



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)



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.

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

12. Challenges and Opportunities of New Education Policy 2020	75
Miss Juveriya Mahmood Shaikh	
13. NEP 2020 for making “India hub of Global Knowledge with Superpower”	83
Laturiya Pooja S.	
14. NEP 2020: Empowerment of Teachers Skill	92
K. B. Shinde	
15. Exploration of Various Dimensions of New Education Policy (NEP): 2020	95
K. S. Raut, D. V. Raje, Kundan C. Tayade	
16. Critical Analysis and a Glimpse of New Education Policy	100
Miss. Amruta Dinkar Savalsure	
17. New Education Policy-2022: Rational for Employability Opportunities	107
Maroti Sayabu Sudewad	
Kundan Chandramani Tayade	
18. New Education Policy 2020- The Reform of the Regulatory System in Higher Education	112
N. S. Pimple	
१९. नई राष्ट्रीय शिक्षा नीति (२०२०) में भारतीय भाषाओं की महत्ता	115
प्रा. सूर्यकांत रामचंद्र चव्हाण	
२०. राष्ट्रीय शिक्षा नीति २०२० के दृष्टि में भारतीय ज्ञान प्रणाली (IKS) और संस्कृत ज्ञान प्रणाली (SKS)	123
सहाय्यक. प्रा. – विनय व्यंकट गायकवाड	
२१. नवीन शैक्षणिक धोरण-२०२० व तंत्रज्ञान संस्था	129
डॉ. वितेश निकते, प्रा. ज्ञानेश्वर बनसोडे	
२२. २०२० आभासी कि वास्तव	135
श्री नरसिंग जयसिंग शिंदे	
डॉ.ओमप्रकाश व्ही.शहापूरकर	

1.

Analysis of New Education Policy: 2020

Prof. Vinod D. Late,

Assistant Professor,

Department of Commerce

Rajarshi Shahu Mahavidyalaya

(Autonomous), Latur

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

16. Critical Analysis and a Glimpse of New Education Policy

Miss. Amruta Dinkar Savalsure
Asst.prof, Dept. of Commerce,
Rajarshi Shahu Mahavidyalaya, Latur

Abstract :

The Indian economy has been beset by numerous issues as a result of inadequate education policy. For the economy and society to grow and advance, good education policies are required. Because of this, the 1986 education policy was replaced with the new one.

For India, new economic policy represents a reformative movement of sorts. This policy considers both theoretical and practical aspects. Significant problems with the educational system have been identified, including rote learning, pupils dropping out and going on to higher education, and the inability to focus on a single subject to a high enough standard. The educational system is presently divided into four groups, or 5+3+3+4. Himachal Pradesh has become the first state to implement a new education policy.

Introduction:

1985 saw the introduction of national education strategy under the administration of former Prime Minister Rajiv Gandhi. The first minister for human resource development in the Raju Gandhi administration was former prime minister Narsimha Rao.

In the meeting held on July 29, 2020, the federal cabinet, led by Shri Narendra Modi, announced the new education policy. The new educational system aims to implement significant improvements. The 34-year-old educational system will be

replaced in the educational system. It's a significant step in the direction of India becoming a superpower.

It has been observed that educational institutions faced numerous new obstacles when it came to teaching students during COVID-19. As a result, a lot of new software products were developed to address the issue. It will significantly affect how the educational system functions going forward.

Approaches of NEP:

Content, Curriculum & Pedagogy

The school curriculum's 10+2 structure will be replaced with a 5+3+3+4 one that is appropriate for students in grades 3 through 8, 11 and 14, and 14 and 18 years old, respectively. Twelve years of education, including three years of pre-school, will be part of the new system.

A comprehensive reorganisation of the curriculum, pedagogy, and material in accordance with the NCF (National Curriculum Framework) is required to implement the changes at each level. The content also needs to be reviewed in order to revise the textbooks.

Integrating technology into the process of teaching and learning A regulating organisation called the National Educational Alliance for Technology (NEAT) will be established to employ technology to improve learning results. NEAT seeks to employ artificial intelligence to enhance student-centered learning by tailoring instruction to individual needs.

However, creating a robust digital infrastructure that extends to the rural places is a significant difficulty in this regard.

Teachers training and availability:

The NEP 2020 discusses raising the bar for teacher performance and lays out the role of the teacher at various skill levels and stages, along with the qualifications needed to reach that level. In order to integrate into the digital learning processes, teachers will also need to receive digital training. How to successfully implement the NEP

1. In order to ensure a seamless and consistent

implementation of NEP at all levels, the government must develop incentives for stakeholders.

2. Create formal tools, such as institutional, policy, legal, and regulatory frameworks
3. Construct trustworthy information archives
4. Create flexibility across HEIs, government organisations, and regulatory authorities.
5. Establish credibility by taking dependable activities and getting all stakeholders involved;
6. Inviting private sector funding

The NEP-2020 plans to raise GDP expenditure on education from 4.6% to 6%. Considering the significant shift in the post-COVID years towards digitisation and e-learning, more money would be needed to set up the necessary digital infrastructure and technologies. Rich nations devote up to 20 percent of their GDP to education; India would likewise have to increase its spending if it were to succeed in bringing the education system up to speed with international norms.

Challenges :

1) Primary schools and Anganwadi Centres must be developed

Although this is a significant step, if we look at the Anganwadi Centres in terms of their infrastructure, amenities, staffing, etc., we find that most of them operate out of rented rooms with a single room and the barest of amenities. There are many primary schools operating in one or two rooms, and the same kind of situation is common. In order for these institutions to effectively assume this obligation, it is imperative that these centres and elementary schools be developed, connected to the newest infrastructure, and staffed with an adequate number of teaching and non-teaching personnel.

Ensuring the availability of maximum subjects with adequate teaching staff is crucial.

As stated in the policy document (NEP-2020), subject selection will be flexible in order to accommodate students'

interests in any given subject. Therefore, it is a reality that variety is important while selecting a subject. One of the challenges facing all educational institutions is to present a variety of disciplines so that students can select what they are interested in.

2) Address the Issue of Student-Teacher Ratio

A thorough examination of the high school teacher-to-student ratio and, more crucially, the requirements for subject matter experts paints a harsh picture. The previous state administration devised a plan to deal with this issue; they mandated staff reductions and the isolation of low-enrollment schools, but none of those actions produced the intended effects. The pupils, who are supposed to be the initial beneficiaries of any education strategy, get confused as a result. The fact that this rationalisation effort is a stopgap measure rather than a long-term fix is among its primary criticisms.

3) Decentralisation of Power but should not be centralized

Since all problems, no matter how small, pertaining to administration, infrastructure, or academics are consolidated at the Direction Office, it becomes challenging to find prompt solutions for any problems. As a result, more authority must be granted to the district authority to manage the system at the district level.

4) All E-Courses and Labs must advance.

The COVID-19 outbreak resulted in a persistent scenario that imposed pressure on many sectors, including education. However, information technology was crucial in maintaining the flexibility of the teaching-learning process; as a result, the current phase requires the supply of developing E-Courses backed by well-equipped labs.

5) Seeking financing from the private sector

The NEP-2020 places a strong emphasis on raising GDP expenditures on education from 4.6% to 6%. Considering the significant shift towards digitisation and e-learning in the years after the COVID-19 pandemic, a larger investment would be necessary to set up the necessary digital infrastructure and

technologies. Wealthy nations devote up to 20% of their GDP to education.

Spending money on education is necessary if India is to advance or succeed.

6) Expanding the infrastructure for higher education

According to Gross Enrollment Ratio (GER), the percentage of Indians enrolled in higher education is now under 26%. GER is the population to enrollment ratio in higher education for the 18–23 age group. Additionally, the highest level of infrastructure and education expenditure is required if the GER rate is to be doubled.

7) A stronger emphasis on raising instructional standards

Teachers now need to be proficient in contemporary teaching pedagogies and techniques in addition to the infrastructure of schools and colleges being modernised. Therefore, in order to develop a large and ready pool of qualified instructors for classrooms in the twenty-first century, boosting teacher quality must go hand in hand with building school and college infrastructure.

8) Digital infrastructure should expand quickly.

During the lockdown, when many students lacked the resources and access to complete their studies online, digital inequality was most obviously seen in the field of education.

Solution on challenges arises in the NEP:

1. Universities that open each week.

There are currently about 1,000 universities in India. One of the policy's objectives is to double the higher education sector's gross enrollment ratio by 2035. Every week for the next fifteen years, we have to establish one new university.

2. The educational system needs to undergo the following modifications:

The goal of the National Education Policy 2020 is to reintegrate 2 crore children who are not presently enrolled in school. Either way you slice it, opening 50 schools a week is needed to accomplish this over a 15-year period.

It necessitates spending a lot of money on campuses and classrooms, hiring at least 200–300 teachers, and selecting at least 50 headmasters each week.

3. In the Covid era, financing is a major obstacle.

Education spending should rise under the National Education Policy 2020 from 4.6% to 6% of GDP, or about INR 2.5 lakh crores annually.

4. To slow down the pace of execution, the economy and healthcare should take priority.

5. The need to have a sizable pool of qualified educators

A comprehensive structural redesign of the curriculum should be the goal of sympathetic policy in the field of education. However, in order to effectively implement this curriculum, we require teachers who possess the necessary pedagogical training and understanding.

6. Multidisciplinary higher education necessitates cultural transformation

The National Education Policy 2020's emphasis on interdisciplinary learning in higher education is a great place to start. For many years, universities have been highly departmentalized and compartmentalised, particularly in India.

For the entire higher education system to be composed of "exceptions" professors department eager about, respect and cheap in to other disciplines while being experts in their own is no easy task. This requires a cultural shift in the entire higher education ecosystem, over the next 15-20 years.

Conclusion :

The intention of the policy looked like ideal but implementation will be difficult. New Education Policy emphasis on the digital literacy, investment in the modern tools of teaching and learning, Adaptability of transformation of this new education policy etc... under the new education policy 2020 which aims at transform India into a knowledge of superpower.

Reference:

- 1) <https://www.hindustantimes.com/education/nep-2020->

- implementation-of-new-education-policy-in-our-education-system/story-bw4OiekFCamI7NPoNkgAoJ.html, October 22,2020
- 2) <https://www.hindustantimes.com/education/nep-2020-challenges-that-govt-must-address-to-expedite-education-reforms/story-GBNZVBj0Zt1fzTLk33m0LI.html>, December 2,2020
 - 3) <https://www.education.gov.in/sites/upload/files/mhrd//files/NEP Final English 0 pdf>
 - 4) <https://www.indiatoday.in/education-today/featurephilia/story/a-reality-check-on-nep-2020-major-challenges-in-implementation-1711197-2020-08-14>
 - 5) <https://www.indiatoday.in/education-today/featurephilia/story/nep-2020-new-education-policy-is-a-positive-step-towards-nation-building-and-growth-here-s-how-1716091-2020-08-28>
 - 6) B.Venkateshwarlu,A critical study of NEP 2020:Issues, Approaches,Challenges, Opportunities and criticism.: International Journal Multidisciplinary Educatinep-2020-new-education-policy-is-a-positive-step-towards-nation-building-and3-ap-southeast-1.amazonaws.com



17. New Education Policy-2022:Rational for Employability Opportunities

***Maroti Sayabu Sudewad**

*Department of Chemistry & Analytical Chemistry,
*Rajarshi Shahu Mahavidyalaya, Latur (Autonomous)

****Kundan Chandramani Tayade**

**Department of Chemistry & Analytical Chemistry,
**Rajarshi Shahu Mahavidyalaya, Latur (Autonomous)

Abstract:

The progressive and forward-thinking National Education Policy-2020 (NEP-2020) acts as a guide for improving educational methods in light of societal demands in the future. The country's need for education has grown over the past few decades. One of the main objectives of the new higher education policy is the integration of trans-disciplinary and interdisciplinary disciplines as well as embracing a multi-disciplinary approach that combines elements of academic and professional training with an emphasis on developing employability skills through skill-based education including vocational skills. Albeit, NEP-2020 has many benefits, still the question remains whether it will lead to employability or not. This article tackles the various proportions of NEP-2020 regarding employability in a neutral way.

Key Words: Skill Development, Employability, Vocational Courses, NEP-2020.

1. Introduction:

Employability is the capacity to secure a job at first, hold onto it, and find another one if needed. Employability, put simply, is the ability to find and maintain satisfying work. To possess a certain set of abilities, information, comprehension, and character traits makes one employable. Workability Skills are the