्रकाशन, उदगीर — प्रथम आवृत्ती २६ जानेवारी २०२२ — पृ. १६१ — १६२.

## नवीन शैक्षणिक धोरणाचे टप्पे : एक अध्ययन

डॉ. एस. पी. घायाल

प्राध्यापक, समाजशास्त्र विभागप्रमुख,

स्वामी विवेकानंद महाविद्यालय, शिरूर ताजबंद

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सारांश — शिक्षण हे भारतीय राज्य घटनेने दिलेला मूलभूत अधिकार आहे. स्वातंत्र्य प्राप्तीनंतर २०२० साली तत्कालीन केंद्र सरकारने कस्तुरीरंगन समिती स्थापन करून नवीन शैक्षणिक धोरणाच्या दृष्टीने तरतुदी मागविल्या आणि त्या स्विकारल्या आहेत. शालेय आणि उच्च शिक्षणात मोठ्या प्रमाणात परिवर्तनात्मक सुधारणांना यात मोठा वाव देण्यात आला आहे. २१ व्या शतकातले हे पहिले शिक्षण धोरण असून ३४ वर्ष जुन्या १९८६ च्या शिक्षणावरच्या राष्ट्रीय धोरणाची जागा नवे धोरण घेणार आहे. सर्वांना संधी, निःपक्षपात, दर्जा, परवडणारे आणि उत्तरदायित्व या स्तंभा वर याची उभारणी करण्यात आली आहे. २०३० च्या शाश्वत विकास कार्यक्रमाशी याची सांगड घालण्यात आली आहे. शालेय आणि महाविद्यालयीन शिक्षण अधिक समग्र, बहुशाखीय, २१ व्या शतकाच्या गरजांना अनुरूप करत भारताचे चौतऱ्याशील प्रज्ञावंत समाज आणि जागतिक ज्ञान महासत्ता म्हणून परिवर्तन घडवण्याचा आणि प्रत्येक विद्यार्थ्याच्या आगळ्या क्षमता पुढे आणण्याचा या धोरणाचा उद्देश आहे. शिक्षण ही दीर्घकालीन प्रक्रिया असल्यामुळे त्यासाठी दीर्घकालीन उपाय योजना आखणे अत्यंत आवश्यक आहे. देशाची भौगोलिक विविधता, बहुधर्मीय बहुभाषिक वेगळेपण विचारात घेतात.

प्रस्तावना —

नवीन शैक्षणिक धोरणाच्या निमित्ताने आंतरविद्याशाखीय आणि बहुविद्याशाखीय अध्ययनाची



तरतूद केली गेली आहे. मुळात शिक्षण ही दीर्घकालीन प्रक्रिया असल्यामुळे त्याचे काही महत्त्वाचे टप्पे पडतात. पूर्व प्राथमिक, प्राथमिक, माध्यमिक, उच्च माध्यमिक, पदवी, पदव्युत्तर तसेच व्यावसायिक अभ्यासक्रम अशा विविध टप्प्यांचा अंतर्भाव नव शैक्षणिक धोरणामध्ये केला गेला आहे असे आपल्याला म्हणता येईल, त्यातही अंतर्विद्याशाखीय अभ्यासाकडे विशेष लक्ष दिले गेले आहे हेही नाकारता येत नाही.

शिक्षण हा केंद्र व राज्य या दोन्हीच्या संयुक्त सूचीतील असल्यामुळे केवळ केंद्राने धोरण घोषित करून त्याची अंमलबजावणी होणार नाही. प्रत्येक राज्य सरकारने आपापल्या राज्यात हे नवीन शैक्षणिक धोरण लागू करण्यासाठी योग्य ते कायदे पारित करून घेतले पाहिजेत. कस्तुरीरंगन समितीने सांगितलेल्या नवीन शैक्षणिक धोरणातील महत्त्वाच्या टप्प्यांचा विचार करणे कारण पारंपारिक शिक्षणव्यवस्था प्राथमिक, उच्च प्राथमिक, माध्यमिक, उच्च माध्यमिक, पदवी आणि पदवीधर अशा पद्धतीने दिली जात होती. पुढीलप्रमाणे महत्त्वाचे टप्पे विचारात घेऊ.

#### उद्दिष्टे —

१. नवीन शैक्षणिक धोरण २०२० समजून घेणे.
२. अंतरविद्याशाखीय अभ्यासक्रमाची उपयुक्तता तपासणे.
३. नवीन शैक्षणिक धोरणात सांगितलेल्या महत्त्वपूर्ण टप्प्यांचा विचार करणे
४. विद्यार्थ्यांच्या सर्वांगीण विकासात नवीन शैक्षणिक धोरणाचे योगदान अभ्यासणे.
५. बहुविद्याशाखीय अभ्यास पद्धतीचा अंतर्भाव अभ्यासणे.
६. भारतीय विद्यार्थ्यांच्या संपूर्ण क्षमतांचा सुयोग्य वापर करण्यास पूरक शैक्षणिक धोरण आखणे.
७. जागतिक स्तरावर भारतीय विद्यार्थ्यांना अधिक संधी उपलब्ध करून देणे.

#### गृहितके —

१. बदलत्या काळानुसार शैक्षणिक धोरणे ठरवणे आवश्यक.
२. पारंपरिक भारतीय शिक्षण प्रणालीवर ब्रिटिश

कालीन शिक्षण व्यवस्थेचा प्रभाव त्यात बदल होणे गरजेचे.

३. अंतरविद्याशाखीय शिक्षण प्रणालीची जागतिक स्तरावर उपयुक्तता.

४. विद्यार्थ्यांच्या सर्वांगीण विकासासाठी नवीन शैक्षणिक धोरण उपयुक्त.

५. आंतरविद्याशाखीय आणि बहुविद्याशाखीय अभ्यास पद्धती विद्यार्थ्यांच्या सर्वांगीण विकासासाठी उपयुक्त.

६. जागतिक शैक्षणिक प्रणालीशी स्पर्धा करण्याची सामर्थ्य आपल्या विद्यार्थ्यांत येणे सहज शक्य.

**प्रमुख संज्ञा** — कस्तुरीरंगन समिती अहवाल, अंतरविद्याशाखीय अभ्यासक्रम, बहुविद्याशाखीय अभ्यासक्रम, विद्यार्थी केंद्रित शिक्षण प्रणाली, विद्यार्थ्यांचा सर्वांगीण विकास, मागील १०० वर्षातील भारताने स्वीकारलेली स्वतंत्र अभ्यास प्रणाली, जागतिक दर्जाची शिक्षण प्रणाली.

#### तथ्य संकलन —

प्रस्तुत लेखाच्या निमित्ताने लेखन करित असताना प्रामुख्याने दुय्यम स्रोतांचा आधार घेतला असून गरजेनुसार इतरही स्रोतांचा, अद्यावत स्रोतांचा आधार घेतला गेला आहे.

#### विषय प्रवेश —

प्रस्तुत नवीन शैक्षणिक धोरणात अनेक सकारात्मक बदल अपेक्षित असले तरी ही नव शिक्षण प्रणाली कितपत फायदेशीर ठरेल हे पाहणे आगत्याचे होईल कारण आजही बहुसंख्य भारतीय जनता खेड्यांमध्ये वास्तव्य करते. कोणत्याही राष्ट्राच्या सर्वांगीण विकासात शिक्षणाचा सहभाग अत्यंत महत्त्वाचा असतो. परिणामी आजची नवीन शिक्षण प्रणाली येत्या काळात काही सकारात्मक बदल देशात घडवून आणील अशी अपेक्षा करता येईल.

कस्तुरीरंगन समितीने सांगितलेल्या नवीन शैक्षणिक धोरणातील महत्त्वाच्या टप्प्यांचा विचार करणे कारण पारंपारिक शिक्षणव्यवस्था प्राथमिक, उच्च प्राथमिक, माध्यमिक, उच्च माध्यमिक, पदवी आणि पदवीधर अशा पद्धतीने दिली जात होती. पुढीलप्रमाणे महत्त्वाचे

टप्पे विचारात घेऊ.

अ) नवीन शैक्षणिक धोरणातील महत्त्वाचे टप्पे—

कस्तुरीरंगन समितीने शैक्षणिक कालखंडात काही महत्त्वाचे स्तर सुचविले आहेत. पूर्वप्राथमिक शाळेचा ३—६ असा वयोगट, प्राथमिक चा ६—८, पूर्वमाध्यमिकचा ८—११ माध्यमिकचा ११ ते १४ आणि पुढे उच्चमाध्यमिकचा १४—१६, यानंतर उच्चशिक्षण अशा पूर्वीच्या रचनेत थोडा अंतर्गत बदल करत ५३३४ अशी वर्गवारी करण्यात आली आहे. यांची क्रमाने पायाभूत शिक्षण— पूर्वप्राथमिकची तीन, पहिली व दुसरीय पूर्वमाध्यमिक, प्राथमिक अशी तिसरी. चौथी, पाचवीय माध्यमिक म्हणजे सहावी, सातवी, आठवी आणि नववी उच्च म्हणजे नववी, दहावी, अकरावी, बारावी अशी नवीन रचना आहे. वरील प्राथमिक, माध्यमिक, पदवी, पदव्युत्तर विभागाची रचना अपेक्षित आहे. पारंपरिक शिक्षण प्रणालीत वरील स्तर होते. प्रस्तुत नवीन शैक्षणिक धोरणात काही महत्त्वाच्या दुरुस्ती सुचविल्या आहेत.

शिक्षण हा केंद्र व राज्य या दोन्हीच्या संयुक्त सूचीतील विषय आहे. त्यामुळे केवळ केंद्राने धोरण घोषित करून त्याची अंमलबजावणी होणार नाही. प्रत्येक राज्य सरकारने आपापल्या राज्यात हे नवीन शैक्षणिक धोरण लागू करण्यासाठी योग्य ते कायदे पारित करून घेतले पाहिजेत. शिक्षण खात्यामध्ये आवश्यक ते बदल केले पाहिजेत. उदाहरणार्थ, नवीन शैक्षणिक धोरणानुसार दहावीच्या व बारावीच्या बोर्ड परीक्षा आता होणार नाहीत किंवा त्यांचे स्वरूप खूप बदललेले असेल. त्यानुसार एसएससी बोर्डाची पुनर्रचना करावी लागेल. आज शिक्षण खात्यामध्ये शालेय विभाग, उच्च शिक्षण विभाग व तंत्रशिक्षण विभाग असे प्रमुख विभाग आहेत, याऐवजी प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षण असे वेगळे विभाग करावे लागतील. उच्च माध्यमिक विभागातच तंत्रशिक्षणाचाही काही भाग असेल. त्या दृष्टीने या दोन विभागांची एकत्र जुळणी केली पाहिजे.

नवीन शैक्षणिक धोरण २०२० यांना मंत्रिमंडळाने नुकताच हिरवा झेंडा दाखवला आहे त्यामुळे तब्बल ३४ वर्षांनंतर भारतातील शैक्षणिक धोरण पुन्हा नव्याने

काच टाकणार असे चिन्ह दिसत आहे त्यामुळे आपण नवीन शैक्षणिक धोरणाकडे अपेक्षेने पाहतांना त्याच्याकडे ठळक वैशिष्ट्यांचा विचार करावा लागतो नवीन शैक्षणिक धोरणात तीन ते १४ वर्षे वयोगटाचे विद्यार्थी शिक्षण हक्क कायद्याच्या कक्षेत आले आहेत यापूर्वी हा वयोगट ६ ते १४ वर्षे होता. २ वरील प्रमाणे विद्यार्थ्यांच्या शिक्षणाच्या मूलभूत हक्काचे संरक्षण करणारे आहे. वय वर्ष सहा ते १४ या वयोगटातील विद्यार्थ्यांना शक्तीचे शिक्षण द्यावे अशी तरतूद भारतीय राज्यघटनेने केली आहे. शिक्षण हा भारतीय नागरिकांचा मूलभूत अधिकार असल्यामुळे १४ वर्षे वयोगटापर्यंतच्या कोणत्याही विद्यार्थ्याला शिक्षणापासून वंचित ठेवू नये ही भूमिका या पाठीमागे आहे. आजही शाळाबाह्य विद्यार्थ्यांचा शोध घेऊन त्यांना शिक्षणाच्या प्रवाहात आणण्यासाठी शासन प्रयत्नशील असल्याचे दिसते. सदरील नवीन शैक्षणिक धोरणात सहा ते चौदा या वयोगटातील मुलांना शिक्षणाची दारे खुली करून दिली गेली आहेत. जेणेकरून बालमजुरी बालक कामगारांचे प्रमाण कमी होऊन देशातील विद्यार्थी वर्ग शिक्षणाच्या मुख्य प्रवाहात येईल.

ब) शैक्षणिक पुनर्रचना —

पद्धतीत बदल होणे ही आजच्या काळाची गरज आहे कारण पारंपारिक शिक्षण पद्धती गेल्या शंभर वर्षांपासून भारतीय जीवनाचा भाग आहे. पारंपारिक शिक्षण पद्धतीवर ब्रिटिशांच्या शिक्षण पद्धतीचा प्रभाव जाणवतो. स्वातंत्र्यपूर्वकाळात स्वातंत्र्यसैनिकांनी जाणीवपूर्वक स्वदेशी कपड्यांचा तसेच शिक्षण व्यवस्थेचा अंगीकार केला होता. विदेशी शिक्षण संस्थांवर बहिष्कार टाकून स्वातंत्र्यासाठी जनमत निर्माण करणे ही प्रक्रिया स्वातंत्र्यपूर्वकाळात मोठ्या प्रमाणात दिसून येते. याचाच अर्थ असा की स्वातंत्र्यानंतर भारतीय शिक्षण व्यवस्थेत बदल होणे नितांत आवश्यक होते. हीच गरज लक्षात घेऊन तत्कालीन केंद्र सरकारने नवीन शैक्षणिक धोरण अवलंबले आहे. तसे पाहता मानवी जीवन हे प्रवाही असल्यामुळे त्यात वारंवार बदल होत गेला आहे. राहणीमान, खानपान, विचार या सर्व बाबतीत मानवी जीवन वरचेवर बदलत गेले आहे. परिणामी बदलत्या काळानुसार समकालीन स्थिती परिस्थितीशी सुसंगत

अशी शिक्षणप्रणाली विकसित करणे ही काळाची गरज होती, हे प्रस्तुत शिक्षण प्रणालीच्या तरतुदीवरून सहज लक्षात येते.

शैक्षणिक पुनर्रचनेमध्ये पूर्वप्राथमिक ते दुसरी, तिसरी ते पाचवी, सहावी ते आठवी हे वर्ग अनुक्रमे पायाभूत, प्राथमिक व माध्यमिक वर्ग मानले जाणार आहेत. नववी ते बारावी हा पाच वर्षांचा विभाग हा उच्च माध्यमिक विभाग मानला जाईल. याच वर्गामध्ये वेगवेगळ्या व्यावसायिक अभ्यासक्रमांची निवड केली जाणे अपेक्षित आहे. त्यामुळे हा सर्वात महत्त्वाचा विभाग असणार आहे. या नवीन व्यवस्थेला अनुकूल असे बदल सर्व शाळा—महाविद्यालयात व शिक्षण विभागातही करावे लागणार आहेत. आज शिक्षण संस्थातही शाळा विभाग व महाविद्यालय विभाग असेच दोन प्रमुख भाग आहेत. तिथेही पायाभूत, प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षण विभाग वेगळे चालवावे लागतील.

पूर्वप्राथमिक वर्ग पहिली—दुसरीला जोडताना मोठी जुळवाजुळव करावी लागणार आहे. कारण आज पूर्व प्राथमिक शिक्षण हे अधिकृत शैक्षणिक परीघातच नाही. बालवाड्य, अंगणवाड्य अशा स्वरूपात छोट्या—मोठ्या गल्लीबोळातदेखील पूर्वप्राथमिक शिक्षणाचे वर्ग चालतात. ते सर्व वर्ग बंद करून शाळांना जोडणी करावी लागेल. पूर्वप्राथमिक वर्गासाठी खेळणी, मोकळी जागा, उद्याने उपलब्ध करून देणे, प्रशिक्षित शिक्षक उपलब्ध करून देणे हा तातडीचा विषय करावा लागणार आहे. विशेषतः पूर्वप्राथमिक वर्गात शिकविणाऱ्या शिक्षकांचे प्रशिक्षण हा खूप महत्त्वाचा विषय आहे. वयाच्या आठव्या वर्षापर्यंत बुद्धीचा जवळपास ८० टक्के विकास होतो, असे आता सिद्ध झाले आहे. त्यामुळे या विकासाच्या प्रमुख टप्प्यात विद्यार्थ्यांचा जास्तीत जास्त चांगल्या पद्धतीने सर्वांगीण विकास करण्याची जबाबदारी पूर्वप्राथमिक शिक्षकांवर असेल, हे लक्षात घेऊन त्यांच्या प्रशिक्षणाची व्यवस्था केली पाहिजे.३

नवीन शैक्षणिक धोरणात मातृभाषेचा विशेष आग्रह झाला आहे. त्यातही प्राथमिक शिक्षण मातृभाषेतून व्हावे याकडे विशेष लक्ष दिले गेले आहे. कारण

साधारण बालवयातच विद्यार्थ्यांच्या मनावर चांगले संस्कार करता येऊ शकतात. संस्कारीत मन पुढे जावून देशाचा सर्वोत्तम नागरिक होण्यास उपयुक्त ठरते म्हणून प्राथमिक शिक्षणामध्ये संस्कार, क्रीडा, संस्कृती, सामाजिक भान, देशाप्रति प्रेम या सर्व उच्चतम मानवी मूल्यांचा अंतर्भाव करणे हे नवीन शैक्षणिक धोरणाचे महत्त्वाचे उद्दिष्ट आहे. प्रामुख्याने स्वतंत्र भारतातील विद्यार्थी घडत असताना त्याची सर्वांगीण प्रगती व्हावी हा हेतू या पाठीमागे आहे. सामाजिक, राजकीय, धार्मिक, सांस्कृतिक, आर्थिक अशाच सर्वच बाजूने एक माणूस म्हणून त्याची सर्वोत्तम घडण व्हावी याकडे नवीन शैक्षणिक धोरण विशेष लक्ष पुरवते, हेही कस्तुरीरंगनच्या अहवालातून स्पष्ट होते.

#### क) निष्कर्ष —

शिक्षण ही मानवाची अन्न, वस्त्र, निवारा याप्रमाणेच अतिशय मूलभूत गरज आहे. रानटी अवस्थेतील माणूस सामाजिक जीवन जगताना त्याला संस्कारित करण्यासाठी शिक्षण हे महत्त्वाचे ठरले आहे. एकूण मानवाचा विकास अभ्यासला तर त्याचे त्या त्या काळाच्या पार्श्वभूमीवर स्वतःला संस्कारित करणे ही प्रक्रिया अत्यंत महत्त्वाची ठरली आहे. मानवाच्या सर्वांगीण क्षमतांचा परिचय आणि त्याचा पूर्ण ताकदीने वापर हे शिक्षणाचे मुख्य ध्येय आहे. म्हणून नवीन शैक्षणिक धोरणाच्या निमित्ताने याकडे विशेष लक्ष दिले गेले आहे असे आपल्याला म्हणता येईल. नवीन शैक्षणिक धोरणात प्राथमिक, माध्यमिक, उच्च माध्यमिक, पदवी अभ्यासक्रम तसेच व्यावसायिक अभ्यासक्रम असे वेगवेगळे स्तर निर्माण करून त्यात अंतर्विद्याशाखीय आणि बहुविद्याशाखीय अध्ययनाची तरतूद केली गेली आहे. वास्तविक भारतासारख्या विविधतेने नटलेल्या खंडप्राय देशात ही शैक्षणिक योजना अमलात आणताना काही अडचणी येणे अपेक्षित आहे. असे असले तरी याकडे सकारात्मकतेने पाहणे गरजेचे आहे. इथे नवीन शैक्षणिक धोरणातील टप्पे अभ्यासल्यानंतर काही निष्कर्ष नोंदवले आहेत.

१. भारतीय राज्यघटनेने शिक्षणास मूलभूत अधिकारात समाविष्ट केले आहे.

२. विद्यार्थ्यांच्या सर्वांगीण विकासासाठी

अंतरविद्याशाखीय अभ्यासक्रम उपयुक्त ठरू शकते.

३. प्राथमिक, माध्यमिक, पदवी, पदव्युत्तर, व्यवसायिक शिक्षण असे टप्पे दिले आहेत.

४. ६ ते १४ वर्ष या वयोगटातील शिक्षण अनिवार्य आहे.

५. प्राथमिक शिक्षणामध्ये संस्कार, क्रीडा, संस्कृती, सामाजिक भान, देशाप्रति प्रेम या सर्व उच्चतम मानवी मूल्यांचा अंतर्भाव करणे हे नवीन शैक्षणिक धोरणाचे महत्त्वाचे उद्दिष्ट आहे.

६. पूर्व प्राथमिक शिक्षण हे प्राथमिक शिक्षणाच्या परिघात येत नसल्यामुळे त्याबाबत विशेष तरतूद करणे आवश्यक आहे.

७. शिक्षण हा केंद्र व राज्य या दोन्हीच्या संयुक्त सूचीतील विषय आहे.

८. प्राथमिक शिक्षण प्रामुख्याने मातृभाषेतून देण्यात यावे अशी तरतूद नवीन शैक्षणिक धोरणात करण्यात आली आहे.

वरीलप्रमाणे येऊ घातलेल्या नवीन शैक्षणिक धोरणाच्या महत्त्वाच्या टप्प्यांचा विचार करता येईल. २०२० साली कस्तुरीरंगन समितीने दिलेल्या अहवालाचा तत्कालीन केंद्र सरकारने स्वीकार केला असून त्याच्या अंमलबजावणीच्या दृष्टीने प्रयत्न करणे चालू आहे. आपला देश बहुभाषिक, बहुधर्मीय, बहुसंस्कृतीने नटलेला असल्यामुळे आंतरविद्याशाखीय आणि बहुविद्याशाखी अध्ययन पद्धती येत्या काळात निश्चितच देशाला विकासाच्या मार्गावर घेऊन जाणारी ठरेल यात शंका नाही.

संदर्भ सूची —

१. <https://www.evivek.com>

२. अमृतमंथन : भारतीय स्वातंत्र्याची ७५ वर्ष — संपादक डॉ. भुजंग पाटील — गुरुमाऊली प्रकाशन, उदगीर — प्रथम आवृत्ती २६ जानेवारी २०२२ — पृ. १६१

३. <https://www.evivek.com>

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## शिक्षणातील गळतीचे प्रमाण रोखण्यातील समस्या व उपाययोजना

बदनाळे शिवरुद्र शरणप्पा  
सहा.प्राध्यापक (राज्यशास्त्र विभाग),  
महाराष्ट्र महाविद्यालय, निलंगा

अंकुर तानाजीराव पाटील  
संशोधक विद्यार्थी

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शैक्षणिक गळती हा आपल्या देशातील एक खूप जुना आणि तितकाच चिंतनशील विषय आहे. शैक्षणिक गळती हा विषय शिक्षण विभागासमोर एक कायम आव्हान निर्माण करणारा आहे.

शैक्षणिक गळतीचे कारण काही प्रमाणात पारंपारिक आणि शिक्षण विभागाच्या चुकीच्या धोरणामुळे निर्माण झाली आहेत. यात दोषी पालक, थोड्या प्रमाणात मूले आणि शिक्षण विभाग, हे सर्व घटक सुध्दा जबाबदार आहेत. त्यामुळे अनेक समस्याप्रमाणे या विषयावर स्वतंत्ररीत्या चिंतन झालेले दिसत नाही. शिक्षणातील गळतीचे कारणे वरकरणी दिसणारी साधी, सोपी वाटतात तर काही कारणे आत दडून बसलेली असतात त्या सर्व कारणांचा समस्याचा शोध घेऊन त्याचा चिंतनशील अभ्यास करावा लागतो ती शोधून काढल्याशिवाय उपायाची वाट सापडणार नाही. शैक्षणिक गळती ही अशाच प्रकारची एक समस्या आहे.

आपल्या देशात सुमारे सहा कोटीच्या वर मुले शाळे बाहेर आहेत शाळेत जाणाऱ्या मुलांची सरासरी ९५ टक्के असली तरी ४४ टक्के मुले १० वी पर्यंत पोहचतात ही शिक्षण गळतीच्या समस्याची वस्तुस्थिती आहे.

कुटूंबाची शिक्षणदेण्यसाठीची आर्थिक परिस्थिती नसणे शाळा आणि निवास (किंवा राहण्याचे

ठिकाण) यात अंतर खूप असणे, शिक्षणाविषयी मुलांच्या मनात भिती असणे, किंवा कुटूंबात साक्षरता नसणे, शिक्षणाविषयी आवड मुलांमध्ये नसणे ही जी शैक्षणिक गळतीची कारणे सांगितली जातात. ती सार्वत्रिक नाही काही प्रमाणात ती लागू होतील परंतु याच कारणामुळे सगळीकडील मुले शाळा सोडतात हा दावा ग्राह्य धरता येणार नाही या समस्येच्या मुळाशी सार्वत्रिक कारणे काय आहेत यांचा विचार केला तरच या समस्येवर काही प्रमाणात बदल व उपाययोजना करता येईल पालकांनी आपल्या मुलांना शिक्षणानी काय उपयोग होतो. योग्य आणि अयोग्य बाजूनी शिक्षणाचे महत्व पटवून द्यावे शिक्षण भावी आयुष्य सुखी व समाधानी कशी फायद्याची ठरते हे पालकांनी व शिक्षकांनी मुलांना व्यवस्थित रीतीने पटवून दिले तर शाळेपासून दूर जाणाऱ्या मुलांची संख्या निश्चि तच कमी होईल.

शिक्षण हे व्यक्तीमत्व विकासाचे चारित्र्य निर्मितीचे समाजपरिवर्तनाचे साधन आहे. हा विचार भारतातल्या आपल्या थोर महापुरुषांनी आपल्याला दिलेला आहे. शिक्षण हे प्रत्येकाला सन्मानाने जगण्यासाठी मदत करत असते. शिक्षणाने सामाजिक, आर्थिक, राजकीय, शैक्षणिक, क्षेत्रात मोठया प्रमाणात बदल होतात आणि त्याचा फायदा लोकशाही बळकट होण्यासाठी होतो.

आधुनिक बदल लक्षात न घेता तशीच चालू असलेली शेकडो वर्षांची अध्यापन पध्दती, शिक्षकांना योग्य प्रशिक्षण नसणे शाळेमध्ये पायाभूत सूविधा नसणे अशी सर्व कारणे शैक्षणिक गळतीला जबाबदार ठरतात शिक्षणातील गळतीचे प्रमाण रोखणे आव्हान आणि **समस्या : —**

शिक्षण हा केंद्र व राज्य या दोन्हीच्या संयुक्त सूचीतील विषय आहे. त्यामुळे केवळ केंद्राने धोरण घोषित करून त्याची आंमलबजावणी होणार नाही प्रत्येक राज्य सरकारने आपापल्या राज्यात हे नविन शैक्षणिक धोरण लागू करण्यासाठी योग्य ते कायदे पारित करून त्याची राज्यात प्रभावी आंमलबजावणी झाली पाहिजे. शिक्षण खात्यामध्ये सुध्दा बदल झाले पाहिजेत उदा: आज शिक्षण खात्यामध्ये शालेय विभाग उच्च शिक्षण विभाग व तंत्रशिक्षण विभाग असे प्रमुख

विभाग आहेत. त्याऐवजी प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षण असे वेगळे विभाग करावे लागतील या नवीन व्यवस्थेत अनुकूल असे बदल सर्व शाळा— महाविद्यालयात व शिक्षण विभागातही करावे लागणार आहेत. बालवाडया, आंगणवाडया अशा स्वरूपात छोटया मोठया गल्लीबोळात देखील पूर्व प्राथमिक शिक्षणाचे वर्ग चालतात ते सर्व वर्ग बंद करून शाळांना जोडणी करावी लागेल.

पूर्वप्राथमिक वर्गासाठी खेळणी, मोकळी जागा, उद्याने उपलब्ध करून देणे प्रशिक्षित शिक्षक उपलब्ध करून देणे हा तातडीचा विषय करावा लागणार आहे. विशेषत: पूर्वप्राथमिक वर्गात शिकविणाऱ्या शिक्षकांचे प्रशिक्षण हा खूप महत्वाचा विषय आहे. प्राथमिक शिक्षण हे मातृभाषेतच दिले पाहिजे अशी नवीन शैक्षणिक धोरणात स्पष्टर दिशा दिली आहे. आज संपूर्ण देश भरत फार मोठया संख्येने इंग्लिश माध्यमाच्या पूर्वप्राथमिक व प्राथमिक शाळा आस्तित्वात आहेत निश्चि वतच इंग्लिश ही या सर्व मुलांची मातृभाषा नाही. त्यामुळे या शाळांचे भवितव्य काय असेल ? आज मराठी शाळेत शिकणाऱ्या एखादया मुलांची मातृभाषा कन्नड, गुजराती, तामिळ असेल तर त्याच्या शिक्षणाची पर्यायी व्यवस्था काय करता येईल यांचे स्पष्ट निर्देश नवीन शैक्षणिक धोरणात नाहीत यासंबंधी आधिक तपशीलात चर्चा होण्याची आवश्यकता आहे. एखादया विषयात विद्यार्थी नापास झाला तर त्याला नापास न करता इतर विषयांच्या प्रगतीचा आढावा घेऊन त्याला वरच्या वर्गात प्रवेश घ्यावा अशी तरतुद नवीन शैक्षणिक धोरणात आहे. कला, क्रिडा, यासाठी तज्ञ शिक्षकांची नियुक्ती संस्थाना करावी लागेल प्रत्येक शाळेतला या विशेष विषयाचे शिक्षक उपलब्ध होतील असे नाही. पण जवळच्या शाळांचे असे शिक्षण संकुल तयार करून त्या संकुलातील सर्व शाळांना या विशेष विषयाचे शिक्षक उपलब्ध होतील अशी व्यवस्था केली पाहिजे.

विद्यार्थांची गळती हा विषय नवीन शैक्षणिक धोरणात खूप गांभीर्यानी विचारात घेतला आहे. त्या, त्या शैक्षणिक संकुलाच्या परिसरात गळती झालेल्या विद्यार्थांची भरती पुन्हा कशा पध्दतीने करता येईल यांची सविस्तर चर्चा केली गेली आहे. परंतु या विषयात

शिक्षण संस्थाचा सहभाग किती व शासनाचा सहभाग किती यांचे स्पष्ट कारण आवश्यक आहे. नवीन शैक्षणिक धोरण आतिशय अश्वसनीय आहे. लवचीक आहे. पूर्वीच्या धोरणातील अनेक त्रुटी लक्षात घेऊन त्या दुरुस्त करण्याचा प्रयत्न या धोरणात केलेला आहे. पण अजून प्रत्यक्ष अंमलबजावणी करताना अनेक समस्या समोर दिसत आहेत. पालक शिक्षक संस्थांचालक व शासन यांच्या समन्वयातून या समस्यावर उत्तर मिळेल व त्यातून नवीन पिढीला अधिक प्रभावी कार्यक्षम शिक्षण देता येईल.

आतापर्यंतचे शिक्षण अथवा शिक्षणक्रम पूर्णपणे पाश्चालत्य जीवन दर्शनावर आधारित होते त्याऐवजी भारतीय संस्कृती व परंपरा हा नवीन शिक्षणक्रमाचा व पुर्नरचनेचा पाया असेल या नवीन शैक्षणिक धोरणाच्या अंमलबजावणीत समाजात अजून पुष्कळ गोंधळ आहे. हा गोंधळ दूर करण्यासाठी शाळा व्यवस्थापन, शिक्षकवृंद, प्रसारमाध्यमे महाविद्यालयाचे पदाधिकारी यांनी नवीन शैक्षणिक धोरण कसे उपयोगी आणि महत्वाचे आहे हे पटवून सांगितले पाहिजे त्यानंतर लोकप्रतिनीधी मार्फत सर्व स्तरापर्यंत हे बदल पोहचविण्याचा प्रयत्न करता येईल.

### शिक्षणातील गळतीचे प्रमाण रोखण्यासाठी उपाययोजना : —

शाळा सोडलेल्या विद्यार्थ्यांना पुन्हा शाळेत आणण्यासाठी व आणखी विद्यार्थ्यांना शाळा सोडण्यापासून रोखण्यासाठी एकूण दोन उपक्रम हाती घेण्यात येतील पहिला म्हणजे, प्रभावी आणि पुरेशा पायाभूत सुविधा पूर्णपणे जेणेकरून सर्व विद्यार्थ्यांना पूर्व प्राथमिक शाळा ते इयत्ता १२ वी पर्यंतच्या सर्व स्तरावर सुरक्षित आणि रंजकपणे शालेय शिक्षण मिळू शिकेल प्रत्येक टप्प्यावर नियमित प्रशिक्षित शिक्षक उपलब्ध करून देण्या बरोबरच कोणत्याही शाळेत पायाभूत सुविधाची कमतरता राहणार नाही यांची विशेष काळजी घेतली जाईल सरकारी शाळांची विश्वसार्हता पुर्नप्रस्थापित केली जाईल आणि अधिपासून अस्तीत्वात असलेल्या शाळांची गूणवत्तावाढ विस्तार करून जिथे शाळा अस्ति त्वात नाहीत अशा ठिकाणी अतिरिक्त दर्जेदार शाळा बांधून आणि सुरक्षित व व्यवहार्य वाहतूक सुविधा

आणि/किंवा वस्तीगृहे पुरवून विशेषतः मुलींसाठी हे साध्य केले जाईल जेणेकरून सर्व मुलांना गूणवत्तापूर्ण शाळेत जाण्याची आणि योग्य स्तरावर शिकण्याची संधी मिळेल स्थलांतरीत मजुराची मुले, आणि विविध परिस्थितीमुळे शाळा सोडणाऱ्या इतर मुलांना शिक्षणाच्या मुख्य प्रवाहात परत आणण्यासाठी नागरीकांच्या सहकार्याने पर्यायी आणि नाविन्यपूर्ण शिक्षणाची केंद्रे स्थापन केली जातील.

दुसरा उपक्रम म्हणजे विद्यार्थ्यांवर तसेच त्यांच्या शिक्षण पातळीवर काळजीपूर्वक लक्ष ठेवून शाळेत सार्वत्रिक सहभाग साध्य करणे जेणेकरून त्यांनी शाळेत प्रवेश घेतला आहे. व उपस्थित आहेत आणि ते मागे पडले असल्यास किंवा त्यांनी शाळा सोडली असल्यास पुन्हा अभ्यास भरून काढण्यासाठी आणि शाळेत पुन्हा प्रवेश घेण्यासाठी त्यांना योग्य संधी मिळतील हे सुनिश्चित केले जाईल.

मुलांनी शाळेत प्रवेश घेतला आहे. आणि ती शाळेत उपस्थित राहत आहेत हे सुनिश्चित करणे हे शालेय व्यवस्थेचे उद्दिष्ट असणे आवश्यक आहे. समग्र शिक्षा अभियान आणि शिक्षण हक्क कायदा यासारख्या प्रयत्नांच्या माध्यमातून भारताने अलिकडच्या काही वर्षात प्राथमिक शिक्षणात जवळपास पूर्णपणे म्हणता येईल अशी शाळा नोंदणी साध्य करण्याच्या दृष्टीने उल्लेखनीय प्रगती केली आहे नंतरच्या इयत्ताचा डेटा मात्र मुलांना शालेय शिक्षण व्यवस्थेत (संभाळून ठेवण्यात) काही गंभीर समस्या असल्याचे दर्शवते NSSO ते २०१७-२०१८ मध्ये केलेल्या ७५ व्या फेरीतील घरगुती सर्वेक्षणानुसार ६ ते १७ वयोगटातील शाळाबाह्य मूलांची संख्या ३.२२ कोटी आहे. या मूलांना लवकरात लवकर शिक्षणप्रवाहात आणणे आणि २०३० पर्यंत शालापूर्व ते माध्यमिक स्तरापर्यंत १००% एकुण शाळा नोंदणी गूणोत्तरांचे उद्दिष्ट ठेवून आणखीन मूलांची शाळा गळती थांबवणे याना सर्वेच्च प्राधान्य असेल

देशातील सर्व मूलांना शाळापूर्व ते इयत्ता १२ वी पर्यंतच्या, व्यावसायिक शिक्षणासह गूणवत्तापूर्ण सर्वांगीण शिक्षणाची सर्वत्रिक उपलब्धता सुनिश्चित करण्यासाठी आणि तशी संधी देण्यासाठी सार्वसमावेशक

देशव्यापी प्रयत्न केले जातील शाळा गळतीचे प्रमाण कमी करण्यासाठी शासनस्तरावर आणि विविध संघटनांच्या माध्यमातून व्यापक प्रमाणात प्रयत्न केले पाहिजेत .

सर्व विद्यार्थ्यांसाठी शिक्षणाची सोय करण्यासाठी सामाजिक आर्थिकदृष्ट्या वंचित गटावर विशेष भर देऊन शालेय शिक्षणाची व्याप्ती विस्तृत केली जाईल ज्यामध्ये औपचारिक आणि अनौपचारिक अशा दोन्ही शैक्षणिक पध्दतीचा समावेश असलेल्या शिक्षणाच्या अनेक मार्गांची सोय असेल शाळेत प्रत्यक्ष राहू न शकणाऱ्या भारतीय मुलांच्या शिक्षणविषयक गरजा भागवण्यासाठी नॅशनल ष्टिन्टिसर ट्यूट ऑफ ओपन स्कूलिंग (NIOS) आणि स्टेट ओपन स्कूल यांनी देऊ केलेले मुक्त आणि दुरस्थ शिक्षण कार्यक्रम (ODL) विस्तारीत आणि बळकट केले जातील शासनाला तसेच अशासकीय असलेल्या देणगीदार संस्थाना नवीन शाळा काढणे सोपे करण्यासाठी संस्कृतिक, भौगोलिक आणि लोकसंख्येच्या कारणास्तव स्थानिक विविधतेला प्रोत्साहन देण्यासाठी आणि शिक्षणाच्या पर्यायी मॉडेल्सना परवानगी देण्यासाठी शाळांसाठीच्या आवश्यकता शिथिल करण्यात येतील अध्ययन अधिकसुधारण्यासाठी समुदायाच्या आणि माजी विद्यार्थ्यांच्या ऐच्छिक सहभागाचा प्रयत्न केला जाईल आणि त्यासाठी त्यांना पुढील गोष्टी प्रदान केल्या जातील एकास एक शिकवणे, साक्षरता शिक्षण, आणि अतिरिक्त मदत सत्राचे आयोजन, विद्यार्थ्यांना करियर मार्गदर्शन आणि सल्ला इत्यादी.

**संदर्भ सूची :-**

१. लोकसत्ता — १ Aug २०२०
२. महाराष्ट्र टाइम्स — १७ July २०२२
३. राष्ट्रीय शिक्षण धोरण २०२०— शिक्षण मंत्रालय, भारत सरकार
४. नवप्रभा — ७ oct २०१९

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## राष्ट्रीय शैक्षणिक धोरण — २०२० : अमंलबजावणीतील पूर्व अटी

डॉ. हरनावळे सी. के.  
विभाग प्रमुख, वाणिज्य विभाग,  
पीपल्स कॉलेज, नांदेड

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**प्रस्तावना:**

कोणतेही राष्ट्र हे त्या राष्ट्रातील भौतिक साधनसंपत्ती व मानवी साधन संपत्तीच्या उपलब्धतेवर विकसित व प्रगत होत असते. आपल्या देशाचे अनेक कालखंडातील अवलोकन करताना, भारत हा पूर्वीपासून समृद्ध देश आहे त्यामुळे आपल्या देशावर परकियांनी सातत्याने आक्रमण केलेले दिसून येते.

त्याची कारण मिमासां करताना एक स्पष्ट व स्विकारण्याजोगी कोणती गोष्ट असेल तर ती म्हणजे विविधता होय, ज्यात भाषिक, भौगोलिक, धार्मिक, आर्थिक, सामाजिक, सांस्कृतिक, शैक्षणिक इत्यादींचा समावेश करावा लागेल. अशा विविधतेने नटलेल्या देशात राष्ट्रीय एकात्मता व सर्वसमावेशक प्रगती व विकास साधवयाचा असल्यास विविधतेतून एकता व समानता तसेच सामाजिक न्याय निर्माण करण्यासाठी अनेक महापुरुषांनी आपले जीवन व्यतीत केले. परिणामी स्वातंत्र्योत्तर भारतात एक विशिष्ट राज्यव्यवस्था व अर्थव्यवस्था निर्माण करणे शक्य झाले. परंतु आज देश स्वातंत्र्याचा अमृत महोत्सव साजरा करताना, राज्यव्यवस्था व अर्थव्यवस्था निर्माण करण्याच्या पूर्व अटी आहेत ते पूर्ण करू शकलेला नाही. त्यामुळे या सर्वांच्यामध्ये वंगनासारखे कार्य करणारी व्यवस्था म्हणजे शिक्षण व्यवस्था होय.

ज्या राष्ट्रात काळानुरूप शिक्षणव्यवस्थेत बदल करण्यात येतात व ते आत्मसात करून त्याची निष्ठेने अमंलबजावणी करण्यात येतेय तेच राष्ट्र अशा सगळ्या

व्यवस्थामध्ये परिवर्तन घडवून राष्ट्रास प्रगतीपथावर घेवून जावू शकते. भारत हा सुध्दा त्यास अलिप्त नाही.

**भारतीय शैक्षणिक धोरणे — पार्श्वभूमी :**  
केंद्र सरकारने भारताच्या शिक्षण प्रणालीचे आधुनिकीकरण करण्यासाठी विद्यापीठ शिक्षण आयोग (१९४८-४९) माध्यमिक शिक्षण आयोग (१९५२-५३), विद्यापीठ अनुदान आयोग आणि कोठारी आयोग (१९६४-६६), NCERT (१९६९) ची स्थापना केली. पहिले NPE — १९६८ पंतप्रधान इंदिरा गांधी, (कोठारी आयोग) दुसरे NPE — १९८६ पंतप्रधान राजीव गांधी, तिसरे NEP — २०२० पंतप्रधान नरेद्र मोदी वूडचा खलिता १९ जुलै १९५४, भारतीय शिक्षण आयोग — १९८२ (हंटर आयोग), भारतीय विद्यापीठ आयोग — १९०२, कलकत्ता विद्यापीठ आयोग — १९१७, विद्यापीठ शिक्षण आयोग — १९४८ (डॉ.राधाकृष्णण आयोग), मुदलियार आयोग — १९५२, भारतीय शिक्षण आयोग — १९६४-६६ (कोठारी आयोग), चट्टोपाध्याय राष्ट्रीय शिक्षक आयोग — १९८५..

शैक्षणिक धोरणे व आयोगांच्या माध्यमातून स्वातंत्र्यपूर्व व स्वातंत्र्योत्तर कालखंडात, भारतीय शैक्षणिक वाटचाल हि ब्रिटिश धार्जिणे धोरण व पूर्व कालखंडात थोडेबहुत उदारमतवादी दिसून येते.

देशातील बहुसंख्य जनतेला शिक्षण घेण्याचा सामान न्याय नव्हता परंतु ब्रिटिशांनी काही अंशी का होईना

त्याची सुरुवात १८ व्या व १९ व्या शतकात केलेली दिसून येते. याच कालखंडात युरोपातील वारे भारताच्या दिशेने वाहू लागल्यानंतर भारतीय शिक्षण व्यवस्थेत सार्वत्रिकीकरणावर भर देण्यात आला.

मुल्य शिक्षण, व्यावसायिक शिक्षण, तांत्रिक शिक्षण व राष्ट्रीय शिक्षणावर मोठ्ठप्रमाणात धर्मनिरपेक्षेच्या तत्वावर आधारलेले शिक्षण देण्याचा कटाक्षाने आग्रह धरण्यास राजकीय व्यवस्थेने चंग बांधला परंतु भारतीय समाजव्यवस्थेच्या अत्यंस्थ घटकाला त्याची जाण व भान येण्यासाठी स्वातंत्र्याची ५० वर्ष निघून गेली. परिणामी त्यांच्या होणार्या बदलास पूरेशा अवधी मिळू शकला नाही व ६० — ७० टक्के जनता ही शिक्षणापासून वंचीत राहिली त्यामुळे भारतीय विकासाचे फळ फक्त मुठभर लोकांच्या हाती लागले.

**संशोधन पध्दती :**

वर्णनात्मक पध्दतीचा अवलंब करुन तसेच दुय्यम स्वरुपाची माहिती जसे पुस्तके, लेख शासकीय

लेखे यांचा आधार घेवून संशोधन करण्यात आले आहे.  
**संशोधनाची उद्दिष्टे:**

**एक :** भारतीय शैक्षणिक धोरणे व आयोगांचा अभ्यास करणे.

**दोन :** भारतीय विभिन्न सामाजिक समुदायांच्या शैक्षणिक स्थितीचा अभ्यास करणे.

**तीन :** नवीन शैक्षणिक धोरण — २०२० चे धोरण सविस्तर अभ्यासणे.

**चार :** नवीन शैक्षणिक धोरण — २०२० च्या अमंलबजावणीच्या पूर्व अटी बाबत अध्ययन करणे.

**संशोधनाची गृहितकृत्ये :**

**एक :** भारतीय शैक्षणिक स्थिती स्वातंत्रोत्तर काळात उंचावली आहे.

**दोन :** भारतीय शैक्षणिक अमंलबजावणीत त्रुटी आढळून येतात.

**माहिती संकलन :**

कोणत्याही प्रकारच्या संशोधनात माहिती संकलनाला अत्यंत महत्वाचे स्थान आहे. नवीन शैक्षणिक धोरण — २०२० च्या अमंलबजावणीतील पुर्व अटींचा अभ्यास व संशोधन करित असतोना शैक्षणिक धोरणे व विविध आयोगांची माहिती व अमंलबजावणीतील त्रुटी शोधून सद्यःस्थिती समजावून घेणे अत्यंत गरजेचे आहे. ह्या संशोधनात स्वातंत्र्य पूर्व व स्वातंत्र्योत्तर शैक्षणिक धोरणे व आयोग यांची इत्यंभूत माहिती जी की दुय्यम स्त्रोतांच्या मार्फत संकलन केली गेली आहे. सदर संशोधन हे संपूर्णपणे दुय्यम स्वरुपाच्या माहितीवर आधारित असून वर्णनात्मक स्वरुपाचे संशोधन आहे.

**राष्ट्रीय शैक्षणिक धोरण — २०२० : अमंलबजावणीतील पूर्व अटी**

**१. भारतातील शैक्षणिक क्षेत्रातील पायाभूत सुविधा :**

भारताला स्वातंत्र्य मिळून ७५ वर्ष पूर्ण झालीत आज आपण अमृत महोत्सवी वर्षात पदार्पण केले आहे. गेल्या ७५ वर्षांमध्ये देशातील शाळा, महाविद्यालये व विद्यापीठे यांतील पायाभूत सुविधांची स्थिती जाणून घेणे अगत्याचे ठरते. नवीन शैक्षणिक धोरणाच्या उद्दिष्टे पूर्तीसाठी पायाभूत सुविधा ह्या महत्वाची भूमिका पार पाडतात. आज देशात शाळांची भौतिक स्थिती पाहता आपणास निराशजनक चित्र दिसेल.

nskr by t oGi k ३०% शाळांमध्ये स्थिर संरचना दिसून येत नाही. १४% शाळांमध्ये साध्या पिण्याच्या



पाण्याची सुविधा उपलब्ध नाही, ६०% शाळांमध्ये मुलीसाठी वेगळे सवच्छतागृह नाही. सध्या देशात १५ लक्ष शाळांपैकी १०.३२ लक्ष शाळा ह्या केंद्रीय सरकार, ८४ हजार राज्य सरकार, ३.३७ लक्ष शाळा विना अनुदानावर तर ५० हजार शाळा ह्या इतर संस्थांकडून चालविल्या जातात. आजही ३२% शाळांमध्ये वीज पोहचली नाही. सन २०१६-२० नुसार केवळ २२% शाळांमध्ये इंटरनेट सुविधा उपलब्ध आहे. तसेच १६% शाळांमध्ये ग्रंथालय सुविधा नाही. सन २०२१-२२ च्या अंदाजपत्रकात केवळ २.७% शिक्षणावर खर्च तर GDP च्या ०.४२% खर्च केला गेला आहे.

शाळांमध्ये दुसरा महत्वाचा घटक म्हणजे शिक्षक, आजही DISE निरिक्षणानुसार १८%

भारतातील शिक्षक अप्रशिक्षित दिसून येतात. ४०: शाळांमध्ये खेळाचे मैदान नाही. आज ही एक शिक्षकी शाळा अस्थित्वात आहेत शाळा बाह्य मुलांचे प्रमाण बरेच आहे. ग्रामीण व शहरी यामध्ये अत्यंत चिंतनीय तफावत आपणास दिसून येते.

देशातील उच्च शिक्षणापुढील आव्हाने पहात असताना असे दिसून येईल की, सकल प्रवेशित प्रमाणात असमानता, गुणवत्तेचा अभाव, पायाभूत सुविधांचा अभाव, राजकीय हस्तक्षेपय शिक्षक विद्यार्थी प्रमाण, संशोधन व नावीन्यतेचा अभाव. अपूरे गुणांकन, उच्च शिक्षणाची संरचना इत्यादी घटक पहावयास मिळतात.

## २. प्रचलित शिक्षण व्यवस्थेपुढील मुलभूत समस्या:

अध्यापकांच्या रिक्त जागा शिक्षकीय पदांत होत असलेली कपात ऑनलाईन शिक्षणाचा बागुलबुवा शिक्षणावर कमी आर्थिक गुंतवणूक आणि ती प्रत्यक्षात खर्च न होणे

जनसामान्यांना न परवडणारे शिक्षण शिक्षणाचे झपाट्याने होत असलेले खाजीगीकरण व बाजारीकरण

विद्यार्थ्यांची गळती शिक्षणाचा खालावलेला दर्जा संशोधन व कल्पकतेला मिळणारे अपूरे वित्तीय सहाय्य रखडलेल्या शिष्यवृत्त्या खाजगी व अल्पसंख्याक शिक्षण संस्थेत नाकारले गेलेले आरक्षण शिक्षित होऊनही बेरोजगार राहण्याची शक्यता इत्यादी.

स्वातंत्र्योत्तर भारतीयांचे शिक्षण प्रमाण व स्थिती: सारणी क्रमांक :२  
शैक्षणिक संस्था व विद्यार्थ्यांची संख्या

अ.क्र.	संस्था	वर्ष १९८५-९६	वर्ष १९९२-९३
१	विद्यापीठे	०	१०
२	महाविद्यालये	२१	१६५
३	व्यावसायिकशिक्षणसंस्था	१३	६४
४	माध्यमिकशाळा	२८१	७५३०
५	प्राथमिकशाळा	२८१०	१५५०१७
६	विशेषशाळा	७	३३४४
७	विद्यार्थी	१५००००	७४०००००

स्रोत : मराठी विश्वकोश

भारतामध्ये तब्बल ६० - ७० वर्षात केवळ शाळा व महाविद्यालयांची संख्या किती नगण्य होती या सारणीवरून स्पष्ट होताना दिसते. स्वातंत्र्य पूर्व कालखंडात शिक्षणाचे अत्यल्प प्रमाण हेच दर्शविते की, या देशातील मानसिकता व इतरास गुलामी लादण्याचे काम प्रकृषिने केलेले दिसून येते. परिणामी देश विकासापासून कोसोदूर राहिला.

## सारणी क्रमांक : २

अ.क्र.	संस्था	१९९०-९१	१९६०-६१	१९७९-८०
१	इयत्ता १ ते ५ विद्यार्थीसंख्या (लक्ष) (वय ६-११ वर्ष मुलांच्या एकूण संख्येची शैक्षणिक प्रमाण)	११.५ (४२.६)	३४.९ (६२.४)	७१.० (८३.६)
२	इयत्ता ६ ते ८ विद्यार्थीसंख्या (लक्ष) (वय ११-१४ वर्ष मुलांच्या एकूण संख्येची शैक्षणिक प्रमाण)	३१.२ (१२.७)	६०.० (२६.५)	११५.० (४०.२)
३	इयत्ता ९ ते १२ विद्यार्थीसंख्या (लक्ष) (वय १४-१७ वर्ष मुलांच्या एकूण संख्येची शैक्षणिक प्रमाण)	१५.५ (५.३)	५८.१ (१०.६)	१६.७ (२.७)
४	विद्यापीठीय (कला, वाणिज्य व विज्ञान) विद्यार्थीसंख्या (लक्ष) (वय १७ ते २३ वर्ष मुलांच्या एकूण संख्येची शैक्षणिक प्रमाण)	३.६ (०.८)	८.९ (१.८)	३१.३ (४.०)
५	विद्यापीठीय विज्ञानशाखेतील विद्यार्थ्यांचे प्रमाण	(३.८)	(३.९)	(२.०)
६	प्राथमिक शिक्षणपूर्व मुलांचा (बिबीके) शाळांची संख्या	२०९६७१	३३०३९९	४७८४९९
७	माध्यमिक शिक्षणपूर्व मुलांचा (बिबीके) शाळांची संख्या	१३५९६	४९६६३	११४०२०
८	उच्च माध्यमिक शाळांची संख्या	७२८८	१७२५७	४६४३
९	शिक्षण शाखा शाळांची संख्या	७८२	११३८	८५९
१०	शिक्षण शाखा शाळांची संख्या	५३	४०८	५०९
११	महाविद्यालयीन संस्था (कला, वाणिज्य व विज्ञान)	५४३	११२२	३३६६
१२	विद्यापीठांची संख्या	२७	४५	११७
१३	प्राथमिक शाळातील शिक्षकांची संख्या (लक्ष) व प्रतिवित्त शिक्षकांचे प्रमाण	५.३८ (५.८)	७.४२ (६.९)	१३.१२ (८.८)
१४	माध्यमिक शाळातील शिक्षकांची संख्या (लक्ष) व प्रतिवित्त शिक्षकांचे प्रमाण	०.८५ (५.३)	३.३५ (६.५)	८.३५ (८.९)
१५	उच्च माध्यमिक शाळातील शिक्षकांची संख्या (लक्ष)	१.६७	२.९६	८.५९

स्रोत : मराठी विश्वकोश

स्वातंत्र्योत्तर कालखंडातील भारतातील शिक्षणाचे

प्रमाण व शाळा महाविद्यालयांची संख्या दर्शविते. यावरून पहिल्या पंचवार्षिक योजनेपासून ते थेट ८० च्या दशकापर्यंत जवळपास ३० वर्षांत विद्यार्थी, शिक्षक, शाळा महाविद्यालयाचे प्रमाण हे ज्या प्रमाणात वृद्धीगंत व्हायला पाहिजे होते त्या प्रमाणात झाले नसल्याने आज भारतातील साक्षरताप्रमाण उणेदुणे ६०% – ७०% पर्यंत पोहचले आहे.

शिक्षक, शाळा, महाविद्यालयांची संख्या नगण्य असताना दिसून येते. क्षेत्रफळाने व लोकसंख्येने अवाढव्य सणाऱ्या देशात शिक्षणाचे प्रमाण इतके अत्यल्प राहणे ना देशाला विकासाच्या मार्गावर नेते, ना सामाजिक व राष्ट्रीय एकात्मता वृद्धीगंत करते. मानवी विकासात प्राथमिक व माध्यमिक शाळांचे विशेषत्वाने महत्व जगाने अधोरेखित केलेले असताना सुध्दा राष्ट्रीय शिक्षण धोरण व त्यांचे अपयश हेच दर्शविते की, या देशातील चूकीच्या सामाजिक रूढी, परंपरा व सामाजिक भिन्नता अशा स्वरूपाच्या समस्येस सातत्याने सामोरे जावे लागते.

सारणी क्रमांक : ३

भारतातील धर्मानुसार साक्षरतेची टक्केवारी

अ.क्र.	धर्म	२००१	२०११	वाढ/घट
१	हिंदू	५४.१५	६३.६०	९.४८
२	मुस्लिम	४८.०५	५१.१८	३.१३
३	ख्रिश्चन	६९.४५	७४.३४	४.८९
४	शिख	६०.५६	६७.५१	६.९५
५	बौद्ध	६२.१६	७१.८३	९.६७
६	जैन	९४.१०	८६.७३	७.३७

स्त्रोत : भारतीय समाजशास्त्र आणि वर्तमान समस्या पृ. क्र. १४१

सारणीवरून असे आढळून येते की, २००१ व २०११ या दशकातील साक्षरतेची टक्केवारी ही सर्वाधिक जैन धर्मियांची तर तीची ऋणात्मक वाढ दिसून येते. मुस्लिम धर्मातील साक्षरतेचे प्रमाण तुलनेने अत्यल्प असून वाढ सुध्दा धिम्यागतीने होताना दिसून येते. हिन्दु धर्मातील साक्षरता ही ६३.६० टक्के ही सर्व जाती/जमाती मिळून दिसून येते. सुक्ष्म पध्दतीने हिन्दु धर्माची साक्षरता पाहिली तर नक्कीच कमी दिसून येईल. सर्वाधिक वाटी धर्मियांमध्ये दिसून येते.

३. अनुसूचित जाती :

सारणी क्रमांक: ४

अनुसूचित जाती समुदायाची साक्षरता

अ.क्र.	वर्ष	ग्रामीण	नागरी	एकूण
१	१९७१	१२.७७	२८.६५	-
२	१९८१	१८.४८	३६.६०	२१.३८
३	२००१	-	-	५४.६९
४	२०११	-	-	६६.१०

स्त्रोत : भारतीय समाज प्रश्न आणि वर्तमान समस्या उच्च शिक्षणात २०१३-१४ मध्ये २२.४% तर एस. सी. चा १७.४% होता. भारताने संविधानाचा अंगिकार केल्यानंतर एका विशिष्ट समुदायास अनुसूचित जाती प्रवर्गात समाविष्ट करण्यात आले. सन १९७१ ते २०११ या ४० वर्षांत या समुदायाची साक्षरता बऱ्याच अंशी वाढलेली दिसून येते परंतु त्यांचे उच्च शिक्षण व नौकरीतील प्रमाण अत्यल्प आहे. ..

४. अदिवासी समुदाय :

सन १९७१ च्या जनगणनेनुसार ११.३% साक्षरता दर होता तर २०११ नुसार ५८.६६% होता.

परंतु उच्च शिक्षणात नोंदणीचे प्रमाण २००१ च्या जनगणनेनुसार ६.८% होते. २०१०-१२ या वर्षांत १ ते १० वर्गातील गळतीचे प्रमाण ७१% होते यावरून असे स्पष्ट होते की, सामान्य साक्षरता दरापेक्षा अदिवासी समुदायाचा साक्षरता व उच्च शिक्षणातील प्रमाण अत्यल्प आहे.

५. इतर मागास समुदाय :

आकडेवाडीनुसार इतर मागास समुदायाचे २००५-०६ मध्ये साक्षरता प्रमाण ८४.४२% होते तर उच्च शिक्षणातील प्रमाण केवळ ७.९% होते २०१५-१६ मध्ये उच्च शिक्षणातील प्रमाण २४.२% इतके होते.

२३ वर्षा वरील सामान्य साक्षरतेच्या तुलनेत इतर मागास प्रवर्गाचे प्रमाण हे २००५-०६ नसार ५०.६% जे की इतर ७४.३०% होते यावरून इतर मागास प्रवर्ग सामान्य पातळीवर येण्यास बराच कालावधी लागेल.

६. स्त्रीयांचे शिक्षण :

१९५१ मध्ये स्त्री साक्षरतेचे प्रमाण केवळ ८.८७% तर २०११ मध्ये ६५.४७% होते. सामान्य साक्षरतेच्या पातळीपेक्षा कमी प्रमाण दिसून येते. धर्म व जातीनुसार

स्त्रीयांच्या शिक्षणाचे प्रमाण पाहता अत्यंत निराशाजनक स्थिती आपणास पहावयास मिळते.

सामान्यतः भारतीय सर्व घटकांचा म्हणजे धर्म व जातवार साक्षरतेचा विचार केल्यास गेल्या ६० वर्षांत विदारक चित्र समोर येते. शासनांची धोरणे व अमंलबजावणीतील त्रुटी समजून घेतल्यास इतर विकसित व विकसनशिल देशांच्या तुलनेत भारतीयांची साक्षरता चढउतारांची दिसून येते.

#### नवीन शैक्षणिक धोरण — २०२० :

स्वातंत्र्योत्तर कालखंडात अनेक शैक्षणिक धोरणे व आयोगांची स्थापना करून जनतेला शैक्षणिक सुविधा पुरविण्याचा शासनांनी आग्रह धरला. भारतीय शैक्षणिक धोरणावर प्रामुख्याने ब्रिटिशांचा प्रभाव होता ज्यात वूडचा खलिताय हंटर आयोग डॉ. राधाकृष्णन आयोग, मुदलीयार आयोग, कोठारी आयोग, चट्टोपाध्याय आयोग, इत्यादींचा समावेश करावा लागेल. परंतु सद्याच्या मोदी सरकारने नवीन शैक्षणिक धोरणाची नींव —२०२० मध्ये ठेवली व ती कार्यान्वित करित आहेत. या धोरणाच्या अनुषंगाने विचार केल्यास सद्यस्थितीत चालू असणारी 10+2+3 पॅटर्न बदलून त्याजागी नवीन 5+3+3+2 पॅटर्न सुरु करण्याचे योजिले आहे. ज्यामध्ये ३-८ वर्ष, ८-११ वर्ष, ११-१४ वर्ष, १४-१८ वर्ष वयापर्यंत विभिन्न स्तर स्विकारले आहेत. तदनंतर उच्च शिक्षण भारतात जागतिक ज्ञान सत्ता बनवणे हे मुख्य ध्येय बाळगून या धोरणाची नींव उभी केलेली दिसून येते.

राष्ट्रीय शैक्षणिक धोरण — २०२० मध्ये चीनच्या धर्तीवर कोर्डिंग ची तोंड ओळख विद्यार्थ्यांना बालवयात करून देणे तसेच युरोप व जर्मनीप्रमाणे मातृभाषेतून शिक्षण, आंतरविद्याशाखीय व्यावसायिक शिक्षणाची जोड परंपरागत शिक्षणासोबत घालणे, कौशल्यावर आधारित शिक्षण इत्यादींचा समावेश होतो. परंतु देशातील पायाभूत सुविधा व शिक्षकांचे अपुरेपणे व गुणवत्तेचा अभाव यामुळे अमंलबजावणीत निर्माण होणारे अडथळे दूर करणे अगत्याचे वाटते. विद्यापीठीय व महाविद्यालयीन शिक्षणात सुध्दा हीच अवस्था कमी जास्त प्रमाणात दिसून येते.

नव्या शैक्षणिक धोरणाने मिश्र अध्ययन —

अध्यापन पध्दतीचा म्हणजेच ऑनलाईन व ऑफलाईनचा प्रयोग करण्याचे प्रस्तावित आहे. त्याचा होणारा परिणाम निश्चितपणे नकारात्मकच जास्त होऊ शकेल कारण या उपलब्ध असाणाऱ्या तांत्रिक पायाभूत सुविधांचा अभाव होय. आजही देशाच्या शिक्षणावर ३० ते ३० शासन करू शकत नाही. यातूनच निर्माण होणारे अमंलबजावणीतील अडथळे आपणास प्रकर्षाने जाणवता निष्कर्ष :

स्वातंत्र्योत्तर कालखंडात देशाने गोर गरिब जनतेसाठी शिक्षण सार्वत्रिक करण्याचा प्रयत्न केला परंतु आजपावेतो परिपूर्ण हे ध्येय साध्य करता आले नाही परिणामी नव्या शैक्षणिक धोरणाने ही उणीव भरून काढता येईल का ? हे सांगणे आज तरी शक्य नाही. देशातील शिक्षणाचे प्रमाण, गुणवत्तेचे मुल्यमापन, रोजगार, दारिद्र्य बेरोजगारी आजही आपणास भेडसावताना दिसून येतात. यातून शासन व प्रशासनास शिक्षणाच्या माध्यमातून ती होणारी हानी दूर करणे नजीकच्या काळात शक्य होईल असे वाटत नाही. शासनाची ध्येय व धोरणे ही वास्तवाशी एकरूप होणारी असल्यास अमंलबजावणी योग्य करता येईल अन्यथा वातानुकूलित वातावरणात बसून घेतलेले निर्णय त्या बाहेर पडणार नाहीत बहुसंख्य ऐवजी अल्पसंख्य श्रीमंत लोकांना त्याचा फायदा होईल असे वाटते.

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५. भारतीय समाजशास्त्र आणि वर्तमान समस्या

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## उच्च शिक्षणातील विचार प्रवाह : दिशा व दृष्टी

प्रा.डॉ. शंकरानंद येडले

सहयोगी प्राध्यापक व मराठी विभाग प्रमुख,  
श्रीमती सुशीलादेवी देशमुख वरिष्ठ महाविद्यालय, लातूर

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### प्रस्तावना

शैक्षणिक गुणवत्ता वृद्धिंगत व्हावी म्हणून ज्ञान संपादनासाठी आपण तंत्रज्ञानाची मदत घेत आहोत.

माहिती तंत्रज्ञानाच्या क्षेत्रात इंटरनेट, ई-मेल, फॅक्स, महासंगणक व उपग्रहाद्वारे होणारे अतिजलद संदेशवहन, माहितीची देवाण-घेववाण याबरोबरच दूरदर्शन, टेलिकॉन्फरन्स या सुविधांनी हे जग जोडले आहे

ते आपल्यासमोर आहे. मोबाईल हा तर जग आपल्या मुठीत घेऊनच आला आहे. यासंदर्भात मला कवी केशवसूतांची एक कविता आठवते ते म्हणातात, 'हे विश्वल केवढे ज्याच्या त्याच्या डोक्याएवढे' आपल्या डोक्यातील तंत्रज्ञान जितके प्रगत तितके हे विश्वय आत्मसात करता येईल. संत ज्ञानदेवांनी त्या काळात म्हटले जेव्हा 'तंत्रज्ञान' प्रगत नव्हते पण 'आत्मज्ञान' होते. त्या अनुभवाने ते म्हणत होते 'हे विश्वपचि माझे घर' आज जागतिकीकरणाचे आपण सार्वत्रिक म्हणजे जागतिक पातळीवरचा जीवनानुभव तंत्रज्ञानाच्या सहाय्याने घरबसल्या नव्हे जिथे आहोत तिथे 'गुगल'मध्ये जाऊन घेत आहोत. काहीही शोधा हवी तीमाहिती एका क्लिकवर उपलब्ध होते.

सद्यस्थितीत 'ज्ञान हे अमृत आहे किंवा ते पवित्र आहे' या संकल्पनेची जागा बदलली असून 'ज्ञान हे पैसे मिळविण्याचे साधन आहे' ही नवी संकल्पनाच जागतिक बाजारेठेने आपण जे ज्ञान निर्माण केले आहे ते तंत्रज्ञानाच्या आधारे विकत येते. जगावर

आपला प्रभाव टाकता येतो. पैसा, प्रसिध्दी, प्रतिष्ठा, पेटंट मिळविता येतात पण आजचे जे ज्ञानाचे पवित्र क्षेत्र आहे ते किती भयंकर स्पर्धेचे आहे आणि या स्पर्धेत केवळ माहिती मिळवून व्हे तर ती घेऊन स्वतः निर्माण केलेले ज्ञान जगाला देऊनच आपणाला स्पर्धेत उतरल्याशिवाय यश मिळविता येणार नाही.

जागतिकीकरण, खाजगीकरण, व्यापारीकरण, जागतिक बँक, जागतिक व्यापार संघटना (WTO) आणि आंतरराष्ट्रीय नाणनिधी यातून जगाबरोबर राहण्यासाठी मान्य केलेला गॅट्स करार यापासून मला अलिप्त राहता येत नाही. याचाच एक भाग म्हणून विदेशी विद्यापीठ, उच्च शिक्षण संस्था ज्या येथे येणार आहेत. कमी खर्चात अधिक दर्जेदार शिक्षण त्या देणार आहेत. 'शैक्षणिक गुणवत्ता असलेले शिक्षण देणे' हीच एक स्पर्धा यामुळे आता निर्माण झाली आहे. जागतिकीकरणाच्या प्रभावानेच गुणवत्तापूर्ण शिक्षणाचे दडपण निर्माण झाल्यामुळे 'गुणवत्तेला' पर्याय नाही ही जाणीव अविकसित देशांना झाली आहे.

जे शिक्षण प्रचलित होते, जे केवळ पारंपरिक राहिले ज्याचा बदलत्या जीवात काहीही उपयोग नाही अशा कालबाह्य शिक्षणाचा विचार सोडून देऊन कालसुसंगत नव्या जीवन जणवा, आशा-आकांक्षा आणि स्वप्ने घेऊन आलेला जो विचार आपली जबाबदारी निश्चिंत करील, आपणास हवा तो पपरिणाम मिळवून देईल, ज्यामध्ये आपल्या इच्छेचे प्रतिबिंब असेल. म्हत्वाचे म्हणजे रोजगारनिर्मिती होईल. अर्थकारण घडेल, पेसा मिळेल, आर्थिक किफायतशीर फायदा मिळवून देणारे असेल ते शिक्षण देशाला परवडणारे आहे म्हणून जागतिक स्तरावर 'गुणवत्ता' वाढवून जगाशी तोंड देण्याची क्षमता निर्माण करण्याचा विचार नवतंत्रज्ञानातून पुढे येत आहे.

शिक्षणाचा लाभ हा शेती, उद्योग, व्यापार, शिक्षण, आरोग्य या सर्व घटकांना झाला पाहिजे या दृष्टीने प्रत्येक महविद्यालयीनन क्षिणाचे अध्ययन, अध्यान आणि संशोधन जितके अद्ययावत, प्रगत, प्रयोगशील, उपक्रमशील असेल तितके ते आपल्या विद्यार्थ्याला प्रेरक, मार्गदर्शक, दिशादर्शक आणि उपयुक्त होईल. शिक्षक हा ज्ञासंपन्न झाला तर आपला विद्यार्थी

हा सक्षम होईल. आडात असेल तरच पोहर्यातत येईल.

प्रा. वसंत गोवारीकर यांनी उच्च शिक्षणाविषयी आपले मत मांडताना म्हटले आहे, 'उच्च शिक्षण संस्थांची संख्यात्मक वाढ होताना देशातील शिक्षण संस्था गुणवत्तेत मागे पडणार नाहीत याी दक्षता घेण्याचे कार्य दक्षता मूल्यांकन परिषद होईल. (संदर्भ — नॅक पुर्नमूल्यांकन आणि महाविद्यालयाचे प्रशासन — डॉ. एच.व्ही. देशपांडे (प्रस्तावना).

### उच्च शिक्षणाची वाटचाल

स्वातंत्र्यपूर्व आणि स्वातंत्र्योत्तर काळात ध्येयवादाने झपाटलेले व्यासंगी शिक्षक विद्यार्थी होते. स्वातंत्र्याच ऊर्मी, देशप्रेम, नवसमाज निर्मितीचा ध्यास उराशी बाळगून या पिढीने उच्च शिक्षणात आपले योगदान दिलेले आहे. दरम्यान मिळणारे आर्थिक पाठबळ, अल्प वेतन, तुटपुंजी साधने याचा अभाव असला तरी म.फुले, डॉ. बाबासाहेब आंबेडकर, राजर्षी शाहू महाराज, कर्मवीर भाऊराव पाटील, महर्षी धोंडो केशव कर्वे, डॉ. भांडारकर, डॉ. पंजाबराव देशमुख, मा. मामासाहेब जगदाळे, डॉ. साळुंखे, काँ.गोविंदभाई श्रॉफ यांच्या कार्य व विचारांचा प्रभाव महाराष्ट्रावर होता. तो आजही तात्त्विक, वैचारिक रूपात आहेच आहे. महात्मा गांधी, विनोबा भावे यांच्या शिक्षणविषयक संकल्पनांचाही मोठा प्रभाव असण्याबरोबरच इंग्रज शासनकर्ते, पाश्चानत्य तत्त्वज्ञ यांच्या प्रभावातून सक्रीय झालेले शिक्षण आज जागतिक विचारप्रवाहाच्या 'वादळात' ज्ञानाची ज्योत विझणार नाही या भीतीने आपली वाटचाल चालू आहे.

डॉ. बापूजी साळुंके, डॉ. पारीख, डॉ. राम जोशी, डॉ. जे.पी. नाईक, डॉ. मधुकरराव चौधरी, यशवंतराव चव्हाण, तर्कतीर्थ लक्ष्मणशास्त्री जोशी, नरहर कुरुंदकर, डॉ. कोठारी, डॉ. डोळे, यदुनाथ थत्ते, ग.प्र.प्रधान आदी मान्यवर विचारवंत व शिक्षणतज्ञांच्या मार्गदर्शनामुळे महाराष्ट्रात दुसऱ्या कालखंडात उच्च शिक्षणाचा प्रचार झाला. शिक्षण हे सर्वांसाठी असावे, ते खरे व्हावे यासाठी या विचारवंतांचे प्रयत्न होते. उच्च शिक्षणाच्या प्रसाराची प्रक्रिया गतिमान झाली. शैक्षणिक गुणवत्तेकडे म्हणावे तसे लक्ष देता आलेले

नाही. परंतु शिक्षणाचा प्रचार व प्रसार हे उद्दिष्ट साध्य झाले. यामुळेच आपण सर्वजण शिकलो व येथे आहोत हे विसरता येत नाही.

१९९० नंतर खुल्या अर्थव्यवस्थेने केलेली कमाल आणि धमाल, जागतिकीकरणाच्या रेट्याने ढवळून निघालेले जग, इंटरनेटच्या जाळ्याने घडवून आणलेले आमूलाग्र बदल आपल्यासमोर आहेत.

१९९४ च्या दरम्यान जागतिक बँकेने उच्च शिक्षण ही सार्वजनिक गुणात्मक वस्तू नसून, ती खाजगी वस्तू आहे, ही संकल्पना मांडली व विकसनशील देशाच्या गळी उतरवली. परंतु युनेस्कोने, १९९५ मध्ये उच्च शिक्षणाच्या धोरणासंदर्भात आपला अभ्यापूर्ण अहवाल प्रसिध्द केला. जागतिक बँकेच्या विचाराला जाहीर विरोध केला. त्यात त्यांनी म्हटले आहे, 'उच्च शिक्षणावरील सरकारी खर्च ही विकासासाठी अत्यंत आवश्यक अशी दीर्घकालीन गुंतवणूक असून, त्याकडे दुर्लक्ष केल्यास विकसनशील देशाची स्थिती खूपच बिघडेल, माहिती तंत्रज्ञानाच्या क्षेत्रात वेगाने बदल घडत असताना ज्ञानाची वृद्धीही त्याच वेगाने होते आणि या ज्ञानवृद्धीशी जुळणार्यांन वेगानेच विकास शक्य आहे. अन्यथा आपण विकसित देशाबरोबर प्रगती करू शकणार नाही. मागासलेले राहू, परंतु युनेस्कोच्या भूमिकेकडे लक्ष दिले असते तर विनाअनुदान व यामुळे आज जी उच्च शिक्षणात परिस्थिती निर्माण झाली आहे ती झाली नसती. परिणामी उच्च शिक्षणात यामुळे मोठी गुंतगुंत निर्माण झाली असून अनेक प्रश्नही यातून निर्माण झाले आहेत. त्यात 'गुणवत्ता' हाच एक महत्त्वाचा प्रश्नन आहे आणि 'गुणवत्तेच्या निकषावरच' अनुदानाचे धोरण उभे राहिले आहे. खाजगीकरणामुळे विनाअनुदानित शिक्षण संस्था निर्माण झाल्या आणि उच्च शिक्षण ही खाजगी बाब आहे, असे समजले गेल्यामुळे शिक्षण संस्थांचालकांनी व्यावसायिक शिक्षणाला अधिक महत्त्व दिले. किंबहुना यामुळे शिक्षणाचा बाजार वाढला. परिणामी समाजसुधारकांनी निर्माण केलेली जी शिक्षणाची परंपरा होती ती पुढे टिकू शकली नाही. मा. शरद पवार, कमलकिशोर कदम, पतंगराव कदम यांनी शिक्षणक्षेत्राला जे योगदान दिले ते महात्मा ज्योतीराव फुले, राजर्षी शाहू महाराज, डॉ. बाबासाहेब आंबेडकर यांच्या

सामाजिक ध्येयधोरणाला परस्परपूरक पोषक आहे, असे म्हणता येईल का?

१९९८ मध्ये उच्च शिक्षणाचा विचार करण्यासाठी जी जागतिक परिषद झाली, त्या परिषदेने २१ व्या शतकातील उच्च शिक्षण कसे असावे यासाठी जे Vision आणि Mission ठरवले. त्यात म्हटले आहे 'उच्च शिक्षण ही सार्वजनिक गुणात्मक बाब असून त्यातून मिळणार्या लाभाची पैशात किंमत करता येत नाही', असे स्पष्टपणे नमूद केले आहे. इतकेच नाही तर विकसनशील देशात उच्च शिक्षकांचा विकास व्हावा यासाठी खास तरतूदी, कायदे केले जावेत. सामाजिक, आर्थिक, सांस्कृतिक विकासासाठी जीवनाचा दर्जा सुधारण्यासाठी जागतिक शांतता व सहजीवनासाठी उच्च शिक्षणाची नितांत आवश्यकता आहे, असे त्यात म्हटलेले आहे.

### उच्च शिक्षण, सार्वजनिक की खाजगी?

जागतिक बँक आणि युनेस्को यांनी उच्च शिक्षणाच्या संदर्भात ते खाजगी की सार्वजनिक यासंदर्भात विचार करण्यासाठी स्वतंत्र अभ्यासगट निर्माण केला. तो १९९८ मध्ये स्थापन झाला. या गटात एकूण १४ सदस्य होते. आपल्या देशाचे प्रतिनिधी म्हणून डॉ. मनमोहन सिंग यांची निवड झाली होती. त्यांनी जागतिक बँकेच्या मताचा फोलपणा स्पष्ट करून युनेस्कोच्या उच्च शिक्षणाचा विचारच अत्यंत महत्त्वाचा आहे हे आग्रहाने नमूद केले. या अभ्यासगटाचे प्रमुख 'डेव्हिड ब्लूम' यांनी दिलेले विवेचन खूप मार्मिक आहे. ते म्हणतात "सत्ता आणि संपत्तीचे साधन ज्ञान हेच असणार आहे." प्रा. ब्लूम हे एक नामवंत जागतिक कीर्तीचे अर्थतज्ञ आहेत. अर्थशास्त्रज्ञांच्या चुकीच्या पध्दतीमुळे जागतिक बँकेने उच्च शिक्षणविषयक जे विचार मांडले ते भरकटत जाणारे आहेत. आजचे अर्थतज्ञ हे प्रत्येक गोष्टीची पैशात किंमत करतात. पण त्यांना काही महत्त्वाच्या गोष्टींचे किंवा संकल्पनांचे 'मूल्य' समजत नाही, असे त्यांचे मत आहे.

सुदैवाने जागतिक बँकेचे अध्यक्ष जेम्स डी वुल्फन्सन यांनी या 'टास्क फोर्स'चे मत मान्य केले. पाकिस्तानने या अभ्यासगटाचे महत्त्व मान्य करून उच्च शिक्षणाची पुनर्रचना करण्याचे ठरवले. परंतु आपले

सरकार जागतिक बँकेच्या जुन्या मतांशीच चिकटून आहे. आपल्याकडे अजूनही उच्च शिक्षण संस्थातील प्रवेश, शुल्क हा घोळ मिटलेला नाही. ते वृत्तपत्र वाचून कळते.

उच्च शिक्षणामध्ये आर्थिक, वैचारिक, धोरणात्मक, प्रशासकीय पातळीवर आणि व्यवस्थापनातही गंभीर प्रश्ना आहेत. (उदा. नेट — सेटचा प्रश्नव) या संदर्भात उच्च शिक्षणाचे धोरण, नियंत्रण, करताना ते कसे सुटसुटीत लवचिक होईल, शिक्षणातील राजकीय हस्तक्षेप दूर करून नव्या कायद्याप्रमाणे त्याची अंमलबजावणी कधी होईल ते सरकार ज्या दिवशी ठरवेल तेव्हाच निश्चिंत होईल.

### उच्च शिक्षणाचे घटक आणि आधार

उच्च शिक्षणाचा लाभ ज्या घटकांना प्रत्यक्ष— अप्रत्यक्ष मिळतो त्यात एकूण ७ घटक येतात, असे गृहीत धरून नॅकने या घटकाकडे व उच्च शिक्षणाकडे पाहिले आहे. यामध्ये १) विद्यार्थी २) शिक्षक ३) पालक ४) व्यवस्थापकीय वर्ग ५) नोकरी देणारे ६) शिक्षणसंस्थांना आर्थिक वा अन्य मदत करणारे शासन, सरकार ७) समाज आदी महत्त्वाचे घटक आधार मानले आहेत. या सर्व घटकांना एकत्र जोडून उच्च शिक्षणाची प्रभावीपणे होणारी अंमलबजावणी ही दर्जेदार शिक्षणामध्ये येते. प्रस्तुत सातही घटकांच्या जास्तीत जास्त गरजा व अपेक्षांची पूर्तता यशस्वीपणे पूर्ण करणार्याच शिक्षणास 'दर्जेदार शिक्षण' असे म्हटलेले आहे. या सर्व घटकांच्या उद्दिष्टपूर्तीसाठी सातत्य ठेवून सतत केलेले कार्य कठोर प्रयत्न व परिश्रमातूनच साध्य होऊ शकतात.

२१ व्या शतकातील माहिती तंत्रज्ञान आणि विज्ञान याच्या वेगाबरोबरच या सर्व घटकांनाही प्रवाहित व्हावे लागेल. हा वेग प्रवाह जितका गतिमान तितका विकास होईल ही एक Dynamic प्रक्रिया आहे. या प्रक्रियेलाच दर्जेदार शिक्षणपध्दती म्हणता येईल. हा दर्जा श्रेणी म्हणजे अधिस्वीकृती असे म्हटलेले आहे. यासाठी उच्च शिक्षणाचा दर्जा कसा उंचावेल आणि टिकून राहील यासंदर्भात वरील सर्व घटकांनी आपली मानसिकता बदलून एकत्रितपणे कार्य करण्याची गरज आहे.

उच्च शिक्षणाची गुणवत्ता विकसीत करण्यासाठी ती अधिकांत अधिक वृद्धिंगत व्हावी म्हणून जो विचार मांडला जातो त्यात ज्या संकल्पना नव्याने उच्च शिक्षणात येत आहेत त्याचे स्वरूप कसे असेल यासंदर्भात पुढीलप्रमाणे माहिती देता येईल.

१. राष्ट्रीय पातळीवर अभ्यासक्रमात समानता आणणे.

२. पदवी व पदव्युत्तर पातळीवर या दृष्टीने प्रयत्न करणे.

३. विद्यापीठ आणि महाविद्यालयाच्या पातळीवर विधिनियम, सेवा, शर्ती, कायदे या बाबी राष्ट्रीय स्तरावर समान करणे.

४. विद्यार्थ्यांचे चलनवलन (Lead College)

५. अग्रणी महाविद्यालय (डॅशरव उेश्रशसश) संकल्पना योग्य वापर करण्यासाठी प्रयत्न.

६. आंतरविभागीय कार्यक्रम (Interdisciplinary Approach)

७. मॉड्युलर अभ्यास पध्दत (Modular Programme System)

८. कॉन्फेरेन्सिआ ऑप्रोच

९. क्रेडिट पध्दत — गुणसंक्रमण

१०. स्वावलंबी अभ्यासक्रम (Self-Financed courses)

११. नव्या संकल्पनांचा विचार

अ) माहिती उद्योग (Knowledge Industry)

ब) ज्ञानाधिष्ठित समाजरचना (Knowledge Society)

व) जागतिक मानव

१२. महाविद्यालयातील प्रत्येक विभागाचे स्वतंत्र मूल्यांकन (Sustainable Development)

१३. विकासाभिमुख संशोधन (Oriented Research)

१४. उच्च शिक्षण संस्था आणि औद्योगिक संस्थांचे परस्पर सहकार्य

१५. उच्च शिक्षण सर्वांसाठी केव्हाही, कुठेही (HE, For anybody, anytime, anywhere)

महाविद्यालयीन प्रशासन आणि तंत्रज्ञान

शैक्षणिक —

१. अभ्यासक्रम — विषय, पेपर, टॉपिक

२. अध्ययन / अध्यापन — संदर्भग्रंथ, ग्रंथालय—विद्यार्थी,

उपस्थिती आदी संदर्भ

३. प्रकल्पलेखन / चर्चासत्र — इंटरनल वर्क

४. संशोधन—शोधनिबंध, प्रबंध, मार्गदर्क, संशोधक, नियतकालिक ग्रंथ, वृत्तपत्र

५. परीक्षा : अंतर्गत, विद्यापीठ स्तर

६. प्रश्नापत्रिका, वस्तुनिष्ठ प्रश्न, दीर्घ प्रश्नध, पेर सेटिंग

७. शैक्षणिक उक्रम — रेकॉर्डिंग

८. गुणवत्तावृद्धी — व्याख्याने, सराव—चाचण्या, चर्चा, प्रश्नोत्तरे.

आर्थिक —

१. स्केल, पेमेंट, टॅक्स, वेतनवाढी, सर्व प्रकारचे हिशोब.

२. लेखारीक्षण : विमा, जीपीएफ, देणग्या, गृहकर्ज

३. ग्राहक भांडर — (कॉलेज संदर्भ)

४. पगार व आयकर कपात

५. विमा हप्ते इतर कपाती

६. भविष्य निर्वाह निधी

७. विविध कर्ज सोसायटी, सॅलरी, गाडी

८. निवृत्ती वेतन पूर्तता

प्रशासकीय —

आस्थापना, सेवा नोंदी पत्रव्यवहार, यू.जी.सी. नियम, विद्यापीठ, नॅक, राज्य सरकार, जागा, रिझर्व्हेशन, ओपन विद्यार्थी संख्या.

सामाजिक —

राष्ट्रीय सेवा योजना (छ.ड.ड.), छात्र सेना (छ.उ.उ.), विविध स्पर्धा — वक्तृत्व, कथा, काव्य, निबंध, युवक महोत्सव, नाट्य, कला, संगीत, स्नेहसंमेलन, क्रीडा विभाग, सांस्कृतिक उपक्रम, विद्यार्थी मंडळ, संसद, प्रतिनिधी आदी.

अन्य माहिती

विविध उद्योग समूह, पालक मेळावे, सस्थात्मक करार, माजी विद्यार्थी संघ, संगणक क, मदत व सहाय्य, ग्रंथालय, सल्ला सेवा, प्रयोगशाळा, कॅन्टीन, हेल्थ सेंटर

अध्यापन पध्दती —

१) व्याख्यान पध्दत सर्वांच्या परिचयाची पध्दत

२) गटचर्चा पध्दत विद्यार्थी गट

३) चर्चासत्र पध्दत : एखाद्या विषयाचे भाग पाडणे,

त्यावर विद्यार्थ्यांनी पेपर्स, टिपणे तयार करणे

४) वादविवाद पध्दत — अनुकूल — प्रतिकूल मांडणी, समर्थक/विरोधक

५) प्रश्नोदत्तर पध्दत — व्याख्यान देता देता प्रश्न, विचारणे — विद्यार्थ्यांकडून उत्तरे घेणे

६) प्रकल्प पध्दत — एखादा प्रकल्प कसा निवडावा व तो कसा पूर्ण करावा.

७) विशिष्ट घटनेचा अभ्यास — 'शेतकरी आत्महत्या', निर्भया (क्रिया—प्रतिक्रिया)

८) अवांतर माहिती — पाहणी, आढावा, मोजणी, माहिती संकलन

९) गटचर्चा — विषय देऊन चर्चा घडविणे, स्पेशल स्तरावरील विषय

१०) मिश्र अध्यापन — व्याख्यान व उरलेल्या वेळेत चर्चा

**अध्यापनाचे मार्ग —**

१) शोध — एखाद्या विषयाचा शोध कसा घ्यावा

२) जिज्ञासा — विषयातील कुतूहल व माहिती

३) चिकित्सा — अभ्यास व निष्कर्ष, उदा. वैज्ञानिक दृष्टिकोन

४) माहिती — व्याख्यान, प्रोजेक्टर, कॅसेट, नकाशे, चार्टस, आकृत्या

**अध्यापनाचे उद्देश —**

१) संबंध जोडणे — संपर्क नियंत्रण करणे (Connectivity)

२) समाज — Community — माहितीचा प्रत्यक्ष उपयोग

३) क्षमता — Capacity — ज्ञान मिळविणे, त्याचा उपयोग, कौशल्ये आदी

४) आशय — Content — अभ्यासक्रम निर्धारित उद्दिष्टपूर्ती

५) सृजनशीलता व नवनिर्मिती क्षमता — विद्यार्थ्यांमधील सुप्त शक्तींचा विकास — कल्पना, प्रतिभा, मन, भावना, विविध उपक्रम, माहिती देता येते.

६) सहकार्य व संयुक्त प्रयत्न — विद्यार्थी एकत्र करून माहिती देऊन प्रकल्प तयार करणे.

**अध्ययन —** अध्यापन करताना विद्यार्थ्यांना जास्ती

जास्त माहिती, सर्वकष ज्ञानप्राप्तीसाठी आवश्यक ते संदर्भ उपलब्ध करून देणे, विद्यार्थ्यांची चिकित्सक वृत्ती, परीक्षण क्षमता, मूल्यमापन करण्याची क्षमता वाढविणे (उदा. समता हे तत्त्व), विद्यार्थ्यांची व्यावसायिक कौशल्य विकसित करणे (मराठी भाषा या विषयात काय करता येईल, लेखक, कवी, पत्रकारिता इ.), मूल्यात्मक विचारांचे संगोपन, संवर्धन करणे, सद्वृत्ती वाढीस लावणे, एक आदर्श जागतिक दर्जाचा नागरिक घडविणे.

**ज्ञान एक शक्ती —**

आजचे युग हे ज्ञानयुग म्हणून ओळखले जाते. या युगाची ज्ञान हीच खरी सत्ता मानली जात आहे. म्हणून ज्ञानाचे जे शक्तिस्थान आहे ते जगभर अत्यंत महत्त्वाचे मानले जाते. ज्या देशाकडे ज्ञानसत्ता असेल तो देश महासत्ता म्हणून आपले स्थान जगामध्ये निर्माण करेल. यामुळे जागतिकीकरणामुळे ज्ञानाची स्पर्धा निर्माण झाली आहे. ज्ञान म्हणजे काय? हे समजून घेताना आपण जी माहिती मिळवितो ती माहिती म्हणजे ज्ञान नव्हे, तर ज्ञान व माहिती यामध्ये खूप मोठा फरक आहे. यासंदर्भात शिवाजीराव भोसले म्हणतात, "आपणास कुठलीही माहिती मिळते, ती साठत—आटत नंतर कुजत व शेवटी नासत जाते. तेव्हा माहितीला ज्ञान म्हणता येत नाही. तर ज्ञान हे अव्यंग, परिपूर्ण व निर्दोष असते. या दृष्टीने होणार्यात स्वच्छ, निर्मळ, बुध्दीव्यापाराला अधिक महत्त्व असते. ज्ञान हे संभवनीय असते. शक्यतेच्या कसोटीवर या संभाव्यतेला महत्त्व असते." यासंदर्भात सुप्रसिध्द तत्त्ववेत्ता रसेल याचे एक उदाहरण सांगता येते. ते असे की — "सूर्य यिमित दररोज इतके दिवस उगवत होता म्हणून तो यापुढेही उगवेल असे म्हणता येते. पण तो निश्चितपणे उगवेलच असे म्हणता येत नाही." हे वस्तुस्थितीदर्शक संभाव्य ज्ञान म्हणून या विधानाकडे पाहता येते. येथे संभाव्यता हे कारण टाळता येत नाही. ज्ञानाविषयी बोलताना सॉक्रेटिस म्हणाले की, "मी अज्ञ आहे म्हणून मला ज्ञान समजून घेण्याची इच्छा आहे. जेव्हा मी अज्ञानी नसतो तेव्हा ज्ञानी असतो. मी ज्ञानी आहे म्हणून अज्ञानी राहण्याची इच्छा नाही." खरे ज्ञान हे सत्य असते आणि सत्य कधीही बदलत नाही. हे कटू



सत्य कोणालाही नाकारता येत नाही. ज्ञान हे संकल्पनेच्या कक्षेत येते. पण केवळ माहितीपर्यंत येऊन थांबल्यामुळे आपणास ज्ञानाच्या जवळ जाता येत नाही. जेव्हा काही कळत नाही तेव्हा आपण कुंठित होतो. अशा वेळेस ज्ञानप्राप्तिचा ध्यास लागलेला असतो. जेव्हा आपले विचार कुंठित होतात, तेव्हा अननेक प्रश्नग आपल्यासमोर उपस्थित होतात. या प्रश्नाचे उत्तर शोधण्याची धडपड म्हणजेच ज्ञाननिर्मितीचा शोध घेणे होय. जेव्हा काही सूचित नाही तेव्हा संत तुकाराम म्हणतात, “कोणाच्या आधारे करू मी विचार, कोण देईल धीर माझ्या जीवा” म्हणून संत तुकारामांना विठ्ठलाच्या सहवासात अनेक प्रश्नांची उत्तरे मिळाली. यामधूनच त्यांच्या अभंगाची गाथा निर्माण झाली.

ज्ञान हे विशुद्ध, अवैयक्तिक, अपौरुषेय असते. अंतिमतः यामध्ये माझे—तुझे असे काही उरत नाही. उरते ते फक्त विशुद्ध ज्ञान. ज्ञान हे अवैयक्तिक असते. यामुळेच असे म्हटले जाते की, ज्ञानाइतके पवित्र काहीही नाही. “हि ज्ञानेन सदृषः पवित्रम् हि विद्येते” आपल्या संस्कृतीने ज्ञानाला पवित्र मानले आहे. असे ज्ञानच मूल्याधिष्ठित आदर्श समाज निर्माण करू शकते.

**अध्यापनातील विज्ञानिक दृष्टिकोन —**

आपण ज्या विषयाचा अभ्यास करतो तो विषय किती व्यवस्थित व तर्कशुद्ध पध्दतीने अभ्यासला आहे ते अधिक महत्त्वाचे असते. या दृष्टीने केलेला अभ्यास हाच वैचारिक दृष्टिकोनातून झालेला आहे असे म्हणता येते.

खरे तर काही विषय हे ‘अनुभवजन्य’ असतात तर काही ‘वस्तुनिष्ठ’ असतात. वस्तुनिष्ठ अनुभव आणि आत्मनिष्ठ अनुभव यात फरक असतो. आत्मनिष्ठ अनुभव हे संवेदनशील, भावनात्मक, विचारप्रवर्तक असे असल्यामुळे विज्ञान, सामाजिकशास्त्रे आणि साहित्य यातीलज्ञानानुभव एकसारखा नसतो. ‘आपणास जमीन सपाट दिसते परंतू पृथ्वी गोल आहे हे भूगोलाने दिलेले सत्य स्वीकारावेच लागते.’ हे जसे घडते तसेच सामाजिक शास्त्रे व साहित्य संकल्पनांच्या बाबतीतही होते. म्हणून आपले ज्ञान जितके वस्तुनिष्ठ, तर्कशुद्ध व प्रत्येकाच्या अनुभवाला येईल असे ‘आत्मनिष्ठ’ म्हणजे जे शुद्ध बौद्धिक असेल ते आत्मनिष्ठ ज्ञान हे ‘मनोविज्ञानाच्या’

जवळचे आहे. मानवी मनात, आनंद, भावना, प्रेरणा, कल्पनाशक्ती, एकचित्ता, आस्था आदी जे मानसव्यवहार असतात हे सर्व मनोविज्ञानात येतात.

‘विज्ञान’ हे वस्तुस्थितीचे खरेखरे वास्तव दर्शन घडवते. जे आहे ते सुस्पष्ट करून सांगते. वस्तुस्थितीचे वर्गीकरण, विश्लेषण त्यात असते. विज्ञानाचे नियम हे सार्वत्रिक सारखे असते.

वैज्ञानिक दृष्टिकोन आणि आपण या विषयासंदर्भात अत्यंत मौलिक विचार सुप्रसिद्ध शिक्षणतज्ञ सुधीर पानसे यांनी मांडले आहेत. ते म्हणतात ‘ज्या समाजात सत्य समजून घेण्याची आणि स्वीकारण्याची तयारी असते तिथे वैज्ञानिक दृष्टिकोन प्रबळ असतो. याउलट जो समाज भ्रम जोपासतो तो वैज्ञानिक दृष्टिकोनासू दूर जातो.’ हे सांगण्याबरोबरच पुढे ते लिहितात, ‘भ्रमाच्या भोपळ्यात समाज अडकला की त्याची प्रगती खुंटते.’ यासंदर्भात उदाहरण देताना त्यांनी लिहिले आहे. ‘जर्मनी हा तसा विज्ञान तंत्रज्ञानात अग्रेसर असलेला देश होता, आजही आहे. पण हिटलरच्या काळात त्या समाजाने एक भ्रम जोपासला होता.’ आर्यवंशाच्या वर्णश्रेष्ठत्वाचा भ्रम परंतु त्यातून निर्माण झाला ‘ज्युविषयीची द्वेष’, ‘घृणाभाव’ त्यातून जो भयंकर नरसंहार झाला त्याने झालेली हानी कशी भरून येणार? हा भ्रम जोपासल्यामुळे (सुदैवाने) खुद्द हिटलरचे नुकसान झाले अशी इतिहास साक्ष देतो. हे जे सुधीर पानसे यांचे मत आहे ते संयुक्तिकच वाटते. वैज्ञानिक दृष्टिकोन याचा अर्थ देवावर विश्वास न ठेवणे असा बुधा केला जातो याकडेही त्यांनी लक्ष वेधले आहे व म्हटले आहे वैज्ञानिक दृष्टिकोन हा नकारात्मक नाहीतर तो सकारात्मक आहे. वैज्ञानिक दृष्टिकोन म्हणजे कशावर विश्वास ठेवायचा नाही हा नाही तर कशावर विश्वास ठेवावा हा विचार जो सकारात्मक पॉझिटिव्ह आहे तो या वैज्ञानिक चिकित्सेमधून स्पष्ट होतो.

वैज्ञानिक दृष्टिकोन हा समाजात रुजवला पाहिजे हे आपले सर्वांचे मत आहे. पण हा विचार कसा रुजतो तेही लक्षात घेणे आवश्यक आहे. एखादे झाड, रोपटे एखाद्या जमिनीत लावयाचे तर, ते उत्तम बीजाचे हवे एवढाच विचार महत्त्वाचा नाही तर तेथील माती कशी आहे तिचे पृथक्करण करणे, हवा, भूमी, पाणी, पोषक

द्रव्ये कोणती उणीव आहे, खत, औषधे आदि सर्व बाबी महत्त्वाच्या ठरतात. वैज्ञानिक दृष्टिकोन आणि शेती, उद्योग, व्यापार, शिक्षण या सर्व घटकांसंदर्भात नीटपणे आत्मसात करून विज्ञान तंत्रज्ञानाच्या मदतीने समग्र मानवाचा विकास कसा होऊ शकतो ते कळते. यासाठी आपण जो प्रयोग करणार आहोत ते उद्दिष्ट निश्चित केले पाहिजे.

आपले प्रयोग हे महत्मा गांधी यांच्या 'माझे सत्याचे प्रयोग' या क्षमतेचे असतील तर ते अहिंसेमध्ये सुध्दा शस्त्रालाही पराभूत करण्याची शक्ती देऊ शकतात. 'वैज्ञानिक दृष्टिकोन' ही संज्ञा केवळ विज्ञानातील शोधकार्य इतकी मर्यादित नसून विज्ञानाच्या आवाक्यातच आपल्या समग्र जीवनाचा जीवनव्यवहार चाललेला असतो. तो कसा त्यामागील कार्यकारणसंबंधाचा शोध घेणे हे वैज्ञानिक दृष्टीला अभिप्रेत आहे. खरेतर निसर्गाचे आणि मानवाचे सर्व व्यवहार हे वस्तुनिष्ठ भौतिक सिध्दांताचेच आविष्कार आहेत हे आपणास नाकारता येत नाही. या श्रधदेवरच विज्ञान उभे आहे. यासंदर्भात अधिक विार करताना सौंदर्यमीमांसा या ग्रंथात डॉ. रा.भा. पाटणकर म्हणतात —

'सृष्टीतील घडणार्या घटनांचा, घटकांचा त्यातील परस्परसंबंधाचा योग्य कारणमीमांसा करून हे असे का होते ते विज्ञान सांगते.'

जे घडते ते कोणत्या नियमांनी घडते, कसे घडते हे शोधून काढण्याचा प्रयत्न विज्ञान करते. सृष्टीचे रहस्य जाणणे हे विज्ञानाचे ध्येय आहे.

संगणक युगाचे परिणाम भविष्यात मानवी जीवनावर कसे होतील आणि माणूस तंत्रज्ञानाचा वापर कसा करील यावर आधारित जयंत नारळीकर यांनी 'अंतराहातील भस्मासूर' ही एक कथा लिहिली आहे.

विज्ञानकथेला विज्ञानाचे यिम असतात. या नियमाचे उल्लंघन कथालेखकाला करता येत नाही.

एखादा माणूस आजारी पडला याचे कारण हे शारीरिक असते. शरीराच्या वेदनेवरून, पीडेवरून, लक्षणांवरून रोगाचे दिन करून डॉक्टर उपचार करतात. परंतु एखादा रुग्ण कोणताही आजार नसताना आजारी पडला तर त्याचे कारण त्या व्यक्तीच्या मनोव्यापाराशी निगडित मानसिक असतात. मनोव्यापाराचा आराखडाच

फॉईडने तयार केला. यामुळे 'मानसोपचारतज्ञ' निर्माण झाले. 'सिध्दांत' हे वस्तुस्थिती शोधण्यासाठी महत्त्वे ठरतात.

'टूलिमन' या शास्त्रज्ञाने म्हटले आहे, 'विज्ञानाला सुरुवातीपासून कोणते तरी निसर्गव्यवस्थेचे आदर्श लागतातच.'

**शिक्षण : दिशा आणि दृष्टी —**

'शिक्षण' हे समाजाच्या सर्वांगीण विकासाचे पप्रवेशद्वार आहे. शिक्षणामुळेच व्यक्ती व राष्ट्राच्या प्रगतीत बदल घडतात. शिक्षणातून स्वतंत्रपणे विचार करण्याची 'मत' बनवण्याची क्षमता व्यक्तीला प्राप्त होते. उच्च शिक्षणामुळे स्वतंत्र चिकित्सा करणारा सर्जनशील विचार निर्माण होतो. शिक्षणामुळेच अवतीभवतीच्या घटना, घडामोडींचे अवलोकन करता येते. हे असे का घडते याची कारण शोधता येतात. शिक्षणातून जीवन जगण्याची पप्रेरणा प्रबळ होते. जीवनविषयक जिज्ञासा व कुतूहल वाढते. प्रश्नळ समस्यांची ओळख होते. अन्याय, शोषण, फसवणूक याविरूद्ध संघर्ष करण्याची शक्ती वाढते. शिक्षणामुळेच नवविचार व ज्ञानाचे स्फुल्लिंग व्यक्तीच्या मनात पज्ज्वलित होते. यामुळे व्यक्तीमध्ये असलेल्या स्फूर्ती, प्रतिभेला चालना मिळते. शिक्षणातूनच व्यक्तीच्या कल्पना आयडियल विचार मिण होतात. म्हणून शिक्षणाचे महत्त्व आहे. शिक्षणामधूनच विकासाच्या सर्व वाटा निर्माण होतात. शिक्षणातून देशाचे जबाबदार नागरिक घडविण्याचे कार्य होते. नागरिकांच्या जाणवा, प्रगल्भ करण्याचे कार्य शिक्षणातून होते. म्हणून प्रत्येक राष्ट्र निर्माण करण्यासाठी शिक्षण आवश्यक आहे.

भारतीय व पाश्चात्य मीमांसकांनी शिक्षणाविषयी मौलिक विचार मांडलेले आहेत.

'आत्मनिर्भर व निःस्वार्थी बनविणे म्हणजे शिक्षण' —ऋग्वेद

'शिक्षण म्हणजे ते, जे मुक्त करते. (सा विद्या या विमुक्तये।)' —उपनिषद

'आत्मसमाधानी वृत्तीची वाढ म्हणजे शिक्षण' —याज्ञवल्क्य

'आत्मसाक्षात्काराची जाणीव म्हणजे शिक्षण' —शंकराचार्य  
शिक्षणाच्या पायावरच सर्व समाजाची उन्नती करता

येते' —राजर्षी शाहू महाराज  
'मानवात वसत असलेल्या दैवी पपरिपूर्णतेची अभिव्यक्ती म्हणजे शिक्षण' —विवेकानंद  
'विश्वतविद्यालय म्हणजे देशाच्या बौद्धिक जीवनाचे तीर्थक्षेत्र होय' —डॉ. सवृपल्ली राधाकृष्णन  
'शिक्षण म्हणजे शरीर, मन आणि हृदय या त्रयींचा विकास' —महात्मा गांधी  
'स्वावलंबी शिक्षण हेच खरे शिक्षण' —कर्मवीर भाऊराव पाटील  
'शिक्षणाशिवाय माणूस म्हणजे निव्वळ धोंडा' —गाडगे महाराज  
'भाषा भाव व जीन याचा मेळ म्हणजे शिक्षण' —रविंद्रनाथ टागोर  
'शिक्षणातून सर्वांचा विकास व्हावा, सर्वांसाठी शिक्षण असावे' —सानेगुरुजी  
'शिक्षण हेच सर्व सामाजिक समस्या आणि रोगावरील जालीम ओषध आहे' —डॉ. बाबासाहेब आंबेडकर  
भारतीय विचारवंतांबरोबरच पाश्चिममात्य शिक्षणतज्ञांनी, तत्त्ववेत्त्यांनी शिक्षणविषयक मौलिक विचार मांडले आहेत.  
'सत्य, शिवं सुन्दरम् ही जीवनाची अंतिम मूल्ये समजण्याची, अनुभवण्याची पात्रता व्यक्तीत आणून देणे म्हणजे शिक्षण' —प्लेटो  
पुढे प्लेटो असे म्हणतात, 'शिक्षण न घेण्यापेक्षा व्यक्तीने जन्मास न येणे बरे'  
'शिक्षण म्हणजे भ्रमनिरास व सत्यशोधन होय' —सॉक्रेटिस  
'शिक्षण म्हणजे शील संवर्धन होय' —जर्मन तत्त्वज्ञ हर्बर्ट  
'शिक्षण म्हणजे व्यक्तीच्या अंतर्गत शक्तीचा विकास होय, बाह्यता लादलेली वृद्धी नव्हे' —रूसो  
'सर्वांग सुंदर जगण्याची तयारी म्हणजे शिक्षण' —हर्बर्ट स्पेन्सर  
'शिक्षण म्हणजे भोवतालच्या नैसर्गिक व सामाजिक वातावरणांशी समरस होण्याची पात्रता व सामाजिक कार्य करण्याची क्षमता व्यक्तीत निर्माण करणे होय' —जॉन ड्यूई  
शिक्षणाच्या वरील सर्व व्याख्या या आपणास हे जीवन कसे आहे, ते कसे जगावे, जिवंत जगण्याची तयारी कशी करावी याची महती सांगतात. थोर भारतीय विचारवंत, शिक्षणतज्ञ आचार्य विनोबा भावे यांनी म्हटले आहे, 'जीवन आणि शिक्षण या एका नाण्याच्या दोन बाजू आहेत. जोपर्यंत जीवन आहे तोपर्यंत हे शिक्षण

निरंतर असणार आहे. शिक्षणातूनच व्यक्तीच्या सुप्त गुणांचा विकास होतो. मानसिक क्षमता तयार होते. स्वावलंबनाचे ज्ञान मिळते. चारित्र्याचे संवर्धन करता येते. जीवनाचे उपयोजन समायोजन करण्याबरोबरच आपण जो विचार करतो तो किती वैज्ञानिक दृष्टिकोनातला आहे ते पडताळून पाहता येते. याबरोबरच शिक्षण—विद्यार्थी यांच्याविषयी लिहिताना आचार्य विनोबाजींनी मांडलेले विचार खूप मौलिक आहेत. ते म्हणतात, 'शिक्षक विद्यार्थीनिष्ठ असावा, विद्यार्थी ज्ञाननिष्ठ असावा, ज्ञान समाजनिष्ठ असावे आणि समाज समतानिष्ठ असावा. जो शिक्षक विद्यार्थीनिष्ठ असतो तो कळ्यांचे फुलांत रुपांतर करतो. केवळ पाठ्युस्तकांचे अध्ययन करत नाही तर उघडच जगाचे पुस्तकही कसे वाचावे ते तो शिकवतो. खरे तर शिक्षणाचं खरं सौंदर्य हे शिक्षकात लपलेलं आहे. शिक्षकाचं सौंदर्य हे त्यांच्या चारित्र्यात लपलेलं आहे आणि चारित्र्याचे सौंदर्य हे त्यांच्या संस्कारात लपलेले असते आणि संस्काराचे सौंदर्य हे समाजजीवनातून आविष्कृत होते. शिक्षणातूनच समाजजीवनात जीवनमूल्ये येतात. ती जितकी आधुनिक, परिवर्तनशील, विज्ञाननिष्ठ असतील तितका समाज अधिक प्रगत होतो. तो मूल्यांचे संगोपन, संवर्धन करतो. ज्या समाजात मूल्ये लोप पावतात, तो समाज दिवसेंदिवस दैववाद, अंधश्रद्धा, अज्ञान, दैन्य व दारिद्र्याच्या खाईत लोटला जातो. म्हणून शिक्षण हेच रितर अखंड चालणारी एक प्रक्रिया आहे. तिला खंडित नव्हे देणे हे शिक्षकाचे कार्य आहे.'

महाराष्ट्रातील थोर शिक्षण मातृहृदयी आईचे हृदय असलेले सानेगुरुजी म्हणतात, 'मी जीवनाचा एक नम्र उपासक आहे. सभोवतालचा सारा संसार सुखी नि समृद्ध व्हावा. ज्ञान विज्ञान संपन्न नि कलामय व्हावा. सामर्थ्यसंपन्न नि प्रेममय व्हावा हीच एक मला तळमळ आहे. माझेलिहिणे, बोलणे, माझे विचार वा माझी प्रार्था या एकाच ध्येयासाठी असतात.' आपण या विचाराला एक शिक्षक म्हणून आपल्यासमोर ठेवून ज्ञानक्षेत्रातील कार्य आपल्या हातून व्हावे अशी मी प्रार्थना करतो.

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## नविन शैक्षणिक धोरण २०२०

प्रा.डॉ.बी.आर.शिंदे

वाणिज्य विभाग,

कै.रमेश वरपूडकर महा.सोनपेठ, जि.परभणी

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शिक्षण हे समाज परिवर्तनाचे साधन आहे. शिक्षणा शिवाय समाजात परिवर्तन होत नाही. म्हणतात ना शिक्षण हे मानवी जिवनाच्या विकासातील तिसरा डोळा होय. तर डॉ.बाबासाहेब आंबेडकर म्हणतात शिक्षण घेणे हे देशातील प्रत्येक व्यक्तीच्या अधिकार आहे. म्हणून भारताला स्वातंत्र्य मिळाल्यानंतर म्हणजेच १९४७ नंतर भारत सरकार नॅशनल पॉलीशी ऑनएज्युकेशन एज्युकेशन (NEP) हे धोरण तयार करून भारतातील ग्रामीण आणि नागरी विद्यार्थी व विद्यार्थीनींना प्राथमिक शिक्षण ते उच्चशिक्षण देण्याचे ठरविले. पहिला NEP भारत सरकारने इ.स.१९६८ मध्ये पंतप्रधान इंदिरा गांधी यांच्या नेतृत्वाखाली तयार केला तर १९८६ मध्ये इसत्या राष्ट्रीय शिक्षण आयोगाची (NEP) स्थापना राजीव गांधी यांच्या नेतृत्वात करण्यात आली. आणि तिसरा राष्ट्रीय आयोग पंतप्रधान नरेंद्र मोदी यांच्या नेतृत्वाखाली स्थापन करून नविन शैक्षणिक धोरण मंजूर करून त्याची अंमलबजावणी करण्यास सुरुवात केली.

वरील सर्वच धोरणाचा मुख्य उद्देश भारतातील शिक्षणाचा प्रसार करणे व विस्तार करणे हा आहे. शिक्षणातून भारतातील लोकांमध्ये असलेली निरक्षरता आणि अज्ञान दूर करणे हा दुसरा उद्देश होता. भारताचे शिक्षण मंत्री मौलाना अबुल कलाम आझाद यांनी एकसमान शैक्षणिक प्रणाली आणि संपुर्ण देशभरातील शिक्षणावर केंद्र सरकारच्या नियंत्रणाची कल्पना केली. भारत सरकारने भारताच्या शिक्षण व्यवस्थेचे आधुनिकीकरण करण्यासाठी विद्यापीठ शिक्षण आयोग

(१९४८-४९) स्थापन केला. त्याचबरोबर माध्यमिक शिक्षण आयोगाची (१९५२-५३) ला स्थापना केली. त्यानंतर विद्यापीठ अनुदान आयोग व कोठारी कमिशनची (१९६४-६६) ला स्थापना केली गेली. भारताचे पहिले पंतप्रधान पंडीत जवाहरलाल नेहरू यांच्या सरकारने वैज्ञानिक दृष्टीकोन समोर ठेवून प्रस्ताव स्विकारला होता. आणि आय.आय.टी.सारख्या वैज्ञानिक संस्था विकसीत करून उच्च दर्जाच्या शिक्षणाची मुहूर्तमेढ रोवली. व १९६१ मध्ये राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण केंद्राची स्थापना केली. ही स्वायत्त संस्था आहे. ही संस्था केंद्र आणि राज्य सरकारला धोरणाची अंमलबजावणी करण्यासाठी सत्ता देण्याचे कार्य करते.

### राष्ट्रीय शैक्षणिक धोरण १९६८:-

राष्ट्रीय शैक्षणिक धोरण १९६८ हे पंतप्रधान इंदिरा गांधी यांच्या अध्यक्षतेखाली जाहिर केले. हे शैक्षणिक धोरण देशातील स्वतंत्र्यानंतर पहिले असून ते कोठारी आयोगाच्या शिफारशीवर आधारीत आहे. कोठारी आयोगानी या अहवालात, राष्ट्रीय एकता, सांस्कृतिक व आर्थिक विकास करण्यासाठी शिक्षण व्यवस्थेत बदल केला. बदलत्या शिक्षण व्यवस्थेत सर्वांना समान संधी देण्याचे अहवालात नमुद केले होते. त्याच बरोबर वय वर्षे १४ पर्यंतच्या विद्यार्थ्यांना शक्तीचे शिक्षण करण्यात आले. आणि शिक्षणावर राष्ट्रीय उत्पन्नाच्या ६% एवढा खर्च झाला पाहिजे असे आयोगाने आपल्या अहवालात नमुद केले होते.

### राष्ट्रीय शैक्षणिक धोरण १९८६:-

१९८६ च्या शैक्षणिक धोरणा नंतर इ.स. १९८६ ला तात्कालीन पंतप्रधान राजीव गांधी यांनी त्यांच्या अध्यक्षतेखाली नविन शैक्षणिक धोरणाची अंमलबजावणी केली. या धोरणात सर्वांना समान शिक्षणाची संधी मिळाली पाहिजे असे ठरले. त्याचबरोबर अनुसूचित जाती / जमाती मधील स्त्रियांना शिक्षणाच्या समान संधी मिळाल्या पाहिजे. समाजातील सामाजिक एकता निर्माण करण्यासाठी मागास विद्यार्थ्यांना शिष्यवृत्ती, ज्या विद्यार्थ्यांना शिक्षण मिळत नाही अशांना प्रौढ शिक्षणाच्या संधी, अनुसूचित जाती मधून जास्तीत जास्त शिक्षक म्हणून नोकरीच्या संधी उपलब्ध करून देण्यात आल्या. आर्थिकदृष्ट्या मागासलेल्या विद्यार्थ्यांना शिक्षण घेण्यासाठी

प्रोत्साहन पर आर्थिक सवलती देण्यात आल्या.या आयोगाने प्राथमिक शिक्षणावर भर देवून लहान मुलांना शिक्षण देण्याचे प्राधान्य दिले. त्याच बरोबर देशातील कोणताही युवक शिक्षणापासून वंचित राहू नये म्हणून या आयोगाने विद्यार्थ्यांना मुक्त शिक्षण मिळावे म्हणून इंदिरा गांधी राष्ट्रीय मुक्त विद्यापीठाची स्थापना केल्या गेली. त्याच बरोबर ग्रामीण भागातील युवकांना शिक्षण देवून त्यांचा आर्थिक सामाजिक दर्जा सुधारण्यासाठी ग्रामीण विद्यापीठ निर्माण करण्यात आले.

इ.स. १९६२ मध्ये पंतप्रधान पी.व्ही.नरसिंहन सरकारने १९६६ च्या शैक्षणिक धोरणामध्ये सुधारणा केली तर २००५ मध्ये पंतप्रधान मनमोहनसिंग सरकारने कॉमन मिनिमम प्रोग्रॅम तयार करून एक नविन शैक्षणिक धोरण तयार केले. हे धोरण १९६६ च्या धोरणा नुसार व १९६२ च्या कृती आराखड्या नुसार देशात व्यवसायिक आणि तांत्रिक अभ्यास क्रमाना प्रवेश देण्यासाठी सर्व विद्यार्थ्यांना परिक्षेचे समान संधी देण्यात आली.

#### नविन शैक्षणिक धोरण २०२०:—

नविन शैक्षणिक धोरण २०२० हे कस्तुरीरंजन यांच्या नेतृत्वात बारा सदस्यांची एक समिती तयार करण्यात आली.इ.स. २०१६ ला मानव संसाधन मंत्रालयाने नविन शैक्षणिक धोरणाची सहीता प्रकाशित केली. या धोरणावर वेगवेगळ्या तज्ञ व्यक्तींची मते मागविण्यात आली आणि या सर्व तज्ञ व्यक्तींच्या मताचा अभ्यास करून कस्तुरीरंजन या समितीने या शैक्षणिक धोरणाचा सर्वसमावेशक अशा आराखडा तयार केला.

नविन शैक्षणिक धोरण बहुविद्याशाखीय अध्यायनाला चालना देणारे आहे.या धोरणात विद्यार्थ्यांना विषयनिवडीचे मुक्त स्वातंत्र्य देण्यात आले आहे. त्याच बरोबर विद्यापीठावरील ताण कमी करण्यासाठी शैक्षणिक संस्थांना स्वायत्ता देण्याचे ठरविले.स्वायत्ता देण्यासाठी महाविद्यालयाकडे ए फ्लस चा दर्जा असावा. या धोरणात विद्यार्थ्यांना पदवी किंवा पदविका किंवा प्रमाणत्र देण्यात येणार आहे. विद्यार्थ्यांना हे शिक्षण अखंडीतपणे घेता यावे किंवा मध्ये खंड पडला तर त्यात शैक्षणिक कायदयानी शिक्षण घेण्यासाठी किंवा सरकारच्यासाठी उपाययोजना यात दिल्या आहेत. चालू

असलेल्या शिक्षणाचा कालावधी 10+2 आहे. त्यात बदल करून 5+3+4 अशी रचना करण्यात आली आहे. या शैक्षणिक धोरणाला २६ जुलै २०२० रोजी केंद्रीय मंत्रीमंडळाची मंजूरी मिळाली. या धोरणात आत्मनिर्भर भारत व विश्वगुरु भारत यावर भर देण्यात आला सार्वजनिक संस्थांना सरकारकडून मुबलक निधी दिला जाईल असे सांगण्यात आले आणि या शैक्षणिक धोरणातील वेगवेगळ्या अनेक धोरणात्मक कार्यक्रमाची अंमलबजावणी इ.स. २०२६ पर्यंत करण्यात येईल असे सांगण्यात आले आहे.

नविन शैक्षणिक धोरणाचा मुख्य उद्देश म्हणजे देशातील प्रत्येक नागरीकाला उच्च दर्जाचे शिक्षण मिळाले पाहिजे.आणि सध्या देशात ८०० विद्यापीठ व ४०००/— हजार महाविद्यालय याचे ६०० विद्यापीठ व १५००० चांगल्या दर्जाची महाविद्यालया संकलीत करण्यात येतील असे या अहवालात सांगितले आहे.शिक्षकांचा सर्वांगीण विकास करण्यासाठी शिक्षकांना तंत्रज्ञानाचा वापर करण्याचे नमुद केले आहे.या धोरणात शिक्षणात समानता आणून देशातील आदिवासीध्वलित विद्यार्थ्यांचा शिक्षणाचा दर वाढवून त्यांच्या गळतीचे प्रमाणे कमी करण्यासाठी उपाय योजना करण्यात आल्या आहेत. नविन शैक्षणिक धोरणात जे विद्यार्थी शिक्षण घेतात परंतू पुर्ण करू शकत नाहीत म्हणजेच मध्येच शिक्षण थांबवतात अशा विद्यार्थ्यांचे शिक्षण कायदेशीर बनवून पहिले वर्ष शिक्षण घेवून थांबल्यास त्यांना (प्रमाणपत्र) दुसऱ्या वर्षा नंतर (पदविका) देण्यात येणार आहे. परंतू दुसरी बाजू या अहवालात असी सांगण्यात आली की असे विद्यार्थी शिक्षणात सक्षम होणार नाहीत किंवा आपला हक्क करू शकत नाहीत असे या शैक्षणिक धोरणात नमुद करण्यात आले आहे.

या शैक्षणिक धोरणात बहुविद्याशाखीय शैक्षणिक संकुल निर्माण केले जाणार आहेत. एका विद्याशाखीय महाविद्यालयामध्ये ३००० पेक्षा कमी विद्यार्थी असतील अशी महाविद्यालये दुसऱ्या सक्षम महाविद्यालयात मर्ज केली जातील असे सांगितले आहे. या संकुलात वेगवेगळ्या विद्याशाखेचा समावेश असेल. आणि ४६ विद्यार्थ्यांच्या पाठीसी एक शिक्षक असल्याचे दिसते हे प्रमाण जागतिक पातळीवर दुपट असल्याचे दिसते.

निष्कर्ष :

नविन शैक्षणिक धोरणावर प्रकाश टाकताना असे दिसते की, वरवर पहाता हे शैक्षणिक धोरण देशातील प्रत्येक नागरिकाच्या जीवनात शैक्षणिक आणि सामाजिक बदल घडून आणणारे दिसते. परंतु भारता सारख्या ग्रामीण आणि नागरी लोकांमध्ये योग्य मेळ घातलेला दिसून येत नाही. त्याच बरोबर हे शैक्षणिक धोरण संस्था, शिक्षक व विद्यार्थी याना नुकसान पोहचणारे दिसते. या शैक्षणिक धोरणावर राष्ट्रीय उत्पन्नाच्या ६% खर्च करण्याचे दिसून येते, परंतु या पूर्वीच्या कोठारी आयोगाने सुद्धा हिच आश्वासन दिले होते. अजूनही या तरतुदीची पूर्तता झाली नाही. असे दिसून येते, तरी पण या धोरणात सुद्धा तीच खर्चाची तरतुद घालून दिलेली आहे. त्यात काही वेगळे केले असे दिसून येत नाही, त्याचबरोबर या धोरणात शिक्षणाचे व्यापारी करण करणचा मोठा डाव सरकारचा दिसून येतो. म्हणून हे शैक्षणिक धोरण उदयाच्या भारताला तारक की मारक हे आज सांगणे कठीण आहे.

संदर्भ:—

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## नवीन राष्ट्रीय शैक्षणिक धोरण २०२०- एक चिकित्सक अभ्यास

प्रा. डॉ. ए. पी. बर्वे

अर्थशास्त्र विभाग,

कै. रमेश वरपुडकर महाविद्यालय सोनपेट जिल्हा परभणी

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### प्रस्तावना

मानवी जीवनामध्ये शिक्षणाला अतिशय महत्त्वाचे स्थान आहे जगात आणि भारतात शिक्षणाविषयी अनेक संशोधने झाली आहे जय शिक्षण जलद आणि सर्वांगीण विकासाचे प्रभावी साधन असून तसेच शिक्षण आणि विकास यामध्ये विचार आणि संबंध महत्त्वाचा असतो विकास शिक्षणाचा प्रभाव पडत असतो त्यामुळे शिक्षण धोरण कसे आहे हे महत्त्वाचे असते विदेशामध्ये उच्च शिक्षणाचा भाग टक्केवारी जास्त आहे भारतामध्ये उच्च शिक्षण प्रमाण कमी आहे एका बाजूला आर्थिक विकास आणि दुसऱ्या बाजूला उच्च शिक्षणात कमी प्रमाण ही विसंगती भारतामध्ये दिसून येते शैक्षणिक धोरण शिक्षणाच्या विकासात महत्त्वाचे योगदान देत असते म्हणून उच्च शिक्षणाच्या चौकटीत मूल्यमापन करणे महत्त्वाचे आहे

पद्मविभूषण डॉक्टर के. कस्तुरी गंगन यांच्या अध्यक्षतेखाली भारत सरकारने एक समिती नियुक्ती केली होती या शैक्षणिक समितीने भारताच्या पुढील वीस वर्षांचा शिक्षण संदर्भाचा अभ्यास करून नवीन शैक्षणिक धोरण आणि त्याबाबतचा अहवाल भारत सरकारला सादर केला या धोरणाचा मुख्य पाच आधारस्तंभ आहे

१) प्रवेशाची सुगमता एक्सेस

२) संधीची समानता त्याला इक्विटी म्हणतात

३) गुणवत्ता क्वालिटी

४) संधीची उपलब्धता affordability

५) जबाबदारी accountability यावर आधारित केंद्रीय शैक्षणिक व्यवस्था निर्माण करण्यासाठी त्यांनी विविध उपाय सुचवले आहेत

या धोरणाचा मुख्य उद्देश सर्वांना उच्च शिक्षण देऊन त्यामधून सर्वांना समान संधी मिळेल आणि ज्ञानी समाजाच्या माध्यमातून

बलशाली भारताची उभारणी करणे हे मुख्य ध्येय आहे

या धोरणाची मांडणी करताना शालेय शिक्षण उच्च शिक्षण तांत्रिक शिक्षण व्यावसायिक शिक्षण प्रौढ शिक्षण शिक्षणाचे व्यवस्थापन नियंत्रण मूल्यमापन मूल्यांकन याकडे प्रामुख्याने लक्ष दिले आहे तसेच शिक्षणाचे अर्थकारण आणि या धोरणाची अंमलबजावणी कशी करावी याबाबत दिशा दिग्दर्शन केले आहे विशेषता या धोरणात उच्च शिक्षणाबाबत सविस्तर चर्चा केली आहे ज्या पाच मुख्य स्तंभांवा या धोरणाची झाली आहे त्यासाठी अनुकूल वातावरण भारतामध्ये निर्माण होणे गरजेचे आहे

### अध्यायनाचे उद्दिष्ट

१ नवीन शैक्षणिक धोरणाचा चिकित्सक अभ्यास करणे

२ नवीन शैक्षणिक धोरण- गुण दोषाचा अभ्यास करणे

३ नवीन शैक्षणिक धोरणाचा योग्य अमलबजावणी साठी उपाय सुचवणे

### अध्यायन पद्धती

प्रस्तुत विषयाच्या अध्यायना साठी द्वितीय तथ्य संकलन पद्धतीचा वापर केला आहे विविध वर्तमान पत्रे, मासिके, ग्रंथ, तज्ञ लोकांची मते संशोधन पेपर इ. वापर केला आहे

शालेय शिक्षणाबाबत अतिशय सूक्ष्म पद्धतीने आणि सविस्तरपणे स्पष्टीकरण आयोगाने समितीने केले आहे वय वर्ष तीन ते अठरा वर्ष वयोगटातील सर्व मुला मुलींना मोफत आणि सक्तीचे शिक्षण द्यावे अशी मुख्य शिफारस केली आहे

### शालेय शिक्षणाचे प्रारूप

१०+२+३ हे शिक्षणाचे प्रारूप बदलले जाईल तसेच यामध्ये +३ हे उच्च शिक्षणाची संबंधित राहिल

**१ पायधून टप्पा - (Foundation Stage)** यात शालेय शिक्षणाचे प्रारूप ५+३+३+४ या प्रकारे असेल. याचा अर्थ पहिले पाच वर्ष पायाभूत टप्पा असेल तसेच पहिली तीन वर्ष पूर्व प्राथमिक आणि पुढची दोन वर्ष पहिली आणि दुसरीचा वर्ग असेल त्याचप्रमाणे

**२ प्रारंभिक टप्पा (Preparatory stage)** - तीन वर्ष म्हणजेच ३.४.५ वी वर्ग असेल याला प्रारंभिक टप्पा म्हणता येईल preparatory stage

३) उच्च प्राथमिक टप्पा (Upper primary level) तीन वर्षांची असेल यामध्ये ६७८ वी वर्ग असतील

४) माध्यमिक शाळा टप्पा higher secondary school stage हा चार वर्षांचा असेल यामध्ये नऊ दहा अकरा बारा हे वर्ग असतील आणि आठ सेमिस्टर मध्ये अभ्यासक्रम पूर्ण केला जाईल

एकविसाव्या शतकाला समर्थपणे तोंड देण्यासाठी

५+३+३+४ या सर्व टप्प्यांमध्ये भारतातील पारंपरिक स्थानिक कौशल्य शिकवण्यावर भर दिला जाईल त्याचप्रमाणे अभ्यासपूर्वक आणि अभ्यासाव्यतिरिक्त इतर सर्व उपक्रम राबवले जातील बहुभाषिक शिक्षण दिले जाईल कारण वय वर्ष तीन ते आठ या वयोगटातील मुले जलद गतीने भाषा शिकतात असे जाणकारांचे मत आहे त्यामुळे प्रत्येक मुलाला किमान तीन भाषा शिकवल्या जातील आणि याची सुरुवात शालेय शिक्षणापासून केली जाईल त्याचप्रमाणे माध्यमिक शिक्षणाच्या टप्प्यात विविध परकीय भाषा शिकवल्या जातील तसेच संस्कृत भाषेला शिक्षणाच्या सर्व टप्प्यांमध्ये वैकल्पिक विषय म्हणून मान्यता देण्यात आले आहे त्याचप्रमाणे संस्कृत महत्त्वाचे उतारे इतर विषयात आवश्यकतेप्रमाणे अभ्यासक्रमात समाविष्ट केले जातील

तसेच सहा ते आठ या वर्गांमध्ये विद्यार्थ्यांना पारंपारिक भाषेचा दोन वर्षांचा अभ्यासक्रम पूर्ण करावा लागेल त्याचप्रमाणे नवीन धोरणानुसार विद्यार्थ्यांना घोळमपट्टी आणि पाठांतर याला सोडचिठ्ठी द्यावे लागेल तसेच अध्यापन आणि अध्ययन विद्यार्थी प्रमुख कसे करता येईल याकडे लक्ष दिले जाईल त्याचप्रमाणे भारतीय भाषांचा विकास होण्यासाठी शिक्षक प्रशिक्षणावर मोठा भर दिला जाईल तसेच विज्ञान शाखेत कडे आठवी पासून इंग्रजी आणि मातृभाषा यामधून शिकवले जाईल तसेच अध्यापन पद्धतीमध्ये चर्चासत्र प्रश्न उत्तर व्याख्यान याला महत्त्व दिले जाईल विद्यार्थ्यांच्या सर्जनशीलतेला वाव मिळावा हा त्यामागे हेतू आहे

बदलत्या काळाला तोंड देण्यासाठी विविध व्यावसायिक कौशल्य विद्यार्थ्यांच्या अंगभूत गुणांचा विकास करण्यासाठी स्पष्ट दिशा दिली आहे तसेच त्यासाठी शिक्षकांची व्यवस्था केली जाईल जवळपास ३० विद्यार्थ्यांमध्ये एक शिक्षक ठेवला जाईल आणि ज्या समाजामध्ये शिक्षण घेण्याचे प्रमाण कमी आहे अशा ठिकाणी २५ विद्यार्थ्यांना मागे एक शिक्षक ठेवला जाईल तसेच गुणवत्तापूर्ण दर्जेदार शिक्षणासाठी शिक्षक भरती ही टी ई टी म्हणजेच teacher eligibility test याद्वारे केली जाईल त्याचप्रमाणे प्रत्येक शिक्षकाला NTA national testing agency यांची एक्झाम परीक्षा पास होणे बंधनकारक आहे त्याचप्रमाणे बी एड अभ्यासक्रम चार वर्षांच्या केला जाईल तसेच बहुविध भाषा त्याचे सवर्धन आणि विकसित केल्या जातील

देशातील वय वर्ष तीन ते सहा वर्ष गटातील सर्वांना मोफत आणि गुणवत्ता पूर्ण सक्तीचे शिक्षण कसे द्यावे कसे देण्यात येईल गळतीचे प्रमाण थांबवण्याचे प्रयत्न केले जातील तसेच वय वर्ष तीन ते १८ व वयोगटातील सर्व मुलांचा मुलींचा समावेश भाग

सहभाग मोफत आणि गुणवत्ता पूर्ण सक्तीच्या शालेय शिक्षणात केला जाईल गळतीचे प्रमाण थांबवण्याचे प्रयत्न २०३० पर्यंत केले जाईल त्याचप्रमाणे मुक्त आणि दूर दूर शिक्षण क्षेत्रातील उपक्रमाचा जास्तीत जास्त वापर करून त्याची व्याप्ती वाढली जाईल त्याचप्रमाणे नवीन शैक्षणिक धोरण त्यासंबंधीचा अपेक्षित अभ्यासक्रम मांडण्याचे काम राष्ट्रीय पातळीवर यांची NCERT याकडून केले जाईल त्याचप्रमाणे परीक्षा पद्धती लवचिक आणि मुलींच्या शिक्षणाकडे विशेष लक्ष दिले जाईल तसेच दिव्यांग यांच्या शिक्षणासाठी आवश्यक त्या सर्व सुविधा पुरवल्या जातील

#### भारतामध्ये शालेय संकुल (School Complex) संकल्पना

१ प्रत्यक्ष अमलात आणली जाईल पाच ते सहा मैलाच्या परिसरामध्ये हे संकुल उभारले जाईल यामुळे अंगणवाडी पासून ते बारावीपर्यंत सर्व शैक्षणिक सुविधा एका छताखाली मिळतील

२ यामध्ये शिक्षक सहाय्यक कर्मचारी प्रयोगशाळा संगणक शाळा शालेय नेतृत्व करणाऱ्या व्यक्तींचे सद्गुरु जाळे निर्माण होईल

३ संगणक सुविधा ग्रंथालय प्रयोगशाळा विविध क्रीडा साहित्य सुविधा सर्वांसाठी उपलब्ध होईल त्यामुळे या संकुलाचा पूर्णपणे वापर केला जाईल

४ आपल्या परिसरातील विषय तज्ञ प्रशिक्षित मनुष्यबळ यांच्या सेवांची देवाण-घेवाण केली जाईल त्यामुळे कार्यक्षम व्यवस्थापन आणि प्रशासन निर्माण होईल

५ दिखवलेल्या शाळा विखुरलेल्या शाळा एकत्र आल्याने शैक्षणिक गुणवत्ता वाढण्यास मदत होईल

६ अशा प्रकारची शैक्षणिक संकुले कालांतराने स्वायत्त करण्यावर भर दिला जाईल

अशी संकुले २०२३ पर्यंत पूर्णपणे उभारले जाते तसेच या धोरणामध्ये शिक्षणाचा हक्क या कायद्यामध्ये बदल करण्यावर विशेषतः १२ (१) सी या कलमाचे पुनर्विलोकन केले जाईल तसेच शालेय शिक्षणाच्या संपूर्ण मूल्यमापन आणि मूल्यांकनासाठी स्वतंत्र यंत्रणा निर्माण केली जाईल

#### उच्च शिक्षण-

जागतिक दर्जाच्या बहुविद्याशाखीय उच्च शिक्षण संस्थांच्या निर्मितीसाठी उच्च शिक्षणात अमुलाग्र बदल केले जातील त्यामध्ये २०३५ उच्च शिक्षणातील स्थूल नोंदणी प्रमाण ५०% पर्यंत नेला जाईल तसेच बहुविद्यासाठी महाविद्यालय आणि विद्यापीठ यांची निर्मिती केली जाईल तसेच त्यामध्ये संलग्न विद्यापीठ आणि महाविद्यालय ही संकल्पना राहणार नाही वर्तमान स्थितीतील उच्च शिक्षण व्यवस्थेचे प्रारूप पूर्णपणे बदलले जाईल नवीन उच्च शिक्षण

प्रारूप त्रिस्तरीय असेल

१ संशोधन विद्यापीठे - यामध्ये प्रामुख्याने संशोधन विद्यापीठे स्थापन करण्यात येतील त्यामधून संशोधनासाठी आवश्यक ती सुविधा सेवा दिल्या जातील आणि जागतिक स्तरावर स्पर्धा तिला तोंड दिले जाईल वीस वर्षात दीडशे ते तीनशे अशी संशोधन विद्यापीठे स्थापन केले जाते यामध्ये पाच हजार ते पंचवीस हजार विद्यार्थ्यांना शोध संशोधनासाठी आवश्यक त्या सर्व सुविधा दिल्या जातील संशोधनांमध्ये पदव्युत्तर अभ्यासक्रम आणि पदवी प्रदान केली जाईल जागतिक पातळीवरील विद्यापीठाची स्पर्धा करण्यास असे विद्यापीठे सक्षम कशी होतील यावर भर दिला जाईल

२ अध्यापन विद्यापीठ - यामध्ये बहुविद्याशाखीय अभ्यासक्रम तयार करणे त्यासाठी अध्यापन विद्यापीठ निर्माण केले जातील प्रमाणपत्र अभ्यासक्रमापासून अभ्यासक्रमाचा पदव्युत्तर अभ्यासक्रमाचा समावेश यामध्ये राहिल जवळपास २५ वर्षात २००० विद्यापीठे स्थापन केली जातील यामध्ये सुद्धा ५००० ते २५००० विद्यार्थ्यांसाठी सर्व सुविधा सेवा उपलब्ध करून दिल्या जातील अध्यापन संशोधनावर सुद्धा भर दिला जाईल

३ स्वायत्त महाविद्यालय - यामध्ये स्वायत्त महाविद्यालय निर्माण केले जातील त्यामुळे अशी महाविद्यालय स्वतःचा उपक्रम अभ्यासक्रम व इतर सर्व शैक्षणिक निर्णय स्वतः घेतील येत्या २० वर्षात दहा हजार स्वायत्त महाविद्यालय निर्माण करण्यावर भर दिला जाईल यामध्ये सुद्धा उच्च दर्जाचे अध्ययन आणि अध्यापन यावर भर दिला जाईल २०३२ पर्यंत सध्याच्या संलग्न विद्यापीठाचे परिवर्तन टाईप वन म्हणजे संशोधन विद्यापीठ आणि टाईप टू म्हणजे टीचिंग युनिव्हर्सिटी अध्यापन विद्यापीठ यामध्ये करण्यात येईल स्वायत्त महाविद्यालयांना शैक्षणिक वित्तीय प्रशासकीय स्वायत्तता देण्यात येईल

नवीन शैक्षणिक धोरणात विद्यापीठ पूर्णपणे निवासी असतील आणि प्रत्येकी ५० लाख लोकसंख्येत संशोधन विद्यापीठ असेल त्याचप्रमाणे प्रत्येकी पाच लाख लोकसंख्येत एक अध्यापन विद्यापीठ असेल आणि प्रत्येकी दोन लाख लोकसंख्या एक स्वायत्त महाविद्यालय दिले जाईल तसेच २०२० नंतर महाविद्यालयांना स्वायत्तत्वावर परवानगी दिली जाईल त्याचप्रमाणे २०२३ नंतर कनिष्ठ महाविद्यालय ही संकल्पना राहणार नाही कारण ११ आणि १२ यांचे वर्ग शालेय शिक्षणाचा भाग म्हणून समजला जाईल त्यामुळे नवीन शैक्षणिक धोरणाचा परिणाम म्हणून सध्या अस्तित्वात असलेल्या ४०००० महाविद्यालयापैकी केवळ दहा हजार महाविद्यालय अस्तित्वात राहतील त्याचप्रमाणे एक विद्याशाकीय असलेली महाविद्यालय



बंद करण्यात येतील तसेच २०२० नंतर विद्यापीठ अनुदान मंडळ UGC ही संकल्पना नाहीसी होऊन त्या जागी नॅशनल एज्युकेशन रेग्युलेटर authority NHERA ही संस्था स्थापन केली जाईल या शिक्षणामधून समाजाशी जास्तीत जास्त संबंध प्रस्थापित होऊन सामाजिक प्रगती कशी साधली जाईल त्या दृष्टीने अभ्यासक्रम आणि अध्ययन केले जाईल तसेच संशोधनाला प्रोत्साहन देण्यासाठी NRF national research foundation ची स्थापना केली जाईल तसेच विविध अभ्यासक्रमाच्या वेळीसाठी प्रवेशासाठी परीक्षा घेण्याचे काम NTA यांच्यावर सोपवण्यात येईल त्याचप्रमाणे या धोरणामध्ये भारतीय भाषांचा विकास कसा होईल यावर भर दिला जाईल अध्ययन अध्यापनामध्ये पाठांतर कमी केले जाईल तसेच शिक्षकांनी विविध अध्ययन पद्धतीचा अध्यापन पद्धतीचा वापर करावा आणि त्यावरून त्यांचे मूल्यमापन केले जाईल तसेच नवीन अध्यापक लोकांना प्रशिक्षित केले जाईल त्यांचे प्रबोधन केले जाईल प्रशिक्षण वर्गांची सोय केली जाईल मुक्त आणि दूरशिक्षण यांचा व्याप आणि विस्तार वाढवला जाईल ३० विद्यार्थ्यांसाठी मागे एक शिक्षक अशी योजना शैक्षणिक उपक्रमाबाबत स्वायत्तता देण्यात येईल आणि त्याचा वापर पदोन्नतीसाठी केला जाईल तसेच त्यांच्या सहकाऱ्यांचे आणि विद्यार्थ्यांची याबाबतचे मत काय आहे अध्यापन पद्धतीत नाविन्यता संशोधन गुणवत्ता फलनिष्पत्ती समाजाला उपयुक्तता याबाबत विचार केला जाईल तसेच यामध्ये संशोधन प्रकाशनाची गुणवत्ता काटेकोरपणे तपासणी जाईल त्यामुळे सुमार दर्जाच्या संशोधनास आळा बसेल

उच्च शिक्षणाच्या विकासासाठी खाजगी आणि सार्वजनिक क्षेत्रातील उद्योगधंद्यांनी त्यांच्या नफ्यातील ०.१ नफा संशोधनासाठी द्यावा अशी अपेक्षा आहे तसेच जे विद्यार्थी पीएचडी करत असतील त्यांना आठ क्रेडिटचा अध्यापन पद्धती संबंधित अभ्यासक्रम पूर्ण करावा लागेल नवीन शैक्षणिक धोरणात बी एड अभ्यासक्रम चार वर्षांचा केला जाईल आणि शालेय शिक्षणात काम करणाऱ्या प्रत्येक शिक्षकाला बी एड अभ्यासक्रम पूर्ण करणे बंधनकारक आहे त्याचप्रमाणे NAAC ही संस्था पूर्णपणे स्वायत्त असे आणि यूजीसी पासून स्वतंत्र असेल उच्च शिक्षण संस्थांची मूल्यमापन आणि मूल्यांकन करण्याचे काम यांच्या असेल प्रत्येक संस्थेला महाविद्यालयाला पाच ते सात वर्षांनंतर मूल्यांकन करून घेणे बंधनकारक असेल

NHERA ही संस्था नवीन शैक्षणिक धोरणास संगत सुसंगत असा मॉडेल ॲक्ट निर्माण करील त्यामध्ये भारतीय संविधानाच्या आठव्या परिशिष्टा मधील भाषासह इतर भारतीय भाषांचे समर्थन करण्याचे संवर्धन करण्याचे काम या संस्थेकडून केले जाईल ही संस्था उच्च शिक्षणाला नियंत्रित आणि नियमन

करणारी असेल

NCTE MCL BCL AICTE या संस्था professional standards settings bodies म्हणून काम पाहतील तसेच वित्तीय संबंधित सर्व काम HEGC ही संस्था पाहिल त्याचप्रमाणे उच्च शिक्षणाचे नेतृत्व करणारी संस्था General education council ही करेल

#### शिक्षा आयोग-

याची स्थापना २०२० पर्यंत केले जाईल ही उच्च शिक्षणातील शिखर संस्था असेल याचे प्रमुख पंतप्रधानातील आणि यामध्ये जवळपास ३० सदस्यांचा समावेश असेल वर्षा मधून एकदा यांची बैठक घेतली जाईल राष्ट्रीय शिक्षा आयोगाचे उपाध्यक्ष म्हणून केंद्रीय शिक्षण मंत्री काम पाहतील

त्याचप्रमाणे NHERA NAAC GEC HEGS NCERT NIEPA NRF या सर्व संस्थांचे प्रमुख राष्ट्रीय शिक्षा आयोग नेमतील नियुक्त केले जातील आणि हे प्रमुख शिक्षा आयोगाला जबाबदार असतील प्रत्येक घटक राज्य आपल्या राज्यात राज्य शिक्षा आयोगाची स्थापना करतील आणि याचे अध्यक्ष राज्याचे मुख्यमंत्री व उपाध्यक्ष राज्याचे शिक्षण मंत्री असतील त्याचप्रमाणे एचआरडी मंत्रालयाचे नाव बदलून त्या जागी शिक्षा मंत्रालय मिनिस्ट्री ऑफ एज्युकेशन असे केले जाईल

#### मूल्यमापन

१ या धोरणामध्ये मूल्यात्मक मूलाधार आभावानेच दिसतो कारण भारताचे संविधान हाच मुलाधार असला पाहिजे परंतु त्याकडे दुर्लक्ष केले आहे त्याचा परिणाम संविधानातील सर्वनाम्यातील मूल्याधिष्ठित भारताची वाटचाल अपेक्षित आहे त्याला हे नवीन शैक्षणिक धोरण संगत सुसंगत होईल की नाही याबाबत शंका निर्माण होण्यास भरपूर वाव आहे कारण भारतात ज्यावेळी कोरोना अतिशय प्रभावशाली होता त्या अवस्थेमध्ये भारताच्या केंद्र सरकारने २९ जुलै २०२० या दिवशी राष्ट्रीय शैक्षणिक दोगांना घाईघाईने मंजूर करून घेतले आणि आपला संघाचा झेंडा वैचारिक डे जनता पद्धतशीरपणे पुढे आणला हे धोरण वाचल्यानंतर आणि अभ्यासानंतर असे दिसून येते की कोरोनाची बाधा या धोरणाला झाली आहे त्याचा परिणाम सर्वसामान्यांचा श्वास हा गुदमरू शकतो आणि धनिकांना योग्य उपचार मिळू शकतात शिक्षणाची तटबंदी अधिक भक्कम करून सर्वसामान्य जनता आणि बहुजन समाज यांना शिक्षणापासून वंचित ठेवण्याचे काम हे दोग करणार आहे असे दिसते

२ नवीन शैक्षणिक धोरणात शैक्षणिक संकुल ही संकल्पना

स्वीकारण्यात आली आहे परंतु पाच किलोमीटरच्या आत अशा संस्था आहे परंतु भारतात विद्यार्थ्यांना सर्व सुविधा देण्याचा प्रयत्न केला असला तरी या दोघांमध्ये दोघांमध्ये धोरणामध्ये मुलींच्या शिक्षणाकडे कारण आजही ग्रामीण भागात मुलींना दूरवरच्या भागात शिक्षणासाठी पाठवणे त्यांना होस्टेलमध्ये ठेवण्याची मानसिकता ग्रामीण भागात आजही निर्माण झाली नाही म्हणून दीड ते दोन किलोमीटर च्या अंतरावर शाळा ही संकल्पना स्वीकारली तर नवीन राष्ट्रीय धोरण यशस्वी होण्यास मदत होईल तसेच शहरी भागात जागेची आणि मोकळ्या भूखंडाची टंचाई लक्षात घेता शैक्षणिक संकुल ही कल्पना प्रत्यक्षात येणे प्रत्यक्षात येणे अवघड आहे

३ नवीन राष्ट्रीय धोरणात धर्मनिरपेक्षता या तत्त्वाचा समावेश केला जावा त्यामुळे बलशाली बाबत तसेच राष्ट्रीय एकात्मता आणि एकता सुदृढ करण्याबाबत या तत्त्वाचा उपयोग होईल

४ या आयोगाने किंवा धोरणाने प्राचीन परंपरागत सर्व परंपरा मान्य कराव्या असे नाही कारण अनेक भारतीय परंपरा कालबाह्य झाले आहे त्यामुळे ज्या परंपरा भारतीय संविधानाच्या मूल्य व्यवस्थित व्यवस्थेस छेद देतात त्यांचा त्याग करणे महत्त्वाचे आहे शिक्षा आयोगाने भारतीय संविधानातील मूल्यांचा आधार घेऊन अभ्यास[ ] माची निर्मिती केली पाहिजे केवळ संस्कृत भाषेला राजांना घेऊन इतर भाषांकडे दुर्लक्ष होता कामा नये कारण भारतीय संविधानाच्या आठव्या परिशिष्टात २२ भाषांना आणि इतर भाषांना सुद्धा महत्त्व दिले आहे म्हणून अभ्यासक्रम तयार करताना समान न्याय पद्धतीने बहुभाषिक अभ्यासक्रम तयार केला पाहिजे त्यामुळे संस्कृतीचे जतन आणि संवर्धन होईल म्हणून केवळ संस्कृत भाषा व्यवहाराची नाही तर इतर भाषा सुद्धा व्यवहारात उपयोग होतो त्यांचे महत्त्व नाकारता येत नाही

५ वसतिगृहाची संकल्पना स्पष्टपणे मांडणे महत्त्वाचे आहे कारण महाराष्ट्राचा विचार केला तर वेगवेगळ्या जातीसाठी वेगवेगळी वस्तीगृह दिसून येतात त्यामुळे जातीयवादाला खत पाणी घालते अशी भीती निर्माण होते आणि त्यामुळे लोकशाहीच्या मूल्य व्यवस्थेस धोका निर्माण होतो म्हणून संमिश्र वस्तीगृहाची कल्पना अमलात आणावी

६ प्राथमिक शिक्षणाच्या अभ्यासक्रमात अभ्यास इतर उपक्रम आणि अभ्यास पूरक उपक्रम हे सर्व विद्यार्थ्यांना सक्तीचे असतील असे नमूद केले आहे परंतु यामुळे विद्यार्थ्यांच्या कौशल्याला वाव घालणार नाही विकास होणार नाही अपेक्षित विकास होणार नाही म्हणून अभ्यासक्रमात काही घटक सक्तीचे आणि काही घटक ऐच्छिक ठेवल्यास विद्यार्थी विकास होण्यास मदत होईल

७ आज भारतातील अनेक राज्यातील आर्थिक परिस्थिती डबघाईला आलेली आहे त्यामुळे अनेक राज्यांमध्ये व भारतामध्ये जवळपास दहा लाख शिक्षकांच्या जागा रिक्त आहे त्या तातडीने भरणे आणि तीस विद्यार्थ्यांमागे एक शिक्षक नेमणे महत्त्वाचे आहे परंतु राज्य सरकार आणि केंद्र सरकार यावर विचार करतील की नाही याबाबत शंका आहे

८ शिक्षा आयोगाने वय वर्ष तीन ते अठरा वर्ष वयोगटातील मुलांना मोफत शिक्षण सक्तीचे शिक्षण घेण्यावर भर दिला आहे ही अतिशय चांगली बाब आहे परंतु याबाबत भारतीय संविधान कलम २१ क मध्ये दुरुस्ती करणे महत्त्वाचे आहे याबाबत केंद्र सरकारने आग्रह धरून शिक्षणाचा हक्क अबाधित ठेवावा

९ नवीन शैक्षणिक धोरणाने अकरावी आणि बारावी यांचे वर्ग शालेय शिक्षणाचा भाग असतील असे म्हटले आहे याचाच अर्थ २०२३ नंतर कनिष्ठ महाविद्यालय संपुष्टात येतील परंतु त्यामध्ये शिक्षक आणि भौतिक सुविधा याबाबत कोणतेही स्पष्ट मार्गदर्शन दिसून येत नाही

१० नवीन शैक्षणिक धोरणामुळे उच्चशिक्षणात तीन संस्थांमुळे अमुलाग्र बदल होणार आहे आणि या संस्था लोकसंख्या विद्यार्थी संख्या यावर आधारित असतील तसेच साहित्य महाविद्यालय २००० ते ५००० विद्यार्थी संख्या असतील तेथे स्थापन होतील तसेच दोन लाख लोकसंख्या असल्यास एक महाविद्यालय स्थापन होईल असे म्हटले आहे हा विरोधाभास आहे आणि हा मोडून काढण्यासाठी शैक्षणिक संस्थांना लोकसंख्येची अट घातली आहे ती नाहीशी करणे काढून टाकणे महत्त्वाची आहे

१० भारतामध्ये अनेक एक विद्याशाखीय महाविद्यालयात ज्यांनी न्याय करून हे मूल्यांकन प्राप्त करून घेतले आहे असे महाविद्यालय बंद न करता त्यामध्ये बहुविद्यासाकीय प्रमाणपत्र अभ्यास सुरू करणे या अटीवर चालू ठेवावे अशी महाविद्यालय बंद करू नये

११ उच्च शिक्षणात कौशल्य विकास आणि मनुष्य उभारणी मॅन मेकिंग प्रोसेस महत्त्वाचे ठरते परंतु याकडे दुर्लक्ष केले आहे म्हणून केवळ कौशल्य विकास करून चालणार नाही तर राष्ट्रवादीसाठी राष्ट्राचे सार्वभौमत्व आबादी ठेवण्यासाठी अबाधित ठेवण्यासाठी मॅन मेकिंग प्रोसेस महत्त्वाची आहे

१२ उच्च शिक्षणातील अनेक प्राध्यापकांच्या संशोधकांच्या जागा रिक्त आहेत आणि उच्च शिक्षणासाठी तुटपुंजि रक्कम गुंतवली जाते वास्तविक राष्ट्रीय उत्पन्नाचा सहा टक्के रक्कम उच्च शिक्षणात गुंतवली गेली पाहिजे परंतु तसे होत नसल्यामुळे ३० विद्यार्थ्यांना

मागे एक शिक्षक ही संकल्पना अमलात आणणे कठीण दिसते

१३ नवीन शैक्षणिक धोरणाने उच्च शिक्षणामध्ये विद्यार्थी हा प्रवेश परीक्षा देऊनच प्रवेश घेईल अशी शक्ती केली आहे परंतु हे चुकीचे आहे कारण सर्वच विद्यार्थी व्यावसायिक अभ्यासक्रम प्रवेश घेतील असे नाही तर अनेक विद्यार्थी परंपरागत कला शाखा यामध्ये प्रवेश घेतात तसेच त्यांच्याबाबत ही शक्ती उपयुक्त नाही

१४ नवीन शैक्षणिक धोरणाच्या शिफारसीनुसार राष्ट्रीय शिक्षा आयोग ही सर्वोच्च संस्था राहणार आहे आणि त्याचे अध्यक्षपद पंतप्रधानाकडे असतील परंतु एकंदरीत पंतप्रधानाच्या कामाचा व्याप बघता आणि लोकशिक्षणाच्या संदर्भात विविध समस्या आणि अडचणी लक्षात घेता केवळ पंतप्रधान यासाठी पुरेश्या प्रमाणात वेळ देऊ शकतील याबाबत शंका निर्माण होते त्यासाठी भारतीय संसदेचे मार्गदर्शन घेणे महत्त्वाचे आहे तसेच राष्ट्रीय शिक्षा आयोगासाठी पूर्णवेळ अध्यक्ष देणे महत्त्वाचे आहे आणि त्यांच्या मदतीला विरोधी पक्ष नेता पंतप्रधान लोकसभा सभापती सर्वोच्च न्यायालयाचे मुख्य न्यायाधीश राष्ट्रपती शिक्षण तज्ञ इत्यादींची समिती नेमावी आणि त्यांनी ध्येयधोरणाची अंमलबजावणी करावी महत्त्वाचे आहे

१५ नवीन शैक्षणिक धोरण विधेयक भारतीय संसदेत मांडत असताना सादर करताना भारतीय संविधानाला अपेक्षित असलेल्या मूल्य व्यवस्थित कुठेही छेद जाणार नाही याची काळजी घेणे महत्त्वाचे आहे आणि म्हणून भारताच्या संविधानातील मूल्यवस्थेचा विसर न पडणे हे अतिशय महत्त्वाचे आहे

#### संदर्भ

- १ संदर्भ एक डेली इकॉनॉमिक टाइम्स २०२०
- २ दै लोकसत्ता २०२०
- ३ भारत सरकार २०२० एज्युकेशन पॉलिसी रिपोर्ट
- ४ दैनिक सकाळ ३०/ १/ २०१९
- ५ हे शिक्षण आहे तरी कोणासाठी - प्राध्यापक एन डी

पाटील



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## नवीन राष्ट्रीय शिक्षण धोरणातील विज्ञान-तंत्रज्ञान व नावीन्यपूर्ण शैक्षणिक उपक्रम

प्रा.व्यंकट संदीपान बिरादार

राज्यशास्त्र विभाग

महाराष्ट्र महाविद्यालय, निलंगा

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राष्ट्रीय शिक्षण धोरण २०२० हे २१ व्या शतकातील पहिलेच शैक्षणिक धोरण आहे. या नवीन राष्ट्रीय शैक्षणिक धोरणाचे ध्येय हे देशातील विकासासंदर्भातील ज्या वाढत्या आवश्यकता आहेत त्याच्या पूर्ततेसाठी आवश्यक त्या उपाययोजना करणे हे आहे. या धोरणामध्ये २१ व्या शतकातील शिक्षणाच्या महत्त्वांक्षी उद्दिष्टांशी सुसंगत अशी नवीन प्रणाली तयार करण्यासाठी भारताच्या परंपरा व मूल्य यावर भर देऊन शैक्षणिक रचनेचे नियमन आणि व्यवस्थापन यासह या रचनेच्या सर्व पैलूंमध्ये बदल आणि सुधारणा प्रस्तावित आहेत. तसेच यामध्ये प्रत्येक व्यक्तीच्या सृजन क्षमतेच्या विकासावर पण जास्त भर दिला आहे. शिक्षणाचे ध्येय केवळ आकलन क्षमता, साक्षरता आणि संख्याज्ञान या मूलभूत क्षमता आणि उच्च दर्जाच्या तार्किक आणि समस्या निराकरण क्षमताच नव्हे तर सामाजिक, नैतिक आणि भावनिक क्षमतांच्या विकासाचे ध्येय साध्य करणे हेही आहे आणि यासाठी विज्ञान आणि तंत्रज्ञानाचा प्रभावी उपयोग करणे हे ही याचे एक महत्त्वाचे उद्दिष्ट्य आहे.

**नवीन राष्ट्रीय शिक्षण धोरण २०२० मध्ये विज्ञान तंत्रज्ञानाच्या सहभागाची आवश्यकता:**

सध्याच्या काळात भारत माहिती व प्रसार तंत्रज्ञानात आणि इतर अत्याधुनिक क्षेत्रामध्ये जगाचे नेतृत्व करीत आहे. डिजीटल भारत मोहिमेचे यश म्हणून संपूर्ण राष्ट्राचे एका डिजीटलदृष्ट्या सक्षम आणि ज्ञानावर आधारित अर्थव्यवस्थेमध्ये रूपांतर करायला मदत होत आहे. शैक्षणिक प्रक्रिया आणि निष्पत्ती यामध्ये सुधारणा करण्यामागे तंत्रज्ञानाचे खूप मोठे योगदान असेल.

**नवनवीन तंत्रज्ञानाच्या शोधामुळे शिक्षण प्रक्रियेत प्रभावी बदल दृष्टिपथात:**

सध्या शैक्षणिक बाबतीत येऊ घातलेल्या तंत्रज्ञानातील

शोधाचा परिणाम म्हणून शिक्षण प्रक्रिया खूपच प्रभावकारी बनत चालली आहे. आर्टिफिशियल इंटेलिजन्स मशीन लर्निंग, ब्लॉकचेन्स, स्मार्ट बोर्ड्स, हस्तचलित कॅम्प्युटींग डिव्हायसेस या व यासारख्या अनेक सॉफ्टवेअर आणि हार्डवेअरच्या शोधामुळे अध्ययन-अध्यापन प्रींयेसोबतच एकूणचे शिक्षण प्रींयेत खूप मोठा बदल अपेक्षित आहे.

#### NETF च्या माध्यमातून गुणवत्ता वाढीसाठी प्रयत्नः

तंत्रज्ञानाचा वापर करून शाळा आणि उच्च शिक्षण या दोन्हीतील अध्ययन, मूल्यांकन, नियोजन आणि प्रशासन इत्यादीची गुणवत्ता वाढविण्याच्या दृष्टीने मुक्तपणे विचारांची देवाणघेवाण करण्यासाठी एक व्यासपीठ उपलब्ध असावे, या विचाराने National Educational Technology Forum (NETF) अर्थात राष्ट्रीय शैक्षणिक तंत्रज्ञान मंच या स्वायत्त संस्थेची स्थापना केली जाईल. NETF या संस्थेला पुढील प्रकारची कार्ये करावी लागतील.

- केंद्र आणि राज्य सरकारच्या संस्थांना तंत्रज्ञानावर आधारित हस्तक्षेपाबद्दल पुराव्यासह स्वतंत्र सल्ला प्रदान करणे.
- शैक्षणिक तंत्रज्ञानामध्ये बौद्धिक आणि संस्थात्मक क्षमता विकसित करणे.
- या क्षेत्रातील धोरणात्मक भर देण्याच्या विभागाची परिकल्पना करणे.
- संशोधन आणि नावीन्यपूर्ण उर्पा मासाठी नवीन दिशा स्पष्ट करणे.

याबरोबरच संस्था शैक्षणिक तंत्रज्ञानाचे नवप्रवर्तक आणि अभ्यासकासह एकापेक्षा अधिक स्रोतांकडून नियमीतपणे डेटा मिळवीत राहिल आणि डेटाचे विश्लेषण करण्यासाठी संशोधकाच्या विविध गटांसोबत काम करेल.

#### शैक्षणिक सॉफ्टवेअर विकसित करणेः

तंत्रज्ञानाचा वापर करून अध्ययन अध्यापन आणि मूल्यांकन प्रींया सुधारणे, शिक्षणाची उपलब्धता वाढविणे, विद्यार्थ्यांचे प्रवेश, उपस्थिती, मूल्यांकन इत्यादी सोबतच शैक्षणिक नियोजन, व्यवस्थापन आणि प्रशासन सुलभ करणे या उद्दिष्टांच्या पूर्ततेसाठी अनेक प्रकारचे शैक्षणिक सॉफ्टवेअर विकसित केले जातील. भारतातील सर्व प्रमुख भाषांमध्ये ती उपलब्ध असतील. तसेच ते दुर्गम भागातील नागरिक आणि दिव्यांगांना सुद्धा हाताळता येतील. NCERT, CIET, CBSE, NIOS आणि इतर संस्था इत्यादीतील ज्ञानसाठा सर्व प्रादेशिक भाषांमध्ये विकसित करून ते DIKSHA प्लॅटफॉर्मवर अपलोड केले जाईल. तसेच ते SAWAYAM सारख्या तंत्रज्ञानाधारित शैक्षणिक प्लॅटफॉर्म शाळा आणि उच्च शिक्षणामध्ये अधिक चांगल्या प्रकारे समाविष्ट केले जाईल.

#### आभासी वास्तविकतेचा वापर (Virtual Reality):

राष्ट्रीय शिक्षण धोरण २०२० हे अशा वेळी तयार केले गेले आहे जेव्हा कृत्रिम बुद्धिमत्ता (Artificial Intelligence) ३D/ ७D आभासी वास्तविकता (Virtual Reality) हे एक निर्विवादपणे क्रांतिकारी तंत्रज्ञान म्हणून उदयास आले आहे. उदयोन्मुख तंत्रज्ञानाचे, त्यांच्या क्षमता आणि उलथापालथ घडवण्याचा अंदाजित कालावधी यानुसार वर्गीकरण करणे आणि हे विश्लेषण वेळोवेळी कडे सादर करणे हे NETF चे कायमस्वरूपी काम असेल.

मशीन लर्निंगसारख्या मूलभूत क्षेत्रामध्ये तसेच बहुशाखीय क्षेत्रे, आरोग्य, कृषी, सेवा आणि कायदा यासारख्या व्यावसायिक क्षेत्रामध्ये पीएच.डी. आणि मास्टर्स कार्यक्रम उपलब्ध करून देण्याचे उद्दिष्ट विद्यापीठांसमोर असेल. विद्यापीठे SWAYAM सारख्या प्लॅटफॉर्मवर हे अभ्यासिंम तयार करू शकतील आणि त्याचा प्रचार करू शकतील. याचा अवलंब जलद गतीने होण्याकरता HEIs कडून पदवीपूर्व व व्यावसायिक शिक्षण कार्य्यांमाच्या ऑनलाईन अभ्यासक्रमाची सांगड पारंपरिक अध्यापनाबरोबर घातली जाईल. तंत्रज्ञानाच्या संभाव्य परिणामाबद्दल जनतेत जागरूकता निर्माण करणेः

नावीन्यपूर्ण तंत्रज्ञानाच्या उदयाबरोबर त्यांच्या संभाव्य परिणामाविषयी सर्वसाधारण जनतेमधील जागरूकता वाढविण्यासाठी वा त्याच्याशी संबंधित समस्यांचे निराकरण करण्यासाठी शालेय शिक्षण आणि निरंतर शिक्षणाची मदत होईल. या तंत्रज्ञानाशी संबंधित बाबीवर माहितीपूर्वक सामाजिक संमती मिळणे यादृष्टीने ही जागरूकता महत्त्वाची आहे. शाळांमध्ये चालू घडामोडी आणि नैतिक समस्या यांचा अभ्यास करताना क्रांतिकारी चर्चेचा त्यामध्ये समावेश केला जाईल.

#### AI आधारित तंत्रज्ञानाचा विकास व उपयोजनः

AI आधारित तंत्रज्ञानासाठी डेटा हे प्रमुख इंधन आहे. डेटा हाताळणे, डेटा संरक्षण इत्यादींशी संबंधित गोपनीयता, कायदे आणि मानके यांच्याशी जोडलेल्या समस्यांविषयी जागरूकता निर्माण करणे अतिशय महत्त्वाचे आहे. या जागरूकता निर्मितीमध्ये शिक्षणाची भूमिका खूप महत्त्वाची असेल. स्वच्छ व अक्षय उर्जा, पाणी संरक्षण, शाश्वत शेती, पर्यावरणाचे संरक्षण यासारख्या उर्पांमुळे जीवन जगण्याच्या पद्धतीत व विद्यार्थ्यांना शिकवण्याच्या पद्धतीत बदल होणे अपेक्षित आहे. म्हणून शिक्षणामध्ये अशा क्रांतिकारी तंत्रज्ञानाकडे देखील प्राधान्याने लक्ष दिले जाईल.

#### ऑनलाईन (Online) शिक्षणः

शिक्षकांना विद्यार्थ्यांच्या प्रगतीवर नजर ठेवण्यासाठी संरचित,

वापरण्यास सोप्या, समृद्ध सहाय्यक साधनांचा संच प्रदान करण्यासाठी स्वयंम, दिक्षा, अशा समर्पक विद्यमान ई-अध्ययन प्लॅटफॉर्मचा विस्तार केला जाईल. झूम (ZOOM) सारखी टू वे व्हिडिओ आणि टू-वे ऑडिओ इंटरफेस असणारी ॲप्स ऑनलाईन वर्ग होण्यासाठी महत्त्वपूर्ण भूमिका अलिकडे बजावताना दिसत आहेत.

#### व्हर्च्युअल प्रयोगशाळा:

व्हर्च्युअल प्रयोगशाळा तयार करण्यासाठी दिक्षा (DIKSHA), स्वयंम (SWAYAM) आणि स्वयंप्रभा (SWAYAPRABHA) यासारख्या विद्यमान ई-लर्निंग प्लॅटफॉर्मचा उपयोग केला जाईल. जेणेकरून सर्व विद्यार्थ्यांना दर्जेदार प्रात्यक्षिकांचा अध्ययन अनुभव घेता येईल.

#### ऑनलाईन मूल्यांकन आणि परीक्षा पद्धती:

वाढत्या शैक्षणिक तंत्रज्ञानामुळे अलिकडच्या काळात विद्यार्थ्यांचे मूल्यांकन ऑनलाईन पद्धतीने अचूक व जलद पद्धतीने करण्यासाठी मदत होत आहे. राष्ट्रीय मूल्यांकन केंद्र किंवा परख सारख्या प्रस्तावित संस्था शालेय बोर्डस, NTA किंवा इतर मान्यप्राप्त संस्था क्षमता, पोर्टफोलिओ, रूबिक्स, मानक मूल्यांकने आणि मूल्यांकनाचे विश्लेषण यांच्या रचनेसह मूल्यांकनाच्या आराखड्याची रचना आणि अंमलबजावणी तयार करतील. २१ व्या शतकातील कौशल्यावर लक्ष केंद्रीत करून शैक्षणिक तंत्रज्ञान वापरून मूल्यांकनाचे नवीन मार्ग निश्चित करण्यासाठी अभ्यास हाती घेतले जातील.

एकूणच २०२० साली आलेले हे नवीन राष्ट्रीय शैक्षणिक धोरण शिक्षण प्रणालीत आमूलाग्र बदल घडवून आणण्यासाठी सज्ज आहे. या शैक्षणिक विकासामध्ये तंत्रज्ञानातील विकासाचाही खूप मोठा हातभार आहे. शैक्षणिक क्षेत्रात येऊ घातलेल्या नवनव्या ट्रेंडसना वेळोवेळी आत्मसात केले गेले तर शिक्षण प्रक्रिया प्रवाही आणि गतिमान होऊ शकेल. यासाठी शिक्षण प्रक्रिया व आणि शैक्षणिक तंत्रज्ञान यांची सांगड घालणे हे केवळ क्रमप्राप्त ठरले आहे. यापूर्वी जेव्हा शैक्षणिक धोरणे राबवली गेली तो काळ तंत्रज्ञानाच्या प्रगतीबाबतीत कोसोदूर होता. म्हणून त्या धोरणात तंत्रज्ञानाचा सहभाग केवळ अशक्य होता. पण अलिकडच्या काळात तंत्रज्ञानाची जी अफाट प्रगती झाली आहे तिच्या हातात हात घालूनच शिक्षण प्रक्रियेचे मार्गक्रमण करणे आवश्यक आहे आणि म्हणूनच नवीन राष्ट्रीय शिक्षण धोरण २०२० मध्ये तंत्रज्ञानाचा शैक्षणिक विकासासाठी स्वीकार करणे अनिवार्य ठरले आहे.

#### संदर्भ सूची

- १) राष्ट्रीय शिक्षण धोरण २०२०, शिक्षण मंत्रालय, भारत सरकार
- २) विविध वर्तमानपत्रे व मासिके
- ३) www.swayam.gov.in
- ४) https://diksha.gov.in

## नवीन राष्ट्रीय शैक्षणिक धोरण २०२० एक अभ्यास

प्रा. डॉ. बालासाहेब शिवाजी पवार

वाणिज्य विभाग,

माधवराव पाटील महाविद्यालय पालम. जी. परभणी

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#### प्रास्ताविक:-

आजच्या एकविसाव्या शतकामध्ये घडून येणाऱ्या बदलाकडे बघताना या बदलामुळे निर्माण झालेल्या समाजाला तंत्र विज्ञानाच्या प्रगतीमुळे उपलब्ध झालेल्या ज्ञानाचा सोयी सुविधांचा वापर शिक्षणात केला गेलेला आहे. ब्रिटिश सरकारने शैक्षणिक धोरण राबवून आतापर्यंत त्याच धोरणानुसार शिक्षण दिल्या जात आहे. या संदर्भात वेळोवेळी नवनवीन धोरणांची अंमलबजावणी करून त्यात सुधारणा करण्यासाठी शैक्षणिक धोरण मांडण्यात आलेले आहेत. या धोरणांचा अभ्यास या लेखात करण्यात येणार आहे.

#### संशोधनाची उद्दिष्टे:

प्रस्तुत शोधनिबंधामध्ये विविध शैक्षणिक धोरणांचा आढावा घेऊन अभ्यास करण्यात आलेला आहे.

- १) भारतातील शिक्षण प्रणालीचा अभ्यास
- २) नवीन शैक्षणिक धोरणाची पार्श्वभूमी अभ्यासणे.
- ३) नवीन शैक्षणिक धोरण २०२० ची उद्दिष्टे अभ्यासणे.
- ४) राष्ट्रीय शिक्षण आयोग

#### संशोधन पद्धती :-

प्रस्तुत शोधनिबंधाचा अभ्यास करण्याकरिता प्रामुख्याने दुय्यम साधन सामग्रीचा आधार घेऊन माहिती गोळा करण्यात आली आहे. याकरिता विविध संदर्भ ग्रंथ, विविध पुस्तके, मासिके, वृत्तपत्रे व संकेतस्थळाचा आजार घेऊन विश्लेषणात्मक तसेच वर्णनात्मक संशोधन पद्धतीचा अवलंब करण्यात आला आहे

#### भारतातील शिक्षण प्रणालीचा अभ्यास

भारतीय राज्यघटनेच्या राज्य धोरणाची दिशादर्शक तत्वे (DPSP) Directive principle of State policy अनुसार भाग ४, कलम ४५ आणि ३९(F) मध्ये राज्य मान्य आणि सर्वांना न्याय व प्रवेश योग्य शिक्षणाची तरतूद आहे.

१९७६ च्या ४२ व्या घटना दुरुस्ती कायद्याने शिक्षणास राज्य यादीतून समवर्ती यादीमध्ये स्थानांतरित केले गेले.

### पहिले शैक्षणिक धोरण १९६८

इ.स.१९६४ मध्ये कोठारी आयोगाच्या आयोगाची स्थापना करण्यात आली. कोठारी आयोगाने केलेल्या शिफारशी विचारात घेऊन भारतामध्ये स्वातंत्र्यानंतर १९६८ मध्ये देशाचे पहिले शैक्षणिक धोरण इंदिरा गांधी सरकारमध्ये मांडण्यात आले. १०+२+३ शैक्षणिक प्रणाली स्वीकारण्यात आलेली होती. त्यासोबतच त्रिभाषा सूत्र अवलंबण्यात आलं होतं. यात प्रथम भाषा मात्र भाषा, द्वितीय भाषा राष्ट्रभाषा (हिंदी) तृतीय भाषा म्हणून इंग्रजीचा स्वीकार करण्यात आलेला होता.

### दुसरे शैक्षणिक धोरण १९८६

वरील सर्व शिफारशी विचारात घेऊन १९८६ मध्ये दुसरे शैक्षणिक धोरण राजीव गांधी सरकारने मांडले. या धोरणामध्ये चविशेषतः भारतीय महिला, अनुसूचित जमाती, (SC) अनुसूचित (ST) समुदायासाठी अ समानता दूर करण्यासाठी आणि शैक्षणिक संधी समान करण्यावर विशेष भर दिला गेलेला आहे. या धोरणात असलेल्या उणिवा दूर करण्याकरिता १९९२ मध्ये पी व्ही नरसिंहराव सरकारने बदल सुचवला आणि काही सुधारणा करण्यात आल्या.

२००२ मधील ८६ व्या घटनादुरुस्तीने मूलभूत अधिकारांच्या कलम २१-ए अंतर्गत शिक्षणाला अंमलबजावणीचा हक्क बनविला. ६ ते १४ वयोगटातील सर्व मुलांना प्राथमिक शिक्षण देण्यासाठी राईट टू एज्युकेशन Right to education (RTE) २००९ मध्ये लागू करण्यात आले आहे. या अधिनियमात सर्व शिक्षा अभियान, मध्याह्न भोजन योजना, नवोदय विद्यालय, केंद्रीय विद्यालय यासारख्या सरकारी उपक्रमात समाजातील वंचित घटकासाठी २५% आरक्षण देण्यात आले आहे.

### नवीन शैक्षणिक धोरणाची पार्श्वभूमी

केंद्राच्या मनुष्यबळ विकास मंत्री श्रीमती स्मृती इराणी यांनी २०१५ मध्ये नव्या शैक्षणिक सुधारणा मान्य करण्याच्या दृष्टिकोनातून ऑक्टोबर २०१६ मध्ये धोरण मांडले. यावर जनतेकडून सुधारणा मागवण्यात आल्या. मात्र हे धोरण मंजूर होऊ शकले नाही यामध्ये बऱ्याच प्रमाणात अडथळे निर्माण झाले. या धोरण निर्मितीचे प्रमुख टी एस आर सुब्रमण्यम हे होते.

### नवीन राष्ट्रीय शैक्षणिक धोरण २०२०

३४ वर्षांनंतर आणि २१ व्या शतकातील पहिली शैक्षणिक सुधारणा २०२० मध्ये करण्यात आली. २९ जुलै २०२० रोजी विद्यमान भारतीय शिक्षण पद्धतीत अनेक बदल घडवून आणण्याच्या उद्देशाने

मंत्रिमंडळाने नवीन राष्ट्रीय शैक्षणिक धोरणाला मान्यता दिली.

नवीन राष्ट्रीय शैक्षणिक धोरण २०२० धोरणासाठी पुन्हा दुसरा प्रयत्न के.कस्तुरी रंगन यांच्या अध्यक्षतेखाली कमिटी बनवून करण्यात आले.

भारताला जागतिक ज्ञान महासत्ता बनविणे हे नवीन राष्ट्रीय शैक्षणिक धोरण २०२० चे अंतिम उद्दिष्ट आहे. मनुष्यबळ विकास मंत्रालयाचे नाव बदलून शिक्षण मंत्रालय ठेवले गेले. स्वातंत्र्यानंतर म्हणजेच १९४७ पासून भारतातील शिक्षण प्रणालीतील हा तिसरा मोठा बदल आहे.

National education policy (NEP) २०२० च्या अगोदर म्हणजेच १९६८ आणि १९८६ मध्ये शैक्षणिक यंत्रणेत सुधारणा झाली. शालेय शिक्षणातील गुंतवणुकीमध्ये लाक्षणिक वाढ करणे नवनवीन उपक्रम राबविणे असे धोरण ठरविले गेले. नवीन शैक्षणिक धोरण २०२० मध्ये बदल झालेले आहेत.

१) ई.स.२०२५ पर्यंत पाचवी व त्यापुढील इयत्तेतील प्रत्येक विद्यार्थ्यास पायाभूत साक्षरता व तंत्रज्ञान आत्मसात होत असल्याची दक्षता घेणे.

२) शालेय शिक्षणासाठी ५+३+३+४ रचनेवर आधारित बौद्धिक विकास व अध्ययनाच्या तत्त्वावर आधारित अभ्यासक्रम व अध्यापन शास्त्र रचना विकसित करण्यात आली आहे. नवीन शैक्षणिक धोरणानुसार शिक्षण पद्धतीत बदल केले आहेत. शिक्षण कसा असेल? हा प्रश्न निश्चितच आपणाला पडला असेल. निश्चितच शाखानी सुसज्ज असलेल्या उच्च शिक्षण संस्थांमध्ये स्तरानुसार व विषयवार राबवण्यात येणारा एकीकरण केलेला चार वर्षांचा बॅचलर ऑफ एज्युकेशन हा अभ्यासक्रम शिक्षकांना पूर्ण करणे गरजेचे आहे. शिक्षक होण्याचा हा प्रमुख मार्ग असेल. दुय्यम दर्जाच्या व अकार्यक्षम शिक्षक शिक्षण संस्था बंद करण्यात येतील.

### नॅशनल रिसर्च फाउंडेशन

नवीन संशोधन व्हावे या उद्देशाने नव संशोधनाच्या कल्पना वेगाने देशभर विचलित व्हाव्यात यासाठी नॅशनल रिसर्च फाउंडेशन ची स्थापना करण्यात येईल.

या धोरणाच्या माध्यमातून सर्वच भारतीय भाषांचे संवर्धन वृद्धी व चैतन्य अभाधित राहिल.

### राष्ट्रीय शिक्षण आयोगः

पंतप्रधानाच्या अध्यक्षतेखाली राष्ट्रीय शिक्षण आयोग किंवा नॅशनल एज्युकेशन कमिशन ची स्थापना करण्यात येईल. हा आयोग भारतातील शैक्षणिक दूरदृष्टीचा परिरक्षक असेल. सन २०३० पर्यंत पूर्व शाळेतील माध्यमिक स्तरापर्यंत शिक्षण १००% ग्राँस इनरोलमेंट

रेशिओ (GER) प्रमाणे सार्वत्रिक केले गेले आहे.

१०+२ ही सद्य शिक्षण प्रणाली नवीन व सुधारित ५+३+३+४ रशनेद्वारे अनुक्रमे ३ ते ८, ८ ते ११, ११ ते १४, आणि १४ ते १८ वयोगटातील परस्पर बदलली जाईल.

नवीन शैक्षणिक धोरण २०२० प्रणालीनुसार बारा वर्षांचे शिक्षण तीन वर्षे

\*अंगणवाडी/पूर्व शालेय शिक्षणासह असेल.

\*दहावी आणि बारावीच्या बोर्ड परीक्षा अधिक सुलभ केल्या जातील आणि तिथे शिकण्याऐवजी मुख्य कार्यक्षमतेवर अधिक भर दिला .

\*सर्व विद्यार्थ्यांना या परीक्षा दोनदा घेण्यास परवानगी दिली जाईल.

\*शाळा मधील शैक्षणिक प्रवाह अवांतर क्रिया आणि व्यावसायिक प्रवाह यांच्यात कोणतेही कठोर वेगळेपणा असणार नाही.

\*इयत्ता सहावीपासून इंटरशिप सह व्यावसायिक शिक्षणाची तरतूद.

\*मातृभाषा/प्रादेशिक भाषा पाचवी पर्यंत शिक्षण देण्यासाठी वापरली जाईल.

\*कोणत्याही विद्यार्थ्यांवर कोणतीही भाषा कठोरपणे लादली जाणार नाही.

\*शिक्षकांसाठी राष्ट्रीय शैक्षणिक अभ्यासक्रम (NCTE) द्वारा प्रोग्राम केले जाईल.

\*चार वर्षे एकात्मिक बीएड २०३० पर्यंत पदवी अभ्यासक्रम अध्यापनासाठी किमान पदवी पात्रता असेल.

\*उच्च शिक्षण अंडरग्रॅज्युएट कोर्स ३ते४ वर्षांच्या लवचिक अभ्यासक्रमासह एकाधिक एक्झिट ऑप्शनसह आणि वेगवेगळ्या स्तरावर प्रमाणपत्रासह दिले जातील. एम फिल अभ्यासक्रम बंद केले जातील.

उच्च शिक्षण आयोग हायर एज्युकेशन कमिशन ऑफ इंडिया (HECI) ची स्थापना केली जाईल.

सार्वजनिक आणि खाजगी दोन्ही उच्च शिक्षण संस्था समान निकषाद्वारे संचलित केल्या जातील. यामध्ये चार स्वतंत्र विभाग असतील.

१) नियमक चौकटीची देखभाल करण्यासाठी राष्ट्रीय उच्च शिक्षण नियमक परिषद NHERC

२) सर्वसाधारण शैक्षणिक परिषद (GEC) मानक सेटिंग्ज देखरेखी साठी.

३) वित्तपुरवठा साठी उच्च शिक्षण अनुदान परिषद HEGC

४) अधिकृत मान्यता मिळवण्यासाठी नॅशनल क्रेडिटि कौन्सिल NAC महाविद्यालयांची सवलग्नता प्रणाली पंधरा वर्षात संपुष्टात आणली जाईल.

आणि महाविद्यालयांना श्रेणीबद्ध स्वायत्तता देण्याची यंत्रणा राबवली जाईल.

भविष्यात प्रत्येक महाविद्यालयाचा स्वायत्त पदवी देणारा महाविद्यालय किंवा विद्यापीठाचा घटक म्हणून विकसित होणे अपेक्षित आहे.

### निष्कर्ष

नवीन शैक्षणिक धोरण अभ्यासल्यावर असे दिसते की वरवर पाहता प्रचलित शैक्षणिक धोरण देशातील प्रत्येक नागरिकांच्या जीवनात शैक्षणिक व सामाजिक बदल घडून आणणारे दिसते. परंतु भारत हा कृषिप्रधान देश म्हणून ओळखला जातो या ठिकाणची ग्रामीण आणि नागरी लोकांमध्ये योग्य ताळमेळ घातलेला दिसून येत नाही. त्याचप्रमाणे हे शैक्षणिक धोरण संस्था, शिक्षक व विद्यार्थी यांना प्रगती होण्याऐवजी नुकसानीचेच ठरणारे दिसून येते. या शैक्षणिक धोरणावर राष्ट्रीय उत्पन्नाच्या ६% खर्च करण्याचे दिसून येते, परंतु यापूर्वीच्या कोठारी आयोगाने सुद्धा हीच आशवासने दिली होती.

अजूनही यामध्ये सुधारणा झालेली नाही. नवीन शैक्षणिक धोरण मुळे शिक्षणाचे व्यापारीकरण करण्याचा ओघ सरकारचा दिसून येतो.

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१) ह.ना.जगताप,(२०१०),प्रगत शैक्षणिक तंत्रज्ञान.नित्य नूतन प्रकाशन पुणे.

२) डॉ.द. ना.धनागरे, उच्च शिक्षण ध्येयवादाकडून बाजारपेठेकडे, वांड:मय प्रकाशन, पुणे.

३) श्री. रा. तू. भगत, उद्याचे शिक्षण अंतरंग आणि आव्हाने, राज प्रकाशन पुणे.

४) GOI.२०२०. national education policy २०२०. New Delhi.Ministry of human resource development.

५) Deb,Palash.२०२०. season for foreign uni- versity in the national education policy २०२०: Acritique. New Delhi. Rajiv Gandhi institute for contemporary studies.

६) <https://www.education.gov.in>

७) <https://www.shaleysishikshan.in>

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## राष्ट्रीय शैक्षिक धोरण- २०२० उच्च - शिक्षणातील नवीन प्रवाह

रवी अंजीरराव सुरवसे  
राज्यशास्त्र विभाग,  
महाराष्ट्र महाविद्यालय निलंगा

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राष्ट्रीय शैक्षणिक धोरण २०२० हे नव्या शतकातले हे पहिले शैक्षणिक धोरण असून ३४ वर्षां जून्या १९८६ च्या शिक्षणावरच्या राष्ट्रीय धोरणाची जागा नवे धोरण घेणार आहे. सर्वांना संधी निःपक्षपात दर्जा परवडणारे आणि उत्तरदायित्व या स्तंभावर याची सांगड घालण्यात आली आहे. महाविद्यालयात शिक्षा अधिक समग्र बहू शाखीय २१ व्या शतकाच्या, गरजाना अनुरूप करत भारताचे चैतन्यशील प्रज्ञावंत समाज आणि जागतिक ज्ञान महासत्ता म्हणून परिवर्तन घडवण्याचा आणि प्रत्येक विद्यार्थ्यांच्या अगळ्या क्षमता पूढे आणण्याचा या धोरणाचा उद्देश आहे. व्यवसायिक शिक्षणासह उच्च शिक्षणामध्ये सकल नोंदणी गुणोत्तर २६.३%(२०१८) वरून २०३५ सालापर्यंत ५०% पर्यंत वाढवण्याचे NEP (२०२०) उद्दिष्ट आहे. उच्च शिक्षण संस्था मध्ये ३.५ कोटी नवीन जागा वाढवण्यात येतील.

उच्च शैक्षणिक संस्थांचे रूपांतर विशाल, उत्तम स्रोत असलेल्या, सळसळत्या बहुविषयी संस्थांमध्ये केले जाईल. यात उच्च गुणवत्तेचे शिक्षण, संशोधन आणि समुदाय प्रतिबद्धता असेल. विद्यापीठाच्या परिभाषेत बहुविद्य संस्था येतील ज्यात संशोधन केंद्रीत विद्यापीठे ते शिक्षण-केंद्रीत विद्यापीठे आणि स्वायत्त पदवी-प्रदान करणारी महाविद्यालये असा विस्तार असेल. महाविद्यालयांची संलग्नता १५ वर्षांत टप्पाटप्प्याने समाप्त केली जाणार आहे आणि महाविद्यालयांना पातळी-आधारीत यंत्रणेच्या माध्यमातून श्रेणीबद्ध स्वायत्तता देण्यात येईल. कालांतराने प्रत्येक महाविद्यालय एकत स्वायत्त पदवी देणारे महाविद्यालय किंवा विद्यापीठाचे घटक महाविद्यालय म्हणून विकसित होईल.

सध्या संपूर्ण देशामध्ये कोविड-१९ झालेला प्रसार लक्षात घेवून शिक्षण धोरण तयार करताना पर्यायी शैक्षणिक पध्दतीचा

व्यापक विचार करण्यात आला आहे. त्यामुळे सर्वकष ऑनलाईन शिक्षण आणि डिजिटल शिक्षणाला चालना देण्यासाठी आलेल्या शिफारशी विचारात घेवून शैक्षणिक सज्जता सूनिश्चित केली जाणार आहे. सध्याच्या महामारीच्या काळामध्ये वैयक्तिकरितीने परंपरागत पध्दतीने शिक्षण देणे शक्य नाही. त्यामुळे दर्जेदार शिक्षणासाठी, पर्याय शोधण्यात आले आहेत. मनुष्यबळ विकास मंत्रालयामध्ये ई-शिक्षणाची आवश्यकता पूर्ण करण्यासाठी शालेय आणि उच्च शैक्षणिक वर्गासाठी डिजिटल पायाभूत सुविधा, शैक्षणिक सामुग्री तयार करणारे विभाग आणि डिजिटल ? शिक्षणसाठी समर्पित विभाग तयार केले जातील.

भारतीय उच्च शिक्षण आयोगाची (HECI) स्थापना करण्यात येईल. वैद्यकीय आणि कायदेशीर शिक्षण वगळता उच्चशिक्षणाशी संबंधित एकमेव उच्च संस्था असेल. एचईसीआय चे ४ स्वतंत्र घटक असतील-नियमनासाठी राष्ट्रीय उच्च शिक्षण नियामक परिषद (एनएचईआरसी) दर्जात्मक व्यवस्थेसाठी जनरल एज्युकेशन कौन्सिल (जीईसी) निधीसाठी उच्च शिक्षण अनुदान परिषद (एचईआयसी) आणि मुल्यांकनासाठी राष्ट्रीय मूल्यांकन परिषद (नॅक) (NAAC) असेल. एचईआयसी तंत्रज्ञानाच्या मदतीने हस्तक्षेप (फेसलेस इन्टरव्हेंशन) करेल आणि एचईआयसीला अधिकार असतील. सार्वजनिक आणि खाजगी उच्चशिक्षण संस्था याच नियम, मूल्यांकन आणि शैक्षणिक मानदंडांद्वारे संचलित केल्या जातील.

एनईपीने प्रेरित, उत्साही आणि क्षमता निर्माण करणाऱ्या अध्यापकांच्या नियुक्तीसाठी स्पष्टपणे परिभाषित स्वातंत्र्य, पारदर्शी पध्दतीने नियुक्ती करण्याची शिफारस केली आहे. अभ्यासक्रम/ अध्यापनाचे स्वातंत्र्य, उत्कृष्टतेला उत्तेजन देणे, संस्थात्मक नेतृत्वाला मदत केली जाईल. मुलभूत निकषांप्रमाणे काम न करणाऱ्या अध्यापकांना जबाबदार ठरवले जाईल. एससी.एसटी. ओबीसी आणि एसईडीजी विद्यार्थ्यांच्या गुणवत्तेस प्रोत्साहन देण्याचे प्रयत्न केले जातील. राष्ट्रीय शिष्यवृत्ती पोर्टलचा विस्तार करून शिष्यवृत्ती प्राप्त विद्यार्थ्यांच्या प्रगतीचा मागोवा घेतला जाईल. खाजगी संस्थांना देखील मोठ्या प्रमाणावर शिष्यवृत्ती देण्यासाठी प्रोत्साहन दिले जाईल. एका राष्ट्रीय मार्गदर्शक मोहिमेची (नॅशनल मिशन फॉर मॅन्टॉरिंग) स्थापना करण्यात येईल. यात उत्कृष्ट कामगिरी बजावलेल्या ज्येष्ठ/निवृत्त अध्यापकांचा समावेश असेल. भारतीय भाषांमध्ये ? शिकवणारे शिक्षकही यात असतील-जे थोड्या आणि दीर्घ काळासाठी मार्गदर्शक म्हणून/ विद्यापीठे/ महाविद्यालयीन शिक्षकांना मदत करतील.

शिक्षणाचे आंतरराष्ट्रीयीकरण संस्थात्मक सहकार्यातून करण्यात येवू शकते. तसेच विद्यार्थी आणि शिक्षक यांच्या



देवाणघेवाणीचा विचार करून करता येवू शकतो. त्यामुळे आपल्या देशामध्ये जगामधल्या अव्वल क्रमांकाच्या विद्यापीठांना प्रवेशाची परवानगी देण्यात येईल बाहेरच्या सर्वोत्कृष्ट विद्यापीठांना आपल्या देशात कॅम्पस उघडता येणार आहेत. उच्चशिक्षण प्रणालीमध्ये व्यावसायिक शिक्षण हा अनिवार्य आणि अविभाज्य भाग असेल, जी तंत्रज्ञान विद्यापीठे, आरोग्य विज्ञान विद्यापीठे, विधी-कायदा आणि कृषी विद्यापीठे आहेत. त्यांना आता बहुउद्देशीय संस्था बनवण्याचे उद्दिष्ट असणार आहे. शंभर टक्के तरूण आणि प्रौढ साक्षरता प्राप्त करण्याचे उद्दिष्ट या धोरणाचे आहे. शैक्षणिक क्षेत्रामध्ये सार्वजनिक गुंतवणूक वृद्धीसाठी केंद्र आणि राज्य सरकारे एकत्रित काम करणार आहेत. शक्य तितक्या लवकर ही गुंतवणूक जीडीपीच्या ६ टक्क्यांपर्यंत पोहोचावी. असा उद्देश यामागे आहे.

अगोदरच्या राष्ट्रीय शैक्षणिक धोरणानुसार एका वेळी एकाच शाखेचा अभ्यासक्रम करता येत होता. तर या नवीन २०२० राष्ट्रीय शैक्षणिक धोरणानुसार एका वेळी विविध शाखामधील विषयांचा अभ्यास करून पदावी प्राप्त करता येणार आहे या बदलामुळे साचेबंदपणा दूर होऊन विद्यार्थ्यांच्या क्षमता व आवडीनुसान शिक्षण मिळणार आहे. ही या शैक्षणिक धोरणांची महत्वपूर्ण बाब आहे. कला, क्रिडा, संगीत, योग व समाजसेवा यांचा एक्स्ट्र करीक्यूलम म्हणून समावेश न करता तो अभ्यासक्रमाचाच भाग असणार असल्यामुळे विद्यार्थ्यांच्या सर्वांगीत विकासास चालना मिळेल शिक्षणाबरोबर कौशल्य विकासही घडून येईल ही एक चांगली बाब शैक्षणिक धोरणाच्या नविन प्रवाहामध्ये दिसून येते.

**संदर्भ:-**

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- २) Simplified स्पर्धा परीक्षा मासिक (simplified year book २०२१ p.no.६७)
- ३) लोकसत्ता App २१-०८-२०२०
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## कौशल्याधारित, व्यवसायाभिमुख शिक्षण आणि रोजगारक्षमता

डॉ. सुचिता निवृत्तीराव किडीले

इतिहास विभाग,

मास्टर दीनानाथ मंगेशकर महाविद्यालय,

औराद शहाजानी ता.निलंगा जि.लातूर

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**प्रस्तावना :**

आज आपण समाजात वाढलेली बेरोजगारी पहातो. या वाढत्या बेरोजगारीला जबाबदार कोण ? आजची शिक्षणप्रणाली ? वाढती लोकसंख्या ? आजचे निर्माण करण्यात आलेले कायदेव्यवस्था ? नेतेमंडळी ? पालक ? की आपण स्वतः ? असे अनेक प्रश्न आपल्या डोळयासमोर उभे राहतात. पण हे प्रश्न आपल्याला सोडवायचे असतील तर प्रथम आपण सज्ज होऊन तशा पध्दतीचे शिक्षण घेतले पाहिजे. तरच त्यात बदल होईल. परिस्थिती नक्की बदलेल असे वाटते. उच्च शिक्षण प्रणालीमध्ये व्यावसायिक शिक्षण हा अनिवार्य आणि अविभाज्य भाग असेल.

महात्मा गांधीच्या मते आर्थिक विकास जर करायचा असले तर व्यावसायिक शिक्षण आवश्यक आहे. त्याबरोबरच हस्तकल आणि उद्योगावर भर देणे गरजेले आहे असे सांगत डॉ. झाकीर हुसने यांच्या अध्यक्षतेखाली महात्मा गांधीनी स्थापन केलेल्या वर्धा शिक्षण योजनेनुसार बेसिक शिक्षणासोबतच मुलोट्योगी शिक्षण, हस्तव्यवसाय शिक्षण, व्यावसायिक शिक्षण देणे आवश्यक आहे असे सांगितले. स्त्री शिक्षणासाठी पहिला महत्वाचा दुर्गाबाई देशमुख आयोग १९५८ मध्ये निर्माण करण्यात आला. या आयोगानुसार स्त्रियांसाठी व्यवसाय शिक्षण द्यावं अस सांगण्यात आल होत. माल्कम आदिशेषय्या यांच्या अध्यक्षतेखालील एक समिती (१९७७) मध्ये नेमली गेली. या समितीद्वारे व्यावसायिक शिक्षण व सर्वसाधारण शिक्षण असे दोन शिक्षणाचे पर्याय निर्माण केले जावेत असे सुचविले. राष्ट्रीय व राज्यस्तरीय व्यावसायिक शिक्षण परिषद असावी हे या समितीने सुचविले होते.

**व्यावसायिक शिक्षण :**

व्यावसायिक शिक्षण म्हणजे माध्यमिक व उच्च माध्यमिक महाविद्यालयीन स्तरावर विद्यार्थ्यांना त्यांच्यापुढील नोकरी रोजगार किंवा व्यवसायासाठी दिले जाणारे गुणवत्ता पूर्ण शिक्षण किंवा प्रशिक्षण होय.

व्यावसायिक शिक्षण घेणे आज काळाची गरज बनलेली आहे. विद्यार्थ्यांना त्यांच्या वैयक्तिक जीवनात स्वालंबी होणे यासाठी व्यावसायिक शिक्षण घेणे महत्वाचे आहे. भारतासारख्या विस्तृत व महान लोकसंख्या असणाऱ्या देशात व्यावसायिक शिक्षण खूप महत्वाचे आहे. कारण सध्याची युवकांची बेरोजगारी पाहता व्यावसायिक शिक्षण किंवा व्यवसाय पूर्ण प्रशिक्षणाची खूप गरज निर्माण झालेली पहावयास मिळते. व्यावसायिक शिक्षण घेतल्यामुळे नक्कीच बेरोजगारी कमी होईल आणि भारत देशाचा विकास होईल असे वाटते.

व्यावसायिक शिक्षणामुळे आपला उदरनिर्वाह चालणार आहे. कुटुंबाच्या व देशाच्या प्रगतीला हातभार लागणार आहे. अनेकांना व्यवसायात रोजगार निर्मिती होण्यास मदत मिळेल. उदा. ऑनलाईन, इतर ऑनलाईन व्यवहार, रिलायन्स अनेक इतर व्यवसाय अशा प्रकारचे उद्योग यशस्वी होण्यासाठी जर व्यावहारिक शिक्षण महाविद्यालय स्तरावर मिळाले तर देशाची प्रगती होण्यासाठी खूप मदत होईल. शिक्षण पध्दतीत प्रत्येक विद्यार्थी यश प्राप्त करील असे नाही. कारण सर्वजनच सारख्या बुद्धीमत्तेचे नाहीत. विद्यार्थ्यांच्या बुद्धीमत्तेचा विचार करून योग्य तो व्यवसाय शिक्षण व प्रशिक्षण कार्यक्रम राबवणे गरजेचे आहे. त्यामुळे विद्यार्थ्यांची विशिष्ट क्षेत्रातील रोजगार क्षमता वाढू शकते. कारण तो व्यावसायाशी निगडित सर्व कौशल्य आत्मसात केलेले असते. पदवी शिक्षण जेवढे महाग आहे त्यापेक्षा व्यावसायिक शिक्षण हे स्वस्त आहे. त्यामुळे ज्या विद्यार्थ्यांची आर्थिक स्थिती कमकुवत आहे असे विद्यार्थी व्यावसायिक शिक्षण घेऊन आपली आर्थिक स्थिती सुधारू शकतात.

१२ व्या पंचवार्षिक योजनेच्या (२०१२-१७) अंदाजानुसार औपचारिक व्यवस्था शिक्षण मिळालेल्या भारतीय कामगारांचे प्रमाण अतिशय कमी होते. तसेच व्यावसायिक शिक्षण घेणाऱ्या विद्यार्थ्यांची संख्या कमी असल्याचे कारण म्हणजे व्यावसायिक शिक्षणात यापूर्वी प्रामुख्याने ११-१२ वी इयत्ता ८ वी व त्यावरील शाळा सोडलेल्या विद्यार्थ्यांवर लक्ष होते. या व्यतिरिक्त ११-१२ वी पास होणाऱ्या विद्यार्थ्यांकडे निवडलेल्या व्यवसायामध्ये उच्च शिक्षण पुढे चालू ठेवण्यासाठी नेहमीच स्पष्ट असे मार्ग उपलब्ध नसतात. उच्च शिक्षणाची पात्रता असलेल्या विद्यार्थ्यांना प्रवेश देण्याच्या दृष्टीने बनवलेले नव्हते. ज्यामुळे मुख्यप्रवाह किंवा शैक्षणिक शिक्षणातील त्यांच्या समकक्ष विद्यार्थ्यांच्या तुलनेत या विद्यार्थ्यांना प्रतिकूल परिस्थितीचा

सामना करावा लागतो. यामुळे व्यावसायिक शिक्षण शाखेतील विद्यार्थ्यांसाठी शैक्षणिक उन्नतीचा मार्ग पुर्णपणे बंद झाला. जी समस्या नुकतीच २०१३ मध्ये राष्ट्रीय कौशल्य पात्रता आराखडा (रूचक्र) घोषित करून सोडवण्यात आली. मुळातच व्यावसायिक शिक्षण हे मुख्य प्रवाहातील शिक्षणापेक्षा हलक्या दर्जाचे शिक्षण न झेपणाऱ्या विद्यार्थ्यांसाठी आहे असे मानले गेलेले आहे. त्यामुळे विद्यार्थ्यांच्या निवडीवर परिणाम होतो. ही एक गंभीर समस्या असून भविष्यात विद्यार्थ्यांना व्यावसायिक शिक्षण कशा प्रकारे दिले जाईल. याच्या संपूर्णपणे कायापालट करूनच तिचे निराकरण केले जाऊ शकते.

व्यावसायिक शिक्षणाशी संबंध जोडल्या गेलेल्या सामाजिक दर्जाच्या उतरंडीवर मात करणे हे या धोरणाचे उद्दिष्ट आहे. सर्व शैक्षणिक संस्थामध्ये टप्याटप्याने व्यावसायिक शिक्षण कार्यक्रमाचे मुख्य प्रवाहातील शिक्षणामध्ये एकात्मिकरण करणे आवश्यक आहे. लहान वयातच पूर्व माध्यमिक व माध्यमिक शाळेत व्यावसायांची विद्यार्थ्यांना ओळख करून देण्यास सुरुवात करून गुणवत्तापूर्ण व्यावसायिक शिक्षणाचे उच्च शिक्षणात सहजपणे एकात्मिकरण केले जाईल. प्रत्येक मुल किमान एक व्यवसाय शिकेल आणि इतर अनेक व्यवसायांची त्याचा ओळख करून दिली जाईल. हे यात सुनिश्चित केले जाईल. यामुळे श्रमप्रतिष्ठा आणि भारतीय कला व कारागिरी यांचा समावेश असलेल्या विविध व्यवसायांचे महत्त्व यावर भर दिला जाईल.

व्यावसायिकांना तयार करण्यासाठी संबंधित शिक्षणामध्ये नीतिमुल्ये आणि सार्वजनिक उद्देशाचे महत्त्व तसेच शाखेच्या विषयाचे शिक्षण आणि व्यावहारिक शिक्षणाचा समावेश असणे आवश्यक आहे व्यावसायिक शिक्षण हे त्यामुळे एकुणच उच्च शिक्षण व्यवस्थेचा एक अविभाज्य भाग बनते. स्वतंत्र शैती, विद्यापीठे, कायदे विद्यापीठे, आरोग्य शाखा विद्यापीठे, तांत्रिक विद्यापीठ आणि इतर क्षेत्रातील एकट्या संस्था सर्वांगीण आणि बहुशाखीय शिक्षण देणाऱ्या बहुशाखीय संस्था बनवण्याचे उद्दिष्टे ठेवतील. एकतर व्यावसायिक किंवा सामाजिक शिक्षण देणाऱ्या सर्व संस्था २०३० पर्यंत एकसंधपणे आणि एकात्मिक पध्दतीने शिक्षण प्रदान करणाऱ्या संस्थामध्ये नैसर्गिकरित्या विकसीत होण्याचे लक्ष्य ठेवतील.

भारत हा कृषी प्रधान देश आहे. भारतात कृषीचे क्षेत्र जास्त आहे. त्यामुळे कृषि हा घटक लक्षात घेऊन त्यावर आधारित व्यवसायिक शिक्षण मिळणे आवश्यक आहे. त्याचा फायदा देशाच्या अर्थव्यवस्थेला होईल यात शंका नाही.

आज शेतकऱ्यांच्या पिकांना पाहिजे तो भाव बाजारात मिळत नाही. त्यामुळे शेतकरी गरीबीत कर्जात डूबत आहे. हे

रोखण्यासाठी त्याच्या पिकावर आधारित उद्योग व्यवसायाची निर्मिती झाली तर परकीय चलन मिळेल पण त्यासाठी आवश्यक ते शिक्षण व प्रशिक्षण त्याला मिळाले पाहिजे. कृषी शिक्षणाचे त्यांच्या संलग्न शाखासह पुनरुज्जीवन केले जाईल. उत्तम कौशल्य असलेले पदवीधर व तंत्रज्ञ नाविन्यपूर्ण संशोधन आणि तंत्रज्ञान आणि कार्यपध्दतीशी जोडलेले बाजार आधारित विस्तार याच्याद्वारे कृषी उत्पादकता वाढवण्यासाठी कृषी आणि संलग्न शाखांची क्षमता आणि गुणवत्ता सुधारणे आवश्यक आहे. सामान्य शिक्षणासोबत कृषी आणि पशुवैद्यकीय क्षेत्रातील व्यावसायिकांची तयारी अत्यंत वेगाने करण्यात आली पाहिजे.

कायद्याचे शिक्षण जागतिकदृष्ट्या स्पर्धात्मक व्यापक उपलब्धता आणि वेळेवर न्यायदान करण्यासाठी सर्वोत्तम पध्दतींचा अवलंब करणारे आणि नविन तंत्रज्ञान स्वीकारणारे असणे आवश्यक आहे. लोकशाही कायद्याचे राज्य आणि मानवी हक्क या साधनांच्या माध्यमातून राष्ट्रीय पुनर्बाधणीच्या दिशेने नेणारे असणे आवश्यक आहे. कायद्याचे शिक्षण देणाऱ्या शासकीय संस्थानी भविष्यतील वकील आणि न्यायाधीशांना इंग्रजीमध्ये आणि ज्या राज्यात संस्थास्थित आहे. तेथील भाषेत असे द्विभाषीक शिक्षण देण्याचा विचार केला पाहिजे.

आरोग्यसेवेचा शिक्षणाची पुनर्कल्पना करण्याची आवश्यकता आहे प्राथमिक आरोग्य केंद्र आणि माध्यमिक रुग्णालयामध्ये काम करण्यासाठी प्रामुख्याने आवश्यक असलेल्या स्पष्ट निकषांच्या आधारे, नियमित अंतराने विद्यार्थ्यांने मूल्यांकन केले जाईल. वैद्याकशास्त्र शिक्षण व्यवस्था एकात्मिक असणे आवश्यक आहे म्हणजे ज्यायोगे अलोपॅथीक, वैद्याकशास्त्राच्या सर्व विद्यार्थ्यांना आयुर्वेद, योग आणि निसर्गोपचार, युनानी, होमओपॅथी यांचे मुलभुत ज्ञान असणे आवश्यक आहे.

तांत्रिक शिक्षणात भारताच्या एकंदर विकासासाठी महत्वाचे असलेले आभियांत्रिकी, तंत्रज्ञान, व्यवस्थापन, स्थापत्यकला, नगररचना, औषधनिर्माण, हॉटेल व्यवस्थापन, कॅटरिंग, तंत्रज्ञान इ. विषयामधले पदवी आणि पदविका कार्यक्रम समाविष्ट आहेत. या क्षेत्रामधील नाविन्यपूर्ण उपक्रम आणि संशोधनाला चालना देण्यासाठी, उद्योग आणि उच्च शिक्षण देणाऱ्या संस्थामध्ये अधिक चांगल्या सहकार्याची सुध्दा आवश्यकता निर्माण होईल.

#### समारोप :

राष्ट्रीय कौशल्य पात्रता आराखडा प्रत्येक व्यवसाय शाखेसाठी आणि व्यवसायासाठी अधिक तपशीलवार असेल. कौशल्यधारित व्यवसायाभिमुख शिक्षण घेतल्यामुळे विद्यार्थ्यांमध्ये

मोठ्या प्रमाणात रोजगार क्षमता उपलब्ध होईल. जे भारतात बेरोजगारीचे प्रमाण तरुण वर्गात दिसत आहे. ते आपोआपच कमी होत जाईल. त्यामुळे प्रत्येक सुशिक्षित तरुण हा रोजगारक्षम होईल. प्रत्येक तरुण हा कार्यक्षम होईल त्यामुळे त्यांच्यातील मानसिकतेचा/विकास तर होईलच शिवाय त्यांच्या कुटूंबाचा आर्थिक दर्जा सुधारेल त्यामुळे गरीबी राहणार नाही. दारिद्र्य दुर होईल आणि भारता देशाचा विकास होऊन भारत देश हा विकसीनशील देश बनेल.

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## नवीन शैक्षणिक धोरण आणि बहुविद्याशाखीय अभ्यासपद्धतीची उपयुक्तता

डॉ. भुजंग पाटील

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स्वामी विवेकानंद महाविद्यालय, शिरूर ताजबंद

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**सारांश** — कस्तुरीरंगन समितीने केलेल्या शिफारशी २०२० साली तत्कालीन विद्यमान केंद्र सरकारने स्वीकारल्या आहेत. या नवीन शैक्षणिक धोरणाचा उल्लेख नवीन शैक्षणिक धोरण २०२० असा करतात. पूर्व प्राथमिक ते पदव्युत्तर अभ्यासक्रम यात नवीन धोरणात काही मूलभूत बदल केले गेले आहेत. संरचनात्मक बदल इतकेच या शैक्षणिक धोरणाचे महत्व नसून अभ्यक्रमाच्या मूलभूत बदलास यात विशेष प्राधान्य दिले गेले आहे. बालवयात संस्कार व्हावेत यासाठी क्रीडा, कला, संस्कार यावर आधारित अभ्यासक्रमाची रचना केली गेली तर विद्यार्थ्यांच्या सर्वांगीण वाढीसाठी प्राथमिक शिक्षण प्रामुख्याने मातृभाषेतून द्यावे असा आग्रह धरला आहे.

नवीन शैक्षणिक धोरणाची आणखी एक महत्त्वाची उपलब्धता म्हणजे त्यात केलेली अंतरविद्याशाखीय आणि बहुविद्याशाखीय अभ्यासक्रमाची सोय होय. पारंपरिक शिक्षण प्रणालीमध्ये कला, विज्ञान, वाणिज्य अशा मुख्य शाखा असून एकास एकच शाखेतून शिकण्याची मुभा आहे. मात्र नवीन शैक्षणिक धोरणात एका विद्यार्थ्याला एकच वेळी अनेक शाखेच्या विषयांचा आवडीनुसार अभ्यास करता येणे सहज शक्य आहे. एकंदरीत भारतीय विद्यार्थ्यांना जागतिक मंचावर अधिकाधिक संधी उपलब्ध करून देणे, त्यांचा सर्वांगीण विकास करणे हे वरील अभ्यासक्रमाचे महत्त्वाचे उद्दिष्ट असेल. भारत हा खंडप्राय देश असल्यामुळे

तसेच बहुधर्मीय, बहुभाषिक देश असल्यामुळे वरील शैक्षणिक धोरण पूर्णांशाने राबवून सबंध देशाला एका सूत्रात गोवण्यासाठी २०३० ही कालमर्यादा निश्चित केली आहे. प्रस्तुत लेखात नवीन शैक्षणिक धोरणात तरतूद केलेल्या बहुविद्याशाखीय अभ्यासक्रमाची उपयुक्तता समजून घेण्याचा प्रयत्न करू.

**प्रस्तावना** —

नवीन शैक्षणिक धोरण २०२० भारतीय राबविण्याची तरतूद सुरू झाली आहे. भारतीय पारंपरिक शिक्षण प्रणाली बदलण्याच्या दृष्टीने केंद्र सरकारने पावले उचलली आहेत. शिक्षण हे भारतीय राज्य घटनेने दिलेला मूलभूत अधिकार आहे. एकाच छताखाली विविध विषयाचे ज्ञान त्याच्या आवडीनुसार विद्यार्थ्याला घेता येणे ही विद्यार्थी आणि देशाच्या दृष्टीने अत्यंत महत्त्वाची बाब आहे. कारण आधुनिक काळातील शिक्षण क्षेत्रातील स्पर्धा विचारात घेता कौशल्याधारित अभ्यासक्रम आणि गुणवत्ताधारित विद्यार्थी विकसित होणे हे कोणत्याही देशाच्या प्रगतीसाठी अत्यंत उपयुक्त आणि महत्त्वाचे आहे. प्रस्तुत लेखात नवीन शैक्षणिक धोरणात बहुविद्याशाखीय अभ्यासपद्धतीची उपयुक्तता याबाबत थोडक्यात विचार करू.

**गृहितके** —

१. नवीन शैक्षणिक धोरण २०२० विद्यार्थ्यांच्या सर्वांगीण विकासाची उपयुक्त आहे.
२. नवीन शैक्षणिक धोरणात तरतूद केल्या प्रमाणे बहुविद्याशाखीय अभ्यास पद्धती विद्यार्थ्यांच्या सर्वांगीण आणि शाश्वत विकासासाठी फायदेशीर आहे.
३. बहुधर्मीय, बहुभाषिक, खंडप्राय देशास एका सूत्रात गोवताना अडचणी आणि लागणारा कालावधी अपेक्षित आहे.
४. जागतिक स्तरावर भारतीय विद्यार्थ्यांना अधिक संधी प्राप्त होणे शक्य आहे.
५. बहु विद्याशाखीय अभ्यासक्रमांमुळे एकाच वेळी विद्यार्थ्यांना वेगवेगळ्या भाषेत शिकता येणे शक्य आहे.
६. विद्यार्थ्यांच्या सर्वांगीण विकासासाठी एकाच छताखाली विविध ज्ञान शाखांचे ज्ञान उपलब्ध करणे नवीन शैक्षणिक धोरणामुळे शक्य आहे.

**उद्दिष्टे —**

१. शैक्षणिक धोरण २०२० या नवीन शिक्षण प्रणालीचा अभ्यास करणे.
२. आंतरविद्याशाखीय, बहुविद्याशाखीय अभ्यासक्रमातील तरतुदी अभ्यासणे.
३. आंतरविद्याशाखीय, बहुविद्याशाखीय अभ्यासक्रमाची उपयुक्तता समजून घेणे
४. वरीलप्रमाणे अभ्यास केल्यानंतर हाती आलेले निष्कर्ष सूत्र रूपाने नोंदवणे.
५. शैक्षणिक धोरणामुळे राबविलेल्या बहुविद्याशाखीय अभ्यासक्रमाचा विद्यार्थ्यांना होणारा फायदा समजून घेणे.
६. एकाच छताखाली विविध ज्ञान शाखांची सोय नवीन शैक्षणिक धोरणामुळे शक्य आहे यातील वास्तविकता उपयुक्तता समजून घेणे.

**प्रमुख संज्ञा —** नवीन शैक्षणिक धोरण, आंतरविद्याशाखीय, बहुविद्याशाखीय अभ्यासक्रम, विद्यार्थी केंद्रित शिक्षण, सर्वांगीण विकास अपेक्षित.

**तथ्य संकलन —**

प्रस्तुत लेखाच्या निमित्ताने लेखन करित असताना प्रामुख्याने दुय्यम स्रोतांचा आधार घेतला असून गरजेनुसार इतरही स्रोतांचा, अद्यावत स्रोतांचा आधार घेतला गेला आहे.

**विषय प्रवेश —**

शिक्षण हे भारतीय राज्य घटनेने दिलेला मूलभूत अधिकार आहे. एकाच छताखाली विविध विषयांचे ज्ञान त्याच्या आवडीनुसार विद्यार्थ्याला घेता येणे ही विद्यार्थी आणि देशाच्या दृष्टीने अत्यंत महत्त्वाची बाब आहे. कारण आधुनिक काळातील शिक्षण क्षेत्रातील स्पर्धा विचारात घेता कौशल्याधारित अभ्यासक्रम आणि गुणवत्ताधारित विद्यार्थी विकसित होणे हे कोणत्याही देशाच्या प्रगतीसाठी अत्यंत उपयुक्त आणि महत्त्वाचे आहे. परिणामी विद्यार्थ्यांना सर्वोत्तम शिक्षणाच्या सोयी सुविधा उपलब्ध करून देणे ही केंद्र आणि राज्य सरकारची प्राथमिक जबाबदारी आहे, हे लक्षात घेतले पाहिजे. स्वातंत्र्य प्राप्तीनंतर २०२० साली तत्कालीन केंद्र सरकारने कस्तुरीरंगन समिती स्थापन करून नवीन शैक्षणिक धोरणाच्या दृष्टीने तरतुदी मागविल्या आणि

त्या स्विकारल्या आहेत. स्वातंत्र्यानंतर भारताने 10+2 ही शिक्षण प्रणाली स्वीकारली आणि पुढे कला, वाणिज्य, विज्ञान अशा शाखांची तरतूद करून एतदेशिय शिक्षणास सुरुवात केली तरी त्यात इंग्रजी शिक्षण धोरणाचा अंश दिसते. भारतीय स्वातंत्र्याच्या ७५ नंतर केंद्र सरकारने पारंपरिक शैक्षणिक प्रणाली बदलून नवीन शिक्षण प्रणाली अमलात आणण्याचे सूतोवाच केले आहे.

**१. नवीन शैक्षणिक धोरण : स्वरूप —**

शिक्षण हा केंद्र व राज्य या दोन्हीच्या संयुक्त सूचीतील विषय आहे. देशातील शैक्षणिक धोरण ठरविताना केंद्र आणि राज्य सरकार यांच्यात समन्वय असणे नितांत आवश्यक असते.

कस्तुरीरंगन समितीने शैक्षणिक कालखंडात काही महत्त्वाचे स्तर सुचविले आहेत. पूर्वप्राथमिक शाळेचा ३-६ असा वयोगट, प्राथमिक चा ६-८, पूर्वमाध्यमिकचा ८-११ माध्यमिकचा ११ ते १४ आणि पुढे उच्चमाध्यमिकचा १४-१६, यानंतर उच्चशिक्षण अशा पूर्वीच्या रचनेत थोडा अंतर्गत बदल करत 5+3+3+4 अशी वर्गवारी करण्यात आली आहे. यांची क्रमाने पायाभूत शिक्षण— पूर्वप्राथमिकची तीन. पहिली व दुसरीय पूर्वमाध्यमिक प्राथमिक अशी तिसरी. चौथी, पाचवीय माध्यमिक म्हणजे सहावी, सातवी, आठवी आणि मग उच्च म्हणजे नववी, दहावी, अकरावी, बारावी अशी नवीन रचना आहे. वरील प्राथमिक, माध्यमिक, पदवी, पदव्युत्तर विभागाची रचना अपेक्षित आहे. पारंपरिक शिक्षण प्रणालीत वरील स्तर होते. प्रस्तुत नवीन शैक्षणिक धोरणात काही महत्त्वाच्या दुरुस्ती सुचविल्या आहेत.

नवीन शैक्षणिक धोरणात वरीलप्रमाणे महत्त्वाचे टप्पे दिले गेले आहेत. पूर्व प्राथमिक, प्राथमिक, माध्यमिक, उच्च माध्यमिक, पदवी, पदव्युत्तर, व्यवसायिक अभ्यासक्रम असे विविध टप्पे असून यातून एक विद्यार्थी घडताना तो बहु विद्या पारंगत होण्याकडे विशेष लक्ष पुरविण्याचे उद्दिष्टे ठेवले गेले आहे, हे विचारात घेतले पाहिजे.

नवीन शैक्षणिक धोरणानुसार प्रत्येक राज्याने आपापल्या राज्याच्या भाषिक भौगोलिक विविधतेचा विचार करून आपल्या परिसरातील विद्यार्थ्यांसाठी

शैक्षणिक सुविधा उपलब्ध करून देणे यावर भर दिला गेला आहे. कारण भारत हा बहुभाषिक देश असल्यामुळे प्रामुख्याने सीमावर्ती प्रदेशात दोन भिन्न भाषांचा सामाजिक व्यवहारात मोठ्या प्रमाणात वापर होतो. परिणामी त्या परिसरातील विद्यार्थ्यांवर दोन्ही भाषांचे संस्कार झालेले असल्यामुळे भाषेतून विद्यार्थ्यांवर संस्कार घडत असताना नवीन शैक्षणिक धोरणाच्या अनुषंगाने दोन भिन्न भाषा तसेच भिन्न ज्ञान शाखा यांचा एकत्रित अभ्यास करता येणे सहज शक्य होणार आहे. प्रत्येक राज्य सरकारने आपापल्या राज्यात हे नवीन शैक्षणिक धोरण लागू करण्यासाठी योग्य ते कायदे पारित करून घेतले पाहिजेत. शिक्षण खात्यामध्ये आवश्यक ते बदल केले पाहिजेत. उदाहरणार्थ, नवीन शैक्षणिक धोरणानुसार दहावीच्या व बारावीच्या बोर्ड परीक्षा आता होणार नाहीत किंवा त्यांचे स्वरूप खूप बदललेले असेल. त्यानुसार एसएससी बोर्डाची पुनर्रचना करावी लागेल. आज शिक्षण खात्यामध्ये शालेय विभाग, उच्च शिक्षण विभाग व तंत्रशिक्षण विभाग असे प्रमुख विभाग आहेत, याऐवजी प्राथमिक, माध्यमिक, उच्च माध्यमिक व उच्च शिक्षण असे वेगळे विभाग करावे लागतील. उच्च माध्यमिक विभागातच तंत्रशिक्षणाचाही काही भाग असेल. त्या दृष्टीने या दोन विभागांची एकत्र जुळणी केली पाहिजे.

‘नवीन शैक्षणिक धोरण २०२० यांना मंत्रिमंडळाने नुकताच हिरवा झेंडा दाखवला आहे त्यामुळे तब्बल ३४ वर्षांनंतर भारतातील शैक्षणिक धोरण पुन्हा नव्याने काच टाकणार असे चिन्ह दिसत आहे त्यामुळे आपण नवीन शैक्षणिक धोरणाकडे अपेक्षेने पाहताना त्याच्याकडे ठळक वैशिष्ट्यांचा विचार करावा लागतो नवीन शैक्षणिक धोरणात तीन ते १४ वर्षे वयोगटाचे विद्यार्थी शिक्षण हक्क कायद्याच्या कक्षेत आले आहेत यापूर्वी हा वयोगट ६ ते १४ वर्षे होता. २ वरील प्रमाणे विद्यार्थ्यांच्या शिक्षणाच्या मूलभूत हक्काचे संरक्षण करणारे आहे. वय वर्ष सहा ते १४ या वयोगटातील विद्यार्थ्यांना शक्तीचे शिक्षण द्यावे अशी तरतूद भारतीय राज्यघटनेने केली आहे. शिक्षण हा भारतीय नागरिकांचा मूलभूत अधिकार असल्यामुळे १४ वर्षे वयोगटापर्यंतच्या कोणत्याही विद्यार्थ्याला शिक्षणापासून वंचित ठेवू नये

ही भूमिका या पाठीमागे आहे.

## २. बहुविद्याशाखीय अभ्यासक्रमाची उपयुक्तता—

नवीन शैक्षणिक धोरणात बहुविद्याशाखीय अभ्यासक्रमाची तरतूद कस्तुरीरंगन समितीने केली आहे. याचा अर्थ इथून पुढे शिकणाऱ्या विद्यार्थ्यांना एकाच वेळी विविध ज्ञान शाखांचा सखोल अभ्यास करता येणे शक्य होईल. जेणेकरून विद्यार्थ्यांच्या सर्वांगीण विकासास बळ देण्याचे कार्य नवीन शैक्षणिक धोरणात केले गेले आहे, हे मान्य करावे लागते.

एकाचवेळी वेगवेगळे विषय एकत्रितपणे शिकता येणार आहे. यात लघु आणि बृहत् असे विषयांचे विभाजन असेल. आर्थिक किंवा अन्य कारणांमुळे होणारी गळती यामुळे कमी होईल. शिवाय ज्यांना एखादा विषय आवडीचा असेल तो विषय त्यांना शिकता येईल.३

बहुभाषिक शिक्षणात मुलांना शिकताना एकाच भाषेच्या माध्यमातून अध्यापन करतात विविध प्रादेशिक भाषांचा वापर करता येणार आहे लॉ आणि मेडिकल शिक्षण वेगळता उच्च शिक्षण एका छताखाली येणार आहे शिक्षणातील गुंतवणूक जीडीपीच्या ६ टक्के केले जाण्याची शक्यता आहे सध्या हे प्रमाण ४.४३ इतकी आहे विद्यार्थ्यांचे प्रगती पुस्तक बदलणार आहे शिवाय शिक्षणासोबतच विद्यार्थी देखील स्वतःचे मूल्यांकन करण्याची व्यवस्था असेल सर्व अभ्यासक्रमाच्या प्रवेशासाठी एकच सामायिक प्रवेश परीक्षा असेल इत्यादी नवीन शैक्षणिक धोरण २०२० नुसार उच्च शिक्षणात बदल होणार आहेत.

## निष्कर्ष —

शिक्षणातून माणूस संस्कारित व्हावा हा प्राथमिक हेतू असतो. मुळात ज्ञान हे मानवास मिळालेली फार मोठी देणगी आहे. आपल्या बुद्धिमत्तेच्या जोरावर आजपर्यंत मानवाने इतकी प्रगती केली आहे जे इतर कोणत्याही प्राण्यास शक्य झाले नाही. याचा अर्थ बुद्धिमत्तेचा वापर करून स्वतःचे जीवनमान सुधारण्यास मानवाने सुरुवात केली आहे. आजही मानवाची वाटचाल प्रगतीच्या दिशेने आहे. भारताला स्वातंत्र्य मिळाल्यानंतर गेल्या शंभर वर्षांपासून ब्रिटिशांच्या प्रभावाखाली असलेल्या शिक्षण प्रणालीचा २०२० मध्ये तत्कालीन केंद्र सरकारने कस्तुरीरंगन समिती स्थापन करून बदल करण्याच्या दिशेने ठोस पावले उचलली आहे. विद्यार्थ्यांना बहुविद्याशाखीय अभ्यासक्रम उपलब्ध करून देऊ त्यांच्या सर्वांगीण विकासात शिक्षण अधिक महत्वाचे ठरावे हे

उद्दिष्ट या पाठीमागे आहे. वरीलप्रमाणे विचार केल्यानंतर पुढीलप्रमाणे आपल्याला काही निष्कर्ष नोंदवता येतील.

१. सद्या प्रचलित असलेली शिक्षण प्रणाली पारंपरिक असून कला, विज्ञान, वाणिज्य अशा ज्ञान शाखा आज शिकविला जातात.

२. पारंपारिक शिक्षण प्रणालीत एकावेळी एकच ज्ञान शाखा आत्मसात करता येते.

३. परिणामी विद्यार्थ्यांचा विकास एकांगी स्वरूपाचा राहतो.

४. प्रत्यक्ष व्यवहारात विविध विषयांचे ज्ञान असणे अत्यंत उपयुक्त ठरते ही गरज लक्षात घेऊन नवीन शैक्षणिक धोरणात आंतरविद्याशाखीय आणि बहुविद्याशाखीय शैक्षणिक धोरण आखले गेले आहे.

५. जागतिक स्तरावर भारतीय विद्यार्थ्यांना विकासाच्या अधिक संधी उपलब्ध करून देणे हा नवीन शैक्षणिक धोरणाचा महत्त्वाचा हेतू आहे.

६. भारत बहुभाषिक देश असल्यामुळे एकाच वेळी अनेक भाषेतून शिकण्याची संधी विद्यार्थ्यांना प्राप्त झाल्यामुळे सहाजिकच त्यांच्या गुणवत्तापूर्ण विकासात वाढ होण्याची शक्यता नाकारता येत नाही.

७. प्रस्तुत शैक्षणिक धोरण पूर्ण रूपात संबंध भारतात राबविण्यासाठी काही काळ लागणे अपेक्षित आहे.

वर नमूद केल्याप्रमाणे भारत हा बहुभाषिक बहुधर्मीय खंडप्राय देश असल्यामुळे त्या त्या परिसराच्या अस्मिता भौगोलिक अडचणी याचा विचार करता सर्वांसाठी एक सामायिक शैक्षणिक धोरण राबविणे यामध्ये काही समस्या निर्माण होणे स्वाभाविक आहे. या सर्वांवर मात करून नवीन शैक्षणिक धोरण भारतासाठी अवलंबल्यास येणाऱ्या काळात त्यातून निश्चितच चांगली फळे चाखता येतील, यात संशय नाही. विद्यार्थ्यांच्या सर्वांगीण विकासासाठी त्याला बहुविद्याशाखीय अभ्यासक्रम एकाच छताखाली उपलब्ध होणे सोयीस्कर जाईल यात शंका नाही.

संदर्भ सूची —

१. <https://www.evivek.com>

२. अमृतमंथन : भारतीय स्वातंत्र्याची ७५ वर्षे — संपादक डॉ. भुजंग पाटील — गुरुमाऊली प्रकाशन, उदगीर — प्रथम आवृत्ती २६ जानेवारी २०२२ — पृ. १६१

३. तत्रैव — पृ. १६२.

## राष्ट्रीय शैक्षणिक धोरण २०२० मधील उच्च शिक्षण संदर्भातील तरतुदी- एक चिकित्सा

प्रा. डॉ. प्रवीण पांडुरंगराव लोणारकर

लोकप्रशासन विभाग प्रमुख

बी. रघुनाथ महाविद्यालय परभणी

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### सारांश(Abstract):-

केंद्र शासनाने राष्ट्रीय शैक्षणिक धोरण २०२० मंजूर केले असून २०३० पर्यंत त्याची अंमलबजावणी टप्प्याटप्प्याने करणे याचा उद्देश आहे. क्रांतिकारक पाऊल मानावे लागेल कारण या नंतर शैक्षणिक क्षेत्र रचनात्मक कार्यात्मक बदलाला सामोरे जाईल. भारतीय शिक्षणाला जागतिक स्तरावर देण्यासोबतच. बहु विद्या शाखीय पर्याय उपलब्ध करून देणे. पदवी अभ्यासक्रमाची रचना आणि त्याची लांबी सुनियोजित केली जाणे त्याचप्रमाणे प्रत्येक टप्प्यावरील शिक्षण हे उपयोगी करणे या दृष्टिकोनातून हे शैक्षणिक धोरण एक क्रांतिकारक पाऊल म्हणावे लागेल. भारताच्या शैक्षणिक इतिहासामधील दूरगामी परिणाम घडवून आणणारे हे शिक्षण ठरेल अशी अपेक्षा आहे. ब्रिटिश काळात वूड च्या शैक्षणिक धोरणापासून चालत आलेल्या भारतीय शिक्षण व्यवस्थेमध्ये रचनात्मक कार्यात्मक बदल घडवून आणण्याचे कार्य या धोरणामुळे होणार आहे. मात्र या शैक्षणिक धोरणात केवळ रचनेवर भर दिला गेला असून. गुणवत्ता विकास कसा करावा अभ्यासक्रम जागतिक स्तराचा कसा निर्माण करावा या प्रश्नांची उत्तरे मात्र त्या शैक्षणिक धोरणातून मिळत नाहीत.

**संशोधनाचे उद्दिष्ट( Objectives of the research):-** राष्ट्रीय शैक्षणिक धोरण २०२० मधील उच्च शिक्षणातील तरतुदींचा आढावा घेणे.

**गृहीतक ( Hypothesis):-** राष्ट्रीय शैक्षणिक धोरण हे केवळ रचनात्मक बदलापूरते मर्यादित आहे.

**मुख्य प्रकाशीत घटक(Key Words):-** राष्ट्रीय शैक्षणिक धोरण २०२०, उच्च शिक्षण संस्था, पदवी अभ्यासक्रमाची रचना, अकॅडमिक क्रेडिट बँक,

**तथ्य संकलन पद्धत (Data Collection Technique):-** राष्ट्रीय शैक्षणिक धोरण २०२० ची अंमलबजावणी अद्याप सुरू झालेले नसल्यामुळे. प्राथमिक स्तरावरून तथ्य संकलन शक्य नसल्याने. द्वितीयक साधनांचा समावेश करण्यात आला असून यात प्रामुख्याने राष्ट्रीय शैक्षणिक धोरण २०२० चा आधार माहिती संकलन साठी घेण्यात आला आहे

**संशोधनाच्या मर्यादा(Limitations of the Research):-** प्रस्तुत संशोधन पेपर साठी शब्द मर्यादा असल्याने शैक्षणिक धोरणातील उच्च शिक्षणाशी संबंधित असलेल्या सर्वच तरतुदींचा आढावा संशोधकाला घेता येणे शक्य नसल्याने, शैक्षणिक धोरणातील मर्यादित तरतुदींवर प्रकाश टाकण्यात आला आहे. शैक्षणिक धोरणातील भाषेच्या तांत्रिक व क्लिष्टपणाला सोप्या भाषेत परिभाषित करण्याचा प्रयत्न संशोधकांनी केला आहे .

**प्रास्ताविक(Introduction):-**

एकविसाव्या शतकात भारताला उदयास येणारी नवी महासत्ता म्हणून ओळखले जात आहे. कोणत्याही महासत्तेला जागतिक स्तरावर विविध निकषांवर उतरावे लागते. त्या निकषांमध्ये शिक्षण हा देखील एक महत्त्वाचा निकष समजला जातो. मानव संसाधन विकास मानव विकास निर्देशांक या बाबी आज महत्त्वाच्या मानल्या जात आहेत. त्या साध्य करण्यासाठी शैक्षणिक विकास हा साधनसंपत्तीच्या विकासात अत्यंत महत्त्वाचा घटक आहे. शिक्षण हे अभिव्यक्ती, अध्ययन, ज्ञानप्राप्ती आणि माहिती मिळविणे व त्याचे आदान-प्रदान करणे यासाठी आवश्यक असून वैयक्तिक मूल्यमापन वाढ आणि राष्ट्रीय विकासासाठी आवश्यक असे साधन आहे. शिक्षण ही सर्वव्यापी व मूलगामी प्रक्रिया आहे. समाज परिवर्तनाचे ते उत्तम साधन आहे. शिक्षण हा विकासाचा पाया असून एकंदर राष्ट्रीय विकासात शिक्षण महत्त्वाची भूमिका पार पाडते. सुप्रसिद्ध शिक्षणतज्ञ जे. पी नाईक यांच्या मते As education is the most significant factor in development. this is equivalent to say that the entire future of the country would largely depend upon the development of education भारतासारख्या देशात जिथे अनेक गहन समस्या आहेत तेथे मानसिक क्रांती घडवून आणण्याचे शिक्षण एक सशक्त आणि उत्तम माध्यम आहे. ज्या राष्ट्रातील लोक मानसिक दृष्ट्या परिपक्व असतात ज्यांचा मानसिक विकास बौद्धिक प्रगल्भता व वैचारिक क्षमतेचा विकास चांगल्या प्रकारे झालेला असतो.माणसाचा मानसिक विकास साधण्यात शिक्षणाचा मोलाचा वाटा असतो म्हणून राष्ट्र समाज व व्यक्ती घडविण्यासाठी शिक्षण परिणामकारक व प्रभावी असावे असे २०२० च्या राष्ट्रीय

शैक्षणिक धोरण स्पष्ट केल्याचे दिसते. भारताने २०१५ मध्ये स्वीकारलेल्या शाश्वत विकासाच्या इच्छा कृती कार्यक्रमाच्या उद्दिष्ट ४ (SDG४) मध्ये जागतिक शिक्षण विकास कृती कार्यक्रम समाविष्ट असून हे उद्दिष्ट २०३० पर्यंत सर्वांसाठी सर्वसमावेशक आणि समान गुणवत्तेचे शिक्षण सुनिश्चित करणे आणि सर्वांसाठी निरंतर अध्यायाच्या शिक्षणाच्या संधी ना प्रोत्साहन देणे यासाठी प्रयत्न करण्याविषयी आहे.

**राष्ट्रीय शैक्षणिक धोरणाचे भाग :-** राष्ट्रीय शैक्षणिक धोरण २०२० एकूण चार भागांमध्ये विभागले आहे. भाग-१ शालेय शिक्षणाची संबंधित आहे. भाग-२ उच्च शिक्षणावर प्रकाश टाकतो. (उच्च शिक्षणाशी संबंधित तरतुदी एकूण ११ प्रकरणांमध्ये विभागण्यात आल्या आहेत) भाग-३ मध्ये विचार करायचा इतर महत्त्वाच्या मुद्द्यांचा समावेश करण्यात आला आहे तर भाग-४ हा अंमलबजावणीची दिशा ठरविणारा आहे.

**पूर्वीच्या शैक्षणिक सुधारणांचे प्रयत्न:-** मुदलियार आयोग १९५२ ५३, कोठारी आयोग १९६४ ते ६६ १९८६ चे राष्ट्रीय शैक्षणिक धोरण, आचार्य राममूर्ती आयोग (सुधारित राष्ट्रीय शैक्षणिक धोरण १९९२), निशुल्क आणि अनिवार्य शिक्षण अधिनियम २००९.

**नवीन शैक्षणिक धोरणाची आवश्यकता का आहे:-** संयुक्त राष्ट्र संघटनेशी संबंधित असलेल्या युनिस्को संस्थेकडून १२७ राष्ट्रांच्या शैक्षणिक स्थितीचा आढावा घेऊन Global education monitoring report तयार केला जातो त्या आधारावर राष्ट्रातील शैक्षणिक स्थितीचे मूल्यांकन करण्यासाठी एक निर्देशांक तयार केला जातो.( educational development index) या निर्देशांका प्रमाणे भारताचे जागतिक स्तरावरील शैक्षणिक क्षेत्रातील स्थान निम्नश्रेणी मध्ये १०५ क्रमांकावर दाखविले गेले आहे. भारताच्या या जागतिक स्तरावरील शैक्षणिक स्थितीच्या स्थानावरून भारतातील शैक्षणिक क्षेत्रात आमूलाग्र बदल करणे किती आवश्यक आहे हे अधोरेखित होते.

वैश्विक परिसंस्था वेगाने बदलत असताना मुलांनी केवळ शिकणे महत्त्वाचे ठरणार नाही तर कसे शिकायचे हे शिकणे जास्त महत्त्वाचे ठरणार आहे. त्यामुळे मजकूर कमी करून शिक्षण तार्किक विचार कसा करायचा आणि समस्या कशा सोडवायच्या कल्पक आणि बहुशाखीय कसे व्हायचे नाविन्य पूर्णता कशी आणायची जुळवून कसे घ्यायचे आणि नवनवीन आणि बदलणार या क्षेत्रातील नवीन सामग्री कशाप्रकारे आत्मसात करायची या दृष्टीने शैक्षणिक क्षेत्रात बदल करणे अपेक्षित आहे. शिक्षण अधिक अनुभवात्मक सर्वसमावेशक एकात्मिक जिज्ञासू संशोधन केंद्रित लवचिक आणि



अर्थात्च आनंददायक होण्यासाठी अध्यापन शास्त्र उत्क्रांत होण्याची गरज आहे शिकण्याचे सर्व पैलू आणि क्षमता विकसित होण्यासाठी आणि शिक्षण सर्व देशांनी विकसित होण्यासाठी उपयुक्त होण्यासाठी जाणीवपूर्वक प्रयत्न करणे गरजेचे आहे. शिक्षणामुळे चारित्र्य घडले पाहिजे आणि ज्या योगे शिकणारे नीतिवान तर्कशुद्ध सहानुभूती शील आणि सर हे बनतील आणि त्याच वेळी ते विद्यार्थी लाभदायी आणि समाधानकारक रोजगार मिळविण्यासाठी ही तयार होतील. शाश्वत विकासाच्या २०३० च्या कृती कार्यक्रमाच्या उद्दिष्ट ४ (SDG-४) मध्ये २०३० पर्यंत सर्वांसाठी समावेशक आणि समान गुणवत्तेचे शिक्षण सुनिश्चित करण्याचे निर्धारित करण्यात आले आहे. या कृती आराखड्याला अनुसरूनच राष्ट्रीय शैक्षणिक धोरणाची निर्मिती झाल्याचे दिसून येते.

#### भारतीय उच्च शिक्षणा समोरील सद्य स्थितीतील आव्हाने:-

भारतातील उच्च शिक्षण समोर सद्यस्थितीत विद्यमान असलेल्या आव्हानांना राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये पुढील प्रमाणे अधोरेखित करण्यात आले आहे.

१. अतिशय विखुरलेले उच्च शैक्षणिक परिसंस्था
२. आकलन कौशल्याचा विकास आणि अध्यायाच्या निष्पत्तीवर कमीवर
३. शैक्षणिक शाखांची साचेबद्ध पद्धतीमध्ये विभागणी विशिष्ट शाखेत शिक्षण पूर्ण करण्याचे बंधन.
४. सामाजिक आर्थिक वंचित क्षेत्रांमध्ये जिथे स्थानिक भाषेत शिकविणार यांचा अभाव.
५. मर्यादित शिक्षण आणि संस्थात्मक स्वायत्तता
६. गुणवत्तेवर आधारित करियर व्यवस्थापन आणि शिक्षण व संस्थेच्या प्रमुखांची प्रगती यासाठी अपुरी यंत्रणा.
७. विद्यापीठ व महाविद्यालयांमध्ये संशोधनावर कमी भर आणि शाखांमध्ये हे स्पर्धात्मक सहाध्यायी परीक्षण संशोधन निधीचा अभाव.
८. उच्च शिक्षण संस्थांमध्ये शासन आणि नेतृत्वाचा अभाव.
९. अपरिणामकारक नियमन व्यवस्था.
१०. अनेक संलग्न विद्यापीठे अस्तित्वात असल्यामुळे पदवीपूर्व शिक्षणाचा खालावलेला दर्जा.

#### राष्ट्रीय शैक्षणिक धोरण २०२० मधील उच्च शिक्षणाच्या क्षेत्रातील अपेक्षित बदल-

राष्ट्रीय शैक्षणिक धोरण २०२० च्या अंमलबजावणीनंतर शैक्षणिक क्षेत्रात पुढील क्रांतिकारक बदल अपेक्षिते गेले आहेत.

१. अशा उच्च शैक्षणिक संस्थेच्या दिशेने वाटचाल करणे जात अनेक जिल्ह्यात किंवा जवळपास किमान एक मोठे बहुशाखीय

विद्यापीठ आणि महाविद्यालयाचा समावेश असेल आणि संपूर्ण भारतात अशा अनेक उच्च शिक्षण संस्था असतील ज्यांचे शिकविण्याचे किंवा कार्यक्रमांचे माध्यम स्थानिक/ भारतीय भाषा असेल.

२. अधिक बहु शाखीय पदवीपूर्व शिक्षणाच्या दिशेने वाटचाल करणे.
३. विद्यार्थ्यांना अधिक चांगला अनुभव मिळण्यासाठी अभ्यासक्रम अध्यापन शास्त्र मूल्यांकन आणि विद्यार्थी सहाय्य यामध्ये सुधारणा करणे.
४. सहाध्यायीनी पुनरावलोकन केलेल्या संशोधनाला अर्थसाह्य करण्यासाठी आणि विद्यापीठे व महाविद्यालयांमध्ये सक्रियपणे संशोधन रुजण्यासाठी राष्ट्रीय संशोधन संस्थेची स्थापना करणे
५. अध्यापन संशोधन आणि सेवा यावर आधारित नेमणूक आणि करिअर प्रगती द्वारे शिक्षकांच्या संस्थात्मक नेतृत्वाच्या सचोटीची पुष्टी करणे.
६. अध्यापकिय आणि संस्थात्मक स्वायत्ततेच्या दिशेने वाटचाल करणे.
७. शैक्षणिक व प्रशासकीय सेवेत असलेल्या उच्च पात्रताधारक स्वतंत्र मंडळामार्फत उच्च शिक्षण संस्थांचे शासन.
८. उच्च शिक्षणासाठी एकाच नियमका द्वारे सुलभ पण परिणामकारक नियमन
९. उत्कृष्ट सार्वजनिक शिक्षणाच्या मोठ्या संधी सारख्या अनेक उपायांद्वारे अधिक उपलब्धता, समानता आणि सर्वसमावेशकता उपेक्षित वंचितांना साठी खाजगी/ धर्मदाय विद्यापीठाद्वारे शिष्यवृत्त्या ऑनलाइन शिक्षण व मुक्त दुरुस्त शिक्षण आणि सर्व पायाभूत सुविधा व शिक्षण साहित्य दिव्यांग विद्यार्थ्यांसाठी सहज वापरता येण्याजोगे उपलब्ध करणे.

#### राष्ट्रीय शैक्षणिक धोरणाच्या अंमलबजावणीनंतर चे बदल- उच्च शिक्षण संस्थांची पुनर्रचना :-

उच्च शिक्षणासंदर्भात या धोरणाचा मुख्य भर उच्चशिक्षणाचे तुकडे होणे समाप्त करून. कमी विद्यार्थी संख्या असलेल्या तुकड्यांमध्ये विभागलेल्या उच्च शिक्षण संस्थांचे एकत्रीकरण करून प्रत्येकी ३००० किंवा त्यापेक्षा जास्त विद्यार्थी असलेल्या मोठ्या बहुशाखीय विद्यापीठांमध्ये महाविद्यालयांमध्ये आणि उच्च शिक्षण संस्थांच्या क्लस्टर/ नॉलेज हब मध्ये रूपांतर करणे. विद्यार्थ्यांना बहु विद्या शाखीय शिक्षण घेता येण्या संबंधीची व्यवस्था निर्माण करणे. यामुळे एक उत्साही समुदाय तयार होण्यास मदत होईल आणि एका छत्राखाली विद्यार्थ्यांना आंतरशाखीय संशोधना सह विविध विषयांमधील संशोधनाचे सक्रिय समुदाय विकसित होतील। ... २०३० पर्यंत प्रत्येक जिल्ह्यात किंवा जवळपास कमीत कमी एक मोठी बहुशाखीय उच्च शिक्षण संस्था असेल .... संस्थांना

त्यांच्या कडे मान्यता असल्यास त्यांच्या योगदानाचे वाढ करण्यासाठी उपलब्धता सुधारण्यासाठी निरंतर अध्ययनाच्या संधी उपलब्ध करून देण्यासाठी(SDG४) मुक्त दूरस्थ शिक्षण(OLD) आणि ऑनलाईन कार्यक्रम चालविण्याचा पर्याय असेल .... उच्च गुणवत्तेच्या बहुशाखीय आणि आंतरशाखीय अध्ययनास प्रोत्साहन देण्यासाठी कालांतराने एक शाखीय उच्च शिक्षण संस्था हळूहळू बंद केल्या जातील आणि त्या सर्व सक्रिय बहुशाखीय संस्था किंवा सक्रिय बहुशाखीय क्लस्टर चा भाग बनतील।सध्याच्या एक शाखेला अधिक बळकट करू शकतील असे विभाग योग्य मान्यता प्राप्त झाल्यानंतर सक्षम(सुरू) करू शकतील। 1९५ वर्षांच्या कालावधीत श्रेणीबद्ध स्वायत्ततेच्या प्रणालीद्वारे हळूहळू संलग्न महाविद्यालय हा प्रकार बंद करण्याचा समावेश असेल आणि हे एक आव्हान म्हणून पार पाडले जाईल।

**विद्यापीठाची परिभाषा:-** राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये विद्यापीठाला एका नवीन संकल्पनात्मक स्वरूपामध्ये परिभाषित केले आहे याप्रमाणे चिन्हापीठ म्हणजे उच्च शिक्षणाची अशी एक बहुशाखीय संस्था जी उच्च दर्जेदार शिक्षण संशोधन आणि सामुदायिक सहभाग असलेली पदवीपूर्व आणि पदवी शिक्षण प्रदान करणारी यंत्रणा विद्यापीठाच्या व्याख्या मध्ये अशा अनेक संस्थांची व्यक्ती समाविष्ट असेल त्या म्हणजे अध्यापन आणि संशोधनाला समान महत्त्व देणाऱ्या संस्था म्हणजेच संशोधन केंद्रित विद्यापीठे तर अशा संस्था ज्या अध्यापनावर अधिक भर देतात मात्र तरीही महत्त्वपूर्ण संशोधन करतात म्हणजेच अध्यापन केंद्रित विद्यापीठे.

**स्वायत्त पदवी महाविद्यालयाची(AC) परिभाषा:-** स्वायत्त पदवी महाविद्यालयाचा अर्थ असेल उच्च शिक्षणाची मोठी बहुशाखीय संस्था जी पदवी प्रदान करते आणि प्रामुख्याने पदवीपूर्व शिक्षणावर अधिक लक्ष केंद्रित करते, मात्र ते त्या पुरते मर्यादित असणार नाही ते त्या पुरतेच मर्यादित असण्याची गरज नाही आणि ती सामान्यपणे नेहमीच्या विद्यापीठा पेक्षा लहान असेल. या महाविद्यालयांना श्रेणीबद्ध टप्प्याटप्प्याने स्वायत्तता देण्या साठी एक यंत्रणा स्थापन केली जाईल. कालांतराने प्रत्येक महाविद्यालय एक स्तर स्वायत्त पदवी महाविद्यालय किंवा एखाद्या विद्यापीठाचे घटक महाविद्यालय म्हणून विकसित होईल दुसऱ्या बाबतीत ते विद्यापीठाचा संपूर्ण भाग असेल. योग्य मान्यता मिळाल्यानंतर स्वायत्त पदवी महाविद्यालय त्यांची इच्छा असल्यास संशोधन केंद्रित किंवा शिक्षण केंद्रित विद्यापीठामध्ये विकसित होऊ शकतात. २०४० पर्यंत बहुशाखीय संस्था बनविण्याचे सर्व उच्च शिक्षण संस्थांचे उद्दिष्ट असेल आणि बहुशाखीय समुदाय निर्मिती केली जाईल.

**पदवी अभ्यासक्रमाची रचना:-**

पदवी अभ्यासक्रमाची रचना आणि लांबी नुसार समायोजित केली जाईल. पदवी अभ्यासक्रमाचे शिक्षण तीन किंवा चार वर्षे कालावधीचे असेल. या काळात अनेक वेळा योग्य प्रमाणपत्रासह बाहेर पडण्याचा पर्याय उपलब्ध असेल. उदाहरणार्थ व्यवसाय आणि व्यावसायिक क्षेत्रासह एखाद्या शाखेत किंवा क्षेत्रात एक वर्ष पूर्ण केल्यावर प्रमाणपत्र, दोन वर्षे अभ्यास पूर्ण केल्यास डिप्लोमा, किंवा तीन वर्षांचा अभ्यासक्रम पूर्ण केल्यावर पदवी. चार वर्षांचा बहुशाखीय पदवी अभ्यासक्रम मात्र प्राधान्याचा पर्याय असेल कारण निवडलेल्या मेजर आणि मायनर विषयावर लक्ष केंद्रित करण्यासह सर्वांगीण आणि बहुशाखीय शिक्षणाची संधी यात मिळेल. मास्टर कार्यक्रमाच्या विविध रचना उपलब्ध करून देण्याची लवचिकता उच्चशिक्षण संस्थांकडे असेल तीन वर्षांचा पदवी अभ्यासक्रमपूर्ण करणाऱ्या विद्यार्थ्यांसाठी दोन वर्षांचा मास्टर चा अभ्यासक्रम असेल आणि या कार्यक्रमातील दुसरे वर्ष पूर्णपणे संशोधनाकरिता समर्पित असेल. चार वर्षांचा संशोधन सहित पदवी अभ्यासक्रम पूर्ण करणाऱ्या विद्यार्थ्यांसाठी एक वर्षांचा मास्टर कार्यक्रम असेल. पाच वर्षांचा एकात्मिक पदवी/ मास्टर्स कार्यक्रम देखील उपलब्ध असेल पीएचडी करण्याकरिता मास्टर्स पदवी किंवा संशोधना सहित चार वर्षांच्या पदवी ची गरज असेल.(M.Phil पदवी थांबविण्यात येईल)

**अकॅडमिक क्रेडिट बँक(ACB):-**

शैक्षणिक अभ्यासक्रमात अकॅडमिक क्रेडिट सिस्टीमचा अवलंब करण्यात येणार असून विविध मान्यताप्राप्त उच्च शिक्षण संस्थान मधून मिळालेली शैक्षणिक क्रेडिट्स डिजिटल पद्धतीने साठविले जातील. त्यानुसार मिळालेली क्रेडिट विचारात घेऊन उच्च शिक्षण संस्थान कडून पदव्या देण्यात येतील. त्यासाठी अकॅडमी क्रेडिट बँक (ACB) स्थापन केली जाईल.

**भारतीय शिक्षणाचे आंतरराष्ट्रीय करण करणे**

भारतात शिक्षण घेणाऱ्या आंतरराष्ट्रीय विद्यार्थ्यांचे प्रमाण वाढण्यास मदत होईल आणि परदेशी संस्थांना भेट देण्याची तिथे शिकण्याची आपले क्रेडिट्स त्या संस्थेमध्ये हस्तांतरित करण्याची किंवा तिथे संशोधन करण्याची इच्छा बाळगणाऱ्या भारतीय विद्यार्थ्यांना अधिक संधी प्राप्त होईल तसेच या संधी आंतरराष्ट्रीय विद्यार्थ्यांना देखील भारतामध्ये उपलब्ध असतील गुणवत्तेची जागतिक पातळी आणि घरात आंतरराष्ट्रीयकरण हे उद्दिष्ट साध्य करण्यासाठी तसेच मोठ्या प्रमाणात आंतरराष्ट्रीय विद्यार्थ्यांना आकर्षित करण्यासाठी भारतातील पारंपारिक विषय जसे आयुष योग कला संगीत इतिहास संस्कृती या सारख्या विषयांमध्ये अभ्यासक्रम कार्यक्रम शास्त्र सामाजिक शास्त्र आणि त्याही पलीकडच्या विषयांमध्ये आंतरराष्ट्रीय पातळीवरील

प्रसंगोचित अभ्यासक्रम सामाजिक सहभागासाठी अर्थपूर्ण संधी यासारख्या सुविधांचा विकास करणे.

### विद्यार्थी उपक्रम आणि सहभाग

विद्यार्थी हा शिक्षण संस्थेतील प्रमुख हितसंबंधी घटक आहेत उच्च गुणवत्तेच्या अध्ययन-अध्यापन प्रक्रियेसाठी उत्साही कॅम्पस असणे आवश्यक आहे. याबाबत विद्यार्थ्यांना क्रीडा सांस्कृतिक कला क्लब पर्यावरण क्लब, क्विज क्लब, समाजसेवा प्रकल्प इत्यादी मध्ये सहभागी होण्याच्या भरपूर संधी दिल्या जातात. ताणतणाव आणि भावनिक मुद्दे हाताळण्यासाठी प्रत्येक शिक्षण संस्थेत समुपदेशन यंत्रणा असतील. या व्यतिरिक्त ग्रामीण भागातील विद्यार्थ्यांना वस्तीगृहा सारख्या आवश्यक त्या सुविधा पुरविण्याकरिता पद्धतशीर व्यवस्था निर्माण केली जाईल.

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## Role of Higher Education Institution Imparting Technology Integrated Life-long Equitable Education in Context with NEP: 2020

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**Abstract:** Education has always been instrumental to uplift humanity on a higher pedestal. The progress, scientific inclination, attitude and thought process of humans is entirely based on what kind of education is being given to them. Therefore, the structural changes, planned to be sowed in the Indian education system with effective execution of NEP: 2020 will definitely prove to be evolutionary to incorporate and actualize the contemporary needs. It is the education that provides the fertile ground to nurture humane, scientific, technology-oriented, entrepreneurial outlook that is the only essence for contemporary, cosmopolitan society. NEP: 2020 foretells that education should go beyond the learning which is transient to transform the knowledge into wisdom facilitating the journey towards truth. The framework of education must be based on the need and NEP: 2020 attempts to address this need critically bridging the gap between present learning outcomes and contemporary needs. It consolidates focused efforts to form a skill-based society to reduce unemployment incorporating vocational,

transdisciplinary courses. It is accepted that education is the only measurement that anticipates the future growth of the society: it is the concrete foundation that predicts the destiny and progress of humanity. The present paper attempts to divulge the role of Higher Education Institutions facilitating technology integrated life-long equitable education in the context of NEP: 2020.

**Keywords:** NEP, Technology, Access, Contemporary, Skill, Equitable, Life-long.

NEP 2020 attempts to reinstate the value of Indian education system (Kasturirangan & et al, 2020, p. 4) which made individuals skilled humane-entrepreneurs; it was multidisciplinary and it prepared individuals for life wherein all faculties of knowledge were mingled. Therefore, NEP 2020 sought to make contemporary education transdisciplinary; it abolishes the unitary, one-faculty, single-stream education for it is obvious that a scientist or technocrat must be humane and an artist or a student of humanities should nurture the scientific attitude. It fosters the attitude of inquiry, through project/problem based-learning to be innovative, creative in life-like situations. NEP 2020 makes education learner-centric, equitable and accessible introducing Academic Bank Credit Transfer, Multiple Exits and Entries, Continuous and Comprehensive Formative Assessment etc. It has provision of either Degree/Certificate at every Exit – a beneficiary, learner centric move. Its impetus is on integration of Technology for teaching, learning and assessment to make learning sustainable and life-long. Also, the inclusion of technology in teaching, learning and assessment will easily fulfill at greater extent one of the intentions of NEP: 2020 in regard to life-long, equitable, accessible education to SEDGs. It will provide flexibility of course and language choice to learners making education learner centric. It will also facilitate Academic Bank Credit Transfer with multiple exit and entries. Therefore, the inclusion of technology

proves to be a milestone in the Indian Education System. Today every individual is having easy access to technology with a smart phone in hand. The digital-gap between digital-immigrant and digital-native is increasingly bridged-up. The last two years of pandemic were a blessing in disguise for education as educators rode on the surf of technology though they were novice as they were digital immigrants however they adopted technology and became adept in its utilization. The entire process of teaching, learning and assessment was carried out through technology. Here, educators need to understand that Technology is just a tool and like other tools for its advantages and disadvantages it is fully dependent upon its users. Its use cannot be simply blamed for its utilization, the user is more accountable. However, the increasingly dominant use of Technology can make Teaching, Learning and Assessment learner centric, equitable, accessible and life-long (Kasturirangan & et al, 2020, p. 58) supplementing to the agenda and purpose of NEP: 2020 that is lucidly reflected while submitting its draft:

The Government of India had initiated the process of formulating a New Education Policy to meet the changing dynamics of the requirements of the population with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry. The extant National Policy on Education, 1986 modified in 1992 required changes to meet the contemporary and futuristic needs of our large youth population. (Press Information Bureau Government of India MoE, 2019)

The role of Higher Education Institutions in this context is highly critical as they are instrumental in carrying out the agenda of NEP: 2020. The contemporary era is the surf of Technology on which everyone has to ride. Today,

the progress of humanity is measured largely on the basis of how familiar and accustomed they are to the optimum use of Technology. The rejection to Technology on account of its novelty or generation –gap can prove to be very expensive for today's learners who are digital-natives and much familiar and accustomed to technology. The learners spend much time in the use of Technology and as educators there is a need to harness them and shift them to use technology for learning. They have smart-phones and the internet is available at their fingertip. Only need is that educators have to incorporate technology and validate it. Already this welcome move is undertaken by Ministry of Education with providing the platform viz SWAYAM, (Study Webs of Active-Learning for Young Aspiring Minds), NPTEL, (National Programmes on Technology, Enhanced Learning) NITTTR (National Initiative for Technical Teachers Training and Research) etc

The use of Technology has bridged the gap-between distance. Today, an individual residing in the remotest area can easily be given access to the treasure of knowledge through INFLIBNET (Information Library Network) also they can have access to video lectures of prominent educators of elite institutions of national repute viz IITs, NITs, etc. Thus, they residing at any remote corner can easily educate themselves. They can study at any time at their leisure/ comfort of time. They are not required to come to the so-called traditional-classroom and wait for educators. Thus, they can transform any time and space into a learning time and space which is the blessing of technology. The accountability of Institutions of Higher Education in India is high in this context for they have to accept this change in traditional delivery of education and learning. They have to initiate online courses on their own or in association with SWAYAM like virtual platforms. They can design, develop their own courses in four Qs and get them approved and impart it. The foremost ben-

efit of this virtual delivery of the course is that of Academic Bank Credit Transfer. Because this course is virtually available any learner from any place/university can do it and earns those required credits to complete his/her course. Already, this move is initiated in a few universities. They have allocated (a few designed and others in association with other bodies) certain courses of twenty credits per year to students who have to complete those select courses to earn the credit. Thus, they will earn eighty credits through traditional class-room and twenty credit through Technology integrated virtual class-room. Thus, the blending of Technology with the traditional class-room teaching proves to be highly beneficial and productive.

The integration of Technology intends to blend the classroom and to change the pedagogy (Kasturirangan & et al, 2020, p. 54) which have been subtly highlighted in NEP: 2020. Educators with suitable amalgamation of technology with traditional classroom teaching, learning and assessment environments can flip the class easily to achieve the desired impact on the learners. In blended and flipped classes, pre-class activity, post class activity and assessment can be given on a virtual platform and during class activity can be conducted in traditional class. Thus, in blended and flipped class, the teacher can plan well for the maximum output, on his/her instructional delivery and pedagogy. The obvious benefit of this blended and flipped class is that the interest of the learner is retained for longer and it enhances their attention also. The most important factor is 'time', the students will do the activities at their own time and the class is becoming learner-centric emphasizing the outcomes of the learning. The role of 'teacher' is also shifted to be a 'facilitator' of the learning. Because, he/she needs to facilitate the knowledge acquisition process for the huge amount of information already with the learner. Henceforth, the simple transfer of information should be stopped immediately, teachers have to convert the information into

knowledge and wisdom to transform the lives of learners. To make the teachers skilled in the optimum use of technology, the institution has to take initiatives viz technical training, providing incentives to those who are using the technology in academics and are the frontiers to introduce new trends of technology in academics.

Furthermore, Technology at best assists educators even for evaluation and assessment of learning. (Kasturirangan & et al, 2020, p. 18) The assessment of learning should be purposeful for eg whether it is for improvement in learning or to assess the attainment of learning outcomes. Also, the assessment type should be clearly stated viz whether it is formative, summative or diagnostic assessment and whether it is for an individual or for a group. The assessment should have clarity on types of questions viz supply, select, match, order, T/F, blank, MCQs, MAQs, SAQs, LAQs etc. Even, the grading scheme for assessment must be ready with KPIs and Rubrics. Additionally, there must be a strong, valid, feedback system to define the productivity and fruit of teaching, learning and assessment.

The Higher Education in Institutions in India have to embrace the digital disruption caused by Technology. They have to initiate teaching practices with Technology emphasizing the digital literacy of learners and trainers equally. Additionally, they have to provide equitable access to the Technology to students and teachers. They have to be a cause to bring a change in the approach towards learning. There is a need to have a paradigm shift in belief towards learning for teachers should not only transfer the knowledge but he/she needs to transform the learners themselves building a strong value system.

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