

**NEP 2020 : Transforming Higher Education in India****Dr Mousumi Borah**

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**Abstract-***The aim of NEP 2020 is to help the Indian higher education system occupy a high place in the world teaching and learning milieu. It lays emphasis on a significant change in the curriculum and educational structure in the multi-disciplinary framework. As per NEP-2020 the higher education system should move towards the 'blended' mode of teaching-learning with a combination of self-learning, face-to-face interaction, and online collaborative learning. NEP 2020 has aimed at the holistic development of learners and has also laid emphasis on internationalization of education at the higher education level. The policy aims at gathering knowledge from the Current Best Practices (CBPs) internationally and attain global quality and standards. The NEP 2020 desires for an education system which is rooted in Indian ethos and contributes towards transforming India and thus helping it become a global super power. According to NEP 2020 the quality of academic research needs to be enhanced and brought at par with the international levels. For the successful implementation of NEP 2020 teachers have an important role to play. It is their duty to understand the expectation of the policy and perform the tasks to fulfill these expectations*

**Key Words:** Higher Educational Institutions, National Education Policy, Access, Equity, Inclusion, Holistic Education, Indian Knowledge System (IKS)

**National Education Policy 2020**

The National Education Policy (NEP) 2020 aims to overhaul and strengthen the Indian higher education system and help it occupy a high place in the world teaching and learning milieu. The policy aims at universalizing quality higher education, reorganizing and integrating Higher Education Institutions (HEIs) in order to help them become multidisciplinary. It also seeks to provide and equip the educated with 21st century knowledge and skills and tries to instill in them a versatile personality which will enable them to deal with the fast changing global scenario.

NEP 2020 presses for a significant change in the curriculum and educational structure in the multi-disciplinary framework. It desires to provide an effective learning environment and assist the learners assuring equity and

inclusion. Further, granting freedom and autonomy to the teaching fraternity and institutions, ensuring outstanding quality, facilitating academic research and revamping the regulatory and governance structure of the HEIs in the country are other objectives of the policy. Managing quality and equity in a market driven system is a major challenge in the development of higher education in the country (Varghese, 2021).

Teachers play an important role in the success of NEP 2020. Hence it is the duty of the teachers to understand the expectations of the policy from them and the task they need to perform to fulfill these expectations. The major expectations of NEP 2020 from teachers teaching across the country includes teaching in a learner-centric way, practicing formative assessments, supporting learners for learning and for their other problems that come in the way of learning, engaging in research and promoting research, using technology for teaching and assessment and engaging continuously in professional development activities.

**Access, Equity, Quality and Inclusion in Higher Education-**The meaning and application of the concepts such as equality, equity and inclusion are different. Conceptual clarity helps to identify the real problem and challenges and develop strategies and interventions. The sources of inequality in higher education can be social, economic, gender, regional, language, family background, parental employment and schooling background. Intersection of various forms of inequality makes the nature of vulnerability faced by the student body complex. While some of the challenges can be commonly shared by all, specific challenges need specific interventions. The initial step is to bring students to colleges and universities. For the growth of higher education it is required that a larger share of school students successfully complete the secondary levels of education. It is important to strengthen the task of schooling as it is very much essential for the expansion of higher education. As observed by Salmi (2018), equity interventions can be monetary and nonmonetary. Monetary interventions mainly address financial challenges faced by students. Non-monetary interventions

aim to create enabling conditions in the campus and promote social inclusion and learning. The questions of access, participation and student success are to be addressed to by equity interventions. For the attainment of equitable expansion of higher education there is the requirement of heavy public investment and support. However, it may be noted that certain changes essential for creating enabling conditions for students from various backgrounds may not require additional resources. Compassionate attitude and behavior of institutional leaders, teachers, and staff towards the students from deprived backgrounds in the educational institutions can go a long way in favour of equity and inclusion.

For the purpose of equity and inclusion in higher education the Government needs to earmark Government funds for the purpose of education for the Socio-Economically Disadvantaged Groups (SEDGs), set specific targets for higher Gross Enrolment Ratio (GER) of SEDGs, provide equal opportunities to both female and male students. Higher Education Institutions increase access to education through the establishment of more high-quality HEIs in aspirational districts and Special Education Zones, establish and provide support to high-quality HEIs that has the provision of teaching in local/Indian languages or bilingually, make arrangements for financial assistance and scholarships to SEDGs in both public and private HEIs, take up outreach programs on higher education opportunities and scholarships among SEDGs and create as well as support technology tools for better participation and learning outcomes. The HEIs need to take steps to mitigate opportunity costs and fees for pursuing higher education, make provision for more financial assistance and scholarships, try to make the admission process and curriculum more inclusive, enhance career opportunities of higher education programmes, provide more degree courses taught in Indian languages and bilingually, ensure disabled-friendly infrastructure, make provision for bridge courses for students from disadvantaged educational backgrounds, provide academic and personal mentoring and counseling, sensitize faculty members and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula, enforce non-discrimination and anti-harassment and develop the Institutional Development Plans.

**Curriculum and Pedagogy**-NEP-2020 suggests that the higher education system move towards the 'blended' mode of teaching-learning combining self-learning, face-to-face interaction, and online collaborative learning. There also needs to be a system which combines traditional classroom education, distance learning, and online learning. As per NEP 2020, today a student pursuing higher education can take up a maximum of 40% courses/

course credits from the national SWAYAM platform online and transfer the credits that one has earned toward her/his own programme of study and degree. There will be provision of 'course-based' registration which will allow students to take up courses (even outside one's core discipline area) from other disciplines and interdisciplinary areas, and also not only from one's own institution but also from other institutions and deposit in her/his account in the ABC, and transfer to obtain a diploma or degree. That institution will award the degree which had offered the highest amount of course credits. Thus it has become very essential to formulate curriculum with emphasis on 'multidisciplinary', 'holistic', and 'multiple entry-exit' aspects. As the entire higher education system shall be practicing the blended mode of learning, instead of the educational resources confining to textbooks students shall be allowed to access open educational resources (OERs), social networks, YouTube resources, and the digital resources available through various national and regional networks in the country including SWAYAM, other MOOC platforms, etc. For the purpose of enhancing employability, multidisciplinary courses and skill-based courses are to be offered by the HEIs. The different courses on values, environment, community engagement, social and life skills etc will not only play an important role in increasing employability skills but will also bring about a well round development of the learners. There needs to be compatibility among the 'learning outcomes', 'learning activities', and 'assessment strategies'. Today the pedagogic methods should emphasize more on student-centred and problem-centred/ based and project-based learning and activities. NEP 2020 has aimed at the holistic development of learners. Focus has to be given on student learning rather than rote learning and passing the public examination. Thus the policy lays emphasis on continuous and comprehensive assessment including not only formative and summative assessment, but also assessment of scholastic and co-scholastic abilities on a continuous basis. It is important to design assessment to achieve the learning outcomes through Learning Outcomes Based Education (LOBE) approach as given by UGC (2019). Today technology has entered all walks of our life. All business activities make use of artificial intelligence, machine learning, computer vision, block chain, augmented and virtual reality, 3D printing, Internet of Things and other smart technologies. In June 2018 NITI Aayog of the Government of India had released India's National Strategy for Artificial Intelligence (NSAI) in order to create a vibrant AI ecosystem in India. Today the teachers with the power of AI, have the tools to offer personalized instructions, can create

quality content and offer it to the students. Self-learning has become possible for the students. To achieve the objective of NEP 2020 on making students “Learning how to learn”, technology plays an important role.

**Holistic and Multidisciplinary Education** -Holistic education refers to education which shall provide higher opportunities to students to live a life that she/he chooses to live. The main intension of liberal education is to help develop the reasoning capability of the mind. Multidisciplinary education refers to the conjointment of disciplines and interdisciplinary allows a blending of knowledge emerging from the conjointment of disciplines. In order to bring about the culture of interdisciplinarity the teachers of HEIs should be encouraged to carry out joint research, teaching and publication.

A systematic way of knowledge production and management is very essential. Studies have shown that the students trust empathetic teachers, and these emotional supports can go a long way in strengthening a collegial learning environment (Mandal, 2018). It is a well known fact that the teachers, students and the departmental and institutional administration help build the real teaching-learning processes and thereby create the learning environment. Several factors like resource allocation, funding, infrastructural support, training and counseling etc. influences the entire process. Experience shows that through critical discussions, experimentations and follow up measures the right strategy for a particular HEI can be arrived at.

**Vocational Education, Skilling and Employability**-India has laid stress on inclusive education. Government of India has taken a number of initiatives for revolutionizing the higher education ecosystem in the country including vocationalisation of higher education. Vocational Education and Training (VET) can help to enhance skill development for the economy. Academic institutions, industry, governments, and other stakeholders need to collaborate for curriculum development, training delivery and proper assessment in order to enhance the employability of the graduates. For the success of vocational learning in the true sense mentorship programme integrated with the internships, on-the-job training and apprenticeship training becomes very essential. It is required on the part of the HEIs to develop strategic action plan in consultation with the VET stakeholders in order to bring about necessary changes in the implementation of skill development programmes and VET. In India, the skill attainment of population and the labour force is very low; there exists wide disparities between female and male and rural and urban (Saxena & Kumar, 2017).

**Indian Knowledge System (IKS)** -The NEP 2020

emphasizes on an education system which is rooted in Indian ethos and contributes directly to transforming India and help it become a global super power. People are made aware of their fundamental duties, constitutional values, bonding with one’s own country, and a conscious awareness of one’s own roles and responsibilities in the changing world. The policy aims at instilling among the learners a deep rooted pride in being Indian. The Indian Knowledge System (IKS) has been recognized as an integral foundation of NEP 2020. IKS stresses holistic, value-based, and contextually rooted education which not only transmits knowledge but also cultivates wisdom, ethics, sustainability, and interconnectedness. Elements such as Yoga, Ayurveda, Sanskrit, logic, mathematics, astronomy, and ecology have historically nurtured India's intellectual tradition. NEP 2020 envisions the revival of these systems in modern curricula by promoting experiential learning, multidisciplinary research, indigenous languages, and value-based education. Thus, IKS helps higher education institutions to integrate traditional knowledge with contemporary science, leading to holistic development and reinforcing India’s role as a global knowledge leader (IKS Division, 2021; Ghose, 2021; Subrahmanyam, 2020).

**Internationalization of Education**-NEP-2020 has laid emphasis on internationalization of education at the higher education level. The policy aims at gathering knowledge from the Current Best Practices (CBPs) internationally and attain global quality and standards. In order to attain the goal of ‘internationalization at home’ the policy aims at attracting greater numbers of international students and faculty to the country. This would give international exposure and visibility to our universities. There has to be the provision of cross border flow of students, staff and faculty through exchange Memorandum of Agreements (MoAs). For the purpose of hosting foreign students an International Students Office at each HEI needs to be set up. This office would coordinate all matters relating to welcoming and supporting students arriving from abroad. It is very much essential to encourage collaborative research activities like joint supervision, international projects and also student exchanges between Indian institutions and global institutions. Courses related to Indology, Indian languages, Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy (AYUSH) systems of medicine, art, music, history, culture, philosophy and modern India are to be popularized and made attractive to foreign students desiring to study in India. Again for our students who desire to go for

international exchange, courses in the STEM areas may be explored for exchange leading to joint degrees/certifications. Under this initiative, more internationally relevant curricula in the sciences, and social sciences should be popularized. The international students need to be provided with meaningful opportunities for social engagement, quality residential facilities and on-campus support. Thus, India should be projected as a global study destination providing premium education at affordable costs thereby helping to restore its role as a *viśvaguru*.

**Quality Academic Research-NEP 2020** aims at enhancing the quality of academic research and bringing it at par with the international levels. According to Earley & Bubb (2004), professional development of teachers should be an ongoing process taking place in either external or work based settings, or aim at promoting learning and development of professional knowledge, skills and values. The policies envisioned in the NEP 2020 have the potential to bring about a change in the theory-data relationship existing until now where the theoretical formulations were very often borrowed from the non-Indian sources and the data supplied for study were mostly from the resources in the vicinity of the research undertaking institutions. Emphasis is being laid on the use of the Indian languages at various levels of education, including research.

**Conclusion-NEP 2020** plays a very significant role in Higher Education. It focuses on holistic development, multidisciplinary learning, flexibility, technology integration, teacher empowerment and assessment reforms. It focuses on a student centered and inclusive education system. However, its implementation in the Higher Education Institutions presents both challenges and opportunities. Thus the very success of this policy will depend on the collective efforts of all the stakeholders.

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## राजस्थानी लोक गीतों में नारी जीवन

प्रीति पारीक

शोधार्थी

डॉ. पिकी पारीक

शोध निर्देशक एवं सहायक आचार्य  
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**सारांश** -सम्पूर्ण संसार में व्याप्त लोक-मानस की सुख-दुख की अनुभूतियों की भाव-भीनी गेय अभिव्यक्ति ही लोकगीत है। मानव के जन्म से लेकर मृत्यु तक के सम्पूर्ण संस्कार, तीज त्योहार, व्रत-उत्सव सभी लोक गीतों के माध्यम से सम्पूर्ण होते हैं। लोक साहित्य में लोक गीतों का अत्यन्त महत्वपूर्ण स्थान है क्योंकि लोक गीतों के अभाव में लोक साहित्य की कल्पना अधूरी है। साहित्य की अन्य विधाएँ जहाँ नीति या मनोरंजन की बात करती हैं, वहीं यह लोक गीत गृहिणी के मधुर कंठ से निकलकर मांगलिकता को प्रकट करते हैं। साथ ही इन गीतों के द्वारा प्रत्येक प्रदेश की प्रादेशिक संस्कृति, रहन-सहन, रीति-रिवाज, व्रत-त्योहार, सामाजिक परम्पराएँ मान्यताएँ और आंचलिकता का ज्ञान होता है। इन लोक गीतों ने सांस्कृतिक गौरव और अस्मिता को संरक्षित करने का कार्य किया है। लोक गीतों का सृजन नारी के बिना अधूरा है। राजस्थानी लोकगीतों में नारी जीवन के विविध पक्षों का बड़ा ही सुन्दर चित्रण प्राप्त होता है। भारतीय नारी परिवार के नित्य कार्यों में अत्यन्त व्यस्त रहती है अतः वह गृहस्थी के कार्यों को गीत बनाकर मंगलमय बना देती है। लोक गीतों में नारी जीवन की प्रत्येक अवस्था तथा परिस्थिति का अनुपम उल्लेख मिलता है।

**बीज शब्द** - आंचलिकता, अस्मिता, मांगलिकता, सृजन, अनुपम, मान्यताएँ, भावप्रवण, मुदुल, संगीतात्मकता, मार्मिक, पारिवारिक, समृद्ध, प्रताड़ना, परम्पराएँ, कामणगारी

**मूल आलेख** -सांस्कृतिक विरासत के सर्वांगीण विकास को अपने अंचल में समेटे हुए किसी भी प्रदेश का लोक साहित्य वहाँ की अमूल्य धाती होता है। राजस्थानी लोक साहित्य में लोकगीतों का अपना एक विशिष्ट स्थान है। राजस्थानी संस्कृति और जन-जीवन पर इन लोकगीतों का अत्यधिक प्रभाव है। इन लोक गीतों में यहाँ के जनजीवन की मनोरम झाकियाँ देखने को मिलती हैं।

“राजस्थान इस दृष्टि से बहुत धनी है। यहाँ के लोक-गीतों में विचारों की जो सम्पन्नता, भावना का जो सौन्दर्य है वह भारत के अन्य प्रान्तों के लोक-गीतों में प्रायः नहीं है। जीवन के प्रत्येक महत्वपूर्ण कार्य में गीतों का प्रमुख स्थान होता है। बालक जब माँ के गर्भ में होता है तभी से गीत गाये जाते हैं। जन्म की खुशी भी गीतों के माध्यम से व्यक्त होती है। अनेक संस्कार इन गीतों के माध्यम से ही सम्पन्न होते हैं। “सांस्कृति गौरव और अस्मिता को संरक्षित और पल्लवित करने का कार्य जितना लोक गीतों के माध्यम से हुआ है उतना अन्य किसी विधा के द्वारा नहीं।” लोक गीत लोक मानस के लिए अपार ज्ञान के स्रोत होते हैं क्योंकि यह लोक के मनोभावों को प्रकट करने के लिए सरलतम साधन है। “जिस प्रकार वेद आर्य संस्कृति के ज्ञानागार हैं, वैसे ही लोकगीत भी हमारी संस्कृति के भव्य भंडार हैं।” नर तथा नारी को समाज का मूल आधार स्तम्भ माना गया है जिन पर देश, समाज तथा पारिवारिक उन्नति निर्भर है। लोकगीतों में स्त्री-पुरुष संबंधों के अतरंगी सुंदर चित्र मिलते हैं। लोकगीतों के सृजन में जितना योगदान महिलाओं ने दिया है उतना पुरुषों ने नहीं। नारी ने अपनी गहरी मनोवेदनाओं को गीतों के माध्यम से समाज के सामने रखा है।