



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

New Education Policy 2020- The Reform of the Regulatory System in Higher Education

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There has been too much regulation of higher education throughout the years, with too many attempts at regulation having too little impact. Basic issues including extreme power concentrations within a few number of entities, conflicts of interest among these bodies, and a subsequent lack of accountability have plagued the regulatory system's mechanistic and disempowering character. The regulatory framework has to be completely revamped in order to revitalize and support the higher education industry. The higher education regulatory system will make sure that different, autonomous, and empowered entities will fulfil the various duties of regulation, accreditation, funding, and academic norm setting in order to handle the aforementioned problems. It is thought that doing this will strengthen the system's checks and balances, reduce entanglements, and disperse power must make sure that these four institutional entities performing four crucial tasks cooperate and work together toward shared objectives while yet operating independently. The Higher Education Commission of India, one overarching organization, would establish these four entities as four autonomous verticals (HECI). HECI's first vertical will be the National Higher Education Regulatory Council (NHERC). It will serve as the sector's single, centralized point of regulation, excluding medical and legal educa-

tion but incorporating teacher education, therefore reducing regulatory effort duplication and disjunction by the various agencies. several regulatory authorities now in existence. To allow this single point of regulation, it will be necessary to review, abolish, and restructure a number of current Acts and regulatory organizations. The NHERC will be established to modulate in a "light but tight" and accommodating manner, which means that a few crucial issues, such as Financial integrity, sound governance, and complete online and offline public transparency of all funds, audits, practices, infrastructure, faculty/staff, courses, and educational results will be tightly supervised. Therefore, the National Accreditation Council (NAC), a "meta-accrediting authority," will constitute the second vertical of HECI. The NAC will monitor and legalize an autonomous ecosystem of accrediting organizations that will evaluate institutions for accreditation based largely on fundamental standards, outcomes, good governance, and public self-disclosure. The NAC should assign a sufficient number of institutions the duty to serve as a standard accreditor. In the near future, a strong system of graded certification will be put in place, including incremental standards for all HEIs to meet predetermined standards of quality, self-governance, and autonomy.

The Higher Education Grants Council (HEGC), the third component of HECI, will manage higher education finance and financing based on open standards, including the IDPs created by the institutions and the status of their execution. The distribution of scholarships and development funding for the establishment of new emphasis areas and the expansion of high-quality programme offerings at HEIs across disciplines and domains will fall within the purview of HEGC. The General Education Council (GEC), also known as "graduate attributes," will serve as the fourth vertical of the Higher Education Coordinating Initiative (HECI). It will provide criteria for what should be learned in higher education programs. To make it easier to integrate career-focused education into higher education, the GEC will de-

velop a National Higher Education Qualification Framework (NHEQF) that will be in line with the National Skills Qualifications Framework (NSQF). The NHEQF shall be used to characterize higher education credentials leading to a degree, diploma, or certificate based on these educational objectives.

Existing institutions and systems will need to evolve and reinvent themselves in order to accommodate such a change. Every vertical within HECI would adopt a new, singular position that is pertinent, substantial, and meaningful under the new regulatory framework as a result of the separation of duties.

The regulatory framework will also make it much simpler to establish new, high-quality HEIs while effectively guaranteeing that they were founded with the intention of providing public service and with adequate funding for long-term stability. The central and state governments will support HEIs that are excelling in order to help them grow and add more students, professors, fields, and programmes. To further increase access to top-notch higher education, models of cooperative philanthropy for HEIs might also be tried.

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१९.

नई राष्ट्रीय शिक्षा नीति (२०२०) में भारतीय भाषाओं की महत्ता

प्रा. सूर्यकांत रामचंद्र चव्हाण

हिंदी विभाग

राजर्षि शाहू महाविद्यालय (स्वायत्त), लातूर

दूरभाष- ९९२१७०८१७२

बीज शब्द – राष्ट्रीय शिक्षा नीति, मातृभाषा, अतीत गौरव, विश्व गुरु, अंग्रेजी, उच्च शिक्षा, भारतीय संस्कृति, भारतीय ज्ञान परंपरा, बौद्धिक विकास, बहुभाषावाद, राष्ट्रीय एकता, भाषा सौहार्द, राष्ट्र अभिमान, त्रि-भाषा सूत्र, आदि।

“बोलते बोलते एकाएक

मुझे अपनी आवाज पुराने दासों की तरह लगी

मुझे एकाएक लगा कि यह अधीनों की भाषा है

जिसमें मैं सोच रहा हूँ और बोल रहा हूँ।”^१ राजेश जोशी

मानव समुदाय के लिए भाषा केवल अभिव्यक्ति का माध्यम ही नहीं बल्कि उस भाषा भाषी समुदाय के राष्ट्र के स्वाभिमान तथा उसकी प्राचीन संस्कृति की संवाहिका भी होती है। गुलाम देशों की अपनी कोई भाषा नहीं होती। वे अपने शासकों की बोली बोलने के लिए विवश होते हैं। देश की आज़ादी से कहीं अधिक अच्छा है कि उस देश की भाषा आज़ाद हो क्योंकि देश की वर्तमान पीढ़ी के बौद्धिक विकास में भाषा की अहम भूमिका होती है। इसीलिए देश को स्वतंत्रता मिलने के बाद बीबीसी के संवाददाता ने गांधीजी से संदेश देने के लिए कहा तो वे तपाक्? से बोले, “दुनिया से कह दो गांधी अंग्रेजी भूल चुका है।”^२ भाषा के बिना देश गूंगा होता है। शब्दों की ज्योति ही पूरे संसार को अंधकार से मुक्ति देती है। भाषा जिज्ञासुओं के लिए ज्ञान के रास्तों को खोलती है। लेकिन आज तक हम