



Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya (Autonomous), Latur

Research Advisory Committee & Intellectual Property Cell

National Education Policy : Exploration and Perspectives

: Edited By:

Dr. Mahadev Gavhane

Chief Editor

Dr. Suresh Phule

Editor

Dr. Kundan Tayade

Co-Editor

: Editorial Board :

Prof. Sadashiv Shinde (Vice-Principal)

Dr. Omprakash Shahapurkar (CoE)

Dr. Anuja Jadhav (HoD, English)

Dr. Sambhaji Patil (HoD, Marathi)

Dr. Pushpalata Trimukhe (HoD, Commerce)

Dr. Abhijit Yadav (IQAC, Coordinator)



INDEX

1. Analysis of New Education Policy: 2020 05
Prof. Vinod D. Late
2. Curriculum Design and Development: A Vital component of the NEP's Achievement 11
Renuka Ramakant Londhe
3. National Education Policy 2020 : Advantages And Disadvantages For Students 19
D. V. Raje
4. National Education Policy 2020 and challenges before Higher Education 22
Dr. Prakash Ratanlal Rodiya, Dr. Suresh J. Phule
5. NEP 2020: Impact and issues 31
Aman K. Shaikh V. D. Panchal
6. Overview of Nep 2020 37
Dr. Prakash Ratanlal Rodiya
7. National Education Policy 2020: Skill Development and Vocational Education 42
Mr. Krishnkant Bhujang Walasange
8. New Education Policy 2020: A Comparison with 1986 Policy 47
Miss. Aakanksha Kashinath Balsaraf
9. National Education Policy overview and principles 55
Prof. Sampada Suresh Kale
10. New Education Policy and its Impact areas 61
Miss Jaya M. Nahata
11. Higher Education in NEP 2020 69
Dr. Sachin Bhandare

National Education Policy : Exploration and Perspectives

Edited By : Dr. Mahadev Gavhane (Chief Editor)

Dr. Suresh Phule (Editor)

Dr. Kundan Tayade (Co-Editor)

ISBN 978-93-84572-64-8

Pravartan Publication

Sant Dyaneshwar Nagar,

LIC Colony, Latur

Copyright © Authors 2023

First Editon : 8 March 2023

Offset : Pavan Offset, Latur

Front Page Design : Viru Gulve

Price : Rs. 200/-

Note : All rights reserved. No part of this publication may be reproduced, distributed or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the written permission of the publisher and the Author.

examinations will be reformed and there is much emphasis on the development of critical thinking among the students and offering experiential learning to them. The most important thing is that there will be an emphasis on teaching students all the subjects in their native language. The NEP 2020 addresses the need to create professionals in fields ranging from agriculture to artificial intelligence. India should be prepared for what's to come.

References:

1. Kaurav R.P., Suresh K.G., Narula Sumit, December 2020, New Education Policy: Qualitative Analysis and Twitter Mining (Sentiment Analysis), Journal of Content, Community & Communication, November 2021, https://rspsciencehub.com/article_5948_8ffefca33_070213a3a1976126bea520e.pdf
2. <https://www.educationtimes.com>
3. Kaurav, R. P. S., Rajput, S., & Baber, R. (2019). Factors affecting the acceptance of e-learning by students: A study of e-learning programs in Gwalior, India. South Asian Journal of Management, 26(1), 76-95.
4. Sharma, P.(2020).The New Education Policy and it's Impact: How to prepare your students, Retrieved September 26, 2021, <https://www.globalcareercounsellor.com>.
5. Chopra, R.(2020).Explained: India's National Education Policy, 2020, Retrieved September 27, 2021, <https://indianexpress.com>



9. National Education Policy overview and principles

Prof. Sampada Suresh Kale

Assistant Professor
Department of commerce,
Rajarshi Shahu Mahavidhyalaya
(Autonomous), Latur.

Introduction :

India is a country where every sector is in a developing phase. Hence for the development of the education sector under the chairmanship of Dr. K. Kasturirangan, the Ministry of Human Resource Development formed a committee. This committee was constituted in June 2017 & the committee (9 members) submitted its report on May 31, 2019.

For the development of society & development of the nation, the fundamental thing is education & for this purpose, the Indian government's constitution report on implementing the New Education Policy. The National Policy on Education (NEP) is a policy formulated by the government of India to promote education. The very first policy for education was declared in 1968, with the second one following in 1986. i.e. In 1968 it was by PM– Indira Gandhi, and second in 1986 by PM Rajiv Gandhi, & third by PM Narendra Modi in 2020. The NEP also called for actualising compulsory education for each child up to the age of fourteen, as mentioned in the Indian constitution.

In the whole world, India was a well-known name in reference to the education system from ancient times, i.e. Gurukul system, and we are also well-known with it. As time changes, policies also change as per the required situation. And after 34 years, the Indian government proposed the New Education Policy.

in the years 2020. The 1986 policy which framed for 10+2 structure of school education. the new NEP-2020 pitches for 5+3+3+4 corresponding to age sets 3-8 year (foundation) 8-11 age (preparatory). 11-14 age are (middle) And 14-18 (secondary). That fetches early childhood education this research paper will be discussed in the forth coming sections of this Research paper with the help of questionnaire the understanding and awareness of the NEP 2020. the possible outcomes of the changes in the new education policy & views of stakeholders will analyze.

On July 29,2020 the union cabinet approved New Education Policy after 34 years gap. In the year 1986 education policy was formed, ‘ National Policy on Education ‘ it was further modified in 1992. The Focus of 1986’s policy was on Access and Equity. Now NEP-2020 is focused on quality education. Previously it was access on education but now expected Quality Education. Indian government proposed new education policy in the year 2020. In the year 2020 because of covid-19 there were many areas which affected. Will. As this policy coming with new changes, this will effectively run. As success is depend on education, in the world many countries become successful because of their education system. Hence, Children are very effectively learning things with quickly changing of employment environment & global ecosystem. NEP is formed with the aim for India to have an education system by 2040 that is second to none, with equitable access to highest quality education for all learners by keeping the social or economic background.

Role of teacher in children’s life is very precious as NEP must help to re-eshtablish teachers at all levels. Teachers play important and motivating role in every students life. Without their guidance students willnot get direction to achive their determined goals. As there are teachers types as per different education level.

- 1) Pre-primary teacher education
- 2) Primary teacher education
- 3) Secondary teacher education

4) Higher education teacher

5) Vocational teachers

Teachers honestly shape our next generation of citizens and the New Education Policy must help to recruit the very best, brightest to entre the teaching profession at all level. Basic method of quality control & accountability will be for installing the system. NEP 2020- gives the important challenges which are facing the existing education policy- i.e. quality, Fairness, equity, access, reporting .

3 most important changes in the NEP 2020 are

- 1) HRD Ministry replaced with name Ministry of Education.
- 2) government will invest 1.6% to 6% from GDP.
- 3) Gross enrolment Ratio focus area will be increasing to 50% by 2025.

In NEP draft of 484 pages include table of content and nine key chapters from a practitioner’s perspective. For formulating NEP-2020 , 2 lakh suggestions were taken it is from 2.5 lakh grampanchayats, 676 districts and 6000 urban local bodies.

The table contents are in 4 parts –

- I) School Education
- II) Higher Education
- III) Other Key Areas of focus
- IV) Making Happen

First part that is school education given the information related early childhood care and education that is the foundation of learning. It is foundation or we can say it is base of every child for education. Further it contains foundational literacy and numeracy that is for prerequisite to learning. Part one also given information about curtailing dropout rates and ensuring Universal Access to education at all levels. It given the details about features of learning that is learning should be Holistic, Integrated, with enjoyment and engaging. It is about with teachers, equitable and inclusive education. Part I provides the accreditation and standard setting for school education with having efficient. Resourcing and effective administration through school .

Part II of the table provides information about Higher education including, India's Higher Education System must have quality universities and colleges, Higher education with multidisciplinary education. Higher education will provide support and optimal learning environments for students, teacher education, self-motivated, energized and potential faculty these are the contents of Part II of NEP draft. It also provides the regulatory system for transforming the higher education.

NEP Part II of Draft provides the other key areas of focus like online and digital education, integration and technology use and promotion of Indian languages, Art, Culture. Other key focus areas are Adult education and lifelong learning and professional education. Last and IV Part of NEP Part is making it happen that is strengthens the central Advisory Board of education, financing and Implementation of quality education for all.

Part ii :- Higher education

As we all know that Higher education plays an important role in promoting human as well as society today's era of 21st century requires, quality higher education which aim to develop good, thoughtful, well rounded and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level it also develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity and spirit of service.

All higher education institution (HEIs) shall aim to become multidisciplinary institution, by 2040 they shall aim to have larger student enrolment for optimal use of infrastructure and not only resources but also for the creation vibrant multidisciplinary communities, for this purpose all HEIs will firstly plan to become multidisciplinary by 2030. Then after gradually increase student strength to the desired levels.

The structure as well as lengths of degree programs shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4 years duration. With multiple exit options within this period, having appropriate certifications, e.g. After completing 1

year in a discipline or field including vocational and professional areas will get the certificate, or after 2 years of diploma study, or after a 3 year Bachelor's program. However the preferred option of 4-year multidisciplinary bachelor's programs, since it allows the opportunities to experience the full range of holistic and multidisciplinary education and it also add focus on the chosen major and minors as per the choices of the student. An Academic Bank of credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. If the student completes a rigorous research project in their major areas of study specified by the HEI the 4 year program may also lead to degree with research. For higher quality learning the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding is required.

PRINCIPLES OF NATIONAL EDUCATION POLICY-2020

- Identifying, recognising and encouraging the unique capabilities of each student.
- Flexibility play in the own paths in life as per their quality, talents and interests.
- Curricular and extracurricular activities should not be different between Arts and Sciences, between occasional and academic streams.
- Multidisciplinary and holistic education across the sciences, social sciences, arts, humanity's and sports 4 multidisciplinary world.
- In the new education policy it focuses on conceptual rather than rote learning and learning-for-exams.
- For logical decision making and innovation provide creativity in education.
- Ethics and human constitutional values.
- Cooperation communication teamwork And silence skills for life.
- Promoting multilingualism and the power of language in

- teaching and learning.
- Life skills such as communication, cooperation, teamwork and resilience.
- Focus on regular formative assessment for learning.
- Use of technology in teaching and learning, removing language barriers, increasing access for Divyang students in large scale.
- for the local context run respect for diversity.
- Full equity and inclusion at the cornerstone Of all educational decisions.
- Cooperation in curriculum across all the levels of education from early childhood care and education to school education to higher education.
- Define teachers and faculty as the heart of the learning process.
- A 'light but tight regulatory framework 'to ensure integrity, transparency and resource efficiency of the educational system.
- Outstanding research as a requisites for outstanding education and development.
- Continues review of progress based on sustainable research.
- A firmly eshtablishment and pride in India and its rich drivers, ancient and modern culture and knowledge systems and traditions.
- Education is a public service, access to quality education Must be considered a basic rights of every child.
- Substantial investment and the on public education system for encouragement facilitation off true philanthropic private on community participation.

Reference –

1. New Education Policy -2020
2. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
3. <https://ipsrsolutions.com/academix/highlights-of-national-education-policy-2020-nep>.



10.

New Education Policy and its Impact areas

Miss Jaya M. Nahata

Asst. Professor, Department Of Commerce

jaya.nahata0257@gmail.com

Abstract

It is well known fact that a well-defined, visionary and futuristic education policy is a must for every country because education is the key driver of economic and social progress. In the Previous Year, Government of India announced its New Education Policy 2020 (NEP 2020), which intended to transform our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It is a welcome step, which will bring about a paradigm shift in India's education system and will transform it into a modern, progressive, and equitable one.

This conceptual research article is based on NEP 2020 focuses on Impact areas. In this article, discussion is on background and emergence; to highlight vision, focus on impact areas as well. Finally, there is an emphasis on the need for planned, systematic and careful implementation of the policy.

Introduction

On July 29th, 2020, the Indian Education System noticed a historical decision made by the Union Cabinet, the **New Education Policy**. On this day, the Ministry of Education announced the major reforms in the educational structure under the newly laid **National Education Policy (NEP) 2020**.

Education policies are usually revised every few decades. The first came in 1968, the second in 1986, and the third reformation of the Indian education culture was seen in 2020.

NEP is the first inclusive, participatory, and holistic