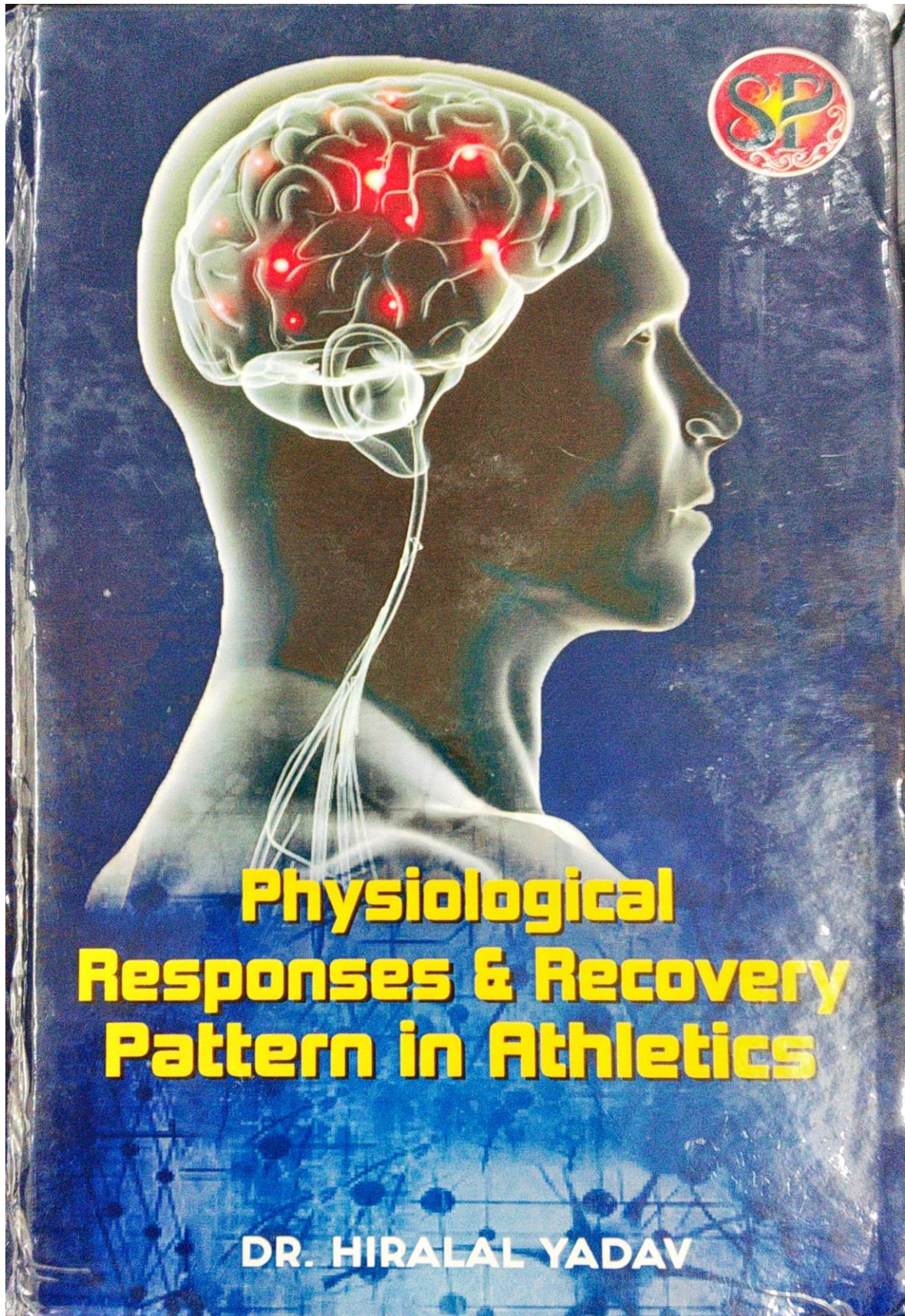


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QUALITY OF LIFE : HARMONY BETWEEN MIND AND BODY

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राष्ट्रीय शिक्षा नीति 2020

रचनात्मक सुधारों की ओर

संपादक
पंकज अरोड़ा • उषा शर्मा



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लेखक-परिचय

चिर प्रतीक्षित राष्ट्रीय शिक्षा नीति 2020 का आगमन अपने साथ अनेक संभावनाओं, चुनौतियों और समाधानों का 'विटारा' भी लेकर आया है, जिन्हें संज्ञान में रखा जाना अनिवार्य है। इस नीतिगत दस्तावेज की सबसे महत्वपूर्ण बात यह है कि इसने समस्त महत्वपूर्ण बिंदुओं को एक धरोहर की तरह सँजोने का प्रयास किया है। प्रयास इस बात का भी है कि राष्ट्रीय शिक्षा नीति 2020 में स्कूली शिक्षा और उच्च शिक्षा के बारे में जो गहन चिंतन हुआ है, उसे 'जमीनी हकीकत' में परिवर्तित किया जाए। नीतिगत बिंदुओं का क्रियान्वयन स्वयं में जटिल तो है ही, लेकिन साथ ही वह इस बात की भी अपेक्षा करता है कि विषयगत अवधारणाओं को स्पष्ट रूप से समझ लिया जाए। प्रस्तुत पुस्तक के समस्त अध्याय एक ओर शिक्षा से जुड़ी विषयगत अवधारणाओं को स्पष्ट करते हैं, उसकी ऐतिहासिक यात्रा का विस्तृत वर्णन करते हैं तो साथ ही दूसरी ओर राष्ट्रीय शिक्षा नीति 2020 की अनुशंसाओं का विश्लेषण भी करते हैं। विश्लेषण के उपरांत नीतिगत अनुशंसाओं के क्रियान्वयन का मार्ग भी प्रशस्त करते हैं।

पुस्तक के विभिन्न अध्यायों के रचियता अपने-अपने ज्ञान-क्षेत्र के अनुभवी विषय-विशेषज्ञ, शिक्षाविद् हैं और उनकी विद्वता से शिक्षा जगत सदैव ही लाभान्वित हुआ है। सभी विषय-विशेषज्ञों ने विषय की बारीकियों को जिस तरह से विश्लेषित किया गया है, वह पुनः चिंतन के आयामों को उद्घाटित करता है।

प्रोफ़ेसर पंकज अरोड़ा केंद्रीय शिक्षा संस्थान, दिल्ली विश्वविद्यालय में पिछले 24 वर्षों से अध्यापन एवं शोध कार्य कर रहे हैं। वर्तमान में आप जीवनपर्यन्त शिक्षण संस्थान, दिल्ली विश्वविद्यालय के निर्देशक का कार्यभार भी संभाल रहे हैं।

प्रोफ़ेसर उषा शर्मा, एनसीईआरटी, नई दिल्ली कक्षा एक को पढ़ाते हुए अध्यापकीय जीवन का लगभग 19 वर्षों का अनुभव रखती हैं। बाल पत्रिका 'फिरकी बच्चों की' और शोध-पत्रिका 'प्राथमिक शिक्षक' की शैक्षणिक संपादक हैं। वर्तमान में आप राष्ट्रीय साक्षरता केंद्र प्रकोष्ठ, एनसीईआरटी, के प्रभारी का कार्यभार भी संभाल रही हैं।



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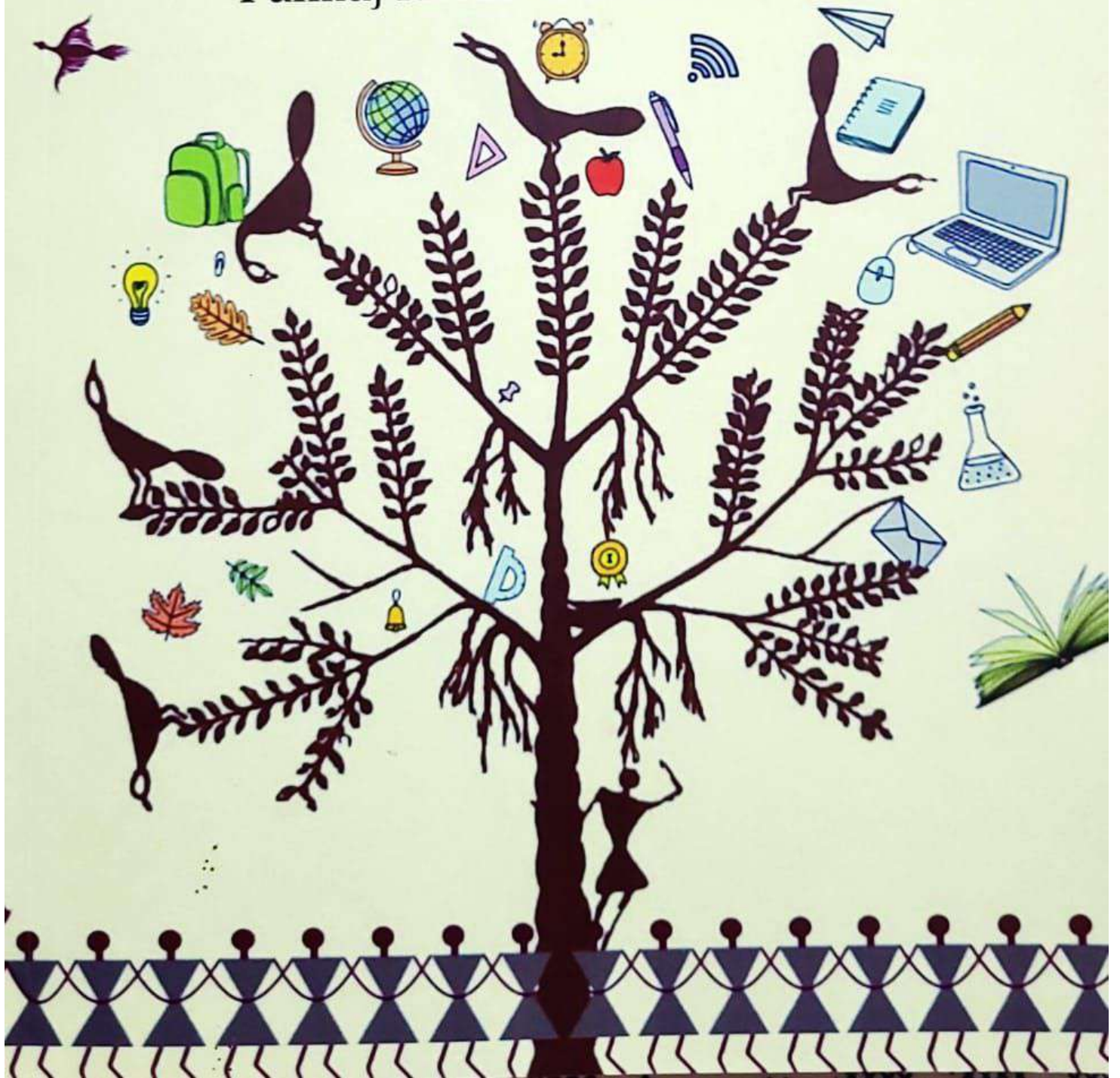
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National Education Policy 2020

Paving ways for
Transformational Reforms

Edited by
Pankaj Arora • Haneet Gandhi



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Focus Area within New Education Policy (Column: Active Voice)



Focus Area within New Education Policy (Column: Active Voice)

Even though the gross enrolment ratio in higher education, which was 100 per cent in 2005, dropped to 85 per cent in 2015, quality education in that decade has gone up. In 2015, the National Education Policy (NEP) revealed that 85 children in India could read a grade 1 text, this number reduced to 42.5 per cent by 2016. With India committed to the Sustainable Development Goal of achieving equitable quality education and lifelong learning opportunities for all by 2030, this backward trend is a cause for concern.

Padhe Padhenge (Read, Read, Read) was launched in 2014 under theegis of NEP. A aim to improve the reading and writing skills of children in class 1 and 2. The recent released draft NEP also talks about the importance of foundational literacy and age appropriate pedagogical practices. It not only talks of revamping the current educational structure, but also promotes massive teacher education and professional development reforms. The draft NEP also talks about remedial education, primarily for those who are struggling with the daily challenges of curriculum.

Despite the new era reforms, the concept of literacy is largely remains ignored. In this concept of literacy is expanding beyond reading writing abilities alone. Literacy is information from multiple sources, deal with meaning in a text and form an independent development of independent reading abilities achieved on a strong foundation.

Digital drive

The new education policy on learning. Some features of the po

An autonomous body, the National Council for Technology Forum, will be created for the exchange of ideas on use of technology to enhance learning, assessment, planning and administration

A dedicated unit for the purpose of creating digital infrastructure, digital content building will be set up in the ministry

Integration of technology will be done to improve classroom processes

Learning

A look at the key features of the new education policy.



Public spending on education by State to be raised to 10% of GDP. The Ministry of Human Resource Development to be renamed Ministry of Education. Separate technology unit to develop digital education resources

By 2030, the minimum degree for a person in teaching will be a four-year integrated B.Ed. degree

Editors

Kalpna K Mahajan, Manoj K Saxena, Qazi Mazhar Ali and Ravi K Mahajan



SCHOOL EDUCATION
• Universalisation from age 3 to Class 10 by 2030
• Mission to ensure literacy and numeracy skills by 2025
• Mother tongue as medium of instruction till Class 5 wherever possible
• New curriculum to include 21st century skills like coding and vocational integration from Class 6
• Board exams to be easier, redesigned

HIGHER EDUCATION
• New umbrella regulator for all higher education except medical, legal courses
• Flexible, holistic, multi-disciplinary UG degrees of 3-4 years' duration
• 1 to 2 year PG programmes, no M.Phil
• College affiliation system to be phased out in 15 years

Meritorious students from SC, ST and other socially and economically disadvantaged groups will be given incentives
Private institutions will be encouraged to offer scholarships to their students

State-run central universities, health science and agricultural universities will aim at becoming multi-disciplinary institutions

National Education Policy 2020: Reflections from Stakeholders
Editors: Kalpana K. Mahajan, Manoj K. Saxena, Qazi Mazhar Ali
and Ravi K. Mahajan



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Focus Area within New Education Policy (NEP)

Active Voice

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NATIONAL EDUCATION POLICY 2020

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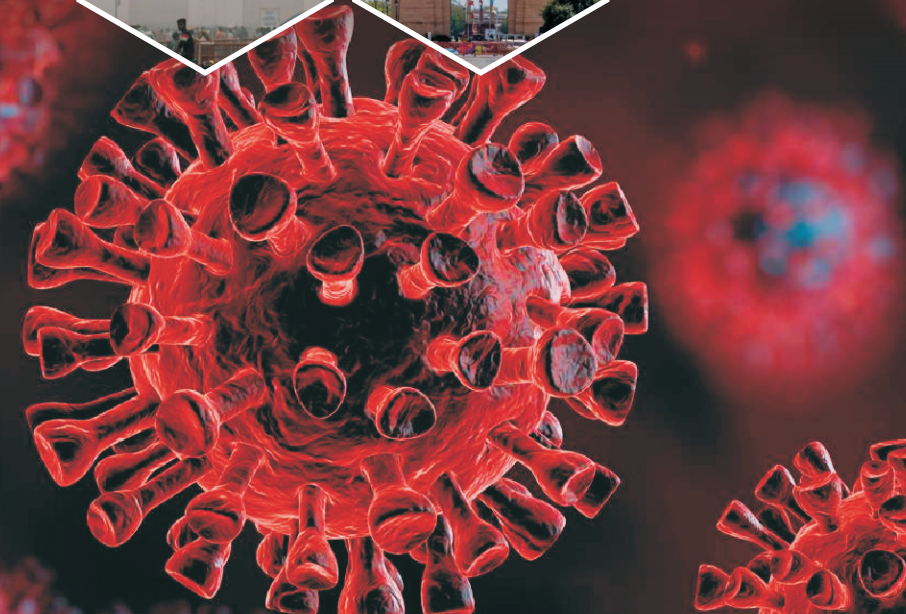
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**Air Quality, Climate Change and The Environment
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**Air Quality, Climate Change
and The Environment Effects
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**Dr. Alok Sagar Gautam | Prof. Seema Dhawan
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EFFICACY OF SPIRITUAL INTELLIGENCE IN IMPROVING PSYCHOLOGICAL WELL-BEING OF MEDITATORS

**Dr. Chintaharan Betal*

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ABSTRACT

'Psychological well-being' is an essential need for personal growth as well as social wellbeing as it brings out emotional stability and overall balanced psychological functioning within the individual. But in its absence, individual becomes the victim of many psychological disorders and shows a great identity crisis in personal as well as social life. Spiritual intelligence derived through the sincere and regular practice of meditation astonishingly contributes to overall balanced psychophysical functioning and thereby upgrade and maintain the 'psychological well-being' within the meditators. In this way, spiritual intelligence derived from meditation can be considered as a most potent and promising means of achieving psychological well-being.

Key Words: Psychological well-being, emotional stability, meditation, spiritual intelligence

INTRODUCTION

Since the dawn of human civilization, man has been constantly engaged in pursuit of exposing the mystery of nature to achieve the state of excellent healthiness and absolute happiness in life. By virtue of steady efforts, man has discovered many wonderful pharmaceutical drugs and implausible surgical instruments to secure disease-free existence and longevity. But due to intense thirst for sensual pleasure, covetousness and materialistic attitude along with distorted lifestyle, today most of the people are found to be confronted with uncontrollable mental and emotional discomfort like anxiety, tension, depression, frustration, insomnia and behaviour disorders even in the midst of unbounded materialistic pleasures. Consequently, individual becomes the victim of distressed *psychological well-being*. In fact, psychological well-being is a very essential need for personal growth as well as social wellbeing as it brings out emotional stability and overall balanced psychological functioning within the individual. Psychological well-being is connected with people's feeling about everyday life activities (Bradburn, 1969, Warr and Wall, 1975). Ryff, (1989) has described the 'psychological well-being' as a positive mental states such as contentment, positive relations with others, self acceptance, environmental mastery, autonomy and personal growth in which individual experience positive emotions and feelings of happiness. It is an inter-personal and intra-personal level of positive functioning which includes one's relatedness with others and self referent attitudes that include one's sense of mastery and personal growth. Ryff and Keys (1995) have mentioned that self-acceptance is the major component of psychological well-being. According to Huppert (2009), "Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively". Indeed, self-acceptance, personal growth, contentment and psychological cheerfulness are symptoms of psychological well-being which altogether bring out good physical and mental health and satisfaction in every dimension of life.

Studies have confirmed that people with higher psychological well-being are found to be healthier and longer lives. They also enjoy a better quality of life and contribute to the society in a constructive way. A good psychological well-being facilitates higher earnings and more pro-social and harmonious behaviour. Chida (2008) through a study confirmed that the positive psychological well-being was found to be associated with reduced mortality rate. Llewellyn et al. (2008) have also confirmed that higher level of psychological well-being were associated with better cognitive function. The people with better and high psychological well-being, reports their capability, feeling of happiness, well supported, satisfaction in life and also confrontation with fewer social problems (Mittal and Akhtar, 2012). Thus, it is now conspicuous that psychological well-being is an important construct for life which need to be maintained for personal as well as social well-being.

But in absence of psychological well-being, one becomes the victim of many disorders and shows a great identity crisis in personal as well as social life as one confronted with the problems of restlessness, misbehaviour,

QUINTESSENCE OF YOGA

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ROLE OF YOGA IN HEALTH CARE**Chintaharan Betal***Assistant Professor, Dept. of Naturopathy & Yoga, HNB Garhwal Central University,
Srinagar Garhwal, Uttarakhand***ABSTRACT**

Due to its rational and experimental viewpoint, the modern medical system has uprooted nearly all the traditional systems of drugs from entire parts of the globe. It has proved itself as a most competent and effective system in saving human being from perilous contagious and infectious diseases and made life more comfortable. It has also extended the life expectancy of more than seventy years and undeniably enhanced and boosted up the quality of life. But in spite of these, mental peace, satisfaction and harmony in human life are still far from reality because the new massive psychosomatic ailments and psychiatric ailments are posing a great threat to human health and happiness. This has put forth a great challenge to the modern-day medical system. Problems of restlessness, anxiety and stress induced ailments, conflict, rape, theft; homicide, suicide, drug abuse etc are all on an exponential rise in this era. Now, it has been conspicuous that most of the common physical, mental and psychosomatic health problems cannot be solved with the idea of antibiotics, pharmaceutical drugs and surgery. In this situation, researchers have collectively admitted the role of mind, spirituality-based disciplined lifestyle and controlled diet in achieving and maintaining good health. With increasing scientific researches in yoga, it has also been proved that yoga is not only an effective psycho-spiritual technique for improving physical and mental health but also a unique means of preventing and curing diseases. Besides, yoga is a technique for attitudinal change and behavioral modifications. It brings forth emotional stability by training the mind to remain calm and quiet and by rooting out the repressed desires and irrational thought waves from the deeper strata of unconscious mind. Yoga prevents stress and stress-induced disorders and triggers neuro-hormonal mechanisms, reduces stress and anxiety, suppress sympathetic activity, improves the functions of autonomic and higher neural centers of brain and produced a self-contemplative state of mind. Thus, it is concluded that yoga acts as a self-healing system and a competent and most potential means of health-care which would be played an important role in the new millennium.

KEYWORDS: Psychosomatic Ailments, Psycho-Spiritual Technique, Yoga, Neuro-Hormonal Mechanism.

INTRODUCTION

Man has stepped into the third decade of twenty-first century. In this era, the modern medical science is working with highly developed technologies and surgical instruments along with wonderful pharmaceutical drugs to offer better health status to human being. Because of its rational and experimental basis, the modern medical system has replaced almost all the traditional systems of medicine in different parts of the globe. It has proved itself as a most competent and effective health care system in saving human being from the perilous contagious and infectious diseases and made life more secure, safe and comfortable. It has also extended the life expectancy of human being for more than seventy years and undeniably enhanced and boosted up the quality of life. But in spite of these, mental peace, satisfaction and harmony in human life are in unachieved state because the new massive psychosomatic ailments and psychiatric ailments have posed a great threat to human health and happiness as well as a big challenge to the modern medical system. Problems of restlessness, anxiety and stress induced ailments along with conflict, rape, theft, homicide; suicide, drug abuse etc are all on an exponential rise in this era. Health professionals, who started out treating patients with medical and surgical means, now faced many challenges and questions due to the inability of modern medicines to treat mental illness as well as psychosomatic disorders. Now, it has been conspicuous that most of the common physical, mental and psychosomatic health problems cannot be solved with the idea of antibiotics, pharmaceutical drugs and surgery. Under this situation, researchers of psychiatry, psycho-neuro-physiology and immunology are unanimously agreed on the role of mind, spirituality-based disciplined lifestyle and a controlled diet in achieving and maintaining good health. As a consequence, the findings of a large number of research investigations on the

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प्रकाश युवा	समान्य विज्ञान
डॉ. विनोद प्रसाद नौटियाल	प्राकृतिक चिकित्सा एवं आयुर्वेद (एन.डी.डी.वाई प्रथम वर्ष)
डॉ. विनोद प्रसाद नौटियाल	शरीर रचना एवं क्रिया विज्ञान (एन.डी.डी.वाई प्रथम वर्ष)
डॉ. रजनी नौटियाल	प्राकृतिक चिकित्सा: उपवास, पोषण, वैज्ञानिक मालिश, सूर्य किरण चिकित्सा एवं जल चिकित्सा (एन.डी.डी.वाई द्वितीय वर्ष)
डॉ. रजनी नौटियाल	प्राकृतिक चिकित्सा की दृष्टि में योग और योग साधना (एन.डी.डी.वाई तृतीय वर्ष)
डॉ. सरस्वती कला	प्राकृतिक चिकित्सा मार्गदर्शिका
डॉ. सरस्वती कला	प्राकृतिक चिकित्सा एक समग्र उपचार पद्धति
डॉ. विनोद प्रसाद नौटियाल	योग द्वारा मानसिक आरोग्य
डॉ. विनोद प्रसाद नौटियाल	योग और वैकल्पिक चिकित्सा
डॉ. विनोद प्रसाद नौटियाल	योग और मनोविज्ञान
डॉ. विनोद प्रसाद नौटियाल	योग और स्वास्थ्य
डॉ. रजनी नौटियाल	सांख्य-योग दर्शन में अन्तःकरण
डॉ. रजनी नौटियाल	हठ योग पद्धति
डॉ. कविता भट्ट	योग-परम्परा में प्रत्याहार-आध्यात्मिक, दार्शनिक एवं व्यावहारिक परिप्रेक्ष्य
डॉ. कविता भट्ट	योग दर्शन में प्रत्याहार द्वारा मनोचिकित्सा
डॉ. नवीन चन्द्र भट्ट	योग और स्वास्थ्य

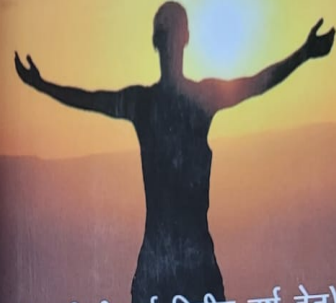


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डॉ. रजनी नौटियाल

पुस्तक परिचय

"स्वस्थ शरीर में ही स्वस्थ मन" की कल्पना की गयी है। प्रस्तुत पुस्तक के माध्यम से प्राथमिक स्तर पर वर्तमान समय के नागरिकों के लिए जो कि योग से शारीरिक, मानसिक और सामाजिक स्तर पर अधिकाधिक लाभ लेने के इच्छुक हैं, उनके लिए विस्तार से विविध हठयोगिक प्रक्रियाओं को गहराई में जाकर उनका स्थूल एवं सूक्ष्म विवेचन किया गया है।

वर्तमान समय के नागरिकों के लिए घेरण्ड संहिता अत्यन्त उपयोगी तो है ही साथ ही, जो लोग योग को गहराई में जाकर उसकी आध्यात्मिक उच्चता को पाना चाहते हैं उनके लिए भी यह पुस्तक एक मौलिक, सरल व उपयोगी अभ्यासों का निर्देश करती है। अतः दोनों दृष्टियों के अभ्यर्थियों व शोधार्थियों के लिए इस पुस्तक को उपयोगिता स्वतः सिद्ध होगी, ऐसा प्रयास किया गया है।



लेखिका परिचय

डॉ. (श्रीमती) रजनी नौटियाल सहायक आचार्या प्राकृतिक चिकित्सा एवं योग विभाग, हमवती नन्दन बहुगुणा गढ़वाल विश्वविद्यालय, श्रीनगर गढ़वाल (उत्तराखण्ड)

शिक्षणिक योग्यता : पी. एच. डी., एम. ए. योग, एम. ए. दर्शनशास्त्र
डिप्लोमा : योग शिक्षा (डॉ. वाई. एड.), कैवल्यधाम, लोनावाला

तेईस वर्षों से योग विभाग की स्थापना से आपके द्वारा योग विभाग हे. नं. गढ़वाल विश्वविद्यालय में डिप्लोमा व डिग्री पाठ्यक्रम का शिक्षण व अध्यापन कार्य करवाया जा रहा है, साथ ही समाज के विभिन्न वर्गों, क्षेत्रों में योग शिविरों का प्रशिक्षण दिया जा रहा है। आपके 25 से अधिक शोध पत्र व 5 पुस्तकें प्रकाशित हैं, साथ ही विदेशी नागरिकों के लिए योग शिविर (एक हफ्ता) का आयोजन 2007 से किया जा रहा है जिसमें साउथ कोरिया, स्पेन, मनी, चीन के नागरिक प्रत्येक वर्ष विश्वविद्यालय में आकर पाठ्यक्रम में प्रशिक्षण प्राप्त करते हैं। विभिन्न रोग- बी.पी (हाई-लो), मधुमेह, गठिया, अर दर्द, नेत्र विकार, स्त्री रोग, माइग्रेन इत्यादि रोगों से रोगियों को निजात दी जा रही है। देश-विदेश के साधकों की दिनचर्या में सुधार लाकर उन्हें जीवन जीने की कला का प्रशिक्षण देकर आध्यात्मिक आनंद दिया जा रहा है।

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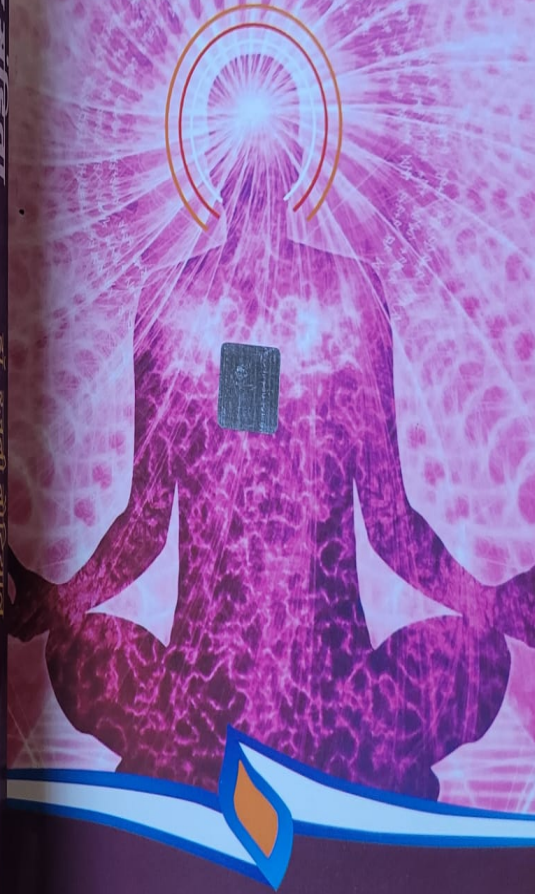
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डॉ. रजनी नौटियाल



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डॉ. रजनी नौटियाल	हठ योग पद्धति
डॉ. कविता भट्ट	योग-परम्परा में प्रत्याहार-आध्यात्मिक, दार्शनिक एवं व्यावहारिक परिप्रेक्ष्य
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डॉ. रजनी नौटियाल

About the Editor



Dr. Jatinder Grover is presently Professor of Education in the Department of Education, Panjab University, Chandigarh. He has been having 27 years of teaching and research experience. He is the former Dean of the Faculty of Education, Panjab University Chandigarh for three academic sessions.

Being Coordinator, Centre for Academic Leadership and Education Management (CALM) during 2019-22 under the aegis of Punjab Madam Mohan Malviya National Mission on Teachers and Teaching, Ministry of Education, Govt. of India, organized 17 Faculty Development Programme and National Seminar workshops with a huge participation from India and abroad on the topics of Artificial Intelligence, Machine Learning, Inclusive Education, AI/ML, and Open Education Resources. Pedagogical issues and strategies, Educational Leadership and Management, Cyber Security, Effective Communication, Research and Development, Intellectual Property Rights, etc. The Centre for Academic Leadership and Education Management, Panjab University is one of the reputed centres amongst four such centres sanctioned under PMMNMTT by Ministry of Education, Government of India in the country, and a leading world. It has been conferred with the state emblem of India.

As an institutional seminar entitled as 'Reflections on the Role of Education in the Era of Globalization' sponsored by the R. SSB, New Delhi, in organized by him to commemorate the 50th birth anniversary of Shri Late Nandan, Dny. J., during 2012-2014, he is nominated by MHRD, Govt. of India as member of Joint Review Mission on Mid Day Meal in Punjab.

He has published 52 research papers and articles in reputed research journals and edited books. His primary research areas are quality aspects in education at elementary & secondary education level, teacher education, ICT integrated education & educational technology, educational management and policy planning. He has completed fifteen research projects sponsored by MHRD, UGC, the Government of Punjab, N. E. R. Ds, etc. His research projects have been in the field of technology integrated education systems, career readiness, inclusive education and career readiness. Currently supervising six Ph.D. students and supervised more than 8000 students at Master's level.

He has delivered 75+ invited talks in various seminars, workshops organized by higher educational institutions and universities in the states of Punjab, Haryana, Himachal Pradesh, Rajasthan, Jammu Kashmir, Assam and Uttar Pradesh. He is on the editorial board of their research journals.

As NSS campus coordinator organized seven day Camps and activities during 2015-2016 to inculcate values among students about fitness, teamwork and social cause and to spread the awareness in large about the road safety, segregation of waste material and Swachh Bharat Abhiyan Activities. As a member of Panjab University core team, semi-annual and monthly around 8000 participants for one-month long Yoga Camp in campus and for participants in International Yoga Day-2016 in a special complex, Chandigarh (11 in 21 June, 2016).

He is a member of Academic Council of Central University of Rajasthan, N. E. R. D. Visiting Team Member of National Council of Teacher Education and member of Board of Studies and academic bodies of various state and central level committees related to school and higher education. Presently, he is a member of the Senate and Syndicate, the Governing Bodies of Panjab University Chandigarh.

About the Editor



Prof. Ram Mehar began his teaching career in 2002 as contract basis Lecturer in Education in Department of Education, University School of Open Learning, Panjab University Chandigarh. He also served in Haryana Civil Services (HCS) officer for a short span but resigned in 2005. Presently, he is working as Professor in Education, Department of Education, University School of Open Learning, Panjab University Chandigarh. With experience of over 18 years in teaching at Under Graduate and Post Graduate level, he is a keen researcher and academician. Till date, 16 students have successfully completed their Ph.D. in Education, 5 students are still working and more than 107 students did M.Ed. Dissertation under his supervision. His areas of expertise are Educational Research and Statistics, Educational Technology, Techniques of Teaching, Pedagogy of Hindi. He has published 135 Research Papers in National and International journals of repute. Additionally, he has contributed around 60 articles/chapters in various edited books and Conference Proceedings and also presented 37 papers in International Seminars, Conferences, 115 in National Seminars, Conferences and 6 in Local Regional Seminars, Conferences. He was also attended 42 Workshops, 35 Online Webinar during Pandemic period and also 23 seminars/conference was organized in different department of Panjab University Chandigarh. Along with this, he has delivered 32+ invited talks in various seminars, workshops organized by higher educational institutions and universities in the states of Punjab, Haryana, Himachal Pradesh and Uttar Pradesh. He has edited a book titled 'Changing Contours of Open and Distance Learning in Higher Education', 'Knowledge Technology and Higher Education' National Education Policy 2020: A Vision for New Horizon and National Education Policy 2020: Transforming and Reforming Education in India. To his credit there is one Research Tool (i.e. Students Engagement in Mathematics) published by National Psychological Corporation, Agra. He was a member of Advisory Committee and Editorial Board of various reputed Journals.

He was honoured with "Pariyavarn Chetna Samman" in 2012 by Samaj Dharam Mohlpur, District Una (Himachal Pradesh). He is associated with Government of Punjab as a member of State Research Advisory Committee. He acted as an Expert for Evaluation Action Research Report SSA Authority and Jury Member for State Teacher Awards in 2018. He was Chancellor's Nominee in Academic Council of Himachal Pradesh University. He was Coordinator of Ph. D. and B. Ed. Entrance Exam in 2022. He was member of Postgraduate Board of Studies in Centre for the study of Social Exclusion and Inclusive Policy, Panjab University Chandigarh and member of Research Degree Committee (RDC) in Department of Education, Swamiji, Guru Nanak Sikh Studies, Indian Theatre, Community Education & Disability Studies, Psychology and Police Administration, Panjab University Chandigarh. He was Visiting Team Member of Inspection Committee for Grant of Approval of B. Ed., M. Ed. and D.L. Ed. of National Council of Teacher Education.

In addition to contributing towards Panjab University Chandigarh, he is actively involved with various academic activities of other Universities also like Jamuna University, Jammu, Kurukshetra University, Kurukshetra, Himachal Pradesh University, Summer Hill, Shimla, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur, Panjab University Patna, Maharshi Markandeywar University, Muzfara, and Central University of Himachal Pradesh, Dharamshala.

About the Editor



Prof. (Dr.) Manoj Kumar is currently working as Professor, Head & Dean (Education) at also Campus Director of Bhambalaha Campus-I and Additional Director, RMC of Central University of Himachal Pradesh, (C.U.H.P.), Dharamshala (HP). He is also Honorary Director of OER Cell of C.U.H.P. He was also Honorary Director of OER Cell of C.U.H.P. for almost 4 years. He did his Masters Degree in Commerce and Education. He was awarded Ph.D. in Education from M.J.P. Rohilkhand University, Bareilly (U.P.). He has a rich experience of 25 years in teaching and educational administration. He has worked as Chairman, Member, Coordinator and Member of NAAC Peer Team, Member Visiting Team of NCTE and also Member of UGC Expert Committee. He is a Member Academic Council of Baba Gurdram Nihal Bahadur University, Raipur (M.P.). His areas of specialization and interest include B.T in Education, Teacher Education, Tribal Education and Research Methodology. Under his supervision 09 Research Scholars have completed their Doctoral Research and are present 09 Research Scholars are pursuing their Doctoral Research under his guidance. He is also guiding 01 Post Doctoral fellow. He is a Reviewer for the prestigious Journals of Sage and Springer Nature. He was Member of Executive Council of Central University of Himachal Pradesh, Dharamshala. He is also Member of University Court, Academic Council and Chairman of School Board and member Board of Studies in Education at central universities of Himachal Pradesh, Dharamshala. He has completed R.S.S.R. funded national study as Research Supervisor for Himachal Pradesh. He has also completed another independent Major Project from R.S.S.R., New Delhi and awarded a project from Commonwealth Educational Media Centre for Asia to develop U.R.B. centres at P.V. level.

He has to his credit 70 books and 100 research papers and articles published in Journals of national and international repute. He has presented and contributed 79 papers in various National and International level seminars and conferences in India and abroad. He has delivered Key Note Addresses, Invited Address and Special Lectures in various International and National Seminars in different states of India. He has worked as Resource Person for different organizations including U.G. - I.I.E.R. in various states of India. He has also served as Expert in various State Public Service Commissions and Universities. He has organized several international and national conferences so far. He is life member of various associations related to teacher education in India.

Apart from these academic ventures, he has been decorated as President's Scout by His Excellency, the President of India in 2008. He is Recipient of Rotary International's Rotary Youth Leadership Award. He has been conferred with Excellent Teacher Award 2021 by Sociological Society Himachal Pradesh. Recently he has been conferred with Honorary Fellow by South Asian Institute for Advanced Research and Education, Kolkata and Best Teacher Award - 2022 conferred by New Global Research Foundation, Pt. Deen Dayal Upadhyay Nagar, Chandigarh (U.P.).

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PREFACE

On the long and winding road that is the history of education in India, the New Education Policy (NEP) 2020 is an important landmark. The National Education Policy (NEP) 2020 has the ambitious goal of reshaping the educational system in the country so that it is more open to new ideas, progressive, and in tune with the requirements of the 21st century. It does this by having a vision that is both all-encompassing and looking into the future. The National Education Policy (NEP) 2020 is an all-encompassing plan for the improvement of India's educational system that will be implemented in 2020. It envisions an educational system that is accessible to all students, holistic in its approach, and directed toward the cultivation of talents appropriate for the 21st century. The National Education Policy 2020 (NEP 2020) is a historic document that outlines the course that education in India will take in the years to come.

The new National Educational Policy 2020 has the overarching goal of bringing about and putting into action a myriad of changes across all levels of education in India, including the fundamental comprehension of what education is all about in the country. In addition to this, it intends to execute changes in the manner in which educational facilitators, such as schools, universities, and instructors, are educated and the manner in which they approach education.

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Foreword

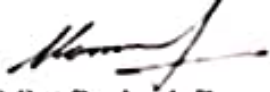
It is almost three decades later that the most populous and most young nation of the world brought in the National Educational Policy. Any policy is a set of blueprint and is a draft for how We as the people and the society are going to attempt to restructure and reorganize our present educational system to address our contemporary and future needs.

With 15 lakh schools and the second largest higher education system of the world, we believe education has immense power to alter the course of human and national development. The NEP attempts to bring visionary changes in the way we visualize and realize about education and education system. In the light of the epistemic foundations laid in our ancient scriptures and indigenous knowledge and learning in our mother tongue we wish to fill the gaps whether in socio-economic conditions or our travel to space.

The present volume has contribution from the luminaries of who's who in the present education system. I believe that this book will provide us a different vantage point to build upon on our perspective not only on NEP but education and knowledge as a whole and per se too. The readers will be able to engage with the ideas, issues and concerns about NEP in lucidly drafted chapters in this book.

I wish to congratulate the contributors and editors for this endeavor and wish to see further rigorous collections and contributions to the discourse of education in near future.

Dated: 26.04.2023


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It is pertinent to affirm that the facts, interpretations, and conclusions arrived in these articles are that of their respective authors. The Editors and the Publisher have no forbearing with them.

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CHAPTER-7

NEW EDUCATION POLICY-2020 AND CHALLENGES FOR TEACHER EDUCATION

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Abstract

The teachers' status reflects the socio-cultural manners of society. No people can rise above the level of their teachers (NEP1986). NEP-2020 considered the importance of education as 'An Education system rooted in Indian Ethos that contributes directly to transform India that is BHARAT, sustainably into an equitable and vibrant knowledge society by providing high-quality education for all (NPST 2021) stakeholders and responsibility to achieve it of teachers. Teacher Education plays a significant role in creating an environment for school teachers to shape the future of subsequent generations. According to New Education Policy-2020, 'Teacher preparation is an activity that

The National Education Policy (NEP) is responsible for a number of changes, one of which is the rebranding of the Ministry of Human Resource Development (MHRD) as the Ministry of Education. This is a reflection of the shifting priority that the government places on education. As soon as the strategy was published, Prime Minister Narendra Modi tweeted that it will turn India into a “vibrant knowledge hub.” The policy is founded on the pillars of “access, equity, quality, affordability, and accountability,” and it will change India into these things. The policy of education places a special focus on the cultivation of the creative potential that exists inside each individual student. It is predicated on the idea that education ought to cultivate not only cognitive capacities – such as literacy and numeracy, which are referred to as “foundational capacities” – and “higher-order” cognitive capacities, such as critical thinking and problem solving, amongst other things – but also social, ethical, and emotional capacities and dispositions as well. The end objective of this education policy is to generate exceptional individuals who are capable of reasoning and acting, who are courageous and resilient, who have a scientific mentality and a creative imagination, and who have strong ethics and values. This is the ultimate goal of this education policy. Our Constitution has as one of its goals the establishment of a society that is equitable, inclusive, and pluralistic. To achieve this goal, it seeks to produce people who are engaged, productive, and contributing.

As we prepare to begin on this revolutionary journey, it is essential that we have a solid understanding of the NEP 2020’s vision, its objectives, and its major tactics. This book seeks to give a complete understanding of the NEP 2020 and its consequences for many stakeholders in the education ecosystem. This overview will be provided in this book. The

& Sudarshan, 1996). The NEP 1986 calls for a substantial improvement in the conditions of work and the quality of teachers' education, besides emphasizing the teachers' accountability to the pupils, their parents, the community, and their profession. A major institutional intervention after NEP 1986 was the setting up of District Institutes of Education and Training (DITEs) to provide quality pre-service and in-service education and training to school teachers (Singh & Sudarshan, 1996).

Teacher Education is vital in creating a pool of school teachers that will shape the next generations. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, development of practice under the best mentors (New Education Policy 2020) but Justice J.S. Verma commission (2012) pointed out that- A majority of TEIs-over 10000 in numbers are not even attempting serious teacher education but are essentially selling degrees for a price. Regular efforts so far have neither been able to curb the malpractices in the system nor enforce basic standards for quality and have had the negative effect of curbing the growth of excellence and innovation in the sector. As we know that the aim of NEP 2020 is to impart 21st-century skills to children in which creativity, scientific temper, multilingualism, and social responsibility is important so that children evolve as 'engaged, productive and contributing citizen for building equitable, inclusive and plural society as envisaged by our Constitution. It also acknowledges the importance of creating a supportive ecosystem for teachers (Sagifta Sahin & Jayanta Mete 2021).

National Education policy 2020 has been designated to put the teacher at the center of the fundamental reforms in the education system in India, but there are some big challenges in the way to re-established the glory of teachers as a Guru and teaching profession too and these are-

- *Contextual Competencies*-comprising a wider view of the development of education in society and teachers' role in it.
- *Conceptual Competencies*-including various concepts of education and learning and psychological, sociological, and neurophysiologic aspects of education, etc.
- *Curricular and Content Competencies* related to a specific stage of education such as primary, upper primary, and secondary.
- *Transactional Competencies*-as regards General, Subject wise, Stage wise, dimensions.
- *Competencies in other Educational Activities*-such as planning, and organizing activities.
- *Competencies Related to Teaching-Learning Material*- such as preparation, selection, and use of Classical Teaching-Learning Material, New Educational Technology, and use of Local Resources, etc.
- *Evaluation Competencies*-including preparation, selection, and use of evaluation tools, tests, etc.
- *Management Competencies*- including matters like organization and management of classrooms, school, and community activities, etc.
- *Competencies related to Community Contact and cooperation*- involving activities of mutual interest for institutional as well as community development.

It is also suggested that all these competencies are first to be developed during the pre-service teacher education program and then updated and strengthened further during recurrent in-service teacher orientation. The NEP-2020 also focused on it and suggests a continuous in-service professional development program for the teachers to be

teaching profession. This is a reality in our country that teachers are working in very poor conditions. NEP-2020 is aware of it and suggests that;

- i. To ensure that outstanding students enter the teaching profession –especially from rural areas- a large number of merit-based scholarships shall be instituted across the country for studying quality teacher Education programs.
- ii. Excessive teacher transfer will be halted and transfers will be conducted through an online computerized system to ensure transparency.
- iii. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances.
- iv. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for their students.

6. Teachers should be given continuous opportunities for self-improvement and professional development and to learn the latest innovations and advances in their profession.

7. Teachers doing outstanding work should be recognized and duly promoted to incentivize those teachers who are working best.

8. Decent and pleasant service conditions at schools like; adequate and safe infrastructure, including toilets, clean drinking water, electricity, computing devices, internet facility, library, sports facility, and recreational facilities should be ensured.

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- *Commitments to the Profession*-that is internal acceptance of the role and responsibility of the teaching profession, no matter what circumstances one entered it.
- *Commitments to Achieve Excellence*-that is care and concern for doing everything in the classroom, in the school, and in the community in the best possible manner and in the spirit of 'Whatever you do, do it well' or the do-it-well attitude.
- *Commitments to the Basic Human Values*- including the role model aspect comprising genuine practice of professional values such as; impartiality, objectivity, intellectual honesty, national loyalty, etc. with consistency.

4. Focus on Creative Curriculum -We need a Creative Curriculum for teacher education. A creative Curriculum has been interpreted as a curriculum that has evolved based on research aiming at enhancing the academic outcomes by comprehensive means that features inquiry, exploration, and discovery as the foundations of learning by enriching content, concentrates on encompassing all the developmental dimensions, especially the cognitive, social, emotional, aesthetic and physical aspects and it aims at chaining the classroom scenario into a more meaningful, activity and interactive (Shankar. S. Prabhu 2022). NEP- 2020 also focused on it and suggests preparing a new and comprehensive National Curriculum Framework for Teacher Education (NCFTE-2021) which will be based on the principles of NEP-2020 and will be prepared by the National Council for Teacher Education (NCTE) and National Council of Educational Research and Training (NCERT).

5. Service Conditions for Teachers-Due to poor service conditions the new generation is least interested in the

strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education.

2. Effective Teachers don't cover the curriculum, they uncover it (Ann Parker), so we need teachers who uncover the boundaries of curriculum, and for this, of course, we need competent and enthusiastic teachers. Therefore, NEP 2020 is serious about it and suggests that all B. Ed/ teacher education programs will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy concerning foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, children with special interests or talents, use of educational technology and learner-centered and collaborative learning with include strong practicum training in the form of in-classroom teaching at local schools and also will emphasize the practice of the Fundamental Duties (Article 51 A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity and it will also appropriately integrate environmental awareness and sensitivity towards conservation and sustainable development.

3. Committed Teachers- In a teacher, there should be a committed teacher and this should be a duty of the teacher education program to inculcate the following commitments (NCTE 1998) in a prospective teacher-

- *Commitments to the learner* –including love for learners, readiness to help learners, concern for their all-around development, etc.
- *Commitments to Society-* such as awareness and concern about the impact of teachers' work on the degree of advancement of families, communities, and the nation.

starting with a sound teacher performance and culminating into a high quality learning among increasingly more students in cognitive, affective and psychomotor areas of human development (NCTE 1998).

Lack of professionalism among Teachers- People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession (University Education Commission 1948-49), which is a reality even today.

Suggestions for Effective Implementation of National Education Policy-2020-

The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system (J.S. Verma commission 2012). Therefore, to effective implementation of the recommendation of NEP 2020 regarding the Teacher Education program, we need to take the following steps toward making teacher education more effective, qualitative, and professional-

1. Competency-based teacher education course- competency-based teacher education is closely linked with the learning outcomes at the end of the course. Therefore, very first we need to understand the difference between competence and competency because according to Fleming (2009), competence refers to a broad capacity or capability (generic), whereas, competency includes particular abilities (Specific). In 1998 NCTE prepared a draft as 'Competency-Based and Commitment Oriented Teacher Education for Quality School Education' and suggest the following Ten Competencies areas, together with certain specific competencies under each and on which teacher education program should be based-

Attracting the best young talent to the teaching profession-At present we need passionate, motivated, highly qualified, trained, and devoted teachers for higher education to achieve the objective of NEP-2020. On the one side attracting the best talent to the teaching profession is the need of the hour whereas on another side it is a most challenging task as well because young people prefer to enter other sectors like; Medical, Engineering, Information and Communication sectors, and Business sector, etc.

Infrastructural Facilities in Teacher Education Institutions-We are aware that there is a lack of infrastructural facilities in most of the institutions that are imparting teacher education. Most government teacher education institution does not have proper buildings, rooms for teaching, practice, ICT due to insufficient funds, etc.

Lack of progressive curriculum-Teaching profession also needs teaching and learning specialists but unfortunately in our education system, we are afraid to introduce new things and practices in teacher education curriculum or program. We always follow old curriculum and practices and we always overlook the truth that updates in new knowledge will improve teachers' practice and meet new teaching demands; this also improves learners' outcomes.

Incompetency among the teachers-Surasak (2013) pointed out that teachers need to develop their competencies in accordance with educational transformation in practice as well as professional activities effectively. The teacher can act as a trail-blazer in the lives of learners and the process of education for development. If teachers acquire professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classrooms as well as in the school and community in a genuinely professional manner, then a chain reaction can begin –

requires multidisciplinary approaches and knowledge, formation of dispositions and values, development of practice under the best mentors. Our National Education policy 2020 is designated to put the teachers at the center of the fundamental amelioration in the educational system of India. However, there are some challenges in re-established the glory of teachers as Guru. Therefore, in this paper, the authors tried to find out those problems that adversely affected the teacher education program.

Keywords: New Education Policy 2020, Challenges, Teacher Education

Introduction

The status of teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers (NEP, 1986) and in this continuation, the NEP-2020 presents its vision as ‘an Education system rooted in Indian Ethos that contributes directly to transform India that is BHARAT, sustainably into an equitable and vibrant knowledge society by providing high –quality education to all (National Professional Standards for Teachers NPST 2021), and off course to achieve it is the great responsibility of teachers. As Education Commission 1964-65) said that ‘The destiny of India is being shaped in her classrooms’, it shows the importance of a class and a teacher who teaches in the classroom.

The education sector in India is the largest in the world with 250 million children pursuing education in 1.4 million schools (Readdy, 2019) and for educating them we need a large number of effective, competent, and dedicated teachers to fulfill the demand for competent and dedicated teachers we need quality teacher education. Teacher performance is the most crucial input in the field of education. Teacher selection and training, competence, motivation, and the conditions of work have a direct effect on the teachers’ performance (Singh

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ISSUES, CHALLENGES AND CONCERNS". Your expertise in the field has helped me to identify the strengths and weaknesses of the book, and your detailed and thoughtful reviews have given me the guidance I needed to improve the content and presentation. Your reviews have been instrumental in ensuring that the book meets the highest standards of academic rigor and scholarship.

The critical feedback, insightful remarks, and constructive ideas made by our review committee were extremely helpful in developing the book's final edition. I truly appreciate the time and effort that you have dedicated to reviewing the book. Your thoroughness and professionalism have made a significant contribution to the quality of the final product. I am grateful for your commitment to advancing knowledge in our field and for your generosity in sharing your insights and expertise with me.

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Finally, we would like to thank our readers for their continued support and interest in our publications. We hope that the preface has whetted your appetite for what promises to be an enlightening and enriching read.

Once again, thank you for your attention and support, and we look forward to your feedback and comments on the book.

Best Regards.

contents of this book are presented in a number of chapters, each of which focuses on a certain facet of the NEP 2020. Following a brief introduction to the policy and some discussion of its goals and aspirations, we go on to the next step. After that, we go into the primary tactics and suggestions of the NEP 2020, which include the growth of vocational education, the promotion of multilingualism, the reorganization of school education, and the promotion of early childhood care and education.

In this book, the writers present a wide variety of opinions and ideas, taken from their own studies and experiences, on the topic of how the National Education Policy 2020 (NEP 2020) may be properly implemented and what influence it will have on the future of education in India. In addition to this, they bring to light the possible ramifications of the policy for the larger socioeconomic and cultural fabric of the nation. In general, this book is a significant resource for policymakers, educators, researchers, and students who are interested in understanding the NEP 2020 and its possible influence on the education system in India. It is intended that this book will make a contribution to the continuing discussions and debates on the policy, and that it will also serve as a guide for the implementation of the NEP 2020 in the years to come.

I would like to take this opportunity to express my heartfelt thanks for the time and effort that Prof. Harsh Gandhar, Professor of Economics, University School of Open Learning, Panjab University, Chandigarh; Prof. Supreet Kaur, Professor of Education, University School of Open Learning, Panjab University, Chandigarh, and Prof. Anuradha Sharma, Department of Community Education and Disability Studies, Panjab University, Chandigarh have put into reviewing the edited book **"NATIONAL EDUCATION POLICY 2020: REINVIGORATING EDUCATION,**

NATIONAL EDUCATION POLICE 2020: REINVIGORATING EDUCATION, ISSUES, CHALLENGES AND CONCERNS

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Foreword

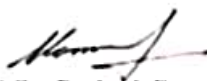
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CHAPTER-7
NEW EDUCATION POLICY-2020 AND
CHALLENGES FOR TEACHER
EDUCATION

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Abstract

The teachers' status reflects the socio-cultural manners of society. No people can rise above the level of their teachers (NEP1986). NEP-2020 considered the importance of education as 'An Education system rooted in Indian Ethos that contributes directly to transform India that is BHARAT, sustainably into an equitable and vibrant knowledge society by providing high-quality education for all (NPST 2021) stakeholders and responsibility to achieve it of teachers. Teacher Education plays a significant role in creating an environment for school teachers to shape the future of subsequent generations. According to New Education Policy-2020, 'Teacher preparation is an activity that

requires multidisciplinary approaches and knowledge, formation of dispositions and values, development of practice under the best mentors. Our National Education policy 2020 is designated to put the teachers at the center of the fundamental amelioration in the educational system of India. However, there are some challenges in re-established the glory of teachers as Guru. Therefore, in this paper, the authors tried to find out those problems that adversely affected the teacher education program.

Keywords: New Education Policy 2020, Challenges, Teacher Education

Introduction

The status of teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers (NEP, 1986) and in this continuation, the NEP-2020 presents its vision as ‘an Education system rooted in Indian Ethos that contributes directly to transform India that is BHARAT, sustainably into an equitable and vibrant knowledge society by providing high –quality education to all (National Professional Standards for Teachers NPST 2021), and off course to achieve it is the great responsibility of teachers. As Education Commission 1964-65) said that ‘The destiny of India is being shaped in her classrooms’, it shows the importance of a class and a teacher who teaches in the classroom.

The education sector in India is the largest in the world with 250 million children pursuing education in 1.4 million schools (Readdy, 2019) and for educating them we need a large number of effective, competent, and dedicated teachers to fulfill the demand for competent and dedicated teachers we need quality teacher education. Teacher performance is the most crucial input in the field of education. Teacher selection and training, competence, motivation, and the conditions of work have a direct effect on the teachers’ performance (Singh

& Sudarshan, 1996). The NEP 1986 calls for a substantial improvement in the conditions of work and the quality of teachers' education, besides emphasizing the teachers' accountability to the pupils, their parents, the community, and their profession. A major institutional intervention after NEP 1986 was the setting up of District Institutes of Education and Training (DITEs) to provide quality pre-service and in-service education and training to school teachers (Singh & Sudarshan, 1996).

Teacher Education is vital in creating a pool of school teachers that will shape the next generations. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, development of practice under the best mentors (New Education Policy 2020) but Justice J.S. Verma commission (2012) pointed out that- A majority of TEIs-over 10000 in numbers are not even attempting serious teacher education but are essentially selling degrees for a price. Regular efforts so far have neither been able to curb the malpractices in the system nor enforce basic standards for quality and have had the negative effect of curbing the growth of excellence and innovation in the sector. As we know that the aim of NEP 2020 is to impart 21st-century skills to children in which creativity, scientific temper, multilingualism, and social responsibility is important so that children evolve as 'engaged, productive and contributing citizen for building equitable, inclusive and plural society as envisaged by our Constitution. It also acknowledges the importance of creating a supportive ecosystem for teachers (Sagifta Sahin & Jayanta Mete 2021).

National Education policy 2020 has been designated to put the teacher at the center of the fundamental reforms in the education system in India, but there are some big challenges in the way to re-established the glory of teachers as a Guru and teaching profession too and these are-