

The Council of Education's
Shahaji Law College, Kolhapur

3.3.2 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

1	Dr M C Sheikh, Professor	The Impacts of Trends in Law Education: Enhancing Learning Outcomes, Employability and Diversity	Education and Society p.111	UGC Care Listed ISSN 2278-6864
2	Dr. Savita R. Rasam, Associate Professor	An Analytical Study of Manodhairya : Prospect for Women Empowerment	Education and Society p.142	UGC Care Listed ISSN 2278-6864
3	Dr Asmita Patil	Challenges in Women Empowerment With Reference to MTP Act	Seminar Proceedings of ICSSR sponsored one day National Seminar on Women empowerment Schemes in 21sr century	ISBN 978-81-965950-1-2
4	Dr Asmita Patil	Legal Complexities in The Applicability of NEP 2020	Navjyot / Special Issue A High Impact Factor, Quarterly, Peer Reviewed, Referred & Indexed Journal)	ISSN 2277-8063

5	Dr Swati Prithviraj Gavade, Asst. Prof.	A Child trafficking in India:Curse to humanity	Navjyot-International Interdisciplinary Research Journal	Peer Reviewed ISSN 2277-8063
6	Dr. Swati Prithviraj Gavade, Asst.Prof.	A National Education Policy 2023: A new vision to the education system	International Interdisciplinary Research Journal	Peer Reviewed
7	Dr Swati Prithviraj Gavade, Asst. Prof.	A Quest on the women's entrepreneurship in India	Page no 43-46	ISBN 978-81- 8965950- 1-2
8	Ms.Deepti Madan Patil, Asst. Prof	" Government Health Schemes for Women in India: An Overview "	Book titled - National Seminar on Women Empowerment Schemes in 21st Century sponsored by ICSSR, page number 29 to 32	ISBN - 978-81- 965950-1- 2
9	Ms.Deepti M. Patil, Asst Prof.	"National Education Policy 2020 : A Vision to Transform Education Policy in India"	Navjyot International Interdisciplinary Research Journal (High impact factor peer reviewed journal), June 2023, page number 46 to 50	ISSN - 2277-8063
10	Mr.Vikram Irale, Asst Prof. and Ms.Kiranmayi Pednekar student	Recognition of same sex marriages in India: Need of expansion of personal liberty in the light of constitutional morality.	Journal of Constitutional Law and Jurisprudence	ISSN- 2583- 388X
11	Ms. Kalyani Pawar, Asst Prof.	Women Empowerment Through #ME_TOO: An Expression Tool	ICSSR Sponsored One Day National Seminar on Women Empowerment Schemes in 21st Century. (Page no. 95 - 100)	ISBN 978-81- 965950-1- 2

12	Ms.Kirti Kuldeep Pawar	Health Care of the Citizens: Role of the Government	International Journal of Advance and Applied Research Page 380	ISSN – 2347-7075
13	Shivbhushan Vidyanand Jadhav	The role of Interdisciplinary Communication & Collaboration in Academic and techniques to foster it.	Bridging Boundaries: Multidisciplinary Research in Science, Commerce & Humanities	UGC Care Listed
14	Sadiya Sharif Mulla	Women Empowerment: A critical analysis	Women Empowerment Schemes in 21st Century	ISBN 978-81-15965950-1-2
15	Asst. Prof Shruti Yadnyopavit	Government Health Scheme for Women	Seminar Proceedings of ICSSR sponsored one day National Seminar on Women empowerment Schemes in 21sr century	ISBN 978-81-965950-1-2
16	Ms Vaishnovi Swami	Role of Women in apex Judiciary	Seminar Proceedings of ICSSR sponsored one day National Seminar on Women empowerment Schemes in 21sr century	ISBN 978-81-965950-1-2
17	Student Research	Student from IV NLC Unaided Class - Saniya Makhamalla has won Second Prize in Research Paper Writing Competition held at Shankarrao Chavan Law College, Pune and awarded with Certificate and Cash prize of 2000/- in June 24.		

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Use of Artificial Intelligence in the professional Field of Law in India

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Abstract:

Artificial intelligence (AI) is a cutting-edge technology that is enhancing our lives and being used to increase the effectiveness of legal processes. Artificial intelligence-powered chatbots can aid customers and answer frequently asked inquiries, freeing up legal experts to focus on more challenging tasks. Additionally, administrative tasks like keeping track of calendars and scheduling appointments are being automated by AI. Given that lawyers spend a lot of time examining contracts, legal papers, and other legal material, document review is one of the key uses of AI in the legal sector.

An additional domain where artificial intelligence (AI) is used in the legal sector is legal research. Predictive analytics can help lawyers foresee future legal repercussions and assess risks, while legal chatbots can help clients access legal information and services. By empowering judges to make better-informed decisions more rapidly, artificial intelligence (AI) systems and Large Language Models (LLMs) like ChatGPT can improve the judicial system's accuracy and efficiency. But it is crucial to keep in mind that AI should be used to support rather than replace human judgment. It is also crucial to address potential bias in the AI algorithms being used and make sure that they have been thoroughly vetted and reviewed in order to prevent unfair or unjust outcomes.

It's crucial to ensure that AI algorithms are accurate, current, and utilized in fair and appropriate ways. AI has the potential to improve the efficiency and precision of the legal system while preserving its impartiality.

Keywords: Artificial Intelligence, Computer, Legal, Justice, Judiciary, Technology

Introduction:

John McCarthy, an American computer scientist was one of the founders of the discipline of artificial intelligence. Artificial intelligence generally is referred to as "the theory and development of computer systems capable of performing activities ordinarily requiring human intelligence, such as visual perception, speech recognition, decision-making, and language translation". The development of autonomous, intelligent systems is the goal of this wide field. It can be characterized as an intelligent machine that is able to mimic certain human behaviors as well as think, interpret, and act on its own.

AI technology is already improving our lives and is involved in daily problems like reminding us of appointments and offering articles and news that we might find interesting. Its effects are likely to soon extend to entire database businesses. Artificial



intelligence has the power to significantly alter how people interact—for better or worse—not just with the digital world but also with one another, at work, and with other socio-economic institutions.

Additionally, AI is being applied to enhance the general effectiveness of legal procedures. For instance, AI-powered chatbots can assist clients and address common questions, freeing up legal professionals to concentrate on more difficult duties.

Use of artificial intelligence in the law sector in India

The legal industry has seen a quick uptake of artificial intelligence for many use cases. The use of artificial intelligence in the Indian legal industry is expanding as more and more legal procedures are being automated to save time, money, and enhance efficiency. Some of the areas where AI is being applied are:

- Document Review
- Legal Research
- Predictive Analytics
- Contract Management

In the following 2 sections, we will look at how AI can be used by advocates/lawyers as well as by the judiciary.

The improvement of workflows of advocates and lawyers in India using ai

Large Language Model (LLM) based technologies like ChatGPT can be used by lawyers and advocates in India to enhance their workflows in a variety of ways. Here are a few instances:

Review of Documentation:

Legal practitioners invest a lot of time studying contracts, legal documents, and other information. Artificial intelligence (AI) may be used to examine legal documents, including contracts, agreements, and other written materials. The program can spot any possible problematic regions, which can save time and lower the possibility of mistakes and oversights.

Drafting Legal Documents:

AI can assist lawyers in creating legal documents including contracts, briefs, and legal opinions. The program can offer advice on legal matters and propose acceptable phrasing, which can help you save time and create documents of higher quality.

Legal Research:

Advocates and Solicitors can utilize AI to conduct legal research more quickly. An enormous quantity of legal data may be promptly analyzed by the AI-powered tool, which can then deliver pertinent results to aid lawyers in understanding the legal issues at work in a case.

Administrative Chores:

AI can help automate administrative chores such as appointment scheduling and calendar management. This can free up time for lawyers and administrators to focus on more sophisticated activities like legal research and review of documents.

Legal Chatbots:

Using AI, legal chatbots can be developed to make the legal system even more accessible to the public. Going beyond the regular working hours, these chatbots can help clients access legal information and services anytime, anywhere. The chatbot can be trained to respond to frequently asked legal inquiries, offer details on legal services, and even make appointments with solicitors. For small-scale cases, AI chatbots could serve as mediators between the aggrieved parties.

Predictive Analytics:

Predictive analytics uses data analysis to forecast legal outcomes. Artificial intelligence can be applied for predictive analytics, which can assist lawyers in anticipating future legal consequences and evaluating long-term risks. This is especially valuable in litigation, where attorneys can utilize predictive analytics to estimate a case's chances of success. This could also help in processing out of court settlements.

Artificial intelligence in the judiciary for judgments and ruling

On the judiciary side, AI systems can be used in a variety of ways to inform judgments or assist in court decisions. Here are a few instances:

Drafting Judgements:

Based on the case's facts and legal issues, AI can be used to conduct legal research and supply judges with pertinent legal data to aid in their decision-making. It can also aid judges in identifying legal issues, assessing the force of arguments, and selecting the most pertinent legal precedents to consider when making decisions. The current AI systems are also adept at recommending suitable wording and legal justification while drafting a judgement.

Sentencing:

Using legal precedents, the seriousness of the offense, and other pertinent variables, AI can help courts determine the right punishments. AI's predictive analytics capabilities can be utilized by judges to forecast future legal outcomes and weigh the advantages and disadvantages of various courses of action.

Language Translation:

Large Language Models can translate court transcripts and legal papers, assisting judges in comprehending and assessing the evidence given in other languages.

In general, the adoption of AI tools can assist the legal system become more accurate and efficient by enabling judges to make better-informed decisions more quickly. It is crucial to remember that artificial intelligence should be utilized to supplement human judgment rather than as a substitute. In order to avoid unfair or unjust outcomes, it is also critical to address potential bias in the AI algorithms being utilized and ensure that they have been thoroughly verified and inspected.

Risks of using ai in the legal sector

While applying AI to the legal industry has many advantages, there are also several concerns that should be considered. The following are a few possible dangers of applying AI to the legal sector:

Cybersecurity:

AI-powered systems can be hacked, infected with malware, and have their data compromised. Sensitive legal information or evidence may be exposed if an AI technology tool is breached, posing significant legal and reputational implications.

Accuracy and Reliability:

The possibility of errors or inaccuracies in the data used to train AI algorithms is one of the key concerns of utilizing AI in the legal sector. This may result in flawed assumptions, skewed suggestions, and eventually, incorrect legal counsel.

Ethical Challenges:

The application of AI to the legal sector creates several ethical challenges, such as privacy, fairness, and transparency concerns. For instance, a potential incorrect conviction of an individual may result in major ethical and legal repercussions.

Job Losses:

The deployment of AI-powered tools to automate some legal duties may result in job losses in the legal industry. While AI can increase productivity and cut expenses, it can also supplant traditional legal functions and human employees.

Bias:

The data that AI systems are taught determines how accurate they are. An AI-powered tool may give biased findings if the data used to train the algorithm is biased or lacking, which can have major ethical and legal ramifications.

Current shortcomings of using ai in making judicial decisions

Although utilizing AI to make judicial decisions or render court judgments has the potential to improve the legal system, there are also substantial disadvantages. These are a few of the key shortcomings:

Interpretation of the law:

Artificial Intelligence algorithms are unable to interpret legal precedent, comprehend the subtleties of legal reasoning, or weigh the ramifications of various legal outcomes in the same manner as a human judge. This can result in erroneous or inadequate legal findings.

Mitigation: Human Oversight.

In the legal system, AI should not take the role of human judgment. When using AI-powered technologies to make legal decisions, judges and other legal experts should use prudence and maintain final decision-making authority.

Lack of Transparency:

One of the primary issues with employing AI in judicial decisions is that the algorithm's decision-making process is not transparent. It might be tricky to assess and question an AI judgment since it can be difficult to comprehend how the AI arrived at a certain conclusion.

Mitigation: Transparency and Flexibility.

It is critical to make sure that AI algorithms utilized in the legal sector are open to explanation in order to solve the issue of openness. AI algorithms must be able to explain their decision-making process clearly, including the data they used and the justification for their choices.

Bias:

The quality of AI systems depends on the data they are trained on. An AI tool may give biased findings if the data used to train the algorithm is biased or lacking, which can have major ethical and legal ramifications.

Mitigation: Bias Audits.

To prevent bias, AI algorithms should undergo routine audits to make sure they are not generating findings that are biased. To avoid biased results, the data utilized to train AI algorithms should be diverse and representative of the population.

Data Quality:

For AI algorithms to produce reliable results, high-quality data is essential. An AI algorithm will not be able to make good conclusions if the data it was trained on is unreliable, lacking, or out of date.

Mitigation: Quality Checks.

To guarantee the accuracy of AI algorithms, high-quality and current data must be used to train the algorithms. To ensure the correctness of AI algorithms, it is crucial to continuously examine and update the data used to train them.

Public Perception:

The public's perception of the judiciary may be negatively impacted by the employment of AI in court rulings. People may be less likely to believe in the justice and impartiality of the legal system if they do not know how the AI reached a specific conclusion. The mitigation to this problem is a combination of all the prior mitigations such as human oversight, transparency and flexibility, bias audits and quality checks.

The negative aspects and dangers of applying AI in the legal sector can be reduced through the open, objective, and moral application of AI technology. It is crucial to guarantee that AI algorithms are accurate, current, and applied in reasonable and fair ways.

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Legal Complexities in The Applicability of NEP 2020

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Abstract:

Education is very important in today's world. A person may be able to adjust in the society only if he is well educated. Education gives a sense of awareness as well as knowledge to a person which then helps him to live a better life. There are various policies which provide direction as to how there should be education given to masses. The policies need to be amended every now and then owing to the changing nature of the society. The provisions of some of the policies may coincide with each other leading to complexities in the applicability of the policies. The following paper is a doctrinal study of the challenges faced by NEP 2020 in reference to the Right of Children to Free and Compulsory Education act 2009, which is a statute created for implementation of the right of education.

General:

Education is rightly said to be an element of human evolution as it not only makes literate but also induces an ability to understand and communicate. It also broadens one's horizon to understand and gain better perspectives. Education now a days needs to be designed a manner so as it will determine the true potential of a human being. Education should develop critical skills like decision making, problem solving and logical thinking thereby improving the mental ability of a person. An educated person can always access ample opportunities and enhance his skills. A benefit of having strong educational background is that a person is financially stable. In a broader perspective we can say that because of education, people learn about culture, history and science and they can view their problems in a much informed perspective which further changes them into more responsible members of the society. Education also helps us to create equal opportunities. People from different genders, religions, castes, races and cultures have multiple possibilities laid down in front of them because of education.

To make education universally accessible from primary to secondary level National education policy has been framed. NEP 2020 is a comprehensive framework for elementary education to higher as well as vocational training in both rural as well as urban areas. The policy aims to transform India's education system by 2020. NEP 2020 also focuses on multidisciplinary education, mother tongue as a medium of instruction, vocational education and digital education. With this motive the Union cabinet approved the National education policy by July 2020. The government aims to launch NEP on four pillars which are access, equity, quality and accountability. In this new policy there will be 5+3+3+4 structure which comprises of 12 years of school and 3 years of pre-school. Owing to all such policies with their advantages, NEP 2020 also holds some lacunas in it. The sharpest criticism against the NEP 2020 has been that it would lead to the privatization of higher education which is a denial of social justice. The NEP aims to gradually phase out the system of affiliation to a university and grant autonomy to colleges which will open the door of privatization. Currently, the right of children to free and compulsory education act 2009, (RTE act). Provides free and compulsory education to all children from the age of 6 to 14 years. The policy recommends extending the ambit of the RTE act and to include early childhood education and secondary school education. This would make the act to cover all the children between the ages of three to eighteen years. The policy further recommends that RTE should be amended in such a manner to enhance continuous and comprehensive evaluation and the no detention policy

Further compulsory implies, it was the obligation of the state to ensure admission, attendance and completion of good quality education and ensure that a child belonging to weaker section or disadvantaged group is not discriminated against and prevented from

pursuing and completing elementary education on any grounds. It also laid down the quality of education every child was entitled to including building up the child's potential and talent, learning through activities, discovery and exploration in a child friendly manner as well as making the child free from fear, trauma and anxiety and helping the child to express his views clearly.

The National education policy has been criticized due to legal complexities surrounding the applicability of two operative policies namely, the right of children to free and compulsory education act 2009 and the new education policy of 2020. Certain issues such as age of starting schooling need to be deliberately thought upon.

On certain points NEP appears to be against the existing constitutional mandate of the right to education act 2009. The goal of NEP 2020 is to ensure inclusive and equitable quality education for all will require the entire education system to be reconfigured to support and foster learning. However the reconfiguration threatens to lead to a deeply stratified and exclusive design which in fact even goes against the existing constitutional mandate of the right to education act 2009 with no commitment to extend it.

Another characteristic feature of NEP 2020 is that the policy provides for freedom of students to choose their curricula, but whether students will be efficient to deal with such a kind of flexibility is a matter to be determined. On the other hand there are certain skills which need to be nurtured irrespective of the specific disciplines selected by the students because these skills will help them to be productive human beings in rapidly changing world.

NEP speaks about a wide range of skills and subjects required such as scientific temper and evidence based thinking, creativity and innovativeness, sense of aesthetics and knowledge and practice of Constitutional values like honesty, peace, righteous conduct, helpfulness, courtesy, patriotism, non-violence, truth, justice, liberty, equality and fraternity. It is very important to observe that is the country India, has the ability to deal with all such kinds of values and is there a machinery capable of creating an environment which is favorable enough to adopt and practice all these values.

Another important aspect is that NEP legitimizes compromising with quality and calls for 'alternative models of education' through multiple pathways, which also includes non-formal and open schooling. The policy explicitly mentions gururkuls, madarshass, home schooling etc. it is totally silent about the effects of low standards maintained by schools and various educational institutions. Many of the so called 'alternative models' are not affiliated to any board or university.

Comparing NEP 2020 with the right of children to free and compulsory education act, we see changes in various aspects. As regards school exam reforms, the current board exams force students to concentrate only on a few subjects, it does not provide for learning in a formative manner which results in causing stress among children. To track student's progress throughout their school experience, the policy proposes State censes examinations in classes three, five and eight. Further it recommends restructuring the board examinations to test only core concepts, skills and higher order capacities. These board exams will be on a range of subjects. The students can choose their subjects and the semester when they want to take these board exams. The policy suggest that the in school final examinations may be replaced by these board examinations.

Taking into consideration the school infrastructure, according to RTE act, establishing primary schools in every habitation across the country has helped increase access to education. However it has led to the development of very small schools with very low number of students making it operationally complex to deploy teachers and critical physical resources. The policy recommends that multiple public schools should be brought together to form a school complex. A complex will consist of one secondary school and all the public schools in its neighborhoods that offer education from pre-

primary till class eight. The school complexes will include anganwadis, vocational educational facilities and an adult education center. Each school complex will be a semi-autonomous unit providing integrated education across all stages from early childhood to secondary education. This will ensure that resources such as infrastructure, teachers can be efficiently shared across the school complex.

Although NEP is giving a good start, the road to its realization is filled with endless potholes. The first crucial point is the number of student population in India is very wide which makes implementation an uphill task. The drafting committee led by K. Kasturirangan, says that India's educational system is underfunded, heavily bureaucratized and lacks capacity of innovation. The capacities of the government regulatory bodies are inadequate to steer the magnitude of transformations under taken by the NEP.

The education minister Dharmendra Pradhan called NEP 2020 , a visionary education policy for the 21st century through which India is harnessing the capabilities of each student , universalizing education, building capacities and transforming the learning landscape in the country. The government has done well in bringing awareness among people. Further the ministry of education has launched various programs like Academic bank of credit, NIPUN Bharat mission, Vidya Pravesh, DIKSHA and NISHTHA. On the whole NEP has started gathering pace.

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Sports and Physical Education In NAAC and NEP-2020
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Abstract

The main function of the National Assessment and Accreditation Council (NAAC), an autonomous body funded by the University Grants Commission (UGC), is to assess and accredits Higher Education Institutions (HEI) in India. NAAC was created considering the widespread concern on the quality and relevance of higher education. Thus, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA 1992) spelt out strategic plans for the policies, advocated the establishment of an independent national accreditation agency. Thus, NAAC was established to assess and accredit the Higher Education Institutions based on their performance. The assessment and accreditation process of performance evaluation is objective in nature. Therefore, the HEIs irrespective of the location get proper recognition for their performance. The entire process of NAAC accreditation proves that “work speaks rather than an individual”.

Sports are considered an extra-curricular activity in schools and activities either happen once or twice a week or after academic hours. What we are all failing to understand is that the basis of sports education starts in school. Such a curriculum is designed to impart physical education programmes at the upper elementary, middle and high school level. This sports curriculum is not robbing any child from holistic education. It only aims to provide children and youth with authentic sports experience. This education complements training of a candidate as it develops the overall personality of the students. A good sportsman is the one who learns to obey the rules of the game.

Introduction

India is growing rapidly as a global super-power. To face the challenges of the century and to keep up with the pace of the world, maintaining health is of prime importance. Giving thrust to healthy society, Physical Education, Sports and Yoga are of great significance in today's world. The Government of India insists on Physical Fitness, Mental Health and Overall Development of Personality for every citizen. In these lines, the Government has launched Fit India Movement, Khelo India, TOPS and National Sports Day, International Day of Yoga etc. These initiatives have given impetus and awareness among general public, professional and academicians. However, creating efficient and skilled human resource in the field of Physical Education, Sports and Yoga is identified as the need of the hour. The similar focus has also been given in the NEP 2020.

New Education Policy (NEP)-2020

New Education Policy (NEP)-2020 gives special attention to sports-integrated learning for students to adopt fitness as a lifelong attitude as envisaged in the Fit India Movement. It is good news for school-going sports enthusiasts. As part of the National Education Policy (NEP) 2020 implementation, sports education will soon be made part of school curriculum. NEP 2020 aims to bring out a system of holistic education. Currently, sports are considered an extra-curricular activity in schools and activities either happen once or twice a week or after academic hours. What we are all failing to understand is that the basis of sports education starts in school. Such a curriculum is designed to impart physical education programmes at the upper elementary, middle and high school level. This sports curriculum is not robbing any child from holistic education. It only aims to provide children and youth with authentic sports experience. This education complements training of a candidate as it develops the overall

personality of the students. A good sportsman is the one who learns to obey the rules of the game. Sports inculcate qualities like leadership, discipline, sharing, team work, honesty, team spirit, tolerance and many more among the students. Most schools are aware that education is not just academics, but extends to a holistic development of a child, and sports plays a vital role in it. Formal sports curriculum is need of the hour Schools in India are beginning to realise the importance of sports in the overall development of children, and how vital it is to encourage them to take up some or the other sport. The growing awareness of how sports contribute to the growth of children in terms of life skills, has led parents and school authorities to encourage children to take up sports, whereas previously the focus was entirely on academics.

The realization that sports help in the development of team work, trust, sharing responsibilities and working together towards a common goal has led to a spurt in the sports activities in schools. If schools do not embed this as a part of the formal curriculum, no student will ever take sport education seriously. What is wrong in grading it if it leads to more and more students be interested in sports and physical activities. By adding sports into the formal school curriculum, we are also in a way ensuring that the school equips itself to offer other outlets to students who may not be interested in pursuing higher education. The sports curriculum if designed well could make access to universities easier for students who are good at sports.

National Assessment and Accreditation Council (NAAC)

The main function of the National Assessment and Accreditation Council (NAAC), an autonomous body funded by the University Grants Commission (UGC), is to assess and accredits Higher Education Institutions (HEI) in India. NAAC was created considering the widespread concern on the quality and relevance of higher education. Thus, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA 1992) spelt out strategic plans for the policies, advocated the establishment of an independent national accreditation agency. Thus, NAAC was established to assess and accredit the Higher Education Institutions based on their performance. The assessment and accreditation process of performance evaluation is objective in nature. Therefore, the HEIs irrespective of the location get proper recognition for their performance. The entire process of NAAC accreditation proves that “work speaks rather an individual”. NAAC – SSR has given a total of seven criteria for the evaluation. It may be seen that a faculty or a teacher is having a scope to highlight his or her best practices pertaining to the teaching and research skills in criterion 2 and 3 out of 7 criteria of SSR. The remaining criterion is relating to the system including curriculum, governance and best practices of the Institute. The Criterion 5 deals majorly with the students’ progress. Criterion 3 is about Research and Innovation. It has a total 120 marks/points out of 1000 marks/points. In the present article, the author would like to deal with criterion 3 in the background of New Education Policy 2020. The author would like to find out if at present the parameters involved in criterion 3 are in tune with NEP 2020 aspirations about the research and innovations in the field of Physical Education.

Research and Innovations under NEP 2020

NEP has covered many aspects. Of those, the author would like focus on the research and innovations covered under NEP. to address 'lack of research at most universities and colleges, and transparent and competitive peer-reviewed research funding across disciplines' the NEP brings significant focus on the multidisciplinary approach to education and as well as in physical education and sports. It provides greater leverage and academic freedom to researchers in higher institutions at different levels of research, including Masters and PhD. These institutions would work to build

strong educational communities, providing teachers and researchers the freedom to choose across all disciplines and fields.

This is a very significant step considering the existing system which restricted choices both for the researchers and faculty and forced them to work in a closed-centric academic space.

The National Education Policy 2020 envisions a new entity called the 'National Research Foundation'. The objective of this body is to promote and expand research and innovation along with funding and seeding research in universities and colleges across the country. Furthermore, the NEP also talks about developing active research communities across disciplines including physical education and sports to increase resource efficiency, both material and human.

This National Research Foundation (NRF) is established by an Act of Parliament, providing it greater credibility and legal authority to promote research within the country. The institution would be given an annual grant of Rs 20,000 crores, which is approximately 0.1 per cent of the GDP and is expected to be increased progressively over the years considering the level of development in research.

Thus, NEP brings in ambitious changes that could transform the education system, with the help of good implementation and execution.

NAAC: Criterion 3 -Research and Innovations

NAAC Criterion III seeks information on the policies, practices and achievements of the institution, with reference to research, innovation and outreach. It deals with the facilities provided and efforts made by the institution to promote 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society as well as Institution. In NAAC- SSR research and innovations is mentioned under criterion 3. The major difference between expectations seen under NEP 2020 and criterion 3 is about the approach. NEP 2020 has given institutionalized approach however SSR Criterion 3 has emphasized an individual faculty approach towards research and innovations. NEP 2020 speaks about strengthening the institutes for research and innovations, while SSR Criterion 3 speaks about strengthening about the faculty. Conducting research projects is as difficult and important as framing its proposal. Faculty members from whom research is expected are required to be trained. NEP 2020 has covered the training part throughout from framing research proposal while in criterion 3 points are awarded if research projects have been received by a faculty member as also for organizing a research methodology workshop/event marks/points are awarded. Thus, in this, the aim of both NEP 2020 and SSR Criterion 3 seem to be similar. However, the approach is different.

*With Reference to details mentioned in the National Education Policy, from page no 38, Point No 11.10 regarding to have the flexibility to offer different designs of Master's programmes. It should also be a part of physical education that There may be a 2-year programme with the second year devoted entirely to research for those who have completed the 2-year Bachelor 's programme (BPED 2 yr).

*With Reference details mentioned in the NEP-2020, page no 38, Point No 11.10 regarding to have the flexibility to offer different designs of Master's programmes, In relation to similar context a Certification of Post Graduate Diploma in Physical Education after one year may be awarded to those students, which are unable to complete two year master degree programme due to numbers of reason. But that students should earned 10 additional credits which should be completely based upon skill oriented.

*With Reference to details mentioned in the National Education Policy, (Sub heading- Teacher Education) from page no 57, Point No 15.5 regarding The 4-year integrated B.Ed./ BPED offered by such multidisciplinary HEIs

The 4-year integrated B.P.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. In regards to similar context 4-year integrated B.P.Ed. programme should be started in each and every teacher education institution whose aims to produce quality level physical education teachers.

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Issues and Challenges in National Education Policy 2020

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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. The New Education Policy addresses challenges faced by current education system such as Quality, Affordability, Equity, Access and Accountability. NEP 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant society filled by knowledge and by providing high-quality education to all. NEP 2020 emphasis systematic and institutional improvements to regulate govern and promote multidisciplinary academic and research in Indian HEIs. NEP 2020 has marked an epoch development in the educational landscape of India.

INTRODUCTION

The NEP 2020 was approved by the Union Cabinet of India on 29 July, 2020. The Ministry of Human Resource Development formed a committee headed by former ISRO Chairman Dr K Kasturirangan, who outlined the vision of India's new education system. 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 as mentioned in Directive Principles of State Policy and Fundamental Duties. India's previous Education Policy was passed and implemented in 1986. The policy envisions an Indian centred education system compatible to transform India to a vibrant knowledge society. Remarkably, the thrust area of the new education policy is to make the system of education well-resourced and multidisciplinary by the consolidation of multiple educational institutions and disciplines which constantly strives to deliver the needs.

HIGHLIGHTS OF NEP 2020

- 1) The new policy provides multiple entry and exit points in higher education with certificates at every stage and envisages multidisciplinary education with a flexible curriculum and creative combination of subjects.
- 2) Multidisciplinary Education and Research Universities (MERUs), to be established to provide the best multidisciplinary education of global standards in the country, at par with IITs, IIMs.
- 3) The National Research Foundation an umbrella body will be established to foster quality research across the country and strengthen the overall research ecosystem.
- 4) The entire higher education excluding legal and medical education will come under the purview of the Higher Education Commission of India (HECI) which will be set up as single Apex body.
- 5) M.Phil degree will be discontinued
- 6) The same set of norms for regulation, accreditation, and academic standards will be applicable to both public and private higher education institutions.
- 7) The system of affiliated colleges will be phased out in 15 years and colleges will be given greater autonomy and power to grant degrees.
- 8) In the upcoming 15 years, the affiliation of colleges is to be phased out and the graded autonomy concept will be introduced to encourage healthy competition between universities.

9) New pedagogical and curricular structure of school education (5+3+3+4)

10) The National Educational Technology Forum (NETF), will be set up to foster a free exchange of ideas on the use of technology.

MERITS OF NEW EDUCATION POLICY 2020

· The Government aims to make schooling available to everyone with the help of NEP 2020

· Approximately two crore school students will be able to come back to educational institutes through this new approach

· According to the NEP 2020, the Education Ministry is to set up a National Mission on Foundation Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation numeracy and literacy for all students till class three falls upon the states of India.

ISSUES AND CHALLENGES

1) Lack of infrastructure and funding

The national education policy 2020 aims at making our home country a global choice for education by providing high quality, different variety and dynamic education hub to all the people in abroad. The policy focuses on raising expenditure in the education sector to reach 6% of GDP at the earliest. The education policy is not a newly structured policy, rather it is a compilation of different phases. Time by time it has been reshaped, restated and recapitulated several times. It was first introduced in 1968, restated in 1986, recapitulated in 1992 review of policy and now reshaped in 2020. Economic survey gives us clear instances about spending of India on education. As per the 2019-20 economic survey, India spends only 3.1 % of its GDP on education sector even after 52 years since the recommendation.

Presently, economy is slow along with the ongoing covid-19 crisis, The biggest query arise here is that how will the government implement the new economic policy 2020 ? how will it make huge investment with such decrease in allocated amount in budget 2020-2021. It requires a heavy investment for upcoming years which includes targets like achieving 6% GDP in education, digital literacy, trained teachers, infrastructure, and increasing the gross enrolment ratio to 50% by 2035. Funding would have been a great challenge for the government, even if COVID like contingent situation occurs or not. This is because of the difficult to achieve targets under NEP 2020. Even in the past it has been seen the govt was not able to fully fund the education system.

2) Vocational education and skilling

National education policy 2020 has mandated vocational courses starting from 6th grade and states that every child will be taught skills like local crafts, carpentry, cooking, gardening, etc. One of the major challenges with regard to vocational training is the lack of proper resources. For introducing vocational courses in school, majorly 3 things will be required i.e infrastructure, set up and trained personnel and the same question arises who will bear these additional costs because this requires high investment. One of the solutions can be that schools can do a partnership with local craftsmen who have proper infrastructure and setup. Though this option is a better one in terms of money saving it also have its pros and cons. Again, the challenge here is that there are risk factors when you take students to these kinds of places. Another concern is that there is a majority of students who belong to unprivileged sections. It is feared that this policy might have an adverse effect when in practice, firstly it can lead to distractions especially for the poor students who would opt for low skilled jobs at a young age which will lead to more dropout rates.

3) Mother tongue as a medium of instruction

The new education policy 2020 has advised that mother tongue / local language/home language/regional language should be used as a medium of instruction till class 5

preferably till class 8 and beyond it wherever possible but this new policy comes with a lot of challenges. Although the government has not made it mandatory but it has led to a huge controversy and left us with a lot of questions. If the policy is implemented the way it is proposed then it will also pose a challenge for higher education institutes where the medium of instruction is not mother tongue but usually a common language like English or Hindi, the language barrier will be created among the students and it may happen they find it difficult to communicate with each other. Eventually, it becomes a tug of war for students as well as the teachers. Language is used as a vehicle to protect the culture of a particular place but at the same time one should not forget that English is a Global Language of communication and empowerment and the government needs to seek a midway out to create a balance between the two thereby ensuring that people stay connected with the roots as well be able to communicate with the outside world confidently.

4) The need to create a large number of qualified teachers

In school education, the policy aims to redesign the curriculum structure as a very acceptable step. But in order to make this curriculum successful, we need teachers who are trained and who understand the teaching needs. Many curriculum changes require major changes in the thinking of teachers, as well as parents. To make this extremely creative curriculum successful it has to be transacted by the teachers very effectively and efficiently. The most common challenge we will be facing is lack of trained teachers. The current uninspiring job profile, exploitation, and disincentivized service conditions leave the teachers unmotivated and dispirited which in turn affects their way of teaching. Providing training to the teachers in contrast with the new curriculum also comes with a lot of challenges. At The Grass root level, a large number of teachers are stuck in administrative work and other responsibilities leaving little or no time for such kinds of training programs. Although any NEP2020 talks about the teachers' education and training where a (National Curriculum Framework for Teachers Education) NCFTE 2021 will be implemented but it's a far-sighted dream. The present reality is that it will be a tough fight for everyone in the upcoming years. Since the whole curriculum has changed, teachers need to inculcate new skills starting from pre Nursery to class 12 to HEIs to make this a success, but imparting training to such a large number of teachers is a tedious task.

5) Examination Structure

The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students. According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Of the remaining 400,000 private schools, nearly 80 per cent schools are 'budget private schools'. Hence, deploying a continuous assessment framework is a challenging task in these schools.

6) Inter- disciplinary Higher Education

An inter-disciplinary educational regime is a great initiative that will provide flexibility to the students to study the subjects of their choice. For ages, Indian universities have developed in a very compartmentalized manner, scholars and professors have remained fiercely protective of their subject speciality turf. This culture. is deep-rooted with very few exceptions and the new policy calls for changing the same. The teaching faculty need not only to be a subject expert but also lean on into other disciplines, which is not an easy task to accomplish. In order to make the system successful, there is a need to have a disruptive cultural shift over the next decade.

7) Digital divide

The new policy emphasizes the use of technology, digital literacy, and coding from an early age. While there is a ton of spotlight on utilizing technology in each part of the education sector - teaching, learning, and appraisal, setting up virtual labs, preparing schools, coaching, and setting up discussions - the strategy ignores the digital partition between the urban and rural, the absence of advanced foundation and admittance to gadgets/web. All this can be seen through the lenses of covid 2019, so many students who belong to the rural areas were not able to attend classes online because they did not had access to mobile phones and internet. Some students had to travel faraway places from home to attend classes because of low connectivity issues. A rise in the use of virtual platforms not only affects the children physically but also can expose them to harmful virtual content. government schools had access to functional computers. Even many private schools do not have proper Labs and most of the time students share the computers in class labs. Secondly, since coding requires a proper laptop or a computer setup set up, students from marginalized sections have to suffer because they can't afford such expensive gadgets. One solution can be that computer Labs be available for use during school time accompanied by a lab assistant so that interested students can practice.

Conclusion

Higher education, with its emphasis on academic study, often produces graduates who have few or no income. It is predicted that India will be the third largest in the world in 2030-2032 with a GDP of about ten billion dollars. It is clear that the ten billion economies will be driven by sources of information and not natural resources. To boost India's education sector growth, the current government has decided to revive it by introducing the National Education Policy 2020. . It is an ambitious move to revive the Indian education system with a modern approach. No matter how good this may look, the implementation of any policy has its own importance. An efficient implementation can make a policy a huge success and on the other hand, if the implementation is not good, it can be a huge disaster.

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Issues and Challenges in Implementation of National Education Policy (NEP) - 2020

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ABSTRACT

Transparent and futuristic education policy is essential for a country at school and college levels. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. Enhancing the skills of students is motto of new education policy. The policy aims to transform India's education system. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come. Vocational training, skill based training, open access of education, choice based learning, credit system are some features of this policy.

KEYWORDS: National Education Policy 2020, Overview & Analysis, Implementation on NEP 2020, Opportunities of NEP 2020, Professional commitment. CBCS.

INTRODUCTION

Education is the for development of any nation and it depends on the quality of teachers. Knowledge, dedication, quality, professional commitment and motivation of teachers are very important factors in education field. The National Education Policy 2020 is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come. Given that there are around 350 million Indians today in school-going or college-going age groups, the NEP calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. This presents substantial execution challenges, both quantitative and qualitative.

Major Characteristics of NEP-2020

The concern for improvement of education has been at the top of India's development. The New Education Policy seeks to positively upgrades the present education system. It is bundled with some very innovative and contemporary proposals. The policy predicts a model of all-inclusive learning that is immersive, consistent and appealing. NEP-2020 seeks to implement both informal and formal education models.

- Formal learning in the classroom is through the teacher's instructions and books. The new policy endeavours to take learning beyond the classroom and inspire students to learn from practical experience. A concerted effort will be put in to promote contemporary subjects such as Data Analytics, Artificial Intelligence and Machine Learning which are being touted as the career of the future.
- A student-centric approach will be developed to replace the current teacher-centric approach, in which the students will have the choice to select the subjects they want to learn. Keeping in view the reputation of the rich culture and languages of India can be offered at all levels of school and higher education.
- The multi-disciplinary system wherein subject from different streams i.e., Science, Humanities and Commerce can be chosen which will for on innovativeness, creativity and ingenuity students.

- The policy emphasizes skill development particularly of vocational crafts and life skills training.
- Flexibility to choose learning trajectory. importance is given to subjects from all the stream so that students can choose subjects as per their aptitude and interest.
- Inclusive & Equitable Education System by 2030.
- Board Exams to test core concepts and application of knowledge.
- Every Child will come out of School adept in at least one Skills.
- Common Standards of Learning in Public & Private Schools.

Some critical issues in implementation of NEP-2020

1. Teaching Skills in Education

One of the major highlights of the policy is skill development, especially life skills and vocational training. The life skills training prepares children to be skilful in social behaviour, making children socially adaptable and is comparatively easier to implement. The major challenge, however, lies in imparting vocational training as there is a danger of attributing certain vocations to certain specific communities who have been traditionally dependent on certain occupations for many generations. The proposed vocational training should be based on the identified aptitude of the students. The people need to change their perception towards vocational education while the policymakers and administrators have to introspect the reasons why India is still far from achieving the target set by Kothari Commission in 1964-66

2. Professionalization of Teachers:

Implementing this policy will need trained teachers, facilitators and support staff supplemented by a pool of inspiring mentors, Learning need to be made an engaging and enjoyable activity rather than a monotonous routine mental work which eventually produces unemployable youth. Hence, the policy will have to develop a learning regime that takes into account the cultural and geographical diversity of our great nation as well as the different learning pace of each pupil. The upcoming breed of technology savvy teachers will act as mentors to students in guiding their students about new technologies and will be the main motivators and initiators of the IT implementation at schools.

3. Inter- disciplinary Higher Education

An inter-disciplinary educational regime is a great initiative that will provide flexibility to the students to study the subjects of their choice. For ages, Indian universities have developed in a very compartmentalized manner, scholars and professors have remained fiercely protective of their subject speciality turf. This culture. is deep-rooted with very few exceptions and the new policy calls for changing the same. To implement an interdisciplinary higher education model the teaching faculty need not only to be a subject expert but also lean on into other disciplines, which is not an easy task to accomplish. In order to make the system successful, there is a need to have a disruptive cultural shift over the next decade or so.

4. Multiple exits in education

Though flexibility in the higher education model through the concept of multiple exits is an important step for reducing the number of dropouts, a question still arises on the value of such certifications and diplomas. The Indian psyche closely associates jobs with the degrees acquired. Hence, to implement the new system, we first have to dismantle the archaic thinking that only with a degree can one successfully secure a job. This is a dangerous paradigm which undermines and discourages other innate talents of an individual.

5. Use of optimum technology

We require internet penetration in remote areas because e-learning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counselling sessions and teacher training to become adept at new-age technologies. This will continue to be a major challenge in the next decade.

6. Reconsidering assessment

The boards that conduct school leaving examinations will have to re-think their assessment parameters for students and also identify the appropriate learning content rubric. School textbooks will have to be accordingly realigned. Formative assessment is virtually absent. How do we adapt and implement it seamlessly? As majority of K-12 learners in India are enrolled in schools with annual tuition fee below Rs 12,000; the proposed changes will have to be conveniently cascaded across different tiers of schools.

7. Curriculum and its distribution

The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part of formal education. In addition, the NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals. The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Curriculum Framework. Also, educators need to rethink the learning content rubric and modify the textbooks accordingly.

8. Examination Structure

The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students. According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Of the remaining 400,000 private schools, nearly 80 per cent schools are 'budget private schools'. Hence, deploying a continuous assessment framework is a challenging task in these schools.

9. Flexibility: flexibility is the key aspect of this policy.

CONCLUSION

The major challenge in NEP 2020 is that the teachers and the school leaders must become opinion leaders as well and put forth their views in education sector. NEP 2020 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 tough to change. The NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st-century education. However, in order to accomplish all these goals, we must overcome all the execution challenges in a sustained manner for years to come. The drafting committee of NEP 2020 has made a comprehensive attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is ambitious but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready.

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A Study on Effects of New National Education Policy on Traditional Education Policy: A Critical Study

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Abstract

After the implementation of the National Education Policy (NEP) across the country, there will be major changes in the education sector. Preparations for implementing this educational policy are now underway in Maharashtra. From the coming academic year, the National Education Policy will be implemented in the higher education sector i.e. in all the universities and colleges of the state. The Department of Higher and Technical Education has instructed to prepare the syllabus and credits i.e. credits for the implementation of the National Education Policy. The government decision for this has been issued recently. The state government has clarified that the new policy will be adopted from the coming academic year. This change will be applicable to students entering the first year of undergraduate and postgraduate courses. For this, the work has been started as per the recommendation of the steering committee. In this, the revised guidelines regarding the syllabus, along with the credit scheme have been issued by the government decision.

Introduction:

From the coming academic year, some important changes will be made in the syllabus and grading system in 11 universities of Maharashtra implementing the new academic policy. Speaking to BBC Marathi, Director of Higher Education Shailendra Devlankar informed that three important changes will be implemented from the coming academic year. He also said that at present, the state government has given instructions regarding the scheme and credit system for some other courses including Arts, Commerce and Science and some other courses including Masters. Students taking admission in the first year of the degree will be taught the course according to credit scoring system. That is, the credit of each subject will be determined. Also uniformity will be brought in this. It means that the credit of the subjects will be uniform in all the university colleges of the state. According to the new policy, degree courses will have freedom in credit scoring system and subject selection. Also, many options for education will be available to the students taking degree and postgraduate admissions. Students will have the option of four-year degree course from the coming academic year. It will be called Honors Degree. The three-year degree course will continue. Under certain conditions, students will be able to complete their education by re-enrolling and leaving their education in the course of graduation or post-graduation education. Students will be given a term of seven years for this. Previously, this term was up to six years.

Problems of the Study:

Education policy is the set of principles and policy decisions that influence the education sector, as well as the collection of laws and regulations that govern the functioning of the education system. Education is the process of facilitating learning, or acquiring knowledge, skills, values, beliefs and habits. Teaching, training, storytelling and systematic research are included in the educational method. Learning is often under the guidance of a teacher, although students can also teach themselves. During the budget session in 1986, Parliament discussed and adopted the National Policy on Education 1986. At that time, the HRD Minister had assured that the action program for the implementation of the policy would be presented in the monsoon session.

Objectives of the Study:

Primary education is the foundation of development. It is in primary school that children learn the basic skills that prepare them for life, work and active citizenship. The main objective of the research is to study the effects of the national education policy on the traditional education policy and some specific objectives have been given by the researchers as follows.

1. To Study the Effects of New National Education Policy on traditional education.
2. To Study the NEP-2020 and education performance.
3. To Study the National education policy and development.

Significance of the Study:

In school education there are four main components namely students, teachers, parents and school while society is its environment. There are many stages of education from kindergarten to college. Learning planning, students, age are all variables at each step. The government took many steps like Beti Bachao Beti Padhao, NPTEL videos which deliver lectures by renowned professors, National Higher Education Mission etc. Opening government schools in villages to impart formal education to children. National Education Policy to be implemented from June next year: Deepak Kesarkar. Pune, April 10, 2023: State School Education Minister Deepak Kesarkar today (April 10) announced that the National Education Policy- 2020 will be implemented in Maharashtra from June next year.

Scope of the Study:

Promotion of spiritual, moral, cultural, mental and physical development of students and in school and society. Preparing students for the opportunities, responsibilities and experiences of adult life. Educational objectives define your aspirations and desires to achieve certain skills after completing the course. For teachers and students, goals are important tools for measuring their performance and effort. When you have a clear goal in mind, you can take enough steps to achieve it. Education is a necessary process for human development. It is different from schooling. Schooling is only one way in which education is imparted, whereas education is concerned with the overall process of human learning through which knowledge is imparted, teachers are trained and various skills are developed.

Period of the Study:

In today's globalization it is very important to implement national education policy and motivate students to study new concepts as well as inculcate new concepts instead of old ones. At the same time, the researcher has studied the effects of the educational policy in 2023 on the qualitative development of students in the future period to study the new educational policy.

Limitation of the Study:

Indian intellectuals want to hit the road on spiritualism and perennial truth. According to the Rig-Veda, education is what makes man self-reliant; while the Upanishads emphasize that the ultimate product of education is the attainment of salvation. The program refers to learning but is often not assessed and therefore not validated. Informal learning: refers to learning as a result of everyday work-related, family or leisure activities. Education helps you develop critical skills like decision making, mental agility, problem solving and logical thinking. People face problems in their professional as well as personal life. In such situations, their ability to make rational and informed decisions reflects how educated and self-aware they are.

Research Methodology:

While studying the changing globalization, India has started a new policy to implement the new education policy 2020 from 2023. In order to study this new education policy, the researcher has used many secondary resources such as research

papers, articles, newspapers, magazines, images, audio videos, reference books, serial books, library, government reports, and annual reports.

Research Method:

In order to study the new educational policy, the researchers have completed this research by studying the descriptive analysis method along with many secondary researches.

Results and Discussion:

Educated elites and citizens always lean toward responsive and responsible common masses. In other words, it means they follow state laws, bylaws, rules and regulations. Without this feature, any nation building effort will not be dynamic and smooth. Education helps you develop critical skills like decision making, mental agility, problem solving and logical thinking. People face problems in their professional as well as personal life. Education also creates creativity and innovation. Only when you take the time to understand how the world currently works, can you find solutions and alternatives to existing problems.

Educational Ability:

A good education helps you know yourself and your strengths. As you learn about the world and yourself, you come across things that interest you. You find things you are good at and figure out how you can contribute and help the world grow.

Chart No. 1 Effects of NEP on Traditional Education System



Opportunities and Education:

Education opens up new avenues. When you invest in educating yourself about a particular subject, you broaden your perspective in that field. As a result, you get a chance to test and hone your skills. When you go to college or become part of an organization, you meet the right people. You become part of a community and discover new things about yourself. Plus, as you educate yourself, you're learning something new every day without even realizing it. Your accolades in college and otherwise are indicative of your potential and can open doors for you.

Financial Stability:

Another advantage of having a strong educational background is financial stability. Students who graduate from prestigious colleges are more likely to land well-paying jobs. The more knowledge you gain, the more skilled you become and thus the more opportunities open up to you. If you are good at something and know your way around it, rest assured that you will be well compensated.

Supporting a Developed Society:

Education is essential to build a modern society. When people learn about things like culture, history, and science, they can see issues from a more informed perspective. Education teaches values and helps in the development of the society as a whole. It gives

people an opportunity to mold themselves into more responsible members of society. Educated individuals are more likely to get well-paid jobs and engage in effective trade and commerce practices. These, in turn, contribute to making the economy more capital driven. Hence, education promotes the development of countries and supports the developing society.

Social Status and Education:

When people can afford a stable life for themselves, they are more likely to take initiative to solve local problems. Education makes people self-reliant. It also teaches people the need for a stable and secure community. As a result, people join hands to help the less fortunate and solve the most pressing problems of the community. People can only elevate other people by educating them and exposing them to new possibilities. The importance of education is especially pronounced when we want to communicate with people from different cultures around the world. When we have a broad knowledge base, it becomes easier for us to find common ground with someone from a different place. Digital media of learning and dissemination of information has played a vital role in bridging this gap. They have allowed more people to connect, communicate and learn. This new way of teaching and learning has blurred geographical boundaries and contributed to the sharing of insights and opinions, broadening the horizons of all participants.

Equal opportunity:

Education helps us create equal opportunities. Education opens up many possibilities for people of different genders, religions, castes, races and cultures. They in turn try to create more opportunities for others, even if only within their own community. Education has made it possible to bridge the irrational gap by making merit the sole criterion of justice.

Conclusion:

Education is the most powerful tool in the world. Minorities are generally left unseen and marginalized despite their potential. Educating these elements of the society not only initiates their growth but also the growth of society because empowered people empower people. Increased education rates for women have led to more women joining the workforce in various industries and standing up against the inequalities they face. More and more women are being empowered through education, which has helped create a more inclusive and empathetic society. There is still a long way to go, but the importance of education in empowering members of society cannot be ignored. Nelson Mandela once said, Education is the most powerful weapon in the world, and it sure is. Education can change the world. If you think about it, education shapes you as a person. You are self-aware, you know your place in the world, and you can dream of achieving great things. That is why the importance of education cannot be overstated.

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Salient features of NEP 2020

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ABSTRACT

The Union Cabinet of India approved the National Education Policy on July 29, 2020. The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020. The NEP has provided a much-needed revision and reform agenda by indicating a new vision for educational institutions. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching " The purpose of education is to make better human beings with skill and expertise. Enlightened human beings can be made by teachers."- **Dr APJ Abdul Kalam**.

Introduction:

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. The new education policy is the first education policy of the 21st century to address our country's various growing developmental aspects. National Education Policy 2020 has been announced on 29.07.2020. The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020. With the rapidly changing global ecosystem and employment landscape, it is becoming increasingly crucial that students not only learn but, more importantly, learn how to learn. Consequently, education today is moving towards less content and teaching how to be creative and multidisciplinary, think critically, solve problems, and innovate, adapt, and absorb new material in dynamic fields. NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student. NEP, 2020 aim to increase the GER to 100% in preschool to secondary level by 2030 whereas GER in Higher Education including vocational education from 26.3% (2018) to 50% by 2035. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn.

What is NEP 2020?: The Union Cabinet of India approved the National Education Policy on July 29, 2020. The policy has been formulated after a very detailed consultative

process, unprecedented in depth and scale. Consultation involved over 2 lakh suggestions from 2.5 lakhs Gram Panchayats, 6600 Blocks, 6000 ULBs, 676 Districts. The MHRD had initiated a collaborative, inclusive, and highly participatory consultation process from January 2015. In May 2016, 'Committee for Evolution of the New Education Policy' under the Chairmanship of Late Shri T.S.R. Subramanian, Former Cabinet Secretary, submitted its report. Based on this, the Ministry prepared 'Some Inputs for the Draft National Education Policy, 2016'. In June 2017 a 'Committee for the Draft National Education Policy' was constituted under the Chairmanship of eminent scientist Padma Vibhushan, Dr. K. Kasturirangan, which submitted the Draft National Education Policy, 2019 to the Honorable Human Resource Development Minister on 31st May, 2019. The Draft National Education Policy 2019 was uploaded on MHRD's website and at 'My Gov Innovate' portal eliciting views/suggestions/comments of stakeholders, including public. Under the components, the total 95 centres were established throughout the country through which faculties/Teachers have been trained. Currently, The Standing Finance Committee has appraised the Scheme and recommended for continuation till 2025-2026 with the total outlay of Rs. 493.68 crore.

Salient features of NEP 2020:

The revised policy is aligned with the 2030 Agenda for Sustainable Development. Some of the salient features of NEP 2020 are:

1. Reforms in school curricula and pedagogy

The new school curricula and pedagogy aim for the holistic development of students by equipping them with vital 21st-century skills, reducing curricular content to improve essential learning and critical thinking and emphasizing experiential learning. This will allow students to have increased flexibility and choice of subjects. There will be no hard separations between arts and sciences, between vocational and academic streams, and between curricular and extracurricular activities. Under a practice-based curriculum designed by NCERT while framing a new National Curriculum Framework for School (NCFSE).

2. The new system will cover four stage

Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

3. Early Childhood Care Education

NEP 2020 emphasises on the criticality of the early years to ensure quality early childhood care and education for all children between 3-6 years by 2025. The children in the ages of 3-5 will be catered to by the current system of anganwadis and pre-schools, and age 5-6 will be included with the schooling system in a seamless integrated manner, with a play-way based curriculum to be prepared by the NCERT. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT. The planning and implementation of early childhood education will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

4. To achieve 100% Gross Enrollment Ratio in school education

School Education Ensure Universal Access at All Levels of schooling from pre-primary school to Grade 12 NEP 2020 aims to achieve 100% Gross Enrollment Ratio in school education by 2030. The initiatives that will be undertaken for this include provision of effective and sufficient infrastructure, alternative and innovative education centers to ensure that children who are dropping out of school are brought back into

mainstream education, universal participation in school by carefully tracking students, as well as their learning levels.

5. NEP 2020 is the first education policy of 21st century

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

6. Holistic Development of Learners

Overall thrust of curriculum and pedagogy reform to move towards real understanding and learning how to learn - and away from the culture of rote learning. Aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.

7. Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);

8. Internationalization of Education

9. Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

10. Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.

11. Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

Conclusion:

NEP has advised a reform in curriculum and methodology to ensure that children are learning higher-order cognitive skills, 21st-century skills, mathematical and computational thinking, and critical thinking skills, among others. The NEP has provided a much-needed revision and reform agenda by indicating a new vision for educational institutions. 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.

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National Education Policy 2020 : Challenges for the Implementation

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Introduction :

The main aim of higher education is to educate and acclimate students by ameliorating their knowledge, skills, behaviours and potentialities in intention to endorse them as lifelong learners. After 34 years, India has announced a new education policy. National Education Policy (NEP) envisaged by the committee headed by Dr.Kasturirajan. The Union Cabinet in July 2020 approved the NEP, which bring out drastic changes in Indian education system to ensure quality, equity, access and accountability in education. There are some differences between past Indian Education Policies and present NEP 2020. And there are so many challenges for the implementation of New Education Policy 2020.

Objectives :

1. To study the historical background of National Education Policy.
2. To explain the main elements of differences of past and present education policies.
3. To explain main features of National Education Policy-2020 for Higher Education System.
4. To assess the challenges of NEP in higher education.

Research Methodology :

The research paper is based on secondary sources such as journals, conference proceedings, periodicals, websites etc.

Review of the Literature :

- Dr.Hemlata Verma and Adarsh Kumar (2021) - explained challenges related to NEP 2020 - Need co-operation of states, Expensive education, Sanskritisation of education, Finance problem, Lack of human resources.
- Ajay Kurein, Dr.Sudeep B. Chandramana - (2020) - explained outlines the salient features of NEP and its impact on Higher Education. They explained following points - Regulatory system of HE, Graded Accreditation and Graded Autonomy, Internationalisation at home, more Holistic and Multidisciplinary Education, The structure and length of degree programmes.
- Prof.Dr.Abhay Kumar (2022) - explained the strengths and weakness of the NEP 2020, he also explained issues like developing quality universities and colleges, institutional restructuring and consolidation, more holistic and multidisciplinary education, optional learning environment and student support.
- Venkateshwara (2021) - reveals that the higher education is an important aspect in deciding the economy, social status, technology adoption and healthy human behaviour in every country. The research paper also focused on improving GER to include every citizen of the country in HE offerings is the responsibility of the education department of the country government.
- Rahul Pratap Sing Kaurav (2020) - rivals three crucial aspects of the policy like course, language and students for the higher education sector. He explained that most of stakeholders consider the policy as a positive and welcome.

Brief History of National Educational Policies After Independence :

After independence in 1947, the Government of India faced so many challenges like poverty, illiteracy etc. The first Educational Ministry of India Maulana Azad envisaged the uniform education system through central government control over the educational system.

1. The first National Education Policy - 1968 :

The first NEP was announced in 1968 by Prime Minister India Gandhi's government, based on recommendations of the Kothari Commission. The programme promoting

equitable educational opportunities for both rural and urban in order to promote national integration and economic growth.

2. The second National Education Policy - 1986 :

Rajiv Gandhi, the former Prime Minister, launched a New Policy for promoting education at all economic level. The policy called for the expansion of scholarships, subsidies, allowances, adult education and some other methods to promote social integration.

3. Revisions in second National Policy on Education in 1992 and 2005 :

Former Prime Minister PV Narasimha Rao launched the NEP 1992. The Common Entrance Examination was adopted as part of the education agenda. It proposed a verified entrance test for all India-based vocational and technical training admission. In 2005 National knowledge commission was constituted with main moto to enhance the quality of educational institutions of India for better future.

The main elements of Differences of past and present NEP 2020 Indian Educational Policies :

1. Student Centric Approach : Earlier education policies have always focused on teacher centric approach. The new education policy has focused on student centric education system.

2. Multiple Exit and Multiple Entry : This is new concept, this concept did not exist in earlier policies. But in the new policy student can enrol for course at any age and can take brake and can re-entre the education system.

3. Online Education : Earlier education policy due to lack of technological advancements, there is no chance for online education. But New policy have very strongly recommended the online education system.

The main features of National Education Policy - 2020 for Higher Education System

- The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.

- Two Types of HEIs : a) Multidisciplinary Universities, b) Multidisciplinary Autonomous Colleges with more than 3000 students.

- Two types of multidisciplinary Universities

- a) research intensive universities

- b) teaching intensive universities.

- Every existing college will either become a degree-granting autonomous college or will be migrated into constituent college of the university.

- Gross Enrollment Ratio in Higher Education including vocational education will rise from 26.3 percent in 2018 to 50 percent in 2035.

- An Academic Bank of Credit (ABC) will be formed which will digitally store all registered candidates academic credit obtained from various approved HEIs.

- Multiple entry and Multiple exit - The undergraduate higher education stage consists of four optional exist - a certificate after one year, a diploma after second year a bachelor's degree after third year and an honours degree after four years with options of major, minor and research.

- The master's degree is re-defined as -

- a) One year duration programme for four years honours bachelor's degree students.

- b) Two years programme for three years bachelor's degree student.

- c) Five years integrated degree programmes for 12th standard pass students.

- No M.Phil programme will be offered as a research degree.

- Though research is an integral part of the final year undergraduate and post-graduate stages, the research scholars at the research degree stage can pursue high-quality research leading to Ph.D. in any core, multidisciplinary or interdisciplinary areas for a minimum period of 3 years for full time and 4 years for part time.

- National Testing Agency will conduct SAT - like college entrance tests twice a year.
- Foreign Universities will be allowed to open campus in India.
- There will be a two year B.Ed. programme for three year UG students and one year B.Ed. programme for four-year UG students.
- In every course that they offer within a given academic year, all private HEIs should offer 20 percent free ship and 30 percent scholarship in the course fee for meritorious students.
- NEP 2020 aims to achieve 100 percent youth and adult literacy by 2030 and to reach 6 percent of GDP at the earliest.
- Curricula of all HEIs shall include credit based courses and projects in the areas of community engagement and service, environmental education and value based education.
- Increase focus on the skill improvement and competency development of the students.

Challenges for the implementation of New Education Policy 2020 -

1. The government has to pay close attention to the rigor of the texts, since students have the option of selecting the required texts.
2. The implementation of the new education policy is intended to reserved for 6 percent of the GDP of the year so that country's economy is monitored.
3. Creation of awareness among stakeholders about NEP 2020.
4. Training for teachers with futuristic teaching skills.
5. Implementation of compulsory mother tongue paper is not easy in Indian Scenario.
6. Making Cluster colleges are not easy task.
7. Implementation of changes in structure of UG & PG, courses credits and calculation of teachers workload.

Conclusion :

The NEP 2020 goal is to provide a multidisciplinary and interdisciplinary education to student in order to raise the current gross enrollment ratio to 50 percent by 2035. But there are so many challenges for the implementation of New Education Policy 2020.

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Credit Based Marking Strategy in NEP 2020

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Abstract

National Education Policy 2020 is the first policy of 21st century. This policy aims at universalization of education, reduction of school curriculum, increase in Gross Enrollment Ratio in higher education. The policy is replacing existing 10+2 structure by 5+3+3+4 structure. The main features of NEP 2020 are the students can move from one discipline to another. They can choose any course of their interest. NEP 2020 has provided multiple entry and exit option. The main objective of the study is to know the credit structure of NEP 2020. Present study is based on secondary data compiled from various websites and articles. NEP 2020 emphasizes on key reforms in school and higher education system.

Key words: Universalisation, Multiple entry and exit, key reforms

Introduction

Since independence Government of India established various commissions to solve the problems in education viz. University Education Commission 1948-49, Secondary Education Commission 1952- 53, Kothari Commission 1964 66. Prime minister Indira Gandhi announced the first national policy on education in 1968 which was based on the report and recommendations of Kothari Commission. In 1986 New Policy on Education was announced by Government under Rajiv Gandhi. This policy has focused on removing disparity in education. Again in 1992 National Policy on Education was modified by P. V. Narasimha Rao government. And in 2019 a draft of new education policy was released by Ministry of Education. In order to transform India's education system by 2030 Union Cabinet of India has introduced National Education Policy of India 2020.

Objective of the study

The main objective of the study is to know the credit structure of NEP 2020.

Present study is based on secondary data compiled from various websites and articles.

Major changes introduced by NEP 2020

Various changes introduced by NEP 2020 are as under

1. Languages-

More stress is given on mother tongue or local language as a medium of instruction up to 5th class. It may be continued up to 8th class and after that also. The policies suggest that a student will learn three languages at school level out of which at least two languages should be native to India.

2. Structure of education

Previous structure of 10 + 2 is converted into 5 + 3 + 3 + 4 model which will be as follows

- a. Foundational stage: Foundational stage will comprise three years of preschool or Anganwadi and class 1st and 2nd of primary school. This stage will cover the age group of 3 to 8 years.
- b. Preparatory stage: Preparatory stage includes classes from 3rd to 5th. The stage will cover age group of 8 to 10 years.
- c. Middle stage: Middle stage will include class from 6 to 8 and will cover age group between 11 to 13 years.
- d. Secondary stage: Secondary stage will cover class from 9 to 12 and age group between 14 to 18 years.

The policy aims at students health both physical and mental and wants to reduce the load of curriculum. The policy also AIMS at giving them opportunity of inter-disciplinary and multi-lingual education.

In the first phase NEP it is to be made applicable from the academic year 2023-24 to all B. A., B.Com. B.Sc. and all non AICTE professional undergraduate degree programs and M.A., M.Com. M.Sc. and all non AICTE professional PG degree programs.

The structure of undergraduate degree program is converted into three or four years bachelors degree the students can get opportunity to experience multi disciplinary education as per their choices they can choose major and minor subject for their degree.

An Academic Bank of Credit is to be established for storing of academic credits earned by students. These credits can be transferred and counted for the UG and PG degree.

Credit scheme for 4 years degree program

The credit system for the four years degree program will be as follows

a. Major subjects -Major subject will include Mandatory and Elective course

Mandatory Course - Minimum 50% of the total credits

Major Specific IKS - 2 credits

b. Minor subjects: The subjects from different disciplines of Major subjects or from different faculty are considered as minor subjects. Minor subjects are only for first second and third year of UG degree course ie. not for fourth year of UG course. The total credits allotted for the minor subjects are between 18 to 20.

c. Open Elective/Generic courses -Open electives should be different from Major subjects and are only for the first and second year of UG course. Open elective are for 10 to 12 credits.

d. Vocational and Skill Enhancement Courses (VSEC)

i. Vocational Skill Courses- As far as possible vocational courses should be skill based courses. These are for 8 to 10 credits.

ii. Skill Enhancement Courses (SEC) - These are for 6 credits.

e. AEC, IKS and VEC

i. Ability Enhancement Courses - These courses are for the first and second year of UG courses. The basket of Modern Indian Languages, English subjects may be included under AEC for maximum 8 credits.

ii. IKS - Indian knowledge system courses are for two credits for UG 1st year.

iii. VES - Value education courses are for 4 credits and are based on understanding India, Environmental Education and Digital and Technological solutions.

f. Field Projects/ Community Engagement and Service Corresponding - These are to be offered in second and third year of undergraduate degree.

Co-curricular courses are for 8 credits for first and second year of undergraduate degree.

Table showing credit distribution structure for 3 / 4 year Honours/ Honours with Research Degree Programme with Multiple Entry and Exit Options

Level	Semester	Major		Minor	OE	VSEC (VSC, SEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	CUM. Cr./Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	4-6 (4+2)		---	2+	VSC:2 SEC:2	AEC:2 VEC:2 IKS:2	CC:2	20-22	UG Cert. 40-44
	II	4-6 (4+2)		2	2+	VSC:2 SEC:2	AEC:2 VEC:2	CC:2	20-22	
	Cum.	8-12	----	2	8	4+4	4+4+2	4	40-44	

	Cr.		-							
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF Course/ Internship OR Continue with Major and Minor										
5	III	6(4+2)- 8(2*4)		4	2	VSC:2	AEC:2	FP:2 CC:2	20-22	UG Diplom a 80-88
	IV	6(4+2)- 8(2*4)		4	2	SEC:2	AEC:2	CEP:2 CC:2	20-22	
	Cum.Cr	20-28		10	12	6+6	8+4+2	8+4	80-88	
Exit option: Award of UG Diploma in Major and Mionr with 80-88 credits and an additional 4 credits core NSQF Course/ Internship OR Continue with Major and Minor										
5.5	V	8(2*4)- 10 (2*4+2)	4	4-6		VSC:2- 4		FP/CE P:2	20-22	UG Degree 120- 132
	VI	8(2*4)- 10 (2*4+2)	4	4				OJT:4	20-22	
	Cum. Cr.	36-48	8	18- 20	12	8-10+6	8+4+2	8+6+4	120- 132	
Exit option: Award of UG Degree in Major with 120-132 credits OR Continue with Major and Minor										
6.0	VII	12-14 (2*4+2 *2 or 3*4+2)	4	RM: 4					20-22	UG Honour s Degree 160- 176
	VIII	12-14 (2*4+2 *2 or 3*4+2)	4					OJT:4	20-22	
	Cum. Cr.	60-76	16	18- 20+ 4	12	8-10+6	8+4+2	8+6+8	160- 176	
Four Year UG Honours Degree in Major and Minor with 160-176 Credits										
6.0	VII	8-10 (2*4+2 or 2*4)	4	RM: 4				RP:4	20-22	UG Honour s with Researc h Degree 160- 176
	VIII	8-10 (2*4+2 or 2*4))	4					RP:8	20-22	
	Cum. Cr.	52-68	16	18- 20+ 4	12	8-10+6	8+4+2	8+6+4 +12	160- 176	
Four Year UG Honours with Research Degree in Major and Minor with 160-176 Credits										

Source: शासन निर्णय क्र.:एनईपी-२०२२/प्र.क्र.०९/विशि-३/शिकाना

Credit scheme for Post Graduate Program

For Post Graduation the student has to get 80 to 88 credits after 3 years of UG or has to secure 40 to 44 credits after 4 year UG degree. Thus, credits offered for each semester will be minimum of 20 and maximum of 22. Universities have given flexibility within broad framework.

In the first year research methodology subject for 4 credits is compulsory. Students have to complete research project for 6 credits in semester IV. The students who have Undertaker admission for first year of PG course after completion of 4 year UG program has to complete research project for 6 credits.

The exit option for PG degree program will start from the academic year 2024-25. The students who have undertaker admission for two years PG course may exit after completion of the second semester of the first year and earn a PG Diploma. The student may re-enter the PG course, after taking PG diploma and get PG degree up to 5 years from the date of admission to the PG course. The one year PG degree program will begin from the academic year 2027- 28.

The advantages of NEP 2020 curriculum framework are

- 1.Students can move from one discipline to another.
- 2.Student can choose any course of their interest in any discipline.
- 3.There is multiple entry and exit option.
- 4.There is choice of major and minor subject discipline for the students.

Conclusion:

The introduction of NEP2020 has brought many changes in school and higher education. By implementing these changes education system will become more inclusive and progressive as it proposes reforms in all areas of higher education like structure, curriculum, vocational and skill based education etc.

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New Education Policy New Challenges Ahead

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Introduction:

The new education system was first implemented on 29 July 2020 by the Union Cabinet of India. Primary Higher Vocational Training Courses have been started by changing the old education system (1986). Currently, the government's goal is to transform the entire Indian education system by 2030. The courses conducted in the new education system will be conducted in 28 languages. Its formula is 5+3+3+4.

NEP-2020 seeks to implement both informal and formal education models. Formal learning in the classroom is through the teacher's instructions and books. The new policy endeavours to take learning beyond the classroom and inspire students to learn from practical experience. From the preliminary stages of education, students will be exposed to multilingualism that will have a great cognitive advantage. A concerted effort will be put in to promote contemporary subjects such as Data Analytics, Artificial Intelligence and Machine Learning which are being touted as the career of the future. A student-centric approach will be developed to replace the current teacher-centric approach, in which the students will have the choice to select the subjects they want to learn. Keeping in view the reputation of the rich culture and languages of India Sanskrit can be offered at all levels of school and higher education. rather than compartmentalization of humanities, art and sciences and between academic and vocation: education, which is indeed a revolutionary shift. Various Challenges are face after implementing new education policy some of the points are as follows:

Challenges of New Education Policies:

1. Cooperation:

Education of states is a concurrent subject. This is why most states have their school boards. Therefore, the State Governments have to come forward for the actual implementation of this decision. Also, the idea of bringing a National Higher Education Regulatory Campus as the top controlling organization can be opposed by the states.

2. Expensive Education:

The new education policy paves the way for admission to foreign universities. Various academics believe that admission to foreign universities is likely to be expensive for Indian educational system. As a result, it can be challenging for lower class students to pursue higher education.

3. Sanskritisation of education:

South Indian states charge that the government is trying to Sanskritise education with the tri-language formula. Many problems can arise in front of states even if the medium of education for children is in mother tongue or regional language. For example, people from different states live in a union territory like Delhi. In such a school there will be children who know different mother tongues. In which medium all these children will be educated, Whether or not English medium schools are in agreement with the vernacular concept. In primary school, in which medium the children will be able to get an education if the state changes. Feeding-related inadequate investigation - Fees still exist in some states Regulation exists but these regulatory processes are unable to curb profiteering as unlimited donations.

3. Financing:

Ensuring funding will depend on how strong the will power to spend the proposed 6 percent of GDP as public expenditure on education.

4. Lack of human resources:

Currently skilled teachers in elementary education lacks. In such a situation, the implementation of the system made for elementary education under the National Education Policy 2020.

Suggestions:

1. The initial 5 years are included in early childhood care education. It will be implemented through Anganwadi. First, Anganwadi should be converted into Kids Zone so that the child can get an education in sports. Also, one of the two Anganwadi workers should be replaced by anASHA worker and physiotherapy so that both education and health will work together. It is said that 85% of brain development takes place in this period. Therefore, to prepare a strong and capable generation in this, skilled training will have to be made available to the children in this period.
2. Will receive education from class 3 to class 5 in the primary stage. Children between 8 and 11 years of age come. In this class, the child has to reduce the burden of books. In this phase, children should get an education through moral stories so that the round development of the child is possible. Bagless education should be imparted at this stage.
3. In the secondary stage, the child develops knowledge about his environment. The government not only distributes bicycles, mid-day meals to children, as well as the facility of de-warding like Navodaya. Because of the economic problem in rural areas of India, they are unable to get an education by engaging in agricultural work and leave their education in between.
4. Also, 50% evaluation textbook and 50% evaluation should be based on local arts promotion, culture and small cottage industries only then the concept of employment education will come true.
5. In the presence of parents in addition to the provision of custom education in the higher secondary stage abstain from sexual education also.
6. Internships in various areas of the country to the child through vocational training and entrepreneurship should be given so that children are aware of the geographical environment.
7. Implementing all the declarations requires the strong political will of basic infrastructure.
8. To improve education, universities must be made autonomous.
9. 200 top ranked universities should be given full academic, administrative financial autonomy to diversify the updated curriculum to promote global innovation.
10. Less money is spent on research in India. Research spent 0.7 percent of GDP in 2017-18. The United States spent 2.8 percent in China and 2.1 percent in Israel. To promote research in the new policy, the National Research Foundation needs to be set up on fast track messages.

Conclusion:

The new National Education Policy, 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India, if it is implemented successfully, this new system will make India one of the world's leading countries. Equivalent Under the new education policy, 2020, children from 3 years to 18 years have been placed under the Right to Education Act, 2009. The aim of this new education policy, which came after 34 years, is to provide higher education to all students, which aims to universalize pre-primary education (age range of 3-6years) by 2025.

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National Education Policy (NEP)

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प्रस्तावना :

भारतातील पहिली NEP 1968 मध्ये इंदिरा गांधींच्या कार्यकाळात आली होती. दौलतसिंह कोठारी या कमिशनचे (1964-66) अध्यक्ष होते. आणि दुसरी NEP 1968 मध्ये राजीव गांधींच्या कार्यकाळात आली होती. पण या NEP मध्ये 1962 साली पी.व्ही. नरसिंहराव यांच्या कार्यकाळात काही बदल केले गेले आणि आता 34 वर्षांनंतर तीसरी नवीन एज्युकेशन पॉलीसी आलेली आहे आणि ती म्हणजे NEP-2020.

विषयाचे महत्त्व :

HRD मिनिस्ट्रीने कडून 2015 मध्ये National Education Policy संदर्भात एक कमिटी नेमण्यात आली होती. या कमिटीचे चेअरमन टी. एस्. आर सुब्रमन्यम होते. या कमिटीने आपला अहवाल 2016 मध्ये सादर केला.

या कमिटीचा मुख्य उद्देश होता,

1. शिक्षणाची गुणवत्ता सुधारणे
2. शिक्षणाची विश्वासार्हता वाढविणे

HRD मिनिस्ट्रीने ऑक्टोबर 2016 मध्ये पॉलीसी रिपोर्ट सर्वासमोर सादर करून सर्वांचे मत मागितले, परंतु हवे तेवढे यश मिळाले नाही.

यानंतर पूर्व प्रमुख ISRO डॉ. के. कस्तुरीरंगन यांच्या अध्यक्षतेखाली पुन्हा एकदा नवीन कमिटी बनविली गेली, ज्यामध्ये ९ मेंबर्स होते. या कमिटीने 2019 मध्ये National Education Policy वर ड्राफ्ट बनविला, आणि मंत्रीमंडळा मार्फत 29 जुलै 2020 रोजी या NEP ला मंजूरी मिळाली जी आता भारतातील तिसरी NEP-2020 म्हणून ओळखली जाते.

NEP 2020 मधील सर्वात मोठे बदल,

१. मानव संसाधन विकास मंत्रालय (HRD Ministry) चे नाव बदलून आता फक्त शिक्षा मंत्रालय (Ministry of Education) असे करण्यात आले आहे.
२. सरकारने आता शिक्षणावरील खर्च GDP च्या 6% इतका वाढविण्याच्या निर्णय घेतला आहे.
३. उच्च शिक्षणामध्ये Gross Enrolment Ratio (GER) 2035 पर्यंत 50% ऐवढे वाढवण्याचे ध्येय निश्चित केले आहे.
४. या NEP मध्ये शालेय, व्यवसायमार्गदर्शनपर या व्यतीरिक्त शिवणकाम, माळीकाम, सुतारकाम अशा प्रकारच्या विविध कौशल्यांना समान दर्जा देण्यात आला आहे, म्हणजे असे शैक्षणिक धोरण ठरविण्यात आले आहे की विद्यार्थ्यांना ज्या विषयाची आवड आहे त्यामधील सगळी कौशल्ये त्यांना हस्तगत करता येतील. आणि जेव्हा त्यांचे शिक्षण पूर्ण होईल तेव्हा ते बाहेरील जगामध्ये परिपूर्ण असतील.

विश्लेषण :

नॅशनल एज्युकेशन पॉलीसी - 2020 मधील महत्त्वपूर्ण घटक.

१. मातृभाषेला महत्त्व :

● इयत्ता 5 वी पर्यंतचे शिक्षण शक्यतो मातृभाषेमध्ये दिले जावे असा आग्रह आहे, कारण या वयात आपल्याच भाषेत शिकण्याची विद्यार्थ्यांची वृत्ती जास्त असते.

उदा. महाराष्ट्रामध्ये 5 वी पर्यंतचे शिक्षण मराठीत असावे पंजाबमध्ये शिक्षण पंजाबीमध्ये वगैरे.....

पण इंग्लिश मिडीयम स्कूल हेच 5 वी पर्यंतचे शिक्षण इंग्लिशमधून देऊ शकते.

- शालेय तसेच महाविद्यालयीन स्तरावर 'संस्कृत' हा विकल्प विद्यार्थी निवडू शकतील.
- मुक-बधीर विद्यार्थ्यांसाठी राष्ट्रीय तथा राज्यस्तरीय पाठ्यक्रम सामग्री विकसित केली जाणार आहे.
- पाली, फारसी आणि प्राकृत भाषेला पाठबळ देण्याचे अयोजन आहे.

२. नवीन शैक्षणिक केंद्रांची स्थापना :

शिक्षणापासून वंचित असणाऱ्या 2 कोटी मुलांना पुन्हा एकदा शैक्षणिक प्रवाहामध्ये सामिलीत करण्याची योजना आहे.

शालेय पायाभूत आराखड्याचा विकास करणे व नवीन शैक्षणिक केंद्रांची स्थापना करण्यावर भर आहे.

३. शालेय पाठ्यक्रमामध्ये बदल :

आतापर्यंत शालेय पाठ्यक्रमाचा 10+2 असा आराखडा होता, तो आता बदलून 5+3+3+4 असा झालेला आहे. आता हे 5, 3, 3, 4 काय? हे आपण खालील चार्टवरून समजून घेऊया.....

5	फाऊंडेशन स्टेज - 5 वर्षे	3 वर्षे प्रिस्कूल, 1 ली, 2 री, कक्षा
3	प्रिपेटरी स्टेज - 3 वर्षे	तिसरी, चौथी, पाचवी कक्षा
3	मिडल स्टेज - 3 वर्षे	सहावी, सातवी, आठवी कक्षा
4	सेकंडरी स्टेज - 4 वर्षे	नववी, दहावी, अकरावी, बारावी

फाऊंडेशन स्टेज : या स्टेजमध्ये 3 ते 8 वर्षांची मुले समाविष्ट आहेत. पुस्तकाचे ओझे कमी करणे व शिक्षणाचा पाया रचणे हा या स्टेजचा उद्देश आहे.

प्रिपेटरी स्टेज : या स्टेजमध्ये 8 ते 11 वर्षांची मुले समाविष्ट आहेत. विज्ञान, गणित, कला, सामाजिक ज्ञानाची ओळख करून देणे हा याचा उद्देश आहे.

मिडल स्टेज : यामध्ये 11 ते 14 वर्षांची मुले समाविष्ट आहेत, एका निश्चित पाठ्यक्रमावर अध्ययन करणे हा याचा उद्देश आहे.

सेकंडरी स्टेज : यामध्ये 14 ते 18 वर्षापर्यंतची मुले समाविष्ट आहेत. विश्लेषण क्षमता वाढवणे, मोठ्या धेयांना हस्तगत करण्यासाठी प्रेरित करणे हा या स्टेजचा मुख्य उद्देश आहे.

४. पाचवी पर्यंतचे शिक्षण विद्यार्थ्यांच्या मातृभाषेमध्ये दिले जाईल.

- इंग्लीश हा एक फक्त विषय म्हणून शिकविला जाईल.
- सहावी नंतर विद्यार्थ्यांना कॅम्प्युटर ही शिकता येईल, ज्यामध्ये विद्यार्थी कोडींग ही शिकू शकतील.
- विशेष आवड असणाऱ्यासाठी इंटरनॅशनलीपची संधी प्राप्त होऊ शकेल.

५. 10 वी 12 वी ची बोर्ड परीक्षा :

इथून पुढे 10 वीची बोर्ड परीक्षा बंद होणार आहे व फक्त 12 वीची बोर्ड परीक्षा होईल.

9 वी ते 12 वी पर्यंतची परीक्षा सेमिस्टर प्रणाली द्वारा किंवा मॉड्यूलर आधारित असेल असे सुचविण्यात आले आहे.

६. रिझल्ट :

विद्यार्थ्यांचा रिझल्ट हा त्यांचे संपूर्ण अवलोकन वर निर्मित असणार आहे.

रिपोर्ट कार्ड हे बालकाचे 360° आकलनवर आधारित असणार आहे.

आणि इथून पुढे विद्यार्थी स्वतः, वर्गमित्र व शिक्षक असे तिनही मिळून प्रत्येक विद्यार्थ्यांचे आकलन करतील.

७. PARAKH : [Performance Assessment Review Analysis Knowledge Holistic Development]

सगळ्या बोर्ड परीक्षामध्ये एकरूपता आणण्यासाठी चा एक कार्यक्रम आहे. नवीन शैक्षणिक धोरणातील मुल्यांकनासाठी याचे आयोजन आहे

८. ग्रॅज्युएशन (BA/ B.com/ B.Sc) :

आता ग्रॅज्युएशन मध्ये वर्षांच्या आधारीत खालीलप्रमाणे शैक्षणिक उपलब्धी प्राप्त होईल.

- 1 वर्षांच्या कोर्सला Certificate Course म्हणता येईल.
- 2 वर्षांच्या कोर्सला Diploma Course म्हणता येईल.
- 3 वर्षांच्या कोर्सला Bachelor Course म्हणता येईल.
- 4 वर्षांच्या कोर्सला Research + Degree Course म्हणता येईल.

९. भारतीय उच्च शिक्षा आयोग (HECI) ची स्थापना केली जाईल.

शोध मोहीमला अधिक प्रेरणा देण्यासाठी नॅशनल रिसर्च फाऊंडेशन ची स्थापना केली जाईल.

१०. ऑनलाइन आणि डिजीटल शिक्षण :

- ऑनलाइन आणि डिजीटल शिक्षणाला प्रोत्साहन दिले जाणार आहे.
- गुणवत्तापूर्ण शिक्षणासाठी आवश्यक असणारी जी महत्वाची साधने आहेत, त्यामध्ये शालेय आणि उच्च-शिक्षणामध्ये E शिक्षणातील महात्वाची गरज – डिजीटल कंटेट आणि क्षमता निर्माण करण्याचा उद्देश शिक्षण मंत्रालयाकडून पूर्ण केला जाणार आहे.
- डिजीटल शिक्षणाला प्रोत्साहन देण्यासाठी नॅशनल एज्युकेशन टेक्नॉलॉजी फोरम

(NETF) ची स्थापना केली जाणार आहे.

११. प्रौढ शिक्षण :

2030 पर्यंत युवा तसेच प्रौढ शिक्षण 100% वर नेण्याचे लक्ष्य आहे.

१२. विदेशी विश्वविद्यालयांचे आगमन :

जवळपास 50 हून अधिक नामांकीत विश्व विद्यालयांच्या शाखा भारतात सुरू होत आहेत. अशा प्रकारे विद्यार्थ्यांना उच्चशिक्षणासाठी विदेशला जायची गरज असणार नाही, ते क्वालीटी एज्युकेशन त्यांना इथेच मिळेल.

१३. टीचर्स एज्युकेशन :

2030 पर्यंत शिक्षकांना 4 वर्षांचा B.Ed इंटीग्रेटेड कोर्स पूर्ण करावा लागेल.

या शैक्षणिक धोरणामध्ये आता इयत्ता दहावीपर्यंत शिकविणाऱ्या शिक्षकांना TET देणे अनिवार्य राहिल.

१४. शिक्षक भर्ती :

- इथून पुढे शिक्षक भर्ती पारदर्शी असणार आहे.
- आणि पदोन्नती त्यांनी केलेले कार्य प्रदर्शन, आकलन याद्वारे केले जाणार आहे.

निष्कर्ष :

NEP -2020 जरी परिपूर्ण वाटत असली तरी त्यामध्ये खालील उणीव जाणवते.

१. NEP -2020 मध्ये शिक्षणावरील खर्च GDP च्या 6% असेल असे सांगण्यात आले आहे. पण असे नक्की घडेल काय? असा प्रश्न उपस्थित होत आहे, कारण कोठारी कमिशननेही असे सुचविले होते की शिक्षणावरील खर्च GDP च्या 6% असावा पण प्रत्यक्षात अमलात आणणे हे आजपर्यंतच्या कुठल्याच बजटला जमलेले नाही.

२. 5 वी पर्यंतचे शिक्षण हे मातृभाषेत शिकवले जाईल व इंग्लिश हा फक्त विषय म्हणून शिकवला जाईल असे NEP -2020 मध्ये सुचविण्यात आले आहे. परंतु संपूर्ण जगातील संवाद हा फक्त इंग्लिश मधून होत असल्याने विद्यार्थ्यांच्या अभ्यासक्रमात इंग्लिश चे महत्व अनन्यसाधारण आहे.

३. सरकारी शाळेत 5 वी पर्यंतचे शिक्षण मातृभाषेतून असले तरी इंग्लिश मिडीयमच्या शाळेत संपूर्ण शिक्षण सुरवातीपासूनच इंग्लिश मध्ये असणार आहे. त्यामुळे सरकारी शाळेतील मुलांना इंग्लिश अंगवळणी पडायला वेळ लागणार आहे आणि म्हणूनच इंग्लिश मिडीयमचे विद्यार्थी व सरकारी शाळेचे विद्यार्थी यामध्ये मोठी दरी निर्माण होईल असे वाटते.

४. खुल्या प्रवर्गातील कित्येक मुले गरीब असतात, म्हणून त्यांना प्रोत्साहन व प्रेरणा देण्यासाठी विद्यार्थ्यांना मिळणारी स्कॉलरशिप ही आरक्षण आधारीत न रहाता त्यांनी मिळविलेल्या मार्क्सच्या आधारीत असावी.

संदर्भ :

1. New Education Policy 2020... Utube video by Dr. Nirmal Gehlot Sir.
2. New Education Policy 2020/ End of 10+2 system/ New system 5+3+3+4.... Utube video by Khan G. S. Research Center.
3. Rashtriya Siksha Niti 2020.....Utube video by Lakshya Classes Udaipur.
4. New education policy 2020..... संपूर्ण विश्लेषण by chandra Insitute Allahabad.
5. राष्ट्रीय शिक्षा निती, NEP 2020.... Utube video by Adhyayan Mantra.

The fundamental principles and Salient Features of NEP2020

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1. Abstract:-

The new education policy of India called National Education Policy (NEP) 2020 is a comprehensive policy document that seeks to reform the education system in India by introducing several significant changes in the approach to education at all levels. The policy is based on the principle of equity, quality, and access, and aims to transform the education system in India into a more inclusive, holistic, and multidisciplinary one. This policy proposes revamping and revising all aspects of the education structure, like its regulation and governance, to make a new system aligned with the goals of 21st-century education. Changes in the education policy are a major way to provide the nation with better students, professionals & better human beings. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, there by reflecting truly global citizen.

Key Words: - National Education Policy, holistic, multidisciplinary, curriculum and pedagogy

2. Introduction:-

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education. National Education Policy 2020 a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions; education is a public service; access to quality education must be considered a basic right of every child; substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

3. Objectives of the study:-

1. To Under Stand the New National Education Policy 2020.
2. To know the principals of New National Education Policy 2020.
3. To study the silent future of New National Education Policy2020.

4. The fundamental principles of NEP 2020

The fundamental principles that will guide both the education system at large, as well as the individual institutions with in it are:-

1. 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.
2. According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3.
3. Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and there by choose their own paths in life according to their talents and interests.
4. 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.
5. Multidisciplinary 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.
6. Emphasis on conceptual understanding rather than rote learning and learning- for- exams.
7. Creativity and critical thinking to encourage logical decision-making and innovation.

8. 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.
9. Promoting multilingualism and the power of language in teaching and learning.
10. Life skills such as communication, cooperation, teamwork, and resilience.
11. Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture'.
12. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
13. 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.
14. Full equity and inclusion as the corners to neo fall educational decisions to ensure that all students are able to thrive in the education system.
15. Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education.
16. Teachers and faculty as the heart of the learning process—their recruitment, continuous professional development, positive working environments and service conditions.
17. 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.
18. Outstanding research as a co-requisite for outstanding education and development.
19. Continuous review of progress based on sustained research and regular assessment by educational experts.

5. The Salient Features of NEP 2020

The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020. Details of the salient features of NEP 2020 are as follows-

1. Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12.
2. Ensuring quality early childhood care and education for all children between 3-6 years.
3. New Curricular and Pedagogical Structure (5+3+3+4).
4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.
5. Establishing National Mission on Foundational Literacy and Numeracy.
6. Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
7. Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.
8. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).
9. Equitable and inclusive education - Special emphasis given on socially and Economically Disadvantaged Groups (SEDGs).
10. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups.
11. Robust and transparent processes for recruitment of teachers and merit based performance.
12. Ensuring availability of all resources through school complexes and clusters.
13. Setting up of State School Standards Authority (SSSA).
14. Exposure of vocational education in school and higher education system.
15. Increasing GER in higher education to 50%.
16. Holistic and Multidisciplinary Education with multiple entry/exit options.
17. NTA to offer Common Entrance Exam for Admission to HEIs.
18. Establishment of Academic Bank of Credit.
19. Setting up of Multidisciplinary Education and Research Universities (MERUs).
20. Setting up of National Research Foundation (NRF).

21. 'Light but Tight' regulation.
22. Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding- Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC).
23. Expansion of open and distance learning to increase Gross Enrolment Ratio (GER).
24. Internationalization of Education.
25. Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
26. Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education.
27. Establishing a National Mission for Mentoring.
28. Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
29. Achieving 100% youth and adult literacy.
30. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
31. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.
32. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
33. Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

6. Conclusion:-

The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities-both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving-but also social, ethical, and emotional capacities and dispositions. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality.

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, there by reflecting a truly global citizen.

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Challenges and Issues in National Education Policy 2020

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ABSTRACT

Education is the foundation stone of the nation as it plays a powerful role in the growth and development of the country and its citizens. One cannot deny the fact that education is a powerful tool and based on the recommendations by a panel headed by Dr Kasturirangan former chairman of Indian space research former Indian Space Research Organization (ISRO), the New Education Policy has been drafted that focuses on equity, quality, affordability, and accountability of education in our country. In this paper, the author is going to explore 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. Last but not the least, the paper also discusses the divide between the policy and practices together with the recent data statistics. All the details related to the possible challenges due to the changes in the new education policy have been analyzed in the forthcoming sections of this paper.

Keywords: National Education Policy, Higher Education, Challenges

I. INTRODUCTION

India has always been a destination for learners all around the world. From ancient sciences to arts, philosophy, and literature, the country has offered a variety of choices for centuries. That is why it is also known as the land of learning. With the advent of time, not a lot of changes in the education system in India have been made to cope up with the outside world. To boost the growth of the Indian education sector, recently the ministry of education has proposed the new education policy 2020 which will replace the 34-year-old national policy of education, 1986. 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 bought 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. 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.

II. HIGHLIGHTS OF NEP 2020

A. Primary School

1. The new policy targets to achieve 100% gross enrollment ratio in school education by 2030 along with universalization of education from pre-Primary School to grade 12. The 5+3+3+4 curricular structure concerning ages 3-8, 8-11, 11-14, and 14-18 years respectively will replace the 10+2 structure of the school curriculum.
2. For children up to the age of 8, National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) will be established by NCERT for attaining universal foundational literacy and numeracy in all primary schools by 2025, National Mission on Foundational Literacy and Numeracy will be set up by Education Ministry.
3. Extra-curricular, vocational, and academic streams in schools will be given equal importance without any rigid separation. Local language/mother-tongue be used as a medium of instruction for classes till 5 preferably till 8. This holistic 360-degree multidimensional report card will track the progress of students within all areas.
4. PARAKH(Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), a new assessment center that will be set up for improving the system of evaluation in schools.
5. In consultation with NCERT, a new National Curriculum Framework for teacher education (NCFTE) 2021 will be established. By 2030, a 4-year integrated B.Ed. degree will be the minimum degree qualification for teaching Higher Education. B. Higher education 1. Gross Enrolment Ratio in higher education including vocational Education to be raised from

B. Higher education

1. Gross Enrolment Ratio in higher education including vocational Education to be raised from
2. 26.3 % in 2018 to 50 % by 2035 and aims to add new seats to 3.5 crores in higher education institutions.
3. To facilitate digital storage and transfer of credits earned from different HEIs academic Bank of credit will be established.
4. The new policy provides multiple entry and exit points with certificates at every stage and envisages multidisciplinary education with a flexible curriculum and creative combination of subjects.
5. Multidisciplinary Education and Research Universities (MERUs), to be established to provide the best multidisciplinary education of global standards in the country, at par with IITs, IIMs.
6. The National Research Foundation an umbrella body will be established to foster quality research across the country and strengthen the overall research ecosystem.
7. The entire higher education excluding legal and medical education will come under the purview of the Higher Education Commission of India (HECI) which will be set up as single Apex body.
8. The same set of norms for regulation, accreditation, and academic standards will be applicable to both public and private higher education institutions.
9. In the upcoming 15 years, the affiliation of colleges is to be phased out and the graded autonomy concept will be introduced to encourage healthy competition between universities.
10. the National Educational Technology Forum (NETF), will be set up to foster a free exchange of ideas on the use of technology.
11. Increase in public spending on education from around 4% to 6% of gross domestic product with the collective efforts of the centre and the state government.

III. ISSUES AND CHALLENGES

[1] Lack of infrastructure and funding

The national education policy 2020 aims at making our home country a global choice for education by providing high quality, different variety and dynamic education hub to all the people in abroad. The policy focuses on raising expenditure in the education sector to reach 6% of GDP at the earliest. The education policy is not a newly structured policy, rather it is a compilation of different phases. Time by time it has been reshaped, restated and recapitulated several times. It was first introduced in 1968, restated in 1986, recapitulated in 1992 review of policy and now reshaped in 2020. Economic survey gives us clear instances about spending of India on education. As per the 2019-20 economic survey, India spends only 3.1 % of its GDP on education sector even after 52 years since the recommendation. If we dig deeper, we will able to uncover that although since 2014-15, spending on education has expanded in total term from 2.8% to meagre 3.1% in 2019-20 yet it has been stagnant at around 10.5 of the total government budget.

The Centre Government has deduced the expenditure on education as a percentage of budget from 4.14 % in 2014-15 to 3.2% in 2020-21. Even this budgeted amount will see a further downfall due to the ongoing Corona pandemic. There is a lot of speculations on how the government will be financing the increase in 6% GDP when the present condition of the economy is not as good as it should be. There is no such funding available for such an increase in India's current education budget. According to Protiva Kundu, a researcher at the Centre for Budget and Governance Accountability (CBGA), "All the areas are underfunded in Indian education... our entire education budget pie is very small and stagnant for years,".

[2] Mother tongue as a medium of instruction

The new education policy 2020 has advised that mother tongue / local language/home language/regional language should be used as a medium of instruction till class 5 preferably till class 8 and beyond it wherever possible but this new policy comes with a lot of challenges. Although the government has not made it mandatory but it has lead to a huge

controversy and left us with a lot of questions. The most common criticism is that it will widen the gap between those who can communicate in English and those who cannot. Another challenge is that developing new learning material for languages that have not been standardized or those that do not have a script will be a tedious task that will require a heavy initial investment. This poses a serious question on who will bear this additional cost, will it be the government or the schools or an indirect burden will be laid on parents, or will it be shared by all of them equally Another point that needs to be taken care of is which mother tongue/ local language should be used as a medium of instruction in school and which should not. For instance, students who speak local languages such as Rabha, Santhali, and Nepali attend Assamese-medium schools in the Kokrajhar and Chirang areas, then these children who should have benefited from being taught in their home language will lose out, said Parismita Singh, who works with a Pratham after-school programme that provides support to children in their mother tongue in tribal and non-tribal rural areas in Assam's Kokrajhar and Chirang and the same will be the case with children whose parents have Transferable jobs.

[3] Vocational education and skilling

National education policy 2020 has mandated vocational courses starting from 6th grade and states that every child will be taught skills like local crafts, carpentry, cooking, gardening, etc. One of the major challenges with regard to vocational training is the lack of proper resources. For introducing vocational courses in school, majorly 3 things will be required i.e infrastructure, set up and trained personnel and the same question arises who will bear these additional costs because this requires high investment. One of the solutions can be that schools can do a partnership with local craftsmen who have proper infrastructure and setup. Though this option is a better one in terms of money saving it also have its pros and cons. Again the challenge here is that there are risk factors when you take students to these kinds of places. It is an overhead to school with respect to transportation and that is an overhead on the parents to pay fees. Also, a lot of time is wasted in travelling if the place is far away given that school has to cover a lot of syllabus within a limited time.

[4] Lack of trained teachers

NEP 2020 has brought about a Paradigm shift in the way of learning which is a welcome change. For the foundational years- preschool nursery kindergarten class 1 and class 2, the school curriculum and pedagogy have been restructured. Experimental learning will be transacted across the discipline for the preparatory stages of classes 3,4 and, 5. More Emphasis will be given on subject-oriented pedagogy for classes 6 to 8. Greater flexibility of subjects selection for classes 9 to 12. For the first time skills will be woven across teaching strategies, crafts, and practices and will run like a thread through the curriculum. To make this extremely creative curriculum successful it has to be transacted by the teachers very effectively and efficiently. The most common challenge we will be facing is lack of trained teachers. The current uninspiring job profile, exploitation, and disincentivized service conditions leave the teachers unmotivated and dispirited which in turn affects their way of teaching.

[5] Digital divide

The new policy emphasizes the use of technology, digital literacy, and coding from an early age. While there is a ton of spotlight on utilizing technology in each part of the education sector - teaching, learning, and appraisal, setting up virtual labs, preparing schools, coaching, and setting up discussions - the strategy ignores the digital partition between the urban and rural, the absence of advanced foundation and admittance to gadgets/web. All this can be seen through the lenses of covid 2019, so many students who belong to the rural areas were not able to attend classes online because they did not had access to mobile phones and internet. Some students had to travel far away places from home to attend classes because of low connectivity issues. A rise in the use of virtual platforms not only affects the children physically but also can expose them to harmful virtual content.

IV. CONCLUSION

The New Education Policy 2020 that has been proposed last year is yet to be implemented. It is an ambitious move to revive the Indian education system with a modern approach. No matter how good this may look, the implementation of any policy has its own importance. An efficient implementation can make a policy a huge success and on the other hand, if the implementation is not good, it can be a huge disaster. The review paper discusses the challenges and issues in the implementation of NEP 2020. The on-ground reality is that the most important 3 pillars- infrastructure, funding, and a well-detailed plan strategy are still missing. Many other factors have been discussed in this review paper and each factor is genuine in its own term. The analysis of the goods and bads is very important to point out. The NEP 2020 may look good on the paper but it is much more complicated in a Real-world environment.

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Changing Role of Commerce Teachers in the reference to NEP 2020

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Abstract : Education is the key for development of any nation. The quality of education depends on the quality of teachers. Teachers having Knowledge, dedication, quality, professional commitment are rare across the globe today. At the same time with the advancement of technology and ever changing knowledge today a teachers' role has been more challenging. The teacher education program should be reformed, rethought and reoriented today. Quality and excellence in the education sector has become questionable today. For this Govt. of India has been focusing its attention on it. The present paper focuses on changing role of teachers particularly commerce teachers in view of NEP2020. It also highlights the various roles which commerce teachers should play in classrooms given by NEP2020. It also put forth suggestions to overcome various challenges faced by commerce teacher. The present paper is analytical one in nature.

(Keywords: Changing role, professional commitment, punctual, NEP 2020)

1.0 Introduction

Recently, a new national education policy has been announced by Prime Minister Narendra Modi. Extensive discussion is going on education and role of teachers in the country. In the new education policy of India, special attention has been given to the qualification and training of teachers apart from the education system. An 'equal teacher and equal education' policy will be worked out across the country. The teacher's role is changing at the present time, but his importance and responsibility of personality-building has become more relevant than before. It is teachers who create such personalities. This is brought to the new National Education Council to address it. Also, will this new national education policy.

Commerce education has been gaining attention over the years. It provides the students with all analytical, computational, managerial, and higher order thinking skills to ensure that the students can think creatively out of the box. Commerce education has all the ingredients of NEP-2020 to prepare students for the challenges created by the corporate world. Over the years, commerce education has turned out to be the most preferred choice among students across the country. The cut-off score for the commerce also goes high. Students are showing immense enthusiasm towards this discipline. The fact of the matter is that it empowers a student to become like a 360-degree player to survive in a tight economy and competitive market. The empowerment is such that a student is in a position to turn every challenge into an opportunity to rise to the occasion.

However, the huge potential of commerce education to towards society and business has remained untapped by and large. Corporates and industries operating in India are still relying on their business operations. Lack of sophisticated approaches to deal with the unexpected technological advances, business uncertainty, global competitiveness, financial crises, corporate scams and failed start ups offer an immense scope for commerce education to engage students in serious research in Accounting, Finance, Taxation and international business.

Commerce Education means the act of learning and teaching in commerce and management subject. In broader sense, it is the process in any society which has an objective and thereby refines the development of knowledge and skills in commerce and management through education thereby making human beings more eligible and responsible citizens. It is well known that teachers play a big and important role in shaping the life of man and has power to shape the whole world. In the scenario of globalisation, liberalisation and privatisation and Information Technology, the new

education policy requires efforts to be a teacher for a masterly position, to create such an environment.

1.1 Statement of the Problem

The problem under study is under: “Changing Role of Commerce Teachers in view of NEP2020”..

1.2 Objectives of the Study

- 1 To study the advantages and disadvantages of NEP 2020
- 2 To identify the changing Role of Teachers in view of NEP2020.
- 2 To study the relevance of NEP2020 for teachers.

1.3 Advantages and Disadvantages of the New Education Policy of 2020

1.3(i) Advantages of NEP

- **Emphasis on Regional Language:** The policy emphasizes the use of the mother tongue/regional language as a medium of instruction, which can lead to better comprehension and retention of information for students.
- **Holistic and flexible curriculum:** Promotes a more comprehensive and student-centered curriculum that emphasizes critical thinking and problem-solving skills over rote learning.
- **Blended Learning:** Calls for the increased use of technology in the classroom to enhance learning and make education more accessible.
- **Emphasis on vocational education and digital initiatives.:** Aims to make vocational education a part of the mainstream education system, providing students with practical skills and training for careers in various industries.
- **Teacher training:** The policy prioritizes teacher training and professional development, ensuring that teachers have the skills and knowledge to provide quality education to students.
- **Access and equity:** It aims to increase access to education for all and reduce the education gap between different social and economic groups.
- **Private and community participation:** It encourages private and community participation in education, leading to greater investment and resources for education.
- **Focus on early childhood education, foundational literacy and numeracy, and multidisciplinary undergraduate education.**
- **Shift from rote learning to competency-based assessment.**
- **Increased autonomy for colleges and universities.**
- **National Research Foundation for promoting research.**
- **Phased exit and entry system for undergraduate and graduate programs.**

1.3 (ii) Disadvantages of the New Education Policy of 2020:

- **Potential lack of adequate resources for implementation** - The policy may face challenges in implementation, especially in terms of funding, infrastructure, and teacher training.
- **Resistance to change:** The policy’s focus on reducing rote learning and increasing critical thinking skills may be met with resistance from some educators and students who are used to traditional teaching methods.
- **Technical barriers:** The increased use of technology in the classroom may pose technical barriers for some students and teachers, especially in rural and remote areas.
- **Quality control:** The policy’s emphasis on private and community participation in education may lead to a lack of quality control and standardization, potentially compromising the quality of education.
- **Vocational education:** While the emphasis on vocational education is positive, there may be concerns about the quality of training and job prospects in certain industries.
- **Criticisms of government control over higher education and potential lack of academic freedom**

- Concerns over privatization of education and exclusion of marginalized communities
- Lack of clarity on how the policy will be implemented and potential resistance from stakeholders

1.4 Changing Role of Commerce Teachers in view of NEP 2020.

- **Multi-disciplinary approach**

With NEP envisioning all higher education institutes being multi-disciplinary this approach is to be started in commerce education. Today students in our higher education system currently study in acquire education in a single stream like 'arts,' 'science' or 'commerce.' They should be trained for an interconnected world. It requires teaching them to see the big picture, connect the dots and analyze problems from different perspectives through an integrated approach to learning. Commerce teachers should guide students to embrace multi-disciplinary learning early-on and can eventually lead them to more career opportunities outside of their academic commerce specialization such as data analytics, cyber crimes, digital marketing etc.

- **Use of technology in the classroom**

commerce teachers should make extensive use of technology to increase participation in the classroom and promote 'curiosity-based, discussion-based methods' envisaged by NEP. They should exploring hybrid classroom to build engagement. With 'flipped classrooms,' for instance, course lectures could be pre recorded and shared as a video, with class time utilized for discussions on how to apply that knowledge.

Through the use of ICT commerce teachers will be able to personalize assignments so students learn according to their strengths or create learning paths unique to each student.

- **Life long learning**

As technology accelerates, the skills required for jobs are changing at a much faster pace. Commerce students constantly need to re skill and up skill to remain employable. Teachers should make the students as life long learners skilling online as they work, adding job-relevant credentials etc. Teachers have a major role to play in creating an environment that fosters a mindset of lifelong learning of commerce students. Commerce teachers should facilitate the students' freedom both to think and imagine.

- **Knowledge**

Commerce teachers should update their knowledge. They have to teach the students given a curriculum following the University guidelines. They should dispense all pertinent knowledge related to commerce and management in 21st century to the students through lectures, small group activities and hands on learning activities.

- **Creating Classroom Environment**

Teacher-Students interaction is very essential in teaching learning process. It depends on content of commerce syllabus. Teacher should always give the positive reinforcement for students and make them happy

- **Role Modeling**

Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. Commerce teachers should not only to teach the students curriculum, but also to understand and care for them.

- **Mentoring**

Mentoring is very important for encouragement and development of the students. Through this students enjoy learning. Mentoring helps build students confidence and helps them want to be successful. The everyday working environment of teachers and students must be safe, comfortable, and inviting. Teachers should access to learning the latest advances and ideas in both pedagogy as well as subject content.

- **Project Writing**

It is pertinent to mention that during the fourth year of graduation, the project work to be pursued by the students should be dealt with all seriousness by the faculty to achieve the

desired outcome as envisaged under NEP 2020. The commerce teachers should look into the requirements of local business and industry before designing the curriculum to make commerce education a preferred choice among students.

- **Professionalism**

Continuous learning is crucial to sustaining changes, and the NEP requires all the commerce teachers to undergo ongoing professional development through regional, local, and national workshops. Additionally, the NEP proposes the need for leveraging technology in advancing professional development for commerce teachers.

1.5 Conclusions and Suggestions

1.5(A) Conclusion : New Education Policy of 2020 is a bold and ambitious step toward transforming the education system in India. With its focus on multilingual education, technology integration, vocational education, teacher training, and increased access to education, the policy has the potential to positively impact the commerce students, educators, and communities. The New Education Policy is a new chapter in India's education history, and it will be interesting to see how it unfolds and the impact it has on commerce education and future generations of commerce students. However, its success will hinge on effective implementation and addressing the potential challenges that come with any major policy change.

1.5 (B) Suggestions

- Commerce colleges may launch B. Com LLB in order to churn out corporate lawyers, experts in corporate affairs, specialists in forensic accounting, auditing and reporting keeping in view the increasing number of corporate scams coming to light day in and day out. Otherwise, their counterparts are already running BA - LLB integrated programs.
- The Commerce teachers may initiate steps to organize workshops: seminars: conferences in light of NEP 2020 to encourage students to explore new knowledge to face real world challenges.
- Commerce teachers should take initiatives to introduce skill development courses strictly only those skill courses prescribed under NSQF to avoid any mismatch between conceptual credits and practical/applied credits.
- They should take initiative to start a PhD program to offer its passionate students an opportunity to pursue doctoral degrees. The research culture has to be promoted to help students to develop the critical and analytical skills of the student.

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National Education Policy 2020: A Vision to Transform Education System in India

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Abstract-

Education plays a pivotal role in the nation's building. It is the process of acquiring knowledge, skills and values. For any Nation to grow and prosper better education policies and reforms are required. Recently National Education Policy has been introduced in the year 2020 by the Ministry of Education. The policy aims to quality education, youth and adult literacy, universalization, access, equity and inclusiveness in education. It has provided major changes in the Indian education system.

This research study has provided an insight to the National Education Policy, 2020. It helps to thoroughly understand the key provisions of the policy, its benefits and role in enhancing quality education in India. The researcher has also discussed the drawbacks of the policy and possible solution thereof.

Key Words- Education; Quality; Higher Education; National Education Policy, 2020; implementation.

INTRODUCTION-

“Education is not learning the facts, but the training of the mind to think.”

-Albert Einstein

Education is the very foundation of a Nation. Quality education has a critical role in the quality of life of a person. For any country to grow and prosper a quality education is required. Keeping in the mind the importance of quality education and its key role in the development of the country, Indian Government has striven to provide better education through education policies and reforms.

Recently the National Education Policy, 2020 (NEP, 2020) has been implemented by the Ministry of Education on 29th July 2020. The policy aims to address the developmental imperatives of the country. It not only provided changes in the educational structure but also changes in the regulations and governance. It aims to achieve goals of the 21st century keeping in mind also the traditional and value system of India.

The Research study has emphasized on deeper understanding of the National Education Policy, 2020, its key feature and role in the advancement of the high quality education in India. The Research study also throws light upon the drawbacks of the policy and possible solutions thereof.

RATIONAL AND SIGNIFICANCE-

Education system is the backbone of the Nation and has a pivotal role in the nation's development. Thus the researcher has carried out this research titled “**National Education Policy 2020: A Vision to Transform Education System in India.**”

The rationale behind research study is to analyze the National Education Policy and its possible contribution in enhancing quality education in India. This research is significant because it provides better insight of National Education Policy 2020 and its importance in the sound development of education system. It is helpful to understand the features and benefits of this policy as well as drawbacks of the policy which has to be eradicated to make the policy successful.

RESEARCH METHODOLOGY-

The Researcher has used doctrinal methods for research study including Critical, Analytical, Descriptive, Evaluative research methods. The Researcher has used secondary source of data collection including Government reports, policies, press release, reference books, articles, etc.

AIMS & OBJECTIVES-

1. To analyze the National Education Policy, 2020.
2. To study the aims and objectives of the National Education Policy, 2020.
3. To study the key features of the National Education Policy, 2020.
4. To examine the role of the National Education Policy, 2020 in enhancing the quality education and transform the Indian Education System in India.
5. To examine the drawbacks of National Education Policy, 2020 and to find out the possible solutions thereof.

HYPOTHESIS-

1. The National Education Policy, 2020 has a key role in the enhancement of quality education and transform the education system in India.
2. Effective implementation, dedicated efforts and commitment by the Government and Citizens is required for the success of the National Education Policy, 2020.

NATIONAL EDUCATION POLICY 2020-

The first National Education Policy launched by the Government in the year 1968. The second education policy provided in 1986 and modified in the year 1992. Now after 34 years new education policy has been approved by the Union cabinet in 2020. The committee headed by K. Kasturirangan has drafted the NEP, 2020. The Ministry of Education has made significant changes in the education system through the policy.

The four pillars of the policy are access; equity; quality and accountability. The major reform is replacement of 10+2 structure by 5+3+3+4 structure. It aims to universal access and quality education; 100 % youth and adult literacy, transparency; standard setting and accreditation; digital technological inclusion and provides for state wise implementation of the policy.

KEY FEATURES OF THE NATIONAL EDUCATION POLICY, 2020-

The National Education Policy has laid emphasis on Foundational literacy, Multidisciplinary education, Ethics, Human and Constitutional Values, Conceptual understanding, Extensive use of technology, Synergy in curriculum across all levels of the education and many more.

The key aspects of the NEP, 2020 are given below,

Universal access-

The NEP, 2020 ensures the universal access at all levels of schooling for all the children between 3 to 6 years. It has focused on early childhood care, education and foundational literacy. It has emphasized on education accessibility to all. There are schemes for the specially-abled students.

New Curricular and pedagogical Structure-

The new policy has changed the previous academic structure of 10+2 and provided 5+3+3+4 academic structure. The foundational stage is of five years. Early childhood care is important for child's cumulative brain development and enables the children to grow and flourish in their lives. The policy emphasis on early childhood care and education as a foundation of learning.

The preparatory stage is of three years of education building on the play, discovery and activity based pedagogical structure. It laid emphasis on interactive classroom learning. Middle stage of three years provides for learning and discussion of more abstract concepts in subjects across the science, arts, mathematics, social science and humanities. Experimental learning has been focused in this stage. The secondary stage is of four years given emphasis on greater flexibility and choices in subjects, greater critical thinking and greater life aspirations.

No Hard Separation in educational streams-

There is no hard separation in educational streams of Art, Science, and Commerce and also between curricular and extra-curricular activities, vocational and academic streams.

Board Exam Pattern-

Board exams will be up to two occasions during the academic years. It will reduce exam stress of students and testing only core capacities of students.

Special Educational Zones; Vocational education and skill building-

The policy has given stress on improving various skills of students such as communication skills, presentation skills etc. It has focused on vocational training which will help the students in getting better employment opportunities.

Professional Education will be an integral part of higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions will aim to become multi-disciplinary institutions.

Standard- setting and Accreditation-

Effective regulatory system is required to ensure quality education. The earlier policy was not able to curb commercialization and economic exploitation of parents and students. It was unable to provide decentralization of powers and effective education management.

The NEP, 2020 provides for Department of School Education as apex state level body which is responsible for overall monitoring and policy making for continual improvement of public educational system. It ensures that all schools follow certain minimal quality and professional standards, by setting up independent state-wide body-State School Standard Authority.

Academic standards and curricula in state will be led by SCERT with consultation and collaboration with NCERT. Public and Private schools will be assessed and accredited on same criteria and processes.

National Assessment Centre, PARAKH is to be set up for effective implementation of policy which will carry out a sample-based National Achievement Survey (NAS) of student learning levels. The policy tried to combat the commercialization of higher education by providing various mechanisms with checks and balances.

National Educational Technology Forum (NETF)

The NEP, 2020 provides for the establishment of an autonomous body National Education Technology Forum to provide the platform for free exchange of ideas on use of technology to enhance learning, assessment, planning and administration.

Teachers Empowerment-

In any educational reforms teacher's role is fundamental. The new education policy has kept the teachers and faculties at the core of learning process. The policy provides for special merit based scholarships B.Ed. programmes and intensives to the teachers to take up jobs in rural areas. The policy ensures adequate number of teachers; transparency in recruitment, transfer and promotions; strengthening of Teachers Eligibility Tests; professional standards and positive working environment for teachers etc.

The policy speaks about provision for local expertise where it is needed in the subjects such as traditional local arts, vocational crafts, agriculture. It laid emphasis on strengthening schools infrastructures; inclusive and caring culture at schools; autonomy to teachers in choosing aspects of pedagogy for effective teaching-learning environment.

Increase GDP share on education up to 6% -

There is need to invest more in education sector in India. The policy set up a target to increase public investment in education sector to reach 6% of GDP at earliest. Central Government and State Government will work in collaboration to increase public investment in education sector.

Role of the National Education Policy, 2020 to enhance the quality education in India-

Analyzing the NEP, 2020 it is clear that government has taken much efforts to provide quality education in India. The policy advocates activity based education system. It laid emphasis on universalization access and equitable and inclusive education. It provides proper Standard and accreditation mechanism at state levels. All these key aspects of the NEP, 2020 is helpful to achieve and improve quality in education.

It also promotes use of technology and educational research which is needed to strengthen the educational system in India. It has given emphasis on skill enhancement, vocational education which will help the students to acquire practical skills and employment opportunities.

The policy allows the students to pursue the subject of interest which best suits their talent and goals. It has focused to reduce stress on students and provide them better and diverse range of educational pathways. It has focused on teacher empowerment and professional development. It tried to remove socio-economic disparities in educational system by promoting equity and inclusiveness.

The educational policy tried to curb commercialization of education and exploitation of students by providing checks and balance. It has focused on expanding the reach of education to rural and remote places. It has brought transparency in educational system through various mechanisms.

Overall by focusing on access, quality, equity and inclusiveness, the NEP, 2020 ensures high quality education and has pivotal role in the better education system in India.

Drawbacks of the NEP, 2020 and its solution-

There are various benefits of the NEP, 2020. However it has not provided the clear and detailed implementation plan to achieve the various goals set by the policy. The policy has not mentioned clear guidelines about investment and funding required for infrastructure, incentives, scholarships etc. The policy has not provided details about how it will achieve goal of equal access to all. It has not addressed the needs of disadvantaged and rural students and requirements of local schools.

There is need of careful planning and execution to eradicate drawbacks of the NEP, 2020. Government should provide detailed roadmap and commitment to implement the policy. The continue efforts and commitment from government, educators and citizens is required to achieve the goals of NEP, 2020.

High quality scientific based research in educational sector should be promoted. Community building; technological inclusions to bring more transparency; proper implementation of governments schemes in educational sector is required.

Conclusion and Suggestions-

National Education Policy, 2020 provides comprehensive structure for the development of the education sector in India. It has brought key changes to strengthen overall educational system. It has set out goals of equal access, equity, inclusiveness; transparency in educational system in India. The hypotheses framed by the researcher have been proved. The National Education Policy, 2020 has a key role in the enhancement of quality education in India. It provides the vision to transform education system in India. The policy is ensuring the quality education and overall development

of the students who are the future of the Nation. For the success of the policy efforts and commitment by government and citizen is required.

However there are some drawbacks which have to be eradicated. It does not provide proper guidelines for effective implementation of the policy. The Researcher provides solutions and suggestions to eradicate the drawbacks of NEP, 2020 which are as below,

- 1.Promotion of scientific and research based education is needed. Emphasis should be given on High quality research in educational sector.
- 2.Continuous efforts and commitment by the Government and Educators are needed to implement NEP, 2020 effectively.
- 3.Proper guidelines should be provided to achieve the goal of universalization and equal access of education to all.
- 4.Proper implementation of Governments schemes is required.
- 5.Apart from incentives and infrastructure, NEP, 2020 should address needs of disadvantaged, rural students and local schools.
- 6.More transparency is needed in overall educational sector in India and for that more digitalization at every stage of education is required.

Reform in educational sector is need of the hour. NEP, 2020 has provided a vision and pathway to transform education system in India. The policy is indeed a good step towards enhancing quality education and it must be appreciated. More guideline and effective implementation of the NEP, 2020 isrequired to make the policy successful for the success of the policy and make the future of the youth brighter.

End Notes-

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Draft National Education Policy, available at PRS India National Education Policy, 2020 at www.timesofindia.com

National A blueprint for self-reliant India available at www.outlookindia.com

Role of Teachers in National Education Policy - NEP

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Abstract:

The NEP recognizes the important role of teachers in promoting the development of a robust education system and supporting the learning and growth of students. The policy emphasizes the need for continuous professional development, autonomy and accountability, inclusion and diversity, and technology integration to empower teachers in India. For teachers to enhance their skills and knowledge and promote quality education. The policy emphasizes the need for comprehensive and ongoing CPD - Continuous Professional Development programs to support the learning and growth of teachers.

Keywords: National Education Policy, NEP and Teachers, Teachers Education Policy, Modern Education, Education System, Change in Education, NEP 2020.

Introduction:

The National Education Policy (NEP) of India recognizes the vital role of teachers in promoting the development of a robust education system and supporting the learning and growth of students. The NEP 2020 promotes a student-centric and holistic approach to teaching and learning. The policy emphasizes the importance of multidisciplinary learning, experiential learning, and student-centered learning, while also promoting the use of a flexible and competency-based assessment system. By promoting effective teaching and learning practices, the NEP 2020 aims to improve learning outcomes and promote quality education in India. The National Education Policy (NEP) 2020 of India emphasizes the importance of technology in promoting effective teaching practices and enhancing teacher professional development. The policy recognizes that technology can support teachers in delivering quality education, expanding access to education, and improving learning outcomes.

Here are some of the ways in which the NEP supports the development and empowerment of teachers in India:

Professional Development:

The NEP recognizes the need for continuous professional development of teachers to enhance their skills and knowledge. The policy emphasizes the need for teacher training programs and the promotion of research and innovation in teaching and learning.

Autonomy and Accountability:

The NEP promotes the autonomy of teachers in making decisions related to curriculum and pedagogy. The policy emphasizes the need for teachers to be accountable for their performance and the learning outcomes of their students.

Inclusion and Diversity:

The NEP recognizes the importance of inclusion and diversity in education and emphasizes the need for teachers to be sensitive to the diverse needs and backgrounds of their students. The policy promotes the development of inclusive and accessible teaching practices to support the learning needs of all students.

Technology Integration:

The NEP highlights the integration of technology in education and emphasizes the role of teachers in leveraging technology to enhance teaching and learning. The policy encourages the development of digital resources and the use of technology to support personalized learning and assessment.

NEP of India and Continuous Professional Development (CPD)

Here are some of the ways in which the NEP promotes the professional development of teachers in India:

Promoting a culture of learning:

The NEP emphasizes the need for a culture of continuous learning among teachers, which includes professional development opportunities such as workshops, training sessions,

and conferences. The policy also encourages the use of technology and digital resources to support self-directed learning and development.

Multi-disciplinary training:

The NEP emphasizes the need for multi-disciplinary training for teachers to develop a broad range of skills and knowledge. The policy encourages the integration of diverse fields such as art, culture, and sports into teacher training programs to promote holistic learning.

Collaborative learning:

The NEP promotes collaborative learning among teachers, where they can share best practices, exchange ideas, and learn from each other. The policy encourages the development of networks and communities of practice among teachers to support ongoing professional development.

Career progression:

The NEP emphasizes the need for career progression opportunities for teachers to promote lifelong learning and professional development. The policy encourages the development of leadership roles and opportunities for teachers to take on additional responsibilities, such as mentoring and coaching.

Challenges:

The National Education Policy (NEP) of India acknowledges that teachers face several challenges in providing quality education to students. The policy identifies these challenges and proposes several measures to address them.

Here are some of the challenges faced by teachers in India, as identified by the NEP:

Lack of support and recognition:

Teachers often work in challenging conditions with limited resources and inadequate support from the government or other institutions. The NEP proposes several measures to provide support to teachers, including professional development programs, mentoring, and career progression opportunities.

Inadequate training and skills development:

Many teachers lack the necessary training and skills required to effectively teach in modern classrooms. The NEP emphasizes the need for comprehensive and ongoing training programs for teachers, including multi-disciplinary training and exposure to new teaching methodologies.

Poor working conditions:

Many teachers work in poor working conditions, including inadequate infrastructure, insufficient resources, and limited access to technology. The NEP proposes measures to improve the working conditions of teachers, including the provision of modern facilities, digital resources, and access to technology.

Inequality in education:

Teachers often face the challenge of addressing inequality in education, particularly in marginalized communities. The NEP emphasizes the need for inclusive and accessible education, including the provision of resources and support to ensure that all students have access to quality education.

Low motivation and morale:

Teachers often face low morale and motivation due to a lack of recognition and support. The NEP emphasizes the need to recognize the important role of teachers in society and to provide them with the necessary support and resources to promote their well-being and job satisfaction.

Solutions for Challenges:

The National Education Policy (NEP) 2020 of India emphasizes the need for a student-centric and holistic approach to teaching and learning. The policy recognizes that effective teaching and learning practices are critical to promoting quality education and improving learning outcomes.

Holistic learning:

The NEP 2020 emphasizes the importance of holistic learning, where education is not limited to academic achievement but also promotes physical, emotional, and social development. The policy encourages the integration of co-curricular activities, vocational education, and life skills education to promote holistic development.

Multidisciplinary learning:

The NEP 2020 emphasizes the importance of multidisciplinary learning, where students are encouraged to explore a wide range of subjects and develop a range of skills. The policy promotes the integration of different subjects, such as science, technology, engineering, arts, and mathematics (STEAM) to promote multidisciplinary learning.

Experiential learning:

The NEP 2020 emphasizes the importance of experiential learning, where students learn through practical experience and hands-on activities. The policy encourages the use of project-based learning, problem-solving, and field trips to promote experiential learning.

Student-centered learning:

The NEP 2020 emphasizes the importance of student-centered learning, where students are active participants in the learning process. The policy encourages the use of collaborative learning, peer-to-peer learning, and personalized learning to promote student-centered learning.

Assessment and evaluation:

The NEP 2020 emphasizes the need for a flexible and competency-based assessment system that focuses on the holistic development of students. The policy encourages the use of formative assessment, self-assessment, and peer assessment to support effective teaching and learning.

Conclusion:

Finally we can say that the implementation of NEP have to accept by the backbone of any nation those are teachers for make a learning revolution. The NEP recognizes the importance of development program of NEP for teachers in India and promotes a culture of learning, multi-disciplinary training, collaborative learning, and career progression opportunities to support the ongoing growth and development of teachers. The NEP recognizes the challenges faced by teachers in India and proposes several measures to address these challenges. These measures include providing support and recognition to teachers, enhancing training and skills development, improving working conditions, promoting inclusive education, and promoting teacher motivation and well-being. Technology supports personalized learning, where teachers can use data and analytics to tailor learning experiences to the individual needs of students. This enables teachers to identify areas where students may require additional support, adapt their teaching strategies, and provide feedback to students.

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नवीन शैक्षणिक धोरण २०२० मधील शिक्षक प्रशिक्षण आणि शिक्षकांच्या बदलत्या भूमिकांचा अभ्यास

डॉ. अंकुश रामचंद्र बनसोडे सहाय्यक प्राध्यापक, महावीर महाविद्यालय कोल्हापूर भ्रमणध्वनी- 8788391060.

सारांश

ठराविक कालावधीनंतर बदलत्या काळानुसार देशाचे शैक्षणिक धोरण तयार करण्याची गरज असते. त्यानुसार 1986 च्या शैक्षणिक धोरणानंतर 2020 चे राष्ट्रीय शैक्षणिक धोरण जाहीर झाले आहे. शिक्षक खऱ्या अर्थाने आपल्या मुलांचे भवितव्य घडवितात त्यांना सक्षम बनवितात व त्यांच्या माध्यमातून राष्ट्रीय भवितव्याची उभारणी करतात. भारताचे माजी राष्ट्रपती, शिक्षक, वैज्ञानिक डॉ. ए. पी. जे. अब्दुल कलाम यांच्या मते, “शिकण्यासाठी विचार करण्याचे स्वातंत्र्य आणि कल्पनेचे स्वातंत्र्य आवश्यक आहे या दोन्ही गोष्टी शिक्षकानेच पुरविल्या पाहिजेत म्हणजेच सर्वार्थाने सक्षम शिक्षकच सक्षम राष्ट्र घडवू शकतात.” असा ठाम विश्वास या धोरणामध्ये व्यक्त केला आहे राष्ट्रीय शैक्षणिक धोरणामध्ये शिक्षक आणि प्राध्यापकांना शिक्षण प्रक्रियेतील शक्तिस्थान म्हटले आहे. हे धोरण भारतातील शिक्षकांना सक्षम करणारे आहे. राष्ट्रीय शैक्षणिक धोरणामध्ये शिक्षकांच्या शिक्षण प्रशिक्षण, अभ्यासक्रम, शिक्षक सेवा, भरती व निवड चाचणी, आजीवन व्यावसायिक जीवन कौशल्य, विकास सेवाशर्ती, इत्यादी संदर्भात नवीन पारदर्शक सुधारित निकष प्रस्तावित केले आहेत.

राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये शिक्षकांचे शिक्षणातील महत्त्व प्रामुख्याने अधोरेखित केले आहे. ब्रिटिश लेखक कवी आणि बाल साहित्यकार मायकल मॉपगो म्हणतात, It's not the classroom that makes the difference. It's the teacher that makes the difference. नव्या शैक्षणिक धोरणामध्ये नाविन्यपूर्ण कोणत्या गोष्टी आहेत. शिक्षक शिक्षणाबद्दल अद्यावत सुचवलेल्या तरतुदी आणि कोणत्याही शैक्षणिक धोरणांच्या यशस्वी अंमलबजावणी मध्ये शिक्षकांची भूमिका अनन्यसाधारण असते. राष्ट्रीय शैक्षणिक धोरण 2020 शिक्षकांच्या भूमिकेला प्रोत्साहन देते. या धोरणात शिक्षणातील विविध स्तरावरील शिक्षकांची भूमिका आणि त्या स्तरासाठी आवश्यक कौशल्य व क्षमता स्पष्टपणे अधोरेखित केल्या आहेत. नवीन शैक्षणिक धोरण २०२० मधील शिक्षकांचे शिक्षण आणि शिक्षकांच्या बदलत्या भूमिका याबद्दल माहिती या लेखात दिली आहे.

प्रस्तावना

बदलत्या काळानुसार देशाचे शैक्षणिक धोरण तयार करण्याची गरज असते. त्यानुसार 1986 च्या शैक्षणिक धोरणानंतर 2020 चे राष्ट्रीय शैक्षणिक धोरण जाहीर झाले आहे. शिक्षक खऱ्या अर्थाने आपल्या मुलांचे भवितव्य घडवितात त्यांना सक्षम बनवितात व त्यांच्या माध्यमातून राष्ट्रीय भवितव्याची उभारणी करतात. भारताचे माजी राष्ट्रपती, शिक्षक, वैज्ञानिक डॉ. ए. पी. जे. अब्दुल कलाम यांच्या मते, “शिकण्यासाठी विचार करण्याचे स्वातंत्र्य आणि कल्पनेचे स्वातंत्र्य आवश्यक आहे या दोन्ही गोष्टी शिक्षकानेच पुरविल्या पाहिजेत म्हणजेच सर्वार्थाने सक्षम शिक्षकच सक्षम राष्ट्र घडवू शकतात.” असा ठाम विश्वास या धोरणामध्ये व्यक्त केला आहे राष्ट्रीय शैक्षणिक धोरणामध्ये शिक्षक आणि प्राध्यापकांना शिक्षण प्रक्रियेतील शक्तिस्थान म्हटले आहे. हे धोरण भारतातील शिक्षकांना सक्षम करणारे आहे. राष्ट्रीय शैक्षणिक धोरणामध्ये शिक्षकांच्या शिक्षण प्रशिक्षण, अभ्यासक्रम, शिक्षक सेवा, भरती व निवड चाचणी, आजीवन व्यावसायिक जीवन कौशल्य, विकास सेवाशर्ती, इत्यादी संदर्भात नवीन पारदर्शक सुधारित निकष प्रस्तावित केले आहेत. शिक्षक शिक्षणाबद्दल अद्यावत सुचवलेल्या तरतुदी आणि कोणत्याही शैक्षणिक धोरणांच्या यशस्वी अंमलबजावणी मध्ये शिक्षकांची भूमिका अनन्यसाधारण असते. राष्ट्रीय शैक्षणिक धोरण 2020 शिक्षकांच्या भूमिकेला प्रोत्साहन देते. या धोरणात शिक्षणातील विविध स्तरावरील शिक्षकांची भूमिका आणि त्या स्तरासाठी आवश्यक कौशल्य व क्षमता स्पष्टपणे अधोरेखित केल्या आहेत.

प्रस्तुत लेखनाची उद्दिष्टे

१. नवीन शैक्षणिक धोरण २०२० मधील शिक्षकांचे प्रशिक्षण याबाबत माहिती जाणून घेणे.
२. नवीन शैक्षणिक धोरण २०२० मधील शिक्षकांच्या बदलत्या भूमिका समजून घेणे.

नवीन शैक्षणिक धोरण २०२० मधील शिक्षकांचे प्रशिक्षण

बहुशाखीय दृष्टीकोन

पुढच्या पिढीला आकार देणाऱ्या शालेय शिक्षकांचा संघ तयार करण्याकरता शिक्षकांचे शिक्षण महत्त्वाचे आहे. शिक्षक तयार करण्याच्या कामासाठी बहुशाखीय दृष्टीकोन आणि ज्ञान, प्रवृत्ती आणि मुल्ये तयार होणारे आणि सर्वोत्तम

मार्गदर्शकांच्या मार्गदर्शनाखाली सराव विकसित करणे आवश्यक असते. शिक्षकांमध्ये शिक्षण आणि अध्यापनशास्त्रातील सर्वात नवीन प्रगतीबरोबरच भारतीय मूल्ये, भाषा, ज्ञान, लोकस्वभाव, आणि आदिवासी परंपरांसह परंपरा रुजलेल्या असणे आवश्यक आहे.

मानाकामध्ये कृतियुक्त बदल

सर्वोच्च न्यायालयाने स्थापन केलेल्या न्यायाधीश जे. एस. वर्मा आयोगाच्या (2012) मते, 10000 पेक्षा जास्त संख्या असलेल्या स्वतंत्र शिक्षक शिक्षण संस्था (TEIs) पैकी बहुतेक सर्व गंभीरपणे शिक्षकांच्या शिक्षणाचा प्रयत्नसुद्धा करत नाही आहेत, तर पैसे घेऊन पदव्या विकत आहेत. आता पर्यंतचे नियमित प्रयत्न या व्यवस्थेतील गैरव्यवहार बंद करण्यासाठी तोकडे पडले आहेत तसेच गुणवत्तेची मूलभूत मानकेसुद्धा लागू करू शकलेली नाहीत आणि वास्तविक या क्षेत्रातील उत्तमता आणि नाविण्यपूर्णतेची वाढ कमी करण्याचा नकारात्मक पररणाम यामुळे झालेला आहे. त्यामुळे या क्षेत्राचे मानदंड उंचावण्यासाठी आणि सचोटी, विश्वासार्हता, कार्यक्षमता आणि उच्च दर्जा व पुनर्स्थापित करण्यासाठी शिक्षक शिक्षणाचे क्षेत्र आणि त्याची नियामक प्रणाली या दोन्हीमध्ये तातडीने कृती करून मूलभूत बदल करण्याची गरज आहे.

नियामक प्रणाली सक्षमिकरण

अध्यापनाच्या व्यवसायाबद्दलचा आदर पुनर्स्थापित करण्यासाठी आवश्यक असलेली सचोटीची आणि विश्वासार्हतेची पातळी सुधारण्यासाठी आणि गाठण्यासाठी मूलभूत शैक्षणिक निकषात न बसणाऱ्या सुमार दर्जाच्या आणि अकार्यरत शिक्षण संस्थांना (TEIs) त्यांनी केलेल्या नियमांच्या उल्लंघनाबाबत सुधारणेसाठी एक वर्ष दिल्यावर त्यांच्यावर कडक कारवाई करण्यासाठी नियामक प्रणाली सक्षम केली जाईल. 2030 पर्यंत, फक्त शैक्षणिकदृष्ट्या मजबूत, बहुशाखीय आणि एकात्मिक शिक्षक शिक्षण कार्यक्रमच सुरु असतील.

संयुक्त बहुशाखीय चार वर्षांचा एकात्मिक शिक्षक प्रशिक्षण कार्यक्रम

शिक्षक शिक्षणासाठी, बहुशाखीय निवेश (इनपुट) आवश्यक असल्यामुळे, आणि उच्च दर्जा असलेली अध्यापनाची सामग्री तसेच अध्यापन शास्त्राचे शिक्षण देणे आवश्यक असल्यामुळे, सर्व शिक्षक शिक्षण कार्यक्रम संयुक्त बहुशाखीय संस्थांमध्येच राबवले जावेत. यासाठी सर्व बहुशाखीय विद्यापीठे आणि महाविद्यालये- शिक्षण विभाग स्थापन करण्याचे उद्दिष्ट ठेवतील. हे विभाग शिक्षणाच्या विविध पैलूंबद्दल आधुनिक संशोधन करण्याबरोबरच, मानसशास्त्र, तत्त्वज्ञान, समाजशास्त्र, न्युरोसायन्स, भारतीय भाषा अशा इतर विभागांच्या सहयोगाने शिक्षक शिक्षण (B.Ed.) कार्यक्रमसुद्धा राबवतील. त्याशिवाय, स्वतंत्र शिक्षक शिक्षण संस्थांना (TEIs) 2030 पर्यंत बहुशाखीय संस्थामध्ये रूपांतरीत व्हावे लागेल, कारण त्यांनासुद्धा 4 वर्षांचा एकात्मिक शिक्षक प्रशिक्षण कार्यक्रम राबवावा लागेल.

अशा बहुशाखीय उच्च शिक्षण संस्थांकडून (HEI) चालवण्यात येणारा 4 वर्षांचा एकात्मिक बी. एड अभ्यासक्रम ही 2030 पर्यंत शालेय शिक्षकांसाठी किमान पदवी पात्रता असेल. 4 वर्षांचा एकात्मिक बी. एड अभ्यासक्रम म्हणजे शिक्षण तसेच भाषा, इतिहास, संगीत, गणित, संगणक शास्त्र, रसायनशास्त्र, अर्थशास्त्र, कला, शारीरिक शिक्षण इ. अशा एका विषयात विशेषीकरण (स्पेशलायझेशन) असलेली ड्यूल मेजर सर्वांगीण पदवी असेल. शिक्षकांच्या शिक्षणामध्ये अत्याधुनिक अध्यापनशास्त्र शिकवण्याव्यतिरिक्त, समाजशास्त्र, इतिहास, विज्ञान, मानसशास्त्र, प्रारंभिक बाल्यावस्था संगोपन आणि शिक्षण, पायाभूत साक्षरता आणि संख्याशास्त्र, भारत आणि त्याची मूल्ये/संस्कृती/कला/परंपरा याविषयीचे ज्ञान, या आणि अशा इतर विषयांचे मूलभूत प्रशिक्षण समाविष्ट असेल. 4 वर्षांचा एकात्मिक बी. एड. अभ्यासक्रम उपलब्ध करून देणाऱ्या उच्च शिक्षण संस्थांद्वारे (HEI) एखाद्या विशिष्ट विषयात बॅचलरची पदवी मिळववलेल्या विद्यार्थ्यांकरिता दोन वर्षांचा बी. एड. अभ्यासक्रमदेखील उपलब्ध करून देता येईल. विशिष्ट विषयात चार वर्षांचे पदवीपूर्व शिक्षण पूर्ण करणाऱ्या उमेदवारांकरिता 1 वर्षांचा बी. एड. अभ्यासक्रम उपलब्ध करून देता येईल. असामान्य विद्यार्थ्यांना 4 वर्षे, 2 वर्षे आणि 1 वर्षांच्या बी. एड. कार्यक्रमांकडे आकर्षित करण्याच्या दृष्टीकोन गुणवान विद्यार्थ्यांसाठी शिष्यवृत्त्या जाहीर करण्यात येतील.

उच्च शिक्षण संस्थेने अनेक सरकारी आणि खाजगी शाळांबरोबर सहयोगाने काम करावे

शिक्षणाचे आणि त्याच्याशी संबंधित शाखांचे तसेच विशिष्ट विषयांचे अनेक तज्ज्ञ उपलब्ध असल्याची सुनिश्चीती, शिक्षकांसाठी शिक्षण कार्यक्रम उपलब्ध करून देणाऱ्या उच्च शिक्षण संस्थांकडून (HEI) केली जाईल. प्रत्येक उच्च शिक्षण संस्थेला अनेक सरकारी आणि खाजगी शाळांबरोबर सहयोगाने काम करता येईल. संधाव्य शिक्षक अशा शाळांमध्ये समाजसेवा, प्रौढ आणि व्यावसायिक शिक्षण यासारख्या उपक्रमांमध्ये सहभागी होण्याबरोबर विद्यार्थ्यांना शिकवण्याचे कामदेखील करतील.

शिक्षक तयारी कार्यक्रमासाठी दिला जाणारा प्रवेश राष्ट्रीय चाचणी एजन्सीद्वारे

शिक्षकांच्या शिक्षणाची मानके एकसमान राखण्यासाठी, पूर्व-सेवा शिक्षक तयारी कार्यक्रमासाठी दिला जाणारा प्रवेश राष्ट्रीय चाचणी एजन्सीद्वारे (NTA) घेतल्या जाणाऱ्या योग्य विषयांच्या आणि योग्यता चाचण्यांच्या माध्यमातून दिला जाईल, आणि देशाची भाषिक आणि सांस्कृतिक विविधता लक्षात घेता ही प्रवेश परीक्षा प्रक्रिया प्रमाणीकृत केली जाईल.

अध्यापकांच्या प्रोफाईलमध्ये वैविध्य आणि अध्यापन/क्षेत्र/संशोधनातील अनुभवाला महत्त्व

शिक्षण विभागातील अध्यापकांच्या प्रोफाईलमध्ये वैविध्य असणे आवश्यक मानले जाईल आणि अध्यापन/क्षेत्र/संशोधनातील अनुभवाला अशतित्य महत्त्व दिले जाईल. शालेय शिक्षणाशी निगडित सामाजिक शास्त्रांच्या क्षेत्रांमध्ये (उदा. मानसशास्त्र, बाल विकास, भाषाशास्त्र, समाजिकशास्त्र, तत्त्वज्ञान, अर्थशास्त्र आणि राज्यशास्त्र) प्रशिक्षण घेतलेले अध्यापक तसेच, विज्ञान शिक्षण, गणित शिक्षण, सामाजिक शास्त्राचे शिक्षण, आणि भाषाशास्त्राचे शिक्षण या कार्यक्रमांमधील अध्यापक यांना आकर्षित करून त्यांना शिक्षक-शिक्षण संस्थांमध्ये कायम राखण्यासाठी प्रयत्न केला जाईल. यामुळे शिक्षकांच्या बहुशाखीय शिक्षणाला आणि संकल्पनात्मक विकासाला बळकटी मिळेल.

देशभरातील विद्यापीठांमधील पीएचडी कार्यक्रमाची पुनरवचना

विध्यावाचस्पती (Ph.D.) च्या सर्व शाखांमधील सर्व नवीन प्रवेशार्थीना त्यांनी निवडलेल्या पीएचडी विषयाशी संबंधित अध्यापन/शिक्षण/अध्यापनशास्त्र/लेखन यातील श्रेयांक-आधारित (Credit) अभ्यासक्रमासाठी, डॉक्टरेट प्रशिक्षण कालावधीदरम्यान, प्रवेश घेणे आवश्यक आहे. संशोधन करणाऱ्या अनेक विद्वानांना पुढे जाऊन त्यांनी निवडलेल्या शाखेमध्ये अध्यापक किंवा सार्वजनिक प्रतिनिधी/संवादकाची भूमिका करायची असल्याने, त्यांना अध्यापन शास्त्रातील प्रथा/पध्दती, अभ्यासक्रमाची रचना करणे, विश्वाससहाय्य मूल्यांकन प्रणाली, संवाद साधणे आणि अशाच प्रकारच्या इतर गोष्टींचा अनुभव मिळेल याची सुनिश्चिती केली जाईल. पीएचडीच्या विद्यार्थ्यांना अध्यापन सहाय्यकाच्या भूमिकेतून किंवा इतर साधनांच्या माध्यमातून, प्रत्यक्ष अध्यापनाचा अनुभव घेऊन त्याचे किमान तास पूर्ण करावे लागतील. यासाठी देशभरातील विद्यापीठांमधील पीएचडी कार्यक्रमाची पुनरवचना केली जाईल.

महाविद्यालय आणि विद्यापीठातील शिक्षकांसाठी सेवांतर्गत सातत्यपूर्ण व्यावसायिक प्रशिक्षण

विद्यमान संस्थात्मक व्यवस्था आणि चालू उपक्रमांच्या माध्यमातून, महाविद्यालय आणि विद्यापीठातील शिक्षकांसाठी सेवांतर्गत सातत्यपूर्ण व्यावसायिक विकासाचे प्रशिक्षण तसेच सुरु राहिल; दर्जेदार शिक्षणासाठी समृद्ध अध्यापन-अध्ययन प्रक्रियेची गरज पूर्ण करण्यासाठी, या व्यवस्था आणि उपक्रमांना बळकटी देऊन मत्यांचा विस्तार केला जाईल. शिक्षकांच्या ऑनलाईन प्रशिक्षणासाठी SWAYAM/DIKSHA (स्वयं/दीक्षा) यासारखे तंत्रज्ञानाचे व्यासपीठ/प्लॅटफॉर्म वापरायला प्रोत्साहन दिले जाईल. यामुळे, प्रमाणीकृत प्रशिक्षण कार्यक्रम कमी कालावधीमध्ये मोठ्या प्रमाणात शिक्षकांपर्यंत पोचवता येतील.

राष्ट्रीय मार्गदर्शक आयोग/ राष्ट्रीय (National) मिशन फॉर मॅटोरिंगची स्थापना

राष्ट्रीय मार्गदर्शक आयोग/ राष्ट्रीय (National) मिशन फॉर मॅटोरिंगची स्थापना केली जाईल. यामध्ये विद्यापीठ/महाविद्यालयाच्या शिक्षकांना अल्प किंवा दीर्घ काळासाठी सल्ला/व्यावसायिक मदत द्यायला उत्सुक असलेल्या तसेच भारतीय भाषांमध्ये शिकवायची क्षमता असलेल्या वरीष्ठ/निवृत्त अध्यापकांचा मोठ्या प्रमाणात सहभाग असेल.

राष्ट्रीय शैक्षणिक धोरण 2020 च्या दृष्टिकोनातून शिक्षकाची बदलती भूमिका

१. शिक्षक एक मार्गदर्शक
२. नाविन्यपूर्ण अध्यापन पद्धतीचा पुरस्कर्ता
३. उच्च प्रतीचा संशोधक
४. तंत्रज्ञान व माहिती संप्रेषण कौशल्य धारक
५. आनंददाता
६. अनुभवात्मक रचनावादी दृष्टिकोनाचा पुरस्कर्ता
७. एकात्मिक बहुविद्याशाखीय दृष्टिकोनाचा पुरस्कर्ता

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Libraries and New Education Policy 2020

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Abstract:-

This article highlights Libraries and their importance in our education system. The New Education Policy 2020 advocates school, college and higher education equally. This article mainly focuses on the key highlights of NEP 2020 including Library features. National Educational Policy 2020 (NEP) intended to focus on Library as essential service in the context of the Schools, and University systems in India. The services provided by the Libraries presents a set of advantages to play most significant role in study, research, education and skill development.

Key Words:- New Education Policy, Libraries, Key Features of NEP 2020

Introduction:-

The New Education Policy 2020 (NEP2020) is the first education policy of the 21st century to replace the 34 years old National Policy on Education (NPE), 1986. The NEP 2020 is based on the foundational pillars Access, Affordability, Equity, Quality, and Accountability. A National Book Promotion Policy will be formulated and extensive initiatives will be taken to increase the accessibility and availability of learning materials across geographies and languages. The Ministry of Education in India officially launched the National Education Policy 2020 (NEP 2020) on July 29, 2020. The preceding National Policy on Education, 1986, has been supplanted by the latest policy. The present policy aims to offer comprehensive guidance documents covering various educational levels, ranging from elementary education to higher education, including vocational training, within the Indian subcontinent. The policy endeavors to facilitate a comprehensive alteration of the educational system in India. The essence of NEP 2020 is primarily advisory in nature, thereby affording the discretion for its implementation to the respective states, institutions, and schools.

The National Education Policy 2020 outlines the vision of India's new education system as under:

“National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.”[1](#), [2](#), [3](#)

This scholarly discourse examines the criticality of Libraries in facilitating pedagogical dissemination and acquisition, while emphasizing the ubiquitous nature of libraries in supporting varied academic phases. In contemporary times, libraries facilitate around-the-clock access to their resources, thereby fostering the enhancement of knowledge and skills among their users. The library resources serve a critical role for readers, akin in significance to the sustenance of sustenance for human existence. The educational system is undergoing a rapid transformation, leading to significant alterations in both library resources and user behavior. Contemporary libraries serve as repositories of knowledge and information, which are available to individuals across all age groups, including students, teachers, scientists, politicians, and the general public, thereby contributing to the evolution and advancement of societies worldwide. These resources are predominantly in digital format to ensure greater accessibility and ease of use for a broader audience. The New Education Policy of India proposes a substantial expansion in the role of libraries, which is expected to increase significantly.

The objectives of the study are as follows:

- 1.To increase awareness about the New Education Policy 2020;
- 2.To highlight the role of library in education system;

3.To discuss changing landscape of learning and education;

4.To develop adequate Library resources.

Research Methodology

This article has been brought out on the basis of evaluation of recent literature published on the internet and other relevant sources and is kind of descriptive study. There is a short of previous similar studies observed on the scope and opportunities of library as per New Education Policy in India, it is an attempt being made to understand and evaluate the use of Libraries as an integral part of our education system.

Highlights of New Education Policy 2020:-

The New Education Policy advocates for equitable treatment of school and college level education. The present discourse centers on NEP 2020, elucidating its prominent features and the ensuing ramifications for the Education sector. The Indian government expresses its eagerness to encourage the cultivation of a reading culture among the populace of the country, with the aim of maximizing the utilization of library resources. The novel education policy presents a series of significant alterations to the prevailing system, with primary focus given to the establishment of multidisciplinary universities and colleges. In close proximity to every district, at least one institution shall be set up, that will implement a complete overhaul of student curricula, pedagogical practices, evaluation methodologies, and academic support systems, thereby facilitating students to acquire an enriched understanding of their chosen fields of study through active learning experiences. Additionally, the policy endeavors to establish a National Research Foundation, aimed at promoting peer-reviewed research work and facilitating effective study practices at universities and colleges.

The highlights of NEP 2020 are as under:-

- Universal Access to education at All Levels of schooling from pre-primary school to Grade 12;
- Compulsory education for all children between 3-6 years;
- Curricular development and new Pedagogical Pattern (5+3+3+4);
- Establishment of National Mission on Foundational Literacy and Numeracy;
- The medium of instruction up to Grade 8 and beyond, will be the home language/mother tongue/local language/regional language;
- Yearly Assessment - Board exams to held twice in a year, one main examination and one for improvement, if desired;
- Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
- A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- Robust and transparent processes for recruitment of teachers and merit based performance;
- Establishment school complexes and clusters for sharing of all resources;
- Setting up of State School Standards Authority (SSSA);
- Exposure of vocational education in school and higher education system;
- Holistic Multidisciplinary Education system with multiple entry/exit options;
- NTA to offer Common Entrance Exam for Admission to HEIs;
- Establishment of Academic Bank of Credit;
- Setting up of Multidisciplinary Education and Research Universities(MERUs);
- National Research Foundation(NRF) for research and development;
- Setting up Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants

Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);

- Expansion of centre for open and distance learning;
- Internationalization of Education;
- Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions;
- Four-year degree of integrated Teacher Education - Bachelor of Education;
- Establishing a National Mission for Mentoring;
- Creation of the National Educational Technology Forum (NETF) as a platform for the free exchange of ideas on the use of technology to enhance overall teaching and learning;
- Preventive measures to stop the commercialization of higher education;
- Standardization of all learning institution of audit and disclosure
- Joint cooperation of the Centre and the States to work together to increase the public investment in Education sector;
- Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education;

Libraries as per the New Education Policy:-

Sr. No.	Library Features	Description
1	Development of Attractive Learning Materials	As per NEP 2020, books are required to be created with standard substance for the understudies at all levels in all neighborhood and Indian dialects. Both open and private division teach, will work deliberately to move forward the quality and allure of books
2	Ensure Availability and Accessibility of Books in School/public Libraries	The Government of India will emphasize making books accessible broadly in both schools and open libraries to guarantee the accessibility and availability of books to all counting physically disable.
3	Promotion of Reading Habit Across the Country	Both public and school libraries will be extensively enhanced to increase the readership across the country. Public libraries have to be strengthened and modernized with latest technology.
4	Application of ICT in School / Public Libraries in Villages	To serve the user community and the students in better ways particularly in villages during non-school hours, the ICT equipped school/public libraries will be set up in the next coming years. Book club facilities will be developed to further promote reading habits.
5	Strengthening of Library Collection for the Higher Education Systems	Academic libraries are the hearts of institutions and the government of India will strengthen and increase the procurement of reading materials like books, periodicals, and other learning and teaching materials.
6	Public Library spaces for Adult Education	The Government of India will work on providing suitable infrastructure to ensure adult education and lifelong learning process to all interested in Education. The public library spaces shall be used for adult education and other activities for community engagement and skill development
7	Create appropriate continuing education for library staff:	Government will promote acceptable career paths for library staff and ensure appropriate staffing to meet its goal of building, developing, enhancing existing library facilities and catering to the requirements of all sorts of readers across the country.

Conclusion:-

The National Education Policy 2020 manifests noteworthy transformations with respect to the present state of the educational system and its prospects, inclusive of future planning measures for ensuring the provision of high-quality education in India. The National Education Policy of 2020 delineates a philosophical blueprint for transforming the educational terrain, by espousing a holistic approach to learning and delineating a trajectory for establishing a robust foundation for achieving self-reliance in India, as per the Atmanirbhar Bharat initiative. The current education policy, which supersedes the previous thirty-four year old National Policy on Education (NPE) of 1986, marks the first undertaking of educational reform in the 21st century. The National Education Policy (NEP) of 2020 has been constructed upon a foundation of five interdependent pillars, including Access, Equity, Quality, and Affordability, with the aim of facilitating transformative reform in the field of education. This study highlights the progress of libraries evolving into centers of exceptional educational resources. This article aims to elucidate the policy objectives of the Government of India's NEP 2020 by integrating notions of library innovation and education, thereby enhancing comprehension of the significance and rationale of the said initiative.

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राष्ट्रीय शैक्षणिक धोरण 2020, उच्च शिक्षण आणि ग्रंथालये

डॉ पांडुरंग बाळकृष्ण पाटील. ग्रंथपाल, श्री शहाजी छत्रपती महाविद्यालय, दसरा चौक कोल्हापूर, महाराष्ट्र.

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या संशोधन लेखात नवीन राष्ट्रीय शैक्षणिक धोरण 2020, उच्च शिक्षण याबाबत थोडक्यात माहिती दिली आहे. या धोरणाची, त्यातील उच्च शिक्षणविषयक आणि ग्रंथालय विषयक तरतुदींची महाविद्यालयीन ग्रंथपालांना कितपत जाण आहे, माहिती आहे हे शोधून काढण्याच्या दृष्टीने 16 प्रश्नांची एक प्रश्नावली तयार करण्यात आली होती. गुगल फॉर्म च्या माध्यमातून ही प्रश्नावली भरून घेण्यात आली. 80 ग्रंथपालांनी या प्रश्नावलीस प्रतिसाद दिला. त्याचे विश्लेषण करून काही निष्कर्ष व शिफारशी मांडण्यात आलेल्या आहेत. 60% हून अधिक ग्रंथपालांना नवीन शैक्षणिक धोरण, उच्च शिक्षण आणि ग्रंथालय बाबतच्या तरतुदींची माहिती आहे परंतु या धोरणाविषयी आणि ग्रंथालय विषय तरतुदींची अनेक ग्रंथपालांना पुरेशी माहिती नाही याबाबत जाणीव जागृतीची गरज आहे. हे धोरण लागू केले ते चांगले झाले असे अनेक ग्रंथपालांनी आपल्या अभिप्रायामध्ये नोंद केलेली आहे.

की वर्ड: NEP, ABC, Library, Higher Education**प्रस्तावना:**

केंद्रीय शिक्षण मंत्रालयाने राष्ट्रीय शैक्षणिक धोरण 2020 हे संबंध देशभर लागू केले. या धोरणाची अंमलबजावणी 2022-23 या शैक्षणिक वर्षापासून सुरू झाली आहे. या धोरणात उच्च शिक्षण विषयक अनेक तरतुदी आहेत. तसेच ग्रंथालय विषयी काही तरतुदी आहेत. या धोरणाची ग्रंथपालांना कितपत माहिती आहे त्यातील ग्रंथालय विषयक तरतुदींची कितपत माहिती आहे हे शोधून काढण्यासाठी सदर संशोधकाने गुगल फॉर्मच्या माध्यमातून एक प्रश्नावली तयार केलेली होती या प्रश्नावली द्वारे ग्रंथपालांच्याकडून माहिती संकलन करण्यात आली. महाराष्ट्रातील 80 ग्रंथपालांनी प्रतिसाद दिला. या प्रश्नावलीतून मिळालेल्या सर्व प्रश्नांचे विश्लेषण करून निष्कर्ष मांडण्यात आलेले आहेत व पुढील संशोधनासाठी काही शिफारशी संशोधकांनी सुचवलेल्या आहेत. नवीन राष्ट्रीय शैक्षणिक धोरणाबाबत ग्रंथपालांना कितपत जाण आहे हे शोधून काढण्यासाठी सदर संशोधन करण्यात आले आहे.

उद्दिष्टे :

1. राष्ट्रीय शिक्षण धोरणातील उच्च शिक्षण विषयक तरतुदींची थोडक्यात माहिती घेणे.
2. या धोरणातील ग्रंथालय विषयक तरतुदी जाणून घेणे.
3. प्रश्नावलीद्वारे मिळालेल्या प्रतिसादाचे विश्लेषण करून निष्कर्ष नोंदवणे व पुढील संशोधनासाठी शिफारशी सुचवणे.

संशोधन कार्यपद्धती :

सदर संशोधनासाठी संशोधकाने वर्णनात्मक संशोधन पद्धतीचा अवलंब केलेला आहे. राष्ट्रीय शैक्षणिक धोरण 2020 त्यातील उच्च शिक्षण विषयक आणि ग्रंथालय विषयक तरतुदींच्या वरती 15 प्रश्न तयार करून गुगल फॉर्म च्या माध्यमातून ही प्रश्नावली महाराष्ट्रातील ग्रंथपालांना ऑनलाइन पद्धतीने देण्यात आली 80 ग्रंथपालांनी या प्रश्नावलीस प्रतिसाद देऊन ही प्रश्नावली भरून दिली. या प्रतिसादाचे विश्लेषण करून निष्कर्ष मांडण्यात आले व त्या आधारे पुढील संशोधनासाठी काही शिफारशी करण्यात आलेल्या आहेत. राष्ट्रीय शैक्षणिक धोरण 2020, उच्च शिक्षण आणि ग्रंथालये याबाबत गुगल फॉर्मच्या माध्यमातून ग्रंथपालांसाठी प्रश्नावली देण्यात आली होती. याबाबत ग्रंथपालांना कितपत माहिती आहे याचा शोध घेण्यासाठी सदर फॉर्म तयार करण्यात आलेला होता.

नवीन शिक्षण धोरणाची ठळक वैशिष्ट्ये खालीलप्रमाणे आहेत :

३ ते १४ वर्षे वयोगटाचे विद्यार्थी शिक्षण हक्क कायद्याच्या कक्षेत आले आहेत. यापूर्वी हा वयोगट ६ ते १४ वर्षे होता...

५ वर्षे मूलभूत Fundamental :

नर्सरी	४ वर्षे	इयत्ता पहिली	७ वर्षे
जूनियर केजी	५ वर्षे	इयत्ता दुसरी	८ वर्षे
एसआर केजी	६ वर्षे		

३ वर्षांची प्रारंभिक शाळा Preparatory :

इयत्ता तिसरी	९ वर्षे	इयत्ता चौथी	१० वर्षे
इयत्ता पाचवी	११ वर्षे		

३ वर्षांची माध्यमिक शाळा Middle :

इयत्ता सहावी	१२ वर्षे	इयत्ता आठवी	१४ वर्षे
इयत्ता सातवी	१३ वर्षे		

वर्ष माध्यमिक शाळा Secondary :

इयत्ता नववी	१५ वर्षे	एफ.वाय.जे.सी	१७ वर्षे
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इयत्ता दहावी	१६ वर्षे	एस.वाय.जे.सी	१८ वर्षे
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ठळक वैशिष्ट्ये :

बोर्ड फक्त १२ वीच्या वर्गाला असेल. महाविद्यालयीन पदवी ४ वर्षांची असणार आहे.

दहावी मंडळ रद्द. (SSC) एमफिल MPhil देखील बंद असेल.

आता पाचवीपर्यंतच्या विद्यार्थ्यांना केवळ मातृभाषा, स्थानिक भाषा आणि राष्ट्रीय भाषा शिकविली जाईल. उर्वरित विषय जरी तो इंग्रजी असला तरी एक विषय म्हणून शिकविला जाईल

आता बोर्ड परीक्षा फक्त १२वी मध्ये द्यावी लागेल. तर यापूर्वी दहावीची बोर्ड परीक्षा देणे बंधनकारक होते, ते आता होणार नाही. ९वी ते १२वीच्या सत्र परीक्षा असतील Semester Exam.

शालेय शिक्षण ५ + ३ + ३ + ४ सूत्रांच्या (वरील सारणी पहा) अंतर्गत शिकवले जाईल. महाविद्यालयीन पदवी ३ व ४ वर्षांची असेल. म्हणजेच,पदवीच्या पहिल्या वर्षात तुम्हाला प्रमाणपत्र मिळेल, दुसऱ्या वर्षी पदविका असेल, तर तृतीय वर्षात डिग्री मिळेल.

जे संशोधनासाठी उच्च शिक्षण घेऊ इच्छितात त्या विद्यार्थ्यांसाठी चार वर्षांचा पदवी अभ्यासक्रम तर जे विद्यार्थी पदवीनंतर नोकरी करू इच्छितात त्यांच्यासाठी तीन वर्षांचा पदवी अभ्यासक्रम असेल.

विद्यार्थ्यांना यापुढे एमफिल MPhil करावे लागणार नाही. म्हणजेच, रिसर्च करणाऱ्यांसाठी पदवी अधिक एक वर्षांचा मास्टर्स अभ्यासक्रम अशी चार वर्षांची पदवी असेल. यानंतर ते थेट पीएचडी PHD करू शकतील.

दरम्यान विद्यार्थी इतर कोर्स करू शकतील. उच्च शिक्षणामध्ये (Higher Education) २०३५ पर्यंत एकूण सकल पट नोंदणी Gross Enrolment Ratio २०३५ पर्यंत ५०% पोहोचवण्याचं उद्दिष्ट आहे.

दुसरीकडे नवीन धोरणांतर्गत जर एखाद्या विद्यार्थ्याला कोर्सच्या मध्यभागी दुसरा कोर्स करायचा असेल तर तो मर्यादित काळासाठी पहिल्या कोर्समधून ब्रेक घेऊन दुसरा कोर्स करू शकतो...

उच्च शिक्षणातही अनेक सुधारणा केल्या आहेत. सुधारणांमध्ये श्रेणीबद्ध शैक्षणिक Graded Academic, प्रशासकीय Administrative आणि आर्थिक स्वायत्तता Financial Autonomy यांचा समावेश आहे.त्याशिवाय ई-कोर्सेस प्रादेशिक भाषांमध्येही सुरू केले जातील.

आभासी Virtual लॅब विकसित केल्या जातील. राष्ट्रीय शैक्षणिक वैज्ञानिक मंच (NETF) सुरू होईल.सर्व सरकारी Government,खासगी Privateआणि,मान्यताप्राप्त संस्थांसाठी,Deemed University

समान नियम असतील...

मल्टीडिसिप्लिनरी अभ्यासक्रम: एकाच वेळी वेगवेगळे विषय एकत्रितपणे शिकता येणार आहेत. यात मेजर आणि मायनर असे विषयांचे विभाजन असेल. आर्थिक किंवा अन्य कारणांमुळे होणारे ड्रॉपआऊट यामुळे कमी होतील. शिवाय ज्यांना एखादा विषय आवडीचा असेल तो विषय त्यांना शिकता येईल...

लॉ आणि मेडिकल शिक्षण वगळता उच्च शिक्षण एका छताखाली येणार आहे. शिक्षणातील गुंतवणूक जीडीपीच्या ६% करणार, सध्या हे प्रमाण ४.४३% आहे.विद्यार्थ्यांचे प्रगती पुस्तक बदलणार आहे.शिक्षकांसोबतच विद्यार्थीदेखील स्वतःचे मूल्यांकन करणार आहेत.सर्व महाविद्यालयांसाठी एकच सामायिक प्रवेश परीक्षा असणार आहे.एनटीए ही परीक्षा घेणार. मात्र ही परीक्षा ऐच्छिक असेल. बहुभाषिक शिक्षण - मुलांना शिकवताना एकाच भाषेच्या माध्यमातून अध्यापन न करता विविध प्रादेशिक भाषांचा वापर करता येणार आहे.या नियमानुसार नवीन शैक्षणिक सत्रे सुरू करता येतील.

नवीन शैक्षणिक धोरण व उच्च शिक्षण:-

उच्च शिक्षणाविषयी महत्वाच्या शिफारशी असणारी 11 प्रकरणे या भागात आहेत.त्यामध्ये प्रकरण क्रमांक 9 ते 12 ,15 ते 19 व 22 व 23 अशी प्रकरणे आहेत.यामध्ये पदवी स्तरावर शिक्षण अभ्यासक्रम, संशोधन पदव्यांचे स्वरूप, शिखर संस्था, विद्यार्थी प्रवेश, विद्यापीठाचे स्वरूप इत्यादी महत्वाच्या तरतुदी या प्रकरणांमध्ये आढळतात उच्च शिक्षणाबाबत महत्वाच्या शिफारसी पुढीलप्रमाणे

भाग 1:

भारतातील उच्च शिक्षणासाठी नवीन आणि भविष्यमुखी दृष्टिकोन या धोरणामध्ये ठेवलेला आहे .संस्थांची पुनर्रचना आणि बळकटीकरण, अधिक सर्वांगीण आणि बहुशाखीय शिक्षणाच्या दिशेने पाऊल ,शिक्षणासाठी अनुकूल वातावरण आणि विद्यार्थ्यांचा सहयोग प्रेरित उत्साह, सक्षम शिक्षक, उच्च शिक्षणातील समता आणि सर्वसमावेशकता,शिक्षकांचे शिक्षण, व्यावसायिक शिक्षणाची पुनर्कल्पना, नवीन राष्ट्रीय संशोधन फाउंडेशनच्या माध्यमातून दर्जेदार शैक्षणिक संशोधनाला चालना देणे,उच्च शिक्षणाच्या नियमाप्रमाणे नियामक प्रणालीचा कायापालट करणे,उच्च शिक्षणाच्या संस्थांमध्ये प्रभावी व्यवस्थापन आणि नेतृत्व करणे.

भाग २: विचार करण्याचे इतर महत्त्वाचे केंद्रीय मुद्दे

व्यावसायिक शिक्षण प्रौढ शिक्षण आणि निरंतर अध्ययन, भारतीय भाषा,कला संस्कृतीला प्रोत्साहन, तंत्रज्ञानाचा वापर आणि एकात्मिकरण ऑनलाईन आणि डिजिटल शिक्षण तंत्रज्ञानाचा समान वापर सुनिश्चित करणे .

भाग तीन : अंमलबजावणी

केंद्रीय शिक्षण सल्लागार मंडळाचे सक्षमीकरण, अर्थ पुरवठा,सर्वांसाठी परवडण्याजोगे आणि दर्जेदार शिक्षण,अंमलबजावणी .प्राचार्य सुधाकर मानकर यांनी लिहिलेल्या उच्च शिक्षण विषयक नवीन राष्ट्रीय शिक्षण धोरण 2020 या पुस्तकात वरील मुद्द्यांचा सविस्तर उहापोह केलेला आहे.

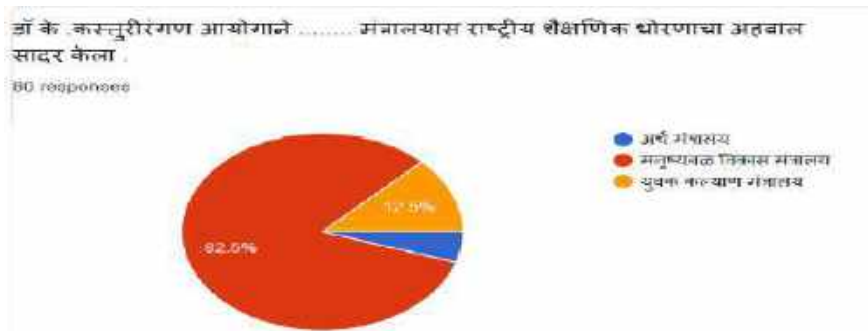
नवीन शैक्षणिक धोरण आणि ग्रंथालय :

2020 च्या या नवीन शैक्षणिक धोरणामध्ये ग्रंथालयाबाबत काही महत्वाचे मुद्दे विषद केले आहेत, सार्वजनिक ग्रंथालय,शैक्षणिक ग्रंथालय,शालेय ग्रंथालय, महाविद्यालय ग्रंथालय,विद्यापीठ ग्रंथालय, संशोधन ग्रंथालय याबाबत या धोरणात भर दिलेला आहे.त्याची सविस्तर माहिती पुढील प्रमाणे

1. आकर्षक शिक्षणाचा विकास यामध्ये एनएपी 2020 नुसार सर्व स्तरातील नियमानुसार सर्व स्थानिक आणि भारतीय भाषांमध्ये सामग्रीसह पुस्तके विकसित करणे आवश्यक आहे.
2. शाळा सार्वजनिक ग्रंथालयामध्ये पुस्तके उपलब्धता आणि सुरक्षितता सुनिश्चित करणे, दिव्यांग व्यक्तीसह सर्वांना पुस्तकाची उपलब्ध आणि सुलभता आणि सुनिश्चित करण्यासाठी भारत सरकारने शाळा आणि सार्वजनिक ग्रंथालयामध्ये पुस्तके मोठ्या प्रमाणात उपलब्ध करून देण्यावर भर दिलेला आहे.
3. देशभरातील वाचनाच्या सवयीस प्रोत्साहन यामध्ये देशभरातील वाचक संख्या वाढवण्यासाठी सार्वजनिक आणि शालेय ग्रंथालये मोठ्या प्रमाणात वाढवली जातील, अत्याधुनिक तंत्रज्ञानाने सार्वजनिक ग्रंथालयाचे बळकटीकरण आणि आधुनिकीकरण करावे लागेल, यावर भर दिलेला आहे.
4. गावातील शाळा सार्वजनिक ग्रंथालये, यामध्ये आयसीटी चा वापरकरता समुदाय आणि विद्यार्थ्यांना अधिक चांगल्या प्रकारची सेवा देण्यासाठी विशेषता शाळा नसलेल्या व शाळेच्या व्यतिरिक्त वेळामध्ये ग्रंथालय याची स्थापना केली जाईल.वाचनाची सवय वाढवण्यासाठी बुक क्लबची सुविधा विकसित केली जाईल.
5. उच्च शिक्षण प्रणालीसाठी ग्रंथालय संग्रह मजबूत करणे, शैक्षणिक ग्रंथालय ही संस्थांची हृदये आहेत आणि भारत सरकारने पुस्तके नियतकालिक आणि इतर शिक्षण आणि अध्यापन साहित्य यासारख्या वाचन साहित्याची खरेदी वाढवली जाईल.
6. प्रौढ शिक्षणासाठी सार्वजनिक वाचनालयाच्या जागा भारत सरकार अजीवन शिकण्याची प्रक्रिया सुनिश्चित करण्यासाठी,योग्य पायाभूत सुविधा उपलब्ध करून देण्यावर काम करेल.
7. सार्वजनिक वाचनालये जागांचा योग्य उपयोग प्रौढ शिक्षणासाठी आणि इतर उपक्रमासाठी सामुदायिक सहभाग आणि कौशल विकासासाठी केला जाईल.
8. लायब्ररी कर्मचाऱ्यांसाठी योग्य,निरंतर शिक्षणासाठी सरकार ग्रंथालय कर्मचाऱ्यांसाठी स्वीकार्य योग्य मार्गाने प्रोत्साहन देईल आणि देशभरातील सर्व प्रकारच्या वाचकांच्या गरजा पूर्ण करणे विद्यमान ग्रंथालय सुविधा निर्माण करणे, विकसित करणे, कर्मचारी वर्ग सुनिश्चित करेल आणि त्यांना योग्य प्रशिक्षण देईल.

नवीन शैक्षणिक धोरण 2020 नुसार वरील मुद्द्यांचा या धोरणामध्ये ग्रंथालया बाबत विचार केलेला आहे.

विश्लेषण :



1. डॉ. के. कस्तुरीरंगन आयोगाने मनुष्यबळ विकास मंत्रालयास राष्ट्रीय शैक्षणिक धोरणाचा अहवाल सादर केला या प्रश्नाचे बरोबर उत्तर 80 पैकी 66 ग्रंथपालांनी दिलेले आहे. 82.5% ग्रंथपालांनी या प्रश्नाचे बरोबर उत्तर माहिती आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 हे भारत सरकारच्या मंत्रालयाने 29 जुलै 2020 रोजी लागू केले.
80 responses



2. राष्ट्रीय शैक्षणिक धोरण 2020 हे भारत सरकारच्या मंत्रालयाने 29 जुलै 2020 रोजी लागू केली या प्रश्नाचे शिक्षण मंत्रालय असे बरोबर उत्तर 87.5% ग्रंथपालांनी दिलेले आहे. मात्र 12.5% ग्रंथपालांनी या प्रश्नाचे बरोबर उत्तर देता आले नाही त्यांनी अर्थ मंत्रालय युवक कल्याण मंत्रालय अशी चुकीची उत्तरे निवडलेली आहेत.

राष्ट्रीय शैक्षणिक धोरण 2020 ची अंमलबजावणी या शैक्षणिक वर्षापासून सुरू झाली आहे.
80 responses



3. राष्ट्रीय शैक्षणिक धोरण 2020 ची अंमलबजावणी या शैक्षणिक वर्षापासून सुरू झाली. या प्रश्नाचे बरोबर उत्तर 53.8% ग्रंथपालांनी बरोबर दिलेले आहे. 47.5% ग्रंथपालांची उत्तरे मात्र चुकलेले आहेत त्यांना राष्ट्रीय शिक्षण धोरणाची अंमलबजावणी नेमकी पदवी स्तरापासून केव्हा झाली याची माहिती नाही.

बहुविद्याशाखीय शिक्षण पद्धतीचा स्वीकार धोरणात केला आहे.
80 responses



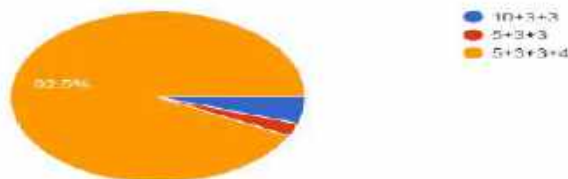
4. बहुविद्याशाखीय शिक्षण पद्धतीचा स्वीकार एनई पी 2020 च्या धोरणात केला आहे असे बरोबर उत्तर 82.5% ग्रंथपालांनी दिलेले आहे 18.5% ग्रंथपालांनी मात्र एनईपी 1986 व सर्व शिक्षा अभियान अशी चुकीची उत्तरे दिलेली आहेत.

केंद्रीय मनुष्यबळ विकास मंत्रालयाची नामकरण आता असे झाले आहे.
80 responses

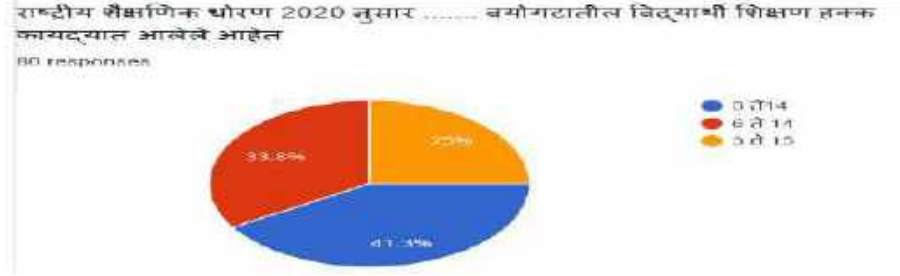


5. केंद्रीय मनुष्यबळ विकास मंत्रालयाचे नामकरण आता शिक्षण मंत्रालय असे झाले आहे या प्रश्नाचे बरोबर उत्तर 66.3% ग्रंथपालांनी दिलेले आहे मात्र 33.5% ग्रंथपालांची उत्तरे हे चुकलेली आहे .

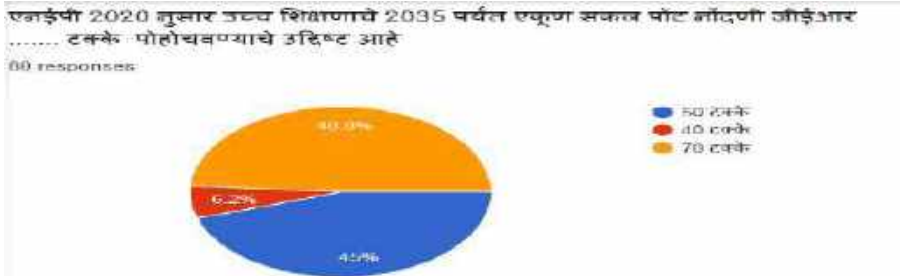
शिक्षणाचा 10+ 2+ 3 या पॅटर्न ऐवजी हा पॅटर्न नवीन शैक्षणिक धोरण 2020 मध्ये राबविण्यात आला आहे .
80 responses



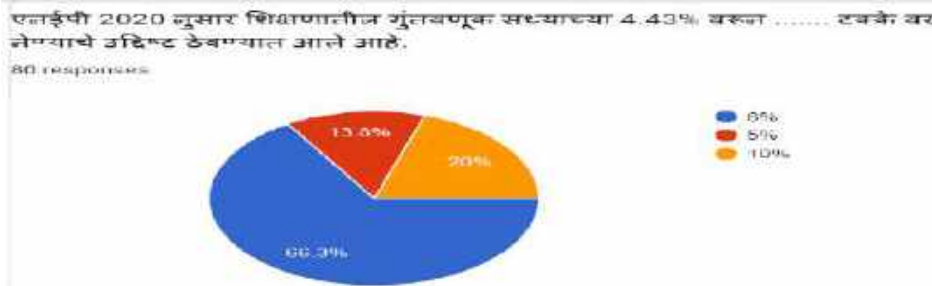
6. शिक्षणाचा 10+3+3 या पॅटर्न ऐवजी 5+3+3+4 हा पॅटर्न नवीन शिक्षण धोरण 2020 मध्ये राबविण्यात आला आहे असे बरोबर उत्तर 92.5% ग्रंथपालने दिलेले आहे.



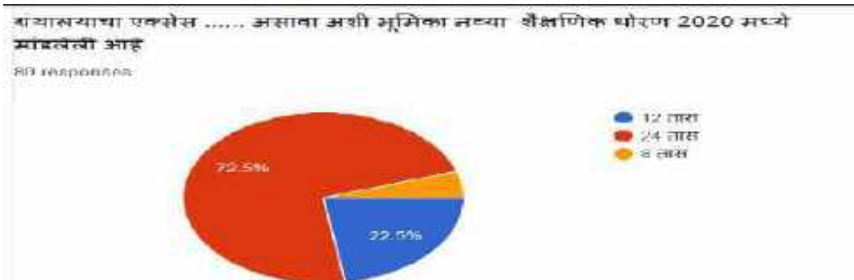
7. राष्ट्रीय शैक्षणिक धोरण 2020 नुसार वयोगटातील विद्यार्थी शिक्षण हक्क कायद्यात आलेले आहेत असा प्रश्न विचारण्यात आलेला होता या प्रश्नाचे 3 ते 14 वयोगटातील असे बरोबर उत्तर 41.3% ग्रंथपालनी दिलेले आहे 33.8% ग्रंथपालांनी 6 ते 14 वर्षे वयोगट असे चुकीचे उत्तर दिलेले आहे.



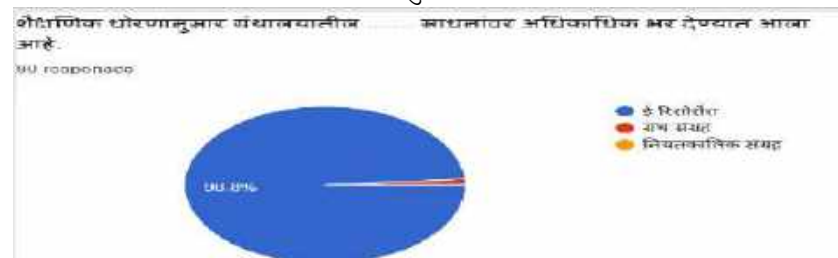
8. एनईपी 2020 नुसार उच्च शिक्षणाचे 2035 पर्यंत एकूण सकल पट नोंदणी 50% पर्यंत पोहोचवण्याचे उद्दिष्ट आहे हे बरोबर उत्तर 25% ग्रंथपालने दिलेले आहे 48% ग्रंथपालांनी 70% चा पर्याय निवडलेला आहे हे उत्तर चुकीचे आहे.



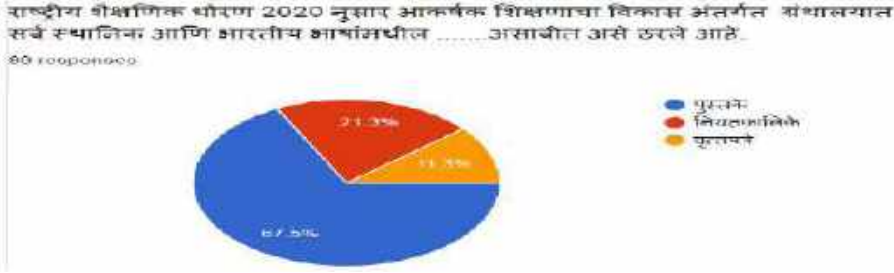
9. एनईपी 2020 नुसार शिक्षणातील गुंतवणूक सध्याच्या 4.43% वरून टक्के वर नेण्याचे उद्देश ठेवण्यात आले आहे असा प्रश्न विचारण्यात आलेला होता याचे 6% असे बरोबर उत्तर 66.3% ग्रंथपालने दिलेले आहे मात्र 33% ग्रंथपालांनी 5%, 10% असे चुकीचे पर्याय निवडलेले आहेत.



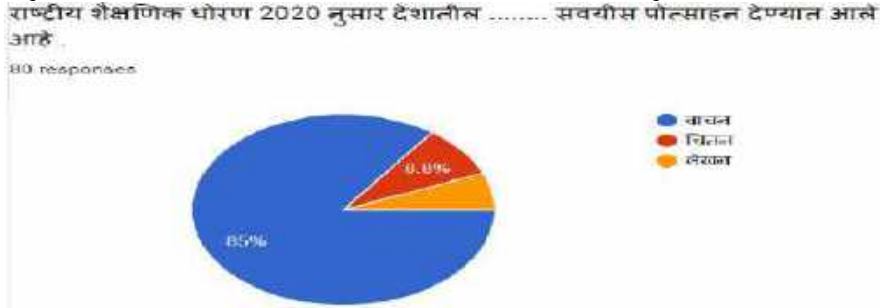
10. ग्रंथालयाचा एक्सेस तास असावा अशी भूमिका नव्या शिक्षण धोरणामध्ये मांडलेले आहे या प्रश्नाचे 24 तासाचे बरोबर उत्तर 72.5% ग्रंथपालने दिलेले आहे. 27.5% ग्रंथपालांनी मात्र इतर चुकीचे पर्याय निवडलेले आहेत.



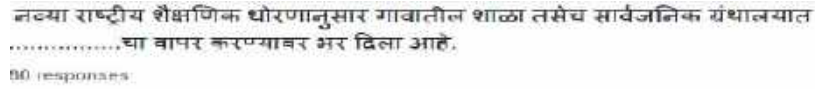
11. शैक्षणिक धोरणानुसार ग्रंथालयातील साधनांवर अधिकाधिक भर देण्यात आला आहे या प्रश्नाचे बरोबर उत्तर ई-रिसोर्स असे बरोबर उत्तर बहुतांशी ग्रंथपाल आणि म्हणजे 98.8% ग्रंथपालने दिलेले आहे.



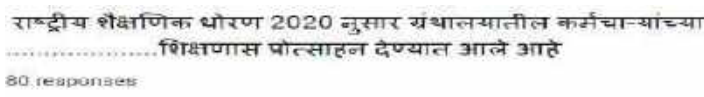
12. राष्ट्रीय शैक्षणिक धोरण 2020 नुसार आकर्षक शिक्षणाचा विकास अंतर्गत ग्रंथालयात सर्व स्थानिक आणि भारतीय भाषांमधील असावेत असा प्रश्न विचारण्यात आला होता या प्रश्नाचे पुस्तके असे बरोबर उत्तर 67.5% ग्रंथपालांनी दिलेले आहे. नियतकालिके व वृत्तपत्रे असे चुकीच्या पर्यायाला 32.5% ग्रंथपालनी पसंत दिलेली आहे हे उत्तर मात्र चुकलेले आहे.



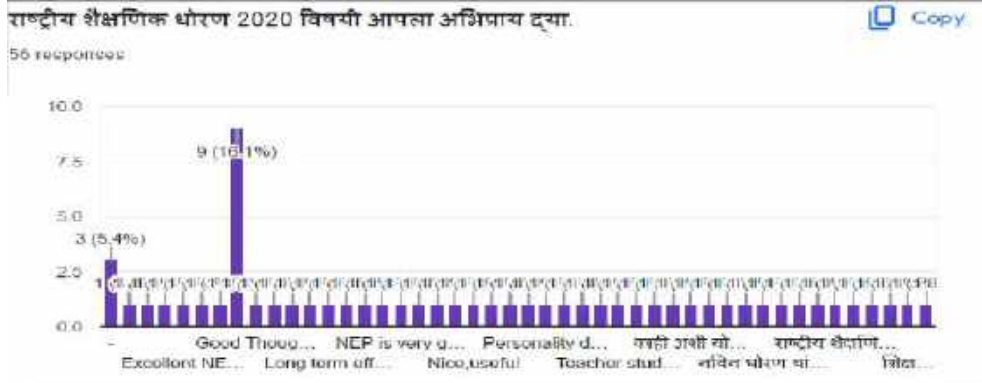
13. राष्ट्रीय शैक्षणिक धोरण 2020 नुसार देशातील सवयीस प्रोत्साहन देण्यात आले आहे या प्रश्नाचे बरोबर वाचन असे उत्तर 85% ग्रंथपालने बरोबर दिलेले आहे. 15% ग्रंथपालांनी मात्र चिंतन, लेखन या प्रश्नास अग्रक्रम दिला आहे.



14. नव्या राष्ट्रीय शैक्षणिक धोरणानुसार गावातील शाळा तसेच सार्वजनिक ग्रंथालयातयाचा वापर करण्यावर भर दिला आहे. या प्रश्नाचे बरोबर उत्तर आयसीटी असे आहे .97.5% ग्रंथपालन हे उत्तर बरोबर दिलेले आहे.



15. राष्ट्रीय शैक्षणिक धोरण 2020 नुसार ग्रंथालयातील कर्मचाऱ्यांच्या शिक्षणास प्रोत्साहन देण्यात आले आहे . या प्रश्नाचे निरंतर शिक्षण असे बरोबर उत्तर 83.8% ग्रंथपालांनी दिलेले आहेत.



16. राष्ट्रीय शैक्षणिक धोरण 2020 विषयी आपला अभिप्राय द्या या प्रश्नावर 56 ग्रंथपालांनी प्रतिसाद दिलेला आहे राष्ट्रीय शैक्षणिक धोरण 2020 लागू करणे गरजेचे होते या धोरणामुळे शिक्षणात चांगले सकारात्मक बदल होतील. उच्च शिक्षणामध्ये आणखी विद्यार्थी येतील तसेच ग्रंथालयामध्ये चांगले बदल सकारात्मक बदल होतील असे अभिप्राय नोंदवलेले आहेत तसेच या गुगल फॉर्मच्या माध्यमातून आम्हाला एनईपी 2020 बाबत अधिक माहिती मिळाली असेही काही ग्रंथपालांनी अभिप्राय दिलेले आहेत. एन ए पी 2020 मध्ये काही सुधारणा कराव्यात ग्रंथालय दृष्टीने आणखी सुधारणा व्हाव्यात असेही मत काही ग्रंथपालांनी व्यक्त केलेले आहे.

निष्कर्ष:

डॉ.के.कस्तुरीरंगण आयोगाने मनुष्यबळ विकास मंत्रालयाला राष्ट्रीय शिक्षण धोरणाचा अहवाल सादर केल्याची माहिती बहुतांशी ग्रंथपालांना म्हणजे 80% ग्रंथपालांना आहे. राष्ट्रीय शैक्षणिक धोरण 2020 हे भारत सरकारच्या शिक्षण मंत्रालयाने 2020 मध्ये लागू केल्याचे 87% हून अधिक ग्रंथपालांना माहिती आहे. या धोरणाची अंमलबजावणी 2022-23 या शैक्षणिक वर्षापासून सुरु झाल्याची माहिती 54% ग्रंथपालांना आहे,मात्र 46% ग्रंथपालांना हे धोरण केव्हा लागू झाले याची माहितीच नसल्याचे वरील संशोधनातून स्पष्ट होते.

बहुविद्याशाखीय शिक्षण पद्धतीचा स्वीकार एन. ई. पी. मध्ये केल्याचे बहुतांशी ग्रंथपालांना माहिती आहे. केंद्रीय मनुष्यबळ विकास मंत्रालयाचे नामकरण आता शिक्षण मंत्रालय असे झाले आहे याची माहिती 66% ग्रंथपालांना आहे . मात्र 33% हून अधिक ग्रंथपालांना शिक्षण मंत्रालया बदल माहिती नाही. एनईपी नुसार नवीन शिक्षणाच्या पॅटर्नची माहिती बहुतांशी ग्रंथपालांना आहे. एनईपी 2020 नुसार ३ ते 14 वर्षे वयोगटातील विद्यार्थी शिक्षण हक्क कायद्यात आलेले आहेत .याची कल्पना केवळ 41% ग्रंथपालांनाच आहे. 59% ग्रंथपालांना याबद्दल कल्पना नसल्याचे दिसते. एनईपी 2020 नुसार उच्च शिक्षणाची सकल पट नोंदणी 50% पर्यंत पोहोचवण्याचे उद्दिष्ट आहे हे केवळ 25% ग्रंथपालांना माहित आहे .बहुतांशी ग्रंथपालांना याबाबत माहिती नसल्याचे वरील संशोधनातून सिद्ध होत. शिक्षणातील सध्याची गुंतवणूक 4.43% आहे ती एन ई पी 2020 नुसार ती 6%करण्याचे उद्दिष्ट समोर ठेवले आहे, हे 65% ग्रंथपालांना माहिती आहे. मात्र 35% ग्रंथपालांना याचे बरोबर उत्तर देता आले नाही.

एन .ई .पी 2020 आणि त्यातील उच्च शिक्षण विषयक तरतुदींची माहिती 60% ग्रंथपालांना असल्याचे दिसते. परंतु 40% हून अधिक ग्रंथपालांना याबाबतची कल्पना नसल्याचे दिसते.

वरील विषयाच्या अनुषंगाने त्यांच्यामध्ये जनजागृती होण्याची गरज आहे.

नव्या धोरणानुसार ग्रंथालयाचा ॲक्सेस 24 तास असावा हे 72% हून अधिक ग्रंथपालांनी जाणून घेतले आहे. नव्या शैक्षणिक धोरणानुसार ग्रंथालयातील ई-संसाधने वर भर दिल्याचे 99% ग्रंथपालांना माहिती आहे. नव्या धोरणानुसार आकर्षक शिक्षणाचा विकास अंतर्गत ग्रंथालयातील सर्व स्थानिक आणि भारतीय भाषांमधील पुस्तके असावेत असे 67% हून अधिक ग्रंथपालांनी मान्य केले आहे . मात्र 3२% ग्रंथपालांनी नियतकालिके व वृत्तपत्रे यांना प्राधान्य दिले आहे. नव्या शैक्षणिक धोरणानुसार वाचन संस्कृतीस प्रोत्साहन दिल्याचे 85% हुन अधिक ग्रंथपालांनी माहिती करून घेतली आहे. नव्या धोरणानुसार गावातील शाळा तसेच सार्वजनिक ग्रंथालयात आयसीटी चा वापर करण्यावर भर दिल्याचे 97% हून अधिक ग्रंथपालांना माहिती आहे. राष्ट्रीय शैक्षणिक धोरण 2020 नुसार ग्रंथालयातील कर्मचाऱ्यांच्या निरंतर शिक्षणास प्रोत्साहन दिल्याचे 83 टक्केवारी ग्रंथपालांना माहिती आहे.

नव्या राष्ट्रीय शैक्षणिक धोरणानुसार ग्रंथालयातील तरतुदी बाबत ग्रंथपालांना बऱ्यापैकी माहिती आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 विषयी आपला अभिप्राय द्या प्रश्नावर 56ग्रंथपालांनी अभिप्राय दिला. या अभिप्रायामध्ये ग्रंथपालांनी लिहिले आहे की, हे धोरण लागू करणे गरजेचे होते. या धोरणामुळे शिक्षणात चांगले सकारात्मक बदल होतील, उच्च शिक्षणामध्ये आणखी विद्यार्थी येतील. तसेच ग्रंथालयामध्ये चांगले सकारात्मक बदल होतील .या धोरणात काही चांगल्या तरतुदी करण्यात आलेल्या आहेत. परंतु त्यामध्ये काही सुधारणा कराव्यास पाहिजेत असे मतही काही ग्रंथपालांनी व्यक्त केलेले आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 उच्च शिक्षण आणि ग्रंथालय याबाबत ग्रंथपालांच्याकडून मिळालेल्या प्रतिसादाचे विश्लेषण करून वरील प्रमाणे काही निष्कर्ष सदर संशोधकाने मांडलेले आहेत या निष्कर्षांवरून पुढील प्रमाणे काही शिफारशी सदर संशोधक करीत आहे.

शिफारशी :

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2. राष्ट्रीय शैक्षणिक धोरणातील ग्रंथालय विषयाच्या तरतुदी बाबत प्राचार्यांनी ग्रंथपालांना सतत प्रोत्साहन देऊन ग्रंथालय विकासात मौलिक भूमिका बजावावी.
3. नवीन राष्ट्रीय शैक्षणिक धोरण 2020 उच्च शिक्षण आणि ग्रंथालयाबाबत सातत्यपूर्ण संशोधन व्हावे. तसेच संशोधनात्मक लेख प्रसिद्ध व्हावेत. ग्रंथपालांच्या मध्ये जाणीव जागृती वाढीस लागावी या दृष्टीने प्रयत्न व्हावेत.

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डॉ. मनिषा हिंदुराव पाटील अर्थशास्त्र विभाग प्रमुख श्रीपतराव चौगुले आर्टस अँड सायन्स कॉलेज, माळवाडी-कोतोली.

गोषवारा

भारतातील शिक्षण धोरणांचा विकास देशाच्या भविष्यासाठी महत्वाचे आहे. 1968 व 2020 या काळात घेतलेल्या धोरणांमध्ये मातृभाषा, राष्ट्रभाषा आणि इंग्रजी भाषा समावेश केला आणि समानता, गुणवत्ता, शिक्षण आणि उत्तरदायित्व या महत्वाच्या विषयांवर जोर दिला जातो. या धोरणांचा अध्ययन आपल्या देशाच्या संस्कृती आणि उद्याच्या भविष्यासाठी सुनिश्चित मार्ग केला जातो.

राष्ट्रीय शैक्षणिक धोरणातील मार्गदर्शक तत्वे हे भारतातील शिक्षण प्रणालीसाठी एक नवीन फ्रेमवर्क आहे. हे धोरण विद्यार्थ्यांना सर्वांगीण आणि बहुविद्याशाखीय शिक्षण देण्याच्या महत्त्वावर लक्ष केंद्रित करते. त्यात समग्र व बहुविद्याशाखीय शिक्षण, लवचिकता आणि निवड, तंत्रज्ञानावर भर, सार्वत्रिक प्रवेश व समानता, गुणवत्ता आणि उत्तरदायित्व, शिक्षक व्यावसायिक विकास, संशोधन आणि नवोन्मेष या तत्वांची महत्त्वाची रूपरेषा आहे. हे धोरण गुणवत्तापूर्ण शिक्षण विकास करण्याची आणि शिक्षण प्रणालीमध्ये सुधारणा करण्याची प्रेरणा देते.

राष्ट्रीय शिक्षण धोरण 2020 मधील वैशिष्ट्यांमध्ये उच्च शिक्षणातील नोंदणी प्रमाणात वाढ करणे, होलिस्टिक अंडरग्रॅजुएट शिक्षणाचा प्रवेश, एम. फिल अभ्यासक्रमाची बंदी, अभ्यासक्रमांची आंतरविद्याशाखीयकरण, बहुविद्याशाखीय शिक्षणाचे मॉडेलची स्थापना, संशोधन क्षमतेची वाढ, भारतीय उच्च शिक्षण आयोगची स्थापना, महाविद्यालयांची स्वायत्तता आणि तंत्रज्ञानाच्या वापरावर विचारांची मुक्त देवानाकरण करण्यासाठी NETF चे शिक्षण व्यासपीठ स्थापन करणे, हे प्रमुख वैशिष्ट्ये आहेत.

राष्ट्रीय शैक्षणिक धोरणाच्या अंमलबजावणीने अनेक आव्हाने सामोरे जावण्याची आवश्यकता आहे. भारतात शिक्षण क्षेत्रात विविधता आणि मोठा आकार असल्याने एकत्र राष्ट्रीय धोरणाची अंमलबजावणी करणे अत्यंत कठीण आहे. राज्याच्या आणि सरकारच्या क्षमतेवर या धोरणाची अंमलबजावणी आधारित आहे. केंद्र आणि राज्य सरकारांमधील सहकार्य, खाजगी क्षेत्राची भूमिका, आणि शैक्षणिक संसाधनांची अपूर्णता या धोरणाच्या अंमलबजावणीसाठी महत्त्वाचे घटक आहेत.

मोठ्या प्रमाणात आर्थिक गुंतवणुकीची तयारी, मानसिकतेत बदल, राष्ट्रीय शिक्षण धोरणाची अंमलबजावणीसाठी समन्वय आणि सहकार्य, शिक्षण क्षेत्रात तंत्रज्ञान व उपलब्ध करण्याची उभारणी, उच्च शिक्षणाच्या व्यवस्थापनाच्या सुधारणेत सहभागिता, आणि शिक्षण धोरणाच्या अंमलबजावणीसाठी तज्ञांचे मार्गदर्शन हे उपाययोजनांचे मुख्य प्रमाण घटक आहेत.

प्रस्तावना :

कोणत्याही देशाचे भविष्य हे त्या देशात राबविल्या जाणाऱ्या शिक्षण धोरणावर अवलंबून असते. शिक्षण धोरणातून देशातील आर्थिक, सामाजिक, सांस्कृतिक, व्यावसायिक विकासाची प्रक्रिया विकसित होत जाते. शिक्षण धोरण हे राष्ट्राच्या भविष्यातील विकासाचा एक सुनिश्चित मार्ग असतो. भविष्यकालीन विकासाची दिशा असते. म्हणूनच स्वातंत्र्य उत्तर काळात आपल्या देशात १९६८ मध्ये इंदिरा गांधी यांनी तर 1986 मध्ये तत्कालीन पंतप्रधान राजीव गांधी यांनी नवे शिक्षण धोरण स्वीकारले. त्या नंतर 36 वर्षांनी पंतप्रधान नरेंद्र मोदी यांनी भारताच्या उभारणीसाठी व भारत एक जगातील बलाढ्य व महासत्ता केंद्र बनवण्याच्या आकांक्षा पोटी राष्ट्रीय शैक्षणिक धोरण- 2020 चा मसुदा तयार करून त्यावरील अक्षय, टिपण्या, चर्चा, परिषदा घेऊन भारताला विकसित राष्ट्र बनवण्यासाठी जून 2023 पासून देशभर राबवण्यासाठी हे धोरण स्वीकारण्यात आले.

1968 च्या धोरणात त्रिभाषा सूत्र अवलंबण्यात आले होते. यामध्ये प्रथम भाषा ही मातृभाषा. द्वितीय भाषा ही राष्ट्रभाषा असेल तर तृतीय भाषा ही इंग्रजी भाषा स्वीकारण्यात आली होती.

1986 च्या शैक्षणिक धोरण राजीव गांधी यांनी मांडले यातच्या शैक्षणिक धोरणात विशेषतः भारतीय महिला, अनुसूचित जाती व अनुसूचित जमाती समुदायातील, असमानता दूर करण्यासाठी आणि शैक्षणिक संधी समान करण्यावर विशेष भर दिलेला होता.

राष्ट्रीय शैक्षणिक धोरण- 2020 हे ज्येष्ठ वैज्ञानिक डी. के. कस्तुरीनंदन यांच्या अध्यक्षतेखाली तयार करण्यात आले. या धोरणात सर्वांना समान शिक्षण, समानता, गुणवत्ता परवडणारी शिक्षण आणि उत्तरदायित्व या पाच बाजूंचा विचार केला आहे. आपल्या देशातील संस्कृती व उद्याचे भविष्य यांचा संगम घालण्याचा प्रयत्न या धोरणात केला आहे. बदलत जाणारे

जागतिकीकरण, शीतयुद्धाचा शेवट, मोबाईल, इंटरनेटसह सर्वच क्षेत्रात बदलणाऱ्या परिस्थितीचा राष्ट्रीय विकासावर जो अनुकूल -प्रतिकूल परिणाम होतो याचा संगम कसा साधता येईल याचा विचार झालेला आहे.

अभ्यास पद्धती :

सदर संशोधन अभ्यासासाठी विविध संदर्भ ग्रंथांचा वापर करण्यात आला आहे. तसेच वेगवेगळ्या संकेतस्थळावरून तसेच दैनिकातून आलेले लेख या उपलब्ध झालेल्या दुय्यम साधन सामग्रीचा उपयोग केला आहे.

अभ्यासाची उद्दिष्टे :

- 1) राष्ट्रीय शैक्षणिक धोरणाचे उद्देश अभ्यासणे.
- 2) राष्ट्रीय शैक्षणिक धोरणातील मार्गदर्शक तत्वे अभ्यासणे.
- 3) राष्ट्रीय शैक्षणिक धोरण अंमलबजावणीतील आव्हाने अभ्यासणे.
- 4). राष्ट्रीय शैक्षणिक धोरणाचे फायदे व तोटे यांचा अभ्यास करणे.

NEP ची उद्दिष्टे :

राष्ट्रीय शैक्षणिक धोरणात जी उद्दिष्टे निश्चित करण्यात आली आहेत ती पुढील प्रमाणे

1. शिक्षक प्रशिक्षणामध्ये तंत्रज्ञानाच्या एकात्मतेला चालना देणे.
2. विद्यार्थ्यांच्या सर्वांगीण विकासाला चालना देणे.
3. विद्यार्थ्यांच्या अंगी वेगाने बदलणाऱ्या जगात यशस्वी होण्यासाठी आवश्यक कौशल्य व ज्ञान उपलब्ध करून देणे.
4. शिक्षणाचे सार्वत्रिकरण करणे.
5. ज्ञानावर व सर्व प्रकारच्या समानतेवर आधारित समाज निर्माण करणे.

राष्ट्रीय शैक्षणिक धोरणातील मार्गदर्शक तत्वे :

राष्ट्रीय शैक्षणिक धोरण हे सर्व समावेशक धोरण असून भारतातील शिक्षणासाठी एक नवीन फ्रेमवर्कची रुपरेषा आखून देते.

1) समग्र व बहुविद्याशाखीय शिक्षण

हे धोरण विद्यार्थ्यांना सर्वांगीण आणि बहुविद्याशाखीय शिक्षण देण्याच्या महत्त्वावर भर देते.जे पाठ्यपुस्तकीय शिक्षणाच्या पलीकडे जाते. विद्यार्थ्यांच्या संज्ञात्मक, सामाजिक, भावनिक आणि शारीरिक विकासावर लक्ष केंद्रित करते.

2) लवचिकता आणि निवड

हे धोरण लवचिकता स्वीकारणारे असून, लवचिक अभ्यासक्रम प्रदान करते. त्यामुळे विद्यार्थ्यांच्या आवडीनुसार आणि त्यांच्या अभिरुचीनुसार त्यांना अभ्यासक्रम निवडता येतील. हे धोरण क्रेडिट बेस आधारित असून, विद्यार्थ्यांना त्यांच्या स्वतःच्या गतीने शिकण्यास सक्षम करते.

3) तंत्रज्ञानावर भर

हे धोरण उत्तम शिक्षणासाठी उत्तम तंत्रज्ञानाचा वापर यावर भर देणारे आहे.अध्यापन आणि शिक्षण यामध्ये तंत्रज्ञानाच्या परिवर्तनशिलतेस भर देणारे आहे. त्याच प्रमाणे शिक्षण प्रशासनात तंत्रज्ञानाचा वापर वाढविण्यावर भर आहे.

4) सार्वत्रिक प्रवेश व समानता

देशातील सामाजिक, आर्थिक भिन्नता किंवा विविधता आणि फारकत नाकारून तसेच भौगोलिक स्थानाचा विचार न करता सर्वांसाठी दर्जेदार शिक्षणाचा सार्वत्रिक प्रवेश सुनिश्चित करणे हे या धोरणाचे उद्दिष्ट आहे.तसेच शिक्षणातील लिंग आणि सामाजिक अंतर दूर करण्याचे उद्दिष्ट या धोरणात मांडण्यात आले .

5) गुणवत्ता आणि उत्तरदायित्व

गुणवत्तापूर्ण शिक्षण हे या धोरणाचे उद्दिष्ट आहे. अध्यापन, शिकणे आणि मूल्यांकन यामध्ये गुणवत्ता राखणे या धोरणात महत्त्वाचे मानण्यात आले आहे.माहितीचा (डेटा)वापर आणि पुराव्यावर आधारित धोरणाची निश्चिती यासह शैक्षणिक प्रणालीमध्ये अधिक जबाबदारीचे समर्थन करण्यात आले आहे.

6) शिक्षक व्यावसायिक विकास

या धोरणात शिक्षकांच्या सेवा पूर्व आणि सेवांतर्गत प्रशिक्षणाच्या बाबतीतही समग्रपणे विचार करण्यात आला आहे.शिक्षकांच्या प्रयोगशीलता आणि निरंतर अभ्यासाच्या दृष्टीने शिक्षकांमध्ये प्रेरणा जागृत ठेवणे व संधी निर्माण करणे हे या धोरणात स्पष्ट केले आहे.शिक्षकांमधील अध्यापन कौशल्य विकसित करण्यासाठी व त्यांच्यातील व्यावसायिक विकास करण्यासाठी ही लक्ष केंद्रित केले आहे.शिक्षकांना शासनाच्या विविध प्रशिक्षण संस्था , प्रशासकीय संस्थेत काम करण्याची

संधी मिळणार आहे.त्यामुळे गुणवत्ता उंचावण्यास मदत होईल अध्यापन आणि शिक्षण्याची गुणवत्ता वाढवण्यासाठी शिक्षक व्यावसायिक विकास कार्यक्रमावर भर देण्यात आला आहे.

7) संशोधन आणि नवोन्मेष

या शैक्षणिक धोरणात संशोधनास अधिक महत्त्व देण्यात आले आहे. शिक्षणातील संशोधनात चालना देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान (NRF) स्थापना करण्यात येणार आहे.शिक्षणातील संशोधन आणि नावीन्यता यावर अधिक भर देण्यात आला आहे .

राष्ट्रीय शिक्षण धोरण 2020 ची वैशिष्ट्ये :

1. उच्च शिक्षणातील सध्याचे एकूण नोंदणी प्रमाण 26.3% आहे ते 2035 पर्यंत 50 % पर्यंत वाढविण्यात येईल.
2. लवचिक अभ्यासक्रमासह होलीस्टिक अंडरग्रॅज्युएट शिक्षण 3 किंवा 4 वर्षांचे असेल.
3. एम. फिल अभ्यासक्रम बंद केले जातील.
4. पदवी पदव्युत्तर आणि पीएच.डी स्तरावरील सर्व अभ्यासक्रम आता आंतरविद्याशाखीय असतील.
5. बहुविद्याशाखीय शिक्षण आणि संशोधन विद्यापीठे (MERUs)IIT,IIM च्या बरोबरीने देशातील जागतिक दर्जाच्या सर्वोत्कृष्ट बहुविद्याशाखीय शिक्षणाचे मॉडेल म्हणून स्थापित केले जातील.
6. NRF ही उच्च शिक्षणामध्ये मजबूत संशोधन संस्कृती वाढविण्यासाठी संशोधन क्षमता वाढवण्यासाठी स्थापन केले जाईल.
7. भारतीय उच्च शिक्षण आयोग (HECI)वैद्यकीय आणि कायदेशीर शिक्षण वगळता संपूर्ण उच्च शिक्षणासाठी एकच छत्र म्हणून स्थापन केले जाईल तसेच HECIकडे चार स्वतंत्र शाखा समाविष्ट असतील.
- i. राष्ट्रीय उच्च शिक्षण नियामक परिषद (NHERC) नियमनासाठी.
- ii. सामान्य शिक्षण परिषद (GEC) मानक रेटिंग साठी.
- iii. उच्च शिक्षण अनुदान परिषद (HEGC) निधीसाठी.
- iv. राष्ट्रीय मान्यता परिषद (NAC) मान्यता प्राप्त करण्यासाठी.
8. महाविद्यालयाची संलग्नता 15 वर्षात टप्प्याटप्प्याने बंद केली जाईल. महाविद्यालयांना दर्जाबद्द स्वायत्तता देण्यासाठी यंत्रणेची स्थापना केली जाईल.
9. पुढे,प्रत्येक महाविद्यालय एकतर स्वायत्त पदवी अनुदान महाविद्यालय किंवा विद्यापीठाचे घटक महाविद्यालय म्हणून विकसित होईल.
10. NETF- शिक्षण,मूल्यमापन,नियोजन,प्रशासन वाढवण्यासाठी तंत्रज्ञानाच्या वापरावर विचारांची मुक्त देवाणघेवाण करण्यासाठी एक व्यासपीठ म्हणून स्थापन केले जाईल.
11. विद्यार्थ्यांचे मूल्यमापन करण्यासाठी पारख(PARAKh)ची निर्मिती.
12. परदेशी विद्यापीठांना भारतात कॅम्पस उभारण्याचा मार्ग मोकळा होईल.
13. सध्या भारतात GDP च्या 4.43% खर्च होतो तो GDP च्या 6%पर्यन्त वाढविण्यात येईल.

राष्ट्रीय शैक्षणिक धोरणाच्या अंमलबजावणी समोरील आव्हाने :

सध्या नव्या शैक्षणिक धोरणाच्या अंमलबजावणीने जोर धरलेला आहे.मात्र हे शैक्षणिक धोरण राबविताना अनेक आव्हानांना सामोरे जावे लागणार आहे.

1) शैक्षणिक क्षेत्रातील विविधता आणि आकार

भारताच्या शिक्षण क्षेत्रातील विविधता आणि आकार लक्षात घेतला तर या धोरणाची अंमलबजावणी करणे अवघड काम असणार आहे.उच्च शिक्षण व्यवस्थेचा आकार 2019 च्या AISHE अहवालानुसार, भारतात जवळजवळ 1000 विद्यापीठे 39931महाविद्यालये 10725 स्वायत्त संस्था यांच्यामध्ये 3.74 कोटी विद्यार्थी शिक्षण घेत आहेत.राज्य, जिल्हा आणि तालुका स्तरावरील सर्व घटकांना एकत्र आणून राष्ट्रीय धोरणाची अंमलबजावणी करणे हे अत्यंत अवघड काम असणार आहे.विलक्षण विविधता असलेल्या राज्यातील विविध स्तरावर विविध घटकांमध्ये सामायिक जबाबदारी आणि मालकीची भावना निर्माण करणे हे शिक्षण मंत्रालयासमोर मोठे आव्हान असणार आहे.

2) राज्याच्या आणि सरकारच्या क्षमता

शैक्षणिक धोरणाची अंमलबजावणी देशाच्या, राज्याच्या आणि सरकारच्या क्षमतेवर अवलंबून आहे. या धोरणात कल्पना केलेल्या परिवर्तनाच्या विशालतेला चालना देण्यासाठी शिक्षण मंत्रालये (केंद्र व राज्ये)आणि इतर नियामक संस्था

मधील अंतर्गत क्षमता अत्यंत अपुरी आहे.त्यासाठी शाळा व महाविद्यालयाच्या क्षमता वाढीस व पुनर्निर्देशनास हातभार लावणे आवश्यक आहे.

3) केंद्र व राज्य सरकारमधील सहकार्य

या शैक्षणिक धोरणाची अमलबजावणी करताना मुख्यत्वे करून केंद्र सरकार व राज्य सरकारे यांच्यात योग्य तो समन्वय व सहकार्य किती राहिल हे महत्त्वाचे आव्हान आहे त्याचे मुख्य कारण म्हणजे बहुतांश सेवावर आधारित शैक्षणिक सुविधा राज्य सरकारकडून दिल्या जातात. तसेच शैक्षणिक उपक्रम चालवले जातात.उदा-तामिळनाडू सरकारने तर या धोरणाच्या अंमलबजावणी स स्पष्टपणे नकार दिलेला आहे.

खाजगी क्षेत्राची भूमिका

भारतातील साधारणपणे 70 % उच्च शिक्षण देणाऱ्या संस्था या खाजगी आहेत.60 ते 70 %विद्यार्थी हे या संस्थांमध्ये शिक्षण घेत आहेत.खाजगी क्षेत्र आर्थिक संसाधने व नावीन्यपूर्ण कल्पना प्रदान करतात.याकडे दुर्लक्ष करून चालणार नाही. या धोरणाच्या योग्य अंमलबजावणीसाठी खाजगी क्षेत्राचे सहकार्य मिळवणे व एक महत्त्वाचा घटक म्हणून खाजगी क्षेत्राच्या योगदानाला मान्यता देणे ही एक महत्त्वाची बाब आहे.

5) अपुरी संसाधने

नवीन शिक्षण धोरणाची उद्दिष्टे साध्य करण्यासाठी देशातील शिक्षण व्यवस्थेवरील खर्चात वाढ करणे आवश्यक आहे.मात्र भारतात याबाबत संस्थानांमध्ये अपुरे पणा दिसून येतो.गेल्या चार दशकात शिक्षणावर खर्च 3% च्या पुढे गेलेला नाही. ज्यावर्षी हे शिक्षण शैक्षणिक धोरण आले त्यावर्षी शिक्षणावरील खर्च हा सर्वात कमी होता. 2020 -21 मध्ये शिक्षणावर खर्च 99311 कोटी वरून 2021 -22मध्ये 93224 कोटी इतका कमी झाला आहे.

फायदे :

1. हे शिक्षण धोरण विद्यार्थ्यांच्या सर्वांगीण विकासावर भर देत.
2. हे धोरण लवचिक असल्याने विद्यार्थ्यांच्या अभिरूचीनुसार त्यांना विषयाची निवड करण्याची परवानगी देते त्यामुळे ऐच्छिकतेस वाव मिळतो.
3. हे धोरण बहुविद्याशाखीय शिक्षणाचा पुरस्कार करीत असल्याने विद्यार्थी विविध विषय व क्षेत्रामध्ये अभ्यासक्रम पूर्ण करू शकतात.
4. राष्ट्रीय शैक्षणिक तंत्रज्ञान मंच (NETF)ची स्थापना केल्याने ई- कोर्सेसला प्रोत्साहन मिळेल.
5. विद्यार्थ्यांमध्ये परीक्षाबाबत दडपण येणार नाही.
6. या धोरणाने शिक्षणातील तंत्रज्ञानाचे महत्त्व ओळखले असल्याने शिक्षक अध्यापन व शिकण्यात तंत्रज्ञान वापरायचे समर्थन करते.
7. प्री -स्कूल ते उच्च शिक्षणापर्यंत सर्व स्तरावर गुणवत्तापूर्ण शिक्षणाची सार्वत्रिक प्रवेश सुनिश्चित करते. त्यामुळे शिक्षणाचे सार्वत्रिकरण होण्यास मदत होते .
8. ड्रॉप आऊट प्रमाण कमी होईल.
9. विद्यार्थ्यांमध्ये राष्ट्रभाषा, कला आणि संस्कृती बाबत अधिक प्रोत्साहन दिले जाईल.

तोटे :

1. राष्ट्रीय शिक्षण धोरण -2020 हे एक सर्व समावेशक धोरण दस्तऐवज आहे की त्याची देशात प्रभावीपणे अंमलबजावणी करणे अवघड आहे. कारण त्यासाठी महत्त्वपूर्ण संसाधने व राज्य सरकारची प्रबळ इच्छाशक्ती याची आवश्यकता आहे.
2. इयत्ता 5वी पर्यंत शिक्षणाचे माध्यम म्हणून मातृभाषा किंवा प्रादेशिक भाषा सुरू करण्याचा प्रस्ताव आहे. भारतात विविध भाषा असल्याने भाषेशी परिचित नसलेल्या विद्यार्थ्यांसाठी आव्हाने मान होऊ शकते .
3. धोरणाच्या अमलबजावणीसाठी मोठ्या प्रमाणात निधीची गुंतवणूक होणे आवश्यक आहे. त्यामुळे सरकारसाठी हे आव्हान आहे.
4. या धोरणाचे उद्दिष्ट देशभरातील शिक्षणाचे प्रमाणीकरण करणे आहे. त्यामुळे संस्कृती आणि विविधतेचे एकसंधीकरण होऊ शकते परंतु हे अवघड काम आहे.
5. ग्रामीण व शहरी भागातील संसाधने व पायाभूत सुविधा यात मोठ्या प्रमाणात असमानता दिसून येते.यामुळे धोरणाची अंमलबजावणी करणे आव्हानात्मक ठरू शकते .

उपाययोजना :

1. शिक्षणाचे डिजिटलायझेशन करण्यासाठी केंद्र व राज्य सरकारने मोठ्या प्रमाणात आर्थिक गुंतवणुकीची तयारी ठेवली पाहिजे.
2. मनुष्यबळ, पालक, शिक्षक, विद्यार्थी यांनी नवे बदल स्वीकारण्यासाठी त्यांच्या मानसिकतेत बदल घडवून आणणे आवश्यक आहे.
3. राष्ट्रीय शिक्षण धोरणाची अंमलबजावणी करण्यासाठी केंद्र व राज्य सरकार यांच्यात उत्तम समन्वय व सहकार्य असणे आवश्यक आहे.
4. शिक्षण क्षेत्रात येऊ घातलेले तंत्रज्ञान, एकसमान मूल्यांकन योजना, व्यवसाय मार्गदर्शन, समुपदेशन, शिक्षक प्रशिक्षण या सुविधा शहरी भागाबरोबरच ग्रामीण, अतिदुर्ग भागात उपलब्ध करून दिल्या पाहिजे जेणेकरून डिजिटल पायाभूत सुविधांची उभारणी आवश्यक आहे.
5. देशातील 70 % उच्च शिक्षण हे खाजगी व्यवस्थापनाखाली आहे त्यांना NEP च्या अंमलबजावणीसाठी सहभागी करून त्यांना गतिमान करणे आवश्यक आहे.
6. राष्ट्रीय शिक्षण धोरणाची अंमलबजावणी करण्यासाठी तज्ञांचे मार्गदर्शन घेणे आवश्यक आहे.

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Quest on the Women Entrepreneurship in India

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Abstract:

The Indian Society though improves still continues to treat women inferior in positional either intently or without reasonable thought process. The social evils caused so much of havoc to lives of many women. It affects the economic, social, political life of women. inspite of these hurdles women stand still and achieving many goals. A woman plays a vital role as entrepreneur in the economy of the country.

The present research paper is related to the concept of women entrepreneurship, challenges faced by women entrepreneurs in India and the schemes, policies implemented by the government of India. The object of the research paper is to critically analyse the problem behind women entrepreneurship. The present research paper is based on secondary data collected from books, articles, journals. in addition to that researcher has provided suggestions that are practical, possibly applicable, for women empowerment.

Keywords - Women entrepreneurship, Women rights and laws, Women empowerment

introduction -

Like other sectors women now are emerging as an entrepreneur both in developed and developing countries. But there is a gender gap in the entrepreneurship where the number of women entrepreneur is significantly low. To develop economy this gender gap needs to be remove. Government of India has made many efforts to empower women in the entrepreneurship. Government

has formulated policies and schemes to encourage women. in addition to that government provides financial support to women entrepreneur through Banks, industrial development organizations etc. It provides employment opportunities to other women. Despite of all these efforts the representation of women as entrepreneur is very limited. Women are facing various challenges during their entrepreneurial career. There are various factors that contribute in failure of women career as entrepreneur. It includes education, training, skill, and support from family.

Objectives:

The researcher has adopted following objective:

- 1) To study the concept of women entrepreneurs.
- 2) To identify the obstacles faced by women entrepreneur.
- 3) To study the policies and schemes of government of India.
- 4) To draw suggestions.

Methodology:

This study is doctrinal in nature. For this study, the researcher has used secondary sources only. It includes books, articles, newspapers and web sources.

Concept of women entrepreneur -

Women entrepreneur now a day plays a significant contribution in the economy. The traditional role of women has changed which was only limited to papad, pickles, sweets businesses and now they become entrepreneurs in engineering fields also.

in general the women entrepreneur means the women who take responsibility to manage and utilizes resource of their enterprises. The whole managing and decision making responsibility is on her shoulders.

According to the Government of India, women entrepreneur is the one who assumes dominant financial control in an enterprise. There are different parameters for defining the women entrepreneur. Some defined them on the basis of their conscious decision making ability or the role played by them, or the financial control of the women entrepreneur on enterprise.

As per the Suganthi-when a women or a group of women embark on initiating, organizing and managing their enterprise, they are termed as women entrepreneur. Thus women as an entrepreneur in any enterprise take the decision for gaining profits which also contribute to economic growth of the nation.

Obstacles faced by Indian women entrepreneur

in Indian women entrepreneurs are facing wide range of obstacles. Following are some of them.

(1) Lack of Financial resources -

The major hurdle for women entrepreneurs is non availability of finance from banks and financial institutions. The lengthy and rigid formal procedure is the major issues for approaching for finance.

(2) Unsafe and expensive marketing

It is another obstacle for women entrepreneur where it is not easy to access and afford the market. It discourages new women entrepreneurs.

(3) Unawareness about government schemes and policies

Government of India has implemented various government schemes and policies, for empowerment of women entrepreneurs. But they are unaware about these schemes and policies. It is major hurdle for women entrepreneur.

(4) Lack of family and social support

India being a patriarchal society, they are not supporting for women entrepreneurship. The reasons are rooted deeply in the society where they are considered inferior to the male. They society and family do not provide support for women upliftment in the area of entrepreneurship. The women are obliged to give first priority to their family obligations.

(5) Lack of business related knowledge

Though women have diverted from their traditional entrepreneurship. They do not have knowledge about recent market, the strategies to be followed. It leads to loss of their self-confidence, which become major obstacle in the entrepreneurship.

(6) Lack of business training programs

Women are ignorant of business techniques, skills and for the same training are not available.

Policies and schemes of government to improve the conditions of women entrepreneur

The women entrepreneurship is still growing in India with low speed. Their representation as entrepreneur is limited. The government of India has launched many schemes and policies for the improvement of condition of women entrepreneur.

The government of India planned five year plan for women entrepreneur which is as follows

(1) in 1951-56 the first five year plan was made for the welfare of women where central social welfare board was established.

The said welfare protection was extend up to fifth year plan for the period 1974-1978 which includes budgetary allocation for family planning, literacy programs for women, vocational training to women etc.

(2) in the sixth year plan which was for the period of 1980-85 the more focus was on the development of women in education, employment, health, and nutrition area.

(3) From the seventh year plan which was for the period 1985-90 up to the twelfth year plan which was for the period (2012-17) various schemes were adopted for the empowerment of women. It includes Nehru Rozgar Yojana, Jawaharlal Yojana, Prime Minister Rozgar Yojana, Socio-economic program, Swadhar Greh Scheme, Priyadrasini and Working women's hostel etc.

4) in addition to above plan in 2015-16 for micro, small, medium enterprises government has implemented schemes and programs. It includes entrepreneurship development program for women, Cluster development scheme, and Prime minister's employment generation program.

5) Further in 2016-2017 Ministry of women and Child development execute the various schemes and programs for women entrepreneur welfare. It includes the financial support, safe environment for women. E-Haat, Rashtriya mahila kosh, Nari shakti puraskar scheme, Working women hostel schemes are the some of the examples of it.

6) Through various commercial banks the government India avail the finance to women entrepreneur. The State Bank of India provide Stree Shakti Package which includes free loans at lower rate interest. Central Bank provides Cent. Kalyani scheme for women entrepreneur. Bank of Baroda avail Mahila Aarthik sahay yojana where the loan will be given. Canara Bank provides special benefit schemes for the women engage in micro or small enterprises.

7) Also in India various women federation and association are working for empowerment of women. It includes Indian Council of women entrepreneur, self-employed women association, Association of women entrepreneur (SEWA) of Karnataka etc.

Suggestions -

Women participation is the need of hour for the development of economy of the country. Despite of government efforts the gender gap is there between male and female entrepreneur. Following efforts can be taken to develop the women entrepreneurship.

(1) increase in the training program for women entrepreneur.

(2) increase in the financial assistance at lower interest rate.

(3) To remove the psychological barriers among women entrepreneur by training.

(4) The participation of Non-Governmental organization may help to empower the women in entrepreneurship.

(5) Awareness among society about governmental schemes for women entrepreneur.

(6) To motivate women entrepreneurship from early childhood.

(7) Establishment of separate women entrepreneurship Development cell.

(8) To increase the participation of women from local area in the entrepreneurship business.

Conclusion

Women are willing and having capacity of leadership. The only area to be improved is to provide proper skill to meet the challenges of today's economy. The existing government policies and schemes have failed to remove the obstacles before women entrepreneurship. Thus proper policies and schemes need to be frame. The awareness among women must be made

towards building self confidence in the area of entrepreneurship. This will after all only possible when gender bias society encouragement for women empowerment.

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Government Health Schemes for Women in India: An Overview

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Abstract:

This research study highlights the importance of health as a basic human right, particularly emphasizing women's right to health. Acknowledging women's vulnerability and the neglect of women's health, the text addresses specific issues such as pregnancy, menopause, and various health concerns faced by women. It mentions government initiatives and schemes aimed at improving women's health, emphasizing the need to address limitations and shortcomings in their implementation. The researcher analyzes these schemes, offering suggestions to enhance their effectiveness and benefit more women in the country.

Keywords Women Health, Issues, Government Health Schemes.

Introduction:

Despite historical disadvantages, women have overcome challenges and now hold strong positions in society. However, women's health remains a neglected aspect, with many facing significant problems. This study examines the status of women's rights, particularly the right to health, in society.

The Indian Government has implemented initiatives like Pradhan Mantri Matru Vandana Yojana, Janani Suraksha Yojana, Poshan Abhiyan, and Anganwadi Services to enhance women's health. While these schemes have proven beneficial, the research assesses their effectiveness, highlighting shortcomings and limitations. These government initiatives play a crucial role in improving women's health across urban,

rural, and remote areas. The study emphasizes the need for effective implementation to ensure that every woman enjoys her right to health.

Significance of the Research Study:

This study is crucial as it sheds light on the scope and impact of government schemes on women's health. It provides insights into the benefits offered to women through these schemes and discusses ways to address their limitations and shortcomings.

Objectives:

- To study the various Government Schemes related to Health of Women in India
- To study the issues and challenges regarding Women Health
- To analyze the impact of the Women Health Schemes of the Government in improving the health of the Women in India.
- To review and find out the shortcomings of the Government Schemes on Women Health
- To provide suggestions to improve the Government schemes on Women Health.

Methodology:

The researcher employed the Doctrinal Research method, utilizing descriptive, analytical, critical, and explanative research methods. Secondary sources served as the primary data collection method, with reference books, journals, research papers, magazine articles, and internet resources being the tools used for data collection.

Women's Health: Importance; Issues and Challenges:

Women face distinctive health challenges, including pregnancy related issues, menopause, breast and ovarian cancer, osteoporosis, and concerns related to female

organs. Additionally, issues such as malnutrition, depression, and stress are significant concerns for women's health.

Improving overall health is crucial, with a particular emphasis on women's health due to ongoing societal discrimination. Social determinants, including food, water, sanitation, housing, and a healthy, stress-free environment, play pivotal roles in women's health.

Several socio-cultural factors, such as socioeconomic disparities, gender-based discrimination and violence, limited access to education and healthcare, poverty, household-related stress, lack of awareness, and hesitancy to discuss health problems, negatively impact women's health and wellbeing.

Addressing these challenges necessitates collective efforts from society, involving cooperation and special attention from all members. Governments, the private sector, and individuals each play a role in addressing the prominent factors affecting women's health and wellbeing.

Government Health Schemes for Women:

Article 21 of the Indian Constitution, ensuring the Fundamental Right to Life and Liberty, encompasses the right to a healthy and dignified life. Articles 42 and 47 further outline provisions for just and humane working conditions, maternity relief, and the state's duty to elevate nutrition, living standards, and public health.

The right to health, a fundamental human right, is recognized under international agreements such as the Universal Declaration of Human Rights (Article 25) and the international Covenant on Economic, Social, and Cultural Rights (Article 12). Indian laws, including the Maternity Benefit Act, 1961;

Medical Termination of Pregnancy Act, 1971; and others, empower women.

The Indian Government has implemented various initiatives and schemes to enhance women's health, such as Pradhan Mantri Matru Vandana Yojana, Janani Suraksha Yojana, Poshan Abhiyan, and Anganwadi Services. Under the National Health Mission, schemes like Janani Suraksha Yojana, Pradhan Mantri Surakshit Matritva Abhiyan, National Nutritional Program, MAA (Mother's Absolute Affection) Program, and National Mental Health Program are provided free of cost to all income groups attending public health facilities at the sub-district and district levels.

Government Schemes for Women's Health as below:

1. Janani Suraksha Yojana (2005): A centrally sponsored scheme providing cash assistance for delivery and post-delivery care, leveraging Accredited Social Health Activists (ASHA).
2. Janani Shishu Suraksha Karyakaram (JSSK): Ensures free delivery and additional benefits for pregnant women in urban and rural areas, addressing issues like cesarean sections and providing essential services.
3. Pradhan Mantri Matru Vandana Yojana (PMMVY 2017): Offers cash incentives of Rs. 5000 to pregnant and lactating mothers for their first child, implemented through various departments.
4. Pradhan Mantri Surakshit Matritva Abhiyan (PMSMA 2016): Aims to provide comprehensive healthcare benefits to pregnant women, offering free health checkups in urban and rural areas.
5. National Nutritional Program/Poshan Abhiyan (2018): Launched to improve

nutritional status in children and mothers, focusing on timely intervention and awareness.

6. **Mother's Absolute Affection (MAA) Program (2016):** A national initiative promoting breastfeeding, providing counseling services, and incentivizing ASHA for outreach.

7. **Anganwadi Services (Saksham Anganwadi and Poshan 2.0):** Offers six services, including nutrition, preschool education, and health education, implemented by states and unions.

8. **Ayushman Bharat Health and Wellness Centres (HWCs):** Part of Comprehensive Primary Health Care, aims to establish 1,50,000 HWCs nationwide by December 2022.

9. **LaQshya:** Enhances the quality of care in labor rooms and maternity operation theatres to ensure highquality care during labour and postpartum.

10. **Fictionalization of First Referral Units (FRUs):** Ensures highquality care for pregnant women through adequate manpower, blood storage, and referral linkages.

11. **Outreach Camps:** increases healthcare access, particularly in remote areas, tracking high risk pregnancies and raising awareness of maternal and child health services.

12. **Weekly Iron and Folic Acid Supplementation (WIFS):** Addresses the high incidence of Anemia in adolescent girls and boys through a supplementation program.

Shortcomings of Women's Health Schemes:

Government initiatives have significantly improved women's health, reducing Maternal

Mortality Ratio (MMR). However, few challenges persist:

1. **Regional and SocioEconomic Disparities:** Address inequality with a heightened focus on rural and remote areas.

Ensure equitable healthcare access, especially for pregnant women.

2. **Affordability Concerns:** Despite reduced or free public healthcare, affordability remains an issue.

Improve public sector trust to shift reliance from perceived more reliable private care.

3. **Healthcare Quality Issues:** Improve amenities and infrastructure in primary health centres.

Allocate adequate budgetary resources for quality healthcare services.

4. **Budgetary Constraints:** inadequate allocations challenge the healthcare system's capacity.

Emphasize the necessity for increased financial support to meet diverse women's healthcare needs.

5. **Access Barriers:** Address financial, organizational, social, and cultural barriers hindering women's healthcare access.

intervene to overcome these constraints.

6. **Geographical inaccessibility:**

Tackle challenges in rural and remote areas.

Address shortages of qualified personnel and improve both physical accessibility and workforce development.

Suggestions:

1. **Strengthen Healthcare infrastructure:** Prioritize enhancing infrastructure and human resources in the public health system for comprehensive women's healthcare.

2. **Focus on Maternal Health:**
Heighten attention on antenatal, childbirth, and postnatal healthcare.
3. **Ensure provisions for maternity benefits, abortion leave, and facilities for working women.**
4. **Enhanced Budgetary Allocation:**
Allocate sufficient funds to meet diverse healthcare needs, ensuring comprehensive and effective services for women.
5. **Laws and Implementation:**
Emphasize effective implementation of laws preventing violence and discrimination against women.
6. **Foster a safe and supportive environment.**
7. **Promote Awareness:**
Increase awareness about women's health and available health schemes.
8. **Encourage widespread participation.**
9. **Periodic Assessment:**
Conduct timely assessments and reviews of women's health schemes for continuous improvement.

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Rights of Religious Minority in India: An Overview

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Abstract

It is critical to comprehend how minorities have fared both historically and currently. A minority is a subset of people who, in a given location, are comparatively smaller than the majority. India is home of several minority groups related to different areas, subcultures, belief systems, and castes, including ethnic, religious, and linguistic minorities. Hinduism, Jainism, Buddhism and Sikhism are the world's four great religions that have originated in India and by virtue of which the Religion has proved to have a significant role in India's culture round the history. Minorities in India face all types of inequalities in public sphere regardless that Indian customs, Legislation and Constitution upholds religious tolerance and diversity and offers the minority group numerous legal protections as well as unique provisions for their social and economic advancement. Even the force and violation of natural rights of minorities is a reality in India.

Keywords: Constitution, Culture, Diversity, Education, Hindu, Language, Majority, Minority, Religion, Rights, Script etc.

INTRODUCTION

Where King Kharvela said that “I am worshipper of all sects and restorer of all shrines” [1], correlation can be established to the condition of minorities. India is home to several minority groups related to different areas, subcultures, belief systems, and castes, including ethnic, religious, and linguistic minorities. Since 1947, one of the key concerns of Indian governments has been the integration of these varied populations, some of which are large enough to desire a regional homeland while others are satisfied to stay within the borders of the Indian state.

It is critical to comprehend how minorities have fared both historically and currently. The government tried multiple times to ameliorate the status of the minority and their constitutionally protected rights, but various institutions and commissions set up to keep an eye on things failed [2]. India is a secular republic whose constitution provides all of its residents with equal protections against discrimination [3]. The Indian constitution offers the minority group numerous legal protections as well as unique provisions for their social and economic advancement. Minorities in India nevertheless experience a wide range of injustices in the public domain. Even the minority population in India is frequently the target of violence and human rights abuses. A minority religion is one practiced by a small percentage of the people in a nation, state, or territory. Individuals who practice a minority religion could face prejudice and discrimination, particularly if their faith and ethnicity diverge. In many nations, laws are passed to uphold the rights of religious minorities, including preserving their cultural traditions and fostering goodwill toward the majority.

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CONCEPT OF MINORITIES

The Latin term "minor" and the suffix "ity," which meaning "small in number," are the sources of the phrase "minority." 'Minorities' are defined as 'groups linked together by bonds of shared descent, language, or religious beliefs and feeling different in these respects from the bulk of the residents of a given political unit' by Encyclopaedia Britannica. J.A. Laponee has defined Minority as "a group of people whose colour, language or religion differs from majority of population" [4].

The Year Book on Human Rights, a U.N. Publication published in 1950, defines a minority as non-dominant populations that practice a different language or religion than the majority population.

The term "minority" is not defined in the Constitution, nor does it provide enough criteria to identify a group as such. The Sapru report [5] and Motilal Nehru report [6] neither attempted to define a minority. The exhaustive Definition of Minority is as divided followingly:

1. Term "minority" includes non-documents group of population which possesses and wishes to preserve the stable religious, ethnic, linguistic traditions or characters which are different from those of rest of the population [7].
2. Minorities should remain loyal to their country of citizenship and should have a sufficient population to sustain their traditions and distinctive features independently [8].

Supreme Court defined Minorities as "community which is less than 50% of total population" and also suggested the technique of arithmetic tabulation for the same [9] (Insert Footnote)

RELIGIOUS MINORITIES IN INDIA

Hinduism, Jainism, Budhism and Sikhism are the world's four great religions that have originated in India and by virtue of which the Religion has proved to have a significant role in India's culture round the history. Both custom and legislation in the nation uphold religious tolerance and diversity (Table 1). The great majority of Indians identify with one or more religions.

Research of distinct religious minority population and their evolution in India can be considered separately. All three census reports of 2001,2006,2011 has shown that in India, Muslim being a second largest religion, is a largest minority. Though Muslim population was estimated to be over 138 million in the 2001 census, and it was projected to reach over 150 million by 2011. This is largest in world, comparable to Indonesia, Pakistan and Bangladesh. Furthermore, it surpasses the combined populace of the majority of global nations.

Table 1. Religious Demographics of India (Census Data).

Religions [10]	Population	Percent
All religions	1,028,610,328	100.00%
Hindus	827,578,868	80.5%
Muslims	138,188,240	13.4%
Christians	24,080,016	2.3%
Sikhs	19,215,730	1.9%
Buddhists	7,955,207	0.8%
Jains	4,225,053	0.4%
Bahá'is	1 953 112	0.18%
Others	4.686.588	0.32%

India is seen as an over populous nation, its population policy aims to attain fertility at replacement level by 2010. Christians make up about 2.3% of India's population, of whom 34% reside in cities. Compared to other religious minority, Christians are more literate (80%), with a literacy rate greater than the national average (65%).

Sikhism presently ranks fifth in the largest religions of World as it has 20 million adherents over the world. The monotheistic religion of Sikhism was established in northwest India's Punjab area in the fifteenth century. It is acknowledged as the most recent global religion.

Jainism is the another distinct religion in India and differs from Hinduism as it rejects the Vedas as bedrock of Hinduism and also the effectuality of various essential ceremonies considered by Hindus. To distinguish Jainism from Christians, Madras High Court has held that "Jainism is a distinct religion flourishing several centuries before Christ" [11]

Not only about the rise of several religions so to be in minority of total population but India has also been home to several classes like Jews, Parsi, Christians and Parsi persecuted from other place.

- *Christians:* Christians came in India in 1st Century.
- *Jews:* Jewish records indicate that their first visit to India occurred in 562 BC. 2,500 years ago they arrived as tradesmen from Judea and Israel in the city of Cochin, presently Kerala. They are also known as Cochin Jews and are the oldest communities of three long lived of them. They were awarded lands and trading privileges in India. Moreover Jews left for Kerala in 68 AD to avoid Roman attacks on Jerusalem.
- *Tibetan Buddhist:* India has been retreat to the admired head of Vajrayana Buddhism the Dalai Lama of Tibet.
- *Parsi:* In the ninth century, Zoroastrians from Iran fled religious persecution back home and made their way to India. They prospered in India and made interventions on behalf of their fellow believers in Iran during the 18th and 19th centuries. They are the parents of S. F. Manekshaw, one of only two Indian Field Marshals, and the pioneering industrialist house of Tatas in India.

RELIGIOUS MINORITIES AND PROTECTION

As per U.D.H.R.1948 and U.N. Declaration on Minority Rights, 1992, religious rights include at least the following rights:

- The right to choose one's own beliefs and religious views according to personal conscience.
- Right to privacy of his belief, expression of religious beliefs of worship, practicing, teaching and proclaiming the outcomes of his or her beliefs for relating in social and political community.

Indian Constitution through the rights in Part III has provided space for both the 'common domain' which means those applicable to all citizens as well as 'separate domain' which means those reserved to protect minorities only.

The following fundamental rights and freedoms are covered in 'common domain':

- a. 'Equality of law' and 'equal protection of laws' under Article 14
- b. Prohibition of discrimination against citizens on grounds of religion, race, caste, sex or place of birth in Article 15 (1) and (2)
- c. State's power to make any special provision for the advancement of any socially and educationally backward classes of citizens, besides the Scheduled Caste and Scheduled Tribes in Article 15 (4)
- d. Citizen's right to equality of opportunity in matters relating to employment or appointment to any office under the State and prohibition in this regard of discrimination on grounds of religion, race, caste, sex or place of birth in Article 16(1) and (2)
- e. State's power to make any provision for the reservation of appointments or posts in favor of any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under state. This is provided by Article 16(4) of Constitution.
- f. Freedom of conscience and right to freely profess, practice and propagate religion, subject to public order, morality and other fundamental rights. This is specifies in Article 25 (1)
- g. Right of every religious denomination or any section thereof, subject to public order, morality and health, to establish and maintain institutions for religious and charitable purposes, manage

- its own affairs in matters of religion, own and acquire movable ,immovable property and administer it in accordance with law within Article 26
- h. Prohibition against compelling any person to pay taxes for promotion of any particular religion in Article 27
 - i. Freedom as to attendance at religious instruction or religious worship in educational institutions that are wholly maintained, recognized or aided by the State. This is provided within Article 28.

Following fundamental rights and freedoms are covered in ‘separate domain’:

- a. Sikh Community’s right of wearing and carrying of kirpans. This is specifies within Explanation 1 of the Article 25
- b. Right of any section of the citizens to ‘conserve’ its distinct language, script or culture, under Article 29(1)
- c. Restriction on denial of admission to any educational institution maintained or aided by the State that are only on grounds of religion, race, caste, language or any of them, under Article 29(2)
- d. Right of all religious and linguistic minorities to establish and administer educational institutions of their choice, under Article 30(1)
- e. Freedom of the institutions that are managed by minority, against the discrimination in the matter of receiving aid from the State is guaranteed under Article 30(2)
- f. Special provisions relating to the language spoken by a section of the population of any State are given under Article 347
- g. Provision for facilities for instruction in mother tongue at primary stage, specified in Article 350A
- h. Provision for Special Officer for Linguistic Minorities and his duties are laid down in Article 350B.

PURPOSE OF GRANTING CULTURAL AND EDUCATIONAL RIGHTS TO THE MINORITIES IN INDIA

India is home to several minority groups related to different areas, subcultures, belief systems, and castes, including ethnic, religious, and linguistic minorities. Since 1947, one of the key concerns of Indian governments has been the integration of these varied populations, some of which are large enough to desire a regional homeland while others are satisfied to stay within the borders of the Indian state.

It is critical to comprehend how minorities have fared both historically and currently. The government tried multiple times to ameliorate the status of the minority and their constitutionally protected rights, but various institutions and commissions set up to keep an eye on things failed. Minorities experience tragedies, violence, and discrimination. These cults have been exposed on numerous occasions, such as during the riots in Gujarat where over 2000 Muslims were slain or in Delhi after the assassination of Indira Gandhi, which resulted in the slaughter of 3000 Sikhs. In Bihar, Jharkhand, Maharashtra, Gujarat, and the northeastern region of India, atrocities against Dalit people are a regular occurrence.

It was not the intention to create discrimination by guaranteeing these rights and setting them apart from the majority, but rather to enable them to blend in with the majority. The preview of this article also applies to foreigners who live in India and who constitute a clearly established religious and linguistic minority. "People who are members of minority groups have the right to effectively participate in decisions made about their group or the regions in which they reside at the national and, when appropriate, regional levels, provided that their participation does not conflict with existing national laws."

MINORITIES’ RIGHT TO ESTABLISH AND ADMINISTER EDUCATION INSTITUTION: A CRITIQUE

Mere animal existence is not life; it should be coupled with human dignity. Education is the one the instrument which safeguard the dignity of the individual. The authors of the Indian Constitution felt

that in order for their country to function as a welfare state, its citizens needed to be granted a number of essential rights in order to foster equality and unity, and that the right to education is the most effective means of fostering these values. With eight major religions, numerous creeds, 800 languages—22 of which are "official"—8% indigenous peoples, a sociological mosaic of castes and sub-castes, and more than 60 socio-cultural sub-regions, India presents a formidable challenge to diversity. Percent of minority classes in India includes Sikhs (%), Christians (%), Jain (%) and Muslims (%) which ranks third in percent of Muslims across world.

India is a secular state, but in a virtual sense, this is an ideal condition since it is very difficult to grant minorities' equal status in a nation when more than 80% of the population practices a single religion i.e. Hinduism. Therefore, our constitution grants these minority particular privileges in order to provide them equal status. Using Muslims in India as an example, their poverty rate is 43% while the country as a whole is 39% (National Sample Survey Organization, 1999-2000).

Muslim landlessness is 51% in rural regions, while Hindu landlessness is 40%. Muslims have much lower literacy rates, which prevents them from applying for specialized service industry employment and higher-level positions in government agencies. Compared to the national average of 20%, 60% of Muslims living in metropolitan areas report never having attended school. So far as rights of Muslim women are concerned, only 5% of Muslim women have completed their high school and an average Muslim woman earns 11% lesser than our national average. Additionally in Kashmir, though this community has a unique political background and historically ensured self governance, it has been a witness to denial of rights and justice to Muslim Populace in Kashmir.

Therefore, additional new law implementations are still required to achieve their drowning standards. Initially, Article 30 of the Indian Constitution ensures that linguistic and religious minorities have the right to set up and manage educational institutions of their choice. This right is provided in recognition of the numerical disadvantages faced by these minorities.

In the *St. Xavier's College Case*, the Hon'ble Supreme Court observed that the purpose of granting rights to minorities under Article 30 is to achieve equality between majority and minority groups, providing them with a sense of security. This protection is essential for ensuring equality, but the Court also emphasized that such measures should not lead to reverse discrimination. No institution type or category should be given preferential consideration over another, or even worse, be treated less favorably than another. Therefore, all laws, rules and regulations shall be applied to both majority and minority institutions equally.

The Supreme Court has repeatedly held in numerous rulings that the only way to determine a minority's status is to consider the state as a whole. It has been argued that the designation of a group as a "minority" cannot be based on any other criterion because "religious" and "linguistic" are listed simultaneously in Article 30 of the constitution and because language was used as the criterion in the formation of the Indian states. Consequently, a state government can only recognize an educational institution as a minority institution if it considers the socioeconomic disadvantages faced by the minority population in that state.

In the case of *S.P. Mittal v. Union of India* [12], the Supreme Court ruled that a community can claim the right to manage educational institutions if it meets two criteria: it must be a recognized religious or linguistic minority, and the institution must have been established by that community.

MINORITIES' RIGHT AND CURRENT ISSUES

But Christians still face issues across the nation with regard to the rights outlined in Articles 29 and 30 as well. The State Education Department's and universities' various levels of interference are the first significant issue that Christian educational institutions are dealing with. There are concerns about

whether the Christian community's members may be given a particular area to work as trainees or students. In addition to withholding funds from minority hospitals, schools, colleges, and nursing schools, the government also places a number of regulations and limitations on these institutions to prevent them from selecting their own candidates.

Christian educational institutions have frequently had to go to court to get justice when vacancies occur in schools and other institutions, forcing them to accept the State's choice for the position's occupant. There are fanatical groups who oppose minorities having their own unique culture. Since India is a single nation with a single culture, they demand that all minorities in the country give up their unique cultures.

CONCLUSION

Article 29 of the Indian Constitution asserts that any group residing in India with its own distinct language, script, or culture has the right to preserve and protect these unique aspects. Everyone has an equal right to religious freedom as well as the freedom to declare, practice, and spread their faith.

Actually, each of the three religions—Muslim, Christian, and Sikh—has a unique culture. The aforementioned statements undermine the constitutional safeguard protecting minority cultures. These kinds of statements have been popular for many years. It is regrettable that the leaders of the biggest democracy with the most religions permit the spread of such stupid ideas—which blatantly violate constitutional rights—against such a tiny segment of the populace as Christians.

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Health Care of the Citizens: Role of the Government

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Introduction:

Good Health and well-being are highly important in the life of any individual. However, the unpredictable and uncertainty associated with one's health are uncontrollable factors. Whether it is a viral infection, a critical illness, or an accident, we are all vulnerable to a wide gamut of risks related to health. This is one of the several reasons why it is important to have a suitable health insurance plan for yourself and your family members.

The constitution of India obliges the government to ensure the “right to health” for all. Each state is required to provide free universal access to health care services. However, health care in India has been chronically underfunded.

Right to health and access to health-care are the basic human rights required to fulfill the right to life guaranteed by Universal Declaration of Human Rights, International Covenant of Civil and Political Rights, International Covenant of Social, Economic and Cultural Rights and Other Covenants of United Nations and World Health Organization. They are adopted by

majority constitutions of the world as fundamental rights for their citizens.

Quality care through health systems has become a priority of care in many countries. Since quality is important in health services, quality initiatives in health services have become a global phenomenon. Many countries are exploring different ways and methods to improve the quality, efficiency, affordability, accountability, convenience and availability of healthcare services

The government health insurance scheme that is designed to offer adequate health cover benefits at a low-priced insurance cover to the people.

All Indian citizens can get free outpatient and inpatient care at government facilities. Under India's decentralized approach to health care delivery, the states are primarily responsible for organizing health services. Because of severe shortages of staff and supplies at government facilities, many households seek care from private providers and pay out-of-pocket. For low-income people, the government recently launched the tax-financed National Health Protection Scheme (Ayushman Bharat-

Pradhan Mantri Jan Arogya Yojana, or PM-JAY), which allows them to also get cashless secondary and tertiary care at private facilities. There are also a handful of health insurance arrangements for specific population groups like government employees and factory workers. Private voluntary insurance is available, but uptake is limited.

Historically, there have been several government-funded health insurance schemes intended to improve coverage for specific population groups, with variations across states. One important scheme aimed at reducing financial catastrophe and vulnerability for lower-income populations is the National Health Insurance Program (Rashtriya Swasthya Bima Yojana, or RSBY), launched in 2008. As of 2016, some 41 million families were enrolled in RSBY.² However, evidence indicates that the scheme has not significantly reduced out-of-pocket spending. It is now being subsumed under the PM-JAY.

With ineffective public insurance schemes and the low uptake of commercial insurance, only around 37 percent of the population were covered by any form of health coverage in 2017–2018.³ Further systemic barriers to access include long wait times in hospitals, the perceived low quality of public health services, and substantial workforce and infrastructure shortfalls.⁴

In March 2018, the central government approved the implementation of PM-JAY. This flagship public health initiative has been internationally

recognized as a significant step toward achieving universal coverage in India.⁵ The initiative offers hospital coverage for the 40 percent of the country's population that is poor or low-income. The other important initiative is to bolster preventive and promotive health care services by revamping existing primary health facilities into Health and Wellness Centres (see "Primary care," below).

Role of government: Responsibility for the governance, financing, and operation of the health system is divided between the central and state governments.

At the federal level, the Ministry of Health and Family Welfare has regulatory power over the majority of health policy decisions but is not directly involved in health care delivery. The ministry comprises two departments:

- The Department of Health and Family Welfare is responsible for organizing and delivering all national health programs, with each program headed by its own administrative body.
- The Department of Health Research is responsible for promotion of health and clinical research, development of health research and ethics guidelines, outbreak investigations, and provision of advanced research training and grants for such training.

In 2014, the government established the federal Ministry of Ayurveda, Yoga and Naturopathy, Unani,

Siddha, and Homeopathy. It develops and promotes research in alternative medicine practices.

At the state level, the Directorates of Health Services and the Departments of Health and Family Welfare are responsible for organizing and delivering health care services to their populations. These include all medical care, from primary care and pharmacies to secondary and tertiary hospital care. These state bodies are also responsible for the following:

- management and monitoring of the health care workforce
- provision of federally funded national health program
- collection of health information and statistics
- control of food and drug quality
- supervision of local health care entities and organizations
- promotion of alternative medicine practices.

Given that states are independently responsible for health care activities, there is significant nationwide variation in service delivery models, insurance coverage, availability, and access.

Some initiatives are governed and/or financed jointly by the central and state governments, such as the National Health Mission, a family welfare and population control initiative.

At the district level, Panchayati Raj (local governance) institutions are responsible for grassroots governance and administration in rural villages. These government bodies play a significant role in establishing primary health centers, and

contribute to various social policies in such areas as education, agriculture, and transportation.

In a nation as diverse and dynamic as India, ensuring accessible and affordable healthcare remains a monumental challenge. Various government health insurance schemes in India, launched by the state as well as the central governments, have emerged as powerful tools in addressing this challenge, aiming to provide financial protection and medical support to millions across the country.

The Term “Government Health Insurance Scheme”:

A **government health insurance scheme** refers to a program established and operated by a governmental body to provide citizens with healthcare coverage. These schemes aim to ensure that individuals can receive medical treatment and services without facing excessive financial burdens.

Typically, the beneficiaries are entitled to various healthcare services, such as doctor visits, hospital stays, prescription medications, and preventive care. **Government health insurance schemes** play a crucial role in promoting universal healthcare access, especially for those who might not have access to private insurance options. Such initiatives vary widely in scope, design, and eligibility criteria, often reflecting the priorities and resources of the governing administration.

The Difference between Government Health Insurance Schemes from Private Health Insurance Schemes:

Government and private health insurance schemes differ in various ways, including their sources of funding, coverage options, eligibility criteria, costs, and management. Here are some key differences between these two kinds of health insurance schemes:

1. Source of Funding

- **Government Health Insurance Schemes:** These are funded by the government through taxpayer contributions.
- **Private Health Insurance Schemes:** These are funded by individuals or organisations who purchase insurance plans.

2. Coverage Options

- **Government Health Insurance Schemes:** These schemes often aim to provide basic healthcare coverage, essential medications, and preventive care to a broader population, especially those who may not be able to afford private insurance.
- **Private Health Insurance Schemes:** They often offer a range of plans with different levels of coverage, including more comprehensive options and access to a wider range of medical services.

3. Eligibility Criteria

- **Government Health Insurance Schemes:** Eligibility for government schemes is often determined by factors such as income level, employment status, age, and other

demographic criteria. These schemes may prioritise vulnerable populations and those without access to private insurance.

- **Private Health Insurance Schemes:** Eligibility for private insurance is generally open to anyone willing to pay the premiums, regardless of income or employment status. Some plans may have certain medical underwriting or restrictions based on pre-existing conditions.

4. Costs

- **Government Health Insurance Schemes:** The costs of government schemes are often subsidised to a bare minimum by the government, making them accessible to the lower-income group.
- **Private Health Insurance Schemes:** The costs of private insurance are higher due to the broader range of services covered and the involvement of private companies.

Significance of the Government Insurance Schemes:

- It is the responsibility of government to achieve the Sustainable Development Goals in their country
- It is the role of government to support health and well-being, including to:
 - Provide good-quality health services, that are accessible and affordable to all who need them.
 - Ensure policies, frameworks and standards for health and well-being are in place and acted on

- Ensure health services are well funded and run by professionals who are well trained
- Ensure roads and infrastructure are in place and in good condition so people can travel to use health and social services
- Make sure the cost of using services do not put people at risk of financial harm
- Give benefits to people who need them as this can help to protect against financial harm
- Enforce laws to protect people from violence and other unfair treatment
- Make sure people have the opportunity to be part of making decisions, such as about health services
- Related health tips and information

Government Health Insurance Schemes in India

- The Governments around the world are working towards providing good quality healthcare to the people. The authorities take measures for the welfare of the people from time-to-time. It includes awareness about medical issues, ensuring adequate infrastructure, and promoting health insurance facilities. Such measures are also taken by the Indian Government from time-to-time.
- What is a Government Health Insurance Scheme
- It is a Central or State Government powered scheme that is designed to provide adequate health cover at a low-priced insurance cover. Such health insurance policies are usually offered on a yearly basis.
- Regular Health Insurance Plans vs Government Health Insurance Scheme

Features	Basic Health Insurance	Government Health Insurance Scheme
Eligibility	Available to all sections of society	Available to lower-income groups only
Sum Insured	Maximum sum insured of up to Rs 1 crore	Maximum sum insured of up to Rs 5 lakh
Premium	Rs 200 per month onwards (depending on the plan)	Rs 100 per month onwards or fully paid by the government (depending on the plan)
Coverage	Offers a broader coverage	Offers a narrow coverage
Private Hospital Room	Available (depending on the plan)	May or may not be available

Policy Purchase	Policy can be purchased instantly	Policy purchase may take time
Network Hospitals	Wide network of empanelled private hospitals	A large number of public and private network hospitals
Maternity Benefits	Available(depending on the plan)	Available(Only for a single child under some cases)
Ambulance Charges	Available under most plans	Available under a few plans
Domiciliary Hospitalization Cover	Available(depending on the plan)	Not available
Online Renewal	Can be renewed online	May or may not be renewed online
Cumulative Bonus	Available if no claim was filed in the previous policy year	Not available
Health Check-up	Covered under some plans	Not covered
Monthly Premium Instalment Facility	Available under some plans	Not available
Tax Benefits	Available under Income Tax Act 1961	Not available

Types of Government Health Insurance Scheme:

1. Ayushman Bharat Yojana:

- Ayushman Bharat is a universal health insurance scheme of the Ministry of Health and Family Welfare, Government of India. PMJAY was launched to provide free healthcare services to more than 40% population of the country. The scheme offers a health cover of Rs 5 Lakh.
- In this scheme, it covers medicines, diagnostic expenses, medical

treatment, and pre-hospitalization costs. The poorest families of India can benefit from this healthcare scheme.

2. Pradhan Mantri Suraksha Bima Yojana:

- Pradhan Mantri Suraksha Bima Yojana aims to provide accident insurance cover to the people of India. People in the age group of 18 years to 70 years who have an account in a bank can avail benefit from this scheme.

- This policy provides an annual cover of Rs 2 lakh for total disability and death cover and Rs 1 lakh for partial disability. The policy premium gets automatically debited from the policyholder's bank account.

3. Aam Aadmi Bima Yojana (AABY):

- This is one of the latest National Health Insurance schemes having been established in the year 2007, October. It basically covers individuals from the age of 18 years-59 years. AABY insurance scheme is tailored for all those citizens living in the upcountry and in the rural areas.
- It also covers the landless citizens who are tenants living both in urban and rural areas. It also includes giving scholarships to underprivileged children.
- Basically, the head of the family or the earning member is the one protected by this scheme. The premium of 200 rupees per annum is shared equally by the state and the central government. Upon a natural death, the family is compensated at 30000 rupees. However, upon death caused by a permanent disability, the family is compensated at 75,000 rupees.

4. Central Government Health Scheme (CGHS):

- This scheme was started in the year 1954 and provides comprehensive health care facilities for central government officials and pensioners residing in cities. Operations of this scheme take place in cities such as

Kolkata, Mumbai, Lucknow, Delhi, Nagpur, and Pune.

- The people covered by this scheme are required to be residing in India. This is a National Health Company Online Renewal program that includes the privilege of health education to the beneficiaries.
- This scheme has the following main components: All dispensary related services including domiciliary care. In addition, the beneficiaries of this scheme have the privilege of being hospitalized each and every time they fall ill.
- On the other hand, whenever you have an X-ray or laboratory examination requirements, they would be provided free under this particular scheme. The most important advantage of this National Health Insurance scheme is that it provides free specialists consultations both at hospital level and dispensaries.

5. Employment State Insurance Scheme:

- This is a multidimensional National Health insurance scheme due to the fact that it provides social security as well as socio-economic protection to all workers in India. In addition, it provides the same privileges those who depend on workers protected under this scheme.
- This insurance scheme commences upon the first day of insurable employment to each and every worker. They are provided with full

medical care insurance for themselves and their families as well.

- On the other hand, those covered under this scheme (which is basically workers) are also entitled to a wide range of cash benefits. They include cash in times of physical distress such as sickness or even when one might become disabled may it be temporal or permanent.
- In addition, for any woman who would lose the capacity to earn or dependents of persons injured during occupational accidents, they are entitled to a monthly pension commonly referred to as dependents benefits.
- This scheme is not applicable to each and every person or company. It is only applicable to all permanent factories employing more than ten employees. Recently, the scheme has been extended to various businesses including shops, restaurants, road and motor transports and newspaper entities that employ more than 20 people.

6. Janshree Bima Yojana:

- Janshree Bima Yojana is designed for individuals in the poor category who are within the age group of 18-59 years. The scheme includes special features like Women SHG Groups and Shiksha Sahyog Yojana. At present there are 45 occupational groups under this scheme.

7. Chief Minister's Comprehensive Insurance Scheme:

- Chief Minister's Comprehensive Insurance Scheme is a Tamil Nadu state government scheme. It was launched in association with the United India Insurance Company Ltd. It is a family floater policy that was designed to provide quality health care services to people. This scheme covers more than a thousand medical procedures.
- In this policy, you can claim for hospitalization expenses up to Rs 5 lakh. The beneficiary can select from both private and government hospitals under this scheme. Tamil Nadu residents with an annual income of lesser than Rs 75000 per year are eligible to enroll under this scheme.

8. Universal Health Insurance Scheme (UHIS):

- This type of scheme was implemented to help the families who live below the poverty line. It covers the medical expenses of each and every member of the family. In case of death due to an accident, there is a cover that is provided.
- The main drivers of the Universal Health Insurance Scheme are basically the four public sector general insurance companies who have been doing this with an aim of improving healthcare to the underprivileged and especially the economically disabled citizen in India.
- Once a family member is hospitalized, this scheme may facilitate the medical expenses of up

to 30,000 rupees. However, when the earning head of the family is admitted to the hospital, the Universal health insurance scheme compensates a total of 50 rupees daily for a maximum of 15 days.

- We can therefore say that this insurance scheme is designed for families below the poverty line.

9. West Bengal Health Scheme:

- The Government of West Bengal launched this scheme for its employees in the year 2008. It is also available for the pensioners. This coverage is provided on both individual and family floater basis up to a sum insured of Rs 1 lakh. The policy covers OPD treatment and medical surgeries as per the policy terms and conditions.

10. Yeshasvini Health Insurance Scheme:

- The Karnataka State Government promotes the Yeshasvini Health Insurance Scheme. This scheme is useful for peasants and farmers and who are associated with a co-operative society. This health insurance scheme covers more than 800 medical procedures such as Neurology, Orthopaedic, Angioplasty, etc.
- Co-operative societies help the farmers to get enrolled in the Yeshasvini Health Insurance Scheme. The beneficiaries can avail of health care services through network hospitals, and coverage benefits are

extendible to the beneficiary's family members.

11. Mahatma Jyotiba Phule Jan Arogya Yojana

- The Government of Maharashtra introduced this health insurance policy for the benefit of people in the state around. The scheme is going to be helpful for below the poverty line and was targeted at the farmers in Maharashtra.
- The policy offers a family health cover of up to Rs 1.5 lakh for specified illnesses. The best part about this policy is that there is no waiting period, and it is claimable after the first day itself, unless it is specifically mentioned in the policy terms.

12. Mukhyamantri Amrutam Yojana

- Mukhyamantri Amrutam Yojana was initiated by the Gujarat government in the year 2012 for the benefit of the poor people living in Gujarat. People who are in the lower middle-income group and below the poverty line are eligible to enroll under the scheme.
- It is family floater health insurance policy that provides coverage up to Rs 3 lakh per family. The policyholder can avail of medical treatment from private and government hospitals, as well as trust-run hospitals.

13. Karunya Health Scheme:

- In 2012, the Kerala Government had launched this scheme to provide health cover for listed chronic illnesses. It is a Critical Illness plan for the poor and covers major diseases

such as Kidney, Cancer, cardiovascular illnesses, etc.

- People who are below the poverty line can enroll themselves in this scheme. The beneficiary needs to provide a copy of the Income Certificate and Aadhaar Card for the same.

14. Telangana State Government Employees and Journalists Health Scheme:

- Telangana Government launched this scheme for its journalists and employees. It is beneficial for the employed, retired, and pensioners. In this scheme, the beneficiary can avail of cashless treatment in the hospitals that are registered. The beneficiaries do not have to rush to arrange funds for emergency medical expenses.

15. Dr YSR Aarogyasri Health Care Trust:

- Four health welfare schemes were launched by the Andhra Pradesh Government along with the Dr YSR Aarogyasri Trust. These schemes offer medical cover to different people and help them at the time of a medical emergency. The schemes are given below:
- Dr YSR Aarogyasri scheme for the welfare of the poor
- Arogya Raksha scheme is for Above the Poverty Line (APL)
- Working Journalist Health Scheme that provides cashless treatment cover for specified procedures
- Employee Health Scheme provides health cover to the state government employees

- Features and Benefits of Government Health Insurance Schemes
- The features and benefits of government health insurance schemes are given below:
- Government health insurance schemes are offered at a low price
- With this policy, BPL families can also avail of insurance benefits
- The policy ensures coverage for the poor people
- The policy includes treatment in both private and government hospitals for better healthcare

Conclusion:

Implementing a universal health protection scheme in India needs a thorough look into the economic implications of the scheme which is out of the scope of this discussion. It will require further government investments both at the state and central levels given the current minimal investments. However, it will also offer protection from inefficient administrative spending on fragmented population coverage. Additionally, there is ample evidence of enhanced financial protection and health outcomes in neighbouring countries after implementing universal health protection schemes.

Above all we can say that various nations have their own healthcare system but they should have the provision for health care which would give, easy access, affordable, availability and quality of health care. Therefore the government should make the provision for the people

to attain the aim of right to health and health care, and the provisions of UDHR

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