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HIGHER EDUCATION MELIORATE QUALITY OF EDUCATION

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Abstract

Globalization has provided many challenging opportunities for improving ourselves. Teachers have an important role to play in making education relevant to the needs of the emerging modem society. Higher education enables individuals to expand their knowledge and skills, clearly express their thoughts both orally and in writing, grasp abstract concepts and theories, and increase their understanding of the world and their community. It has also been shown to improve an individual's quality of life. Thus it always leads to the better upliftment of oneself. Quality education has the key concern with the higher education. One has to be updated about the education which they are pursuing to regenerate the world.

Keywords: higher Education, quality of education

Introduction:

Higher education is tertiary education leading to award of an academic degree. Higher education, also called post-secondary education, third-level or tertiary education, is an optional final stage of formal learning that occurs after completion of secondary education.The idea of Higher Education is a crucial thread in the fabric of this nation, woven through our culture, beliefs and politics. To stay competitive and expand the current education horizon, different types of institutions, evolve and prioritize differently to ensure the best education quality to targeted students. However, today Higher Education is facing more challenges and critiques than at any other point in history. Indeed, when encountering the unavoidable struggle between pleasing students and following government regulations, colleges start to rouse from their academic wish-fulfilment fantasies and realize that the idea of Higher Education does not swab away the realism of this materialistic world. Higher education cannot simply satisfy everyone. Three distinctive educational models, Public universities, non-profit private universities and for-profit universities, demonstrate the complex dynamic among schools, government and students. Although the three educational models share different education philosophy and serve multiple objectives, they all have the

same purpose in the end. To help one realize his or her unique potential in order to manage the diversity of expectations and challenges one would face in the society. As we know, each educational model strives to provide the best education to its students with the resources it. In today's Indian society, marked by a vast variety of socio-cultural and linguistic diversities, ideologies and opinions; the significance of higher education is eyed in contrary fashion by different people. However, one indispensable question that tickles our mind is what is higher in higher education. Professors and students will definitely acknowledge the fact, that it is not just about the higher level of educational structure in the country and there certainly exists greater dimensions. Surely, today's rat race for grabbing high-profile employments, at the hasty conclusion of one's higher education cannot be the true connotation of the value of education. Hence, it requires assertion that there appears to be, if not endless, at least a few problems with the Indian higher education system, which require pulling right. In terms of level, higher education includes college and university teaching-learning towards which students' progress to attain higher educational qualification. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life (subject domains). It is about knowing more and more about less and less. It develops the students' ability to question and seek truth and makes him/her competent to critique on contemporary Issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around.

Objectives of work:

1. To study the impact of quality improvement on higher Education.
2. To avail its possibility to acquire the satisfactory overlook of higher Education.
3. To know proper attitudes towards quality of Higher Education in India.

Concept of Higher Education:

According to Ronald Barnett (1992), there are four predominant concepts of higher education.

Higher education as the production of qualified human resources: In this view, higher education is eyed as a process in which the students are counted as "products" absorbed in the labour market. Thus, higher education becomes input to the growth and development of business and industry.

Higher education as training for a research career: Higher education, in this light, is seen as the preparation for qualified scientists and researchers who would develop the frontiers of knowledge ad infinitum! Quality within this viewpoint is more about research publications and transmission of the academic rigour to quality research.

Higher Education as the efficient management of teaching provision: Imparting knowledge, as it is opined by many, forms the core of educational institutions. Thus, higher education institutions focus on efficient management of teaching learning provisions by improving the quality of teaching and hence, enabling a higher completion rate among the students.

Higher education as a matter of extending life-chances: In this observation, higher education is but, an opportunity to participate in the development process of the individual through a flexible, continuing mode of education. Remarkably, all the above concepts of higher education are not exclusive; rather they are integrated and give an overall picture of what is higher in higher education. If we consider the activities of various colleges and universities, we will realize that teaching, research and extension form the three main functions of higher education. Thus, a well-developed and equitable system of higher education that upholds quality learning as a consequence of both teaching and research is a key ingredient of success in the emerging knowledge economy.

Role of Higher Education

In India Two observations require declaration at the outset of any statement on higher education in India. Firstly, higher education plays a key role in the realization of India's extraordinary potential and aspirations for economic and technological advancement. Secondly, this potential and its connotations for individual advancement call for an extraordinary demand of higher education among India's youth. Obviously, these two reflections are relevant for a host of other countries. However, bearing in mind both the sheer size of the country and the nature of its development potential, they become exceptionally powerful forces for determining the social, economic, and political dynamics of higher education in India. Higher education is by and large, recognized to embrace teaching, research and extension. If we critically analyse the assortment of concepts pertaining to higher education, we can note the various roles personated by higher education in our society. Higher education is the fount or feeder system in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching and research. It is

essentially the gateway to multifaceted development and prosperity in the country. Scientific and technological advancement and economic evolution of a country are as dependant on the higher education system as they are on the working class. Whatever development of indigenous technology and capabilities in agriculture, food security and other industrial areas, we have achieved over the years. Needless to mention, higher education also provides prospects for life-long learning, allowing people to upgrade their knowledge and skills from time to time centred on their societal needs. In this regard, it will be beneficial for us to discuss the roles to be played by the higher education institutions in the modern society:

• To strive for and foster new knowledge, to engross vigorously and audaciously in the pursuit of verity, and to interpret timeworn knowledge and beliefs in the light of new needs and discoveries;

• To furnish the right kind of leadership in all vocations, to recognize gifted youth and work up their potential to the fullest by cultivating physical fitness, developing the powers of the mind and instilling in them the right interests, attitudes, moral and intellectual values;

• To present the society-competent men and women trained in agriculture, arts, medicine, science and technology and several other professions, who will also be refined beings, imbibed with a sense of social objective;

• To strive to elevate quality and social justice, and to reduce social and cultural disparities through diffusion of education, and

• To foster in the teachers and students and by virtue of them in the society by and large-the attitudes and values needed for developing the 'good life' in individuals and society.

How can a self-person contribute to improve the Higher Education?

New technologies to get learners up to speed

Communication is the most important factor in improving the higher education efficiency and productivity. Without communication a student and teacher relationship will be hampered and student will not gain freedom. Easy accessibility to the teachers through discussion forum, chat, messages and social media will equip students to effectively communicate and share information with peers.

Transforming the Curriculum

For infusing dynamism, the curriculum needs to be progressive. Students need to be offered the choice of opting for multiple courses in the 1st year, with an ability to choose whatever they wish after the 1st year or semester. The spirit of the syllabus should revolve around projects and not exams. There needs to be innovation to avoid stagnation.

Interactive learning and teaching

The next generation educational institutions should incorporate new curriculum design and delivery. Using digital technologies will push the boundaries of education. Teachers and instructors should adapt to the changing needs and make classroom sessions more interactive with easy access to knowledge.

Digital classroom ensure students access the tests & assignments

Teachers can upload assignments, tests, quizzes and questionnaire online. Students can access and submit the assignments for review. Teachers can assign grades and give comments to help students improve in some other area. Make available the results with students and parents via instant email notifications and SMS alerts. It gives a lot of confidence to provide interactive digital content

Going mobile means access to a lot of data from anywhere, anytime

Today's students are highly tech-savvy. Prepare students for a successful life in the contemporary society with mobile app. Give digital access to news, eBooks, textbooks, magazines, journals, etc. from anywhere on the campus and beyond.

Instead of dogmatic, transform the curriculum into something dynamic

The syllabus or curriculum for Indian students in higher education is obsolete in a majority of cases. The topics are dogmatic and stale and try to teach things that have already been implemented worldwide. For infusing dynamism, the curriculum needs to be progressive. Students need to be offered the choice of opting for multiple courses in the 1st year, with an ability to choose whatever they wish after the 1st year or semester. The spirit of the syllabus should revolve around projects and not exams. There needs to be innovation to avoid stagnation. Exams must exist to measure; however, they need to be complimented with innovative ideas, such as 50% for final exams and 50% for projects. The projects need to be judged by independent faculty members rather than the faculty in place. Students must also be given the ability to switch to other streams according to their preferences or after

justification of basic criteria.For this to take shape; we need young, dynamic faculty members who are part of the academic syllabus boards.

Convert Private Institutes into Profit-making Ones Rather than Non-Profit

Convert this might sound ridiculous; however, after careful thinking, this is a good idea. It is a known fact that private colleges are revenue-generating institutes, mostly run as large corporate organizations. The solution lies in removing the tag of "non-profit" and making them competitive. Let private colleges compete with each other in an open manner rather than slugging it out under the carpet. We must realize that education, too, is a form of business, and the more we pretend to ignore it, the higher the incidences of corruption. If institutes are treating education as a business to improve the overall standards, then it is a good sign. This is how world-class institutes in the West operate, and we should follow their footsteps. The ideal way forward is to make private institutes driven by profit as well as taxable. This would increase the capital and ensure transparency in the admission process.

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NEP 2019: TECHNOLOGY IN EDUCATION

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> ### *Abstract*
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> *The Digital India Campaign is transforming the entire nation into a digitally empowered society. Objective of this campaign is to come out with ideas and practical solutions for creating opportunity for all the citizens to harness modern technology. Each and every citizen must be empowered enough to have an access to digital knowledge, information and services. Quality education will play a critical role in this transformation, and technology itself will play an important role in the improvement of educational processes and outcomes. Thus, the relationship between technology and education at all levels is very important. And hence use of technology in education should be our prime focus.*

Introduction

The NPE 1986/92 was formulated just before the Internet revolution and, since then we have been almost fatally slow in the adoption of technology to improve the quality of education, as well as in using it to improve governance and planning and management of education. The National Policy of Education 1986/92 emphasizes that "In order to avoid structural dualism, modern educational technology should reach out to the most distant areas and most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability". This approach favors the use of broadcast methods, with their inherent advantages of greater reach, convenience of management and cost-effectiveness, over the non- broadcast methods largely oriented to individual learning. Because it is not possible to broadcast programmes for every class through Radio and TV, coordinated with their teaching schedule, these media can be utilized effectively only far enrichment of the learning process, and to transmit course material for distance education. Educational Technology cells were also established in 21 States/UTs in a phased manner and a Centre of Educational Technology was set up in the National Council of Educational Research and Training (NCERT) to stimulate the use of television and other instructional media. School radio broadcasts have been in vogue for more than 40 years. AIR's Educational Programme-Production units, set up in 44 of the network's 88 stations, produce radio programmes for

primary and secondary schools, which are presently broadcast by 74 stations. General enrichment programmes of 15-20 minutes duration are relayed 3-5 school days per week for primary school children. Programmes for secondary school students are broadcast for 15-20 minutes on all school days. AIR stations at Delhi, Jalandhar, Hyderabad and all stations in Tamilnadu also broadcast programmes 5-7 days a week, in support of the correspondence courses conducted by Universities. 3-4 adult education programmes are broadcast per week by 14 AIR radio stations.

NEP 2019 also emphasizes on educational technology to improve quality of education at all level. Following are the approaches mentioned in NEP 2019 for the induction of technologies in eduction.

Approach to the induction of technology

Global evidence suggests that the effects of technology on classroom processes and educational outcomes, particularly for very young children, are modest and mixed with multiple sociological and psychological side-effects. However, many other uses of technology, including in teaching, learning and assessment for older children, have tremendous transformative potential. Therefore, a positive yet cautious approach to the induction of technology at scale will be adopted, to ensure that the limited funds available and energies devoted to educational technology are deployed in an optimal manner.

1. Qualified support for educational technology with teachers playing a central role:
2. Technology use and integration in educational settings
3. Centres of Excellence in Educational Technology
4. General guidelines for technology-based interventions

Teacher preparation and continuous professional development

A very large effort towards the CPD of teachers will be needed if the implementation of this Policy is to succeed. Many online learning experiments do not work very well for first-time student learners who really need a classroom environment that provides opportunities for peer learning, as well as mentoring and guidance from faculty. However, this is not true for existing faculty who are mature enough to be able to make the most of online courses. Most faculty

members will require up gradation of their subject knowledge, which can just as well be done through online education. With regard to school teacher preparation through the four-year

integrated B.Ed. programme, the considerations are similar to all undergraduate programmes. Online, open and distance education, can both be used, but extremely judiciously. Teachers will also need to be prepared to use education technology in classrooms.

1. Teacher preparation in the use of educational technology
2. Use of educational technology for continuous teacher professional development
3. Specific technology related policy actions

Improving teaching, learning and evaluation processes

The Internet is a veritable treasure house of text, audio and video that can be used for educational purposes. Availability of an adequate number of access devices (rapidly becoming smart phones or iPads and equivalents) and controlled access (for safety purposes) to the Internet can empower teachers as well as students to make use of these resources and even contribute to creating more. They can engage in many forms of active learning, using the available material to do projects, engage in self as well as group learning methods that can completely transform the delivery of education from the present 'chalk and- talk' models prevalent in most classrooms in India today.

1) Integrating educational technology into the school curriculum

2) Developing educational software

3) Video viewing equipment

4) Advanced online courses

5) Support for appropriate information and communication technology usage

6) Specific technology related policy actions

7) Content repositories in Indian languages for educational content

8) Machine translation of content uploaded into any content repository

9) Publishing software for educational material

10) Online assessments

Streamlining educational planning and management

Arguably, the most important benefits from ICT are in the area of governance and management, where ICT tools can help with data-gathering and analysis, and record-keeping. ICT can also help in mainstreaming education by providing relatively simple and inexpensive solutions to problems that have plagued the sector for a long time, such as the problem of fake degrees among others.

1. National Repository of Educational Data
2. Technology for improving governance and administration
3. Specific technology related policy actions

Enhancing educational access

Appropriate use of ICT can help ensure that no student is left behind, by helping to reach students in remote areas, women, CWSN, students who have dropped out of schools, adults, and many others looking for lifelong education. However, it is critical that educational content for these purposes is developed keeping the specific requirements in mind. Access to technology in remote areas:

1. High quality specialized content to be made available in open educational repositories
2. Maintaining content quality:
3. Development of tools for automated language translation of educational content
4. Specific technology related policy actions.

Conclusion:

The 21st century is the century of science and technology. It is, therefore, impossible to live without the influence of science and technology in the contemporary world. The change in scientific and technological advancement of a country are the reason behind the success of any country. Education in general and higher education in particular will have to play key role in the promotion and development of human resources. Education is the process of bringing desirable change in to the behavior of human beings. Hence education and technology goes hand in hand.

HIGHER EDUCATION AND QUALITY CONCERNS

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Objectives:

1. To discuss future education through new education policy 2019.

2. To discuss how textbooks, play a critical role in the transformation of education.

Target group: Primary and secondary school teachers, principals, teacher educators, researchers, curriculum developers,

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Abstract

The vision says "The National Education Policy 2019 envisions an India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all."

This made me to think how one can implement this. Sooner or later this policy is going to be implemented. Since in our society, textbooks are always considered as a guide to the teaching and learning of curriculum, it can be for a particular subject or any language.They are the primary source of knowledge and wisdom. Textbook is a book used as a standard work for the study of a particular subject. It is a framework or guide that helps us to organise learning. From textbook what one learns i.e. content, how one learns (process), outcomes in the form of knowledge,understanding, skill attitudes, appreciation and values. Where possible, teachers will also have choices in the textbooks they employ- from among a set of textbooks that contain the requisite national and local material – so that they may teach in a manner that is best suited to their own desired teaching styles and to the needs of the students and communities. States will prepare their own curricula (which may be based on the NCERT Curriculum Framework) and prepare textbooks (which may be based on the NCERT textbook materials) having state flavour. The availability of suchtextbooks in all regional languages must be top priority, so that all students have access to high quality learning. Following the shrinking of the curriculum content in each subject to its core. NCERT textbooks will be revised to first contain only the essential core material in each subject, keeping in mind a constructivist, discovery based, analysis based, engaging, and enjoyable style of learning in accordance with the revised NCF.

Introduction:

Textbook is a book used as a standard work for the study of particular subject. It is a framework or guide that helps us to organise learning. The formal or informal content and process by which students gain knowledge and understanding, develop skills, and alter attitudes, appreciations and values under the auspices of that school. From textbook what one learns i.e. content, how one learns(process), outcomes in the forms of knowledge, understanding, skill attitude's, appreciations and values.

The reduction in, and increased flexibility of, school curriculum content- and the renewed emphasis on constructivist rather than rote learning- must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material in accordance with local contexts and needs. Where possible, teachers will also have choices in the textbooks they employ- from among a set of textbooks that contain the requisite national and local material – so that they may teach in a manner that is best suited to their own desired styles and to the needs of the students and communities.The aim will be to provide such quality textbooks at the lowest possible cost- namely, the cost of production/printing – in order to remove the burdens of textbook prices of the students and on the education system. This may be accomplished by using high quality textbook materials developed by NCERT in conjunction with the SCERTs; additional textbook materials would be funded by public private partnerships and crowdsourcing that incentivise experts to write such at-cost-priced high-quality textbooks. States will prepare their own curricula (which may be based on the NCERT Curriculum Framework) and prepare textbooks (which may be based on the NCERT textbook materials) having state flavour. The availability of such textbooks in all regional languages must be top priority, so that all students have access to high quality learning.

NEP 4.8

Since we all are aware about shrinking of the curriculum content in each subject to its core, NCERT textbooks will be revised to contain only essential core material in each subject, keeping in mind a constructivist discovery based, analysis based, engaging and enjoyable style of learning.

Preparation of textbooks at the state level:

In order to have a national curriculum which is allowing local variations, (language must be considered) the SCERTs in each state will be encouraged to prepare textbooks that contain:

1. NCERT core material
2. Any NCERT supplementary material of interest to the state; and
3. Any other material and edits prepared by SCERT or local districts that add local relevance and flavour as needed or desired. The insight will still be to have textbooks that contain a far less content (compared to present content). Textbooks will be written in a more constructivist, analysis- based and enjoyable style giving importance to 21st century skills.

Thus, textbooks will aim to contain only correct, relevant material; when unproven hypothesis or guesses are included, it will be explicitly stated.

SCERT may simply adopt NCERT textbook material, if NCERT does not include certain materials relevant to the local context, will be added up by SCERT.

For example:

1. NCERT core material in music includes classical traditional songs, schools in Maharashtra state can include abhangas, lavani music and local music traditions.
2. If NCERT makes compulsory om chanting in schools, local schools can also include atharvashirsh chanting (may be during ganesh festival).

So, this also implies that with the new flexibility in the school curriculum, NCERT/SCERT textbooks and teaching -learning materials will be developed for additional subjects as well, e.g. computer science, Music, and literature. These textbooks will have amalgamation of national and Indian flavour, as well as local flavour wherever possible.

To achieve this innovative textbook development, in all states and in all regional languages, both public and private schemes will be developed to give incentives or prizes to authors for excellent content (basically textbooks), for given subjects, levels, and regional languages.

Such textbooks will be made available to teachers at lowest cost, i.e., at the cost of printing.

CONCLUSION

This new education policy will bring oneness among textbooks in all schools (CBSE).

Also, it will avoid too many private publications.

Nevertheless, NCERT and private publications can come together to bring about one, single publication (which will also be blend of core NCERT and regional, local touch and flavour).

Better engagement of the private sector.

This will play a critical role in educational transformation.

Also, various private publications can also come together with NCERT/SCERT to bring about the teaching-learning materials with a national and Indian flavour, as well as local flavour wherever desirable.

ACKNOWLEDGEMENT:

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FOUNDATIONL LITERACY AND NUMERACY IN PRE-PRIMARY FOR BETTER FUTURE OF REST OF THE POLICY

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Abstract

The vision of National Education Policy 2019 says 'The National Education Policy 2019 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.'

'Our highest priority must be to achieve universal foundational literacy and numeracy in primary school and beyond by 2025. The rest of the Policy will be largely irrelevant for such a large portion of our students if this most basic learning (reading, writing, and arithmetic at the foundational level) is not first achieved.'

As rightly mentioned in above lines from the Education policy draft of 2019, one of the unique feature of National Education Policy 2019 is emphasis on pre-primary education, which is foundation of all education.

This paper is an attempt to study previous provisions for preprimary education and the provisions made and suggestions given for universalization of Pre-Primary Education.

INTRODUCTION:

New National Education Policy 2019 gives prime importance to pre-primary education and care. The policy aims to universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025.

Following are the provisions made eventually after independence in the constitution and in education policies

Article 45 of the constitution provides provision of free and compulsory education –

"The state shall Endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children till theycomplete the age of fourteen."

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009,

which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Policy Initiatives for Pre-School Education in India Provision of early childhood care and education, especially for the most vulnerable and disadvantaged children, is one of the six Education for All (EFA) goals. Although there is no numerical target for reaching the target group within a fixed time-frame, governments have been urged to expand access, improve quality and ensure equity in Early Childhood Care and Education (ECCE) services. Like elsewhere, the importance of pre-primary schooling has long been recognized by educational policy and programmes in India and it has also been a constitutional commitment as a part of the directive principle of the constitution. The National policy on Education 1986 (GOI, 1986) and its Plan of Action, (GoI, 1992) have placed immense importance on pre-school education. However, it has not been considered a fundamental right, nor it is being fully managed by the educational departments at national or state level although it is partially supported by the ongoing flagship educational programmeSarvaSikshaAbhiyan (SSA) which includes a major component of ECCE. While the Ministry of Human Resource Development in India is responsible for elementary education, the Ministry of Women and Child Development deals with pre-primary education. The Government of India launched the Integrated Child Development Services (ICDS) scheme in 1975. The Department of Women and Child Development has been implementing the scheme which seeks to provide health care facilities, supplementary nutritional support and to improve children's communication and cognitive skills as a preparation for entry into primary school. Initially the programme started as a project in some states but presently it covers many rural and tribal areas along with some urban pockets targeting mainly underprivileged children. The SSA envisages providing preschool education

National Education Policy 2019 has taken forward the agenda of previous policy the discussion about it is as follows.

'In the decades since Independence, we have been preoccupied largely with issues of access and equity, and have unfortunately dropped the baton with regard to quality of education. The implementation of the two previous education policies is still incomplete. The unfinished agenda of the National Policy on Education 1986, Modified in 1992 (NPE 1986/92) is

appropriately dealt with in this Policy. A major development since the formulation of the NPE 1986/92 has been the establishment of Constitutional and legal underpinnings for achieving universal elementary education. The Constitution (Eighty-sixth Amendment) Act, 2002 that inserted Article 21-A in the Constitution of India Preamble 27 envisages free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right. The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) which came into force in April 2010, entitles every child of the age of six to fourteen years to the right to free and compulsory education in a neighborhood school till the completion of elementary education. However, despite progress in some aspects, a mind-numbing uniformity prevails in the education system today, one in which students are not nurtured for their individual potential, in complete antithesis to our ancient traditions. There have been many important developments since the formulation of the NPE 1986/92 that have made it imperative to formulate a new Policy at this time. The NPE 1986/92 was formulated just before the Internet revolution and, while recognizing the potential of technology, could not foresee the radical changes of the past few decades. Since then we have been almost fatally slow in the adoption of technology to improve the quality of education, as well as in using it to improve governance and planning and management of education. Young learners today belong to a generation that is born and raised in technology-rich environments. They will use technologies that haven't been invented so far and enter jobs that don't exist at present. Globalization and the demands of a knowledge economy and a knowledge society call for emphasis on the need for acquisition of new skills by learners on a regular basis, for them to 'learn how to learn' and become lifelong learners. The narrow time lag between the generation of new knowledge and its application, especially in the fields of science and technology, necessitate the periodic renewal of school and higher education curricula to maintain their relevance to the changing societal and personal needs of learners, and the emerging national development goals. The demographic dividend that India is fortunate to have is expected to last for only a little over 20 years. Therefore, it is essential that children and youth in the country are equipped with the knowledge, skills, attitudes and values as well as employable skills that would enable them to contribute to India's social, economic, and political transformation.'

EARLY CHILDHOOD EDUCATION AND CARE:

Taking above mentioned characteristics of present generation following provisions were made exclusively for quality early childhood care and Education

The main objective is 'Every child in the age range of 3-6 years has access to free, safe, high quality, developmentally appropriate care and education by 2025.'

A recent "Early Childhood Education Impact" study (2017) undertaken by Ambedkar University, Delhi, showed that a significant proportion of children in India who completed pre-primary education, public or private, did not have the needed school readiness competencies when they joined primary school.

Framework

The Policy therefore focuses on developing an excellent curricular and pedagogical framework for early childhood education by NCERT in accordance with the above guidelines, which would be delivered through a significantly expanded and strengthened system of early childhood educational institutions, consisting of Anganwadis, pre-primary schools/sections co-located with existing primary schools, and stand-alone pre-schools, all of which will employ workers/teachers specially trained in the curriculum and pedagogy of ECCE.

The Framework will consist of two parts:

a. The first part will be a framework of guidelines for 0-3 year olds - intended for parents as well as Anganwadi teachers/workers - for appropriate cognitive stimulation of infants and young children in this age range. The guidelines would include how to make simple low-cost learning aids (such as baby rattles using a plastic bottle and colorful hard candy; simple melodic and percussion instruments that can be hit with sticks; hats and boats made from folding newspaper; etc.); these could form craft exercises for children in Anganwadis, and also be distributed to parents in the community.

b. The second part will be an educational framework for 3-8 year olds (Foundational Stage) - intended for parents as well as for Anganwadis, preprimary schools, and Grades 1 and 2 - consisting of a flexible, multilevel, play-based, activity-based, and discovery-based system of learning that aims to teach young children alphabets, numbers, basic communication in the local language/mother tongue and other languages, colors, shapes, sounds, movement, games, elements of drawing, painting, music, and the local arts, as well as various socio-emotional

skills such as curiosity, patience, teamwork, cooperation, interaction, and empathy required for school-preparedness. The framework would also include suggestions regarding exercises, puzzles, coloring books, connect-the-dots drawings, stories, rhymes, songs, games, etc. that would help in developing children in the Foundational Stage in a holistic way.

Significant expansion and strengthening of facilities for early childhood education:

Universal access to quality early childhood education is perhaps the best investment that India can make for our children's and our nation's future. This can be done by:

- Strengthening and expansion of the Anganwadi system
- Co-locating Angawadis with primary schools
- Co-locating pre-schools with primary schools where possible
- Building stand-alone pre-schools

Access for children aged 3 - 8 years to a flexible, multifaceted, multilevel, play based and activity-based education is of utmost importance.

Design of learning-friendly environments: Anganwadis, pre-schools, and primary schools will all have high quality physical infrastructure that is conducive to learning. A committee of cognitive scientists, early childhood education experts, artists, and architects will be formed in each State (or locality) to design spaces, within the funding allocations, that are truly inviting and inspiring places to spend time and learn. The physical environments for early childhood education will be welcoming and stimulating, with accessible infrastructure, drinking water, and toilets; they will be safe, clean, and brightly lit. Classrooms will allow flexible seating arrangements; learning materials will be safe, stimulating, developmentally appropriate, low cost, and preferably created using environmentally-friendly and locally-sourced materials. While the teacher/educator will be involved in the selection and development of learning materials, children could also participate. Some examples of learning materials are picture cards, puzzles, dominoes, picture story books, blocks, simple musical instruments, number towers and rods, puppets, materials for arts and crafts, and coloring books. Posters, graphics, and art containing alphabets, words, numbers, shapes, colors, etc. will be placed on walls at the eye levels of children for high quality stimulation and engagement.

Professionalization of high quality educators for early childhood education: State Governments will prepare cadres of professionally qualified educators for early childhood

education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD). Current Anganwadi workers and educators handling the pre-school education component of the ICDS will be given the opportunity to participate in a 6-month special training programme to enable them to carry out effective early childhood teaching-learning practices.

Instituting an effective and quality regulatory system for ECCE: An effective quality regulation or accreditation system for ECCE will be instituted as recommended in the National ECCE Policy (2013). This regulatory system will cover all pre-school education - private, public, and philanthropic - in order to ensure compliance with essential quality standards. Early Childhood Care and Education the Foundation of Learning 53.

Generating demand from stakeholders for early childhood education: In order to generate demand for ECCE, all stakeholders, including policy makers, parents, teachers, and community members must be well-informed on how a young child's needs are so different from what formal education provides, and why fulfilling these needs is so important for a child's lifelong learning and development. Large-scale advocacy through public service messages and media campaigns, direct communication between pre-primary education programmes and parents, and wide-scale dissemination of simple methods and materials to enable parents to actively support their children's early learning needs will be prioritized and proactively supported.

Extension of the RTE Act to include early childhood education: Given the necessity and importance of developmentally-appropriate learning during a child's most critical phase of brain development, the availability of free and compulsory quality pre-primary education for all 3-6 year olds will be included as an integral part of the RTE Act (see P8.4.1). Here, by 'compulsory', it is meant that it will be obligatory for the public system to provide appropriate and quality educational infrastructure, facilities, and educators to all children in the age group 3-6 years, with a special emphasis on reaching the most socio-economically disadvantaged children through ECCE services.

FOUNDATIONAL LITERACY AND NUMERACY IN ECCE

The main objective of NEP 2019 is '‎By 2025, every student in Grade 5 and beyond has achieved foundational literacy and numeracy.'

Foundational literacy and numeracy means the ability to read and write, and to perform basic operations withnumbers, is a necessary foundation and indispensable prerequisite for allfuture school and lifelong learning.

But current education system has following learning crisis which hinders the education in India:

Major cause of the current learning crisis is a

Lack of school-preparedness,i.e., the background early childhood care and learning (including pre-literacyand pre-numeracy) that is required for a child to engage in more formal gradeschool education. The problem most acutely afflicts first-generation learners,and children who have not had access to pre-primary education; it hence affectslarge numbers of children from disadvantaged socio-economic backgrounds.

Schooling in the early years also lays **too little curricular emphasis onfoundational literacy and numeracy** and, in general, on the reading, writing,and speaking of languages and on mathematical ideas and thinking. Indeed,the curriculum in early grades moves very quickly towards rote learning andmore mechanical academic skills, while not giving foundational material itsproper due. The principle must be that: if students are given a solid foundationin reading, writing, speaking, counting, arithmetic, mathematical and logicalthinking, problem-solving, and in being creative, then all other future lifelonglearning will become that much easier, faster, more enjoyable, and moreindividualized; all curriculum and pedagogy in early grade school must bedesigned with this principle in mind.

Teacher capacity also plays a central role in the attainment of foundationalskills. Currently, few teachers have had the opportunity to be trained in amultilevel, play-based, student-centered style of learning that, according toextensive ECCE research (see P1.5), is so important for students in early gradeschool, particularly in Grades 1 and 2. Children naturally learn at differentlevels and paces during their early school years; however, because the currentsystem assumes from the very beginning a common level and pace forall, many students start to fall behind almost immediately.A further factor in the crisis in many areas relates to **Increased focus in school on foundational literacy and numeracy:**

Theschool and classroom curriculum and schedules for Grades 1-5 will be redesignedto focus on foundational literacy and numeracy, and to build a lovefor reading and mathematics among students. Illustratively, initiatives inthis direction would include:

a) Dedicated mathematics and reading hours every day for Grades 1, 2 and3, and an additional writing hour for Grades 4 and 5. The hours betweenbreakfast and lunch may be the most effective time periods for thesesubjects.

b) Designated "language weeks" and "mathematics weeks" during theschool year, where children will participate in a variety of activities andprojects around languages and mathematics.

c) Regular "language melas" and "mathematics melas", where children canparticipate and demonstrate their abilities in both of these subjects;this could become a community event involving parents, teachers,community members, and neighbouring schools.

d) Weekly language and mathematics-focused school assemblies;celebrations of writers' and mathematicians' anniversaries throughlanguage- and mathematics-related activities.

e) Activities around the library, such as story-telling, theatre,group reading, writing, and display of original writings and other art bychildren.

f) Weekly fun puzzle-solving sessions that naturally inculcate logical andmathematical thinking.

g) Regular activities that explore connections between "classroommathematics" and "real-life mathematics."

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POLICIES AND PROGRAMMERS ON ECCE IN INDIA

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> ### *Abstract*

The main focus is on ' reaching the unreached ' for ensuring complete coverage of education. Indian constitution directs the state to provide free and compulsory education for all children up to the age of 14 years. The present paper focuses and analyses various policies and programmes on ECCE in India and also tries to evaluate these.

Keywords: Early Childhood care and Education (ECCE) , Concept of ECE , Programmes and initiatives of ECCE.

Introduction :

The existence of the ECCE is found in India as a kindergarten and nurseries were first established in the nineteenth century on the basis of Frobel, Pestalozzi and Montessori models. The major distinction between " Kindergarten and Nursery " is that the previous is for educational purpose and the letter is to provide care. However, the development of ECCE was slow with some expansion occurring during world war - II.

The growing urbanization and increase in material employment outside the home emerged the issue of childcare which needs to be addressed. This finally laid the seeds for the introduction of the concept of organized preschool education.

Concept of ECCE :

There are various was to conceptualize ECCE. The 1991 report of the finding of the 1988 survey states that ECCE refers to programs intended to provide care and education for children from their birth until the age of Six or Seven years. It is organized by government ministries or agencies concerned with education, development, care and welfare of children upto 6 age.

In India , the notion of ECCE is also found its place in the policy framework of the national policy on Education - 1986 . In this document ECCE was defined as an integrated and holistic concept of care and education of children between 0 to 6 years from socially

disadvantaged groups. ECCE focuses only on pre - school education (e. g. - nurseries, kindergarten, preparatory school, pre- primary.)

In fact ECCE is divided into two stages - (I) service for children under age three are viewed as the responsibility of parents and policy. Where it exists. (II) services for children aged 3 to 6 are responsibility of education sector.

Policy framework :

There are several provisions in the constitution of India in terms of fundamental right and directive principle of state policy that has been used to promote ECCE services in the country. After passing the Right to Education Act (RTE - 2009) by the government, which made elementary education a fundamental right .

1. National Nutrition Policy - 1993

2. National Policy on Empowerment of Women - 2001

3. National Plan of Action For Children - 2005

4. National Curriculum Framework - 2005

5. Convention on Right of the Child - 1992

6. RTE - 2009

7. Integrated Child Development Services (ICDS) - 1975

8. UNESCO - 2006

9. Balwadi and Anganwadi

Programmes and Initiatives of ECCE :

The history of ECCE in India dates back to the 1980. When kindergartens were first started in the country. In India has been found in the latter half of the nineteenth century. When Gujubhai Badeka and Tarbai Modak among others became the pioneers of this movement in the country.

- ❖ Learning - Quality and Equity
- ❖ There is no Detention policy of RTE , Which includes assessment but excludes the pass - fail binary.
- ❖ Integrated child Development Programme (ICDS)
- ❖ ECCE under DPEP (District Primary Education Programme)
- ❖ SSA (Serva Shiksha Abhiyan)

Conclusion :

All Innovative initiatives , including policies and programmes have demonstrated some good practices in ECCE especially through strengthening co- ordination with the all programmes of education .

ECCE activities renamed scattered , concentrated in schools . It is also found that the factors leading to the neglect of ECCE developments include historical and cultural realities. However, the Government of India NPE- 2019 has continuously been renewing its commitment to making the programme universally available in order to achieve equality of opportunity for all Indian children.

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ANCIENT TO MODERN TEACHER TRAINING TO TEACHER EDUCATION OF INDIA WITH RESPECT TO NEW EDUCATION POLICY 2019

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Abstract

The advent of a broader concept of education including within its fold the total personality of the teacher - pupil and aiming at his/ her all-round development, the functions and responsibilities of the teacher have increased with the time. In the broader sense 'teacher education' refers to the total of educative experience which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institute for the announced purpose of preparing persons for teaching and other educational service and for contributing to their growth in competency for such service.The nature of education is what economists call a 'quasi-public good'. In otherwords, the benefits of education accrue not only to the individuals who are educated, but more broadly to society as a whole. There is shift from teacher training to teacher education with the time to time change in the societal demand and globalization.

Keywords: *Teacher Training / Education, New Education Policy 2019, Commissions of the Education system in India*

1.   Introduction:

Indian education system has prolonged history from the ancient, medieval till towards the modern period and also has heritage of the different educational commissions of pre independent era to post independence era with the New education policy 2019.

So India has History of the Teacher Training / Education

When we think why education has very important place in the world that depict the following lines

At the entrance gate of a university in South Africa the following message was posted for contemplation:

"Destroying any nation does not require the use of atomic bombs or the use of long range missiles. It only requires lowering the quality of education and allowing cheating in the examinations by the students."

Patients die at the hands of such doctors.

Buildings collapse at the hands of such engineers.

Money is lost at the hands of such economists & accountants.

Humanity dies at the hands of such religious scholars.

Justice is lost at the hands of such judges.

The collapse of education is the collapse of the nation."*

By -   Omobolaji Gaji

2.   Teacher Education

Teacher education' refers to the total of educative experience which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institute for the announced purpose of preparing persons for teaching and other educational service and for contributing to their growth in competency for such service. Such teacher education programmes are offered in teacher's colleges and normal schools and in colleges and universities. (Good, 1952)

3.   Ancient Education system

3.1 Vedic period

The period of the Gurukul education system was B.C. 5000 years. This was the period also known as vedic era and in this period 10-12 years primary education was given then after the next education was given in the educational center. Such as Takshshila University and its subject taught in Sanskruit language

Arts & Literature – All vedas , Philosophy, Grammar, Astrology

Science & Vocational Education- Ayurveda, vocational education and war techniques

The king of the state or guru tests the candidate and appoints the teacher (Guru) for the teaching profession in the ashram or in the kingdom.

3.2   Buddhist period

The period of the near about B.C. 600 century, the language was used Pali. The subjects were philosophy, grammar, music, professional development. The educational centers were Nalanda, Vallabhi, Vikramshila University.

For the teaching profession the candidate must be possessed all subject knowledge and devoted to the whole life in teaching, lived in Monk, or in viharas

4   Educations in India during Medieval Period

This period was 1206 to 1526 century; the language was Pharsi, Urdu. The Muslim kings impact found on that education system like Muktab, Mdarasa. More focus on religious education and other subjects like arithmetic, grammar, vocational education. All rights of the appointof the teacher had king and the authority with theMoulvi, scholarly person who has knowledge of the education.

5   Modern period

European missionaries took lead by starting schools first and teacher training institutions later. The Danish Mission under the inspiring leadership of Zienbalg and his colleagues opened an institution for the training of teachers at Tranquebar in 1716, and opened two charity schools in 1717, one for the Portuguese and the other for Tamil children.

Mr. Campbell, Collector of Bellary, in his minute dated 17th August 1823, commended this system. Such schools for training **teachers were established earlier in Calcutta and Bombay.**In 1829 the Native Education Society of Bombay started a training class for primary teachers. In 1847, Bombay started a normal school in the Elphinstone Institution, and in 1849, Calcutta too had a normal school. Normal schools were also started in Poona. Agra, Meerut and Benarasbetween 1850-1857. Mass education gained momentum with the recommendations **of Wood's Despatch, 1854.**

Indian Education Commission of 1882 was appointed by Hunter. **The Hunter Commission, known** as the Indian Education Commission, It laid at rest some of the controversies on the teacher training programme, and recommended the establishment of normal schools, whether government or aided, to provide for the local requirements of all primary schools.

In 1886, the Madras Normal School was raised to the status of a college and was affiliated to the Madras University. It was removed to Saidapet in 1887. A training college was established at Rajahmundry in 1894. **It then consisted of the Licentiate course (L.T.).**

A secondary training college was found in Bombay in 1906 and prepared secondary teachers for its own diploma known as **the Secondary Teachers Certificate Diploma (S.T.C.D)** until

it was affiliated to the University of Bombay in 1922, for teaching courses leading to the B.T. Degree.

In 1917, The recommendations of the Saddler Commission had a salutary effect on the teacher-training programme in India. The Hartog Committee further carried on the work initiated by the Saddler Commission.

Working on the recommendations of the **Saddler Commission**, 13 out of 18 Universities set up faculties of education. The Lady Irwin College was established in New Delhi. Andhra University started a **new Degree the B.Ed, in 1932. Bombay launched a post-graduate degree the M.Ed, in 1936.**

In **1935, the Central Advisory Board of Education (CABE)** was revised.

Mahatma Gandhi started basic Education in 1937, leading to the training of teachers for basic schools.

In 1941, the VidyaBhawan Teacher's College was started in Rajasthan and the Tilak College of Education in Poona. Bombay,which took the lead in starting a Doctorate Degree in Education the same year.

In 1948, the Central Institute of Education was established in Delhi, and the Government Training College at Allahabad was developed into the Central Pedagogical Institute.

The University Education Commission (1948-49)

After independence the University Education Commission was constituted under the Chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. The Commission observed that there was no difference in the theory courses offered in the various teacher-training colleges, but much difference was observed in the practices followed.

The Secondary Education Commission (1952-53)

One of the important events of the decade was the Report of the Secondary Education Commission. It analysed the problems of teachers and the training programme in great depth.

It found that two types of teacher training institutions existed: (a) Primary (Basic) Teacher Training (b) Secondary Teacher Training Institutions.

The Indian Education Commission (1964-66)

In 1964 an Educational Commission was set up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advise on the educational development.

An M.A. degree in education has been introduced in some universities such as Aligarh, Kurukshetra, Kanpur, and some others. Some universities have introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some States have set up State Boards of Teacher Education.

The National Policy on Education (1968)

Incorporating the recommendations of Kothari Commission, the Indian Parliament adapted the National Policy on Education in 1967. The NPE 1968 included the following suggestions as far as education of teachers is concerned.

1. More focus on research

2. Quality education

The National Policy on Education (1986)

The Government of India announced a New Educational Policy in 1985. Accordingly National Policy on Education was produced in the year 1986. It made the following recommendations on Teacher Education.

1. The new knowledge, skills and favourable attitudes should be developed among teachers to meet the present needs.

2. Orientation of teachers should be a continuous process of teacher education.

3. Like SCERT at State level, the district level body may be established and it may be called as the District Institute of Education and Training (DIET).

The setting up of the **N.C.E.R.T on 1**[st] **September 1961** is an outstanding land-mark in the history of education in the post-independence period. Several institute and bureaus working under the Ministry of Education were merged in to it. There were the Central Institute of Education, Central Bureau of Text-Book Research, Central Bureau of Educational and Vocational Guidance and National Institute of Basic Education.

Presently, it comprises the National Institute of Education, New Delhi, four Regional Colleges of Education, one each at Ajmer, Bhopal, Bhubaneshwar and Mysore, and Field Advisors units in State capitals or main educational centres of various states.

The Ministry of Education, Government of India, established in **May 1973, the National Council for Teacher Education, usually termed as the NCTE**, for maintaining the standards in teacher education in the country.

The unfinished agenda of the National Policy on Education 1986, **Modified in 1992 (NPE 1986/92)** is appropriately dealt with in this Policy. A major development since the formulation of the NPE 1986/92 has been the establishment of Constitutional and legal underpinnings

for achieving universal elementary education. The Constitution (Eighty-sixth Amendment) Act, 2002 that inserted Article 21-A in the Constitution of India envisages free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right. The Right of Children to **Free and Compulsory Education Act, 2009 (RTE Act)** which came into force in April 2010, entitles every child of the age of six to fourteen years to the right to free and compulsory education in a neighbourhood school till the completion of elementary education.

The direction of the global education development agenda is reflected in the sustainable development **goal 4 (SDG4) of the 2030** Agenda for Sustainable Development. SDG4 seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.

Concept of Teacher in NEP 2019

Ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well equipped teachers.

Teacher education

Teacher education requires multidisciplinary inputs and a marriageof high-quality content with pedagogy that can only be truly attained if teacher preparation is conducted within composite institutions offering multidisciplinary academic programmes and environments. As a consequence, programmes of teacher preparation at all levels must be conducted within large multidisciplinary universities or colleges in order to be maximally effective. Teacher education in multidisciplinary colleges or universities would ensure that teacher education benefits from interaction with other areas of higher education, and that student-teachers develop in liberal spaces with access to a full range of academic resources, including libraries, internet, and extra-curricular activities. Teachers-in-training would thereby be able

to interact with peers from other disciplines and be taught by faculty in allied disciplines of education such as psychology, child development, and social sciences - making them that much stronger as teachers when they graduate. Multidisciplinary settings will also ensure that the disciplinary components of integrated programmes will be offered by experts from the relevant departments. In terms of areas for further reform within the education component of the B.Ed. programme, multilevel, discussion-based, and constructivist learning, and a concentration on foundational literacy/numeracy, inclusive pedagogy and evaluation, knowledge of India and its traditions, and the development in students of 21st century skills such as problem-solving, critical and creative thinking, ethical and moral reasoning, and communication and discussion abilities, are among the key areas of the curriculum for teacher preparation that will be reformed and revitalised.

National Education Policy 2019

Ensuring that university B.Ed. programmesare affiliated with a variety of nearby schools at various levels - in which potential teachers may student teach in order to hone the above skills and obtain practical teaching experience - will complete the well-rounded education and training of B.Ed. candidates that will be needed to produce outstanding teachers. While such four-year Integrated B.Ed. programmes are being developed at multidisciplinary universities, every effort will be made to shut down the practice of corrupt and substandard teacher education institutions that sell degrees with little actual education; the purpose of this important initiative will be to bring, as quickly as possible, the needed integrity and thus quality into the teacher education system. By 2030, the goal will be to have all B.Ed. programmes moved into multidisciplinary colleges universities. The actions that will be required in the higher education system for this shift of teacher education will be described in more detail in below are described the basic changes in the approach for teacher education that will be adopted in order to ensure passionate, motivated, well-qualified, and holistically well-trained teachers in our schools.

Teacher education for all levels willtake place within the university / higher education system as a stage-specific, 4-year integrated Bachelor of Education (B.Ed.) programme that combines highqualitycontent, pedagogy, and practical training.

Moving teacher education into the University system; the four-year integrated B.Ed. programme:

Teacher education for all levels - Foundational, Preparatory, Middle, and Secondary - will take place within the university/higher education system as a stage-specific, four-year integrated B.Ed. programme, combining content, pedagogy, and practical training. The four-year integrated B.Ed. programme of pre-service teacher preparation for different tracks will be offered at the university level as a dual-degree (in education together with any desired specialised subject) undergraduate programme of study, and will thus include both disciplinary as well as teacher preparation courses. Every B.Ed. programme will be affiliated with 10-15 local schools where studentteacheinternships would take place. Each student in a B.Ed. programme will go through a period of student teaching at one of these schools where she/ he would be placed with a mentoring teacher - first observing the mentor's class, then teaching students in the mentor's classroom with feedback from the mentor, and also carrying out remedial work or other teaching-related tasks under the mentor's guidance. The different tracks that teachers will be prepared for in a B.Ed. programmewill include:

a. Foundational and Preparatory school generalist teachers;

b. Subject teachers for Middle and Secondary school;

c. Special education teachers;

d. Art teachers (including visual and performing arts);

e. Teachers for vocational education; and

f. Physical education teachers. The four-year degree will be on par with other undergraduate degrees and students with a four-year integrated B.Ed. will be eligible to move on to a Master's degree programme in either the disciplinary stream or the pedagogic stream.

The two-year B.Ed. programme for lateral entry into teaching:

The twoyearB.Ed. degree will be offered to Bachelor's degree holders in various disciplines for the preparation of teachers for various levels of schooling, e.g. as subject teachers for Middle and Secondary education, and will again include a strong practical training component in schools. Offering a two year B.Ed. programme, in addition to the four-year integrated B.Ed., will enable entry into the profession of teaching for people who are at later stages in their careers, and will help to attract diverse talent into the profession.

The two-year programme will continue to be offered at institutions such as Colleges of Teacher Education (CTEs), Regional Institutes of Education (RIEs), and other locations till such time as the four-year degree is seeded at universities, and begins graduating an adequate number of teachers. Beyond that, the two-year degree will be retained only at multidisciplinary institutions offering the four-year integrated B.Ed. programme. For those students who have obtained a four-year liberal Bachelor's degree, or for persons with other outstanding specialised qualifications to become a subject teacher (such as a Master's degree in the specialised subject), the two-year B.Ed. programme could be replaced by a suitably structured special B.Ed. programme of slightly shorter duration, as determined by the same multidisciplinary institutions offering the four-year integrated and two-year B.Ed. programmes.

Specialised instructors for specialised subjects:

In the case of certain specialised subjects or expertise of a local nature - including but not limited to local traditional art, music, vocational crafts, language, poetry, literature, or business - a well-respected local expert may be hired as a "SpecialisedInstructor" to teach in a school or a school complex, after a short, say, 10- day orientation programme offered by the school complex itself. The will National Education Policy 2019help to easily introduce local arts, languages, crafts, etc. into the curriculum, support the local arts, and will also encourage prominent persons from the community to come share their knowledge with students and inspire them.

Closing down substandard standalone teacher education institutions:

The process of reviewing the performance of teacher education institutions, and closing down the corrupt or substandard ones will be immediately initiated through mandatory accreditation of all TEIs as multidisciplinary HEIs within the next 3-5 years. A sound legal strategy to weed out poorly performing programmes and shutting them down will be put in place by the RashtriyaShikshaAayog (RSA) in collaboration with the National Higher Education Regulatory Authority (NHERA). Promoters of such institutions will be free to put their infrastructure to other productive uses, such as for vocational education. See also .

Pedagogical aspects of the four-year integrated B.Ed. programme:

In addition to multidisciplinary knowledge, and specialised subject content as chosen by the student, the pedagogical aspects of the four-year integrated B.Ed. programmewill consist of integrated theory and practice. Teachers-in-training will learn about learning-centred and collaborative learning strategies and they will be taught techniques to simultaneously teach students at multiple levels. Their courses will include diversity training - regarding how to enable underserved groups to thrive - ranging from women to socio-economically disadvantaged

to differently-abled students. Trainees will use these teaching methods during their practice teaching so that they gain experience in their respective classes.Projects, rubrics, portfolios, concept maps, and mock classroom observationswill replace or significantly supplement written tests, so that continuous assessment of higher order objectives will become the norm.

Specialist teachers: There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for various subjects

Conclusion:

The vision of India's new education system has accordingly been crafted to ensure that it touches the life of each and every citizen, consistent with their ability to contribute to many growing developmental imperatives of this country on the one hand, and towards creating a just and equitable society on the other. We have proposed the revision and revamping of all aspects of the education structure, its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education.

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TEACHER EDUCATION- AN EXTENSIVE CONCERN

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Abstract

Teacher Education provides a platform to student-teachers to acquire the required knowledge, skill and develop positive attitude, values and beliefs. And the quality of teacher produced in any institution invariably depends on the provision of their training programme, steps taken for the development of teacher education. The study recommended that the government should focus on the supply of quality teachers who will be able to teach and equip our children with the opportunities they need to optimize their potentials and contribute to the growth and development of the society and humanity.

Keywords: Teacher Education, Teacher Quality

Introduction:

The major significance of the teacher education is focused on the training of the teachers with the main purpose of achieving academic outcomes. So to complete their duties they have to enhance their skills and abilities. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills would effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage. Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft

skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development. Teacher is regarded as a most important element in the educational field.

Objectives of the work:

1. To study quality concern about Teacher Education
2. To know more about the plan of development.

Concept of Teacher Education:

Teachers hold the key to meaningful education which is vital to nation building. Teachers serve as catalysts for the intellectual, socio-economic, scientific, technological, cultural, growth and development of any society. There is a high demand of quality and quantity teachers in the nation's school system. It is generally known that many schools do not have the required number of quality and qualified teachers.

Teacher Quality Education requires teachers of high quality. Research has shown that a highly skilled and professional teaching force does, and will continue, to make a difference. Teachers' knowledge, an intended outcome of pre-service training, is strongly and consistently related to student performance. As a result, teachers are the main medium through which students learn, especially during the foundation years. Making school an important functional locus of efforts for improving quality requires that teachers use their professional attitudes, energy, and motivation in combination with teaching skills in creating quality learning. Teacher quality is the most important school – related factor influencing student's achievement. student

Need of Teacher Education:

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

Scope of Teacher Education :

The scope of teacher education can be understood in the following ways;

- Teacher education at different levels of education
- Triangular basis of teacher education
- Aspects of teacher education Teacher

Education at different levels of Education : Teacher education reaches teachers at all levels of education, namely Preprimary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions.

Triangular Basis of Teacher education : Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education.

Aspects of Teacher Education : Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

Quality of Teacher Education:

There is a need to increase research that documents practices reflectively and analytically- whether it is of programs or of individual classrooms – so that it can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research. In addition there is a need to innovate with

different models of teacher education. Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence. Hence in the present scenario a lot of impetus has been given to research. Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

Plan of development:

The content of the curricula should take account of the 21st century classroom. Teachers should be trained on the state-of-the-art hard and soft ware that will become common in the 21st century classroom. Training in technology should encompass telecommunications, satellite access, networking, the internet, videoconferencing and digital components as well as optical technology. These technologies will permit the 21st century teacher in the 21st century classroom feel comfortable and teach effectively and efficiently. Another scenario is the changing pattern of world employment. There are so many professions in our modern world and this will multiply in the 21st century. The new directions in teacher education and training should take cognizance of this so that teachers are prepared to play multiple roles and take their rightful positions in the teaching-learning environment to face these challenges confidently. We can only improve the quality of education worldwide for our students if we provide our teachers with the required skills, knowledge and experiences. One which deserves mention is the ability of the 21st century teacher to control disruptive behaviour of students in the classroom which makes it impossible for the teacher to work efficiently and effectively and even in some instances puts the security of both students and teachers at risk. Problems of such nature may multiply in magnitude in schools in the 21st century and for this reason, teacher education and training institutions should equip teachers with knowledge and skills in management to be able to address such problems effectively and efficiently.

Create written and other supportive materials that can reach all concerned teachers. Provide printed, audio-visual, and online guidance to support teachers quickly and on a

continuing basis. Actions may include the following: Insert background information and prompts for teachers within textbooks and other teaching and learning materials Prepare teacher guides and information packs, and make them available in hard and soft copy. Create a website with regular updates and links to content which can be downloaded without charge, including files that can be accessed for free using mobile phones. Encourage teachers to use smart phones or camcorders to create and share brief videos demonstrating the use of teacher prompts and other discussion starters. Make use of other networking opportunities, including social media such as a dedicated Facebook page, Twitter account, or Instagram, as appropriate. Include teacher prompts (guidance, questions for discussion, and other suggestions) in textbooks. Teachers need specialized skills to help their students cultivate empathy and respect for others, responsible citizenship, preparedness for disasters, and resilience in the face of hardship. One requirement is that they are able to stimulate genuine discussion among the students regarding their personal thinking and feelings on a topic. As noted in Booklet 6, including prompts (guidance, questions for discussion, and suggestions) in textbooks is a reliable way to help teachers to facilitate such discussion. Prompts in textbooks and other education materials can be especially helpful for behavioural and values content. They can help teachers who are unfamiliar with the new subject matter to see which points to emphasize. Encourage teachers who are unfamiliar with facilitating class discussion to ask students to share their personal views.

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A STUDY ON TEACHER QUALIFICATIONS & TEACHING QUALITY

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Abstract

A study on prolonged public disagreement & heated discussions regarding impact of Teacher's Qualifications on Teacher's Teaching Quality. Researches proved that teachers are the most vital support to design the lifeline of student's careers, yet there are few complexities to draft the simplicity of features of an effective teacher. The first part of the research contains a detailed analysis of the required qualifications for being a teaching staff and why and how the UGC has made some certificates and degrees obligatory for being a teaching staff. It synthesizes the changes made on the teaching staff's professional development and issues around the themes. The review focuses on to check whether the various policies adopted by regulatory bodies for teacher education, hiring, licensing would really make any impact on qualification capacity that teachers carry. This paper works on the measures of quality teaching such as experience, practical exposure, etc. The paper concludes by remarking various loopholes and their explications; it concludes that the effectiveness of the profession has been degraded due to various amendments and changes brought in to the teaching.

Introduction

Teaching is often deemed an easy-enough job. The common judgment is that you need to know your subject, understand the lesson plan, and make it interesting for kids. This is simply not enough. One requires a blend of essential attributes like patience, confidence, liking for and an understanding of children/ students to pursue a **teaching profession**. Teachers must also have the capacity to adapt with ease, be friendly and helpful, possess the skill to interact well, to initiate a desire in their students' minds even in the case of most tedious subjects

An important question constantly faced by governments across the world is how they should increase the quality of their teaching force. One way to increase teacher quality is through a teacher certification program to guarantee that teachers have satisfactory competencies required for teaching. Indeed, skilled teachers then should be rewarded with a proper raise in salary. The likely effect of a certification program that is accompanied by an increase in salary for in-service teachers is enigmatic. There are a number of possibly opposing effects. On the positive side, paying teachers more will likely develop student learning by guiding teachers' effort as suggested by efficiency wage theory (Shapiro and Stiglitz 1984) and

increasing teacher recognition (Hendricks 2014). In addition to that, as accredited teachers must have at minimum a bachelor's degree and have to pass the overall certification process which may mean a higher human capital, students mirrored to certified teachers thus potentially have better performances. The likely effect of a certification program that is followed by an increase in salary for in-service teachers is ambiguous.

Effects of reservation on Indian teaching degradation

The Indian Education system which consisted of the Gurukul Style of education was appreciated globally and was considered the best in the world. But if we relate that old system of education to the modern standards of the education system in India, it can easily be concluded that the quality of education in India has deteriorated significantly. a lot of students in the general category don't get the same opportunity. Sometimes, it may cause a loss of incredible talent. On the other hand, some of the students who get all sorts of facilities because of this reservation don't become able to contend with the global standard. A student can do higher studies because of the quota system whereas another student doesn't get that opportunity for the same reason. Therefore, by this reservation system, one part of the society becomes well educated whereas another part becomes exploited.

An overview of the teacher's qualifications.

Teaching is a great career or volunteering option, especially in a country like India where education is the basic necessity for growth and modernization. The demand is high for qualified instructors at all levels. The teaching profession is a highly-specialized field and requires comprehensive training to gain expertise in the field. For some reason, teaching is considered simple and easy to do. There are some myths and incorrect generalizations that exist about the teaching career.

It is commonly believed that anyone can teach, provided he has some knowledge for the subject. Nothing could be farther from the truth. Knowledge is just one thing that a teacher should have among other things.

Requirements of teachers qualification in India at various levels:-

1. Primary:- To teach primary school, one will need a minimum of a Diploma (D.Ted.).The D.Ted. programs are generally two years. To enter a D.Ted., one needs to have passed the 12th standard (graduated from senior secondary school) with the minimum qualification.

2. Secondary:- To teach secondary school, you'll need a minimum of a Bachelor's (B.Ed.). A Master's (M.Ed.) is usually only required for specialized subjects or promotions. B.Ed and M.Ed. programs are usually one year. One is required to have a Bachelor's of Arts or Sciences (B.A. or B.S.) to enroll in a B.Ed. course. Having a B.Ed. is a prerequisite for getting an M.Ed.

Along with these, Teacher recruitment in India at the primary and secondary levels is tied to state and national eligibility testing. You must pass the Central Teacher Eligibility Test (CTET) to qualify to teach in a government-owned school and some private institutions. The National Council for Teacher Education (NCTE) offers preparatory curriculums for the exam and determines the minimum eligibility requirements for each year

1. Higher education:- India's University Grants Commission sets guidance for higher education, including essential eligibility for university professors. Incoming assistant professors will need at least a Master's Degree or equivalent in a relevant subject from an accredited Indian or foreign university. Your application will be stronger if you have a Doctoral Degree+. One is not able to advance through promotion from an assistant to an associate professor without getting a Ph.D. Besides having a degree, one will need to submit transcripts that prove your marks or grades are above average. Indian universities will judge one's record according to the evaluation standards set by your degree-granting university. will need to pass a qualifying exam in order to teach at an Indian university. One can either take the University Grants Commission's National Eligibility Test (NET) or one of the UGC's approved equivalent exams, such as the SLET/SET (the State Eligibility Test for the relevant region in which the university is located).

Problems in Indian teaching qualifications

The great development of teacher education institutions during the last decade reflects the teacher education scenario of today. An increase in the no. of schools and enrolment as a result of countrywide primary education programs like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for the teachers. This produced a great demand and increase of teacher education institutions but the quality parameters were neglected in the process. As a result, poor quality, lack of responsibility, and lack of desired qualities and dedication are seen among the newly produced protegé teachers.

1. Poor Integration of skills:-   Certain skills as life skills, techno-pedagogic skills, info-savvy skills, emotional skills, human developmental skills, and spiritual skills need to be blended into the teacher education programs. There should be a concurrent focus on creative thinking, critical thinking, self, and social management skills. The present teacher education system of the country fails to blend these skills within learners.

2. Small-time period for teacher's training In India:-   This period is one year after graduation and finally the effective 6 to 7 working months in a session was less than needed to develop a healthy attitude, values, and multidirectional interest. To surmount this problem, NCTE has extended this period to 2 years from 2015. There are some positive and negative impacts of this step but the final result has to come yet. But controversies are still there. A recent survey (possible rollback) of NCTE by inviting suggestions about the duration, before the completion of the first batch, is a strange and unusual step.

3. The problem of selection:- Selection process for teacher education programs includes some defects which result in deterioration of the quality of teachers. Better selection processes and the use of an appropriate method are needed to improve the quality of proposed teachers and in turn their training. Including steps like the test of General Knowledge, school subjects, language, intelligence, aptitude, interest, and attitude by suitable methods coupled with an interview of candidates will be a good move.

4. Incomplete competency development of teachers:- The present training program does not provide proper opportunities for protegé teachers to develop their competency as these training programs are not well concerned with the actual problems of schools. So a close link between the routine work of a school teacher and the program of teacher training college is a must. The suggestion of increasing the internship period of school is a good step in the direction.

5. Improper and inadequate practice teaching:- Generally practice teaching is not taken seriously and professionally by protegé teachers, particularly in many private teacher training institutes and there is a lack of sense of duty, and they remain irresponsible, aimless, and indifferent to children, which are hurdles in the development of pedagogical skills.

6. Inappropriate methods of teaching:- In India teacher instructors are neutral towards adopting innovative methods and experimentation in their teaching. Their familiarity with modern class-room technologies and effective ICT techniques is poor.

7. Incomplete supervision and feedback:- The supervision coupled with proper feedback is useful for improving the practice teaching and instructional activity of the pupil teachers. Feedback and support help them in developing the confidence to face the classroom. Guidance for planning lessons, learning to organize contents, and developing other classroom skills are its parts but in reality, the lesson plans are checked superficially and no meaningful discussion is made by the subject method masters.

8. A mismatch in demand and supply:- Teacher education has become supply-driven, instead of demand-driven. The state education departments have no plans and accurate data for the proper superintendence of their institutions. There is a sizable gap between the demand and supply of teachers. This has created the problems of unemployment and underemployment.

9. Insufficient co-curricular activities:- In present courses mostly the focus is on completing the syllabus and no place is there for well planned co-curricular activities like NCC, NSS, educational visits, etc., particularly in private institutions.

10. Lack of feedback system- A perfect feedback system from institutions, staff, faculty, and stakeholders regarding courses and implementation is required at every stage of change and planning. The recently 2-year curriculum of B. Ed. is started by NCTE countrywide, which was recommended time and again in various policy papers and reports. Surprisingly even before completion of the first batch and outcome of results, NCTE has invited suggestions about the duration of course as 1 year or 2 years, which may be a probable rollback. Good planning coupled with proper feedback is required for these types of steps

Solutions to overcome the challenges

1. Encouragement to quality research teacher education European Commission rightly stated that "Developing reflective and critical competencies are key objectives for teachers who need to adapt to an evolving curriculum and to changing techniques and social environments. These are key to new education practices where creativity and

innovation are combined with the objective analysis of rigor and assessment of outcomes, i.e. the intended qualities of training through research." Teachers and teacher educators need to be equipped with inquiry-oriented practice. Research develops the capacity, motivation, confidence, and opportunity in teachers

2. Improving the quality of teacher instructors and engaging Quality teachers and improving their quality with continuing education efforts is needed in the present scenario. According to the European Commission "Teacher educators are crucial players for maintaining - and improving – the high quality of the teaching workforce. They can have a significant impact on the quality of teaching and learning in our schools." Teacher educators must be experienced and well qualified with language proficiency. A teacher needs to be a lifelong learner, similarly, teacher educator needs to be lifelong learners. Teacher educator"s lifelong learning can be facilitated by continuously updating their knowledge and utilizing the newly acquired knowledge in improving skills of imparting training, Professional development courses, refresher courses, short term courses, and faculty development programs, workshops, seminars, and conferences are useful for this purpose. MOOCs courses and some other online learning courses are other options

3. Including some innovative steps- Some innovative steps in teacher education include- Master of Education technology (computer applications) program by SNDT University Mumbai, M. Tech. (Education technology) the course of Kurukshetra University, the establishment of University of teacher education Chennai (2008), Early faculty induction program by QIP- All India Council for Technical Education, IGNOU Institute of professional competence advancement of teachers (IIPCAT 2009), Indian Institute of teacher education, (Gujarat bill 4, 2010).

4. Proper monitoring of private institutions- National Knowledge Commission has suggested that- „Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students, and provisions of good infrastructure, etc. and Institutions working should be examined from time to time and strict action should be taken if they fail to come up to expected level." It is required to stop these types of institutes to become degree producing factories, on the other hand, regulate the smooth operating of government and other institutions.

5. Development and enrichment of life skills:- Teacher education programs should enable the teachers to develop life skills among pupil teachers. Life skills are essential for personal development and growth of learners. These skills enable man to deal with life‟s difficulties and adversities more effectively. These skills include (a) Thinking Skills (b) Self Awareness, Problem Solving, Creative Thinking, Decision making and Critical thinking (b) Social Skills – Interpersonal relations, effective communication and empathy (c) Emotional Skills – Stress Management.

Conclusion

Strategies for developing high-quality teachers vary from one nation to another. Efforts get boosted when a nation assures entry of talented individuals to the teaching profession. Quality teachers are the key factor for sustainable global development and their training, recruitment, retention, status and working conditions are among global preferences today. In fact, teachers are the single most prominent and powerful force for equity, access, and quality in education. Recent national policy pointers like the National program Framework 2005, NCF for Teacher Education 2009, and Right to Education Act 2009 featured on remodeling India‟s elementary and educational activity system. Since no education system can improve without the quality of its teachers, rigorous efforts will be needed to bring substantial reforms. In recent years, it is seen that large no. of prospective teachers appearing for the central/ state teacher eligibility test (CTET/ State TET) fail to express even the most basic knowledge base expected from a teacher, it shows that there are some basic problems with the system which should be taken care of. If, we make a Google search for "problems of teacher education" it provides 1,30,00,000 results in 0.48 seconds showing that the importance of the topic worldwide As demand for teachers has increased in recent years and led to an explosion in the number of Teacher Education Institutions and courses at various levels, this has not been coupled with a reform in infrastructure, faculty expertise, learning resources or quality at policy and practical levels. To fill this gap we have to do a lot and the central government, statutory bodies like NCTE, UGC, NCERT, NUEPA, Institutes of Advanced Studies in Education (IASEs) of the Universities, Central Universities, premier institutions of education and policy planners with other stakeholders have to play a major role in this process of reform..

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ENVISIONING THE KALEIDOSCOPE OF FUTURE EDUCATION

Usha Ramesh (Pg. 49-56)

Abstract

The economic success of a state is directly determined by their education system. India has the third largest education system in the world after USA and China. Post-independence, India has been progressing slowly in the field of higher education. The intent of this paper is to talk about higher education and quality concerns in India via the terms of the new education policy 2019. India has been trying to reform its higher education for more than half a century but it has not created any significant change. While the colleges and universities have expanded to serve the aspirations of the middle class, the infrastructures, the opportunities for research is minimal. While the Indian Institute of Technology and Indian Institute of Management provide quality education post-secondary, the 821 universities (Central, State, Deemed & Private Universities) which serve more than 40 lakh students suffers from deteriorating standards, unrest and inadequate resources. Even within the traditional universities and colleges, some interesting reforms in curriculum have been successful in limited areas. This research paper will try to analyse the problems in Indian higher education system along with the initiatives launched by the government and try to build a case for change in higher education system in India.
While there have many challenges, there are also an equal number of opportunities available to make the current system into a much better system that will serve the students.

Indian Higher Education System

Introduction

Higher education means different things to different people. If we talk about higher education in terms of level, it means to gain higher educational qualification by the teaching-learning process in the higher educational institutes such as colleges and universities. Moreover, higher education imparts knowledge, develops the student's ability and also give him/her a wider perspective of the world around. Higher education becomes input to the growth and development of industry and also seen as an opportunity to participate in the development process of the individual through a flexible education mode.

Early Years

The foundation of modern higher education in India was laid by the British colonial regime in the mid-19th century.The first three universities in India were established at Bombay (now Mumbai), Calcutta (now Kolkata) and Madras (now Chennai) in 1857.(Jayaram, 2006)

Post 1980s

As a lasting imprint of the British legacy, the growth of higher education until about 1980 was largely confined to courses in languages and the humanities, apart from a few institutions set up for professional education. Noticeable amongst these are the Indian Institutes of Technology (IITs) and Regional Engineering Colleges (later renamed asNational Institutes of Technology) for engineering education and the Indian Institutes of Management (IIMs) for management education.(Agarwal, 2007)

The establishment of these high-quality institutions – particularly the IITs – is often considered as a masterstroke by many people. The Institutes of Technology were set up with a package of foreign assistance (from the USA, the UK, the then USSR and the Federal Republic of Germany), which not only included funding for equipment but also foreign guest faculty and the training of Indian faculty abroad on a large-scale. In the early 1960s, the two Institutes of Management were set up on the same pattern in collaboration with the Sloan School of Management (MIT) and the Harvard Business School.The role of guest faculty in these institutions helped in introducing not only new curriculum but a whole new academic culture in Indian higher education.

Unfortunately, that academic culture remained confined to this select group of institutions and did not spread to the rest of the system. Although the number of IITs has now increased from five to seven and IIMs from two to six, in terms of overall enrolment, they continue to be small players in the Indian higher education system. Alumni of IITs and IIMs have done well both in India and abroad. Entry to these institutions is very competitive. These are some of the most selective higher education institutions in the world and are ranked highly by peers in their respective fields. Although a small number of students get the opportunity to study at these elite institutions, severalhundred thousand students undertake intense preparations in an attempt to gain admission into them. This has, in itself, given rise to a huge coaching industry but the end result is improved learning outcomes for a large section of the population.

Although higher education in India expanded steadily over the years and now has a large base, the number of quality institutions has remained small. In the rest of the system the standards are extremely heterogeneous, with a large number of sub-standard and non-viable institutions.

Higher Education in India

Next to China and United States India has the third largest higher education system in the world in terms of size and its diversity and largest in the world in terms of number of educational institutions. After independence Indian higher education attained a massive growth. In the Indian system, higher (tertiary) education starts after the 10+2 (i.e. ten years of primary and secondary education followed by two years of senior secondary education). Framework of higher education in India is very complex. It includes various type of institutions like universities, colleges, institutes of national importance, polytechnics etc.

Universities are also of different types like central universities which are formed by government of India, by an act of parliament which are responsible for arranging and distributing resources required by University GrantsCommission (UGC), State universities, Deemed universities (aided and unaided) and Private universities. India has a federal set-up and the Indian Constitution places education as aconcurrent responsibility of both the centre and state. While the centre co-ordinates and fixes standards in higher and technical education, school education is the responsibility of state.

Under the department of higher education there are several regulatory bodies and research councils which are responsible for the higher education in India.(Sharma & Sharma, 2015)

Regulatory Bodies:

University Grant Commission (UGC)

All India Council for Technical Education (AICTE)

Council of Architecture (COA)

Research Councils:

Indian Council of Historical Research (ICHR)

Indian Council of Social Sciences Research (ICSSR)

Indian Council of Philosophical Research (ICPR)

National Council of Rural Institute (NCRI)

Project of History of Indian Science Philosophy and Culture (PHISPC)

Occupational trends

Post liberalization, privatization & globalization period witnessed the growth in enrolment in higher education institutions, with increased offering in courses in subjects having a market-demand. e.g. Engineering and technology, medicine, teacher education at the undergraduate level, computer applications and management at the postgraduate level. Over 80 per cent of all enrolments in professional courses was in the private sector. This shows that the emergence of private higher education brought in a much-desired occupational focus to the growth of higher education in the country and brought in dynamism to the hitherto moribund higher education system.

Enrolment trends

The growing aspirations of people have resulted in a huge private demand from students and their families. Yet there is major disillusion when graduates find that higher education has not provided them with the skills and competence to earn their own livelihood or enable them to find employment due to tight labour market conditions. Under these circumstances, the issue of enrolment expansion has to be examined in the context of the occupational structure of the country's economy.

In fact, service economies of the developed nations have a greater demand for graduates than a largely agrarian economy like that of India. Thus, countries with a more highly skilled workforce tend to have more students enrolled in higher education. Usually the gross enrolment ratios (GERs) are twice the share of skilled labour in thetotal workforce across a range of countries.

India has reached a gross enrolment ratio (GER) of 26.3% of people going into higher education and is close to achieving a target of 32% by 2020. While the country is on the way to massification of higher education, important questions on the quality of institutions and the employment of graduates remain, according to a report by the United States-based think tank Brookings institution.

GER is the proportion of 16- to 23-year-olds enrolled in higher education. However, India will see a bottleneck in achieving massification without increased funding for students access.

Higher education expansion

With 51,649 colleges and universities, the Indian higher education system is one of the largest in the world. From 2001 to 2016, India added 26.9 million students to higher education. With 35.7 million students currently enrolled, India is second only to China's 41.8 million.

India has seen a massive expansion in the higher education sector – an almost four-fold increase in enrolments and institutions since 2001. The increase was primarily driven by privately-owned institutions since the 1990s, although the private sector has not expanded sufficiently at postgraduate level, noted the report.

The frenetic growth has continued in the last five years with more than 6,000 institutions and six million students being added to the higher education system from 2011-12 to 2016-17.

Although lower than the global average of 36.7% GER, at 26.3% India compares favourably with other lower middle-income countries with an average GER of 23.5%, the report notes. For upper middle-income countries such as China, which has already undergone higher education massification, GER is closer to 50%.

GER growth hampered by student finances

GER is often linked to income levels and jobs in the economy. Service economies in developed countries tend to have a greater demand for higher education, the report notes. It adds that for India, further growth in higher education participation could be hampered by lack of financing for students from low-income families.

As India rapidly expands its higher education sector, the question of affordability will become more urgent. Universal access to higher education involves bringing every student into the system. At present, funds dedicated to financial support are inadequate and have seen a significant decline in the last two decades.

Another factor is that it may not be possible for the government to suddenly increase the number of scholarships, but it can make credit more accessible and at preferential terms for the economically backward

In India, households will continue to be the primary funder of higher education studies. So long as gains from higher education remain high.However - between loans and scholarships, less than 10% of enrolled students have access to financial support. And this does not even include students who cannot afford to enroll in higher education.

Regional experience

The Brookings Report(Ravi & Gupta, 2019)observed that in the cases of China and South Korea, the transition from a mass to a universal higher education system was not possible without increased financial support.

Between 1996 and 2001, India and China had similar GERs. However, in the next five years, China doubled its enrolment rate from 9.76% to 20%, while India's increased merely 2%, said the report, attributing China's dramatic GER rise to increased higher education funding in the last two decades.

With limited funding, very few students receive financial support from the government. For instance, the needs-based National Scholarship Scheme has an annual target of 82,000 students (or 0.2% of enrolments in 2016-17).

Private higher education institutions, which now account for three-fourths of all enrolments, in general charge higher fees than government institutions. In the case of technical programmes, their fees can be almost 10 times higher.

A snapshot of the tuition fees to prepare for courses in engineering and technical education suggests that households are willing to pay large amounts to access these degrees.

Return on investment –Employment

Recent estimates suggest that the rate of return for higher education in India is between 12% and 15%, higher than in many developed countries, and will serve to increase demand for higher education, the report noted.

With high rates of return, governments can justify shifting the financing of higher education to households. Such households will not rely on scholarships but are likely to rely on credit. To meet this demand, the government should at least look to improve access to student loans

But employment is not what it should be!

India Skills Report 2018 finds that employability across disciplines is just 45%, with engineering and pharmacy graduates the most employable while those from general three-year programmes are the least employable. In the last five years, the India Skills Report has found an increase in employability of more than 10%.

Employability surveys measure skills required in the workplace. In addition to a lack of technical skills, in many cases these tests have found poor communication and language skills

among recent graduates. To address the skills gap in fresh hires, many companies invest in lengthy training programmes.

Postgraduate and research enrolment is low

Postgraduate enrolments have more than doubled since 2009-10, according to the report. Nonetheless, undergraduate enrolments account for close to 80% of all enrolments in India. With around four million students enrolled, postgraduate programmes are a distant second at 11%. General programmes and those with high chances of employment are the most popular. Research degrees account for a very small proportion of enrolments.

Although the number of Ph.D. enrolments has doubled in the last five years, its share in total enrolment has actually fallen. "With the exception of a few elite institutions, most universities in India do not have research centres or departments," the report noted.

Only 34.9% of all universities run postgraduate programmes and just 2.5% run PhD programmes, with Indian students increasingly pursuing postgraduate studies abroad.

India has proportionately about 18% the number of researchers China has, 5% that of the United States and 3% that of South Korea. India has 216.2 researchers per one million inhabitants against 1,200 in China, 4,300 in the US and 7,100 in South Korea, according to the report. A high density of researchers has a direct correlation with the quality of education in a country and how it benefits industries and thus the economy.

Most research in India actually happens in stand-alone research institutions, outside of the university system. According to 2016 estimates, some 278,383 Indian students were pursuing tertiary education in other countries, almost double the number from 2005-06.

Indian students studying abroad accounted for 1% of India's total enrolment. However, a clear majority of Indian students abroad are studying at the postgraduate level.

Overseas Indian students accounted for almost 7% of postgraduate enrolment in India, despite the fact that higher education in many of the top destination countries is far more expensive than in India, the report notes.

Lack of research culture

Between 2011-12 and 2017-18 there has been a more than a 60% increase in the number of PhDs awarded. However, the number of academic papers published from 2014-18 is much lower than that for 2004-08 and 2009-13.

The lack of a performance culture, segregation of research and development institutions and low morale among academics have ensured that even the country's top universities remain largely teaching focussed with limited research and doctoral education

Further, Indian universities place a stronger premium on teaching rather than research; a significant portion of faculty's time is devoted exclusively to teaching due to high workload. The severe shortage in teaching staff along with hiring of ad hoc and part-time faculty members has skewed priorities among faculty members.

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CHANGES IN TEACHER EDUCATION SCENARIO IN INDIA

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Abstract

Teachers have an important role to play towards society. Teaching is concerned within the process of behavioural changes to help students in channelize their innate capacities, Teacher education refers to the policies & procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours & skills they require to perform their tasks efficiently in classroom, schools & wider community. Improvement of teacher Education can help to improve all education system.
Teacher Education: - Teaching Skills + Pedagogical Skills + Professional Skills
This Paper is an attempt by the researcher to study different policies related to teacher education system in India.

Keywords:- Education, Teacher Education, Policies Changes.

Scenario of Teacher Education (1948 to 2019)

In India teacher education has always been recognised as one of the most crucial means of social and national development. This view has been reflected by several commissions and committees. The Government of India set up many commissions and committees time to time for addressing different issues of general education as well as teacher education.

1. University Education Commission (1948 – 49) :-

Itcritically examined the existing courses in teacher training programmes & recommended that teacher education developments should be remodelled.More time is to be given to school practice, & teacher training should be replaced with teacher education.

2. Secondary Education Commission (1952 – 53) : -

It suggested that during one year of training, graduates teachers should betrained in methods of teaching in at least 2 Subjects.

3. Pires Committee (1956) :-

Useful aspect should be given more weightage than the theory portion in teacher training - Principle of education & school Organisation, Education Psychology & Health education. Methods of teaching two school subjects.

4. Education commission / Kothari Commission (1964 – 66):-

Qualitative improvements in education at all levels of teacher education to meet the requirement of the national education system. They remove the isolation of teacher training.

5. National Policy Statement on Education (1968) :-

Quality of education & its contribution to national development here role of the teacher is the most important. The policy made recommendations regarding the service condition of teachers, academic freedom of teachers & in service education.

6. National Commission on Teachers I (For School Teachers) 1983 – 85:-

Future recommended that the selection of trainee should be made thru combination of objective tests, rating scales, Group discussion & Personal Interviews. Professional preparation with

  i. Study of education as a discipline including educational psychology, sociology & Educational philosophy.
  ii. Practice teaching & its content cum methodology &
  iii. Learning a variety of skills related to the role of teacher including educational technology.

7. The National Policy of Education (NPE) was introduced in 1986 :-

  i. The new knowledge, skills, & favourable attitudes should be developed among teachers to meet the present needs.
  ii. Orientation of teachers should be a continuous process of teacher education.
  iii. Like SCERT at state level, the district level body may be established as DIET.

8. Acharya Ramamurti Committee (1990) : -

Observed that an internship model for teacher training should be adoptable because the internship model is firmly based on the primary value of actual field experience in a realistic situation on development of teaching skills by practice over a period of time.

9. Yashpal Committee (1993) :-

B.Ed Programme should offer the possibility of specialization in secondary or elementary or nursery education. The duration of the programme should either be one year after graduation or four years after higher secondary.

10. NCF (2000) :-

For School education made recommendations about curriculum, schools, exams & many more. It states teacher quality in an out come of several factors (teacher's status, remuneration & work and professional education).

11. National Knowledge commission (2007) :-

Suggested that there should be adequate monitoring of the teacher education programmes by private institutes, the state level training system along with DIETS should be revamped.

12. NCFTE – National curriculum framework for teacher education (2010):-

From NCFTE possibilities of two kinds of initial teacher education programmes emerge.

    i.   2 years second bachelor's degree for initial teacher preparation at the elementary & secondary school levels.

    ii.   4 year integrated first bachelor's model for both the levels.

✛ Revolution changes in Teacher Education system by National Education policy 2019.

Teacher education sector performing vital role in India, according to J S Verma commission majority of teaching institute are not even attempting serious teacher education but essentially selling degree on price, so its urgent need to order to raise standards restore integrity, credibility, efficacy and high quality teacher education.

To overcome this scenario need to give prestige to teaching professional. All teacher education institute will be held accountable to adherence to the basic criteria for approval of their programmes. By 2023 India should have to develop only educational professionally competent teachers.

Teacher education requires multi-disciplinary inputs, high quality content and pedagogy, B.Ed programmes should run thru collaboration with other department like psychology, philosophy, sociology etc.

All Independent TEIS will be required to convert to multi-disciplinary institution by 2030, since they will have to offer 4 years integrated B.Ed programme which will become minimal degree qualification for school teachers.

The 4 year's integrated B.Ed will be a dual major liberal Bachelor's degree in education as well as a specialized subject and wish to pursue teaching scholarship for meritorious students

will be established for the purpose of attracting outstanding candidates to both the 4 years & 2 years B.Ed programmes.

Conclusion: -

Quality teachers are the key factors for sustainable global developments and their training recruitment, retention, status and working condition are among global priorities today. Rather than finding faults let's try to meet the gaps between our policies and programmes, vision & mission.

This review indicates that above committees & policies are leads to strengthen for our future education systems, by which teacher education will be Rise into the higher levels.

IF YOU EDUCATE ONE BOY, YOU EDUCATE ONE INDIVIDUALS. IF YOU EDUCATE ONE GIRL, YOU EDUCATE THE WHOLE FAMILY & IF YOU EDUCATE ONE TEACHER IT WILL EDUCATE WHOLE COMMUNITY……………

With a new era, hope our new education system will change definitely……

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QUALITY GAPS IN HIGHER EDUCATION

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THE ROLE OF HIGHER EDUCATION (HE) is

- To determine the shape of social, economic, political and industrial development of a Nation.
- To enable students to attain excellence in knowledge.
- To flourish intellectual and moral leadership of the community at large.

If we want to fulfill this role of the HE we have to think from the bottom of the education system because all quality gaps are not immerged directly in HE. Some of them are surpassed, carried forward, crippled in from primary, secondary and higher secondary education and also there are in born quality gaps in HE due to global demand for HE.

Basically I wish to classify the quality gaps in two broad classes:

1. Administrative quality gaps and   2. Academic quality gaps

ADMINISTRATIVE QUALITY GAPS:

A lot has been done by the managements, industries, companies, many ISO certificate agencies, NAAC, etc. on this aspect. I also remember that I have read one research paper of a cross-sectional study carried out at Hormozgan University of Medical Sciences Bandar Abbas, Iran in 2007, written by Shahram Zare. In this study, a total of 300 students were selected randomly and asked to complete a questionnaire that was designed according to SERVQUAL Scale (SERVICE QUALITY).

Parasuraman, Zeithmal and Berry constructed a multi-item scale measuring perceived service quality. This scale is PZB's SERVQUAL. The SERVQUAL instrument represents a multi-item scale that can be used for measuring perceptions (P) and expectations(E) of service quality as perceived by consumers. This scale assesses customers'(student's) perceptions and expectations of service quality along five dimensions:

1. Tangibles - the appearance of the school physical facilities, equipment, personal, and communication materials),

2. Reliability - the school's ability to perform the promised services dependably and accurately,

3. Responsiveness - the school's willingness to help students and provide prompt service),

4. Assurance - the knowledge and courtesy of school office staff/faculty and their ability to convey trust and confidence and

5. Empathy - the school office staff's and faculty's ability to provide a caring and individualized attention to students).

The difference between perceptions (P) and expectations (E), (P-E = Q) represents the measure of service quality (Q). Where Q is negative, a service gap exists. However, where Q is positive, students' perceptions are greater than their expectations.

The results indicated that in all five SERVQUAL dimensions, there were negative quality gaps. The least and the most negative quality gap means were in the reliability and responsiveness dimensions respectively.

The negative quality gaps in all of the five SERVQUAL dimensions and their items indicate that in order to improve educational services quality, some measures need to be taken. The greatest negative quality gap was in the responsiveness dimension. This dimension indicates the school's willingness to help students and provide prompt services; it also reflects the sensibility and cautions to students' demands, questions and complaints. The greatest negative quality gap in this dimension and its items indicates that supervisors are not accessible when students need them, students don't have easy access to the administrator to express their viewpoints and suggestions regarding the curriculum, students' viewpoints and suggestions are not considered in curriculum, little attention is paid to introducing suitable references to students for reading, and the supervisor's counseling hours are not aptly and properly specified.

Negative quality gaps in other dimensions indicate that responsibilities have not been fulfilled well to meet students' expectations. Given the viewpoints of most students and the negative quality gap in each of the five SERVQUAL dimensions, the following educational workshops are suggested in order to reduce these gaps:

1	"How to communicate with students",
2	"Increasing staff skills", and "effective communication of faculty members and students".
3	On the other hand, supervisors should have a schedule for counseling the students and students should be informed of it.
4	Also the administrators should plan working hours of faculty members so that they have enough time for counseling,
5	Faculty members should be accessible outside of class to answer students' questions,
6	Students should have easy access to the administrator to express their viewpoints and suggestions concerning the curriculum and educational problems, and finally students' viewpoints and suggestions should be considered in curriculum.
7	The negative quality gap in service dimensions can be used as a guideline for planning and allocation of resources.

ACADEMIC QUALITY GAPS:

I would like to give more stress on Academic quality gaps which are mostly concerned with Teaching, learning and research and also includes extension activities.

During the Independence Day address to the nation last year, Hon'ble Prime Minister Dr. Manmohan Singh mentioned that India needs to ensure far greater availability of educational opportunities at the higher education level so that we have not just a literate youth but a skilled youth, with skills which can fetch gainful employment. However, he expressed concern about the fact that as a country endowed with huge human resources, we cannot let the imminent shortage of skilled employees be a constraint to India's development.

As countries like India race to embrace the next phase of growth and become more globally competitive, it is technology that will provide the advantage. Every country today is vying for a place in the global economy and the network can give them the edge they need. Given India's 1.1 billion population it may be difficult to imagine how we can face a shortage of talent. However, with literacy at 52 percent, high poverty levels (319 Million live below USD 1 per day), India's wide rural-urban divide, and the quality of education available, the paucity of talent is indeed becoming a cause for worry. In particular, this demand-supply gap is already being felt by India's burgeoning IT industry and fears of the gap widening in the

future are being examined carefully. In fact, according to NASSCOM, each year over 3 million graduates and post-graduates are added to the Indian workforce. However, of these only 25 percent of technical graduates and 10-15 percent of other graduates are considered employable by the rapidly growing IT and ITES segments. Hence, what we have today is a **growing skills gap** reflecting the slim availability of high-quality college education in India and the galloping pace of the country's service-driven economy, which is growing faster than most countries in the world.

In this demand-supply gap scenario, a look at the Indian education system will reveal that the number of technical schools in India, including engineering colleges, has actually more than trebled in the last decade, according to the AICTE. Part of the skills gap problem is that only a small percentage of India's youth pursue higher education. No more than 7 per cent of Indians aged 18-25 go to college, according to official statistics. Even a more fundamental level of education is proving difficult with nearly 40 per cent of people over the age of 15 being illiterate.

Looking at Northern India alone, studies reveal there are a significant number of engineering institutes. However, problems associated with a dearth of skilled teachers, funding, language, outdated syllabi, etc are commonly faced by educational institutions. Furthermore, today there is a situation wherein the best and most selective universities generate too few graduates and new private colleges are producing graduates of uneven quality leading to an imbalance.

Hence, we see that it is becoming more and more difficult to create a robust and continuous pipeline of talent. The university systems of only a few countries would be able to keep up with such demand and India is certainly having trouble.

As businesses propose to double and treble their workforces and Indian companies strive to maintain their position in the global marketplace, it has become imperative to prepare and plan for a world-class, competent, talented and innovative workforce. It is estimated that India would require a workforce of 5,00,000 capable IT professionals in the IT and IT-enabled services sectors according to the recent Economist survey. However, over the past fifteen years, India has produced 1.6 million professionals and faces the uphill task of producing another 0.8 million in the next two years.

Many of the IT MNC's, viz, Cisco, Intel, Microsoft, Infosys & Wipro have alliances

with academic institutions on specific initiatives covering skills based ICT education, faculty upgradation, internships, curriculum workshops, research incubation, etc. aggregating the architects of the new global economy. For instance, institutions like Shaheed Rajguru College of Applied Science in New Delhi, Chitkara College of Engineering, Chandigarh, Banasthali Vidyapith Women's University have tie ups with Cisco, Red Hat, etc.

The time is ripe for us all now to reboot the India education system by various programmes, joint initiatives and other measure by individuals, the government, industry and academia. Such activities have the potential to play an important part in plugging the talent gap in the years to come. Training individuals for the jobs of the future and allowing them to visualise what it possible today will not only make a difference in their lives but will enrich our communities now and for years to come.

How to improve or bridge quality gaps in India's higher education and research?

It's a well established fact that India is going downhill in science   education and research, despite of relative huge increase in funding and being the major technical manpower supplier for IT and global research community, successfully undertaking Moon mission and so on. I am wondering how we can regain our lost glory and improve on that so far our science education and research is concerned. I am mentioning some remedies below that came to my mind.

1. Reduce spending of public money on higher education and research for non-performing institutes and universities. Only teaching (without any *productive* research in form of *quality* publications or *usable* patents) does not justify huge spending by some so-called "elite" institutes/universities. All institutes/universities should be graded and judged as per their performance and public monetary support should depend on that. (**UGC** has started this but not with much cooperation from universities and so-called elite institutes and with very limited success so far).

2. Introduce strict accountability of public money for any research in any institute or university. And any research finding (mainly related to novel service or product) using public money must be mentioned in an open source (e.g unrestricted web site(s) for public access). If hundreds of corers of rupees are spent on "developing Bt- crop for insect resistance", then public have the right to know what is the outcome from that huge spending of tax payers'

money. And if needed, a farmer or other researcher(s) should be able to access that information and more importantly the materials developed in such projects, as claimed by the researcher/institute.

3. Private institutes and universities must follow a minimum standard to give degrees and public-private partnership must be encouraged.

4. Start "tenure track" system in Indian institutes/universities.

5. Increase spending substantially on primary and high school education (Both qualitative and quantitative). Increase the salaries of teachers at least at par with university lecturers and put stringent quality control while recruiting the teachers and introduce accountability among them. We must increase substantially the number of primary schools and quality of those and improve on physical infrastructures like school buildings, a minimum standard of school laboratory and library, a decent play ground, some internet connected computers in libraries etc.

6. Change the education system from the primary level (reduce work load, put more importance on physical activities, encourage original thinking etc). There should not be any form of evaluation (exam or so) till age 10 years (i.e till class 4 level). Subsequently the exam patterns should change and put more emphasis on original thinking and problem solving rather than emphasizing database-quiz type format. Basic education should be in mother tongue but English also should be compulsory from class 1.

7. Provide increased opportunities for students in rural and -urban India (in form of transparent information dissemination, transparent selection for fellowship/scholarships and recruitments).

8. For the long run: Provide quality primary and high school education free for all.

9. The school and college students should to be graded as Initial learners, Moderate learners and Advanced learners on the basis of their performance in entrance tests/appropriate examinations and schools and colleges be established or graded separately for each class of learners.

10. all teaching institutes be managed with scientific attitude, rational thinking and shall do the pious profession of education for the cause of human being and humanity.

We have an obligation to give something back to our country which will have a long term impact on the whole society. These are few of my thoughts. Let's start a vibrant discussion and let us know your opinion in this matter in next two days of the national conference on quality gaps in higher education.

MULTILINGUAL APPROACH IN TEACHING

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Abstract

India is a country with rich cultural heritage along with abundant wealth of languages.Increasing globalization and the demand for English literacy hasto a great extent reduced our urge to learn different languages. Several studies have shown that the child is most receptive to language in the age of 2-8 years. Inculcating the use of a multilingual approach in teaching could be most useful for elementary education. This paper discusses the use of multilingual approach by teachers in the classroom and the techniques that can be used to do it.

Keywords: multilingual, teaching, innovation

Introduction:

Pietikäinen (2010) explains that how much or how little a particular language is used in a society is often based on a language hierarchy created by the society. This means that a certain language holds a higher position in the classroom or society, and other languages may follow it according to importance and use. At the top of the hierarchy, seen as the most important language, is the mother tongue of the majority of the society. The second tier consists of languages that are beneficial for doing business, or international languages such as English, French, or German. These are followed by languages that are historically or geographically significant, and at the bottom of the hierarchy are often minority languages, because they are viewed as less useful. This societal view of languages impacts the population's respect for the certain individual languages [1]. An important aspect while looking at the languages is the curriculum and educational policy. Draft of National education policy 2019, under curriculum and pedagogy mentions the education through local language or mother tongue[2] as the early teaching language to enhance the learning experience in students. India is a country of vast cultural heritage and according to the latest census in 2011 recognizes 121 languages. It is hence expected that the learners be considered multilingual irrespective of their mother tongue and medium of study.

Research Methodology:

This is a conceptual paper based on literature survey and author research. Secondary data is collected from abstracts, journal, thesis, blogs and articles with the help of internet, magazines published by different organization and institutes.

Review of Literature

As Dufva et al. (2011) suggest, each learner has a unique linguistic repertoire, which does not need to match the unique repertoire one has in their mother tongue. These repertoires can be different, according to usage. Why then, must we teach students to translate literally from one language to the other? Students aren't taught translations when they are learning English as a Second Language in a country where the majority speaks English, they are taught the words or utterances in context. Considering language from a multilingual point of view would release the expectation that students will one day learn 'a language', and be done learning it [3]….They also argue on the functionalism in language teaching and teaching 'multilingualism', rather than teaching and viewing English as a single, simplistic monolingual language. Drawing inspiration from Mihail Bakhtin, they offer this concept of multilingualism as an alternative for monological views on language. They assert that people are never monolingual to begin with, but multilingual, because their use of language changes over time and depending on their situation. The authors argue that languages should not be viewed as separate entities, or as national languages that usually stop at the border of a country, and that they should not have a grammar, or an "*abstract, decontextual* set of (grammatical) rules"[3]

Having multilingual students and students from different linguistic backgrounds in an English class could provide a teacher with a unique opportunity to draw from and explore a diverse set of languages, instead of limiting the teacher and the students by having to create and provide separate materials for the multilingual students.[4]

A multilingual pedagogy is alearner-centred approach that aims to develop students' language awareness and languagelearning awareness across the languages that students know (Neuner, 2004). [5]

The teachers believed that their own multilingualism had been beneficial to their

language learning, but they did not come to the same conclusion regarding their students.The teachers believed that this difference could be explained by differences in awareness:the

teachers were aware of how to use their previous knowledge in further languagelearning, whereas their learners may not be equally aware…… [6].The L3 [third language] teachers in the study had never collaborated with teachers of other languages.When asked about the topics on which they might collaborate, most teachers suggestedworking together on grammar and grammar terminology; only a few teachers mentionedother topics. This lack of collaboration has several likely explanations. First, in relation tothe beliefs discussed above, language teachers may view the learning of the variouslanguages so differently that they may see little value in using a cross-curricularapproach; second, time constraints make collaboration difficult; and third, all languageteachers (L1, L2 and L3) must recognise the benefits of collaboration for it to occur.A central aim of multilingual pedagogy is to increasethe efficiency of language learning, but if teachers lack the time tocollaborate or lack the recognition that a multilingual pedagogy may be more efficient,then these teachers will – not surprisingly – be resistant to implementing yet anotherapproach. Furthermore, teachers clearly need sufficient training in a newapproach before they can see how such an approach can enhance their students' learning.Language teacher education plays a key role in training future teachers to implement amultilingual pedagogy. To date, education for language teachers seems to devote aninsufficient amount of time to enhancing language teachers' multilingual awareness andpractices.[6]

Book sharing also supports oral language andemergent literacy. Emergent literacy skills—developmentalprecursors to literacy—include growth of receptivevocabulary and narrative skills, concepts and knowledge,articulation, phonological awareness, print concepts andawareness, and early forms of writing such as scribbles and drawings (Whitehurst & Lonigan, 1998). [7]

Interactive reading mirrorsstructural features of classroom lessons and thereforeequips children with interactive strategies for classroom participation (Sinclair & Coulthard, 1975).[8]

Fluent multilingualism—for example, where youth are proficient in English and their heritage language—is associated with high academic achievement and positive personality adjustment (Portes & Rumbaut, 2001.[9]

Many authorshave speculated that individuals who have the ability to switch between two or more languages also exhibit higher cognitive functioning and mental health status than

English Language Learners who abandon one of theirlanguages…. Children can become fluent in twolanguages and reap the benefits of dual-language skillsunder supportive contexts. Research on language developmentin monolingual children offers useful lessons formultilingual contexts: children's language is most supportedwhen adults engage children in responsive, positive,varied, and complex talk about objects of interestto those children, past personal experiences, and booksthey are reading with them. Moreover, in order to providechildren with such optimally supportive language environments,parents should speak with their children usingthe language(s) with which they are proficient. [10]

Conclusion:

The above literature review revels that the students who are multilingual can perform well academically as well as show enhanced cognitive skills, but only with the help of parents and teachers. Teachers attitude towards multilingual pedagogy and the willingness to incorporate the practices to encourage it are influential factors in the integration of multilingualism in daily language classroom. It is effectively suggested in various studies that first, second and third language taught in school should not be viewed as individual entities but encouraged to implement a cross curricular approach for the ease of the subject comprehension. Collaborative activities, book sharing, narratives and dramatization should all be included while planning the cross curricular projects and multilingualism should not be limited to the ability of students to translate a language but to comprehend its essence.Time management and teacher trainings will be required to equip the teachers to use multilingual pedagogy in every language class.

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TEACHER EDUCTION:

Usha Sakore (Pg. 72-78)

DSM Student

Abstract

Although there is widespread support for inclusion at a philosophical level, there are some concerns that the policy of inclusion is difficult to implement because teachers are not sufficiently well prepared and supported to work in inclusive ways. Inclusion requires teachers to accept the responsibility for creating schools in which all children can learn and feel they belong. In this task, teachers are crucial because of the central role they play in promoting participation and reducing underachievement, particularly with children who might be perceived as having difficulties in learning. The paper reviews some of the barriers to the development of successful inclusive schools and suggests that one way of overcoming these difficulties is to reconsider the roles, responsibilities and identities of teachers. It also provides some suggestions about the role of teacher education in the development of teachers' skills, knowledge, attitudes and beliefs. In this context. Many initiatives and innovations in teacher education identified in the various national studies are part of the general reform movement in education. Transformation refers to planned change brought into widespread use for the improvement of teacher education. It is assumed that many of those innovations and developments have been implemented within the systems of teacher education in the countries concerned, and have become reforms. These developments and reforms in teacher education will be summarized and discussed in terms of the following major themes: pre-service education, teacher recruitment, teacher induction, in-service teacher education, policy and structural changes within teacher education, system linkage of teacher education institutions, and research on teacher education. Following information covers most of the information which helps reform in the era of teacher's education.

Objective: Ensures that all students at all level of school education are taught by passionate, motivated and highly qualified, professionally trained and well equipped teachers.

Teachers truly shape the futures of our children - and, therefore, the future of our nation. It is through teachers that our children are imparted with values, knowledge, empathy, creativity, ethics, life skills, and social responsibility. Teachers thus form the very heart of the education process, and represent an indispensable vehicle towards a progressive, just, educated, and prosperous society.

Meaning of Teacher Education :

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is

a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Goods Dictionary of Education Teacher education means, ―all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.‖ In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatric put it, ―Training is given to animals and circus performers, while education is to human beings.‖ Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the 3

teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

The need for teacher education is felt due to the following reasons;

1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are;

the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation.

This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.

3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education.

4) Teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning‖. In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgements about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.

5) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.

6) Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes.‖ India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view

of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

Scope of Teacher Education: The scope of teacher education can be understood in the following ways;

Teacher education at different levels of education

Triangular basis of teacher education

Aspects of teacher education

Teacher Education at different levels of Education: Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education. The knowledge base is adequately specialized and diversified across stages, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage. 8

Triangular Basis of Teacher education : Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines provide the base for better understanding and application of Teacher education. The **Philosophical** basis provides insights to the student teachers about the implications of- the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline. The **Sociological** basis helps the student teachers to understand

the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes. The **Psychological** basis helps the student teachers develop insights into students' psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students. **Aspects of Teacher Education :** Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient and effective manner. Teacher education therefore pays attention to its content matter.

What makes for outstanding teachers and teaching?

Experiences and studies from India and around the world show that there are a few key qualities of teachers, teacher education, school resourcing, and school culture that enable and ensure excellent teachers and teaching.

• Teachers must be passionate, motivated, and well qualified, and well trained in content, pedagogy, and practice.

• It is important that teachers relate to the students whom they teach, and are invested in the communities in which they serve.

• To ensure that they perform well, teachers must be valued, supported, respected - happy teachers and students make for excellent teaching and learning! In particular, the everyday working environment of teachers and students must be safe, comfortable, and inviting.

• Teachers, and their schools, school complexes, and classrooms, must be well supplied with the learning resources that they need for effective teaching.

• Teachers should not be overburdened, especially with non-teaching activities, or with the teaching of subjects outside of their expertise.

• Teachers must have the autonomy to innovate and teach in the style that best suits them and their students.

• Teachers must have robust opportunities for CPD, and access to learning the latest advances and ideas in both pedagogy as well as subject content.

• Teachers must feel part of a vibrant professional community.

What can be done to help restore the high prestige of the profession, and to ensure high quality teachers and teaching across the country?

The structure

of teacher education, recruitment, deployment, service conditions, professional development, and career management must be completely overhauled in order to restore the high status of the teaching profession, and to ensure that teachers are maximally productive and effective in their efforts. To this end, the Policy envisages a complete overhaul of the teaching profession in these key areas, so that the seven key issues listed above, currently affecting teaching are fully addressed, and so that the ten above mentioned goals required for outstanding teaching may be achieved.

The harmful practice of excessive teacher transfers will be halted with immediate effect, to ensure that teachers can build relationships with and become invested in their communities, and so that students have a continuity in their role models and in their educational environments. Transfers will occur only in very special circumstances, to solve two-body or other familyrelated

issues, for reasons of large changes in school attendance at a school, or for promotions of outstanding teachers to leadership positions.

To ensure that the best enter the teaching profession, the **(TETs) will be strengthened** through improved test material correlated to capacities of outstanding teachers, both in terms of content and pedagogy.

Achieving desired Pupil Teacher Ratios:

The practice of assigning teachers to individual schools based on overall student-teacher ratios will be replaced by a much more careful assignment system based on the educational needs of the children. Given that teachers can be shared across the school complex, this will not cost as much as it would have to fulfill PTR ratios in each subject at the level of individual schools. Adequate numbers of teachers will be recruited

and deployed in school complexes to ensure that all subject-teaching needs at every school in the complex are met. Teachers in subjects such as art, music, vocational crafts, sports, and yoga will be shared across the school complex, as will be substitute teachers, student counsellors, and social workers.

NEP 2019: NEW CURRICULAR AND PEDAGOGICAL STRUCTURE: ONE ASPECT

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Abstract

After independence, many policies were formed in India. According to changing era, education system needs to change. In 2019 New Education Policy draft is submitted by the committee formed under the leadership of Dr. K. Kasturirangan. This committee deeply focused on every minute aspect of education. In this paper, one of the important aspects of this policy, 'Structure of Education-5+3+3+4' is discussed. This is the new curricular and pedagogical structure for school. Importance is given to the needs and interests of learners at different stages of their development.

Introduction

After the independence, India needed a change in the education system. Radhakrishnan Commission in 1948 was appointed to report on Indian university education and this commission suggested improvements in university education. After that, the Secondary Education Commission i.e. Mudaliar Commission was appointed by the government of India to make education system better for the nation. In 1964-66, Kothari Commission examined the different aspects of education system in India and submitted report. The recommendations given by this commission became the part of national policy on education in 1968. After that, education policy was formed in 1986. With few changes in this policy, Action Programme was developed in 1992. After long gap, New Education Policy is formed in 2019 for which Dr. K. Kasturirangan was chair person. This committee suggested the detailed nature of education at each stage including school education, higher education, technical education, vocational courses etc. In this paper focus is on the structure of school structure.

Aims related to this aspect

*   To transform curriculum and pedagogy by 2022.
*   To minimize rote learning
*   To encourage holistic development.

Characteristics of policy in relation with above aspect

- Focus is on needs and interest of students.
- Structure is based on cognitive and socio-emotional development of particular stage.
- Until grade 5 medium of instruction will be mother tongue/ local language.
- Three language formula is applicable. At primary stage, student will learn three languages. They can change medium of instruction in grade 6 or 7.

Four important stages in curricular and pedagogical structure

Sr. No.	Age (Year)	Name of the Stage	Grade
1.	3 to 8	Foundational Stage	Preprimary, Grade 1 and 2
2.	8 to 11	Preparatory Stage	Grade 3 to 5
3.	11 to 14	Middle Stage	Grade 6 to 8
4.	14 to 18	Secondary Stage	Grade 9 to 12

Stage one: Foundational Stage (3 to 8 years):

Psychological basis for this stage: According to Piaget, (1896 to 1980) this is a span of pre-operational stage. Student uses symbols, language, images and play imaginary games. Flexible, play based, activity based, discovery based, oral activities are suggested for students. We can use puzzles, colouring books, connect the dot drawings, stories, rhymes, songs, games etc. At this stage, we can teach them alphabets, numbers, colours, shapes, sounds, movements, local arts etc. Prepare activities in such a way that curiosity, patience, teamwork, cooperation, interaction, and empathy such socio-emotional skills will develop among your pupils.

Stage Two: Preparatory Stage (8 to 11 years):

This is a transition to a formal style of learning. According to Piaget, (1896 to 1980) this is the concrete operational stage. Students begin to think logically and start to learn facts. From 3rd grade, basic textbooks, discovery based learning are introduced. Reading, writing, speaking are focused. Subjects at this stage are Languages, Science, Mathematics, Art, Physical education etc.

Stage Three: Middle Stage (11 to 14 years):

According to Piaget, (1896 to 1980) this is the transition from concrete to abstract thinking. From grade 6th, specialized subject teachers are suggested for higher level concept discussions. Abstract concepts are included. Social science, humanities subjects are included. Experiential learning, correlation between two subjects are introduced.

Stage four: Secondary Stage (14 to 18 years):

According to Piaget, (1896 to 1980) at this stage, students start to form hypothesis, understand cause and effect relationship. There is flexibility of subject options at this level. Students can select subjects as per their interest. Subject knowledge will be at deep level. Some subjects will be common to all. From 9th to 12th grade, each year will be divided into two semesters. Students will study 5 to 6 subjects in each semester. Elective courses will be included like arts, vocational subjects, physical education etc. Scope is given to students' interest and talent. Grades 11 and 12 will be considered as an integral part of the secondary stage. It is the preparation for livelihood and higher education.

As per NEP 2019, Before 1st grade it is preprimary stage, grades 1-5 is the primary stage, grades 6-8 is the upper primary stage, grades 9-10 is the secondary stage and grades 11-12 is the higher secondary stage.

In short, if rigorous teacher training is given to would be teachers and the new policy is implemented properly, it will definitely transform our nation into vibrant knowledge society through high quality education to all.

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REFLECTION OF POLICY AGENDA OF NEW NATIONAL EDUCATION POLICY 2019 & VIEWS IN SUPPORTS IN FUTURE EDUCATION

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Abstract

As we talk about (New NEP 2019)New National Education Policy,2019 focusing on Quality Education with reflection in sustainable development that meets the need of people & specially pupils from KG to PG & onwards with three components i.e. Environment, Society & Economy.

"Edu cati on is th e fu tu re of th e n ati on in w hich environmental, social & economic consideration are balanced in the one roof of Improved Quality of life & it is only possible through literate society to build a nation under foundational pillars of Access(policy is the means & opportunity to approach & enter by accesselarating new keys),Equity(Includes key points with balancing equity ratio of G.E.R),Quality(High quality education to all),Affordability(Policy written& recorded for all with availability as per ability to be afforded),Accountability(Policy giving and maintaining the facts with conditions of being accountable with responsibility in education sector)with proper utilization of Quality Education with good In frastructure."

Keywords: New NEP 2019, Institution, Quality Education to all, RSA, RUSA, Teachers

Evaluation

Key highlights of the New National Educational Policy:

1. Early childhood care and education:

High-quality early childhood care and education will be provided for all children between the ages of 3 and 6 by 2025.This will be done within institutions such as schools and anganwadis, which would have a mandate to take care of the overall well-being of the child— nutritional, health, and education. These institutions will also provide similar support to families for children younger than three years of age—within their homes. The criticality of brain development in the early years has become clear in the past few decades; this policy will result in a massive positive multiplier effect on society.

2. Ensuring foundational literacy and numeracy:

Every student will start achieving age-appropriate foundational literacy and numeracy by

2025. A slew of programmes and measures are articulated for this purpose. This is aimed at the basic issue facing our education system today—of students not being able to read, write and do elementary math.

3. Transformed curricular and pedagogical structure for school education:

The curriculum and pedagogical structures will be designed anew to be appropriate and effective, based on children's cognitive and socio-emotional development. The curriculum will be integrated and flexible with equal emphasis on all subjects and fields. There will be no separation of curricular, co-curricular or extra-curricular areas—with all in a single category of equal importance. Vocational and academic streams will be integrated and offered to all students. Examination systems will be radically changed to assess real learning, make them stress-free, and aim for improvement instead of the passing of judgments.

4. Universal access and retention in schools:

All Indians between ages 3 and 18 to be in school by 2030. The Right to Education Act will be extended from pre-school to class XII.

5. Teachers at the Centre:

The profession of teaching, and so teachers, will be at the Centre of the education system, focused on the student and educational aims. All schools will be fully resourced with teachers— with working conditions for an energetic work culture. No "temporary" teachers will be allowed; all positions will be filled with competent and qualified teachers. A development-oriented performance management system will be put in place. The teacher education system will be transformed, with rigorous teacher preparation through a four-year integrated stage and subject- specific programmes offered only in multi-disciplinary institutions.

6. New institutional architecture for higher education:

India's current 800 universities and over 40,000 colleges will be consolidated into about 10,000-15,000 institutions of excellence to drive improvement in quality and expansion of capacity. This architecture will have only large multi-disciplinary institutions, with significant investment. Three types of higher education institutions will be there: Type 1 universities focused on research but also teaching all programmes, undergraduate to doctoral; Type 2 universities focused on teaching all programmes while also

conducting research and; 3 colleges focused on teaching undergrad programmes. All types will grant their own degrees. There will be no system of university affiliations. **7.   High-quality liberal education:**

All undergraduate education will be broad-based liberal education that integrates the rigorous study of sciences, arts, humanities, mathematics and vocational and professional fields with choices offered to students. Imaginative and flexible curricula will develop critical thinking, creative abilities and other fundamental capacities. Multiple exit and entry points will be offered, with appropriate certification after one, two, three and four years of study. There will be a four- year undergraduate programme available in addition to three-year programmes.

8.   Increase in public investment:

There will be a substantial increase in public investment to expand and vitalize public education at all levels.

NEP,2019 Reflection and Views in supports in future education:

New National Education Policy 2019 competently written under the chairmanship of space Scientist-administrator K.Kasturirangan,MHRD includes the establishment by an act of parliament of a new National Education Commission(Rashtriya Shiksha Aayog) to be chaired by the Prime Minister & to be run by executive & advisory bodies will be a range of new Institutions i.e.National Reseach Fund,National Higher education Regulatory Authorities in all states, Central Education Statistics Division (under NUEPA)etc.NEP 2019 envisioning Indian Centred education system that contributes directly to transforming our nation Sustainability into an equitable & vibrant knowledge society by highly quality education to all under RSA(Rashtriya Shiksha Aayog)which is beneficial to remove illiteracy from the ground level through availability of quality education in their mother tongue language. It will improve the skills like physical,mental & social development of the pupils as well as Adult peoples who are unable or restricting themselves to take education. And aiming to Bridge their hands to take quality education. NEP, 2019 taken a step to remove drawbacks from Past Educational Policies

NEP, 2019 is Challenging for teachers & future teachers & facilitators to connect with people & fulfills the root gap at social level especially in minorities. So, National Integrity Value reflecting through the Policy. Available technology not only with ICT but also with ICCT

Technology in Teaching   Learning process to grown up the man with self-respect along with student support system of Higher Education to developed and to take stand for future nation maintenance in all streams and departments. NEP,2019 envisioning the Evaluation of the Pupils & of course support system to improve the society with quality education & standard evaluation so it will seems reflection changes in sustainable development of the nation. With NEP,2019

Education will reach to the root with scientific attitude, Inculcation of life skills & with core element through the content analysis based curriculum to understand the subject not only for self achievement but also inculcate the roles & values to build and maintain a content essential to nature National Identity. And automatically it will improve the status of people to get employment instead of underemployment. The demand of administration will increase the staff with High Quality base concepts of education to build the nation is the reason behind it. So the Concern part is about Reflection & Positive views of NEP, 2019.

Now if we say about what left out of NEP, 2019

1. As per the need to bring "unrepresented groups" into school and focus on educationally lagging "special education zones", *it misses a critical opportunity of addressing inequalities within the education system*.

2. It misses to provide *solutions to close the gap of access to quality education between India's* rich and poor children.

3.Not specifying a common minimum standard below which schools cannot fall, creates conditions where quality of facilities in some schools will only sink lower, widening this gap.

4. It proposes a roll back of existing mechanisms of enforcement of private schools making parents "de-facto regulators" of private schools. Parents, and particularly poor and neo-literate parents, cannot hold the onus of ensuring that much more powerful and resourced schools comply with quality, safety and equity norms.

5. There is no special amendment's mention in policy agenda for Teachers. Teacher should get best remuneration with extra facilities including private sector recruitments as per the point mention in agenda that Teachers are in Centered in education. Support system should be

provided to facing huge challenges to literate society especially for women's. Because so many times women teacher has to face indiciplinary of the students while teaching at school as well as in society.

6.Framework should includes the points in support to foundational bodies in education sector members & should include amendment's as per teachers point of views Because to inculcate education into the root to top opportunity requires an interest of the pupils, effective system to support learning, including supportive organizations, resources and sound policies

Challenges in implementation:

1.   Recommendation about doubling of public funding to 6% of the GDP and increasing overall public expenditure on education to 20% from the current 10%. This is desirable but does not appear to be feasible in the near future given that most of the additional funding has to come from the States.

2.   While establishing new institutions for Pali, Prakrit and Persian appears to be a novel idea, shouldn't the Central Institute of Indian Languages in Mysuru be strengthened and perhaps even upgraded to a university with an extended mandate to take care of these languages.

3.   Expanding coverage under the RTE Act to include pre-school children is extremely important, but should perhaps be introduced gradually, keeping in mind the quality of infrastructure and teacher vacancies.

4.   The idea of setting up the Rashtriya Shiksha Aayog under the Prime Minister and having it serviced by the MHRD is crucial in order to integrate the approaches and programs of multiple departments. However, it is fraught with many administrative problems and possible turf battles. Bringing medical or agricultural or legal education under one umbrella is likely to be met with stiff opposition. What is going to happen, for example, to the National Medical Commission Bill, 2017?

5.   The idea of regulation being brought under the National Higher Education Regulatory Authority, standard setting under the General Education Council and funding under the Higher Education Grants Council may require a revisit so that there is synchronization with the current Bill for the Higher Education Commission of India.

6.   The draft policy is silent on the Institutions of Eminence and agencies like the Higher

Education Funding Agency.

7. Language issues have to be handled sensitively in view of their emotional overtones, as witnessed recently. Protests are often made without understanding the spirit of the text.

8. It may create huge challenge in language comfort ability for the teachers as per points mention in agenda i.e. language proficiency to teach in mother tongue. As we know English is not our mother tounge. English Language should be included in teaching learning process because English Proficiency also can matter in carrier point of view at global level & pupils should able to face the competitive world. And must inculcate the capacity to work & compete economically at global level. This drawback should be taken under quality education without language barriers.

9. Must Include Amendments for Teacher special security in Tribal, Slum areas. At Social Level Teacher always has huge challenges to change the mindset of people to take education where the people and families are restricting to take education to pupils in rural areas. Challenges will come to teach pupils as well as adults to build them into Literate society. Because in Slum and rural areas People are unaware and not taking interest to take education due to economically weaker section. Teacher also have to face the security problems while inculcating the values and roles because crimes find largely in this area. So Teacher should get extra protection and security especially in minorities, tribal & slum area.

Above Drawbacks and implementation should be taken under quality education including and view as per all corner sides of education for sustainable development. So our nation will definitely compete economically at global level from childhood age and young future generation.

 "Education is a word & function tool which implements know ledge in hum an being

Self-realization, Human Relationships Economic efficiency & Civic R esp on sibi lity."

I appreciate our New Framework of NEP, 2019 and Thankful our Scientist K.Kasturirangan, Educational Fighters, Thinkers, Motivators,MHRD staff & support system to build positive views with logical & scientific attitude to live Indian people peacefully & improve our education system with views in support at global level so illiteracy will come to an end.

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Teacher Education

2019 शैक्षणिक धोरणातून शिक्षक प्रशिक्षण, एकता व सर्वसमावेशक शिक्षणातून भावनिक बुद्धिमत्ता विकसनासाठी तरतुदींचा आढावा

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Abstract

2019 च्याशैक्षणिक धोरणातून शिक्षक प्रशिक्षणासाठी विशेष मार्गदर्शन तरतुदी केल्या असून शिक्षक प्रशिक्षणाचा दर्जा उंचावण्याच्या प्रयत्न एकात्मिक व समावेशित शिक्षणाचे तरतुदींतून केल्याचे दिसून येते. यात शिक्षकांसाठी भारतीय मूल्य, भाषा, ज्ञान, परंपरा, आधुनिक ज्ञान व शिक्षणाची सांगड घातलेली आहे. भावनिक बुद्धिमत्ता मानवाच्या जगण्या-जागण्याचा अविभाज्य भाग, स्पर्धा, धकाधकीच्या युगात ही 'मानवी मनाची उद्दीपित अवस्था' भावना लोपत चालल्याचे दिसते. ज्यातून समाजीकरण समस्या उद्भवताना अनेकांना एकाकीपणा, नातेसंबंधातील कोरडेपणा, संकटांनी कोलमडून प्रसंगी आत्महत्येसारखे प्रसंग उद्भवताना दिसत आहे.

संशोधकाने, बी. एड्. प्रशिक्षणार्थ्यांना आपल्या, इतरांच्या भावना समजून घेऊन तसा प्रतिसाद प्रशिक्षणार्थी व भावी शिक्षक म्हणून गरजेचा ठरतो. त्यावर शिक्षक प्रशिक्षकाचे भूमिकेतून यांच्या भावनांक वृद्धीसाठी संशोधकाने सहकार्यात्मक अध्ययनावर भर देणारा कार्यक्रम तयार केला. ज्याद्वारे संबंधितांची भावनिक बुद्धिमत्ता विकसित होऊन सध्या व भावी जीवनात त्यांना, त्यांच्या कुटुंबीय व विद्यार्थ्यांना हाताळताना शिक्षण सहाय्यक म्हणून उपयोगी पडेल असा संशोधकाचा मानस आहे.

प्रस्तुत संशोधकाने यासाठी पाच प्रकारचे कार्यक्रम उदा. सांघिक अध्यापन, गट चर्चा, जबाबदारीचे विकेंद्रीकरणाचा वापर केला. सहकार्यात्मक अध्ययन पद्धती व तंत्राचा उपयोग करून भावनिक बुद्धिमत्तेतील घटक जसे- स्वजाण, स्वविकास, परानुभूती, सबंध हाताळणे, वर्तन, जबाबदारी व स्थितीज्ञान यांच्या विकासावर भर देणारा कार्यक्रम व कालावधी निश्चित केला. ज्याद्वारे भावनांक वृद्धीत फरक पडेल.

यासाठी 2019 च्या राष्ट्रीय शैक्षणिक धोरणातील उच्च दर्जाचे शिक्षण शिक्षक प्रशिक्षण संस्थांतून देण्यासाठी चार वर्षाचा एकात्मिक बी.एड्. अभ्यासक्रम सुरु केला आहे. यासंदर्भात संशोधकाने याविषयाशी पूरक

एकात्मिक व समावेशित शिक्षणावर आधारित बी.एड्. विद्यार्थी शिक्षकांच्या भावनिक बुद्धिमता विकसनासाठी सहकार्यात्मक अध्ययनाधिष्ठीत कार्यक्रम राबवून त्याचे परिणाम अभ्यासले.

2.   प्रस्तावना : साधारणतः बुद्धिमत्तेचे सर्जनशील, उपयोजित, शैक्षणिक, सामाजिक व भावनिक असे पाच प्रकार पडतात. गोलमनच्या मते, 'Emotional Intelligence refers to the capacity for cognitivity our own feeling and those motivation our selves and for managing emotions well in our selves in our relationship.' (जगताप 2007) म्हणजेच,'विद्यार्थ्यांच्या भावनिक विकासाची जबाबदारी शिक्षक शाळेवर असते. ज्यातून व्यक्तीच्या मार्गातील अडथळे सर्वांच्या सहकार्याने दूर करून समाधान व यश मिळते.' (गोलमन-1995)

यासाठी संशोधकाने बी. एड्. प्रशिक्षणार्थ्यांच्या उद्दिष्टपूर्तीसाठी परस्पर सहकार्यावर अध्ययनाधिष्ठितकार्यक्रम निर्मितीचा मानस ठेवला. यातून त्यांच्या भावी विद्यार्थ्यांच्या भावनिक बुद्धिमत्ता विकासास हातभार लागेल.

3.   संशोधनाची उद्दिष्टे :

i)   बी. एड्. विद्यार्थी शिक्षकांची भावनिक बुद्धिमत्ता मोजणे.

ii)   बी. एड्. विद्यार्थी शिक्षकांची भावनिक बुद्धिमत्ताविकसनासाठी सहकार्यात्मक अध्ययनाधिष्ठित कार्यक्रम निर्मिती करणे.

4.   संशोधनाची गृहीतके :

i)   भावनिक बुद्धिमत्तेचे मापन प्रमाणित चाचणीद्वारे करता येते. दलिप सिंह (1995)

ii)   बी. एड्. प्रशिक्षणार्थींची भावनिक बुद्धिमत्ता विकसनासाठी सहकार्यात्मक अध्ययनाधिष्ठीत कार्यक्रम राबविता येतो. (बच्छाव 2013)

5.   संशोधनाची व्याप्ती व मर्यादा :

A)   व्याप्ती :

1.   प्रस्तुत संशोधन हे सावित्रीबाई फुले, पुणे विद्यापीठाशी संलग्न बी. एड्. महाविद्यालयातील प्रशिक्षणार्थींच्या भावनिक बुद्धिमत्ता विकासानाशी निगडीत आहे.

2.   प्रस्तुत संशोधन बी. एड्. प्रशिक्षणार्थींच्या भावनिक बुद्धिमत्ता विकसनासाठी सहकार्यात्मक अध्ययनाधिष्ठीत कार्यक्रमापुरते निगडीत आहे.

B)   मर्यादा :

1.   प्रस्तुत संशोधन बी. एड्. प्रशिक्षणार्थींच्या भावनिक बुद्धिमत्ता विकसनासाठी सहकार्यात्मक अध्ययनाधिष्ठीत कार्यक्रमापुरते मर्यादित आहे.

2.   प्रस्तुत संशोधन हे सावित्रीबाई फुले, पुणे विद्यापीठाशी संलग्न बी. एड्. महाविद्यालयातील प्रशिक्षणार्थींच्या भावनिक बुद्धिमत्ता विकासनाशी मर्यादित आहे.

6.   कार्यात्मक व्याख्या :

1)   बी. एड्. प्रशिक्षणार्थी : पदवीनंतर शिक्षणशास्त्र ही पदवी घेणारे प्रशिक्षणार्थी

2)   सावित्रीबाई फुले, पुणे विद्यापीठाच्या शिक्षणशास्त्र पदवीचा अभ्यास करणारे विद्यार्थी

3)   भावनिक बुद्धिमत्ता : स्वतःबरोबरच इतरांच्या भावना जाणून परिस्थितीशी समायोजन साधून स्वक्षमतांच्या आधारे कार्यक्षमता-आत्मविश्वास वाढविणे- दलिप सिंह

4)   सहकार्यात्मक अध्ययन :अनुदेशाची एक पद्धत, विद्यार्थी गटात एकत्र येऊन प्रारंभिक शिक्षकाने सादर केलेल्या साहित्यावर काम करतात, इतरांना शैक्षणिक यशप्राप्तीसाठी मदत करून स्वतःचे ज्ञान वाढवतात. –डॉ. व्ही. पी. शिखरे.

7.   संशोधन परिकल्पना :

बी. एड्. प्रशिक्षकांच्या भावनिक बुद्धिमत्ता विकसनासाठी सहकार्यात्मक अध्ययनाधिष्ठीत कार्यक्रमाने भावनिक बुद्धिमत्ता विषयक लक्षणीय फरक पडत नाही.

8.   संशोधन आराखडा :

जनसंख्या : प्रस्तुत अभ्यासात सावित्रीबाई फुले, पुणे विद्यापीठाशी संलग्न अध्यापक महाविद्यालयातील विद्यार्थी शिक्षक.

न्यादर्शन व न्यादर्श : पुणे, नगर, नाशिक जिल्ह्यातील प्रत्येकी चार अध्यापक महाविद्यालयातील विद्यार्थी शिक्षकांची असंभाव्यता आधारित सहेतूक पद्धतीने निवड.

संशोधन अभिकल्प व चले :

1)   संशोधन अभिकल्प : पूर्व चाचणीसाठी पुणे, नगर व नाशिकमधील चार अध्यापक महाविद्यालयातील विद्यार्थी शिक्षक, पूर्व व उत्तर चाचणी, कार्यक्रम अंमलबजावणीसाठी डॉ. एम. ए. खान बी. एड्. कॉलेज, मंचरचे ५० विद्यार्थी.

2) चले :

i) स्वाश्रयी चल : सदर संशोधनात बी. एड्. विद्यार्थी शिक्षकांची भावनिक बुद्धिमत्ता विकसनासाठी सहकार्यात्मक अध्ययनाधिष्ठीत कार्यक्रम

ii) आश्रयी चल: सदर संशोधनात बी. एड्. विद्यार्थी शिक्षकांची भावनिक बुद्धिमत्ता व पूर्व आणि उत्तर चाचणीतील गुण

iii)   नियंत्रित चल: परीक्षेचे वेळापत्रक, बुद्धिमत्ता, स्त्री-पुरुष, ग्रामीण शहरी विद्यार्थी.

1. भावनिक बुद्धिमत्ता विकसनासाठी मार्गदर्शक, तज्ज्ञांच्या सहाय्याने संशोधक निर्मित सहकार्यात्मक अध्ययनाधिष्ठित कार्यक्रम :

क्रम	उपक्रम	सहकार्यात्मक अध्ययन पद्धती/तंत्र	उपक्रमाची उद्दिष्ट्ये	सहकार्यात्मक अध्ययनपर घटक	भावनिक बुद्धिमत्तापर घटक	प्राधान्यक्रम	वेळ	दिनांक
1.	गटचर्चा व जबाबदारी वाटप प्रात्यक्षिक- मानवी हक्क जपणूक करणारी संस्था म्हणून स्थळ भेट	1.विद्यार्थी गट अध्ययन 2.एकत्र अध्ययन ३.चर्चा व माहिती वितरण	1.विद्यार्थी शिक्षकांनी प्रात्यक्षिक कार्यपूर्तीसाठी एकत्र येणे 2.जबाबदारी वाटप व पार पाडणे	1.सकारात्मक परस्परावलंबीत्व 2.वैयक्तिक जबाबदारी	1.स्वजाणिव 2.परानुभूती 3.जबाबदारी 4.सबंध हाताळणी	चर्चा व दर्जेदार कार्यपूर्ती	शेवटचे घड्याळी 2 तास	1 महिना
2.	अभिरूप पाठांसाठी गटचर्चा, भूमिकावाटप, सांघिक अध्यापन, सादरीकरण त्रुटींवर चर्चा पुन:सादरीकरण	1.विध्यार्थी गट गट शोधकता 2.अंतर्गत व बाह्य वर्तुळाकार रचना	1.विद्यार्थी शिक्षकांनी आपली भूमिका जाणणे 2.स्वत:स मिळालेली जबाबदारी पार पाडणे	1.आंतरव्यक्तीक छोट्या गटातील कौशल्य 2.गट प्रक्रिया	1.स्वप्रेरणा 2.स्व:विकास 3.स्थितीज्ञान 4.निस्वार्थी वर्तन	सांघिक कृती व जबाबदारीचे तत्व	शेवटचे घड्याळी 2 तास	1 महिना
3.	तंत्रज्ञानाधारित पाठांसाठी आवश्यक बाबींवर गटचर्चा तंत्रज्ञानाधारित अध्यापन चर्चा	1.वैयक्तिक जबाबदारी 2.समोरासमोर आंतरक्रिया	1.स्वकौशल्य विकसित करणे 2.पुरक माहिती मिळविणे 3.प्रभावी	1.सकारात्मक परस्परावलंबीत्व 2.वैयक्तिक जबाबदारी	1.स्वजाणिव 2.निस्वार्थी वर्तन 3.प्रामाणिकपणा	सांघिक कृती व वैयक्तिक जबाबदारीचे तत्व	शेवटचे घड्याळी 2 तास	1 महिना

	पुन:सादरीकरण		सादरीकरण करणे					
4.	सृजनात्मक पाठांसाठी आवश्यक बाबींवर गटचर्चा स्वयं. अध्ययनपर पाठ अध्यापन चर्चा पुन:सादरीकरण	1.गटात्मक खेळ 2.विद्यार्थी गट अध्ययन 3.एकत्रित अध्ययन	1.स्वकौशल्य विकसित करणे 2.आवश्यक माहिती मिळविणे 3.प्रभावी सादरीकरण करणे	1.समोरासमोर आंतरक्रिया 2.वैयक्तिक जबाबदारी 3.गटप्रक्रिया	1.परानुभूती 2.स्थितीज्ञान 3.जबाबदारी 4.भावनिक स्थिरता	हेतू समजल्याच्या तत्वाची खात्री व अध्ययन घटक निश्चिती	शेवटचे घड्याळी 2 तास	1 महिना
5.	उपक्रम-निबंध गटचर्चा व विषय वाटप आणि माहिती संकलन विषय- मानवी हक्क व सादरीकरण	1.विद्यार्थी गट अध्ययन 2.एकत्र अध्ययन 3. गट चर्चा ४.गट शोधन कार्य	1.स्वकौशल्य विकसित करणे 2.आवश्यक माहिती मिळविणे 3.प्रभावी अहवाल लेखन व सादरीकरण करणे	1.समोरासमोर आंतरक्रिया 2.वैयक्तिक जबाबदारी 3.गटप्रक्रिया 4.आंतरव्यक्तीक/छोट्या गटातील कौशल्य	1.स्वविकास 2.परानुभूती 3.स्थितीज्ञान 4.जबाबदारी 5.संबंध हाताळणी	विषयाचा आवाका निश्चिती व मिळालेली जबाबदारी पार पाडणे	शेवटचे घड्याळी 2 तास	1 महिना

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SCHOOL EDUCATION- NATURE AND ITS UNIVERSALIZATION PLAN

शैक्षणिक धोरण 2019 : सोशल मिडिया व मुलांचा सर्वांगीण विकास

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Abstract

नवीन शैक्षणिक धोरण 2019 मधील शिक्षक प्रशिक्षण त्यातील शिक्षकांनी रुजवायची नैतिक मूल्ये, भारतीय संस्कृती, परंपरा, प्रथा रुजविण्यासाठी यापूर्वीच्या नवीन शैक्षणिक धोरण 1986, सुधारित शैक्षणिक धोरण 1992 मध्ये प्रयत्न केला होता. पण यावर 2019 च्या शैक्षणिक धोरणात विशेष भर देऊन मुल्ये, सर्जनशीलता, संकल्पनात्मक बोध, जीवन कौशल्ये, एकता व समावेशित शिक्षणासाठी शिक्षकांच्या कौशल्य वृद्धीवर विशेष भर दिला आहे. पण या शैक्षणिक धोरणात विद्यार्थ्यांच्या ज्ञान संपादनात प्रमुख अडथळा असलेल्या सोशल मिडीयाचाही विचार गरजेचा आहे. ज्ञानाचे आदान-प्रदान वेगाने या माध्यमातून होते पण त्याऐवजी अन्य गोष्टींसाठीच विद्यार्थी याचा वापर करत असल्याने ते अभ्यासापासून दूर जात आहेत. कारण, सोशल मिडिया राक्षसाप्रमाणे सर्व काही देत-घेत राहिलेला दिसतो. त्याचा कैफ, अंमल आणि व्यसनाबरोबरचत्याने साऱ्या जगाच्या ज्ञान, माहितीला आपल्या उंबरठ्यावर आणून ठेवले आहे. फेसबुक, ट्विटर, हाईक, व्हाट्सअॅप, इंस्टाग्राम, फ्लिकर, पिकासा, बंद झालेले ऑर्कुट अशा अनेक आभासी माध्यमांचे गारुड हे प्रत्यक्ष असलेल्या मित्रांपेक्षा वरचढ ठरत आहे. विशेषतः कुमारवयीन मुलांची बऱ्याचदा यातून फसवणूक झालेली दिसते. सज्ञान पालक-शिक्षकांनी योग्य दिशा दिल्यास सहकार्यात्मक, सहभागात्मक अध्ययनास पुरक वापर होऊन यातील विज्ञानातून विद्यार्थ्यांच्या ज्ञान, विचारात भरच पडेल.

अध्ययनकर्त्यांच्या बौद्धिक विकासास G. K. Gruop, भावनिक व मानसिक विकासास School Psychology, मानसिक धैर्यांसाठी Sucide Awarness, शारीरिक विकासासाठी योगा व मेडिटेशन, सामाजिक विकासासाठी भारतीय संस्कृती, महाराष्ट्रातील चालू घडामोडी अशा एकापेक्षा एक गटांची फेसबुक, व्हाट्सअॅप यावर रेलचेल आहे. फक्त काय? किती घ्यायचे हे वापरकर्त्यावर अवलंबून आहे. कोणत्याही गोष्टींचे सकारात्मक-नकारात्मक परिणाम असतातच. मुलांचे मार्गदर्शक-दिशादर्शक म्हणून भूमिकेत असणाऱ्या शिक्षकांनी वर्गातील टॅबलेट, कॉम्प्युटर किंवा मोबाईलवर सदर माहिती, व्हिडीओ, दृश्ये शेअर केल्यास, दुसऱ्या शिक्षकांमध्ये शेअरिंग, माहितीचे आदान-प्रदान केल्यास दुसरीकडच्या विद्यार्थ्यांबरोबर सोशल मीडियाद्वारे संप्रेषण साधल्यास पर्यावरण रक्षण, प्लास्टिकबंदी, वसुंधरा रक्षण, बेटी बचाओ, माहितीचा जादुगार अशा गटांद्वारे विशेष मोहिमा राबवून अपेक्षित परिणाम शक्य होईल.

सोशल मिडियाची मुलांच्या विकासातील भूमिका इंटरनेटच्या उपलब्धतेमुळे सोशल मीडियातील फेसबुक, इंस्टाग्राम, व्हाट्सअॅपचा भारतातील-जगातील वापर प्रचंड वाढला आहे. उदा. येणाऱ्या २६ जानेवारी प्रजासत्ताक दिनाचा आपल्या विद्यालयातील कार्यक्रम, पारितोषिक वितरण, नृत्य-नाटिकेतील आपल्या पाल्य-शिष्यांचा सहभाग त्यांच्या मोबाईल कॅमेराद्वारे पालक-शिक्षक टिपून त्वरित सोशल मिडियावर टाकून माझी मुलगी-मुलगा, माझा विद्यार्थी उत्स्फूर्त सहभाग, घवघवीत यश,feeling proud ..असे इतरांबरोबर एका क्षणात आपला आनंद शेअर करतात. ज्यातून इतरांच्याही आनंदात-उत्साहात आणि प्रेरणेत भर पडते. मुलांचे गायन, संगीतवादन, हुपाहुला, खेळ-क्राफ्ट-चित्रकलेतील कौशल्य शेअर करून त्याला, इतरांना प्रोत्साहन मिळते. तो स्वतः ही आपल्या मित्रांबरोबर याबाबी शेअर करून त्यांच्या लाइक्स, कॉमेंट्स मिळवतो, त्यातून प्रोत्साहन, दिशादर्शन, मार्गदर्शन मिळते.

मुले-विद्यार्थी विकासात सोशल मीडियाची मदत :

१) **बौद्धिक विकास : 'टॅलंटेज' चे मुख्य कार्यकारी अधिकारी आदित्य मलिक यांच्या मते,** "Live interactive digital learning empowers the learners to receive for excellence, quality education anytime and anywhere." **म्हणजेच मुलांच्या डिजिटल अध्ययन, शैक्षणिक प्रक्रिया व भावी करिअरसाठी ग्रामीण-शहरी विद्यार्थ्यांना सोशल मिडियाचा जोड बौद्धिक विकासास चालना देते. उदा. शब्दखेळ, कोडी.**

२) **शारीरिक विकास :सोशल मिडीयावर सध्या विविध शारीरिक खेळ, त्यातील कौशल्ये,** Live **सामने, योगा-मेडीटेशन, डान्सचे वर्ग चालू असतात. त्यात सहभागी होऊन शारीरिक व्यायामास चालना मिळते. परस्पर बाबींचे आदान-प्रदान होऊन वैयक्तिक व इतरांचे शारीरिक विकासास हातभार लागते. उदा. कवायत, कसरतीचे व्हिडीओ, विविध खेळांचे** live **शो.**

३) **भावनिक विकास :** सध्या सर्वांना या सोशल मिडीयाने जखडून टाकले असून जीवा-भावाचे मित्र, सवंगडी ही कल्पनाच ठरतेय की काय? अशी वेळ आली आहे. त्यातून सहकार्य, सहभाव, सहभागाऐवजी यावरच गुड मॉर्निंग, गुडनाईटचे मेसेज फिरत आहे. कोरड्या भावनांमुळे आत्मीयता, सहसंवेदना दिसणे अशक्य होत असून यावर शिक्षक पालकांनी Happy Parenting,School Psychology, Child Psychology, Psychological Facts**अशा फेसबुक पेजचा वापर करून मुलांना समजून घेतल्यास भावनिक विकासास मदत होते.**

४) **मानसिक विकास :** विद्यार्थ्यांच्या मानसिक सक्षमीकरणासाठी Psychological Whatsaap group, UPS Education, Psychology online**सारखी फेसबुक पेजेसचा वापर महत्वाचा ठरतो.** ज्याद्वारे शिक्षक-पालक मुलांच्या समस्या ओळखून त्यांना व्यक्ती सहायक होऊन समस्येतून बाहेर काढण्यास दिग्दर्शन करू शकतात. यातून त्यांचे मानसिक सशक्तीकरण शक्य होऊन त्यासाठी प्रसंगी गट व इतर पेजेसचीही मदत घेऊन त्याचा न्यूनगंड, एकलकोंडेपणा, अभ्यासाकडे दुर्लक्ष यावर मात करू शकतात.

५) **सामाजिक विकास :**मनुष्य समाजशील प्राणी असल्याने गणेशोत्सव, दुर्गापुजा, शिवजयंती, १५ ऑगस्ट, इतर धार्मिक सणांची माहिती चित्रे, व्हिडिओ एकमेकांना शेअर करणे, निमंत्रण व सहभागासाठी सोशल मीडियाचा वापर मुले सहज करू शकतात, त्यातून त्यांच्यामध्ये सामाजिक जाण वाढेल व ते वैयक्तिक जबाबदारी घेऊन ती पार पाडतील, त्यातून सामाजिक विकास-सामाजिकीकरण घडेल.

सोशल मिडियाचे मुलांवर होणारे परिणाम

सकारात्मक परिणाम :

१) मुलांच्या सामाजिक, मानसिक, बौद्धिक, भावनिक, शारीरिक विकास - खरेतर सर्वांगीण विकासास सोशल मिडीयाने हातभार लागतो. वैयक्तिक प्रशंसापर बाबींचे आभासी व प्रत्यक्ष असलेल्या मित्र,

नातेवाईकांशी शेअरिंग करून आपले कार्यकर्तृत्व इतरांसमोर नेण्याची संधी उपलब्ध होते. उदा. चित्रकला, संगीत यातील प्राविण्य शेअर करता येते.

२) मोबाईलचा वाढता उपयोग : हाताळण्यास सोप्या मोबाईलमुळे फोटो, फोटोवर प्रक्रिया, टंकलेखन, फॉन्ट, कलर, रंग-रेषांचे ज्ञान होऊन त्यातील कौशल्य वाढवून कमीत-कमी वेळेत त्यात पारंगत होऊन त्यावर आपली छाप उमटवता येते.

३) संदेशाचे सार्थक आदान-प्रदान – फेसबुक, व्हाट्सअॅपवर नेमका संदेश पाठविणे, आलेल्या संदेशांचे अर्थग्रहण करून संप्रेषणक्रिया सहज साध्य होते. उदा. आजचे गृहकार्य, चाचणीचा अभ्यासक्रम, महत्वाचे प्रश्न त्यांची उत्तरे, प्रकल्पास आवश्यक माहितीच्या लिंक्स, यु ट्यूब व्हिडीओ देणे-घेणे सहज शक्य होते.

सोशल मिडियाचे नकारात्मक परिणाम

१)   मोबाईल वापराबाबत मुलांचा हट्टीपणा : सध्या मोबाईल म्हणजे जणू आपला जीवा-भावाचा मित्र होऊन बसलाय. मुले महागड्या मोबाईलची मागणी पालकांकडे करताना दिसतात आणि मिळाला नाही तर रुसणे, आदळ-आपट करणे, प्रसंगी आत्महत्येसारखे टोकाचे पाऊल उचलताना दिसतात. पालकांपुढच्या या समस्येने,हट्टग्राही मुलांमुळे त्यांना होणाऱ्या मानसिक, आर्थिक त्रासाची कल्पना सर्वांना आहे.

२)   मुलांची ऑनलाईन फसवणूक : मुलांच्या भोळेपणाचा गैरफायदा घेणारे काहीजण त्यांना आर्थिक, मानसिक, भावनिकदृष्ट्या ब्लॅकमेल करून आपल्या जाळ्यात ओढून त्यांची फसवणूक करतात. भेटण्यास बोलवणे, गैरकृत्य करून घेणे यापासून पालक, शिक्षकांनी मुलांचे विश्वासात घेऊन संरक्षण केले पाहिजे. मुलांच्या बऱ्या-वाईट कृत्य, प्रसंगात सतत त्यांच्या बरोबर असल्याचा विश्वास मुलांना शिक्षक-पालकांनी दिला पाहिजे, ज्यातून चांगले व वाईट यातील फरक समजून दिला पाहिजे.

३) व्यसन : सोशल मिडियाच्या अतिरेकी वापराने सध्या मुलांचे खेळ-अभ्यासाकडे प्रचंड दुर्लक्ष ही एक ज्वलंत समस्या बनली असून, तासनतास कॉम्प्युटर, मोबाईल बरोबर बसणारी मुले आपले जेवण, झोप, शारीरिक हालचालींकडे दुर्लक्ष करून आपले डोळे, पोट व शारीरिक विकासावर गंभीर ठेस पोहचवत आहे. त्यातून अकाली मधुमेह, हृदय विकार, रक्तदाब, डोळ्यांचा अंधुकपणा, अपुऱ्या झोपेतून अपचन, या सर्वांतून चिडचिडेपणा, एकलकोंडेपणा, न्यूनगंड, अस्वस्थता यांना तोंड देत आहेत.

उपाय

१) मुले-पाल्य यांच्या मित्रत्वाची भूमिका :शिक्षक, पालक मुलांचे खरे मित्र त्यांनी यातील संभाव्य धोके नजरेस आणून देणे, वापरासंदर्भात प्रशिक्षण, सहायक कार्य, काळजी प्रतिबंधाचा वापर करून अतिरेकी स्वातंत्र्य देणे टाळणे हे मुलांच्या हितासाठी गरजेचे आहे.

२) मुलांच्या इंटरनेट वापरावर लक्ष ठेवणे :सोशल मिडिया विद्यार्थी विकासात चांगला तितका घातक ज्यावर लक्ष ठेवणे, योग्य त्या साईट्स, गटांचा वापर याबाबत दक्षता घेतल्यास मुलांच्या ज्ञान, विज्ञान, माहितीच्या आदान-प्रदानात मदत होईल. ज्यातून मुलांच्या सर्वांगीण विकासास हातभार मिळून संभाव्य धोके टळतील.

सारांश : नवीन शैक्षणिक धोरण 2019 मध्ये सर्वच शैक्षणिक बार्बींचा उल्लेख असला तरीही विद्यार्थी अभ्यासाकडे वळण्यासाठी सोशल मिडीयाचाही योग्य वापर गरजेचा ठरेल.

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राष्ट्रीय शैक्षणिक धोरण –२००९ भविष्यातील शिक्षणाचा वेध २

सौ. शीतल गदीया (Pg. 102-104)

B.Ed 2nd Year. DSM.

Abstract

कस्तुरमन समिती ने राष्ट्रीय शैक्षणिक धोरण २०१९ च मसुदा जाहीर केला आहे.

लेखिका बी.एड अभ्यास करत असताना

१) मुदलीयार –१९५२

२) कोठारी आयोग –१९६४

३) राष्ट्रीय धोरण –१९८६

या अहवालाचा अभ्यास केला. त्याचबरोबर अत्ताच आलेले शैक्षणिकधोरण याचा अभ्यास केला.त्यावर आधारीत राष्ट्रीय शिक्षण धोरण मसुदा २०१९ नुसार शालेय शिक्षणाचे स्वरूप व सार्वत्रिकीकरणाची योजना या विषयी खालील मुद्दयांच्या आधारे चर्चा करणार आहे.

i) पूर्व प्रार्थमिकस्तरावरील शिक्षण विषयक गरजा.

ii) शिक्षण हक्ककायदा २००९ च्या अनुषंगाने शालेय परिक्षेत सुधारणा.

iii) समग्र चर्चा आणि विश्लेषण –आधारित शिक्षण.

iv) शालेय पायाभूत सुविधा.

v) शिक्षक व्यवस्थापन

शालेय शिक्षण स्वरूप व सार्वत्रिकीकरणाची योजना यामध्ये मानव संसाधन विकास मंत्रालयाने नवीन शिक्षण धोरण २०१९ जाहीर केलेले आहे.

अभ्यासाची चौकट : शालेय शिक्षणाची सध्याची रचना विद्यार्थ्यांच्या विकासाच्या गरजेच्या आधारे पुर्नचना केली जाणे आवश्यक आहे.

यात

५+३+३+४ या आराखडयाचा सामावेश आहे.

१) पाच वर्षे पायाभूत टप्पा (पूर्व – प्रार्थमिक शाळेची तीन वर्षे आणि वर्ग एक व दोन)

२) तीन वर्षाची तयारीची अवस्था (वर्ग – तीन ते वर्ग पाच)

३) मध्यम टप्प्यातील तीन वर्ष (सहा ते आठ वर्ग)

४) माध्यमिक टप्प्यातील चार वर्षे (नऊ ते १२ वर्ग)

हि केवळ शैक्षणिक पुनर्रचना आहेः शाळांचे कोणतेही भौतिकपुनर्गठन होणार नाही.

देशातील प्रत्येक मुलासाठी समान व सर्वसमावेशक शिक्षणाचे उद्दीष्ट आहे ज्याचे खास निवेदन प्रतिनिधित्व गट (यू आर जी) वर आहे.

२०३० पर्यंत सर्व शालेय शिक्षणासाठी १००% निव्वळ नोंदणी गुणोत्तर युनिव्हर्सल कलेस आणि धारणा.

१) मुले भाषा शिकतात, सर्वात वेगाने २ – ते ८ वर्षाच्या दरम्यान आणि बहुभाषिकतेमुळे विदयार्थांना मोठा संज्ञानात्मक लाभ होतो. म्हणून तीन भाषेचे एक सूत्र प्रस्तावित होते.

२) शाळांमध्ये तमिळ, तेलगू, कन्नड, मळयाळम,ओडिसा, पाली पर्सियन आणि प्रकृत यासह इतर शास्त्रीय भाषा

आणि साहित्य शिकविण्याचा प्रस्ताव आहे.

माझ्या मते शालेय शिक्षणामध्ये काही मुलभुत गरजांचा अभ्यास करणे आवश्यक आहे.

शालेय शिक्षण

१) पूर्व प्रार्थमिक स्तरावरील शिक्षण विषयक गरजा.

i) मुलांच्या विकासाच्या गरजा भागविणारे अभ्यासक्रम.

i) तीन ते आठ वर्षाच्या मुलांसाठी शैक्षणिक चौकट.

iii) प्राथमिक स्तरावरील मुलांची काळजी व शिक्षणासाठी विद– भाग अभ्यासक्रम विकसित करणे. या सर्वचे कारण म्हणजे.

सध्या सर्वत बालपण शिक्षण अंगणवाडया आणि पूर्व प्रार्थमिकशाळामधून निम्नसतरीय अध्यापन होते.

त्यासाठी पूर्व प्रार्थमिक स्तरातील मुलांना Activity वर जास्तीत जास्त भर देणे आवश्यकआहे.

२) समग्र चर्चा आणि विष्लेषण आधारित शिक्षण.

सध्याची शिक्षण पध्दती कार्यपध्दतीच्या रोटेशन शिकण्यावर केंद्रित आहे म्हणूनच भविष्यात प्रत्येक विषयाच्या अभ्यासक्रम भार त्याच्या मुलभुत सामग्रीपर्यंत कमी करावे.

त्याचा फायदा –

मुले पुस्तक वाचतील.

समाजातील मुल्ये रूजतील.

कौटुंबिक भावना निर्माण होईल.

आपोआप सुसंकारित मुले होऊ शकतील.

३) शालेय पायाभूत सुविधा

देशभरातील प्रत्येक वस्तीमध्ये प्राथमिक शाळा स्थापन केल्यामुळे शिक्षणातील प्रवेश वाढविण्यास मदत झाली.

परंतू नवीन धोरणानुसार अनेक सार्वजनिक शाळा एकत्र आणून शाळा कॉम्प्लेक्स तयार करावे. एका कॉम्पेक्समध्ये एक माध्यमिक शाळा (इयत्ता नववी ते बारावी) आणि त्याच्या आसपासच्या सर्व सार्वजनिक शाळा असतील ज्या पूर्वप्राथमिक व आठवीपर्यंत शिक्षण देतात.

त्यामुळे लहानपणापासून माध्यमिक — शिक्षणापर्यंत सर्व टप्प्यात एकात्मिक शिक्षण होईल.

४) शिक्षक व्यवस्थापन

व्यावसायिकदृष्टया पात्र शिक्षकांची कमतरता दूर करून शिक्षकेत्तर शैक्षणिक हेतुंसाठी शिक्षक तैनात करण्यात मोठया प्रमाणावर वाढ झाली आहे.

शैक्षणिक धोरण २०१९ नुसार शिक्षकाने योग्य व साखोल ज्ञानाचे कौशल्याचे सेवापुर्व कालात प्रशिक्षण घ्यावे. खरोखर २०१९ मध्ये जे नवीन धोरण घेण्यात आले आहे त्याचा भावी जीवनात विदयार्थी — पालक — शिक्षक या सर्वांना नक्कीच होणार आहे.

२०१९ नवीन शैक्षणिक धोरणामुळे होणारे फायदे पुढिलप्रमाणे.

i) सामाजिक विकास करणे.

ii) मूल्ये जाग्रती करणे.

iii) शैक्षणिक दर्जा वाढविणे

iv) विषयांचे शिक्षण

v) प्रशिक्षित शिक्षण निर्माण होईल.

vi) शाळेतील विद्यार्थ्यांचे प्रमाण वाढेल.

२०१९ चे धोरणे हे अतिशय मार्गदर्शन व शैक्षणिक प्रगतीला हातभार लावणारे आहे त्याची आज अंमलबजावणी झाली तर भविष्यातील शिक्षण शाखेत विकास घडवेल.

संदर्भ - राष्ट्रीय शैक्षणिक धोरण २०१९ (आराखडा)

बहुभाषिकतेची भारतासाठी अनिवार्यता

सहा. प्रा. सुशील वि. भोंग (Pg. 105-109)

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Abstract

बहुभाषिकता भारतासाठी एक अनिवार्य आहे, भाषा या बोझ नाही तर त्या एखादया व्यक्तिच्या शिकण्याच्या संधी विकसित करण्यासाठी एक वरदान आहे. जर विदयार्थ्यांना कमी वयात वेगवेगळ्या भाषांचे वातावरण उपलब्ध झाले तर ते तीव्र गती ने शिकू शकतात. या बाबी लक्षात घेऊनच "राष्ट्रीय शैक्षणिक धोरण २०१९" च्या प्रारूपात त्रिभाषा सूत्रात निरंतरता ठेवण्यात आली आहे. बदलल्या काळानुसार त्यामध्ये काही बदल करण्यात आले आहे. प्रस्तुत लेखामध्ये त्याचा आढावा घेण्यात आला आहे.

महत्त्वाच्या संज्ञा :– त्रिभाषा सूत्र

संकल्पना :– त्रिभाषा सूत्र (Three-language formula) भारतामध्ये भाषा शिक्षणाशी संबंधित धोरण आहे. जे भारत सरकार व्दवारे राज्यांचा विचार व चर्चा करून बनविले गेले आहे. या सूत्राचा सन १९६८ मध्ये स्वीकार केला गेला.

पार्श्वभूमी :– बेल्जियम आणि स्वित्झर्लंडसारख्या अन्य बहुभाषक देशांच्या उदाहरणांचा उल्लेख करून विद्यापीठ शिक्षण आयोगाने १९४८—४९ मध्ये मातृभाषा, राष्ट्रभाषा, इंग्रजी या तीन भाषांची शिफारस केली होती. तिच शिफारस लक्षात घेऊन माध्यमिक शिक्षण आयोगाने १९५२—५३ भाषा शिक्षणाची रचना केली. त्याच शिफारशींचा CABE स्वीकार केला नाही तर त्यांनी "त्रिभाषा सूत्राच्या" नावाने नवीन प्रस्ताव सरकार समोर ठेवला. त्याचा जसाच्या तसा स्वीकार न करता कोठारी आयोगाने १९६४—६६ त्रिभाषा सूत्राचे संशोधित रूपाची शिफारिश केली. परंतु CABE द्वारा प्रस्तावित त्रिभाषा सूत्राला सरकारद्वारे अनुमती देण्यात आली. आणि १९६१मध्ये मुख्यमंत्र्यांच्या सम्मेलनामध्ये त्रिभाषा सूत्राचा स्वीकार केला गेला. १९६८ च्या धोरणामध्ये त्रिभाषा सूत्र अधिकृ करण्यात आले. त्यानंतर त्रिभाषा सूत्राचे १९८६, १९९२, २०००, २००५,२०१६, व २०१९ या वर्षांच्या धोरणांमध्ये त्याचे कार्यान्वयन आणि सुदृढीकरण करण्यात आले.

उद्दिष्टे :—

१   त्रिभाषा सूत्राची पार्श्वभूमी समजवून घेणे.

२   त्रिभाषा सूत्राची रचना समजून घेणे.

३   "राष्ट्रीय शैक्षणिक धोरण २०१९" मधील तरतूदी समजून घेणे.

त्रिभाषा सूत्रातील शिफारशी :—

प्रथम भाषा — मातृभाषा किंवा प्रादेशिक भाषा असेल

व्दितीय भाषा — हिंदी भाषक राज्यांमध्ये आधुनिक भारतीय भाषा किंवा इंग्रजी भाषा असेल,   अहिंदी भाषक राज्यांमध्ये हिंदी किंवा इंग्रजी असेल.

तृतीय भाषा — हिंदी भाषक राज्यांमध्ये आधुनिक भारतीय भाषा किंवा इंग्रजी भाषा असेल,
अहिंदी भाषक राज्यांमध्ये आधुनिक भारतीय भाषा किंवा इंग्रजी असेल.

राष्ट्रीय शैक्षणिक धोरण २०१९ मधील त्रिभाषा सूत्र:—

शाळेमध्ये त्रिभाषा सूत्राची निरंतरता:— संविधानाचे नियम आणि भारतीय लोक, प्रादेशिक क्षेत्र आणि केंद्राच्या अपेक्षा लक्षात घेऊन आपल्याला त्रिभाषा सूत्र नियंत्रण चालू ठेवावे लागेल. हे सूत्र आता सूद्धा वापरले जात आहे. तथापि आता संशोधनात शोध लागलेला आहे कि, २ वर्षा पासून ते ८ वर्षापर्यंत च्या मुलांची भाषा शिकण्याची क्षमता खूप तीव्र असते. त्याचबरोबर बहु—भाषिकता मूलांच्या बोधात्मक विकासासाठी खूप फायदयाची आहे. म्हणून मुलांना आता त्यांच्या सुरूवातीच्या वर्षामध्ये, प्राथमिक अवस्थेत आणि त्यानंतरची तीन भाषा शिकविल्या जातील.

त्रिभाषा सूत्राची अंमलबजावणी :— आपल्या बहुभाषी देशामध्ये बहुभाषी क्षमतांचा विकास आणि त्यांच्या वाढीसाठी त्रिभाषा सूत्राची पूर्ण शक्तीने अंमलबजावणी केली जाईल. तथापि त्याची हिंदी भाषी क्षेत्रामध्ये चांगली अंमलबजावणी केली गेली पाहिजे. येथे राष्ट्रीय समन्वयासाठी शाळेमध्ये हिंदीच्या व्यतिरिक्त भारताच्या अन्य भाषांना शिकले पाहिजे. यावरून भारतीय भाषांचा, त्या भाषेच्या शिक्षकांचा, त्यांच्या साहित्याचा मान वाढेल आणि आपल्या विदयार्थ्यांच्या आकलन आणि दृष्टीकोन व्यापक बनण्यास मदत होईल.

केंद्र आणि राज्य सरकार द्वारे संपूर्ण देशातील प्रांतीय भाषा आणि खास करून अनुसूची ८ मधील भाषांच्या शिक्षकांवर चांगल्या प्रमाणात गुंतवणूक केली जाईल. तसेच संपूर्ण देशात भारतीय भाषांच्या अध्ययन आणि त्यांच्या वाढीसाठी, आणि सर्व राज्यांमध्ये त्रिभाषा सूत्र लागू करण्यासाठी सर्व राज्ये अन्य राज्यांबरोबर करार करू शकतात ज्याअंतर्गत एक—दूसऱ्या राज्याकडून मोठया प्रमाणात भाषा शिक्षकांच्या सेवांना घेऊ शकेल.

भाषा शिक्षकांची नियुक्ती :– अशा स्थानांवर जेथे भाषा शिकविणाऱ्या शिक्षकांची कमतरता आहे, तेथे विशेष प्रयत्न केले जातील. त्याअंतर्गत (निवृत्त शिक्षक भी समाविष्ट असतील.) अशा शिक्षकांची नियुक्ती केली जाईल जे स्थानिय भाषा बोलू शकतील.

विज्ञान विषय दोन भाषांमध्ये शिकणे :– विदयार्थ्यांचे माध्यम त्यांची स्थानीय/घर ची भाषा आहे तो ८ वी किंवा त्यापूर्वी विज्ञान ला दोन भाषांमध्ये शिकेल जेणेकरून वर्ग १० च्या शेवटपर्यंत येता येता विज्ञानावर दोन्ही भाषांमध्ये आपल्या स्थानीय किंवा घरची भाषा आणि इंग्रजी मध्ये बोलू शकेल आणि काम करू शकेल.

त्रिभाषा सूत्रामध्ये लवचिकपणा :– जो विदयार्थी शिकत असलेल्या तीन भाषांमधील कोणत्याही एक किंवा दोन भाषा बदलण्यास इच्छूक आहे, तो वर्ग ६ आणि ७ मध्ये बदलू शकतात. पण शर्त एकच कि ते तीन भाषांमध्ये माध्यमिक बोर्ड परीक्षे मध्ये आपले प्रभुत्व सिद्ध करून दाखवेल.

माध्यमिक शाळेत विदेशी भाषा :– माध्यमिक शाळेदरम्यान त्या विदयार्थ्यांना ज्यांना रूचि आहे, विदेशी भाषेला शिकणे– शिकविण्याची संधी उपलब्ध करून केली जाईल. त्यांना त्या भाषा निवडण्यास विकल्प उपलब्ध करून दिले जातील. आणि त्याचे कोर्सही उपलब्ध करून दिले जातील. विदेशी भाषा एक विकल्प असेल ज्याचा त्रिभाषा सूत्रात समावेश नसेल. ज्याचा उद्देश देशात अनुवादक निर्माण करणे असेल.

भाषा शिकणे–शिकविण्याचा दृष्टीकोन :–

१   मूलभूत अवस्था :– पूर्वप्राथमिक ते वर्ग २ पर्यंत भाषेला आनंददायी पद्धती ने शिकविले जाईल, ज्यामध्ये संवाद आणि दैनंदिन वापरावर लक्ष केंद्रित केले जाईल. त्यासाठी संस्थांची मदत घेतली जाईल. या अवस्थेत वाचन आणि लेखन शामिल होईल.

२   माध्यमिक स्तर:– या स्तरावर येता येता लेखनावर अधिक लक्ष दिले जाईल. सर्व स्तरांवर भाषा शिक्षणामध्ये बोलण्याशी संबंधित खूप अभ्यासाचा समावेश केला जाईल. जेणेकरून विदयार्थ्यांच्या प्रत्येक भाषेमधील अभिव्यक्ति क्षमता तीव्र बनविली जाऊ शकेल. याव्यतिरिक्त भाषा क्षमतांचा विकास करण्यासाठी भारतीय साहित्याच्या अध्ययनाच्या माध्यमातून अधिक   तीव्र बनविले जाईल. राज्याची भाषा आणि त्याचे साहित्याच्या शिक्षणामध्ये इतर बोली भाषांच्या (जसे खडीबोली,अवधी, मैथिली, ब्रज, आणि उर्दू) साहित्याचा भी समावेश केला जाईल

भारताच्या भाषा या जगात सर्वात समृदध, वैज्ञानिक सर्वात सुंदर आणि अत्यंत भावबोधक भाषांमध्ये एक आहे, यामध्ये एक मोठया प्रमाणात शास्त्रीय आणि आधुनिक साहित्य उपलब्ध आहे. देशाची अखंडता आणि सांस्कृतिक समृद्धतेसाठी गरजेचे आहे कि आपले विदयार्थी, युवक

या मोठया आणि समृद्ध भाषेच्या संसारामधून आणि आपल्या साहित्यिक भांडवलाशी जागरूक होईल.

भारतीय भाषांवर कोर्स :– वर्ग ६ ते ८ च्या दरम्यान प्रत्येक विदयार्थी भारतीय भाषेमध्ये एक कोर्स करेल, ज्यामध्ये विदयार्थी भाषेसंबंधी मूलभूत ज्ञान प्राप्त करेल. भविष्यात चांगल्या प्रकारे वेगवेगळया क्षेत्रांच्या भारतीय लोकांशी संवाद स्थापित करू शकतील. NCERT, SCERTs आणि संपूर्ण देशातील भाषाविद्वानां बरोबर मिळून या महत्त्वपूर्ण कोर्सचा विकास केला जाईल.

पूर्ण अभ्यासक्रमात भारतीय साहित्याच्या महत्त्वाच्या अंशांचा समावेश करणे.:– भारतातील सर्व भाषामध्ये रचित शास्त्रीय आणि आधुनिक साहित्यामधून शालेय अभ्यासक्रमातील सर्व विषयांत संबंधित अंश विदयार्थ्यांच्या माध्यमाच्या भाषेमध्ये अनुवाद करून समाविष्ठ केला पाहिजे.

तसेच भारतीय शास्त्रीय भाषा आणि त्यांच्या साहित्याचे महत्त्व, प्रासंगिकता आणि त्याचे सौंदर्य नजरेआड करता येणार नाही. संस्कृत, पाली, फारसी, आणि प्राकृत भाषांच्या व्यतिरिक्त भारतात इतर शास्त्रीय भाषांमध्ये तमिळ, तेलगू, कन्नड, ओडिसी, मल्ल्याळी याही समृद्ध भाषा उपलब्ध आहेत. आपल्याला त्यांचेही जतन करण्याची गरज आहे व त्यांच्या समृद्धतेची आणि आनंदाची जाणीव नविन पीढीला करून दिली जावी.

संस्कृत चे अध्ययन आणि त्याच्या विशाल साहित्याचे ज्ञान:– अनुसूची ८ मध्ये समाविष्ठ भाषांबरोबर संस्कृत भाषेला शालेय आणि उच्च शिक्षणात एक वैकल्पिक विषय म्हणून ठेवला जाईल. संस्कृतच्या इतर भाषांच्या विकासामधील आणि राष्ट्रीय एकात्मता निर्माणातील भूमिकेला पाहता संस्कृत चे आणि त्याच्या वैज्ञानिक प्रकृति चे अध्ययन करण्याच्या सुविधेचे सृजन केले पाहिजे.

शास्त्रीय भाषेवर एक दोन वर्षीय प्रासंगिक कोर्स :– संस्कृत शिवाय भारतातील अन्य शास्त्रीय भाषाचे समृद्ध साहित्याचे शिक्षण शाळेत व्यापक स्वरूपात उपलब्ध केले जाईल. सरकारी आणि खाजगी शाळेतील विद्यार्थी वर्ग ६ ते ८ मध्ये कमीत कमी एका शास्त्रीय भाषेचा दोन वर्षीय कोर्स करतील, ज्यामध्ये त्यांना विकल्प दिला जाईल कि या भाषेचे माध्यमिक आणि विद्यापीठ स्तरावरील शिक्षणात ते सतत अध्ययन करू शकतात.

निष्कर्ष :– प्रस्तुत संशोधन पेपर मध्ये बहुभाषिकता ही भारताची समस्या नसून ती विदयार्थ्यांना एक शिकण्याची संधी आहे. आणि याबाबतच राष्ट्रीय शैक्षणिक धोरण २०१९ मध्येही त्रिभाषा सूत्रात निरंतरता ठेवण्यात आली आहे. प्रस्तुत लेखामध्येही सदर विषयाबाबत विस्तृत विवेचन करण्यात आले आहे.

संदर्भ :—

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दूरदृष्टी

सुरेखा आवटे (Pg. 110-112)

राष्ट्रीय शैक्षणिक धोरण 2019 भारताला केंद्रस्थानी मानून अशा शिक्षण प्रणालीची कल्पना करते जी सर्वांना उच्च दर्जाचे शिक्षण प्रधान करून आपल्या राष्ट्राला सातत्याने न्याय व चैतन्यमय ज्ञानी समाजामध्ये परिवर्तीत करण्यात थेट योगदान देते शालेय शिक्षण

* प्रारंभिक बाल्यावस्था निगा व शिक्षण यांचे सबलीकरण

उद्देश - सन 2025 पर्यंत ते सहा वयोगटातील प्रत्येक मुलाला मोफत, सुरक्षित, उच्च दर्जा युक्त, विकासात्मक दृष्ट्या निगा व शिक्षण प्रदान करणे.

अ) स्थानिक गरजा, भौगोलिक व विद्यमान पायाभूत सुविधा याबाबतचा दृष्टिकोन ठेवल्यास प्रारंभिक बाल्यावस्थेतील शिक्षणासाठी उपलब्ध असलेल्या सुविधांचा महत्त्वपूर्ण विस्तार आणि सबलीकरण होईल.

प्रारंभिक बाल्यावस्था गर्भधारणेपासून आठ वर्षापर्यंतचा काळ असतो . विकासात्मक मनोविज्ञान सैद्धांतिक रूप व अध्यापनाच्या संबंधीच्या सिद्धांतानुसार मुलांच्या विकासासाठी सगळ्यात महत्त्वाचे वय म्हणजे तीन ते सहा वयोगटातील मुले . हा काळ तीन ते आठ वर्षा पर्यंतच विद्यार्थ्यांमध्ये पूर्वप्राथमिक आणि प्राथमिक शिक्षणाचे संक्रमण अगदी सोप्या पद्धतीने एक अध्यापक रुजवू शकतो, म्हणूनच राष्ट्रीय शिक्षण धोरण 2019 याअंतर्गत प्रारंभिक बाल्यावस्था निघा व शिक्षण त्यांचे सबलीकरण होणे अतिशय महत्वाचे आहे.

भारतीय राज्यघटनेनुसार हा विषय भारताचे केंद्रशासन व राज्य शासन यांच्या सामाईक यादीत असल्यामुळे ती त्यांची सामायिक जबाबदारी ठरते. यासारख्या स्थानिक स्वराज्य संस्था मोफत

शालेय शिक्षणाची जवाबदारी मर्यादित प्रमाणावर पेलत असतात. भारतात सहा पेक्षा कमी वयाच्या मुलांचे शिक्षण हे पूर्वप्राथमिक म्हणून गणले जाते. महाराष्ट्रात या शिक्षणासाठी मराठी माध्यमाच्या बालवाडी आणि अंगणवाड्या आहेत. त्यांचे शिक्षण बहुदा मॉन्टेसरी शिक्षण पद्धतीवर आधारलेले असते. विधी माध्यमात किंडर गार्डन जर्मन शिक्षण पद्धतीनुसार हे शिक्षण प्री के जी, ज्युनिअर केजी, आणि सिनियर केजी असे तीन शहरात चालते.

सामाजिक आर्थिक दृष्ट्या वंचित असलेले जिल्हे ठिकाणी यांच्याकडे विशेष लक्ष पुरविले जाईन तसेच यांची योग्य देखरेख करण्यासाठी प्रक्रिया अस्तित्वात आणण्यात येतील. याचे उदाहरण म्हणजे जिल्हा परिषद डिजिटल शाळा पुणे खेड जांभूळदरा . या शाळेतील शिक्षक माननीय नागनाथ विभुते सर यांनी तंत्रज्ञानाशी जोडण्यासाठी 'अलेक्झा ' नावाचा रोबो तयार केला.

शिक्षक व पालक दोघांचाही दृष्टीने विचार करून व्यवस्थेतील शिक्षणासाठी अभ्यासक्रम व अध्यापन शास्त्र यांचा आराखडा विकसित केला गेला. कड्यामध्ये शून्य ते तीन वयोगटातील मुलांना योग्य आकलनात्मक उत्तेजन देण्यासाठी सूचना व तीन ते आठ वयोगटातील मुलांसाठी पूरक शैक्षणिक मार्गदर्शक सूचनांचा समावेश आहे. किमान इयत्ता पाचवीपर्यंत किंवा शक्यतो यत्ता आठवी पर्यंत शिक्षण स्थानिक भाषेत/ मातृभाषेत शिकवले जाईल आणि गरजेनुसार लवचिक भाषा दृष्टीकोन अमलात आणण्यात येईल. गरजेनुसार व शक्य असेल तिथे उच्च दर्जाची पाठ्यपुस्तके स्थानिक भाषेत उपलब्ध करून देण्यात येतील आणि दिव्यांग विद्यार्थ्यांसाठी आवश्यक शैक्षणिक साहित्य विकसित करण्यात येईल. संपूर्ण देशभरातून त्रिभाषा सूत्र राबवण्यात येईल इयत्ता सहावी ते आठवी दरम्यान विद्यार्थ्यांना व्यावसायिक कौशल्य व कलाकुसर या विषयी संपूर्ण एका वर्षाचा सर्वेक्षण कोर्स देण्यात येईल यामुळे शालेय शिक्षणात दरम्यानच मुलांना व्यवसायिक क्षेत्राचा अनुभव मिळण्यास सुरुवात होईल.

विद्यार्थ्यांमधील असामान्य प्राविण्य व स्वारस्य शोधण्यात येतील आणि शाळा हे जिल्हास्तरीय संस्था निवासी वासंतिक कार्यक्रम ओलिंपियाड व स्पर्धा यांच्यामार्फत विषयावर व प्रकल्पावर पद्धतीने त्यांचे विकसन करण्यात येईल

सर्व मुलांना पायाभूत साक्षरता व अंकज्ञान आत्मसात होत असल्याची दक्षता

पोषण व अध्ययन एकमेकांशी घनिष्ठ पणे संबंधित आहे. माध्यान्ह भोजन कार्यक्रमाचा विस्तार करण्यात येणार असून पूर्वप्राथमिक व प्राथमिक शालेय विद्यार्थ्यांना पोषक नाश्ता व मध्यान भोजन या दोन्ही गोष्टी पुरवण्यात येतील. इयत्ता पहिली ते पाचवी मध्ये प्रारंभिक भाषा वर्गणी त्याच्याकडे विशेष पुरवले जाईल. इयत्ता पहिली मधील सर्व विद्यार्थ्यांसाठी तीन महिन्याचा कालावधी असलेला शालेय पूर्वतयारी अभ्यास आयोजित करण्यात येईल. प्रत्येक शालेय स्तरावर विद्यार्थी शिक्षक यांचे गुणोत्तर 30: 1 असे राहील याची खात्री देण्यात येईल. समाजसेवक व समुपदेशक सर्व मुलांचे मानसिक आरोग्य अबाधित राखणे, मुले शाळा सोडून जाणे पालकांचा सहभाग व स्थानिक समुदायाची जमवाजमव करण्याची खात्री देतील.

शिक्षक बदलाचे प्रणेते

शालेय शिक्षणातील सर्व स्तरावरील सर्व विद्यार्थ्यांना व्यासंगी, उस्फुर्त, उच्चशिक्षित, व्यावसायिक दृष्ट्या प्रशिक्षित आणि शिक्षकांकडून शिकवले जाईल.

MENTORING SKILLS FOR THE EMPOWERMENT OF PRE-SERVICE TEACHERS

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Abstract

The research study focuses on identifying the most essential mentoring skills for empowerment of pre-service teachers. The survey method was used for the research. The 20 teacher-educators were selected by incidental sampling method for filling the Opinionnaire regarding essential mentoring skills. The Opinionnaire rating scale was prepared by the researcher. The 5 point rating scale was used for data collection. The collected data was analyzed by using a statistical tool "percentage." The study implies that out of 13 Interpersonal mentoring skills, Teaching/coaching, giving constructive feedback skills, Questioning skills, Motivating and Encouraging skills and self-awareness skills are more essential and out of 13 Organizational mentoring skills, Planning skills, Time management skills, Scheduling skills, Evaluation skills and Action planning skills were most preferred skills essential for empowerment of pre-service teachers.

Keywords: Mentoring skills, Interpersonal skills, Organizational skills, Pre-Service teachers

INTRODUCTION:

The Vision of the National Education Policy 2019 is developing an India-centered education system that contributes directly in transforming our Nation into an equitable and vibrant knowledge society by providing high quality education to all. The policy aims to universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025.

In today's era, there are biggest competitions in the world in the field of Education. Education system in India is challenging but needs some changes as it is not enough to prepare the students for solving the problems of the daily life. Education has to make the students more innovative and thoughtful but the education system in India puts more emphasis on the theoretical knowledge than the practical. The Students are under lot of stress as they are facing lot of competitions in schools and colleges. They expect proper guidance from the schools regarding their personal, educational, emotional and vocational problems. It

will be difficult for the teachers to give guidance to all the students individually due to the limited time duration of schools and more number of students in the classes.

Mentoring is defined as the one-to-one support of novice or less experienced practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee's expertise and felicitate their induction into the culture of profession(in this case, teaching). Considering the necessity of enhancing the mentoring skills of the pre-service teachers for the benefits of the schools and students, the researcher had decided to identify the most essential mentoring skills.

NEED AND IMPORTANCE:

There is a need of mentors rather than only teachers/guides. It is a responsibility of the Colleges of Education, who gives training to the pre-service teachers, to enhance their Mentoring skills along with the Microteaching skills. This may prepare the pre-service teachers to be able to solve the academic as well as personal/emotional problems of their students. The researcher felt the need of identifying the most essential mentoring skills for empowerment of pre-service teachers.

STATEMENT OF PROBLEM:

The identification of most essential mentoring skills for empowerment of the pre-service teachers.

OPERATIONAL DEFINITIONS:

1. Mentoring skills:

In research,

Mentoring skills includes the interpersonal skills and Organizational skills. The interpersonal skills e.g. coaching/teaching, listening, questioning, reflecting, negotiating and influencing, giving constructive feedback etc. and organizational skills e.g. planning, evaluating, facilitating, time management etc. are some of the important mentoring skills which are needed to be developed in the teacher trainees for making them successful mentors.

2. Pre-service teachers:

Theoretical definition

"A person, who has taught how to do a teaching job," (Hornby, 2000)

In research,

The students pursuing their Bachelor's degree in Teacher Education course and are undergoing training at English medium B.Ed. College to become secondary school teachers.

OBJECTIVES OF THE STUDY

1. To identify the essential mentoring skills for B.Ed. pre-service teachers.

2. To prepare an Opinionnaire based on sub-skills of Mentoring skills.

3. To administer the Opinionnaire on teacher-educators.

4. To analyze the collected data.

SCOPE, LIMITATIONS AND DELIMITATIONS:

Scope:

This study is applicable for teacher educators and pre-service teachers of B.Ed. Colleges.

Limitations:

The researcher has no control on psychological factors of the teacher-educators for e.g. attention, interest etc.

Delimitations:

The sample for study was drawn from the teacher-educators working in B.Ed. colleges.

RESEARCH METHOD OF THE STUDY:

In the present research a survey method was used.

SAMPLING METHOD: Incidental sampling method was used.

Population: The population for the present study consisted of all B.Ed. teacher-educators from Maharashtra.

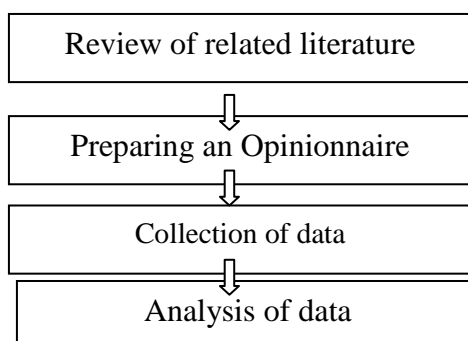**Sample**: 20 teacher-educators from B.Ed. Colleges, Maharashtra were selected as a sample.

TOOLS & TECHNIQUES FOR DATA COLLECTION:

1. **Data collection tool**: Opinionnaire rating scale prepared by the researcher

2. **Statistical tool**: Percentage

METHODS AND PROCEDURES:

Review of related literature
⇩
Preparing an Opinionnaire
⇩
Collection of data
⇩
Analysis of data

ANALYSIS OF DATA:

The technique adopted for data analysis was "Percentage."

The following table shows the Mentoring Skills, Sub-skills and Responses in favor of the sub-skills in Percentage.

Table 1: Mentoring Skills, Sub-skills and Responses in favor of the sub-skills in Percentage

Sr. No.	Mentoring skills	Responces in favour of the sub-skill (out of 20)	Percent-age (%)	Sr. No.	Mentoring skills	Responces in favour of the sub-skill (out of 20)	Percent-age (%)
A	Organizational skills			B	Interpersonal skills		
1	Planning	17	85	1	Coaching/teaching	20	100
2	Contracting	16	80	2	Listening	17	85
3	Recording	08	40	3	Negotiating and influencing	14	70
4	Structuring sessions	15	75	4	Giving constructive feedback	19	95
5	Time	17	85	5	Invention-	14	70

|	management				prescriptive, informative		
6	Scheduling	17	85	6	Confrontational, catalytic	14	70
7	Evaluating	17	85	7	Supportive	13	65
8	assessing	13	65	8	Questioning	19	95
9	Report writing	12	60	9	Motivating and encouraging	19	95
10	Maintaining Boundaries	13	65	10	Self-awareness	19	95
11	Action planning	17	85	11	Reflecting	15	75
12	Prioritizing	16	80	12	Non judgmental	13	65
13	Facilitating	15	75	13	Non-prejudicial	14	90

The table 1. Indicates that out of total 20 teacher educators:

1. The highest no. of teacher- educators i.e.17 out of 20 teacher educators (85 %) felt that planning skills, time management skills, scheduling, evaluation and Action planning skills are the most essential organizational mentoring skills for empowerment of the pre-service teachers as compared to the remaining 8 sub-skills.

2. The 20 out of 20 teacher educators i.e. 100 % of the teacher-educators felt that teaching/coaching is the most essential interpersonal mentoring skills for empowerment of the pre-service teachers.

3.The 19 out of 20 teacher educators (95 %) felt that giving constructive feedback skills, questioning skills, motivating and encouraging skills and self- awareness skills are the most essential interpersonal mentoring skills for empowerment of the pre-service teachers as compared to the remaining 8 sub-skills.

Graphical representation:

Graph 1.The following bar graph1 shows the Organizational skills and Responses in favour of the sub-skills in percentage. The sub-skills derived from the Organizational skills are on X-axis and the responses in favour of the sub-skills in Percentage are on Y-axis.

Graph1. Organizational skills and Responses in favors of the sub-skills in percentage
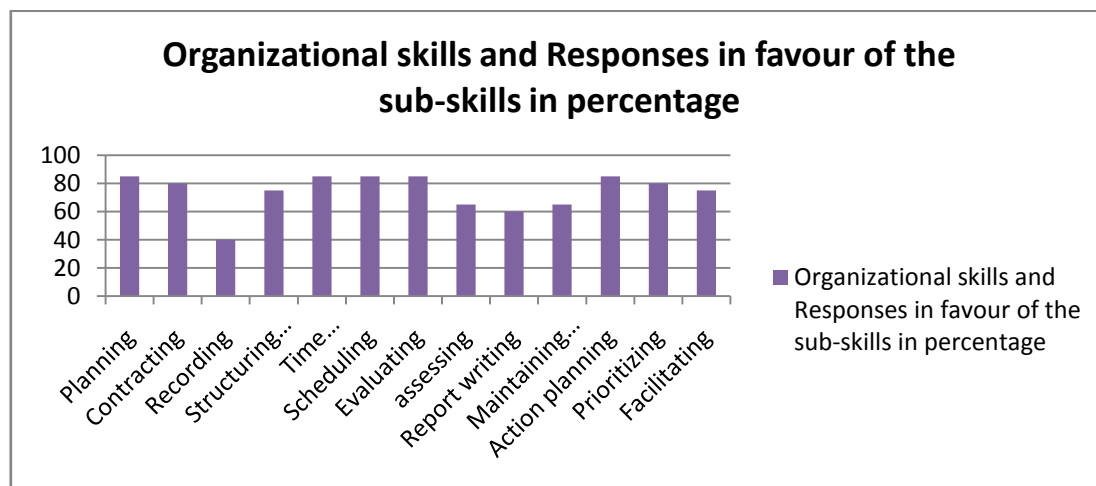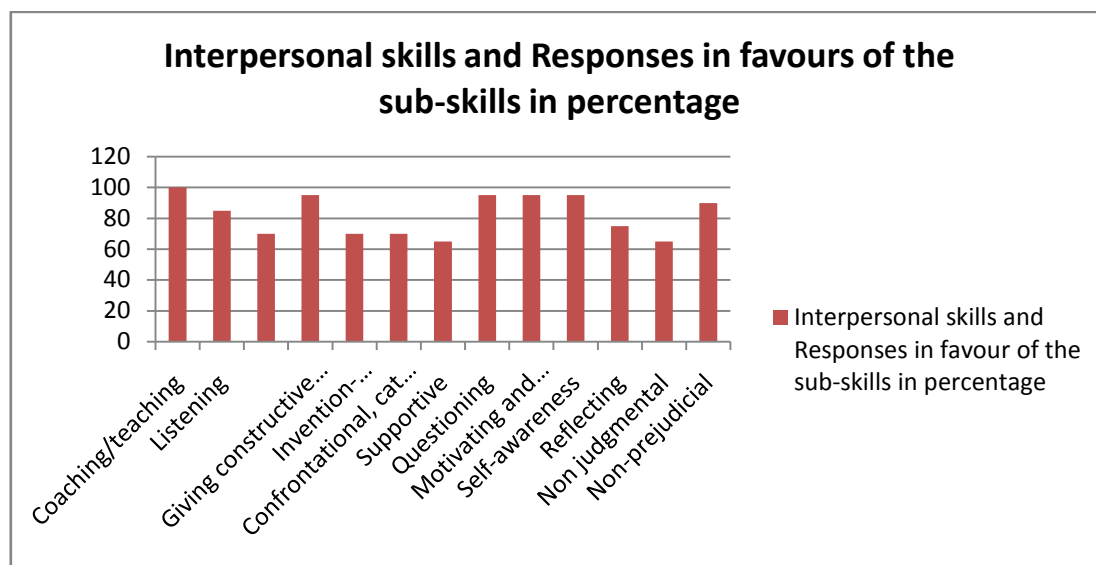

Observation: from the bar graph 1 it is observed that,

1. The highest no. of teacher- educators i.e. 85 % of teacher educators felt that Planning skills, Time management skills, Scheduling, Evaluation and Action planning skills are the most essential organizational mentoring skills for empowerment of the pre-service teachers as compared to the remaining 8 sub-skills.

Conclusions: from the above graph 1 it can be concluded that the Planning skills, Time management skills, Scheduling, Evaluation and Action planning skills are most essential interpersonal mentoring skills preferred by the teacher educators.

Graph 2. The following bar graph 2 shows the Interpersonal skills and Responses in favour of the sub-skills in percentage. The sub-skills of Interpersonal skills are on X-axis and Responses in favour of the sub-skills in Percentage are on Y-axis.

Graph2. Interpersonal skills and Responses in favors of the sub-skills in percentage

Observation: from the bar graph 2 it is observed that,

1. 100 % of the teacher-educators felt that teaching/coaching is the most essential interpersonal mentoring skills for empowerment of the pre-service teachers.

2. 95 % of the teacher-educators felt that giving constructive feedback skills, questioning skills, motivating and encouraging skills and self- awareness skills are the most essential interpersonal mentoring skills for empowerment of the pre-service teachers as compared to the remaining 8 sub-skills.

Conclusions: From the above graph 2. it can be concluded that the teaching/coaching, giving constructive feedback skills, questioning skills, motivating and encouraging skills and self-awareness skills are most essential interpersonal mentoring skills preferred by the teacher educators.

FINDINGS: From the above study it is found that the Organizational and Interpersonal Mentoring skills are essential for empowering the pre-service teachers according to the teacher-educators.

CONCLUSION: On the basis of data analysis and interpretation, the following conclusions were drawn:

1. Planning skills, Time management skills, Scheduling skills, Evaluation skills and Action planning skills are the most essential Organizational mentoring skills for empowerment of the pre-service teachers.

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2. Teaching/coaching, giving constructive feedback skills, Questioning skills, Motivating and Encouraging skills and self- awareness skills are the most essential Interpersonal mentoring skills for empowerment of the pre-service teachers

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HIGHER EDUCATION & QUALITY CONCERNS

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> ## Abstract

Education policy 2019 has been put forward with concrete and revolutionary recommendation and guidelines. The visionaries has studied current education situation, the history of Indian education system and its reputation and the global trends in education. Accordingly the vision has been prepared for young citizens & in steps it has been planned for execution by 2032 over period of 12 years. Broadly policy covers the early schooling education, higher education, technology in education & transforming education along with appendix which covers making it happen by financing & way forward to be followed to achieve the vision. Regarding higher education policy states the current concerns covering 1. Lack of access, autonomy of teacher and institutions, 2. Inadequate career management, 3. Lack of research, interference of government and 4. Political leadership, regulatory issues etc. Further education policy puts forward the visionary remediation & actions to overcome mentioned concerns. Policy recommends to have 1. Liberal education system, 2. Autonomy provisions to faculty and institutions, 3. Improvements to curriculum, pedagogy, assessment, 4. Better career management for faculties, 5. Research facilities, 6. Independent governing bodies for institutions. 7. Better regulatory system etc. Policy for higher education clarifies the required and future ready classification of institutions such as 1. Research Universities, 2. Teaching universities and 3. Colleges. IT has been deeply discussed about current structure/classification of institutes and steps to be followed to achieve the recommended classifications for institutions. Policy states the guidelines for open and distance learning programs. Also it recommends to take the curriculum at international level. Remarkable thing of policy is steps towards Catalysed and energises research and innovation across the country in all academic disciplines across all universities. A deep dive is done in policy for "Teachers education" and then "professional education". Overall to summarise the national education policy is exhaustive, visionary, and ambitious. IT can be marked as milestone towards transformations in education. The execution of this policy in upcoming years would be beneficial for India.

In today's world, post basic education, Higher education become inevitable. To have competitive knowledge across globe the quality of higher education become very important. National Education Policy is a framework to educate students and enhance the potential of higher learning.

National Educational policy making is aspiration and desire of the nation. Its desire is an acquisition, promotion and creation of knowledge. Education policy has context and intentionality for present growth and the needs of the future. It is the torchbearer of future

India. Though, Policy is divided in 23 key points. However, I would like to discuss manly higher education and quality concerns with reference to NEP2019. (NEP-2019)

Key concerns for higher education to achieve above said are –

 Fragmentation of the higher education system is visible in India having 800 universities with 40 thousand colleges. Many colleges small sized & are running single program rather requirement is to have multidisciplinary educational institutes.

20% colleges (20% of 40000 = 8000) are having students less than 100. And only 4% (4% of 40000 = 100) colleges have students more than 3000.(NEP-2019)

Worst things is thousands of colleges are not having any teaching faculty where very little or no teaching happens in actual.

 Too many silos; too much early specialisation and streaming of students

Into disciplines: There are thousands of standalone teacher education institutions, and most engineering and medical colleges are also standalone institutions. Even in institutions that offer programmes across more than one discipline, there are silos that separate disciplines within these institutions, e.g. students in engineering are generally not encouraged or even allowed to take courses outside of their single Programmes

e.g. arts.

 Lack of access, especially in socio-economically disadvantaged areas: Access to higher education is improved but still it is challenge for young citizens to acquire it.

 Lack of teacher and institutional autonomy: In education system of affiliated colleges which are required to follow a central syllabus, curriculum, pedagogy, and textbook, there is no scope for teachers/institutes to have own research/innovation and put that knowledge in to teaching.

 Inadequate mechanisms for career management and progression of faculty and institutional leaders is observed. Selection system, tenure, promotion, salary increases and other recognition and vertical mobility of faculty and institutional leaders is, at the current time, not based on merit but tends to be either seniority based or arbitrary. It has negative effect on innovation at all levels.

 The **lack of research at most universities and colleges**, and the lack of transparent and competitive peer reviewed research funding across disciplines is one of the key concern in system.

□ **Governance and leadership** of higher education institutions, at the current time, deeply influenced and controlled by external bodies and individuals. Often these external influences have political and/or commercial interests in the HEIs.

□ **A regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions**: Many fake colleges in existence that run with impunity, while excellent colleges and universities feel constrained academically, administratively, and financially. Regulation has been too heavy handed for decades.

It has been the key contributor to the diffused sense of autonomy and accountability in the system. Too much has been attempted to be regulated with too little effect

As a remedy to all above points,

□ Current education policy would be step to overcome above challenges in order to establish high-quality access to higher education for all. Current policy **suggests move towards a higher educational system consisting of large, multidisciplinary universities and colleges**. It would ensure optimised resources, integration across disciplines and vibrant, large education communities.

□ **Moving towards a more liberal education** by imaginative and flexible curricular structures. It will enable creative combinations of disciplines for students to study, and would offer multiple useful entry and exit points, thus demolishing currently prevalent rigid boundaries and creating new possibilities for lifelong learning.

□ **Moving towards faculty and institutional autonomy to have** enabled and motivated to innovate in their teaching and pedagogical approaches, student assessment, community service initiatives, and research, and share best practices and ideas with each other in university wide and larger forums in order to continually improve.

□ **Curriculum, pedagogy, assessment, and student support will be revamped** The examination system in higher education will be recast; evaluation will be guided by curricular objectives and overarching educational goals. Faculty will be supported to achieve these transformations. Quality higher education in Indian languages will be Offered across fields.

□ **Reaffirming the integrity of faculty positions and institutional leadership through merit based appointments and career management :**

All faculty positions will be filled, based on rigorous recruitment evaluations, and the practice of contract employment will be stopped. Appointment of faculty, their tenures and promotions, and compensation increases will be on the basis of merit taking into account teaching, research, and service. The assessment of which will be carried out through a rigorous process of evaluation by students, institutional leaders, and committees consisting of peers.(NEP-2019)

 A **National Research Foundation (NRF)** will be established to grant competitive funding for outstanding research proposals across all disciplines, as determined by peer review and success of proposals. Most importantly, it will aim to seed, grow, and facilitate research at academic institutions where research is currently in a nascent stage, through systems of mentoring by active research scholars, who may have retired or be near retirement at top research institutions.

 Higher education institutions will be governed by Independent Boards, with complete academic and administrative autonomy**:** Clear merit based procedures for appointments of the Board of Governors (BoG), the Chancellor, and the Vice Chancellor/Director/Chief Executive of HEI will ensure elimination of external interference, including from the government,

and will aim to engage high capacity individuals who are invested in and have strong commitment towards the institution.

 "Light but tight" regulation: The regulatory system will be transformed to have only one regulator for all higher education, including professional education. Accreditation on basic parameters (such as financial probity) will form the basis for all regulation - these parameters will be minimalistic but rigorously enforced, including shutting down HEIs which do not adhere. Public disclosure of all relevant information by HEIs will be enforced and used for public scrutiny and informed decision making.

Institutional Restructuring and Consolidation:

It is one of the key part of educational policy. Mainly it proposes to have vibrant multidisciplinary institutions of high quality that increase capacity of higher education in India and ensure equitable access. Nationwide ecosystem of vibrant multidisciplinary universities and colleges would be promoted. Professional education will be an integral part of higher education. Public higher education will be expanded and improved. New

institutional architecture for higher education: To make quality higher education accessible to all who desire to pursue it and to foster high quality research. All HEIs, by 2030, there will be three types of institutions

based on a difference in focus - all three types will be of high quality. These three types of institutions will differ in their focus as far as goals and work are concerned, but will have equal commitment toward ensuring high quality. These three types of institutions are characterised as follows.

Type 1: Research universities Type 2: Teaching universities Type 3: Colleges

The development of this new institutional architecture across the country will be energised by the autonomy of the institutions, substantial increased public financial support, and encouragement of private philanthropic efforts. Substantial public investment will be made to expand and vitalize public higher education. There will be a fair and transparent system for determining (increased) levels of public funding support for public HEIs. This system will give equitable opportunity for public institutions to grow and develop.

Central government funded higher education institutions to develop

into Type 1 institutions: The existing Central Universities (CUs), Centrally Funded Technical Institutions (CFTIs), Institutions of National Importance (INIs) and other institutions substantially (around 50% or more) supported by the Central government (e.g., National Institutes of Technology), and Research Institutions (RIs) will all be supported to become Type 1 institutions

State level plans for new institutional architecture: All State governments should prepare and execute a comprehensive 10-year plan for the development of this institutional architecture in their states. This plan should envision a judicious distribution of the types of institutions across the State, with a special emphasis on access in disadvantaged regions.

Support from the National Research Foundation: All HEIs will have the opportunity to access and raise funds for support for their development, including for development as Type 1 and 2

Equal encouragement and empowerment for private higher education institutions: Private HEIs will be encouraged to develop into Type 1 and 2 institutions, and must develop to become Type 3 institutions. While the financial support for such development must be

arranged by the private HEI, the government will treat them on par with public institutions, and empower them equally

Quality transformation of open and distance learning and expansion for access: All types of institutions may run ODL programmes, provided they are specifically accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide increased opportunities for lifelong learning. Disadvantaged geographies

will be a priority - there will be at least one Type 1 - 3 institution for every district within 5 years.

Simplified institutional categories, and streamlining university nomenclature: A university has only one definition worldwide, namely, a multidisciplinary institution of higher learning that offers undergraduate, graduate, and Ph.D. programmes, and engages in high quality teaching and research.(NEP-2019)

Degree-granting powers: Degree-granting powers are, at present, vested only with universities. This will change, as autonomous colleges will also gain the freedom to grant their own degrees. All institutions of education and research, public as well as private, will be allowed to award degrees in their own names, irrespective of whether the word 'university' figures in their name or not.

Transforming affiliating universities: All affiliating universities shall completely transform their institutional structure. All higher education institutions will either be universities or degree granting autonomous colleges - there will be no affiliating universities or affiliated colleges

1. Universities will have no affiliated colleges

2. Affiliated colleges, must develop into autonomous degree granting colleges (Type 3) by 2032, or merge completely with the university that they are affiliated to.

3. there will be no affiliating universities or affiliated colleges after 2032

Missions Nalanda and Takshashila for catalysing the new institutional Architecture: The long-term vision for the Indian higher education system, articulated above, will take time and considerable effort to achieve. In order to kick- start the efforts and to ensure that a significant number of high quality Type 1, 2 and 3 institutions are in place by 2030, Mission Nalanda (MN) and Mission Takshashila (MT) will be launched.

Mission Nalanda will ensure that there are at least 100 Type 1 and 500 Type 2 HEIs functioning vibrantly by 2030.

Mission Takshashila will strive to establish at least one high quality HEI in or close to every district of India, with 2 or 3 such HEIs in districts with larger populations (Article-NEP:MHRD to transform higher education system).

Liberal education:

National Education policy 2019 is move towards a more imaginative and broad-based liberal education as a foundation for holistic development of all students, with rigorous specialisation in chosen disciplines and fields. A liberal arts education, as so beautifully described and practiced in India's past, enables one to truly develop both sides of the brain - both the creative side and the analytical side. (NEP-2019)

A liberal and broad-based undergraduate education will also be accompanied by rigorous specialisation in chosen disciplines or fields in order to develop deeper expertise in one or more subjects.

The four-year Bachelor of Liberal Arts / Education will provide the full range of liberal education with choice of major and minors. The three-year programme will lead to a Bachelor's degree. Multiple exit options, with appropriate certification, will be available.

Enhancing professional education, research to foster it with Optimal Learning Environments and Support for Students is foresighted by this education policy.

Policy ensure a joyful, rigorous, and responsive curriculum, engaging and effective pedagogy, and caring support to optimise learning and the overall development of students.

Curriculum and pedagogy in higher education will move away from routine learning of facts and mechanical procedures. They will help young people prepare to contribute both as active citizens of a democracy and as successful professionals in any field. Academic, financial and emotional support will be available for students to help them attain better outcomes.

Open and distance learning curriculum and pedagogy for enhancing access and opportunities for life-long learning would another key aspect of policy. Innovation and expansion of ODL (Open and distance learning) must be encouraged, while ensuring quality. Energised, Engaged and Capable Faculty with deep commitment and Research oriented would be part of education society. (NEP-2019)

Higher education faculty must be valued and supported with excellent preparation and conducive working environments. Faculty recruitment will be on the basis of academic expertise and depth, on teaching capacities and dispositions for public service. Faculty will empowered to make curricular choices for their courses and to pursue research with academic freedom. Education policy recommends to put faculty back into the heart of higher education institutions.

National Research Foundation would Catalyse and energise research and innovation across the country in all academic disciplines, with a special focus on seeding and growing research at universities and colleges - create a conducive ecosystem for research through competitive peer-reviewed funding, mentoring, and facilitation. Research and innovation is central to growing and sustaining a large and vibrant society and economy. The National Research Foundation will fund competitive peer – reviewed grant proposals of all types, across all disciplines.

Education policy is behind building research capacity at all universities and Colleges. National research foundation (NRF) will seed, grow, and facilitate research at academic institutions. It would focus to create beneficial linkages between researchers, government and industry and recognise outstanding research. NRF would be recognising outstanding research through awards and national seminars.

Teacher Education is key aspect of national education policy and covers it in depth. All teacher education will happen in multidisciplinary institutions – teacher education will be an integral part of the higher education system. Good teachers are prepared and developed by good teacher educators. Faculty of teacher education must be experts in diverse fields, both theoretical and practical. (NEP-2019)

Education Policy states below key points under teacher education -

• Restoring integrity to teacher education

• Moving teacher education into multidisciplinary colleges and universities

• Departments of Education in universities is recommended

• Faculty for teacher education is required in colleges.

• Faculty in higher education is required in colleges.

Professional Education's objective is to build a holistic approach to the preparation of professionals, by ensuring broad-based competencies and 21st century skills, an

understanding of the social-human context, and a strong ethical compass, in addition to the highest-quality professional capacities. Professional education will be an integral part of the overall higher education system.

For undergraduate education, preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. Professional education must not happen in the isolation of specialty.

Education policy demands Capacity planning for professionals with governance, Regulation and Accreditation.

The practice of setting up stand-alone universities for professional education will be discontinued. All institutions offering either professional or general education must organically evolve into institutions offering both seamlessly by 2030.(NEP-2019)

Education policy has put effort and covers below sectors in detail with the vision for future.

- Agriculture and allied disciplines
- Legal Education
- Healthcare Education
- Technical Education

Empowered & Effective Governance would aim Independent, self-governed higher education institutions with capable and ethical leadership. High quality education and research requires intellectual ferment in a nurturing culture. The governance of higher education institutions determines this culture.

Recommendation is each higher education institution will be governed by an Independent Board. This will ensure a clear chain of responsibility and accountability.

Institutional governance will be based on full autonomy (academic, administrative and financial) for all higher education institutions with financial certainty and backing.

Transforming the Regulatory System –

Education policy recommends that Regulation must be responsive and minimalistic - light but tight - to ensure public spiritedness, equity, excellence, financial stability and probity, along with good governance. The functions of standard setting, funding, accreditation and regulation will be separated and be conducted by independent bodies, eliminating concentration of power and conflicts of interest.

Design and architecture of the regulatory System would be powering National Higher Education Regulatory Authority to be sole regulator for all higher education including professional education.

Accreditation as the basis for regulation ecosystem led by a revamped National

Accreditation and Assessment Council will be created.

National Higher Education Qualification Framework would be Standard setting body for higher education qualifications in terms of learning outcomes.

Private and public institutions will be treated on par by the regulatory regime.

Further policy describes in brief about –

• Role of other bodies

• Establishing new higher education institutions

• Common regulatory regime

As a conclusive statement the National Education policy is revolutionary & comprehensive.

It execution would be remarkable step for our country.

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