



Platinum

ISSN 2231-0096



A Peer Reviewed
National Multidisciplinary Journal
Volume - 14 Number - 3 April 2023 (Special Issue)

Chief Editor

Dr. Madhukar V. Patil

Assistant Editor

Dr. Vinod V. Patil

Dr. Dipak V. Patil

Advisory Editors

Dr. Shyam Kayande, Nagpur
Dr. Shivankar S.N., Karnataka
Dr. Kishor Gaikwad, Mumbai
Dr. A. P. Khairnar, Nizampur
Dr. Kesha Phale, Amaravati
Dr. Ganesh Malte, Chikhali

Managing Editor

Mr. Yuvraj Mali

Editorial Office

Atharva Publications

Plot No.17, Devidas Colony
Varkhedi Road, Dhule - 424 001

www.atharvpublications.com

E-Mail : atharvpublications@gmail.com

Branch :

Circulation & Advertisement

Atharva Publications

Shop No. 2, Nakshatra Apartment, Shahu nagar
Housing Society, Opp. Teli Samaj Mangal
Karyalay, Jalgaon - 425001

Subscription Rates

Single Copy for reader Rs. 1000.00 or
US \$ 100.00 Only (extra postage charge)
For Processing Charges of research Paper
Individuals Rs. 1500.00 (each research paper) Or
US \$ 150.00
Institutions Rs. 3000.00 per annum Or Us \$ 300.00

1. Editing of the research journal is processed without any remittance. The Selection and publication is done after recommendation of subject expert Refree.
2. Thoughts, Language vision and example in published research paper are entirely of author of research paper. It is necessary that both editor and editorial board are satisfied by the research paper. The responsibility of the matter of research paper is entirely of author.
3. Along with research paper it is compulsory to sent Membership form and copyright form.
4. In any condition if any National/ International university denies to accept the research paper published in the journal then it is not the responsibility of Editor, Managing Editor Publisher and Management.
5. Before re-use of published research paper in any manner, it is compulsory to take written acceptance form Managing Editor unless it will be assumed as disobedience of copyright rules.
6. All the legal undertaking related to this research journal are subjected to be hearable at Dhule Jurisdiction only.
7. The research journal will be sent by normal post. If the journal is not received by the author of research paper then it will not the responsibility of Editor and publisher. The amount or registered post should be given by the author of research paper. It will be not possible to sent second copy of research Journal.
8. Authors are requested to follow the author's Guide lines Contect Managing Editor - 9764694797
 - For book reviews, please send two copies of the book (one for the Reviewer and other for the library of the journal) to the Managing editor.
 - Donations of books /journals / cash / gift are welcome and will be gratefully acknowledged. All disputes concerning the journal will be settled in the court of Jalgaon, Maharashtra.

प्लॅटिनम या त्रैमासिकात प्रसिद्ध झालेली मते संपादक, सहसंपादक, कार्यकारी संपादक, आणि सल्लागार मंडळ यांना मान्य असतीलच असे नाही. या नियतकालिकात प्रसिद्ध करण्यात आलेल्या लेखातील लेखकांची मते ही त्यांची वैयक्तिक मते आहेत. तसेच शोधनिबंधाची जबाबदारी ज्या-त्या लेखकांवर राहिल.

मेसर्स अथर्व पब्लिकेशन्सच्यावतीने कार्यकारी संपादक श्री.युवराज माळी यांनी प्लॉट नं.१७, देविदास कॉलनी, धुळे-४२४ ००१ (महाराष्ट्र) येथे प्रकाशित केले व अविष्कार ग्राफीक्स, जळगाव येथे मुद्रित केले. मोबाईल : ९४०५२०६२३०. जळगाव (ऑ.) : ०२५७-२२३९६६६.



स्थापना - 1990

संत जगनाडे महाराज शिक्षण मंडळ

पिंपळ चौक, दोंडाईचा, ता. शिंदखेडा, जि. धुळे. 425 408.

संस्थापक :

मा. श्री. बापूसाहेब व्ही. सी. चौधरी

मो. : 9730858006, 9421315777 sjmss.vc1@gmail.com

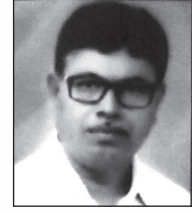
रजि.नं. सोसायटी अॅक्ट | महा.2321 | धुळे दि. 24.7.91

रजि.नं. ट्रस्ट अॅक्ट | एफ | 2693 | दि.19.4.94

12 A - Regd. No. AAABS1484QE20219

80 G - Regd. No. AAABS1484QF20217

संदेश



नमस्कार,

संत जगनाडे महाराज शिक्षण मंडळाचे कला व वाणिज्य महाविद्यालय, खापर, आय.क्यू.ए.सी. व ग्रंथाल विभागद्वारे आयोजित 'नवीन शैक्षणिक धोरण - २०२२० आव्हाने व संधी' या विषयावर आयोजित राष्ट्रीय परिषदेस हार्दिक शुभेच्छा.

'नविन राष्ट्रीय शैक्षणिक धोरण - २०२०' सदरील महत्त्वपूर्ण विषयावर राष्ट्रीय परिषदेचे आयोजन दि. २१/०४/२०२३ रोजी होत आहे. ही अत्यंत आनंदाची बाब आहे. सदरील परिषदेचे संशोधन पत्रिकेस हार्दिक शुभेच्छा.

सदरील परिषदेचे निमंत्रक प्राचार्य डॉ. विजयसिंग आय गिरासे व सह निमंत्रक व डॉ. बी.एस.पाटील आणि संघटन सचिव डॉ. पी.बी.घंटे यांचे हार्दिक अभिनंदन

परिषदेस हार्दिक शुभेच्छा !

आषला

(मा. बापूसाहेब व्ही. सी. चौधरी)

संस्थापक व अध्यक्ष

संत जगनाडे महाराज शिक्षण मंडळ,
दोंडाईचा ता. शिंदखेडा जि. धुळे

कला व वाणिज्य वरिष्ठ महाविद्यालय,
खापर (स्थापना - 1996)
कला व वाणिज्य कनिष्ठ महाविद्यालय,
खापर (स्थापना - 1997)

माध्यमिक विद्यालय, कोराई
(स्थापना - 1997)
उत्कर्ष शिशू कक्ष, दोंडाईचा
(स्थापना - 1991)

Forwarding Message



Dear esteemed attendees,

I am excited to share with you an upcoming one day national conference that will address the challenges and opportunities of India's new education policy in 2020. As we all know, education plays a vital role in the development and growth of any nation, and the implementation of a new education policy presents a tremendous opportunity for stakeholders in the education sector.

This conference provides a great forum for deliberation and discussion of the new policy's ramifications, challenges, and opportunities. We will get the opportunity to learn from experts in the field, engage in relevant debates, and share our views and experiences with one another.

I strongly encourage all of you to attend this one-day national conference and make the most of this opportunity to contribute to the growth of India's education system.

Thank you.

Best regards,

(Prof. Kunwar Singh)
SOSS, IGNOU
New Delhi-110068

NATIONAL CONFERENCE ON NEP-2020- Challenges & Opportunities

Organized by
Arts & Commerce College Khapar, I.Q.A.C. & Department of Library
Sponsored by KBCNMU, Jalgaon
21st April 2023

Principal speech

GOOD MORNING TO ALL DEGNITARIES.

Myself Dr.V.I. Girase, Convener of this Conference.

- Honorable Bapusaheb V.C. Chaudhari , President , Sant Jaganade Maharaj Shikshan Mandal's Doindaicha
- Honorable Shri.Nanasaheb B.C.Chaudhari , Secretary , Sant Jaganade Maharaj Shikshan Mandal's Doindaicha
- Honorable Dr. G.R. Parmar sir , Principal, Government Arts & Commerce College, Netrang , Gujarat
- Honorable Dr. Sagar Dave sir , Principal, Government Arts & Commerce College, Meghraj , Gujarat
- Honorable Dr. Jaswantkumar Rathod sir , IQAC Co-ordinator & Head Department of English, Government Arts & Commerce College, Netrang , Gujarat
- Honorable Dr.V.I.Girase sir , Principal, Arts & Commerce College, Khapar .
- Honorable Ahire Sir, Principal, ERA International School, Khapar
- Honorable Wankhede Sir , Principal, Y.R. School, Khapar .
- All the Organizing Committee Members, distinguished delegates, ladies & gentlemen.

It is a great honor & pleasure for me to welcome all of you.

I would like first of all to convey my warmest regards & best wishes to all of you.

Today, I stand before you to talk about an important topic that concerns every citizen of our great nation - education. As we all know, education is the cornerstone of any society. It is the key to unlocking opportunities and achieving success. It is also the foundation of a strong and vibrant democracy.

Recently, we have introduced a new national education policy - 2020 that seeks to transform the education system in our country. The policy aims to provide equitable and inclusive education to every student, irrespective of their background or location. It also focuses on developing critical thinking, creativity, and innovation among students, which are essential skills for the 21st century.

The new education policy brings with it a plethora of opportunities for our students. It aims to provide students with a holistic education that goes beyond traditional academic subjects. It encourages students to explore their interests and passions and provides them with the necessary resources and support to pursue them. The policy also emphasizes the use of technology in education, which will enable students to learn in a more interactive and engaging manner.

However, we must also acknowledge the challenges that come with implementing such a transformative policy. The first and foremost challenge is the implementation of the policy at the grassroots level. We need to ensure that the policy reaches every student, regardless of their location or socio-economic background. This will require significant investment in infrastructure, training of teachers, and the use of technology.

Another challenge is to ensure that the policy is inclusive and accessible to all. We must ensure that students from marginalized communities, including those with disabilities and those from rural areas, are not left behind. This will require a concerted effort from all stakeholders, including the government, civil society, and the private sector.

As we embark on this journey to transform our education system, we must remember that it is not an easy task. It will require patience, perseverance, and collaboration from all stakeholders. But I am confident that we can achieve our goal of providing equitable and inclusive education to every student in our country.

In conclusion, I urge every citizen of our country to support the new national education policy-2020. Let us work together to create a brighter future for our children, our communities, and our nation.

Thank you.

NATIONAL CONFERENCE ON NEP-2020- Challenges & Opportunities

Organized by
Arts & Commerce College Khapar, I.Q.A.C. & Department of Library
Sponsored by KBCNMU, Jalgaon
21st April 2023

Dr. P. B. Ghante speech

WELCOME ADDRESS

GOOD MORNING TO ALL DEGNITARIES.

Myself Dr. P. B. Ghante, Organizing Secretary of this Conference.

- Honorable Bapusaheb V.C. Chaudhari , President , Sant Jaganade Maharaj Shikshan Mandal's Doindaicha
- Honorable Shri.Nanasaheb B.C.Chaudhari , Secretary , Sant Jaganade Maharaj Shikshan Mandal's Doindaicha
- Honorable Dr. G.R. Parmar sir , Principal, Government Arts & Commerce College, Netrang , Gujarat
- Honorable Dr. Sagar Dave sir , Principal, Government Arts & Commerce College, Meghraj , Gujarat
- Honorable Dr. Jaswantkumar Rathod sir , IQAC Co-ordinator & Head Department of English, Government Arts & Commerce College, Netrang , Gujarat
- Honorable Dr.V.I.Girase sir , Principal, Arts & Commerce College, Khapar .
- Honorable Ahire Sir, Principal, ERA International School, Khapar
- Honorable Wankhede Sir , Principal, Y.R. School, Khapar .
- All the Organizing Committee Members, distinguished delegates, ladies & gentlemen.

It is a great honor & pleasure for me to welcome all of you.

I would like first of all to convey my warmest regards & best wishes to all of you.

About College :

Sant Jaganade Maharaj Shikshan Mandal's Arts & Commerce College, Khapar, is established in Oct. 1996 in tribal area of Akkalkuwa taluka to provide quality based higher education to tribal community. Our College is surrounded by beautiful area of Satpura hills located in Akkalkuwa taluka in Nandurbar district, our college faced first cycle of NAAC in 2017 and received B grade. (2.24 CGPA) , now our college is going to face second cycle of NAAC.

Our highly qualified and energetic, creative teaching staff is the backbone of this institute.

IQAC of the college is playing important role in the development of college. Our IQAC committee members and NAAC committee members playing important role in the development of college though IQAC & NAAC.

Library :

Library is a heart of the organization. Library plays vital role in the development of the students as well as the faculty members. Library is trinity of students, Staff Members & Resources. Library built collection and create tools to support teaching and learning. The Library is centrally located with a total carpet area 792 sq ft. The Library is well ventilated with adequate facilities having 5000 + books including Text books, Reference books on various subjects. The library regularly subscribes printed journals and periodicals.

Objectives of the conference

The main aim of this national conference is to create awareness among faculty members and students about NEP-2020 and its various initiatives and to discuss challenges and opportunities.

1. To discuss the various aspects of the policy.
2. To discuss challenges and opportunities of NEP-2020

Today, I would like to talk about the new National Education Policy (NEP) 2020 that was introduced in India. This policy is a significant milestone for the education system of the country, as it aims to transform and revolutionize the way we approach education.

The NEP 2020 has been developed after extensive consultations with various stakeholders, including educators,

students, parents, and experts in the field of education. The policy aims to address the challenges and opportunities that exist in the current education system and provide a framework for the development of a modern and world-class education system in India.

The policy focuses on several key areas, including early childhood education, foundational literacy and numeracy, curriculum and pedagogy reform, teacher training and development, and technology integration in education. It also emphasizes the importance of a holistic and multidisciplinary approach to learning, promoting critical thinking, and developing life skills.

However, implementing the NEP 2020 is not without its challenges. The policy's success will depend on the effective implementation of its recommendations at all levels of the education system. It will require significant investments in infrastructure, teacher training, and curriculum development. Moreover, it may also face resistance from certain sections of society that are resistant to change.

In conclusion, the new National Education Policy 2020 is a significant step towards transforming the education system in India. It presents both opportunities and challenges that must be addressed for its successful implementation. With a collaborative effort from all stakeholders, we can create a world-class education system that prepares our students for the challenges of the 21st century.

Thank you.

Index

- **New Education Policy 2020 in India : An Analysis of its Impact on Higher Education..... 0**
- Dr. H. L. Rathva
- **National Education Policy-2020 : Opportunities for Teachers..... 0**
- Mr. M. P. Suryawanshi
- **Role of National Education Policy 2020 for Change in Higher Education..... 0**
- Dr. Rashmikant A. Patel
- **Impact of New Education Policy 2020 on Higher Education 0**
- Dr. Bhanuben Balvantsinh Kharachiya
- **New Education Policy 2020 in India : Challenges and Opportunities..... 0**
- Dr. Hetalben B. Joshi
- **National Education Policy 2020 : Opportunities and Challenges to Libraries
and Library Professionals..... 0**
- Mr. Harshal Bhimsen Pawar
- Dr. Pradipkumar Baburao Ghante
- **Probable Changes in National Education Policy-2020 In India. 0**
- Dr. Magare S.R., Principal
- **New National Education Policy 2020 Impact on Higher Education 0**
- Dr. Raghunath Dhanalal Chaudhari
- Mr. Yadnyesh Indralal Chaudhari
- **National Education Policy 2020 and Academic Libraries..... 0**
- Mr. Mahesh Kamble
- Dr. Pradipkumar Ghante
- **National Education Policy-2020 and Libraries..... 0**
- Dr. P.B. Ghante
- Dr. Vijaysing I. Girase
- Smt. Minakshi Rajaram Chakre
- **User Needs and Information Seeking Behaviour of Students of Arts, Commerce &
Science College's Smt, Dhimbai Surupsing Naik, Knowledge Resource Centre, Navapur
: A Case Study 0**
- Mr. Rahul K. Tupe
- Dr. Mukhyadal B. G.
- **New National Education Policy-2020 Challenges and Opportunities in Higher Education..... 0**
- Mr. P. C. Kumbhar
- Dr. P. B. Ghante
- **भारत की नई राष्ट्रीय-शिक्षा नीति-२०२० का सैद्धांतिक स्वरूप 0**
- प्रा. नटवर संपत तडवी



New Education Policy 2020 in India : An Analysis of its Impact on Higher Education

- Dr. H. L. Rathva

Assistant Professor

Department of Education, Sardar Patel University,
Vallabh Vidyanaga, Gujarat, India

Abstract :

The National Education Policy 2020 (NEP) in India has far-reaching implications for the higher education sector. The policy aims to transform the higher education system in India and make it globally competitive. The policy recommends a multidisciplinary approach to higher education, greater focus on research and innovation, introduction of a four-year undergraduate program, and internationalization of higher education. The implementation of the NEP 2020 in the higher education sector in India poses challenges such as funding, faculty development, autonomy and accountability, and internationalization. The successful implementation of the policy requires addressing these challenges and leveraging the opportunities presented by the policy to create a culture of innovation and excellence in the higher education sector in India.

Keywords : National Education Policy 2020, India, higher education, multidisciplinary education, research and innovation, four-year undergraduate program, internationalization, funding, faculty development, autonomy and accountability.

Introduction:

The National Education Policy 2020 (NEP) has far-reaching implications for the higher education sector in India. The policy aims to transform the higher education system in India and make it globally competitive. The NEP 2020 has been designed to create a holistic and multidisciplinary education system that can prepare students for the challenges of the 21st century.

Impact on Higher Education:

The NEP 2020 has a significant impact on the higher education sector in India. Some of the key implications of the policy are:

Increase in Gross Enrollment Ratio (GER):

The NEP 2020 aims to increase the GER in higher education to 50% by 2035. This can help in increasing the number of students enrolled in higher education and improve access to education.

Multidisciplinary Education :

The policy recommends the adoption of a multidisciplinary approach to higher education. This can help in promoting inter-disciplinary research and innovation and create a more holistic learning experience.

Introduction of Four-Year Undergraduate Program :

The NEP 2020 recommends the introduction of a four-year undergraduate program with multiple exit options. This can help in promoting a flexible and learner-centric education system.

Research and Innovation :

The policy aims to increase the focus on research and innovation in higher education. This can help in creating a culture of innovation and entrepreneurship in the higher education sector.

Internationalization :

The NEP 2020 aims to promote internationalization of higher education by allowing foreign universities to set up campuses in India. This can help in improving the quality of education and creating global linkages.

Challenges :

The implementation of the NEP 2020 in the higher education sector in India poses a number of challenges. These include:

Funding :

The NEP 2020 requires significant investment in higher education. However, it is not clear how the government plans to fund these initiatives.

Faculty Development :

The policy recommends continuous professional development for faculty. However, this is not feasible unless the quality of teachers is improved.

Autonomy and Accountability :

The policy recommends greater autonomy for higher education institutions. However, this needs to be balanced with greater accountability to ensure quality.

Internationalization :

The policy recommends allowing foreign universities to set up campuses in India. However, this needs to be

carefully regulated to ensure that the interests of Indian higher education institutions are protected.

Conclusion:

The NEP 2020 has the potential to transform the higher education system in India and make it globally competitive. However, the successful implementation of the policy requires addressing the challenges and leveraging the opportunities presented by the policy. The higher education sector in India needs to adapt to the changing needs of the 21st century and create a culture of innovation and excellence to compete with the best in the world.

Reference

- National Education Policy 2020, Ministry of Human Resource Development, Government of India





National Education Policy-2020 : Opportunities for Teachers

- Mr. M. P. Suryawanshi

Asst. Prof. Sant Jaganade Maharaj Shikhan Mandal's
Arts and Commerce College, Khapar, Dist. Nandurbar (MS)

Introduction :

According to the article of 'The Edupress' 2022, the National Education Policy 2020 is an ambitious re-ambition of India's Education system into a modern and equitable as well as progressive one. This article furthers aims in the successful execution of policy which further will call dramatic simplification of decision making structure. The educational spirit expressed in this statement is not only limited to the National Education Policy but intends to look at this educational policy as a way to deliver quality education to entire Indian society and the grassroots individual through it. While looking at the National Education Policy 2020 from the teacher's point of view, an important statement of Michael comes to mind is, 'it is the teacher that makes the difference, not the classroom' After the formation of the Indian Constitution it was said in the situation that, 'the effectiveness of the Indian Constitution will depend on its implementation.' Similarly, the effectiveness of the national Education Policy 2020 depends on its implementation and none other than the teacher can do the job of successfully completing the implementation. Therefore, the National Education Policy 2020 says with respect to the teachers, 'Teachers must be at the center of fundamental reforms in the education system.' Apart from this, 'NEP should help teachers at all levels to be recognized as highly respected and essential members of the society as they truly shape the future generation.' (Mr. Shashikant Shinde 2022)

Chapter 5.1 of NEP 2020 (Part I) reflects ideological and philosophical aspects of teachers and his role in the society. Though this section of teacher is related to school education, ideas suggested in this section are not far for all teachers who deliver their knowledge and implement professional skills in building students' character as well as the entire nation. The high respect for the teachers and the high status for the teaching profession must be restored so as to inspire the best to enter the teaching profession. Therefore; National Education Policy 2020 offers opportunities to teachers.

Objectives and Methodology:

The aim of this research paper is to inculcate such opportunities that have been foresighted in National Education Policy 2020 so that teachers not only can think about the quality of education but also the quality of teacher profession and empowerment of themselves. Therefore, following objectives have been considered in this research paper.

1. To understand the role of teachers in NEP 2020
2. To understand the concept of Continuous Professional Development
3. To understand the opportunities in NEP 2020.

In order to achieve the above cited objectives, descriptive analysis method has been implemented and for this secondary data like published articles, interviews on television, research papers, and suggestions of expressed have been registered. It has three parts first of which deals with the role of teacher in NEP 2020, the second part deals with Continuous Profession Development the third part offers opportunities for teacher in NEP 2020, and the fourth part deals with Conclusion and recommendations.

Role of Teachers in NEP 2020 :

With the various dramatic scientific and technological advances, the world is changing rapidly in the landscape of knowledge and information. It includes different mechanisms like data science, artificial intelligence, coping with advanced learning system in order to cope with the changing landscape knowledge, machine learning, and computer science. This also has brought multidisciplinary abilities across the science, social science, and humanities also. Hence for there will be a sizable shift of generating information and knowledge as well in delivering it by adopting modern teaching devices. It is because the growing critical changing that students not only learn, but more importantly learn how learn. Therefore, the role of teacher is not only to teach students but to teach how to learn and to cope with the modern era. They have to play role of creating the tendency to identify in the students with the changes taking place on this globe. As this education policy lays particular emphasis on the development of the

creative potential of each individual, the role of a teacher is not only to build cognitive capacities of students but also the 'foundational capacities' of literacy and numeracy and 'higher order' cognitive capacities, like critical thinking, reviewing ideas, sharing and expressing the data science knowledge, problem solving as well as social, emotional, ethical capacities and dispositions.

In their research paper Kumar, Akhilesh. et al. (2022) have stated that the role of teacher with reference to NEP 2020 is to understand the needs of special students as NEP 2020 finds no place for teaching subjects or learning subjects only. It also expects teacher to fill the generation gap as blended learning is one of the essential part of multi-disciplinary colleges and university. While performing his/her role, a teacher has to create a sustainable environment and working policies as well as efficiencies during the entire service. It is true that NEP 2020 is bound to recruitment policies of teachers at different levels of learning and teaching, teachers while performing his role has to determine the narrative approaches towards his/her profession in forming nation and learners. On the other hand Dr. Dar and Prof. Jan (2023) stated that 'the quality of education depends on the quality of a teacher. Having reference to the teacher educator in NEP 2020, they further mentioned the changed role of teacher education program by stating professional commitment and internal motivation are the considerable roles that teacher educators need attain. Teachers need give priorities to multidisciplinary thinking while performing their roles in educational institutes. The NEP 2020 demands teachers having technology literacy hence, teachers role is develop technological abilities, need to mastery over AI-based learning tools as learners are well acquainted with them. Teacher's role is to make learning interactive, encouraging and sharing learnt knowledge among. That is what NEP 2020 calls 'how to think' 21st century skills.' (Dad and Jan 2023, 148)

Continuous Professional Development :

It is with reference to the Para 5.15 of Part One of NEP 2020 that NEP is bound offer continuous opportunities for teachers to have their self-up-gradation and to cope with the advanced innovations in order to advance their profession. Teachers are expected to be a part of workshops with different modes and functioning in finding their professional development. NEP will offer online platforms for teachers to tune with and by that they have to develop their professional skills. NEP 2020 according to para. 5.15 intend teachers to spend at least 50 hours in a year for continuous professional development programs. Having reference to this Shiba Singh and Pragya Gupta (2021) in their research article have stated that it is continuous professional development that comes to help the teacher

where he finds complexity in diversify issues like gender biased group, marginalized community, child marriage and dropout etc. It is CPD that inculcates confidence, belief, attitude and motivation among the teachers while dealing with such issues. Therefore, the teachers of NEP 2020 should always be in enthusiastic nature for attaining CPD program. WishwaroopArya (2022) in this regard pursued some roles with reference to Continuous Professional Development of teachers. According to her, CPD enables teachers to identify one's weak and strong abilities, effective students engagement, fostering self-directing learning, deeper learning capacity, creative thinking and self-care. Dr. Mulchand (2022) mentioned that CPD is not a new approach for we Indians as it has been in practice since our traditions, but what we miss in between was the lack of enforcement and implementation. NEP 2020 is a recycle to enable teachers to understand their capacities and abilities and should always be ready for receiving and gaining new. Smarica Pant (2023) stated that 'unlike the previous century's focus on passing down information, today teachers and faculties are mentors, caregivers, problem solvers, facilitators, and technoseviers who adapt the changing world and the need of their students. Therefore, CPD and making environment of working are the essential elements for teachers in NEP 2020.' (Smarica Pant, India Today, March 2023).

Opportunities for Teachers in NEP 2020 :

In Chapter 9 of NEP 2020 where NEP aims in looking through the quality in university and college education, also finds democratic just and social consciousness among the learns and for the learners. Therefore, in view of the stated aim, NEP has brought opportunity for faculties to offer five democratic elements like equality, liberty, fraternity, justice and humanity.

Clause 9.1.1 offers an opportunity to the teachers to develop not only well-rounded individual but also to develop creative individual. The specialized area of his/her choice will also offer an opportunity for teachers to build constitutional values, intellectual curiosity, scientific temper and social services.

There is an opportunity for teachers to develop holistic individual as NEP offers identified set of skills and values at each level of learning from pre-primary to higher education. What it havocs is the inner voice of teacher to inculcate each individual as an individual to develop moral character.

NEP 2020 also offers career advancement opportunities for faculty through operationalization of career progression mechanism, professional development opportunities and improved incentivisation structure.

Minimum career gap and continuous learning opportunities for trainers through the use of technology

platforms like SWAYAM and DIKSHA, system-wide mentoring with senior faculty to ensure continuous opportunities while pursuing their careers. It also brings opportunities for teachers and faculties to put rationalization of teaching duties and greater autonomy to faculty to design curriculum and pedagogical approaches that will lead to improve teaching outcomes. (Gaurav Verma 2022, theedupress.com)

Another opportunity for teachers as mentioned in NEP is to contribute their best in bringing all those students who are not in the stream of education. It offers an opportunity for teachers to utilize their skill in putting them back to school. After all the students are in the stream of education, the role of teachers will be important to achieve the development of the nation through it.

Rashmi Chari, the educationalist, in her view states that NEP 2020 is a great opportunity to teachers to cope with their quality, competency, and character. Therefore, she states this opportunity as empowering teachers. Recognizing the power of teachers, NEP 2020 has brought opportunities for teachers to reform the teaching emerges and also to attract talented young minds in the teaching professions.

Apurva Tripathi, Director of Education and Research, states that NEP 2020 is for teachers and is a way to empower teachers. According to her NEP 2020 brings different opportunities for teachers as it talks about creating performance standards for teachers as well their role, strategies, and competences. It also offers an opportunity for teachers to cope with teacher career management. Guarantees of recruitment and development of career every year are another opportunities for teachers to serve the nation and for the students.

Conclusion :

NEP 2020 is truly pathbreaking document in every sense. The policy not only aims in changing the structure or reforming structure of education patters from 10+2+3 to 5+3+3+4 but also addresses the social needs as well as

pedagogical reforms from conventional classes to virtual classes. It also meets the needs 21st century and demands of India especially, young Indians. If demographic dividends are put aside and opportunities to capitalize system knowledge economy and changing natures are addressed, NEP 2020 is certainly an opportunity for nation itself. The National Education Policy 2020 will truly be a boon for Indians if the role, professional development and opportunities offered to teachers are properly harnessed. The success of NEP 2020 largely hinges on teachers and cooperative working system in building their own profession and developing individuals. And for this, teachers are supposed to use all the good thing they have and keep in mind the idea of developing the nation by bringing about a good change in the students.

References:

1. Verma, G. (2022). National Education Policy-2020: Opportunities n Way Forward. The Edupress, May, 2022, www.theedupress.com.
2. Shinde, S. (2022). Role of Teachers in National Education Policy 2020 Implementation. <https://www.youtube.com/watch?v=hfe7T2981UI>. Retrieved on 15/2023.
3. Kumar, A., Chauhan, J., Yadav, H. and Kumar, R. (2022). Teacher's Role: In the Reference to NEP 2020. Journal of Technologies and Innovative Research, Vol.9, Issue, 9, Sep. 2000, 824-829.
4. Dad, R. and Jan, T. (2023). Changing Role of Teacher Educators in View of NEP 2020. Journal of Xi an University of Architecture and Technology, Vol. XV, No. 1, 2023, 144-156.
5. Singh, S. and Gupta, P. (2021). Continuous Professional Development for Teachers in India: Prospects and Challenges in Reference to NEP 2020. Current Journal, Vol. VIII, No. 22, Sep., 2021, 35-40.
6. Vishwaroop, A. (2022). Continuous Professional Development for Teachers. Teachmint, September 2022, www.blog-teachmint.com/C-P-D/ Retrieved on 15/4/2023.
7. Chari, R. (2020). NEP 2020: Empowering the Teacher. The Times of India, Aug. 30, 2020. www.timesofindia.indiatimes.com.





Role of National Education Policy 2020 for Change' in Higher Education

- Dr. Rashmikant A. Patel

Assistant Professor,
Shri M.N. shukla college of Education, Ahemdabad.

Introduction

The National Education Policy (NEP) 2020 aims to transform education, keeping the learner at the centre. The NEP builds on recommendations from the Education Commission (1964-66) and Justice J. S. Verma Commission (2012) as well as the previous version of the policy - National Policy on Education 1986, modified in 1992 (NPE 1986/92), Right of Children to Free and Compulsory Education Act, 2009 and education. Rights of Persons with Disabilities (RPWD) Act, 2016. The NEP 2020 is a huge stride in the right direction-it focusses on the holistic development of students by ensuring access, relevance, equity, quality and strong foundational learning.

The new policy has numerous takeaways for education sector stakeholders. This report, which is KPMG in India's point of view, analyses the impact of the NEP and puts forth various opportunity areas emerging from the new policy. Significantly, the policy lays emphasis on four key areas of reforms viz. curricular changes to build strong foundational skills, improving quality of learning across all levels of education, shift in the ways of assessment and, finally, need for systemic transformation.

The NEP envisages creating synergies in the curriculum across Early Childhood Care and Education (ECCE) to school and the higher education segments. The NEP stresses on creating a national curricular and pedagogical framework, which is competency-based, inclusive, innovative and focuses on comprehensive development of children. School curriculum is expected to imbibe the human value system and provide greater flexibility and expose students to acquire future skills in the areas of computation coding, design thinking, digital literacy, ethical and moral reasoning etc. The NEP promotes building of strong foundational skills right from early childhood. Also, there is a new way of envisioning vocational education in the policy by integrating it across secondary and higher education and developing a credit framework to offer vertical and horizontal mobility between vocational and higher One of the stronger themes across the entire policy document is around quality

improvement in the learning outcomes.

Higher Education

The NEP 2020 has outlined an ambitious task of nearly doubling the GER in higher education from 26.3 per cent (2018) to 50 per cent by 2035 while improving quality of Higher Education Institutions (HEI) and positioning India as a global education hub. The focus is on providing a flexible curriculum through an interdisciplinary approach, creating multiple exit points in what would be a four-year undergraduate programme, catalysing research, improving faculty support and encouraging internationalization. One of the paradigmatic shifts will be the setting up of the Higher Education Commission of India (HECI) for the entire higher education segment. The HECI will act as a single regulator and several functions, including accreditation, funding and academic standard setting, will be carried out by independent verticals. These entities will eventually replace other regulatory bodies like the University Grants Commission (UGC) or the All India Council for Technical Education (AICTE).¹ Quality universities and colleges through large-scale consolidation

Institutional restructuring and consolidation :

This move will have a significant impact on the volume of HEIs in the country, by reducing them to nearly one-third. This will create a less fragmented higher education system in the country. However, it is worth noting that the average enrolment per college in India currently stands at 693, while the policy aims to create large HEIs with 3000 plus enrolments. Furthermore, despite the long-held view that autonomy helps promote excellence, India only has 747 autonomous colleges, out of its nearly 39,000 colleges

Focus on multidisciplinary education :

the Indian higher education system is characterized by single disciplinary islands of excellence such as the IITs, IIMs and AIIMS. This move will result in the system heading towards creation of large multidisciplinary universities called Multidisciplinary Education and Research Universities (MERUs), like those in the U.S. and the U.K., with increased focus on the large number of

specialized colleges to adopt multidisciplinary education. The creation of MERUS, especially in aspiration districts, will provide access to quality education in diverse fields across all segments of society. 77

Higher education system that is accessible and inclusive

Enhanced equity and inclusion:

Currently, SEDGs have poor GER' (SCs: 22 per cent, STS: 15.9 per cent) and of all enrolled students, less than 10 per cent have access to financial support. The establishment of Special Education Zones in areas of high SEDG population and a greater role of private HEIs in ensuring equity through scholarships and remedial intervention is likely to enhance GER and graduation outcomes among this segment.

Improving access and equity through Open Distance Learning and online programmes: around 40 lakh learners or 11' per cent of the total higher education enrolments in India are through ODL. This is likely to see a significant increase in the coming few years to help double India's GER

Quality and well-incentivized faculty at the core of higher education transformation

Addressing faculty shortage and quality: to optimise teaching loads of faculty, with the current faculty-student

ratio (FSR) of 1:29 and taking 1:20 as a healthy ratio, a minimum of five lakh faculty members would need to be hired into the system even at current GER levels. In addition to addressing faculty shortage, the quality of the faculty also needs to be addressed. The quality-related improvements suggested to the talent management system are also likely to impact faculty motivation levels and, in turn, graduation outcomes of students.

Catalyzing research : the National Research Foundation (NRF) proposed by the NEP is likely to create a dedicated focus towards quality research, including widening the research funding by making it competitive, improving efficiency of funding processes and having a more targeted approach to more funding research initiatives

References:-

1. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
2. Singh, S. and Gupta, P. (2021). Continuous Professional Development for Teachers in India: Prospects and Challenges in Reference to NEP 2020. Current Journal, Vol. VIII, No. 22, Sep., 2021, 35-40.
3. Verma, G. (2022). National Education Policy-2020: Opportunities n Way Forward. The Edupress, May, 2022





Impact of New Education Policy 2020 on Higher Education

- Dr. Bhanuben Balvantsinh Kharachiya

Assistant Professor

Jay Jalaram Talimi Snatak Mahavidhyalay, Thava

Abstract

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system.

Keywords : New Education Policy, Higher Education, Covid-19

I. INTRODUCTION

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

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. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous

changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible. In January 2015, a committee under former Cabinet Secretary T. S.

R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is:

"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."

Quality higher education must aim to develop individuals who are excellent, thoughtful, well-rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-

reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035.

Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

Objectives of the study

The primary objective of this research is to study the impact of New Education Policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system.

Research methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

II. SALIENT FEATURES OF NEP RELATED TO HIGHER EDUCATION

The new NEP has been introduced with an aim to formalize changes in the system from school level to college/university level. Keeping in mind the developing scenario, education content henceforth, will focus on key-concepts, ideas, applications and problem-solving angles. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative by the government. This will help the students experience the global quality of education in their very own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus, students will be equipped with stronger knowledge base.

The introduction of single common entrance test

is another positive step which will reduce the stress of multiple competitive exams and ease off the pressure of preparing for so many of them. It will also ensure a level playing ground for all student applicants going forward. Establishing Academic Bank of Credit (ABC) is definitely a robust idea to store the academic credits that students earn by taking courses from various recognized higher education institutions. A student can earn scores by completing a course and these will be credited to the ABC account. One can then transfer these credits if he/she decides to switch colleges. If a student ever drops out for some reasons, these credits will remain intact which means he/she can come back years later and pick up from where the student had left.

The new higher education regulatory structure will ensure that distinct administrative, accreditation, financing, and academic standard-setting roles are performed by separate, autonomous, and empowered bodies. These four structures will be established as four independent verticals within a single umbrella institution, India's Higher Education Commission (HECI). There are a lot of reforms and new developments which have been introduced by NEP in the higher education sector. Some of the salient features are:

Single regulatory body for higher education:

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

Multiple entry and exit programme:

There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.

Tech- based option for adult learning through apps, TV channels:

Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.

E-courses to be available in regional languages:

Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.

Foreign universities to set-up campuses in India:

World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India." Common entrance

exam for all colleges:

The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.

A Higher Education Council of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrollment ratio. The HECI will have 4 verticals:

- a) National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.
- b) National Accreditation Council (NAC), a "meta-accrediting body".
- c) Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.
- d) General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).

III. DETAILED ANALYSIS OF IMPACT OF NEP ON HIGHER EDUCATION

Regulatory System of Higher Education :

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always

a requirement and this has been a vision of numerous educationists. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

Graded Accreditation and Graded Autonomy :

The concept of "empowerment and autonomy to innovate" is one of the key features in NEP 2020 which supports a "phasing out" strategy from Affiliated Colleges to Autonomous Institutions. The increased flexibility offered to autonomous institutions also gives hope in curriculum enrichment. It also says that with appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. The announcement of setting up Multidisciplinary Education and Research Universities (MERUs) in the country gives more hope. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students.

Another important change the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in Higher Education Institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions. It also surely helps the students to easily transfer their degrees and credits to universities abroad.

Internationalisation at home :

NEP 2020 also allows foreign universities and colleges to come to India and this brings out a challenge for the native institutions to improve the quality of education provided by them. The Indian higher education sector is buzzing all around as the opportunity of paving the way for foreign universities to set up campuses in the country. India has one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges. But GER (Gross Enrolment Ratio) of India in higher education is 26.3%, which is significantly low when compared to other BRICS countries like Brazil (50%) or China (51%), and very much lower when compared with European and North American nations

which would be more than 80%. India must achieve a significant growth in the area of global higher education for obtaining a sustainable economic growth, which should not be driven by natural resources, but by knowledge resources. As per the reports, India will need another more than 1,500 new higher education institutions by 2030 to accommodate a huge inflow of students, that's why the Indian government wants to promote FDIs (Foreign Direct Investment) and open up the ECB (External Commercial Borrowing) route to strengthen the capital investment for the education sector.

The ministry is also trying to boost India's image as an education center because already more than 7 Lakhs of Indian students are studying abroad. So, the intention of this policy is that, allowing foreign universities will enable world-class education available locally at a significantly lower cost without travelling and will considerably reduce the human capital migrating to other countries for study and job prospects. According to the different global surveys, cross-border education is beneficial for the economy and brings a wider level of global awareness, culturally perceptive, and competitiveness. Foreign collaborations enable local institutes to design their curriculum in alignment with international pedagogy and offer a diverse portfolio of subjects and specialization to students.

More Holistic and Multidisciplinary Education :

The NEP 2020 claims that, a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030.

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative 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. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human

values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education.

As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

The structure and lengths of degree programmes :

In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this period. Any educational institution will have to give to the student a diploma degree after the student completes two years of study, a degree after the student completes three years of study and a certificate to those students who complete one year of study in any professional or vocational course of their choice. The Government of India will also help in establishing an Academic Bank of Credit for storing the academic scores digitally. This will enable the institutions to count the credit at the end and put it in the degree of the student. This will be helpful for those individuals who might have to leave the course mid-way. They can start the course later on from where they left off and not start from the beginning once again. Even though NEP 2020 says that Higher education institutions will be given the freedom to start PG courses there may be some difficulty in designing One Year PG Degree for students who have completed 4 Year UG Degree and a Two Year PG Degree for students who have completed 3 Year UG Degree.

IV.CONCLUSION

The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be

an even more vital requisite now, with the trend towards digitalisation and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset.

The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound

implementation is what will make it truly path-breaking.

REFERENCES

- Aithal, P. S.; Aithal, Shubhrajyotsna (2019). "Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges". *International Journal of Applied Engineering and Management Letters*. 3 (2): 1–35. SSRN 3417517
- Nandini, ed. (29 July 2020). "New Education Policy 2020 Highlights: School and higher education to see major changes". *Hindustan Times*.
- Jebaraj, Priscilla (2 August 2020). "The Hindu Explains | What has the National Education Policy 2020 proposed?". *The Hindu*. ISSN 0971-751X
- Chopra, Ritika (2 August 2020). "Explained: Reading the new National Education Policy 2020". *The Indian Express*.
- Rohatgi, Anubha, ed. (7 August 2020). "Highlights | NEP will play role in reducing gap between research and education in India: PM Modi". *Hindustan Times*.
- Krishna, Atul (29 July 2020). "NEP 2020 Highlights: School And Higher Education". *NDTV*.
- Naidu, M. Venkaiah (8 August 2020). "The New Education Policy 2020 is set to be a landmark in India's history of education". *Times of India Blog*.
- https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf
- <https://www.orfonline.org/expert-speak/national-education-policy-2020-policy-times/>
- <https://www>





New Education Policy 2020 in India : Challenges and Opportunities

- Dr. Hetalben B. Joshi,

Assistant Professor,

Shree M.N.Shukla Education College , Thaltej,Ahmedabad

Abstract:

The National Education Policy 2020 (NEP) in India aims to transform the education system to meet the challenges of the 21st century. The policy presents both challenges and opportunities for the Indian education system. Funding, quality of teachers, implementation, and language barrier are some of the challenges that need to be addressed. On the other hand, digitalization, multidisciplinary education, flexibility, and empowering local communities are some of the opportunities that can be leveraged to improve the Indian education system. The successful implementation of the NEP 2020 can help in creating a world-class education system in India that can equip students to face the challenges of the 21st century.

Keywords: National Education Policy 2020, India, challenges, opportunities, funding, quality of teachers, implementation, language barrier, digitalization, multidisciplinary education, flexibility, empowering local communities.

Introduction:

The National Education Policy 2020 (NEP) is a comprehensive document that sets out the vision and direction for the future of education in India. The policy has been designed to transform the Indian education system to meet the challenges of the 21st century. The NEP 2020 is the first education policy in India to be updated in over three decades. The policy aims to bring about significant changes in the Indian education system and create an enabling environment for all students to excel.

Challenges :

The implementation of the NEP 2020 poses a number of challenges that need to be addressed. These include:

Funding :

The NEP 2020 envisages a significant increase in public investment in education. However, it is not clear how the government plans to fund these initiatives.

Quality of Teachers :

The policy recommends that teachers undergo

continuous professional development. However, this is not feasible unless the quality of teachers is improved.

Implementation :

The success of the NEP 2020 depends on its implementation. The implementation process needs to be transparent and inclusive.

Language Barrier :

One of the key challenges of implementing the NEP 2020 is the language barrier. The policy recommends the use of mother tongue or local language as the medium of instruction. However, this may not be feasible in many parts of the country.

Opportunities :

The NEP 2020 also presents a number of opportunities that can be leveraged to improve the Indian education system. These include:

Digitalization:

The NEP 2020 recognizes the importance of technology in education. The policy recommends the creation of a digital infrastructure to support learning and teaching.

Multidisciplinary Education:

The NEP 2020 emphasizes the need for a multidisciplinary approach to education. This presents an opportunity to integrate different fields of knowledge and create a holistic learning experience.

Flexibility:

The policy recommends a flexible curriculum that allows students to choose subjects based on their interests and aptitude. This can help in promoting a learner-centric education system.

Empowering Local Communities:

The NEP 2020 recognizes the importance of local communities in education. The policy recommends the involvement of local communities in decision-making and implementation.

Conclusion:

The NEP 2020 presents both challenges and opportunities for the Indian education system. While the

challenges need to be addressed, the opportunities need to be leveraged to transform the education system. The successful implementation of the NEP 2020 can help in creating a world-class education system in India that can equip students to face the challenges of the 21st century.

References:

1. National Education Policy 2020, Ministry of Human Resource Development, Government of India
2. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf





National Education Policy 2020 : Opportunities and Challenges to Libraries and Library Professionals

- Mr. Harshal Bhimsen Pawar

Librarian, Prof. Sambhajirao Kadam College, Deur Tal. Koregaon, Dist. Satara: 415524, Maharashtra (India)

- Dr. Pradipkumar Baburao Ghante

Librarian, Arts & Commerce College, Khapar Tal. Akkalkuwa, Dist. Nandurbar: 425419, Maharashtra (India)

Abstract

The paper discusses the key features of India's new 'National Education Policy (NEP) 2020' with brief review of previous national education policies framed for education system in India as well as their historical development. The main purpose of this paper to identify the opportunities created to the libraries and library professionals as well as to highlight the challenges occurred due to the emergence of NEP 2020. The role of library professionals in terms of successful implementation of NEP 2020 is also discussed.

Keywords : National Education Policy, NEP 2020, Libraries, Library Professionals, Opportunities, Challenges

1. Introduction

The 'National Education Policy (NEP) 2020' is an important step towards transforming education in India and ensuring that it meets the needs of the 21st century. It has been designed to improve the quality of education and create a more inclusive and equitable society. It is a comprehensive framework designed for the future of education in the country. It focuses on the different aspects like overall development of students, universalization of education, applications of technology, flexible and multidisciplinary curriculum, vocational education, teachers training and research and innovations etc. for developing the education system in India.

Library is known as an integral part of any educational institution. In order to strengthen the overall education system, every education policy needs to include what is appropriate for libraries and library professionals. It is necessary to review that what provisions has been made available to libraries and library professionals in new 'NEP 2020' and also what role libraries and library professionals should play in successful implementation of new 'NEP 2020'.

2. Related Studies

Several studies have been conducted by the educational experts with different approaches on India's new 'National Education Policy (NEP) 2020'. Similarly, there are number of studies undertaken on NEP 2020 by

the experts in LIS field also. They explored the different dimensions of NEP 2020 that can be impacted on the libraries or library professionals directly and indirectly. To get general picture about the previous research work done regarding NEP 2020, the related studies are reviewed under following two categories:

- a) The Studies on NEP 2020 in General
- b) The Studies on NEP 2020 with Special Reference to Libraries and Library Professionals

The Studies on NEP 2020 in General

Bhattacharya (2023), in book chapter, identified the positive aspects of the NEP 2020 as well as threw the light on the challenges created before Indian education system in implementation of the policy. The main purpose of the study is to address the strengths, issues and challenges of new education policy with discussion of historical development of NEP 2020.

Dubey et al. (2023), in their study, addressed the impact of NEP 2020 on the legal education in India. The study examined the different proposals in the policy in terms of legal education and its integration with other disciplines.

Kumar et al. (2023) mentioned in their paper how the NEP 2020 can help transform the future generation of India. They added that new education policy has provided quality framework for each level of education i.e. primary to higher, vocational and technical with IT based e-learning.

LibCognizance (2022)- a library blog, reviewed the different aspects related to the libraries mentioned in new education policy 2020 that is to ensure the availability and accessibility of library resources without technological, geographical and language barriers.

Naik and Cholin (2022), in their study, examined the outcomes quality of existing LIS education in line with NEP 2020 with reference to the state universities in Karnataka.

Somdyuti and Mete (2022) commented on the future impact on teacher education in context of school education

and higher education in India. The paper discussed the planning and implementation of educational programme proposed in NEP 2020 for the teachers.

Alam (2021) reviewed the NEP 2020 in line with the inclusion of information and communication technology in India's education system. He identified the needs and significance of ICT in education system in India.

Prajapati et al. (2021) explained the salient features of 'School Education' in NEP 2020 and critically analyzed the proposed pattern of education in their study.

Aithal and Aithal (2020), in their study, reviewed various educational policies announced related to higher education in India, including the NEP 2020, and highlighted their merits and demerits. Apart from this, the researchers made some suggestions in this regard in order to achieve the desired objectives during the actual implementation of the policy.

Panditrao and Panditrao (2020) explained the salient features of NEP 2020 in terms of provisions made in the policy for students, parents and teachers. The study focused on issues related to NEP and measures to implement the policy in the higher education system.

The Studies on NEP 2020 with Special Reference to Libraries and Library Professionals

More (2023) reviewed the national education policies prepared from 1948 to 2020 in his analytical study and also explained that how new 'National Educational Policy' promoted the library movement in India.

Rath et al. (2023), in their book, commented on the changes proposed in NEP 2020 regarding library and information science education, LIS research, virtual learning resources, global access to knowledge resources, development plan for libraries etc.

Asif and Singh (2022), highlighted the key features of NEP 2020 in context of libraries and explained the vital role of libraries in education system in India. The main objective of this study is to make awareness about NEP 2020.

Bapte (2022), identified the responsible role of library and information centres in new education policy 2020 by developing collection, learning resources, reading culture, research support services as well as preservation of national heritage resources.

Bharti and Chand (2022) addressed in their study that NEP 2020 focuses on developing the infrastructure and services of the libraries through application of information and communication technology (ICT) for facilitating the readers/ common citizens.

Jha and Kampa (2022), in their research, addressed the main goals of NEP 2020 and explained the importance of mobile learning (M-learning) and use of open educational resources (OERs) in achieving these goals.

Gautam and Parashar (2021); Trivedi (2021) commented on the role of librarian and other library professionals in NEP 2020. They addressed the importance of libraries in context of new education policy. Researcher concluded that library professionals could play precious role in preparation, development and maintenance of e-Content, digital repositories and developing other digital platforms and they should perform as 'Multitaskers' and ready to change their role to cope up with user needs.

Narnaware (2021) attempted to find out the impact of 'New Education Policy 2020' on libraries, especially academic libraries in India. The study emphasized on development of the library collection i.e. digital, multilingual, inquiry-based, local/ regional literature, global resources etc. as recommended in NEP 2020.

Bhojwani (2020), in his blog post, addressed the impact of NEP 2020 on 'Teacher Librarians' in India. He stated that NEP 2020 has brought opportunity for working librarians to transform their role from 'Book-Keeper' to 'Teacher Librarian' by acquiring new skills.

Shukla and Bajpai (2020) analyzed the three education policies including NEP 2020 with special reference to libraries. The study threw the light on positive aspects as well as loop holes of NEP 2020. The study proposed to guide library professionals for performing more vibrantly through new education policy.

3. About National Education Policy (NEP) 2020

The National Education Policy (NEP) 2020 is a comprehensive framework designed for the development of education system in India. It was approved by the Union Cabinet in July 29, 2020 and replaces the previous education policy which was implemented in 1986. The policy aims to transform the Indian education system and make it more inclusive, advanced and flexible. It covers a wide range of areas, including early childhood care and education, school education, higher education, vocational education, and teacher education in India. The policy proposes a new mechanism that focusses on new educational system that based on India's traditions and value systems.

Historical Development of National Education Policies and NEP 2020

The historical development of the National Education Policies and NEP 2020 can be briefed as follows:

- a) **National Policy on Education 1968:** The first National Policy on Education was introduced in 1968, which aimed to promote national integration, secularism, and social and economic equality. It emphasized on the need for a common education system and the promotion of science and technology.
- b) **National Policy on Education 1986:** The

second National Policy on Education was introduced in 1986, which aimed to promote the democratization of education and make it more relevant to the needs of society. It emphasized on the need for a child-centered approach to education and the promotion of vocational education.

- c) **Programme of Action 1992 :** In 1992, a 'Programme of Action' was introduced to implement the recommendations of the 1986 policy. It emphasized on the need for universal access to education and the promotion of equity and quality in education.
- d) **Draft of the National Education Policy 2016 :** In 2016, a draft National Education Policy was introduced, which aimed to transform the Indian education system and make it more relevant to the needs of the 21st century. It emphasized on the need for a multidisciplinary and holistic approach to education, and the promotion of research and innovation in education.
- e) **Emergence of new National Education Policy 2020:** In 2020, the new 'National Education Policy 2020' was introduced after extensive consultation with various stakeholders, including experts, academics, policymakers, and the general public. It aims to transform the Indian education system drastically- from primary to higher.

It is seen that the 'National Education Policy 2020' is the result of a long process of consultation and deliberation, building upon the recommendations of previous policies and reflecting the changing needs and aspirations of Indian society.

Key Features of NEP 2020

Following are some key features of the NEP 2020:

- a) **Early Childhood Care and Education:** The NEP 2020 recognizes the importance of early childhood care and education and aims to provide free and compulsory education to all children in the age group of 3 to 6 years.
- b) **School Education:** The NEP 2020 proposes a new structure for school education, which includes 5+3+3+4 years of schooling, covering ages 3 to 18 years. The policy also emphasizes on multidisciplinary and holistic education, and promotes the use of technology in education.
- c) **Higher Education:** The NEP 2020 aims to increase the Gross Enrollment Ratio (GER) in higher education to 50% by 2035, and promote

research and innovation in higher education institutions. It also emphasizes on the need to provide greater autonomy to institutions of higher education.

- d) **Vocational Education:** The NEP 2020 emphasizes on vocational education and aims to integrate it with mainstream education. It also proposes the establishment of a National Committee for the Integration of Vocational Education (NCIVE).
- e) **Education for Teachers:** The NEP 2020 proposes a four-year integrated B.Ed. program for teacher education, and emphasizes on continuous professional development for teachers.
- f) **Technology based Digital Education:** The NEP 2020 promotes the use of technology in education and aims to provide universal access to high-quality digital resources and infrastructure.
- g) **Multilingualism:** The NEP 2020 emphasizes on the promotion of multilingualism and aims to develop proficiency in three languages, including regional languages, across all schools in India.
- h) **Gender Inclusion:** The NEP 2020 aims to promote gender inclusion in education and eliminate gender disparities in education.

It can be stated that, the NEP 2020 is a significant step towards transforming the Indian education system and making it more inclusive and modern. The policy covers a wide range of areas and aims to address the changing needs and aspirations of Indian society.

4. National Education Policy 2020 and Libraries

The National Education Policy (NEP) 2020 emphasizes the crucial role of libraries in education and has some key provisions like strengthening of existing libraries, establishing 'Reading Spaces', digitization of libraries, training of librarians, inclusion of local/ regional literature in library collection etc. for their development and integration into the education system. The policy recognizes that libraries are key components of the education system and stresses their role in promoting equitable access to knowledge and information.

Opportunities for Libraries and Library Professionals in NEP 2020

The National Education Policy (NEP) 2020 created several opportunities for libraries and library professionals. Some remarkable opportunities highlighted in NEP 2020 are as follows:

- a) **Rejuvenation of Library Infrastructure:** NEP 2020 emphasizes the need to strengthen

the existing library infrastructure across all levels of education, from pre-school to higher education. This provides an opportunity for libraries to expand their collections, upgrade their facilities, and improve their services to meet the changing needs of users.

- b) **Library Digitization and Implementation of Technology:** The policy highlights the importance of digitization and the use of technology in libraries. This presents an opportunity for libraries to modernize their services, digitize their collections, and provide online access to resources. Library professionals with expertise in digital technologies can play a significant role in implementing these changes.
- c) **Professional Training and Development:** The policy recognizes the need to train librarians in modern library management practices, including digitization, cataloging, and preservation of resources. This presents an opportunity for library professionals to enhance their skills and knowledge and improve the quality of library services. The policy also recommends the integration of library science into teacher training programs, which presents an opportunity for library professionals to work closely with educators to promote a culture of reading and lifelong learning.
- d) **Inclusion of Local/ Regional Literature in Libraries:** NEP 2020 recognizes the importance of local literature and recommends the inclusion of regional and local literature in library collections. This presents an opportunity for libraries to expand their collections and promote regional languages and cultures. Library professionals with expertise in local literature can play a significant role in identifying and acquiring relevant materials.
- e) **Collaborative Networking among Libraries :** NEP 2020 emphasizes the need for collaboration and networking among libraries to share resources, expertise, and best practices. This presents an opportunity for libraries and library professionals to collaborate with each other, educational institutions, and other stakeholders to improve library services and promote reading and learning.

Challenges before Libraries and Library Professionals in NEP 2020

While the National Education Policy (NEP) 2020 provides several opportunities for libraries and library professionals to contribute to the rejuvenation and development of library infrastructure, it also has created some challenges. Here are some of the challenges that libraries and library professionals may face in implementing NEP 2020:

- a) **Mechanism of Funding/ Financial Resources:** One of the biggest challenges for libraries and library professionals in NEP 2020 is funding. While the policy emphasizes the need to strengthen library infrastructure, it does not provide clear guidelines or funding mechanisms to support this goal. As a result, libraries and library professionals may face financial constraints in expanding their collections, upgrading their facilities, and improving their services.
- b) **Technological Infrastructure:** NEP 2020 emphasizes the importance of digitization and technology in libraries. However, many libraries in India lack the necessary technology infrastructure to support these initiatives. This presents a challenge for library professionals in implementing digital technologies and providing online access to resources.
- c) **Lack of Guidelines for Training to Library Professionals :** While NEP 2020 recognizes the need to train librarians in modern library management practices, it does not provide clear guidelines or funding mechanisms for training and professional development. As a result, library professionals may face challenges in acquiring the necessary skills and knowledge to implement NEP 2020 initiatives.
- d) **Mechanism for Acquiring Local Literature:** While NEP 2020 recommends the inclusion of regional and local literature in library collections, it does not provide clear guidelines for acquiring, identifying, and promoting local literature. This presents a challenge for library professionals in implementing this initiative.
- e) **Challenges of Coordination between Libraries:** NEP 2020 emphasizes the need for collaboration and networking among libraries. However, many libraries in India operate independently and may face challenges in collaborating with other libraries and stakeholders to share resources, expertise, and best practices.

Role of Library Professionals in Implementation of National Education Policy 2020

Library professionals play a critical role in implementing the National Education Policy (NEP) 2020. Here are some leading roles that library professionals can play:

- a) **Advancement and Outreach Plan/ Programmes :** Library professionals can play a critical role in advocating/ advancement for the importance of libraries and library services in education. They can work with policymakers and educators to promote the NEP 2020 initiatives related to libraries and ensure that libraries are included in education policies.
- b) **Development of Library Collection:** Library professionals can help in enhancing library resources-collections to support the NEP 2020 goals. They can identify and acquire resources that tune with the syllabus, textbooks, reference materials, and digital resources. They may also ensure that the collections are updated, diverse and inclusive and in multiple languages, from different cultures and geographical regions.
- c) **Use of Advanced Technology and Tools in Libraries:** Library professionals can help by using advanced technology and IT tools in libraries to support the NEP 2020 initiatives related to digitization and retrieving online resources. They can help in developing digital libraries, virtual repositories, online catalogues, and other digital tools to improve access to library resources.
- d) **Advanced Training and Professional Development of LIS Professionals:** Library professionals may participate in advanced training programmes and can help other library professionals and other educators on modern library management practices, including cataloguing, digitization, and preservation of resources. They can also develop training programmes for students to promote a culture of reading and lifelong learning.
- e) **Research and Innovation in Libraries:** Library professionals can play a role in research and innovation in the library field. They can conduct research on library services and best practices and develop innovative library programs and services to support the NEP 2020 goals.

5. Conclusion

NEP 2020 acknowledges the crucial role of libraries and library professionals in education by developing an advanced library infrastructure to support learning and research. NEP 2020 created several opportunities at multiple levels for libraries and library professionals to support and contribute to the development of education system in India. At the same time, NEP 2020 created some challenges ahead before the libraries and library professionals that can be overcome by different ways like adopting technology/ IT tools in libraries, continuous participation in training programmes, conducting research and innovations in libraries, developing user-centric library collection, providing barrier-free access to library resources and with combined efforts from all stakeholders, including policymakers, library professionals, and educational institutions. Looking at the challenging future ahead, libraries and library professionals have to play a multi-tasking role to sustain themselves and for successful implementation of NEP 2020.

References (As per APA 7th edition):

1. Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its Objectives. *International Journal of Management, Technology, and Social Sciences (IJMITS)*, 5(2), 19–41. <https://doi.org/10.2139/ssrn.3676074>
2. Alam, A. (2021). National Education Policy-2020 and Integration of Information and Communications Technology (ICT) with Education. In *Digital Education: Post COVID Era* (pp. 112–119). Nexus. <https://doi.org/10.13140/RG.2.2.29294.95042>
3. Asif, M., & Singh, K. K. (2022). Libraries @ National Education Policy (NEP 2020) in India. *IP Indian Journal of Library Science and Information Technology*, 7(1), 18–21. <https://doi.org/10.18231/j.ijlsit.2022.004>
4. Bapte, V. D. (2022). Libraries in the context of National Education Policy. *Annals of Library and Information Studies*, 69(3), 221–224. <https://doi.org/10.56042/alis.v69i3.63666>
5. Bharti, M., & Chand, M. (2022). National Education Policy-2020 and Value of the Libraries. In *Role of Information and Communication Technology in Library Science Education* (pp. 40–47). Sentic Publications.
6. Bhattacharya, D. (2023). National Education Policy-2020 of India: Strengths and Challenges. In *Transformation of Education in the Light of NEP-2020* (pp. 26–35). Disha International Publishing House.
7. Bhojwani, H. (2020, August 16). Impact of NEP 2020 on Teacher Librarian (India). Heeru Bhojwani. <https://heerubhojwani.com/impact-of-nep-2020-on-teacher-librarian-india/> Dubey, D., Pandey, D., Varshney, E., & Pande, E. (2023). The Implications of the National
8. Education Policy, 2020, on Legal Education in India. *International Journal of Advanced Research in Science, Communication and Technology*, 678–683. <https://doi.org/10.48175/IJARST-8903>
9. Gautam, J. N., & Parashar, R. (2021). *New Education*

- Policy 2020: Role of the Librarian in the Library. *Academic Discourse*, 10(2), 1–7.
10. Jha, S. S., & Kampa, R. K. (2022). NEP-2020: OER and M-learning in Higher Education. *13th International CALIBER-2022*, 14, 162–173. <https://ir.inflibnet.ac.in:8443/ir/handle/1944/2371>
 11. Kumar, K., Prakash, A., & Singh, K. (2023, April 20). How National Education Policy 2020 can be a Lodestar to Transform Future Generation in India. *Wiley Online Library*. <https://onlinelibrary.wiley.com/doi/abs/10.1002/pa.2500>
 12. LibCognizance. (2022, February 24). What for Libraries in New Education Policy of India?
 13. LibCognizance <https://www.libcognizance.com/2020/08/what-for-libraries-in-new-education.html>
 14. More, S. (2023). The National Education Policy for Libraries in India from 1948 to 2020: An Analytical Study. *Delta National Journal Of Multidisciplinary Research*, 10, 1–14.
 15. Naik, U., & Cholin, H. V. (2022). ICT Professional Skills and NEP2020: A Special Reference to Library and Information Science Education in Karnataka State. *Envisioning Digital Transformation in Libraries for Next-Gen Academic Landscape*, 10, 117–122. <https://ir.inflibnet.ac.in:8443/ir/handle/1944/2367>
 16. Narnaware, S. (2021). Impact of National Education Policy 2020 on Libraries. *National Journal on Social Issues & Problems*, 10(2), 50–52.
 17. Panditrao, M. M., & Panditrao, M. M. (2020). National Education Policy 2020: What is in it for a student, a parent, a teacher, or us, as a Higher Education Institution/University? *Adesh University Journal of Medical Sciences & Research*, 2(2), 70–79. https://doi.org/10.25259/AUJMSR_32_2020
 18. Prajapati, A. K., Prajapati, & Singh, B. (2021). Critical Analysis of “School Education” as reflected in National Education Policy, 2020. *International Journal of Research in Economics and Social Sciences (IJRESS)*, 11(7), 107–129.
 19. Rath, P., Kumar, A., & Singh, M. (2023). *National Education Policy 2020: A Forward-Looking Vision for LIS Education and Services*. Today and Tomorrow’s Printer and Publisher.
 20. Shukla, G. M., & Bajpai, R. P. (2020). Significance of Libraries in Indian Education Policies. *International Journal of Information Dissemination & Technology*, 10(4), 180–184. Somdyuti, R., & Mete, J. (2022). Effects of National Education Policy 2020 on Future of Teacher Education in India. ISSN 2349-7831 *International Journal of Recent Research in Social Sciences and Humanities (IJRSSH)*, 9(3), 80–85. <https://doi.org/10.5281/zenodo.6943845>
 21. Trivedi, M. (2021, November 9). National Education Policy and Role of Libraries [PPT]. <https://www.slideshare.net/DrTrivedi1/national-education-policy-and-role-of-libraries>





Probable Changes in National Education Policy-2020 in India

- Dr. Magare S.R.

Principal [Incharge]

Trimurty Mahila Mahavidyalaya, Amlad (Taloda)

Abstract :

The aim of national education policy in India is to improve the quality of education for each and every learner regardless of any; social or economic background and promoting national development. National education policy providing access to the quality education in India to achieve the economic growth, rich the talent of country and preserve the culture and national integration.

Introduction :

This new policy of education will change the concept of employment and global ecosystem structures and the development. Education builds confidence, character and provides employment to the learners. Its reformed curriculum must include the exposure to the activities of hidden potential and art in the learners. The awareness of sports, yoga, language, human values and culture will develop the human standard in the field of education. This new education policy will explore the hidden potential among all learners and encourage them to proceed on the path of the development.

In India the aim of education in ancient times was not only to acquire knowledge for survival of life but also supported to complete the realization of the life through patience and struggle. In ancient India the best examples of real and multidisciplinary education are the Takshashila and Nalanda. Some other Gurukul are also there where life reforming and practical education was given to the learners.

Discussion :

The teacher must be the main creator in the central channel of the education system. Teacher shapes the

life of learners and results into the formation of ideal citizens in future. There is rich diversity in India regarding education patterns, curriculum and system, so keeping in consideration the strategy for new education system should be implemented that will change the local and global scenario in the education system or India which will provide real life reforming information and its implementation to achieve the skills.

The principal purpose of new education policy is to develop a good human being having sound ethical values. The fundamental principles of new education policy are -

- [1] to identify the hidden potential of the students and encourage the teachers and parents to develop them.
- [2] To achieve fundamental literacy.
- [3] To provide multidisciplinary education to all learners.
- [4] Concentrate on conceptual understanding of stakeholders.
- [5] Use ICT and formative assessment to develop life skills among students.
- [6] Teachers must be the powerful tool for education system.
- [7] Teachers should focus on outstanding research in the relevant subject or in the field of education.

References:-

1. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
2. <https://ishiksha.net/new-education-policy/>





New National Education Policy 2020 Impact on Higher Education

- Dr. Raghunath Dhanalal Chaudhari

Asst. profs. J.M.S. Mandal's Arts & Commerce college,
Khapar Dist. Nandurbar

- Mr. Yadnyesh Indralal Chaudhari

Research Student

INTRODUCTION

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. 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. The policy aims to transform India's education system by 2021.

The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is "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.

Quality higher education must aim to develop individuals who are excellent, thoughtful, well-rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges. The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education. Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035. Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic

approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

Regulatory System of Higher Education:

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector, the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always a requirement and this has been a vision of numerous educationists. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

Graded Accreditation and Graded Autonomy:

The concept of "empowerment and autonomy to innovate" is one of the key features in NEP 2020 which supports a "phasing out" strategy from Affiliated Colleges to Autonomous Institutions. The increased flexibility offered to autonomous institutions also gives hope in curriculum enrichment. It also says that with appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. The announcement of setting up Multidisciplinary Education and Research Universities (MERUS) in the country gives more hope. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students. Another important change the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in Higher Education

Institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions. It also surely helps the students to easily transfer their degrees and credits to universities abroad.

Internationalisation at home:

NEP 2020 also allows foreign universities and colleges to come to India and this brings out a challenge for the native institutions to improve the quality of education provided by them. The Indian higher education sector is buzzing all around as the opportunity of paving the way for foreign universities to set up campuses in the country. India has one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges. But GER (Gross Enrolment Ratio) of India in higher education is 26.3%, which is significantly low when compared to other BRICS countries like Brazil (50%) or China (51%), and very much lower when compared with European and North American nations which would be more than 80%. India must achieve a significant growth in the area of global higher education for obtaining a sustainable economic growth, which should not be driven by natural resources, but by knowledge resources. As per the reports, India will need another more than 1,500 new higher education institutions by 2030 to accommodate a huge inflow of students, that's why the Indian government wants to promote FDIs (Foreign Direct Investment) and open up the ECB (External Commercial Borrowing) route to strengthen the capital investment for the education sector.

The ministry is also trying to boost India's image as an education center because already more than 7 Lakhs of Indian students are studying abroad. So, the intention of this policy is that, allowing foreign universities will enable world-class education available locally at a significantly lower cost without travelling and will considerably reduce the human capital migrating to other countries for study and job prospects. According to the different global surveys, cross-border education is beneficial for the economy and brings a wider level of global awareness, culturally perceptive, and competitiveness. Foreign collaborations enable local institutes to design their curriculum in alignment with international pedagogy and offer a diverse portfolio of subjects and specialization to students.

More Holistic and Multidisciplinary Education:

The NEP 2020 claims that, a holistic and

multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields: an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030. Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative 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. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life- skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

The structure and lengths of degree programmes:

In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this period. Any educational institution will have to give to the student a diploma degree after the student completes two years of study, a degree after the student completes three years of study and a certificate to those students who complete one year of study in any

professional or vocational course of their choice. The Government of India will also help in establishing an Academic Bank of Credit for storing the academic scores digitally. This will enable the institutions to count the credit at the end and put it in the degree of the student. This will be helpful for those individuals who might have to leave the course mid-way. They can start the course later on from where they left off and not start from the beginning once again. Even though NEP 2020 says that Higher education institutions will be given the freedom to start PG courses there may be some difficulty in designing One Year PG Degree for students who have completed 4 Year UG Degree and a Two Year PG Degree for students who have completed 3 Year UG Degree.

CONCLUSION:

The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital requisite now, with the trend towards digitalisation and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset. The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking

REFERENCES:

- Aithal, P. S.; Aithal, Shubhrajyotsna (2019). "Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges".
- Nandini, ed. (29 July 2020). "New Education Policy 2020 Highlights: School and higher education to see major changes". Hindustan Times.
- Jebaraj, Priscilla (2 August 2020). "The Hindu Explains | What has the National Education Policy 2020 proposed?". The Hindu. ISSN 0971-751X
- Chopra, Ritika (2 August 2020). "Explained: Reading the new National Education Policy 2020". The Indian Express.
- Rohatgi, Anubha, ed. (7 August 2020). "Highlights | NEP will play role in reducing gap between research and education in India: PM Modi". Hindustan Times.
- Krishna, Atul (29 July 2020). "NEP 2020 Highlights: School And Higher Education". NDTV.
- Naidu, M. Venkaiah (8 August 2020). "The New Education Policy 2020 is set to be a landmark in India's history of education". Times of India Blog.





National Education Policy 2020 and Academic Libraries

- Mr. Mahesh Kamble

Librarian, Padmabhushan Vasandraodada Patil Mahavidyalaya,
Kavathe Mahankal, Dist.-Sangli

- Dr. Pradipkumar Ghante

Librarian, Arts and commerce college, Khaper
Tal.- Akklkuwa, Dist.-Nandurbar

Abstract :

A comprehensive framework called the National Education Policy (NEP) 2020 promises to completely revamp India's educational system. The policy's emphasis on the function of academic libraries in advancing the nation's educational objectives is one of its main tenets. Academic libraries are recognised by the NEP 2020 as crucial elements of institutions of higher learning that assist teaching, learning, and research. In order to fulfil the evolving demands of students, professors, and researchers in the twenty-first century, the policy places a strong emphasis on the need for modernization and transformation of academic libraries. In order to enable seamless access to information resources, this involves creating digital infrastructure, supporting open access to information, and working with other libraries and organisations.

Introduction :

Academic libraries are valued as crucial elements of institutions of higher Education that promote teaching, learning, and research. The NEP 2020 emphasises the necessity of converting academic libraries into contemporary, welcoming spaces furnished with the newest software and resources. In order to ensure seamless access to information resources, the policy emphasises the necessity for academic libraries to work in collaboration with other libraries and organisations. The NEP 2020 also emphasises the significance of fostering open access to information and building digital infrastructure. The NEP 2020 acknowledges the critical part that academic libraries play in advancing research and higher education in India. To satisfy the evolving demands of students, professors, and researchers in the academic community, the NEP 2020 places a strong emphasis on the need for academic libraries to be modernised and transformed.

Key Words : Education, Policy, Libraries, Online, Digital, Resources

Objectives:

1. To look into a research query
2. To add to the body of already existing

knowledge

3. To provide implications for libraries activities

The New Education Policy 2020's (NEP 2020's) main goals are as follows:

With the ultimate objective of transforming India into a knowledge-based society, the National Education Policy 2020 (NEP 2020) seeks to implement fundamental reforms in the Indian educational system. The goal of the policy is to address the difficulties the Indian educational system faces and modernise it.

NEP 2020's key objectives are:

Education universalization: The goal of the policy is to guarantee that all children in the nation, regardless of socioeconomic status, have access to high-quality education. The Right to Education (RTE) Act should be expanded to include children between the ages of three and eighteen, according to the policy, which also urges the provision of early childhood care and education. The NEP 2020 places a strong emphasis on pupils' overall development, paying particular attention to their physical, cognitive, social, and emotional growth. The strategy urges a flexible and diverse approach to learning as well as the inclusion of sports, the arts, and vocational education in the curriculum. **Learning that is supported by technology:** The policy acknowledges the importance of technology in education and suggests using online tools and resources to improve learning results. The objective of the policy is to facilitate online learning and offer open access to high-quality digital resources.

The NEP 2020 places a strong emphasis on the necessity of fostering research and innovation within the educational sector. The policy suggests creating habitats for innovation and research as well as incorporating research into the teaching-learning process. Training and development of teachers are encouraged by the policy, which acknowledges their vital contribution to the advancement of high standards in education. A National Mission for Mentoring and Professional Development of Teachers is suggested to be established as part of the policy in order to provide mentoring, instruction, and professional

development. By addressing its problems and bringing it into line with the demands of the 21st century, the National Education Policy 2020 seeks to implement fundamental reforms in the Indian educational system. The policy seeks to advance technology-enabled learning, teacher professional development, research and innovation, and universal access to education. The advancement of India's human capital as well as its economic and social growth may result from the NEP 2020's successful implementation.

New National Education Policy and Libraries :

The National Education Policy 2020 (NEP 2020) is a significant document that might completely alter the Indian educational system. The NEP 2020 places significant value on libraries' contributions to the promotion of education and learning, which is one of its main elements. Libraries are essential for facilitating access to information, encouraging reading habits, and cultivating a love of learning, according to the NEP 2020. The strategy places a strong emphasis on the requirement to build well-resourced libraries in all educational establishments, including schools, colleges, and universities. The NEP 2020 emphasises the value of digital libraries in the modern technological era. The importance of developing digital resources, such as e-books, e-journals, and other online resources, to augment traditional libraries is highlighted. The policy also acknowledges the function of librarians as knowledge brokers who may assist students in navigating the immense ocean of information at their disposal.

Libraries are encouraged to be used as community resources by NEP 2020. It promotes the construction of libraries in every town and village so that everyone in society, regardless of social or economic standing, has access to knowledge and information. The strategy acknowledges that libraries can be extremely helpful in advancing social, educational, and literacy goals. The policy urges the establishment of special funding to help build libraries in underserved communities and to offer financial assistance to students who cannot afford to buy books or use digital resources.

A comprehensive policy plan called the National Education Policy 2020 (NEP 2020) aims to completely restructure India's educational system. The policy acknowledges the need to foster creativity, critical thinking, and problem-solving abilities in all children. Libraries have long played a significant role in the educational process. They give students access to a sizable knowledge base that can support them in their academic endeavours. Libraries are also essential for encouraging reading habits and nurturing a love of learning. The NEP 2020 emphasises the necessity to build well-equipped and well-staffed libraries in all educational institutions,

including schools, colleges, and universities, and acknowledges the significance of libraries. The policy suggests that libraries should include a selection of printed and digital books, periodicals, magazines, and other reading materials to meet the varied interests and requirements of students. The policy acknowledges the value of librarians in providing access to knowledge and information. Librarians are educated experts who can help students navigate the immense ocean of knowledge at their disposal. Additionally, they can aid students in gaining the information literacy and research abilities necessary in the current digital environment.

As a complement to traditional libraries, the NEP 2020 emphasises the need to develop digital resources, such as e-books, e-journals, and other online resources. Students can gain access to knowledge and information through digital libraries at any time and from any location. They can also provide access to kids who might not otherwise have it and help close the digital gap. The NEP 2020 highlights the value of libraries in supporting education and learning, in addition to promoting libraries in educational institutions. The policy suggests building public libraries in every town and hamlet to give everyone in society access to knowledge and information, regardless of their social or economic standing. In order to promote literacy, public libraries can play an important role.

The NEP 2020's focus on libraries is a good step forward for India's educational system. The policy acknowledges that libraries play a significant role in cultivating reading habits, developing research abilities, and fostering a love of learning, in addition to serving as a storehouse of knowledge and information. The policy has made a great contribution to raising the standard of education in India by supporting libraries.

The NEP 2020 recognises the value of digital resources while simultaneously strengthening existing libraries. The strategy urges the establishment of digital libraries so that students will always have access to information and knowledge. Additionally, digital libraries can help close the digital divide and give students who might not have access to physical libraries access to information. The role that librarians play in promoting access to knowledge and information is also emphasised in NEP 2020. Librarians are educated experts who can help students navigate the immense ocean of knowledge at their disposal. Additionally, they can aid students in gaining the information literacy and research abilities necessary in the current digital environment.

The NEP 2020 has provisions for online resources and digital libraries:

The National Education Policy 2020 (NEP 2020), which includes provisions for digital libraries and online

resources, acknowledges the value of technology in education. The goal of the policy is to encourage the use of technology to raise educational standards and expand access to learning resources. Following are some of the NEP 2020's major provisions regarding digital libraries and online resources:

1. Providing universal access to high-quality digital resources, including e-books, e-journals, and other educational materials, to all students is the policy's first goal. By granting access to technology-enabled learning, the policy seeks to close the digital divide and recognises the need for fair access to educational resources.
2. Establishment of a National Educational Technology Forum (NETF): To encourage the sharing of knowledge and best practises regarding the application of technology in education, the policy suggests that a National Educational Technology Forum (NETF) be established. The NETF will serve as a forum for cooperation between academics, researchers, and tech companies.
3. Development of digital infrastructure: According to the policy, high-speed internet access and digital gadgets should be developed in schools, colleges, and universities. The goal of the policy is to give students the digital resources they need to engage in technology-enhanced learning and access online resources.
4. Promotion of online education: The NEP 2020 encourages the promotion of online courses and programmes because it recognises the potential of online education. The goal of the strategy is to use technology to improve educational quality and give students flexibility and choice in their learning paths.
5. Digital libraries: The policy encourages the creation of digital libraries, including digital repositories for educational materials and open educational resources (OERs). The importance of developing and disseminating digital educational resources is acknowledged by the policy.

Online materials and digital libraries are included in the NEP 2020, which recognises the significance of technology in education. The effective execution of these principles can contribute to raising educational standards, expanding access to educational materials, and giving students more freedom and options for their learning paths.

Availability of non-book materials and use of technology in all types of libraries

In the present world, it is becoming more and

more crucial for all sorts of libraries to have non-book resources available and to use technology. This reality is acknowledged by the National Education Policy 2020 (NEP 2020), which emphasises the creation of digital resources and learning that is supported by technology. In all sorts of libraries, including academic libraries and school libraries, this involves the availability of non-book items and the use of technology. The NEP 2020 advises the development of online databases and digital repositories that may be accessible by students and teachers all around the nation. This includes the creation of digital libraries and open educational resources (OERs), which can give students access to a variety of educational resources, such as movies, podcasts, and other multimedia content. In order for students to access these resources, the policy also acknowledges the necessity of expanding digital infrastructure in libraries, including high-speed internet connectivity and digital devices.

The NEP 2020 recognises the value of technology-enabled learning in addition to digital resources and urges the promotion of online courses and programmes. This includes utilising Massive Open Online Courses (MOOCs) and other online learning tools, which can give students access to a variety of educational opportunities. To further improve the user experience and increase accessibility of library resources, the NEP 2020 advises integrating technology into all sorts of libraries. This includes using library management systems, digital catalogues, and other technology-enabled tools. This includes utilising mobile applications and other digital platforms to give students anytime, anywhere access to library materials. It is crucial in the current digital era for all sorts of libraries to have non-book resources available and to use technology. In order to give students access to high-quality education and improve their learning, the National Education Policy 2020 acknowledges this fact and suggests developing digital resources, technology-enabled learning, and the integration of technology in all sorts of libraries.

The role of central and state governments towards academic libraries

In India, both the Central and state governments are significant supporters of academic libraries. Academic libraries are an essential component of the educational system and give students, researchers, and faculty member's access to a variety of educational resources. It is the duty of the federal and state governments to guarantee that academic libraries have enough resources, technology, and personnel to meet user needs.

The central government's responsibilities towards academic libraries include:

1. **Providing financing for the development of library infrastructure:** The central

government contributes money towards the building of new libraries, the remodelling of existing ones, and the acquisition of library contents.

2. **Creating regulations:** The central government creates regulations for the creation and administration of academic libraries. This covers policies for personnel, collection growth, and technological infrastructure in libraries.
3. **Providing access to national resources:** The national government makes e-journals, databases, and other digital resources available to the public. These are crucial for academic research.

Conclusion:

The National Education Policy 2020's focus on libraries, in conclusion, is a much-needed improvement to the Indian educational system. The policy acknowledges the value of libraries as places that nurture a love of learning, advance research abilities, and promote reading habits, in addition to serving as knowledge stores. The strategy has made a substantial contribution to raising the standard of education in India by encouraging the construction of well-equipped libraries. However, it will take coordinated efforts from educational institutions, governments, and communities to put the NEP 2020 proposals for libraries into practise. Access to both physical and digital materials, as well as funding for the construction of well-equipped libraries and the hiring and training of professional librarians, will be crucial. It is also crucial to raise awareness of the advantages of libraries and encourage people in communities and schools to use them.

The NEP 2020's focus on libraries is a step in the right direction for advancing social and educational advancement in India. It is now up to all parties involved to take the required actions to put the policy's suggestions into practise and make libraries an essential component of

India's educational system. By doing this, we can build a more inclusive and fair educational system that gives every student the same opportunity. This policy change requires the cooperation and coordination of both the central and state governments to provide adequate funding, develop policies and guidelines, and monitor the development and management of academic libraries. Effective collaboration between the central and state governments is essential to ensuring that academic libraries are adequately equipped and staffed to meet the needs of users. By working together, the central and state governments can transform the education system and improve access to educational resources, ultimately leading to a better-educated population and a more prosperous society.

References:

- Asif, M., & Singh, K. K. (2022). Libraries @ national education policy (NEP 2020) in India. *IP Indian Journal of Library Science and Information Technology*, 7(1), 18–21. <https://doi.org/10.18231/j.ijlsit.2022.004>
- Highlights of New Education Policy-2020. (n.d.). Retrieved April 22, 2023, from <https://www.pib.gov.in/www.pib.gov.in/Pressreleaseshare.aspx?PRID=1654058>
- Libraries in the context of National Education Policy. (2022). *Annals of Library and Information Studies*, 69(3). <https://doi.org/10.56042/alis.v69i3.63666>
- NEP 2020: IMPACT ON HIGHER EDUCATION | IIM Ranchi. (n.d.). Retrieved April 22, 2023, from <https://iimranchi.ac.in/p/nep-2020-impact-on-higher-education.html>
- NEP_Final_English_0.pdf. (n.d.). Retrieved April 22, 2023, from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- New National Education Policy 2022 | NEP 2022 | The Asian School. (2022, February 23). <https://www.theasianschool.net/blog/new-national-education-policy/> (PDF) National Education Policy-2020 and Value of the Libraries. (n.d.). Retrieved April 22, 2023, from https://www.researchgate.net/publication/364344687_National_Education_Policy-2020_and_Value_of_the_Libraries.





National Education Policy-2020 And Libraries

- Dr. P.B. Ghante

Librarian, Arts & Commerce College,
Khapar, Tal. Akkalkuwa , Dist. Nandurbar , Maharashtra, India

- Dr. Vijaysing I. Girase

Principal, SJMSM Arts & Commerce College,
Khapar, Tal. Akkalkuwa , Dist. Nandurbar , Maharashtra, India

- Smt. Minakshi Rajaram Chakre

Librarian, New Arts , Commerce And Science College, Shevgaon

Abstract :

The new National Education Policy 2020 is a comprehensive framework for education in India, aiming to transform the country's education system to meet the challenges of the 21st century. The policy emphasizes the development of skills, knowledge, values, and attitudes needed for holistic development of individuals, while also promoting equity, access, and inclusion in education. Key highlights of the policy include the introduction of a new 5+3+3+4 curriculum structure, a focus on experiential learning, the use of technology in education, promotion of multilingualism, and a renewed emphasis on vocational education and teacher training. The policy also seeks to increase public investment in education and establish a National Education Commission to oversee implementation of the policy. Overall, the National Education Policy 2020 seeks to create a more flexible, inclusive, and multidisciplinary education system that prepares students for the challenges of the 21st century.

Key words: Library, New National Education Policy, NEP-2020 , Education Policy

Introduction:

Library is the heart of the every institutions, Library is the service providing & nonprofit making organization. The reader, user is the pillar of the library. In a library or information centre environment the users are the last link or the recipients of the recipients of the information in the communication cycle. It is said theoretically that the consumer is the king or the sovereign of the market under capitalism. The Sovereign means the king. Hence now a day's reader, user is the consumer of the library.

The National Education Policy (NEP) 2020 is a comprehensive framework for education in India that was approved by the Union Cabinet on July 29, 2020. It replaces the National Policy on Education, 1986. The NEP 2020 aims to transform the education system in India by making it more inclusive, holistic, and multidisciplinary.

The policy seeks to provide equal opportunities to all students regardless of their socio-economic background, gender, or location. It also aims to promote critical

thinking, creativity, and innovation among students.

One of the key highlights of the NEP 2020 is the restructuring of school education into a 5+3+3+4 model. The first five years will be foundational stage (pre-primary and grades 1-2), followed by three years of preparatory stage (grades 3-5), three years of middle stage (grades 6-8), and four years of secondary stage (grades 9-12). The policy also emphasizes on early childhood care and education, mother tongue as medium of instruction, and multidisciplinary education.

The NEP 2020 also aims to increase the Gross Enrollment Ratio (GER) in higher education to 50% by 2035, and to promote online and digital education. It also proposes several reforms in higher education, including the establishment of a National Research Foundation, a single regulator for higher education, and the introduction of a four-year multidisciplinary undergraduate program.

Methodology:-

For the said article secondary data has been used for writing the paper. Various sources like books, journals have been referred to prepare the article. Further required information was collected from internet.

Libraries and New National Education Policy-2020

The National Education Policy 2020 is a landmark policy document that aims to transform the education system in India. The policy aims to bring about significant changes in the education system and make it more inclusive, flexible, and holistic. The policy has several provisions that provide opportunities for libraries to play a crucial role in transforming the education system.

One of the significant provisions of the National Education Policy 2020 is the emphasis on the importance of libraries in schools and higher education institutions. The policy recognizes that libraries are essential for promoting reading, research, and lifelong learning. The policy recommends that all schools and higher education institutions should have a well-equipped library, and librarians should be trained to support students' learning needs.

The policy also emphasizes the importance of

digital resources and technology in education. With the increasing use of technology in education, libraries can leverage digital resources to provide students with access to a vast collection of online resources, including e-books, e-journals, and other online databases. Libraries can also use technology to create virtual learning environments and provide online learning resources, which can be accessed from anywhere, anytime.

Another significant provision of the National Education Policy 2020 is the emphasis on the development of critical thinking, creativity, and problem-solving skills. Libraries can play a critical role in fostering these skills by providing students with opportunities to explore a range of topics, access diverse perspectives, and engage in inquiry-based learning. Libraries can also offer maker spaces, where students can experiment, collaborate, and create using a range of tools and technologies.

The policy also encourages the development of multilingualism and the promotion of regional languages. Libraries can play a crucial role in promoting multilingualism by providing access to books and resources in multiple languages. Libraries can also create resources in regional languages and work with local communities to promote the use of regional languages.

The National Education Policy 2020 also emphasizes the importance of teacher training and professional development. Libraries can provide teachers with access to professional development resources, including online courses, webinars, and workshops. Libraries can also serve as a hub for teacher training and provide opportunities for teachers to collaborate and share best practices.

Conclusion :

Overall, the NEP 2020 is a bold and ambitious policy document that seeks to transform the education system in India and make it more relevant, inclusive, and accessible. Its successful implementation will require concerted efforts and collaboration between various stakeholders, including the government, educational institutions, teachers, students, and parents.

In conclusion, the National Education Policy 2020 provides several opportunities for libraries to play a crucial role in transforming the education system in India. Libraries can leverage technology, promote multilingualism, foster critical thinking and creativity, and provide teacher training and professional development resources. With these opportunities, libraries can become an integral part of the education system and contribute to the development of a more inclusive, flexible, and holistic education system.

Bibliography:-

1. <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1847066>
2. Mahajan, Kalpana (2020) National Education Policy 2020: Reflections from Stakeholders White Falcon Publishing.
3. Pawan Kalyani, (2020). An Empirical Study on NEP 2020 [National Education Policy] with Special Reference to the Future of Indian Education System and Its effects on the Stakeholders, Journal of Management Engineering and Information Technology, vol.7, issues 5
4. https://en.wikipedia.org/wiki/National_Policy_on_Education.





User Needs and Information Seeking Behaviour of Students of Arts, Commerce & Science College's Smt, Dhimibai Surupsing Naik, Knowledge Resource Centre, Navapur : A Case Study

- Mr. Rahul K. Tupe

Librarian, Shri. D.H. Agrawal Arts, Shirang Avadhoot Commerce and Shri. C.C. Shah & Shri. M.G. Agrawal Science College, Navapur, Dist. Nandurbar (Maharashtra)

- Dr. Mukhyadal B. G.

Librarian, Shri. V. S. Naik Arts, Commerce and Science College, Raver Tq. Raver Dist. Jalgaon (MS)

ABSTRACT

The information needs of the users are of central concern to providers of information services. The main objective of this study was to investigate users' information needs, information seeking behaviour and usage of different information sources by students. Data were collected from 144 students from the Arts, Commerce and Science College Navapur. A well structured questionnaire was distributed to 150 students and 144 filled in questionnaires were returned, giving an overall response rate of 96 percent. It was found that respondents used various sources for acquiring the needed information. It was found that the basic purposes of seeking information by the students were for writing assignments, preparing for student presentations, class study and preparation of examination.

Keywords : Information Needs; Information Seeking Behaviour; Information Sources; Information sources and services, Collection Development, College Library.

Introduction

The importance of information to the academic success of undergraduate students cannot not be over emphasized, especially, in this information age. Over time, Students have exhibited one form of behaviour or the other associated with finding information mostly related to their academic activities. However, one of the most organized store houses of information where the students exhibit their information seeking behaviour is the library. That is why academic Librarians who have over the years developed interest in the area of user information seeking behaviour have been doing well in developing access points that best suits the language of different categories of users.

Definitional Analysis

Information can be defined as "the meaning that a human assigns to data by means of conventions used in their presentation". In other words, information is data that has given shape. It may be considered as processed data. Thus, information is data plus the meaning, which is a result of human action. (Seetharama, 1999).

Information Need has proved to be an elusive one,

difficult to define, isolate, and measure (Crawford, 1978; Jarvelin and Repo, 1982). Researchers have used the term in a variety of ways. Needs, demands, and wants have been used interchangeably although they may not be identical. Need is further complicated by the necessity to distinguish among expressed, unexpressed, or unmet needs, the latter being the most difficult to identify. Based on information need, need have been categorized as immediate or deferred (Krikelas, 1983).

Information Seeking Behaviour

"Information seeking is a human process that requires adaptive and reflective control over the afferent and efferent actions of the information seeker. Information seeking behavior (ISB) resulted from the recognition of some needs, perceived by the user, who as a consequence makes demand upon on formal system such as libraries and information centers, or some other person in order to satisfy the perceived information needs.

Shri. D.H. Agrawal Arts, Shirang Avadhoot Commerce & Shri. C.C. Shah & Shri. M.G. Agrawal Science College Smt, Dhimibai Surupsing Naik, Knowledge Resource Centre, Navapur.

The library is centrally located with a total carpet area 30"x35" sq ft. The Library is well ventilated with adequate facilities having 26832 books including Reference books, encyclopedia, etc. on various subjects. The library regularly subscribes about 12 printed journals and periodicals. Some of the reader friendly prominent features of the library are; Collection of books: 26832 books including Reference books, Encyclopedias, Reference books, rare books etc. on various subjects and areas. Journals & Magazines: Library subscribes around 51 printed Journals & Magazines devoted to various subjects and general interest. E-resources: Around 300 titles on E-resources are one of the peculiarities of the library. 110 CD's and DVD's are also available. Back volumes: The library consists of more than 836 back volumes of Journal and periodicals, and access to no. of E- resources through Digital Library Consortium initiated by INFLIBNET Centre, Gandhinagar. The various Library

activities monitored through Master Software as well M-OPAC facility is also provided search of the book through computer system makes the students library user friendly. Various research journals, magazines, sports issues and competitive examination oriented periodicals provide the students a scope to enhance their horizon of knowledge and to satisfy need of different types of users.

Statement of the Problem

This study, however, intends to find out the information needs and information seeking behaviour of users of Smt, Dhimbai Surupsing Naik, Knowledge Resource Centre, Navapur. Thus, this study also investigates information needs, relevance of information resources to their need, and what constraints are they faced with to meeting these need. The statement of the research problem for the present study as "User needs and Information seeking behaviour of students: A Case study".

Objectives of the Study

1. To identify Gender wise distribution of respondents
2. To find out the information needs of the library users
3. To know the frequency of Library visit
4. To analyze the resources are available in the library for meeting these needs
5. To examine the relevance of these resources

Research Methodology

Data were collected from 144 students from the Shri. D.H. Agrawal Arts, Shrirang Avadhoot Commerce & Shri. C.C. Shah & Shri. M.G. Agrawal Science College Smt, Dhimbai Surupsing Naik, Knowledge Resource Centre, Navapur. A well structured Questionnaire was designed and used for data collection. It was designed based on the objectives of this study. The questionnaire was in two parts, the first part was designed to gather personal and demographic information of the respondents while the second part of the questionnaire was administered to collect information needs and characteristics of the library users, the adequacy of the library resources as well as the challenges faced by the library users in meeting their needs. A well structured questionnaire was distributed to 150 students and 144 filled in questionnaires were returned, giving an overall response rate of 96 percent. The data were presented for analysis using the descriptive statistics which include; frequency count, percentages and tables.

Data Analysis

The data were collected using questionnaires were consolidated for analysis The present study reports the analysis of collected data through structured questionnaire designed for students of Shri. D.H. Agrawal Arts, Shrirang

Avadhoot Commerce & Shri. C.C. Shah & Shri. M.G. Agrawal Science College Smt, Dhimbai Surupsing Naik, Knowledge Resource Centre, Navapur..

The data were analyzed with the help of following parameters:

Gender wise Distribution

The questions were asked regarding gender, the responses received have been presented in Table No.1

Table 1: Gender wise Distribution

Sr. No	Gender	Frequency	Percentage
1	Female	107	74.31
2	Male	37	25.69
	Total	144	100.00

Table no.1 reveals that 107 respondents were females, representing 74.31% of the sample population, while 37 respondents 25.69% were the female library users. This finding indicates that the males are not using the library as much as the females. The disparity in information literacy known to exist between adult female and male population.

Information needs of the respondents in the library

The questions was asked about the information need, and the responses received have been tabulated in Table No.2

Table 2: Information needs of the respondents in the library

Sr. No.	Information Needs	Frequency	Percentages
1	General information	53	36.81
2	Information concerning academics	128	88.89
3	Information on sports	19	13.19
4	Information on personal development	32	22.22
5	Information on health	8	5.56
6	Information on politics	13	9.03
7	Information on agriculture	17	11.81
	Information on government policies/programmes	7	4.86
10	Information on provision of social amenities	5	3.47

Table 2 revealed that the information needs relating to respondents' academic programmes (88.89%), general information (36.81%) and personal development (22.22%) indicated their predominance among the respondents while information needs regarding sports (13.19%), agriculture (11.81%), politics (9.03%), health and security (5.56%) each; government Policies and programmes (4.86%) and social amenities (3.47%). This further indicates that the students who were the majority of the library users needed information to support their academic programmes and to pass their various examinations.

Frequency of Library Use by the Respondents

The Questions was asked about Frequency of Library Use, and the responses received have been presented in Table No. 3

Table 3: Frequency of Library Use by the Respondents

Sr. No	Use of Library	Frequency	Percentage
1	Daily	93	64.58
2	Once in two days	31	21.53
3	1-3 times a week	17	11.81
4	Occasionally	3	2.08
	Total	144	100.00

Table 3 shows that for respondents to fulfill their varying information needs, 93 representing 64.58% of the respondents visit the library every day. This could be due to the fact that most of them were students and they needed to use the library to prepare for exams of different types. 31 (21.53%) visit the library once in two days, 17(11.81%) visit the library about three times in a week and 03 (2.08%) visit the library occasionally. During such visits, certain sections of the library were of preference of the students.

Library resources often used

The questions was asked about how they often used library resources, the responses received have been tabulated and presented in Table No. 4

Table 4: Library resources often used

Sr. No	Library Resources Often Used	Frequency	Percentage
1	Textbooks	108	75.00
2	Reference materials	39	27.08
3	Journals	46	31.94
4	Newspapers/magazines	62	43.06
5	Electronic resources	53	36.81
6	Government publications	2	1.39
7	Databases	7	4.86
8	Audiovisuals	2	1.39
9	Government reports	1	0.69

Table 4 indicate that the most consulted resources in the library were textbooks 108 (75%) followed distantly by newspapers and magazines 62 (43.06%), electronic resources 53 (36.81%), Journals 46 (31.94%) while reference materials 39 (27.08%). Several other kinds of resources were equally sought to meet respondent’s information needs. i.e. databases 7(4.86%). Government Publications and audiovisual (1.39%) were indicated same. While only (0.69%) users consulted for Government reports.

Adequacy of Library Resources

The questions was asked about the Adequacy of Library Resources, the responses received have been presented and tabulated in Table No.5

Table 5: Adequacy of Library Resources

Sr. No	Adequacy of Materials	No. of Respondents	Percentage
1	Adequate	136	94.44
2	Inadequate	7	4.86
3	Indifferent	1	0.69
	Total	144	100.00

Table 5 shows that 136 (94.44) respondents found the information sources provided by the libraries adequate, 7 (4.86%) found them inadequate, and only 1 (0.69%) remained indifferent in their opinions. This shows that the majority 94.44% of the users found the library resources adequate for meeting their information needs. But the minimum difference also point outs due to negligence of the library by the State Government in terms of funding for the library to procure the needed materials.

Relevance of Library Resources to the Respondents

The questions was asked about Relevance of Library Resources to the Respondents’ Information Needs, the responses received have been presented in Table No. 6

Table 6: Relevance of Library Resources to the Respondents’ Information Needs

Sr. No	Library Resources	Frequency	Percentage
1	Yes	138	95.83
2	No	4	2.78
3	Don't Know	2	1.39
	Total	144	100.00

Table 6 reveals that textbooks 138 (95.83%) were the prominent resources used by the majority of the respondents because of the relevancy to the respondents’ information needs. 4 (2.78)% reference materials, while 2 (1.39%) respondents don’t know about relevance of Library Resources. The majority of the respondents who indicated that Library Resources is relevance resources for library users.

Conclusion

The responses from respondents indicated that Shri. D.H. Agrawal Arts, Shirang Avadhoot Commerce & Shri. C.C. Shah & Shri. M.G. Agrawal Science College Smt, Dhimibai Surupsing Naik, Knowledge Resource Centre, Navapur students seek information due to their information needs to solve a problem, the need for new information. The students at the same time also agreed they experienced information seeking stages from initiation, selection, exploration, formulation, collection and presentation. In general all the students’ location of the institution where they study and course of study should be educated on using library resources. They have to be educated on identifying rightly their information needs and their information seeking behavior should be sharpened.

References

- Atkin C. 1973. Instrumental Utilities and Information Seeking. In new models for mass communication research, edited by P Clarke. Beverly Hill, USA: Sage Pub. P 205-242
- Crawford, S. (1978). Information needs and users. In: Williams, M. E. (Ed.), Annual Review of Information Science and Technology-13. New York: Knowledge Industry Publication.

- Faibioff, S. G. and Fly, D. P. (1976). Information and information needs. *Information Reports and Bibliographies*, 5, 2-16
- Fidzani, B.T. (1998). Information needs and information-seeking behavior of graduate students at the University of Botswana. *Library Review*, Vol. 47 (7/8), pp. 329-340.
- Jarvelin, K. and Repo, A. J. (1882). Knowledge work augmentation and human information seeking. *Journal of Information Science*, 5, 79-86
- Krikelas, J. (1983). Information seeking behavior: Patterns and concepts. *Drexel Library Quarterly*, 19, 5-20
- Majid et. al. (2012). Information Needs and Seeking Behaviour. *Singapore Journal of Library & Information Management*, 41, pp. 14-35. Retrieved from: <http://www.las.org.sg/sjlim/SJLIM2012MajidetelInformation.pdf>, Accessed on 12th May 2022.
- Majid Shaheen and Kassim Gava Mugeraa (2000). Information-Seeking Behaviour Of International Islamic University Malaysia Law Faculty Members, *Malaysian Journal of Library & Information Science*, 5 (2), pp. 1-1.
- Muhammad Hafizuddin and Hasrah Abu (2009). A Comparison Of The Information Needs And Seeking Behaviour Of Law Students Studying In Aberystwyth University And Sultan Sharif Ali University (Unissa), pp. 1-2. <http://www.consalxvi.org/sites/default/files/15Muhammad%20Hafizuddin%20Abu%20Hasrah.pdf>, Accessed on 12th May 2022.
- Olarongbe Shuaib A. et.al. (2013). An Assessment Of Information Needs And Characteristics Of Users Of Oyostate Public Library, Nigeria. *Library Philosophy and Practice (e-journal)*. Paper 978., 1-17. <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2375&context=libphilprac>, Accessed on 14th May 2022.
- Prasad H.N. (2000). *Information Needs & Users*, pp. 5-11. Retrieved from: <http://lemi.uc3m.es/est/forinf@/index.php/Forinfa/article/viewFile/33/34>, Accessed on 14th May 2022.
- Seetharama, S. (1999). *Information Management: Tools and Techniques*. In: *National Workshop on Information Management including ISO 9000 QMS*, held at Documentation Research and Training Centre, Bangalore on 6-8 January 1999. Papar No. BA.
- Singh K.P. & Satija M.P. 2006. A review of Research on Information Seeking Behaviour of Agricultural Scientists: International Perspectives. *DESIDOC Bulletin of Information Technology*, 26(2). P30
- Thiyam Satyabati Devi and Nkosinathi Dlamini (2014). Information Needs and Seeking Behavior of Agricultural Students at The University of Swaziland: A Case Study. *International Journal of Digital Library Services*, 4 (2), pp. 1-15
- Wilson, T. D. and Streatfield, D. R. (1981). Structured observation in the investigation of information needs. *Social Science Information Studies*, 1, 173-184





New National Education Policy-2020 Challenges and Opportunities in Higher Education

- Mr. P. C. Kumbhar

Librarian, Shankarrao Jagtap Arts and Commerce College, Wagholi,
Tal. Koregaon, Dist Satara, Maharashtra, India

- Dr. P. B. Ghante

Librarian, SJMSM Arts and Commerce College,
Khapar, Tal. Akkalkuwa, Dist Nandurbar, Maharashtra, India

Abstract :

India announced the first and most comprehensive education policy of the 21st century. For the first time since 1986, such an education policy has been announced. The policy sought to address the various challenges facing India's education system.

Speaking on the anniversary of the announcement of this new education policy, Prime Minister Modi said that we are making our debut in the 75th year of independence. In a way the implementation of the new education policy has now become a very important part. This policy will play an important role in creating a new India and future ready youth generation.

Due to the old education policy, the progress and progress of education had stopped somewhere. The Modi government at the center has approved the new education policy. 10 + 2 format has been completely canceled in the school, instead 5 + 3 + 3 + 4 format will be introduced. Arts, Commerce and Science subjects will be given equal importance in the school. Students can choose courses according to their interests. Ministry of Human Resource Development was renamed as Ministry of Education.

Higher education has undergone many changes. A bachelor's degree is fixed for four years for you. Narendra Modi said that the education system should be such that it should not be a hindrance in the way of students. Students can pursue degree courses according to their needs and drop out for any reason. The degree course has been changed to multiple entry and exit. A special type of certificate will be given to the student if he feels he wants to go into any other stream.

Keywords : National Education Policy, Higher Education, Education, HECI Etc.

Introduction :

After 34 years and the first education reform of the 21st century was done in 2020. On July 29, 2020, the Cabinet approved a new National Policy aimed at bringing several changes to the existing Indian education system. In 1968, the country's first education policy was introduced by the Indira Gandhi government. This educational

policy was based on the recommendations of the Kothari Commission of 1964. 10+2+3 educational system was adopted. It adopted mother tongue as its first language, national language (Hindi) as a second language and English as third language. In 1986, the second education policy of the Rajiv Gandhi government was formulated based on these recommendations. The policy lays special emphasis on eliminating disparities and equalizing educational opportunities especially for Indian women, Scheduled Tribes and Scheduled Caste communities.

Education System in India :

Article 45 and 39(F) of the Directive principle of state policy - DPSP, Part 4 of the Constitution of India provides for state-accepted and equitable and accessible education for all. Education was transferred from the State List to the Concurrent List by the 42nd Amendment Act of 1976. The 86th Constitutional Amendment in 2002 made education an enforceable right under Article 21-A of the Fundamental Rights. The Right-to-Education (RTE), 2009 has been implemented to provide primary education to all children between the ages of 6 and 14. The Act provides 25% reservation for the disadvantaged sections of the society in government schemes like Sarva Shiksha Abhiyan, Middayan Bhojan Yojana, Navodaya Vidyalaya and Kendriya Vidyalaya.

Background of the new education policy :

Smriti Irani was the Minister of Human Resource Development in 2015. He proposed a policy in October 2016 with a view to agreeing with new educational reforms, but the policy could not be approved after the public demanded reforms. T. S. R Subramaniam was the head of this policy formulation. A second attempt was made to formulate a new National Education Policy 2020 by forming a committee under the chairmanship of former ISRO Chairman K. Kasturirangan.

Higher Education :

Undergraduate courses are offered in 3 to 4 year flexible curriculum with multiple exit options and certification at different levels. M. Phil. Courses are closed. Higher Education Commission of India (HECI) has been

set up for all higher education except medical and legal education. Both public and private higher education institutions will be governed by the same criteria.

HECI will have four separate sections as follows :

1. National Higher Education Regulatory Council to maintain the regulatory framework.
2. General Educational Council (GEC) to monitor standard setting.
3. Higher Education Grants Council (HEGC) to provide finance.
4. National Accreditation Council (NAC) for official accreditation.

Challenges in National Education Policy:

1. The size of the higher education system is also very large. According to the AISHE 2019 report, India's higher education sector has a total of 3.74 crore students studying in nearly 1,000 universities, 39,931 colleges and 10,725 autonomous institutions. Bringing together all the stakeholders at the state, district and taluka levels to implement this new education policy is going to be a very difficult task.
2. Under the new National Education Policy 2020, admissions in foreign universities are expected to make the education system expensive.
3. The current lack of skilled teachers in primary education may present practical difficulties in implementing the system designed for primary education under the National Education Policy due to lack of generous manpower.
4. The National Education Policy 2020 only seeks to improve cognitive skills among students. In addition to building a foundation of literacy, higher order thinking skills and critical thinking are developed and life skills will also be developed that will prepare students for the various challenges of their adult lives. Therefore, changes in curriculum and teaching methods are the need of the hour to take maximum advantage of the new policies.
5. Implementation of the new education policy depends on the capacity of countries, states and governments. India's education system is underfunded. The whole system is based on bureaucracy. The draft committee headed by K Kasturirangan has pointed out that the environment in the education system is hostile to new ideas and capacity for growth.
6. The policy will largely depend on cooperation



between the Center and the states. Although this policy has been drafted by the Central Government with input from various stakeholders including the State Governments, its implementation largely depends on the active cooperation of the States. The main reason for this is that most service-based educational initiatives are run by state governments.

7. Etc.

Opportunities in National Education Policy:

The National Education Policy has the following opportunities:

1. The policy seeks to provide flexibility to learners to choose their learning pace and to choose their own path according to their talents.
2. It aims to impart holistic education in all fields like science, social science, coding, arts, humanities, sports etc. as well as inculcate scientific values of empathy, respect for others, cleanliness, courtesy, etc.
3. Policies are formulated based on regular assessment of ground reality, keeping in mind India's rich, diverse, ancient and modern culture and knowledge systems and traditions.
4. Equity and inclusion will be the goal of all educational decisions, so that all students can thrive in the education system.
5. The focus is on building life skills e.g. Skills like collaboration, teamwork etc.

Conclusion :

The new education policy will greatly benefit children and youth. This is the purpose of bringing a new educational policy, to brighten the future of the coming generation. The new education system will surely succeed in eradicating unemployment in the near future. The new education policy will lead children and youth to new paths and light, and provide employment oriented higher education.

References :

- References are arranged by APA 5th edition.
- <https://www.orfonline.org/marathi/five-challenges-that-would-shape-the-outcome-of-nep-2020-96761/dated 24.04.2023>
- <https://mr.quora.com/ dated 24.04.2023>
- <https://askmarathi.com/essay-on-new-education-policy-2020-in-marathi/ dated 24.04.2023>
- <https://www.nitinsir.in/new-national-education-policy-2020/ dated 24.04.2023>



भारत की नई राष्ट्रीय-शिक्षा नीति-२०२० का सैद्धांतिक स्वरूप

- प्रा. नटवर संपत तडवी

सहायक प्राध्यापक,

हिंदी विभागाध्यक्ष, संत जगनाडे महाराज शिक्षण मंडल कला व वाणिज्य वरिष्ठ महाविद्यालय,
खापर, ता. अक्कलकुवा जि. नंदुरबार

प्रस्तावना :

सामान्यतः सीखने एवं सिखाने की क्रिया को हम शिक्षा कहते हैं जिसे अध्यापक छात्र और शैक्षिक संस्थाएँ क्रियान्वित रूप प्रदान करते हैं। इसलिए शिक्षा किसी भी समाज में निरंतर चलने वाली सामाजिक प्रक्रिया है। जिसकी सम्येक उद्देश्य और नीतियाँ होती है, जिसके माध्यम से मनुष्य की आंतरिक शक्तियों का विकास तथा व्यवहार को परिकृत किया जाता है। परिणामी शिक्षा द्वारा ज्ञान एवं कौशल में वृद्धि कर मनुष्य को योग्य नागरिक बनाया जाता है।

यह भारतीय परिप्रेक्ष्य में शिक्षा नीति की सदियों की परंपरा रही है। इस संदर्भ में महात्मा गांधी, स्वामी विवेकानंद, महात्मा फुले, शाहू महाराज और डॉ. बाबासाहब अंबेडकर जी के शिक्षा संबंधी विचार किसी शिक्षा नीति से कम नहीं है। इसलिए भारतीय परिप्रेक्ष्य में वर्तमान नई राष्ट्रीय-शिक्षा नीति-२०२० का संबंध इन्हीं परंपरा के साथ परिलक्षित होता है।

वर्तमान भारत सरकार द्वारा शिक्षा के क्षेत्र में नए बदलावों के साथ शिक्षा नीति को सन् २०२० में मंजूरी दे दी है। इस पर काफी अध्यापकों, अभिभावकों, शिक्षाविदों और कई दात्रों के सुझावों को ध्यान में रखते हुए सर्वसमावेशक शिक्षा नीति बनाने का सैद्धांतिक प्रचार किया गया है। इससे पूर्व १९८६ में राष्ट्रीय शिक्षा नीति बनाई गई थी और वा १९९२ में इसमें अनुसंधान किया गया था। इसलिए वर्तमान शिक्षा नीति कहाँ कि, “नए भारत के निर्माण में यह नई शिक्षा नीति-२०२० मील का पत्थर साबित होगी। यह शिक्षा नीति ज्ञान-विज्ञान, अनुसंधान नवाचार, प्रौद्योगिकी से युक्त संस्कारक्षम, मूल्यपरक, हर क्षेत्र में, हर परिस्थिति का मुकाबला करने वाली, पूरी दुनियाँ के लिए भारत में ज्ञान की महाशक्ति के रूप में उमर करके आएगी।”^१ क्योंकि किसी भी राष्ट्र के लिए शिक्षा की नीति आवश्यकता होती है। जिसमें अतीत का विश्लेषण और वर्तमान की आवश्यकता तथा भविष्य की संभावनाएँ निहित होती है।

२. शिक्षा नीति २०२० का सैद्धांतिक स्वरूप :

देश के प्रधानमंत्री नरेंद्र मोदी द्वारा हाल ही में राष्ट्रीय शिक्षा नीति लाई गई है जो अंतरिक्ष वैज्ञानिक के कस्तूरिगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है। नई शिक्षा नीति २०२० की घोषणा के साथ ही मानव संसाधन मंत्रालय का नाम बदलकर शिक्षा मंत्रालय कर दिया गया है। इस नीति द्वारा देश में स्कूल एवं उच्च शिक्षा में

परिवर्तनकारी सुधारों की अपेक्षा की गई है। इसके उद्देश्यों के तहत वा २०३० तक स्कूली शिक्षा में १०० टक्के जी.ई.आर. के साथ-साथ पूर्व-विद्यालय से माध्यमिक स्तर तक शिक्षा के सार्वभौमिकरण का लक्ष्य रखा गया है। नई शिक्षा नीति, भारतीय जीवन मूल्यों पर आधारित होने के साथ-साथ, भारतीय परंपराओं, भारतीय संस्कृति एवं भारतीय भाषाओं को प्रोत्साहन, पुनर्स्थापन एवं प्रसार पर जोर देती है, जिससे यह भारत को एक समर्थ, गौरवशाली, आत्मनिर्भर बनाने में निश्चय ही प्रमुख भूमिका निभाएगी। इसी दृष्टि से प्रधानमंत्री श्री नरेंद्र मोदी ने कहा कि, “यह शिक्षा के क्षेत्र में बहुप्रतीक्षित सुधार है, जिससे लाखों लोगों का जीवन बदल जाएगा। एक भारत श्रेष्ठ भारत पहल के तहत इसमें संस्कृत समेत भारतीय भाषाओं को बढ़ावा दिया जाएगा।”^२ याने भाषाई विविधता का संरक्षण, स्कूली शिक्षा संबंधी प्रावधान, शारीरिक शिक्षा, पाठ्यक्रम और मूल्यांकन संबंधी सुधार, एक नई व्यवस्था, विकलांग बच्चों हेतु प्रावधानों का विशेष सैद्धांतिक खयाल रखने की पूरी कोशिश की है।

एक नई व्यवस्था (५+३+३+४) :

इससे पूर्व १०२ स्कूली शिक्षा का प्रावधान हटाकर नई शिक्षा नीति के तहत अब ५३३४ लागू किया गया है। जिसमें ३ से १८ वर्षों की आयु वाले बच्चों को शामिल किया गया है। जिसे क्रमशः ३.८, ८.११, ११.१४, १४.१८ उम्र के बच्चों को शिक्षा दी जायेगी। पाँच वा की फाउंडेशन स्टेज (Foondational stage ३ साल की प्री-प्राइमरी स्कूल और ग्रेड १,२ है। तीन वा का प्रीपेट्ररी स्टेज Prepatratory stage है। तीन वा का मध्य (या उच्च प्राथमिक) चरण ग्रेड ६,७,८ और ४ वर्ष का उच्च (या माध्यमिक) चरण ग्रेड ९, १०, ११, १२, कक्षा होगी। यह बदलाव छात्रों के हित को देखकर किए गये है।^३

भाषायी विविधता का संरक्षण :

प्रस्तुत शिक्षा नीति-२०२० के तहत कक्षा-५ वीं तक शिक्षा में मातृभाषा, स्थानीय तथा क्षेत्रीय भाषा को अध्ययन के द्वारा अनोखे रूप में अपनाने पर बल दिया गया है। इसके साथ ही प्रस्तुत नीति में मातृभाषा की कक्षा-८ और आगे की शिक्षा के लिए प्राथमिकता देने का सुझाव दिया गया है। परिणामी स्कूली ओर उच्च शिक्षा में छात्रों के लिए संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा परंतु किसी भी छात्र पर भाषा के चयन की कोई बाध्यता नहीं होगी।^४

पाठ्यक्रम और मूल्यांकन की नीति निर्धारित करते समय छात्र और शिक्षा विकास को मध्यनजर रखते हुए सार्थक बदलाव किए हैं।

- १ प्रस्तुत शिक्षा नीति में प्रस्तावित सुधारों के अनुसार, कला और विज्ञान, व्यावसायिक तथा विार्यों एवं पाठ्यक्रम व पाठ्येत्तर गतिविधियों के बीच बहुत अधिक अंतर नहीं होगा।
- २ कक्षा ६ से ही शैक्षिक पाठ्यक्रम व्यावसायिक शिक्षा को शामिल कर दिया जाएगा और इसमें इंटरशिप (Internship) की व्यवस्था भी की जाएगी।
- ३ 'राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद' (National Council of Educational Research and Training-NCERT) द्वारा 'स्कूली शिक्षाके लिये राष्ट्रीय पाठ्यक्रम रूपरेखा' (National Curricular Framework for School Education) तैयार की जाएगी।
- ४ छात्रों के समय विकास के लक्ष्य को ध्यान में रखते हुए कक्षा- १० और कक्षा-१२ की परीक्षाओं में बदलाव किया जाएगा। इसमें भविय में समेस्टर या बहुविकल्पीय प्रश्न आदि जैसे सुधारों को शामिल किया जा सकता है।
- ५ छात्रों की प्रगति के मूल्यांकन के लिए मानक-निर्धारक निकाय के रूप में 'परख' (PARAKH) नामक एक नए 'राष्ट्रीय आकलन केंद्र' (National Assessment Centre) की स्थापना की जाएगी।
- ६ छात्रों की प्रगति के मूल्यांकन तथा छात्रों को अपने भविय से जुड़े निर्णय लेने में सहायता प्रदान करने के लिए कृत्रिम बुद्धिमत्ता (Artificial Intelligence-AI) आधारित सॉफ्टवेयर का प्रयोग।^{१५}

शारीरिक शिक्षा :

स्कूलों में सभी स्तरों पर छात्रों को बागवानी, नियमित रूप से खेल-कूद, योग, नृत्य, मार्शल आर्ट को स्थानीय उपलब्धता के अनुसार प्रदान करने की कोशिश की जाएगी, ताकि बच्चे शारीरिक गतिविधियों एवं व्यायाम बगैरह में भाग ले सकें।^{१६}

शिक्षण व्यवस्था से संबंधित सुधार :

- १ शिक्षकों की नियुक्ति में प्रभावी और पारदर्शी प्रक्रिया का पालन तथा समय-समय पर किये गए कार्य-प्रदर्शन आकलन के आधार पर पदोन्नति।
- २ राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा वर्ष २०२२ तक 'शिक्षकों के लिये राष्ट्रीय व्यावसायिक मानक' (National Professional Standards for Teacher-NPST) का विकास किया जाएगा।
- ३ राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा NCERT के परामर्श के आधार पर 'अध्यापक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा' (National Curriculum Framework for Teacher Education-NCFTE) का विकास किया जाएगा।

- ४ वर्ष २०३० तक अध्यापन के लिए न्यूनतम डिग्री योग्यता ४ वर्षीय एकीकृत बी.एड. डिग्री का होना अनिवार्य किया जाएगा।^{१७}

उच्च शिक्षा से संबंधित प्रावधान :

- १ NEP-2020 के तहत उच्च शिक्षण संस्थानों में 'सकल नामांकन अनुपात' (Gross Enrolment Ratio) को २६.३ टक्के (वर्ष २०१८) में बढ़ाकर ५० टक्के तक करने का लक्ष्य रखा गया है, इसके साथ ही देश के उच्च शिक्षण संस्थानों में ३.५ करोड़ नई सीटों को जोड़ा जाएगा।
- २ NEP-2020 के तहत स्नातक कार्यक्रम में छात्र कई स्तरों पर पाठ्यक्रम में मल्टीपल एंट्री एंड एक्जिट व्यवस्था को अपनाया गया है, इसके तहत ३ या ४ वर्षों के स्नातक कार्यक्रम में छात्र कई स्तरों पर पाठ्यक्रम को छोड़ सकेंगे और उन्हें उसी के अनुरूप डिग्री या प्रमाण-पत्र प्रदान किया जाएगा। (१ वर्ष के बाद प्रमाण-पत्र, २ वर्षों के बाद एडवांस डिप्लोमा, ३ वर्षों के बाद स्नातक की डिग्री तथा ४ वर्षों के बाद शोध के साथ स्नातक)।
- ३ विभिन्न उच्च शिक्षण संस्थानों से प्राप्त अंकों या क्रेडिट को डिजिटल रूप से सुरक्षित रखने के लिए एक 'एकेडमिक बैंक ऑफ क्रेडिट' (Academic Bank of Credit) दिया जाएगा, ताकि अलग-अलग संस्थानों में छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जा सके।
- ४ नई शिक्षा नीति के तहत एम.फिल. (M.Phil) कार्यक्रम को समाप्त कर दिया गया।^{१८}

निष्कर्ष :

उपर्युक्त नई शिक्षा नीति- २०२० के सैध्दांतिक स्वरूप को भारतीय शिक्षा बदलाव के रूप में देखा गया है। जिसमें अध्यापक, छात्र, पाठ्यक्रम और मूल्यांकन, शैक्षिक संस्थाएँ और छात्र विकास समन्वय किया हुआ परिलक्षित होता है। १०२ की जगह ५+३+३+४ की स्कूली शिक्षा नीति का स्वरूप भी काफी सैध्दांतिक लगता है। साथ ही उच्च शिक्षा का बदलाव भी काफी चुनौतिपूर्ण लगता है। पूरे भारत में २०२३-२४ से इस नई राष्ट्रीय शिक्षा नीति को कार्यान्वीत करने में काफी चुनौतिपूर्ण नीति लगती है। स्कूली स्टॉप शैक्षिक संस्थाओं की सीमाएँ और अनजान छात्र अध्यापकों के कारण काफी मुस्किले आनेवाली है।

अतः नई शिक्षा नीति-२०२० काफी सोच समजकर और सैध्दांतिक रूप को देखते हुए बनाई है। इसलिए कई लोग इसका स्वागत तो कई लोग विरोध भी कर रहे हैं।

संदर्भ सूची :

- १ हंस शोध सुधा (मोनिका शर्मा) जनवरी-मार्च, २०२१, पृ.सं. ५९
- २ वही, पृ.सं. ५९
३. www.drishtlias.com दृष्टी The vision (नई शिक्षा

- नीति, २०२०) दृष्टि
४ वही
५ www.bdc-com/hindi/indian-53581084 (नई
शिक्षा नीति, २९ जुलाई-२०२०)
६ हंस शोध सुधा (मोनिका शर्मा) जनवरी-मार्च, २०२१, पृ.सं.
६०
७ www.drishtias.com दृष्टी The vision (नई शिक्षा
नीति, २०२०)
८ वही

