ARTICLES

READERS' FORUM

BOOK REVIEW

ARTICLE DIGEST

The Eternal Divine Light

**Pujya Shrimad Acharya
Saumyendra Nath Brahmachary Ji**

(October 07, 1946 - June 23, 2012)

Dev Sangha Institute of Professional Studies and Educational Research (DIPSER) was established by Shrimad Acharya Saumyendra Nath Brahmachary Ji (1946 – 2012). A First Class First Mechanical Engineer and a Gold Medalist from the Indian Institute of Technology, Kharagpur, he was awarded the prestigious B C Roy Gold Medal as the best all-rounder graduate of the Institute (batch of 1968).

Pujya Acharya Ji worked in the corporate world for ten years and rose to a senior position with the leading multinational of the day at a young age. Subsequently, inspired by his enlightened Master Shrimad Narendra Nath Brahmachary Ji, he gave up his brilliant management career to become a full-time spiritual aspirant, a brahmachari. He went on to spend five years in intense sadhana (meditation) and two years on pilgrimage across India. The biggest gain from this journey, he used to say, was a secular insight into the country. "It is only when you travel as a common man that you see the real country, come into intimate contact with its people."

Pujya Acharya Ji continued to devote the rest of his life in the quest for eternal truth, combining it with creative institution building for spiritual and material upliftment of youth. In 1988, he was initiated as the Acharya (spiritual head) of Dev Sangha Ashram at Deoghar in Jharkhand. "Our ashram believes in re-surrecting the Rishi culture of ancient India where there was no contradiction between—but rather a harmonious blending of—material well-being and spiritual upliftment," he used to maintain.

Later, with the support of his friends and Ashram colleagues, Pujya Acharya Ji founded Dev Sangha Seva Pratisthan (DSSP) as the service wing of Dev Sangha to work primarily in the field of education and set up a (10+2) CBSE school, and a college of teachers' education for women offering D.El.Ed., B.Ed. and M.Ed. courses along with research facilities. DSSP regards women's education in the tribal state of Jharkhand as the most powerful tool for facilitating their economic empowerment and social upliftment. He, the teacher of teachers, was regarded as an extra-ordinarily gifted speaker bringing in, in simultaneously a most penetrating and entertaining manner, the quiet and brilliant wisdom of the Rishis of ancient India that informed the lives of king and subject alike, into everyday applications of modern life, organization, co-ordination and governance to help in identifying and resolving issues, while skilfully deconstructing the dichotomy between matter and spirit that had enervated the land over centuries to its great detriment. A highly respected and sought for guest lecturer, he was regularly invited to speak in premier institutes of the country like the IITs, IIMs, BITS Pilani, Universities, National Judicial Academy, Bhopal (NJA), Management Training Institute Ranchi (MTI SAIL), Indian Institute of Coal Management Ranchi (IICM)), Administrative Training Institute Ranchi (ATI) and host of similar institutions both in India and in different countries of the World and spoke eloquently on varied facets of life - contemporary politics to decision-making, self-development, stress management, leadership, motivation and communication and of the joyful and pervasive nature of boundless wisdom.

He left for his eternal abode quietly on June 23, 2012. His golden light shall always guide us all in our journey of life.

FEW THOUGHTS

Teacher education in India is a crucial constituent of our country's education system and plays a vital part in shaping the future of education in India. It aims to prepare teachers who can effectively impart knowledge and skills to students across various levels of education. While Teacher education is playing a stellar role in developing competence of students, there are still challenges to be addressed in terms of continuous updation of the curriculum, quality faculty, developing infrastructure, and creating an environment where the young generation of our country can develop themselves and be a responsible member of our society.

The National Education Policy (NEP) 2020 is a big step forward that envisions the transformation of the education system in India. Approved by the Government of India in July 2020, it is a significant milestone in the country's educational landscape that aims to address the challenges faced by the existing education system and foster a holistic approach towards learning, knowledge, and skill development.

One of the key pillars of the NEP 2020 is the emphasis on teacher education. The policy recognizes that high-quality teachers are essential for the success of any educational reform and places a strong focus on enhancing the capabilities and professionalism of teachers in India. It envisages a transformative shift in the way teachers are prepared, trained, and supported throughout their careers.

In this context, NEP 2020 advocates for the establishment of multidisciplinary teacher education institutions, Continuous Professional Development of teachers, merit-based and transparent recruitment process for teachers and implementing an effective system for teacher performance evaluation. NEP 2020 also proposes the use of technology for teacher training, content development, and classroom instruction and creation of a digital infrastructure that supports online learning, virtual classrooms, and teacher collaboration across the country.

It is certain that teachers have to play a crucial role in shaping the future of education in India. It can do so by actualizing the vision of NEP 2020 by focusing on improving the quality of teaching and learning, foster innovation, and creating a learner-centric environment. This is possible when teachers are equipped with the necessary knowledge and skills, support to empower students and enable their holistic development.

The successful implementation of the NEP 2020's vision for teacher education has the potential to bring about a significant positive transformation in the Indian education system. The onus lies on the teachers who, with dedication and continual enhancement of their knowledge and skills can ultimately make the difference.

It is with this resolve that this issue of Devaloke is being published on the theme "National Education Policy-2020 and Teachers' Education in India" and it is hope that readers will find its content meaningful and thought-provoking.

(Asim Kumar Chatterjee)
Secretary
Dev Sangha Seva Pratisthan and
Dev Sangha Institute of Professional Studies and Educational Research' Deoghar

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"आमायन्तु ब्रह्मचारिणः स्वाहा।

विमायन्तु ब्रह्मचारिणः स्वाहा।

प्रमायन्तु ब्रह्मचारिणः स्वाहा।

दमायन्तु ब्रह्मचारिणः स्वाहा।

शमायन्तु ब्रह्मचारिणः स्वाहा।"

- तैत्तिरीयोपनिषद् 1／4／2

"Āmāyantu brahmacāriṇaḥ svāhā.

Vimāyantu brahmacāriṇaḥ svāhā.

Pramāyantu brahmacāriṇaḥ svāhā.

Damāyantu brahmacāriṇaḥ svāhā.

Śamāyantu brahmacāriṇaḥ svāhā."

- Taittirīya Upaniṣad 1/4/2

"Let pure seekers of wisdom arrive unto us for learning and wisdom from all directions. Let them arrive unto us by diverse paths. Let untainted seekers of knowledge reach unto us in proper form. Be they blessed with mastery over their senses. On them be conferred the strength of controlling their thoughts."

FEATURE ARTICLE

National Education Policy-2020 and Evaluation Reforms in Higher Education: Envisioning Transformation for 21st Century India

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Abstract

"For teachers, as for students, the most effective evaluation comes from someone who sits beside us and helps us to grow"- The Evaluation of My Dreams (Carol Ann Tomlinson, 2012)

One of the main purposes of evaluation is to provide development-inducing feedback that helps the teacher to plan appropriate activities for enhancing student performance (Aithal& Kumar, 2016, p. 652). The qualitative dimension of evaluation must focus to enhance the competence level among students. The University Grants Commission (UGC) has taken various initiatives to bring in academic reforms in the Higher Education Institutions in India. Evaluation Reforms is one of the major tasks initiated in this direction. However, some limitations in the current system have made the need for reforms in the evaluation system relevant. Therefore, provision for an Innovative evaluation process in higher education systems is the need to measure the knowledge and skills acquired by the students at various levels of their courses/ programmes. As evaluation linked with Learning Outcomes, Institutional goals, teaching pedagogy and learning methods; Parameters of testing and assessment need to be relooked and reorientated by using innovation and technology so as to create the intended learning outcomes (UGC, 2019; p.7). Also, by using technology and innovation a new format of valuation framework/tools need to be developed to assess the requisite skills that are essential for the students who have enrolled in higher education programmes.

This paper discusses current issues in higher education evaluation and envisions a better system that led to a more skill and competencies-based evaluation system to make it more meaningful and leaning outcome based.

Key Words: Evaluation Reforms in Higher Education, Qualitative dimension of evaluation, Learning Outcomes, envisions a better system.

Introduction:

Higher Education (H E) has a noteworthy place in the process of social, political, and economic change in any country. In India, the demand for higher education is rapidly increasing along with the challenges like retaining quality, sustenance, and ability to compete with global standards. The focus of the Indian higher education system for a long time was on establishing higher education institutions (HEIs) to give the opportunity to the students to graduate and seek jobs (Sharma, 2020, p.1). This has led to a massive increase in the number of HEIs and the number of students going for higher education. However, the foremost concern is not just quantitative growth, but ensuring that the students are equipped with 21st-century skills (NEP-2020, p.30). Integration of the 21st century skills like creative thinking, problem-solving, research, and creativity in higher education for the holistic development of learners, is the need of the hour (Senapati & Singh, 2023, p. 31). The new National Education Policy (NEP) 2020 also intends to transform the present higher educational institutions (HEIs) into holistic and multidisciplinary institutions (p.31). To achieve it, there needs to be a transformation in the current pedagogy and curriculum transformative pedagogy, individualized contextual experiences, and the intellect of the learner will be used to develop fruitful holistic thinking in them whereas a multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline (Singh & Senapati, 2022, p.24).

Therefore, the higher education system should focus on more learner-centric approaches and be in pursuit of constant improvement in quality. For this, a strong system should be built to take care of the needs of HEIs and maintain

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its quality. As per the University Grant Commission (2019, p.10), a strong evaluative process in higher education systems can play a pivotal role to increase its quality and effectiveness. Evaluation is the process by which value judgments about the educational status (Regulatory) or achievements of students (Academic) are formed (Prakash, 2016, p.2). Sharma (2020) states the regulations of HEIs can be done by Accreditation agencies like the National Assessment and Accreditation Council (NAAC) and the National Board of Accreditation (NBA). Since this paper is confined to educational testing, examinations, assessment, and evaluation, hereafter use of evaluation relates to the academic achievement of students only.

Evaluation Issues in Higher Education

To increase the efficiency and effectiveness of the higher education system, both government and HEIs must first give attention to the current issues related to the assessment of teaching, learning and evaluative processes. Based on the review of UGC Documents. "Evaluation reforms in higher educational institutions (HEIs)-2019, and Articles of researchers such as Singh (2015) and Aithal & Kumar (2016), the following issues related to higher education evaluation have been identified. These identified issues have been summarized in Table-1.

Table 1: Evaluation issues in Higher Education (HE) in India

Areas	Identified Evaluation issues in HE
No Standardized Evaluation system	A great degree of diversity has been observed in terms of assessment and grading of the students in the higher education system. A concerted debate has been going on to determine the best system of assessment to be followed by the Universities in the 21st century. It is desirable that a certain optimum degree of standardization in the examination system and in the assessment of students is put in place before grades are awarded to them
Emphasis on Memorization only	The examination pattern that currently exists in university structure, test memory learning. The term-end examination is usually based on the question paper which tests only memory recall as a skill. This system, more often than not, insulates students from the quest of knowledge, excitement of discovery and joy of learning.
Mis-management of Examination	The machinery of conduct the end term examination exerts great pressure on universities due to the large number of examinees. From printing of question papers to timely declaration of results, the planning, cooperation, execution, supervision and logistics support process requires very efficient handling so that the entire examinations are conducted well. Despite all efforts from the government, universities and boards, issues like leakages of question paper, mishandling of answers scripts, mismatch of roll numbers, errors in marking and totaling, awarding of grace marks, wrong declaration of results are seen very often. Also, most of the examination agencies still appear to be technology-shy and are hesitant to adopt the latest techniques of computerization and optical scanning.
Needs reforms in Curriculum	To make the evaluation more relevant to professional requirements and international norms reforms in current course curriculum and learning pedagogy are needed. Also, students should not be given only an overall grade but should be given subject-wise grades. This would enable the teacher to know the exact level of achievement of a student in various subjects and disciplines which would improve their employability.
Less focus on Continuous Comprehensive Evaluation (CCE)	Often the annual examination along with marks, percentages and division leads to insensitive cramming up of superficial discreet information. Thus, with very little focus on CCE during the teaching learning process, it renders all emphasis on the final examinations orienting all teaching and leaching pedagogy towards preparing students to work towards getting better marks.
Exam as the cause of fear and tension	The current examination form creates psychological fear, stress, anxiety, and tension among the students. Under distress, the students resort to all kinds of malpractices to pass the examination which impacts their credibility.
Over Emphasis on External Examination than Internal	The ability of a student is decided by the end of the term (semester/annual) examination; hence scoring more marks in this final examination is the only aim of the student. The existing system does exert undue stress on the students as they have to score higher to pursue a job or higher education career. It encourages the selective study and cramming, the use of easy notes, and discourages the habit of regular work, the use of good textbooks, and innovations.
Other Quality issues	Other issues like quality question papers, quality of term-work assessment, holding of fair practical examinations, Exam Schedules, Quality of Answer Script Evaluation, Shortage of qualified examiners. Delays in paper correction, Discrepancies in the handling of transcripts, Manipulation of scores, Award of grace marks, Delays in results processing and declaration, Handling of re-evaluations also hampers the quality of current higher education.

NEP-2020 and Evaluation Reforms in Higher Education (HE)

The National Education Policy 2020 (NEP-2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. As per NCERT report (2021) 'Assessment Reforms: Background paper for Teacher's fest' NEP-2020 emphasizes transforming assessment for optimizing the learning and development of all students with a focus on (I) being regular, formative, and competency-based, (2) promote learning and develop0ment of students, (3) focus on 'assessment for learning' and (4) test higher-order skills (analysis, critical thinking and conceptual clarity etc.). Thus, it can be said that as per NEP 2020, the purpose of evaluation can be summarized as continuous and comprehensive evaluation; a standards-based grading system. It provides a major opportunity for key educational stakeholders to enact the major reform and implementations in lieu of the policy that shall bring highest quality, equity, and integrity from primary to higher education. The recommendations given by NEP-2020 serve as a useful guideline in taking an important step toward evaluation reforms in India higher.

These recommendations have been discussed in Table-2: (Developed on the basis of the Source: National Education Policy 2020, retrieved on August 10, 2021)

Table 2: Provisions in NEP-2020 about Ev♦n Reforms in Higher Education (HE)

Areas of Reforms in HE	NEP-2020 Provisions
Optimal learning environments and support for students	Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications.
	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.
	HEls shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme.
	HEls shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation.
	Each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP).
	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 HEls will be developed.
	All programmes courses, curricula, and pedagogy across subjects, including that in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.
Institutional Restructuring and Consolidation	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 holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.
	Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points. 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.
	The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option.
	An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4 various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree with Research if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

Envisioning Transformation of Evaluation System in Higher Education for 21st century India

After analyzing documents like NEP-2020 and the UGC-Quality Mandates, here are some suggestions concerned with reforms in the evaluation system in HE.

Outcome-Based Education (OBE)

The concept of OBE stresses the importance of demonstration of learning outcomes by students rather than just attaining marks in the examination. Under OBE, each student is expected to achieve a particular goal by the end of the academic period.

OBE starts with a clear statement of what knowledge, skills, and attitude a student will be able to demonstrate in a clearly measurable way, as having acquired on the successful completion of the programme.

Objectives and Model of Examination System;

- Learning Outcome Based Education (LOBE) Framework needs to be implemented at HEIs to structure and link evaluation right up to Institutional goals. LOBE is a dynamic and flexible framework, which allows HEIs to design their institution specific program educational objectives.

- Program Learning Outcomes lead to the identification of competencies and from competencies, one may derive multiple indicators or measurable components to assess competencies objectively. It also led to the design and development of a curriculum containing multiple courses with specific objectives.

- The attainment of Program Education Objectives, Programme Learning Outcomes, and Course Learning Outcomes may be worked out at the university/ institutions level for each programme.

- Certain optimum degree of standardization in the examination system and in the assessment of students is put in place before grades are awarded to them.

- Evaluation must be continuous to include both formative and summative components in a timely fashion for continuous feedback.

Moderation:

- Moderation at different stages like paper setting, assessment, re-assessment, post-evaluation should be mandatory and make it fair, trust-worthy and transparent.

- Over-all procedures adopted to maintain quality and standard of assessment and evaluation system should be revisited every 2-3 years. An Examination Reforms Cell at HEI level and an Examination Reforms Committee (appropriate nomenclature can be used) at the state level can be set up for this purpose. Grading and Credit Transfer

- Ensure a minimum program-wise uniformity in all HEIs w.r.t. a number of Course Credits (for Core, Elective etc. courses) and Total Credits at UG & PG levels to facilitate smooth credits transfers (Refer to latest UGC guidelines for UG: http:// www.ugc.ac.in/ pdfnews/8023719 Guidelines-forCBCS.pdf). For the computation of Grade, Grade Points, SGPA, and CGPA same guidelines are to be followed.

- Some uniformity in the broad topics in courses in the first, second, and third year in each major degree programs in all HEIs (with some flexibility) can ensure smooth credit transfers, and hence horizontal mobility, for the students between HEIs.

- The optional subjects which normally have nominal credits may be considered for transfer of credit, though those optional subjects are not offered by the receiving university.

- Absolute Grading is followed in most of the HEIs in which grading is used, Relative Grading system will be fairer to the students and may be followed in unitary.

Internal Examination (IE) and External Examination (EE)

- Most suitable combination of IE and EE for comprehensive and continuous evaluation and assessment of the students can be evolved by the HEIs. The proportion of IE and EE should be specified for UG as well as PG levels: and should be flexible to some extent for programs of different natures.

- Internal Evaluation should be such that it will not cause

undue stress and pressure on students. The system of IE should be objective, student friendly, transparent, and free from personal bias or influence. The results of IE should be made known to the students soon after the IE.

- Proportion of IE and EE should be specified for UG (e.g., 30:70) as well as PG levels (e.g., 40:60). Proportion of IE can be low to start with. It can be raised progressively in a phased manner to 50% depending on the outcome of the experience. For high-ranking HEIs, it can be higher (say 50:50 or 60:40).

- Internal assessment must be graded on a relative, not an absolute, scale and must be moderated and scaled against the marks obtained in the external exam.

Technological Interventions / Technology based Automation;

- UGC can take initiative in preparation of required software for use by HEIs (especially in the areas of registration, seating arrangement, issue of personalized hall tickets, integration of results of internal and external assessment, preparation of final results, calculation of grades etc.). These can be made available to the HEIs to expedite proper implementation of the reforms.

Question Bank (QB)

- QB should be prepared Course wise (Core, Elective, Ability/Skill etc.). UGC can take initiative for preparation of basic QBs in major courses/subjects. These can then be adapted by the HEIs. This will ensure some minimum uniformity, quality and standard. The QBs should be sufficiently large and should contain questions under various categories based on learning outcomes.

- Provision of Ability Test to assess and indicate the abilities of the students. Different levels of practical and on the spot problem solving exercises may be carried out to assess the skill of the students. Malpractices

- To ensure the credibility of the examination system, it is essential to check the malpractices. A fool-proof system like encrypted barcodes, hides the identity of the student (and the center) from not only the examiner but also the exam department employees, may be used.

- Candidates are not permitted to leave the exam center

in the first ninety minutes, and even thereafter not permitted to carry the question papers out with them.

- Transmission of question papers (QPs) directly to the centers through the internet just before the commencement of the examination in a safe manner should be introduced

Result in Declaration;

- Declaration of results is a crucial element of the educational system of a HEI on which rests its credibility and reputation. In order to strengthen the process of result declaration it is important to incorporate the features like timeliness of declaration of result, clarity of interpretation of the Result Card, its comprehensive format, accessibility and verifiability, etc.

National Testing Agency (NTA);

- NTA will work to offer a high-quality common aptitude Test as well as high-quality common subject exams in science, humanities, languages arts, and vocational subjects, at least twice a year.

- NTA will serve as a premier, expert, autonomous testing organization to conduct entrance exams for undergraduate and graduate admission and fellowships in HE.

- Universities use these common entrance exams rather than having their own entrance exams, thereby drastically reducing burden on students, universities and colleges and the entire education system.

- Individual universities and colleges shall have the liberty to see the value of using NTA assessments for their admission.

Conclusion;

In India, evaluation plays a pivotal role and is a deciding factor for career choice of students who have enrolled in HEIs. It provides them the ability to pursue the relevant higher qualifications and determine the degree of knowledge possessed. However, Evaluation, in its current form is more of a moment of stress and anxiety for university students. Issues like question paper leaks and other malpractices in script evaluation, fabrication of marks

etc. have impacted its credibility. The current evaluation or examination system in colleges and universities is rigid and tests rote learning rather than focusing on broader skills. Therefore, reforms are much needed to ensure credibility and the outcome of the evaluation system in higher education (HE). There is a need to assess the students on the basis of their application skills or skills of higher ability like analysis, creation, evaluation etc. An ideal Evaluation process should test the learning outcomes, knowledge gained, attitudes developed and skills mastered by a student during an academic programme. It should intend to promote 'student centric learning' by reforming the existing evaluation system in the Higher Education Institutions, with 'continuous evaluation' of students' performance. To ensure evaluation should be more student-oriented than examination-oriented, outcome-based education (OBE) is an important alternative and HEIs may need to implement this as early as possible. NEP 2020 also suggests the purpose of evaluation. The provisions can be summarized as continuous and comprehensive evaluation; a standards-based grading system etc. Therefore, Reforms in examination for all forms of education i.e., formal face-to-face mode, Open and distance learning mode etc., should aim at the overall development of students for 21st century skills namely- critical thinking, problem solving ability, right application of knowledge, and maintaining ethics.

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FEATURE ARTICLE

Technology in Education & Challenges: A Salient Feature of NEP 2020

Vivek Jaiswal, Kuldip Mahto*

Abstract

India got its new Education Policy in 2020 which superseded the thirty-four-year-old National Policy of Education 1986. The National education Policy, besides taking into consideration the different challenges of the 21st century, gave significant prominence to integration of technology in the overall educational framework to ensure holistic and sustainable development of the students, teachers and our country at large. Today, technology has entered in almost every walk of life making everything readily accessible as per need. In the education sector also, there is an increasing necessity to harness technology for enhancing effectiveness of design, implementation, delivery and evaluation of all activities. Development of virtual labs, promotion of regional languages, Art and Culture and development of e-courses in the National Educational Technology Forum (NETF) are being increasingly used to improve the effectiveness of education. Today, learning based on technology is seen as an essential need for creating proper designed education systems, learner centered education system, a better interactive and effective environment of learning etc. such use of digital technology along with other form of required learning materials suited for open Learning environment are possible if our teachers are adequately competent to use ICT for imparting education. Hence, in order to inculcate technology in learning, it is necessary to train teachers with regard to use of technology in teaching learning process and maintain quality and efficiency of education in new methodology of teaching. This paper highlights the salient features of NEP 2020 and different regulations for use of technology in the education system. In this paper, an effort shall be made to discuss the diverse phases of NEP 2020 and Challenges with exclusive attention on technology and its execution on education.

Introduction:

The National Education Policy (NEP) 2020 has been as a revolutionary step for upliftment of education system in our country. The NEP follows a learner centric approach and with radical changes in the existing education system, has introduced new approaches to suit the needs of the present times – all with an aim to serve to the requirement of globalized society. Adopting an all-inclusive approach, NEP 2020 covers the entire spectrum of education in four parts i.e., a) School Education with the aim to achieve 100% Gross enrollment ratio (GER) by 2030, b) Higher Education aiming to achieve 50% GER by 2035, c) Promotion of Indian Languages and Adult Education including Online Teaching and Education in Part 3, and d) successful implementation of the policy.

The generic focus of NEP 2020 is to have an overall development of learners by ascertaining basic primal learning. The Policy offers a variety of online training programs for teachers which will help them to contribute towards students and society creatively. For these positive changes, the new NEP attempts to modify the curricula, change in traditional method of evaluation system, reform in digital infrastructure, constituting firm and contingent foundational abilities and skills. The document of NEP 2020 was deduced with specific vision, mission and goals with regard to Digital Education System and making India "Self-Reliant". Some salient features of the new policy are as follows:-

Vision :- The Policy with regard to technology in education envisions to educate the youth of country who would take

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part actively in the growth of society with knowledge and skills, which will help in socio-economic development of our nation and also in the world.

Mission :- NEP intends to create, activate, endorse and preserve technology and ICT related process and works to enhance the quality of education to increase access and to maintain the efficiency of Education.

Goals:- Some of the important goals of this Policy with regard to technology in education are to Building a society which is fully knowledgeable and aware of ICT, encourage equal and universal access of ICT tools and other technological resources to each and every student openly and freely and induce and empower active participation of people from every section of the society in stabilizing and solidifying the process of correct and skillful utilization of technology in education.

NEP 2020 has aimed to develop creative learners and provide them the strength to speculate and to create. Achievement of this is possible with the unification of technology in classroom and by providing technology education to teachers.

NEP: Its Fundamental Principals

The fundamental principles on which new NEP 2020 are based on finding and considering unique abilities of each and every child and make endeavour for the development of students. It talks about Integrated Education System along with a multi-disciplinary approach that builds students' interest on conceptual clarity instead of note learning and learning only during exam. NEP also states that the curriculum must be flexible so that students can select the subject according to their own interest and abilities.

The new Policy recommends constructive approach to learning , where moral and human values would take a front seat, there should be emphasis on multi-language along with local languages and Continuous and Regular Assessment and use of technology at in every phase of Education. It proclaims thrust on Quality Education for the development of the students and underlines that education is a subject which is concurrent in nature and there must be a diversity of respect for local languages. Education should also aim at equity and inclusion.

A big thrust has been given on enhancing teachers' competence and building supporting infrastructure. It also

talks eloquently about research and says that progress of students must be reviewed on continuous basis along with regular assessment by different experts of education.

Other thrust areas focused by NEP includes continuous learning, education linked to employment opportunities and digital and technological literacy. To impart quality education to one and all, the new Policy has laid great stress upon increasing the 'Gross Enrollment Ration' (GFR). The New policy aims at increasing GER upto 100% in School Education by 2030 and from 26.3% (2018) to 50% by 2035 in Higher Education. Learners have been offered flexible curriculum and facility of storing credit score along with multiple exit points also. To catalyze innovation in research and to enhance research activities special place has been provided to research related activities by setting up new entity, National Research Foundation (NRF). To obtain high standard quality numerous areas will be given attention like music, folks, cultures, local languages, social science, yoga and much more.

To reinforce quality of education, important bodies like Higher Education Commission of India (HECI) for higher education and Higher Education Council of India (HECI) to monitor fulfillment of aims of NEP will have been set up. HECI will replace University Grant Commission (UGC) and All India Council of Technical Education (AICTE) etc., by acting as a common single regulator. Functions such as accreditation, funding, setting academic standards will be done by HECI as a single regulator and guide the learning to achieve the NEP goals.

The present study will not only discuss factors of NEP-2020 necessary for improving the quality of higher education in the country, but will also deliberate on the contribution of technology in the step-by-step execution of new NEP 2020.in addition, the unification of technology in education system will also be dealt with.

Five Pillars of NEP- 2020

New NEP 2020 is substantially embedded on five pillars- Access, Equity, Quality, Affordability and Accountability. A quick look at these five facets will provide a clear idea about the inherent spirit of this educational intervention critical for our times.

Access- NEP 2020 proposes the necessity of providing access of education to all children from the pre-primary

level upto Grade 12.irrespective of religion, caste, location, creed, colour and gender. To achieve this objective of gaining 100% Gross Enrollment Ratio (GER) in school education by next 10 years i.e., upto 2023, various steps has been decided that includes building required infrastructure, and various alternative education institutions, etc. in order to confirm that those children who had dropped their school can be tracked and brought back to school. Various counselor and other well trained social workers will be attached to schools and along with teachers they will also be in continuous touch with students and their parents to ensure reducing the rate of children dropout from schools.

Equity:- The new Policy recommends the need to offer individual adherence to each and every student and thus has proposed various steps to be taken by the Government and Higher Education Institutions. Some of them include tracing funds of Govt. for Socio-Economically Disadvantaged Group, increasing the GER by maintaining a good balance between genders while admission in HEIs and open more HEIs in different districts and SEZs to increase access of education. It also must take steps for encouraging local languages along with multi-language and bilingual, offer more and more financial support in the form of scholarship to HEIs of SDGs and build and adhere ICT tools for enhancing outcome of learning along with increase participation of students.

Similarly, steps To Be Taken By All HEIs will involve reduction of fees of gaining higher education, offering more financial assistance in the form of scholarship, providing more opportunities and scholarship accessible to all and making admission process simpler. Also, NEP 2020 ensures that the curriculum is made more and more unified., programme of higher education is made more employable, local languages are promoted and courses are bilingual. The new Policy would also affirm that the infrastructure and facilities are friendly for disabled students, students belonging to educationally disadvantageous segments are provided bridge courses, there is strict enforcement of rules regarding anti-harassment and faculty engaged is fully trained and expert of subject matter.

 Quality- The education being transferred by the teachers to students must be of superior quality. NEP also stresses that India, being a country rich of various diversity, there should be on adequate thrust on local and multi-language and culture in order to make children aware and known about the country's diversity. NEP 2020 propose that at least upto Grade 5, the teaching medium must be mother tongue i.e., local /regional/home language, however it is preferable upto Grade 8. NEP 2020 has launched an initiative namely " Ek Bharat Shrestha Bharat" under which every student of our country will take part in a project on 'The Language of India' between grade 6-8. At each and every level of schooling and Higher Education Sanskrit language will be offered as an optional subject included in formula of three languages. Various different classical languages of our country such as Malayalam, Kannada, Telugu, Tamil, Persian, etc. will also be available as an option. Along with Indian languages, different foreign languages such as French, German, Japanese, Russian etc. will also be taught as an option at Secondary level. Sign language of India will be made standard all over the country, and curriculum at both state and national level will be constructed in such a manner that it can be availed by student with hearing or seeing impairment.

Affordability- NEP 2020 articulates that students between age of 3-18 years must be given compulsory education without any cost. Students coming from different categories which are SC, ST, OBC and different SEDGs should be given incentive based on their merit. NEP 2020 has also stimulated various private higher education institutions to propose different scholarships and free ships to students of their institutions.

Accountability- To make district and its school's accountable for providing quality education along with improving the outcome of education for all students, there must be set of rules, regulations, policies and procedures to be laid down. A single umbrella body has been created namely Higher Education Commission of India (HECI) which will monitor the same. Along with HECI, various other independent bodies have been setup such as –

- Education Council (GEC) for setting education standard

- Higher Education Grant Council (HEGC) for Funding

- National Assessment and Accreditation Council (NAC) to look after assessment and accreditation

- National Higher Education Regulatory Council (NHERC) for regulation

To ascertain financial integrity and transparency and remove conflict of interests and ensure clear self- disclosure, it has

been decided that regulation will be "Light but tight". There will be no intervention in the functioning and regulations of Regulatory Body. This Body will work using technology and will have the power of charging penalty to those HEIs we do not work according to laid down rules, regulations and those who do not follow laid down standards and norms. Both private and public education institutions will be administered by identical set of rules and standards and accreditation.

Along with continuous learning NEP 2020 also ascertain comprehensive development of students. Learning became resilient with Choice Based Education system, now students will be viable to ensure their domain of interest. One more blazing step is Bank of credit which will ease the shifting between institutions, with the help of these students can now store their academic credit scores. Along with this contortion is also put upon supporting infrastructure and advanced education centers. Diversified routes of learning, using different technological mediums is also facilitated by NEP 2020.Building a community which has knowledge of ICTs, offering free reach to different tools of ICT is demand of an hour. There is also great need to stimulate educators to strengthen the education system through use of ICTs. Making teachers trained of using ICT in education system by the next 10 years is the aim of new NEP. NEP 2020, speculate that by 2030 we have professionally trained and developed teachers all around who have knowledge of using ICT in the field of education.

Digital India: Newer Perspectives

Under NEP 2020, special insistence has been given on online platform of teaching, infrastructure development and on various technical tools. NEP stressed the need of technology friendly teachers which can be achieved through providing technical education to educators. In order to make content online, make assessment online there is greater requirement of educators who are well aware of using technology. An objective of gaining 100% literacy rate with technology inclusiveness has also been set forth by NEP. Since, technology plays a crucial in development of the society the policy has given it due importance. It can be said undoubtedly that quality of education can be increased through technology. In order to help in unification of technology in education system lot of efforts are needed in accepting and implementing various tremendous

changes in present education system to provide support in technology integration. The shoulder of state governments holds major fragment of this responsibility. Along with all these steps one major need is to spread awareness among teachers regarding the modification and alterations which has been brought by this new policy. The hour demands those methods which can lead towards influential engagement of learners. The new NEP 2020, is going to bring about tremendous changes in education system, thus teachers must be trained adequately regarding upcoming changes for implementing NEP 2020 successfully.

In the New Policy, blended learning and flipped classroom has been given due consideration. Students participation in the classroom can be made better if they are already known of the topic which is going to be taken up. This prior awareness of upcoming topic in the classroom can generate more interest in topic discussion. However, in traditional style of teaching students were unaware of the topic going to be discussed in the upcoming class due to which there were no active participation of the students, this traditional teaching method used to consume more time in delivering lecture on other hand flipped classroom has merit of time saving as students already know the topic going to be discussed and had study material beforehand. The new teaching method makes class livelier and welcomed new and innovative ideas of students. Main aim is to guide students whenever they are wrong which can be done through assessment based on competency. Feedbacks are given to students to help them understand their capabilities, strength and weakness. Along with textual learning methods other innovative methods such as teaching through interactive live discussion, audio, video etc. are used in order to make teaching learning process more fruitful and effective. There are various methods introduced in digital and online method of teaching such as, blended methods, virtual labs, creating content, digital infrastructure, online assessment etc. Along with large diversity of education software NEP 2020 introduced DIKSHA/SWAYAM Portal.

The NEP invest in building open public digital infrastructure and ensures equitable consumption of technology. For acquisition of upcoming innovative technologies like robotics, artificial intelligence, 3D, etc. it has provided a due place. Along with online and experimental Learning blended learning has also been introduced. NEP 2020 aims at expanding the present platform of digital education.

Today, a wide opportunity has opened for implementation of education through execution of ICT in education system, now these education specialist can re-examine that what type of upcoming future leaders are required for our country. Recommendation of NEP 2020, was given by an expert committee which was headed by former Chief namely Krishnaswamy Kasturi Rangan of Indian Space Research Organization (ISRO). The recommendation of this committee regarding new NEP widened the scope of education system of India. This committee stressed mainly on merging education and technology together i.e., ICT based education. The education through technology will help in developing innovative thinking in students, Higher-level of decision making, better reasoning, good communication skills and will also increase the productivity of the students. It can be clearly said that any innovation or alterations in education system cannot be implemented without active involvement of teachers. Since, our classroom at present day are based primarily on chalk and talk method there is an urgent need for guide lining teachers in gaining skills of ICT and must also introduce some programs to train them. Teachers should be trained how to use the modern and innovative ICT tools in technology-based teaching and learning process.

Technology Use and its Integration

NEP 2020 has provided important recommendations regarding comprehensive use of ICT in the process of teaching and learning. In view of India's global leadership in information and communication technology and in other cutting-edge domains, the Digital India Campaign is enabling India to transform into a digitally empowered society and knowledge economy. While education is playing a significant role in this transformation, effective use of technology will play an important role in the improvement of educational processes and outcomes. The role of technology in transforming the education sector , thereby transforming India are described below.

In view of the fast pace of technological progress and technically competent teachers, technology is likely to impact education in manifold ways. New technologies and specified educational software and hardware will not only change what students learn in the classroom but how they learn.

In order to ensure effective integration of technology in the education system, the ICT enabled initiatives will be rigorously assessed. The Policy therefore recommends creation of National Educational Technology Forum (NETF), an autonomous body, to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration etc. both for school and higher education. NETF will also organize regional and national conferences, workshops, etc. to solicit inputs from national and international educational technology researchers, entrepreneurs, and practitioners to support the development of a new knowledge and practices.

NEP 2020 proposes development and availability of appropriate educational software (in all major Indian languages) for students and teachers at all levels. Such Teaching-learning e-content will be uploaded onto the DIKSHA platform. This platform will also be utilized for Teacher 's Professional Development through e-content. Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.

NEP 2020 states that inclusion of emerging disruptive technologies like Artificial Intelligence (AI) 3D/7D Virtual Reality etc. will necessarily transform the education system. Disruptive technologies will also help in creating instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. NEP 2020 also envisages introduction of higher studies in core areas such as Machine Learning and other multidisciplinary fields which will be disseminated via platforms, such as SWAYAM. HEIs may also take recourse to blended learning. As disruptive technologies emerge, schooling and continuing education will also assist in raising awareness of their potential disruptive effects and will address related issues effectively to all the affected constituents.

Using Technology for Online and Digital Education:

The recent rise of COVID-19 pandemic necessitated the use of alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. As a result, the education system was forced to change itself from offline to online and teaching and learning could take place seamlessly primarily because of use of ICT whereby classes were continued through virtual and online method with the help of technology. Effective use of technology during this trying times opened a new mode – technology-based learning and indicated that technology can be used as a potent instrument for furthering education and fulfill the dream of self -reliant India.

Learning from the experiences of the Covid times, the NEP 2020 has recognized the use of technology in teaching and learning process as a parallel mode of communication to the learners. It was felt that use of technology will not only make it easy to reach substantially large number of learners, it will also help in planning, management and administration of education in a better manner. The long-awaited policy NEP 2020, after 1986 gave importance to ICT and welcomed the initiation of technology in every dimension of education and help to make education accessible to all with the help of technology in education.

One aspect that NEP 2020 recognized important pertains to the role of teachers in the new scenario. NEP 2020 presupposes that teachers require suitable training and development to be effective online educators and get prepared to meet the challenges of online classroom teaching, changes in pedagogy and conducting online examinations and assessments. Teachers must also be proficient in blending experiential and activity-based learning.

Given the emergence of digital technologies and the increasing significance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy requires that series of pilot studies for online education be conducted by appropriate agencies like NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. to evaluate the benefits of integrating education with online education intently. NEP 2020 also mentions the need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by

multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. The Policy also talks about extensive use of online teaching to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners.

Content creation, digital repository, and dissemination alongwith a reliable backup mechanism for disseminating e-content to students has also been recommended by the new Policy. It is also stated that since there is a considerable number of people who have limited digital access, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available all the time in different languages to cater to the changing needs of students. The Policy also commends more use of existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences.

One aspect that is considered of vital importance is training and incentives for teachers. The Policy states that teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will also be stress on the teacher's role in facilitating active student engagement with the content and with each other.

Other important aspects recommended by NEP 2020 with regard to use of technology include online assessment and examinations, blended models of learning, laying down standards for objective evaluation and establishment of standards of content, technology, and pedagogy for online/ digital teaching-learning for helping . These standards will help States, Boards, schools and school complexes, HEIs, etc. to formulate guidelines for e-learning.

Creating a Dedicated Unit for Building World Class, Digital Infrastructure, Educational Digital Content and Capacity

Technology being a vital element of the new education system, the NEP Policy articulates the need to will be needed to orchestrate the various ecosystem players to implement policy objectives. Hence NEP calls for a

dedicated unit for the purpose of harmonizing different components - digital infrastructure, digital content and capacity building to look after the e-education needs of both school and higher education. This core Unit will consist of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc. who will deliver superior quality e-learning, a lively ecosystem that encourages solutions that not only solve India's challenges of scale, diversity, equity, but also evolve in keeping with the rapid changes in technology, whose half-life reduces with each passing year. This centre.

Challenges:

The NEP 2020 doubtlessly has noticeably unified technology into teaching system but along with this there are some concerns on which consideration and attention must be given. The execution of the policy is similar to aloft task. From July 2017-June 2018 a survey was conducted namely "Household Social Consumption: Education." From 8,097 villages and 6,188 blocks of India samples were collected. 64,529 rural and 49,238 urban households sample were included. The survey found that, among people of age 7 and above the literacy rate was about 77.7%. Among this 73.5% belong from rural areas, while 87.7% from urban areas. The literacy rate among male and female was also different, where males had 84.7% literacy, females had only 70.3%.Technology can be integrated in education only when all the students have access to technology, at least students must have smart phones, computers or laptops with internet connection. But unluckily, the underprivileged students don't have accessibility of such things, which becomes one of the important defiance to overcome. One more challenge is dealing with issues of networks, power shutdown and looking after unethical works. Accepting the change from prior traditional method of rote learning system to new innovative technology based critical thinking and experimental Learning system in another big challenge. This will need a transformation in the attitude and behaviour of teachers and learners and continuous endeavor is also required to understand and execute the new vision of NEP 2020. To accomplish the new requirements there is greater requirement of teachers who are digitally and technologically competent. As far as digital teaching is concerned there are various subjects which face lack of required digital infrastructure

and resources which become bigger limitations while implementing technical education. As the execution of the new policy along with integration of technology in education system is full of challenges, thus for successful execution of NEP 2020, Centre and Stated are required to carry work together. For prosperous implementation of policy there is still various advancement and innovation in technology is required to be done i.e., there is a long path still has to walk through. New NEP 2020 is looked as one the most extensive education policy of the century and it is assumed that this new policy can bring large number of positive changes in the present ongoing system of education.

Conclusion:

In order to become digitally and technologically enriched India is positively paving ahead, and we can see vast advancement and progress in the same direction. However, we know that every giant transformation need some time and during such time one has to be calm and keep patient and just hope and wait for positive outcome. Thus, the thorough unification of technology in education system will need some time as making it handy and readily available in backward and remote areas will be time consuming work. But we can hope that slowly and steadily it will be achieved. Recognition of that key technology is very essential which will answer both, i.e., the requirements for students and the teacher for a good experience of teaching and learning. What NEP 2020 endeavour is the approach of learner-centric. Undoubtedly, government had made noticeable interest of teachers towards NEP 2020. Various constructive means have been taken to make teachers conscious about the new aim and vision laid down in the new NEP. For making teachers aware a ten day series of national level was conducted namely "SHIKSHAK PARV." Along with this digital content will be made in multiple languages with apparent instructions. The content will contain the building of course work; stimulations etc. and in order to diffuse the e-content a backup procedure will be given to students. In order to avail the benefits of digital education to a greater extent an effort should be made to eliminate digital divide. In this direction a campaign namely "DIGITAL INDIA CAMPAIGN" is already working and we hope for better and fruitful results. Faculty having knowledge of industry and having research experience in this field can contribute in technology unification in education. Undoubtedly it

can be said that new NEP 2020 has come up with lot of advanced and progressive ideas, policy has complied the importance of technology in order to take education a step ahead and making teaching learning process remarkable. Many of the states have implemented and launched the new NEP while many states are in path of implementing the new policy, however there is still a long way ahead to successfully implement the new NEP 2020. If the Center and State will come together , the New Education Policy will find its way for making the future of learners bright as the stress of NEP is mainly on learning technology, skills and innovation.'

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FEATURE ARTICLE

A Study of Academic Leadership for Effective Governance in Teacher Education Institutions: NEP 2020

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Abstract

Effective Governance in Teacher Education Institutions is an essential part of education per se, and it is believed that Academic Leadership has a crucial role to play in this respect. The National Education Policy 2020 (NEP 2020) prominently emphasizes the role of academic leadership in promoting effective governance in teacher education institutions. The NEP 2020 recognizes the importance of having competent academic leaders who can effectively manage and lead teacher education institutions to meet the changing needs of the education sector. This paper makes an attempt to provide a snapshot of the basic precept of effective governance and leadership for the higher education institution, the role of academic leadership in promoting effective governance, and the challenges and opportunities for the teaching fraternity in establishing and sustaining an effective system of governance for Higher Educational Institutions.

Key Words: NEP 2020, Teacher Education, Academic, Governance, Leadership

Introduction

The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28th, 2020. After a gap of 34 years and after a consolidated feedback from 2.5 lakh village-level stakeholders and over more than 50 months of consultations and workshops. the National Education Policy (NEP) for India has been updated, revised and approved on 29 July 2020. India's first Education Policy was passed and implemented in 1986 and after thirty-four years, the new policy signifies a huge milestone for India's Education system, which will certainly make India an attractive destination for higher education world-wide. The new policy is based on the pillars of "Access, Equity, Quality, Affordability, Accountability" and will transform India into a vibrant knowledge hub. NEP 2020 emphasizes systemic and institutional improvements with regard to the regulation, governance and promotion of multidisciplinary academic and research aspects in the Indian HEIs.

Objectives of the Study:

- To find out effective governance and leadership for the higher education institution.

- To analyse the role of academic leadership in promoting effective governance in teacher education institutions.

- To know the Challenges and Opportunities for Teachers.

Methodology

This paper is descriptive and analytical in nature and attempts to analyze academic leadership for effective governance in teacher education institution. The information used in it is purely from secondary sources as per the need of this study, therefore, the theoretical description followed by the documentary review was founded to be the most appropriate method. The study is qualitative in nature because data collection has fully depended on previously published documents like policy framework of NEP 2020, books, journals related to the topic. After collection of information, the researcher has tried to explain an interpret the meaning of academic leadership, highlights of recommendation of NEP 2020, challenges and opportunities of academic leadership for effective governance in teacher education institution and also the role of the government to improve teacher education institution.

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Teacher Education

The essence of teacher education can be best described in the words of Mahatma Gandhi who said that "You must be the change you wish to see in the world." As is widely believed, teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Preparing oneself to be a teacher is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

According to the Justice J. S. Verma Commission (2012) constituted by the Hon'ble Supreme Court, a majority of stand-alone TEIs - over 10,000 in number, are not endeavoring to impart quality teacher education with many engaging in practices that dilute the basic intent with which teacher education is to be imparted. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had a negative effect on curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

In order to improve and reach the levels of integrity and credibility, required to restore the prestige of the teaching profession, the new education system ensures that the regulatory system is empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.

As teacher education requires multidisciplinary inputs, and education with high-quality content as well as pedagogy, all teacher education programmes must be conducted in composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond Several aspects of the plan, it may create new opportunities for HEIs abroad also. For example, changes to the basic the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-yearintegrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. program.

HEIs offering teacher education programme will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.

In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programme shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/

research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programme will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development.

In the new education policy, all fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantship and other means. Ph.D. programme at universities around the country will be reoriented for this purpose.

In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programme can be administered to large numbers of teachers within a short span of time. The policy proposes the minimum teacher education degree requirement to change from the current two-year D.El.Ed/B.Ed degree to a four-year B.Ed undergraduate programme, by 2030. Excessive teacher transfers to be halted, in principle, leading to better continuity with students, as also provision for local residence. Policy strongly suggests promotion based on merit, rather than on seniority and teaching level (elementary/primary/secondary). There are also options for vertical mobility of teachers, where high-performing teachers can be promoted to work at a district or state level. Promotion of blended learning teacher training programme (MOOCs) for CPD of teachers and school principals, with

at least 50 hours of CPD mandated per year.

Literature Survey on Academic Leadership in Higher Education

It's important to define the concept of "leadership" in general, and "academic leadership" in particular. The term leadership has been deepened variously using strategic management. According to Heifetz and Laurie (1997), leadership need to involve with three fundamental tasks. Firstly, creating an environment to holding (environment which facilitates for the achievement of goals). Secondly, protecting, positioning, directing, managing convict and shaping norms, and tonally, maintaining presence and poise. The good leadership means guarantee in harmony upon decisions taken by the up and down of the line. It considered has a special case of leadership, who need to work with-in an academic setting or institution. The institution are presenting different set-ups in private and public sector organizations. Private organizations are guided solely by considerations of maximizing shareholder value. The public sector and government organizations will be guided for maximizing the value of stakeholders, which includes the community at large. In academic institutions, maximizing stakeholder value means to maximizing value to students, staff, community, and funding agencies. Thus, the stakeholders in academic institutions will be more diverged. This features of institution poses different challenges to leadership. It means that nevertheless leadership in academic have some commonalities with general leadership, and there is also special challenges involve. Hence research on academic leadership is evolving.

According to Ramsden (1998), academic effective leadership in higher education is to function in several factors or characteristics. These include Teaching, Research, Deliberate vision and networking, Cooperative and motivational aspects, Open-minded and efficient management, Development and Performance recognition and Interpersonal skill. The model thus designed demesnes the characteristics and influences academic effective leadership.

Bijur (2000) also defines leadership as a means for enhancing human potential. It is about creating the right environment for people to develop as leaders. It is also about communicating clearly and effectively Leadership

means nothing but creating an environment for people to grow as leaders. It is interacting effectively and clearly.

Effective Governance And Leadership For Higher Education Institutions-

As per NEP 2020, all HEIs in India, through a suitable system of graded accreditation and graded autonomy, will aim to become independent self-governing institutions pursuing innovation and excellence in a phased manner over a period of 15 years. Upon receiving the appropriate graded accreditation that presupposes the institution ready for such a move, a Board of Governors (BoG) shall be constituted and equity considerations will be taken care of while selecting the members. The BoG of an institution will be empowered to govern the institution free of any external interference. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035. The BoG shall be responsible and accountable to the stakeholders through transparent self-disclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

Meaning of Academic Leadership

Academic leadership is when a teacher, professor, or other members of faculty at an academic institution leads students to success. They may help students develop the skills and knowledge they need in their future careers and provide challenging opportunities to test and improve this knowledge. Academic leaders also set goals with their students and help them create an action plan to achieve them.

Thus, the enthusiastic and outstanding institutional leaders, need to cultivate innovative views and excellence in all aspects. The faculty with excellent academic and service credentials, and established leadership and management skills will have to be identified early and trained through a ladder of leadership positions. The position of leadership shall not remain vacant, but slightly with an overlapping during transitions period in leadership will be the norms to guarantee the smooth-running constitutions.

The leaders of Institution need to develop a culture of

excellence, which will incentive outstanding and motivate teaching innovates, research, institutional service, and outreach of community from the faculty members and HEI leader

Governance and its Connotation

Governance has been defined to refer to structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation. Governance also represents the norms, values and rules of the game through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive. Governance therefore can be subtle and may not be easily observable. In a broad sense, governance is about the culture and institutional environment in which citizens and stakeholders interact among themselves and participate in public affairs.

Academic Leadership for Effective Governance in Teacher Education Institution: Focus Areas

This study on academic leadership for effective governance in teacher education institutions, according to NEP 2020, should focus on the following areas:

- Leadership Qualities: The study should explore the essential leadership qualities required for academic leaders in teacher education institutions. The NEP 2020 emphasizes the importance of visionary and transformation leadership, which can enable teacher education institutions to adapt to changing needs and promote innovation.

- Professional Development: The National Education Policy 2020 (NEP2020) has highlighted the importance of academic leadership for effective governance in teacher education institutions. According to NEP2020, academic leadership is crucial for the development of high-quality teachers, who can meet the changing demands of the 21st century. Effective governance, on the other hand, involves ensuring the efficient functioning of institutions, developing policies and strategies, and ensuring accountability. Professional development needs of academic leaders in teacher education institutions. The NEP 2020 recognizes the

importance of continuous professional development for academic leaders to enhance their skills and knowledge in the field of education.

- Collaboration and Networking: The study should explore the role of collaboration and networking in promoting effective governance in teacher education institutions. The NEP 2020 highlights the need for academic leaders to collaborate with other institutions and stakeholders to share best practices and ideas.

- Monitoring and Evaluation: The study should investigate the role of monitoring and evaluation in promoting effective governance in teacher education institutions. The NEP 2020 emphasizes the need for academic leaders to monitor and evaluate the performance of teacher education institutions and take corrective actions when necessary.

- Use of Technology: The study should explore the role of technology in promoting effective governance in teacher education institutions. The NEP 2020 recognizes the importance of leveraging technology to enhance the quality of teacher education and promote innovation.

- Developing a Vision: One of the key aspects of academic leadership is the development of a vision for the institution. The vision should be aligned with the goals and objectives of NEP 2020, which emphasizes the need for a learner-centered education system that promotes critical thinking, creativity, and innovation. Academic leaders should work closely with faculty, staff, and students to develop a shared vision for the institution and ensure that it is translated into actionable goals and objectives.

- Developing a Culture of Continuous Improvement: Another important aspect of academic leadership is the development of a culture of continuous improvement. This involves implementation of effective feedback mechanisms, regular evaluation and monitoring of performance, and the use of data to inform decision-making. Academic leaders should also prioritize professional development for faculty and staff, ensuring that they have the skills and knowledge necessary to implement innovative teaching practices and technologies.

- Effective governance in teacher education institutions also involves the development and implementation of policies and strategies to support the institution's goals and objectives. This includes the establishment of effective governance structures, the development of strategic plans, and the implementation of quality assurance mechanisms. It also involves ensuring accountability, transparency, and ethical conduct in all aspects of the institution's operations.

In conclusion, academic leadership for effective governance in teacher education institutions according to NEP2020 is crucial for the development of high-quality teachers who can meet the changing demands of the 21st century. This requires the development of a shared vision for the institution, the promotion of a culture of continuous improvement, and the implementation of effective policies and strategies to support the institution's goals and objectives.

Overall, a study on academic leadership for effective governance in teacher education institutions according to NEP 2020 should focus on identifying the key factors that can enable academic leaders to effectively manage and lead teacher education institutions to meet the changing needs of the education sector. The major challenges thus, would be to become lifelong learners, being in touch with the disciplinary knowledge as learners will have access to the latest information online and learn new technologies regularly as every machine is updated every few month Degrees won't matter much but the performance will count; Compete with global teaching community to remain relevant.

Areas of Concern

The Ministries - Central and States, have been regulating and deciding on issues related to schooling whereas it should be done by the experts and professionals. Section 8.2. of the NEP says "At present, all main functions of governance and regulation of the school education system … are handled by a single body, i.e., the Department of School Education or its arms. This leads to conflict of interest and excessive centralized concentration of power." The NEP it is clear intends to take school education out of the Ministry of Education and put it in the hands of the professionals. The school leaders, who have had little say in school administration will hopefully have more say, rather will be in control of the schools.

NEP 2020: Challenges and Opportunities for Teachers

The Policy has committed to provide opportunity to students with aptitude for teaching through a nationwide test to enter teaching profession and also provide scholarships, especially to women who want to enter the teaching profession. Section 5.2. of NEP says "To ensure that outstanding students enter the teaching profession – especially from rural areas – a large number of merit based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. programmes." The teacher education program may be long, of four year duration but all would be supported to pursue the training. Conjoined with the pre-service training will be continuous professional development. Ours is the only profession where individual excellence counts. NEP provides the opportunity to continuously grow and become better teachers. Coordination between Boards has been poor. To fill that gap a central agency will be established to coordinate between Boards. The Central Cabinet has since approved the formation of a body by the name of PARAKH on the 14th of October 2020.

Conclusion

The policy commits to have the teachers and school leaders centre-stage. Section 5.1 says "Teachers truly shape the future of our children – and, therefore, the future of our nation. The high respect for teachers and the high status of the teaching profession must be restored so as inspire the best to enter the teaching profession." It's time for the teachers to express themselves. What should change? Teachers must have their disciplinary as well as professional associations, which NEP also desires to establish. Indian teachers have not been able to form vibrant associations. The teachers and the school leaders must become opinion leaders as well and put forth their views on what should change in schooling. There is very little publication from the school leaders.

Teachers and especially school leaders should think and express on various platforms verbally and in print, their opinion about revamping school education. All must together demand for an independent regulatory body for school education which should be independent of the Central as well as the State governments on the lines of the University Grants Commission. This may be called the School Education Commission.

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FEATURE ARTICLE

ICT in Teacher Education

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Abstract

Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. ICT has become an integral part of today's teaching learning process. Effective use of technology can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques. The role of ICT in teacher education is becoming more and more important and this importance will continue to grow and develop in 21st century. The use of ICT in teacher education not only improves classroom teaching learning process, but also provides the facility of e-learning. The adoption and use of ICTs in education have a positive impact teaching, learning and research. The use of ICT will not only enhance learning environment but also prepare next generation for future lives and careers .This paper aims to identify the relevancy and uses of ICTs in teaching-learning process and also discusses the challenges and limitations that are imposed by the increasing use of ICTs.

INTRODUCTION

ICT, or Information and Communication Technology, has become an integral part of modern education, including teacher education. In today's digital era, where technology has permeated every aspect of our lives, incorporating ICT in teacher education has become essential to prepare educators for the challenges and opportunities of the 21st-century classroom. ICT provides teachers with a wide range of tools, resources, and strategies to enhance teaching and learning experiences, foster student engagement, and promote effective pedagogy. Today, ICT has a transformative impact on the teaching profession and the vital role it plays in shaping the future of education.

The Information and Communication Technology in education is emerging as a potent learning enabler exponentially, propelling educational processes effectively and proving as a powerful means of communication. The engagement of technology in education is not solely expected as a method of increased and extended educational strategies, it has emerged as a crucial enabling educational method of this century. A proper and appropriate use of ICT in the field of education provides each teacher and students numerous learning tools and techniques for enhancing their teaching and learning method. ICT has expanded newer horizons for learning in teacher education and has extended teachers an opportunity to explore how it can use it optimally. It is essential that teacher education establishments have potent plans to develop adequate ICT infrastructure and train teachers with ICT skills and competencies to deal with the waves of changes so that they are able to use it in their teaching-learning activities at the school and classrooms most effectively (Dash, 2009).

It is well perceived that ICT has emerged as an indispensable part of our lives and has also influenced teacher education to a great extent. During the last twenty-five years, the use of ICT has essentially has changed the practices and systems in the field of banking, tourism, share market, engineering, industry, and publish administrative centre. In fact, ICT has become one of the major cutting-edge motives shaping the global economy and is producing speedy changes in society. ICT is being used as a powerful instrument for problem fixing, concept development and formulating principles and practices that is helping to make education very simple for teachers.

As effective inclusion of ICT in teacher education proves to be an essential factor for improvement in the quality of education, its implementation in teacher education is fraught with execution difficulties. Due to the rapidly changing environment due to introduction of ICT, teachers are finding it extremely difficult to assimilate it and apply in their teaching methodology primarily due to lack of adequate knowledge and skills and a rather unfavourable predisposition.

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The new technical challenges due to introduction of ICT would require updating competencies of teachers ICT is a prime necessity of 21st century. Even though teachers have mastered the ordinary pedagogies in instructing their pupils, the new environment created by the introduction of ICT and acknowledged as 'Interactive Learning Ambience' presupposes new competencies that need to be addressed. According to Jaiswal (2011) the teacher education procedure empowered by way of ICT-driven infrastructure can have a best possibility to come up to the centre stage and ensure tutorial excellence, first-class guideline and management in a knowledge-based society. In 2002, UNESCO World Education report also underlines that students and teachers must have sufficient access to improve digital technology and internet in their classroom, schools, and teacher educational institutions. Teachers must have the knowledge and skills to use new digital tools to help all students achieve high academic standard. The quality of professional development of teacher education and extent of ICT integration in teacher education programme would play a significant role in this regard..

A study to explore the relevance of ICT in Teacher Education in today's context was undertaken. The study was based on data gathered from secondary sources like books, Articles, Journals, Thesis, University News, Expert opinion and websites etc. and following a descriptive method, efforts were made to come to a logical conclusion.

Need for ICT in Teacher Education

Information and Communication Technology (ICT) plays a crucial role in teacher education, providing numerous advantages and enhancing the overall quality of teaching and learning. The following are some of the important reasons why ICT is essential in teacher education:

First and foremost, ICT enables prospective teachers to access enormous amounts of information and educational resources. Through the internet, one can explore digital libraries, research databases, and educational websites, expanding their knowledge base and staying updated with the latest developments in their respective fields.

ICT can also help in offering a wide range of tools and technologies that can enhance teaching methods and pedagogical practices. Teachers can utilize multimedia resources, interactive simulations, educational software, and online platforms to create engaging and interactive learning experiences for their students. These tools help in explaining complex concepts, visualizing abstract ideas, and promoting active learning.

One of the important use of ICT is that it facilitates collaboration and communication among teachers, teacher educators, and students. Online platforms, discussion forums, and social media enable teachers to connect with their peers, share ideas, collaborate on lesson plans, and participate in professional development activities. It also allows for effective communication between teachers, students, and parents, enabling timely feedback, support, and parent-teacher interactions.

With ICT, teacher education programs can incorporate personalized learning approaches, tailoring instruction to meet the diverse needs and learning styles of individual learners. Teachers can use adaptive learning software, online assessments, and learning analytics to gather data on student performance and customize instructional strategies accordingly, promoting better student outcomes.

It is also asserted that ICT provides opportunities for continuous professional development for teachers. Online courses, webinars, virtual conferences, and learning communities offer flexible and accessible avenues for teachers to enhance their knowledge and skills. They can learn about innovative teaching practices, new technologies, and research-based methodologies, enabling them to become more effective educators.

As technology becomes increasingly prevalent in society, it is critical for teachers to develop digital citizenship skills and promote online safety among their students. Teacher education programs can incorporate modules on digital literacy, online ethics, cyberbullying prevention, and responsible internet usage, equipping future teachers with the knowledge and skills to educate their students about safe and responsible technology use.

It is imperative that ICT in teacher education provides aspiring educators with the necessary tools, resources, and skills to adapt to the changing educational landscape. It empowers them to create dynamic and engaging learning environments, fosters collaboration and communication, and promotes continuous professional growth, ultimately benefiting both teachers and students.

Role of ICT in Teacher Education

Information and Communication Technology (ICT) plays a crucial role in teacher education, enhancing the teaching and learning process, and preparing educators for meeting challenges of the digital age. Out of the multifaceted roles

that ICT plays in teacher education, some of the salient roles are enumerated below.

- ICT extends prospects for teachers to engage in continuous professional development. Online platforms, webinars, virtual conferences, and educational websites offer resources and training materials for teachers to upgrade their knowledge and skills. Through ICT, teachers can access a wide range of educational content, research articles, and teaching methodologies, thereby helping them stay updated with the latest trends in education.

- ICT facilitates collaboration and communication amongst teachers. Various Online forums, social media groups, and virtual learning communities permit teachers to connect, share ideas, and collaborate on different educational initiatives. Such a collaborative environment promotes the exchange of best practices, innovative teaching strategies, and lesson plans, aiding teachers to learn from each other and improve their teaching methods.

- Access to Information and Resources is yet another significant contribution of ICT in teacher education. ICT provides teachers with easy access to a massive amount of educational information and resources. Online libraries, digital repositories, and educational websites offer a wide range of teaching materials, lesson plans, e-books, videos, and interactive tools. Teachers can leverage these resources to enhance their instructional materials, create engaging learning experiences, and cater to the diverse needs of their students.

- One of the important roles of ICT is pedagogical innovation. ICT empowers teachers to adopt innovative teaching practices and pedagogies. Digital tools, such as interactive whiteboards, educational software, simulations, and multimedia resources, enable teachers to create interactive and immersive learning environments. They can use technology to deliver content in engaging ways, promote active learning, and provide personalized instruction that addresses individual student needs.

- ICT also helps in Assessment and Feedback in the domain of education. Online assessment tools, learning management systems, and digital portfolios enable teachers to assess student learning effectively and provide timely feedback. Technology-based assessment methods can be more efficient, provide immediate results, and offer insights into students' progress, allowing teachers to adjust their instruction accordingly.

- With the rise of online and distance learning, ICT plays a vital role in teacher education. Teachers need to develop skills and competencies to facilitate effective online instruction. ICT tools and platforms, such as video conferencing, learning management systems, and online collaboration tools, enable teachers to deliver instruction remotely, engage students in virtual classrooms, and facilitate discussions and group work.

- ICT also helps teachers educate students about responsible digital citizenship and online safety. Teachers can incorporate lessons on digital literacy, online etiquette, critical thinking, and cyber safety into their curriculum. They can guide students on how to use technology responsibly, navigate the digital world safely, and develop a healthy digital footprint.

As is evident from the above, ICT in teacher education extends immense opportunities for professional growth, facilitates collaboration, enhances instructional strategies, enhances assessment practices, and prepares teachers to effectively leverage technology for teaching and learning in the digital era.

NEP 2020 and Role of ICT in Teacher Education

The National Education Policy (NEP) 2020 is a policy document formulated by the Government of India to address various aspects of education in the country. One of the key areas emphasized in NEP 2020 is the integration of Information and Communication Technology (ICT) in teacher education.

Under NEP 2020, there is a strong emphasis on transforming teacher education to make it more comprehensive, multidisciplinary, and integrated with the latest advancements in technology. The policy recognizes the potential of ICT in enhancing teaching and learning processes and aims to leverage technology effectively in teacher education programs.

Here are some key points regarding the integration of ICT in teacher education as per NEP 2020:

- ICT Competencies for Teachers: NEP 2020 emphasizes the need for developing ICT competencies among teachers. It aims to equip teachers with the necessary skills to effectively integrate technology in their teaching practices.

- Online and Blended Learning: The policy acknowledges the potential of online and blended learning models for teacher education. It encourages the development of high-quality digital resources, Massive Open Online

Courses (MOOCs), and other online platforms for teacher training and professional development.

- Digital Infrastructure: NEP 2020 highlights the importance of developing robust digital infrastructure in teacher education institutions. It recommends the provision of high-speed internet connectivity, digital libraries, and ICT facilities to facilitate effective teaching and learning.

- ICT Integration in Pedagogy: The policy emphasizes integrating ICT in pedagogical practices to enhance teaching and learning outcomes. It encourages the use of digital tools, educational apps, online assessments, and collaborative platforms to promote active and personalized learning experiences for teachers.

- Teacher Professional Development: NEP 2020 emphasizes the continuous professional development of teachers in ICT integration. It recommends the establishment of dedicated teacher training institutes and resource centres to support teachers in developing ICT skills and integrating technology in their classrooms.

Research and Innovation: The policy encourages research and innovation in the field of ICT integration in teacher education. It promotes collaborations between teacher education institutions, technology companies, and research organizations to explore innovative approaches and best practices.

By integrating ICT in teacher education, NEP 2020 aims to enhance the quality of teacher training, improve teaching practices, and prepare teachers for the challenges of the digital age. The effective use of technology can help create engaging and inclusive learning environments, promote student-centered approaches, and support the professional growth of teachers

Using ICT Effectively: Some Cues

Using ICT in teacher education can greatly enhance the teaching and learning process. Some ways to incorporate ICT effectively in teacher education include using Online Learning Platforms, use of multimedia resources, utilizing collaborative tools, virtual simulations, introducing online assessment and feedback, maximizing use of Mobile Apps and Devices and Professional Learning Networks and many other means that ICT provides to the users. A brief description of these tools/ methods can help in understanding the immense thrust that ICT can give to teacher education.

Implementing online learning platforms, such as learning management systems or virtual classrooms, can be a great facilitator as it would provide a flexible and interactive environment for teacher education. These platforms would allow educators to share resources, facilitate discussions, and deliver online courses with students. Similarly, use of multimedia resources like videos, interactive presentations, and animations can enhance teacher education and can help teachers grasp complex concepts, demonstrate effective teaching strategies, and provide real-world examples.

Use of collaborative Tools may help encourage concerted learning among teachers through shared documents, online forums, and video conferencing. These tools can be of enormous benefit in facilitating communication, idea sharing, and collaborative lesson planning among teacher trainees.

Another useful way of implementing ICT include through Virtual Simulations to provide realistic teaching experiences. Virtual classrooms and simulated scenarios would allow teachers to practice their instructional skills, classroom management, and decision-making in a controlled and immersive environment.

Through ICT, teachers can do online Assessment and provide Feedback to students. Through ICT tools like online quizzes, assignments, and discussion boards, one can also evaluate student teachers' progress and provide periodical feedback which would promote self-reflection and improvement.

Similarly, utilizing mobile apps and devices can support teacher education. By providing access to educational resources, lesson planning, and professional development materials anytime, anywhere. Such devices can also be used for video recording, classroom observations, and data collection.

One of the important benefits of ICT is to getting opportunities to participate in professional learning networks through social media platforms, online forums, and blogs and avail opportunities for collaboration, idea sharing, and continuous professional development.

Among the other numerous ICT applications, some other aspects which teachers can explore are implementing digital portfolios whereby student teachers can showcase their work, reflect on their teaching practice, and track their professional growth, participate in online professional development courses, webinars, and workshops for teacher trainees to enhance their ICT skills and pedagogical knowledge and engage in research and evaluation using ICT tools.

However, to utilize ICT tools to the maximum extent, it is important to provide adequate support and training to teachers and student teachers to ensure they can effectively integrate ICT into their teaching practice. Regular evaluation and feedback mechanisms could also be in place to assess the impact and effectiveness of ICT integration in teacher education programs.

Limitations of ICTS Use in Teaching-Learning Process

Besides too many advantages of ICTs use in enhancing the quality of teaching- learning process, it also has so many limitations which, in turn become barriers in way of ICTs implementation. Some of the challenging barriers are as follows:

From Learner's Stand Point:

- Over- reliance on ICT limits students critical thinking and analytical skills

- Learners often have only a superficial understanding of the information they download

- Computer-based learning has negative physical side-effects such as poor vision and stiffness problems

- Learners may be easily distracted from their learning and may explore unwanted sites

- Learners tend to explore internet for its easy access and neglect the other useful learning resources

- Learners tend to use copy-pasting techniques rather than using their creative powers

- Learners feel pleasure in typing and printing and may have less opportunity to use oral and written skills

- Weak students may get difficulty with use of ICTs because they may have problems with working independently and may need more support from their teachers

From Teacher's Stand Point

Although teachers "attitude towards use of ICTs is vital, observations revealed the fact that teachers do not have clarity about how far the use of various ICT techniques can be beneficial to facilitate and enhancement of learning. Some of the basic problems related to teacher" attitude are as follow:

- Negative attitude of teachers towards the use of ICTs

- Reluctance and hesitation to use the ICTs in class-rooms

- Lack of proper technological skills in use of ICTs

- Lack of self-efficacy and enthusiasm among teachers

- Lack of professional training in field of ICTs implementation in education.

- Having poor critical and scientific temper.

Conclusion:-

In conclusion, Information and Communication Technology (ICT) plays a vital role in teacher education, revolutionizing the way educators are trained and prepared for their profession. ICT tools and resources offer numerous benefits, enabling teachers to enhance their knowledge, skills, and pedagogical practices. By providing a wealth of information and resources it helps teachers to stay updated with the latest research, teaching methodologies, and educational trends, provides access to online platforms, educational websites, and digital libraries, thereby enabling teachers to access a vast range of materials, including articles, videos, lesson plans, and interactive simulations and thus expand their knowledge base and incorporate innovative teaching techniques into their classrooms.

With the emergence of ICT, teacher education has opportunity to register a quantum leap in equipping educators with the necessary tools, resources, and skills to thrive in the digital age. By harnessing the power of ICT, teachers can enhance their professional development, collaborate with peers, engage students in meaningful ways, and effectively assess learning outcomes. Embracing ICT in teacher education is essential for preparing educators to navigate the evolving educational landscape and to provide high-quality, innovative, and inclusive instruction to the next generation of learners.

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FEATURE ARTICLE

A Comparative Study of India's Educational Policies : Special Reference to NEP 2020

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Abstract :-

India has a long and varied history of implementing educational policies at the local, state and national levels. Over the centuries, the country has seen many changes and developments in its educational system, with the aim of providing access to quality education for all its citizens. Education is one of the fundamental rights of any individual, it helps individuals to become responsible and productive members of the society. It fosters critical thinking, develops skills and knowledge, and makes a person more responsible towards the society as they contribute to the economy of the nation and participate fully in civic life. It plays a very crucial role in promoting personal and social development. It helps to build strong communities and a strong democracy, and it is essential for the ongoing and development of our world. In recent years, the Indian government has implemented several new educational policies aimed at further improving the education system. The implementation of these policies has led to significant progress in the field of education in India. The enrollment rate in schools has increased, and the gender gap in education has narrowed. However, there are still challenges that need to be addressed, such as inadequate infrastructure and trained teachers, disparities in access and quality of education across different regions, and the need for continued reform and innovation. Therefore, the implementation of educational policies in India has undergone a significant transformation over the centuries, from being elitist and exclusionary to being more inclusive and equitable. While there have been many achievements and improvements, there is still a long way to go to ensure that every child in India has one.

Key Words :-Education, Education Policy, Government

Introduction :-

India has seen a series of reforms through, education policies, acts, plan of action, and curriculum frameworks. However, despite a considerable improvement in our education system, we are still far from meeting the defined targets like universal enrollment, inclusion, quality, and accessibility of education. Undoubtedly, the Kothari Commission, NEP 1968, 1986, POA 1992, RTE 2009, and NCF 2005 restructured our education system to a great extent. But when it comes to delivering a superior quality education to all our students, we are still behind the targets. With 15 crore out-of-school students, only 19% of the schools with internet connectivity, and poor achievement levels of school children, we still have a long way to go! And with all this already in store, what's even worse is the disruption caused by the pandemic. As the virus threats continue, the need for a more resilient system is underlined And the NEP 2020 is a ray of hope in this pandemic age when the Indian schooling system needs bigger and better reforms.

Research Methodology :-

The study has been conducted mainly on the basis of secondary information/ data. Various journals and research papers, diagnostic study and survey reports, newspaper articles and books have been surveyed in this study. Researcher used the following two research methodologies for present research paper - Analytical Research Methodology and Descriptive Research Methodology.

Findings :-

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote and regulate education in India. The policy covers elementary

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education to higher education in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

Historical Review of India's Educational Policies :-

Since the country's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union Government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission and the Kothari Commission (1964–66) to develop proposals to modernise India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.

1: Kothari Commission :-

Kothari Commission is one of the most important landmarks for educational reforms in independent India. It laid the foundation of the 10+2+3 schooling pattern. And came up with some visionary recommendations for the marginalized students. Its three- language formula, scholarships, and remunerations for teachers proved beneficial in for our mainstream system. And till date, our education policies in India use its recommendations as a baseline in some form or the other. Due to the economic condition of the newly independent nation, the recommendations of this commission could not be followed as it is. And this led to certain gaps in the National Education Policy in 1968 which was created on the recommendations of this commission.

2: National Education Policy 1968 :-

Based on the report and recommendations of the Kothari Commission (1964–1966), the government headed by Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers. The policy called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income. As of 2013, the NPE 1968 has moved location on the national website.

3: National Education Policy 1986 :-

In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The new policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the open university system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation

of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India. 1986 education policy expected to spent 6% of GDP on education.

4:   Programme of Action 1992 :-

The 1986 National Policy on Education was modified in 1992 by the P. V. Narasimha Rao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA) 1992, under the National Policy on Education (NPE), 1986 envisaged to conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

5:   NCF 2005 :-

As a periodic revision of the curriculum framework, NCF 2005 was launched with the vision of 21st-century education. It introduced the idea of student-centric learning. And helped in reducing the curriculum load for improved results. It highlighted an instructional delivery that can support the student's learning beyond the textbooks and rote methods. In addition, this framework also added a dimension of constructivist learning. And focused on the inculcation of new-age skills like critical and creative thinking. This framework mainly dealt with the curriculum, pedagogies, and instructional delivery. And it did help in bringing more students into the mainstream schooling system. Despite a series of reforms for decades, the Indian students did not enjoy education as a fundamental right. And finally, in the year 2009, education was made a fundamental right for students between 6 to 14 years of age.

6:   Right to Education 2009 :-

RTE 2009 gave a new dimension to the vision of the education policies in India. It made education a fundamental right and made the government directly responsible for the education of students in the defined age bracket. It streamlined the process of school transfers, infrastructure, amenities. And addressed the issues of quality education for students from weaker sections of society through 25% reservation. Of late, RTE has been a game-changer for student enrollments and it helped in standardizing the processes further in the next and most recent education policy, the National Education policy 2020. Since we have already jotted down the striking features of NPE 2020 in this series, let's jump to it's recommendations that prove its relevance in the current times.

7:   National Education Policy 2020 :-

In 2019, the then Ministry of Human Resource Development and now the Ministry of Education released a Draft New Education Policy 2019, which was followed by a number of public consultations. it discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimise learning for students based on cognitive development of children. Research Methodology has been added in the last year of graduation course and student will have the choice to leave the course and receive the certificate/ degree according to that. On 29 July 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system. Which will be introduced in India till 2026.

Other Educational Policies :-

- National Programme for Education of Girls at Elementary Level (NPEGEL)

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for development of secondary education, launched in 2009.

- Saakshar Bharat (Saakshar Bharat/Adult Education) to create a literate society through a variety of teaching

learning programmes for non-literate and neo-literate of 15 years and above.

- Rashtriya Uchchatar Shiksha Abhiyan (RUSA) for development of higher education, launched in 2013.

- Samagra Shiksha Abhiyan (SSA) - overarching programme for the school education to ensure equitable learning outcomes.

- Inclusive Education for the Disabled at Secondary Stage (IEDSS)

District Primary Education Program (DPEP) - launched in 1994 as a major initiative to revitalise the primary education system and to achieve the objective of universalisation of primary education.

What Makes NPE 2020 Different and Better than the Previous Policies?

By far, we have discovered the striking features and contributions of the various education policies in India. And the most recent addition to this lineup is the NPE 2020. This education policy was announced at the time when India was battling against the pandemic. And it did expand the vision of the Indian education system with some futuristic choices and promising educational alternatives. Unlike the other policies prior to this one, NPE 2020 standardized early childhood education. And it also focused on improving the gross enrollment ratios for higher grades, which were not given much importance in the previous policies. For the first time ever, this policy highlighted the need for experiential learning. And it also resolved numerous challenges of our mainstream system through 'flexible' learning opportunities.

Online schooling and technological knowledge are also given due importance in this visionary policy. Besides, it has also touched upon a sensitive topic of 'transfer of teachers' in great detail like no other previous policy. The introduction of online learning platforms and the ways to deal with the challenges of the digital divide are also some noteworthy features of this recent policy. And last but not the least, its suggestion to improve educational alternatives such as virtual schooling platforms is a truly legendary step. NPE 2020 is an outline for a new education system in India. And it has the potential to address the challenges in our system through the use of technology. It envisions a student-centric schooling system with the unmatched advantages of flexible learning. And in this post-Covid world, this is what most of our Indian students truly need. Of all the policies till date, NPE seems to be the most futuristic and promising. And as per the ex- Union Education Minister rightly describes it as a focus policy to transform India into a knowledge superpower.

Current Status of Education in India :-

- A quick glance at the current status of education in India is given below.

- 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.

- The gender gap in terms of literacy began to narrow first in 1991 and the pace has accelerated, however still lags far behind the global female literacy rate of 7% (UNESCO 2015).

- There are large state variations in the gender gap.

- However, during 2001 – 2011, the male literacy rate increased by 6 percentage points but female literacy increased by nearly 12 percentage points. Achievement in female literacy in Bihar is noteworthy: from 33% in 2001 to 53% in 2011.

- Be that as it may, India is still lagging behind the world literacy rate of 86.3%(UNESCO 2015). A major group of states lies in the average rank i.e. just above the national level of 64.8 percent.

Indian Constitution & Education :-

Under Article 45 in DPSP, it was mentioned that the government would provide free and compulsory education for all children up to the age of 14 years within 10 years from the commencement of the Constitution. As this was not achieved, Article 21A was introduced by the 86th Constitutional Amendment Act of 2002,

making elementary education a fundamental right rather than a directive principle. And Article 45 was amended to provide for early childhood care and education to children below the age of six years. To implement Article 21A, the government legislated the RTE Act. Under this act, SSA – Sarva Shiksha Abhiyan – got a further impetus. SSA aims to provide Universalization of Elementary Education (UEE) in a time-bound manner. SSA has been operational since 2000-2001. Its roots go back to 1993-1994 when the District Primary Education Programme (DPEP) was launched. However, under the RTE Act, it got legal backing.

Major Issues Related to the Education Sector in India :-

1: **Inadequate Infrastructure in Schools :-** According to the Unified District Information System for Education (UDISE) for 2019-20, only 12% of schools have internet facilities and 30% have computers. About 42% of these schools lacked furniture, 23% lacked electricity, 22% lacked ramps for the physically disabled, and 15% lacked WASH facilities (which include drinking water, toilets, and hand wash basins).

2: **High Dropout Rate :-** The dropout rate is very high in primary and secondary levels. Most of the students in 6-14 age groups leave the school before completing their education. It leads to wastage of financial and human resources. According to the National Family Health Survey-5, not being interested in studies was the reason given by 21.4% of girls and 35.7% of boys aged between 6 to 17 years for dropping out of school before the 2019-20 school year.

3: **Problem of Brain Drain :-** Due to cutthroat competition for getting admission in top institutes like IITs and IIMs, a challenging academic environment is created for a large number of students in India, so they prefer going abroad, that makes our country deprived of good talent. There is definitely a quantitative expansion of education in India but the qualitative front (essential for a student to get a job) is lagging behind.

4: **Mass illiteracy :-** In spite of constitutional directives and efforts aimed at enhancing education, around 25% of Indians still remain illiterate, which also leaves them socially and digitally excluded.

5: **Lack of Adequate Attention to Indian Languages:-** Indian languages are still in an underdeveloped stage, the medium of instruction particularly in science subjects is English, resulting in unequal opportunities for rural students. Also, standard publications are not available in the Indian language.

6: **Lack of Technical and Vocational Education :-** Mainly, our educational system is of generalistic nature. Development of technical and vocational education is quite unsatisfactory, due to which the number of educated unemployed persons is increasing day by day.

7: **Unaffordability :-** Meagre incomes at rural level leads to education taking a backseat. Due to lack of awareness and financial stability, many parents tend to see education as an expense rather than an investment. They would rather want their children to work and earn. When it comes to higher education, lack of good institutes in the vicinity force students to shift in cities, which adds to their expenses. This leads to low rates of enrollment.

8: **Gender-Inequality :-** Despite the government's effort to ensure equality of opportunity for education for both men and women in our society, the literacy rate of women in India, especially in rural areas, still remains very poor. According to the United Nations Children's Fund (UNICEF), poverty and local cultural practices (female infanticide, dowry, and early marriage) play a big role in gender inequality in education throughout India. Another obstacle to education is a lack of sanitation in schools across the country.

Way Forward :-

The important issue now is to explore a new way forward that could bridge the gaps hitherto felt and take necessary measures to fill those gaps.

● **Towards Experiential Learning Approach :-** There is a need for inclusion of problem-solving and decision-making related subjects in the school curriculum to offer a hands-on learning experience to students and prepare them to face the outside world when they enter into the workforce. Experiential Learning can reap maximum benefit from its ability to extract active participation from every student, which in turn triggers their emotional intelligence and sets them on a path to self-learning. Linking Artificial Intelligence with

the Educational Sector will also facilitate experiential learning.

- **Implementation of National Education Policy :-** The implementation of the NEP can help shake the education system from its slumber. Moving away from the current 10+2 system to a 5+3+3+4 system will bring the pre-school age group formally into the education set-up.

- **Education-Employment Corridor :-** India's educational setup needs to be enhanced by integrating vocational learning with mainstream education and providing right mentorship at school (especially in government schools) to ensure that students are guided in the right direction from the start and are aware of career opportunities. Students in rural regions have great potential and are motivated to study but lack the right mentoring. This is required not just for the children but also for their parents that will in a way also reduce the gender gap in education.

- **Reducing the Language Barrier :-** While keeping English as a means of education for international understanding (EIU), it is important to give other Indian languages equal importance, and special publication agencies can be established to translate resources into a variety of languages so that all Indian students have the same opportunity regardless of their linguistic background. Taking a Note From Past to Future: It is important to look to the future while keeping our long-established roots in mind. There is much to learn from the 'Gurukul' system of ancient India, which focussed on holistic development beyond academics, centuries before the topic became a buzzword in modern education.

- **Ethics and Value Education :-** Ethics and value education remained at the core of learning in the ancient Indian education system. Values such as self-reliance, empathy, creativity, and integrity remain a major area in ancient India that have relevance even today. The ancient evaluation of education was not restricted to grading thematic knowledge. Students were assessed on the skills they learned and how well they can apply practical knowledge to real-life situations. The modern education system can also devise similar systems of assessment.

Conclusion:-

By 2030, India will have the largest number of young population in the globe, a population size which will be a boon only if these young people are skilled enough to join the workforce. Quality education will play a major role in it. But the current state of Education faces major challenges like lack of adequate infrastructure, low government expenditure on education(less than 3.5% of the GDP) and as per Unified District Information System For Education (UDISE) the pupil-to-teacher ratio at national level for elementary schools is 24:1. So it's high time to tune the Indian Education System with global standards and adopt modern learning approaches that are responsive and relevant. Also, vitalise National Education Policy 2020 to see the light of day.

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FEATURE ARTICLE

The Perspective of Art Education in India in the Context of National Education Policy – 2020

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Abstract

Art education means different things to different people, but the essence of it is that it provides knowledge and education in various fields of arts. Art education is an educational discipline that focuses on the acquisition of knowledge and skills in the various arts, such as music, theatre, dance, and visual arts. Today, most jobs that used to be done by people using manual labour are now done by machines, so the demand for art education has shifted towards teaching students how to be creative and innovative thinkers, as well as having good communication skills. Like mathematics and science, art requires regular practice to be effective, and it is not something that can be learned easily or accomplished in a sporadic manner.

Key Words: Art education, academic performance, analytical thinkers, artists, art workshops, art exhibitions, artistic abilities, arts-rich education, assessments of creativity, adaptability, analyzing,

Introduction:

The National Education Policy – 2020 (NEP-2020) aims to change the way students are educated in the Netherlands by focusing more on creativity and good academics. This policy is designed to provide students with the best possible education, no matter what their chosen profession may be. The policy change allows students to pursue a degree in fine arts, literature, or music, in addition to their standard subjects. This gives India a competitive edge in the educational world, and helps to show the country's progress in modernity. The Indian government is aiming to create multidisciplinary departments in all educational institutions in order to better prepare students for careers in a variety of fields. This policy is being implemented in order to create a more holistic system of higher education in India.

Art education provides opportunities for creative expression and engagement in a different way than what is typically taught in school, as well as having a variety of other benefits for students, including improved motor skills and academic performance. The policy aims to emphasize India's cultural heritage and to preserve the nation's wealth by developing innovative arts and extracurricular activities. Arts education can help students become more creative and analytical thinkers. It also helps them develop a strong interest in exploration and learning for its own sake.

Background

There is a belief that vocational education should be given to students from a young age in order to help them understand the dignity of work. This can help students perform better in their schooling. By introducing students to internships with craftsmen and artists, they will better understand the industry. Art education during school hours can help students develop hands-on skills and learn about art from a variety of sources. This will help students see the world in a different way, and may encourage them to explore art outside of the classroom.

The aim of teaching students about Indigenous Knowledge Systems is to provide them with knowledge about rural life and the societal ways of the people in their country. This can help them learn more about the practices of their own country, rather than relying on Western cultural concepts. The various educational tours especially in art workshops and art exhibitions will help the children appreciate the different cultures and heritage of different sites or regions. Art integration is important in today's educational world,

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as it can help present difficult concepts visually to students, making it easier to understand. This can help to develop motor skills, social skills, decision making, risk-taking, and innovative thinking in children.

Objectives

Integrating art with other disciplines helps students who find it difficult to engage in class work, as well as those of all levels. Art education provides challenges that are relevant to students of all levels, connects students with their culture, and opens a wide view of the world. Additionally, integrating art with other disciplines can develop a sense of passion in students to attend school, which can result in improved academic performance.

The benefits of having an arts education are many. Arts activities are at the heart of who we are as human beings, and they are essential preparation for success in the 21st century. The National Education Policy - 2020 can provide this valuable knowledge and understanding to students, helping them to appreciate and create art.

Methodology

Art education encourages collaboration and group learning, which can help students learn from and help each other as they work towards a common goal. It also helps to improve emotional balance and make students more accountable for their actions.

The decision of what colours and medium to use when creating something is up to the artist's own choices and preferences. Art education can help improve decision making, boost self confidence, and help students learn more about what they like and what looks good to them. This can lead to them becoming more self-learners and more focused on achieving their goals.

Major Findings

Arts education assists in encouraging a positive culture and climate in schools/colleges. The arts help students develop self-confidence and learn how to think positively about their artistic abilities and learning. Arts education can help connect new knowledge to personal experience and help students express what they have learned to others. It is important that students learn useful skills in their art subject, as this can help improve their overall learning experience. The arts are important for young people, and there is evidence that they help improve learning in all areas of education. Arts learning can also increase confidence, concentration, motivation, and teamwork.

The 12 essential skills and values that one can develop through Art Education are:

1. **Arts education increases engagement of students**

   The arts are hands-on, provide immediate rewards, focus on positive achievements, and develop concrete products. Arts education helps make learning matter to students by giving them a medium to connect new knowledge to personal experiences and express what they have learned to others.

2. **Students learn positive habits, behaviours and attitudes through Art Education**

   Arts education can help to create a positive school/college culture, which in turn decreases the number of disciplinary referrals and improves the effectiveness of instruction. Learning an artistic discipline teaches children important skills such as persistence, patience, and taking small steps. This can help them develop the character necessary for success in any field.

3. **Building of Self-reliance**

   Engaging in arts activities can help students feel confident and competent, but it's also beneficial to allow them to take risks and grow in new ways. Doing things perfectly every year doesn't allow students to explore their potential, but participating in arts events every year gives them a chance to build self-reliance.

4. **Art in Education enhances motor skills**

   Arts in education are important because they help develop fine motor skills in students. This is especially important for younger children, who might do art or play an instrument. Simple activities such as drawing with crayons or painting with water colours or oil colours are helpful in developing motor skills.

5. **Arts enhance creativity**

   Arts education is known to develop creativity, a valuable skill in the 21st century. Students who receive an arts-rich education perform better on assessments of creativity than those who receive little or no arts education. For example, performing arts students show

greater flexibility and adaptability in thinking than their peers. Arts education also provides a wonderful environment for fostering creativity, which is essential in a rapidly changing world. The arts help students prove themselves better than other subjects in terms of their ability to think outside the box, see things from a fresh perspective, and develop their creativity. This is especially important in early life, when it can help students transcend their academic and career successes later on in life.

6. Art Education sharpens critical intellectual skills

The arts help children develop better thinking skills which can be applied to learning other subjects as well as living their lives outside of school. Arts activities allow children to develop skills such as observing, interpreting, seeing different perspectives, analyzing, and synthesizing. These skills are important for students who have to sort through a lot of information to figure out what is true and relevant, and for those who want to be successful in college and beyond.

7. Art teaches the methods of language skills

As students learn to read, compose, play an instrument, memorize dance steps, and create a painting, they are also learning how to develop new concepts, build vocabulary, and understand a new language.

8. Arts help students learn mathematics

The arts require math skills, and students who study the arts generally perform better on math assessments than students who don't study the arts. In addition, arts integrated math instruction helps students learn concepts such as fractions, computation, and estimation.

9. Arts enriches learning in other subjects

The arts provide a visual context for learning about history and other topics, and can help to make literature more alive. Additionally, graphic designs and drawings, such as those made by inventors and engineers, can be interesting and informative. Kids who participate in the arts regularly are more likely to do well in school, participate in math and science fairs, and write better essays and poems. Arts education helps students develop creativity and other skills that help them in academic achievement. This, in turn, leads to better academic performance.

10. Aesthetic learning

The arts teach young people about the beauty, proportion, and grace of the world. They can also examine conflict, power, emotion, and life itself. The power of the arts is that they can give us joy, help us understand tragedy, promote empathy, and make the written word come alive.

11. Arts practices teamwork

The arts teach students how to work as a team, communicate effectively, and resolve conflicts. This can be valuable in any setting, but is especially important in schools, which can be stressful environments. Art making teaches students how to work as a team and get along with others to achieve common goals. Doing so helps them learn to understand and appreciate different cultures and perspectives, and see how teamwork is essential to a successful performance. Art class teaches kids that they are responsible for their part in the group, and if they mess up, they need to take responsibility for their actions. Mistakes are part of life, and students need to learn to accept them and move on. This will help them be successful as they grow older.

12. Arts education increases capacity for leadership

Participating in the arts develops leadership skills, including decision-making, strategy building, planning and reflection. These skills are also helpful in preparing students for using them effectively, as they develop a strong sense of identity and confidence in their ability to make a difference in the world around them. Students who participate in the arts develop skills in leadership, including the ability to make decisions, build a strategy, plan, and reflect on their actions. They also develop a strong sense of identity and confidence in their ability to affect the world in a meaningful way. The arts help students learn how to solve problems and think critically. This can help them in their education and other areas of their lives.

Conclusion:

The world of today is very different from the one in the past, because now there is so much information available at our fingertips. What matters most is not what we know, but how we use what we know. Every institution - from universities to businesses - is looking for people who can

come up with new ideas, and who are also able to work well as a team. An education in the arts can help students develop these essential skills, by helping them to challenge the world around them and look for ways to solve problems in new ways. This is the true talent of man today, and art is the best way to access that talent.

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FEATURE ARTICLE

Learning Difficulties of D.El.Ed. Student-Teachers with Low Vision in an Indian Mathematics Classroom

Bikash Kumar*

Abstract

This paper is an attempt to analyze the learning difficulties of D.El.Ed. student-teachers with low vision in an Indian Mathematics classroom with inclusive setting. In this study six student-teachers with low vision from DIPSER College of Education Devsangha, Deoghar in the state of Jharkhand (India) were selected by convenient sampling method. In-depth interviews with them were conducted for the purpose of collecting data. A set of questions were prepared in advance by the researcher for conducting the interviews. The data collected were analyzed qualitatively. The responses of the questions given by the student-teachers were transcribed. All the transcriptions were examined thoroughly with a view to identify different themes that emerged out of participant's responses to the questions asked in the interviews. This study reveals that D.El.Ed. student-teachers with low vision in an Indian Mathematics classroom face difficulties in reading, writing and taking class notes; difficulties in participating and performing in the class; and difficulties in preparing for and performing in the examinations.

Keywords: Learning difficulty, visual impairment, low vision, inclusive classroom, Mathematics

Visual impairment is a global issue which has gained increasing attention in the world of inclusive education. It has a significant impact on the life of an individual. Life gets changed intensely because of it. It hampers all the aspects of an individual's life especially education which is undoubtedly the backbone of an individual's growth and development (Goldie & Raznik, 1986). Further, the presence of visual impairment can potentially impact the process of learning. Reduced vision often results in a low motivation to explore the surroundings, initiate social interaction and manipulate objects. Students with low vision at all levels face several significant difficulties and challenges in accessing the world at each and every step of their daily life. They may find it difficult to perform even simple activities such as reading, writing, playing etc. They may have difficulties interacting with their environment and participating in the activities inside and outside the home as well as the classroom.

If visually impaired learners need to be included in the mainstream society, the first step must go through the educational institutions (Hutto & Hare, 2001). This is because education is one of the most significant instruments of empowerment. Inclusive education is gaining momentum globally as an idea to the education of learners with special needs in mainstream classroom settings. This approach provides all the students with community membership and greater opportunities for academic and social achievements (Corn & Koenig, 2003). Inclusion of students with low vision in the common classroom is a part of inclusive educational policies. Because of this inclusive process these student-teachers are facing many new difficulties. The lack of resources to enhance their education in inclusive schools is one of the important factors affecting those who are ready and willing to learn and bring changes in their life (Yalo & Indoshi, 2010). But there are no trained human resources in many educational institutions to ensure their inclusion. Visual impairment can be overcome with proper training and guidance.

Conceptual Framework of Low Vision

As per WHO report "Every five seconds an individual in the world goes blind. Globally there are nearly 45 million blind people and almost 135 million with low vision, a total of 180 million people with some degree of visual disability. Nine out of the six who are blind live in developing countries." In case of India for visual impairments, the 2001 census conducted by government

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of India includes people using spectacles or contact lenses, whereas 58th round of the National Sample Survey (NSS) of India conducted in 2002 ignores them. While the census finds 2.16 million youth with visual impairments, the NSS finds only 0.18 million (Jeffery & Singhal, 2008).

According to the WHO working definition of low vision (WHO, 1992) "A person with low vision is one who has impairment of visual functioning even after treatment, and/or standard refractive correction, and has a visual acuity of less than 6/18 to light perception or a visual field of less than 10 degrees from the point of fixation, but who uses, or is posixtially able to use, vision for the planning and/or execution of a task." Students with low vision have visual acuity between 20/70 and 20/400 after all corrective possibilities. They cannot read the newspaper at a normal viewing distance, even with glasses (Cook, 2008). The National Eye Institute (NEI, 2006) defines low vision more loosely, as a visual impairment not correctable by standard glasses, contact lenses, medication or surgery that interferes with the ability to perform activities of daily living.

Purpose of the Study

The purpose of the study is to find out the learning difficulties faced by the D.El.Ed. student-teachers with low vision in an Indian Mathematics classroom. Exploring the learning difficulties faced by these student-teachers at each and every step of their academic life will definitely stimulate to think and rethink about the different ways of overcoming the learning difficulties faced by them. In this regard the purpose of the present study acquires much importance especially in India where there is severe scarcity for research related to the issues of visual impairment and related problems in educational settings.

Methodology

The present study is qualitative in nature. The following key query guided the present study: What are the different learning difficulties faced by the D.El.Ed. student-teachers with low vision in an Indian Mathematics classroom? In this study six student-teachers with low vision from DIPSER College of Education Devsangha, Deoghar in the state of Jharkhand (India) were selected by convenient sampling method. In-depth interviews with them were conducted for collecting the data. Then the data collected were analyzed qualitatively. This section will outline the

research participants, design of the study and data analysis.

Participants

In the present study the participants were six student-teachers with low vision from DIPSER College of Education, Devsangha, Deoghar in the state of Jharkhand (India). All the participants were suffering from 50% or above visual impairment, as per the certification made by the District Medical Officer. Convenient sampling method was used to select the subjects. In-depth interviews with the participants were conducted to collect the data. The participants were made aware of the nature of the present study, their role in it, provisions for confidentiality and their option to withdraw from the study at any point. Each interview lasted for half an hour to one hour. All the participants cooperated well. The data collected from the participants were analyzed qualitatively.

Design

This study was designed to find out the learning difficulties of D.El.Ed. student-teachers with low vision in an Indian Mathematics classroom with inclusive setting. It is based on the in-depth interviews with the participants. In-depth interviews were conducted for the purpose of collecting the data. The data were systematically recorded and analyzed qualitatively.

Data Collection

In-depth interviews with the selected D.El.Ed. student-teachers with low vision were conducted for collecting the data. A set of questions were prepared in advance by the researcher for conducting the interviews. The responses of the questions given by the students were transcribed by the researcher. Transcriptions were read in front of the respondents. Necessary modifications were incorporated according to their suggestions. The questions used in the interviews with secondary school students with low vision are as follows:

1. How do you feel and respond, when you face difficulties in reading and writing because of your visual impairment?

2. How do you manage the class notes, when you are unable to take notes properly in the Mathematics classroom?

3. When you are unable to compete with the normal children because of your visual impairment, how do you feel and react?

4. When you have any doubt regarding the topic discussed in the Mathematics classroom, how do you clarify your doubts?

5. Which strategy do you adopt to actively participate in the Mathematics classroom?

6. What are the different methods you use for the preparation of Mathematics exams?

7. When you do not get good marks in Mathematics, what may be the probable causes which you feel?

8. When a teacher does not care of your special needs in the Mathematics classroom, how do you feel and react?

9. When a teacher asks a question to all the students in the Mathematics classroom, what do you do?

10. What is the major difficulty you face in the Mathematics classroom during teaching learning process?

11. Do you feel that if you had normal vision, you would be much better in learning as you are now?

Data Analysis

In the present study the data collected were analyzed qualitatively. The process of data analysis was guided by the research question, the purpose of the study and the review of related literature. The researcher thus began data analysis by establishing some initial categories and themes related to the objectives and literature. He read all the transcriptions thoroughly with a view to identify different themes that emerged out of participant's responses to the interview questions. Response to all the eleven questions was thoroughly read. Based on the responses of the participants three major themes were created. They were: difficulties in reading, writing and taking class notes; difficulties in participating and performing in the class; and difficulties in preparing for and performing in the examinations. These themes are discussed in detail in the following section.

Results and Discussion

The learning difficulties faced by the D.El.Ed. student-teachers with low vision in an Indian Mathematics classroom will be explored in this section. The results drawn here are those that emerged out of an analysis of participants' responses. The following learning difficulties emerged as central themes: Difficulties in reading, writing and taking class notes; difficulties in participating and performing in the class; and difficulties in preparing for and performing in the examinations.

Difficulties in Reading, Writing and Taking Class Notes

One of the major challenges faced by the D.El.Ed. student-teachers with low vision in their academic life is concerned with the difficulties in reading and writing. All the six participants in the present study accepted the fact that they face difficulties in reading as well as in writing. While interviewing it was found that there are also difficulties in taking notes by these student-teachers with low vision in the Mathematics classroom during the teaching learning process. When further probed, it was found that the four out of the six participants managed the class notes with the help of their classmates or peer groups, when they were unable to take the notes in the classroom. The other participants responded that they did not care about the class notes. This is because most of the class notes are easily available in the books. Thus, there is a mixed response regarding the Mathematics class notes among the D.El.Ed. student-teachers with low vision. There is no single source for managing the class notes for them. They use different sources like peer groups or classmates for managing their class notes according to their convenience.

Difficulties in Participating and Performing in the Class

While interviewing it was found that the D.El.Ed. student-teachers with low vision in an Indian Mathematics classroom also face difficulties in participating and performing in the class because of their visual impairment to a certain extent. Regarding the doubt clearance in the class most of the participants told that they generally did not ask any question in the classroom, even when they felt serious and genuine doubts regarding the topic discussed in the classroom. If they had any doubt, they managed with the help of their classmates or peer groups. The reason behind this may be their low self-confidence. As they were reared up in a climate which is dominated by the normal people, their exceptionality in the form of low visibility might have caused harm for the development of a healthy self-concept. Most of the participants accepted that they hesitate and feel uneasy in answering any question

asked by the teachers in the classroom during the teaching learning process.

Fifty percent of the participants responded that they were attentive and listening carefully during the teaching learning process in the classroom, whereas other fifty percent of the participants accepted that they were not much attentive in the class during the teaching learning process. This may be because of the methods of teaching followed by the teacher in the Mathematics classroom during the teaching learning process. Most of the participants said that they did not bother, when teachers did not take care of their special needs. The reason behind this might be the uncaring and insensitive behaviour of the society to which they belong. They might have been accustomed of not bothering about whether their special needs are sufficiently taken care off or not. Only one of the participants responded that she felt very bad and distressed, whenever a teacher did not bother about her difficulties and problems caused by low vision.

Difficulties in Preparing for and Performing in the Examinations

In-depth interviews with the participants show that D.El.Ed. student-teachers with low vision in an Indian Mathematics classroom face several difficulties regarding the preparation for and the performance in the examinations. They face difficulties in reading the text, drawing the diagrams and analyzing the new concepts. Regarding the methods used for the preparation of examinations most of the participants told that they generally used self-study method as well as group learning method. They do not hesitate in asking academic help from their classmates or peer groups. This throws light into the cooperative and friendly behaviour of their classmates and peer members.

Most of the participants accepted that sometimes when they do not get good marks in the examinations, they themselves are responsible for that and the reasons might be lack of motivation, sincerity or commitment. Other participants considered that low vision is one of the major causes for such kind of situations. The analysis shows that most of the secondary school students with low vision do not feel visual impairment as a hurdle in their academic success. Most of the participants responded that they felt normal, when they were unable to compete with the normal students. But one of the participants said that he felt distressing and painful, when unable to compete with the normal children because of his visual impairment. The

results show that the secondary school students with low vision do not care much about the competition with others.

Conclusion

Visual impairment is a significant issue to be addressed in the world of education throughout the world. The present study shows that D.El.Ed. student-teachers with low vision in an Indian Mathematics classroom face difficulties in reading, writing and taking class notes; difficulties in participating and performing in the class; and difficulties in preparing for and performing in the examinations. The major findings of the study reveals that most of the D.El.Ed. student-teachers with low vision in an Indian Mathematics classroom hesitate to ask questions during the teaching learning process, even when they have genuine doubts regarding the topic discussed in the classroom. One of the major difficulties faced by them during the teaching learning process is their failure to visualize many new concepts explained by the teachers through verbal communication. Most of these student-teachers with low vision use self-study method as well as group learning method for the preparation of their examinations. But they do not hesitate in taking the help of their peer groups or classmates. Most of them responded that they felt normal, when they were unable to compete with the normal students. Furthermore, to address the issue concerned with the visual impairment there is a need for changes in the infrastructure, teaching and learning aids and training and skill improvement programmes arranged for the teachers to address the issues scientifically and systematically.

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FEATURE ARTICLE

A Study on Attitude of Teachers Towards Inclusive Education at Deoghar District

Kumari Dipti

Abstract

Inclusive education has gained significant attention in recent years as an approach to promote equal access and participation for students with diverse needs. It aims to provide equal opportunities for all students, including those with disabilities or special needs, within the mainstream educational system. The success of inclusive education relies heavily on the attitudes and perceptions of teachers who play a crucial role in its implementation. Positive attitudes and beliefs can create an inclusive classroom environment, while negative attitudes may hinder the effective integration of students with disabilities. This study aims to explore the attitudes of teachers and students alike towards inclusive education and identify factors that may influence their attitudes. By understanding teachers' perspectives, appropriate strategies can be developed to foster a more inclusive educational environment.

Key Words: Inclusive education, Teachers' Attitude, Integration, Behaviour, Environment

Introduction

Education is the act or process of imparting or acquiring knowledge, enhancing the powers of reasoning and judgment, and generally preparing individuals intellectually to lead mature life (Upali Pannilage, 2015). It is the process of the acquisition of knowledge, skills, values, beliefs, and habits (Chandra Sekhar Patro, 2019). Thus, education is essentially a human affair that influences one person or another. It is the powerful instrument in one's hand to unlock the doors of the darkness of the mind and filled it with the light of knowledge and wisdom. Education is considered the best mean to nourish our basic instincts and in developing all aspects of our life. Traditionally, teachers are perceived mainly as knowledge providers to students. But now, teachers are expected to assume a new major role as a facilitator in supporting students' learning process and

developing students' multiple intelligences and lifelong self-learning abilities. Article 45(a) of the constitution of India has guaranteed education as a fundamental right to every citizen. For this, the Government of India has been taking steps to equalize education opportunities for its entire people since independence. In this process, efforts have been taken to overcome the regional imbalance in the form of provisions for extra educational facilities to underdeveloped regions, and socially, culturally, and economically disadvantaged groups like OBC, SC, and ST. Still there are areas where much work should be done to promote the concept of inclusive education to the excluded groups such as visual, hearing, motor handicapped, and intellectually able/ disabled (i.e. gifted or talented, mild and moderately intellectually handicapped apart from students with slow learning), students with specific learning difficulties and behavior disorders. The existing educational system must accommodate such students' needs, and abilities and accordingly the physical, psychological, and learning environments should be modified for the healthy development of these individuals.

Inclusive Education

What is inclusive education? As per UNICEF, Inclusive education means a system of providing education that welcomes all children in a shared learning environment. Inclusive education means all children in the same classrooms, in the same schools and real learning opportunities for groups who have traditionally been excluded. It is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive.

According to Stephan and Blackhurst (1988), "Inclusive Education is a set of values, principles and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptionality

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labels or not." Stainback and Stainback claim, "Inclusive Education is the implementation of policy and process that allows all children to participate in all programmes. Policy means that disabled children should be accepted without any restrictions in all the educational programmes meant for other children. The process of inclusion denotes the ways in the system makes itself welcoming to all. Inclusive Education is nothing but making the programme for disabled children as an integral part of the general educational system rather than a system within general education." According to M. Manivannan, "Inclusive Education implies bringing together the educational needs of the normal children and the educational requirements of the children with special needs, so as to evolve a common curriculum with a view to provide education to all in regular schools itself. It is a flexible and individualized support system for children and young people with special educational needs. It provides an integral component of the overall education system and is provided in regular schools committed in an appropriate education for all."

According to Uppal and Dey (2006), "Inclusive Education aims to provide a favorable setting for achieving equal opportunity and full participation for all, thus bringing children with special needs well within the preview of mainstream education. It recognizes the diverse needs of the students and ensures equality education to all through appropriate curricula, teaching strategies, support services and partnership with a community and parents. In simple words, it means that all children with or without disabilities learn together." Advani and Chadha claim, "Inclusive Education describes the restructuring of special education to permit all or most students to be integrated in mainstream classes through reorganization and instruction innovations (e.g., cooperative learning, collaborative consultation and team teaching)".

The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca Statement, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The Statement solicits governments to give the highest priority to making education systems inclusive and adopt the principle of inclusive education as a matter of policy. The idea of inclusion is also supported by the United Nation's Standard Rules on Equalization of Opportunities for Persons with Disability Proclaiming Participation and equality for all.

UNICEF's work to promote inclusive education aims to close the education gap for children with disabilities, UNICEF supports government efforts to foster and monitor inclusive education systems. Our work focuses on four key areas:

- **Advocacy:** UNICEF promotes inclusive education in discussions, high-level events and other forms of outreach geared towards policymakers and the general public.

- **Awareness-raising:** UNICEF shines a spotlight on the needs of children with disabilities by conducting research and hosting roundtables, workshops and other events for government partners.

- **Capacity-building:** UNICEF builds the capacity of education systems in partner countries by training teachers, administrators and communities, and providing technical assistance to Governments.

- **Implementation support:** UNICEF assists with monitoring and evaluation in partner countries to close the implementation gap between policy and practice.

It is with this premise that an exploratory study of Teachers' Attitude Towards Inclusive Education was undertaken in Deoghar District, located in the northeast part of Jharkhand state in India.

Background of the Study

The introduction of education of children with disabilities in India can be traced back to the dawn of 19th century. Special school services in the country were initiated mostly by foreign missionaries. The concept of inclusion has been finding its reference in many national education nine documents in the post-independent period. As per Article 45 of the Constitution of India, better services to persons with disabilities are also assured. The Education Commission Report (1964-66) recommended placement of the disabled child, 'as far as possible' in ordinary schools. The National Policy on Education (NPE) (1986) included a full chapter on 'Education of the Handicapped' and formulated comprehensive guidelines for action. The NPE strongly emphasised the need for expansion of integrated education programmes. The centrally sponsored scheme of integrated education for disabled children (IEDC) which was introduced in 1974 got a fillip as a result of the NPE. Therefore, efforts for inclusion were persistently made.

Statement of the Problem

In the Indian context, there has been a rapid change in the role of teachers in recent years. To ensure holistic development of students, a series of new interventions and programs have been initiated at the grassroots levels for the benefit of learners, particularly for the benefit of learners with disabilities. The present study is aimed at exploring the attitude of teachers towards inclusive education at Deoghar District and understanding its impact on inclusive education in the district under study.

Objectives of the Study

Fundamentally, the study was undertaken to comprehend the following three objectives:

1. To study the attitude of teachers towards co-curricular aspects of inclusive education.

2. To study the attitude of teachers towards the psychological aspects of inclusive education.

3. To study the attitude of teachers towards parental aspects of inclusive education.

Here the operational definitions of the terms – Teachers, Attitude and Inclusive Education are elaborated as under.

a   **Teacher**: The success of every educational programme depends on the quality of the teachers and their attitudes. An inclusive curriculum recognizes the need for the schools, to organized with the individual differences of students in the mind and adopt flexibility to the enable all students to achieve their goals. Implementation of an inclusive curriculum would require a number of changes in the present day teaching practices, curriculum content, evaluation procedures and available resources at the school level without which the goal of providing quality of education would remain elusive.

Thus, for effectiveness of Inclusive Education the Teacher is responsible in the first instance and then the Team Coordinator and then the Assistant Principal Teaching and Learning to progress the vision of the Inclusive Education Team (Gunjan Tyagi, 2016).

b. **Attitude:** An individual's ways of viewing the world and reacting to it influenced many different factors including the individual's beliefs, knowledge, emotions and their participation in social activities (Eagly&Chaiken, 1993; Triandis, 1971), and

c. **Inclusive Education:** The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community (Alquraini & Gut, 2012)

Limitations of the Study

Basically, the study was conducted under few constraints out of which the primary conconstraints were

a. the difficulty to know the attitudes of teachers towards Inclusive Education

b. lesser number of respondents (This study was delimited to 50 primary teachers working in various inclusive education schools from whom the required data was collected)

c. Looking into the time constraints, the study could be conducted in a small geographical area namely Deoghar district.

Review of Related Literature

A quick survey of literature on the subject points to a myriad of aspects related to Inclusive Education. Recent literature is replete with thoughts w.r.t. inclusive education. Two research studies conducted by Anita M. Belapurkar (2012) and David, R., Kuyini, B. A. (2012) made important revelations in this respect. Anita M. Belapurkar in her study on inclusive education attitudes of school teachers found that there was a low and unclear significant difference in the perceptions of teachers towards inclusive education and the knowledge. For this study attitude scale and knowledge test on inclusion was adopted. Similarly, David, R., Kuyini, B. A. (2012) in their study entitled, 'Social Inclusion: Teachers as facilitators in peer acceptance of students with disabilities' also found that theory classroom teachers' practices prejudiced the societal status in regular classrooms of disabilities students. Md. Saiful Malak (2013), in his seminal work titled "inclusive education reform in Bangladesh: pre-service teachers' responses to include students with special educational needs in regular classrooms" also felt that majority of pre service teachers had an unfavourable attitude towards students with special educational needs in regular classrooms. Misconception and lack of knowledge about disabilities were understood to be the reason from most of the pre-service teachers'

responses. He opined that inclusive education as has been a key strategy to ensure education for all in the developing world for the last two decades and would also continue to play a pivotal role in the time to come.

Satyanarayana, G., (2020), in his article "Perceptions of Resource Teachers and Parents on the Functioning of Inclusive Education Resource Centers in Vizianagaram District of Andhra Pradesh", also perceived a significant difference in the perceptions of resource teachers based on their locality and Professional qualifications with respect to Health related aspects viz., facilities, Student Learning and Parent / Community awareness in the Functioning of Inclusive Education Resource Centers.

Literature indicates that though a definite need has been felt to reinforce inclusive education, not much work has yet been done in this regard. Das et al. (2013) in their study 'Inclusive Education in India: Are the Teachers Prepared?' examined the current skill level of regular primary and secondary school teachers in Delhi, India". The findings were that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. There was no statistically significant difference between their perceived skill levels.

Kalita, Utpa, (2017) studied the "Attitude of primary school teachers towards inclusive education" and noticed that most of the teachers have only a moderate attitude towards inclusive education and not a single teacher's attitude towards inclusive education was found to be extremely favorable towards it. It was also found that attitude towards inclusive education of male teachers' was higher than the female teachers. Also, the attitude of experience teachers' towards inclusive education was found to be slightly higher than the less experience teachers. Mishra, Kriti et al., (2018), in their article on "Perceptions of School Teachers towards Inclusive Education System in Urban Jodhpur" however revealed that of late, there is a definite positive attitude for inclusive education among teachers in urban schools in their area under study.

Amit Sharma et al., (2017) explored the teachers' attitudes towards inclusive education in Indian context using 'Type of Disability' lens". In this study, it was noticed that, positive and high attitudes could be found towards inclusion of students with 'orthopedic challenges'. The inclusion of students with disabilities related to vision, speech and

hearing was also noticed. Some negative attitudes arose from teachers' concerns about pedagogic challenges in inclusive classrooms. Teachers with prior experience with such students looked more positive towards inclusion and highlighted the importance of technology in inclusive classrooms.

In yet another study, Dr. Aruna, Kuldeep Singh, Mangi Lal (2016) "Inclusive Education in India" it was revealed that near about 10% of the world's population is affected with a disability, and a large number of these people live in developing countries. Three basic models considered by the Researcher i.e. segregated, integrated and inclusive special education, were differentiated between by international and local agencies including Government and NGOs, and overwhelming support was exhibited by human rights activists, non-profit organizations, government organizations, and different agencies, who were all in favour of inclusive special education as the most beneficial type of education for people of all ability levels.

V. Mrunalini, Dr. Premavathy Vijayan (2014) in their paper "Prospects of inclusive education in India" stressed that inclusive education "is a process of strengthening the capacity of the education system to reach out to all learners. It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality." The author also underlined the importance of compensating these gaps with an optimistic motion for successful inclusion.

A study by Adams and Mabusela (2015) on "Pre-service Educators' attitude towards Inclusive Education: A Case Study" needs special mention in this context. In this study, as purposive sample of eighty-eight students responded to a five-point Likert scale questionnaire on attitudes towards inclusive education. The data was analysed quantitatively. The result showed that pre-service students display negative attitude towards inclusive education. The research also revealed that variables such as gender, age, year level and phase registered for, influence the educators' attitude towards inclusive education.

Rathee, Indu (2017) in his study on "School Teachers' attitudes towards inclusive education" noticed that residential teachers' attitude is more positive towards inclusive education as compared to their counterpart non residential school teachers. It might be due to the reason that the residential teachers were more concerned and were more aware about their students because they spent more

time with them in residential schools. A difference was also found in the attitude of the more experienced and less experienced teachers but the difference is not significant.

Research Design

Research design is a blueprint of a scientific study. It is simply a structural framework of various research methods as well as techniques that are utilised by a researcher. It includes research methodologies, tools, and techniques to conduct the research and helps to identify and address the problem that may rise during the process of research and analysis.

In the present study,the descriptive survey method was followed. Descriptive survey research is a research method that focuses on describing the characteristics of a phenomenon rather than asking why it occurs. Doing so helps us better understand its nature and gives a good foundation for further research. The descriptive survey method is undoubtedly the most popular and most widely used research method in education.

The study was conducted on the primary teachers of the Deoghar district. A sample of 51 Primary teachers of Deoghar are chosen for the study. A total of 38 male and 13 female teachers participated in this survey. The main issue under the investigation was to explore the views of the respondents towards the elementary education of the tribal children. Considering that research tools play a significant role and the worth of data collection depends on the sensitivity of the tools, the researcher has used the Questionnaire for covering all aspects of the education of the tribal children in the present study.

Data Analysis and Interpretation

On the basis of data analysis, the following interpretations were made with respect to the objectives stated earlier in this paper.

- There was an almost unanimous positive response to the necessity of inclusive education as the need of the hour in present educational situation.

- Data indicated that the present school curriculum was not favourable to the needs of special children. While 72% of respondents felt so, 27% believed otherwise.

- In inclusive education system, teachers face several problems in completing their syllabus on time.

- A mixed response was found with respect to the notion

that inclusive education leads to an adverse effect on the educational development of normal children. While 52% responded favourably, 47% did not think so. This indicates a need to go deeper into the problem and study the issue more intensely.

Interpretation

- 37 of the 51 teachers (72.5%) agreed teachers agreed that the present school curriculum is not favorable to the needs of special children, while only 14 (27.5%) teachers disagreed to it.

- 40 teachers (78.4%) agreed that in an inclusive education system, teachers face problems in the timely completion of their syllabus. Only a small fragment i.e. 11 teachers (21.6%) disagreed to it.

- 27 (52.9%) teachers agreed that there is an adverse effect on the educational development of normal children due to inclusive education whereas 24 teachers (47.1%) thought otherwise.

- 49 out of 51 teachers constituting 96% of the sample agreed to the fact that inclusive education has become the need of the hour for present educational situations.

- Similarly, 50 teachers (98%) teachers agreed that teachers should be mentally prepared to implement inclusive education in the schools.

- It was also observed that 34 teachers (66.7%) agreed that extra workload will be imposed on teachers due to inclusive education, though 17 teachers (33.3%) did not think so.

- 1 (2%) teacher disagreed and 50 (98%) teachers agreed that teachers be sensitive about special children's social, educational, and psychological needs in inclusive education.

- 30 (58.8%) teachers thought that teachers possess a discriminative attitude towards special children in inclusive education. A significant section of teachers i.e. 21 in number (41.2%) teachers however agreed to this feeling.

- A majority of respondents comprising of 43 teachers (84.3%) felt that the facilities available in general schools are not satisfactory for inclusive education. Only 8 teachers (15.7%) disagreed to it.

- 49 (96.1%) teachers agreed that it is essential for teachers to use various teaching-learning methods for

properly imparting inclusive education. Only 2 teachers (3.9%) disagreed to it.

- 41 (80.4%) teachers agreed that for imparting inclusive education appropriately it is very necessary to seek the consent of the parents of normal children in the class. 10 teachers (19.6%) however did not think so.

- 42 (82.4%) teachers agreed that parents of special children face problems in getting admission to general schools, though 9 teachers (17.6%) disagreed to this notion.

- Most of the teachers comprising of 49 (96.1%) teachers agreed that inclusive education is proving to be inspirational for social upliftment and adjustment of special children.

- Similarly, 48 (94.1%) teachers agreed that through inclusive education special children can fully contribute to society. Only, 3 teachers (5.9%) disagreed to it.

On analysing the salient issues genderwise, the following trend was indicated in the study.

Co-Curricular Aspects

- 29 male teachers and 8 female teachers agreed that the present school curriculum is not favorable to the needs of special children while 9 male teachers and 5 female teachers disagreed on this issue.

- 5 male teachers and 35 female teachers agreed that in an inclusive education system, teachers face problems in the timely completion of their syllabus. On the other side, 6 male teachers and 5 female teachers disagreed to it.

- 20 male teachers and 7 female teachers agreed that there is an adverse effect on the educational development of normal children due to inclusive education, whereas 17 male teachers and 7 female teachers disagreed to it.

- 37 male teachers and 12 female teachers felt that inclusive education has become the need of the hour for present educational situations. Only 1 female teacher disagreed on this point.

- 23 male teachers and 27 female teachers agreed to the fact that teachers should mentally prepared and ready to implement inclusive education in the schools. Only 1 male teacher felt otherwise.

- 29 male teachers and 5 female teachers agreed that extra workload will be imposed on teachers due to inclusive

education. 9 male teachers and 8 female teachers however disagreed to it.

Psychological Aspects

- 6 male teachers and 44 female teachers agreed and 1 male disagreed that teachers be sensitive about special children's social, educational, and psychological needs in inclusive education.

- 10 male teachers and 11 female teachers agreed and 15 male teachers and 15 female teachers disagreed on that teachers possess a discriminative attitude towards special children in inclusive education.

- 14 male teachers and 29 female teachers agreed and 6 male teachers and 2 female teachers disagreed on that the facilities available in general schools are not satisfactory for inclusive education.

- 27 male teachers and 22 female teachers agreed and 2 female teachers disagreed on that it is essential for teachers to use various teaching-learning methods for properly imparting inclusive education.

Parental Aspects

- 9 male teachers and 32 female teachers agreed and 5 male teachers and 5 female teachers disagreed on that for imparting inclusive education appropriately it is very necessary to seek the consent of the parents of normal children in the class.

- 39 male teachers and 3 female teachers agreed and 4 male teachers and 5 female teachers disagreed on that parents of special children face problems in getting admission to general schools.

- 40 male teachers and 9 female teachers agreed and 2 male teachers disagreed on that inclusive education is proving to be inspirational for social upliftment and adjustment of special children.

- 33 male teachers and 15 female teachers agreed and 1 male teacher and 2 female teacher disagreed on that through inclusive education special children can fully contribute to society.

Educational Implication of the Study

On the basis of findings of the present study following educational implications can be laid down. Teachers working in Primary Schools perceived high towards

the issues in inclusive education. Identified that the area mainly, that resource teachers are very essential for inclusion at school level, they were also identified that, gap between the enrollment and achievement was high and also perceived high these barrier free environment is very essential for inclusion.

1. Lack of resources

2. Gap between achievement and enrollment

3. Low enrollment of children

4. Barrier free environment

5. Parent involvement and support

Further Study and Recommendation

No research is complete in itself; hence a series of research must be put on the same track to come to the solution of emerging challenge or problem. This study was limited to many areas, so there is a broad scope for further research and follow-up. So, for better understanding of teachers' attitudes towards inclusive education. It may be recommended that:

1. This study is delimited 51 teachers working inclusive education schools from whom the required data was collected. Therefore, there is a scope to select more than one teacher from each school to determine more accurate data collection in this regard.

2. While this study is delimited to find the teacher attitudes towards Inclusive Education in general school atmosphere. This study suggested, it can be done in other level of school teachers' attitudes.

3. This study is limited to only three aspects of inclusive education. Hence, different tools with different dimensions could be taken to measure teachers' attitudes towards inclusive education in research.

Conclusion

The study reveals that the teachers know the concept of inclusive education, but that is not enough. Still they do not know how to conduct an inclusive class. The conceptual knowledge was not sufficient to do that. In the response of attitude of teachers towards inclusion researcher would like to reiterate here that of course, teachers expressed their positive attitudes towards inclusion but sometimes attitudes could be positive if responses are of in social accepted manner.

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FEATURE ARTICLE

Tribal Life, Art and Culture Philosophy

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Abstract :

Tribal is backward. His life is involved in many different questions. In order to solve the problems and improve the tribal, many social reformers, revolutionaries and organizations are working to solve the problems of the tribal, by solving the sufferings of the tribal, organizing the tribal, and serving. Some people are coming to tribal society with religion and creed. Some are coming to tribal with the politics of party organizations. Some people are coming to tribal in the name of development and welfare of tribal with institutions. Some are coming to the tribal in the name of education and health, while others are coming in the name of getting rid of addiction and superstition. Tribal has no other guardian. All of them are coming to tribal thinking that only we are their parents. Everyone is trying and working hard to solve the problems of tribal according to their principles and rules. Not only this, some are risking their lives to work. It cannot be denied. However, it should be remembered here that solving the problems of the tribal, developing them, educating them, improving them, doing their welfare, what exactly does it mean? Let us find out.

Keywords: Aborigines, Matriarchy, Craft Culture, Criminal Stigma,

Introduction:

'Monarchy' is believed to have emerged from the settlement of a tribal tribe in a particular region and the collective management of earlier tribes, the place of respect given to tribal chiefs, the administration of caste panchayats. The Meena tribes of Rajasthan consider themselves descendants of the fish Meena. (Pisces means the Matsya avatar assumed by Lord Vishnu.) They consider the original source of the universe. In the same way, 'Mahadev Koli Jamat' is situated in Nashik, Ahmednagar (Akola, Rajur

hilly Dang region), hilly part of Pune district, Jawhar, Mokhada, Palghar, Murbad taluka of Thane district, so it is called 'Kolvan'. Jawhar was founded by Jayaba Popere alias Mukne, the Mahadev Koli Veer purusha in AD. In 1306, the kingdom of Jawhar was established. Their last 19th king Shrimant Yashwantrao Martandrao Mukne was independent till 1948. Merged with the Union of India on 10 June 1948. The history of this state is 605 years and it is found that they have made world records. There were hundreds of tribal kingdoms like Naga kingdom, Gond kingdom, Bhilwara province. The noble life values of tribal are found in their genetic way of life. They don't have the aversion to scratch someone else's plate. In tribal society, women have a place of honour in the family. Her lifestyle is free, stress- free, hard- working. She has a natural instinct to work shoulder- to- shoulder with men. Matriarchy has made it more brilliant. There is a practice of giving money (dej or yaj) to the girl's father at the time of marriage. As the bride goes to Nanda with her son, her parents do not get her earnings. Hence, the groom pays a sum to the girl's father and if the boy does not have money, he works for free at the in- laws- Khadandya', now some non- tribal wrongly use it as 'bride price'. That is wrong. They should never do that. Because the bride price is. Transactions and items appear to be purchased. Taking an object and using it will be an aberration. A girl child is treated with respect in tribal society. It is a universal truth that she is treated like a girl. A girl child is never burnt to death as there is no aghori, law custom called dowry in tribal society. If there is ever a separation, the property she brought from home, immovable property, money, animals can be taken as property. No obstacle is placed in it, and second marriage can be done with honour. The children of the first husband are taken to her new husband and that person brings up the children. In Konkan, Konkani society, the proposed bride and groom marry each other after their choice. In the future,

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when the economic situation improves and the couple gets married, they get married. In the meantime, they never leave each other in the wind, that is worth underlining. This kind of respect for women cannot be seen in any other social system except for exceptions.

Historical Significance:

Tribal have played a major role in India's freedom struggle. The uprising by Raghoji Bhangre, Birsa Munda, Rani Durgavati, Bhagoji Naik, Tantya Bhilla, Bhau Malekar Saraste, Bhagwan Rao Patil, Peth was recorded in the country's gazette. The British made them criminals for rebelling and the same fate was dragged after independence! The stigma of criminals is still attached to the Fasepardhi society. It is important for tribal brothers and statesmen to pay attention to it.

During Ramayana, Mahabharata, Muslim rule, Chhatrapati Shivaji Maharaj also the contribution of tribal is great. Due to the sacrifice and bravery of tribal, they have been given constitutional protection. Captain Mackintosh had raised the board of Mahadev Koli people in the rebellion of 1857. Khemi was the head of 52 mavals during the Peshwa period, Jawaji Bamble, Shivaji Maharaj. Koli, Mahadev, Kokana, Bhill, Ramoshi, Makarand, Phuldani looted the treasury of Peth on July 7, 1857. 30 thousand rupees of silver was looted in it.

What is a Tribal Society?

- According to Gillin, "A group of groups living in a particular territory, speaking the same dialect and leading a similar cultural life, but without alphabetic identity, is called a tribal society."

- W. J. According to Perry, "a group that speaks the same dialect and inhabits the same territory is called a tribal society."

- See the broad definition given by the Adivasi Samiti Conference held at Shillong in 1962: A homogeneous group, descended from a common ancestor, using a common language, inhabiting a particular territory, technologically backward, illiterate and based on blood relations, faithfully following social and political customs. Now it is easy to see who should be called tribal in the definition of ``tribal society". Only the issue of 'illiteracy' in it has been reduced to some extent.

Objectives:

- To promote the social and educational progress of Scheduled Tribes living in hilly and remote areas in the state of Maharashtra.

- To provide accommodation, food, uniforms, educational materials and other materials free of cost to the tribal students in ashram schools established through voluntary organizations working for the educational development of tribal.

- All- round development of intelligent / intelligent / intelligent students studying in government / aided ashram schools.

- To implement the centrally funded scheme of English Medium Residential Schools for the students of Scheduled Tribes to get education through English.

- To make arrangements to provide government hostels to Scheduled Tribe boys/ girls.

- Encouraging tribal students to take industrial training.

Some Salient Features of Tribal Tribes:

1. Each tribal tribe lives in a specific territory and that territory is small in terms of area compared to the territory of an advanced society. Tribal areas are remote from other advanced societies or in forests. The region is remote due to lack of roads.

2. The tribal tribe is generally endogamous and there is a division into exogamous cliques. Groups in society are small and are based on relationships. Membership of these groups is not voluntary like membership of a Mandal (club) in modern society.

3. Each tribal tribe has its own Panchayat. Tribal society is completely controlled by the panchayat or their head.

4. Each tribal tribe often has a separate language or dialect.

5. Tribal religion is regional i.e. limited to their place of residence; Their shrines are also in their area.

6. A tribal economy lacks group- wise division of labour or occupation- wise distinct social groups. All people do all kinds of work. Apart from this, the means of production in the tribal economy are of primary nature. Only primary implements like nets, traps, hooks, nooses, ropes, pointed and sharp sticks, hammers, and

crowbars are used. Among the three stages of production distribution consumption in the economy, distribution is the universal exchange of goods or income, which is absent in tribal economy. There are no markets due to low production. He who consumes his produce. Their economy is mostly based on coins etc. Currency driven and commodity based. Barter is the exchange of useful goods.

7. In tribal society, tradition is given priority. Keep the tradition from one generation to another. Poetry, dance etc. through media.

8. Nature worship and rituals like magic are important in religion.

9. Due to the emphasis on tradition and social control in tribal society, the behavior of all people is similar. Habits and customs are formed due to certain tasks in daily life. Overall, there is more homogeneity in society.

10. Tribal societies are largely self- centered; As their economic, social and religious life has been isolated for centuries from external contact, it is natural to become autistic. All the societies of the world were earlier in tribal state. Later it became a rural society. Later, after the establishment of state institutions, there were capitals and merchants and thus urbanization started. According to eminent anthropologist Robert Redfield, human societies have started moving towards complete urbanization after the industrial revolution. In modern times, due to this, the process of denationalization has started and the tribal societies have started to transform into rural societies.

Tribal Sub Plan:

Looking at the lives of tribal people, their lot has been neglected. Various measures have been taken for them. So that they too can live like other psyches. They are as follows.

Educational Plan:

Government Ashram School Group Scheme, Financial Assistance to Voluntary Organizations for Running Ashram Schools, Adarsh Ashram Schools, Eklavya English Medium Residential Schools (Centrally Sponsored Public Schools) Government Hostels for Tribal Boys /

Girls. Post- School Examination Scholarship Scheme for Tribal Students, Scheme for Reimbursement of Education Fees, Examination Fees for Scheduled Tribe Students, Subsistence Allowance for Scheduled Tribe Students studying in Vocational Courses, Tuition Wages Scheme for Industrial Training Institute Students, Scholarship Scheme for Scheduled Tribe Students with Disabilities studying in Class VIII to XII, Incentive prize scheme for Scheduled Tribe students who excel in merit list in examinations in schools and high schools, Special incentive prize scheme for quality government/ aided ashram schools, Incentive allowance to stop dropout among tribal girls, Accident insurance scheme for state students, Benevolence grant scheme after sudden death of tribal students,

Plans for Economic Upliftment:

Supply of Power Pumps / Oil Pumps to Tribal Farmers, Union Budget (Nuclear Budget). Business Training Centre Scheme (centrally awarded Scheme) Loan Scheme for Self-Employment (Sabri Finance and Development Corporation Limited), Central Assistance to implement Wadi Program in Districts under 275(1) of Constitution of India, Central Assistance to Development Schemes for Tribal Tribes, Motor Vehicle Driver Training Scheme, Army and Police Force Pre- Recruitment Training Scheme, Food Loan Scheme, Granary Scheme

Other Plans:

Seva Yojana Registration for Scheduled Tribe Candidates, Adivasi Sevak / Seva Sanstha Award Scheme to Social Activists / Organizations doing remarkable work in Tribal Area, Tribal Handicraft Exhibition, Tribal Traditional Dance Competition, Warli Painting Competition Scheme, Dance Training and Pre- Competition Training Scheme for Tribal Youth, Navsanjeevani Scheme- 1. Employment Programs 2. Health Programmes, 3. Nutrition Programmes, Scheduled Tribes Certificate Verification Scheme.

Schemes Implemented by Other Departments:

Tushar Drip Irrigation Scheme, Pankaj Scheme to bring tribal farmers below poverty line.

Department of Animal Husbandry.

Group Supply of Goat Meals, Fish Conservation in

Impounded Waters, Cooperative Department Personal Benefit Schemes Interest Subsidy, Funding for Voluntary Organizations to Run Ashram Schools, Adarsh Ashram Schools.

'Status' of Tribal:

India has the second largest tribal population in the entire world. According to the central government survey, there are total 750 tribal tribes in India. According to the 2011 census, the tribal population of the country is 10 crore 42 lakh. The total population of tribal in the state is 1 crore 5 lakh. The tribal population of Maharashtra is 9.35 percent of the total population. There are total 45 types of tribal tribes in Maharashtra. Warli, Bhil, Pavara, Konka, Thakar, Gaud, Korku and Mavchi tribes have made their mark in various arts and crafts.

Tribal Cultural Museum:

The Tribal Cultural Museum has a special training centre aimed at preserving and promoting tribal art. It also houses a permanent exhibition of tribal artefacts. Although the city is developing rapidly, a special training centre will now be started in the Tribal Cultural Museum with the aim of preserving and promoting the arts of the tribal who still hold on to the traditional way of life. Not only this, a permanent exhibition of tribal items will also be held there.

Tribal Cultural Museum was established in 1965 by the Tribal Research and Training Institute. This museum has a collection of precious and rare items that showcase the tribal culture. The museum exhibits 1351 objects depicting the culture of various tribes. This museum has four halls. In the hall that gives a glimpse of tribal life, photographs of major tribal tribes, cultural characteristics of their life are shown. Apart from this, a short film based on tribal life has been made.

The second hall contains the material culture of the tribal, including their various musical instruments, household appliances, hunting tools, agricultural implements, Aghori lore, gods and goddesses; Handicrafts made by them have also been displayed. Warli painting and masks section attracts everyone. The best examples of world famous Warli paintings are displayed in this area. The Tribal Jewellery section has preserved traditional jewellery along with diverse uses. It consists of different braided garlands

like Garsoli, Mangapoli, Zalar, Gopi, Moti in various sizes.

Tribal use iron, brass, copper, tin, silver or aluminium for jewellery. There are beautiful Ghats made of different metals and ornaments in this room. Horse, deer, buffalo, camel, fish, bullock cart, Teltinmata, Shalpi, Thakurdev are engraved on these ornaments. 'Hichdi' (a long toothed hairpin) given to the bride and groom after they have chosen each other in the tribal tribe, 'munda' (stick carved pole) in the Gond tribe which is the most important part of the wedding ceremony, a basket covered with dung and clay, a 'lagnachowk' made of rice flour on the wall. Handicrafts are also here.

Tribal Art :

Tribal art in India is multi- coloured. Carvings on houses, carved pillars in graveyards, ceremonial dresses, ornaments, masks, figures of gods and goddesses etc. The artistic vision of the tribal can be seen in the forms. The colour schemes in the Naga tribal costumes, Mizo hats, baskets, musical instruments, fishing nets, etc., as well as the carvings and carvings are artistic. Tribals are fond of ornaments. Tattooing on the body, colouring the body during ceremonies, dressing the hair, wearing colourful garlands around the neck are common in all tribes. Clothing is used very little. Garlands are also made of polished stones. In Nagaland and Manipur, the cloth is woven within the tribe. In the Bodo tribe, clothes are made from tree bark. The Gadaba people weave cloth with strips like tiger skin. In the Kod tribe, banana leaves are wrapped around the waist.

Kavadas are most widely used in tribal jewellery. Tribal women weave kavads in braids, use kavdas for jackets and bags. There are many opinions about skulls. According to some, the skull is a symbol of the human eye. Some consider it a symbol of a woman's vagina, while others consider it a mere ornament. Lamani, Mudia, Madia and Juang tribes believe that using kavadi does not cause vision. Women of the Bondo, Gond and Pardhan tribes also use kavadi for jewellery.

Fani has been used since ancient times. It is mostly used in the Mudia tribe. Fani is used to braid or scratch each other's limbs in youth homes. Young boys give gifts to their sweethearts. Women keep such strands in their hair all the time. Even the doors of the houses are carved with Fani figures.

In the Madia tribe, during the ceremony, the horn of a wild cow and the piece of a peacock are placed on a bamboo cap. Brass horns are also sometimes used in the Kond tribe. In the Savara tribe, bamboo caps are covered with coloured paper. Many tribes wear feathers of various birds on their heads.

People of Madia, Mudia and Kond tribes use handcrafted boxes and bags for keeping tobacco, by carving bamboo, they make tobacco boxes in the shape of wheel, turtle, mango, fish etc.

There is a method of making lamp post at the time of marriage. Lamp is considered a symbol of love. Rants about it are sung in the Baiga tribe. Every house has a temple.

Madia, Mudia, Bhill, Korku, Gond etc. Among the tribes, carved stone and wooden pillars are erected in memory of the deceased. Animals are carved on the doors and walls. Also, Ganamarkadhara toys are made. Masks are used in dances and other religious and social ceremonies. Gives them bright colours. Tribal imitate by wearing masks. Incidents of their daily life are engraved on the doors of youth homes or houses. There are more incidents of hunting in them. Deity pictures are also painted on the walls of the house. The content is local, a characteristic of tribal art.

Concept of Tribal Culture and Development:

Tribal are living their lives considering tribal culture as the foundation of life. From time immemorial tribal have been living their lives based on these human values of labour, group and cooperation. Even today, every movement or life in the life of tribal is and is being done on the basis of trade, labour, group and cooperation. Festivals, celebrations, weddings, group dances, group songs, judgments by village panchayats, collective worship rituals on the occasion of village Diwali, Holi, etc. Thus tribal life is group oriented.

In the primitive stage, tribal lived as groups. In the primitive times, whether a tribal wanted to search for food or go hunting, he had to go in a group. If a predator was to be protected or resisted, the tribe could resist. In short, during that time, the joys, sorrows and all the lives of the tribal were united by the group. In those days, tribal had no life without a group.

1) Aspects of Group Life and Human Values There are many aspects of group life in tribal society today. If we keep that in mind, it will be evident how deep the tribal culture is with human values.

2) Tribals have a tradition of 'Lahe'. In this tradition, when an adivasi wants to build a house or plough a field, the tribal calls 'Lahe' in the village. When 'Lahe' is called, the tribal of the village put aside their own work and go to 'Lahe' (to help). All day long they work for free for the tribal who call Laha. They do not take wages for building a house or ploughing a field. This tradition of cooperation still exists in tribal society.

3) If there is a dispute or a question arises in a tribal village, a village umpire sits to judge it or consider the question and there is a collective discussion on the question.

4) There is no discrimination between big and small in tribal marriage program. All are equal and all sit with dignity on the mat spread in the marriage tent.

5) If someone dies in a tribal village, the whole village shares in that grief. No one fills water in the village on that day. Does not light the hearth and does not sweep the yard. But in other castes or cities, it is seen that even if someone dies in the village or city, the neighbour closes the door and eats it, while some eat it cooked or fried. It should be noted in which culture humanity is.

6) In tribal marriages, the tribal chief (tribal man) standing in the mandap and asking the pancha while asking-pronounces 'Dekha panchasthavan, Vadgaonwala smalla Naik vahini karta ded 100 rupees sari livanas, kabul?' When they declare such a yes, it is accepted. That is, the head of the tribal takes the consent of the Pancha while accepting the offer. That means there is democracy in our marriage. But in the Brahmin marriage, the Brahmins say verses that the Brahmins do not understand, and keep giving orders like this, put money here, put money there, leave water here, leave water there, fall at their feet, fall at her feet. Like a tribal chief, he does not take the consent of the judges and the people. We should think about whether we should keep a system that believes in democracy or keep a system that preserves hegemonic values based on dictatorship.

7) There is such a tradition among tribal. That, if the mother dies after giving birth, the tribal community of the village accepts the responsibility of raising the remaining child. If there is a woman with a small child in that village, she feeds that child like her own child. If

there are many women in the village, they feed the child with milk. But in other caste society there is no such tradition and even if you go to get milk for the baby you have to pay money.

8) In tribal society, where there is a program of lawn or death or northern work, if someone is seen filling water, chopping wood or distributing beads, it is assumed that he is the son- in- law of the house.

It is a tradition among the tribal that on such occasions the son- in- law is entrusted with tasks such as chopping wood, splitting sticks, etc., and the son- in- law happily accepts this task. Not only this, if by mistake a son- in- law is not entrusted with the work, that son- in- law sits down, and if someone asks him, he says, "Am I his son- in- law?" In the society, labour is respected, while in other cases, it is a tradition that the son- in- law is seated with respect in marriage.

9) After getting married in tribal, tribal girl does not consider her husband as God. So happiness accepts as life companion in sorrow, joy in celebration. If the husband hurts his wife a lot or if she dies, he does not even commit suicide. If there is a lot of trouble, the tribal woman gets tired of such inhuman life and leaves such a husband, saying "Chal Foot" and goes away and finds a son of her choice and sings with him as a life partner and lives with him. In this way, society does not cast her in the sand but embraces her. It should be understood that there is no tradition of suicide like others.

10) Transactions of exchange and exchange take place in tribal society like others. When something is to be pawned, five judges are called. The transaction in this pancha is "trust me and I trust you". But in others it is not like that. In others there is also a transaction of pawning things. Among them too, panchas sit, but their transaction is not a contract of "you trust me and I trust you". They write it on stamp paper immediately after the agreement. It should be noted here that the tradition of pledging goods in tribal life is to trust man as man. Whereas the tradition of others is a tradition that does not believe in humans as human beings and a tradition that believes in paper or stamp paper. It should be considered whether a culture that believes in human being is better or a culture that believes in paper is better.

11) Tribal's idea of beauty is labour- intensive. Whether the wife is black or labouring or not is considered. Black colour is compared to black ground. It grows well in black soil, does it grow in brown soil? Asking such questions focuses the labour while choosing a wife. They give dignity to labour and develop the sense of beauty. Tribals consider tattooing on hands, forehead, cheeks as a mark of their beauty. Tribals living life based on nature from natural resources viz. From flower to necklace, gajra etc. They do their makeup by using feet. Tribal boys and girls adorn themselves with silver ornaments, colourful clothes.

12) In other societies the program of selecting the bride and groom by holding gatherings is highly appreciated today. But we have to understand how easily the tradition of bride- groom selection in tribal society is a matter in their life, e.g. Gulalya Bazaar is the market that comes before Holi and Bhongra Bazaar. In this market tribal youth boys and girls come to the market with great enthusiasm dressed in colourful clothes and adorned with ornaments. Boys and girls from different villages are walking around the market in groups with their companions. Boys and girls have a chance to choose their partner in this market. Young men and women come to the market looking at each other. If a young man likes or likes a girl, the boy goes to the crowd of the market and puts a gulal on the girl's cheek. Similarly, if a girl likes a boy, she also applies gulal on that boy's cheek. Let's say if both of them like each other, the couple runs away from that market as life partners or if they want to get married later, the boy demands the girl. In this Gulalya market, no brother or father gets angry or quarrels because a girl is smeared with Gulal on her cheek. Whoever starts a fight is considered a madman. In this way, this Gulalya market is filled and in this market tribal boys and girls choose their partner according to their own choice. This tradition exists in tribal society in the form of Gulalya Bazar.

13) Gotul is a place where unmarried young women live together and choose life partners in tribal society. In this tradition, tribal youths live together in gotulas outside the village, where there is no smell from the rest of the village. In this gotula, the tribal youths take stock of each other, think and act and then choose their partner.

Suggestions:

Tribal society should gain a lot of wealth and become enlightened, stay away from addictions. Should participate in social work. Working people should not be fed only. On this occasion, it should also be insisted that the movement should be worked with absolute spirit and keep personal grievances aside, and also the establishment of tribal Vidyapith in Nashik should be done in order. Thus, tribal culture will be studied. In Tribal Scheduled Division, PESA Act, Forest Rights Act, Child and Women Rights Act, Prevention of Atrocities Act, Witchcraft Act should be implemented. It means that various issues like village self-governance, wadi, settlement, land development, education can be solved. If the Governor pays close attention and implements the PESA Act, the tribal will come into the flow of development.

Conclusion:

Tribal culture is a pre- religious culture. It has a huge stock of human values. And it is very important to preserve human values in human life. We must all together determine the mainstream that preserves human value, through which all exploitation of human life must cease. A human culture that cultivates values based on labour, group and cooperation should be preserved. In human life, hatred towards man, quarrels, fights, injustice-tyranny, lust for war must be destroyed and peace will be established in human life, love and trust will be created for man and on this basis the further development of human life will take place.

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FEATURE ARTICLE

उच्चत्तर माध्यमिक स्तर के शिक्षकों की शैक्षिक प्रशासन के प्रति अभिवृत्ति का अध्ययन

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सारांश

प्रस्तुत शोध अध्ययन में पटना जिले के दानापुर अनुमंडल के उच्चत्तर माध्यमिक स्तर के शिक्षकों का अध्ययन किया गया है। अध्ययन हेतु दानापुर अनुमंडल के 10 विद्यालयों का चयन किया गया है। जिसमें 5 शासकीय और 5 अशासकीय विद्यालयों को शामिल किया गया है। इस शोध अध्ययन में 40 न्यादर्श का चयन साधारण यादृच्छिक प्रतिदर्शन विधि द्वारा किया गया था। प्रस्तुत अध्ययन के आंकड़ों के संकलन के लिए डॉ. टी. आर. शर्मा द्वारा निर्मित शैक्षिक प्रशासन अभिवृत्ति मापनी का चयन किया गया। प्राप्त प्रदत्तों के विश्लेषण के लिए टी–परीक्षण का प्रयोग किया गया। निष्कर्ष में पाया गया कि उच्चत्तर माध्यमिक स्तर के शासकीय और अशासकीय विद्यालय के पुरुष एवं महिला शिक्षक के शैक्षिक प्रशासन के प्रति अभिवृत्ति में अंतर नहीं था।

मूल शब्द – उच्चत्तर माध्यमिक स्तर के शिक्षक, शासकीय उच्चतर माध्यमिक विद्यालय, अशासकीय उच्चतर माध्यमिक विद्यालय, शैक्षिक प्रशासन के प्रति अभिवृति।

प्रस्तावना

प्रत्येक संगठन के कार्य को सुचारू रूप से चलाने के लिए प्रशासन की आवश्यकता होती है। इसी प्रकार प्रत्येक शैक्षिक संगठन के कार्य को भी सुचारू रूप से संचालित करने हेतु प्रशासन की आवश्यकता होती है, इस प्रशासन को शैक्षिक प्रशासन के नाम से जाना जाता है।

आधुनिक अवधारणा के अंतर्गत शैक्षिक प्रशासन को ऐसी प्रक्रिया माना जाता है जिसके अंतर्गत शिक्षा के लक्ष्यों की प्राप्ति के लिए नियोजित व्यक्ति सुव्यवस्थित रूप से उपलब्ध साधनों का अधिकत्तम उपयोग करते हुए सहयोग पूर्वक कार्य करता है। इस प्रक्रिया में व्यक्ति एवं संगठन दोनों का विकास सन्निहित होता है। यह प्रक्रिया केवल बालकों एवं नवयुवकों के विकास तक ही सीमित नहीं है बल्कि इसके अंतर्गत प्रौढ़ कार्यकर्त्ताओं के विकास को भी महत्व दिया जाता है। वर्तमान समय में यह अनुभव किया जाता है कि इस नवीन प्रजातंत्र में शैक्षिक प्रशासन का मुख्य कार्य शिक्षा को मानवीय रूप देना एवं जनता को प्रजातांत्रिक विधियों एवं स्थितियों में प्रशिक्षित करना है। नए शिक्षकों तथा निरीक्षण अधिकारियों को ऐसी विशिष्ट दृष्टि से सम्पन्न करना है जिससे कि वे सत्ता की धाक जमाए बिना ही शिक्षार्थियों को प्रेरित कर सकें। सभी क्षेत्रों में अधिकाधिक उत्पादन के लिए आवश्यक अनुभव किया जाने लगा है। प्रारम्भ में अधिकाधिक उत्पादन करने वाले प्रशासक को दक्ष माना जाता था। किन्तु धीरे–धीरे इस सिद्धांत की कमियाँ स्पष्ट होने लगी। मनुष्य से मशीन की तरह काम लिया जाने लगा जिसके परिणाम स्वरूप उनमें असंतोष की भावना पनपी एवं उत्पादन की गुणवता पर विपरीत प्रभाव देखा जाने लगा। शीघ्र ही यह स्वीकार किया गया कि अच्छे प्रशासन के लिए मानवी संबंध अत्यंत आवश्यक है।

डॉ0 श्रीनाथ मुखर्जी के अनुसार – "शिक्षा प्रशासन का मुख्य उद्देश्य शिक्षा के क्षेत्र में मानवीय संबंधों की स्थापना करना है। जिससे शिक्षा से संबंधित व्यक्ति परस्पर सहयोग से कार्य करते हुए शैक्षिक आवश्यकता की पूर्ति करता है।"

शिक्षा की व्यवस्था करना किसी भी राष्ट्र की महत्त्वपूर्ण जिम्मेदारी होती है। राष्ट्र की विकास की अनंत संभावनाएं उस राष्ट्र की शिक्षा प्रणाली पर निर्भर करती है। शिक्षा प्रणाली को उपयुक्तता तथा प्रभावशीलता प्रदान करने के लिए एक कुशल प्रशासन की आवश्यकता होती है। उपयुक्त प्रशासन के अभाव में शिक्षा द्वारा वांछित लक्ष्यों या उद्देश्यों की प्राप्ति नहीं की जा सकती है और न ही शैक्षिक संस्थाएँ प्रगति कर सकते हैं।

शिक्षा के क्षेत्र में संबंधित प्रशासन के द्वारा ही विभिन्न कार्यों से संबंधित नीतियाँ निर्धारित की जाती है तथा उन्हें क्रियान्वित करने की व्यवस्था भी की जाती है। शैक्षिक प्रशासन के द्वारा ही शैक्षिक संस्थाओं, स्कूलों एवं शिक्षा से जुड़े अन्य संस्थाओं की स्थापना एवं विकास संबंधित कार्य संपादित किये जाते हैं। शैक्षिक प्रशासन के अभाव में न तो शिक्षा प्रारम्भ हो सकती है और न ही शैक्षिक संस्थाएँ और विद्यालय।

प्रशासन एक ऐसी व्यवस्था होती है जिसमें योग्य व्यक्ति राष्ट्र की आवश्यकताओं को ध्यान में रखते हुए योजना बना

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कर क्रियान्वयन करते हैं। क्रियान्वयन के दौरान संस्था की प्रगति में कई प्रकार की बाधाएँ उत्पन्न होती रहती हैं। जिस कारण शिक्षा की अनेक क्रियाएँ सुचारू रूप से संपादित नहीं हो पाती हैं। शैक्षिक प्रशासन द्वारा शिक्षा के क्षेत्र से संबंधित हर प्रकार के गतिरोधों तथा बाधाओं को दूर करने की व्यवस्था सुनिश्चित की जाती है। बिना शैक्षिक प्रशासन के शिक्षा के उद्देश्यों को निर्बाध रूप से प्राप्त करना असंभव है।

समस्या कथन

"उच्चत्तर माध्यमिक स्तर के शिक्षकों की शैक्षिक प्रशासन के प्रति अभिवृत्ति का अध्ययन।"

शोध अध्ययन के उद्देश्य

- शैक्षिक प्रशासन के प्रति उच्चत्तर माध्यमिक स्तर के शिक्षकों के अभिवृत्ति के स्तर का पता लगाना।

- शैक्षिक प्रशासन के प्रति उच्चत्तर माध्यमिक स्तर के पुरुष एवं महिला शिक्षकों की अभिवृत्ति में सार्थक अंतर का पता लगाना।

- शैक्षिक प्रशासन के प्रति शासकीय एवं अशासकीय उच्चत्तर माध्यमिक स्तर के शिक्षकों की अभिवृत्ति में सार्थक अंतर का पता लगाना।

संबंधित साहित्य का अध्ययन

- तिवारी, (2015), 'प्राथमिक शिक्षा के स्तर पर विकेंद्रिकृत प्रबंधन प्रणाली में ग्राम शिक्षा समिति के सदस्यों, अध्यापकों तथा शिक्षा अधिकारियों में सामंजस्य की स्थिति' का अध्ययन किये। इस परीक्षण से यह निष्कर्ष निकला कि विद्यालय में नामांकन बढ़ाने में अध्यापक व वी.ई.सी. सदस्य एक दूसरे के मददगार साबित होते हैं एवं प्राथमिक विद्यालय के विकास में अध्यापकों और वी.ई.सी. सदस्यों के बीच सामंजस्य महत्वपूर्ण भूमिका निभाता है।

- पाण्डेय एवं जैन, (2014), 'विद्यालय में शाला प्रबंधन एवं विकास समिति की भूमिका का समीक्षात्मक अध्ययन' विषय पर अध्ययन किये। इस परीक्षण से यह निष्कर्ष निकला कि शाला त्यागी/अप्रवेशी बच्चों को शाला में जोड़ने के लिए शाला प्रबंधन एवं विकास समिति सहयोग प्रदान करती है, शाला प्रबंधन एवं विकास समिति कमजोर बच्चों को कक्षा में उपस्थित रहने हेतु प्रेरित करती है एवं शौचालय निर्माण एवं उसकी सफाई हेतु सफाईकर्त्ता की व्यवस्था करने में शाला प्रबंधन एवं विकास समिति द्वारा सहयोग प्रदान किया जाता है।

- करुणा, वीनू, (2013), ने 'विद्यालयों में अध्यापकों के संगठनात्मक वातावरण और कार्य संतुष्टि का अध्ययन' किये। इसमें यह निष्कर्ष निकला है कि अध्यापकों के संगठनात्मक वातावरण और कार्य संतुष्टि के मध्य सार्थक अन्तर है। खुला वातावरण अध्यापकों की कार्य संतुष्टि के स्तर को उच्च बनाता है।

- प्राइस, (2011), 'प्राचार्य एवं शिक्षक अंतःक्रिया : आत्मीय संबंध कैसे प्राचार्य एवं शिक्षक अभिवृत्ति को आकार देता है' का अध्ययन किया। इन्होंने पाया कि शिक्षकों के साथ प्रिंसिपल के रिश्ते, प्रिंसिपलों और शिक्षकों की संतुष्टि, सामंजस्य और प्रतिबद्धता के स्तर को प्रभावित करते हैं।

- ऐडला एवं वाडी, (2008), 'स्कूल के प्रदर्शन एवं राष्ट्रीय परीक्षा परिणाम के लिए स्कूल प्रशासन की उत्कृष्टता' का अध्ययन किया। इसमें यह पता लगा कि स्कूल प्रशासन के रवैये का विद्यार्थियों की राष्ट्रीय परीक्षा पर प्रभाव पड़ता है।

- डिलोन, (2008), ने 'प्रधानाचार्य की नेतृत्व शैली एवं विद्यालय के वातावरण मापन पर अध्यापकों एवं प्रधानाध्यापकों के बीच प्रत्यक्षीकरण में अन्तर' का अध्ययन किया। इन्होंने पाया कि महिला व पुरुष अध्यापकों में विद्यालय वातावरण तथा प्रधानाध्यापक की नेतृत्व शैली के प्रति प्रत्यक्षीकरण में सार्थक अंतर नहीं है।

- चेंग एवं चेऊंग, (2004), ने 'विद्यालय आधारित प्रबन्धन, बहुस्तरीय स्व–प्रबन्धन के रूप में शैक्षिक गुणवत्ता से कैसे संबंधित होती है'? इस विषय पर आनुभाविक अध्ययन किया। अपने अध्ययन के आधार पर इन्होंने विद्यालय को विद्यालय वातावरण के अनुसार चार भागों में वर्गीकृत किया। इन चारों प्रकार के विद्यालयों में विद्यालय, समूह एवं व्यक्तिगत अध्यापकों के कार्य प्रदर्शन में सार्थक अंतर पाया गया।

- मेहरोत्रा (2002), ने 'दिल्ली के राजकीय एवं गैर राजकीय उच्चत्तर माध्यमिक विद्यालयों के प्रधानाचार्यों की नेतृत्व शैलियों का अध्यापकों की व्यवसायिक संतुष्टि एवं संस्थागत वातावरण के संदर्भ में तुलनात्मक अध्ययन' किये। इन्होंने पाया कि कार्यसंतुष्टि एवं संस्थागत वातावरण के प्रति प्रधानाचार्यों के नेतृत्व व्यवहार का प्रभाव अलग–अलग विद्यालयों में अलग–अलग पाया किन्तु व्यवसायिक संतुष्टि स्तर राजकीय विद्यालयीन अध्यापकों में गैर–राजकीय विद्यालयीन अध्यापकों की तुलना में अधिक पाया गया।

परिकल्पना

एच1 शैक्षिक प्रशासन के प्रति उच्चत्तर माध्यमिक स्तर के पुरुष एवं महिला शिक्षकों की अभिवृत्ति में सार्थक अन्तर नहीं पाया जाएगा।

एच2 शैक्षिक प्रशासन के प्रति शासकीय एवं अशासकीय उच्चतर माध्यमिक स्तर के शिक्षकों की अभिवृत्ति में सार्थक अन्तर नहीं पाया जाएगा।

अध्ययन का परिसीमन

- शोध का अध्ययन क्षेत्र बिहार राज्य के पटना जिला तक सीमित है।

- दानापुर अनुमंडल का चयन शोध अध्ययन हेतु किया गया है।

- इस अध्ययन में कुल 20 शिक्षकों एवं 20 शिक्षिकाओं का चयन किया गया।

अध्ययन विधि एवं प्रक्रिया

प्रस्तुत शोध में समस्या का समाधान करने के लिए सर्वेक्षण विधि का चयन किया गया है।

जनसंख्या

प्रस्तुत शोध अध्ययन में दानापुर अनुमंडल के उच्चतर माध्यमिक विद्यालय के शिक्षक एवं शिक्षिका को जनसंख्या हेतु चयनित किया गया है।

न्यादर्श

प्रस्तुत शोध समस्या में 40 उच्चतर माध्यमिक विद्यालय के शिक्षक का चयन किया गया। जिसमें 10 शासकीय और 10 अशासकीय उच्चतर माध्यमिक विद्यालय के पुरूष शिक्षकों एवं 10 शासकीय और 10 अशासकीय उच्चतर माध्यमिक विद्यालय के महिला शिक्षकों का चयन साधारण यादृच्छिक विधि द्वारा किया गया।

उपकरण

इस शोध कार्य में प्रदत्तों के संकलन के लिए डॉ. टी. आर. शर्मा द्वारा निर्मित शैक्षिक प्रशासन अभिवृत्ति मापनी का उपयोग किया गया है।

सांख्यिकीय विश्लेषण

परिकल्पनाओं के परीक्षण हेतु प्राप्त आंकड़ों का विश्लेषण के मध्यमान, प्रमाणिक विचलन एवं टी–परीक्षण का प्रयोग किया गया।

तथ्यों का विश्लेषण एवं व्याख्या

एच1 शैक्षिक प्रशासन के प्रति उच्चतर माध्यमिक स्तर के पुरूष एवं महिला शिक्षकों की अभिवृत्ति में सार्थक अन्तर नहीं पाया जाएगा।

सारणी संख्या 1 : शैक्षिक प्रशासन के प्रति उच्चतर माध्यमिक स्तर के पुरूष एवं महिला शिक्षकों के अभिवृत्ति स्तर का टी-मूल्य।

क्र.स.	चर	N	M	SD	T-value
1	उच्चत्तर माध्यमिक स्तर के पुरूष शिक्षकों का अभिवृत्ति स्तर	20	49.7	8.63	0.038
2	उच्चत्तर माध्यमिक स्तर के महिला शिक्षकों का अभिवृत्ति स्तर	20	49.8	7.795	

df = 20+20-2=38 सार्थकता स्तर 0.01 पर सारणीयन मूल्य 2.71

प्रस्तुत सारणी संख्या 1 के अनुसार शैक्षिक प्रशासन के प्रति उच्चतर माध्यमिक स्तर के पुरूष एवं महिला शिक्षकों के अभिवृत्ति स्तर का मध्यमान क्रमशः 49.7 एवं 49.8 है। प्रमाणिक विचलन 8.63 एवं 7.795 प्राप्त हुआ एवं टी–मूल्य का मान 0.038 है, जो df 38 के लिए सार्थकता स्तर 0.01 पर सारणीयन मूल्य 2.71 से कम है। अतः शून्य परिकल्पना स्वीकृत किया जाता है अर्थात् शैक्षिक प्रशासन के प्रति उच्चतर माध्यमिक स्तर के पुरूष एवं महिला शिक्षकों की अभिवृत्ति में सार्थक अन्तर नहीं पाया गया।

एच2 शैक्षिक प्रशासन के प्रति शासकीय एवं अशासकीय उच्चत्तर माध्यमिक स्तर के शिक्षकों की अभिवृत्ति में सार्थक अन्तर नहीं पाया जाएगा।

सारणी संख्या 2 : शैक्षिक प्रशासन के प्रति शासकीय एवं अशासकीय उच्चतर माध्यमिक स्तर के शिक्षकों के अभिवृत्ति स्तर का टी-मूल्य।

क्र.स.	चर	N	M	SD	T-value
1	सरकारी उच्चत्तर माध्यमिक स्तर के शिक्षकों का अभिवृत्ति स्तर	20	48.6	9.46	0.726
2	प्राइवेट उच्चत्तर माध्यमिक स्तर के शिक्षकों का अभिवृत्ति स्तर	20	50.7	8.85	

df = 20+20-2 = 38 सार्थकता स्तर 0.01 पर सारणीयन मूल्य 2.71

प्रस्तुत सारणी संख्या 2 के अनुसार शैक्षिक प्रशासन के प्रति उच्चतर माध्यमिक स्तर के सरकारी एवं प्राइवेट शिक्षकों के अभिवृति स्तर का मध्यमान क्रमशः 48.6 एवं 50.7 है। प्रमाणिक विचलन 9.46 एवं 8.85 प्राप्त हुआ एवं टी–मूल्य का मान 0.726 है, जो df 38 के लिए सार्थकता स्तर 0.01 पर सारणीयन मूल्य 2.71 से कम है। अतः शून्य परिकल्पना स्वीकृत किया जाता है अर्थात् शैक्षिक प्रशासन के प्रति शासकीय एवं अशासकीय उच्चतर माध्यमिक स्तर के शिक्षकों की अभिवृत्ति में सार्थक अन्तर नहीं पाया गया।

निष्कर्ष

1. शैक्षिक प्रशासन के प्रति उच्चत्तर माध्यमिक स्तर के पुरुष एवं महिला शिक्षकों की अभिवृत्ति में सार्थक अन्तर नहीं पाया गया।

2. शैक्षिक प्रशासन के प्रति शासकीय एवं अशासकीय उच्चतर माध्यमिक स्तर के शिक्षकों की अभिवृत्ति में सार्थक अन्तर नहीं पाया गया।

परिणामों की विवेचना

अध्ययन हेतु दो परिकल्पना बनाई थी, दोनों परिकल्पनायें स्वीकृत हो गई हैं। कई अध्ययनों से पता चलता है कि शिक्षण के पेशे में जो शिक्षक शैक्षिक प्रशासन के प्रति सजग होते हैं उनका शिक्षण में भी बेहतर प्रदर्शन होता है। यह भी साबित होता है कि अकादमिक उत्कृष्टता एवं शैक्षिक प्रशासन शिक्षा के क्षेत्र में एक सिक्के के दो पहलु हैं। इसलिए शिक्षण के क्षेत्र को उन्नत बनाने हेतु विभिन्न प्रशिक्षण कार्यक्रमों को लागू किया जाना चाहिए। लोकतांत्रिक वातावरण शिक्षकों को पढ़ाने के दृष्टिकोण में सुधार ला सकती है एवं विद्यालय के विभिन्न प्रकार की जिम्मेदारियों को उठाने में सक्षम बनाती है।

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FEATURE ARTICLE

वैदिक शिक्षण विधि सन्दर्भे प्राचीनाध्यापक शिक्षा

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सारसंक्षेप :-

विश्वस्य प्राचीनतमासु सभ्यतासु वर्तते अन्यतमा भारतदेशस्य सभ्यता। ऋग्वेदस्तु निर्विवादरूपेण प्राचीनतमं साहित्यम् इति मन्यते। वैदिकसाहित्ये तु आवेदात् उपनिषदपर्यन्तस्य समग्रस्य समावेशः क्रियते। एतस्मिन् काले शिक्षाव्यवस्थायाः का स्थितिरासीदिति वैदिककालिकशिक्षायां निरूपिता विवेचिता च वर्तते। वैदिकयुगे भारतीयसभ्यताया आरम्भाद् बुद्धजन्मपर्यन्तं मन्यते विद्वद्भिः। वृहत्कायं वर्तते वैदिकसाहित्यम्। शिक्षा नाम सनातनी परम्परा वर्तते भारतदेशे। शिक्षायाः सम्बन्धः वैज्ञानिकसिद्धान्तैः समाश्रित आसीत्। सफलाध्यापकाय विविधसामाजिक–सामुदायिक–राष्ट्रियसमस्यानां तथा अन्तर्राष्ट्रियसमस्यानां तर्क–वितर्कमाध्यमेन समाधानप्राप्त्यर्थ क्षमतायाः विकासः स्वयमेवाध्यापकेषु सम्भवति।

मुख्यशब्दा :– भारतीयसंस्कृतिः, वैदिकशिक्षणविधिः, प्राचीनाध्यापकशिक्षा।

भारतीयसंस्कृति संस्कारप्रधाना वर्तते। प्रारम्भे शिशुः भाषणभोजनादिषु स्वेच्छाचारी भवितुं शक्नोति। स च मलमूत्रादित्यागं सुविधानुसारं कर्तुं शक्नोति। मौञ्जीबन्धनात् प्राक् बालस्य कश्चिद्धार्मिकसंस्कारं कर्तुं नैव शक्यते। संयुक्ते परिवारे वरिष्ठेभ्यः सदस्येभ्यः बालस्य पञ्चमे वर्षे अक्षराऽरम्भो जायते। एतत् अक्षरस्वीकरणम् इत्युच्यते। अग्रजैः गृह एव सः शिष्टाचारस्य शिक्षामाप्नोति स्म।

पारिवारिकसदस्यैः बालः वर्णानां पदानां लघुगुरु–इत्यादीनां लोपागमविकाराणां स्वरितोदात्तानुदात्तादीनां शिक्षणं प्राप्य आचार्यं प्रति गन्तुं योग्य भवति स्म। अक्षरस्वीकरणं न केवलं जनानाम्, एतत् तु राजपुत्राणां कृतेऽप्यासीत्। संस्कारोऽयं विद्याऽरम्भनाम्नापि प्रसिद्ध आसीत्।

शिक्षणविधिः -

शिक्षाव्यवस्थायां शिक्षणविधिस्तु प्राणभूतो विराजते। शिक्षणविधिरेव शिक्षणपरम्परामपि सूचयति। भारतीयशिक्षण परम्परा आरम्भिकयुगादेव सर्वाङ्गपूर्णा आसीत्। वैदिकवाङ्मयस्य एतादृशो विस्तारः तद्युगानां शिक्षणपरम्परां सूचयति। वैदिकसाहित्यस्य अविरलः प्रवाहः शिक्षणविधिकारणा देव प्रचलित आसीत्। वैदिकी शिक्षा तु मौखिकी बभूव।

वैदिकयुगे वेदाभ्यासः श्रुतिपरम्परा प्रचलित आसीत्। वेदाभ्यासे वेदस्वीकरणं, विचारः, अभ्यासः, जपः, शिष्येभ्यो वेदानां दानञ्चेत्यादीनां पञ्चक्रियाणां समावेशो भवति स्म।[1] एवं प्रकारेण वेदाभ्यासेन एव तद्युगस्य शिक्षणविधेः बोधो भवति। वेदाभ्यासो न केवलं वेदानां विविधैः पद–घन–जटेत्यादिभिः पठनं नाम। अर्थयुतं कण्ठस्थीकरणमासीद्धर[2] वैदिकयुगे।

वैदिककालिक्याः शिक्षायाः अवलोकनेन ज्ञायते यत् केचन शिक्षणविधयोऽतीव प्रचलिता आसन्। एतेषु अधीति, बोधः, आचरणं प्रचारश्च प्रामुख्यं बिभर्ति। अन्येऽपि विधय आसन्[3] प्रचलिताः।

व्याख्यानम् -

गुरुकुले सात्त्विकं सरलञ्च जीवनं जीवतां श्रद्धालूनां संयतेन्द्रियाणां[4] ब्रह्मचारिणां जिज्ञासायाः शान्त्यर्थमाचार्याः वैदिकयुगे व्याख्यानविधेः प्रयोगं बाहुल्येन कुर्वन्ति स्म। व्याख्याने आचार्याः शिक्षणीयतथ्यानाम् उपदेशं कुर्वन्ति स्म। गुरुणामुपदेशानां श्रवणं विधाय गुरुवचनानां बौद्धि कपरिग्रहणं मननेन शिष्याः कुर्वन्ति स्म। शिष्याः बौद्धि कदृष्ट्या परिगृहीतविषयाणां साधनात्मकानुभूतौ निदिध्यासनं कुर्वन्ति स्म। श्रवणमननिदिध्यासनेन पूर्णबोधः तेषां भवति

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1 वेदस्वीकरणं पूर्वं विचारोऽभ्यसनं जपः।
  तद्दानं चौव शिष्येभ्यो वेदाभ्यासो हि पञ्चधा।।

2 अज्ञेभ्यो ज्ञानिनः श्रेष्ठा ग्रन्थिभ्यो धारिणो वराः।
  धारिभ्यो ज्ञानिनः श्रेष्ठा ज्ञानिभ्यो व्यवसायिनः।। मनुस्मृति।।

3 अधीतिबोधाचरणप्रचारणैः दशाश्चतस्रः प्रणयन्नुपाधिभिः। नैषधीयचरितम् 1-3

4 श्रद्धावाँल्लभते ज्ञानं ततपरः संयतेन्द्रियः। महाभारतम्, भीष्मपर्व 25/39

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स्म[5]। शास्त्रार्थस्य विधानेन विषयमधिकृत्य मनीषिणां व्याख्यानमभवत्।

व्याख्याने आचार्यः तथ्यस्य विशदां व्याख्यां करोति स्म। तद्विषयकाः याः शङ्काः तासामुल्लेखं विधाय तासां समाधानमपि करोति स्म। शिष्याणां ध्यानाकर्षणाय आचार्यः तान् नाम्ना सर्वनाम्ना चापि सम्बोधयति स्म व्याख्यानकाले। बृहदारण्यकोपनिषदि[6] महर्षेर्याज्ञवल्कस्य स्वपत्नीं मैत्रेयीं प्रति व्याख्यानं निदर्शनरूपेण प्रस्तोतुं शक्यते। तथ्था—

'स होवाच याज्ञवल्क्यः। प्रिया बतारे नः सती प्रियं भाषसे एह्यास्व व्याख्यास्यामि। ते व्याचक्षणस्य तु मे निदिध्यासेति। स होवाच — न वा अरे पत्युः कामाय पतिः प्रियो भवत्यात्मनस्तु कामाय पतिः प्रियो भवति। ...न वा अरे सर्वस्य कामाय सर्वं प्रियं भवत्यात्मनस्तु कामाय सर्वं प्रियं भवति। आत्मा वा अरे द्रष्टव्यः, श्रोतव्यो, मन्तव्यो निदिध्यासितव्यो मैत्रेय्यात्मनो वा अरे दर्शनेन श्रवनेन मत्या विज्ञानेनेदं सर्वं विदितम्।'

आचार्याः स्वीयं मतं प्रतिपादयितुं पूर्वेषां महत्तमानां मनीषिणां मतानि उदाहरन्ति स्म। विषयस्य स्पष्टीकरणाय विद्वांसो व्याख्याने दृष्टान्तमपि समाविशन्ति स्म[7]। गुरव ऐतिहासिकवृत्तानामुद्धरणेन व्याख्यानं प्रभावोत्पादकं विदधति स्म। तेऽलङ्कारयुतां भाषां व्याख्याने प्रयुञ्जते स्म[8]।

महाभारतस्य शान्तिपर्वणि व्यासस्य सृष्टिविषयकं व्याख्यानं संवादात्मकं वर्तते। आत्मकथात्मकमिदं व्याख्यानं नाटकीयतां क्वचिद् व्यनक्ति। व्याख्याने संक्षेपेण कथनं नाभीष्टं भवति स्म। शब्दानां बाहुल्यं वाग्विस्तारो वा व्याख्यानेऽस्पष्टताम् उत्पादयतीति वैदिककालिकाः विद्वांसो जानन्ति स्म। बृहदारण्यकोपनिषदि निर्दिष्टमेतत् —

**तमेव धीराः विज्ञाय प्रज्ञां कुर्वीत ब्राह्मणः।
नानुध्यायाद् बहूञ्छब्दान् वाचो विग्लपनं हि तत्।।[9]**

एतदेव भारद्वाजश्रौतसूत्रेऽपि समर्थितं वर्तते[10]।

आध्यात्मिकविषयाणां व्याख्यानं मौनेनापि भवति स्म[11]। निदर्शनानां प्रयोगो व्याख्याने प्राचुर्येण भवति स्म।

तर्कविधिः -

उपनिषत्शिक्षणं शिष्याणां ज्ञानवर्धनाय आध्यात्मिकसन्देहनिवारणाय चाभवत्। दार्शनिकतत्त्वानां शिक्षणं मुख्यतः न्यायशास्त्रस्याध्यापनं तर्कविधिनाऽसीत् प्रचलितम्। परार्थानुमानस्य पञ्चावयवाः — प्रतिज्ञाहेतूदाहरणोपनयनिगमनानि इति आख्याताः। एतदेव व्याख्यायाः अङ्गभूताः। तथ्था —

प्रतिज्ञा — परं बोधयितुं पक्षवचनं प्रतिज्ञा।

हेतुः — साधनत्ववेदकं लिङ्गवचनं हेतुः।

उदाहरणम् — व्याप्तिप्रदर्शनपुरस्सरं दृष्टान्ताभिदानमुदाहरणम्।

उपनयः — पक्षधर्मताप्रतिपादकं वचनमुपनयः।

निगमनम् — सहेतुकं पक्षस्य पुनर्वचनं निगमनम्।

तर्कस्य आसीदत्यधिकं महत्त्वम्[12]। सामान्यतया एव तर्कविधेः प्रयोगः प्रचलति स्म। आध्यात्मिकप्रशिक्षणस्य परां विभूतिं निर्विकल्पकसमाधिं शिक्षयन् शङ्कराचार्यः प्रतिपादयति —

श्रुतेः शतगुणं विद्यान्मननं मननादपि।

निदिध्यासं लक्षगुणमनन्तं निर्विकल्पकम्।।विवेकचूडामणिः।।

प्रश्नोत्तरविधिः -

शिक्षणं हि नाम जिज्ञासाशान्तिः। यत्र जिज्ञासायाः स्थानं नास्ति तत्र शिक्षणं कथं सम्भवतीति। प्रश्नवैचित्र्येण उत्तरवैचित्र्येण चाध्यापनमध्ययनं च मनोरञ्जकं भवितुमर्हति। वेदेषु मनोरञ्जकस्य शिक्षणस्य कामना वर्तते प्रतिपादिता मन्त्रेषु[13]। शिक्षको जागरितो भूत्वा शिष्यान् सरसं पाठयेदिति वर्तते वेदेषूल्लिखितम्[14]।

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5 श्रवणं तु गुरोः पूर्वं मननं तदनन्तरम्।
  निदिध्यासनमित्येतत् पूर्णबोधस्य कारणम्।।

6 बृहदारण्यकोपनिषद् 2.4.5

7 यथा हि गर्भिणी हित्वा स्वं प्रियं मनसोऽनुगम्।
  गर्भस्य हितमाधत्ते तथा राज्ञाप्यसंशयम्।। महाभारतम्, शान्तिपर्व 56/45
  यथा च शृङ्गवद् बालवत्सस्य कुमार्यास्तनयुग्मवत्।
  नेत्रवत् कृष्णसर्पस्य स विसर्ग इति स्मृतः।। पाराशरीशिक्षा।।2

8 एतत्ते राजधर्माणां नवनीतं युधिष्ठिर! महाभारतम्, शान्तिपर्व: 58/1

9 बृहदारण्यकोपनिषद् 4.4.21.

10 अधीयानो नान्यो वाचो वदेत्। भारद्वाजश्रौतसूत्रम् 11.12.17

11 गुरोस्तु मौनं व्याख्यानं शिष्यास्तु छिन्नसंशयाः।

12 नैषा तर्केण मतिरापनेया प्रोक्तान्येव सुविज्ञाय प्रेष्ठ। कठोपनिषद् 2-9

13 वसोष्पते हि रमय मय्येवास्तु मय्येवास्तु मयि श्रुतम्। अथर्ववेदः

14 भरद्वेनूरसवच्छिश्रिये पयोऽनुरुवाणो अध्येति न स्वपन्। ऋग्वेदः 5.44.13

वैदिकशिक्षायां स्वीकृतमासीत् प्रश्नानां गौरवम्। वेदे — आ शिक्षाये प्रश्ननम्, तथा च, उपशिक्षाये अभिप्रश्ननम्[15]— इत्यादिभिः मन्त्रैः प्रश्नकर्तुः महत्त्वं प्रतिपादितं वर्तते। यतो हि जिज्ञासायाः अभावे ज्ञानं नास्ति सम्भवतः प्रश्नानाम् आवश्यकता वर्तते एव। प्रश्नोत्तरैः शिक्षा श्रेष्ठा इति स्वीकृता वैदिकयुगे।

वैदिकसाहित्ये प्रश्नोत्तरात्मकाः मन्त्राः प्राप्यन्ते। तद्यथा —

कस्त्वा युनक्ति? स त्वा युनक्ति।

कस्मै त्वा युनक्ति? तस्मै त्वा युनक्ति[16]। इति।

न केवलं वेदेषु, उपनिषत्साहित्येऽपि गूढातिगूढतत्त्वानां शिक्षणं प्रश्नोत्तरैः कृतं वर्तते। बृहदारण्यकोपनिषदि जनकोद्दालकादीनां याज्ञवल्क्येन सह प्रश्नोत्तरम्, कठोपनिषदि यमनचिकेतसोः प्रश्नोत्तरं वैदिकयुगे प्रश्नोत्तरविधेर्प्रचलनं तस्यानुप्रयोगश्च प्रकटयति। श्रीमद्भगवद्गीतायां श्रीकृष्णार्जुनयोः प्रश्नोत्तरं गीतामृतं यच्छति[17] श्रीमद्भगवद्गीतायां प्रश्नोत्तरस्य गौरवं स्फुटमेव व्यक्तीकृतं वर्तते[18]।

व्याकरणदर्शनादिसूत्राणां भाष्यादयः तात्कालिकीं शिक्षणपरम्परामेव सूचयन्ति। तत्र वर्तन्ते समुपस्थापिताः प्रश्नाः येषामुत्तरं भाष्यकारैः प्रदत्तं वर्तते। अनेन विषयस्पष्टीकरणे सन्देहलेशोऽपि नावशिष्टो जायते।उपनिषदिअतिप्रश्नकर्तृणाम् उत्साहो गर्हितोऽपि कृतः। यथा बृहदारण्यकोपनिषदि यदा गार्गी याज्ञवल्क्यं ब्रह्मविषयकम् अतिप्रश्नं करोति तदा सः तस्याः भर्त्सनां करोति[19]।

वैदिकयुगे शिक्षा वस्तुतः धर्मानुप्राणिताऽसीत्। तत्र परापराशिक्षयोः समन्वय आसीत्। शिक्षा तु गुरुकेन्द्रिताऽसीत्। यतो हि गुरुः सर्वदा स्वतन्त्र आसीत् शिक्षणार्थम्। तदानीं ब्रह्मचर्यं बलं दीयते स्म। दण्डस्य निषेध आसीत्। गुरुः वैदिकयुगे छात्रस्य सर्वस्वमासीत्।

शिक्षारम्भस्य परीक्षणं सुदीर्घमासीत्। तदानीं सांसारिकोन्नतेः शिक्षा हस्तकौशलस्य च शिक्षा नाऽसीत् प्रचलिता। विषयेषु दर्शनादीनां बाहुल्यमासीत्। स्त्रीशुद्रयोः कृते वेदानां निषेध आसीत्। ज्ञाने समन्वयस्याभाव आसीत्।

अध्यापकशिक्षाया ऐतिहासिकपृष्ठभूमिः

अध्यापकशिक्षायाः स्थितिः वैदिककालादेवः प्रवर्तते। अध्यापकशिक्षायाः प्राचीनादारभ्य अर्वाचीनकालपर्यन्तपृष्ठभूमिः

आधुनिकैतिहासिकविशेषज्ञैः कृतास्ति। कालनिर्णयश्चौवम् —

प्राचीनैतिहासिककालः

(क) प्राचीनकालावधिः — 2500 ईशापूर्वमारभ्य 500 ईशापूर्वपर्यन्तम्।

(ख) बौद्धकालावधिः — 501 ईशापूर्वमारभ्य 1200 ईशोत्तरपर्यन्तम्।

(ग) मध्यकालावधिः — 1201 ईशोत्तरमारभ्य 1700 ईशोत्तरपर्यन्तम्।

आधुनिककालोऽथवार्वाचीनकालः

(क) ब्रिटिशशासनकालावधिः — 1708 ईशोत्तरकालादारभ्य 1947 ईशोत्तरपर्यन्तसमयः।

(ख) स्वातन्त्र्योत्तरकालः — 1947 ईशोत्तरकालादारभ्याद्यावधि।

केचन विद्वांसः पूर्वोक्तप्राचीनकालावधिं (2500BC – 500BC) मध्यकालावधित्वेन गणयन्ति। भारतीयैतिहासिकपक्षस्तु मध्यकालावधिं मुहम्मदीयकालत्वेनोपस्थापयति।

प्राचीनकालः

प्राचीनकाले वैदिकज्ञानप्राप्तिरेव मुख्यलक्ष्यमासीत्। शिक्षायां वेदाध्ययनमध्यापनञ्च मुख्यमासीत्। ब्रह्मज्ञानयुक्ता एव ब्राह्मणा इति व्यवहारे आसीत्। ते पूर्णाधिकारिणः भवन्ति स्म। वर्णाश्रमव्यवस्थानिर्वहनं तत्समाजे आसीत्। कर्मणा वर्णस्य व्यवस्थापनं कुर्वन्ति स्म। विद्यार्थिनः वर्णाश्रमव्यवस्थानुगुणं गुरुगृहेऽथवा गुरुकुलेऽध्ययनं कुर्वन्ति स्म। श्रद्धासम्पन्नं, सुयोग्यं, श्रेष्ठं शिष्यमेवोत्तराधिकारत्वेनाचार्याः प्रतिष्ठापयन्ति स्म। परम्परागतगुरुसुश्रुषैव शिष्यानुष्ठानम्। गुरोर्माहात्म्यं सम्यक् ज्ञात्वैव विद्यार्थिनः शिष्यत्वमानुवन्ति स्म। गुरुश्च विद्यार्थिश्रद्धादिकं सम्यक् परीक्ष्यैव शिष्यत्वमनुमोदन्ति स्म। गुरवः शिष्यान् पुत्रवत् परिपालयन् विशिष्टरुचियुक्तछात्रान् विशेषज्ञानार्जने प्रेरयन् बोधयन्ति स्म। इतिहासेन ज्ञातुं शक्यते यदश्वत्थामार्जुनयोः गुरुः द्रोणाचार्य एव आसन्। तथापि अर्जुनाय विशिष्टज्ञानप्रदानमनुभवामः। तदनन्तरकालः ब्राह्मणकालः।

कर्मणा निर्दिष्टवर्णाः जन्मना निर्दिष्टजातित्वरूपेण परिणमन्ति स्म। वेदाभ्यासः तर्कः आलोचना शास्त्रार्थादिसमस्तशैक्षिकक्रियाकलापाः ब्राह्मणाधीनमासीदिति

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15 यजुर्वेदः 30/10

16 यजुर्वेदः 1/6

17 सर्वोपनिषदो गावो दोग्धा गोपालनन्दनः।
पार्थो वत्स सुधीर्भोक्ता दुग्धं गीतामृतं महत्।।

18 तद्विद्धि प्रणिपातेन परिप्रश्नेन सेवया।
उपदेक्ष्यन्ते ते ज्ञानं ज्ञानिनस्तवदर्शिनः।।

19 ..गार्गि माऽतिप्राक्षीर्मा ते मूर्धा व्यपप्रदनतिप्रश्न्या वै देवतामतिपृच्छसि गार्गि माऽतिप्राक्षीरिति। ततो .... । बृहदारण्यकोपनिषद् 3/6

कारणात् प्रायः ब्राह्मणा एव शिक्षका आसन् एवं जन्मना शिक्षकप्रतिष्ठाप्राप्तिमपि प्राप्तुवन्ति स्म।

प्राचीनकाले औपचारिकानौपचारिकशिक्षयोरावश्यकते नानुभूयेते स्म। किमर्थमित्युक्तेऽनुकरणमाध्यमेन एवमनुसरणमाध्यमेन च शिष्याः गुरुपदप्राप्तये योग्यतार्जनं कुर्वन्ति स्म। निर्दिष्टपाठ्यक्रमस्य तथा शिक्षणस्य व्यवस्थितप्रणाल्या अभावकारणादनुकरणानुसरणामाध्यमेनऽध्ययनमध्यापनाकार्यं च व्यवहारे आसीत्। तीक्ष्णबुद्धियुक्ताः स्मृतिधराशिष्या एव आचार्यपदमलङ्कुर्वन्ति स्म। उपनिषद् इतिहासादिद्वारानुभवितुं शक्यते यदुद्दालकः अरुणिः सान्दीपनिऋषीणां जीवनवृत्तमपि समुचयति गुरुशिष्यसम्बन्धमेवमाचार्यगुणाञ्च।

अध्ययनेन साकमाज्ञाकारिव्यवहाराणां, विनम्रस्वभावानां, सदाचराणां, सत्यवादिगुणानां चारित्रिकगुणानामपि महत्त्वं बोध्यन्ते स्म। गुरुशिष्यपरम्परा वंशानुक्रमिकतायाः प्रभावितासीत्। श्रेष्ठतायाः योग्यतायाः चोपेक्षा कालक्रमेणाभवत्। अतः क्रमशः गुरुकुलानां महत्त्वमपि नौन्यमापन्नम्।

शिष्या आत्मनिर्भरतायाः वृद्ध्यर्थं गुरुसेवायां यज्ञादिकर्मसमुचयदानेन, भिक्षाटनेन च जीवनयापनं कृतवन्तः। अहंभावस्य दूरीकरणार्थं शिक्षणे व्यवस्था आसीत्। कालक्रमेण गुरुकुलानां संख्यात्यन्तपरिमिताभवत्। अत आत्मनिर्भरताविषये गुणप्राप्तिविषये च श्रद्धासङ्कुचिता स्थितिरापन्ना। क्रमशोऽहंभाव– प्रवृत्तिः वृद्धिङ्गता।

शिक्षणविधयः

प्राचीनकाले वेदाध्ययनं गुर्वुच्चारणशिष्यानूच्चारण–परम्परयैवाभवत्। शास्त्राध्ययनन्तु वर्णनात्मकविधिना, कथानात्मकविधिनार्थात् विवरणात्मकविधिनाभ्यासात्मकविधिना चाभवत्। तार्किकसहकृतवादविवादः शास्त्रार्थः तुलनात्मकालोचनादयः प्रचलिताः। ज्ञानार्जनेन साकं मूल्यानामेवं नैतिकतायाः शिक्षणमपि प्राधान्यस्थानामावहत्। तेन श्रद्धाभावनायाः विनयसम्पन्नभावनायाः सेवाभावनायाः धैर्यधारणस्य शीलस्य सच्चारित्र्याद्युत्तमगुणानाञ्च समावेशः छात्रेषु भवेदित्याशया चार्थिष्यनुभूताः। छात्राणां सर्वाङ्गीणविकासार्थमुचितवातावरणस्य निर्माणमप्यासीत्। गुरुशिष्ययोः मध्ये द्विमुखप्रक्रिया क्रमशः जीविकोपार्जनपद्धतेः साधनत्वेन परिवर्तिता। उत्तरब्राह्मणकाले आचार्यपदेषु श्रेष्ठव्यक्तीनां नियुक्तिविषये काठिन्यान्यनुभूतानि।

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FEATURE ARTICLE

मुद्राराक्षसनाटके राजनीतिशिक्षा

Anuradha Mondal*

पृथिव्या लाभे पालने च यत् शास्त्रं प्रवर्तते तद् अर्थशास्त्ररूपेण अभिधीयते। 'आन्वीक्षिकी त्रयी वार्ता दण्डनीतिश्चेति विद्याः'[1]

"अङ्गानि वेदाश्चात्वारो मीमांसा न्यायविस्तरः।
पुराणं धर्मशास्त्रं च विद्या ह्योताश्चतुर्दश।।
आयुर्वेदो धनुर्वेदो गान्धर्वश्चेत्यनुक्रमात्।
अर्थशास्त्रं परं तस्मात् विद्याह्यष्टादश स्मृताः।।"[2]

इत्यष्टादश विद्यास्थानानि। तत्र यदर्थशास्त्रं तदेव भारतवर्षस्य प्रामाणिकं राजधर्मशास्त्रम्। देशरक्षणप्रजापालनार्थं च तत् प्रवर्तितमाद्यर्षिभिः भूतभवद्–भविष्यद्विज्ञानिनिपुणैः। ननु अर्थशब्दस्य विषयधनाद्यर्थबोधकत्वेन अर्थशास्त्रस्य विषयधनसंग्रहकौशलप्रत्यायकत्वमवकल्पते। कथं पुनस्तस्य राजधर्मशास्त्रता? उच्यते। "चोदनालक्षणोऽर्थो धर्मः" इति जैमिनीयं धर्मलक्षणसूत्रम्[3]। अत्र अर्थशब्द अनर्थप्रतियोगीति वेदितव्यम्। योऽर्थो वेदैकलक्षणको वेदैकप्रमाणकश्च स एव धर्मपदभाग् भवति। अर्थशास्त्रेऽप्यर्थशब्दस्य तदर्थकत्वमेव प्रत्येतव्यम्। अस्तु तावदर्थशब्दस्य धर्मप्रतिपादकता नाम। न तु अर्थशास्त्रस्य राजधर्मप्रतिपादकता स्वीकर्तुं शक्यते राजशब्दाभावात्। एवं प्रत्यवस्थायामुच्यते – अर्थ्यते देशप्रजापालनार्थिभिः राजभिरूपयाच्यत इत्यर्थो राजधर्मविद्या। तस्मादुपपन्नमर्थशास्त्रस्य राजधर्मशास्त्रत्वमिति स्थितम्।

वेदार्थविदोऽर्थशास्त्रज्ञा एव राजानो राज्यं राजधर्मं परिपालयितुं प्रभवन्ति। तथा चाह मनुः –

"सेनापत्यं च राज्यं च दण्डनेतृत्वमेव च।
सर्वलोकाधिपत्यं च वेदशास्त्रविदर्हति।।"[4] इति।

राजधर्म एव सम्प्रति राजनीतिरिति व्यपदिश्यते। विशाखदत्तीये मुद्राराक्षसे यो राजधर्मो दृङ्मार्गमारोहति तमेव पुरस्कृत्य मुद्राराक्षसे राजनीतिप्रसङ्ग इत्याख्योऽयं सन्दर्भोऽवतार्यते।

कवेर्विशाखदत्तस्य मुद्राराक्षसनामधेयं नाटकमिदं दुरूहराजनीतिपरकमिति नामधेयत एव स्फुटीभवति। आसीद् विशाखदत्तोऽर्थशास्त्रे सुतरां व्युत्पन्न इति तदीयमिदं नाटकमेव प्रमाणम्। अत्र च नाटकेऽर्थशास्त्रगम्यतत्त्वानां निपुणं सन्निवेशः कविना समकारीति सन्दर्भे प्रतिपादयिष्यते। इतिहासराजनीत्योः सुन्दरं समन्वयम् अस्य नाटकस्य मौलिकविशेषता। वीररसाश्रिते नाटकेऽस्मिन् नायकनायिकायाः प्रणयचित्रं पूर्णरूपेण अनुपलब्धम्। सप्तमाङ्के वध्यभूमौ क्षणमेव चन्दनदासपत्न्याः उपस्थितिं विहाय सम्पूर्णं नाटकमिदं स्त्रीभूमिकावर्जितम्। अतः शृङ्गाररसप्रयोगस्य अवकाशः नास्ति। विदूषकवर्जितनाटकेऽस्मिन् हास्यरसोऽपि न विद्यते। परन्तु पात्राणां चरित्रचित्रणबलेन कथितुं शक्यते यत् सफलमिदं नाटकं, यत्र विशाखदत्तस्य भाषाशैली कवित्वशक्तिश्च कवेः वैशिष्ट्यं तनोति। वस्तुत अस्मिन् नाटके न हि कालिदासनाटकसदृशं कल्पना–भाव–चाञ्चल्यं, न वा भवभूतिरिव हृदय–विदारक–करुणधारा कुत्रापि प्रवहति, न वा भट्टनारायणसदृशं सैनिकानां प्राणान् हन्तुं निमन्त्रणं विलोक्यते। नाट्यकारविशाखदत्तस्य नाटकेऽपि युद्धं भवति। परमत्र द्वयोः राजनीतिज्ञयोः बुद्धिवैभवास्त्रेण समरं भवति नास्त्रेण। मुद्राराक्षसे चाणक्यराक्षसौ निजकुटनीत्या विलक्षणं राजनीतिकयुद्धं सन्दर्श्य दर्शकान् मोहयतः। अत्र तु विनैवास्त्रं विजयस्य स्वादोपलभ्यते। अतः मुद्राराक्षसनाटकं संस्कृतनाटकेषु विशेषस्थानमर्हति।

संस्कृतनाट्यसाहित्यस्येतिहासे केवलं मुद्राराक्षसनाटकम् अविमिश्रं राजनीत्याधारितं भवति। नाटकस्य प्रथमाङ्के "येन मया सर्वं लोकप्रकाशं नन्दवंशवधं प्रतिज्ञाय निस्तीर्णा दुस्तरा प्रतिज्ञासरित् ..."[5] इत्यादिना चाणक्योक्तिना स्पष्टं यत् राजनीतेः जटिलता एव अस्य नाचकस्य प्रतिपाद्य विषयः। अत्र द्वौ मूलचरित्रौ – चाणक्यः राक्षसश्च परस्परप्रतिद्वन्द्वी, विचक्षणराजनीतिज्ञश्च। ताभ्यां चाणक्यः नन्दवंशस्य

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1 अर्थशास्त्रम् – 1.1

2 विष्णुपुराणम् – 3.6.28–29

3 मीमांसासूत्रम् – 1.1.2

4 मनुस्मृतिः – 12.100

5 मुद्राराक्षसम् – प्रथमोऽङ्कः

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समुलोच्छेदं कृत्वा मौर्यस्य निरङ्कुशं सिंहासनप्रतिष्ठां काम्यति। अपरपक्षे नन्दवंशधराणां प्रति आनुगत्येन सर्व प्रतिकुलत्वात् तेषां रक्षणं अमात्यराक्षसस्याभिप्राय आसीत्। एतद्द्वयोः राजनीतिविचक्षणव्यक्तित्वयोः संघातः, कूटनीतिः, प्रतिकूटनीतयोः घोरोत्तेजनान्तरा नाट्यवस्तु क्रमशः परिणतिं प्रति गच्छति। राज्यस्य सर्वत्रमेव उभयपक्षतः छद्मवेशधारीणः गुप्तचराः प्रसारिता आसन्। परन्तु तेभ्यः कः कस्मिन् पक्षे विद्यमानः तद् ज्ञातुं न शक्यते। नाटकस्य प्रथमाङ्के कथावस्तुनः सूचनां विद्यमान्त्वेऽपि चाणक्यस्य कूटकौशलाभास व्यतिरेकेण तेषां प्रयोगपद्धतिः परिणतिश्च किमपि तत्र न स्फूटीकृतम्। अतः नाटकस्य आसमाप्तिं यावत् रहस्यावृतम् औत्सुक्यं च जायते। पर्वतकस्य श्राद्धोपलक्षे प्रदीयमाणालंकाराः ब्राह्मणात् चाणक्यस्य हस्तम् आयाति। परन्तु तैः अलङ्कारैः किमुद्देश्यं साधयेत् तत् तु पञ्चमाङ्कात् पूर्वं ज्ञातुं न शक्यते। राक्षसनामाङ्किताङ्गुरीयकं हस्तगतात् परं चाणक्यः शकटदासेन यत् पत्रं लेखयति, नामपत्रसंकेतविहीनस्य तस्य पत्रस्य को विषय आसीत् तदपि पञ्चमाङ्कात् पूर्वमज्ञातमेव। अनया कविः रहस्य–कौतुहल–उत्कण्ठा–विस्मय–आवेगस्य एकमपूर्वं परिमण्डलं नाटके असृज। चाणक्यस्य कार्यावलीं परिव्याप्य रहस्यं, तस्य गुप्तचराणां गतिविधिषु रहस्यं, राक्षसं परितश्च रहस्यस्य विपुलता परिलक्ष्यते।

अमात्यराक्षसप्रयुक्ता सकलकूटनीतिः क्रमान्वयेन दुरदर्शी– चाणक्येन व्यर्था जाता। चाणक्यस्य बुद्धिबलात् प्रवृद्ध बल–चन्द्रगुप्तेन पर्वतकस्य सहायेन नन्दराजं पराभूय तस्य साम्राज्यमधिकृतम्। विजितराज्यस्यार्धांशः पर्वतकाय दद्यात् इति प्रतिश्रुतिना तं विस्मृत्य कूटनीतिपरायणः चाणक्यः समग्रराज्यं चन्द्रगुप्तं प्रदातुं सङ्कल्पं कृतवान् आसीत्। इत्यवसरे चन्द्रगुप्तस्य प्राणनाशाय राक्षसः रूपयौवनसम्पन्नां काचित् विषकन्यां नियोजयामास। तीक्ष्णधीचाणक्यः राक्षसस्य दूरभिप्रायमवबुद्ध्य तां प्राणघातिनीं पर्वतकस्य समीपे प्रेषितवान्। एवञ्च स्वदोषाच्छादनाय सः प्रचारमकरोत् यत् राक्षसेन पर्वतकः हत इति। अनया कौशलेन अर्धराज्यहरं पर्वतकम् अपसृत्य चाणक्यः पर्वतकपुत्रं मलयकेतुं प्रति निर्यातनं कर्तुं प्रयत्नं कृतवान्। पुनश्च कौशलेन मलयकेतोः मनसि अयं विश्वासं दृढीकृत यत् चाणक्यएव पर्वतकस्य हत्याकर्ता इति। अन्तरं सन्त्रस्तः मलयकेतुः स्वप्राणनाशशङ्कावशात् नगरं परित्यज्य अन्यत्र शिविरं स्थापितवान्। अनया राक्षसप्रयोगमवलम्ब्य चाणक्यः स्वाभिप्रायं साधितवान्।

प्रजानामनुरागं मन्दीभूतं न भवेत् इति विचिन्त्य चाणक्यः घोषयति यत् पर्वतकाय प्रतिश्रुतं राज्यार्ध पर्वतकभ्रातरं वैरोचकाय दास्यति इति। चाणक्यनिर्देशात् वैरोचकं चन्द्रगुप्तवत् राजवेशेन प्रभुतपुष्पमाल्येन च सुसज्जितं कृत्वा तस्य मस्तकोपरि राजमुकुटं स्थापयति, अपि च तं सिंहासनोपरि उपविश्य राजभागस्याभिनयमनुष्ठितम्। अभिषेकात् परं

चन्द्रगुप्तस्य 'चित्रलेखा' नाम्नी हस्तिनी उपरि वैरोचकम् उपवेशयित्वा मध्यरात्रे नगरप्रवेशस्य प्रस्तुतिः प्रारब्धः। चन्द्रगुप्तं हन्तुकामः राक्षसः प्रधानसूत्रधार–दारुवर्मा नगरस्य तोरणद्वारनिर्मितुमादेशमददात्। तोरणद्वारम् अनया रीत्या निर्मितं येन चन्द्रगुप्तस्य प्रवेशकाले तद् भग्नं भूत्वा चन्द्रगुप्तस्य मस्तकोपरि आपतेत्। तत्र गुप्तघातकोऽपि नियोजितः। गुप्तचरात् राक्षसस्य परिकल्पनां ज्ञात्वा चाणक्यः तस्य प्रतिविधानाय तत्परोऽभूत्। चाणक्यनिर्देशात् वैरोचकं शोभायात्राया अग्रे स्थापयित्वा पश्चाद्भागे चन्द्रगुप्तः तस्य अनुसरणं कृतवान्। राक्षसनियुक्तश्चरः तोरणस्याधः शोभायात्राया आगमनमात्रेण हस्तीचालक–गुप्तचरस्य लौहछुरिकां दृष्ट्वा हस्तिनी द्रुतं गच्छति स्म। भ्रष्टलक्ष्यं पतता यन्त्रतोरणेन हस्तीचालकः वर्वरकः हतः। अनन्तरं दारुवर्मा चन्द्रगुप्तभ्रमे वैरोचकं जघान। अपि च वैरोचकपुरःसरैः पदातिलोकैः लोष्टघातं हतः सूत्रधारो दारुवर्मा। अनया एकमेव चाणक्यनीत्या प्रयोगेन बहुफलं लभते। एवं प्रकारेण चन्द्रगुप्तस्य प्राणरक्षा अभूत्। अनया चाणक्यस्य सर्वातिशायी–कूटनीतिप्रभावात् वैरोचकस्य हत्यादोषं राक्षसोपरि आरोपितम्।

चन्द्रगुप्तः नगरे अविशत्। तत्र गरलमिश्रितम् औषधिना तं हन्तुम् अभयदत्तः नाम वैद्यः राक्षसेन नियोजितम्। परन्तु चाणक्यः प्रासादं प्रविश्य दूरभिसन्धे आभासः प्राप्तः। सः विषमयमौषधं तं वैद्यं पाययति। स्वप्रस्तुतमिश्रणेन वैद्यराजः स्वयमेव हतः। अनन्तरं चन्द्रगुप्तस्य शयनकक्षस्य प्राचीराभ्यन्तरे कतिसंख्यकाः गुप्तघातकाः लुक्कायिता आसन्। तेऽपि राक्षसनियुक्तश्चराः। किन्तु चन्द्रगुप्तस्य कक्षे प्रवेशात् प्राक् धूर्तचाणक्यः तस्मिन् शयनकक्षे प्रविश्य राक्षसस्य गुप्तपरिकल्पनां ज्ञातवान्। ततः तस्मिन् शयनकक्षे अग्निसंयोगं कृतम्। राक्षसनियुक्तश्चराः तत्रैव अग्निदग्धं भूत्वा हतवन्तः। अनया राक्षसप्रयुक्तनीतयः क्रमान्वये चाणक्यकौशलेन व्यर्थाः जाताः।

शेषतः स्वनामाङ्किताङ्गुरीयको हि राक्षसं चाणक्यसमीपे असहायात्मसमर्पणे सहायं कृतम्। चन्दनदासस्य मित्र–शकटदासेन शिरोनामविहीनं पत्रमेकं लेखयित्वा तदुपरि चाणक्यः राक्षसनामाङ्कितमुद्रया मुद्राङ्कनं कृतवान्। अनन्तरं तद् मुद्राङ्कितं पत्रं दत्त्वा सिद्धार्थकं वध्यस्थानात् शकटदासोद्धाराय प्रेरितवान्। अपरपक्षे पर्वतकस्य श्राद्धमभिलक्ष्य प्राप्तालंकारा एव मुद्राङ्कितप्रमाणपत्रमाधारेण चाणक्यः मलयकेतुं निकषा राक्षसं विश्वासघातकमिति प्रतिपादयितुं क्षमः। अतः परं राक्षसं त्यक्त्वा मलयकेतुः कतिपयेन सैन्येन कुसुमपुरमवरोधं कृतं, चाणक्येन च वन्दिदशां प्राप्तम्। अपरपक्षे चाणक्यबुद्ध्या राक्षसस्य अन्तरङ्गसुहृदं चन्दनदासं वध्यभूमौ शूलोपरि स्थापनस्य अभिनयं जातम्। अन्तिमे आश्रितवत्सल–मित्र–चन्दनदासस्य जीवनरक्षार्थं राक्षसः चाणक्यहस्ते स्वं समर्पितवान्। चाणक्यस्यानुरोधात् सः चन्द्रगुप्तस्य महामात्य–पदमलंकर्तुं सम्मतिम् अददात्।

मुद्राराक्षसं नाटकमिदम् आद्यन्तं यावत् ओजस्वितायाः

पौरुषस्य चोपरि आधारीभूतमस्ति। यद्यपि महाकविभासस्य 'प्रतिज्ञायौगन्धरायणम्' कूटनीत्याधारीभूतं नाटकं विद्यते, परमस्मिन् मुद्राराक्षसे नाटके या ओजस्विता दरीदृश्यते न सा प्रतिज्ञायौगन्धरायणे। अपरपक्षे ऐतिहासिक–राजनैतिक–कथाभूतं वीररसपूर्णमपि 'वेणीसंहारनाटकम्' अपि मुद्राराक्षसेन सह न तुलनामुपयाति। मुद्राराक्षसेऽपि युद्धं तु भवति, परमत्र सैनिकानां युद्धं न भवति। अत्र चाणक्यस्य राक्षसस्य च चातुर्ययं कूटनीतेश्च युद्धम् अनायासलक्षितं भवेत्। नाट्यकारः विशाखदत्त अत्र उभयस्य नीतिं कौशलञ्च गृहीत्वा चमत्कारित्वम् असृजत्। अर्थशास्त्रस्य प्रणेता कौटिल्य एव अस्मिन् नाटके चाणक्यरूपेण अवतरोति। वस्तुतः चन्द्रगुप्तमौर्यस्य सचिवायत्तसाम्राज्यस्य राजनीतेः समाजनीतेश्च प्रतिफलनमस्मिन् नायके दृश्यते। सर्वोपरि राक्षसस्य हृदयधर्मस्य गभीरता किञ्च चाणक्यस्य बुद्धिवृत्तेः प्रखरता – अनयोः द्वन्द्वः नाटकम् अधिकाकर्षकीयरूपेण उपस्थाप्यते। राजनीतेः वैज्ञानिकप्रयोग अत्र सर्वान् विमुग्धं कुर्वन्ति। बुद्धिः, परिकल्पना, प्रयोगपारिपाट्यं च, एतयोः

सुचारुसमन्वयं शत्रुजयस्य सहायकोऽभूत्। द्वयोः राजनीतिज्ञयोः राजनीतिसमराङ्गणे कूटबुद्धयस्त्रेण समरं भवति, नास्त्रेण। चन्द्रगुप्तस्य कथनमिदम् – ''विनैव युद्धयादार्येण जितं दुर्जयं परबलमिति''[6] युक्तियुक्तं प्रतिभाति। अतः मुद्राराक्षसं नाटकं संस्कृतनाट्यसाहित्ये राजनीतिकनाटकरूपेण अद्वितीया कृतिरिति कथ्यते नातिशयोक्तिः।

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6 मुद्राराक्षसम् – सप्तमोऽङ्कः

Education Perceived New

Dr. Kartik Pal*

The word 'Education' has been used for one out of Six-Vedangas. At that time, the purpose of education was to learn the correct pronunciation of the hymns of the Vedas. Perhaps, in that era, the only aim of education would have been the study of Vedas. Hence the word education became a stereotype for phonetics. From the point of view of the etymology of the word education, it means to learn and when used in a motivational form, it also means to teach. Vidya and Knowledge are also used as synonyms of education in Indian languages. In the present times, however, the word education is used in the sense of all-round development.

It is be fundamentally perceived what education means in the strictest sense of the term is what role it plays in the society over ages. Initially, what we have picked up from the books written by the venerable personalities in educational stream, is the explanation that education means an all – round development of an individual so that one may exercise the best of his/her potentialities already inherent in an individual for the cause of the society in which we live. This is not merely demonstrating one's personality but it must aim at creating a better environment so as to upgrade the status of the society along with its people and their predisposition. But, only the bookish knowledge in the education cannot serve the purpose. Here lies the need for learning what real and genuine education means. Apart from this bare theoretical knowledge, practical sense of education should also be exercised for the spontaneous upgradation of the society.

Our ancient sages and ascetics had envisaged genuine and prospective methods of education which invariably contributed much to mass education of contemporary societies. That magic could not have been executed without having any conventional means and ways of education being practiced in the current pattern of the educational system. There was, it must be acknowledged, no system of catering education with books modeled on how education should be imposed. This is to say that our former sage – educationists, brought about a magical change in the society with no conventional perception in education. That had become possible because people followed faithfully their precincts for upgrading themselves from good to the best. That was due to a tremendous impact of education in the society nursed and nurtured by those educationists.

But, gone are those days. A radical change has come over peoples' thoughts, feelings and perception. Now a days, education needs to be implemented in the society and must deliver results not only in terms of enhancing human competencies, but also bringing about . Invariably Education has become a crying need for the formation or the reformation of the society. Various innovative methods and approaches have been envisaged perceptible change in their knowledge, skills and attitude. for introducing a new perception in education as to bringing about social changes. For realizing this changed expectations, education demands a significant role to be played in the society. Accordingly, the preceptors have to model some ways and means of education and formulate utilitarian aspects with a view to projecting education in the prevailing social system.

In view of the above, the basic question is whether our present educational system sufficient to fulfill the target or there are still gaps that need to be plugged effectively. Not only is academic knowledge important today, but also the practical aspects should also be introduced for bringing social changes considering that education has a greater influence on the society. Today's education should also be remodeled from the utilitarian point of view. Very recently, say for the last two decades, moral values have eroded very rapidly and therefore, practical education is a crying need to put a barrier to this social degradation. As a palliative

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measure, arrangements for mass education should be urgently prepared, otherwise our efforts for attaining education should end is a fiasco. For materializing the projects, our students should be prepared to come forward and cater mass education. People at large, essentially the uneducated and ignorant rural people, should be invited to join the move and with sequential progression the impact of education will come to force. If once the people are motivated to receive a sense of education, it will leave a permanent mark in the minds and subsequently more and more people will be made conscious of their status in the society. Therefore, it is quite explicit that education should aim at changing peoples' thoughts and feelings for which they should be motivated and this motivation will serve as a tool for real, genuine and practical education.

When we examine the meaning of education and its role playing in the society, it is imperative that our system of education should be remodeled accordingly. Our prime concern is to implement the ideals of education for the betterment of the society, so why should not we accept the changes in the educational system? The syllabi may be slightly or if needed be thoroughly changed for introducing a better method of education besides keeping a portion of our prevailing system of education. To achieve better results through education, our pupils should be made active and be prepared to accept the innovative role of education. Pupils should be urged to take it as mandatory that they will have to move place to place, from village to village, from rural zones to urban areas, etc. to find out the cause of people's negativity to listen to the theoretical aspects of education. Very evidently, people should be urged first to receive educational thoughts and ideals and then apply those ideals for their own benefit. Only then the status of people's thinking will automatically be changed and will invariably try to understand their position and think about changing their status. The project may be self-complete with essentially new books, pamphlets and posters and such similar essential required equipment or through direct communication or interactions with the people. If needed, there must be a provision that no student should be awarded degrees or diplomas at the end of the course without having strict participation in the move. The personalities associated with framing the ways and means of education, its plans and projects, its methods and approaches may be reminded of the question of evaluating a student's performance on the basis of his/her active participation to the social services and contributing much and projecting the best efforts for creating a social condition and congenial social environment in which people's condition should be reflected.

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NEP 2020 and Teacher Education: The New Roadmap

Tip Chatterjee*

Oyekan (2000), described teacher education as the provision of professional education and specialized training within a specified period for preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizens. Teachers being the centre of all education system, the quest to continually enhance their competence has always been the major thrust area of various bodies that has worked over time to improve the quality of education in our country.

Improving the quality of institutions imparting teacher education is also one of the aims of NEP 2020. According to the Justice J. S. Verma Commission (2012) constituted by the Hon'ble Supreme Court, a majority of stand- alone teacher education institutions - over 10,000 in number, are not even attempting serious teacher education but have made it a commercial proposition. Regulatory efforts so far in this regard have neither been able to curb the maladies in the system, nor have been able to enhance the standards for quality. On the contrary, they have, in fact, had a negative effect of decelerating the growth of excellence and innovation in this sector. NEP 2020, thus, in order to improve the hitherto lagging systems has focused on revitalization of teacher education also through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system and help it regain its pristine glory.

As per NEP 2020, the regulatory system shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet the basic educational criteria. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force. This would be beneficial in improving and reaching the levels of integrity and credibility required to be achieved by the TEIs.

NEP 2020 also presupposes that all teacher education programmes must be conducted within composite multidisciplinary institutions. As such, all multidisciplinary universities and colleges would aim to establish, education departments which, besides carrying out research in various aspects of education, would also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs would be required to convert to multidisciplinary institutions by 2030, since they would have to offer the 4- year integrated teacher preparation programme.

As per NEP 2020, the 4-year integrated B.Ed. offered by such multidisciplinary TEIs would, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. would be a dual-major Bachelor's degree, in Education, as well as a specialized subject such as a language, computer science, chemistry, economics, art, history, music, mathematics, physical education, etc. Besides knowledge of pedagogy, the teacher education would include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. It is necessary that TEIs gear themselves up to respond to this major shift, enumerated by NEP 2020.

As NEP 2020 stated, from January 2022, forty-five institutions across India were supposed to begin to offer a four-year Integrated Teacher Education Programme (ITEP) specially designed for school teachers. The course integrates BA and BSc degrees with B.Ed. to create a dual-major bachelor's program to help candidates save one year for those who aspire to be teachers. This in comparison to the current scenario, wherein applicants must devote five years to graduation and B.Ed. before beginning their career as teachers, the ITEP offers a great advantage to the

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candidates. The NEP 2020 states that from 2030 onwards, teacher recruitment would be purely based on ITEP. Admissions for this course would be based on scores in the National Common Entrance Test or NCET. The course is offered by forty-five multidisciplinary institutions across India. In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

The NEP 2020 also recommends drafting a National Curriculum Framework for Teacher Education or NCFTE 2021 to guide pre-service teacher education and training. The NCFTE would prescribe the best pre-service and in-service education/training practices for teachers working in academic, vocational, and other unique education streams.

One critical facet of NEP 2020 that is aimed to improve the quality of education in our country is to ensure the availability of a range of experts in education and related disciplines as well as specialized subjects in all TEIs offering teacher education programmes. They would have a network of government and private schools to work closely with, where potential student-teachers would also teach along with participating in other activities such as community service, adult and vocational education, etc.

The faculty in these institutions should not only be diverse but should have experience in teaching/ filed/ research. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes would be attracted and retained in teacher education institutions. This would help to strengthen multidisciplinary education of teachers and provide rigour in conceptual development.

The NEP aims to set the National Professional Standards for Teachers (NPST) to determine all aspects of teacher career management, efforts for professional development, salary hikes, etc. Teacher audits and professional appraisals are also an essential part of NEP for teachers. NCERT would undertake an in-depth study of international pedagogical approaches and integrate their findings into the CPD programs for NEP teacher training. Teacher education

in NEP 2020 entails a prescribed number of hours for continuous professional development or CPD each year.

All fresh Ph.D students should have exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on since many research scholars would go on to become faculty or public representatives/communicators of their chosen disciplines. entrants, irrespective of discipline. They would require to take credit-based courses in teaching/education/pedagogy/ writing related to their chosen Ph.D subject during their doctoral training period. Ph.D students would also have a minimum number of hours of actual teaching experience gathered through teaching assistantship and other means. Ph.D. programmes at universities around the country would be reoriented for this purpose.

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

Technology in Education would be incorporated by an autonomous body, the National Educational Technology Forum (NETF),which would provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education would be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management.

The policy defines the essential role of teachers in NEP 2020 also. Teachers are to be given the right to participate in setting school goals and policies in the long run. Involving teachers in the reform process by giving them the freedom to decide what and how to teach would provide them with space and ownership over their work. The critical aspect of teacher autonomy is deemed to empower teachers and motivate them to perform better. The policy also aims to recognize, document, and share innovative pedagogies and teaching methods devised by Indian teachers. And finally,

under the enculturation of teacher empowerment, NEP would also work to build vibrant teacher communities for better networking and reducing isolation among teachers.

NEP 2020 also presupposes a National Mission for Mentoring which, with a large pool of outstanding senior/ retired faculty – including those with the ability to teach in Indian languages –would be willing to provide short and long-term mentoring/professional support to university/ college teachers.

The NEP 2020 for teachers has come as a welcome change. Steps for pre- service teacher education and in-service NEP teacher training programs can help build a better learning experience for students everywhere. If implemented well, the education sector is likely to become a lucrative career option for talented young people in the next few years.

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BOOK REVIEW

NEP 2020- At a Glance for Educators

By Dr. Dheeraj Mehrotra

Book Review by Prof. Taposh Ghoshal*

'NEP 2020- At a Glance for Educators', is an informative book that sheds valuable insights into the National Education Policy 2020 and its impact on Teachers Education in the country. The book, authored by Dr. Dheeraj Mehrotra is a step towards getting to understand the concept of NEP and its roll out expectations from the side of the stakeholders in particular. The paper book, published by Notion Press, New Delhi, in 2021 and priced at Rs. 285, is a narration about what and why with expectations on making learning a priority for all. The objectives and the implementation is shared as a reader's point of view and governs the aspect of making learning a delightful attribute for all.

The book underlines the basic premise of NEPP 2020 and states that the primary aim of the NEP system is to raise the standards of efficient teacher training, reforms in the existing examination process, childhood care at an early stage and re-modelling of the regulatory framework policies in the education system. The book focuses on the need to encourage 21st-Century Skills in the Classroom and highlights the importance of digital literacy, Problem-solving skills, communication skills, critical thinking, creativity and scientific temper in an elucidating manner.

The author points out that NEP 2020 rightly recognises the need for good teachers and as such the focus of teachers' continuous professional development as per the NEP is primarily on improving outer skills and learning new technological tools. As the educator is a facilitator who tries to create an ideal environment where the learners can discover, with proper impetus, the knowledge that lies hidden within them through gradual unfolding and development of various faculties. For this, it is important that they are fully aware of the complexity of a human being, so that they can be more conscious of their dharma to help the learners grow and develop to their full potential.

In this regard, NEP's proposal to have a multidisciplinary approach to teacher education is a great step forward over the present teacher education programmes.

In this respect, the author opines that teachers have an indelible impact on the academic systems, curriculums and student lives/careers and the National Educational Policy ensures the best of teachers and their contributions to the education system. The impact point starts directly from the offering of training to teachers and is followed up with the provision of imparting said training through the education system.

Teachers are one of the most significant part of the NEP 2020 and considering that the difficult conditions that leads to the inclusion of teacher education in NEP are to be overcome. This includes lack of education, training, proper recruitment, teaching quality, motivation, active service conditions and inadequate systemic reforms. The ways and means of improving teacher education are also described lucidly by the author.

The author further says that NEP showcases incredible potential in supporting and nurturing teachers from the grassroots level. Recognising the 'power of teacher', NEP 2020 has put in place systemic reforms that would help 'teaching' emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and 'restore the high respect and status' to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession.

The major policy concerning teachers in this section includes teacher empowerment platforms and activities. Continuous support and essential nurturing activities will help the implementation and impact of teacher training reach the

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roots level in most remote places. The training schedule includes preparation, recruitment, classroom activities and professional development programs.

In order to ensure Capacity Building at all levels, it is necessary to ensure capacity building at all levels in teaching, mentoring support and systemic collaboration through customized training modules. Mentoring of Teachers is a crucial aspect in this respect. Capable mentor support should be given to the teachers to help them develop their skills and hone them to match the academic environment in that they are supposed to play a thriving role. Experienced experts with a whole host of skills should join in creating value for the teacher training programs.

Though teachers are facing several challenges in delivering education to the students, there are many benefits that teachers would have through the NEP System. The main benefits of teachers in the NEP system include their holistic academic development and having an opportunity to teach in their mother tongues. In the new system, teachers can also help address the digital divide in the modern era. The National Education Policy provides another opportunity in augmenting the relationship of teachers with other sections of the education system, especially students. Besides, NEP system is trustworthy as the Government holds accountability for the same and teachers will get a chance to revive and contribute to the education system in the nation's future. Also, together with institutions, teachers can offer a role in transforming the country's learning progress.

As the author says, the strong teacher orientation in the NEP 2020 will go a long way in balancing the scale between teaching quality provided and returning rewards to the candidates in the picture. Teaching professionals can take heart in the fact that the learning experience under the NEP 2020 is a continuous process and is here to stay.

BOOK REVIEW

NEP 2020 - Reformation of Indian Education System

By Aarti Arya, Piyush Jotania and Rajkumar Nanaware

Book Review By Prof. (Dr.) B. Patra*

NEP 2020 - Reformation of Indian Education System is one of the significant books on restructuring of Indian education system. Authored by Aarti Arya Piyush Jotania and Rajkumar Nanaware and published by Nexus Stories Publication, New Delhi in October 2021, the paperback has 172 pages and is priced at Rs. 265.

The book has special significance as it touches upon different important facets with regard to the National Education Policy 2020. The fundamental notion on which the content of the book is built on in based on UGC's notion that education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development (NEP 2020). Amidst the ,rapid demands of constant change put forth by a globalized economy, higher education in India is going through a transformation. Parameters of testing and assessment need relook and reorientation to create the next generation of knowledge workers.

The authors refer Butt, 2021 in stating that the review of the current system of examination in higher education makes us believe that we are, in general, continuing with the summative term-end written examination that has serious limitations and therefore, not a dependable measure of the cognitive and affective abilities of learners. It is also widely perceived as a test of memory, thus unable to assess higher-order abilities. Examination in its current form induces anxiety and has been seen as a source of stress, thereby preventing the learning process from being a pleasant experience. The current system of examination is punitive in nature rather than diagnostic, remedial, or improvement-oriented as it does not provide credible feedback to the learner's right in time to enable them to take corrective measures.

Further, it does not encourage learners to gain new knowledge through active participation in the process of learning and knowledge creation. The assessment methods need to be scientific to pave the way for continuous improvement in learning while testing the application of knowledge. The solution to overcome the limitations of the summative semester-end written examination lies in the proactive teaching-learning system.

The book mentions that the salient features of the system include continuous, comprehensive and learning outcome-based assessment. The assessment is done not at the end of a term only. but continuously by employing diverse assessment methods like class tests, presentations, case studies, games, role play, project work, and library assignments.

The proactive system is fundamentally a learning outcomes-based assessment that facilitates learners to acquire new knowledge and develop certain life skills like social, emotional, and communication skills and critical thinking. Besides this, the tests used in the proactive system are conducted in a relatively informal and non-threatening environment, which enhances its pedagogical value. The focus is not entirely on the assessment for formal certification but also to accomplish the overall growth and development of a student. It continuously assesses the progress of learners and can provide them feedback for making improvements right in time.

By nature, it is diagnostic and remedial rather than punitive like the summative system of assessment. The proactive system takes care of the heterogeneous nature of classes wherein some students are bright and very much interested in their studies, some have average intelligence and require mild push by the faculty, and some are below average or have less interest in studies and therefore, require greater attention of the faculty. The students can be assessed continuously to identify the students who need greater attention with the purpose to facilitate them to improve their learning.

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The present system of examination promotes using the same pattern and type of question papers across all disciplines. Sometimes, it is quite unscientific to have the same pattern of question papers across all disciplines and courses when many of them are quite different from each other. The assessment methods, based on learning outcomes, are bound to differ from discipline to discipline and even from course to course. The pattern of question papers used currently aims to assess academic knowledge only, 'while promoting rote learning which in turn restricts the role of assessment. It is based on the question paper, which tests only memory recall as a skill. The way a question paper is set reflects the academic caliber of the institution and its faculty.

The dependence on answering the term-end examination based on a question paper puts forward flaws of the single nature of assessment, as the majority of marks are dependent on performance at the term-end examination. Thus, the performance assessed under the existing system is not given much weight age by employers and even by higher learning institutions where admissions in professional programs are preferably based on the entrance tests instead of the marks awarded even by the same university. In several instances, the university-certified degree holders are subjected to another written examination before they are accepted for jobs in public or private sectors, believing that the students enrolled in higher education are not passing out with the desired level of knowledge and expertise.

The existing pattern of question papers limits the flexibility to test higher-order abilities of the learners because it is generally designed to test theoretical knowledge given in the textbook rather than competencies, applications, analysis, and synthesis of knowledge. Additionally, the frequency of the repetition of identical or similar questions year after year is likely to be high, thus, directly or indirectly feeding the pseudo-coaching centers. The continuous and comprehensive assessment methods of the proactive system solve such problems because the pattern of question papers is based on learning outcomes. Thus, it varies from discipline to discipline, even within the discipline, and from course to course. Generally, faculty uses a combination of assessment methods depending on the nature of the course.

The current summative semester-end written examination also lacks transparency and accountable thus, resulting in more complaints and more grade appeals. At the same time, making a grade appeal costs a student irrespective of the fact that he or she has ever to see whether marking is fair or not. Besides, being centralized, the grade appeal system is time-consuming and a costly affair for the students, which ends up in poor student satisfaction. Many a time, the quality of question papers also comes under scrutiny, as often questions are found either wrong or out of syllabus, or simply downloaded from the internet.

Contrary to the summative semester-end written examination, transparency and accountability are the hallmark of the proactive system of evaluation. This system advocates that faculty have to return answer books to the students to fulfill their right to see whether the answers have fair marking or not. A student has the right to question the marking if he or she feels to have not been given due marks. The faculty is expected to justify the marks awarded to the answers and convince the student in an adult-to-adult interaction.

This system of transparency and accountability on the one hand results in greater confidence and student satisfaction and on the other hand, in greater accountability of faculty. The net outcome from this is greater efficiency of the system. One good news is that some universities in the country have already adopted the continuous evaluation system, and the feedback is very positive.

The present machinery of conduct of end-tern examinations exerts significant pressure on affiliating universities due to the large number of examinees. The question papers, which are set, have to be printed and sent to various examination centres, which could be at a distance requiring huge logistics support to ensure that the examinations are conducted simultaneously. The answer books of the students' are then transported to designated centralized assessment centres. The marks of each subject received from the designated evaluation centres must be integrated into the mark sheet of each student, thereby requiring accuracy and completion in a limited time to facilitate the timely declaration of results.

The difficulty or overloading affiliating universities in the country will be overcome as soon as the recommendation of the National Education Policy 2020 to scrap the affiliation system is implemented, and the examination system is likely to be more efficient and robust.

ARTICLE DIGEST

New Education Policy 2020 of India: A Theoretical Analysis

[Source 'International Journal of Business and Management Research (IJBMR)]
Volume 9, Issue 3 on August 2021

Article Digest by Dr. Kalpana Kumari*

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

A study report in the form of an article, published in the International Journal of Business and Management Research (IJBMR)| Volume 9, Issue 3 on August 2021. the article authored by Dr. Hemlata Verma and Adarsh Kumar, the articles touches upon the brief history of national policy of education that the Indian government has decided to change after 34 years. The first education policy was introduced in 1968 by the government of former Prime Minister Mrs. Indira Gandhi. The second education policy was formulated by the Rajiv Gandhi government in 1986, with some amendments by the Narasimha Rao government in 1992. The National Education Policy 2020 is the third education policy of independent India. To formulate a new education policy, the Central Government in 2017. A committee, constituted under the chairmanship of the Kasturirangan committee drafted the National Education Policy 2019 and in July 2020, the Central Government approved the National Education Policy 2020.

To cater to the needs of a knowledge-based economy in the changing global scenario, changes were needed in the current education system. New education is aimed at enhancing the quality of education, promote innovation and research and ensure global access to Indian educational system. It has been decided to implement the new education policy 2020 by 2030. Under this Policy, the curriculum has been divided in four categories i.e. 5 + 3 + 3 + 4 in place of the prevalent 10 + 2 model. The target of investment of Central and State Government has also been set for the new Education Policy 2020 in which Central and State Governments will invest in education sector equal to 6 percent GDP of the country for cooperation in the education sector. This policy is based on the guiding objectives like access, capacity, quality, affordability, and accountability. The four steps of new education policy are as follows.

- Foundation Stage- Foundation Stage of New Education Policy for 3 to 8 years children are included. The Foundation Stage has been fixed for 5 years.

- Preparatory Stage - The time of this stage is kept for 3 years. This stage includes children from 8 to 11 years. In which he will have children up to class 5.

- Middle Stage – The period of this stage has been fixed for 3 years. In This stage Children from 6th grade to 8th grade have been included in which subject-based curriculum will be taught and coding will also be started from the children of 6th grade. At the same time, all the children will be given opportunities for vocational testing as well as vocational internship, whose aim is to make the children eligible for employment only during school education.

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- Secondary Stage- The period of this stage is 4 years. 9th grade in this stage Students from 12th standard is included. In this, intensive study of the subjects will be done. Within this stage, the educational curriculum of 8th to 12th standard courses has also been started and the alternative educational course has been started. Students can choose their subjects according to their choice, not within a specified stream.

Under the new education policy, students have been given the freedom to choose subjects. Students can study the subjects of science as well as the subject of Arts or commerce simultaneously. Board on students of 10th and 12th, keeping in mind the goal of development before the students the format of board examinations will also be changed to reduce the burden of examinations. Improvements such as a semester or multiple-choice questions will be included. The examination will be conducted 2 times a year. There will be objective and subjective tests once a year. Assessment as a standard prescribing body for the assessment of the progress of students a new national assessment center will be established. "Artificial intelligence" based software will be used to evaluate the progress of the students and help the students to take decisions related to their future.

Authors also describe the provisions related to higher education Gross Enrollment Ratio in higher educational institutions under National Education Policy 2020. The Gross Enrollment Ratio is the number of total eligible population at an education level who has taken admission in educational institutions.. It has been targeted to increase from 26.3 percent (the year 2018) to 50 percent so as to add 3.5 crore new seats in higher educational institutions. For all types of higher education except medical and legal education, a Higher Education Commission of India will also be set up which will replace the UGC. A multidisciplinary education and research university equivalent to IITs and IIMs will be made. The admission in these institutions will be through National Testing Agency. Various types of regulatory bodies, that would replace some of the existing bodies like UGC have also been created to coordinate and direct augmentation of quality of education in the country. Besides the entire framework of courses from one year to four years and further to still higher studies like research, has also been discussed at length in the article.

The authors also explain the recommendations related to the educational system like Teachers' promotion, development of develop a professional standard for teachers, continuous review, updation of course content, issues related to Teachers' Education and emphasis on funding education. Efforts to encourage students belonging to SC, ST, OBC, and other specific categories to increase their qualification was has also been discussed. Other announcements. In place of UGC, AICTE, NCTE in higher education, there will now be a single regulator that will direct institutions.

Yet another dimension that has been mooted is to revamp the affiliation process with universities autonomy to colleges, and internationalization of education by allowing world-class universities to open its branches in India. Setting up of a National Research Foundation to conduct research and to promote strong research culture and research potential in higher education has also been introduced in NEP 2020.

In the new education policy, emphasis will also be laid on the establishment of education centers for the gender inclusion fund and deprived areas and student's report card to be evaluated based on a 360-degree assessment, keeping in mind the mental abilities of his behavior, which will be evaluated by the student's classmate and teacher.

The authors point out the challenges related to education policy are manifold. Education of states being a concurrent subject, there could be implementation issues and hence great responsibility of implementation shall rest on the State Governments. Also, the idea of bringing a National Higher Education Regulatory Campus as the top controlling organization can be opposed by the states Expensive Education - The new education policy paves the way for admission to foreign universities. Various academics believe that admission to foreign universities is likely to be expensive for Indian educational system. As a result, it can be challenging for lower class students to pursue higher education. sanskritization of education - South Indian states charge that the government is trying to sanskritise education with the tri-language formula. Many problems can arise in front of states even if the medium of education for children is in mother tongue or regional language.

In this article authors also described the support that Govt has planned to provide to make it inclusive. The government has planned not only to distributes bicycles, provide mid-day meals to children, as well as the facility of De-warding like Navodaya., but also to alleviate the economic problems in rural areas of India, where many are unable to get an education because of their engagement

in agricultural work. Also, 50% evaluation textbook and 50% evaluation should be based on local arts promotion, culture and small cottage industries only then the concept of employment education will come true. Internships in various areas of the country to the child through vocational training and entrepreneurship has also been proposed so that children are aware of the geographical environment.

NEP 2020 has rightly thought that implementation all the declarations would require a strong political will and development of basic infrastructure. It has been said that to improve education, universities must be made autonomous with the 200 top ranked universities be given full academic, administrative financial autonomy to diversify the updated curriculum to promote global innovation. Authorities expect that the top Universities of India should produce more than 50,000 Ph.D.'s every year so that innovation and specialty talent can be improved. The new policy is also emphasizing on the environment, sports, culture, research and development.

The new National Education Policy, 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India, if it is implemented successfully, this new system will make India one of the world's leading countries.

ARTICLE DIGEST

New Education Policy (NEP) 2020: A Roadmap for India 2.0

[Source 'Advances in Global Education and Research' Volume 4, (edited book),]
University of South Florida, USA, 2021

Article Digest by Prof. (Dr.) Taposh Ghoshal*

The article "New Education Policy (NEP) 2020: A Roadmap for India 2.0" is a stimulating article about NEP and its importance for improving the quality of education in India. Authored by Dr Alok Kumar, the article has been published in the book 'Advances in Global Education and Research' Volume 4, an edited book, by University of South Florida, USA in 2021 and provides a kaleidoscopic view of NEP 2020 and its ramifications on the educational landscape in India.

In the article, the author says that education plays a strong role in building nation and decides the future of the nation as well as the destiny of its people. With international trends and situations influencing Indian higher education in the last few years and many foreign universities offering to get their degrees without leaving India from their home, there has been a need to rejuvenate the education system in India which is relevant and useful in the present times. New trends are also emerging to liberalize university systems that has reduced gaps with private universities. Moreover, the nature of courses offered by HEIs are undergoing massive transformation and acquisition of mastery level skills and competencies. With time it is hoped that degrees generating employment opportunities would be most likely to be opted in future. In this prevalent scenario, NEP 2020 is brought to give thrust to Indian education system and propel it to next level.

The author opines that the New Education Policy 2020, often referred to as India 2.0, is a comprehensive educational framework introduced by the Government of India to transform the country's education system by addressing the existing challenges in education and provide a roadmap for holistic development and learning through education.

The author says that NEP 2020 is expected to give a big leap to higher education in India; this is in line with India's vision to create India 2.0 for 21st century which is poised to take leadership role at global arena. NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges and once implemented fully; it is sure to give the necessary impetus to make India global hub in education by 2030.

The article highlights that the essence of NEP is access, equity; affordability, responsibility, and quality in accordance with United Nations sustainable goals. NEP is not free from loopholes but it has taken deep insight into global scenario. It should be implemented with great caution to address challenges that are required for fostering quality education for all. Deb, P. (2020) discussed the Indian ethos and cultural values in teaching that got its place in National Education Policy (NEP) 2020. National Education Policy 2020 will play an important role in reforming the earlier old fashioned education system in comprehensive way. NEP 2020 based on the concepts of quality, autonomy, liability, fairness, economical, holistic, multidisciplinary approach.

The article further states that the policy has number of relevant considerations regarding how to provide quality education of global standard, bring equality in education and increase participation of private players. Elaborating the key aspects of NEP 2020, it explains that the all strata of education are interwoven in the new education policy to provide a seamless progression of the learning process. It also emphasizes a multidisciplinary approach to learning enabling them to develop a well-rounded understanding

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of the world. He also underlines the thrust given on skill development, vocational education, technology-enabled learning and digital literacy to enhance their employability and entrepreneurial abilities.

The article is written under the backdrop of the International Scenario and mentions that the new educational framework should meet the expectations of recruiters and prepare students for future job tasks, upcoming changes in employment patterns. Education should contribute towards innovation in society. The importance of empowering students with social justice, equity and social inclusion in higher education The dual- value of co-creation, co-production, and operation are also articulated perfectly in the NEP 2020.

One important aspect in the article is the relevance of NEP with regard to the new competitive scenario in the education sector. The author explains that the features of NEP-2020 correspond to the new role of Higher Education and also in relation with the emergence of Private Institutions in this sector. He also narrates the benefits of the NEP-2020 and underlines its drawbacks and suggests ways and means to make it a potent instrument for steering change in the country through education. In doing so, the author points out that NEP-2020 has laid a roadmap for progressive education keeping essence of ancient ethos of Indian tradition, culture, values, to build new country with futuristic vision. It is believed that NEP 2020 shall provide multi-disciplinary skill-based education to generate employment and shall encourage more students to enroll in all kind of educational institutions by 2030. AS this will require massive changes in present conventional education system. Hence, it also needs to introduce accountability of each stakeholder at all level.

The author stresses that liberal and progressive education policy must include meaningful research and innovation, which can enhance quality of education. Co-creation of values will be additional inducement to student's perception of learning. Quality and better selling education can be devised by linking theories that leads to entrepreneurship, innovation, research and value-added teaching-learning process. The author concludes by stating that NEP 2020, aimed to revamp higher education in India, will utilize the co-operation of international communities to be a successful model of transformation. Moreover, higher education provided in Indian universities and colleges under NEP 2020 will incorporate ICT to suit the need of the education in new normal post –COVID era. It has become meaningless to continue with outdated education system.

On the part of the Indian government, a lot of changes will be required to be brought to the curriculum of higher education absorbing the global demand for receiving skilled manpower. Thus, implementation NEP 2020 will be a great challenge. The policy is bound to introduce revolutionary and innovative changes. Higher educational institutions (HEI) will come under ambit of one regulator from the present regime of multiple regulators. There will be liberal environment of autonomy to promote freedom of academic delivery, scope of research and emphasis on innovation. There will an opportunity of foreign university to start its campuses in India and there won't be any bottleneck to Indian university for setting up its campuses abroad. NEP 2020 will give big thrust to skilling in India as it provide multiple entry and exit option to student and to purse their higher education after taking break for employment. Overall, NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. Of course, it will require proper implementation to ensure its effectiveness. A;; said and done, this proposal seems to be well thought and genuine attempt to remodel Indian Educational system. This policy is expected to integrate professional education in HEI for skilling and employment generation. With NEP 2020 in place, a concrete roadmap has been well laid for India 2.0 and if implemented properly; then it has got everything to make India global hub in education by 2030.

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2. Manuscripts including the Abstract, Tables, Figures and References should be 4000-5000 words.

3. The Abstract should be of maximum 200-250 words.

4. All the manuscripts should be typed in double-space with 12 point font in Times New Roman and One Inch margin on all sides on A 4 size paper.

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