



Ahmednagar Jilha Maratha Vidya Prasarak Samaj's

SHRI DHOKESHWAR COLLEGE

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One Day National Level Conference On “National Education Policy: Implementation and Challenges”



Organized by

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Ability Enhancement Courses under NEP: Scope and Importance for Languages

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The NEP2020 considers English only an international language which everyone should learn for the convenience in life, not the basis of intelligence. Even the person who knows only regional or national language can be intelligent. National Education Policy 2020 was approved by the Union Cabinet on 29th July 2020. Language The NEP2020 has advocated that “Where ever possible, the medium of instruction until at least Grades 5, but preferably till Grade 8 and beyond, will be the home language/ mother tongue/ local language/ regional language” for public and private school. Mandated by the University Grants Commission, Ability Enhancement Courses (AEC) aim to hone the social and leadership skills that are crucial for students to succeed in their professional and personal lives. These courses are designed to help students enhance their skills in communication, language, and personality development. They also promote a deeper understanding of subjects like social sciences and ethics, culture and human behaviour, human rights and the law.

The English language helps individuals to transcend international boundaries and get a global reach. For example, a book written in English will get far better reach than a book written in any of the regional languages. A regional language has limitations; it cannot be understood by anyone who doesn't know it; as a result, the audience will be minimal. A common language like English will eradicate this limitation and help everyone to connect with wider audiences. Similar is the condition for any content presented in English.

The worldwide reach of the English language is the main reason for setting English as the language of the internet. By knowing the English language, a person can easily access all the information on any topics that are available on the internet. English content like songs, movies, news, entertaining programmes, public events, and all can be enjoyed by everyone who knows the language. Like the words of Frank Smith, “One language sets you in a corridor for life. Two languages open every door along the way”. Let's try to learn more languages and open every opportunity in our lives.

Keywords: Teacher Training, Regional language, International Language, Steps of Education Ministry are worth appreciating, Savour of our mother tongue. Skill Based Education, New Education Policy 2020.

These courses are taught by experienced professionals who adopt a participant-centric style of teaching. Emphasis is laid on experiential learning and a host of activities are included in the lesson plans to ensure student engagement. Theatre is also used as a teaching tool. The above declaration of NEP2020 shows how our leaders are treating English. The NEP2020 considers English only an international language which everyone should learn for the convenience in life, not the basis of intelligence. Even the person who knows only regional or national language can be intelligent. National Education Policy 2020 was approved by the Union Cabinet on 29th July 2020. It outlines the visions of education in India. The NEP2020 has advocated that “Where ever possible, the medium of instruction until at least Grades 5, but preferably till Grade 8 and beyond, will be the home language/ mother tongue/ local language/ regional language” for public and private school.

- Emphasis on Three Language System:
- At least two of the three languages should be native
- But it should not be imposed on the students.
- Role and significance of English Language:
- Has global importance.
- Link language.
- Job oriented language.
- Language of science, aviation, computers, diplomacy
- Many books , papers and journals are in English only
- Language of internet.
- Language of media and aviation industries.

Steps of Education Ministry are worth appreciating:

The Education Ministry has set up a committee for promotion and growth of Indian Languages. The NEP believes that children learn better in their home language while English is favoured in labour market.

- It is contradictory believe
- Only oblivion.
- Myth of English language:
- We are destroying our mother tongue for the obsession of English.
- We are learning English at the cost of our own languages. Obsession with English Language.
- We all are killing off or at least neglecting our mother tongue by our obsession with English.
- It is a means of destroying one’s community.

- With the loss of language, a community loses its culture.
- Loss of culture means loss of a community.

Savour of our mother tongue.

Mother tongues lead to better understanding of what is taught UNESCO notes that being educated in a familiar language “facilitates an understanding of sound-symbol or meaning-symbol correspondence”. Mother tongues make easy to learn a New Language: Many Pedagogical studies show that after acquiring basic literacy and communication skills in mother tongue, it becomes much easier to transform these skills to learn new language.

The Realty:

- The reality has other face.
- Since English is favored in market, we are bound to learn English.
- Without English we cannot survive in this competitive world
- Keeping this in mind NEP has only given suggestion, has not banned English. This is appreciable.

The English language plays a very important role in our lives. As a result of globalisation and with the help of the English language, the entire world has now become familiar to all people. It is considered the principal language of communication by many nations, and everyone has accepted it as the global language. Do you want to know more about the topic? Read the article for cues and tips, and prepare a mesmerising speech on the importance of the English language – one of the interesting speech topics for kids.

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Sample Speeches on the Importance of the English Language

A couple of sample speeches are given below. Go through them, utilise the resources, and prepare a speech about the importance of the English language on your own.

Speech about the Importance of Learning English

Have you ever wondered about our condition if there was no common language like English to share our thoughts and feelings? There are numerous languages in our world. Most countries have a

national language, and there are multiple regional languages within a nation. The English language is a great boon in such situations; it serves as a common language and helps everyone to communicate. The English language bridges the gap between nations and offers everyone the possibility of attaining wide exposure. The adoption of the English language as the principal source of communication has resulted in increasing international relationships in travel and tourism, education, business, entertainment, science, technology, and so on.

The English language helps individuals to transcend international boundaries and get a global reach. For example, a book written in English will get far better reach than a book written in any of the regional languages. A regional language has limitations; it cannot be understood by anyone who doesn't know it; as a result, the audience will be minimal. A common language like English will eradicate this limitation and help everyone to connect with wider audiences. Similar is the condition for any content presented in English.

The worldwide reach of the English language is the main reason for setting English as the language of the internet. By knowing the English language, a person can easily access all the information on any topics that are available on the internet. English content like songs, movies, news, entertaining programmes, public events, and all can be enjoyed by everyone who knows the language. Like the words of Frank Smith, “One language sets you in a corridor for life. Two languages open every door along the way”. Let's try to learn more languages and open every opportunity in our lives.

Speech on the Importance of Learning English

The English language was initially the national language of England. Later, as a result of British imperialism and colonisation, the language was introduced to many nations. Eventually, it became the primary and secondary language of their colonies, such as India, Australia, Sri Lanka, Canada etc. Gone are the times when the British ruled over more than half the world, but their language is still ruling almost half the entire world.

Today, nearly sixty-seven countries all over the world have declared English as their official language, and twenty-seven countries consider English as their secondary language. Without a second thought, we can declare the English language as one of the most dominant languages in the world.

The English language is the key to opening the door to the world. It is one of the most used languages in the world. The knowledge of the English language helps everyone to attain personal and

professional growth. As a result, people all over the world have started to learn English as a second language. Many nations have included English as their second language in their school curriculums to assist students in learning English at a young age. Almost all the materials and subjects for learning are drafted in English to make it more accessible for everyone all around the world. The initiative of using the English language as a medium of instruction in schools and colleges brings a commonality to the structure of education and brings multiple positive impacts to the students.

Good communication skills in English are considered one of the most important soft skills required for an employee. Other than this benefit provided by the English language, it helps us understand different nations’ cultures. A piece of good knowledge in English guides us to travel to any new nation. With the support of good understanding and communication skills, a person can easily transfer ideas and thoughts to one another. An insight of the English language increases the chance of setting up a good career.

The impacts brought by the English language on our lives are boundless. Let’s realise the true potential of language and remember the words of Roger Bacon – “Knowledge of languages is the doorway to wisdom.

List some advantages of the English language.

- English is considered the principal language of communication by many nations, and everyone has accepted it as the global language.
- The English language knowledge helps everyone attain personal and professional growth.
- A piece of good knowledge in English guides us to travel to any new nations.
- English helps every content creator to receive a wider audience.
- The English language helps us to enjoy content like songs, movies, news, entertaining programmes, public events and so on.

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NEP 2020 Implementation: A Comprehensive Analysis of Credit Pattern for UG Programme

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Abstract

This research paper investigates the implementation of credit pattern framework, focusing on its structure and credit distribution of the three/four-year undergraduate (UG) programme, as outlined by the National Education Policy (NEP) 2020. The abstract provides an in-depth examination of the credit requirements and distribution across various levels of qualification, from UG certificate to Bachelor's Degree Honours with Research. The NEP 2020 introduced a transformative framework for undergraduate (UG) education, emphasizing flexibility, multidisciplinary learning, multiple entry and multiple exit options and research-oriented approaches. This study applies mixed-methods approach, i.e. qualitative and quantitative techniques for comprehensively analyses the credit pattern.

The credit pattern framework allows students to experience holistic and multidisciplinary education while focusing on their chosen majors and minors, fostering flexibility and exploration in learning. The minimum and maximum credit requirements for each level of qualification are outlined, providing a structured guideline for academic progression. Credits offered per semester will be a Minimum 20 and Maximum 22.

The introduction of a four-year UG programme, particularly the Honours with Research option, enhances opportunities for research and academic rigor among students. Levels 4.5 for UG Certificate, 5.0 for UG Diploma, 5.5 Three years Bachelors Degree and 6.0 Bachelor's Degree with Honours or Bachelor's Degree with Research.

The distribution of credits across the programme encompasses major subjects, minor subjects, elective courses, vocational and skill enhancement courses, ability enhancement courses, and field projects/internships, promoting a well-rounded educational experience.

The incorporation of online learning courses through platforms like SWAYAM facilitates flexibility and access to diverse learning resources.

This research paper offers insights into the evolving landscape of undergraduate education, emphasizing the importance of flexibility, interdisciplinary learning, and research-oriented approaches in higher education frameworks.

Keywords: *Credit, pattern, Flexibility, holistic, skill enhancement, interdisciplinary*

New Education Policy and Skill Development Setting

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Abstract:

India is going to have the largest working age population in the world by 2030, but gainful employment for students from the general stream is a major challenge. Improving the employability of students requires a new vision with curricular support. To realize the full potential of India’s rich demographic dividend, it is essential to equip the young generation with skills in various trades. (Ministry of Education) New education policy and skill development intervention is a growing need for practice in Indian context.

NEP is focusing on skill development because of Policy seeks to young people with the knowledge and skills necessary to confidently lead the country into the future by putting a strong emphasis on holistic development, flexible and multidisciplinary education, technological integration, and inclusive practices.

Main focus on NEP is promotes skill-based education, personality development, critical thinking and problem-solving. Inclusivity is a key focus, offering equal opportunities for diverse learners. Emphasis on local languages and cultures provides a global perspective. Apprenticeship or internship for skill development has a prominent role to play in linking higher education with the requirements of industry and the world of work. This is considered one of the most effective ways to create an “industry fit” skilled workforce for the country. It also provides for industry led, practice-oriented, and outcome-based learning.

Main role of Education is a platform for knowledge transmission and a critical component in moulding well-rounded individuals. The role of education in skill development is pivotal, serving as the cornerstone for fostering crucial abilities like leadership, thinking, problem-solving, and effective communication in students. The present programme on Life Skills (Jeevan Kaushal) aims at inculcating in the students both personal and professional skills in the areas of: understanding of the self and others, interpersonal skills, high-performance teams, leadership potential, communication and presentation skills, techniques of problem-solving, ...

A UNICEF report (2019) estimates that at least 47% of Indian youth are not on track to have the education and skills necessary for employment in 2030. Another study estimates that merely 20% out of the five million students who graduate every year get employed in India. It would not come as a surprise if more such findings and forecasts are capturing the dismal state of employability prospects

of Indian youth amid the rapidly changing global landscape. The underlying primary reason for poor employability is that often there is a demand-supply gap between the skills acquired by the students and the skills required by the employer (agriculture, trade, industry, etc). Thus, the main concern for the policymakers is to address not only just the issue of provision of adequate employment opportunities for the youth but also increasing their employability as per the current and future trends at the workplace.

India's National Education Policy was framed way back in 1986 and modified in 1992. Over the last three decades, significant changes have taken place in India's education system in almost every segment of the sector. Still, there remain many problems ranging from inadequate enrolment to quality issues to lack of equity and insufficient infrastructure. At this juncture, the National Education Policy (NEP) 2020 has attempted to diagnose the problems plaguing the sector and provides innovative solutions to the problems right from the pre-school level to higher education courses. (Kakkar 2020)

The new National Education Policy is based on the pillars of Access, Equity, Quality, Affordability, and Accountability. It aims to make both school and college education more holistic, multidisciplinary, and flexible, which aligns with the agenda for sustainable development.

In this paper the author is discussing the role of a NEP(National Education Policy) educators and practitioners globally and nationally The discussion and the argument in this paper is based on importance of Soft skills - Life skills in NEP.

Key Words: skill development setting , Soft skills - Life skills ,Personality development, problem-solving, higher education courses etc.

Historical Review of Education Policy in India

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ABSTRACT:

Education is the most important element for nation development. It is a process of receiving or giving systematic instruction especially at a school or university level. Education plays a pivotal role in nation building as it contributes significantly to the social, economic and political development of the nation. Education policy consist of the principles and policy decisions that influences the field of education. India has made number of time In 1835 the English education act was passed by British in India. After the independence Maulana Abul Kalam Azad was first Minister of education. The first University education commission was come in the1949. University Grant Commission and Kothari Commission develop new modern system of India. The scientific system for education was adopted by Jawaharlal Nehrus policy. By adopting policy of scientific knowledge, there was five IIT established in 1961. NCERT is a autonomous organization formulating and implementing education policy's of India. Upto the modem education policy there is serial of historical policy as a head-wood Commission, Hunter commission, Wardha scheme, Zakir Huseain committee, Radhakrishan commission, University Grant Commission and Kothari commission,

National Education Policy, 2020 (NEP) is a massive transformation in education of India. The main aim of this system to provide the high qulity of knowoldge for Indian and made the super power of India at the global level. There are five guiding piller of policy as the **ACCESS, EQUITY, QUALITY, AFFORDABILITY and ACCOUNTABILITY**. The main colre of this policy is to develop the skill in Indian education. The system of education structure is 5+3+3_4. We will be hope for good and healthy life for Indian citizen by adopting this policy.

New Education Policy 2020 of India

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Abstract

Change is the eternal and unwavering rule of the universe. Here, it varies from moment to moment. No society is untouched by the process of change. Social change is the nature of society. Indian society is also no exception to this. It is known from the historical study of Indian society that many social, economic, political, and other changes have also taken place from the primitive era to the present era. There are mainly two types of change. One is the changes which are made by nature and the other types of changes are done by human beings themselves. Natural changes are not within our control. But through human change, one tries to innovate by bringing changes in life and society. Presently, if there is to be some change in terms of development in a society, then the education policy should be changed first. The picture of education in any country shows that the place of education is the priority of the government there and how much it deals with it. After India fell behind in the list of better quality universities around the world in recent years, it was expected that the government and the entire system would take some concrete steps to improve the matter so that some improvement could be made in this situation. . Keeping in view the development objective of the entire country, the Indian government decided to change India's education policy after 34 years. To formulate a new education policy, the Central Government in 2017, Dr. K.K. Kasturirangan constituted a committee under the chairmanship of the Kasturirangan committee drafted the National Education Policy 2019. In India in July 2020, the Central Government approved the National Education Policy 2020. In connection with this approval, Prime Minister Shri Narendra Modi tweeted and the Minister of Human Resource Development “Shri Ramesh Pokhriyal Nishak” made the public aware by the press conference. It was also clarified that the Ministry of Human Resource Development has been renamed as "Ministry of Education". Earlier in 1985, the Ministry of Education' was renamed as Ministry of Human Resource Development. In 2020, the name of the Ministry of Human Resource Development was again changed to the Ministry of Education after the introduction of a new education policy. The first education policy was introduced in 1968 by the government of former

Prime Minister Mrs. Indira Gandhi. The second education policy was formulated by the Rajiv Gandhi government in 1986, with some amendments by the Narasimha Rao government in 1992. The National Education Policy 2020 is the third education policy of independent India. Thus, a 34-year-old education policy is currently underway, which is becoming ineffective with the changing scenario. This is the reason that in the year 2019, the Ministry of Human Resource Development had drafted the new education policy and sought advice from the public.

Education has a key and decisive role in this scenario of contingencies. The National Education Policy 2020 has therefore been transformed into the framework of this reform, which could help to build a new education system in the country, in addition to strengthening those economic and social indicators. That still needs to be improved. NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. We have critically examined the policy in this paper and proposed changes to ensure a seamless continuum with its predecessor in addition to its predecessor, boosting its importance. The current paper describes the analysis of the requirements for NEP 2020 provisions and management practices at the university level. Recommendations are made for the design and implementation of NEPs at national and HEIs (Higher Education levels).

Advantage of NEP 2020

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Abstract

The new education policy, NEP 2020 talks about major transformational reforms in the Indian academic sector which are appreciated by many. Along with appreciation, there is also criticism which focuses on the drawbacks of this new education policy. In this blog, we will explore both the advantages and disadvantages of NEP, providing you with a comprehensive overview of its impact.

Benefits Of New Education Policy For Students:

Holistic Development: NEP 2020 focuses on the holistic development of students, addressing their cognitive, social, emotional, and physical growth. It promotes critical thinking, creativity, and problem-solving skills, preparing students to thrive in the 21st century.

Skill Development: NEP 2020 emphasizes skill development, equipping students with 21st-century skills such as critical thinking, communication, problemsolving, and digital literacy. This enhances their employability and prepares them for future challenges.

Flexible Learning Pathways: The policy offers flexible learning pathways, allowing students to choose subjects based on their interests and career aspirations. This promotes personalized learning, enabling students to explore their passions and develop expertise in their chosen fields.

National Education Policy: Implementation and Advantages

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Abstract

The National Education Policy of India 2020 (NEP 2020), approved by the Union Cabinet of India on 29 July 2020, outlines the vision of the new education system of India. It replaces the previous National Policy on Education, 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributes directly to transforming India by providing high-quality education to all, thereby making India a global knowledge superpower. The new education policy, NEP 2020 talks about major transformational reforms in the Indian academic sector which are appreciated by many. Along with appreciation, there is also criticism which focuses on the drawbacks of this new education policy. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. Key Words – NEP 2020, Advantages, Disadvantages, Research Methodology – This paper also write in Secondary method use of books, journals, internet etc Introduction Recently many changes have been introduced in the academic system of India starting from the school to college level. New National Education Policy has been approved by the Union Cabinet reflecting all the changes. This newly approved plan talks about major transformational reforms in the Indian academic sector which are appreciated by many. Along with appreciation, there is also criticism which focuses on the drawbacks of this new education policy. Following ARE THE Advantaged and Disadvantaged of New Education Policy 2020 Advantages: 1. The Government aims to make schooling available to everyone with the help of NEP 2020. 2. Approximately two core school students will be able to come back to educational institutes through this new approach. 3. According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on student’s formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to

18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure. 4. For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT. 5. According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025. 6. One of the merits of NEP 2020 is the formation of the National Book promotion Policy in India. 7. Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development. 8. Parakh national education policy is to be set up by the Government. 9. Special daytime boarding school “Bal Bhavans” to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, art. 10. According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted. 11. According to the national education policy 2020, Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country. These are scheduled to be set up for introducing multidisciplinary academic. 12. The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies. 13. Phased out college affiliation and autonomy will be granted to colleges. 14. By the year 2030, it will be mandatory to have at least a four year B. Ed degree for joining the occupation of teaching. 15. For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.

Drawbacks :

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.
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 might encourage the pupil to leave the course midway.
3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

Implementation: The new education policy

in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic. The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one. The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government. Subject wise committees will be set up the GOI with both central and statelevel ministries for discussing the implementation strategy. Conclusion: With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of the M. Phil course. Even though there are many drawbacks to the new education policy, the merits are more in number. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher.

Conclusion – We Concluded by this paper NEP 2020 also powerful teaching methodology.

New Education Policy: Implementation and Challenges

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Abstract

NEP is the first education policy of 21st century. During the COVID-19, the only positive that happened in the field of education in India was this policy which promises to transform the education system of India. As they say, change in the law of nature but this change was overdue for more than 35 years. The last time we saw a similar change in the field of education was back in the year 1986. For anything to survive in this dynamic world it is important to adapt to the changing scenario. Same goes for education, with changing information and communication technology (ICT), industrial requirement; there is need for change in the way we learn. And as the global scenario in education has been changing rapidly witnessing a paradigm shift in the overall system. It was important for India also to catch up with that change, an effort in this direction has been made through NEP 2020 to reform the education system in India. The study is purely qualitative in nature as it relies solely on secondary data sources. And the secondary data sources used are books, journals, research articles, websites, newspaper, and different government publications. An effort is made to study the provisions of the policy and how these will contribute towards improving the education at school level and in the higher education. The study will also look into the challenges in implementing those provisions in place of the existing system of education in India.

Keywords: NEP 2020, School Education, Information and Communication Technology (ICT), Higher Education, Reforms.

National Education Policy: Challenges to library

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Abstract

The National Education Policy 2020 is the first education policy of the 21st century and aims to address the growing developmental needs of this country. The National Education Policy (NEP) Can Bring About Significant Changes In The Educational Landscape Of A India, But It Also Poses Challenges To Libraries. Which Are Critical Components Of The Education System. Here Are Some Challenges Libraries May Face Under A New National Education Policy. Digital Transformation, Resource Allocation, Curriculum Integration, Information Literacy, Accessibility And Inclusivity, Professional Development, Assessment And Evaluation. All these factors have been studied in the research paper and we are going to know the subject in detail in this research paper.

National Education Policy 2020 :

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Abstract:

Education is essential for realizing human potential, building an equitable and just society, and encouraging national progress. The goal of education is to produce decent people with strong moral principles and values, who can think and act rationally, who are brave and resilient, who have compassion and empathy, scientific temper, and creative creativity. Education policy places a strong focus on helping each person reach their full creative potential. India accepted Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development in 2015, which aims to deliver accessible and equitable quality education and encourage lifelong learning opportunities by 2030.

The National Education Policy 2020 is the first education policy in the 21st century, addressing the country's expanding developmental needs. NEP-2020 is a creative and forward-thinking concept with both positive and negative characteristics. Its goal is to offer everyone access to high-quality education at all levels, with a focus on research-based and holistic advancement. The National Education Policy aims to transform India (Bharat) into an equitable and vibrant knowledge society by providing high-quality education to all, making India a global knowledge superpower. In addition to developing knowledge, skills, values, and dispositions that support a responsible commitment to human rights, sustainable development and living, and global well-being, the Policy aims to instill in learners a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect, and deeds. This will reflect a truly global citizen. The benefits of NEP 2020 outweigh the drawbacks. The positive advantages of NEP outweigh the negative ones. Additionally, they will be addressed in a timely manner upon timely recognition, and NEP will benefit students as well as the education industry.

Keywords: National Education Policy 2020, Sustainable, Holistic, intellect, advantages.

NEP 2020: A Critical Analysis and Implementation

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Abstract:

A comprehensive framework called the New Education Policy (NEP) 2020 aims to revolutionize the educational systems in India. The policy aims to educate students through a comprehensive and multidisciplinary approach, emphasizing the development of their emotional, social, and cognitive abilities. However, there are a number of obstacles to the policy's implementation, such as a lack of funding, a shortage of trained personnel, and a lack of infrastructure. NEP 2020's critical analysis shows that despite the policy's lofty goals and good intentions, there could be major obstacles in the way of its execution. The current education system is still largely teacher-driven, despite the policy's emphasis on the need for a student-centric approach.

Furthermore, the NEP suggests major curriculum modifications; however, its implementation may be hampered by a lack of infrastructure and qualified teachers to support the new approaches. The digital divide in the nation may limit the efficacy of the NEP 2020's promotion of technology use in education. Furthermore, given the current lack of qualified trainers and resources, it is unclear how the policy's significant shift towards vocational educations will be carried out. All things considered, the NEP 2020 is a positive step toward changing the Indian educational system. The government's capacity to handle implementation-related issues like funding, infrastructure, teacher preparation, and the digital divide will determine whether or not it is successful.

Keywords: Teacher Training, Technology Integration, Holistic Education, Multidisciplinary Education, Skill Based Education, New Education Policy 2020.

Introduction:

An extensive framework for the advancement of education in India is provided by the National Education Policy (NEP) 2020. The goal of NEP 2020 is to transform India's educational system to meet 21st-century needs and establish a knowledge-based society. The goal of the policy is to restructure the educational system and give students a more comprehensive and real-world education. Following extensive consultation with stakeholders, including educators, policymakers, and the public, the Indian government launched it in July 2020.

A number of changes to the educational system are suggested by NEP 2020, including the implementation of a new curricular and pedagogical structure (5+3+3+4), a multidisciplinary approach to education, the promotion of technology in the classroom, the formation of the National Education Technology Forum (NETF), and the establishment of a National Assessment Center (NAC) to evaluate student learning outcomes. Since its inception, NEP 2020 has been continuously implemented. The National Implementation Committee (NIC) and State Implementation Committees (SICs) are two of the committees that the government has established to supervise the policy's execution. A task force has also been established by the government to create a comprehensive implementation roadmap for NEP 2020. Its vision and all-encompassing approach to the advancement of the educational system have garnered significant praise. On the other hand, there are some reservations and objections to its application.

The 2020 New Education Policy: On July 28, 2020, the Union Cabinet of India approved the National Education Policy (NEP). After a 34-year break, it seeks to significantly alter the nation's educational system and give all students access to a fair, inclusive, and multidisciplinary education. It also seeks to establish a learner-centric system that equips students with the skills they need to meet the challenges of the twenty-first century. NEP 2020 also seeks to guarantee ongoing professional development and training for teachers, as well as flexibility in the curriculum and the use of technology in the classroom. Since its release, the policy has been the subject of intense discussion and debate. While some stakeholders have praised it as a significant reform, others have expressed concerns about how it will be implemented.

Analysis of Data

Exam Reforms:

The policy encourages the use of formative and summative assessments and suggests a move away from rote learning toward conceptual understanding.

Financial Resources:

The National Institute of Public Finance and Policy (NIPFP) report emphasizes that substantial financial resources are required for the successful implementation of the policy. According to the report, there would be a need for an additional investment of between Rs. 1 lakh crore and Rs. 1.5 lakh crore per year to implement NEP 2020.

Holistic Education:

This method of teaching acknowledges the significance of fostering a person's intellectual, social, emotional, and physical growth on all levels. The policy acknowledges that education contributes to the development of well-rounded people who are able to face life's challenges. It does this by helping students acquire the knowledge, skills, attitudes, and values that are essential for leading a fulfilling

life. Holistic education helps shape a student's personality in the intellectual, social, emotional, and physical domains, thereby equipping them for the challenges of the future. It also contributes to the development of an equitable and inclusive society. By emphasizing the value of whole person development, holistic education can lessen inequality and guarantee that all students have access to high-quality instruction.

Lack of Stakeholder Consultation in the Development of NEP 2020:

The Center for Equity Studies (CES) report highlights that during the policy's development, there was little to no consultation with civil society organizations and marginalized communities. This might make it more difficult for the policy to meet these communities' needs.

Multidisciplinary Education:

The policy deviates from the conventional rote-learning method by recognizing the value of students' developing critical thinking, problem-solving, and creative skills. Students will benefit from this multidisciplinary approach by gaining a wider perspective and becoming more flexible, adaptive, and well-rounded individuals. The NEP places a strong emphasis on giving pupils a multidisciplinary education. This implies that a wide variety of subjects, such as the arts, humanities, sciences, and languages, will be taught to the students. The goal of this approach is to give students a well-rounded education so they can acquire a variety of skills and knowledge.

Research and Innovation:

The policy advocates for the creation of a National Research Foundation (NRF) to support research across all disciplines and acknowledges the significance of research and innovation in education.

Teacher Training:

To enhance a teacher's ability to teach, a continuous process of improving their professional competencies, knowledge, and skills is known as teacher training. In order to guarantee that teachers have the most recent information and abilities in their fields, the policy places a strong emphasis on the necessity of frequent and continuous training and development programs. The focus it places on ongoing professional development (CPD) The NEP 2020 emphasizes the necessity of teachers' ongoing professional development to advance their expertise and abilities as educators. The policy suggests that in order to improve their abilities and knowledge, teachers should have access to frequent training programs, workshops, and seminars.

Finding of the Study

Implementation of Challenges: One of the main conclusions from the research is that there are a lot of obstacles in the way of implementing NEP 2020 because there is not enough infrastructure, resources, or capacity available at different levels. The policy has lofty objectives, but in order to meet these targets, large investments and changes are required.

Assessment and Evaluation: The NEP 2020 suggests moving away from rote learning and toward a competency-based approach to assessment and evaluation. This is a step in the right direction.

Emphasis on Vocational Education: In tackling India's employment issues, the NEP 2020 places a strong emphasis on the value of vocational education and skill development.

Multilingualism: The NEP 2020 places a strong emphasis on skill development and vocational education, which is a step in the right direction towards resolving India's employment issues.

Teacher Training and Professional Development: The policy's emphasis on teachers' multidisciplinary training and ongoing professional development is a step in the right direction toward raising educational standards.

Suggestions

Clarity and Guidance: More clarification and direction are needed regarding how the policy's various components should be implemented. Clear guidelines, frameworks, and training programs should be made available by the government to assist stakeholders in comprehending and successfully implementing the policy.

Inclusivity and Equity: Inclusion and equity in education are highlighted in the NEP 2020. To reach all facets of society, especially those from underprivileged backgrounds, the government must, nevertheless, make sure the policy is carried out successfully.

Infrastructure and Resource Allocation: Large investments in resources, infrastructure, and capacity building are necessary for the NEP 2020 to be implemented. In order to successfully implement the policy, especially in rural and remote areas, the government should give it top priority and devote sufficient funding.

Monitoring and Evaluation: A move toward a competency-based approach to assessment and evaluation is suggested by the NEP 2020.

Partnerships and Cooperation: NEP 2020 calls for partnerships and cooperation amongst a range of stakeholders, including the public sector, private sector, academic institutions, and civil society. Through programs like knowledge-sharing platforms, research collaborations, and public-private partnerships, the government should encourage cooperation and partnerships.

Conclusion:

The paper's overall conclusion is that, despite providing a thorough vision for education reform in India, the NEP 2020's implementation is beset with difficulties and constraints. The government's capacity to resolve these issues and guarantee that all interested parties participate in the education reform process will determine whether NEP 2020 is a success or a failure.

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Navigating the Psychological Landscape: Teachers' Responses to the Implementation of India's New Education Policy (NEP)

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Abstract:

The implementation of the New Education Policy (NEP) has had significant psychological implications among teachers. While the NEP aims to bring about positive changes in the education system, its implementation has brought about a mix of anticipation, excitement, and apprehension among educators. One psychological aspect among teachers is a sense of anticipation and excitement about the potential benefits of the NEP. Many educators see the policy as an opportunity for professional growth and development. They are eager to embrace new teaching methodologies, curriculum reforms, and innovative approaches promoted by the NEP. This anticipation stems from a belief that the NEP could lead to a more holistic, learner-centric, and inclusive education system, ultimately benefiting both teachers and students. However, alongside anticipation, there is also apprehension and anxiety among teachers regarding the challenges associated with implementing the NEP. Teachers may feel overwhelmed by the scale and pace of change required, especially if adequate support, resources, and training are not provided. The shift towards multidisciplinary education, competency-based assessments, and the integration of technology may require teachers to adapt their teaching practices and undergo retraining. This can lead to feelings of uncertainty and stress about their ability to meet the new expectations and standards set by the NEP. Moreover, the NEP's emphasis on autonomy and flexibility in curriculum design and assessment may also evoke concerns among teachers about maintaining standards and ensuring equitable learning outcomes. Teachers may worry about the consistency and fairness of assessments in a more decentralized education system, particularly if there is a lack of clarity or guidance on implementation guidelines. Overall, the implementation of the NEP has evoked a range of psychological responses among teachers, including anticipation, excitement, apprehension, and anxiety. Addressing teachers' concerns, providing adequate support, resources, and training, and fostering a collaborative and empowering environment are essential for successful implementation of the NEP and ensuring positive psychological well-being among educators.

Interrelation of Technology Integration and NEP 2020: An Analytical study

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Abstract:

This research critically examines the interrelation between technology integration and the transformative National Education Policy (NEP) 2020 in India. Investigating key components of NEP 2020, the study assesses the impact of technology on teaching methodologies, access to digital resources, teacher preparedness, and emerging technologies. The research employs literature reviews and policy analyses, relying on secondary data from government publications, books, newspapers, journals, and reports. The NEP 2020, a ground-breaking initiative, emphasizes multidisciplinary learning, flexibility, and technology integration from school to higher education. Technology integration aims to enhance teaching and learning experiences, aligning with NEP goals of universal access, multidisciplinary education, and improved quality. The study supports the hypothesis that successful technology integration positively impacts education, offering insights for effective NEP 2020 implementation in the digital age.

Keywords: National Education Policy 2020, technology integration, education transformation, multidisciplinary learning, teacher preparedness, NEP impact.

Introduction:

The transformative landscape of education in India is witnessing a paradigm shift through the National Education Policy (NEP) 2020, a ground-breaking initiative approved in July 2020. This policy aims to revolutionize the educational system by fostering flexibility, multidisciplinary learning, and the seamless integration of technology. As education undergoes a significant overhaul, it becomes imperative to critically analyse the interrelation of technology integration and the NEP 2020. This research paper delves into the key components of NEP 2020, elucidates the concept of technology integration in education, and assesses their alignment. The study explores the impact of technology on teaching methodologies, equitable access to digital resources, teacher preparedness, and the incorporation of emerging technologies. By addressing obstacles and proposing solutions, the research endeavours to contribute insights essential for the effective implementation of NEP 2020 in the digital age.

Objectives of the Study:

1. To know about the National Education Policy 2020
2. To analyse the interrelation of technology integration and NEP 2020
3. To Analyse Technology Integration in Education

Hypothesis of the Study:

The successful integration of technology into education, aligned with the principles of NEP 2020, will positively impact teaching methodologies, enhance equitable access to digital resources, improve teacher preparedness, and facilitate the incorporation of emerging technologies, contributing to the overall realization of NEP's transformative vision in creating a dynamic and inclusive educational ecosystem.

Research Methodology:

This research employs a comprehensive methodology involving literature reviews, policy analyses. This research is conducted on the basis of secondary data which is collected from the various government

publications, books, newspaper, journals, reports etc. The study critically examines the provisions of NEP 2020, analyses existing research on technology integration in education.

What is NEP 2020?

The National Education Policy (NEP) 2020 is a transformative initiative in India, approved in July 2020 to revamp the education system. It introduces a flexible 5+3+3+4 structure for school education, emphasizing foundational literacy, numeracy, and multidisciplinary learning. In higher education, the NEP focuses on integration, flexibility, and research promotion through the establishment of a National Research Foundation. The policy advocates for the use of mother tongue or local languages as the medium of instruction, introduces coding and vocational education from a young age, and emphasizes the integration of technology in education. Additionally, teacher training and professional development receive attention, with a proposed four-year integrated teacher education program. The NEP 2020 signifies a comprehensive effort to align education with contemporary needs, fostering holistic development and promoting innovation in the learning process.

Technology Integration in Education - Meaning

Technology integration in education refers to the strategic incorporation of various technological tools and resources to enhance and support the teaching and learning process. It involves the purposeful use of technology, such as computers, tablets, software applications, and online resources, to create meaningful and engaging learning experiences. Technology integration goes beyond simply using technology in the classroom; it emphasizes leveraging digital tools to facilitate collaboration, critical thinking, and problem-solving skills among students. Effective technology integration aligns with educational goals, enhances curriculum delivery, and accommodates diverse learning styles. It transforms traditional teaching methods by providing interactive and dynamic content, fostering a more student-centric and participatory learning environment. The ultimate aim of technology integration is to prepare students for the demands of the digital age, equipping them with essential skills for the 21st century.

Alignment with NEP Objectives:

Assessing technology integration against NEP 2020 objectives is vital. Aligned with NEP's universal access goal, technology bridges educational gaps, democratizing learning through digital tools and online platforms. Furthermore, in line with NEP's multidisciplinary focus, technology offers diverse content, interactive simulations, and collaborative platforms. Additionally, technology supports NEP's quality education objectives by fostering innovation, personalized learning, and competency-based assessments. Its role in enhancing teacher-student interactions, enabling self-directed learning, and providing real-time feedback contributes to NEP's vision for an improved education landscape.

Impact on Teaching and Learning:

The integration of technology in education has transformative effects on teaching methodologies and student learning outcomes. Personalized learning, facilitated by adaptive platforms, tailors educational content to individual student needs, enhancing the overall learning experience. Interactive learning environments, created through digital tools and multimedia resources, promote active participation and collaboration. Technology enables global access to information, allowing teachers to enrich lessons with diverse perspectives. Flipped classroom models utilize technology for students to engage with content outside class, providing valuable in-class time for discussions and hands-on activities. Real-time feedback through digital assessment tools supports immediate adjustments in teaching methods and allows students to address learning gaps promptly. Enhanced collaboration, digital literacy skills, increased engagement, and data-driven decision-making further contribute to a dynamic and personalized educational landscape. Overall, technology integration holds the potential to positively impact teaching methodologies and student learning outcomes, fostering a more engaging and effective learning environment.

Equitable Access to Technology:

The National Education Policy (NEP) 2020 in India acknowledges technology's pivotal role in education and endeavours to overcome challenges in ensuring equitable access. Key provisions include prioritizing robust digital infrastructure, ensuring high-quality internet connectivity in schools, and promoting the SWAYAM platform for widespread access to quality e-content. NEP 2020 advocates for the integration of digital and online education platforms, especially during unforeseen circumstances, aiming to reach students facing geographical or logistical barriers. Special attention is given to socio-economically disadvantaged groups, with targeted interventions to bridge the digital divide. The establishment of the National Educational Technology Forum (NETF) facilitates the exchange of ideas on technology's role in learning and administration. Curricular integration of technology ensures universal exposure, while the encouragement of Open Education Resources (OER) addresses cost-related challenges. Recognizing community involvement's significance, NEP 2020 envisions local support for digital infrastructure and widespread access to technology, emphasizing the need for sustained efforts for effective implementation.

Teacher Preparedness and Training:

Teacher training plays a pivotal role in the successful integration of technology into educational practices under the National Education Policy (NEP) 2020 in India. NEP 2020 emphasizes continuous professional development for educators, envisioning a four-year integrated B.Ed program with a specific focus on technology-enabled teaching methodologies. The policy underscores the need for technology competency standards, ensuring that teachers possess the skills to effectively utilize digital tools. In-service training programs and collaborative learning communities facilitate on-going development, fostering a culture of innovation in teaching. NEP 2020 also advocates for the integration of emerging technologies into teacher training, equipping educators to stay current with advancements. Classroom management strategies, assessment techniques aligned with technology, and monitoring and evaluation mechanisms are integral components, ensuring that teachers are not only adept at using technology but also capable of creating inclusive and effective digital learning environments.

Digital Content and Curriculum Integration:

In the National Education Policy (NEP) 2020, the integration of digital content into the curriculum aligns with the policy's multidisciplinary approach. NEP emphasizes a shift towards a holistic and multidisciplinary education system. Digital content is seamlessly integrated into the curriculum through diverse online resources, interactive modules, and multimedia materials. This inclusion enhances the learning experience by providing students with a broader and interconnected understanding of subjects. The use of technology facilitates the exploration of various perspectives, encouraging critical thinking and creativity across disciplines. NEP 2020 promotes the development and utilization of open educational resources, ensuring that digital content is accessible and supports a comprehensive, interdisciplinary learning environment. The integration of digital content serves as a catalyst for a more dynamic and engaging curriculum that reflects the multidimensional nature of knowledge in the 21st century.

Blended Learning Models:

Blended learning models, as endorsed by the National Education Policy (NEP) 2020, offer both effectiveness and challenges in diverse educational settings. The flexibility and accessibility of blended learning cater to diverse learning styles, fostering personalized education. Resource optimization is a key advantage, combining traditional and digital tools. However, challenges arise from infrastructure disparities, potentially hindering equal access. Teacher preparedness is crucial, demanding training for seamless technology integration. Equity concerns surface due to socio-economic disparities, impacting access to online resources. Designing fair assessments in a blended setting is complex, necessitating careful consideration. Sustaining student engagement and ensuring consistent content quality pose on-going challenges. Digital literacy disparities and policy implementation hurdles also influence the success of blended learning. NEP

2020's encouragement of technology integration aligns with the model's potential benefits, yet addressing challenges is imperative for equitable and effective implementation in diverse educational landscapes.

Assessment and Feedback Mechanisms:

Under the National Education Policy (NEP) 2020 in India, technology significantly impacts assessment methods, particularly in competency-based assessments. NEP emphasizes a shift toward competency-focused evaluations, and technology plays a pivotal role in enabling this transition. Online platforms facilitate the creation of interactive and adaptive assessments tailored to individual competency levels. Real-time feedback, made possible through technology, aids in addressing misconceptions promptly. Data analytics tools allow educators to gain insights from assessment data, informing instructional decisions. NEP 2020 encourages the use of e-portfolios and project-based assessments, facilitated by technology. In the era of remote and online learning, technology ensures the seamless implementation of competency-based evaluations. Addressing subjective assessment challenges, technology incorporates multimedia elements and rubrics for consistent grading. Overall, technology supports NEP's vision of learner-centric, continuous, and inclusive assessments, fostering a competency-driven education system.

Innovation in Education Technology:

The National Education Policy (NEP) 2020 in India underscores the transformative potential of emerging technologies in education. Artificial Intelligence (AI) facilitates personalized learning and assessments, aligning with NEP's individualized focus. Virtual and Augmented Reality (VR/AR) contribute to experiential learning and contextual understanding. Blockchain ensures secure academic credentialing and transparent record-keeping, in line with NEP's emphasis on flexible education. Internet of Things (IoT) enables smart classrooms and real-time data collection, supporting NEP's data-driven decision-making. Gamification, Cloud Computing, 3D Printing, and Robotics enhance engagement, accessibility, and hands-on learning, promoting NEP's holistic vision. Biometric technology ensures secure online assessments and attendance tracking. Quantum Computing fosters advanced research capabilities, contributing to NEP's goal of innovation. EdTech platforms facilitate personalized, technology-enhanced education, aligning with NEP's tech-integrated teaching and learning approach, creating a dynamic and inclusive educational ecosystem.

Barriers to Technology Integration:

Effective integration of technology in line with the National Education Policy (NEP) 2020 faces diverse barriers necessitating targeted resolutions. Limited access to reliable internet and hardware, predominantly in remote areas, requires substantial investments in digital infrastructure and subsidies for devices. Varied digital literacy levels among students and educators impede seamless integration, demanding comprehensive literacy programs and curriculum integration. Financial constraints for schools and students highlight the need for government initiatives, subsidies, and financial aid, fostering accessibility. Resistance from educators calls for a cultural shift, emphasizing innovation through professional development and showcasing success stories. Concerns about data security require robust policies, compliance, and stakeholder education. Insufficient teacher training necessitates on-going development, tailored programs, and a support system. Misalignment with curriculum goals emphasizes the importance of educational technology solutions that enhance traditional methods. Inadequate digital content availability prompts support for quality development through collaborations and incentives. Socio-economic disparities underscore the need for equitable policies, subsidies, and inclusivity initiatives. Overemphasis on traditional assessments requires a balanced approach, promoting technology for varied assessments in line with educational evolution and NEP 2020 goals. Collective efforts in addressing these obstacles align with NEP 2020's vision for effective technology integration.

Conclusion:

The hypothesis of the study, proposing that the successful integration of technology aligned with NEP 2020 principles would positively impact various aspects of education, has been substantiated through the research findings. The assessment of technology integration against NEP 2020 objectives reveals a significant alignment, particularly in promoting universal access, fostering multidisciplinary learning, and improving the quality of education. The impact on teaching methodologies, equitable access to digital resources, teacher preparedness, and the incorporation of emerging technologies supports the hypothesis, indicating positive outcomes in these areas. The barriers to technology integration, outlined in the study, also emphasize the need for strategic resolutions to enhance the alignment between technology integration and NEP 2020 objectives. In conclusion, the study provides evidence supporting the hypothesis, affirming that effective technology integration contributes positively to the realization of NEP 2020's transformative vision in education.

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Principles of National Education Policy 2020

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Abstract

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are: λ Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student’s holistic development in both academic and non-academic spheres. λ According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3. λ Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests. λ No hard separations between arts and sciences, between curricular and extra- curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning. λ Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge. λ Emphasis on conceptual understanding rather than rote learning and learning-for-exams. λ Creativity and critical thinking to encourage logical decision-making and innovation. λ Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice. λ Promoting multilingualism and the power of language in teaching and learning; λ Life skills such as communication, cooperation, teamwork, and resilience. λ Focus on regular formative assessment for learning rather than the summative assessment that encourages today’s ‘coaching culture. λ Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management. λ Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject. λ Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system. λ Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education. λ Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions. λ A ‘light but tight’ regulatory framework to ensure

integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment. λ Outstanding research as a corequisite for outstanding education and development; λ Continuous review of progress based on sustained research and regular assessment by educational experts. λ Rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions. λ Education is a public service; access to quality education must be considered a basic right of every child. λ Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation

New Education Policy: Implementation and Challenges

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Abstract:

The year 2020 has been an exceptional year for countries across the globe. In India, apart from Covid-19, one of the important changes that took place was the development of the New Education Policy (NEP) 2020. Time by time, various committees have recommended to increase the allocation of the budget for education to 6% of the GDP; this has led to the interests of researchers. This paper aims to identify the concerns and focus of NEP 2020. NEP-2020 is an innovative and futuristic proposal with both positive and negative aspects, framed with the objective to provide a quality school education and higher education to everyone with an expectation of holistic & research-oriented progress. This paper initially depicts an overview of NEP-2020, distinguish the strengths & weakness of the policy at higher education & research part, evaluation of the implementation suggestions given in the policy, identifying and analyzing possible generic strategies for implementation of NEP-2020 to fulfill its objectives based on focus group discussions. The paper also includes many predictive proposals on issues like developing quality universities & colleges, institutional restructuring & consolidation, more holistic & multidisciplinary education, optimal learning environment & student support, transforming the regulatory system of higher education, technology usage & integration, and online & digital education. Finally, some recommendations are made to implement the NEP2020 effectively irrespective of various constraints.

Keywords: Indian Higher Education Policy, Implementation Strategies, Indian Higher Education System, Research and innovation focus.

National Education Policy : Implementation and Challenges

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Abstract

The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the vision and roadmap for the development of education in India over the next few decades. The policy aims to Transformative Higher Education: Restructuring and Breaking Barriers Under NEP 2020 provide universal access to quality education at all levels, from preschool to higher education, and emphasizes the importance of holistic development, flexibility, innovation, and relevance in education. Some of the opportunities presented by the NEP 2020 include the focus on early childhood education, the integration of vocational education with mainstream education, the promotion of multilingualism, the use of technology for learning, and the creation of a National Research Foundation to fund and promote research in education. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning, and create a more student-centric and flexible education system. However, the implementation of the NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders. The policy also needs to address issues of equity, access, and inclusion, and ensure that education is accessible and affordable for all, regardless of socio-economic background or geographic location. Overall, the NEP 2020 presents an ambitious and comprehensive roadmap for the development of education in India, but its successful implementation will require a sustained and concerted effort by all stakeholders, including policymakers, educators, students, and parents.

Keyword : Quality Education, Holistic Development, Vocational Education, Mainstream Education, Multilingualism

A Review Study of National Education Policy 2020

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Abstract

Education is essential for the overall development of a human being. Also, education is an important foundation to accelerate the development of the nation in order to utilize and develop the full potential within it. Therefore, the Government of India formulated policies to promote education among Indian citizens. Accordingly, the education policy began to explain how primary to college education should be in rural and urban areas of India. Ever since Indira Gandhi formulated the first National Policy for Education in 1968, it has been undergoing necessary changes from time to time. Many different programs are planned by the Government of India for this, out of which the National Education Policy 2020 is one of them. On September 1, 1961, the National Council of Educational Research and Training was established as an autonomous organization. This institute studies all the problems related to school to college education in the country. India's educational policies have undergone drastic changes in different periods like 1964, 1968, 1986, 1996, 2005 and 2016. Government of India in 2016 former Union Secretary T. S. R. Subramaniam a National Policy Committee was appointed under the chairman. This committee has reviewed many previous government schemes, including District Primary Education Programme, Sarva Shiksha Abhiyan, Right to Education, National Madhyamik Shiksha Abhiyan, Adult Education and Literacy in India, National High Level Shiksha Abhiyan.

Keywords: NEP, Education, Policy, Programme, Research, etc.

National Education Policy: Implementation and challenges

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Abstract

The National Education Policy 2020 (NEP 2020) aims to transform the Indian education system at all levels. The policy has a number of ambitious goals for higher education, which include increasing access, improving quality, and promoting research and innovation. However, a number of critical issues need to be addressed in order to implement NEP 2020 in higher education successfully. These include significant increase in funding for higher education, India’s higher education system is currently under-resourced and overcrowded. We need to improve the infrastructure of existing institutions. In order to improve the quality of higher education, improvements in teachers’ training, rigorous assessment standards, and promotion of research and innovation are required. The NEP 2020 calls for a more decentralized system of governance in higher education. This requires the government to devolve power to state governments and institutions. It will also require the development of new mechanisms for coordination and collaboration between different stakeholders. The NEP 2020 aims to increase access to higher education for all sections of society. However, there are still a number of challenges to entry, such as poverty, gender discrimination, lack of infrastructure, shortage of qualified teachers, lack of resources, and outdated curriculum. The government needs to address these challenges in order to improve the quality of teaching and learning in higher education. The successful implementation of NEP 2020 in higher education will require a concerted efforts from all stakeholders. The Central government, State governments, institutions, teachers, students, and the community will all need to work together to make this happen.

KEYWORDS: *Higher Education, National Education Policy 2020, Implementation, Challenges*

The National Education Policy 2020 (NEP 2020): Implementation necessity and Future challenges

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Abstract:

From the past three decades, global expansion in academics observed. However, total number of students out of school/colleges has fallen sharply. This may happen because of learning crisis, it means, translation of education into the equal outcomes. Still the students of rural/urban areas are not read/write & communicate properly. Recently, the Government of India took a milestone by announcing its new education policy, the National Education Policy 2020 (NEP 2020), almost three decades after the last major revision was made to the policy in 1986. This is a innovative document that goals to transform the Indian education system at all echelons. It also take this learning outside of the four walls of a classroom and encourage students to guzzle from the real-world. The policy has several ambitious goals for higher education, which include cumulative access, improving quality, and promoting research and innovation. The success of NEP 2020 and the step of its execution depends to a large extent on how successfully the government, universities and schools can surge over the practical challenges facing it.

In addition to the above, here are some other critical issues that need to be addressed for the efficacious implementation of NEP 2020 in higher education: Lack of access to higher education, Quality of teaching and learning, Research and innovation. The successful implementation of NEP 2020 in higher education will require a rigorous effort from all participants. The Central government, State governments, institutions, teachers, students, and the community will all be prerequisite to work together to make this happen.

Mathematics in New Education Policy -2020

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Abstract:

In daily life we come across most people saying that Mathematics is a very hard subject. Teaching and mastering mathematics has historically presented difficulties for both Students and Teachers. Even after completing their primary school, Students are frequently observed to absence of basic languages and mathematical concepts and skills. Proposals for competency-based learning have been made in response to research on these topics, and the new National Education Policy (NEP) 2020 includes them as well.

Keywords: New Education Policy(NEP), Primary Education.

National Education Policy: Issues and Challenges

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Abstract

The introduction of a new education policy often heralds a transformative era in shaping the future of a nation's educational landscape. This abstract explores the multifaceted dimensions of implementing the "New Education Policy" (NEP) and the accompanying challenges it presents. With a focus on understanding the intricacies of policy translation into actionable strategies, this conference aims to foster dialogue and exchange insights among stakeholders in education.

The NEP signifies a paradigm shift in educational philosophy, emphasizing holistic development, inclusivity, and flexibility. As nations endeavor to embrace these principles, the implementation process becomes paramount. Challenges abound, ranging from structural reforms to resource allocation and capacity building. Furthermore, the dynamic interplay between local contexts and global educational trends adds layers of complexity to the implementation journey.

Key themes to be addressed include:

Policy Translation: Examining the process of translating policy goals into tangible educational initiatives at various levels, from national frameworks to local institutions.

Stakeholder Engagement: Analyzing the roles and responsibilities of diverse stakeholders - governments, educators, administrators, parents, and students - in driving effective implementation.

Infrastructure and Resources: Assessing the adequacy of infrastructure and resource allocation to support the diverse needs of educational institutions and learners.

Curriculum Reform and Pedagogy: Exploring innovative approaches to curriculum design, teaching methodologies, and assessment practices aligned with the NEP's objectives.

Equity and Inclusion: Addressing challenges related to equitable access, inclusive education, and bridging the digital divide to ensure no learner is left behind.

Teacher Training and Professional Development: Identifying strategies to enhance teacher capacity, including training programs, mentorship initiatives, and ongoing professional development opportunities.

Monitoring and Evaluation: Establishing robust mechanisms for monitoring progress, evaluating outcomes, and fostering a culture of accountability in education governance

INTRODUCTION

The introduction of a new education policy represents a pivotal moment in any nation's development trajectory. It signifies a reevaluation of existing educational paradigms and a commitment to fostering a more dynamic and inclusive learning environment. In recent times, numerous countries have embarked on ambitious educational reforms, and one such significant endeavor is the introduction of the "New Education Policy" (NEP).

The New Education Policy, often regarded as a cornerstone of educational reform, aims to address the evolving needs of a rapidly changing world. Envisioned as a holistic framework, the NEP encompasses various facets of education, including curriculum design, pedagogical approaches, teacher training, and infrastructural development. Its overarching goal is to revolutionize the educational landscape, equipping learners with the skills and competencies essential for success in the 21st century.

However, the successful implementation of any policy, especially in the realm of education, is fraught with challenges. The journey from policy formulation to execution is often riddled with complexities arising from institutional inertia, resource constraints, socio-cultural dynamics, and political exigencies. These challenges necessitate a nuanced understanding of the educational ecosystem and a strategic approach towards overcoming hurdles.

In this paper, we delve into the intricacies of implementing the New Education Policy and explore the myriad challenges that stakeholders are likely to encounter along the way. By critically analyzing the policy's objectives, methodologies, and anticipated outcomes, we aim to provide insights into navigating the complexities of educational reform. Additionally, we offer recommendations and best practices drawn from empirical evidence and comparative analyses to facilitate a smoother transition towards a more inclusive, innovative, and equitable education system.

Through this exploration, we seek to contribute to the ongoing discourse surrounding educational reform and inspire collaborative efforts towards realizing the transformative potential of the New Education Policy. By addressing implementation challenges head-on and fostering a culture of continuous improvement, we can strive towards creating a brighter future for generations to come

CHALLENGES TO IMPLEMENT NEP

Implementing a new education policy can be a complex and challenging task due to various factors including resistance to change, resource constraints, logistical issues, and cultural or political barriers. Here are some common challenges:

Resistance to Change: People, especially those entrenched in traditional educational systems, may resist changes to established practices and policies. Teachers, administrators, and parents may be skeptical or reluctant to adopt new methodologies or curricula.

Resource Constraints: Implementing new policies often requires significant financial resources for training, infrastructure development, and curriculum materials. Budget limitations can hinder the effective execution of the policy.

Infrastructure and Logistics: Many educational systems lack the necessary infrastructure, such as adequate school buildings, technology, and transportation, to support new policies effectively. Addressing these logistical challenges can be time-consuming and costly.

Teacher Training and Capacity Building: Educators may require training and professional development to effectively implement new teaching methodologies or curricula. Ensuring that teachers have the necessary skills and support systems in place is crucial for successful implementation.

Assessment and Evaluation: Developing reliable methods for assessing student learning and evaluating the effectiveness of the new policy can be challenging. Designing appropriate assessment tools and gathering meaningful data to measure progress may require significant planning and resources.

Inequity and Access: Ensuring equitable access to education for all students, regardless of socioeconomic background or geographic location, is a fundamental challenge. Implementing policies that address disparities in resources, opportunities, and outcomes requires careful planning and investment.

Political and Bureaucratic Challenges : Education policies can be influenced by political agendas, bureaucratic red tape, and power struggles within educational systems. Negotiating these challenges and gaining support from stakeholders at various levels of government and administration can be complex.

Cultural and Societal Norms: Cultural attitudes towards education, including gender roles, societal expectations, and values, can impact the implementation of new policies. Adapting policies to reflect cultural diversity and sensitivities is essential for their acceptance and effectiveness.

Community Engagement and Stakeholder Buy-In: Engaging with parents, community members, and other stakeholders is crucial for garnering support and ensuring the successful implementation of new policies. Building consensus and addressing concerns through transparent communication and collaboration can mitigate resistance and foster a sense of ownership.

Sustainability: Maintaining momentum and support for the new policy over the long term can be challenging. Ensuring that resources are allocated effectively, monitoring progress, and adapting strategies as needed are essential for sustaining positive change in the education system.

CONCLUSION

NEP2020 is an advanced regime that will facilitate value-based education and scientific learning. It will replace the older system of 'curriculum' which is rigid and unamenable to change with changing time due to the unwieldy bureaucratic system to change it. The NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st-century education.

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Impact of New Education Policy 2020 on Higher Education

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Abstract:

The announcement of the New Education Policy (NEP 2020) by the Government of India was a welcome shift and piece of good news among all the negativity that the global difficulties posed by the COVID-19 pandemic had brought about. This article primarily focuses on NEP 2020 and its effects on Higher Education. The main emphasis of this article is NEP 2020 and its implications for higher education. The key components of NEP are also described in this paper, along with an analysis of how they impact the current educational framework.

Keywords: New Education Policy (NEP), Covid-19.

Importance of National Education Policy in Imparting Quality Education

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Abstract

Education has a key and decisive role in this scenario of contingencies. The National Education Policy 2020 has therefore been transformed into the framework of this reform, which could help to build a new education system in the country, in addition to strengthening those economic and social indicators. That still needs to be improved. NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. NEP has replaced the 34-year-old national education policy formulated in 1986. NEP 2020 is based on 5 Pillars and these are- Access, Equity, Quality, Affordability, and Accountability. The year 2020 has been an exceptional year for countries across the globe. In India, apart from Covid-19, one of the important changes that took place was the development of the New Education Policy (NEP) 2020. With the motto of Educate Encourage Enlighten, this is the first education policy to be released in the last 34 years in India. Time by time, various committees have recommended to increase the allocation of the budget for education to 6% of the GDP, this has led to the interests of researchers.

NEP-2020 is an innovative and futuristic proposal with both positive and negative aspects, framed with the objective to provide a quality school education and higher education to everyone with an expectation of holistic & research-oriented progress. This paper initially depicts an overview of NEP-2020, distinguish the strengths and weakness of the policy at higher education and research part, evaluation of the implementation suggestions given in the policy, identifying and analyzing possible generic strategies for implementation of NEP-2020 to fulfill its objectives based on focus group discussions. Policy is related to an issues like developing quality universities and colleges, institutional restructuring and consolidation, more holistic and multidisciplinary education, optimal learning environment and student support, transforming the regulatory system of higher education, technology usage and integration, online and digital education. Finally, some recommendations are made to implement the NEP 2020 effectively irrespective of various constraints. The objective of NEP is to give equal emphasis on all subjects-science, social sciences, art, languages, sports, mathematics - with integration of vocational and academic streams in school. It is aimed to provide multi-disciplinary skill based education to generate employment. It is aimed at increasing enrollment of students in all kind of educational institutions by 2030.

Keywords: Indian Higher Education Policy, Implementation Strategies, Indian Higher Education System, Research and innovation focus.

NEP 2020: The Opportunity For Rural & Geographical Tough Areas

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Abstract:-

The rural areas and the geographically tough areas, until now have primarily been devoid of high-quality education because of the difficulties that are associated with these areas. The NEP 2020 is a hope and opportunity to fill this void that has been created in these areas. There are various recommendations that the policy document has to provide quality education to the geographically tough areas as well as to the rural areas. A new term that the document introduces is **Socio-Economically Disadvantaged Groups (SEDGs)**. Along with gender identities, socio-cultural, socio-economic identities, and disabilities, the geographical identities too are included in the SEDGs. This will help these areas to get the necessary attention and incentives from the governments in the future. One of the problem with the schools in these tough areas, particularly primary schools, is the small size of the schools. The schools are often spread in multiple no.s with minimum no. of students. The geographical dispersion, challenging access conditions, and the very large numbers of schools make it difficult to reach all schools equally. In the new system, a school complex would be made with one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadis, in a radius of five to ten kilometers.

The document clearly mentions that ‘The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas.’ This aims at the idea of increasing reading habits in the country. For this, the online accessibility of library books will be increased and digital libraries will be further broadened. Other measures include setting up of rural libraries and reading rooms in disadvantaged regions.

Presently, there are is a shortage of teachers in the geographically tough and rural areas. Often the teachers teach in multiple classes and multiple subjects other than the one they are trained in. This reduces the efficiency of the teacher and also prevents the flow of proper knowledge to the students. In order to solve this problem, NEP 2020 looks to ensure that outstanding students enter the teaching profession, especially from rural areas. In rural areas, special merit-based scholarships will be established that also include **preferential employment** in their local areas upon successful completion of their B.Ed. programs. This, in addition to providing local job opportunities to the youth and solving the problem of shortage of teachers in rural areas, will also serve as portraying these employed youth as local-area role models and as highly qualified teachers who speak the local language.

Keywords: NEP2020, rural areas, problems, geographical tough areas

Challenges in Implementation of NEP 2020

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National education policy continuously reformed since 1986 ,later in 1992 for better education in India.NEP (2020) is reformatory step toward changing the education system of India for the better. A lot of effort has been put in framing the policy, as result of in-depth research, and discussion. There is a lack of infrastructure and funding to help such big changes into the system. The NEP 2020 focuses on making India a global destination for education by stressing upon quality and dynamism. The board examinations will be reformed and there is much stress on the development of critical thinking among the students and offering experiential learning to them. The NEP 2020 addresses the need to create professionals in fields ranging from agriculture to artificial intelligence. NEP requires many stakeholders & coordination among money which they will be recovering from the fees and related charges . NEP advocated that mother tongue will also be a medium of instruction wherever possible .This will require well trained teachers to ensure that this experimentation & betterment of students.Indian system of education will be need to cultural and behavioural shift .The professors and the learners both should develop respect and curiosity to learn new things from multiple disciplines.This will require 20-30 good years to create a positive atmosphere for such change.

Keywords: Education,Policy,cultural,institutions,Positive,experiment,mother-tongue,disciplines.

National Education Policy: Implementation and Challenges

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Abstract

This research paper will introduce to the state of the art technological assistance in the recently implemented NEP 2020, and the challenges in the predicted NEP implementation. The chapter here will make an inferential and reportorial study with the facts of the policy guidelines to be implemented in the NEP introduced in the education system of India. The NEP has the entire implementation path very clear in its policy guidelines, but at the same time, has the challenges that are innate in it, though explicitly not written down anywhere in the policy. The factors of an application here for the implementation like the ICT issues and the scale, the transformation of the traditional classroom to modern digital transformation of delivery, the impact on the pedagogy, the stage challenges like the early stages of developmental issues etc. The challenges of Learning Access, Equity, Landscape, Quality Framework and the affordability of the government and the taxpayers for the huge establishment has its challenges, which this chapter tries to explore and find facts to suggest the best possible means and methods of implementation at various levels. Learning Assistance: This paper opens with the introduction of the basic knowledge of what are the challenges of implementing NEP and derives the entire challenges into different levels of challenges by elaborating on the stage by stage of the challenges present in the implementation process. The paper explores the challenges from the technological trends that are prevalent across the world and its impact on the education system, and the matter of implementing the same in the process of NEP implementation of the seven important challenges of the NEP implementation, since the success of accessibility and equity, that stands as the important pillars to reach to the mass of cores of Indians are feasible upon overcoming these challenges discussed in the chapter. Introduction: The phenomena of everyday life changes with the use of IT and ICT, that has occupied almost the entire world in every civilized action has absorbed the education system into it, and has broken the wall of the world, by its seamless connectivity through the digital platforms. The advantage that is showered

by technology is not without the disadvantages, it has the problem of frequent changes, that are rapid and dynamic too, and at times not fathomable to many ordinary citizens who are the stakeholders of the education system. Hence this chapter deals with the technology trends that are not just the current technological developments but the emerging technologies as well. Time is ripe that the education system in India needs to view the on the technology trends that are categorized according to NEP as four, and how supportive it can be to the education system is the study to be undertaken to support and suggest the NEP 19 (National Education Policy 2019).

Key words – NEP, ICT, Challenges, Implementation, etc

A New Vision for India's Higher Education System

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ABSTRACT:

Higher education plays a pivotal role in the development of the nation. The education system in India is undergoing a major transformation in recent years, resulting in a shift towards a more holistic and multidisciplinary education system, which will help to achieve the goals of higher education in the country. A new vision for India's higher education system is presented in this paper. The vision is based on a vision of a new and forward-looking education system that will contribute to the improvement of the quality of education in India. The system will be redesigned and restructured to meet the needs of high-quality teaching-learning processes for quality education. This vision will be implemented in the framework of the National Higher Education Qualification Framework (NHEQF) and the National Skills Qualifications Framework (NSQF) to facilitate the integration of vocational education into higher education. The HEIs will be encouraged and supported to develop high quality online courses, and a model public university will be set up and will aim to attain the highest global standards in quality education, thereby helping to restore its role as a Vishwa Guru.

Keywords: Facebook, Social Media, Magazine, Appearance -related NEP,

A New Approach in Ethical and Inclusion Education

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ABSTRACT:

‘Emphasis on developing students’ intellectual, cognitive, creative and social skills and the multi-disciplinary nature of the curriculum encourages students to explore different disciplines, a broad-based education that will develop all aspects of the person of the all-encompassing NEP.

“Equitable and inclusive education” is a key tenet of NEP which assures that no child should be deprived of quality education because of their socio-cultural background.

The policy aims to make education more inclusive, equitable and inclusive.

Keywords: Social media, Facebook, Magazine.

Changing Role of Teacher Educators in View of NEP 2020

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ABSTRACT:

Education is the key to the development of any nation and it depends on the quality of teachers. Knowledge, dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality education and student success. Producing such teachers is a major challenge facing governments around the world today. Different factors of quality affect the national development while looking at the importance of teacher education. The quality, character and efficiency of the teacher are very important factors. Continuous and adequate supply of quality teachers, quality of their professional preparation, fulfillment of their service conditions and dissemination of educational facilities and provision of up-to-date teacher education to enhance the quality of teachers etc. have become of unprecedented importance to the education profession. A teacher should prepare himself for learning. Teaching others requires continuous learning. His learning process should never stop. A teacher should live as a student till the end of his life. They should never let their desire to learn die. The quality of the school depends on the quality of the teacher.

A study on NEP 2020: Implementation and Challenges.

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Abstract:

The National Education Policy (NEP) 2020 was adapted and is now being implemented in India. The NEP is a strategic document that summarizes the vision and plan for development in education. The strategy aims to provide broad access to quality education from preschool to higher education and emphasizes the importance of holistic development, flexibility and innovation in education. NEP 2020 includes focus on early education, integration of vocational education with mainstream education, promotion of multilingualism, use of technology for education and creation of National Research Foundation to fund and promote research in education. The strategy aims to improve the quality of teacher education, increase the use of online and blended learning, and create a more student-centered and flexible education system. However, there are many challenges in the implementation of NEP 2020, such as the need for substantial investment in education, lack of adequate infrastructure and resources, shortage of trained teachers, the challenge of imparting quality education in remote and rural areas, and the need for effective collaboration among various stakeholders. Policy must address issues of equity, access and inclusion and ensure that education is accessible and affordable for all, regardless of socio-economic background or geographical location. Overall, the NEP 2020 presents an ambitious and comprehensive roadmap for the development of education in India, but its successful implementation requires sustained and concerted efforts by all stakeholders. Keyword: Collaboration, Holistic Development, Innovation, Mainstream Education, Multilingualis

Role of Indian Art and Culture in NEP 2020

Traditional art and craft, practiced by various craftsman societies in the country are the evidence of Indian cultural heritage. Though the histories represented in the form of painted cover-up or scroll-paintings are the genesis of traditional Indian visual language, the scarcity of public awareness and privacy from the mass is becoming a threat to economic sustainability of those craftsman societies as

well as cultural sustainability of our heritage. Virtual heritage propagated through new-media have strong potentiality to turn people culturally aware about our absconding cultural heritage and eventually bring traditional Indian art and craft into the domain of public knowledge. Translating the pool of data, worthy to be conserved and diffused among larger mass, into a popular paradigm like new-media is found more accessible by new generation and can act as an educative tool. The young population is most effective to carry forward the cultural legacy in the long run. Study is duly meant for the knowledge preservation, such as method, material and the key features of the visual art-form. Possibilities and constrains of the modern paradigm are analysed and extracted visual language from the traditional art-form is translated accordingly.

Art is the key medium of imparting culture. Traditional knowledge and practices lie at the heart of a community’s culture and identity but are under serious threat from globalisation. Some aspects of traditional knowledge, many traditional practices are still disappearing. Rapid urbanisation can have a marked effect on a community’s natural environment and their knowledge of it. The NEP 2020 is the bridge between inter-generational gap in the line to promote Art, Culture and Heritage of India with multidisciplinary approach. Education of Indian arts of all kinds must be spread and offered to students at all levels. Along with art and cultural strengthening Identity and awareness, are eminent for creativity.

Issues with the NEP- 2020

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Abstract:

The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the vision and roadmap for the development of education in India over the next few decades. The policy aims to Transformative Higher Education: Restructuring and Breaking Barriers Under NEP 2020 provide universal access to quality education at all levels, from preschool to higher education, and emphasizes the importance of holistic development, flexibility, innovation, and relevance in education. Some of the opportunities presented by the NEP 2020 include the focus on early childhood education, the integration of vocational education with mainstream education, the promotion of multilingualism, the use of technology for learning, and the creation of a National Research Foundation to fund and promote research in education. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning, and create a more student-centric and flexible education system. However, the implementation of the NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders. The policy also needs to address issues of equity, access, and inclusion, and ensure that education is accessible and affordable for all, regardless of socioeconomic background or geographic location. Overall, the NEP 2020 presents an ambitious and comprehensive roadmap for the development of education in India, but its successful implementation will require a sustained and concerted effort by all stakeholders, including policymakers, educators, students, and parents. The new policy has tried to please all, and the layers are clearly visible in the document. It says all the right things and tries to cover all bases, often slipping off keel.

- **Lack of integration:** In both the thinking, and in the document, there are lags, such as the integration of technology and pedagogy. There are big gaps such as lifelong learning, which should have been a key element of upgrading to emerging sciences.
- **Language barrier:** There is much in the document ripe for debate – such as language. The NEP seeks to enable home language learning up to class five, in order to improve learning outcomes. Sure, early comprehension of concepts is better in the home language and is critical for future progress. If the foundations are not sound, learning suffers, even with the best of teaching and infrastructure. But it is also true that a core goal of education is social and economic mobility, and the language of mobility in India is English.
- **Multilingualism debate:** Home language succeeds in places where the ecosystem extends all the way through higher education and into employment. Without such an ecosystem in place, this may not be good enough. The NEP speaks of multilingualism and that must be emphasised. Most classes in India are de facto bilingual. Some states are blissfully considering this policy as a futile attempt to impose Hindi.
- **Lack of funds:** According to Economic Survey 2019-2020, the public spending (by the Centre and the State) on education was 3.1% of the GDP. A shift in the cost structure of education is inevitable. While funding at 6% of GDP remains doubtful, it is possible that parts of the transformation are achievable at a lower cost for greater scale.
- **A move in haste:** The country is grappled with months of COVID-induced lockdowns. The policy had to have parliamentary discussions; it should have undergone a decent parliamentary debate and deliberations considering diverse opinions.
- **Overambitious:** All aforesaid policy moves require enormous resources. An ambitious target of public spending at 6% of GDP has been set. This is certainly a tall order, given the current tax-to-GDP ratio and competing claims on the national exchequer of healthcare, national security and other key sectors. The exchequer itself is choked meeting the current expenditure.
- **Pedagogical limitations:** The document talks about flexibility, choice, experimentation. In higher education, the document recognizes that there is a diversity of pedagogical needs. If it is a mandated option within single institutions, this will be a disaster, since structuring a curriculum for a classroom that has both one-year diploma students and four-year degree students’ takes away from the identity of the institution.
- **Institutional limitations:** A healthy education system will comprise of a diversity of institutions, not a forced multi-disciplinarily one. Students should have a choice for different kinds of institutions. The policy risks creating a new kind of institutional isomorphism mandated from the Centre.

- Issues with examinations: Exams are neurotic experiences because of competition; the consequences of a slight slip in performance are huge in terms of opportunities. So the answer to the exam conundrum lies in the structure of opportunity. India is far from that condition. This will require a less unequal society both in terms of access to quality institutions, and income differentials consequent upon access to those institutions.
- There is a persistent mismatch between the knowledge & skills imparted and the jobs available. This has been one of the main challenges that have affected the Indian education system since Independence.
- NEP 2020 failed to check this, as it is silent on education related to emerging technological fields like artificial intelligence, cyberspace, nanotech, etc.
- An ambitious target of public spending at 6% of GDP has been set. Mobilising financial resources will be a big challenge, given the low tax-to-GDP ratio and competing claims on the national exchequer of healthcare, national security and other key sectors.
- The policy has also been criticised due to the legal complexities surrounding the applicability of two operative policies namely The Right to Education Act, 2009 and the New Education Policy, 2020. Certain provisions such as the age of starting schooling will need to be deliberated upon, in order to resolve any conundrum between the statute and the recently introduced policy in the longer run.
- it is pertinent to note that past attempts at parliamentary legislations under the erstwhile regulatory set up have not been successful. The failure can be attributed to the role of regulators and the intended legislative changes being out of alignment, as in the case of Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010, which lapsed; and the proposed Higher Education Commission of India (Repeal of University Grants Commission Act) Act, 2018 which remained did not reach the Parliament.
- While the Universities Grants Commission and the All India Council for Technical Education have played a major role, questions pertaining to the role of the UGC and AICTE remain unanswered under the new policy.
- Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years.
- In higher education, the National Education Policy 2020’s focus on interdisciplinary learning is a very welcome step. Universities, especially in India, have for decades been very silo-ed and departmentalized. References: Below are the details of all the places where I have collected the information:
 1. e the details of all the places where I have collected the information:

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New Education Policy (NEP)

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Abstract:

In India apart from Covid 19 one of the important changes. NEP 2020 time by time various committees have recommended to increase the allocation of the budget for education to 6% of the GDP. Countries plan their education system to progress, promote education at all economic classes and include common people the GOI.

Third national policy on education 2020 MHRD released a draft on NEP 2019. Several ideas consolation offered by stakeholders and public. NEP to enhance essential learning and critical thinking. The significant change is structure a 10+2+3 system to a 5+3+3+4 system. The is an effort to optimize learning based on the cognitive development of children.

Keyword: NEP, GDP, GOI, MHRD, children, stakeholder class

National Education Policy and Enhancement of English Language Teaching and Learning in Rural Area.

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Abstract:

Language is the gift to human beings. Listening, speaking, reading, and writing skills are essential for their proficiency and communication. The National Education Policy (NEP) 2020 has advocated that the medium of instruction is home language/mother tongue /local language/regional language for schools, until at least Grade 5, but preferably till Grade 8 and beyond.

India has varied social, cultural and traditions. Its strong ethics and human values are pride for our Indians. So NEP has given importance to integrate all aspects to improve self-confidence, self-knowledge, cooperation, and national integration. At the same time, NEP 2020 recognizes the importance of e- learning resources. It is the fact that digital access is highly limited rural area. However, there is a lot of progress in mass media, such as television, radio, and community radio. The policy also gives importance to interdisciplinary and multidisciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and other professional courses.

The use of various e- resources to learn process in and out of the class. The Teacher uses some form of technology in the class. It creates positive changes. It also helps learners to realize the topic with enthusiasm and develop their knowledge. The present study emphasizes on the National Education Policy (NEP) 2020 which advocates the medium of instruction is home language/mother tongue /local language/regional language and also ICT resources to improve Language Skills for English language proficiency.

Some Free Websites for English Language Learning SWAYAM, NAPTEL, MOOCS

Keywords: proficiency, interdisciplinary, multidisciplinary, e-learning

National Education Policy : Implementation and Challenges

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Abstract

The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the vision and roadmap for the development of education in India over the next few decades. The policy aims to Transformative Higher Education: Restructuring and Breaking Barriers Under NEP 2020 provide universal access to quality education at all levels, from preschool to higher education, and emphasizes the importance of holistic development, flexibility, innovation, and relevance in education. Some of the opportunities presented by the NEP 2020 include the focus on early childhood education, the integration of vocational education with mainstream education, the promotion of multilingualism, the use of technology for learning, and the creation of a National Research Foundation to fund and promote research in education. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning, and create a more student-centric and flexible education system. However, the implementation of the NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders. The policy also needs to address issues of equity, access, and inclusion, and ensure that education is accessible and affordable for all, regardless of socioeconomic background or geographic location .Overall, the NEP 2020 presents an ambitious and comprehensive roadmap for the development of education in India, but its successful implementation will require a sustained and concerted effort by all stakeholders, including policymakers, educators, students, and parents.

Key Words – Challenges, Implementation, NEP, Policy etc

Holistic Skill Development in Implementing New Education Policy 2020

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Abstract :

The New Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education landscape in India. One of its key pillars is fostering holistic development, emphasizing the need for a well-rounded set of skills beyond academic knowledge. This abstract explores the significance of holistic skill development in successfully implementing the NEP 2020. The NEP 2020 envisions an education system that goes beyond traditional learning, focusing on cognitive, socio-emotional, and practical skills. Holistic skill development encompasses a broad spectrum, including critical thinking, creativity, communication, collaboration, and adaptability. Integrating these skills into the curriculum is essential for preparing students to thrive in a rapidly evolving global landscape.

This abstract reviews the various components of holistic skill development outlined in the NEP 2020 and examines strategies to effectively implement them in educational institutions. It delves into the role of educators, policymakers, and stakeholders in fostering an environment that encourages holistic development. Additionally, it explores the potential challenges and proposes solutions to ensure a seamless integration of holistic skill development initiatives. Furthermore, the abstract discusses the use of technology in facilitating holistic skill development, acknowledging its role as an enabler for personalized and experiential learning. The incorporation of innovative teaching methods, project-based learning, and real-world applications are explored as ways to enhance holistic skill development.

The abstract concludes by highlighting the potential benefits of holistic skill development in alignment with the NEP 2020, emphasizing the positive impact on students' overall growth and their preparedness for a dynamic and competitive future. It advocates for a collaborative approach among educational institutions, policymakers, and the community to create an ecosystem that nurtures holistic development and successfully implements the vision of the New Education Policy 2020.

Key words : The New Education Policy (NEP) 2020, Cognitive Skills , Socio- Emotional Skills , Academic Knowledge , Creativity , Collaboration .

National Education Policy (2020): A Critical Analysis

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Abstract:

It is very important to have a well outlined and innovative education policy at all levels of schools and colleges which gives a betterment in social and economic context. According to the customs and heritage, many countries acquire various education systems and acquire various stages in their life cycle to make it fruitful in all school and college education levels. In few months ago the Government of India released a new education policy under a committee chaired by Dr. K. Kasturirangan. He was also a former chairman of the Indian Space Research Organization (ISRO). In June 2017, the committee was constituted and on May 31, 2019, the committee submitted its report. The main highlights of this paper are the various educational stages features, some principles of this new policy, the difference between the old National Education Policy 1986 and the current National Education Policy 2020, various things which were adopted in the higher education system, various innovations in NEP 2020, main implications of NEP 2020, advantages of Higher Education in NEP 2020 and some suggestions for improvements.

As we know, education is the most fundamental thing to upgrade national development. In India, the number of young people is very high, so it is very essential to give high-quality educational opportunities as they are the future of our country. It is seen that in India most of the students enrolled in colleges are very limited; because many students are not able to access higher educational institutions as most of the students belong to socio-economically disadvantaged areas, the teachers are very limited and in most of the colleges and universities there is a lack of research work and innovations.

Keywords: National Education Policy (2020), Basic Principles, Stages, Merits, Implications.

Impact of National Education Policy 2020 and opportunities for stakeholders

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Abstract

The National Education Policy 2020 envisages providing quality education that is beneficial to meet the growing economy and flourish innovative education policy at the school and college level as education leads to social and economic development. In 2020, one of the important changes that took place in India was the development of the New Education Policy (NEP) 2020. The National Education Policy 2020 highlights that it primarily focuses on practical training to develop creative abilities, skills, and analytical thinking among students. This study focuses on NEP 2020 and its impact on stakeholders, especially colleges aware of NEP-2020 and their views on the policy.

Keywords: College Education, Stakeholders, NEP-2020

Advantages of New Education Policy

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Abstract

The National Education Policy 2020 implementation has been started now. NEP has concentrations on the complete development of students. It promotes analytical thinking, creativity, and problem-solving skills, preparing students to thrive in the 21st century. The policy also offers flexible learning pathways, allowing students to choose subjects based on their interests and career aspirations. Reducing the curriculum burden allows for a deeper understanding of subjects and encourages a more comprehensive learning experience. Inclusive education promotes supportive learning environment, fostering empathy and understanding among students. Skill development enhances their employability and prepares them for future challenges.

The new education policy helps in continuous professional development of teachers and provides opportunities for trainings. The policy also encourages a shift towards learner-centric teaching practices, create interactive learning experiences, and cater to diverse learning styles. The policy empowers teachers to become facilitators of learning rather than just information providers. They can guide students through their learning journey, foster critical thinking, and nurture students' interests and talents.

Key words : Critical Thinking, Curriculum Implementation, Employability, Interactive Learning

Disadvantages of NEP 2020

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Abstract

The National Education Policy 2020 implementation has been started now. It has too many advantages but along with these one of the primary concerns with the policy is the potential increase in pressure and competition among students. NEP emphasizes the importance of standardized examinations and encourages board exams at multiple levels, starting from the early years. This approach may lead to an excessive focus on grades and performance, compromising the overall development and well-being of students. The NEP 2020 falls short in adequately addressing the training and support needs of teachers. The lack of clear guidelines for continuous professional development and incentives may impact the quality of education imparted in classrooms. The policy's aim to standardize education across the country may overlook regional and cultural diversities. The one-size-fits-all approach might not cater to the unique needs and aspirations of students from different states and regions. A major concern surrounding the policy is the lack of a robust implementation strategy. It proposes ambitious changes without providing a clear roadmap for execution. This ambiguity can lead to confusion among educational institutions, teachers, and students, resulting in uneven implementation across the country. Without a well-defined plan, the potential benefits of the policy may remain unrealized.

Key words: Implementation, Overall development, Professional development

NEP 2020 for Transforming Higher Education in India

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Abstract

For restoring the role of India as ‘Vishwa Guru’, it is necessary to upgrade the quality of Higher Education as well as research with an all-round consistent set of efforts on the part of every stakeholder of Higher Education. The availability of a good quality education is very fruitful and useful for socio-economic development of society. The National Education Policy- 2020 designs to provide a concrete support for higher education system in our country. The aim will be to increase the Gross Enrollment Ratio from 26.3% to 50% by year 2035.

The important suggestion of NEP-2020 is to transform Higher Educational Institutions into major interdisciplinary Universities and clusters. As a result of this higher education will no longer be fragmented. A number of measures will be implemented to ensure that Universities and Colleges will set up high quality support centers along with the adequate funds and academic resources to encourage students from socio-economically disadvantaged background. To support the students financially the National Scholarship Portal will be enhanced. The NEP-2020 also aims to improve the quality of teacher education and create a more student centric education system. The other overall focus area for NEP-2020 includes curriculum design, assessment, evaluation and examination format with teacher appraisal. The Central Advisory Board of Education (CABE) will be strengthened to ensure coordination with the MHRD and the respective organisations of States. The National Research Foundation (NRF) will be established to accelerate and expand research and innovations all over the country. Through close collaboration of NRF with governmental agencies, business and private groups successful research will be recognised. The policy will welcome worldwide educational institutions and universities to line up their campuses in India. Through this we will have a easy access to quality education and making the dream affordable to more students.

The NEP lead to interest based education and need based learning for empowering Indian youths with best vocational skills in future. The quality higher education will give the boost for developing human beings who improved human value-based discipline and makes everyone to contribute for discovering, adopting and promoting new technology which can contribute to the overall progress of society.

Keywords- National Education Policy 2020, Indian Higher Education Policy, National Research Foundation, Higher education.

NEP 2020 : Equitable and inclusive education

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Abstract

NEP 2020 aims to ensure that no child misses out on opportunities to learn and excel because of circumstances of birth or background. Special emphasis will be placed on socially and economically disadvantaged groups (SDGs), including gender, sociocultural and geographical identities and disabilities. This includes the establishment of Gender Inclusion Funds and Special Education Zones for disadvantaged regions and groups.

Children with disabilities will be enabled to participate fully in the regular school process from basic to higher education, with teacher support including cross-disability training, resource centers, accommodations, assistive devices, appropriate technology-based tools and other supports. A system designed to meet their needs.

Each State/District will be encouraged to establish "Bal Bhavans" as special day boarding schools to engage in arts-related, career-related and sports-related activities. Free school infrastructure can be used as a social consciousness center.

Keywords: Circumstances, Emphasis, Sociocultural, Accommodations, Consciousness.

Important Features of the New Education Policy 2020

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Abstract

The National Education Policy was formulated in 1986 and revised in 1992. Since then there have been many changes which necessitated revision of the policy. NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Education Policy of 1986. NEP 2020 is founded on five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It will be our youth to face the diverse national global challenges of the present and future.

Features of NEP 2020-

All schools will be taught under 5+3+3+4 formula instead of 10+2 structure. The board exams will be held for class 12 only, as the class 10 board exams will be closed now. Examinations from class 9th to 12th will be conducted semester wise. Upto 5th standard students will be taught only in their mother tongue, local language and national language. The duration of a college degree will now be three and four years. Also, students pursuing a four-year degree can do a master's in one year. Students will be eligible for multiple exit options and appropriate certificates after a certain period. All students will be allowed to pursue other courses during their ongoing courses. Many reforms have been made in higher education as well. It includes graded academic, administrative and financial autonomy etc. Several e-courses will be introduced in regional languages and virtual labs will be developed. Students no longer need to do M.Phil or Ph.D, while M.A students can do Ph.D. directly. National Educational Scientific Forum (NESF) will be started. These changes and regulations will be applicable to all organizations, whether government or other.

Keywords: Equity, Quality, Affordability, Autonomy, Accountability.

Research Internship at Higher Education Institutions/Research Institutions

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The flexible and inventive curricula of all HEIs shall include credit-based courses and projects in the neighborhood of society participation and service, environmental education and value-based education in order to accomplish such a comprehensive and multidisciplinary education. The University Grants Commission has released new draft guidelines that mandate internships for undergraduate students, who will also be credited for completing them. National Education Policy 2020 highlights the necessity of including internships and research into undergraduate curricula to enable students to actively participate in experimentation. These are short-term initiatives with a specific focus and a set time frame that are supervised and structured. The goal of this program is to assist researchers at HEIs, research organizations, industrial R&D labs, and other prominent national institutions in their search for creative ideas with the help of research interns.

A research internship would be interesting to HEI students for several reasons, such as developing their critical-thinking and problem-solving abilities providing opportunities for networking through seminars, workshops and conferences and also providing possibilities to obtain fresh perspectives. An intern could be offered internship supervision by a researcher or academician working on a subject supported by outside funding or on their own initiative.

There would be two kinds of research internships consisting improvement a student's employability and enhancement the interest of a student in research. Every undergraduate student enrolled in a graduate degree program is eligible to conduct a 10-week first research internship during their first year and a 10-week second research internship during their second year. A Nodal officer will be chosen by the Vice Chancellor, Director, Principal, or Head of Department of Higher Education of HEI based on the suggestion of the Director of the R&D Cell to supervise, manage, and carry out the Research Internship Programme. The supervisor of the research internship will evaluate the interns according to their productivity and sincerity. The internship supervisor at the host institute and the mentor at the parent HEI must collaborate to create an internship plan that includes determination of the research topic, exploiting the intern's role and responsibilities, timelines for internships and output of Project.

Role of Indian Art and Culture in NEP 2020

Tingre Shailaja Arvind

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Traditional art and craft, practiced by various craftsman societies in the country are the evidence of Indian cultural heritage. Though the histories represented in the form of painted cover-up or scroll-paintings are the genesis of traditional Indian visual language, the scarcity of public awareness and privacy from the mass is becoming a threat to economic sustainability of those craftsman societies as well as cultural sustainability of our heritage. Virtual heritage propagated through new-media have strong potentiality to turn people culturally aware about our absconding cultural heritage and eventually bring traditional Indian art and craft into the domain of public knowledge. Translating the pool of data, worthy to be conserved and diffused among larger mass, into a popular paradigm like new-media is found more accessible by new generation and can act as an educative tool. The young population is most effective to carry forward the cultural legacy in the long run. Study is duly meant for the knowledge preservation, such as method, material and the key features of the visual art-form. Possibilities and constrains of the modern paradigm are analysed and extracted visual language from the traditional art-form is translated accordingly.

Art is the key medium of imparting culture. Traditional knowledge and practices lie at the heart of a community's culture and identity but are under serious threat from globalisation. Some aspects of traditional knowledge, many traditional practices are still disappearing. Rapid urbanisation can have a marked effect on a community's natural environment and their knowledge of it. The NEP 2020 is the bridge between inter-generational gap in the line to promote Art, Culture and Heritage of India with multidisciplinary approach. Education of Indian arts of all kinds must be spread and offered to students at all levels. Along with art and cultural strengthening Identity and awareness, are eminent for creativity.

Endeavour aspects of NEP 2020 in developing India

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Abstract:

According to All India Survey on Higher Education -in India currently 37.4 million students are studying across 993 universities, There are about 39,931 colleges and 10,725 standalone Institutes has been working compared to 0.2 million students in about 20 Universities and 500 Colleges in 1950-51.All India Survey on Higher Education (2019-2020) had been reported GER (Gross Enrolment Ratio) in Higher Education up to 27.1%.which is low as compared to GER of Global level (29%).NEP has been planning to raise the GER in Higher Education up to 50% by 2035.

To increase Research activities in India, NEP 2020 has been planning to work through NRF (National Research Foundation) and in cooperation with HEI (Higher education Institutes) will provide funds and grants for competitive peer reviewed and grant proposals of all types across all disciplines; for encouraging International Collaboration -Research proposals could be sent out for review in other countries too; through the guidance of Retired faculties.

NEP 2020 will Provide an Education Through Open Distance Learning; though Online Platform by Giving Scholarships too. In the current Status GDP (Gross domestic product) of India is 2,256.59 USD per capita for year 2021; hence IMF (International Monetary Fund) organization had been reported by evaluating world economic outlook -India at 143th position out of 195 economies in terms of GDP per capita in oct-2023.NEP 2020 has been boosting to raise GDP status by cooperating with center and state governance to increase public investment in an Education sector to reach out 6% of GDP earliest.

KEY WORDS: GER, GDP, NRF, HEI, Higher education.

New Education Policy: Implementation and Challenges

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Abstract -

The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the vision and roadmap for the development of education in India over the next few decades. The policy aims to Transformative Higher Education: Restructuring and Breaking Barriers Under NEP 2020 provide universal access to quality education at all levels, from preschool to higher education, and emphasizes the importance of holistic development, flexibility, innovation, and relevance in education. Some of the opportunities presented by the NEP 2020 include the focus on early childhood education, the integration of vocational education with mainstream education, the promotion of multilingualism, the use of technology for learning, and the creation of a National Research Foundation to fund and promote research in education. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning, and create a more student-centric and flexible education system. However, the implementation of the NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders. The policy also needs to address issues of equity, access, and inclusion, and ensure that education is accessible and affordable for all, regardless of socioeconomic background or geographic location. Overall, the NEP 2020 presents an ambitious and comprehensive roadmap for the development of education in India, but its successful implementation will require a sustained and concerted effort by all stakeholders, including policymakers, educators, students, and parents.

The National Education Policy (NEP) 2020 is a comprehensive policy that aims to transform the education system in India. The policy is designed to address the challenges faced by the education sector in India and provide opportunities for growth. The policy is based on the principles of accessibility, equity, quality, affordability, and accountability, and it seeks to provide a holistic and multidisciplinary education to all students. From the introduction of colonial education in 1834 teacher education in Trinidad and Tobago has been through several phases of reformation. Reforms took place mainly to facilitate policies which brought about changes in practice in the education system.

The national education policy of 2020 covers a wide ambit of areas, therefore the implementation of all of it, all at once is a big challenge. In the modern era, mainly for the education system in our country, education policies have been implemented in the years 1968, 1986 and 2020. At present, the target of fully implementing the National Education Policy 2020 by the Central

Government has been set by the year 2040. As per Prime Minister Narendra Modi, the new education policy of 2020 focuses on learning instead of studying, goes beyond the curriculum to focus on critical thinking. NEP 2020 has brought a Paradigm shift starting from changes in the pedagogical structure to vocational training to higher education. It focuses on the quality rather than the quantity, more emphasis is given on creativity and understanding rather than Rote learning. Along with this, some new challenges are also likely to be present in it. As an opportunity, many provisions have been made keeping in mind the social, economic and psychological needs of the child, as well as encouraging innovations. This new creative nature in the field of education can be seen as a qualitative improvement in the true sense if the problems faced in its implementation are removed.

In this paper, analysis about issues and the challenges in the implementation of various policies mentioned in national education policy 2020, the key areas that remain missing, and the complexities involved. Interesting, important and exemplary ideas have been included in the new education policy. Along with this, some new challenges are also likely to be present in it.

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Impact of New Education Policy 2020 on School Education

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Abstract:

This paper discusses the New Education Policy NEP 2020, with respect to its impact school education. The goal of the new policy is to make education available to everyone, from preschool to secondary school. The goal of this educational system is to help kids so they don't miss out on any chances to study and succeed. The study's recommendations and ideas for the successful and efficient implementation of NEP 2020 are provided in the end.

National Education Policy 2020

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Abstract

All schools will be taught under 5+3+3+4 formula instead of 10+2 structure. The board exams will be held for class 12 only, as the class 10 board exams will be closed now. Examinations from class 9th to 12th will be conducted semester wise. Upto 5th standard students will be taught only in their mother tongue, local language and national language. The duration of a college degree will now be three and four years. Also, students pursuing a four-year degree can do a master's in one year. Students will be eligible for multiple exit options and appropriate certificates after a certain period. All students will be allowed to pursue other courses during their ongoing courses. Many reforms have been made in higher education as well. It includes graded academic, administrative and financial autonomy etc. Several e-courses will be introduced in regional languages and virtual labs will be developed. Students no longer need to do M.Phil or Ph.D, while M.A students can do Ph.D. directly. National Educational Scientific Forum (NESF) will be started. These changes and regulations will be applicable to all organizations, whether government or other.

Introduction -

Recently, the Union Cabinet has approved the new National Education Policy (NEP), 2020 with an aim to introduce several changes in the Indian education system - from the school to college level. The NEP 2020 aims at making “India a global knowledge superpower”. The Cabinet has also approved the renaming of the Ministry of Human Resource Development to the Ministry of Education. The NEP cleared by the Cabinet is only the third major revamp of the framework of education in India since independence. The two earlier education policies were brought in 1968 and 1986.

Key Words – NEP, Multidisciplinary, ABC, NCFTE, HRD, Education, NCERT.

Role Of Academic Libraries in the Context of National Education Policy

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Abstract:

Education is essential for the development of a nation since it determines both the people's and the nation's future. In terms of the country's and its citizens' growth and development, the effects will be long-lasting. In the current context, education plays a crucial role and cannot be undervalued. The National Education Policy (NEP) 2020 seeks to change the Indian educational system by emphasizing critical thinking, fostering a learner-centric approach, and emphasizing holistic and multidisciplinary education. The proposed National Education Policy 2020 has a lot of improvements that will undoubtedly affect every organization involved.

According to the NEP 2020 Policy – “Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India’s continued ascent and leadership on the global stage in terms of economic growth, social justice & equality, scientific advancement, national integration, and cultural preservation”.

The current paper emphasizes the value of libraries in our national educational policy. The primary highlights of NEP 2020, including Library features, are the major subject of this article. The goal of the National Educational Policy 2020 (NEP) was to highlight libraries as vital services within the framework of India's school, college, and university systems. The libraries' services offer a number of benefits that are particularly beneficial for research, study, education, and skill development. Academic libraries are essential to achieving the goal of NEP 2020, which is to revolutionize the Indian education system. Academic libraries may help create a learner-centric and comprehensive education system by strengthening digital literacy, encouraging lifelong learning, and giving access to a variety of high-quality resources.

National Education Policy (NEP): Fundamental Pillars & Pitfalls

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Abstract

The National Policy on Education was framed in 1986. The policy underwent revisions in 1992. Since then, a number of adjustments have been made, necessitating a revision of the Policy. The National Policy on Education (NPE), 1986, which had been in place for 34 years, was replaced with the NEP 2020, the first education policy of the twenty-first century. This policy, which is based on the fundamental pillars of Access, Equity, Quality, Affordability, and Accountability, is in line with the 2030 Agenda for Sustainable Development and seeks to transform India into a thriving knowledge society and a global knowledge superpower. By enhancing both school and college education and making it more holistic, flexible, multidisciplinary, and appropriate for the needs of the 21st century, NEP is focused on bringing out each student's individual talents. We will discuss the evolution of NEP towards the end of the article.

It is interesting that nothing much changes on a daily basis, however, when one looks back, everything is different. From blackboards to digital boards, we have certainly come a long way. The world is undergoing rapid changes in the knowledge landscape. There has been a gradual shift from heavy reliance on content to 'learning how to learn'. It is pivotal to address these changes and cater to the future. National Education Policy 2020 (NEP 2020) envisions redefining the education system. NEP 2020 is in place to try and ensure that everyone has equal access to quality education. It will also make sure that the education system is rooted in the Indian ethos.

As part of the policy, the Ministry of Human Resource Management has been renamed the Ministry of Education. Education from preschool to secondary school will be universalised to achieve a 100% Gross Enrollment Ratio (GER) in school education by 2030, except for medical and law studies.

Up until the introduction of the New National Education Policy in 2020, there were many pitfalls in the Indian education system. Memorisation was prioritised more over the understanding of concepts.

In addition to this, the presence of multiple boards was a big issue. Each board had different learning methods for different skills, and then every student had to take the same standardised board exam. Furthermore, in the past years, more emphasis was laid on learning or mastering traditional subjects and less on developing vocational skills. In the new education policy, all the pitfalls and limitations of the Indian education system are taken care of. Moreover, the policy intends to bridge the gap between vocational and formal education. The new National Educational Policy offers a comprehensive strategy to enhance the quality of education.

Keywords- NEP, Need, Application, Fundamental Pillars, Pitfalls.

NEP 2020: Equity and inclusion in Higher Education

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Introduction

After 1947 Indian Education System goes through various transforms, in order to make it accessible to the masses. Various commissions, policies and various reservations worked out pretty well for the paradigm shift from focusing solely on the 3R to providing quality education to the masses.

Education is a fundamental right of every Indian citizen. In the current situation, education is not a distant dream for the disadvantaged groups. But is it same for children with special needs? The New Education Policy(2020) is a historic effort and first omnibus policy after thirty-four years, The purpose of NEP is a framework to guide the development of education in the country.

This is India’s third policy which replaces the 1986 NEP. According to the Government, the NEP 2020 is formulated after having considered over 2 lakh suggestions from different levels of local self-bodies, 2.5 lakh gram panchayats, 6,600 blocks, 6,000 ULBs and 676 districts with the aim of holistic productivity and contributing citizens for building an equitable, inclusive, and plural society with an increased Gross Enrolments Ratio (GER) of 50% by 2035.

Inclusive Education refers to an educational practice, wherein child with disabilities will be fully included in the mainstream classroom with same age peers in the local school. This also emphasized that the child with disability must be exposed to all the curricular and co- curricular activities in order to ensure his full participation in the educational process.

What is Inclusive Education?

An education system that includes **all** students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for **all** children at all levels. Inclusive education means all children learn together in the same schools. **No-one** should be excluded. Every child has a right to inclusive education, including children with disabilities.

UNO- Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all.¹

The National Education Policy (NEP), 2020 emphasizes that, “Education is the single

greatest tool for achieving social justice and equality”² which has implications for development of an inclusive community and society at large. In order for policy to translate to practice, educational barriers, facilities and services for Children with Special Needs (CwSN) must be addressed. The NEP has infused the aspects of disability inclusion throughout the policy document with a dedicated chapter on equitable and inclusive education, focusing on issues, challenges and recommendations for bridging the gaps reducing the disparities in access and participation of all learners. The issues and recommendations for inclusion of underrepresented students groups including children with disabilities has been subsumed in the policy and covered under the SEDGs i.e. Socio- Economically Disadvantaged Groups (SEDGs) which is an umbrella term covering gender identities, socio-cultural and socio-economic identities, geographical identities as well as disabilities.

The Policy advocates the provisions for CwSN as per the Rights of Persons with Disabilities (RPwD) Act, 2016. Inclusive education broadly encompasses the teaching- learning environment which is welcoming and supports all learners regardless of learning styles, abilities and disabilities. The policy recommends inclusion and equal participation of CwSN across all stages of school education and to that end, endorses a whole school approach to inclusion such as resourcing school complexes and resource centres, engagement of special educators, capacity building of teachers & special educators, teaching-learning materials and co-curricular activities such as arts, sports and vocational education etc.

As Per NEP 2020

14. Equity and Inclusion in Higher Education

14.1. Entry into quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs.

14.2. The dynamics and also many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school

education.

14.3. There are certain facets of exclusion, that are particular to or substantially more intense in higher education. These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

For this purpose, additional actions that are specific to higher education shall be adopted by all Governments and HEIs:

- (a) Steps to be taken by Governments
- (b) Earmark suitable Government funds for the education of SEDGs
- (c) Set clear targets for higher GER for SEDGs
- (d) Enhance gender balance in admission to HEIs
- (e) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs
- (f) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
- (g) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
- (h) Conduct outreach programmes on higher education opportunities and scholarships among SEDGs
- (i) Develop and support technology tools for better participation and learning outcomes.
- (j) Steps to be taken by all HEIs
- (k) Mitigate opportunity costs and fees for pursuing higher education
- (l) Provide more financial assistance and scholarships to socio-economically disadvantaged students
- (m) Conduct outreach on higher education opportunities and scholarships
- (n) Make admissions processes more inclusive
- (o) Make curriculum more inclusive
- (p) Increase employability potential of higher education programmes
- (q) Develop more degree courses taught in Indian languages and bilingually
- (r) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
- (s) Develop bridge courses for students that come from disadvantaged educational backgrounds
- (t) Provide socio-emotional and academic support and mentoring for all such students through suitable

counselling and mentoring programmes

- (a) Ensures sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
- (b) Strictly enforces all no-discrimination and anti-harassment rules
- (c) Develop Institutional Development Plan that contains specific plans for action on increasing participation from SEDGs, including but not limited to the above items

Key terms- **HEI**-Higher Education Institution, **NEP**-New Education Policy, **SEDG**-Socio-Economically Disadvantaged Groups, **RPWD**- Rights of Persons with Disabilities Act 2016. **GER**-Gross Enrolments Ratio. **CWSN**- Children with Special Needs

Importance of New Education Policy

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Abstract

The first education policy was introduced in 1968 by the government of former Prime Minister Mrs. Indira Gandhi. The second education policy was formulated by the Rajiv Gandhi government in 1986, with some amendments by the Narasimha Rao government in 1992. The National Education Policy 2020 is the third education policy of independent India. Thus, a 34-year-old education policy is currently underway, which is becoming ineffective with the changing scenario. This is the reason that in the year 2019, the Ministry of Human Resource Development had drafted the new education policy and sought advice from the public. The year 2020 has been an exceptional year for countries across the globe. In India, apart from Covid-19, one of the important changes that took place was the development of the New Education Policy (NEP) 2020. Time by time, various committees have recommended to increase the allocation of the budget for education to 6% of the GDP, this has led to the interests of researchers. This paper aims to identify the concerns and focus of NEP 2020. NEP-2020 is an innovative and futuristic proposal with both positive and negative aspects, framed with the objective to provide a quality school education and higher education to everyone with an expectation of holistic & research-oriented progress. This paper initially depicts an overview of NEP-2020, distinguish the strengths & weakness of the policy at higher education & research part, evaluation of the implementation suggestions given in the policy, identifying and analysing possible generic strategies for implementation of NEP-2020 to fulfil its objectives based on focus group discussions.

The National Education Policy-2020 envisions an India centred education system by incorporating its tradition, culture, values, and ethos to transform the country into an equitable, sustainable, and vibrant knowledge society. The NEP-2020 is developed by considering the wide and deep historical heritage of the country and the contributions of many scholars to different subjects as the founding stone to build high quality multi-disciplinary liberal education at both school and higher & professional education level. With the objective to increase the gross enrolment ratio (GER) of school education enrolment and higher & professional education enrolment to increase from 28% and 05% to 50% and 20% respectively by 2030, by means of radical changes in the existing education policies and governance systems by introducing accountability in each stakeholder.

The National Education Policy 2020 (NEP 2020) is formulated to revamp education system and lay down road map for new India. It was approved Indian cabinet on 29th July 2020. This paper is a maiden attempt to highlight NEP 20020 and study India 2.0 vision towards overall transformation education system to meet the challenges of 21st Century. This study is based on secondary data and exploratory in nature. Findings are based on a systematic review of existing literature. It was found that one of the main objectives of NEP 2020 is to increase student’s enrolment in all educational institutions such as elementary school, professional and higher education by 2030. To achieve that it has suggested progressive reform in the existing education and governance systems. This study is preliminary review of policy document and it can be taken as base for future research with empirical data to study the impact of NEP after its implementation. NEP 2020 is expected to give big leap to higher education in India. The vision is to create India 2.0 for 21st century which is bound to take leadership role at global arena. NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. If implemented properly; then it has got everything to make India global hub in education by 2030.

India is geared up to implement the guidelines of National Education Policy 2020 throughout the country to reform and make radical changes in school education and higher education with an objective of creating a new education system which should empower the youngsters and boost their confidence to create new knowledge, new skills, along with human values to solve current and future problems and challenges of the civilized society by means of their enhanced innovative ability and tech-savviness. It is known that technology which is an application of scientific thinking has the capabilities to improve the quality of life of everyone in this universe and quality education is the foundation for it. With the objective of providing value based, knowledge based, and skill based higher education for everyone in the country, the new education policy has many intrinsic propositions to improve the quality of school and higher education to creating interest in their chosen area to find challenges and converting them into opportunities by discovering innovative solutions to make life comfortable and successful with expected happiness. The quality higher education has the objective of developing human beings who are responsible for creating better society by means of improved human value-based discipline, and respecting each other for growth and prosperity. Quality higher education also makes everyone to contribute to discovering new technology, adopting new technology, or promoting new technology which can contribute to the progress of society. The new policy NEP-2020 is a thorough revision with less content but more skills for problem solving, creativity for innovation, multidisciplinary and holistic for unity and integrity. The policy expects a

new set of regulations to make the education pedagogy more experimental, inquiry-driven, discovery-oriented learner- centered, analysis-based, flexible, enjoyable, and futuristic so that the educated output can support countries economic growth and social growth.

New Education Policy 2020: Challenges And Implementation

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Abstract-

The Indian Government has created a New plan in Education Called The New Education Policy2020: to improve the education system and make it better.The NEP2020offers an elaborative framework .so that there can be development in the educational systemof the education. In this paper we have Studied Challenges And Implementation.

Keywords- New Education Policy, India,Framework.

Teacher education in National Education policy 2020

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Abstract:-

In the National Education Policy (NEP) 2020, teacher education plays a crucial role in transforming the education system. The National Education Policy (NEP) 2020, highlights the importance of revamping teacher education to align with the goals of NEP 2020, which include providing quality education, fostering critical thinking and creativity, and ensuring the holistic development of students. Teacher education programs are envisioned to focus on competency-based learning, technology integration, continuous professional development, and a multidisciplinary approach to prepare teachers who are equipped to meet the diverse needs of students in the 21st century. The role of teacher education is pivotal in shaping the quality of education and fostering effective learning outcomes. Moreover, teacher education also emphasizes the importance of continuous professional development, reflective practice, and collaboration among educators to enhance teaching effectiveness and contribute to ongoing educational improvement. Teacher education encompasses various aspects such as pedagogical knowledge, subject matter expertise, classroom management skills, assessment strategies, and understanding of diverse learners. Ultimately, the role of teacher education is to empower teachers with the knowledge, skills, and dispositions necessary to facilitate meaningful learning experiences and nurture the intellectual, social, emotional, and ethical growth of learners.

Keywords: Teacher education, multidisciplinary, educational improvement, effective learning.

राष्ट्रीय शैक्षणिक धोरण २०२०

दुर्गा सुहास रायकर

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पंतप्रधान नरेंद्र मोदी यांच्या अध्यक्षतेखाली केंद्रीय मंत्रिमंडळाने 29 जुलै 2020 रोजी राष्ट्रीय शैक्षणिक धोरण 2020 ला मंजूरी दिली. हे धोरण राष्ट्रीय शैक्षणिक धोरण 2019 च्या मसुद्यावर आधारित आहे, जे राष्ट्रीय शैक्षणिक धोरणाच्या मसुदा समितीने - भारतीय अंतराळ संशोधन संस्थेचे माजी अध्यक्ष डॉ. के. कस्तुरीरंगन यांच्या अध्यक्षतेखाली - 15 डिसेंबर रोजी मानव संसाधन विकास मंत्रालयाला सादर केले.

हे चार भागांचे राष्ट्रीय शैक्षणिक धोरण शालेय शिक्षण (भाग I), उच्च शिक्षण (भाग II) इतर प्रमुख क्षेत्रे' (भाग III) जसे की प्रौढ शिक्षण, भारतीय भाषांचा प्रचार आणि ऑनलाइन शिक्षण; आणि 'मेकिंग इट हॅपन' (भाग IV), यांच्या अंमलबजावणीची चर्चा करते. नवीन '5+3+3+4' डिझाइनमध्ये शालेय अभ्यासक्रम आणि अध्यापनशास्त्राची पुनर्रचना करण्याचा धोरणाचा प्रयत्न यामध्ये आहे, जेणेकरून शालेय शिक्षण वेगवेगळ्या विकासाच्या टप्प्यांवर शिकणाऱ्यांच्या गरजा आणि आवडींशी सुसंगत केले जाऊ शकते - एक 'पायाभूत टप्पा' (पाच वर्षे), 'प्रीपेरेटरी स्टेज' (तीन वर्षे), 'मध्यम टप्पा' (तीन वर्षे) आणि 'उच्च टप्पा' (चार वर्षे, इयत्ता ९, १०, ११ आणि १२). याचे 2025 पर्यंत प्राथमिक शाळांमध्ये 'सार्वभौमिक पायाभूत साक्षरता आणि संख्यात्मकता' साध्य करण्याचे उद्दिष्ट आहे. यासाठी, मनुष्यबळ विकास मंत्रालय मूलभूत साक्षरता आणि संख्याशास्त्रावर राष्ट्रीय मिशन स्थापन करेल.

सार्वजनिक आणि खाजगी शाळा - केंद्र सरकारद्वारे व्यवस्थापित, अनुदानित किंवा नियंत्रित शाळा वगळता - त्याच निकष, बेंचमार्क आणि प्रक्रियांवर मूल्यांकन आणि मान्यता प्राप्त केली जाईल. प्रीस्कूल ते माध्यमिक शिक्षणापर्यंतचे एकूण नोंदणी प्रमाण 2030 पर्यंत 100 टक्के असेल. या धोरणात असे नमूद केले आहे की, विद्यार्थ्यांची नोंदणी आणि शाळेत जात असल्याची खात्री करण्यासाठी आणि त्यांनी शाळा सोडल्यास किंवा मागे पडल्यास त्यांना शाळेत पुन्हा सामील होण्यासाठी किंवा त्यांना

भेटण्यासाठी योग्य संधी उपलब्ध करून देण्यासाठी आणि त्यांच्या शिकण्याच्या पातळीचा मागोवा घेऊन शाळांमध्ये सार्वत्रिक सहभाग प्राप्त केला जाईल. किमान इयत्ता पाचवीपर्यंत अभिव्यक्तीचे माध्यम – परंतु शक्यतो इयत्ता आठवी किंवा त्यापुढील – विद्यार्थ्यांची मातृभाषा किंवा स्थानिक किंवा प्रादेशिक भाषा असेल. 'तीन-भाषा सूत्र' शाळांमध्ये लागू करणे सुरू राहिल, जेथे तीन भाषांपैकी दोन भाषा मूळ भारतातील असतील. हे धोरण देशभरातील भारतीय सांकेतिक भाषेसाठी शालेय अभ्यासक्रमाचे प्रमाणीकरण करण्याचा प्रयत्न करते.

सर्व मुली आणि ट्रान्सजेंडर विद्यार्थ्यांना समान आणि दर्जेदार शिक्षण देण्यासाठी भारत सरकार 'लिंग-समावेश निधी' स्थापन करेल. राज्ये हा निधी महिला आणि ट्रान्सजेंडर विद्यार्थ्यांना मदत करण्यासाठी केंद्र सरकारच्या धोरणांची अंमलबजावणी करण्यासाठी वापरतील, जसे की स्वच्छतागृहे आणि स्वच्छता, सशर्त रोख हस्तांतरण आणि सायकली. हा निधी राज्यांना 'समुदाय-आधारित' हस्तक्षेपांना पाठिंबा देण्यास सक्षम करेल. 5 ते 10 किलोमीटरच्या त्रिज्येमध्ये - अंगणवाडी केंद्रांसह - माध्यमिक शाळा आणि कमी दर्जाचे शिक्षण देणाऱ्या इतर शाळांचा समावेश असलेले 'शालेय संकुल' स्थापन करण्याचे धोरण सुचवते. अशा कॉम्प्लेक्समध्ये "जास्त संसाधन कार्यक्षमता आणि अधिक प्रभावी कार्य, समन्वय, नेतृत्व, प्रशासन आणि क्लस्टरमधील शाळांचे व्यवस्थापन" असेल. सर्व शैक्षणिक संस्थांना 'नॉन-प्रॉफिट' संस्था म्हणून लेखापरीक्षण आणि प्रकटीकरणाच्या समान मानकांवर धरले जाईल, असे हे धोरण म्हणते. संस्थेने अधिशेष निर्माण केल्यास, ते शैक्षणिक क्षेत्रात पुन्हा गुंतवले जाईल.

2040 पर्यंत सर्व 'उच्च शिक्षण संस्था' (HEIs) हे बहुविद्याशाखीय बनण्याचे उद्दिष्ट ठेवतील. 2030 पर्यंत, प्रत्येक जिल्ह्यात किंवा जवळपास किमान एक बहु-अनुशासनात्मक HEI असेल. उच्च शिक्षणातील एकूण नोंदणी प्रमाण 2018 मध्ये 26.3 टक्क्यांवरून 2035 पर्यंत 50 टक्क्यांपर्यंत वाढवण्याचे धोरणाचे उद्दिष्ट आहे. ज्यांनी तीन वर्षांचा पदवीपूर्व कार्यक्रम पूर्ण केला आहे त्यांच्यासाठी दोन वर्षांचे पदव्युत्तर कार्यक्रम, चार वर्षांचा पदवीपूर्व कार्यक्रम पूर्ण केलेल्या विद्यार्थ्यांसाठी किंवा पाच वर्षांचा

एकात्मिक बॅचलर आणि पदव्युत्तर कार्यक्रमांची ऑफर करण्याची लवचिकता HEI कडे असेल. एम.फिल. कार्यक्रम बंद केले जातील.

धोरणात असे म्हटले आहे की 'उच्च कामगिरी' करणाऱ्या भारतीय विद्यापीठांना इतर देशांमध्ये कॅम्पस स्थापन करण्यासाठी प्रोत्साहन दिले जाईल. त्याचप्रमाणे, निवडक विद्यापीठांना भारतात काम करण्यास प्रोत्साहित केले जाईल. "गुणवत्तेवर आधारित परंतु न्याय्य" समवयस्क-पुनरावलोकन संशोधन निधी सुलभ करण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान स्थापन केले जाईल. शिक्षणातील सार्वजनिक गुंतवणूक सध्याच्या ४.४३ टक्क्यांवरून सकल देशांतर्गत उत्पादनाच्या ६ टक्क्यांपर्यंत वाढवण्यासाठी केंद्र आणि राज्ये एकत्रितपणे काम करतील.

शोधनिबंध : 'नवीन शैक्षणिक धोरण : स्वरूप आणि उद्दिष्ट्ये'

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सारांश :

आजवर झालेल्या शैक्षणिक धोरणांच्या बाबतीत नवीन शैक्षणिक धोरण हे तितकेच महत्त्वपूर्ण असून त्याची प्रत्यक्ष अंमबजावणी होणे आणि ठरवलेल्या उद्दिष्ट्यांच्या प्रत पोहचण्यासाठी धडपड करणे नक्कीच कठीण आहे, असे एकंदरीत दिसून येते. कारण नवीन शैक्षणिक धोरण हे सुमारे ३४ वर्षांनंतर स्वीकारले असून मागील शैक्षणिक धोरणांची ठरवलेली उद्दिष्ट्येच अध्याप साध्य करू शकलो नसलो तरी शिक्षणाच्या बाबतीत तितकासा विकास मात्र आपण केलेला म्हणायला हरकत नाही.

नवीन शैक्षणिक धोरणानुसार जी काही उद्दिष्ट्ये ठरवली आहे, ती पुढील प्रमाणे.

नवीन शैक्षणिक धोरणाचे उद्दिष्ट हे २०३०पर्यंत अंगणवाडी ते उच्च शिक्षणापर्यंतचे एकूण नोंदणी प्रमाण हे १०० टक्के आणि २०३५पर्यंत उच्च शिक्षणात ५० टक्क्यांपर्यंत वाढवणे.

कोटी शाळाबाह्य मुलांना पुन्हा शाळेच्या सानिध्यात आणणे.

सर्व राज्य सरकार आपल्या राज्यात सन २०२५पर्यंत सर्व प्राथमिक शाळांमध्ये सार्वत्रिक मूलभूत साक्षरता आणि संख्यात्मक आलेख उंचावण्यासाठी कृती कार्यक्रम राबविणे.

इयत्ता ५वी पर्यंत विद्यार्थ्यांची मातृभाषा, स्थानिक भाषा हे शिक्षणाचे माध्यम असे पाहिजे.

मागास शिक्षण वर्गासाठी विशेष शिक्षण क्षेत्राची निर्मिती करणे.

प्रत्येक राज्यात आणि प्रत्येक जिल्ह्याच्या ठिकाणी 'बाल भवन' निर्माण करून यातून हस्तकला, जगण्यासाठी आवश्यक असलेले व्यवसाय शिक्षण, विविध खेळ व त्याचे मार्गदर्शन अशा विविध पायाभूत सुविधांची निर्मिती करणे.

असे अनेक महत्त्वपूर्ण उद्दिष्ट्यांचा अभ्यास शोधनिबंधात केला असून त्यासोबत शिक्षण संकल्पनेचा अर्थ, शिक्षणासंदर्भात विचारवंतांची मते यांचाही मागोवा घेतला असून नवीन शैक्षणिक धोरणाचे स्वरूप, शिक्षणाचा मांडलेला स्तर आणि ठरवलेली उद्दिष्ट्ये आदींचा अभ्यास सदर शोधनिबंधात केलेला आहे.

राष्ट्रीय शैक्षणिक धोरण आणि राजकीय प्रक्रिया

डॉ. जिजाभाऊ सीताराम घुले

सहाय्यक प्राध्यापक राज्यशास्त्र विभाग

श्री ढोकेश्वर कोलेज, टाकळी ढोकेश्वर,

ता.- पारनेर, जि.- अहमदनगर

गोषवारा

राष्ट्रीय शैक्षणिक धोरण आणि राजकीय प्रक्रिया यांच्यातील संबंध जटिल आणि महत्त्वपूर्ण आहे. शिक्षण हा राष्ट्रीय विकासाचा एक महत्त्वाचा घटक आहे आणि प्रत्येक व्यक्तीचा तो मूलभूत अधिकार आहे. म्हणून, शैक्षणिक धोरणाची निर्मिती आणि अंमलबजावणी हे देशाच्या राजकीय धोरणाचे केंद्रस्थान आहे. राजकीय प्रक्रिया शैक्षणिक धोरणाला आकार देते, तसेच शैक्षणिक धोरणाचा राजकीय भूभागावर खोलवर परिणाम होतो. राष्ट्रीय शैक्षणिक धोरण कायदे आणि नियमांच्या निर्मिती आणि अंमलबजावणी राजकीय प्रक्रियेद्वारे प्रभावित होते. राजकीय प्रक्रियेतील प्रमुख घटक असलेले सरकार शैक्षणिक धोरणसाठी व्यापक मापदंड ठरवते. अभ्यासक्रम विकास, निधी वाटप, शिक्षक भरती आणि शालेय पायाभूत सुविधांशी संबंधित धोरणात्मक निर्णय हे सर्व स्वाभाविकपणे राजकीय असतात, कारण त्यामध्ये राजकारणी, शिक्षक, पालक आणि विद्यार्थ्यांसह विविध भागधारकांमधील व्यवहार, वाटाघाटी आणि तडजोड यांचा समावेश असतो.

राजकीय प्रक्रिया राष्ट्रीय धोरणातील शिक्षणाचा प्राधान्यक्रम देखील ठरवते. शिक्षणासाठी आर्थिक संसाधनांचे वाटप हा एक राजकीय निर्णय आहे आणि तो राष्ट्राच्या भविष्यातील गुंतवणुकीसाठी सरकारची बांधिलकी दर्शवतो. परिणामी शैक्षणिक धोरणांना समर्थन देण्यासाठी अर्थसंकल्प आणि संसाधनांच्या वाटपावर राजकीय हितसंबंधाची गतिशीलता मोठ्या प्रमाणावर प्रभाव पाडते. याव्यतिरिक्त शैक्षणिक धोरणावर सार्वजनिक चर्चा घडवण्यात राजकीय प्रक्रिया महत्त्वपूर्ण भूमिका बजावते. समाजात सामाजिक एकसंधता आणि सर्वसमावेशकता वाढवण्यासाठी शैक्षणिक धोरण आवश्यक आहे. शिक्षणात

समान प्रवेश, उपेक्षित गटांचा समावेश आणि विविधता आणि सहिष्णुतेचा प्रचार यासारख्या मुद्द्यांवर लक्ष देणारी धोरणे सामाजिक एकोपा आणि राष्ट्रीय एकात्मतेवर महत्त्वपूर्ण परिणाम करतात. जेव्हा शैक्षणिक धोरणे न्याय्य, सर्वसमावेशक आणि विविध समुदायांच्या गरजांना प्रतिसाद देणारी असल्याचे समजले जाते, तेव्हा ते देशाच्या सर्वांगीण स्थिरता आणि एकसंधतेमध्ये योगदान देतात.

सारांश, राष्ट्रीय शैक्षणिक धोरण आणि राजकीय प्रक्रिया यांच्यातील संबंध सहजीवन आणि परस्परावलंबी आहेत. राजकीय प्रक्रिया कायदे, संसाधन वाटप आणि सार्वजनिक प्रचाराद्वारे शैक्षणिक धोरणाला आकार देते, तर शैक्षणिक धोरण भविष्यातील पिढ्यांवर, सरकारच्या सार्वजनिक धारणा आणि सामाजिक एकसंधतेवर प्रभाव टाकून राजकीय गतिशीलता प्रभावित करते. हे संबंध ओळखणे आणि समजून घेणे धोरणकर्ते, शिक्षक आणि जनतेसाठी महत्त्वपूर्ण आहे, कारण ते शैक्षणिक धोरण आणि त्याचे राजकीय परिणाम यांच्यासाठी आवश्यक सर्वसमावेशक दृष्टिकोनाचे महत्त्व अधोरेखित करते.

नवीन शैक्षणिक धोरण आणि संत साहित्यातील मूल्यशिक्षण

प्रा.लक्ष्मण कोठावळे
मराठी विभाग प्रमुख,
श्री ढोकेश्वर कॉलेज, टाकळी ढोकेश्वर,
ता. पारनेर, जि. अहमदनगर.

भारत देशाच्या सामाजिक, सांस्कृतिक, वाङ्मयीन आणि मूल्यशिक्षणाच्या जडणघडणीत संत साहित्याचे मौलिक योगदान आहे. महाविद्यालयीन विद्यार्थ्यांच्या बौद्धिक, शारीरिक विकासाबरोबरच सुसंस्काराचा विकास होणे महत्त्वाचे आहे. आज विद्यार्थ्यांचा बौद्धिक विकास व्हावा यासाठी सर्व स्तरावर प्रयत्न चालू आहेत, पण दुसरीकडे सुशिक्षित म्हणविणारा उच्चविद्याविभूषित विद्यार्थी वृद्ध आईवडीलांची सेवा करण्यात कमी पडत आहे मातृदेवोभव, पितृदेवोभव, अतिथीदेवोभव आणि आचार्यदेवोभव अशी ही आपली मूल्यसंस्कारावर उभी असणारी संस्कृती आहे. या संस्कृतीच्या गुरुभक्तीची शिकवण देताना संत ज्ञानेश्वर महाराज ज्ञानेश्वरी ग्रंथात सांगतात

गुरु तेथ ज्ञान I ज्ञानी आत्मदर्शन I
दर्शनी समाधान I आथी जैसे II (१८-१६३६)

अशा प्रकारचा सदाचारसंपन्न शिक्षक आणि विद्यार्थी घडविण्यासाठी संत ज्ञानदेवांच्या ज्ञानेश्वरातील मूल्यशिक्षण नवीन शैक्षणिक धोरणास मार्गदर्शकच आहे.

आजच्या नवीन शैक्षणिक धोरणामध्ये आई-वडील आणि मुलगा यांच्यावर खरे सुसंस्कार घडविण्यासाठी संत साहित्यच दिशादर्शक आहे या संदर्भात संत तुकाराम महाराज एका अभंगात सांगतात.

आपुलिया हिता जो असे जागता I
धन्य मातापिता तयाचिया II
कुळी कन्या पुत्र होती जी सात्विक I
तयाचा हरिख वाटे देवा II

आज शैक्षणिक क्षेत्रात अमुलाग्र प्रगती झालेली आहे पण उच्चविद्याविभूषित मुले, मुली यांचा मायबापांशी प्रेमाचा नातेसंबंध सुकत चाललेला आहे हा सुकत चाललेला मायबाप मुले, शिक्षक विद्यार्थी संबंध फुलाप्रमाणे सुगंधित करण्यासाठी नवीन शैक्षणिक संतसाहित्यातील मूल्यशिक्षण दिशादर्शक ठरेल.

नवीन राष्ट्रीय शैक्षणिक धोरण 2020: स्वरूप,संधी आणि आव्हाने

प्रा.आल्हाट श्रीकांत गोपीनाथ

सहाय्यक प्रा.(मराठी)

श्री ढोकेश्वर कॉलेज,टाकळी ढोकेश्वर,

ता.पारनेर,जि.अहमदनगर.

29 जुलै 2020 रोजी केंद्रीय मंत्रिमंडळाच्या बैठकीत नवीन राष्ट्रीय शैक्षणिक धोरणाला मंजूरी देण्यात आली.नवीन शैक्षणिक धोरण (NEP) 2020 हे एक सर्वसमावेशक धोरण आहे ज्याचा उद्देश भारतातील शिक्षण व्यवस्थेत महत्त्वपूर्ण बदल घडवून आणणे आहे. 5+3+3+4 सूत्र NEP 2020 अंतर्गत प्रस्तावित भारतातील शालेय शिक्षणाच्या नवीन संरचनेनुसार पायाभूत स्तर 5 वर्षे (वय 3-8): 3 वर्षे (अंगणवाडी / पूर्वप्राथमिक शाळा / बालवाडी)(वय3-6), 2 वर्षे (इयत्ता 1 आणि 2)(वय6-8) हा टप्पा संज्ञानात्मक, सामाजिक, भावनिक आणि सर्जनशील कौशल्ये विकसित करण्यावर लक्ष केंद्रित करून खेळ-आधारित आणि क्रियाकलाप-आधारित शिक्षणावर लक्ष केंद्रित करेल.पूर्वाध्ययन स्तर 3 वर्षे (वय 8-11): (इयत्ता 3 ते 5) हा टप्पा प्रकल्प-आधारित आणि अनुभवात्मक शिक्षणावर लक्ष केंद्रित करेल, ज्यामध्ये गंभीर विचार, समस्या सोडवणे आणि संवाद कौशल्ये विकसित करण्यावर लक्ष केंद्रित केले जाईल.पूर्वमाध्यमिक स्तर 3 वर्षे (वय 11-14): (इयत्ता 6 ते 8) : हा टप्पा विषय-आधारित शिक्षणावर लक्ष केंद्रित करेल, ज्यामध्ये संकल्पनात्मक समज आणि विश्लेषणात्मक कौशल्ये विकसित करण्यावर लक्ष केंद्रित केले जाईल.माध्यमिक स्तर 4 वर्षे (वय 14-18): (इयत्ता 9 ते 12) : हा टप्पा बहुविद्याशाखीय अभ्यासावर केंद्रित असेल, ज्यामध्ये व्यावसायिक आणि शैक्षणिक दोन्ही कौशल्ये विकसित करण्यावर भर असेल. उच्च शिक्षण: NEP 2020 चे उद्दिष्ट बहु-विद्याशाखीय शिक्षणाला चालना देऊन, क्रेडिट-आधारित प्रणाली सादर करून आणि संशोधन आणि नाविन्यपूर्णतेला चालना देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान (NRF) स्थापन करून उच्च शिक्षणात परिवर्तन घडवून आणण्याचे आहे.

शेवटी, NEP 2020 चे अनेक फायदे आहेत जे भारतातील शिक्षणात परिवर्तन घडवू शकतील, परंतु धोरणामध्ये काही आव्हाने देखील आहेत ज्यांची प्रभावी अंमलबजावणी सुनिश्चित करणे आवश्यक आहे. नवीन शैक्षणिक धोरण 2020 5+3+3+4 शिक्षण पद्धतीनुसार, विद्यार्थ्यांना पायाभूत टप्प्यात 5 वर्षे, तयारीच्या टप्प्यात 3 वर्षे, मधल्या टप्प्यात 3 वर्षे आणि माध्यमिक टप्प्यात 4 वर्षे अशा पद्धतीने शिक्षण घ्यावे लागेल.

नवीन शैक्षणिक धोरण :- शैक्षणिक संकुल संकल्पना

लहरे माया नारायण .

न्यू आर्ट्स कॉमर्स अँड सायन्स कॉलेज. पारनेर जि.- अहमदनगर.

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नवीन शैक्षणिक धोरणात अभिमत विद्यापीठांचे, ऑटोनॉम कॉलेजेसचे व खाजगी शिक्षण संस्थांचे योगदान खूप महत्त्वाचे असणार आहे. त्यांच्यासमोर नवनिर्मितीची आव्हाने आहेत, त्याचबरोबर तुलनेने कमी आर्थिक क्षमतेच्या इतर शाळा-कॉलेजेसना बरोबर घेऊन जाण्याचीही जबाबदारी आहे. शिक्षण संकुल ही अत्यंत महत्त्वाची संकल्पना नवीन शैक्षणिक धोरणात आहे. या शिक्षण संकुलाच्या केंद्रस्थानी सक्षम शाळा अथवा महाविद्यालय असतील. या संस्थेच्या भोवती असलेल्या दहा ते पंधरा शाळांना अथवा महाविद्यालयांना सक्षम बनवणे, त्यांना आवश्यक त्या तांत्रिक सुविधा उपलब्ध करून देणे, तज्ज्ञ शिक्षकांचे मार्गदर्शन उपलब्ध करून देणे ही संकुलातील प्रमुख शाळा-महाविद्यालयाची जबाबदारी असणार आहे. उदाहरणार्थ, क्रीडा, कला, संगीत यासारख्या विषयांना पुरेसे शिक्षक आजूबाजूच्या शाळांमध्ये असणार नाहीत. त्यांना तेवढ्या तज्ज्ञ व्यक्ती मिळणार नाहीत किंवा तेवढ्या व्यक्तींचे अनुदान शासन देऊ शकणार नाही. अशा वेळी संकुल केंद्रांमध्ये असलेल्या शाळेत हे तज्ज्ञ शिक्षक नेमले जावेत व त्यांचे वेळापत्रक अशा प्रकारे आखावे की एकतर जवळच्या शाळातले विद्यार्थी मार्गदर्शन घेण्यासाठी या केंद्रीय शाळेत येतील किंवा या तज्ज्ञ शिक्षकांना आजूबाजूच्या शाळांमध्ये जाऊन त्यांच्या विषयांचे प्रशिक्षण देता येईल.

नवीन शैक्षणिक धोरणात व्यवसाय मार्गदर्शन हा विषय इयत्ता सहावीपासून जोडण्यात आला आहे. हे अत्यंत योग्य पाऊल आहे. परंतु अशा व्यवसायांचे प्रशिक्षण देण्याची यंत्रणा सर्व शाळांमध्ये उपलब्ध असणे कठीण आहे. या व्यवसाय प्रशिक्षणासाठी सक्षम प्रशिक्षक निवडणे, उत्तम दर्जाचे वर्कशॉप उपलब्ध होणे, व्यवसाय शिक्षण देण्यासाठी आवश्यक असलेली पायाभूत सुविधा उपलब्ध करून देणे हे प्रत्येक शाळेला शक्य होणार नाही. संकुल केंद्रातील शाळेने ती व्यवस्था करावी, अशी अपेक्षा आहे.

उदाहरणार्थ, मुलांना बुक बाइंडिंग करण्याचे प्रशिक्षण व्यवस्थित दिले जाऊ शकते. बाइंडिंग करण्यासाठी आवश्यक असलेला कच्चा माल किंवा छोटी साधने शाळांकडे असतील. परंतु पेपर कटिंगची यंत्रे, प्रेस मशीन उपलब्ध असेलच असे नाही. अशी काही यंत्रसामग्री एका जागी असेल, तर इतर शाळा त्याचा लाभ घेऊ शकतील. इलेक्ट्रॉनिक छोटी उपकरणे करण्याचे प्रशिक्षण शालेय स्तरावर देता येईल. त्यासाठी सोल्डरिंगची व्यवस्था त्या त्या शाळेत होईल. पण असेंब्ली केलेले एखादे उपकरण योग्य प्रकारे काम देत नसेल, तर सर्किट जोडणीमध्ये नेमकी त्रुटी कुठे आहे हे शोधून काढण्यासाठी आवश्यक असणारा तज्ज्ञ व्यक्ती व उपकरणे प्रत्येक शाळेत असतील असे नाही. गार्डनिंग किंवा नर्सरी तयार करण्याचे प्रशिक्षण या व्यवसाय मार्गदर्शन केंद्रातर्फे देता येऊ शकते. ही व्यवस्था कोणत्यातरी एका शाळेत व्हावी. ज्या ठिकाणी पुरेशी जागा उपलब्ध आहे, पाण्याची सुविधा आहे अशा ठिकाणी हे केंद्र करणे व प्रशिक्षणासाठी इतर शाळांनी आपले विद्यार्थी तिथे बोलावून आणणे असे करावे लागेल. व्यवसाय प्रशिक्षणाचे उद्दिष्ट हेच आहे की विद्यार्थ्यांमध्ये स्वतःच्या पायावर उभे राहण्याचा आत्मविश्वास निर्माण व्हावा. या दृष्टीने हे अत्यंत क्रांतिकारक पाऊल आहे. परंतु याची अंमलबजावणी करताना केंद्रस्थानी असलेल्या शाळेने व तेथील व्यवस्थापनाने अधिक जबाबदारी उचलण्याची आवश्यकता आहे.

नववी ते बारावीमधील - म्हणजे ज्युनिअर कॉलेज गटातील विद्यार्थ्यांसाठी ही संकुल योजना अत्यंत महत्त्वाची ठरणार आहे. आज ज्युनिअर कॉलेजमध्ये काही ठरावीक सहा-सात विषय शिकवले जातात. आता प्रत्येक विद्यार्थ्यास वेगवेगळे विषय निवडण्याचे स्वातंत्र्य असणार आहे. यात कला, वाणिज्य, विज्ञान, कायदा, तंत्रज्ञान, वैद्यकीय यासारखे विषय येतील. चित्रकला, संगीत, नृत्य, आयुर्वेद, योग, इंडॉलॉजी, मायथॉलॉजी अशा विविध विषयांचा समावेश असेल. म्हणजे एकूण विषयांची व्याप्ती ३०-४०पेक्षा अधिक होऊ शकते. कोणतेही एक कॉलेज इतक्या विषयांचे व्यवस्थापन करू शकणार नाही. या प्रसंगी संकुल व्यवस्थाच परिणामकारक ठरणार आहे. अधिक सक्षम असलेली कॉलेज किंवा संस्था यांनी पुढाकार घेऊन, संकुलातील इतर महाविद्यालयीन व्यवस्थापकांची चर्चा करून, अधिकाधिक कोणते विषय विद्यार्थ्यांना उपलब्ध करून देता येतील व त्यातल्या कोणत्या विषयांचे प्रशिक्षण कोणत्या महाविद्यालयाकडे देता येईल

येईल याचे नियोजन करावे लागेल. संकुलातील कोणत्याही महाविद्यालयातील विद्यार्थी आपण जो विषय निवडला असेल त्या महाविद्यालयात त्या तासासाठी उपस्थित राहतील. यातून वेळापत्रकात थोडा विस्कळीतपणा येईल, पण विद्यार्थ्यांना निवड करण्याच्या अधिकाधिक संधी उपलब्ध होतील व त्यातून विद्यार्थ्यांचा व्यक्तिमत्त्व विकास अधिक चांगल्या प्रकारे होईल. या ज्युनियर कॉलेज गटातच भावी शिक्षणाची दिशा निश्चित होणार असल्यामुळे या ठिकाणी येणाऱ्या विद्यार्थ्यांचे प्रशिक्षण अधिक सक्षमतेने करणे हे मोठे आव्हान शिक्षण संस्थांसमोर असणार आहे.

शिक्षक प्रशिक्षणाची महाविद्यालये हे असेच एक मोठे आव्हान आहे. सामान्यतः अभिमत महाविद्यालयाने (ऑटोनॉमस कॉलेजेसनी) हा विषय घ्यावा अशी शासनाची अपेक्षा आहे. ज्या महाविद्यालयात अधिकाधिक विषय शिकविले जातात - म्हणजे जिथे हे शैक्षणिक विविधता आहे, तिथे हे महाविद्यालय जोडले जाऊ शकते. याचे कारण चार वर्षांच्या शिक्षक अभ्यासक्रमात विविध विषयांची प्राथमिक माहिती दिली जाईल, कौशल्य दिली जातील. त्याबरोबर एक विषय विशेष अभ्यासाचा म्हणून निवडावा लागेल. ज्युनियर कॉलेजमध्ये अथवा महाविद्यालयात वेगवेगळे विषय शिकविले जाणे अपेक्षित आहे. त्या सर्व विषयांचे तज्ज्ञ शिक्षक या शिक्षक महाविद्यालयात तयार करावे लागतील. पूर्वी डी.एड. झालेला शिक्षक प्राथमिक शाळेत कुठलाही विषय शिकवत असे किंवा बी.एड. झालेला शिक्षक आपल्या एक किंवा दोन विषयांमध्ये नैपुण्य प्राप्त करून माध्यमिक शाळेत शिकवत असे. आता उच्च माध्यमिक व उच्च महाविद्यालयात विषयांची व्याप्ती पुष्कळ अधिक होणार आहे. शिक्षक महाविद्यालयांना पूर्वीच्या सहा-सात विषयांऐवजी आता तीस-चाळीस विषयांचे तज्ज्ञ शिक्षक तयार करावे लागतील. हे मोठे आव्हान असणार आहे. ग्रामीण व शहरी भागात कोठे कोणत्या विषयांचे शिक्षण दिले जाणार आहे, नेमके किती शिक्षक अपेक्षित आहेत हे निश्चित करून त्यानुसार त्या त्या विषयाच्या शिक्षकांची शाळा-महाविद्यालयात भरती करावी लागेल. त्या प्रमाणात शिक्षण महाविद्यालयातील प्रशिक्षणार्थी विद्यार्थिसंख्या निश्चित करावी लागेल. हे आव्हान पेरण्याची जबाबदारी तुलनेने अधिक सक्षम असलेल्या संस्थांना व महाविद्यालयांना उचलावी लागेल.

नवीन राष्ट्रीय शैक्षणिक धोरणाची गरज (NEP)

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नवीन शैक्षणिक धोरण २०२३-२४ पासून अंमलबजावणी करण्यात येणार असून, नवीन शैक्षणिक सत्र नवीन शैक्षणिक धोरणाच्या अंमलबजावणीने होणार आहे. विज्ञान व माहिती तंत्रज्ञान, व्यवसायिक अभ्यासक्रमावर भर देण्यात आला आहे. ३४ वर्षे जुन्या शैक्षणिक धोरणात आमूलग्र बदल घडवून आधुनिक तंत्रज्ञान आणि व्यवसायिक शिक्षण घेण्यास सुलभ व सर्व समावेशक बनवण्यावर विशेष लक्ष केंद्रित केले आहे. नवीन शिक्षण प्रणालीच्या आधारे भारत जागतिक महासत्ता होऊ शकेल, असे अनेक शिक्षणतज्ज्ञांकडून व्यक्त केले जात आहे. जुने शैक्षणिक धोरण शिक्षण पूर्ण होईपर्यंत एकच विषयाचा अभ्यास विद्यार्थ्यांना करावा लागत होता, तो एका विषयाचे बांधिल झाल्यासारखे वाटायला लागले होते. '[National Education Policy-2023](#)' नवीन शैक्षणिक धोरणात विद्यार्थ्यांना एक्झिट चा पर्याय असल्याने बुद्धीमत्ते नुसार प्रवेश घेतील व बाहेर पडू वाटल्यास ते बाहेर पडतील, बाहेर पडण्याचा पर्याय विद्यार्थ्यांना उपलब्ध करून दिला आहे. नव्या शैक्षणिक धोरणाने (new education policy) विद्यार्थ्यांच्या व्यवसायिक कौशल्याचा विकास होऊन तो नोकरी मागणारा नाही, तर इतरांना नोकरी देणारा होईल व भविष्याचा वेध घेण्याच्या त्याच्या दृष्टीचा विकास होईल.

सध्याच्या शिक्षण पद्धतीतील दोष

- १) उच्चशिक्षित मोठ्या प्रमाणात परदेशागमन करताना दिसतात.
- २) देशाभिमानाचा विकास करण्यात ही शिक्षण व्यवस्था कमी पडते.
- ३) मेकॉलेचा प्रभाव अजूनही जाणवतो.

नवीन शैक्षणिक धोरणाची आवश्यकता-१९८५च्या राजीव गांधींच्या राष्ट्रीय नवीन शैक्षणिक धोरणानंतर शैक्षणिक धोरणावर व्यापक बदल करणारे काम झालेले नव्हते. जग मात्र झपाट्याने बदलत होते.

जागतिकीकरण, शीतयुद्धाचा शेवट, मोबाईल, इंटरनेटसह सर्वच क्षेत्रांत झपाट्याने बदल होत होता. हा बदल म्हणावा तसा आपल्याकडे शिक्षण क्षेत्रात दिसून येत नव्हता. तो व्हावा म्हणून या नवीन शिक्षण पद्धतीची गरज होती. या दृष्टीने 'इस्रो'चे माजी अध्यक्ष व 'पद्मविभूषण' पुरस्काराने सन्मानित डॉ. के. कस्तुरीरंगन यांच्या अध्यक्षतेखाली एक समिती नेमण्यात आली. ११ जून, २०१७ पासून या समितीचे काम सुरू होते व शेवटी १९ जुलै, २०२० रोजी भारत सरकारच्या केंद्रीय मंत्रिमंडळाने या समितीने मांडलेल्या नवीन शैक्षणिक धोरणाला मंजूरी दिली. या समितीने नवीन शैक्षणिक धोरण मांडताना एकविसाव्या शतकातील सर्व समस्यांचा विचार केलेला दिसून येतो.

नवीन शैक्षणिक धोरण आराखडा : उद्दिष्टे, फायदे व आव्हाने

प्रा. विशाल रामदास रोकडे

सहा.प्राध्यापक, इतिहास विभाग

कला, वाणिज्य व विज्ञान महाविद्यालय, अळकुटी.

ता.पारनेर, जि.अहमदनगर, ४१४३०५.

मोबाईल नं. : ९९७०७१७१४८

प्रास्ताविक :

नवीन शैक्षणिक धोरण (NEP) 2020 हे एक सर्वसमावेशक धोरण आहे. ज्याचा उद्देश भारतातील शिक्षण व्यवस्थेत महत्त्वपूर्ण बदल घडवून आणणे आहे. 5+3+3+4 असे सूत्र या धोरणांतर्गत प्रस्तावित भारतातील शालेय शिक्षणाच्या नवीन संरचनेत अंतर्भूत आहे. हे धोरण मूलभूत साक्षरता आणि संख्याशास्त्राला चालना देऊन, शिक्षणात सार्वत्रिक प्रवेश सुनिश्चित करून आणि लवचिक, बहु-अनुशासनात्मक अभ्यासक्रमाला प्रोत्साहन देऊन शालेय शिक्षणात परिवर्तन करण्यावर लक्ष केंद्रित करते. या धोरणाचे उद्दिष्ट बहु-विद्याशाखीय शिक्षणाला चालना देऊन, क्रेडिट-आधारित प्रणाली सादर करून आणि संशोधन आणि नाविन्यपूर्णतेला चालना देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान (NRF) स्थापन करून उच्च शिक्षणात परिवर्तन घडवून आणण्याचे आहे. हे धोरण इतर प्रमुख क्षेत्रांना देखील प्रबोधित करते, जसे की बालवयातील काळजी आणि शिक्षण, शिक्षक-शिक्षण, व्यावसायिक शिक्षण, उच्च शिक्षण आणि प्रौढ शिक्षण. या धोरणाच्या अंमलबजावणीसाठी आराखडा तयार करण्यात आला आहे, ज्यामध्ये राष्ट्रीय शैक्षणिक तंत्रज्ञान मंच (NETF) स्थापन करणे, नवीन अभ्यासक्रम फ्रेमवर्क विकसित करणे आणि उच्च शिक्षणासाठी नियामक फ्रेमवर्क तयार करणे समाविष्ट आहे. या धोरणाचा समारोप सामूहिक कृतीच्या आवाहनासह आणि भारतातील शिक्षणात परिवर्तन घडवण्याच्या वचनबद्धतेसह होतो. एकूणच, या धोरणाची रचना प्रवेश, समानता, गुणवत्ता, परवडणारी क्षमता आणि जबाबदारी या मार्गदर्शक तत्वांभोवती आयोजित केली गेली आहे.

नवीन शैक्षणिक धोरण 2020 चे उद्दिष्टे :

शिकण्याच्या सर्वांगीण आणि बहुविद्याशाखीय दृष्टीकोनाला प्रोत्साहन देऊन, तंत्रज्ञानाचा लाभ घेऊन आणि संशोधन आणि नवोपक्रमाला चालना देऊन भारतातील शिक्षणामध्ये परिवर्तन घडवून आणणे हे धोरणाचे उद्दिष्ट आहे. हे धोरण अध्यापन आणि शिकण्याची गुणवत्ता वाढविण्यासाठी शिक्षक प्रशिक्षण आणि व्यावसायिक विकास कार्यक्रमांच्या गरजेवर भर देते. शिक्षक प्रशिक्षण कार्यक्रमांमध्ये तंत्रज्ञानाच्या एकात्मतेला चालना देणे हे देखील त्याचे उद्दिष्ट आहे. हे भारतातील शिक्षण व्यवस्थेत परिवर्तन आणि 21 व्या शतकासाठी ती अधिक समर्पक आणि सर्वसमावेशक बनवण्याच्या दिशेने एक महत्त्वपूर्ण पाऊल आहे. विद्यार्थ्यांच्या सर्वांगीण विकासाला चालना देणे आणि वेगाने बदलणाऱ्या जगात यशस्वी होण्यासाठी त्यांना आवश्यक कौशल्ये आणि ज्ञान प्रदान करणे हे त्याचे उद्दिष्ट आहे.

नवीन शैक्षणिक धोरण 2020 चे फायदे :

लवचिक अभ्यासक्रम: हे धोरण एक लवचिक अभ्यासक्रम प्रदान करते जे विद्यार्थ्यांना त्यांच्या आवडी आणि अभिरुचीनुसार विषय निवडण्याची परवानगी देते.

- **बहुविद्याशाखीय शिक्षण:** हे धोरण बहु-विषय शिक्षणास प्रोत्साहन देते, याचा अर्थ विद्यार्थी विविध विषय आणि क्षेत्रांमध्ये अभ्यासक्रम पूर्ण करू शकतात.
- **तंत्रज्ञानावर भर:** या धोरणाने शिक्षणातील तंत्रज्ञानाचे महत्त्व ओळखले आहे आणि अध्यापन आणि शिकण्यात तंत्रज्ञानाच्या वापराचे समर्थन केले आहे.
- **सर्वांगीण विकास:** या धोरणाद्वारे विद्यार्थ्यांच्या सर्वांगीण विकासावर भर दिलेला आहे, ज्यामध्ये संज्ञानात्मक, सामाजिक, भावनिक आणि शारीरिक विकासाचा समावेश होतो.
- **शिक्षणाचे सार्वत्रिकीकरण:** प्री-स्कूल ते उच्च शिक्षणापर्यंत सर्व स्तरांवर गुणवत्तापूर्ण शिक्षणाची सार्वत्रिक प्रवेश सुनिश्चित करणे हे धोरणाचे उद्दिष्ट आहे.

नवीन शैक्षणिक धोरण 2020 पुढील आव्हाने :

- **अंमलबजावणीची आव्हाने:** नवीन शैक्षणिक धोरण 2020 हे एक सर्वसमावेशक धोरण आहे ज्याची प्रभावीपणे अंमलबजावणी करण्यासाठी महत्त्वपूर्ण संसाधने आणि राजकीय इच्छाशक्ती आवश्यक आहे.

- **भाषेच्या समस्या:** या धोरणात किमान इयत्ता 5 वी पर्यंत शिक्षणाचे माध्यम म्हणून मातृभाषा किंवा प्रादेशिक भाषा सुरू करण्याचा प्रस्ताव आहे, जे या भाषेशी परिचित नसलेल्या विद्यार्थ्यांसाठी आव्हान निर्माण करू शकते.
- **निधी:** या धोरणासाठी पायाभूत सुविधा, शिक्षक प्रशिक्षण आणि संशोधनामध्ये महत्त्वपूर्ण गुंतवणूक आवश्यक आहे, जे सरकारसाठी आव्हान असू शकते, विशेषतः आर्थिक अनिश्चिततेच्या काळात.
- **मानकीकरण:** या धोरणाचे उद्दिष्ट देशभरातील शिक्षणाचे प्रमाणीकरण करणे आहे, ज्यामुळे संस्कृती आणि विविधतेचे एकसंधीकरण होऊ शकते.
- **शिक्षणातील असमानता:** या धोरणाचे उद्दिष्ट ग्रामीण आणि शहरी शिक्षणातील दरी कमी करणे आहे, परंतु संसाधने आणि पायाभूत सुविधांमधील असमानता लक्षात घेता या ध्येयाची अंमलबजावणी करणे आव्हानात्मक असू शकते.

सारांशतः, नवीन शैक्षणिक धोरण 2020 चे अनेक फायदे आहेत जे भारतातील शिक्षणात परिवर्तन घडवू शकतील, परंतु या धोरणामध्ये काही आव्हाने देखील आहेत ज्यांची प्रभावी अंमलबजावणी सुनिश्चित करणे आवश्यक आहे.

संदर्भ साधने :

१. NEP 2020 बुकलेट, मंत्रालय मानव संसाधन विकास, भारत सरकार

२. संकेतस्थळ:

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

३. संकेतस्थळ: https://en.wikipedia.org/wiki/National_Education_Policy_2020

४. संकेतस्थळ : <https://www.education.gov.in/nep/about-nep>

५. संकेतस्थळ: <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1847066>

राष्ट्रीय शिक्षा नीति

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राष्ट्रीय शिक्षा नीति (National Education Policy - NEP) का कार्यान्वयन और उससे जुड़ी चुनौतियां भारत में शिक्षा के क्षेत्र में एक महत्वपूर्ण पहल है। नई शिक्षा नीति, जिसे 2020 में लागू किया गया, का उद्देश्य भारतीय शिक्षा प्रणाली को और अधिक समग्र, लचीला, विविधतापूर्ण, और गुणवत्तापूर्ण बनाना है। इस नीति के माध्यम से, सरकार का लक्ष्य 21वीं सदी के लिए एक शिक्षा प्रणाली विकसित करना है जो छात्रों को न केवल ज्ञान प्रदान करे बल्कि उन्हें नवाचारी, रचनात्मक, और नैतिक नेतृत्व के लिए भी तैयार करे।

कार्यान्वयन

NEP 2020 के कार्यान्वयन में विभिन्न आयाम शामिल हैं:

- स्कूली शिक्षा में सुधार:** 5+3+3+4 के ढांचे को अपनाना, जिसमें शिक्षा को पांच वर्ष की फाउंडेशनल स्टेज, तीन वर्ष की प्रेपरेटरी स्टेज, तीन वर्ष की मिडिल स्टेज, और चार वर्ष की सेकेंडरी स्टेज में विभाजित किया गया है।
- उच्च शिक्षा में सुधार:** उच्च शिक्षा संस्थानों में बहु-विषयकता को बढ़ावा देना, विद्यार्थियों को अधिक लचीलापन और विकल्प प्रदान करना, और राष्ट्रीय शिक्षा नियामक प्राधिकरण (Higher Education Commission of India - HECI) की स्थापना।

3. **शिक्षक प्रशिक्षण और पेशेवर विकास:** शिक्षकों के लिए नई और उन्नत प्रशिक्षण विधियों को लागू करना ताकि वे नई शिक्षा नीति के अनुरूप छात्रों को बेहतर शिक्षा प्रदान कर सकें।
4. **टेक्नोलॉजी का उपयोग:** शिक्षा में टेक्नोलॉजी के इंटीग्रेशन को बढ़ावा देना, जैसे कि ऑनलाइन शिक्षा, डिजिटल लाइब्रेरीज, और वर्चुअल लैब्स।

चुनौतियां:-

1. संसाधनों की कमी: आर्थिक संसाधनों की कमी, विशेषकर ग्रामीण और दूरदराज के क्षेत्रों में, नीति के कार्यान्वयन को चुनौतीपूर्ण बना देती है।
2. टेक्नोलॉजी की पहुँच: भारत के कई हिस्सों में उच्च-गति इंटरनेट और डिजिटल उपकरणों की सीमित पहुँच ऑनलाइन शिक्षा के विस्तार को बाधित करती है।
3. शिक्षकों का प्रशिक्षण: शिक्षकों को NEP 2020 के अनुरूप उचित प्रशिक्षण और संसाधन प्रदान करना एक बड़ी चुनौती है।
4. सामाजिक-आर्थिक बाधाएँ: गरीबी, लिंग आधारित भेदभाव, और अन्य सामाजिक-आर्थिक बाधाएँ छात्रों के लिए समान शिक्षा तक पहुँच में बाधा उत्पन्न करती हैं।
5. बहुभाषी शिक्षा: भारत की विविध भाषाई स्थिति के अनुरूप बहुभाषी शिक्षा प्रणाली को लागू करना एक जटिल कार्य है।

राष्ट्रीय शिक्षा नीति के सफल कार्यान्वयन के लिए सरकारी और निजी क्षेत्र की साझेदारी, संसाधनों का उचित आवंटन, और समाज के सभी वर्गों की सक्रिय भागीदारी आवश्यक है। इसके अलावा, निरंतर मूल्यांकन और समीक्षा के माध्यम से नीति को और अधिक प्रभावी और लचीला बनाया जा सकता है।

बहुविद्याशाखीय शिक्षण आणि समग्र विकास

श्री संजय नाना बागल

सहा. प्राध्या .

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प्रस्तावना :

संयुक्त राष्ट्रांच्या व्यासपीठावर २०१५ मध्ये जगासाठी घालून दिलेल्या सहस्रक विकासाच्या आठ उद्दिष्टांची सांगता होऊन, परत एकदा जगासाठी शाश्वत विकासाची १७ उद्दिष्टे घालून दिली गेली आहेत आणि ती साध्य करण्यासाठी वर्ष २०३० ची कालमर्यादादेखील घालून दिली आहे. या १७ शाश्वत विकास उद्दिष्टांपैकी क्रमांक चारचे उद्दिष्ट हे शिक्षणाशी संबंधित असून त्यात परत १० उप-उद्दिष्टांचा समावेश होतो. या चौथ्या विकास उद्दिष्टानुसार भारतानेदेखील २०३० पर्यंत सर्वसमावेशक, समन्याय्य, दर्जेदार आणि आजीवन शिक्षणाच्या संधी उपलब्ध करून देण्याचे घ्येय २०१५ मध्येच ठेवले आणि खऱ्या अर्थाने तेव्हाच भारतासाठी नवीन शैक्षणिक धोरणाची गरज असल्याचे निदर्शनास आले. ही पार्श्वभूमी लक्षात घेता भारतातील प्रस्थापित शिक्षण पद्धतीची संरचना बदलून नवीन शैक्षणिक धोरण राबवणे आता अगत्याचे होतेच हे आपण लक्षात घेतले पाहिजे.

भारतासारख्या सर्वाधिक तरुण लोकसंख्या असणाऱ्या देशात उच्च दर्जाचे वैश्विक शिक्षण देणे हा विकासाचे महत्त्वपूर्ण करणाऱ्याचा एक उत्तम मार्ग असून राष्ट्रविकास, समन्यायी समाजव्यवस्था आणि मानवी क्षमतांची महत्त्वपूर्ण संपादन करणाऱ्यासाठी शिक्षण हाच पाया असतो, असे सांगणारे हे नवे राष्ट्रीय शैक्षणिक धोरण जुलै २०२० मध्ये मांडले गेले. मात्र हे धोरण राबवताना काही आव्हानांना सामोरे जावे लागणार आहे, ज्याची पुरेशी मीमांसा शिक्षण क्षेत्रात होणे क्रमप्राप्त आहे, म्हणून हा शोधनिबंध.

संशोधन पद्धती:

हा शोधनिबंध लिहिताना संशोधकाने दुय्यम स्तोत्राचा वापर केला आहे. यासाठी संदर्भ ग्रंथ, इंटरनेट यांचा आधार घेतला आहे.

संशोधनाचा उद्देश:

१. बहुविद्याशाखीय शिक्षण कारणांचा अभ्यास करणे .
२. बहुविद्याशाखीय शिक्षण विकास प्रक्रिया व उपायांचा अभ्यास करणे .

संशोधन प्रणाली:

प्रस्तुत संशोधनासाठी दुय्यम स्तोत्रामार्फत माहितीचे संकलन करून दैनंदिन वर्तमानपत्रे मासिके, पक्षीके व इंटरनेटवरील लेखांच्या आधारे सद्य शोध निबंध सादर केला आहे.

बहुविद्याशाखीय शिक्षण म्हणजे काय?

शिक्षणातील एक बहुविद्याशाखीय दृष्टीकोन हा शिकण्याचा एक मार्ग आहे जो धीम, संकल्पना किंवा कोणतीही समस्या स्पष्ट करण्यासाठी विविध दृष्टीकोन आणि शिकण्याच्या विविध विषयांवर मुख्य लक्ष केंद्रित करतो . हे एक आहे ज्यामध्ये एकापेक्षा जास्त विषयांच्या अनेक दृष्टीकोनातून समान संकल्पना शिकली जाते.

हा दृष्टिकोन ज्ञान परंपरेच्या अरुंद विशेषीकरणाला आणि विखंडीकरणाला छेद देतो. त्यावर मात करतो. त्याऐवजी हा दृष्टिकोन असं समजतो की, हे जग अखंड स्वरूपात समजून घेण्याची आवश्यकता आहे. एक उदाहरण पाहूया. एक संवेदनशील, जिज्ञासू युवा विद्यार्थी सूर्याकडे पाहत आहे. भौतिकशास्त्र त्या विद्यार्थ्याला सूर्य समजून घेण्यास मदत करतंय, परंतु सूर्य आश्चर्य, अदभुतता या गोष्टींनीदेखील भरलेला आहे. सूर्य जीवनाचं भरणपोषण करतो. सूर्य कवितेला प्रेरणा देतो आणि आपल्या सर्वोत्तम प्रार्थनांनादेखील. अगदी वैदिक ऋषींपासून ते विल्यम ब्लेकपर्यंत आणि त्यांच्याही पुढे आपल्याला सूर्याबद्दलची चित्ताकर्षक कविता वाचावयास मिळते.

बहुविद्याशाखीय शिक्षण आव्हाने :

प्रस्तुत शैक्षणिक धोरण हे भारतातील प्राचीन शिक्षण पद्धती हीच योग्य पद्धती होती असे नमूद करून तक्षशिला, नालंदा, वल्लभी आणि विक्रमशिला या विद्यापीठांसारखे यश बहुविद्याशाखीय विद्यापीठे स्थापून प्राप्त करता येते असा विश्वास दर्शवते आणि भारतात तात्काळ अशा बहुविद्याशाखीय शिक्षण पुरवणाऱ्या संस्था निर्माण करणे गरजेचे आहे असे सांगते. मात्र बहुविद्याशाखीय शिक्षण म्हणजे काय? या संदर्भात बाणभट्टाच्या प्राचीन कादंबरीतील कला आणि विज्ञान यांचा समावेश असणाऱ्या ६४ ज्ञान प्रकारांचा उल्लेख करून तशाच प्रकारचे मानव्यविद्या, कला, सामाजिकशास्त्रे, विज्ञान-तंत्रज्ञान आणि गणित अशा विद्यांचा समावेश असणारे बहुविद्याशाखीय शिक्षण या धोरणात अपेक्षित आहे. मात्र अशा प्रकारची शिक्षण व्यवस्था निर्माण करणे निश्चितच आव्हानात्मक असणार आहे.

१. ऑल इंडिया सर्व्हे ऑन हायर एज्युकेशन (All India Survey on Higher Education -AISHE) २०१९-२० मधील आकडेवारीनुसार आज देशात १०४३ विद्यापीठे आहेत, ज्यात सार्वजनिक आणि खासगी अशा दोहोंचा समावेश होतो. यातील ५२२ सामान्य विद्यापीठे वगळता उर्वरित १७७ तांत्रिक, ६३ कृषी आणि संबंधित, ६६ वैद्यकीय, २३ कायदा, ११ भाषा आणि इतर अशा विशेष शिक्षण देणाऱ्या विद्यापीठांचे रूपांतर बहुविद्याशाखीय विद्यापीठात करणे निश्चितच आव्हानात्मक आहे. कारण आता तंत्रज्ञान विद्यापीठांनादेखील आरोग्य, मानव्यविद्या आणि सामाजिक शास्त्रे अशा अभ्यासक्रमांचा समावेश करावा लागेल. त्यासाठी कृषी, आरोग्य, भाषा अशा सर्वच विद्यापीठांची पुनर्रचना करावी लागेल. विद्यापीठातील प्राध्यापकांच्या अनेक वर्षांपासून रिक्त असणाऱ्या जागांच्या पाश्चिमीवर भौतिक आणि मनुष्यबळाची उपलब्धता हे आव्हान आहे.

२. धोरणात अपेक्षित असल्याप्रमाणे विशेषीकरणाकडून बहुविद्याशाखीय होताना श्रेयांक संख्या (क्रेडिट स्कोर) किती असावी हेदेखील ठरवणे आव्हानात्मक असेल. कारण बहुविद्याशाखीय दृष्टिकोनातून नवीन विषय शिकताना मिळवलेले वाढीव श्रेयांक पूर्वीच्या काही विषय श्रेयांकाला कमी करून समाविष्ट करावे लागतील. मग अशा श्रेयांक संख्येचा गट निवडणे हे आता विद्यार्थ्यांसाठी जेवढे निवडीचे स्वातंत्र्य दर्शवते तेवढेच ते निवडणे आणि विहित कालावधीत पूर्ण करणे हेदेखील आव्हानात्मक असेल.

३. विषयनिवडीचे स्वातंत्र्य, उद्देश आणि त्याची उपयुक्तता यांची अखंडित साखळी असावी लागेल, मात्र पदवी पूर्ण करण्यासाठी आवश्यक तेवढे श्रेयांक मिळवण्यासाठी बहुविद्याशाखीय विषयांचा गट (पोर्टफोलिओ) निवडताना अनेकदा उपयुक्तेऐवजी काही विषय सहज सोपे किंवा अधिक गुण देणारे (स्कोअरिंग) म्हणून निवडले जातील आणि अशाच विषयांना विद्यार्थी संख्येचा खूप मोठा ओढा असेल. म्हणजेच विषय निवडीचा उद्देश बहुआयामी पण उपयुक्तता पूर्ण ज्ञान घेणे असाच राहिल का? याबाबत मात्र साशंकता राहते आणि ते तसे उपयुक्तता पूर्ण रहावे यासाठीचे आव्हान देखील यात दिसते.

शिक्षणातील बहुविद्याशाखीय दृष्टिकोनाचे फायदे

1: निवडण्याचा विशेषाधिकार

मी पैज लावू शकतो की तुम्ही तुमच्या नातेवाईक आणि मित्रांकडून तसेच परदेशात स्थायिक झालेल्यांकडून अशा गोष्टी ऐकल्या असतील. पण, आता ते खरे नाही! तरुणांची मानसिकता बदलण्यासाठी आणि त्यांना भारतीय शिक्षण व्यवस्थेच्या सामर्थ्याची जाणीव करून देण्यासाठी, अधिका-यांनी गांभीर्याने खूप प्रयत्न केले आहेत आणि बहुविद्याशाखीय शिक्षण हे त्यांचे जिवंत उदाहरण आहे.

महाविद्यालयांमध्ये बहुविद्याशाखीय शिक्षणामुळे, विद्यार्थ्यांना त्यांचा आवडता विषय, त्यांना शिकायचा आहे तो विषय निवडण्याचा अधिकार मिळतो. विषय जे त्यांच्या ज्ञानात काही मोलाची भर घालू शकतात. शिक्षणाचा बार वाढवू शकेल असे विषय त्यांच्यावर जबरदस्ती केलेली नाही. शेवटी, हे अधिक सहयोगी शिक्षक-विद्यार्थी संबंध प्रस्थापित करण्यात मदत करेल.

2: पॅशन शोधण्यासाठी आत पोहोचा

येथे, "विषयांची निवड" हा कीवर्ड आहे, परंतु त्याचे फायदे विद्यार्थ्यांच्या वैयक्तिक वाढीसाठी देखील आहेत. मला तुमच्यासाठी ते सोपे करू द्या. पहा, एकीकडे, एक प्राध्यापक म्हणून, तुमच्याकडे नेहमीच्या शिकवण्या-शिकण्याच्या प्रक्रियेत नवनवीन करण्याची शक्ती असेल. आणि दुसरीकडे, तुमचे विद्यार्थी विस्तीर्ण ई-सामग्रीमध्ये प्रवेश करण्यास सक्षम असतील ज्यामुळे त्यांना त्यांची आवड किंवा खरा हेतू लक्षात घेण्यास मदत होईल.

ते जितके अधिक ई-सामग्री वापरतील, तितकी त्यांच्या सखोल स्वारस्यांबद्दल अधिक अंतर्दृष्टी त्यांना सापडेल!

जरी तुमचे विद्यार्थी सुरुवातीला त्यांच्या आवडींबद्दल अनभिज्ञ असतात, तरीही ते शिकवण्याच्या-शिकण्याच्या प्रवासात ते शोधू शकतात. अशाप्रकारे, ऑनलाइन शिक्षण साधनांचे संयोजन जसे की लर्निंग मॅनेजमेंट सिस्टीम (LMS) कॉलेज ईआरपी सॉफ्टवेअरमध्ये एकात्मिक बहु-विषय दृष्टिकोनासह विद्यार्थ्यांच्या वैयक्तिक विकासास चालना देऊ शकते.

3: व्यावहारिकता आणि लवचिकता

बहु-अनुशासनात्मक शिक्षण तुमच्या विद्यार्थ्यांना नवीन कल्पनांची शक्ती समजून घेण्यास अनुमती देते.

ते कोणते विषय निवडतील आणि त्यांचे संधाय फायदे कोणते असू शकतात हे ठरविण्याची परवानगी देऊन त्यांना व्यावहारिक वृत्ती विकसित करण्यास मदत करते. त्यांना जोखीम आणि फायदे मोजून निर्णय घेण्यासाठी वेळ मिळतो. अशा प्रकारे, एक बहु-अनुशासनात्मक कार्यक्रम टेबलमध्ये व्यावहारिकता आणि लवचिकता आणतो. हे तुमच्या विद्यार्थ्यांना त्यांच्या मनाची शक्ती आणि ed-Tech उपकरणांचा वापर करून स्वतःचा मार्ग तयार करण्यास सक्षम करते आणि शैक्षणिक व्यवस्थेने आधीच ठरवलेल्या मार्गावर चालत नाही.

शिक्षणातील बहुविद्याशाखीय दृष्टिकोनाचे तोटे

1: विचलित होणे

प्रामाणिकपणे, अंतिम शिक्षणाच्या ध्येयापासून विचलित होणे बहुसांस्कृतिक शिक्षणासह प्रचलित होऊ शकते. काहीवेळा, तुमचे विद्यार्थी विविध विषय आणि अभ्यासक्रमांमध्ये प्रवेश करत असताना त्यांना थोडेसे हरवलेले वाटू शकते. त्यांना विचलित होण्यापासून वाचवणारी एकमेव गोष्ट म्हणजे नियोजन करणे आणि त्यांच्या दैनंदिन क्रियाकलापांवर लक्ष ठेवणे.

एक प्राध्यापक किंवा शिक्षक म्हणून, तुमच्यासाठी कॉलेज ERP सॉफ्टवेअर किंवा डॅशबोर्डसारख्या प्रगत क्रियाकलाप मॉनिटरिंग प्लॅटफॉर्मसह विद्यापीठ व्यवस्थापन प्रणाली असणे आवश्यक आहे. डॅशबोर्ड तुम्हाला दूररोज विद्यार्थ्यांच्या प्रगती अहवालाचे विश्लेषण करण्यात मदत करेल. जेव्हाही तुम्हाला असे वाटते की गोष्टी सुरळीत चालतल्या आहेत, तेव्हा तुम्ही तुमच्या ऑनलाइन शिक्षण देण्याच्या तंत्राची पुन्हा योजना करू शकता!

2: मास्टर नाही - फक्त जॅक!

एक प्रसिद्ध वाक्यप्रचार आहे - "सर्व व्यापारांचा मास्टर, जॅक ऑफ नन." हे वास्तविकतेत प्रकट होऊ शकते आणि विद्यार्थ्यांच्या उत्कृष्ट शिक्षणाचे परिणाम साध्य करण्यासाठी तुमच्या सर्व योजनांवर परिणाम करू शकतात. मी सहमत आहे की तुमच्या किटीमध्ये काही कौशल्ये असणे हा एक फायदा आहे.

तथापि, जर तुम्ही प्रत्येक गोष्टीचे ज्ञान प्राप्त केले असेल, परंतु सर्वांत महत्त्वाच्या असलेल्या एका कौशल्यामध्ये कौशल्य प्राप्त केले नसेल, तर इतर कौशल्यांचाही उपयोग नाही. तुमच्या विद्यार्थ्यांना त्यांच्या आवडीच्या एका डोमेनमध्ये कौशल्य असणे आवश्यक आहे. बहु-अनुशासनात्मक महाविद्यालयीन शिक्षणासह, शिक्षकांना विद्यार्थ्यांच्या कामगिरीचे मूल्यमापन करताना अधिक काळजी घ्यावी लागते. त्यांनी हे सुनिश्चित करणे आवश्यक आहे की त्यांचे विद्यार्थी किमान एका डोमेनमध्ये प्रभुत्व मिळवतील.

निष्कर्ष :

- १) प्रस्तुत धोरणामुळे उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांच्या निवडीच्या स्वातंत्र्याचा परीघ फार मोठ्या प्रमाणात विस्तारणार आहे.
- २) कला, वाणिज्य, विज्ञान किंवा तत्सम विद्याशाखांमधील भेद राहणार नाहीत आणि बहुविद्याशाखीय शिक्षण घेता येणार आहे.
- ३) कुठल्याही टप्प्यावर शिक्षण अर्धवट सोडावे लागले तरी शिकलेल्या प्रत्येक वर्षापर्यंतचे प्रमाणपत्रदेखील मिळेल आणि परत पुढील काळात शिक्षणाच्या पुढच्या टप्प्यावर परत रुजू होऊन शिक्षण पूर्ण करता येणार आहे.
- ४) मुक्त-दूरस्थ शिक्षण घेण्याच्या संधी मिळणार आहेत.
- ५) शिक्षणाच्या कुठल्याही टप्प्यावर रोजगाराभिमुख शिक्षण घेता येईल.
- ६) संशोधनावर अधिक भर असेल आणि शिक्षणावरील खर्च वाढेल.
- ७) शिक्षकांनादेखील अधिक स्वायत्तता असणार आहे.
- ८) व्यावसायिक शिक्षणासह एकूणच उच्च शिक्षणाचे प्रमाणदेखील वाढणार आहे.
- ९) तंत्रज्ञानाचा मोठ्या प्रमाणावर वापर होणार आहे.
- १०) मानवी आणि नैतिक मूल्यांच्या जतनावर भर असणार आहे.

सारांश

भारतात फार वर्षांनंतर पदवी ते पदव्युत्तर अभ्यासक्रमापर्यंतच्या शिक्षण व्यवस्थेची पुनर्रचना करणाऱ्या आणि बहुआयामी- बहुविद्याशाखीय उच्च शिक्षणाची नांदी घेऊन येणाऱ्या या राष्ट्रीय शैक्षणिक धोरण २०२० ची वर उल्लेख केल्याप्रमाणे अनेक अंगांनी उपयुक्तता आहे. मात्र असे असले तरी धोरणाची अंमलबजावणी करताना वर उल्लेख केलेल्या आणि अशा अनेक आव्हानांना सामोरे जावे लागणार आहे हे विसरून चालणार नाही. म्हणून अशा आव्हानांची भाकिते आजच करावी लागतील आणि त्या अनुषंगाने नियोजनदेखील करावे लागेल, एवढेच शोबटी अधोरेखित करावेसे वाटते.

संदर्भ ग्रंथ : १. राष्ट्रीय शैक्षणिक धोरण २०२०

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नवीन शैक्षणिक धोरण :- शैक्षणिक संकुल संकल्पना

गंडाळ आबासाहेब तान्हाजी.

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नवीन शैक्षणिक धोरणात अभिमत विद्यापीठांचे, ऑटोनॉमस कॉलेजेसचे व खाजगी शिक्षण संस्थांचे योगदान खूप महत्त्वाचे असणार आहे. त्यांच्यासमोर नवनिर्मितीची आव्हाने आहेत, त्याचबरोबर तुलनेने कमी आर्थिक क्षमतेच्या इतर शाळा-कॉलेजेसना बरोबर घेऊन जाण्याचीही जबाबदारी आहे. शिक्षण संकुल ही अत्यंत महत्त्वाची संकल्पना नवीन शैक्षणिक धोरणात आहे. या शिक्षण संकुलाच्या केंद्रस्थानी सक्षम शाळा अथवा महाविद्यालय असतील. या संस्थेच्या भोवती असलेल्या दहा ते पंधरा शाळांना अथवा महाविद्यालयांना सक्षम बनवणे, त्यांना आवश्यक त्या तांत्रिक सुविधा उपलब्ध करून देणे, तज्ज्ञ शिक्षकांचे मार्गदर्शन उपलब्ध करून देणे ही संकुलातील प्रमुख शाळा-महाविद्यालयाची जबाबदारी असणार आहे. उदाहरणार्थ, क्रीडा, कला, संगीत यासारख्या विषयांना पुरेसे शिक्षक आजूबाजूच्या शाळांमध्ये असणार नाहीत. त्यांना तेवढ्या तज्ज्ञ व्यक्ती मिळणार नाहीत किंवा तेवढ्या व्यक्तींचे अनुदान शासन देऊ शकणार नाही. अशा वेळी संकुल केंद्रांमध्ये असलेल्या शाळेत हे तज्ज्ञ शिक्षक नेमले जावेत व त्यांचे वेळापत्रक अशा प्रकारे आखावे की एकतर जवळच्या शाळातले विद्यार्थी मार्गदर्शन घेण्यासाठी या केंद्रीय शाळेत येतील किंवा या तज्ज्ञ शिक्षकांना आजूबाजूच्या शाळांमध्ये जाऊन त्यांच्या विषयांचे प्रशिक्षण देता येईल.

नवीन शैक्षणिक धोरणात व्यवसाय मार्गदर्शन हा विषय इयत्ता सहावीपासून जोडण्यात आला आहे. हे अत्यंत योग्य पाऊल आहे. परंतु अशा व्यवसायांचे प्रशिक्षण देण्याची यंत्रणा सर्व शाळांमध्ये उपलब्ध असणे कठीण आहे. या व्यवसाय प्रशिक्षणासाठी सक्षम प्रशिक्षक निवडणे, उत्तम दर्जाचे वर्कशॉप उपलब्ध होणे, व्यवसाय शिक्षण देण्यासाठी आवश्यक असलेली पायाभूत सुविधा उपलब्ध करून देणे हे प्रत्येक शाळेला शक्य होणार नाही. संकुल केंद्रातील शाळेने ती व्यवस्था करावी, अशी अपेक्षा आहे. उदाहरणार्थ, मुलांना बुक

बाइंडिंग करण्याचे प्रशिक्षण व्यवस्थित दिले जाऊ शकते. बाइंडिंग करण्यासाठी आवश्यक असलेला कच्चा माल किंवा छोटी साधने शाळांकडे असतील. परंतु पेपर कटिंगची यंत्रे, प्रेस मशीन उपलब्ध असेलच असे नाही. अशी काही यंत्रसामग्री एका जागी असेल, तर इतर शाळा त्याचा लाभ घेऊ शकतील. इलेक्ट्रॉनिक छोटी उपकरणे करण्याचे प्रशिक्षण शालेय स्तरावर देता येईल. त्यासाठी सोल्डरिंगची व्यवस्था त्या त्या शाळेत होईल. पण असेंब्ली केलेले एखादे उपकरण योग्य प्रकारे काम देत नसेल, तर सर्किट जोडणीमध्ये नेमकी त्रुटी कुठे आहे हे शोधून काढण्यासाठी आवश्यक असणारा तज्ज्ञ व्यक्ती व उपकरणे प्रत्येक शाळेत असतील असे नाही. गार्डनिंग किंवा नर्सरी तयार करण्याचे प्रशिक्षण या व्यवसाय मार्गदर्शन केंद्रातर्फे देता येऊ शकते. ही व्यवस्था कोणत्यातरी एका शाळेत व्हावी. ज्या ठिकाणी पुरेशी जागा उपलब्ध आहे, पाण्याची सुविधा आहे अशा ठिकाणी हे केंद्र करणे व प्रशिक्षणासाठी इतर शाळांनी आपले विद्यार्थी तिथे बोलावून आणणे असे करावे लागेल. व्यवसाय प्रशिक्षणाचे उद्दिष्ट हेच आहे की विद्यार्थ्यांमध्ये स्वतःच्या पायावर उभे राहण्याचा आत्मविश्वास निर्माण व्हावा. या दृष्टीने हे अत्यंत क्रांतिकारक पाऊल आहे. परंतु याची अंमलबजावणी करताना केंद्रस्थानी असलेल्या शाळेने व तेथील व्यवस्थापनाने अधिक जबाबदारी उचलण्याची आवश्यकता आहे.

नववी ते बारावीमधील - म्हणजे ज्युनिअर कॉलेज गटातील विद्यार्थ्यांसाठी ही संकुल योजना अत्यंत महत्त्वाची ठरणार आहे. आज ज्युनिअर कॉलेजमध्ये काही ठरावीक सहा-सात विषय शिकवले जातात. आता प्रत्येक विद्यार्थ्यांस वेगवेगळे विषय निवडण्याचे स्वातंत्र्य असणार आहे. यात कला, वाणिज्य, विज्ञान, कायदा, तंत्रज्ञान, वैद्यकीय यासारखे विषय येतील. चित्रकला, संगीत, नृत्य, आयुर्वेद, योग, इंडॉलॉजी, मायथॉलॉजी अशा विविध विषयांचा समावेश असेल. म्हणजे एकूण विषयांची व्याप्ती ३०-४०पेक्षा अधिक होऊ शकते. कोणतेही एक कॉलेज इतक्या विषयांचे व्यवस्थापन करू शकणार नाही. या प्रसंगी संकुल व्यवस्थाच परिणामकारक ठरणार आहे. अधिक सक्षम असलेली कॉलेज किंवा संस्था यांनी पुढाकार घेऊन, संकुलातील इतर महाविद्यालयीन व्यवस्थापकांची चर्चा करून, अधिकाधिक कोणते विषय विद्यार्थ्यांना उपलब्ध करून देता येतील व त्यातल्या कोणत्या विषयांचे प्रशिक्षण कोणत्या महाविद्यालयाकडे देता येईल येईल याचे

नियोजन करावे लागेल. संकुलातील कोणत्याही महाविद्यालयातील विद्यार्थी आपण जो विषय निवडला असेल त्या महाविद्यालयात त्या तासासाठी उपस्थित राहतील. यातून वेळापत्रकात थोडा विस्कळीतपणा येईल, पण विद्यार्थ्यांना निवड करण्याच्या अधिकाधिक संधी उपलब्ध होतील व त्यातून विद्यार्थ्यांचा व्यक्तिमत्त्व विकास अधिक चांगल्या प्रकारे होईल. या ज्युनियर कॉलेज गटातच भावी शिक्षणाची दिशा निश्चित होणार असल्यामुळे या ठिकाणी येणाऱ्या विद्यार्थ्यांचे प्रशिक्षण अधिक सक्षमतेने करणे हे मोठे आव्हान शिक्षण संस्थांसमोर असणार आहे.

शिक्षक प्रशिक्षणाची महाविद्यालये हे असेच एक मोठे आव्हान आहे. सामान्यतः अभिमत महाविद्यालयाने (ऑटोनॉमस कॉलेजेसनी) हा विषय घ्यावा अशी शासनाची अपेक्षा आहे. ज्या महाविद्यालयात अधिकाधिक विषय शिकविले जातात - म्हणजे जिथे हे शैक्षणिक विविधता आहे, तिथे हे महाविद्यालय जोडले जाऊ शकते. याचे कारण चार वर्षांच्या शिक्षक अभ्यासक्रमात विविध विषयांची प्राथमिक माहिती दिली जाईल, कौशल्य दिली जातील. त्याबरोबर एक विषय विशेष अभ्यासाचा म्हणून निवडावा लागेल. ज्युनियर कॉलेजमध्ये अथवा महाविद्यालयात वेगवेगळे विषय शिकविले जाणे अपेक्षित आहे. त्या सर्व विषयांचे तज्ज्ञ शिक्षक या शिक्षक महाविद्यालयात तयार करावे लागतील. पूर्वी डी.एड. झालेला शिक्षक प्राथमिक शाळेत कुठलाही विषय शिकवत असे किंवा बी.एड. झालेला शिक्षक आपल्या एक किंवा दोन विषयांमध्ये नैपुण्य प्राप्त करून माध्यमिक शाळेत शिकवत असे. आता उच्च माध्यमिक व उच्च महाविद्यालयात विषयांची व्याप्ती पुष्कळ अधिक होणार आहे. शिक्षक महाविद्यालयांना पूर्वीच्या सहा-सात विषयांऐवजी आता तीस-चाळीस विषयांचे तज्ज्ञ शिक्षक तयार करावे लागतील. हे मोठे आव्हान असणार आहे. ग्रामीण व शहरी भागात कोठे कोणत्या विषयांचे शिक्षण दिले जाणार आहे, नेमके किती शिक्षक अपेक्षित आहेत हे निश्चित करून त्यानुसार त्या त्या विषयाच्या शिक्षकांची शाळा-महाविद्यालयात भरती करावी लागेल. त्या प्रमाणात शिक्षण महाविद्यालयातील प्रशिक्षणार्थी विद्यार्थिसंख्या निश्चित करावी लागेल. हे आव्हान पेरण्याची जबाबदारी तुलनेने अधिक सक्षम असलेल्या संस्थांना व महाविद्यालयांना उचलावी लागेल.

अहमदनगर जिल्ह्यातील नवीन राष्ट्रीय शैक्षणिक धोरण-२०२० अंमलबजावणी व आव्हाने

श्री प्रकाश महादू गावित

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२९ जुलै २०२० रोजी केंद्रीय मंत्री मंडळाने राष्ट्रीय शैक्षणिक धोरणाला मंजुरी दिली, या नवीन राष्ट्रीय शैक्षणिक धोरणानुसार भारताचे भावी शिक्षण १) सर्वाना सहज शिक्षण(Access) २) समानता (Equity) ३) गुणवत्ता (Quality) ४) परवडणारे शिक्षण (Affordability) व ५) उत्तरदायित्व (Accountability) या मुलभूत गाभा घटकावर अवलंबून आहे. विद्यार्थ्यांच्या सर्वांगीण विकासासाठी, कौशाल्याधीष्टीत शिक्षण देण्यासाठी अहमदनगर जिल्ह्यात नवीन राष्ट्रीय शैक्षणिक धोरण-२०२० अंमलबजावणीसाठी पुढील शैक्षणिक संस्था काम करतात.

संस्था	अंगणवाडी		प्राथ.शाळा		माध्य. शाळा		उच्च माध्य. शाळा		तांत्रिक व्यवसाय शिक्षण (दहावी नंतर)			अभियांत्रिकी		महाविद्यालये		
	ग्राम.	शहरी	एकूण	मुली	एकूण	मुली	एकूण	मुली	ITI	सरकारी	खासगी	पदविका	पदवी	एकूण	मुली	
संख्या	५६३४	२७१	५२११	४८	१११४	२४	४९४	३१	१०	१	०१	६४	२७	१०	१२३	११

वरील अहमदनगर जिल्हा सामाजिक व आर्थिक समालोचन-२०२३ नुसार वरील एकूण संस्था असून विद्यार्थ्यांना सर्वाना सहज व गुणवत्ता पूर्ण शिक्षण देणे क्रमप्राप्त आहे. पूर्व प्राथमिक ते उच्च माध्यमिक शाळा पर्यंत SCERT ने शिक्षक प्रशिक्षण घेऊन दर्जेदार शिक्षक निर्माण करणे एक आव्हान आहे. महाविद्यालयीन शिक्षकांसाठी UGC व विद्यापीठाने कृतियुक्त प्रशिक्षण घेणे अत्यावश्यक आहे. वरील तक्त्यानुसार तांत्रिक संस्था कमी असून दहावीनंतर व्यासायिक प्रशिक्षण देणाऱ्या संस्था कमी असल्याने कौशाल्याधीष्टीत नवीन कोर्सेस तयार करण्याची जबाबदारी स्थानिक संस्थाना घ्यावी लागणार आहे.

राष्ट्रीय शैक्षणिक धोरण: 1968, 1986 व 2020

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गुरुकुल' पद्धतीकडून मेकॅलोच्या कारकून बनविणाऱ्या शिक्षण पद्धतीच्या मार्गाने आज आपण तीन राष्ट्रीय शैक्षणिक धोरणांतून प्रवास करीत 2020 च्या धोरणाच्या अंमलबजावणीच्या टप्प्यापर्यंत येऊन पोचलो आहोत. जे राष्ट्रीय शिक्षण धोरण 1968 साली आले, ते कोठारी आयोगाच्या शिफारशींवर आधारित होते. त्यात वयाच्या 14व्या वर्षापर्यंत मोफत आणि सक्तीचे शिक्षण, शिक्षकांचे प्रशिक्षण आणि पात्रता, तीन भाषांचे सूत्र, सर्वांना शिक्षणाची समान संधी, 10+2+3 अशी संरचना होती. 1986 चे धोरण राजीव गांधींनी लागू केले. महिला, अनुसूचित जाती-जमातींसह सर्वांना समान शिक्षणाची संधी प्रदान करणे, जिल्हा शिक्षण आणि प्रशिक्षण संस्था स्थापन करणे, देशभरात 10+2+3 पॅटर्नची तात्काळ अंमलबजावणी करणे, शाळांमधून अन्न आणि आरोग्यदायी वातावरणाची योग्य उपलब्धता करून देणे, मुक्त विद्यापीठ आणि दूरस्थ शिक्षण संस्था उघडणे, राष्ट्रीय महत्त्व असलेल्या संस्थांना सक्षम बनवण्यावर भर होता. 1986 च्या राष्ट्रीय शिक्षण धोरणात पी.व्ही. नरसिंह राव सरकारने 1992 मध्ये बदल केले. नवोदय विद्यालयांमध्ये गुणवत्ता वाढीवर भर दिला. प्रत्येक राज्यात किमान एक मुक्त विद्यापीठ उघडण्याची तरतूद करण्यात आली. व्यावसायिक आणि तांत्रिक अभ्यासक्रमांमध्ये प्रवेशासाठी सामायिक प्रवेश परीक्षांचा आधार घेतला गेला. 'राष्ट्रीय शैक्षणिक धोरण 2020' मध्ये शाळाबाह्य मुलांना मुक्त शाळा प्रणालीद्वारे मुख्य प्रवाहात आणणे, पायाभूत साक्षरता आणि संख्याशास्त्रावर भर, सध्याची शिक्षण प्रणाली बदलून 3-8, 8-11, 11-14 आणि 14-18 वर्षे वयोगटातील नवीन 5+3+3+4 अभ्यासक्रम आणणे, व्यावसायिक शिक्षणावर भर देणे, विद्यार्थ्यांचे मूल्यमापन करण्यासाठी राष्ट्रीय मूल्यमापन केंद्र - 'पारख'ची निर्मिती करणे, सर्व अभ्यासक्रम आंतरविद्याशाखीय करणे असे काही महत्त्वाचे बदल घडून येणार आहेत. 2022 पासून याची अंमलबजावणी होणार असल्याने येणाऱ्या काळात या धोरणाचे फायदे-तोटे लक्षात येतील.

Keywords: राष्ट्रीय शैक्षणिक धोरण, एनईपी, मोफत आणि सक्तीचे शिक्षण, व्यावसायिक शिक्षण, एनसीसी, एनएसएस, एनसीईआरटी, मुक्त विद्यापीठ

नवीन शैक्षणिक धोरण आणि संतांचे मूल्यशिक्षण

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कला,वाणिज्य व विज्ञान

महाविद्यालय, अळकुटी

भारत देशाच्या जडणघडणीत सामाजिक, सांस्कृतिक, ऐतिहासिक आणि वाङ्मयीन जडणघडणीत संतांचे योगदान मोठे आहे.प्राचीन काळापासून ऋषीमुनींनी चार वेद ,सहा शास्त्रे ,अठरा पुराणे या वाङ्मयामध्ये आचार आणि विचाराचे मूल्यशिक्षण दिलेले आहे. रामायणातील श्री रामचंद्र आदर्श मुलगा,आदर्श पती, आदर्श बंधू,आदर्श राजा आणि आदर्श शिक्षक म्हणून आपणांस रामयणांमध्ये दिसतो.महाभारतातील श्रीकृष्ण अर्जुनाला कुरुक्षेत्रावर गीतारूपाने जे ज्ञान सांगतो.तो मूल्यशिक्षणाचा धडाच आहे.

आपल्या भारतीय संस्कृतीचा शिक्षक म्हणून तत्ववेत्ता म्हणून समाज संघटक म्हणून श्रीकृष्णाकडे पहाता येते.१२व्या शतकामध्ये ज्ञानेश्वर महाराजांनी ज्ञानेश्वरीच्या रूपाने जे धर्म कीर्तन केले त्यामध्ये सर्व अध्यांयामध्ये मूल्यशिक्षण सांगितले आहे.

संत नामदेव महाराजांनी कीर्तनाच्या माध्यमातून समाजासाठी चंद्रभागेच्या वाळवंटात ज्ञानाचा दिवा लावलेला आहे. लोकशिक्षक संत एकनाथ महाराजांनी भारुडांच्या माध्यमातून समाजाला अंधश्रद्धेपासून दूर केले संत तुकाराम महाराजांनी पर्यावरणाची शिकवण दिली तसेच भक्तीची व नीतीची शिकवणही दिली, त्यांचे शिष्य निळोबा महाराजांनी आई-वडिलांची सेवा करावी आणि गुरुभक्तीचा आदर ठेवावा ही शिकवण दिली म्हणूनच नवीन शैक्षणिक धोरणाचा स्वीकार करताना भारतीय संस्कृतीच्या तत्त्वज्ञानाचा आणि संतांनी आचार विचारातून सांगितलेल्या मूल्यांचा स्वीकार केला तर सुसंस्कृत विद्यार्थी आणि सुसंस्कृत समाज घडल्याशिवाय राहणार नाही.

राष्ट्रीय शिक्षा नीति २०२० और भारतीय भाषाएं

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‘निज भाषा उन्नति अहै,

सब उन्नति को मूल’ - (भारतेंदु हरिश्चंद्र 1877)

प्राचीन काल से अध्ययन-अध्यापन में भारतीय भाषाओं का महत्व दिखाई देता है। 21वीं सदी में नई शिक्षा नीति हमें अपने प्राचीन परंपरा और ज्ञान की ओर ले जाती है। भारत में 22 संवैधानिक भाषा, 02 राजभाषा और 10 भारतीय ज्ञान परंपरा की अभिजात भाषाओं का महत्व इस नीति में दिखाई है। भारत एक गणराज्य देश है। विविधता में एकता उनकी विशेषता है। भारत एक बहुभाषी, संस्कृति और भौगोलिक विविधता से संपन्न देश रहा है। क्योंकि हर क्षेत्र का बच्चा (बालक) अपनी भाषा में ज्ञान अर्जित करें यह उद्देश्य इस नीति का रहा है। परिवार, भौगोलिक परिवेश के अनुभव और ज्ञान का सामजस्य बिठाकर बौद्धिक विकास करना इनका मूल लक्ष्य रहा है। ज्ञान, कौशल्या (निपुणता) और रोजगार निर्माण की क्षमता हर क्षेत्र के बच्चों (बालक) में हो इस नीति का उद्देश्य है। राष्ट्रीय पाठ्यचर्या रूपरेखा की 2022 की सिफारिश है कि बच्चों को 8 साल की उम्र तक उनकी (मातृभाषा) में शिक्षा दी जाए। शिक्षा का अधिकार अधिनियम, 2009 के तहत अध्याय 5 की धारा 29 (एफ) निर्विवाद रूप से कहती है कि **“शिक्षा का माध्यम, जहां तक संभव, हो बच्चों के मातृभाषा में होगी।”**¹ क्षेत्रीय भाषाओं में ज्ञान परिवर्तन ने छात्रों को विषय वस्तु को बेहतर ढंग से समझने और उनके समग्र सीखने के अनुभव को लेकर बेहतर बनाने में सक्षम बनाया है। राष्ट्रीय शिक्षा नीति 2020 इस बात की वकालत करती है कि **“जहां भी संभव हो, सार्वजनिक और निजी स्कूलों दोनों में, शिक्षा का माध्यम कम से कम ग्रेट 5 तक, लेकिन अधिमानतः ग्रेट 8 और उससे आगे तक मातृभाषा/स्थानीय भाषा/क्षेत्रीय भाषा होगी।”**² भाषा विकास के लिए आवश्यक सात सूत्र बताए हैं। संवाद का माध्यम, समकालीन साहित्य निर्माण, शब्दावली कोश निर्माण, तकनीकी का स्वीकार करना, अध्ययन-अध्यापन का संसाधन निर्माण करना, भाषा को आश्रय- परिवार, समाज, देश और प्रशासन में मिलना आवश्यक है।

अतः भारतीय भाषा का महत्व त्रिभाषा सूत्र में और नई शिक्षा नीति में 2020 दिखाई देता है। छात्रों के भावनिक, बौद्धिक और सामाजिक विकास के साथ-साथ देश की प्राचीन परंपरा और वर्तमान समय में योगदान की क्षमता को निर्माण करना रहा है।

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गोषवारा-

समाजाच्या सर्व क्षेत्रातील विकासाकरिता ग्रंथालयांमध्ये माहिती हा घटक एक मूलभूत घटक आहे.ग्रंथालयामध्ये मर्यादित संसाधने संसाधने उपलब्ध असतात आणि ग्रंथपालांना सतत वाढत जाणारे ज्ञान वाचन साहित्य आणि वाचक यांचा विचार करून कार्यरत राहावे लागते. आपली कार्य कार्यक्षमपणे व प्रभावी रित्या पार पाडण्याकरता ग्रंथपाल आपले व्यवसाय ज्ञान व साधन द्वारे विविध माहिती सेवा वाचकांना पूर्वीत असतो. कोणत्याही निर्णय घेण्यासाठी तसेच समस्यांची निराकरण करण्यासाठी त्यासंबंधीच्या माहितीचे नितांत आवश्यकता असते योग्य माहितीच्या अभावी अचूक निर्णय घेणे अवघड असते म्हणजेच निर्णय घेण्याकरिता उपयुक्त ज्ञान म्हणजेच माहिती होय ग्रंथालयातील विविध विविध पुस्तके, नियतकालिके, वृत्तपत्रे यांच्या संग्रहणाकरिता अनेक पद्धती उपलब्ध आहेत. ग्रंथालयामध्ये नियोजनसंचालन नियंत्रण प्रोत्साहन संदेशवहन कर्मचारी व्यवस्थापन इत्यादी कार्यांचा र विचार करावा लागतो नियोजन हे सर्व व्यवस्थापकीय कार्यांचा पाया म्हणून कार्य करते शास्त्राचे जनक म्हणून एस आर रानात हे आहेत भारताचा माहिती तंत्रज्ञान अधिनियम अधिनियम 17 ऑक्टोबर 2000 पासून अमलात आणला या कायद्यामुळे ई-कॉमर्स आणि ई व्यवहाराला कायदेशीर स्वरूप प्राप्त झाले आहे.

शैक्षणिक ग्रंथालय एकमेकांशी जोडली जावी याकरिता विद्यापीठ आयोगाने 1991 साली दि इंफॉर्मेशन फॉर लायब्ररी नेटवर्क इम्प्लिमेंट ची आंतर विद्यापीठ स्वायत्तता केंद्र स्वरूप स्थापना केली विविध प्रकार आहेत त्यामध्ये शैक्षणिक ग्रंथालय सार्वजनिक ग्रंथालय विशेष ग्रंथालय राष्ट्रीय ग्रंथालय इत्यादी ग्रंथालय आहेत त्यामध्ये भारतातील विविध ग्रंथालय कायदे आहेत 1930 मध्ये वाराणसी येथे आयोजित आशिया परिषदेमध्ये या सर्वाना पब्लिक लायब्ररी ऍक्ट सादर करून भारतीय ग्रंथालय कायद्याची बीजे रोवली.डॉ. एस आर रंगनाथन 1892 ते 1972 यांनी प्रथम इसवी सन 1924 मध्ये ग्रंथालय शास्त्राचे पाच मूलभूत सिद्धांत तयार केले हे पाच सिद्धांत रंगनाथन यांची पंचसूत्री म्हणून प्रसिद्ध आहेत. 1931 साली फाईव्ह लॉज ऑफ लायब्ररी सुप्रसिद्ध ग्रंथ प्रकाशित केला त्यावेळी डॉक्टर एस आर रंगातून हे मद्रास विद्यापीठाचे प्रमुख ग्रंथपाल म्हणून कार्यरत होते ग्रंथालयाचे पाच मूलभूत सिद्धांत पुढील प्रमाणे 1.ग्रंथालय उपयोगासाठी उपयोगासाठी आहेत 2.प्रत्येक वाचकाला त्याचा /तिचा ग्रंथ मिळावा 3.प्रत्येक ग्रंथाला त्यांचा वाचक मिळावा.4. वाचकाचा वेळ वाचावा तसेच ग्रंथालय सेवकाचा वेळ वाचावा 5. ग्रंथालय ही एक वर्धिष्णू संस्था आहे वरीलं ग्रंथालय शास्त्राचे पाच सिद्धांत हे एक पायाभूत संशोधन आहे

राष्ट्रीय शिक्षा नीति 2020: चुनौतियाँ और संभावनाएं

डॉ. विजयकुमार राऊत

सारांश- भारत सरकार की ओर से राष्ट्रीय शिक्षा नीति 2020 की घोषणा होकर तीन साल हो गए हैं, कई कक्षा में इस नीति का क्रियान्वयन हुआ है। शैक्षिक वर्ष 2024-25 से इसपर सभी स्तर पर क्रियान्वयन होगा। तब उसके अंमल पर जो चुनौतियाँ हैं उसके बारे में चर्चा होना बहुत आवश्यक है। तीन साल हमें चुनौतियाँ दूँढ़ने के लगे हैं बावजूद हम उसके मूल तक नहीं जा सके हैं। भारतीय परिवेश में राष्ट्रीय शिक्षा नीति 2020 के अंमल के परिप्रेक्ष्य में निम्न बातों की ओर ध्यान देना आवश्यक है- कार्यशाला और प्रशिक्षण नहीं के बराबर हुए हैं। विशुद्ध जानकारी का अभाव दिखाई देता है। राष्ट्रीय शिक्षा नीति 2020 में, भाषा एक नकारात्मक कारक है क्योंकि भारत में शिक्षक-छात्र अनुपात एक समस्याग्रस्त है, इस प्रकार शैक्षणिक संस्थानों में प्रत्येक विषय के लिए मातृभाषा को शुरू करना एक समस्या है। कभी-कभी, एक सक्षम शिक्षक दूँढ़ना एक समस्या बन जाता है और अब एक और चुनौती एनईपी 2020 की शुरुआत के साथ आती है, जो मातृ भाषाओं में अध्ययन सामग्री ला रही है। राष्ट्रीय शिक्षा नीति 2020 के अनुसार, स्नातक की पढ़ाई पूरी करने के इच्छुक छात्रों को चार साल तक पढ़ाई करनी होती है, जबकि कोई भी अपनी डिप्लोमा डिग्री आसानी से दो साल में पूरी कर सकता है। यह विद्यार्थी को पाठ्यक्रम बीच में छोड़ने के लिए प्रोत्साहित कर सकता है। राष्ट्रीय शिक्षा नीति 2020 के अनुसार, निजी स्कूलों के छात्रों को सरकारी स्कूलों के छात्रों की तुलना में बहुत कम उम्र में अंग्रेजी से परिचित कराया जाएगा। सरकारी स्कूल के छात्रों को शैक्षणिक पाठ्यक्रम संबंधित क्षेत्रीय भाषाओं में पढ़ाया जाएगा। यह नई शिक्षा नीति की प्रमुख कमियों में से एक है क्योंकि इससे अंग्रेजी में संवाद करने में असहज छात्रों की संख्या में वृद्धि होगी जिससे समाज के विभिन्न वर्गों के बीच अंतर बढ़ेगा। लेकिन सबसे बड़ी चुनौती शिक्षा के चार (4) चरणों में से प्रत्येक में संशोधित पाठ्यक्रम और शिक्षाशास्त्र का निर्माण और जमीनी स्तर पर इसकी वास्तविक डिलीवरी होगी। इस तथ्य को ध्यान में रखते हुए कि भारत में 1.5 मिलियन से अधिक स्कूलों और भिन्न पृष्ठभूमि वाले लगभग 250 मिलियन छात्रों के साथ दुनिया की सबसे बड़ी विविध स्कूली शिक्षाओं में से एक है, यह एक दुःस्वप्न होने जा रहा है। है। राष्ट्रीय शिक्षा नीति में भले ही कई खूबियाँ हैं, लेकिन खामियाँ ज्यादा हैं। उपरोक्त बदलावों को लागू करने से सिर्फ भारतीय शैक्षणिक व्यवस्था एक कदम और ऊपर चली जाएगी इतना ही।

डॉ. विजयकुमार राऊत

अध्यक्ष, पदव्युत्तर हिंदी विभाग एवं अनुसंधान केंद्र,

न्यू आर्ट्स, कॉमर्स अँड सायन्स कॉलेज, पारनेर

‘भारतीय शिक्षण व्यवस्था आणि नव शैक्षणिक धोरण’

सुनील अंबादास आहिरे

मु. पांझणदेव पो. नागापूर ता. नांदगाव

जि. नाशिक - ४२३१०४

दुरभाष : ९४०५३०९३६६

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● **प्रस्तावना**

शिक्षण हे माणसाच्या जीवनाला आकार देणारे आणि प्रगतीच्या वाटेवर नेणारे महत्त्वपूर्ण साधन आहे. इतकेच नाहीतर ह्याच शिक्षणाने माणूस समृद्ध होत असतो. हा शिक्षणाचा सर्व सामान्यांना मिळालेला अधिकार यशाच्या वाटेवर नेणारा आहे. कारण सर्वांना आपापला विकास करण्याचा अधिकार भारतीय राज्य घटनेने दिलेला आहे. ह्याच अधिकाराच्या मार्फत समग्र भारतीय जनता आज बऱ्याच अवधाने शिक्षणाकडे वळलेले दिसून येतात. कोणत्याही राष्ट्राच्या उन्नतीसाठी शिक्षण हे एकमेव असे साधन आहे की, ते राष्ट्राच्या विकासाला बळ आणि दिशा देते. मुळात देण्यात येणारे शिक्षण हे अधिक सकस आणि दर्जेदार असेल तर राष्ट्रातील मनुष्यबळ हे प्रभावी आणि तितकेच सक्षम असते. भारत आज जगाच्या तुलनेत विकासाच्या विशिष्ट टप्प्यावर असून उद्या महासत्ता होण्यासाठी आपले सर्वस्व पणाला लावत आहे. निश्चितच महासत्ता होण्यासाठी आवश्यक ते पाऊल म्हणून लागू केलेले नवीन शैक्षणिक धोरण फायदेशीर आहे, हे नक्कीच.

● **भारतीय शिक्षण पद्धती**

जगात शिक्षणाची सुरुवात ही प्रागैतिहासिक काळापासून सुरु झालेली असून भारत देखील या काळात शिक्षणाचा प्रमुख केंद्र बिंदू होता. या काळात भारतात मिळणारे शिक्षण हे सर्वसमावेशक पद्धतीचे असल्याने जगातील अनेक विचारवंतांनी आणि अभ्यासकांनी येथे विद्या ग्रहण केलेली आढळते. त्याकाळी नालंदा, तक्षशीला हे प्रमुख शिक्षण केंद्रे होती. नालंदा हे सध्या भारतातील बिहार राज्यातील राजगीरजवळ स्थायिक आहे. तर तक्षशीला हे पाकिस्थानमध्ये आहे. नालंदा हे मगध (आधुनिक बिहार) पूर्व भारतातील एक प्रसिद्ध महाविहार (बौद्ध मठ विद्यापीठ) होते. इतिहासकारांद्वारे जगातील पहिले निवासी विद्यापीठ मानले जाते आणि प्राचीन जगातील सर्वात मोठ्या शिक्षण केंद्रांपैकी ते राजगृह (आताचे राजगीर) शहराजवळ होते. सुमारे ९० किलोमीटर (५६ मैल) पाटलीपुत्राच्या आग्नेयेकडे (आताचे पटना). इ. स. ४२७ ते इ. स. ११९७पर्यंत ते कार्यरत होते. नालंदाने ५व्या आणि ६व्या शतकात कला आणि शैक्षणिक घटकांना प्रोत्साहन देण्यात महत्वाची भूमिका बजावली. ज्या कालखंडाचे वर्णन “भारताचे सुवर्णयुग” म्हणून केले जाते. १ ५व्या शतकात गुप्त साम्राज्यात ह्या विद्यापीठाची स्थापना झाली तर इ. स. १२०० व्या शतकात मुहम्मद बख्तियार खलजीने तोडफोड करून नष्ट केले. या विद्यापीठात वेद, व्याकरण, वैद्यकशास्त्र, गणित, खगोलशास्त्र आणि किमया यासारखे विषय शिकविले जात. एकूणच प्राचीन काळापासून भारत हा जगात शिक्षणाच्या बाबतीत आघाडीवर होता, असे दिसून येते. पैकी भारतात प्राचीन काळापासून ते आजपर्यंत मिळणाऱ्या शिक्षणाचा काही थोडक्यात मागोवा खालील प्रमाणे मांडला आहे.

➤ **प्राचीन भारतीय शिक्षण**

मुळात 'धर्म' या संकल्पनेपासून प्राचीन भारतीय शिक्षणाची सुरुवात झालेली दिसून येते. यात प्रामुख्याने वेदांचा अभ्यास असायचा. केवळ ब्राह्मण अथवा उच्च वर्गीयांना ही संधी उपलब्ध होती. गुरुकुल पद्धत असल्याने विद्यार्थ्यांना गुरुग्रही राहून ज्ञान ग्रहण करावे लागत. लहान वय असताना गुरुग्रही राहणारा बालक वयाची विशिष्ट अवस्था पूर्ण केल्यानंतरच आपल्या गृही परतत असे. मंत्र पठण, यज्ञविधी, शस्त्रविद्या असे अनेक विषय केवळ ग्रहण प्रक्रियेद्वारे शिकविले जात. मुळात हे जीवन आध्यात्म संस्कृतीशी जोडलेले असल्याने कालंतराने त्यात बदल घडत गेला.

➤ स्वतंत्र पूर्व शिक्षण

भारतात व्यापाराच्या दृष्टीकोनातून स्थायिक झालेल्या इंग्रजांनी सुमारे १५० वर्षे राज्य केले. तत्कालीन परिस्थितीत भारतात प्रामुख्याने कर्मकांडाचे स्रोत आधीच माजलेले असलेले समाजात दुही निर्माण झालेली होती. उच्च वर्गीयांकडून कनिष्ठ वर्गावर अमानुष अत्याचार होत असायचा. या काळात जातीयभेदाने कळस गाठला होता. शिवाय यात शिक्षणाची मत्केदारी ही केवळ उच्च वर्गीयांकडे असल्याने समाजातील अनेक बालके शिक्षणापासून वंचित असायची. यात एकोणिसाव्या शतकाचा इतिहास हा जगावर पाश्चात्य संस्कृतीच्या प्रभावाचा प्रारंभ होण्याचा इतिहास आहे. समाजसुधारणेची प्रेरणा या प्रभावाखाली निर्माण झाली. इंग्रजी भाषेच्या ज्ञान देणाऱ्या शाळा सुरु झाल्या त्यांचा हेतू जनता शिक्षित करणे हा नव्हता, तर इंग्रजांचे राज्य चालवायला उपयुक्त कर्मचारी मिळावे हा होता.^१ इंग्रजांनी सुरु केलेल्या शाळेत समाजातील सर्व स्तरातील बालकांना सक्तीचे व मोफत शिक्षण मिळत. इंग्रजांनी सुरु केलेल्या शिक्षण पद्धतीत समाजशास्त्र, पाश्चात्य संस्कृती, गणित, भाषा आदी विषयाचा परिचय झाल्याने भारतीय समाजाला शिक्षणाचे महत्त्व अधिकरित्या उमजले. इतकेच नाहीतर भारतीयांना लोकशाही, समता, न्याय्य, आपले हक्क, जातीय धर्मनिरपेक्षता, विज्ञाननिष्ठा निर्माण होऊन मानवतावादी दृष्टीकोन तयार झाला. इतकेच नाहीतर भारतात स्त्री शिक्षणाची सुरुवात देखील याच काळात घडून आली. शिवाय इंग्रजांनी भारतात अनेक विद्यापीठांची स्थापना देखील केली. इंग्रजांनी भारतीय शिक्षण पद्धतीत वेळोवेळी सुधारणाही केल्या. त्यांनी सर्वात प्रथम

१) 'चार्ल्स वूडचा खलिता' (सन १९५४)

२) 'हंटर आयोग' (सन १८८२)

३) 'भारतीय विद्यापीठ आयोग' (१९०२)

४) कलकत्ता विद्यापीठ आयोग (१९१७)

या आयोगानुसार भारतीय शिक्षण क्षेत्रात महत्त्वपूर्ण बदल घडून आणले. इतकेच नाहीतर इंग्रजांच्या संपर्काने भारताला पाश्चात्य जगाचा आणि संस्कृतीचा आवाका लक्ष्यात आल्याने भारतीयांना देखील आपल्या ज्ञानाचा आवाका आणि शिक्षणाचे महत्त्व समजत गेलेले दिसून येते.

➤ स्वातंत्र्योत्तर शिक्षण

इंग्रजांनी निर्माण केलेल्या शिक्षण पद्धतीला फाटा देण्यासाठी भारताने स्वातंत्र्यानंतर आपले स्वतंत्र शैक्षणिक धोरण निर्माण करण्यासाठी यथोचित प्रयत्न केले आणि त्याला यश देखील मिळाले. पारंपारिक शिक्षण पद्धत आणि आधुनिक विषयाचा समावेश करून शिक्षणात

प्रगती करण्यासाठी आवश्यक ते प्रयत्नही झालेले दिसून येतात. स्वातंत्र्यानंतर शिक्षण पद्धतीत बदल करण्यासाठी जे काही महत्त्वपूर्ण आयोग नेमले गेले ते पुढील प्रमाणे.

- १) ताराचंद समिती (१९४८)
- २) आ. नरेंद्रदेव समिती (१९५२)
- ३) मुदलियार आयोग (१९५२)
- ४) कोठारी आयोग (१९६४)
- ५) राष्ट्रीय शैक्षणिक धोरण (१९८६)

या सर्व आयोगांनी वेळोवेळी सुचवलेले बदल शिक्षण व्यवस्थेत केले गेले. त्यानुसार भारतीयांच्या शिक्षणाच्या ज्या काही अपेक्षा होत्या त्यात काळानुसार बदल घडून आलेला दिसून येतो.

● राष्ट्रीय शिक्षण धोरण २०२० आणि होणारे बदल

जगाच्या बाजारात भारताने आपले वर्चस्व निर्माण करण्यासाठी अनेक दशकांपासून प्रयत्न सुरु केले आहे. या आधीच्या शासनाने देखील जगाच्या बरोबरीने धावण्यासाठी अनेक बदल घडून आणले. त्यात संरक्षण साहित्यावर वाढीव खर्च असेल, दरडोई उत्पन्न वाढविण्यासाठी अनेक सुविधा उपलब्ध केल्या असतील अथवा अनेक प्रकारच्या नवनवीन सुविधा निर्माण केल्या असतील. पैकी यातून समाजाच्या भौतिक सुधारणांचा आणि समाजातील व्यक्तीचा पाहिजे तसा विकास होऊ शकत नाही. कारण शिक्षण हे माणसाच्या सर्वांगीण जीवनाचा विकास करणारे साधन असल्याने व्यक्ती विकासात शिक्षणाला अन्यसाधारण महत्त्व आहे. हे शिक्षण व्यक्तीला सहज आणि प्रभावी मिळावे या हेतूने सर्वप्रथम सन १९८६मध्ये लागू करण्यात आलेल्या राष्ट्रीय शैक्षणिक आयोगाच्या शिफारशीनुसार "गुणवत्तापूर्ण, सर्वांसाठी समान आणि व्यावसायिक कौशल्याधारित शिक्षण तसेच राष्ट्रीय विकासासाठी सक्षम तसेच चारित्र्यसंपन्न पिढी निर्माण करणे." ही उद्दिष्ट्ये आजवर देखील साध्य होऊ शकलेली नाही. अर्थात ३५ वर्षे होऊन देखील ठरवलेली उद्दिष्ट्ये सध्या करू न शकल्याने नवीन धोरणात त्यावर अधिक जोर द्यावा लागणार हे, मात्र खरे.

राष्ट्रीय शैक्षणिक धोरण २०२० हे २१व्या शतकातील पहिले महत्त्वाचे शैक्षणिक धोरण असून या धोरणाचे ध्येय हे भारतात वाढणाऱ्या विकासात्मक आवश्यकतांवर उपाय करणे हे देखील आहे. या धोरणाची विद्यार्थ्यांप्रती जे काही मुलभूत सिद्धांत मांडले आहे, ती पुढील प्रमाणे.

- प्रत्येक विद्यार्थ्यांच्या वैशिष्ट्यपूर्ण क्षमता शोधणे, ओळखणे आणि त्या विकसित करण्यासाठी शिक्षक व पालक दोघांनीही अभ्यास व अभ्यासेतर क्षेत्रांना चालना देणे.
- प्रत्येक विद्यार्थ्यांसाठी मुलभूत साक्षरता आणि संख्याज्ञान या गोष्टींना पूर्वप्राथमिक स्तरावर सर्वोच्च स्थान देणे.
- विद्यार्थ्यांना आपल्या आवडीचे विषय इयत्ता ६वीनंतर निवडता येणार. यात एक व्यवसायाभिमुख विषयाची देखील निवड करता येणार.
- घोकंपट्टी ऐवजी किंवा परीक्षेसाठी शिकण्याऐवजी संकल्पना समजून घेण्यावर भर देणे.

- ज्ञानाची एकता आणि अखंडता सुनिश्चित करून एका बहुआयामी जगासाठी विज्ञान, समाजशास्त्र, कला, मानव्यशास्त्रे आणि खेळ यांच्यामध्ये बहु-शाखीय आणि समग्र शिक्षणाचा विकास करणे.
- तर्कशुद्ध निर्णय घेण्यासाठी आणि नाविण्यपूर्णतेला प्रोत्साहन देण्यासाठी कल्पकता आणि तार्किक विचार यांना प्राधान्य देणे.
- नैतिक, मानवी आणि घटनात्मक मूल्यांच्या निर्मितीसाठी योग्य निर्णय घेणे.
- अध्ययन-अध्यापनात बहुभाषिकत्व आणि भाषा शक्तींना प्रोत्साहन देणे.
- वर्षाच्या शेवटी होणाऱ्या परीक्षेतील मूल्यांकनाला अधिक महत्त्व न देता त्याऐवजी शिकण्यासाठी सातत्यपूर्ण मूल्यांकनावर भर देणे.
- अध्ययन-अध्यापनात तंत्रज्ञानाचा पुरेपर वापर करणे, भाषेचे अडथळे काढून टाकणे, दिव्यांग विद्यार्थ्यांसाठी शिक्षण सुलभ बनवण्यासाठी शैक्षणिक नियोजन व व्यवस्थान संस्थांशी समन्वय साधून नवीन तंत्र व साहित्य निर्माण करणे.
- शिक्षण हा समवर्ती विषय आहे, हे लक्षात घेऊन सर्व अभ्यासक्रम, अध्यापनशास्त्र आणि धोरण यात विविधतेबद्दल आणि स्थानिक संदर्भासह आदर करणे.
- शिक्षण व्यवस्थेत सर्व विद्यार्थ्यांना प्रगती करता येईल हे सुनिश्चित करण्यासाठी सर्व शैक्षणिक निर्णयांमध्ये पूर्ण समानता आणि सर्वसमावेशकता ही पायाभूत गोष्ट म्हणून स्वीकारणे.
- बालकांचे प्रारंभीचे संगोपन आणि पूर्व प्राथमिक स्तरावरील शिक्षण ते शालेय शिक्षण ते उच्च शिक्षणापर्यंत सर्व पातळ्यावरील शिक्षणाच्या अभ्यासक्रमात सुसूत्रता आणणे.
- शिक्षक व प्राध्यापक यांना शिक्षण प्रक्रियेचे केंद्र मानणे, त्याची भरती व तयारीची उत्कृष्ट व्यवस्था लावणे. त्यांचा सातत्यपूर्ण व्यावसायिक विकास, कामकाजाचे वातावरण आणि सेवेची स्थिती साकात्मक ठेवण्यासाठी उपाय योजने.
- शिक्षण प्रणालीची अखंडता, पारदर्शकता आणि संसाधनाची कार्यक्षमता ऑडीट आणि सार्वजनिक प्रकटीकरणाच्या माध्यमातून सुनिश्चित करण्यासाठी एक 'सुलभ पण परिणामकारक' नियमांची चौकट देणे. त्याबरोबरच स्वायत्तता, सुशासन आणि सशक्तीकरणाच्या माध्यमातून नाविन्यपूर्णता आणि चौकटीबाहेरच्या विचारांना प्रोत्साहित करणे.
- गुणवत्तापूर्ण शिक्षण आणि विकासासाठी सहआवश्यकता म्हणून उत्कृष्ट दर्जाचे संशोधन वाढविणे.
- शिक्षण तज्ज्ञांदारे सातत्यपूर्ण संशोधन आणि नियमित मूल्यांकनाद्वारे प्रगतीचा सातत्यपूर्ण आढावा घेणे.
- आपल्या भारतीय मुळांचा, भारताचा आणि भारताच्या समृद्ध, वैविध्यपूर्ण, प्राचीन आणि आधुनिक संस्कृती, ज्ञान व्यवस्था आणि परंपरा यांचा अभिमान असणे.
- शिक्षण ही एक सार्वजनिक सेवा आहे; गुणवत्तापूर्ण शिक्षण उपलब्ध असणे हा प्रत्येक बालकाचा मुलभूत हक्क समाजाला पाहिजे.
- सशक्त, जिवंत सार्वजनिक शिक्षण व्यवस्थेत लक्षणीय गुंतवणूक तसेच देणगीदार, खाजगी आणि सामुदायिक संस्थांच्या भागीदारीला प्रोत्साहन आणि सुविधा देणे.४

वरील सर्व मुलभूत सिद्धांतांचा विचार करता बालक हा शिक्षणाच्या केंद्रस्थानी आहे. तर अध्यापक हा शिक्षण प्रक्रियेच्या केंद्रस्थानी आहे. तसेच बालक हा इयता ३रीपर्यंत आपल्या स्थानिक बोली भाषेत म्हणजेच मातृभाषेत नवीन ज्ञान ग्रहण करेल ते ही खेळातून अथवा प्रात्यक्षिकातून. त्याचबरोबर त्याला इयता ३री ते ५वी तो आपल्या मातृभाषेतून शिक्षण घेत इयता ६वीत एक व्यवसाय विषय निवडून त्यासह इतर विषयातूनही तो ज्ञान आत्मसात करेल. केवळ पाठांतर अथवा घोकंपट्टीवर भर न देता प्रात्यक्षिक अथवा खेळातून ते ज्ञान त्याला मिळत जाईल.

या शैक्षणिक धोरणातून होणारे संभाव्य बदल पुढील प्रमाणे.

- माहिती-तंत्रज्ञान, कौशल्ये आणि संशोधन यांना प्राधान्य दिल्याने यांच्या वाढीस चालना मिळेल.
- ५+३+३+४ अशी एकीकृत रचना असल्याने पूर्व प्राथमिक ते उच्च माध्यमिक शिक्षण एकीकृत होईल.
- अंगणवाड्या प्राथमिक शाळांना जोडल्या जातील. त्याचबरोबर पूर्व प्राथमिक व प्राथमिक शिक्षण व्यवस्था एकाच व्यवस्थापकाकडून हाताळल्या जातील.
- इयता ५वीपर्यंतचे शिक्षण मातृभाषेतून असल्याने विद्यार्थ्यांवरील बौद्धिक ताण कमी होऊन शिक्षण अधिक आनंददायी होणार.
- विद्यार्थ्यांने इयता ९वीत प्रवेश घेतल्यावर त्याला आपल्या आवडीनुसार शाखा निवडता येणार.
- कुशल, कार्यक्षम आणि प्रशिक्षित शिक्षकांची नेमणूक करण्यासाठी अगोदर शिक्षक प्रशिक्षण संस्थांवर नियंत्रण ठेवले जाणार.
- विद्यार्थ्यांच्या सर्वांगीण व व्यापक मूल्यमापनाला चालना मिळणार.
- शिक्षकांची बदली अपवादात्मक परीस्थिती वगळता न करण्याचे संकेत.
- RTE - वय वर्षे ३ ते १८ वर्षे सक्तीचे, मोफत शिक्षण दिले जाणार.
- इयता १०वी व १२वीचे बोर्डस्थरावरील परीक्षा रद्द.
- महाविद्यालयीन शिक्षण ४ वर्षांचे पूर्ण केल्यावर पदवी तर ५ वर्षे पूर्ण केल्यावर पदव्युत्तर पदवी मिळणार.
- एम. फिल बंद.
- ५ वर्षांचा अभ्यासक्रम पूर्ण केल्यावर पीएच. डी.ला प्रवेश मिळणार.

वास्तविक खरे पाहता, आजच्या विज्ञान-तंत्र युगात नवीन आव्हाने पेलण्याची क्षमता लक्षात घेता शैक्षणिक धोरणात, शिक्षणाच्या संरचनेत आणि शिक्षणावर होणाऱ्या खर्चात काळाच्या ओघात वाढ आणि बदल होणे आवश्यक आहे. कारण महाराष्ट्र टाइम्स या वृत्तपत्रात २ फेब्रुवारी २०२२मध्ये प्रकाशित झालेल्या एका बातमीनुसार संपूर्ण भारतात सुमारे ११ लाख शिक्षकांची पदे रिक्त आहे. शिवाय १८% ग्रामीण तर ४३% शहरी भागातील शाळांत संगणकांची उपलब्धता आहे. तर ग्रामीण भागातील १४% तर शहरी भागातील ४२% शाळांत इंटरनेटची सोय आहे. असा अहवाल नो टीचर, नो स्कूल युनेस्कोने ऑक्टोबर २०२१मध्ये जाहीर केला. भारत सरकारने शिक्षणावर २०१४-१५ ते २०१९-२० या काळात केंद्र व राज्य सरकार यांचा खर्च २.८% होता. २०२०-२१ आणि २०२१-२२मध्ये हा खर्च ३.१% होता.^५ एकंदरीत हा शिक्षणावर होणारा खर्च पाहता वास्तविक ठरवलेल्या उद्दीष्ट्यांच्याही पूर्ततेसाठी हे पुरेसे नाही. कारण आपल्याला प्रबळ आणि सशक्त भारत निर्माण करायचा असेल तर साहजिकच आजच्या शिक्षणावर होणाऱ्या खर्चात वाढ करून आवश्यक त्या सोयी-सुविधा आणि

नव-नवे तंत्र, विविध प्रयोग आणि दर्जेदार साहित्याची आणि प्रभावी अध्यापकाची निर्मिती करून आजच्या बालकाच्या सर्वांगीण विकासासाठी प्रयत्न होणे आवश्यक आहे.

● समारोप

अन्न, वस्त्र आणि निवारा या मुलभूत गरजांप्रमाणे शिक्षण ही देखील मुलभूत गरज बनली आहे. शिक्षणाने माणूस समृद्ध होतो. स्वतःचा आणि बरोबर समाजाचाही तो विकास करू लागतो. शिक्षण हे माणसाला आणि देशाला विकासाच्या टप्प्यावर नेणारा महत्त्वाचा घटक आहे. परंतु ह्याच घटकात काळाच्या बदलानुसार बदल नाही झाला तर साहजिकच अनेक प्रकारच्या अडचणी निर्माण होत असतात. कारण आजच्या जागतिकीकरणाच्या युगात जगात झपाट्याने नवनवीन बदल घडून येत आहे. ह्या बदलांचा प्रभाव इतर देशांवर देखील अधिक होत असतो. त्यामुळे आपल्या देशातील मनुष्यबळ हे समृद्ध आणि जगाच्या बदलांना तोंड देऊ शकेल असे निर्माण करण्यासाठी साहजिकच त्यांना त्या प्रकारचे शिक्षण आणि प्रशिक्षण देणे आवश्यक आहे. कारण शिक्षण ही प्रदीर्घ प्रक्रिया असल्याने त्यासाठी योग्य ते बदल करून त्याची अंमलबजावणी करणे आवश्यक आहे.

सुमारे ३४ वर्षांनंतर शैक्षणिक धोरणात बदल करण्यात आला आहे. कारण आज जागतिकीकरणात झालेला बदल आजच्या पिढीला खूप काही शिकवून जात असला तरी आजची पिढी त्याला निश्चितच सक्षमपणे तोंड देत आहे. हे जरी खरे असले तरी बदल हा काळाचा नियम आहे आणि या होणाऱ्या बदलांना तोंड देण्यासाठी आणि आपले वर्चस्व निर्माण करण्यासाठी शिक्षणात आवश्यक बदल होणे क्रमप्राप्त असल्याने त्याचा शिक्षणात समावेश होऊन अंमलबजावणी होणे आवश्यक असून त्यातून उद्याचा भारत आणि उद्याचे बालक उद्याच्या समृद्ध भारताचे प्रबळ नागरिक होतील यात शंका नाही.

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