

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



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Even though the gross enrolment ratio in higher education, which was at 100 per cent in 2005, dropped to 75 per cent in 2015, quality education in that decade has gone up. While the R 2017 revealed that 42.5 per cent of grade 5 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 (Read) Bharat (India) scheme launched in 2014 under theegis of NEA aims to improve the reading and writing skills of children in class 1 and 2. The recently released draft New Education Policy 2019 also talks about 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 face daily challenges of curriculum delivery.

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 of reading.

Digital drive

The new education policy will focus on learning. Some features of the policy

An autonomous body, the National Council for Educational 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 and 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 States will be raised to 10% of GDP. The Ministry of Human Resource Development will be renamed Ministry of Education. A 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

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

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Cover design by White Falcon Publishing, 2020

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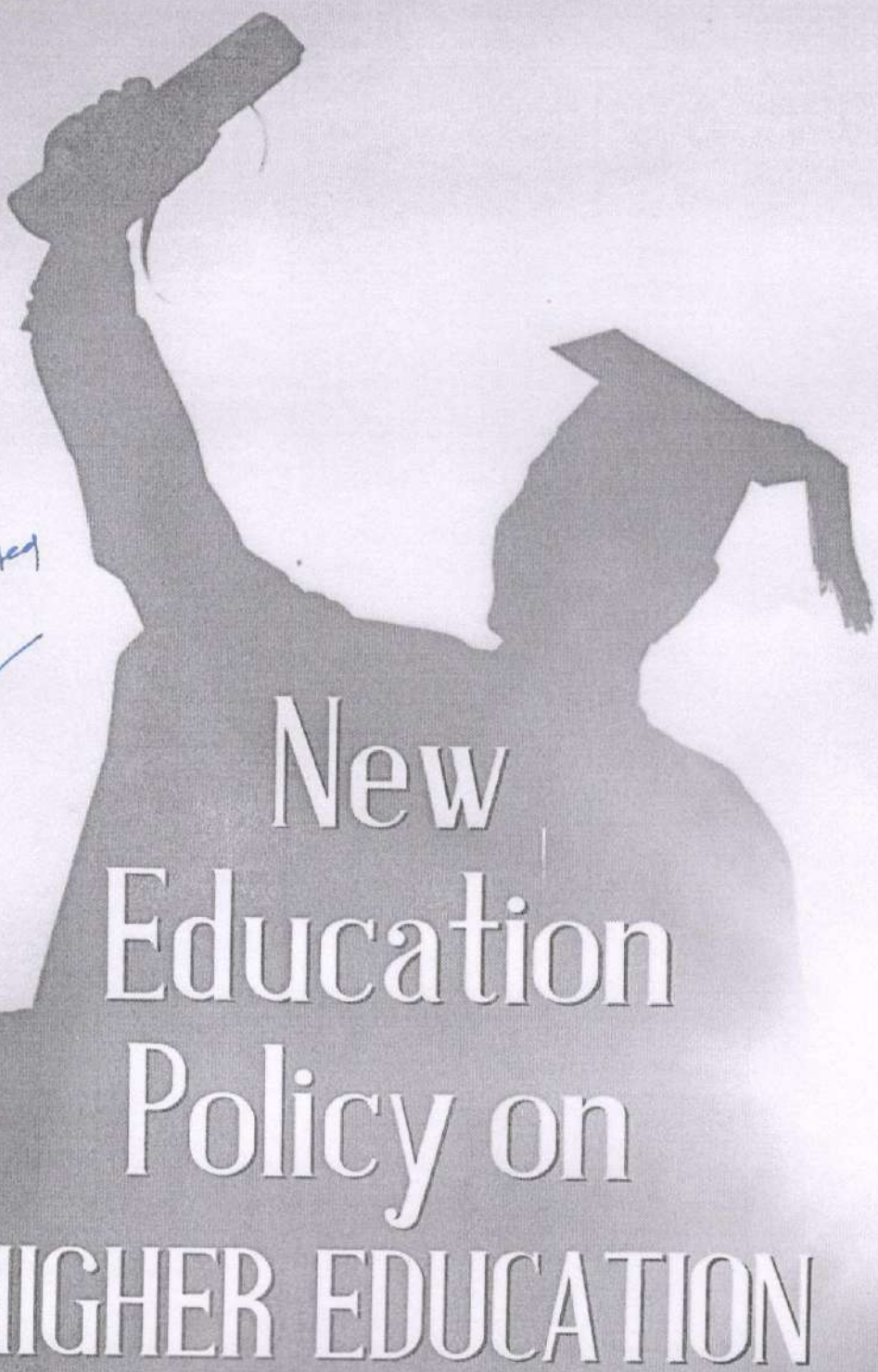
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ISBN - 978-1-63640-008-2

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New
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Policy on
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Professor Manoj K. Saxena Dean, School of Education and Head, Department of Teacher Education in Central University of Himachal Pradesh, Dharamshala (HP) India did his Masters Degree in Commerce and Education. He was awarded Ph.D. degree in Education from M.J.P. Rohilkhand University, Bareilly (India). He is working as teacher educator for the last 17 years. His areas of specialization and interest include ICT in Education, Tribal Education and Environmental Education. Under his supervision 03 Research Scholars have completed their Doctoral Research and at

present 05 Research Scholars are pursuing their Doctoral Research under his guidance. He has completed ICSSR funded national study on "Educational Status of Scheduled Tribes: Attainments and Challenges" as a Research Supervisor for Himachal Pradesh. He is member of Academic Council of Central University of Himachal Pradesh and also the Chairman of School Board of School of Education and Board of Studies in Department of Teacher Education, Central University of Himachal Pradesh, Dharamshala (HP).

He has to his credit *Four books and Sixty Five research papers and articles* published in Journals of national and international repute. He has presented and contributed nearly *seventy papers* in various National and International level seminars and conferences in India and abroad. He has delivered *Key Note Addresses* in various National Seminars in different states of India. He has worked as *Resource Person* for different organizations in various states of India. He is on the editorial board of various National and International Journals being published from India and abroad. He has organized several international and national conferences so far. He is also Member of Visiting Team constituted by NRC NCTE, Jaipur for recognition of B.Ed., M.Ed., D.Ed. in the states of Haryana, Punjab, Uttar Pradesh, Himachal Pradesh etc. He has visited Thailand & Nepal for educational and social causes. 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 1988. He is Recipient of Rotary International's Rotary Youth Leadership Award during 1989.

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पंडित दीनदयाल उपाध्याय
एकात्म मानव दर्शन—विविध आयाम

संपादक : मनोज कुमार सक्सेना



आचार्य मनोज कुमार सक्सेना हिमाचल प्रदेश केंद्रीय विश्वविद्यालय, धर्मशाला के शिक्षा स्कूल के अधिष्ठाता तथा अध्यापक शिक्षा विभाग के अध्यक्ष हैं। उन्होंने वाणिज्य निष्णात तथा शिक्षा निष्णात की उपाधि तथा शिक्षा विषय में विद्यावाचस्पति की उपाधि महात्मा ज्योतिबा फुले विश्वविद्यालय, बरेली (उत्तर प्रदेश) प्राप्त की है। वे अध्यापक शिक्षक के रूप में गत 20 वर्षों से विभिन्न संस्थानों में कार्यरत रहे हैं। शिक्षा में सूचना एवं संप्रेषण तकनीकी, जनजातीय शिक्षा, पर्यावरण शिक्षा तथा अध्यापक शिक्षा उनकी रुचि तथा विशेषज्ञता के क्षेत्रों में सम्मिलित हैं। उनके दिशा निर्देशन में पांच शोधार्थियों ने अपनी विद्यावाचस्पति की उपाधि प्राप्त की

है तथा वर्तमान में छह शोधार्थी अपना शोध कार्य कर रहे हैं। उन्होंने भारतीय सामाजिक विज्ञान अनुसंधान परिषद् द्वारा वित्त पोषित एक राष्ट्रीय शोध परियोजना (2014) 'अनुसूचित जनजातियों की शैक्षणिक अवस्था : प्राप्तियां और चुनौतियां' को हिमाचल प्रदेश के शोध निर्देशक के रूप में पूर्ण किया है। उन्होंने भारतीय सामाजिक विज्ञान अनुसंधान परिषद् द्वारा वित्त पोषित एक और प्रमुख शोध परियोजना (2017) को पूर्ण किया है। वर्तमान में एशिया के कॉमनवेल्थ एजुकेशनल मीडिया सेंटर, नई दिल्ली द्वारा वित्त पोषित मुक्त शैक्षिक स्रोत के विकास हेतु एक परियोजना पर वे अभी कार्यरत हैं। वे हिमाचल प्रदेश केंद्रीय विश्वविद्यालय, धर्मशाला की कार्यकारिणी परिषद् तथा अकादमिक परिषद् के सदस्य तथा शिक्षा स्कूल के स्कूल बोर्ड के अध्यक्ष तथा अध्यापक शिक्षा विभाग की पाठ्य समिति के अध्यक्ष भी हैं।

उनके द्वारा अब तक 5 पुस्तकें तथा 75 शोधपत्र विभिन्न राष्ट्रीय तथा अंतर्राष्ट्रीय स्तर के जर्नलों में प्रकाशित किए गए हैं। उन्होंने भारत में तथा भारत के बाहर विभिन्न सेमिनारों में लगभग 72 शोध पत्रों को प्रस्तुत तथा उनमें अपना योगदान दिया है। उन्होंने भारत के विभिन्न प्रदेशों में बहुत सी राष्ट्रीय सेमिनारों में मुख्य वक्ता के रूप में अपना उद्बोधन दिया है। वे एम.एड., बी. एड. तथा डी.एड. कार्यक्रमों को मान्यता देने के लिए अध्यापक शिक्षा परिषद् की विजिटिंग दल के सदस्य हैं। उन्होंने शैक्षिक तथा सामाजिक कार्यों से थाईलैंड तथा नेपाल देशों की यात्रा की है।

इन अकादमिक कार्यों के अतिरिक्त उन्हें भारत के महामहिम राष्ट्रपति द्वारा 1988 में राष्ट्रपति स्काउट से अलंकृत किया गया। वहे रोटरी अंतर्राष्ट्रीय के रोटरी युवा नेतृत्व पुरस्कार 1989 से सम्मानित हैं।

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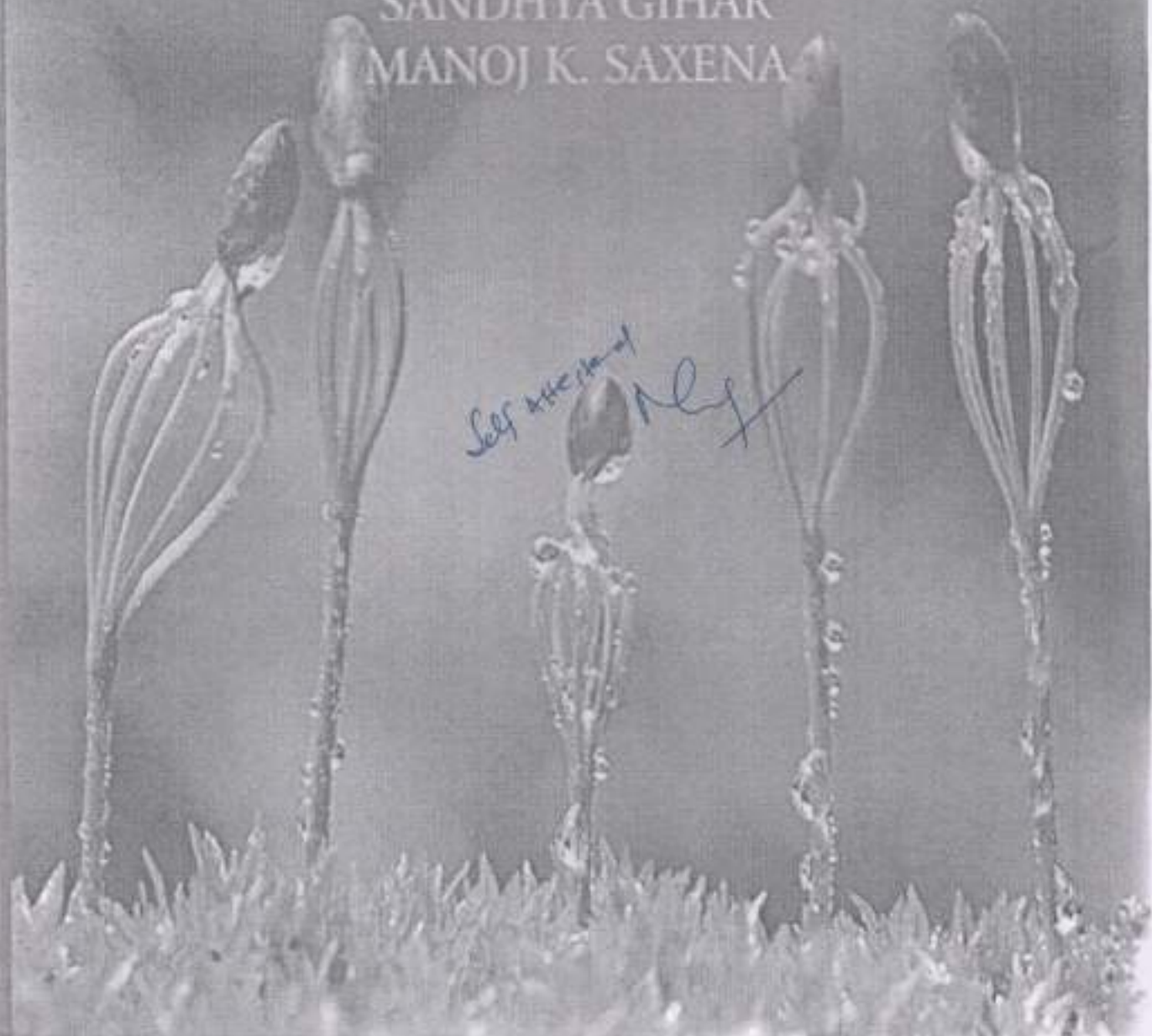
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ENVIRONMENTAL PROTECTION AND SUSTAINABLE DEVELOPMENT

Edited by

SANDHYA GIHAR
MANOJ K. SAXENA

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Environmental protection and sustainable development aim at development to meet the requirements of the present generation without compromising the requirements of future generations. It paves the way to successfully transfer the world's assets primordially, the natural resources, to future offspring creating necessary conditions, for responsible use by employment of needed programmes, policies and practices. Earth Summit's agenda 21 urges to ensure reduction of poverty, provision of clean water and health care, and protect the natural resources and some of Millennium Development Goals and Intergovernmental panel on Climate Change implicated to 'attain social and ecological sustainability' to cherish short and long term goals pertaining to growth and development in almost all areas. Therefore, ecological protection and sustainable development leads to economically viable growth by minimizing the percentage poverty stricken population and socially equitable development and protection of the environment for attaining sustainable development. It also aims to achieve a balance of growth and development in rural and urban areas with a lens on equity in employment, fundamental services, food security, education, health care, residence, social overheads like roads, schools, hospitals and parks, and better transportation with ecological protection. In developing countries like India, sustainable development will be extremely significant in effective management of urban basic services like, water supply, management of waste, management of energy and maintaining equalities in all pockets. The programmes and policies related to environmental sustainability employed by governments of developing countries functioned quite effectively, to protect biodiversity, reduce land degradation, conserve and manage wetland and maintain air and water quality standards by developing a huge network of protected areas extended to various areas of the states.

The primordial objective of this book is to initiate an informed debate on key issues which influence the national and international aims of sustainable growth and development keeping in view the safeguards of environment. Successful bringing out of the present volume to begin discussions crucially depends on painstaking endeavours made by all the contributors of the book. In order to publish the present volume on various aspects of environmental protection and sustainable development, we hope that this book provides a much needed overview of sustainability and prove invaluable for researchers, teachers, policy makers, administrators and all the individuals of the society.

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Each year dozens, if not hundreds, research studies, reports, articles, and books are published with the intention of improving the quality of professional learning in academic institutions. Scholars, practitioners and reformers have written these for audiences as diverse as teachers, administrators, academic board members and policy makers.

Unfortunately all these exercises are producing only marginal improvements in the quality of professional development in schools. While particular "lighthouse schools" and school systems are the exception, our contention is that professional development as it is experienced by most teachers and principals is pretty alike. It has always been unfocussed, insufficient, and irrelevant to the day to day problems faced by front line educators. Putting it another way, a great deal more is known today about good staff development than that is regularly practiced in schools.

Tinkering around the edges of staff improvements in staff development is insufficient. We feel a sense of urgency because we want high quality professional learning to benefit students who are now in our schools, not their younger siblings or their own children. Adding a day or two to in-service calendar or having workshops on cutting edge topics with nationally recognized presenters is not enough.

So, why prepare another book on this subject? One reason in our thought is to place in one "container" our best ideas about the qualities of professional development for teachers and principals that improves leadership, teaching and the learning of all students. A second and more important reason for preparing this book is that we truly intend to make it a significant contribution to the quality of professional learning in the institutions. The ideas presented in the book are so powerful in themselves that these produce dramatic changes. If this book is to make a significant contribution its readers must have a different kind of relationship with its contents and with one another that is typically the case.

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ICT IN PROFESSIONAL EDUCATION



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ICT in Professional Education sets out to illustrate the application of ICT for recasting development in India and several other developing societies. This path-breaking book explores the application of ICT in the core sectors of agriculture, healthcare, geographic information system, networking, rural and industrial development. Another major focus of the book is on the implication of communication convergence, the development of cyber journalism, electronic organizational communication, e-public relations, e-governance and e-democracy in the era of globalization. The book raises several fundamental questions on the developmental policy and communication research while responds to the polemic issue of bridging the digital divide in India that can inspire the development efforts of several developing countries.

The scholars of international strength who have broadened the ICT for development debate have great pleasure in recommending this book to academia, researchers, policy framers and professionals in communication and information science, IT, development studies, extension studies, rural development, developmental economics and social policy. It is hoped that this book will be a valuable resource for future research and policy formation, management and ample contribution in the national development.

All contributors deserve my appreciation for their scholarly contribution in rolling out this book in such a short span of time with perfection, accuracy, relevance and significance.

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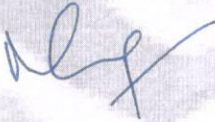
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ISBN 81-89547-16-X

