



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

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## **National Education Policy : Exploration and Perspectives**

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# 1. Analysis of New Education Policy: 2020

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## Abstract:

The National Education Policy 2020 looks into the education system rooted in Indian ethos that contributes directly to transforming India that is Bharat. It was a long wait of 34 years for the country to see a New Education Policy 2020. On the 29th of July India saw the light of New Education Policy 2020 which received the approval of the Modi 2.0 government. In this new policy, there will be a 5+3+3+4 structure which comprises 12 years of school and 3 years of Anganwadi/ pre-school replacing old 10+2 structure. The NEP 2020 government is looking forward to making India a “global knowledge superpower” and it will be only done by making education system for schools and colleges more flexible, holistic, and multi-disciplinary which will bring out their unique capabilities.

## Introduction:

The Government of India introduced the National Educational Policy (NEP) in 2020. The policy aims to achieve the set goals phase-wise with spirit and intent by the prioritization of action points in a comprehensive manner that entails careful planning, monitoring and collaborative implementation, timely infusion of requisite funds and careful analyses and reviewing at multiple implementation steps. Creation of a National Research Fund, incorporation of a new Higher Education Commission of India and investments of an amount equivalent to 6% of the

struggle to find suitable employment after graduation if educators fail in their duty to uphold the NEP policy.

Therefore, the government and school administrators must support teachers by developing in-service and pre-service teacher educational programmes that have the backing of decision-makers in both the K–12 and 12 plus education sectors.

If these are put into practice, the brightest minds will enter into this educational ecosystem by top choice, guiding India toward placed as a Vishwa Guru in the near future.

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## 15.

### Exploration of Various Dimensions of New Education Policy (NEP): 2020

**K. S. Raut, D. V. Raje, Kundan C. Tayade\***

Rajarshi Shahu Mahavidyalaya, Latur (Autonomous)

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#### Abstract :

Herein, the article explores the National Education Policy 2020 (NEP 2020) confirmed on July 29, 2020, by the Indian cabinet, regarding the Indian education system, which is deeply ingrained in Indian culture and directly contributes to the transformation of Indian education. NEP-2020 is compared with the earlier policies adopted in 1966 and 1986. The nation has to wait for more than 3 decades to witness the NEP-2020. This article focuses on various dimensions of NEP-2020 vizard students' education, the need for qualified teachers, the pros and cons of NEP-2020, linguistic barriers, and the primary issues in education. It also grasps both the potential to overcome upcoming obstacles and the socioeconomic environment as it exists today.

**Key Words :** Indian education, Modern Education in India, NEP Dimensions Policy 1966 and 1986.

#### Introduction:

The New Education Policy was introduced by the Ministry of Human Resource Development (MHRD) under the direction of Prime Minister Narendra Modi. The National Education Policy 2020 was released on July 29, 2020, after being approved by the Union Cabinet.

India is in the process of making significant changes to its education system to establish itself as a global power and to improve the skilled citizens who will be able to start their own businesses or start-ups. The New Education Policy replaces the

34-year-old National Education Policy (NEP) that was formulated in 1986. The National Education Policy (NEP) was first formulated in 1986, and subsequently revised in 1992 and 1998.

### **1] National Education Policy (1966):**

In the year 1966, the first education policy was announced by the Central Government. This was aimed at “Radical Restructuring” and at equal education opportunities in order to achieve complete education with national integration as well as to improve the percentage of primary education and secondary education in both rural and urban areas.

### **2] The National Education Policy (1986):**

It was enacted in 1992 after being announced during Prime Minister P.V. Narsimha Rao’s administration. The 1986 policy has been revised with the introduction of this one. This policy aims to educate women, provide opportunities for SC, ST, and other underprivileged groups in society, and pursue universal education. The goal of the National Education Policy of 1986 was to improve the quality of education provided by publicly funded schools while also eradicating disparities in the educational system. A phase towards “Operational Blackboard” has been started in order to upgrade the accommodations and facilities in both urban and rural primary schools.

### **3] The National Education Policy of India 2020 (NEP 2020):**

The concept of National Education Policy 2020, was announced by Prime Minister Narendra Modi, which emphasizes on practical approach to learning, a student-centric approach, and multidisciplinary courses for the holistic development of students’ careers at all levels. It was started by the Union Cabinet of India on 29 July 2020, and outlines the vision of the new education system of India. The new policy replaces the previous National Policy on Education, 1986.

The key differences between the old and new education policies are,

Old System: Curriculum and Pedagogy were often rigid

and focused on rote memorization. Pedagogy relied heavily on traditional teacher-centered approaches.

NEP-2020: The concept of the National System of Education lays emphasis on the elimination of disparities in the education system and the improvement of the quality of publicly funded schools so that parents will not feel that they are sending their children by paying high fees for private schools.

### **A] Advantages of New Education Policy (NEP 2020)**

1. Holistic Development
2. Flexible Learning Pathways
3. Reduced Curriculum Burden
4. Inclusive Education
5. Skill Development
6. Professional Development Opportunities
7. Enhanced Teaching Practices
8. Integration of Technology

### **B] Disadvantages**

- 1] In the National Education Policy 2020, language is a negative factor as there is a problematic teacher-to-student ratio in India,
- 2] According to the National Education Policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This could lead to the student quitting the course in the middle, which is known as “Multiple Entry and Multiple Exit”. The final year will be devoted to research; if this is not to one’s liking, one can forego and apply for admission to the M.Sc./M.Com. or M.A. First Year programme instead, or they can continue and apply for admission to the PG-II year.
- 3] Increased pressure on Students.
- 4] Narrowing of Subject selection.
- 5] Insufficient Staff.
- 6] Unavailability of digital infrastructure.
- 7] This policy doesn’t give any clear-cut idea about its

- pathway for the 1.35 billion population and a rapidly growing economy.
- 8] The future of India's education system is at a critical juncture, and the path forward is not wholly clear.
  - 9] Implementing these changes may give birth to several challenges, such as financial resources and infrastructural support.
  - 10] Very little time has been given to the preparations for the education system.
  - 11] It lacks the per-placement adjustment or confirm jobs to the skilled students.
  - 12] It does not forecast a reduction in unemployment percentage in India.

### C] Conclusion

The priorities of 1986 are on minority education, women's education, reducing child dropouts, adult education, and vocational training, whereas, the priority of NEP 2020 is majorly given to multidisciplinary courses, vocational courses, bucket system of choosing subjects, music, science and art is given prominence.

No doubt about the NEP 2020 which aims to grab the changes in the Indian education system but it needs to be analyzed by a third party NGO or international educationist.

Based on the findings of the study, the following is the conclusion made. The educational policy of 2020 has much scope for the multidisciplinary approach with digital learning, autonomy to courses and curriculum, and the advancement of technology, business, and education globally, which is paving the way for holistic development of the

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