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National Education Policy : Exploration and Perspectives

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- 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.

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10.

New Education Policy and its Impact areas

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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

approach that reforms the existing educational structure. It is a progressive shift and if implemented in its true vision, this new education structure can bring India at par with the leading countries of the world.

The objective of this reformation of the Indian education system is **"No child will be left behind"**. It is intended to fill the gaps in the current education scenario. So, we can say, *NEP 2020 is brought for the 'learning to learn' approach.*

Objectives

1. To understand the importance of New Education Policy 2020.
2. To have a look at the impact areas that affect India's Education system.

Research Design

The study is based on the secondary sources of data. Secondary data are collected through published sources like textbook, journals, magazines and through the blogs and articles which are published in websites.

Highlights

1. The NEP brings about a range of changes in the system of higher education aiming to improve it with the goal of "creation of greater opportunities for individual employment.

The key highlights from the new policy aim at:

- a. Creating an HE system consisting large, multidisciplinary universities and colleges, with at least one in or near every district, and more HEIs across India which offer their programmes in local/Indian languages
- b. Shifting from a rigid HE curriculum to multidisciplinary undergraduate education]
- c. Offering faculty and institutional autonomy
- d. Revamping the curriculum, pedagogy, assessment, and student support for enhanced student experiences
- e. Reaffirming the integrity of faculty and institutional leadership positions through merit- appointments and career progression based on teaching, research, and service

f. Establishing National Research Foundation to fund brightest, peer-reviewed research and to actively seed research in universities and colleges

g. Improved Governance of HEIs by high qualified independent boards having academic and administrative autonomy

h. "light but tight" regulation by a single regulator for higher education;

i. Giving increased access, equity, and inclusion through a range of measures such as offering scholarships by private/ philanthropic universities for disadvantaged and underprivileged students

j. Giving access to education to all learners (disadvantage/ learners with special needs) through online education, and Open Distance Learning (ODL).

Figure 1



Source-Times of India

2. A goal of the NEP is to increase the Gross Enrolment Ratio in higher education, including vocational education to 50part percent by 2035 from 26.3 percent as of 2018.
3. NEP will replace the fragmented nature of India's existing higher education system and instead bring together higher education institutions (HEIs) into large multidisciplinary universities, colleges, and HEI clusters/knowledge hubs. The policy states that over time, single-stream HEIs will be phased out over time.
4. For now, while the NEP states that a system of granting

graded autonomy based on accreditation will be adopted for colleges, eventually, the aim is to transform them into an autonomous degree-granting college, or a constituent college of a university.

5. New and existing HEIs will evolve into three distinct categories:
 - i. Research Universities (RUs)
 - ii. Teaching Universities (TUs)
 - iii. Autonomous Degree Granting Colleges (ACs)

Impact areas

More holistic, competency driven learning

- Changing the way students learn: •

NEP's biggest impact will be on how students learn. The policy places a focus on ensuring students 'learn to learn' and advocates moving away from the rote- learning based system currently in place to a more activity-based, experiential learning methodology, with an increased emphasis on choice for students in the secondary grades. This will allow the education system to shift to a more personalised, student-centric model and adopt new curriculum and technology solutions that will enhance this process.

Developing skills for future jobs:

NEP has recommended a change in curriculum and pedagogy to ensure students are developing higher order cognitive skills, 21st century skills, mathematical and computational thinking, critical thinking skills amongst others. The development of these skills will result in a future ready workforce, with an increased ability to meet the changing needs required for future jobs.

Assessments as a means, not the end

- Assessments inform teaching-learning in schools

One of the most critical aspects of the NEP is to move away from annual examinations to a system of formative assessments to support the teaching-learning process.

Resource efficient, open and accountable education system

- Collaborative, resource-efficient school complexes

Rationalising of schools into clusters or complexes will increase the overall utilisation of school infrastructure, will improve collaboration between schools and will devolve autonomy for schools.

- Public and private schools held to the same standard

NEP introduces multiple ways through which uniformity will be induced across schools. A common standard for public and private schools will be critical to ensure that both types of schools are providing the best education for students

Professionally qualified and skilled teaching force

- All teachers to be trained and professionally developed in ten years. One of the key impact areas of the NEP is that all teachers will be professionally trained or certified by 2030. If implemented, all teachers from anganwadi levels up to secondary school will have the necessary professional qualifications and will meet a common set of professional standards, which is a significant change from the current system.

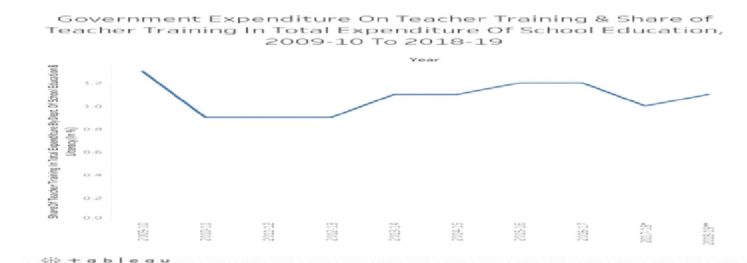


figure 2

Source:-Business Standard

Promoting excellence through internationalisation

- Internationalisation: crucial for any knowledge economy to thrive is a two- way exchange of thought across borders. Internationalisation reforms proposed by the NEP would lead to a greater attraction of international academia to participate in the Indian education system. Also, this will result in India's heightened

presence in the global higher education map by allowing both Indian HEIs to expand their footprint abroad as well as reputed foreign players to set up institutions in India. Collaboration with foreign universities by Indian HEIs will aid in integration of global skills in Indian curricula, thereby creating an international education ecosystem in India for Indian students and faculty. The framing of a new, liberal legislative framework will form the basis of twinning/ articulation agreements between foreign and Indian universities and will be crucial to attract foreign investments in Indian education.

A higher education system that is accessible and inclusive

- Enhanced equity and inclusion

Currently, SEDGs have poor GER (SCs: 22 per cent, STs: 15.9 per cent) and of all enrolled students, less than 10 per cent have access to financial support. The establishment of Special Education Zones in areas of high SEDG population and a greater role of private HEIs in ensuring equity through scholarships and remedial intervention is likely to enhance GER and graduation outcomes among this segment. 45 per cent of India's universities at present are uni-disciplinary.

- Improving access and equity through Open Distance Learning and online programmes

Around 40 lakh learners or 11 per cent of the total higher education enrolments in India are through ODL. This is likely to see a significant increase in the coming few years to help double India's GER.

Improved integration of vocational education

- The NEP states that every child will learn at least one vocational skill in middle and secondary school. Thus, vocational education will now be integrated across the value chain. Additionally, the number of students in vocational education will also be considered while arriving at the GER targets. The aim will be to expose 50 per cent of the learners in school and higher education to vocational skills by 2025.

Creation of hybrid vocational ecosystem

- A credit-based framework in sync with the National Skills Qualifications Framework (NSQF) is envisaged to allow easy mobility between vocational and higher education and create vertical and horizontal mobility for students undergoing vocational training. Also, the policy envisages collaboration between secondary schools, ITIs, polytechnics and local industries to promote creation of skill labs under a hub- and-spoke model for sharing of training resources.

- A modular credit-linked skilling framework will further promote lifelong learning amongst the active workforce as well as provide an impetus to scale the apprenticeship ecosystem by enabling engagement of apprentices as per The Apprentices Act, 1961 and the Apprenticeship (Amendment) Rules, 2019

Conclusion

The National Education Policy 2020 is a progressive policy and aims to address many growing developmental imperatives of our country. The NEP is expected to put India on track to attain Goal #4 of the 2030 agenda for sustainable development by ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all in the next decade. It is imperative to prioritise the initiatives and implement the NEP in a gradual manner. The policy proposes the revision and revamping of all aspects of education structures, including regulation and governance. It is only possible when the efforts are collaborative in nature, both at the Central and the State level, with significant involvement of private sector stakeholders in close consultation with educational institutes, trainers, technology partners and industry. Additionally, there is a need to support these initiatives with enough budgets at all levels.

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11. Higher Education in NEP 2020

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The unique historical discussion over NEP 2020 started from January 2015, then, in May 2016, the 'New Education Policy Planning Committee' appointed under the chairmanship of former Cabinet Secretary TSR Subramaniam submitted its report. Based on this report, the Ministry submitted some inputs for the preparation of the Draft on National Education Policy, 2016. After this 'National Education Policy Drafting Committee' was appointed in June 2017 under the chairmanship of senior scientist and Padma Vibhushan awardee Dr. K. A Kasthurirangan. This committee submitted the 'National Education Policy Draft, 2019' to the Minister of Human Resource Development on May 31, 2019. The draft was uploaded on the website of the Ministry of Human Resource Development and the portal 'MyGov Innovate' and made available for the people, stakeholders, and partners in these areas to register their views, suggestions and comments.

While formulating the National Education Policy 2020, the recommendations and suggestions from all levels have been consulted and discussed by the Ministry of Human Resource Development. In this process, more than two lakh suggestions were considered which could receive from 2.5 lakh gram panchayats across 676 districts, 6600 blogs, and 6000 civic bodies.

The National Education Policy 2020 plans to move higher education from affiliation to autonomy. The policy has decided to phase out the system of affiliation over the next fifteen years and give autonomy to all the colleges in order to reduce the burden