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**F.Y.B.SC. ■ SEM II ■ CH-202**

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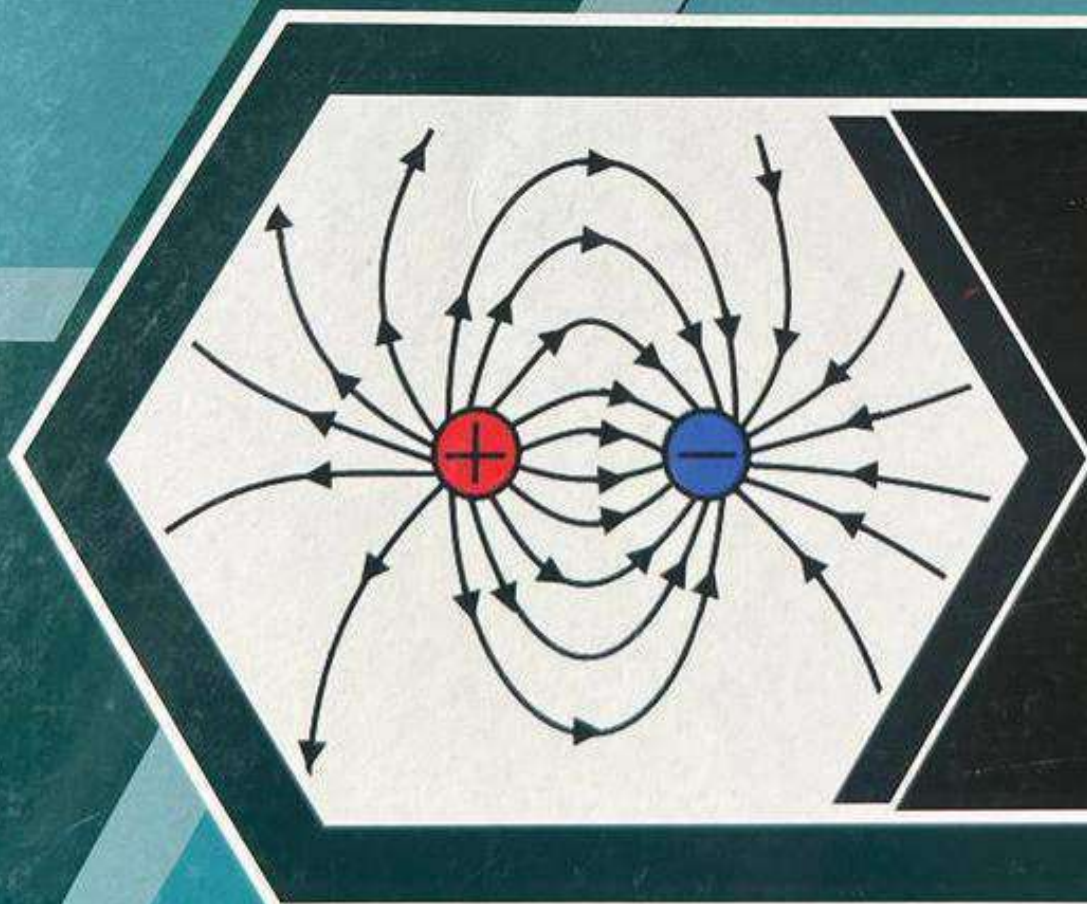
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## Electricity and Electrostatics

(PHY : 201)

F.Y.B.Sc.

Semester II Paper -I



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# **Implementation of NEP-2020: Challenges and Opportunities for Educational Institutions (INEP-2023)**

## **Editors**

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# Challenges for Implementation of NEP-2020 to Educational Institutions

**Dr. J. V. Dhanvij**

Assistant Professor in Physics,

Smt. P. K. Kotecha Mahila Mahavidyalaya,

Bhusawal

**Dr.T.K.Patil**

Smt. G.G.Khadase College

Mutain agar, Dist.Jalgaon

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## Abstract

*A well-defined and futuristic education policy is a must for every country because education is the key driver of economic and social progress. Taking into account their respective traditions and culture, different countries have adopted varied education systems. Recently, the Government of India took a giant leap forward by announcing its new education policy; the National Education Policy 2020 (NEP-2020), almost three decades after the last major revision was made to the policy in 1986. The policy has come at the right time and the objective is very noble. But there lies a world of difference between laying down a policy on paper and following it in spirit. The success of NEP 2020 and the pace of its implementation depend to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it. All the details related to the possible challenges in higher education due to the changes in the new education policy have been analyzed in this paper.*

**Keywords:** National Education Policy, Higher Education, Challenges

## 1. INTRODUCTION:

In the last two years since its eventful launch, the NEP has moved some ground in terms of meeting key milestones, notwithstanding the challenges from the global health pandemic. To begin with, the government has done well in terms of building awareness and interests amongst diverse stakeholders on the mission and vision of the NEP. This was marked in a 10-day long *Shikshak Parv* that saw a series of national-level events featuring the Prime Minister and other key officials. Further, to make the intent more pronounced, the government has renamed the Ministry of Human Resources Development (MHRD) to Ministry of Education. Significantly, this key ministry has been infused with doses of energy and dynamisms by bringing in Dharmendra Pradhan, the man who brought major transformations in the critical energy ministry. Mr Pradhan's proven implementation ability and his diplomatic negotiating skills will come in handy in pushing the mega initiatives that would likely face opposition in opposition-ruled states.

In terms of roll-out of key NEP activities, the school curriculum has been changed to include artificial intelligence (AI) and financial literacy. Given that the mother tongue or

regional language received primacy in the NEP, the same has been introduced in several states, albeit on a *Pilot Basis*. Further, the ministry has launched the much-talked-about Academic Bank of Credit—a programme that will provide multiple entry and exit options for students in higher education. These apart, a number of key initiatives, such as NIPUN Bharat Mission—improving children’s learning competencies in reading, writing, and numeracy by the end of Grade III; Vidya Pravesh—a three-month school preparation module for Grade I children; DIKSHA—a teaching-learning repository of e-content; and NISHTHA—teachers training programme for the secondary-level teachers. As far as roll-out amongst the states are concerned, only a handful of states, mainly under the ruling party have launched the programme. Karnataka became the first state to implement NEP on 24 August. Recently, Madhya Pradesh and Himachal Pradesh launched a series of NEP initiatives giving a much needed push to this mega policy. Five major challenges are disuses in this paper.

## 2. ISSUES AND CHALLENGES:

- **The sheer size and diversity of India’s education sector makes implementation an uphill task**

While the NEP has begun gathering a fair degree of momentum, the road to its realization is filled with endless potholes. With more than 15 lakh schools, 25 crore students, and 89 lakh teachers, India remains the second largest education system in the world. The size of the higher education system is massive too. As per the AISHE Report 2020-21, India’s higher education sector consists of 3.85 crore students in nearly 1,113 universities, 43,796 colleges, and 11,296 stand-alone institutions. Thus, a countrywide implementation of this mega education policy is going to be a mammoth exercise involving multiple stakeholders at the state, district, sub-district, and block levels. Creating a shared responsibility and ownership amongst key stakeholders, including the private sector, at the state and district levels that have extraordinary diversity is going to be a major challenge for the education leadership.

- **The NEP’s eventual realization is critically linked to state capacity.**

As rightly pointed out by the NEP Drafting Committee led by K. Kasturirangan, India’s education system is underfunded, heavily bureaucratized, and lacks capacity for innovation and scale up. The *internal capacities* within the education ministries (centre and states) and other regulatory bodies are grossly inadequate to steer the magnitude of transformations envisaged in the NEP. For instance, moving away from a rigid content-driven rote learning system to experiential learning and critical thinking would require nothing short of a revolutionary change in the attitudes of the people running the education system, let alone the attitudinal changes amongst the teachers, students, and parents.

This means that thousands of schools and colleges would need capacity building and reorientation with regards to the operational aspects of implementing a mega programme with many experiential goals. In short, the existing organizational structure of the ministry and its ecosystems will have to undergo a massive overhaul. While it is heartening is that the NEP document has laid out a comprehensive roadmap for overhauling the existing regulatory system, and the education ministry is in the process of bringing out a legislation that would

facilitate the setting up of a Higher Education Commission of India (in the place of existing regulatory bodies, mainly the UGC, AICTE, and National Council for Teachers Education), one has to wait for the new institutional architecture emerging out of legislative initiatives.

- **The NEP would largely hinge on the extent of cooperation between the Centre and States.**

While the NEP has been drafted by the Union government (with inputs from multiple stakeholders including the state governments), its implementation largely depends on the active cooperation of the states. This is because most services-related education are performed by the state governments. In short, the Centre has to skillfully navigate the principles of cooperative federalism and decentralization while rolling out key initiatives. And this is not an easy act to perform given the sharpening of *political polarization* in the recent years and visible breakdown of trust between the Centre and states. A number of Opposition-ruled states have been raising strong objections to several key provisions of the NEP and the manner in which they are being rolled out. The more worrying development is that the Tamil Nadu government's recent decision to not implement the NEP can encourage other Opposition-ruled states to follow a similar path. Thus, managing federal math is critical to the realization of the NEP.

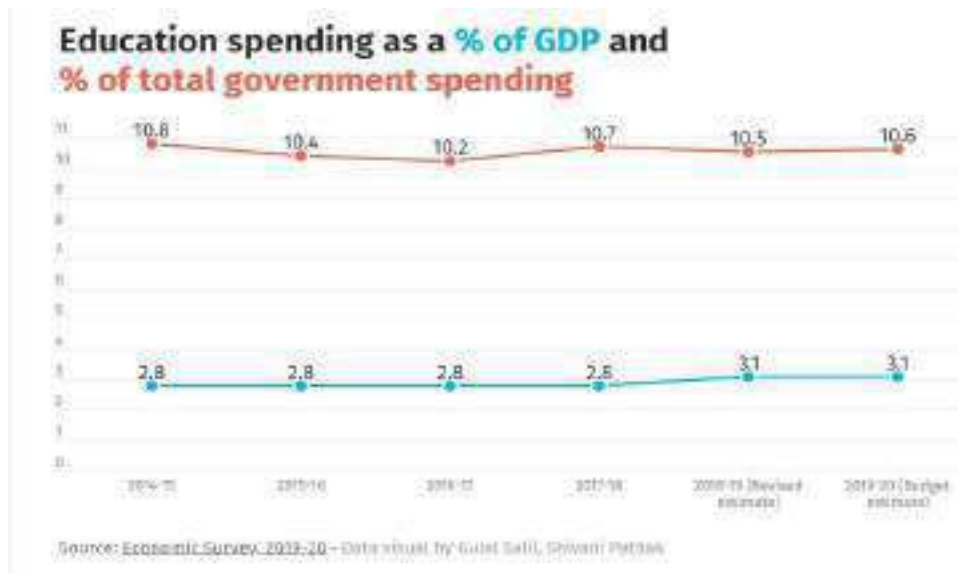
- **The role of the private sector, particularly in dealing with the higher education system**

It is extremely critical for translating the inclusionary vision of the NEP. It may be noted that as much as 70 percent of higher education institutions (colleges and universities) are run by the private sector. Significantly, roughly 65-70 percent students are currently enrolled in private higher education institutions. This apart, the private sector brings much needed financial resources and innovation. Therefore, it is imperative for the government and regulatory bodies to create workable institutional mechanisms that would harness the contribution of the private sector and recognize them as equal partner in the NEP process.

- **The successful execution of key initiatives requires availability of adequate financial resources for decades.**

In this regard, the NEP has stated that to realize the goals of the new policy, the country has to raise public spending on education to 6 percent of GDP. This is a daunting task if one considers the past promises and their actual realization. For instance, the 1986 National Education policy had recommended 6 percent of GDP be allocated towards education.

However, in all these decades, the public spending on education has not gone beyond 3.1 percent. Ironically, the union budget allocation for education in the NEP launching year has taken a dip. The education budget was reduced by 6 percent from INR 99,311 crore in 2020-21 to INR 93,224 crore in 2021-22. While this is understandable given the government's priorities are divided in the face of the COVID-19 pandemic and economic distress that large sections of populations are facing, there is no clear roadmap yet how such enormous sums of financial resources can be augmented.



### 3. CONCLUSION:

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

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# NEP-2020: Higher Education And Employability Skills

**Janhavi Talegaonkar**

Department of Physics,

Smt. P. K. Kotecha Mahila Mahavidyalaya

Bhusawal (M.S.)

**Meen Chaudhari**

Department of Zoology,

Smt. P. K. Kotecha Mahila

Mahavidyalaya Bhusawal (M.S.)

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## Abstract

*This is an attempt to review the New National Education Policy (2020) regarding employability skills and skill-based learning programs. It is a to analyze the problems that are making the present education system unable to produce skilled human workforce to meet the demands of the job market. All the issues such as teaching learning method, evaluation system, division of streams, challenges in vocational education and integration of technology and education are discussed. Furthermore, it tries to analyze what the NEP (2020) proposes for higher education towards holistic development and skill-based education in order to revitalize the system and make the oldest and largest education system of the world a vibrant and sustainable one.*

*Key words: NEP2020, employability, Higher education, education system, Skill-based education*

## Introduction:

India's New Education Policy-2020 aims to provide a holistic and multidisciplinary approach to higher education, with a focus on improving employability and fostering innovation and entrepreneurship. The policy envisions a transformed higher education landscape that can meet the diverse needs of the country and the world.

The new education policy emphasizes the need for higher education institutions to become more flexible, learner-centric, and multidisciplinary in their approach. The policy envisages the creation of a Higher Education Commission of India (HECI) that will replace the University Grants Commission (UGC) and All India Council for Technical Education (AICTE), with the aim of reducing the regulatory burden and promoting greater autonomy for higher education institutions.

The policy also seeks to increase access to higher education, particularly for underrepresented and disadvantaged groups. The policy aims to achieve this by expanding the capacity of higher education institutions, including through the establishment of new institutions, and by promoting online and open learning.

Employability skills can be defined as the core skills that are required to make an individual employable in different sectors. Along with the technical skills, employers want numerous soft skills/transferable skills to be possessed by individuals in order for them to be more equipped to carry out their duties more effectively. Employability skills include the *soft*

*skills* that allow you to work well with others, apply knowledge to solve problems, and to fit into any work environment. They also include the *professional skills* that enable you to be successful in the workplace. These are also considered as *transferable skills* because you can apply them to a job in any industry, (Alison Doyle, Sep 2020). It is the assets that empower an individual to excel in their profession. Employability of an individual depends on how they demonstrate these assets and present themselves as prospective employees.

### **The current scenario Teaching-learning and method of Assessment:**

In India, there exist a wide gap between what the children learn at school and what is demanded of them in the job market. There is multitude of reasons for this regard. The first reason being that the present system of education still follows the traditional method of teaching- learning and thus is largely based on rote memorization with little to no emphasis on skill-based learning. The education system is still driven by how much a child can score in the one-shot final examination. This absence of conceptual learning and marks oriented learning denies the children of meaningful thinking and hence acts as a hindrance to applying their learning into life situations. The existing evaluation system which is mark based is encouraging the students to strive for the highest academic scores, yet unfortunately, creativity, innovative thinking, critical analysis, problem solving skills etc. are taking a backseat. Educational institutions, students and parents alike are on a race to achieve the top score on the academic score board yet; producing skilled human workforce is being ignored. Students are unable to secure suitable jobs in the job market after completing their studies, and as a result; they get confused and most often become a liability rather than assets of the nation.

### **Division of streams:**

The division of higher education into three rigid compartments as Arts, Science and Commerce streams with no flexibility and link between these studies become a threat for the students in choosing their career. Students are ~~pressured~~ to score high enough to go for science stream. This unhealthy competition forces the student to mug up more, understand less and consequently choose careers in which they have less interest and aptitude. Such a rigid division in streams can also be conceived as putting limitations in choosing career options as one can choose from only a limited career options according to the discipline. Education has become a burden rather than enriching and pleasant for the student because there is a lack of practical learning also there is no creativity. Hence the trend of premature dropping out of school leads to increase in rising number of unskilled work force and decline in skilled work force.

### **Vocational education:**

As per survey published in The Economic Times of India (2018), the vocational education courses are also failed to produce skilled employable individuals in India. It has been increasingly found by various researchers that the curriculum and the training modules of the present vocational courses are out-dated, inadequate, and lacking relevance Thus, vocational courses are not a viable option for employability

## **Technology in education:**

Increasing use of technology in the teaching learning process makes learning fun, engaging and more effectual. It enables both the teacher and the student to be more alert and up-to-date. Students of the present generation are born in technology, it is a part of their life, and hence they learn better and faster when armed with the technology. It encourages participation, collaboration, critical thinking, problem solving skills, cooperation etc. the skills that encompasses a massive portion of employability skills in demand.

The traditional chalkboard teaching is proving to be ineffective for the modern digital generation. Education system needs to step up its game in order to ensure smooth transition. Digital education is evolving at a very fast pace in India. Technologies are being integrated into the school system and education is becoming more and more digitalized while students are becoming more and more skilled. Still, the challenges are unprecedented. Shortage of resources, connectivity issues especially in the rural areas, absence of well-trained techno literate teaching faculty, insufficient fund, maintenance issues etc. are some of the key challenges that is being faced by the system at this time. The New Education Policy (2020) with its ground-breaking policies and programmes with major emphasis on digital education, vocational education and skill development programs could very well be an answer to these extraordinary challenges that the country is facing.

The new education policy recognizes the importance of employability and entrepreneurship in higher education. It emphasizes the need for higher education institutions to provide practical and industry-relevant training to their students, as well as opportunities for entrepreneurship and innovation. The policy also seeks to promote collaboration between higher education institutions and industry, with the aim of enhancing employability and fostering innovation.

The policy recognizes the importance of developing critical thinking, creativity, and problem-solving skills in higher education. It emphasizes the need for higher education institutions to focus on developing these skills, as well as communication, digital literacy, and ethical and moral reasoning. The policy also seeks to promote research and innovation in higher education, with the aim of fostering new ideas and solutions to the challenges facing the country and the world.

The implementation of the new education policy has the potential to transform higher education in India and enhance employability for graduates. The policy's emphasis on multidisciplinary and learner-centric education, practical and industry-relevant training, and entrepreneurship and innovation can help equip students with the skills and knowledge they need to succeed in a rapidly changing world.

This National Education Policy 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.



**Restructure curriculum and change in pedagogy from 10+2 to 5+3+3+4 design:** The new NEP2020 proposes to redesign the school curriculum into a new 5+3+3+4 design. The goal is to make education more inclusive and cater to the needs and interest of the children thereby, making their learning more comprehensive and relevant. Starting from the five years foundational stage, education will be based on activity, play way and discovery. Addition of more specialized subjects and subject teachers that would encourage learning and discussion of abstract concepts, experiential learning and exploratory learning are proposed to be introduced in the middle stage. The four years multi-disciplinary secondary stage curricula will emphasis on critical thinking and the life aspirations of the students. Flexibility in choice of subjects, exit and re-entry after grade 10 for pursuing vocational courses will be made available if the student desires so. (Section 4). NEP 2020 mainly focused on some main points as,

- Learning language and numeracy through activity, play-way and discovery learning would encourage effective communication skills, social skills, cooperation, teamwork, creativity etc. from a very young age. This would enhance their skills of employability in their future career.
- Discussions, conceptual learning, experiential and exploratory learning is a major leap towards replacing aged old rote memorization
- Multi-disciplinary education with flexibility in choice of subject combinations would enable students to choose subjects according to their interest and skills. This would enable them to learn towards their life's aspirations and ultimately aid in future career choice.

**Multidisciplinary and Holistic education:**

The goal of NEP 2020 to reform curriculum and pedagogy on all levels of education is to drive education towards understanding learning by replacing rote learning which has been the method of learning for decades. It aims to imbibe specific sets of skills across all domains. The emphasis is to shift the focus of education from sole cognitive to a holistic whole-round development. This shift in focus will enable to create skilled and well-equipped employable youths.

**Reduction of curriculum content:**

The curriculum content in each subject will be reduced to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. Creativity, collaboration, questioning, experiential and exploratory activities will be emphasis in teaching and learning of these mandated contents. (Section 4.5)

**Experiential learning:**

Experiential learning will be adopted in all stages, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. (Section 4.5)

**Flexibility in course choice:**

Students will be given increased flexibility and choice of subjects to study,

particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills, so that they can design their own paths of study and life plans. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. (Section 4.9)

**Assessment:**

Assessment method for education will shift from old summative to formative assessment which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The school-based assessment report cards will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of learner in the cognitive, affective, and psychomotor domains. (Section 4.34)

**Developing special innate talents:**

The policy lays special emphasis on developing innate talents on every child. These talents may express themselves in the form of varying interests, dispositions, and capacities. Those students that show particularly strong interests and capacities in a given realm must be encouraged to pursue that realm beyond the general school curriculum. Schools will develop smart classrooms, in a phased manner, for using digital pedagogy and thereby enriching the teaching-learning process with online resources and collaborations. (Section 4.43)

**Use and Integration of technology**

Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. (Section 23.3)

The success of the new education policy will depend on effective implementation. This will require the active involvement of all stakeholders, including higher education institutions, industry, government, and civil society. It will also require adequate funding and resources, as well as a sustained commitment to reform and innovation.

Employability of educated youths had been a major challenge for decades in India. Educated job seekers struggle to secure definite jobs because they lack employability skills demanded by the job. The struggle for the business leaders and employers ditto. The cause of this problem is deeply rooted in the type and quality of education that the Indian students receive at school. Despite of the nationwide debate and inherent implementation challenges, the new NEP 2020 with its innovative and out of the box policies, if implemented to the full

spirit can regenerate the education system and consequently produce world class skilled humancapital.

## **Conclusion**

In conclusion, the new education policy represents a significant opportunity to transform higher education in India and enhance employability for graduates. The policy's emphasis on multidisciplinary and learner-centric education, practical and industry-relevant training, and entrepreneurship and innovation can help equip students with the skills and knowledge they need to succeed in a rapidly changing world. However, effective implementation will be crucial to realizing the policy's full potential. The new education policy proposes restructuring of the current education system thereby making it more relevant to the demands of ever evolving jobs and work-skills. The new policy proposes a holistic system of education and flexibility of choosing the subjects, it enable the students to choose content according to their skills and interest ultimately prepare the students for their future career.. There is a focus on hands-on skill development.

Focus on creativity learning, collaborative learning, critical thinking, experiential and exploratory learning etc. as the teaching learning method will introduce more activity based and conceptual learning. And as a result, it improve soft transferable skills that are essential for employability. Innovative policies such as internship programs in middle stages, multilingualism, digital literacy, coding, introduction of subject like artificial intelligence, formative assessment etc.can be an answer to the vision of imparting skill-based education and improve employability.

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# NEP-2020 and its Approach Towards Holistic Development

**Madhuri Bhutada**

Department of Mathematics,

Smt. P. K. Kotecha Mahila Mahavidyalaya Bhusawal (M.S.)

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## **Abstract:**

*India is a country with rich diverse, ancient culture, knowledge systems, traditions & philosophy which have had a strong influence on the world. The Indian Education system with guru-shishya parampara, Vedas and other ancient texts, was based on the spiritual, moral and intellectual development and the principles that emphasize the holistic development of the individual. Our great Indian philosophers & educational leaders have always stressed on holism, holistic development of an individual in multiple disciplines. The same thought on holistic education is stressed by the NEP-2020 in the policy document which suggests major revamping to implement holistic learning at all levels.*

Keywords: Education, Holistic Development, NEP 2020, Holistic Approach, India.

**Introduction:** The New Education Policy, “National Education Policy 2020 (NEP 2020)” is the education system in India restructured by the government replacing National Policy on Education (NPE) to cater needs in the 4th Industrial Revolution & challenges of the 21st century. The aim of National Education Policy 2020 is to bring transformational reforms in school and higher education and thus shape India into a vibrant knowledge society and global knowledge superpower. This policy has Agenda for Sustainable Development with the foundational pillars of Access, Equity, Quality, Affordability, and Accountability, The aim of education in NEP will be cognitive development, building character, creating holistic and well-rounded individuals equipped with the key 21st century skills.

## **Objectives of the study:**

The primary objective of this research is to study the Holistic Approach of New Education Policy 2020 on education. The study also outlines the salient features of NEP and Holistic Development.

## **Research methodology:**

This research is a descriptive study. The necessary secondary data was collected from various websites including Government of India. This data was then analyzed and reviewed to arrive at the conclusion.

## **NEP in India**

Vyas Samhita states, — “The result of education is good character and good behavior”.  
Swami Vivekananda believed man to be perfect and

education as the tool to polish this self-perfection. According to Mahatma Gandhi “By education I mean an all-around drawing out of best in child and man- mind body and spirit”.

The development of personality is the sole aim of education. Education is the cornerstone of progress and development, and it is essential for the growth and prosperity of any nation. Education prepares a student for lifelong learning. The government of India has recently introduced a new education policy, ‘**The National Education Policy (NEP) 2020**’. It is a visionary document that outlines the vision, goals, and strategies for transforming the education system in India. The NEP was approved by the Union Cabinet of India in July 2020.

**The new education policy** is based on pillars access, equity and quality, affordability and accountability, which are the challenges faced by the current education system. It envisions an education system that is inclusive, equitable, holistic, and meet the challenges of the 21st century and 4th industrial revolution. The policy aims to provide access to education to all, irrespective of their socio-economic background or geographic location. It emphasizes the need for equitable distribution of educational resources and opportunities, and focuses on an effective learning environment for all students, improving the quality of education in the country, promoting lifelong learning opportunities for all to achieve Sustainable Development.

It focuses on the development of cognitive, social, emotional, and physical skills of learners, with an emphasis on critical thinking, creativity, and innovation. The policy aims to promote lifelong learning, multiple pathways for skill development, and a learner-centric approach to education that will bring about significant changes in the way education is delivered, accessed, and evaluated in the country. The National Education Policy (NEP) aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, and multidisciplinary suited to 21st-century needs, and aimed at bringing out the unique capabilities of each student.

### **Salient Features of NEP 2020**

The National Education Policy 2020 (NEP 2020) in India has several salient features, which can be summarized as follows

#### **Early Childhood Care and Education (ECCE):**

The NEP highlights the importance of early childhood care and education, with a focus on providing quality education to children in the age group of 3-6 years. It aims to provide a strong foundation for children's learning and development through play-based and activity-based approaches to provide a strong foundation for their lifelong learning and development.

#### **Restructuring of the school curriculum.**

One of the key features of the new education policy is the restructuring of the school curriculum to make it more flexible, relevant, and multidisciplinary. The policy proposes a 5+3+3+4 structure, and the integration of vocational education and experiential learning in the curriculum. This new structure will provide a more holistic and multidisciplinary approach to education, and it will enable students to develop a range of skills and competencies.

#### **Promotion of Mother Tongue, Indian Languages and Culture:**

NEP 2020 advocates the use of the mother tongue or local language as the medium of instruction in the early years of schooling to promote better understanding and learning outcomes, to

preserve and promote the rich linguistic and cultural diversity of India.

**Focus on Holistic Development:**

NEP 2020 places a strong emphasis on the holistic development of learners, encompassing their cognitive, social, emotional, and physical development, by providing a well-rounded education that nurtures their talents, creativity, and critical thinking skills.

**Quality and Relevance:**

NEP 2020 emphasizes the need for quality education that is relevant, engaging, and aligned with the evolving needs of the 21st century, to equip learners with the knowledge, skills, and attitudes necessary for their personal and professional success.

**Flexible Curriculum and Pedagogy:**

NEP 2020 emphasizes a flexible curriculum and pedagogy that caters to the diverse learning needs and interests of learners, promotes interdisciplinary learning, critical thinking, and creativity, and innovation among students allowing them to choose subjects and learning pathways based on their aptitudes, interests, and career aspirations.

**Multidisciplinary and Integrated Learning:**

NEP 2020 promotes a multidisciplinary and integrated approach to learning, breaking the barriers between different subjects,

**Higher Education:** The NEP envisions a transformation in higher education by promoting multidisciplinary education, flexibility in course choices, and integration of vocational education, Promotion of research and innovation in higher education including changes in the structure, governance, and funding of higher education institutions.

**Vocational Education:**

NEP 2020 lays emphasis on **vocational education** and skill into the curriculum from Class 6 onwards, which can help students acquire practical knowledge and skills that enhance their employability and entrepreneurship.

**Teacher Empowerment and Professional Development:**

NEP 2020 aims to empower teachers by providing them with the necessary professional development and training, resources, and support to enhance their professional competencies, promote innovative teaching practices, and foster a positive learning environment in classrooms.

**Use of Technology:**

The NEP emphasizes the use of technology in education, including the development of digital infrastructure, online learning platforms, and e-resources for enhancing the quality of education, teaching and learning. The policy emphasizes the use of digital technologies for assessments, certifications, and improving access equity, and quality in education especially in remote and underserved areas and prepare learners for the digital era.

**Equity and Inclusion Education:**

NEP 2020 aims to ensure universal access to quality education for all learners, irrespective of their socio-economic background, gender, or geographical location It also proposes measures to promote social integration, diversity, and inclusivity in educational institution.

**Governance and Funding:**

The NEP proposes reforms in the governance and funding of education, including the establishment of a National Education Commission, decentralization of decision-making, and increased public investment in education to achieve the target of 6% of GDP expenditure on education.

**Lifelong Learning:**

NEP 2020 emphasizes the importance of lifelong learning, promoting continuous skill development, and providing multiple pathways for learning and career advancement.

**Global Outlook and Internationalization:**

NEP 2020 aims to promote a global outlook among learners, encouraging them to develop a global perspective, engage in international collaborations, and become global citizens capable of addressing global challenges.

Thus the aim of NEP 2020 is to transform the Indian education system making it more inclusive, relevant, and aligned with the needs of the 21st century, and empowering learners with the knowledge, skills, and attitudes necessary for their holistic development and success in a rapidly changing world.

**What is Holistic Development?**

Holistic learning is a type of learning that caters to the overall development of a student in various aspects. It refers to the all-encompassing mental and intellectual growth, harmonious development and progress of an individual in multiple dimensions of their personality including cognitive, social, emotional, physical, and moral as well as ethical development. Holistic development promotes a sense of responsibility with self-confidence, self-awareness, social-awareness and increasing good sense of responsibility in each and every work.

**Key components of Holistic Development:**

**Cognitive Development:** It involves the development of cognitive abilities such as critical thinking, problem-solving, creativity, and decision-making skills. It encompasses the acquisition of knowledge, understanding, and intellectual capabilities.

**Social Development:**

It involves the development of social skills, interpersonal relationships, communication skills, and cultural awareness. It includes the ability to work well with others, empathize, and develop healthy relationships.

**Emotional Development:**

It involves the development of emotional intelligence, self-awareness, self-regulation, and emotional resilience. It includes the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others.

**Physical Development:**

It involves the development of physical fitness, motor skills, and coordination. It includes activities that promote physical health, well-being, and overall fitness.

**Moral Development:** It involves the development of values, ethics, and moral reasoning. It includes the ability to distinguish right from wrong, make ethical decisions, and act responsibly in various situations.

Holistic development recognizes that all these dimensions are interconnected and interdependent,

and that the optimal growth and progress of an individual can only be achieved by addressing all aspects of their development in a balanced and integrated manner. It emphasizes the importance of nurturing a well-rounded individual who is socially, emotionally, and physically competent, and possesses a strong moral values.

### **Ancient Education system of India & Holistic development**

The most important contribution of ancient India not only for India but also for the world is in the field of education. Education is manifested in the cultural economic, individual, philosophical, scientific, social and spiritual advancement. In other words, education is the means for developing the mind for the betterment of the individual and society.

**Holistic development:** According to Rigveda “Education is that which makes man self-reliant and selfless”, a holistic education, as described so beautifully in India’s past. In ancient India, the education system was deeply rooted in the holistic development of individuals, encompassing their physical, mental, moral, and spiritual well-being. The entire approach of Nalanda, Takshila and most of our conventional but world-renowned universities were built by unifying the dharma, artha and karma principles.

**The gurukula system** emphasized a holistic approach to education, where students not only received instruction in various subjects but also imbibed values, ethics, and life skills through close association with their gurus. The **curriculum** in ancient India was comprehensive and diverse, encompassing various branches of knowledge, wide range of subjects including arts, sciences, philosophy, ethics, literature, and spirituality which helped them a well-rounded understanding of the world and their place in it. Students were encouraged to engage in **physical activities** such as sports, martial arts, yoga, and other physical exercises to promote physical fitness, strength, and agility. In ancient India Students were taught **Moral and Ethical values** such as honesty, compassion, respect, humility, and self-discipline, which helped shape their character and moral compass. Students were exposed to ancient scriptures, philosophical texts, and **spiritual teachings** to cultivate a sense of inner wisdom, self-realization, and spiritual awareness to foster a deep understanding of oneself, the world, and the universal truths. It emphasized values such as modesty, truthfulness, discipline, self-reliance, and respect for all creations. Students were encouraged to engage in hands-on learning, **practical learning** through experiential methods, practical applications of knowledge, and real-world experiences to develop practical skills and problem-solving abilities. Teachers (gurus) closely mentored and guided students, provide personalized instruction based on their aptitude, interests, and abilities, taking into account their unique needs and providing individualized attention. The ancient Indian education system emphasized **character building**, focusing on the holistic development of students' character, integrity, and ethical conduct, cultivating a strong moral foundation and becoming responsible, compassionate, and socially aware individuals. The **holistic approach** of the ancient Indian education system aimed at fostering the all-round growth of individuals in a balanced and integrated manner, nurturing well-rounded individuals who were not only knowledgeable in various subjects but also possessed strong moral, ethical, and spiritual values.

### **Lessons of Gita for Holistic Development**



The Bhagavad Gita, a sacred scripture of Hinduism, contains valuable lessons for holistic development. The lessons from the Bhagavad Gita as taught by Lord Shri Krishna emphasize the importance of self-awareness, righteous action, nishkam karma, balanced approach, detachment, mindfulness, physical well-being, and service to others, which contribute to holistic development encompassing physical, mental, emotional, and spiritual well-being. These timeless teachings from the Gita can inspire individuals to lead a more balanced, meaningful, and holistic life.

### **NEP 2020 and Holistic development**

The National Education Policy (NEP)–2020 highlights on overall personality development of individual by inculcating 21st Century education skills to learners. NEP–2020 mentions that “Education would be aimed at developing all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner”. It aims to nurture, inspire, influence, and groom individual. NEP 2020 has a vision that will lead our young generation to learn the subject and also teach and nurture the feeling of giving back to society and become change agents instead of always cribbing about the problem, also to learn the challenges of living as a whole.

NEP 2020 State that education should be focused on practical learning not on theoretical based for developing multiple abilities in human mind. NEP states that – education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centric, discussion-based, flexible, and, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, enjoyable and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The National Education Policy (NEP) 2020 in India presents several opportunities to shift towards a more holistic and multidisciplinary approach to education. Here are some key aspects opportunities of NEP 2020 that promote holistic development:

#### **Competency-based learning Approach:**

NEP 2020 emphasizes a learner-centric approach to education, shifting the focus from rote learning to competency-based learning and on the all-round development of learners in various dimensions. This approach encourages critical thinking, problem-solving, creativity, and innovation among students, fostering holistic development by nurturing their cognitive, social, emotional, and physical and ethical skills.

Focus on Social and Emotional Learning: recognizes that emotional well-being, empathy, and interpersonal skills are crucial for the holistic development of students, and schools are encouraged to incorporate social and emotional learning (SEL) practices in their curriculum and pedagogy.

**Ethical and Moral Education:**

NEP 2020 recognizes the importance of character building and encourages schools to promote ethical and moral values such as honesty, integrity, compassion, and empathy among students, which contribute to their holistic development.

**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 consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students.

**Physical Education and Sports:**

NEP 2020 recognizes the role of physical activity in promoting physical fitness, mental well-being, and overall holistic development of students. Schools are encouraged to provide ample opportunities for students to engage in physical activities, sports, and yoga to promote their physical and mental well-being.

**Multidisciplinary Learning:**

NEP 2020 promotes multidisciplinary learning, allowing students to choose subjects from various disciplines based on their interests and aptitudes. This interdisciplinary approach encourages students to explore diverse fields, enhances their understanding of real-world problems, and promotes holistic development by fostering a well-rounded and versatile skillset.

**Flexible Curriculum and Choice:**

NEP 2020 advocates for a flexible curriculum and assessment system, promotes an integrated curriculum that integrates various subjects and encourages interdisciplinary learning that caters to the individual needs and interests of students. This flexibility allows students to pursue subjects of their interest and aptitude. This approach encourages students to explore their passions, talents, and interests, which contribute to their holistic development and overall well-being, promoting critical thinking, creativity, and problem-solving skills, and fosters holistic development. With NEP-2020 up to school, holistic education would be practiced as the child will be given equal exposure to curricular, co-curricular and extra-curricular subjects and activities.

**Use of Technology & increasing digital adaptability:**

NEP 2020 recognizes the potential of technology in enhancing the quality and reach of education. It emphasizes the integration of technology in the teaching-learning process, which can offer opportunities for innovative pedagogies, personalized learning, and access to digital

resources, promoting holistic development by enhancing students' digital literacy, critical thinking, and problem-solving skills.

#### **Teacher Training and Professional Development:**

NEP 2020 emphasizes the importance of teacher empowerment through continuous professional development, training, and support. It recognizes that teachers play a critical role in fostering holistic development among students by providing personalized guidance, mentoring, and support to students, addressing their unique needs and strengths. It encourages teachers to adopt learner-centric pedagogical practices that focus on the overall development of students..

#### **Inclusive Education:**

NEP 2020 underscores the significance of inclusive education, promoting access, and equity in education for all students, irrespective of their socio-economic background, gender, caste, religion, or disability. Inclusive education can offer opportunities for diverse student populations to learn together, fostering mutual respect, empathy and understanding and promoting holistic development by nurturing inclusive values and social skills.

#### **Vocational Education:**

NEP 2020 highlights the importance of vocational education, aiming to equip students with opportunities for practical learning, hands-on experiences, and skill development, fostering holistic development by preparing students for the demands of the 21st-century workforce with relevant skills for employability and entrepreneurship.

#### **Skill Development:**

NEP 2020 emphasizes the importance of skill development along with academic learning. It recognizes the need to equip students with 21st-century skills, such as critical thinking, communication, collaboration, and creativity, which are essential for holistic development and success in the modern world.

#### **Research and Innovation:**

NEP 2020 emphasizes the need for promoting research and innovation in education, encouraging teachers, students, and institutions to engage in research, experimentation, and innovation in pedagogical practices, curriculum design, and educational policies. Research and innovation in education can lead to the development of new strategies, practices, and models that can enhance holistic development by promoting evidence-based decision-making and continuous improvement.

NEP 2020 presents several opportunities for holistic development in education. It goes beyond academics and focuses on the all-round growth of students in various dimensions, including cognitive, social, emotional, physical, and ethical domains, fostering their holistic growth and well-being.

#### **Challenges OF NEP 2020 for Holistic Development**

While NEP 2020 envisions holistic development in education, there are several challenges that need to be addressed for its effective implementation. Overcoming these challenges would be crucial to achieve the intended goals of holistic development as envisioned in NEP 2020.

##### **Ensuring effective implementation:**

Ensuring effective implementation at all levels, including central, state, and local levels, the

policy requires significant coordination, collaboration, and synchronization among different stakeholders, including government bodies, educational institutions, teachers, students, parents, and communities. Ensuring uniform implementation across diverse regions, states, and institutions can be challenging, and addressing this implementation uniformly is crucial for holistic development.

**Lack of adequate infrastructure and resources:**

Adequate financial resources are required for implementation of various reforms and initiatives of NEP 2020. . Ensuring adequate funding, infrastructure, and resources for all educational institutions, including rural and remote areas, and economically disadvantaged areas can be a challenge and may impact the holistic development of all students. The policy requires significant investments in areas such as teacher training, curriculum development, and technology integration, which may pose financial and logistical challenges.

**Changing traditional mindsets:**

NEP 2020 emphasizes a learner-centric approach, multidisciplinary learning, and flexibility in curriculum and assessment. However, changing traditional mindsets, practices related to education can be challenging. It may require extensive awareness campaigns, training, and capacity-building programs for teachers, administrators, and other stakeholders to adapt to the new educational practices and foster holistic development.

**Ensuring consistent Quality Assurance:**

Ensuring quality in education is crucial for holistic development. While NEP 2020 emphasizes the importance of quality in education, ensuring consistent quality across different educational institutions and systems can be challenging.

**Ensuring equal access to quality education:**

JNEP 2020 emphasizes inclusion and equity in education, aiming to address disparities based on gender, socio-economic status, caste, religion, and other factors. However, achieving inclusive and equitable education for all can be challenging, especially in remote and marginalized areas. Overcoming social and cultural barriers, addressing biases and discrimination, and ensuring equal access to quality education for all students can be a challenge and may impact holistic development.

**Building the capacity of all stakeholders:**

Implementing the new initiatives and reforms proposed in NEP 2020 may require significant capacity-building efforts for teachers, administrators, and other stakeholders. Providing adequate training, professional development, and support to teachers and administrators to adapt to the changing educational practices and methodologies can be a challenge, which is critical for holistic development. The need for capacity building and up skilling of teachers to ensure that they can effectively deliver the new curriculum and pedagogical practices, the need for continuous professional development of teachers, may require significant efforts and resources.

**Continuous monitoring and evaluation:**

Establishing an effective monitoring and evaluation system, including data collection, analysis, and feedback mechanisms, are essential for assessing the progress and impact of NEP 2020 on

holistic development that can be a challenge.

Holistic development is influenced by various factors that can either facilitate or affect the overall growth and well-being of an individual. Some of the factors affecting holistic development are

Physical & Mental Health Factors, The physical environment, Socio-economic Status & support Cultural, Community Factors, Personal Factors such as individual strengths, interests, talents, and motivations, self-esteem, self-efficacy, and resilience disabilities, chronic illnesses, or psychological issues, can impact holistic development.

Creating a supportive environment that addresses these factors positively can facilitate holistic development and contribute to the overall well-being and growth of an individual.

### **Conclusion**

Holistic Education is the Soul of National Education Policy 2020. The National Education Policy (NEP) is a crucial document that revolutionize the education sector in India, aims to transform the education system and foster holistic development. It is a significant step towards creating a more inclusive, equitable, and high-quality education system and making it more relevant and responsive to the needs of the changing world. It will provide students with the necessary skills and knowledge to succeed in the 21st century and the fourth industrial revolution and it will enable them to contribute to the progress and development of the nation. As per the NEP the future of education is lifelong learning. The new age learner can be anybody with the zeal to learn irrespective of age. Implementing NEP 2020 in its true spirit can create Atmanirbhar Bharat and New India.

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# Criticisms, Challenges and Disadvantages in Implementation of National Education Policy

**J. S. Dhande**

Smt.P.K.Kotecha Mahila  
Mahavidyalaya, Bhusawal

**K. C. Suryavanshi**

Smt.P.K.Kotecha Mahila  
Mahavidyalaya, Bhusawal

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## **Abstract:**

*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.” But, India is a mega diversified country among the world where numbers of mother tongue. Most of population was so far away from even primary education. Indian population is around 130 chores. There fore it is very difficult to implement the new education policy. It is critical and has more challenges as well as disadvantages in adopting the policy.*

**Key words:** Higher Education, Policy, India, Draft, Development.

## **Introduction:**

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.”

Governments all over the world place a major emphasis on education policy. There is a global pressure on increasing attention on the outcomes of educational policies and their impact on social and economic development. However, there is often a lack of understanding of how educational policies are formed and what constitutes an education policy.

## **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.

There are some points which have received criticism from some sections of society.

### **A) Some critical issues:**

#### **1.Skill Development :**

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

#### **2. Requirement of Trained Teachers:**

Implementing this policy will need trained teachers, facilitators and support staff supplemented pool of inspiring mentors, Learning need to be made an engaging and enjoyable activity rather than monotonous routine mental working which eventually produces unemployable youth. Hence, the policy will have to develop a learning regime that takes into account the cultural and geographical diversity of our great nation as well as the different learning pace of each pupil. The upcoming breed of technology savvy teachers will act as mentors to students in guiding their students about new technologies and will be the main motivators and initiators of the IT implementation at schools. Change Management NEP 2020 endeavours not only to improve the cognitive skills in students wherein developing high order thinking skill and critical thinking along with building the foundation of literacy but also life skills which will prepare the students for the varied challenges in their adult life. Hence the change in the curriculum and teaching methods is the need of the hour so that maximum benefit can be incurred from the new policy. NEP demands a value-based education system along with pedagogical and curriculum changes. Hence, new methods need to be improvised and innovated for the successful application of the policy.

#### **3.Legal Complexities:**

To implement any policy, it must be in coherence, with various laws and acts. There is a legal complication. In implementing this policy as per The Right Education Act, 2009 with respect to age. Certain provisions such as the age of starting school will need to be clarified, to resolve any problem between the Act and the recently introduced policy in the long run.

#### **4. Digital connectivity :**

We require internet penetration in remote areas because e-learning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in

physical teaching and lab infrastructure, uniform assessment schemes across schools, career counselling sessions and teacher training to become adept at new-age technologies. This will continue to be a major challenge in the next decade.

### **5.Examination Structure :**

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

### **6.Expensive Education :**

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

### **7. Medium of Education:**

Many problems can arise in front of states even if the medium of education for children is in mother tongue or regional language In a school there will be children who know different mother tongues. In which medium all these children will be educated, Whether or not English medium schools are in agreement with the vernacular concept. In primary school, in which medium the children will be able to get an education if the state changes.

### **8.Changes higher education:**

#### **a. Inter- disciplinary Higher Education:**

An inter-disciplinary educational regime is a great initiative that will provide flexibility to the students to study the subjects of their choice. For ages, Indian universities have developed in a very compartmentalized manner, scholars and professors have remained fiercely protective of their subject speciality turf. This culture is deep-rooted with very few exceptions and the new policy calls for changing the same.

The teaching faculty need not only to be a subject expert but also lean on into other disciplines, which is not an easy task to accomplish. In order to make the system successful, there is a need to have a disruptive cultural shift over the next decade or so. Though flexibility in the higher education model through the concept of multiple exits is an important step for reducing the number of dropouts, a question still arises on the value of such certifications and diplomas. The Indian psyche closely associates jobs with the degrees acquired. Hence, to implement the new system, we first have to dismantle the archaic thinking that only with a degree can one successfully secure a job. This is a dangerous paradigm which undermines and discourages other innate talents of an individual. Science, arts, commerce gets blurred: Under NEP 2020, there will be no rigid separations between arts and sciences, between curricular and extra-curricular



activities, between vocational and academic streams. Students can select subjects of their liking across the streams.

#### **b. No UGC, AICTE, NCTE:**

Higher Education Commission of India(HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. Govt will phase out the affiliation of colleges in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.

#### **B) Challenges:**

##### **1. Opening weekly universities is a cyclopean activity**

India today has about 1,000 universities across the country. Doubling the Gross Ratio Enrolment in Higher Education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years. Opening one University each week on an ongoing basis is undoubtedly the biggest challenge.

##### **2. Enlargement of school system**

The National Education Policy 2020 aims to bring back 2 million children who are currently out of school, into the school system. Whichever way you look at it, achieving this in 15 years requires the suspension of about 50 schools each week.

##### **3. Funding**

From a supportive perspective, this is not a challenge for the weak. The National Education Policy 2020 anticipates an increase in spending on education from 4.6% to 6% of GDP, reaching approximately INR 2.5 lakh crores per year. The money will be well spent on building schools and colleges across the country, appointing teachers and professors, and operating expenses such as providing free breakfast for school children which makes things even more difficult is that this policy came at a time when the economy is overwhelmed by Covid-19.

##### **4. Required more number of qualified teachers**

In school education, the policy aims to redesign the curriculum structure as a very acceptable step. But in order to make this curriculum successful, we need teachers who are trained and who understand the teaching needs. Many curriculum changes require major changes in the thinking of teachers, as well as parents.

#### **C) Disadvantages:**

The following are some of the disadvantages of the new education policy 2020:

**1. Teaching in the mother tongue will be challenging:** Teaching the fundamental subjects in the mother tongue will be a hassle as India has 22 scheduled languages and innumerable dialects. The course material will need to be converted to these languages first, and then the requirement of skilled teachers to implement this.

**2. Widening the gap between learners:** As the mother tongue is going to be the preferred medium of instruction till class 5, the introduction of English after 5th standard in government schools will widen the gap with the private schools that have been providing education in English since the beginning.

**3.Challenge of digital devices and digital literacy:** The digital device present in India is even more extreme in rural areas where not everyone can afford smart phones. The problem is further compounded by the poor IT infrastructure of government-run schools, which will create implementation issues in the digitization of education. Even today, rural and tribal population enduring even from basic facilities, then it is dream of NET connectivity for these peoples.

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# Challenges for Implementation of NEP to Educational Institutions

**Dr. Rajkuvar S. Gajare**

Assist. Professor,

Smt.P.K.Kotecha Mahila Mahavidyalaya, Bhusawal.

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## Abstract

*The new policy focuses on improving poor literacy and numeracy outcomes associated with primary schools, reducing dropout levels in middle and secondary schools and introducing the multi-disciplinary approach in the higher education system. The policy also lays emphasis on early childhood education, restructuring curriculum and pedagogy, reforming the examination process and investing in teacher training. But there are substantial challenges, both quantitative and qualitative, in implementing the reforms.*

*There is a persistent mismatch between the knowledge & skills imparted and the jobs available. This has been one of the main challenges that have affected the Indian education system since independence.*

*On 5<sup>th</sup> Jan. 2023, the University Grant Commission released the draft guidelines allowing foreign higher educational institutions to set up campuses in India. Indian universities must up their standards to compete globally. The absence of Indian universities in the top global rankings is a concern. Adherence to the reservation system may not be mandate for the foreign higher education institutions. However, elite private universities will be hard hit.*

*The Government needs to have a systematic phased approach to successfully implement the NEP 2020 and provide quality education to all students, irrespective of their place of residence.*

**Key words** -- National Education Policy, Pedagogy, Transformational Reforms.

## Objectives of the study

- 1) To study the National Education Policy 2020.
- 2) To study the NEP 2020 as transformational reforms in higher education.
- 3) To study the Challenges for Implementation of NEP to Educational Institutions.

## Methodology

The paper is based on secondary data. The study is not more descriptive in nature. Information has been collected from various articles, website. The information on internet have been studied.

## Introduction

The National Education Policy of India 2020 (NEP 2020), which was started by the Union Cabinet of India on 29th July, 2020, outlines the vision of new education system of India. The policy aims to transform India's education system by 2030.

The National Education Policy 2020 has emphasized on the use of mother tongue or local language as the medium of instruction till Class 5 while, recommending its continuance till Class 8 and beyond. Sanskrit and foreign languages will also be given emphasis. The Policy recommends that all students will learn three languages in their school under the 'formula'. At least two of the three languages should be native to India.

The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 3% to 6% of the GDP.

According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.

With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of the M. Phil course. Even though there are many drawbacks to the new education policy

### **National Education Policy 2020**

The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education.

### **School Education**

- Focus on Foundational Literacy and Numeracy- The policy accords the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3. The policy states, "The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this policy will become relevant for our students only if this most basic learning requirement like reading, writing, and arithmetic at the foundational level is first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Education on priority. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same. Subsequently, the NIPUN Bharat Mission (National Initiative for Proficiency in Reading with Understanding and Numeracy) was launched on 5 July 2021 to achieve this goal.
- The 10 + 2 structure will be replaced with "5+3+3+4" model. This will be implemented as follows:
  1. **Foundational Stage:** This is further subdivided into two parts: 3 years of preschool or Anganwadi, followed by classes 1 and 2 in primary school. This will cover children of ages 3–8 years. The focus of studies will be in activity-based learning.

2. **Preparatory Stage:** Classes 3 to 5, which will cover the ages of 8–10 years. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.
3. **Middle Stage:** Classes 6 to 8, covering children between ages 11 and 13. It will introduce students to the more abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities.
4. **Secondary Stage:** Classes 9 to 12, covering the ages of 14–18 years. It is again subdivided into two parts: classes 9 and 10 covering the first phase while classes 11 and 12 covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study, coupled with depth and critical thinking. Multiple options of subjects will be provided.
  - Instead of exams being held every academic year, school students will only attend three exams, in classes 2, 5 and 8.
  - Board exams will be continued to be held for classes 10 and 12 but will be re-designed. Standards for this will be established by an assessment body, PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development). To make them easier, these exams would be conducted twice a year, with students being offered up to two attempts. The exam itself would have two parts, namely the objective and the descriptive.
  - This policy aims at reducing the curriculum load of students and allowing them to be more "inter-disciplinary" and "multi-lingual". Report cards will be "holistic", offering information about the student's skills.
  - Coding will be introduced from class 6 and experiential learning will be adopted
  - The Midday Meal Scheme will be extended to include breakfasts. More focus will be given to students' health, particularly mental health, through the deployment of counsellors and social workers.

### **Higher Education**

- It proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented as follows:
  - A certificate after completing 1 year of study
  - A diploma after completing 2 years of study
  - A Bachelor's degree after completion of a 3-year programme
  - A 4-year multidisciplinary Bachelor's degree (the preferred option)
- Masters of Philosophy (M. Phil.) courses are to be discontinued to align degree education with how it is in Western models.
- A Higher Education Commission of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrolment ratio. The HECI will have 4 verticals:
  - National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.
  - National Accreditation Council (NAC), a "meta-accrediting body".

- 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.
- 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).
- Other PSSBs will include professional councils such as Veterinary Council of India, Council of Architecture, Indian Council of Agricultural Research and National Council for Vocational Education and Training.
- The National Testing Agency will now be given the additional responsibility of conducting entrance examinations for admissions to universities across the country, in addition to the JEE Main and NEET.
- The policy proposes that higher education institutes like the IITs make changes with regard to the diversity of learning.
- The policy proposes to internationalize education in India. Foreign universities can now set up campuses in India.
- The fees of both private and public universities will be fixed.

### **Other changes**

Under NEP 2020, numerous new educational institutes, bodies and concepts have been given legislative permission to be formed. These include:

- National Education Commission, headed by the Prime Minister of India.
- Academic Bank of Credit, a digital storage of credits earned to help resume education by utilising credits for further education.
- National Research Foundation, to improve research and innovation.
- Special Education Zones, to focus on the education of underrepresented group in disadvantaged regions.
- Gender Inclusion Fund, for assisting the nation in the education of female and transgender children.

The policy proposes new language institutions such as the Indian Institute of Translation and Interpretation and the National Institute/ Institutes for Pali, Persian and Prakrit. Other bodies proposed include the National Mission for Mentoring, National Book Promotion Policy, National Mission on Foundational Literacy and Numeracy.

## **Salient Features of NEP 2020 –**

The salient features of NEP 2020 are as follows-

1. Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12.
2. Ensuring quality early childhood care and education for all children between 3-6 years;
3. New Curricular and Pedagogical Structure (5+3+3+4).
4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.
5. Establishing National Mission on Foundational Literacy and Numeracy.
6. Emphasis on promoting multilingualism and Indian languages. The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
7. Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.
8. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).
9. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs).
10. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups.
11. Robust and transparent processes for recruitment of teachers and merit-based performance.
12. Ensuring availability of all resources through school complexes and clusters.
13. Setting up of State School Standards Authority (SSSA);
14. Exposure of vocational education in school and higher education system.
15. Increasing Gross Enrolment Ratio (GER) in higher education to 50%.
16. Holistic and Multidisciplinary Education with multiple entry/exit options.
17. NTA to offer Common Entrance Exam for Admission to HEIs.
18. Establishment of Academic Bank of Credit.
19. Setting up of Multidisciplinary Education and Research Universities (MERUs).
20. Setting up of National Research Foundation (NRF).
21. 'Light but Tight' regulation.
22. Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council (GEC)- funding-Higher Education Grants Council (HEGC)- accreditation- National Accreditation Council (NAC) and regulation- National Higher Education Regulatory Council (NHERC).
23. Expansion of open and distance learning to increase Gross Enrolment Ratio (GER).
24. Internationalization of Education.

25. Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
26. Teacher Education - 4-year integrated stage-specific, subject-specific Bachelor of Education.
27. Establishing a National Mission for Mentoring.
28. Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
29. Achieving 100% youth and adult literacy.
30. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
31. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.
32. The Centre and the States will work together to increase the public investment in education sector to reach 6% of GDP at the earliest.
33. Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

### **Issues with the NEP- 2020**

- **Lack of integration:** In both the thinking, and in the document, there are lags, such as the integration of technology and pedagogy. There are big gaps such as lifelong learning, which should have been a key element of upgrading to emerging sciences.
- **Language barrier:** The NEP seeks to enable home language learning up to class five, in order to improve learning outcomes. Surely comprehension of concepts is better in the home language and is critical for future progress. It is true that a core goal of education is social and economic mobility and the language of mobility in India is English.
- **Multilingualism debate:** Home language succeeds in places where the ecosystem extends all the way through higher education and into employment. Without such an ecosystem in place, this may not be good enough. The NEP speaks of multilingualism and that must be emphasized. Most states in India are de facto bilingual. Some states are considering this policy as a useless attempt to impose Hindi.
- **Lack of funds:** According to Economic Survey 2019-2020, the public spending (by the Centre and the State) on education was 3.1% of the GDP. A shift in the cost structure of education is unavoidable. While funding at 6% of GDP remains doubtful, it is possible that parts of the transformation are achievable at a lower cost for greater scale.
- **A move in haste:** The country is suffered with months of COVID-induced lockdowns. The policy had to have parliamentary discussions. It should have undergone a decent parliamentary debate and deliberations considering diverse opinions.



- **Overambitious:** All aforesaid policy moves require enormous resources. An ambitious target of public spending at 6% of GDP has been set. In the previous year, the country spends less than 3% of its total GDP on education and ranked 62nd in total public expenditures on education. So the question arises how will it reach 6% from less than 3%? Most of the previous government has set the goal of 6% of GDP to be spent but failed to do so.
- **Pedagogical limitations:** The document talks about flexibility, choice, experimentation. In higher education, the document recognizes that there is a diversity of pedagogical needs. If it is a mandated option within single institutions, this will be a disaster, since structuring a curriculum for a classroom that has both one-year diploma students and four-year degree students' takes away from the identity of the institution.
- **Institutional limitations:** A healthy education system will comprise of a diversity of institutions, not a forced multi-disciplinarily one. Students should have a choice for different kinds of institutions. The policy risks creating a new kind of institutional uniformity mandated from the Centre.
- **Issues with examinations:** Exams are neurotic experiences because of competition; the consequences of a slight slip in performance are huge in terms of opportunities. So the answer to the exam conundrum lies in the structure of opportunity. India is far from that condition. This will require a less unequal society both in terms of access to quality institutions, and income differentials consequent upon access to those institutions.

### **Challenges in the implementation of NEP 2020**

Some of the major challenges in the implementation of NEP 2020 are as follows.

- **Curriculum and Content**

The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part of formal education. In addition, the NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals.

The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Curriculum Framework. Also, educators need to rethink the learning content rubric and modify the textbooks accordingly.

- **Teacher Availability and Training**

The policy visualizes the redesign of the school curriculum. However, in order to deliver the curriculum effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore,

they need to shift the focus from teacher-centred learning to student-centred learning to foster collaborative skills, critical thinking, problem-solving and decision-making abilities in the youth.

A study suggests that over 250 million students are estimated to enrol in K-12 schools in India by 2030. This means that we need nearly 7 million more teachers to handle this increasing student population.

Since teaching is one of the low-paid professions in India, experiential learning and concept-oriented teaching will be a challenging task. Until the teacher remuneration is revised, the implementation of the NEP 2020 will be quite challenging.

- **Technology**

The NEP 2020 lays emphasis on leveraging the advantage of technology in making the youth future-ready. But, developing digital infrastructure such as digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure is a great challenge because the majority of the schools don't have a proper set-up to support these tools. Also, the cost associated with building digital infrastructure might not be affordable for all schools across the country.

Moreover, in rural areas of the country where the Internet connectivity is nearly absent, deploying digital learning tools is not possible. Hence, the government should work on improving the basic infrastructure that will support the digital infrastructure in all areas.

- **Examination Structure**

The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students.

According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Out of the remaining 400,000 private schools, nearly 80 per cent schools are "budget private schools. Hence, deploying a continuous assessment framework is a challenging task in these schools.

- While the NEP has been drafted by the Union Government, its implementation largely depends on the active cooperation of the states. This is because most services related education are performed by the state governments. A number of oppositions – ruled states have been raising

strong objections to several key provisions of the NEP and the manner in which they are being rolled out. Thus, managing federal math is critical to the realisation of the NEP.

## **Conclusion**

The sheer size and diversity of India's education sector makes implementation an uphill task. India remains the second largest education system in the world. The size of the higher education system is massive too. A countrywide implementation of this mega education policy is going to be mammoth exercise. In short, the path to successfully execute NEP is riddled with hurdles. The central and states need to work closely to overcome them.

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# Impact of New Education Policy 2020 on Higher Education

Sandeep Balabhau Netanrao

Smt.P.K.Kotecha Mahila Mahavidyalaya, Bhusawal,

Dist-Jalgaon, Maharashtra, India

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## 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

## 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 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 and 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 include 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.

### **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).*

#### 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 maybe 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 perquisite 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.

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# New Education Policy (NEP) 2020 : for 21<sup>st</sup> Century India

**K. C. Suryawanshi, Dr.J.S.Dhande**

**Smt.P.K.Kotecha Mahila Mahavidyalaya, Bhusawal.**

**Dist-Jalgaon Maharashtra, India**

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## Abstract

*In India demand for Higher Education are increases but no one thinking about quality of education. The National Education Policy 2020 (NEP 2020) is formulated to update education system and make a path for new India. It was approved Indian cabinet on 29<sup>th</sup> July 2020. We attempt to highlight NEP 2020 and overall transformation education system to meet the challenges of 21<sup>st</sup> Century. It was found that one of the main objectives of NEP 2020 is to increase student's enrollment in all educational institutions such as elementary school, professional and higher education by 2030. To achieve that it has suggested progressive reform in the existing education and governance systems. NEP 2020 is expected to change not just Quantitative but ensuring that students are equipped with 21st century skills. NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. If implemented honestly by every aspect; then India will become a global hub in education by 2030.*

**Keywords:** NEP 2020, India, higher education institution (HEI),skills.

## Introduction

The New Education Policy announced by Government of India (NEP 2020) is welcoming news and a positive development amongst negativities surrounding the world in this Covid-19 pandemic. The first NEP was implemented by India in 1968 and next after long gap in 1986 and recent one under leadership of Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020) of India was approved on 29 July 2020. The new policy replaces the previous National education policy 1986. The committee that prepared policy document of the NEP 2020; was headed by former ISRO chief K Kasturirangan. In its election manifesto of 2014 parliament elections; the ruling Bhartiya Janta Party (BJP) has promised to bring revolutionary reform in Indian education system (Saha Mushkan, 2020). This Policy aims to transform the education system by 2030.[1]

## Background of NEP 2020

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 former an ISRO chief Krishnaswamy Kasturirangan.[2] There are trends to liberalize university systems that enabled to reduce gap for private universities. The natures of programmes offered by HEIs are undergone massive transformation and acquisition of mastery level skills and competencies that are in larger demand.

### ***Objective***

The objective of present paper is to study the NEP 2020 recently announced by Government of India. The study reviewed the policy document NEP 2020 discusses its guidelines and proposals.

### **Methods & Limitation**

This paper is a made an attempt to study NEP 2020 and subject to certain limitations as the research is based on the secondary data. The results are highlighted through literature review and recommendations have been made. This study can act as a base for future research based on empirical investigations and the impacts of NEP 2020 after its implementation can be found.

### **Review of Literature**

The new education policy is based on general formula (5+3++3+4).The role of education and its importance can't be ignored intoday's scenario. The expansion and development is seen if we compare the pre independenceand post-independence era. After 34 years Indian Govt. is going to change the way India will study, this is the third amendment in the education policy. There are several changes planned in new National Education Policy 2020 that may actually affect all the stakeholders (Kalyani Pawan, 2020). The objective of the policy is to prepare country to face challenges of next decades of 21<sup>st</sup> century and make India a global hub in education with multidisciplinary and liberal education, Aithal, P. S. et al in their paper highlighted important aspects of new education policy and compared them with the existing conventional education system. NEP 2020 emphasized to promote innovations and expected to have varied implications on the Indian teaching system. It has also laid down framework for its effective implementation. Jha, P. et al (2020) has discussed drawbacks of the New Education Policy, 2020. The present NEP is third in its series which India is going to implement. It took thirty four years to formulate it since the last one in 1986. The policy has number of relevant considerations regarding how to provide quality education of global standard, bring equality in education and increase participation of private players. Suryavanshi, S. (2020) has stressed upon development of teacher in Indian universities on Chinese university model. It emphasized that autonomy should be provided to college and university teachers to decide their teaching methodology and support should be provided for research, and innovation. The proposal of operational and financial autonomy to HEIs is a futuristic step ahead. As per Kumar, K., et al (2020) National Education Policy 2020 will prove to be a milestone for Indian Education. NEP-2020 provides a comprehensive framework for primary education to include teaching business & technical education. It also got provision for internet-based e-leanings which is

paradigm shift from conventional system. The essence of NEP is access, equity; affordability, responsibility, and quality in accordance with United Nations sustainable goals. NEP is not free from loopholes but it has taken deep insight into global scenario. It should be implemented with great caution to address challenges that are required for fostering quality education for all. Deb, P. (2020) discussed the Indian ethos and cultural values in teaching that got its place in National Education Policy (NEP) 2020.

### ***Features of NEP-2020***

Universal access at all levels of schooling from pre primary school to Grade 12. The Policy recommends that all students will learn three languages in their school under the 'formula'. At least two of the three languages should be native to India. It also states that no language will be imposed on the students. [4] Shortly after the release of the policy, the government clarified that the language policy in NEP is a broad guideline; and that it was up to the states, institutions and schools to decide the implementation. [3] A more detailed language strategy would be released in the National Curriculum Framework in 2021 Both the Education Policy of 1986 and the Right of education act promoted usage of the mother tongue too as an advisory guideline.[5]

School education: The 10+2 structure will be replaced with 5+3+3+4 model.[6] This will be implemented as follows: [7] [8] Foundational Stage: This is further subdivided into two parts: 3 years of Preschool or Anganwadi followed by classes 1 and 2 in primary school. This will cover children of ages 3–8 years. The focus of studies will be in activity-based learning. Preparatory Stage: Classes 3 to 5, which will cover the ages of 8–10 years. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics. Middle Stage: Classes 6 to 8, covering children between ages 11 and 13. It will introduce students to the more abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities.

Secondary Stage: Classes 9 to 12, covering the ages of 14–18 years. It is again subdivided into two parts: classes 9 and 10 covering the first phase while classes 11 and 12 covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study, coupled with depth and critical thinking. Multiple options of subjects will be provided. Instead of exam being held every academic year, school students will only attend three exams, in classes 2, 5 and 8. [6] Board exams will be continued to be held for classes 10 and 12 but will be re-designed. Standards for this will be established by an assessment body, *PARAKH* (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) [6] To make them easier, these exams would be conducted twice a year, with students being offered up to two attempts.[9] The exam itself would have two parts, namely the objective and the descriptive.[1] This policy aims at reducing the curriculum load of students and allowing them to be more "inter-disciplinary" and "multi-lingual". One example given was "If a student wants to pursue fashion studies with physics, or if one wants to learn bakery with chemistry, they'll be allowed to do so" [10] Report cards will be "holistic", offering information about the student's skills.[1] Coding will be introduced from class 6 and experiential learning will be adopted[11] The Midday Meal Scheme will be extended to include breakfasts. More

focus will be given to students' health, particularly mental health, through the deployment of counsellors and social workers.[12]

### **Higher education:**

It proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented as follows,[13]

A certificate after completing 1 year of study

A diploma after completing 2 years of study

A Bachelor's degree after completion of a 3-year programme

A 4-year multidisciplinary Bachelor's degree (the preferred option)

M.Phil.(Masters of Philosophy) courses are to be discontinued to align degree education with how it is in Western models.[14]

A Higher Education Commission of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrollment ratio.[6] The HECI will have 4 verticals:[15]

National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.[16]National Accreditation Council

(NAC), a "meta-accrediting body".[15]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.[15]

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).[15] The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).[17]

### **Scope for Private Institutions**

It is proposed to give graded autonomy to all non-public universities. This autonomy will be based on their accreditation, participation in research innovation and quality education delivery. They also would be required maintain transparent financial dealing. It will be mandatory for private HEIs to provide free-ship and scholarship to deserving/ meritorious students in every course. Mechanism has been laid down to keep a check on this during accreditation process. There would be no discrimination between government and private institute while granting research funds that should be solely based on the merits of the proposals.[18] Private HEIs need to have 3000 student strength otherwise; they would be asked to close down (NEP, 2020) .

### ***Benefits of the NEP-2020***

The NEP-2020 is expected to fill gap in education standard in India. It will help in internationalization of education in the country and inculcate innovativeness. The draft

document of NEP 2020 is a progressive one and formulated after consultation with all the stakeholders. It is proposed to start systematic education of a kid from the age of 3 years. The key focus area of this policy is to develop manpower, encourage entrepreneurship and generate employment. It is based on the principle of equality, provide autonomy and empower weaker section of society. NEP provided framework for HEIs to prosper. They will be given freedom for admission, teacher's appointment, concession from reservation quota, support for research, staff retrenchment and layover. Private institutions can set their own norms for admission and fees fixation. Public institutions have to abide by directions given by government in this regard. NEP prescribes for multi-disciplinary mode of education which should focus on skill creation and make students employable. It made provisions for autonomous institutions which will be awarding self-degrees both at undergraduate and postgraduate level. In order to keep control on quality of education, accreditation and ranking system is prescribed. The expertise and thoughts of the many consultants from all sectors are embedded within the Proposal. NEP 2020 is formulated with the vision to meet the sustainable development goals (SDG) in accordance with United Nations by 2030. It also put emphasis on lifelong learning and made provision for multiple entry –exit to enable student to complete degree at any stage of their life. Education has to be provided all sections of society under RTE and it should be based on equality with no scope of any kind of discrimination based on caste or gender. There is a special provision to support students from economically weaker section of the society. The reforms has been suggested for teachers education and training to improve quality of teaching in higher education institutions. Only special category of institutions will be allowed to run B.Ed. programme. This would be made as mandatory qualification for all elementary school education. All libraries would be digitalized. It is planned to promote intensive research at both undergraduate and post graduate level, supported through funding by National Research Foundation. Autonomy will be given to lecturers to devise their own class delivery, evaluation and research-innovation plan. Online distance learning has been permitted to offer degrees in higher education and it is expected to be an effective tool to increase GER. Now Universities/Institutions in India can tie up with foreign university for all types of educational & research collaboration freely. It is proposed to set up National Research Foundation with initial capital of INR 20000 crores. This body has been given mandate to provide funding support to all public and private institutions (NEP, 2020) .

### ***Drawback of NEP***

It seems to be formulated to give thrust to privatization of education in India as visible from the document. Among others it talks of encouraging the top 100 foreign colleges to open their shops in India. Whether this is to further the cause of education or facilitating profiteering is debatable. Although NEP 2020 talks of the need for greater transparency and especially in relation to fee structure it does not indicate any road map on how to tackle the growing malady of capitation fees by private colleges which are mostly run by powerful



politicians and religious groups. Education for all will thus remain a distant dream. NEP 2020 does not tell how to operationalize and ensure the right to education especially for marginalized and deprived sections NEP (2020) .

### **Findings & Its Discussion**

The National Education Policy-2020 laid a roadmap for progressive education keeping essence of ancient ethos of Indian tradition, culture, values, to build new country with futuristic vision. India has got rich historical heritage with education rooted in it since ages. NEP 2020 is formulated after wide consultations with stakeholders from all the sectors. It is aimed to provide multi-disciplinary skill based education to generate employment; It is aimed at increasing enrollment of students in all kind of educational institutions by 2030. This will require massive changes in present conventional education system. Hence, it also needs to introduce accountability of each stakeholder at all level. NEP 2020 is in accordance with Eddie Mark (2013); that discussed about philosophy of customer centric education. While there are also critics for customer centric or market driven education system. Their argument is that such system will destroy essence of education and they talked about moral, ethical, cultural issues init. There may be undue demands from students but they have recognized importance of student's satisfaction. Liberal and progressive education policy must include meaningful research and innovation, which can enhance quality of education. Co-creation of values will be additional inducement to student's perception of learning. Quality and better selling education can be devised by linking theories that leads to entrepreneurship, innovation, research and value added teaching-learning process (Kjersti Karijord Smørvik & could Kristin Vespestad, 2020). The education and employment opportunities were started getting linked by end of 20<sup>th</sup> century. So, skill enhancement was key issue for discussion in education sector. NEP 2020 has given great importance to job prospects of graduates considering all these seriously. It has devoted bigger attention to communication skill, IT skills, foreign language and overall development of personality. Any sound policy should be vocal about preparing students for the growing globalization and internationalization. This could be only achieved through teaching-learning beyond four walls of class rooms (U Teichler, 1999). NEP 2020 has given huge thrust upon empowerment of underprivileged, social justice and no discrimination in accordance with study conducted by Trevor Gale & Deborah Tranter (2011). University brand equity is an important dimension which constitutes two varieties- core and verifactory (Tornike Khoshtaria, et al., 2020). NEP 2020 additionally included these components which are necessary to school stigmatization.

National Education Policy 2020 will play an important role in reforming the earlier old fashioned education system in comprehensive way. NEP 2020 based on the concepts of quality, autonomy, liability, fairness, economical, holistic, multidisciplinary approach. Because of this it will bring new changes in the employment and educational scenario in all over the country. (Nancy Thakur et al, 2021).

## Conclusion

NEP 2020 is aimed to revamp higher education in India. It will utilize the co-operation of international communities and their experiences will be utilized. Moreover higher education provided in Indian universities and colleges under NEP 2020 will incorporate ICT to suit the need of the education in new normal post –COVID era. It has become meaningless to continue with outdated education system. On the part of the Indian government a lot of changes would be required to be brought to the curriculum of higher education absorbing the global demand for receiving skilled manpower. Thus, implementation NEP 2020 would be a great challenge. The policy is bound to introduce revolutionary and innovative changes. Higher educational institutions (HEI) will come under ambit of one regulator from the present regime of multiple regulators. There will be liberal environment of autonomy to promote freedom of academic delivery, scope of research and emphasis on innovation. There will be an opportunity of foreign university to start its campuses in India and there won't be any bottleneck to Indian university for setting up its campuses abroad. NEP 2020 will give big thrust to skilling in India as it provides multiple entry and exit options to students and to pursue their higher education after taking a break from employment. Overall, NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. Well, no policy bears any fruit if that is not implemented in an appropriate way. Anyways, this proposal seems to be well thought and a genuine attempt to remodel the Indian Educational system. This policy highlights the integration of professional education in HEI for skilling and employment generation. It won't be wrong to conclude that NEP 2020 has laid a concrete roadmap for India 2.0 and if implemented properly; then it has got everything to make India a global hub in education by 2030.

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# राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये समान आणि सर्वसमावेशक शिक्षणाचा धोरणात्मक दृष्टीकोन

प्रा. नीता राजेंद्र चोरडिया

अर्थशास्त्र विभाग

श्रीमती प क कोटेचा महिला महाविद्यालय, भुसावळ

## सारांश

समान संधी आणि सामाजिक न्याय प्रामुख्याने शिक्षणाद्वारे प्राप्त होऊ शकतो. सार्वत्रिक आणि न्याय्य शिक्षण हे स्वतःचे एक महत्त्वाचे उद्दिष्ट असले तरी, न्याय्य समाजाची जाणीव करून देणे आवश्यक आहे ज्यामध्ये प्रत्येक व्यक्तीने त्यांच्या क्षमता ओळखून सकारात्मक योगदान दिले पाहिजे. भारतातील प्रत्येक मुलाला त्यांचे संगोपन किंवा पार्श्वभूमी काहीही असो, त्यांना अभ्यास आणि उत्कर्षाच्या समान संधी मिळायला हव्यात आणि भारतीय शैक्षणिक प्रणाली हे सुकर करण्यासाठी तयार केले जावे. ही रणनीती पुन्हा सांगते की विविध सामाजिक-आर्थिक पार्श्वभूमीच्या विद्यार्थ्यांमधील उपलब्धीतील अंतर कमी करणे हे त्यांच्या स्थानिक समुदायांमध्ये शिक्षण वाढविण्याच्या उद्देशाने सर्व उपक्रमांसाठी सर्वोच्च प्राधान्य राहिल. हा विभाग कलम 14 च्या संयोगाने वाचला जाऊ शकतो, जो उच्च शिक्षणातील तुलनात्मक चिंतेचा शोध घेतो, ज्यामध्ये अशा व्यवसायांचे महत्त्व आणि विचार यांचा समावेश आहे. भारतीय शालेय व्यवस्थेने आणि मध्यम सरकारी पध्दतीने शिकवण्याच्या सर्व स्तरांवर दिशा आणि सामाजिक वर्गातील अंतर कमी करण्यात मोठी प्रगती केली असूनही, विशेषतः विवेकी स्तरावर, विशेषतः सामाजिक-आर्थिकदृष्ट्या अवरोधित गटांसाठी, मोठ्या प्रमाणात विरोधाभास अस्तित्वात आहेत. प्रशिक्षणात सामान्यपणे कमी प्रतिनिधित्व केले गेले आहे. या सर्व बाबींचा सखोल विचार नवीन राष्ट्रीय शैक्षणिक धोरणात केला गेला आहे.

**मुख्य संबोध:** शिक्षणाची समान संधी, समावेशक शिक्षण, सर्वांसाठी शिक्षण

## प्रस्तावना

सामाजिक-आर्थिकदृष्ट्या वंचित गटांच्या वर्गवारीत मोडणाऱ्या व्यक्तींना त्यांच्या अभिमुखतेनुसार (विशेषतः महिला आणि ट्रान्सजेंडर लोक), त्यांचे सामाजिक गट (जसे की बुकेड रँक, नियोजित कुळे, इतर मागासवर्गीय वर्ग आणि अल्पसंख्याक यानुसार वर्गीकृत केले जाऊ शकते), त्यांचा भौगोलिक गट (जसे की शहरांतील विद्यार्थी, नम्र समुदाय आणि आशावादी स्थानिक लोक), त्यांचे अपंगत्व (जसे की शिकण्याची अक्षमता), आणि त्यांची सामाजिक-आर्थिक स्थिती "(उदाहरणार्थ, प्रवासी कमी पगाराची कुटुंबे, मुले, दुर्बल परिस्थिती असलेले, अपघातातील वाचलेले किंवा अपत्ये, प्रवासी, लहान मुलांसह, महानगर प्रदेशांमध्ये, आणि महानगरीय गरीब)" बालवाडीपासून बारावी इयत्तेपर्यंत एकूणच शाळेतील प्रवेशामध्ये सातत्याने घट होत असताना, ही घट बहुसंख्य लोकांसाठी लक्षणीयरीत्या अधिक स्पष्ट आहे. या SDGs पैकी, या प्रत्येक क्षेत्रातील महिला विद्यार्थ्यांची तीव्र घसरण आणि बऱ्याचदा उच्च शिक्षणात अधिक स्पष्ट होते. पुढील विभागांमध्ये, हे धोरण SEDG चे संक्षिप्त स्थिती विहंगावलोकन प्रदान करतो ज्यांना सामाजिक व्यक्तिमत्त्वे

आहेत म्हणून वर्गीकृत केले जाऊ शकते. कारण विविध ऐतिहासिक आणि भौगोलिक घटकांमुळे, स्थानिक लोक आणि कुळातील मुले अनेक आघाड्यांवर महत्त्वपूर्ण आव्हानांना तोंड देतात. विस्तारित कौटुंबिक नेटवर्कमध्ये वाढलेल्या बऱ्याच मुलांना पारंपारिक शाळांची सामाजिक आणि शैक्षणिक रचना परकी आणि त्यांच्या गरजांनुसार असंबद्ध वाटते. विद्यापीठे आणि महाविद्यालयांमध्ये अल्पसंख्याकांचे प्रतिनिधित्व कमी आहे, हेही खरे आहे. ही पद्धत कोणत्याही अल्पसंख्याक नेटवर्कमधील मुलांच्या शिक्षणाची प्रगती करण्यासाठी मध्यस्थीचे महत्त्व ओळखते, परंतु विशेषतः त्या नेटवर्कचे जे शैक्षणिक संस्थांमध्ये कमी प्रतिनिधित्व केले जाते. विशेष गरजा असलेल्या मुलांना (CWSN), ज्यांना दिव्यांग म्हणूनही ओळखले जाते, त्यांना या धोरणात विशेष महत्त्व दिले गेले आहे, यामुळे त्यांना इतर सर्व मुलांप्रमाणेच उच्च-गुणवत्तेच्या शैक्षणिक संधींमध्ये प्रवेश मिळणार आहे.

### शोधविषय विवेचन

शैक्षणिक प्राप्ती अंतराच्या खालीलपैकी प्रत्येक क्षेत्रामध्ये पुरेशी संसाधने आणि लक्ष केंद्रित करण्यासाठी स्वतःची समर्पित संस्था असेल. ECCE, मुख्य शिक्षण आणि संख्या, प्रवेश, नावनोंदणी आणि भाग 1-3 मध्ये अंतर्भूत असलेल्या अंतर्निहित अडचणी आणि सूचना कमी प्रतिनिधित्व आणि वंचित गटांसाठी विशेष प्रासंगिक आणि महत्त्वाच्या आहेत. म्हणून, भाग 1-3 मध्ये वर्णन केलेल्या उपायांसाठी SEDG नियुक्त करताना काही विचार केला जाईल. याव्यतिरिक्त, विविध प्रकारचे प्रभावी पध्दती आणि योजना आहेत ज्यांनी विशिष्ट प्रदेशांमध्ये शिकवण्याच्या फ्रेमवर्कमध्ये SEDG चे समर्थन एकत्रितपणे वाढवले आहे. यामध्ये नियुक्त अनुदाने, पालकांना त्यांच्या मुलांना शाळेत पाठवण्यासाठी प्रोत्साहन देण्यासाठी आकस्मिक मदत निधी उपलब्ध करून देणे, प्रवासाच्या सोयी उपलब्ध करून देणे ई. गोष्टींचा समावेश आहे. या प्रभावी रणनीती आणि कार्यक्रमांना राष्ट्रीय स्तरावर प्रोत्साहन देणे आवश्यक आहे.

विशिष्ट SEDG साठी कोणते उपाय सर्वात प्रभावी आहेत याचे संशोधन देखील महत्त्वपूर्ण असेल. सायकलची तरतूद आणि शाळेत प्रवेश सक्षम करण्यासाठी सायकलिंग आणि वॉकिंग ग्रुपची संघटना हे विशेषतः कमी अंतरावर देखील, महिला विद्यार्थ्यांच्या पालकांचे समर्थन वाढवण्याचे यशस्वी मार्ग असल्याचे दिसून आले आहे. वैयक्तिक सूचना, समवयस्क मार्गदर्शन, मुक्त शिकवणी, प्रवेशयोग्य सुविधा आणि साधनसंपन्न मध्यस्थ या सर्वांमुळे काही विशिष्ट गरजा असलेल्या विद्यार्थ्यांसाठी जगामध्ये फरक पडू शकतो. हे स्पष्ट आहे की कमी-उत्पन्न असलेल्या कुटुंबातील मुले उच्च-गुणवत्तेच्या प्रीस्कूल (ECCE) द्वारे प्रदान केलेल्या संधींचा सर्वाधिक फायदा घेतात. परंतु हे देखील मान्य केले गेले आहे की कमी उत्पन्न असलेल्या महानगर मध्ये राहणाऱ्या मुलांना मार्गदर्शक किंवा कदाचित चांगले प्रशिक्षित सामाजिक कार्यकर्ते जे मुले, पालक, शाळा आणि शिक्षकांसोबत काम करतात आणि त्यांच्यासोबत काम करतात आणि विद्यार्थ्यांचा शैक्षणिक सहभाग वाढवतात, त्यांचा मोठा फायदा होऊ शकतो.

उपलब्ध आकडेवारीनुसार, SEDG काही भौगोलिक स्थानांमध्ये इतरापेक्षा जास्त प्रमाणात आढळतात. त्याचप्रमाणे, पृथ्वीच्या भूगर्भशास्त्रामध्ये "आशावादी स्थाने" ओळखल्या जातात ज्यात त्यांच्या घटनांच्या स्पष्टीकरणात्मक अभ्यासक्रमास पुढे जाण्यासाठी विशेष मध्यस्थीची आवश्यकता असते. म्हणूनच, असे प्रस्तावित आहे की देशातील मोठ्या लोकसंख्येच्या विद्यार्थ्यांची संख्या असलेल्या SEDGs मधून

सानुकूल शैक्षणिक कार्यक्रम झोन (SEZ) घोषित केले जावे, जेथे योजना आणि दृष्टिकोन सर्व त्यांच्या सूचना बदलण्याच्या अतिरिक्त जाणीवपूर्वक प्रयत्नांद्वारे पूर्ण प्रमाणात पार पाडले जातात. लक्षात ठेवण्यासारखी एक महत्त्वाची वस्तुस्थिती अशी आहे की SEDG चा एक महत्त्वाचा भाग स्त्रिया बनवतात आणि सर्व कमी प्रतिनिधित्व केलेल्या गटांमध्ये पसरतात. या SEDG मधील महिलांना इतर SEDGs पेक्षा लक्षणीय प्रमाणात अलगाव आणि अभिमुखता असंतुलनाचा सामना करावा लागतो. तरुण स्त्रियांच्या शिक्षणात गुंतवणूक करणे ही एकंदरीत शैक्षणिक पातळी वाढवण्यासाठी आणि शाश्वत विकास उद्दिष्टे (SDGs) साध्य करण्याच्या जवळ जाण्यासाठी सर्वात प्रभावी धोरणांपैकी एक आहे, जे लोकांच्या नजरेत आणि आकार देण्यामध्ये महिलांची अद्वितीय आणि महत्त्वपूर्ण भूमिका ओळखतात. अशाप्रकारे, रणनीती शिफारस करते की, SEDG मधील कमी विद्यार्थी प्रभावीपणे समाविष्ट करण्यासाठी, या प्रदेशांमधील तरुण स्त्रियांच्या गरजांकडे विशेष लक्ष दिले पाहिजे.

महिला आणि ट्रान्सजेंडर विद्यार्थ्यांना उपलब्ध शिक्षणाचा दर्जा वाढवण्यासाठी भारत सरकार एक "ओरिएंटेशन कन्सिडरेशन असेट" तयार करण्याची योजना आखत आहे. या निधीसह, सरकारे स्थानिक पातळीवर आधारित मध्यस्थीना पाठीशी घालण्यास आणि वाढविण्यात सक्षम होतील ज्यामुळे मुलींच्या आणि ट्रान्सजेंडर मुलांच्या नावनोंदणीतील स्पष्ट अडथळे दूर होतात आणि शाळेत यश मिळते, जसे की स्वच्छता आणि शौचालये, वाहतूक आणि आर्थिक संसाधनांचा अभाव. त्याचप्रमाणे, अतिरिक्त SEDG साठी समान सुलभता समस्यांचे निराकरण करण्यासाठी तुलना करण्यायोग्य "इन्कॉर्पोरेशन असेट" धोरणे विकसित केली जातील. सर्व मुलांना, त्यांची पार्श्वभूमी काहीही असो, सर्व स्तरांवर दर्जेदार शिक्षणासाठी समान प्रवेश मिळावा याची खात्री करून शिक्षणातील लैंगिक आणि सामाजिक आर्थिक अडथळे दूर करणे हे या योजनेचे मुख्य उद्दिष्ट आहे.

सर्व मुलांच्या, विशेषतः मुलींच्या सुरक्षिततेसाठी वाजवी व्यवस्था करून, सामाजिक-आर्थिकदृष्ट्या वंचित पार्श्वभूमीतील विद्यार्थ्यांसाठी, ज्या शाळांमध्ये विद्यार्थ्यांना लांबचा प्रवास करावा लागेल अशा शाळांमध्ये जवाहर नवोदय विद्यालयाच्या मानकांनुसार मोफत बोर्डिंग सुविधा उपलब्ध करून देण्यात येईल. कस्तुरबा गांधी बालिका विद्यालयाचा विस्तार आणि सुधारणा, जे ग्रेड K-12 मधील मुलांना उत्कृष्ट शिक्षण देतात, कमी उत्पन्न असलेल्या कुटुंबातील मुलींसाठी खूप मोलाचे ठरतील. ग्रामीण आणि शहरी भागातील विद्यार्थ्यांना पुरेशा सुविधांशिवाय उच्च दर्जाचे शिक्षण मिळावे यासाठी देशभरात आणखी जवाहर नवोदय विद्यालये आणि केंद्रीय विद्यालये बांधण्यात येणार आहेत. मुलांसाठी किमान एक वर्षाची काळजी आणि प्रशिक्षण देणारे प्री-स्कूल कार्यक्रम देशभरातील केंद्रीय विद्यालये आणि इतर प्राथमिक शाळांमध्ये, विशेषतः वंचित प्रदेशांमध्ये समाविष्ट केले जातील. हे उद्दिष्ट साध्य करण्यासाठी, शाळा आणि जिल्ह्यांना निधीचे वाटप केले जाईल जेणेकरून विशेष शिक्षणाच्या विद्यार्थ्यांना नियमित वर्गाच्या सेटिंगमध्ये पूर्णपणे समाविष्ट करता येईल, पात्र विशेष शिक्षकांना नियुक्त केले जाऊ शकते आणि त्यांची सर्वात जास्त गरज असलेल्या ठिकाणी संसाधन केंद्रे स्थापन केली जाऊ शकतात, आणि गंभीर किंवा एकाधिक अपंग असलेले विद्यार्थी त्यांना आवश्यक असलेले वैयक्तिक लक्ष प्राप्त करू शकतात.

RPWD कायदानुसार, अपंगत्व असलेल्या सर्व मुलांना सर्व सुविधांमध्ये अनिर्बंध प्रवेश असेल. अपंग मुलांच्या विविध उपसमूहांच्या मागण्या मोठ्या प्रमाणात बदलतात. शालेय जीवनातील सर्व पैलूंमध्ये अपंग

विद्यार्थ्यांसाठी विशेष तरतुदी करणाऱ्या आणि त्यांचा पूर्ण समावेश करणाऱ्या शाळा आणि जिल्ह्यांना प्रयत्न केले जातील आणि त्यांना पाठबळ दिले जाईल. विशेषतः, अपंग विद्यार्थ्यांना प्रवेशयोग्य शिकवण्या-शिकण्याच्या साधनांद्वारे (मोठ्या प्रिंट आणि ब्रेल सारख्या प्रवेशयोग्य स्वरूपातील पाठ्यपुस्तकांसह) वर्गखोल्या आणि वर्गातील परस्परसंवादांमध्ये अधिक प्रवेश असेल. परफॉर्मिंग आर्ट्स, शैक्षणिक क्लब आणि अगदी व्यावसायिक शिक्षण हे सर्व अभ्यासेतर क्रियाकलाप मानले जातात. भारतीय सांकेतिक भाषा (ISL) विविध प्रास्ताविक अभ्यासक्रमांमध्ये शिकवली जाईल आणि नॅशनल इन्स्टिट्यूट ऑफ ओपन स्कूलिंग (NIOS) असे करण्यासाठी उच्च-गुणवत्तेचे मॉड्यूल ऑफर करण्याचा मानस आहे. अपंग मुलांच्या सुरक्षेकडे योग्य ते लक्ष दिले जाईल.

जी मुले 2016 च्या RPWD कायद्यांतर्गत "उल्लेखनीय अपंगत्व" साठी निकष पूर्ण करतात त्यांना सामान्य किंवा विशेष शिक्षण कार्यक्रमात नावनोंदणी करण्याचा अधिकार आहे. गंभीर किंवा एकाधिक अपंगत्व असलेल्या मुलांचे पालक आणि पालकांना विशेष शिक्षकांद्वारे कर्मचारी असलेल्या संसाधन केंद्रांच्या मदतीने त्यांच्या मुलांना उच्च-गुणवत्तेचे शिक्षण घरी उपलब्ध करून देण्यासाठी आवश्यक ती मदत दिली जाईल. जर एखाद्या मुलाचे अपंगत्व इतके गंभीर असेल की ते नियमित शाळेत जाऊ शकत नाहीत, तरीही त्यांच्याकडे त्यांचे शिक्षण घरीच घेण्याचा पर्याय असेल. घरी शिकलेल्या मुलांना सार्वजनिक शाळा प्रणालीतील इतर कोणत्याही विद्यार्थ्यांप्रमाणेच अधिकार आहेत. होम-स्कूलिंगची कार्यक्षमता आणि परिणामकारकतेचे मूल्यमापन निष्पक्षता आणि न्याय्य प्रवेशाच्या मानकांनुसार केले जाईल. 2016 च्या RPWD कायदानुसार, या लेखापरीक्षणाच्या निकालांच्या आधारे गृह-आधारित शिक्षणासाठी मार्गदर्शक तत्त्वे आणि मानके तयार केली जातील. सर्व अपंग मुलांना शिक्षित करणे ही राज्याची जबाबदारी असताना, पालक आणि काळजीवाहू अभिमुखता आणि शिक्षण सामग्रीच्या व्यापक वितरणासाठी तंत्रज्ञान-आधारित उपायांचा वापर करून त्यांच्या मुलांना शिकण्यास मदत करण्यासाठी पालक आणि पालकांना अधिक चांगल्या प्रकारे सुसज्ज करण्यासाठी प्रयत्न केले जातील.

बहुतेक वर्गांमध्ये, असे विद्यार्थी आहेत ज्यांना शिकण्याच्या अडचणींमुळे अतिरिक्त मदतीची आवश्यकता आहे. उपलब्ध संशोधनानुसार या प्रकारची मदत जितक्या लवकर दिली जाईल तितकी यशाची शक्यता जास्त. या प्रकारच्या शिकण्याच्या अडचणी लवकर ओळखण्यासाठी आणि त्यांचा प्रतिकार करण्यासाठी धोरणे विकसित करण्यासाठी शिक्षकांना समर्थनाची आवश्यकता आहे. विशेषतः, या धोरणात योग्य मूल्यांकन आणि प्रमाणपत्रासाठी वातावरण निर्माते केली जाणारे आहे; तंत्रज्ञानाचा वापर मुलांना त्यांच्या स्वतःच्या वेगाने काम करण्यास सक्षम करते आणि प्रत्येक विद्यार्थ्यांच्या अद्वितीय कौशल्यांचा फायदा करून देणारा अभ्यासक्रम डिझाइन केला जाणार आहे. शिकण्याची अक्षमता असलेल्या सर्व विद्यार्थ्यांना शैक्षणिक प्रणालीमध्ये समान प्रवेश आणि संधी आहेत याची खात्री करण्यासाठी, प्रस्तावित नवीन राष्ट्रीय मूल्यमापन केंद्र, पारख सारख्या मूल्यांकन आणि प्रमाणन संस्था मार्गदर्शक तत्त्वे विकसित करतील आणि सर्व स्तरांवर असे मूल्यांकन आयोजित करण्यासाठी योग्य साधनांची शिफारस करतील. भविष्यातील शिक्षकांना तयार करण्यासाठी तयार केलेल्या सर्व कार्यक्रमांमध्ये लिंग संवेदना आणि सर्व

अप्रस्तुत गटांप्रती संवेदना, तसेच विशिष्ट कमजोरी असलेल्या (शिकण्याच्या अक्षमतेसह) मुलांना शिकवण्याबाबत संवेदना यांचा समावेश असेल.

मानक मॉडेलचे पालन न करणाऱ्या शाळांना त्यांच्या अनोख्या परंपरा किंवा शिकवण्याच्या पद्धती राखण्याच्या त्यांच्या प्रयत्नांना पाठिंबा दिला जाईल. दरम्यान, त्यांना त्यांच्या अभ्यासक्रमात आवश्यक विषय आणि शैक्षणिक फोकस समाविष्ट करण्यात मदत मिळेल जेणेकरून या संस्थांमधील अधिक विद्यार्थी चार वर्षांच्या महाविद्यालयांमध्ये प्रवेश घेतील आणि पदवीधर होतील. विशेषतः, ज्या शाळा निधीची विनंती करतात ते विज्ञान, अंकगणित, इतिहास आणि इंग्रजी, हिंदी आणि राज्य भाषा यांसारखे अभ्यासक्रम त्यांच्या अभ्यासक्रमात समाविष्ट करण्यासाठी त्यांचा वापर करू शकतील. हे अशा शाळांमधील विद्यार्थ्यांना इयत्ता 1 ते 12 मधील विद्यार्थ्यांसाठी निर्धारित शैक्षणिक मानके प्राप्त करण्यास मदत करेल. याव्यतिरिक्त, NTA या शाळांमधील विद्यार्थ्यांना राज्य किंवा इतर बोर्डांच्या चाचण्या आणि मूल्यांकनांना बसण्यास प्रोत्साहित करेल, ज्यामुळे त्यांची कॉलेजमध्ये स्वीकार होण्याची शक्यता वाढेल. वर्गातील शिक्षकांच्या क्षमतांना सर्व विषयांच्या क्षेत्रात, परंतु विशेषतः विज्ञान, गणित, भाषा कला आणि सामाजिक अभ्यास या क्षेत्रांमध्ये बळकटी दिली जाईल. पुस्तके, नियतकालिके आणि इतर वाचन साहित्य, तसेच प्रयोगशाळा यांची उपलब्धता वाढवली जाईल आणि वर्गातील संसाधने वाढवली जातील.

### समारोप

राष्ट्रीय शैक्षणिक धोरणात वंचित गट, अनुसूचित जाती/जमाती समुदायांना भेडसावणाऱ्या समस्या, त्यांच्यातील शैक्षणिक तफावत दूर करण्यावर विशेष लक्ष केंद्रित केले गेले आहे. सर्व SEDGs मधील हुशार आणि पात्र विद्यार्थ्यांना शाळेतील नावनोंदणी वाढवण्याच्या प्रयत्नांचा एक भाग म्हणून नियुक्त केलेल्या ठिकाणी विशेष वसतिगृहे, ब्रिजिंग कोर्सेस आणि ट्यूशन आणि शिष्यवृत्तींद्वारे आर्थिक मदत यासह विस्तृत समर्थन प्रदान केले जाईल. राज्य सरकारे, विशेषतः विशिष्ट जमातीच्या नियंत्रणाखाली असलेल्या प्रदेशांना, त्यांच्या अधिकारक्षेत्रातील माध्यमिक आणि उच्च माध्यमिक संस्थांमध्ये राष्ट्रीय कॅडेट कॉर्प्स (NCC) विंग्स स्थापन करण्यासाठी संरक्षण मंत्रालयाकडून प्रोत्साहन दिले जाऊ शकते. यामुळे विद्यार्थ्यांना त्यांच्या पूर्ण क्षमतेची जाणीव होईल आणि त्यांच्या जन्मजात क्षमता विकसित होतील, ज्यामुळे त्यांना सशस्त्र दलांमध्ये फायदेशीर करिअर करण्याचा मार्ग मोकळा होईल. SEDGs शिष्यवृत्ती आणि इतर संधी आणि योजनांसाठी पात्र असलेले सर्व विद्यार्थी त्यांना माहिती आहेत आणि अशा "सिंगल विंडो सिस्टीम" वर सुव्यवस्थित पद्धतीने अर्ज करू शकतात याची खात्री करण्यासाठी, एक केंद्रीय एजन्सी आणि वेबसाइट त्या सर्वांचे समन्वय आणि प्रचार करण्याची स्वतंत्र व्यवस्था निर्माण करण्याचे धोरण आहे.

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## नवीन राष्ट्रीय शैक्षणिक धोरण संधी आणि आव्हाने

प्रा.सौ दिपाली राजेश पाटील

इतिहास विभाग

श्रीमती प क कोटेचा महिला महाविद्यालय, भुसावळ

### सारांश

स्वातंत्र्यानंतर भारताने लोकशाही शासनाबरोबरच कल्याणकारी राज्य संकल्पनेचा स्वीकार केला असून त्यानुसार जनतेच्या कल्याणासाठी वेगवेगळ्या योजनांची धोरणांची अंमलबजावणी केली जाते व त्या माध्यमातून जनतेचा विकास साधला जातो. जनतेच्या प्रामुख्याने अन्न, वस्त्र, निवारा, आरोग्य, शिक्षण, आणि मनोरंजन या सहा मुलभूत गरजा आहेत. या गरजांची समाधानकारक पूर्तता होणे मानवी विकासाच्या दृष्टीने आवश्यक आहे. आजचे युग हे स्पर्धेचे व माहिती तंत्रज्ञानाचे युग आहे. आजच्या या माहिती तंत्रज्ञानाच्या युगातील विद्यार्थी भावी काळात प्रत्येक क्षेत्रात अग्रेसर रहावेत, त्यांचा सर्वांगीण विकास व्हावा म्हणून वेळोवेळी अभ्यासक्रमात बदल होत असतात. विद्यार्थ्यांच्या सर्वांगीण विकासासाठी नवनवीन विचार प्रवाह तसेच शिक्षण पद्धतीत बदल घडवून आणणे ही काळाची गरज आहे. म्हणूनच विद्यार्थ्यांमधील मुक्त अभिव्यक्तीला वाव देण्यासाठी, त्यांच्यातील सुप्त कलागुणांना व नवनिर्मितीला प्रोत्साहन देण्यासाठी योग्य टप्प्यांवर अभ्यासक्रमात बदल होत असतात व ती काळाची गरजही असते.

### प्रस्तावना

एकविसावे शतक हे माहिती तंत्रज्ञानाचे शतक म्हणून ओळखले जाते. या शतकातील समाज हा ज्ञानकेंद्रित असून शिक्षण हे त्याच्या विकासाचा केंद्रबिंदू आहे. माणूस लिहायला, वाचायला, चांगल्या आणि वाईटातील फरक करायला शिक्षणामुळेच शिकला. आई वडील व गुरुजनांचा आदर करणे, बुरसटलेल्या रूढी परंपरांना तिलांजली देणे आणि आपला व आपल्या कुटुंबाचा व समाजाचा विकास घडवून आणणे यासाठी शिक्षणाची भूमिका महत्वाची आहे. विकास अथवा बदल हा निसर्गाचा नियम आहे. काळानुसार समाज व्यवस्था आणि अर्थव्यवस्था बदलत असतात. 'एकेकाळी 'मसलपॉवर' ला महत्व होते, पुढे त्याची जागा, 'मनीपॉवर' ने घेतली. आज मात्र, 'नॉलेज पॉवर' ला महत्त्व आले. म्हणूनच असे म्हटले जाते की, एकविसावे शतक हे ज्ञानाचे शतक आहे.'<sup>१</sup> या शतकात प्रत्येक देशाचा विकास हा त्या देशात उपलब्ध असणाऱ्या उच्च शिक्षित मनुष्यबळावर अवलंबून असणार आहे.

१९८६ चे 'राष्ट्रीय शैक्षणिक धोरण' हे स्वतंत्र भारताचे जाहीर झालेले पहिले शैक्षणिक धोरण असल्यामुळे अनन्यसाधारण महत्त्व आहे. राष्ट्रीय प्रगतीला चालना देणे, सामाजिक नागरिकाची भावना जागविणे आणि माणसाची एकात्मता बळकट करणे हे त्या धोरणाचे ध्येय होते. शिक्षण पद्धतीच्या आमूलाग्र पुनर्रचनेची गरज त्यामध्ये ठासून सांगितली होती. सर्व स्तरांवर गुणवत्तेच्या सुधारणेचा त्याग आग्रह होता आणि शास्त्र आणि तंत्रज्ञानाकडे अधिक लक्ष पुरविले गेले होते. नैतिक मुल्यांची तशीच शिक्षण व नागरिकांचे जीवन यामधील नात्याची जोपासना करण्यावर त्यात भर होता. बदलत्या सामाजिक परिस्थितीनुसार समाजाच्या गरजा बदलतात, त्या गरजा पूर्ण करणारे शैक्षणिक धोरण राष्ट्राला विकासपथापर्यंत पोहोचविते. १९८६ चे राष्ट्रीय शैक्षणिक धोरण भारताच्या शैक्षणिक इतिहासात महत्त्वपूर्ण ठरले असले तरी सुद्धा त्यातील

सर्वच बाबी साध्य होऊ शकल्या नाहीत. त्यामुळेच नवीन शैक्षणिक धोरण २०२० तयार करण्यात आले आहे. 'नवे शैक्षणिक धोरण २०२० हा एक मार्गदर्शक दस्तऐवज आहे.'<sup>२</sup> नव्या युगातील नवी आव्हाने लक्ष्यात घेता विविध शैक्षणिक गरजा, संरचनात्मक असमानता आणि विद्यार्थ्यांना भविष्यासाठी तयार करण्यामध्ये येणाऱ्या समस्यांचे निराकरण हे या धोरणाचे उद्दिष्ट आहे. यासोबतच शिक्षण व्यवस्थेतील अनेक संकटांना तोंड देण्याचे सर्वात आव्हानात्मक कार्यही या धोरणाद्वारे पूर्ण करायचे आहे.

शिक्षण क्षेत्रातील सर्वसमावेशक बदलांसाठी केंद्र सरकारने नवीन राष्ट्रीय शैक्षणिक धोरणाला मंजूरी दिली आहे. तीन दशकानंतर देशात नवे शैक्षणिक धोरण मंजूर झाले आहे. या आधी, राष्ट्रीय शिक्षण धोरण १९८६ मध्ये तयार करण्यात आले होते आणि १९९२ मध्ये त्यात सुधारणा करण्यात आली होती. या मधल्या काळात शैक्षणिक क्षेत्रामध्ये अनेक बदल होणे गरजेचे होते. परंतु ते बदल झाले नसल्यामुळे नवीन शैक्षणिक धोरणाची आवश्यकता निर्माण झाल्याचे आपणास दिसून येते. परंतु इतिहास साक्षी आहे कोणताही बदल सहजपणे स्वीकारला जात नाही सध्या नवीन शैक्षणिक धोरणाच्या अंमलबजावणीने जरी जोर धरलेला असला तरी ते पूर्णत्वाला जाण्याच्या मार्गावर अनंत अडचणी व आव्हाने आहेत.

### नवीन शैक्षणिक धोरणासमोरील आव्हाने

२०२० च्या नव्या राष्ट्रीय शैक्षणिक धोरणाच्या माध्यमातून भारत जागतिक ज्ञानसत्ता बनेल अशी शिक्षणव्यवस्था उभारण्याचे उद्दिष्ट केंद्र सरकारने समोर ठेवले आहे. परंतु नवीन राष्ट्रीय शैक्षणिक धोरणासमोर अनेक आव्हाने आहेत.

**शालेय शैक्षणिक क्षेत्रातील विविधता व आकार :** 'मानवाला आपल्या पूर्ण क्षमता वापरता येण्यासाठी, समान आणि न्याय समाज विकसित करण्यासाठी तसेच राष्ट्रीय विकासाला चालना देण्यासाठी शिक्षण हा पाया आहे.'<sup>३</sup> भारताच्या शैक्षणिक क्षेत्रातील विविधता आणि आकार लक्षात घेता या धोरणाची अंमलबजावणी हे एक अवघड काम असणार आहे. १५ लाखाहून अधिक शाळा, २५ करोड विद्यार्थी आणि ८९ लाख शिक्षकांसह भारतीय शिक्षण व्यवस्था हि जगातील दुसऱ्या क्रमांकावरील शिक्षण व्यवस्था आहे. भारताच्या उच्च शिक्षण व्यवस्थेच्या क्षेत्रात जवळपास १००० विद्यापीठे, ३९९३१ महाविद्यालये, १०७२५ स्वायत्त संस्थामध्ये मिळून ३.७४ करोड विद्यार्थी शिक्षण घेत आहेत. राज्य, जिल्हा, तालुका स्तरावरील सर्व भागधारकांना एकत्र आणून या नव्या शैक्षणिक धोरणाची अंमलबजावणी करणे कठीण काम आहे आणि हे शिक्षण मंत्रालयासाठी मोठे आव्हान आहे.

**भारताच्या शिक्षण व्यवस्थेमध्ये निधीची कमतरता :** नव्या शैक्षणिक धोरणाची अंमलबजावणी देशांच्या, राज्यांच्या आणि सरकारांच्या क्षमतेवर अवलंबून आहे. भारताच्या शिक्षण व्यवस्थेमध्ये निधीची कमतरता आहे. संपूर्ण व्यवस्था हि नोकरशाहीवर आधारलेली आहे व नवीन कल्पना आणि वाढीच्या क्षमतेस शिक्षण व्यवस्थेत प्रतिकूल वातावरण आहे असे के. कस्तुरीरंगन यांच्या अध्यक्षतेखालील मसुदा समितीने निदर्शनास आणून दिले आहे.

**केंद्र आणि राज्यामधील सहकार्यावर अंमलबजावणी अवलंबून :** या धोरणाचे उद्दिष्ट मुख्यत्वे केंद्र आणि राज्यांमधील सहकार्यावर अवलंबून असणार आहे. या धोरणाचा मसुदा केंद्र सरकारने राज्य सरकारांसह विविध भागधारकांच्या योगदानातून तयार केला असला तरी त्याची अंमलबजावणी मुख्यत्वे राज्यांच्या सक्रीय सहकार्यावर अवलंबून आहे. याचे मुख्य कारण म्हणजे बहुतांश सेवांवर आधारित शैक्षणिक उपक्रम राज्य सरकारांकडून चालवले जातात. तामिळनाडू राज्याने नव्या शैक्षणिक धोरणाची अंमलबजावणी न करण्याची भूमिका अनुसरली आहे. अशीच भूमिका जर इतर राज्यांनीही घेतली तर केंद्राच्या

चिंतित वाढ होऊ शकते. त्यामुळे केंद्राकडून संघराज्याची समीकरणे कशाप्रकारे हाताळण्यात येत आहेत यावर नव्या शैक्षणिक धोरणाचे भवितव्य ठरणार आहे.

**शिक्षणावरील खर्चामध्ये वाढ करण्यासाठी सरकारकडे कोणतीही योजना नाही :** नव्या धोरणाची उद्दिष्टे साध्ये करण्यासाठी देशाला शिक्षणावरील सार्वजनिक खर्च एकूण देशांतर्गत उत्पन्नाच्या ६ टक्क्यांपर्यंत वाढवावा लागेल. भूतकाळात देण्यात आलेली आश्वासने आणि त्यांची प्रत्यक्ष पूर्तता यांचा विचार केल्यास नक्कीच कठीण काम आहे. १९६८ च्या राष्ट्रीय शैक्षणिक धोरणामध्ये शिक्षणावरील सार्वजनिक खर्च एकूण देशांतर्गत उत्पन्नाच्या ६ टक्क्यांपर्यंत नेण्याची शिफारस करण्यात आली होती. परंतु गेल्या चार दशकांमध्ये शिक्षणावरील सार्वजनिक खर्च ३ टक्क्यांच्या पुढे गेलेला नाही. आश्चर्यकारक बाब म्हणजे ज्या वर्षी हे नवे शैक्षणिक धोरण आले त्यावर्षी शिक्षणावरील खर्च हा सर्वात कमी होता. २०२०-२१ मध्ये शिक्षणावरील खर्च ९९,३११ कोटीवरून २०२१-२२ मध्ये ९३,२२४ कोटी इतका कमी झाला. कोरोना आणि आर्थिक संकटामुळे सरकारने आरोग्य क्षेत्रात अधिक खर्च करणे पसंत केले, त्यामुळे शिक्षण क्षेत्रावरील खर्चात कपात झाली याबाबत कोणतेही दुमत नाही. पण येत्या काळात शिक्षणावरील खर्च कसा वाढवता येईल यासाठी कोणतीही योजना सरकारकडे नाही.

**खाजगी क्षेत्राची भूमिका महत्त्वाची :** भारतातील जवळपास ७० टक्के उच्च शिक्षण देणाऱ्या संस्था या खाजगी आहेत. एकूण संख्येच्या जवळजवळ ६० ते ७० टक्के विद्यार्थी खाजगी संस्थांमध्ये उच्च शिक्षण घेत आहेत. खाजगी क्षेत्र आर्थिक संसाधने व नाविण्यपूर्ण कल्पना प्रदान करतात याकडे दुर्लक्ष करून चालणार नाही. या धोरणांच्या प्रक्रियेसाठी खाजगी क्षेत्रांचे योगदान मिळवणे व यातील एक महत्त्वाचा भागीदार म्हणून खाजगी क्षेत्राच्या योगदानाला मान्यता देणे ही एक महत्त्वाची बाब आहे.

**राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये खालील पाच स्तंभांवर विशेष भर देण्यात आला आहे.**

१) Access( सर्वाना सहज शिक्षण)

जात, धर्म, पंथ, लिंग असा कोणताही भेदभाव न होता शिक्षण हे सर्वाना सहज मिळायला हवे हे तत्व या राष्ट्रीय शैक्षणिक धोरणात अवलंबल्याचे दिसून येते.

२) Equity (समानता)

मुला-मुलींना समान शिक्षण या घटकाला या राष्ट्रीय शैक्षणिक धोरणात विशेष महत्त्व देण्यात आले आहे. सर्व जाती धर्मातील मुला-मुलींना समानतेने शिक्षण मिळावं ही अपेक्षा या राष्ट्रीय शैक्षणिक धोरणातून पूर्ण होणार आहे.

३) Quality (गुणवत्ता)

गुणवत्तापूर्ण शिक्षण ही काळाची गरज आहे.हाच धागा पकडत गुणवत्तापूर्ण शिक्षणासाठी या राष्ट्रीय शैक्षणिक धोरणात विशेष भर देण्यात आला आहे.

४) Affordibility (परवडणारे शिक्षण)

आर्थिक बाबीचा विचार करता सर्वाना सहज मिळेल व परवडेल असे शिक्षण या राष्ट्रीय शैक्षणिक धोरणात सुचवले आहे.

५) Accountability (उत्तर दायित्व)

शिक्षण प्राप्त केल्यानंतर आपण समाजाचे काही देणे लागतो ही उत्तरदायित्वाची भावना देखील या राष्ट्रीय शैक्षणिक धोरणात महत्त्वाची ठरणार आहे. म्हणूनच उत्तरदायित्व या स्तंभाला देखील या राष्ट्रीय शैक्षणिक धोरणात विशेष महत्त्व देण्यात आल्याचे दिसून येते.

**नवीन शैक्षणिक धोरणाबद्दलचे काही महत्त्वाच्या बाबी-**

- १) “भारताला जागतिक ज्ञान महासत्ता बनविणे” हे नवीन राष्ट्रीय शैक्षणिक धोरण २०२० चे अंतिम उद्दिष्ट आहे.
- २) आपल्या भारत देशाला स्वातंत्र्य मिळाल्यापासून अर्थात १९४७ पासून भारतातील शिक्षण प्रणालीच्या अभ्यासक्रमातील हा तिसरा मोठा बदल आहे.
- ३) शालेय शिक्षणातील गुंतवणुकीमध्ये लाक्षणिक वाढ करणे तसेच नवनवीन उपक्रम राबविण्यासाठी या धोरणात विशेष भर देण्यात येणार आहे.
- ४) २०२५ पर्यंत पाचवी व त्यापुढील इयत्तेतील प्रत्येक विद्यार्थ्यांस पायाभूत साक्षरता व तंत्रज्ञान आत्मसात होण्यासाठी हे राष्ट्रीय शैक्षणिक धोरण महत्वाचे ठरणार आहे.
- ५) शालेय शिक्षणासाठी ५+३+३+४ या रचनेवर बौद्धिक विकास व अध्यापनशास्त्र रचना विकसित करण्यावर भर दिला आहे.

नवीन शैक्षणिक धोरण २०२० हे भविष्याचा वेध घेणारे धोरण ठरणार आहे. तसेच यात अंतर्भूत केलेली शिक्षण पद्धती भारतीयांनी इतिहासात केलेल्या अभूतपूर्व कामगिरीचा परिचय करून देईल अशी आशा आहे.

**या नवीन शैक्षणिक धोरणात शालेय शिक्षणासाठी एक महत्वाचा आकृतिबंध सुचवलेला आहे. यात ५+३+३+४ अशी चार टप्प्यात इयत्तांची विभागणी केलेली आहे.**

१) पहिला टप्पा

या पहिल्या टप्प्यात ५ वर्ग आहेत. त्यातील पहिली तीन वर्षे बालशिक्षण व इयत्ता पहिली व दुसरीचे वर्ग असणार आहेत. या टप्प्यात दुसरीपर्यंत मुलाला वाचन, संभाषण तसेच सोपं अंकगणित एवढ्या बाबी येणे अपेक्षित आहेत. या स्तरावरील अभ्यासक्रमात खेळ, शोध व कृतीवर आधारित शिक्षण देण्यात येणार आहे. इयत्ता ३ रीत प्रवेशित होईपर्यंत समजपूर्वक वाचन व लेखन करण्यासाठी सक्षम बनविण्याच्या दृष्टीने या अभ्यासक्रमात रचना करण्यात येणार आहे.

२) दुसरा टप्पा

या दुसऱ्या टप्प्यात इयत्ता तिसरी ते पाचवी असे तीन प्राथमिक शिक्षणाचे वर्ग असणार आहेत. पाचवी पर्यंत मुलाला साक्षरता आणि संख्याज्ञान येणे गरजेचे आहे. कृती व खेळ आधारित परस्पर संवादी अभ्यासक्रम विकसित करून विद्यार्थ्यांचा बौद्धिक विकास साध्य करण्यावर विशेष भर देण्यात येणार आहे.

३) तिसरा टप्पा-

या तिसऱ्या टप्प्यात इयत्ता सहावी ते आठवी असे तीन वर्ग असणार आहेत. कृती आधारित प्रायोगिक अभ्यासक्रमाची आखणी करून विद्यार्थ्यांना व्यावसायिक हस्तकला व कौशल्य विकास करण्याच्या दृष्टीने सक्षम बनवले जाणार आहे.

४) चौथा टप्पा

या चौथ्या टप्प्यात माध्यमिक वर्गांचा म्हणजेच नववी ते बारावी पर्यंतचे ४ वर्ग असणार आहेत. या चार वर्षांत विद्यार्थ्यांना ४० वेगवेगळ्या विषयांचा अभ्यास करण्याची संधी मिळणार आहे. आवडीप्रमाणे विषय घेण्याची मुभा मिळणार आहे. सध्या असणारे दहावी व बारावी बोर्डांच्या परीक्षेचे अवास्तव महत्त्व कमी करण्यात येणार आहे. उच्च माध्यमिक वर्गामध्ये कला, विज्ञान व वाणिज्य असा शाखाभेद न ठेवता आवडीचे विषय निवडता येणार आहेत. पुढे पदवी पातळीवरही आवडीचे विषय निवडता येणार आहेत.

सद्यस्थितीला विद्यार्थ्यांना दहावी पास झाल्यावर अकरावी आणि बारावीला कला, वाणिज्य आणि शास्त्र यांसारख्या शाखा निवडायचे स्वातंत्र्य होते. परंतु आता पुढे नववी ते बारावी पर्यंत सर्व विषयांना समान दर्जा असणार आहे. या शैक्षणिक

धोरणात विद्यार्थी रसायनशास्त्र, जीवशास्त्र यांसारख्या विषयांसोबत संगीत,चित्रकला यांसारखे आवडीचे विषयही निवडू शकतात.

आजमितीला आपल्या देशात व्यावसायिक शिक्षण घेणाऱ्या विद्यार्थ्यांची संख्या ही ५ %आहे. इतर देशांच्या मानाने हा आकडा खूपच चिंताजनक आहे. आपल्या देशातही हा आकडा वाढावा असे नवीन शैक्षणिक धोरणात सुचवण्यात आले आहे.

या नवीन शैक्षणिक धोरणानुसार इयत्ता सहावीपासून विद्यार्थ्यांना व्यावसायिक शिक्षण घेणे बंधनकारक असणार आहे. प्रत्येक विद्यार्थ्यांने किमान एकतरी व्यावसायिक कौशल्य शिकावे अशी अपेक्षा नवीन शैक्षणिक धोरणानुसार करण्यात आली आहे. उच्च शिक्षणात प्रवेश हा या व्यावसायिक शिक्षणावर अवलंबून असणार आहे.जर एखाद्या विद्यार्थ्यांने व्यावसायिक शिक्षण घेतले नसेल तर त्यालापुढे उच्च शिक्षण घेता येणार नाही अशीही तरतूद या धोरणात करणात येणार आहे.

**राष्ट्रीय शैक्षणिक धोरण २०२०ची प्रभावी अंमलबजावणी खालील बाबींचा प्राधान्यक्रमाने विचार केलेला आहे-**

१) अभ्यासक्रम - या धोरणाच्या प्रभावी अंमलबजावणीसाठी अभ्यासक्रमाचे ओझे कमी करून खेळ,कृती व शोध आधारित अभ्यासक्रम तयार करण्यावर भर दिला आहे.संबोध,आकलन, उपयोजन,गणितीय दृष्टिकोन, वैज्ञानिक दृष्टिकोन, सर्जनशील व चिंतनशील विचार, संवाद कौशल्य, सहसंबंधात्मक अध्ययन या सर्वांवर आधारित अभ्यासक्रम तयार केला जाणार आहे.केवळ पाठांतर करून परीक्षेत मिळणाऱ्या गुणांचे अवास्तव महत्त्व कमी करून कौशल्य व क्षमता विकसनावर या अभ्यासक्रमाचा भर असणार आहे. अध्ययन निष्पत्तीच्या आधारे मुलांची गुणवत्ता तपासली जाणार आहे.केवळ गुण नोंदवता क्षमता व कौशल्य विकासाची स्थिती प्रगती पुस्तकात नोंदवून सर्वांगीण विकास प्रक्रियेला चालना दिली जाणार आहे. बहुविद्याशाखीय अभ्यासक्रमाची निर्मिती होत असल्याने विद्यार्थ्यांना विषय निवडीचे स्वातंत्र्य मिळणार आहे.

२) मूल्यांकन- या राष्ट्रीय शैक्षणिक धोरणात मूल्यांकन हे बहुआयामी असणार आहे.मूल्यांकनात गुणांचे महत्त्व कमी करून बहुआयामी मूल्यांकनाच्या संकल्पनेचा स्वीकार केलेला आहे. स्वयं मूल्यांकन, सहाध्यायी मूल्यांकन, शिक्षण मूल्यांकनाबरोबरच विद्यार्थ्यांच्या भावात्मक, सामाजिक, बोधात्मक व क्रियात्मक प्रगतीच्या आधारे सातत्यपूर्ण मूल्यांकन करण्यात येणार आहे.

३) शिक्षक शिक्षण प्रशिक्षण- राष्ट्रीय शैक्षणिक धोरण २०२० च्या प्रभावी अंमलबजावणीसाठी विद्यार्थ्यांबरोबरच शिक्षकांची प्रगती व विकासाच्या अनुषंगाने त्यांना सक्षम बनवण्यासाठी नियमितपणे प्रशिक्षणे दिली जाणार आहेत.या धोरणात गुणवत्ताधारित शिक्षकांना पदोन्नतीची संधी मिळणार आहे. बहुविद्याशाखीय अभ्यासक्रमाचा समावेश असल्याने शिक्षकांना वेळोवेळी प्रशिक्षण मिळणार आहे.

४) प्रशासकीय जबाबदारी- राष्ट्रीय शैक्षणिक धोरण २०२० च्या प्रभावी अंमलबजावणीसाठी देश व राज्य पातळीवरील जबाबदारी "SARTHAQ" या पुस्तिकेमध्ये देण्यात आलेले आहे. नवीन अभ्यासक्रम निर्मितीचे कार्य राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषद व राज्य शैक्षणिक संशोधन प्रशिक्षण परिषद महाराष्ट्र पुणे या संस्था करणार आहेत.शिक्षक प्रशिक्षणाची जबाबदारी राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद महाराष्ट्र पुणे ही संस्था पार पाडणार आहे.राज्यातील सर्व शाळांमधील प्रभावी अंमलबजावणीसाठी समन्वय यंत्रणा (Node1) म्हणून शालेय शिक्षण व क्रीडा विभाग कार्यरत आहे.

५) इतर विभागाचे सहकार्य- राष्ट्रीय शैक्षणिक धोरण २०२० च्या प्रभावी अंमलबजावणीसाठी शालेय शिक्षणाबरोबरच इतर विभागांचे सहकार्य महत्त्वाचे राहणार आहे.शालेय शिक्षण विभागासोबतच राज्यातील काही शाळांचे प्रशासकीय नियंत्रण इतर

विभागाच्या अंतर्गत असल्याने या धोरणाच्या प्रभावी अंमलबजावणीसाठी सर्व विभागांना समन्वय,सनियंत्रण व मार्गदर्शन करणे आवश्यक आहे.

### निष्कर्ष

कोणत्याही समाजाचा आणि देशाच्या सर्वांगीण विकासासाठी शिक्षण हा एक अत्यावश्यक आणि अपरिहार्य घटक आहे. ही गरज पूर्ण करण्यासाठी राष्ट्राकडून सर्वसमावेशक राष्ट्रीय शैक्षणिक धोरण तयार केले जाते. भारत सरकारने मंजूर केलेले नवीन राष्ट्रीय शैक्षणिक धोरण २०२० हा या दिशेने एक महत्त्वाचा उपक्रम आहे. या नव्या शैक्षणिक धोरणाची अंमलबजावणी कशी होते यावर त्याचे यशापयश अवलंबून असेल.

जागतिक ज्ञान व्यवस्थेतील भारताचे स्थान उंचावण्यासाठी गुणवत्ता, नवनिर्माण आणि संशोधन या तीन स्तंभांवर शैक्षणिक क्षेत्र उभे केल्यास, देश एकविसाव्या शतकातील आव्हाने आणि देशातील लोकांच्या गरजा पुरवण्यासाठी सक्षम व सज्ज होऊ शकतो. कोणत्याही धोरणाचा प्रभावीपणा त्यांच्या अंमलबजावणीवर अवलंबून असतो. त्यामुळे नवीन शैक्षणिक धोरणाची अंमलबजावणी प्रभावीपणे होणे गरजेचे आहे.

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# राष्ट्रीय शिक्षा नीति -2020

डॉ. गिरीष एस कोळी

हिंदी विभाग

श्रीमती प. क. कोटेचा महिला महाविद्यालय, भुसावल, जि. जलगाँव

भारतीय संविधान के चौथे भाग में उल्लेखित नीति निदेशक तत्वों में कहा गया है कि प्राथमिक स्तर तक के सभी बच्चों को अनिवार्य एवं निःशुल्क शिक्षा की व्यवस्था की जाय। 1948 में डॉ. राधाकृष्णन की अध्यक्षता में विश्वविद्यालय शिक्षा आयोग के गठन के साथ ही भारत में शिक्षा-प्रणाली को व्यवस्थित करने का काम शुरू हो गया था। 1952 में लक्ष्मणस्वामी मुदलियार की अध्यक्षता में गठित माध्यमिक शिक्षा आयोग, तथा 1964 में दौलत सिंह कोठारी की अध्यक्षता में गठित शिक्षा आयोग की अनुशंशाओं के आधार पर 1968 में शिक्षा नीति पर एक प्रस्ताव प्रकाशित किया गया जिसमें 'राष्ट्रीय विकास के प्रति वचनबद्ध, चरित्रवान तथा कार्यकुशल' युवक-युवतियों को तैयार करने का लक्ष्य रखा गया।

मई 1986 में नई राष्ट्रीय शिक्षा नीति लागू की गई, जो अब तक चल रही है। इस बीच राष्ट्रीय शिक्षा नीति की समीक्षा के लिए 1990 में आचार्य राममूर्ति की अध्यक्षता में एक समीक्षा समिति, तथा 1993 में प्रो. यशपाल समिति का गठन किया गया। नई शिक्षा नीति 2020 भारत की शिक्षा नीति है जिसे भारत सरकार द्वारा 29 जुलाई 2020 को घोषित किया गया। सन 1986 में जारी हुई नई शिक्षा नीति के बाद भारत की शिक्षा नीति में यह पहला नया परिवर्तन है। यह नीति अंतरिक्ष वैज्ञानिक के. कस्तूरीरंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है।

राष्ट्रीय शिक्षा नीति-2020 में शिक्षा की पहुँच, समता, गुणवत्ता, वहनीयता और उत्तरदायित्व जैसे मुद्दों पर विशेष ध्यान दिया गया है। नई शिक्षा नीति के तहत केंद्र व राज्य सरकार के सहयोग से शिक्षा क्षेत्र पर देश की सकल घरेलू उत्पाद के 6% के बराबर निवेश का लक्ष्य रखा गया है। 'मानव संसाधन विकास मंत्रालय' का नाम बदल कर 'शिक्षा मंत्रालय' कर दिया गया।

## प्राथमिक शिक्षा से सम्बंधित प्रावधान

- 3 वर्ष से 8 वर्ष की आयु के बच्चों के लिये शैक्षिक पाठ्यक्रम का दो समूहों में विभाजन
- 3 वर्ष से 6 वर्ष की आयु के बच्चों के लिये आँगनवाड़ी/बालवाटिका/पूर्व-स्कूल के माध्यम से मुफ्त, सुरक्षित और गुणवत्तापूर्ण 'प्रारंभिक बाल्यावस्था देखभाल और शिक्षा' की उपलब्धता सुनिश्चित करना।
- 6 वर्ष से 8 वर्ष तक के बच्चों को प्राथमिक विद्यालयों में कक्षा 1 और 2 में शिक्षा प्रदान की जाएगी।
- प्रारंभिक शिक्षा को बहुस्तरीय खेल और गतिविधि आधारित बनाने को प्राथमिकता दी जाएगी।
- NEP में MHRD द्वारा 'बुनियादी साक्षरता और संख्यात्मक ज्ञान पर एक राष्ट्रीय मिशन' की स्थापना की मांग की गई थी जो "निपुण भारत मिशन" के रूप में संचालित है।
- राज्य सरकारों द्वारा वर्ष 2025 तक प्राथमिक विद्यालयों में कक्षा-3 तक के सभी बच्चों में बुनियादी साक्षरता और संख्यात्मक ज्ञान प्राप्त करने हेतु इस मिशन के क्रियान्वयन की योजना तैयार की जाएगी।

## भाषायी विविधता का संरक्षण

इस शिक्षा नीति में पाँचवीं कक्षा की शिक्षा में मातृभाषा] / स्थानीय या क्षेत्रीय भाषा को अध्यापन के माध्यम के रूप में अपनाने पर बल दिया गया है। साथ ही इस नीति में मातृभाषा को कक्षा-8 और आगे की शिक्षा के लिये प्राथमिकता देने का सुझाव



दिया गया है। स्कूली और उच्च शिक्षा में छात्रों के लिये संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा परन्तु किसी भी छात्र पर भाषा के चुनाव की कोई बाध्यता नहीं होगी।

### शिक्षण व्यवस्था से संबंधित सुधार

शिक्षकों की नियुक्ति में प्रभावी और पारदर्शी प्रक्रिया का पालन तथा समय-समय पर लिये गए कार्य-प्रदर्शन आकलन के आधार पर पदोन्नति। राष्ट्रीय अध्यापक शिक्षा परिषद वर्ष 2022 तक 'शिक्षकों के लिये राष्ट्रीय व्यावसायिक मानक' का विकास किया जाएगा। राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा NCERT के परामर्श के आधार पर 'अध्यापक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा' का विकास किया जाएगा। वर्ष 2030 तक अध्यापन के लिये न्यूनतम डिग्री योग्यता 4-वर्षीय एकीकृत बी.एड. डिग्री का होना अनिवार्य किया जाएगा।

### उच्च शिक्षा

नयी शिक्षा नीति-२०२० के तहत उच्च शिक्षण संस्थानों में 'सकल नामांकन अनुपात' को 26.3% (वर्ष 2018) से बढ़ाकर 50% तक करने का लक्ष्य रखा गया है, इसके साथ ही देश के उच्च शिक्षण संस्थानों में 3.5 करोड़ नई सीटें जोड़ी जाएगी। NEP-2020 के तहत स्नातक पाठ्यक्रम में मल्टीपल एंट्री एंड एक्जिट व्यवस्था को अपनाया गया है, इसके तहत 3 या 4 वर्ष के स्नातक कार्यक्रम में छात्र कई स्तरों पर पाठ्यक्रम को छोड़ सकेंगे और उन्हें उसी के अनुरूप डिग्री या प्रमाण-पत्र प्रदान किया जाएगा (1 वर्ष के बाद प्रमाणपत्र, 2 वर्षों के बाद एडवांस डिप्लोमा, 3 वर्षों के बाद स्नातक की डिग्री तथा 4 वर्षों के बाद शोध के साथ स्नातक)। विभिन्न उच्च शिक्षण संस्थानों से प्राप्त अंकों या क्रेडिट को डिजिटल रूप से सुरक्षित रखने के लिये एक 'एकेडमिक बैंक ऑफ क्रेडिट' दिया जाएगा, जिससे अलग-अलग संस्थानों में छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जा सके। नई शिक्षा नीति के तहत एम.फिल. कार्यक्रम को समाप्त कर दिया गया।

### विश्व में स्थानीय भाषाओं को वरीयता

पूरी दुनिया में सर्वोत्तम उच्च शिक्षा प्रदान करने के लिए संबंधित स्थानीय भाषाओं का उपयोग किया जाता है। अधिकांश G-20 देशों में अत्याधुनिक विश्वविद्यालय हैं, जहाँ उनके देश की मुख्य भाषा में शिक्षा प्रदान की जाती है। दक्षिण कोरिया में 70 प्रतिशत विश्वविद्यालय कोरियाई भाषा में पढ़ाते हैं। देश की सरकार ने 2018 में तीसरी कक्षा से पहले स्कूलों में अंग्रेजी पढ़ाने पर प्रतिबंध लगा दिया था, क्योंकि इसे छात्रों की समझ को कम करने वाला माना गया था। जर्मनी में स्कूलों में शिक्षा की भाषा मुख्य रूप से जर्मन है, और यहां तक कि उच्च शिक्षा में भी मास्टर्स तक के 80 प्रतिशत से अधिक पाठ्यक्रम जर्मन में पढ़ाए जाते हैं। भाषाई रूप से विविध कनाडा शिक्षा के प्रति एक स्वस्थ दृष्टिकोण को दर्शाता है। अंग्रेजी अपने अधिकांश प्रांतों में शिक्षा का मुख्य माध्यम है, जबकि क्यूबेक में, फ्रेंच बोलने वाली एक बड़ी आबादी के साथ, अधिकांश प्राथमिक और माध्यमिक कक्षाओं के साथ-साथ कई विश्वविद्यालयों में फ्रेंच पढ़ाया जाता है। यह एक त्रासदी है कि भारत में अधिकांश व्यावसायिक पाठ्यक्रम अंग्रेजी में पढ़ाए जाते हैं। भारत में विज्ञान, इंजीनियरिंग, चिकित्सा और कानून के पाठ्यक्रमों के मामले में स्थिति बहुत खराब है। इन क्षेत्रों के लिए क्षेत्रीय भाषाओं के पाठ्यक्रम मौजूद नहीं हैं। सौभाग्य से, हम अपनी भाषा के माध्यम से सीखने के महत्व को समझने लगे हैं। हम इस विकट स्थिति को कैसे सुधार सकते हैं ?

हमारी राष्ट्रीय शिक्षा नीति सभी को गुणवत्तापूर्ण शिक्षा प्रदान करते हुए और शिक्षा की गुणवत्ता में सुधार करते हुए हमारी भाषाओं को संरक्षित करने का रास्ता दिखाती है। हमें प्राथमिक शिक्षा (कम से कम पांचवीं कक्षा तक) मातृभाषा में शुरू करनी चाहिए और धीरे-धीरे इसका दायरा बढ़ाना चाहिए। जहाँ तक व्यावसायिक पाठ्यक्रमों का संबंध है, इन 14 कॉलेजों ने क्षेत्रीय भाषाओं में पाठ्यक्रम शुरू करने का एक सराहनीय निर्णय लिया है, देश भर में अन्य स्थानों पर इस तरह के और प्रयासों की

आवश्यकता है। अधिक से अधिक छात्र अपनी क्षेत्रीय भाषाओं के माध्यम से उच्च शिक्षा प्राप्त कर सकें, इसके लिए बड़ी बाधा अच्छी गुणवत्ता वाली पाठ्यपुस्तकों की कमी है। विशेष रूप से तकनीकी पाठ्यक्रमों की पुस्तकें क्षेत्रीय भाषाओं में आसानी से उपलब्ध नहीं होती हैं। इस पर तत्काल ध्यान देने की जरूरत है। आज के डिजिटल युग में दूर-दराज के क्षेत्रों में छात्रों तक भारतीय भाषाओं में पाठ्यक्रम आसानी से पहुँचाने के लिए प्रौद्योगिकी का अच्छा उपयोग संभव है।

AICTE और IIT, मद्रास द्वारा 'स्वयं' पाठ्यक्रम को आठ क्षेत्रीय भाषाओं मराठी, हिंदी, तमिल, तेलुगु, कन्नड़, बंगाली, मलयालम और गुजराती में एक दूसरे के सहयोग से अनुवाद करने का निर्णय एक स्वागत योग्य कदम है। यह इंजीनियरिंग के छात्रों के लिए उपयोगी होगा। वे भविष्य में अधिक आसानी से अंग्रेजी-प्रमुख पाठ्यक्रमों को अवशोषित करने में भी सक्षम होंगे। उच्च शिक्षा के लोकतंत्रीकरण के लिए हमें प्रौद्योगिकी संचालित पहलों की आवश्यकता है। किसी भी विषय को मातृभाषा के माध्यम से सीखना कम तनावपूर्ण होता है। सभी को ज्यादा से ज्यादा भाषाएं सीखनी चाहिए। लेकिन उसके लिए मातृभाषा की नींव मजबूत होनी चाहिए। मैं 'मातृभाषा बनाम अंग्रेजी' नहीं कह रहा हूँ बल्कि मैं 'मातृभाषा और अंग्रेजी' दृष्टिकोण की वकालत कर रहा हूँ। आज की दुनिया में जहां देश तेजी से आपस में जुड़ रहे हैं, विभिन्न भाषाओं की महारत विश्व स्तर पर नए अवसर खोलती है। हम सभी को यह प्रयास करना चाहिए कि एक-दूसरे से संवाद करते समय अपनी मातृभाषा में बात करने में हमें हीनता का अनुभव न हो। यदि हम किसी भाषा की उपेक्षा करना जारी रखते हैं, तो हम ज्ञान के एक उपकरण को खो देंगे और साथ ही साथ अपनी आने वाली पीढ़ियों को उनकी सांस्कृतिक जड़ों, साथ ही एक मौलिक सामाजिक-भाषाई विरासत से वंचित कर देंगे। माना जा रहा है कि आने वाले वर्षों में कुछ और संस्थान क्षेत्रीय भाषाओं के माध्यम से पाठ्यक्रम संचालित करने की पहल करेंगे। भारत अपार प्रतिभाओं का देश है। विदेशी भाषा बोलने में असमर्थता युवाओं की प्रगति में बाधक नहीं होनी चाहिए। मातृभाषा के माध्यम से शिक्षा के अवसर से उन्हें अपनी पूरी क्षमता से आगे बढ़ना चाहिए।

# राष्ट्रीय शिक्षा नीति 2020 : राष्ट्र निर्माण की आधारशिला

मुक्ति प्रभात जैन

सहायक प्राध्यापक

श्रीमती प. क. कोटेचा महिला महाविद्यालय, भुसावल, जि. जलगांव

## सारांश :

भारत की प्राचीन काल से शिक्षा व ज्ञान से समृद्ध परंपरा रही है। किसी भी देश के विकास की स्थिति को जानने का मानदण्ड उस देश की शिक्षा और संस्कृति है। जीडीपी तो अस्थिर होती है जो निरंतर घटती- बढ़ती है। देश के विकास में संस्कृति, शिक्षा और आर्थिक विकास का समन्वय देश के लिए जरूरी भी है। भारत विविधताओं वाला देश है, इसमें अनेक धर्म, समूह हैं, ऐसा कहा जाता रहा है कि भारत एक विकासशील देश है। इसे विकसित करने के लिए अनेक स्तरों पर निरंतर प्रयास किए गए। स्वाधीनता के पश्चात शिक्षा की जो पुरानी गरिमामय परंपरा थी। उसे पुनः स्थापित करने के लिए अनेक विद्वानों ने प्रयास किया। राष्ट्रीय शिक्षा नीति 2020 से पूर्व भारत में दो शिक्षा नीति लागू हुई, जिनसे शिक्षा व्यवस्था का संचालन हो रहा है। प्रथम शिक्षा नीति 1968 में डीएस कोठारी की अध्यक्षता में बनी। दूसरी शिक्षा नीति 1986 में बनी और 1992 में उसमें आवश्यकतानुसार संशोधन भी किए गए। अब चौतीस वर्षों पश्चात बड़े विचार-विमर्श के बाद 29 जुलाई, 2020 को प्रधानमंत्री श्री. नरेंद्र मोदी द्वारा तीसरी राष्ट्रीय शिक्षा नीति की घोषणा की गई। इस शिक्षा नीति के विमर्श में 2 वर्ष का समय एवं 2 करोड़ से अधिक लोगों के सुझाव समाहित हैं। यह शिक्षा नीति राष्ट्र निर्माण में मिल का पत्थर साबित होगी तथा राष्ट्र उत्थान की आधारशिला बनेगी। प्रस्तुत शोध पत्र में 2020 की नई शिक्षा नीति की उपादेयता को स्पष्ट किया गया है।

**बीज शब्द : बुनियादी साक्षरता, बहुभाषिकता, पाठ्यक्रम में तालमेल, जीवन कौशल्य, गुणवत्ता पूर्ण शिक्षा, शिक्षा एक मौलिक अधिकार, भारतीय जड़ों का गौरव**

## मूल शोधालेख:

### “पढ़ेगा इंडिया तभी तो बढ़ेगा इंडिया”

यह स्लोगन शिक्षा की महत्ता को उजागर करता है कि किस प्रकार किसी भी राष्ट्र के उत्थान में शिक्षा एक अहम भूमिका अदा करती है। आज के इस स्पर्धा के युग में किसी व्यक्ति को जीवन में सफलता हासिल करनी हो या अन्य कोई नया काम करना हो तो उन सभी के लिए एक बहुत महत्वपूर्ण साधन शिक्षा ही है। शिक्षा हमारे जीवन का अपरिहार्य अंग सा बन गई है। इसके बगैर कोई भी राष्ट्र विकास के पथ पर अग्रसर नहीं हो सकता। शिक्षण प्रक्रिया के दौरान प्राप्त किया गया ज्ञान ही हम सभी को अपने जीवन के प्रति आत्मनिर्भर बनाता है। यह जीवन में बेहतर संभावनाओं को पाने में मददगार साबित होता है। समाज में सभी व्यक्तियों में समानता की भावना लाता है और देश के विकास को भी बढ़ावा देता है। अगर शिक्षा का प्रभाव प्रत्यक्ष अथवा अप्रत्यक्ष रूप में इतने सारे घटकों पर पड़ता है तो इसे अनदेखा नहीं किया जा सकता। यह बात हमारे देश की सरकार बखूबी जानती है। आजादी के पश्चात इन पचहत्तर सालों में शिक्षा की नीति में तीन बार सोच विचार हुआ। 2020 की शिक्षा नीति के पूर्व तक भारत में रोजगार का अर्थ बस सरकारी नौकरी पाना यही रहा है। इसके लिए पुरानी शिक्षा नीति सकारात्मक बदलाव नहीं ला पाई और मसलन भारी संख्या में बेरोजगार युवाओं की भीड़ तैयार हुई। तत्कालीन सरकार ने इन प्रतिकूल परिणाम को देख और उसको दूर करने की ओर 2020 की राष्ट्रीय शिक्षा नीति के रूप में महत्वपूर्ण कदम उठाया। जो भविष्य में सही मायनों में राष्ट्र के हित में होगा और राष्ट्र निर्माण की आधारशिला बनेगा। नेशनल एजुकेशन पॉलिसी का मुख्य उद्देश्य भारत में प्रदान की जाने वाली शिक्षा को वैश्विक स्तर

पर लाना है। जिससे कि भारत एक वैश्विक ज्ञान महाशक्ति बन सके। नेशनल एजुकेशन पॉलिसी के माध्यम से शिक्षा का सार्वभौमीकरण किया जाएगा।

इस नई शिक्षा नीति में स्कूली शिक्षा से लेकर उच्च शिक्षा में कई प्रमुख परिवर्तन किए गए हैं। यह शिक्षा नीति के. कस्तूरिंगन की अध्यक्षता में बनी। 1986 में इसका ड्राफ्ट तैयार हुआ और 1992 में इसमें संशोधन किया गया तथा चौतीस साल बाद 2020 में इसमें कई महत्वपूर्ण बदलाव कर इसको लागू किया गया। इसे इक्कीसवीं शताब्दी की पहली शिक्षा नीति बताया गया है, जिसका लक्ष्य देश के विकास के लिए अनिवार्य आवश्यकता को पूरा करना है। नई शिक्षा नीति, 2020 के तहत वर्ष 2030 तक सकल नामांकन अनुपात (Gross Enrolment Ratio-GER) को शत प्रतिशत लाने का और केंद्र व राज्य सरकार के सहयोग से शिक्षा क्षेत्र पर जीडीपी के 6% हिस्से के सार्वजनिक व्यय का लक्ष्य रखा गया है। इसके साथ ही मानव संसाधन प्रबंधन मंत्रालय (HRMD) का नाम बदलकर शिक्षा मंत्रालय (ED) कर दिया गया है। सन 2020 की राष्ट्रीय शिक्षा नीति अनेक लक्ष्यों को लेकर आगे बढ़ती है। जिन्हे निम्न तरह से अधोरेखित कर समझ सकते हैं :

### **बुनियादी साक्षरता :**

नई शिक्षा नीति-2020, कक्षा-3 तक के सभी बच्चों में बुनियादी साक्षरता और संख्या ज्ञान को सर्वोच्च प्राथमिकता देती है। इसमें "विद्यार्थियों से प्रत्यक्ष रूप से तभी जुड़ सकेगी जब आधारभूत शिक्षा (लेखन, पढ़न, आधारभूत अंकगणित इत्यादि) उन्हें प्राप्त हो। इसके लिए केंद्र सरकार ने राष्ट्रीय मिशन लॉन्च किया है। जिसे नेशनल इनीशिएटिव फॉर प्रोफिशिएंसी इन लिविंग विद अंडरस्टैंडिंग एवं न्यूमैरीसी (निपुण भारत) नाम दिया है। मिशन का दृष्टिकोण देश में एक व्यापक विश्व स्तरीय वातावरण तैयार करना है, जिससे ग्रेड 3 के अंत तक बच्चे लिखने पढ़ने एवं गणितीय समय की क्षमता प्राप्त कर सकें। मिशन के तहत 3 से 9 वर्ष के आयु वर्ग के बच्चों के पढ़ने लिखने और संख्या ज्ञान से जुड़ी आवश्यकता को पूर्ण किया जाएगा।"1 तथा 'द डिजिटल इंफ्रास्ट्रक्चर फॉर नॉलेज शेयरिंग' (दीक्षा) पर बुनियादी साक्षरता और संख्या ज्ञान पर उच्चतर गुणवत्ता वाले संसाधनों का एक राष्ट्रीय भंडार उपलब्ध कराया जाएगा। इस मिशन की दृष्टि 2026-27 तक प्राथमिक कक्षाओं में बुनियादी साक्षरता और संख्या ज्ञान को सम्पूर्ण रूप से लागू करने की है। जिससे बच्चों की रचनात्मक क्षमता बढ़ेगी और उनका समग्र विकास होगा। बच्चे देश का उज्ज्वल भविष्य होते हैं। अगर बच्चों को सही उम्र में अभ्यास के लिए सहज वातावरण उपलब्ध नहीं होता, तो वे शिक्षा के प्रति उदासीन हो जाते हैं। जिसके दूरगामी दुष्परिणाम समाज तथा देश को होता है। इसी कारण सरकार ने नई शिक्षा नीति-2020 में बच्चों को केंद्र में रखकर बुनियादी साक्षरता में बदलाव किए हैं। बुनियादी साक्षरता को अधिक प्रभावी बनाने में जो पहल इस नीति में की गई है। इसके उचित परिणाम हमें आनेवाले समय में देखने को मिलेंगे।

### **बहुभाषिकता या भाषा संबंधित सुधार :**

भाषा मनुष्य के जीवन का सबसे ज़रूरी घटक है। मनुष्य के जन्म से लेकर मृत्यु पर्यंत वो इससे जुड़ा रहता है। एक भाषा जितनी किसी व्यक्ति के लिए ज़रूरी होती है; उतनी ही किसी समाज और देश के लिए भी ज़रूरी होती है। हमारा भारत देश विविधताओं के लिए जाना जाता है। यह विविधता भाषा में भी दिखाई देती है। संविधान की आठवीं अनुसूची में 22 भाषाओं का उल्लेख किया गया है। इसके अलावा भी कई भाषा यहाँ बोली और समझी जाती है। इन भाषाओं का अपना स्वतंत्र इतिहास और समृद्ध साहित्य भी है। लेकिन आज के बाजारवाद के दौर में अंग्रेजी जैसी बाहरी भाषा ने हमारे देश की स्थानीय भाषाओं के अस्तित्व को खतरे में डाल दिया है। अंग्रेजी भाषा के प्रभाव के कारण ही हमारे देश की कोई राष्ट्र भाषा नहीं बन पाई है। इसके अतिरिक्त हमारे यहाँ भाषा को लेकर कई विवाद भी होते रहे हैं। जैसे कि हिंदी को लेकर दक्षिण भारतीय लोग पहले से विरोध करते रहे हैं। भाषा को लेकर इतने सारे विवाद जो कई सालों से चल रहे हैं। इस विषय पर 2020 की शिक्षा नीति में बदलाव किए गए। जिसमें भारतीय भाषाओं के बचाव और विकास के लिए विचार हुआ। इस नीति में स्थानीय भाषाओं की विविधता को बनाए रखने के साथ ही अंग्रेजी के प्रभाव

को कम करने के लिए भी प्रयास किए हैं। जैसे कि स्कूल शिक्षा के लिए एक नया और व्यापक राष्ट्रीय पाठ्यचर्या रूपरेखा एनसीएफएसई (National Curriculum Framework For School Education-NCFSE) 2020-21 तैयार किया जाएगा और इसे सभी क्षेत्रीय भाषाओं में उपलब्ध कराया जाएगा। साथ ही भारतीय भाषाओं में पढ़ाने के महत्व को रेखांकित किया गया है। भाषा को लेकर इस नीति में किए गए बदलाव कुछ इस प्रकार हैं :

- “इसमें तीन भाषा फॉर्मूला यानी कि हिंदी अंग्रेजी और स्थानीय भाषाओं में पढ़ाई करवाई जाएगी।
- NEP 2020 के तहत कक्षा 5 तक की पढ़ाई मातृभाषा स्थानीय या क्षेत्रीय भाषाओं में कराई जाएगी जिससे अंग्रेजी भाषा की अनिवार्यता (मक्याले पद्धति) समाप्त होगी।
- स्कूली और उच्च शिक्षा में छात्रों के लिए संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा परंतु किसी भी छात्र पर भाषा के चुनाव को थोपा नहीं जाएगा।
- ई - पाठ्यक्रम क्षेत्रीय भाषाओं में विकसित किए जाएंगे वर्चुअल लैब तैयार की जा रही है और एक राष्ट्रीय शैक्षणिक टेक्नोलॉजी फोरम (NETF) बनाया जा रहा है।
- बधिर छात्रों के लिए राष्ट्रीय और राज्य स्तर पर पाठ्यक्रम सामग्री विकसित की जाएगी तथा भारतीय संस्कृत भाषा (INDIAN साइन लैंग्वेज- ISL) को पूरे देश में मजबूत किया जाएगा।
- नवीं कक्षा के विद्यार्थियों को विदेशी भाषाओं को सीखने का विकल्प मिलेगा।
- भारतीय भाषाओं के संरक्षण और विकास के लिए एक भारतीय अनुवाद और व्याख्या संस्थान तथा फारसी पाली और प्राकृत भाषा के लिए राष्ट्रीय संस्थान स्थापित किया जाएगा।”<sup>2</sup>

इस प्रकार राष्ट्रीय शिक्षा नीति 2020 में बहुभाषिकता या भाषा संबंधित सुधार किए गए हैं जो सालों से चले आ रहे भाषा संबंधी विवादों को सुलझाने में कारगर साबित होंगे। जिससे स्थानीय भाषाओं के ज्ञान का उपयोग देश के हित में होगा और अपनी मातृभाषा में ज्ञान प्राप्त करने के कारण मौलिक आविष्कार होने की संभावनाएं बढ़ेंगी। जो राष्ट्र की तरक्की के लिए उपयोगी सिद्ध होगा।

### पाठ्यक्रम में तालमेल :

राष्ट्रीय शिक्षा नीति में जिस तरह बुनियादी साक्षरता, बहुभाषिकता और संस्कृति संवर्धन को लेकर परिवर्तन किए गए हैं। उसी प्रकार पाठ्यक्रम को लेकर भी आमूलाग्र बदल किए गए हैं। विषय-वस्तु को प्रत्येक विषय में कम करके इसे बेहद बुनियादी चीजों पर केन्द्रित किया गया है। “रचनावादी पाठ्यक्रम ज्ञान को विभिन्न विषयों में विभाजित नहीं करता अपितु उसे एक एकीकृत संपूर्ण विषय के रूप में देखता है, क्योंकि जिस दुनिया में शिक्षार्थी को काम करने की ज़रूरत है, वह अलग-अलग विषयों के रूप में दृष्टीकोण को स्वीकार नहीं करता है, बल्कि तथ्यों, समस्याओं, आयामों और धारणाओं के एक जटिलतम स्वरूप को स्वीकार करता है। इस प्रकार रचनावादी पाठ्यक्रम एक समग्र एवं व्यापक अवधारणाओं पर आधारित है।”<sup>3</sup> जिसमें विद्यार्थियों के सर्वांगीण व्यक्तित्व विकास को ध्यान में रखकर बदलाव किए हैं।

छात्रों को विशेषरूप से माध्यमिक विद्यालय में अध्ययन के लिए अधिक लचीलापन और विषयों के चुनाव के विकल्प दिए जाएंगे। इसमें शारीरिक शिक्षा, कला और शिल्प तथा व्यवसायिक जैसे विषयों को शामिल किया गया है जिस कारण छात्र अध्ययन और जीवन की योजना के अपने रास्ते चुनने के लिए स्वतंत्र हो सके। हर साल विद्यार्थियों के समग्र विकास के लिए विषयों और पाठ्यक्रम में विस्तृत चुनाव विकल्प होंगे जो माध्यमिक शिक्षा की नई विशेषता होगी। पाठ्यक्रम के अलावा कला, मानविकी और विज्ञान अथवा व्यवसायिक धारा जैसी विविध श्रेणियां नहीं रहेगी। साथ ही विद्यार्थी के लिए उम्र के किसी भी पड़ाव पर क्या रुचिपूर्ण और सुरक्षित है? इसको स्कूल के पुरे पाठ्यक्रम में शामिल किया जाएगा।

## जीवन कौशल :

कोविड जैसी महामारी ने विश्व में युवा बेरोज़गारी दर में वृद्धि की है। जिससे हमारा भारत देश तथा यहाँ के युवक भी अपवाद नहीं बन सके। बेरोज़गारी की यह चिंता आज की भले ही नहीं है, लेकिन उसके कारण और उपाय पता होने पर भी कुछ न करना चिंता का विषय बन जाता है। इसी गहन प्रश्न पर "यूनिसेफ द्वारा वर्ष 2019 में जारी एक रिपोर्ट में यह कहा गया कि वर्ष 2030 में दक्षिण एशिया के आधे से अधिक युवाओं के पास न तो ऐसी शिक्षा होगी और न ही कौशल कि वे रोज़गार पा सकें।"4 यह रिपोर्ट हमारे देश के युवाओं के भविष्य के लिए भी काफ़ी महत्वपूर्ण है। यह आकलन हमारे देश की बेरोज़गारी तथा भविष्य की गंभीर वास्तविकता को उजागर करता है। हमारी राष्ट्रीय शिक्षा नीति (NEP) 2020 ने भारतीय शिक्षा प्रणाली में गहन सुधार किए। इस नवीन नीति में जीवन कौशल (Life Skills) को पाठ्यक्रम के अंग के रूप में शामिल किया गया। नीति का दृष्टिकोण यह है कि हमारी भावी पीढ़ियों के समग्र विकास पर ध्यान केंद्रित करने के लिए शिक्षा को महज शैक्षणिक परिणामों तक सीमित नहीं रखना बल्कि इससे आगे बढ़ने की आवश्यकता है। शिक्षा क्षेत्र में नवीन नीति में जीवन कौशल (Life Skills) को पाठ्यक्रम के अंग के रूप में शामिल करने की सिफारिश की गई है।

जीवन कौशल / (Life Skills) को निम्न बिंदुओं से आत्मसात कर सकते हैं :

- "जीवन कौशल क्षमताओं, उपागमों और सामाजिक-भावनात्मक दक्षताओं का एक समूह है जो व्यक्तियों को स्वस्थ एवं उत्पादक जीवन जीने के लिये सीखना, उचित निर्णय लेने व अधिकारों का प्रयोग करने में तथा फिर बाद में परिवर्तन के अभिकर्ता बनने में सक्षम बनाता है।
- जीवन कौशल, युवाओं में जीवन की वास्तविकताओं का सामना करने के लिये मानसिक स्वास्थ्य एवं क्षमता को प्रोत्साहित करते हैं।
- ये कौशल साक्षरता, संख्यात्मक ज्ञान, डिजिटल कौशल जैसे मूलभूत कौशल के विकास का समर्थन करते हैं साथ ही शिक्षा में लैंगिक समानता, पर्यावरण शिक्षा, शांति शिक्षा या विकास के लिये शिक्षा, आजीविका एवं आय सृजन और सकारात्मक स्वास्थ्य संवर्द्धन जैसे विभिन्न क्षेत्रों में भी इनका उपयोग किया जा सकता है।
- जीवन कौशल युवाओं को अपने समुदायों में भागीदारी करने, निरंतर सीखने की प्रक्रिया से संलग्न होने, स्वयं की रक्षा करने और स्वस्थ एवं सकारात्मक सामाजिक संबंधों को बढ़ावा देने के लिए। सकारात्मक कार्रवाई करने हेतु सशक्त बनाता है।"5

उपरोक्त बिंदुओं को पढ़ने के बाद यह ज्ञात होता है कि आज के इस ग्लोबलाइजेशन के युग में विद्यार्थियों को कितनी बड़ी स्पर्धा का सामना करना पड़ता है। अगर इस स्पर्धा के युग में हमारे विद्यार्थियों को टिकाए रखना है। तो हमारी पुरानी शिक्षा नीति में समयानुसार बदल करना होगा। बाज़ार की ज़रूरतों के अनुसार उसी ज्ञान और कौशल को आत्मसात करना होगा जो रोज़गार उपलब्ध कराए। तब कहीं जा कर शिक्षित बेरोज़गारों के हाथों को काम मिलेगा। 2020 की शिक्षा नीति में जीवन कौशल (Life Skills) को पाठ्यक्रम के अंग के रूप में शामिल किया गया है। जो विद्यार्थियों के कल्याण के साथ ही देश के आर्थिक विकास में भी उपयोगी होगा।

## गुणवत्ता पूर्ण शिक्षा :

गुणवत्ता पूर्ण शिक्षा यह आज के समय की ज़रूरत है। लेकिन हमारी पूर्व की शिक्षा प्रणाली में इसका अभाव दिखाई देता है। पूर्व की शिक्षण प्रणाली में बुनियादी साक्षरता का अभाव, उच्चतर शिक्षा के प्रति उदासीनता, मातृभाषा को छोड़ अन्य भाषा को प्रधानता, स्वच्छता का अभाव, पुरानी परिपाटीयुक्त पाठ्यक्रम और वंचित बच्चों की ओर दुर्लक्ष ऐसे एक न अनेक विषमताएं थी। लेकिन आज के युग की आवश्यकताओं को देखते हुए। भारत सरकार ने पुरानी शिक्षा प्रणाली में 2020 की शिक्षा नीति के तहत कुछ परिवर्तन किए। जिसका प्रमुख उद्देश्य अच्छी चिंतनशील बहुमुखी प्रतिभा वाले रचनात्मक विद्यार्थियों का निर्माण करना है। यह

शिक्षा नीति किसी व्यक्ति को एक या एक से अधिक विशिष्ट क्षेत्रों में अध्ययन करने में सक्षम बनाती है। उसके चरित्र, नैतिक मूल्यों, जिज्ञासाओं, रचनात्मकता, सामाजिक विज्ञान, कला, भाषा, व्यवसाय तथा तकनीकी इसके जैसे अनेक विषयों की क्षमताओं को विकसित करती हैं। इस नीति ने अब की शिक्षा प्रणाली में जो बदलाव बताए हैं। उससे सभी युवाओं को उनकी आकांक्षा के अनुसार गुणवत्तापूर्ण, समान अवसर प्रदान करनेवाली तथा समावेशी उच्चतर शिक्षा मिलेगी। इस नीति में निम्नलिखित परिवर्तन शामिल है :

- 1) "ऐसी उच्चतर शिक्षा व्यवस्था की ओर बढ़ना जिसमें विशाल बहु-विषयक विश्वविद्यालय और महाविद्यालय हो, जहाँ प्रत्येक जिले में या उसके पास कम से कम एक और पुरे भारत में अधिकतर एचआई ऐसे ही हो, जो स्थानीय भारतीय भाषाओं में शिक्षा या कार्यक्रमों का माध्यम प्रदान करते हो;
- 2) अधिक बहु-विषयक स्नातक शिक्षा की ओर बढ़ना;
- 3) संकाय और संस्थागत स्वच्छता की ओर बढ़ना;
- 4) विद्यार्थियों के अनुभव में वृद्धि के लिए पाठ्यचर्या, शिक्षण-शास्त्र, मूल्यांकन और विद्यार्थियों को दिए जाने वाले सहयोग में आमूल-चूल परिवर्तन करना;
- 5) शिक्षण, अनुसंधान और सेवा के आधार पर योग्यता-नियुक्तियों और कैरियर की प्रगति के माध्यम से संकाय और संस्थागत नेतृत्व की सूची अखंडता की पुष्टि करना;
- 6) सहकर्मी द्वारा समीक्षा की गई उत्तम अनुसंधान और विश्वविद्यालयों और कॉलेजों में सक्रिय रूप से अनुसंधान की नींव रखने के लिए राष्ट्रीय अनुसंधान फाउंडेशन (एनआरएफ) की स्थापना;
- 7) शैक्षणिक और प्रशासनिक स्वायत्त वाले उच्चतर - योग्य स्वतंत्र बोर्ड द्वारा एचआई का गवर्नेंस;
- 8) व्यावसायिक (प्रोफेशनल) शिक्षा सहित उच्चतर शिक्षा के सभी एकल नियामक द्वारा लचीला लेकिन साहित्य प्रदान करने वाला विनियमन;
- 9) उपायों की एक श्रृंखला के माध्यम से पहुंच, समता और समावेशन में वृद्धि: इसके साथ ही उत्कृष्ट सार्वजनिक शिक्षा के लिए अधिक अवसर; वंचित और निर्धन लोगों के लिए निजी/परोपकारी विश्वविद्यालयों द्वारा छात्रवृत्ति में पर्याप्त वृद्धि; ओपन स्कूलिंग, ऑनलाइन शिक्षा, और मुक्त दूरस्थ शिक्षा (ओडीएल); और दिव्यांग शिक्षार्थियों के लिए सभी बुनियादी ढाँचे और शिक्षण सामग्री की उपलब्धता और उस तक उनकी पहुँच।"6

जो परिवर्तन नई शिक्षा नीति के संबंध में ऊपर गिनाए गए हैं। इससे पता चलता है कि यह नीति पुरानी शिक्षा प्रणाली में जो रिक्तता थी उसे पूर्ण करेगी तथा हमारी शिक्षा प्रणाली को संजीवनी प्रदान करने का काम करेगी। जिससे आने वाली पीढ़ियाँ गुणवत्ता पूर्ण शिक्षा का अनुभव ले सकेंगी।

### **शिक्षा एक मौलिक अधिकार :**

शिक्षित होना जीवन का एक महत्वपूर्ण पहलू है। भारत में, जहाँ आधी से अधिक आबादी शिक्षा प्रणाली की ओर अधिक ध्यान नहीं देती है और सबसे महत्वपूर्ण बात यह है कि देश के कई लोग विषमताओं के कारण या अन्य कारणों के चलते अनपढ़ और निरक्षर रहते हैं। उन लोगों तक शिक्षा पहुँचना भी ज़रूरी है। शिक्षा, सामाजिक न्याय और समानता प्राप्त करने का एकमात्र और सबसे प्रभावी साधन है। शिक्षा नीति 2020 ऐसे ही लक्ष्यों को लेकर आगे बढ़ती है। जिसमें देश के किसी भी बच्चे के सीखने और आगे बढ़ने के अवसरों में उसकी जन्म भूमि या पृष्ठभूमि से संबंधित परिस्थितियाँ बाधक न बन जाए। शिक्षा के महत्व को हम इस तरह देख सकते हैं - "राष्ट्रीय शिक्षा नीति 2020 यह सुझाती है कि शिक्षा एक सार्वजनिक सेवा है। शिक्षा पूर्ण मानव क्षमता को प्राप्त करने, एक न्यायसंगत और राष्ट्रीय विकास को बढ़ावा देने के लिए मुलभूत आवश्यकता है।"7 शिक्षा का सही में बड़ा महत्व होता

है। राष्ट्र के विकास को प्रभावित करने की क्षमता रखती है। इसलिए भारत की शिक्षा प्रणाली ने इस शिक्षा नीति के पूर्व सभी स्तरों पर लिंग तथा सामाजिक श्रेणियों के अंतर को कम करने की दिशा में लगातार प्रयास किए, परंतु विषमता आज भी बनी हुई है। विद्यालय स्तर पर तथा कक्षा 1 से लेकर कक्षा 12 तक लगातार नामांकन में घट हो रही है। विभिन्न समस्याओं के कारण वंचित समूह, जनजाति समूह, अनुसूचित जातियों और दिव्यांग बच्चे शिक्षा से वंचित रह जाते हैं। उन्हें मुख्य प्रवाह में लाना तथा उन तक शिक्षा पहुंचाना भी इस नीति का लक्ष्य रहा है। शिक्षा पर सबका समान अधिकार है तथा इसको पाने में किसी को कोई बाधा है तो उसका निवारण भी किया गया है। जैसे वंचित वर्ग के बच्चों के शिक्षा से उपेक्षित रहने के कारण जब पता चला तो ऐसे बच्चों के लिए उन्हीं के क्षेत्र में शिक्षा की सुविधा उपलब्ध करायी जाएगी। जहाँ उनकी परंपराओं को ध्यान में रखकर ही शिक्षा दी जाएगी। **"स्कूलों के वैकल्पिक रूपों को अपनी परंपराओं और वैकल्पिक शिक्षण शास्त्रीय अभ्यासों को संरक्षित करने के लिए प्रोत्साहित किया जाएगा।"**<sup>8</sup> ताकि शिक्षा से वंचित वर्ग के बच्चों की उदासीनता को दूर किया जा सके।

### **भारतीय जड़ों का गौरव :**

हमारी देश की संस्कृति की गरिमामय परंपरा रही है। और यह हजारों वर्षों से विकसित होती रही है जो कि ऐतिहासिक एवं सांस्कृतिक धरोहरों, परंपराओं, कलाकृतियों, साहित्य रचनाओं, प्रथाओं आदि में दिखाई देती है। यदि भारत देश की कला और संस्कृति इतनी समृद्ध है, तो इसके संवर्धन की जिम्मेदारी हमारी और आने वाली पीढ़ी की भी है। इसका संवर्धन न सिर्फ राष्ट्र बल्कि व्यक्तियों के लिए भी महत्वपूर्ण है। आने वाली पीढ़ी में सांस्कृतिक जागरूकता और इसके संवर्धन की चेतना को बच्चों में विकसित करना ज़रूरी है। अपने संस्कृति और परंपरा को भावना और ज्ञान के द्वारा ही विद्यार्थियों में देश के प्रति आत्मसम्मान की भावना को विकसित किया जा सकता है। संस्कृति का महत्व केवल किसी व्यक्ति, समाज या प्रदेश तक सीमित नहीं है। इसका अप्रत्यक्ष संबंध देश की अर्थव्यवस्था से भी जुड़ा हुआ होता है। ये देश की अर्थव्यवस्था के लिए बहुत महत्वपूर्ण साबित होगी। अगर हमारे देश की समृद्ध विरासत से दुनिया को परिचित कराया जाए तो पर्यटन या उसके जैसे अन्य क्षेत्रों से देश की अर्थव्यवस्था को बढ़ाने में मदद होगी। राष्ट्रीय शिक्षा नीति 2020 में इस बात पर भी विचार विमर्श हुआ और उसी के आधार पर शिक्षा नीति में बदलाव किए गए। **"यह नीति इस बात को स्वीकारती है कि शिक्षार्थियों को भारत की समृद्ध विविधता का प्रत्यक्ष ज्ञान प्राप्त होना चाहिए। इसका अर्थ छात्रों द्वारा देश के विभिन्न हिस्सों में भ्रमण करने जैसी सरल गतिविधियों को शामिल करना होगा जिससे न केवल पर्यटन को बढ़ावा मिलेगा, बल्कि भारत के विभिन्न हिस्सों की विविधता, संस्कृति, परंपराओं और ज्ञान की समझ और सराहना होगी। 'एक भारत श्रेष्ठ भारत' के तहत इस दिशा में देश के 100 पर्यटन स्थलों की पहचान की जाएगी, जहां शिक्षण संस्थान छात्रों को इन क्षेत्रों के बारे में ज्ञानवर्धन करने के लिए स्थलों और उनके इतिहास, वैज्ञानिक योगदान, परंपराओं, स्वदेशी साहित्य और ज्ञान आदि का अध्ययन करने के लिए भेजेंगे।"**<sup>9</sup>

इसके अतिरिक्त 2020 की शिक्षा नीति में भारतीय संस्कृति संवर्धन के अलावा भाषा संवर्धन पर भी विचार हुआ है क्योंकि भाषा का प्रत्यक्ष अथवा अप्रत्यक्ष संबंध कला और संस्कृति से होता है। अतः संस्कृति हमारी भाषाओं में समाहित हैं अगर हमें संस्कृति एवं कला का संवर्धन करना है या उसका प्रचार प्रसार करना है तो पहले हमें संस्कृति की भाषाओं को बचाने के लिए उनके संवर्धन के लिए प्रयास करने होंगे। 2020 की नीति में संस्कृति की भाषा बचाने के लिए भी प्रावधान किए गए जो इस प्रकार है **"शिक्षा एवं संस्कृत विषयों में चार वर्षीय बहु विषयक बीएड डिग्री के द्वारा मिशन मोड में पूरे देश के संस्कृत शिक्षकों को बड़ी संख्या में व्यवसायिक शिक्षा प्रदान की जाएगी।"** <sup>10</sup>

अतः हम कह सकते हैं कि राष्ट्रीय शिक्षा नीति NEP 2020 में भारतीय शिक्षा के संबंध में उपरोक्त विषयों पर विचार मंथन हुआ है। जो देश को विकसित और महाशक्ति बनाने में उठाया गया अहम कदम होगा।



## निष्कर्ष :

परिवर्तन की इस धारा में यदि अन्य क्षेत्र में बदलाव आता है तो शिक्षा नीति में भी परिवर्तन अपेक्षित है, क्योंकि शिक्षा ही राष्ट्र के उत्थान और विकास में प्रमुख भूमिका अदा करती है। इसीलिए अब तक स्वतंत्र भारत के 75 साल के इतिहास में तीन बार शिक्षा नीति में तब्दिली की गई जो समय की ज़रूरत थी। सच्चे अर्थ में शिक्षा ही राष्ट्र की निर्माता होती है जो किसी भी देश के विकास को उर्वरभूमि बनाने के साथ ही एक मजबूत आधारशिला प्रदान कराती है। 2020 की राष्ट्रीय शिक्षा नीति ने निःसंदेह ही मनोविज्ञान, समाजशास्त्र, शिक्षा तथा विज्ञान सहित कई अन्य विषयों को भी प्रभावित किया है। राष्ट्रीय शिक्षा नीति 2020 को अगर सही तरीके से अप्लाई किया जाए तो यह भारत की शिक्षा को एक नये मुकाम पर ले जाएगी। जो सभी भारतीयों के लिए गौरव की बात सिद्ध होगी। जितनी जल्दी एनईपी के उद्देश्य प्राप्त होंगे, उतने ही जल्दी हमारा राष्ट्र प्रगति की ओर अग्रसर होगा।

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# **An Overview of the New Education Policy (NEP) 2020: Its Implications and Challenges**

**Darshana Hanumanchandji Lodha**

Assistant Professor

Smt. P. K. Kotecha Mahila Mahavidhyala, Bhusawal

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## **Abstract**

*The New Education Policy (NEP) 2020, approved by the Indian government, is a comprehensive reform of the education system in India. It aims to transform the existing education system into a more holistic and flexible one, capable of meeting the challenges of the 21<sup>st</sup> century. The NEP 2020 also aims to address the gaps and shortcomings of the current education system and provide a holistic and multidisciplinary education to students. The policy envisions the development of an education system that is learner-centric, inclusive and rooted in the Indian ethos and values. This paper provides an overview of the NEP 2020, analyzing its key features, objectives, and its implications for the education system in India. It also discusses the challenges that NEP 2020 may face in its implementation.*

Keywords: New Education Policy, Education System, Holistic, flexible, Implementation.

## **Introduction**

Education is one of the critical drivers of social and economic development. However, the education system in India has been grappling with several challenges, such as poor quality of education, outdated curriculum, inadequate teacher training, rote learning and lack of emphasis on skill development. The NEP was introduced with the aim of addressing these challenges and transforming the education system to make it more relevant to the needs of the 21<sup>st</sup> century. The NEP was formulated by a committee of experts led by Dr. K Kasturirangan, and was approved by the Union Cabinet in July 2020. The NEP replaces the 34-year-old National Policy of Education, 1986. The NEP 2020 is a comprehensive framework that outlines the vision, objectives and strategies for the development of the education system in India.

The NEP 2020 is based on several key principles, including the promotion of multidisciplinary education system, the use of technology to enhance learning outcomes, and the focus on vocational education and skill development. The NEP also emphasizes the importance of early childhood education and seeks to increase access to education for disadvantaged groups such as girls, tribal communities and children with disabilities.

One of the prominent features of the NEP 2020 is the introduction of a 5+3+3+4 structure for school education, the following three years will comprise of middle education and the last four years will comprise of secondary education. The NEP also proposes the establishment of a National Education Technology Forum (NETF) to facilitate the use of technology in education.

## **Objectives of NEP 2020**

1. Providing Universal access to quality education. The policy aims to provide universal access to quality education for all children, regardless of their social and economic backgrounds.
2. Emphasizing on early childhood care and education: The policy emphasizes the importance of early childhood care and education in the overall development of children.
3. Strengthening the school education system: The policy aims to strengthen the school education system by improving the quality of teaching and learning, promoting experiential learning and providing vocational education.
4. Reforms in higher education: The NEP 2020 aims to bring about significant reforms in higher education by promoting multidisciplinary education, flexibility in the choice of subjects, and the integration of vocational education.
5. Promoting research and innovation: The policy emphasizes the importance of research and innovation in the education system and aims to create an environment conducive to the development of new ideas and innovations.

## **Key Features of the NEP 2020**

1. Universalization of education: The NEP 2020 aims to provide universal access to education from pre-primary to secondary level. It proposes to provide free education to all children up to the age of 18 years.
2. Emphasis on early childhood education: The NEP 2020 recognizes the importance of early childhood education and proposes to provide a strong foundation in literacy, numeracy, and social and emotional development in the pre-primary years.
3. Holistic education: The NEP 2020 emphasizes the need for a holistic education that goes beyond academic learning and includes social, emotional and ethical development.
4. Flexible curriculum: The NEP 2020 proposes a flexible curriculum that allows students to choose subjects of their interest and pursue vocational education along with academic education.
5. Emphasis on teacher training: The NEP 2020 recognizes the importance of teacher training and proposes to provide comprehensive training to teachers in pedagogy, subject matter and digital literacy.
6. Use of technology: The NEP 2020 proposes the use of technology in education to enhance learning outcomes and bridge the digital divide.

## **Implications of NEP 2020**

The NEP 2020 has several implications for the education system in India. Some of these implications are as follows.

1. **More holistic and flexible education system:** The NEP 2020 aims to create a more holistic and flexible education system that can cater to the diverse needs of students and provide them with a well-rounded education.
2. **Greater emphasis on vocational education:** The policy emphasizes the importance of vocational education and aims to provide students with skill and knowledge required for employment.
3. **Use of technology in education:** The NEP 2020 promotes the use of technology in education, which can make learning more accessible and engaging.
4. **Emphasis on research and innovation:** The policy emphasizes the importance of research and innovation in education and aims to create an environment that fosters the development of new ideas and innovations.
5. **Promoting Multidisciplinary Education:** The policy proposes the integration of different disciplines into education. This will help in promoting multidisciplinary education, which is essential in today's fast changing world.

## **Challenges in the implementation of NEP 2020**

The implementation of the NEP 2020 may face several challenges as follows.

1. **Lack of Infrastructure:** The implementation of the NEP 2020 requires significant investments in infrastructure, including the provision of adequate classrooms, libraries and laboratories. The government needs to allocate sufficient funds for the successful implementation of the policy.
2. **Shortage of trained teachers:** The policy requires a significant number of trained teachers to implement the proposed reforms effectively.
3. **Resistance to change:** The implementation of NEP 2020 may face resistance from various stakeholders including teachers, students and parents which may impede the policy's implementation.
4. **Language barrier:** The policy proposes the use of mother tongue as the medium of instruction, which may be challenging in multilingual states.
5. **Financial Constraints:** The implementation of NEP 2020 requires significant financial resources. The government needs to allocate sufficient funds for the successful implementation of the policy.
6. **Developed Evaluation:** The success of NEP will depend on its impact on student learning outcomes. To evaluate the effectiveness of the policy, robust systems for assessment and evaluation will need to be developed.
7. **Inclusivity:** The NEP aims to make education accessible to all sections of society, including those from disadvantaged backgrounds. However, ensuring inclusivity in

practice will require addressing systematic issues such as caste, gender and regional disparities.

### **Results and Discussion:**

The National Education Policy (2020) aims to transform the education system in India by promoting multidisciplinary learning, introducing new teaching methods and incorporating technology in education. The policy also aims to increase access to education, improve the quality of education and promote research and developments.

The NEP also aims to increase access to education by promoting digital and online education. The policy envisages setting up of NETF to facilitate the use of technology in education. The policy also proposes to establish a National Curriculum Framework (NCF) for education across the country.

### **Conclusions**

The National Education Policy 2020 is a significant reform in the education sector of India that aims to transform the existing education system. The policy has several key features and objectives, such as promoting multidisciplinary education, reducing the curriculum load of students and fostering critical thinking and creativity. However, the successful implementation of the NEP 2020 requires the collaboration of various stakeholders and addressing the challenges such as funding, infrastructure and teacher training. The successful implementation of the NEP 2020 can ensure that all children in India receive a quality education and enhance their employability.

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## Contribution to Euglenoids from Hartala Lake in India: Genus-*Phacus*

*Dujardin 1*

J. S. Dhande

Department of Botany, Smt. P. K. Kotecha Mahila Mahavidyalaya, Bhusawal, Dist. Jalgaon, (M.S.)

425201

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### Abstract

The present communication deals with the study of 12 taxa of genus *Phacus*. of these. *Phacus lismorensis* **Playf.** *Phacus obolus* Pochm. *Phacus oscillans* Klebs, are reported for the first time from Maharashtra. *Phacus caudatus* Huebner var. *caudatus*, is reported for the first time from India while *Phacus ovalis* (Woronich.) Popova var. *minor* var. nov. and *Phacus parvulus* Klebs var. *hartalarii* var. nov. are new to science.

**Key Words:** Euglenoids, *Phacus*, Hartala, Taxonomy, Maharashtra.

### 1. Introduction

The occurrence and distribution of euglenoids in Maharashtra is known through the work of Gonzalves and Joshi 1943; Kamat, 1963,1964, 1968,1974; Kamat and Freitas, 1976;Ashtekar, 1982; Nandkar 1983;Barhate and Tarar, 1985; Bhoge and Ragothaman, 1986; Bodas, 1991; Mahajan, 2001; Nandan and Mahajan, 2002; Jawale *et al.*, 2003; Mahajan and Nandan, 2004; Divekar *et al.*, 2005; Nerpagar and Nandan, 2005; Dhande *et al* 2019; Patil *et al* 2021. During extensive study on algal flora of Hartala lake, district Jalgaon (M.S.) the authors collected taxa of euglenoidss.

### 2. Materials and Methods

The collections were made early in the morning between 7.00 to 10.00 am during 2004 to 2007 from Hartala lake (21° 00'20.56" north latitude and 76° 01' 31.31" east longitude), (M.S.). All the collected samples are observed fresh as far as possible and later preserved in 4 % formalin for further studies. Camera lucida drawings were made with the help of mirror type of camera lucida. The identification of taxa is based on relevant research papers. The material is deposited in the Department of Botany, Dhanaji Nana Mahavidyalaya, Faizpur, district Jalgaon, (M.S.).

### 3. Observations and Results

#### 3.1 *Phacus caudatus* Huebner var. *caudatus*

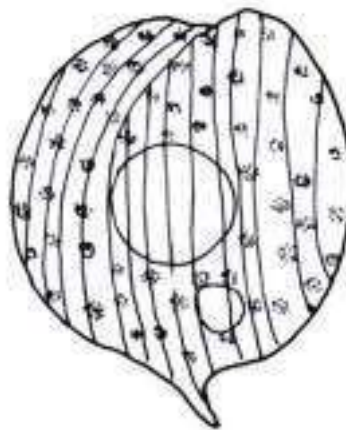


**Fig. 1:** *Phacus caudatus* Huebner var. *caudatus*

Z.I. Asaul, *Euglenophyta of the Ukrainian. RSR. Naukov Dumka Kiev.*, pp.248-249, Pl. 147, Figs. 3-9, 1975.

Cell oval-pyriform, anterior end rounded, posterior end attenuated, ending into sharp, straight blunt tail; longitudinal fold prominent; pellicle longitudinally striated; paramylum single ring at the center; flagellum nearly 1/3 of body length; cell 49.0  $\mu\text{m}$  long, 29.0  $\mu\text{m}$  wide.

#### 3.2 *Phacus curvicauda* Swir.



**Fig. 2:** *Phacus curvicauda* Swir

Z. I. Asaul, *Euglenophyta of the Ukrainian. RSR. Naukov Kiev.*, pp.232-233, Pl. 134, Figs. 5-9, 1975.

Cells roundish to broadly ovoid, if broad, narrow towards the anterior end, posterior end broad and slightly concave towards the tail; tail short, sharp and curved; pellicle longitudinally striated; paramylum two, disc shaped and unequal in size; chloroplast parietal, discoid, numerous; cells 23.7 – 25.0  $\mu\text{m}$  long, 12.8 – 19.3  $\mu\text{m}$  wide.

### 3.3 *Phacus dangeardii* Lemm.



**Fig. 3:** *Phacus dangeardii* Lemm

R. J. Patel and V. H. Waghodekar, *Phykos*, **20** (1&2): 24,26, Pl.2, Figs 9, 20,1981.

Body elongates, oval, flattened, about twice as long as broad; both ends rounded, slightly narrowed posteriorly, anterior fold running about half of the cell length; pellicle spirally striated; paramylum single, central; cells 14.7 – 15.9  $\mu\text{m}$  long; 7.1 –7.8  $\mu\text{m}$  wide.

### 3.4 *Phacus granum* Drez.



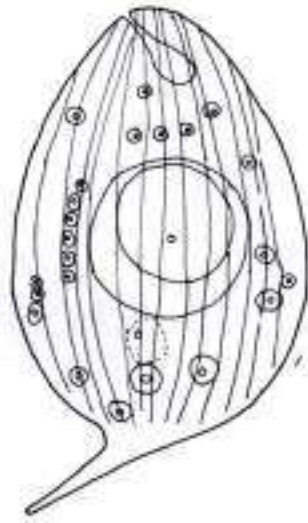
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Z. I. Asaul, *Euglenophyta of the Ukranian. RSR. Naukov Dumka Kiev.*,p.227, Pl. 128, Figs. 1-6, 1975.

Cells nearly cylindrical rounded anteriorly, posteriorly ending into a short conical or slightly rounded tail; apical groove short; striae not clear or periplast delicately striated longitudinally; paramylum two, unequal; cells 17.8 – 18.4  $\mu\text{m}$  long, 7.5 – 10.0  $\mu\text{m}$  wide.



### 3.5 *Phacus hamatus* Pochm.



**Fig. 5:** *Phacus hamatus* Pochm

Z. I. Asaul, *Euglenophyta of the Ukrainian.RSR. Naukov Dumka Kiev.*, p.246, Pl. 146, Figs. 1-4, 1975.

Cell ovoid, narrowing at both ends, but slightly wider in the posterior half, bearing sharp pointed tail, usually somewhat hooked and turned to one side; dorsal surface convex, ventral surface concave, periplast longitudinally striated; paramylum two, unequal concentric disc, lying one above the other; cell 47.4  $\mu\text{m}$  long, 24.3  $\mu\text{m}$  wide.

### 3.6 *Phacus lismorensis* Playf



**Fig. 6:** *Phacus lismorensis* Playf

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Cell oblong, ovate with rounded anterior end; asymmetrically twisted with a prolonged lobe; posteriorly tapering into a long, sharply pointed, slightly curved tail; margins entire; pellicle longitudinally striated; paramylum 1, large ring at the center of cell with oval or spherical bodies, nucleus just below the center of cell; cell 65.3  $\mu\text{m}$  long, 24.6  $\mu\text{m}$  wide.

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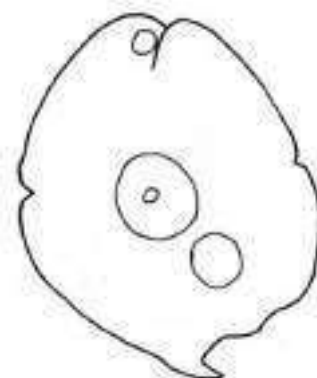


**Fig. 7:** *Phacus obolus* Pochm

V.H. Waghodekar, *Ph.D. Thesis*, p.202, Pl. 13, Fig. 12, Pl. 25, Fig. 21, Pl. 33, Fig. 5, 1980.

Cell slightly ovoid to nearly rectangular, anterior end broadly rounded with median notch, posterior end narrow, tapering into a short, strong sharp pointed, straight tail; pellicle longitudinally striated; paramylum two, rod like, arranged one above the other; cell 30.6  $\mu\text{m}$  long, 14.4-15.9  $\mu\text{m}$  wide.

### 3.8 *Phacus onyx* Pochm

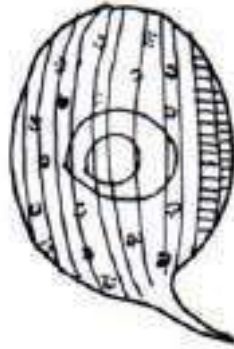


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Z.I. Asaul, *Eulgenophyta of the Ukranian RSR. Naukov Dumka Kiev.*, p.256, Pl. 157, Figs. 1-5, 1975.

Cell oval and asymmetric in outline, somewhat abrupt at the posterior end, produced into short, stout, hooked tail; one side notched, periplast longitudinally striated; 2 unequal paramylum; cell 28.7  $\mu\text{m}$  long, 21.5  $\mu\text{m}$  wide.

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Cell ovoid, anterior end obtusely rounded, posterior end broad ending into a short, bending and sharp tail; pellicle longitudinally striated with cross striae; paramylum 2, disc shaped, one larger than the other, lying one above the other; cell 46.9  $\mu\text{m}$  long, 25.8 wide.

### 3.10 *Phacus oscillans* Klebs



**Fig. 10:** *Phacus oscillans* Klebs

Z.I. Asaul, *Euglenophyta of the Ukrainian. RSR. Naukov Dumka Kiev.*, p.229, Pl. 130, Figs. 5-11, 1975.



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# Research in Bio, Geo, Chemical Sciences: Global Scenario

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## Contribution to Euglenoids from Hartala Lake in India: Genus-*Phacus*

*Dujardin 1*

J. S. Dhande

Department of Botany, Smt. P. K. Kotecha Mahila Mahavidyalaya, Bhusawal, Dist. Jalgaon, (M.S.)

425201

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### Abstract

The present communication deals with the study of 12 taxa of genus *Phacus*. of these. *Phacus lismorensis* **Playf.** *Phacus obolus* Pochm. *Phacus oscillans* Klebs, are reported for the first time from Maharashtra. *Phacus caudatus* Huebner var. *caudatus*, is reported for the first time from India while *Phacus ovalis* (Woronich.) Popova var. *minor* var. nov. and *Phacus parvulus* Klebs var. *hartalarii* var. nov. are new to science.

**Key Words:** Euglenoids, *Phacus*, Hartala, Taxonomy, Maharashtra.

### 1. Introduction

The occurrence and distribution of euglenoids in Maharashtra is known through the work of Gonzalves and Joshi 1943; Kamat, 1963,1964, 1968,1974; Kamat and Freitas, 1976;Ashtekar, 1982; Nandkar 1983;Barhate and Tarar, 1985; Bhoge and Ragothaman, 1986; Bodas, 1991; Mahajan, 2001; Nandan and Mahajan, 2002; Jawale *et al.*, 2003; Mahajan and Nandan, 2004; Divekar *et al.*, 2005; Nerpagar and Nandan, 2005; Dhande *et al* 2019; Patil *et al* 2021. During extensive study on algal flora of Hartala lake, district Jalgaon (M.S.) the authors collected taxa of euglenoidss.

### 2. Materials and Methods

The collections were made early in the morning between 7.00 to 10.00 am during 2004 to 2007 from Hartala lake (21° 00'20.56" north latitude and 76° 01' 31.31" east longitude), (M.S.). All the collected samples are observed fresh as far as possible and later preserved in 4 % formalin for further studies. Camera lucida drawings were made with the help of mirror type of camera lucida. The identification of taxa is based on relevant research papers. The material is deposited in the Department of Botany, Dhanaji Nana Mahavidyalaya, Faizpur, district Jalgaon, (M.S.).

### 3. Observations and Results

#### 3.1 *Phacus caudatus* Huebner var. *caudatus*

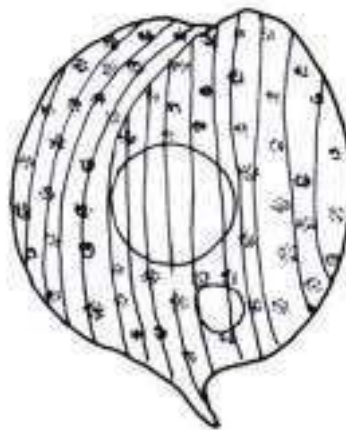


**Fig. 1:** *Phacus caudatus* Huebner var. *caudatus*

Z.I. Asaul, *Euglenophyta of the Ukrainian. RSR. Naukov Dumka Kiev.*, pp.248-249, Pl. 147, Figs. 3-9, 1975.

Cell oval-pyriform, anterior end rounded, posterior end attenuated, ending into sharp, straight blunt tail; longitudinal fold prominent; pellicle longitudinally striated; paramylum single ring at the center; flagellum nearly 1/3 of body length; cell 49.0  $\mu\text{m}$  long, 29.0  $\mu\text{m}$  wide.

#### 3.2 *Phacus curvicauda* Swir.

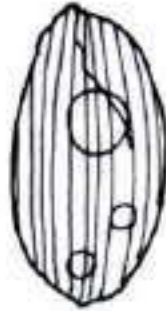


**Fig. 2:** *Phacus curvicauda* Swir

Z. I. Asaul, *Euglenophyta of the Ukrainian. RSR. Naukov Kiev.*, pp.232-233, Pl. 134, Figs. 5-9, 1975.

Cells roundish to broadly ovoid, if broad, narrow towards the anterior end, posterior end broad and slightly concave towards the tail; tail short, sharp and curved; pellicle longitudinally striated; paramylum two, disc shaped and unequal in size; chloroplast parietal, discoid, numerous; cells 23.7 – 25.0  $\mu\text{m}$  long, 12.8 – 19.3  $\mu\text{m}$  wide.

### 3.3 *Phacus dangeardii* Lemm.



**Fig. 3:** *Phacus dangeardii* Lemm

R. J. Patel and V. H. Waghodekar, *Phykos*, **20** (1&2): 24,26, Pl.2, Figs 9, 20,1981.

Body elongates, oval, flattened, about twice as long as broad; both ends rounded, slightly narrowed posteriorly, anterior fold running about half of the cell length; pellicle spirally striated; paramylum single, central; cells 14.7 – 15.9  $\mu\text{m}$  long; 7.1 –7.8  $\mu\text{m}$  wide.

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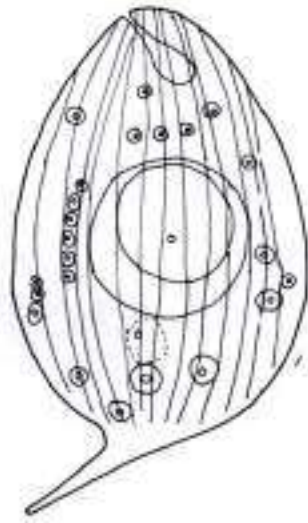


**Fig. 4:** *Phacus granum* Drez

Z. I. Asaul, *Euglenophyta of the Ukranian. RSR. Naukov Dumka Kiev.*,p.227, Pl. 128, Figs. 1-6, 1975.

Cells nearly cylindrical rounded anteriorly, posteriorly ending into a short conical or slightly rounded tail; apical groove short; striae not clear or periplast delicately striated longitudinally; paramylum two, unequal; cells 17.8 – 18.4  $\mu\text{m}$  long, 7.5 – 10.0  $\mu\text{m}$  wide.

### 3.5 *Phacus hamatus* Pochm.



**Fig. 5:** *Phacus hamatus* Pochm

Z. I. Asaul, *Euglenophyta of the Ukrainian.RSR. Naukov Dumka Kiev.*, p.246, Pl. 146, Figs. 1-4, 1975.

Cell ovoid, narrowing at both ends, but slightly wider in the posterior half, bearing sharp pointed tail, usually somewhat hooked and turned to one side; dorsal surface convex, ventral surface concave, periplast longitudinally striated; paramylum two, unequal concentric disc, lying one above the other; cell 47.4  $\mu\text{m}$  long, 24.3  $\mu\text{m}$  wide.

### 3.6 *Phacus lismorensis* Playf



**Fig. 6:** *Phacus lismorensis* Playf

Z.I. Asual, *Euglenophyta of the Ukrainian. RSR Naukov Dumka Kiev.*,pp.257-258, Pl. 158, Figs. 1-6, Pl. 159, Figs. 1-4, 1975.

Cell oblong, ovate with rounded anterior end; asymmetrically twisted with a prolonged lobe; posteriorly tapering into a long, sharply pointed, slightly curved tail; margins entire; pellicle longitudinally striated; paramylum 1, large ring at the center of cell with oval or spherical bodies, nucleus just below the center of cell; cell 65.3  $\mu\text{m}$  long, 24.6  $\mu\text{m}$  wide.

### 3.7 *Phacus obolus* Pochm.

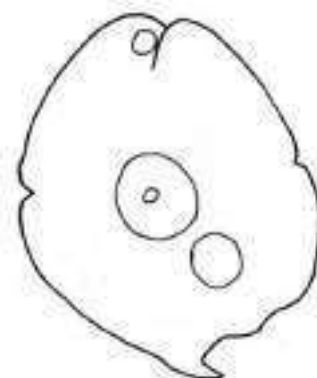


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V.H. Waghodekar, *Ph.D. Thesis*, p.202, Pl. 13, Fig. 12, Pl. 25, Fig. 21, Pl. 33, Fig. 5, 1980.

Cell slightly ovoid to nearly rectangular, anterior end broadly rounded with median notch, posterior end narrow, tapering into a short, strong sharp pointed, straight tail; pellicle longitudinally striated; paramylum two, rod like, arranged one above the other; cell 30.6  $\mu\text{m}$  long, 14.4-15.9  $\mu\text{m}$  wide.

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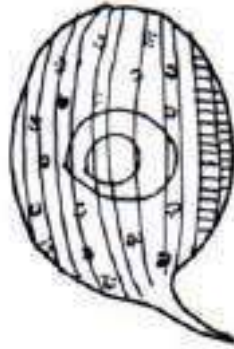


**Fig. 8:** *Phacus onyx* Pochm

Z.I. Asaul, *Eulgenophyta of the Ukranian RSR. Naukov Dumka Kiev.*, p.256, Pl. 157, Figs. 1-5, 1975.

Cell oval and asymmetric in outline, somewhat abrupt at the posterior end, produced into short, stout, hooked tail; one side notched, periplast longitudinally striated; 2 unequal paramylum; cell 28.7  $\mu\text{m}$  long, 21.5  $\mu\text{m}$  wide.

### 3.9 *Phacus orbicularis* Huebner



**Fig. 9:** *Phacus orbicularis* Huebner

Z.I. Asaul, *Euglenophyta of the Ukrainian. RSR. Naukov Dumka Kiev.*, pp.252-253, 1975.

Cell ovoid, anterior end obtusely rounded, posterior end broad ending into a short, bending and sharp tail; pellicle longitudinally striated with cross striae; paramylum 2, disc shaped, one larger than the other, lying one above the other; cell 46.9  $\mu\text{m}$  long, 25.8 wide.

### 3.10 *Phacus oscillans* Klebs

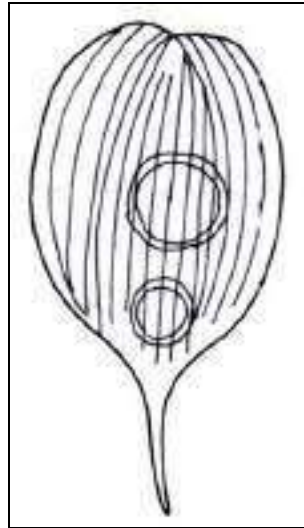


**Fig. 10:** *Phacus oscillans* Klebs

Z.I. Asaul, *Euglenophyta of the Ukrainian. RSR. Naukov Dumka Kiev.*, p.229, Pl. 130, Figs. 5-11, 1975.

Cell slightly ovate, rounded at the anterior end, slightly narrowed toward posteriorly ending into a short blunt projection, ventral face forming a groove; flagellum nearly equal to length of body; paramylum two, disc unequal, periplast spirally striated, cell 22.4  $\mu\text{m}$  long, 8.7  $\mu\text{m}$  wide.

**3.11 *Phacus ovalis* (Woronich.) Popova var. *minor* var. nov.**



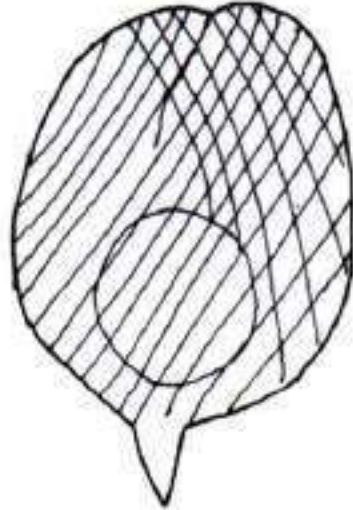
**Fig. 11:** *Phacus ovalis* (Woronich.) Popova var. *minor* var. nov.

Body broadly ovoid; anterior end rounded, slightly narrowed; posterior end narrowed into a well developed, long, sharp, slightly inclined tail; pellicle longitudinally striated; paramylum single at the center of cell, additional 1 circular plate also present; cell 39.9  $\mu\text{m}$  long, 16.2  $\mu\text{m}$  wide.

The present taxon is like *Ph. Ovalis* (Woronich) Popova in all respects (Asual, 1975) but smaller in size. Therefore, here it is treated as a new variety, var. *minor*.

**3.12 *Phacus parvulus* Klebs var. *hartalarii* var. nov.**





**Fig. 12:** *Phacus parvulus* Klebs var. *hartalarii* var. nov.

Cell oval, narrowed at anterior end, posteriorly forming an obtuse, oblique caudus; pellicle longitudinally and crossly striated, large paramylum towards the posterior end; cell 26.8  $\mu\text{m}$  long, 16.8  $\mu\text{m}$  wide. (Coll. No. 324).

The present taxon agrees with *Ph. parvulus* var. *parvulus* in general characters (Asaul, 1975) but narrower in size, therefore treated as a new variety.

#### **4. Conclusion**

There are 12 taxa representing 09 species and 03 varieties of genus *Phacus*. Of which 03 species are additions to algal flora of Maharashtra, 01 variety is first time reported from India while 02 varieties addition to science.

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## Systematic account on Genus *Spirulina* and *Glaucospira* (Cyanobacteria) from Anjani dam of Jalgaon district, Maharashtra, India

Patil S. B<sup>1</sup>., Patil S.A<sup>1</sup>. and Dhande J. S.<sup>2</sup>

<sup>1</sup>S.V.P. Arts and Science College, Ainpur, District Jalgaon, (M.S.) – 425507

<sup>2</sup>Smt.P.K. Kotecha Mahila Mahavidyalaya, Bhusawal, District Jalgaon, (M.S.) – 425201

Corresponding author [sbp2068@rediffmail.com](mailto:sbp2068@rediffmail.com)

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### Abstract

During the systematic investigations on fresh water algal flora of Anjani dam, Erandol tahsil of Jalgaon district, Maharashtra the authors have recorded 06 taxa of *Spirulina* Turpin *ex* Gomont with 05 species and 01 forms and 01 taxa of *Glaucospira* Lagerheim with 01 species from Anjani dam. All the taxa are being reported form from this area.

**Key words:** *Spirulina*, *Glaucospira*, *Anjani dam*, *Erandol*, *Maharashtra*.

### 1. Introduction

*Spirulina* and *Glaucospira* are microscopic unicellular or multicellular filamentous cyanobacteria which is ubiquitous in nature and generally in the form of tiny blue green filaments with loosely or tightly coiled spiral structure. *Spirulina* and *Glaucospira* have also been well known as one of the richest sources of edible proteins. Both the strains are popular microalgae use as food as well as medicine and in other industries. The species *Spirulina laxissima* should be nomenclaturally transferred to genus *Glaucospira* Lagerheim 1892 according to cytomorphological characters. The nomenclatural transfer of *S. laxissima* to *Glaucospira laxissima* was proposed by Simic *et al.* (2014). Cyanobacteria represents oxygenic prokaryotic microflora of water and soil and have been well investigated by number of workers. From available literature it is seems that vast amount of work has been carried out on Cyanobacteria from Maharashtra. Kamat (1963), Thomas and Gonzalves (1965), Ashtekar and Kamat (1980), Sardespande and Goyal (1981), Barhate and Tarar (1983), Bhoge and Ragothaman (1986) Mahajan and Mahajan (1988), Kumawat and Jawale (2001), Kumawat and Patil (2010), Kumawat and Borse (2011) Kamble and Karande (2014), Jaiswal (2017), Valvi and Gautam (2017).

### 2. Materials and Methods

Anjani dam is located near the Palasdal village (20° 54' North latitude and 75° 19' East longitude) situated on Anjani, river in the Erandol Tahsil of Jalgaon district, Maharashtra. The algal sample collections were made early in the morning between 7.00 to 09.00 am during May 2017 to April 2019 from different sites of Anjani dam. All the collected samples were studied fresh as far as possible and later preserved in 4 % formalin for further studies. Camera lucida drawings were made with the help of mirror type of camera lucida. The identification of taxa was made by the following monograph of Desikachary (1959) Prescott (1962), Komarek, and Anagnostidis (2005) and relevant research publications.

### 3. Observations and Result

#### 3.1 *Spirulina abbreviata* Lemm. f. *minor* Hortob.



Pl.1, Fig. 1

Hortobagyi, T., 1973, Pl. 1, fig.1; Pl. 2, fig. 1

Trichomes 1.5 µm broad, long, slightly undulate, bright blue green; very loosely but regularly spirally coiled, spirals 7.5 µm broad and 15.0 µm broad distant from each other.

Coll. No.: 481

#### 3.2 *Spirulina laxa* G. M. Smith



Pl.1, Fig. 2

Prescott G.W.1962, P.479 Pl.108, Fig 10.

Trichomes loosely spiral, forming a dark blue-green mass, 2.2 µm in diameter, spiral 11.2 µm wide; cell contents blue green.

Coll. No.: 187

#### 3.3 *Spirulina major* Kuetz. ex Gomont



**Pl.1, Fig. 3**

Desikachary T.V., 1959. P. 196, Pl. 36, Fig.13.

Trichome 1.5  $\mu\text{m}$  broad, dark blue green, active with great length, loosely regularly spirally coiled; spirals 3.90 $\mu\text{m}$  broad and 4.8  $\mu\text{m}$  distant.

**Coll. No.:** 2125.

### 3.4 *Spirulina meneghiniana* Zanard.ex Gomont



**Pl.1, Fig. 4**

Desikachary T.V., 1959. P. 195, Pl. 36, Fig.8

Trichome 1.5-1.5  $\mu\text{m}$  broad, bright blue green, flexible, loosely regularly spirally coiled; Spirals 2.6-2.6  $\mu\text{m}$  broad and 3.3-3.7  $\mu\text{m}$  distant from each other.

**Coll. Nos:** 115, 165, 295

### 3.5 *Spirulina subsalsa* Oerst. ex Gomont.



**Pl.1, Fig. 5**

Desikachary T.V., 1959. P. 193, Pl. 36, Fig.3,9

Trichomes yellowish green, homogenous; spiral regular, often so tightly coiled that there is no space between the turns, 12.0-14.2  $\mu\text{m}$  broad; tip rounded without calyptra.

**Coll. Nos.:** 3105, 3104

### 3.6 *Spirulina tenerrima* Kuetz. ex Gomont



**Pl.1, Fig. 6**

Banerjee Sreemanti and Pal Ruma, 2017, P 77, Fig.4 f.

Trichomes solitary, pale blue green, 1.1  $\mu\text{m}$  wide, regularly densely spirally coiled. Coils 1.5- $\mu\text{m}$  broad, distance between spirals 2.6  $\mu\text{m}$ . Apical cell rounded.

**Coll. No.:** 2116

**3.7 *Glaucospira laxissima*** (G. S. West.) Simic, Komarek and Dordevic



**Pl.1, Fig. 7,**

Snezana B. Simic Jiri Komarek & Nevena B. Dordevic, 2014, P.262, Fig. 2-3

Komárek and Anagnostidis 2005, P. 140, Fig. 160

Trichome solitary, bright blue green, very slender 1.8-2.2  $\mu\text{m}$  broad twisted in a very loose spiral; spirals regular 12.7-13.5  $\mu\text{m}$  broad and distance between spirals 15.0-19.5  $\mu\text{m}$ ; apex bluntly rounded.

**Coll. No.:** 154, 482, 1104

#### **4. Conclusion**

There are 06 taxa of *Spirulina* representing 05 species and 01 forms of Genus *Spirulina* and 01 taxa of *Glaucospira* with 01 species. All these taxa were recorded for the first time from the study area.

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