



Bizz... Ness

**Multidisciplinary Double Blind Peer Reviewed
Research Journal
of
Modern Education Society's
Ness Wadia College of Commerce, Pune**

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**National Education Policy-2020'
A Transformative Educational policy
For Higher Education**



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PREFACE

We are pleased to present this edition of our Double Blind Peer Reviewed Research Journal **Bizz...Ness**, which brings together innovative research and critical discussions on **New Education Policy-2020**". This journal is dedicated to fostering academic discourse, advancing knowledge and providing a platform for scholars, researchers and practitioners to share their latest findings.

This Journal includes a diverse range of articles and emerging trends in the field of Education. Each contribution has undergone a rigorous peer-review process to ensure the highest standards of academic integrity, originality and relevance. We are confident that the insights presented in this volume will be of significant value to researchers, academicians and professionals alike.

First and foremost, we express our heartfelt appreciation to **Mr. Sachin Sanap & Dr. Ashok Chandak**, Trustees, Modern Education Society, Pune, **Dr. R. Ganeshan**, CFO, Modern Education Society, Pune for their invaluable guidance, encouragement and support throughout the publication of research journal.

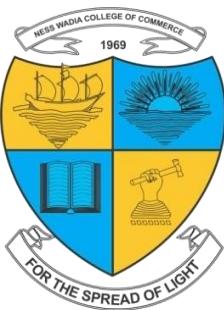
We extend our sincere gratitude to all the authors for their contributions. Also thankful to **Prof. Dr. Mulla, Prof. Dr. Sulbha Patole, Dr. M.R. Agale &** for their constructive feedback and the editorial team for their unwavering commitment to excellence. Their collective efforts have been instrumental in shaping this edition. We also acknowledge the support of our institutional partners and sponsors, whose encouragement has been vital in the successful publication of this journal.

We hope this issue serves as a valuable resource and inspiration for further research. We invite scholars and practitioners to engage with the ideas presented here and contribute to the ongoing development of knowledge in the field.

Prof. Dr. Vrishali Randhir

I/C Principal,

Chief Editor



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1. Role of Principal in implementation of National Education Policy 2020

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Abstract:

The National Education Policy (NEP) 2020 is a transformative reform aimed at redefining India's education system in line with global standards and national aspirations. Principals play a pivotal role in translating policy objectives into practice at the institutional level. They act as leaders, guiding students, teachers, and parents while fostering collaboration with universities, industries, and government bodies. However, challenges such as inadequate infrastructure, limited resources, and digital divides hinder implementation. The effectiveness of NEP 2020 largely depends on the preparedness, leadership, and vision of principals in ensuring equitable, inclusive, and quality education for holistic student development.

Keywords : National Education Policy (NEP 2020), Role of Principal, Higher Education, Educational Leadership, Teacher Training, Student Development, Institutional Governance, Policy Implementation, Challenges in Education, Indian Education System.

Introduction –

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Promoting universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual,

the society, the country and the world. India will have the highest population of young people in the world over the next decade and the ability to provide high-quality educational opportunities to them will determine the future of our country. Education Policy lays particular emphasis on the development of the creative potential of each individual. The National Education Policy 2020 is the education policy of the 21st century and aims to address the multiple developmental challenges of our country. This policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education.

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

The teacher must be at the center of the fundamental reforms in the education system. The new education policy must help re-establish teachers at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens.

➤ **Objectives :**

1. To analyze the multifaceted role of principals in implementing the provisions of NEP 2020 at the institutional level.
2. To identify the challenges faced by principals in aligning institutional practices with the goals of NEP 2020.
3. To suggest strategies for strengthening principal leadership for effective execution of NEP 2020 reforms in higher education institutions.

➤ Role of principal towards students -

The principal plays a crucial role in this process because implementing part automatically comes to the principal regardless of whether they are an acting or confirmed principal. It is compulsory to implement it so, the first effect comes on the ground of the students. There are many questions in the students' mind about the National Education Policy. The challenging part is, that despite of having some freedom, we face issues such as inadequate infrastructure and inefficient funds. Moreover, we are still waiting for clear guidance on how to implement the policy. In this scenario, if students are asking questions to the principal, what to be done? And if the principal is not aware of it then it is the need of today's scenario that all the principals should study national education policy properly. They should give awareness to the teachers as well so whatever question/queries are asked by the students then satisfactory answer should be given by principal. And here comes the second role which is towards the teacher. The staff of Ness Wadia College of Commerce are highly competent. They are ready to work hard and are ready to accept new things. Other colleges are facing challenges in implementing the policy due to various reasons, including lack of motivation or resources as it is not possible for higher level management to increase the salary to give or to give extra payment to make some infrastructure.

The number of students should be restricted as students are managed & focused & carrying only their marks for 7 years, their grade points and their Credit banks. It is very easy for 25 students but if 120 students are there in the class what type of methodology should be adopted for the large level that one specifically should be guided.

➤ Role of principal towards teachers -

Now, it is very difficult for the principal, as the burden is increasing because of National Education Policy or New Education Policy. So, the Government should think about the challenges before implementing the policies. Proper Infrastructure should be provided, proper work load should be calculated, money or salary which

is granted should be specifically mentioned. All these things must be an attraction to the teachers. If it is not given then there may be quarrels between teacher and principal.

➤ **Role of principal towards parents -**

Third point is about the parents. If the parents are asking about National Education Policy to the Principal; the principal will be quite confident about the parents who are well educated about i.e. credit points, educational policy, how it will be implemented? How the structure has been changed from 10+2+3+2 additional degrees. If it is not convincing to the farmer who is doing work at the field at village level as the people are not having network connection, he is not able to give mobile to his kid, the people who are not able to fulfill his & his family's basic needs like foods & clothing, how will he complete expenditure on internet costly mobile. The principal does not have any answer to them, so, this area should be studied while implementing new education Policy because we are still in the process. The government should take decision about that area which is we can see as economically poor section, geographically if area is affected. Something should be done for them which is never disclose by the government or anybody. Only just you have to run, competition. If government is making this type of advertisements, thus the poor people & the person who is not yet attracted with the implementation policy, he will ignore it. The people those who are having a lot of money, they will not have any problem but, the people who are financially week & don't have the knowledge about NEP; proper awareness needs to be done. For that extra Infrastructure need to be divided. These suggestions we can give to the government & to the universities also. So many things we have seen like combinations, clusters, the university & institution will play the role but what about the beneficent i.e. (parents).

➤ **Role of principal towards Institutions or Companies-**

Next is about the institution or companies. Why companies are not giving, response to the students for internship. If 100 of students are visiting the company

and the company is having only 10 workers with them, how will they handle 100 students while implementing the national education policy. Proper guidance should be given to the companies also. It should be a compulsory activity they have to take around college students for the internship and the full plan will be implemented by government itself.

➤ Role of principal towards Universities -

The Universities play vital role in the new education policy. If Universities are taking lead for colleges. The colleges covered by the universities or guided by the universities, in that case again there will be safety zone for them but if any colleges are not having any identity for them, or are not able to survive, for them university should make clusters.

➤ Role of principal towards Government-

Clear cut policies are expected. What is the role of Government while implementation of education policy need to be presented by principal properly. Principal is making plan of action as per Government guidelines. The requirement of HR, Infrastructure, Policies need to be communicated properly.

➤ Conclusion :

The success of NEP 2020 is closely tied to the leadership role of principals, who serve as the link between policy and practice. By guiding teachers, supporting students, engaging parents, and collaborating with stakeholders, principals ensure that reforms reach the grassroots level. Despite challenges such as financial constraints and infrastructural gaps, proactive and visionary principals can drive meaningful change. Strengthening their capacity through training, resources, and policy support is therefore crucial. Ultimately, the leadership of principals will determine the effectiveness of NEP 2020 in shaping an inclusive, innovative, and globally competitive Indian education system.

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2. The origin of innovation and entrepreneurship is a creative mindset so nurture it': Online Education: With Respect to Indian Education System

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Abstract:

Education is integral part of human life and society also. While growing with digital society our learning and education become digitalised. Area of online education changed drastically after the COVID 19 pandemic. As the need of digitalization increased, the modes of education system get converted from traditional to online. While creating this research paper National Education Policy (NEP) 2020 is taken into consideration. Use of technology in education system and its limitations are discussed. How the life of leaner changed in respect to digital education is very interesting journey.

Through this research we can get small overview of initiation of digital education and its growth. This paper gives us how the digital education emerged in education system of India. Along growing digitalization in education government is also supporting this initiative through various platforms. National Education Policy 2020 of India is trying to change core parts of education system of India. Rate of using smart technology, digital classrooms is increasing heavily.

Key Words – Digital, Online, Education System, Technology, Government.

Introduction:

In the Covid pandemic because of forceful act by Government, all the country was in their houses. Stoppage in the educational life of students was not possible for so many months. So here in the concept of Online Education comes in the picture of Indian Education System. Online education is also called as Virtual

education. Use of new technologies, teaching methods, submissions methods also changed the behaviour of students as well as the teachers. Educational institutions of Higher education are also now offering degree with whole online courses which are acceptable by corporates. Along with the traditional education there is digital education exists. Because both can't be used at full extent as both have their own opportunities

And challenges at same time. Modes of digital education are such that they help students to save time and money. Advantages of online education like student centric, accuracy, respecting timely submissions helps students as well as teachers also. An Online education is very vast deep concept. As it uses the Information technology, the area becomes the ocean of knowledge. **Review of Literature:**

Focus is given on the quality assurance guidelines and principles (Yi Yang Linda F. Cornelius, 2004) in respect to perceptions of students towards quality of online education. Nowadays use of digital education was increased as compared to the past education system. Many qualitative researches were conducted to find the perspectives of learners which is web based. Online learning behaviour was studied by taking group of students as samples. Their response was that, this way of education is much easier and flexible. As introduction of online education government of India initiate some digital technology education activities like National Digital Library (NDL), e-Adhyayan, UGC-MOOC, e-Pathya, Shodhganga platform, e-yantra, FOSSEE (Free and Open-Source Software for Education) which made the education more digitalized (Papai Mondal, Sumana Pal, 2022). Educational Technology is the area of study which do analysing, designing, developing implementing and evaluating learners, and learning process.

Concept of digital education was very new for India. This is one of latest trend in industry. As there is variation in environment, culture language and traditions in India (D. Sumita Sinku) also there is variations in educational

environment also. Dr Sinku also gives post covid effect on Indian Education system.

Research Methodology:

The research type used here is analytical research. Only the analysis of available data and information is done. Primary method for research is not used as opinion of teachers and students about digital education are very different and confusing. Secondary method of data collection and its analysis is done. The information in this paper is derived from different research papers, websites and government portals.

Objectives of the Study:



Presented research paper is trying to throw light on following points.

1. Understanding the concept of Digital Education.
2. To view emergence of Digital Education and India
3. Understand difference between Online and Traditional education
4. To analyse digital Transformation in education and its Areas.
5. To get picture of New Technologies initiated in system of Education.

1. Concept of Digital Education:



When there is use of technology and different digital tools in daily teaching and learning platforms, it can be called as Digital education. Term Online education includes experiencing the use of digital ways that gives learner the new opportunities to design learning opportunities in courses they teach (1). Current generation is very much equipped with technologies and the world is coming under the large web which is spread all over the world. Digital education is not only the inclusion of students or learners but also education providers i.e., higher education institutions, professors also. Although because of decrease in cost of internet, reaching to the rural parts of India and giving education with flexible nature is also possible (2).

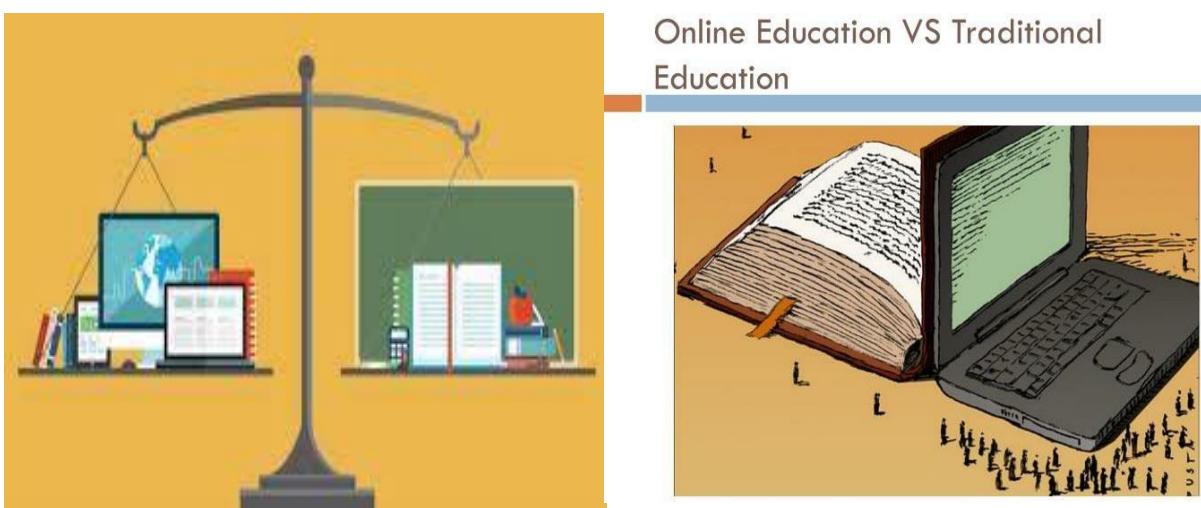
2. Emergence of Digital Education and India

Online education efforts were made in 2004-05, by government Organisations like MHRD, IGNOU for beginning of two-way video communication. But this initiative doesn't make the desired results because of insufficient technology. After then along with the evolution of smart classrooms and educational digital technologies education started but people are not got attracted towards this new concept. As the time passes and improvement in technology India witnessed fabulous growth in digital education.

In 2008-09, private players entered in core parts of digital learning. Since that time till 2020, concept of digital classrooms was used by institutes for teaching and learning. During this time period it was very difficult to change from regular

classroom education to digital classroom. In 2015 India saw drastic use of educational technology platforms and the era for digital education of India and EdTech Industry jumped to another level. After the Covid pandemic people got attention that area of online education could be vast and better innovation in core part of education and India took sharp positive turn in pandemic. From hereafter the definition of Education changed for Indian Education system.

3. Difference between Online Traditional and Education:



1. Flexibility

Online education gives flexibility to students those who have work and family are important, here classes can be attended at free time without anything being forced for attendance.

Traditional education is better for students with the plenty time available in daily routine. This education is better who are not working and can attend the courses.

2. Budget

Virtual classrooms are cheaper in cost as it requires the gadget which we are already using like mobile phones, laptops and technologies offered through internet. Digital education gives opportunities for saving tuition fees.

Traditional learning can be expensive as it requires classrooms, boards. But here students can use campus, infrastructure of institution for self-development.

3. Social Interaction

There is no physical interaction in digital education. But the opportunities

for interaction with superior technologies and various software is interesting.

There is limited distractions in learnings with online education.

Opposite to that in traditional classrooms social interaction is there with face-to-face communication. Here there can be detailed discussions, satisfaction of learning and getting answers.

4. Digital Transformation in Education and its Areas

Digital transformation means improving the core operations in business for fulfilling the needs of customer by making brilliant and balanced use of data and technology. For education field customers are students, staff, faculty and also the alumni of institution.

Digital education can be amortized for the experience of students in following situations.

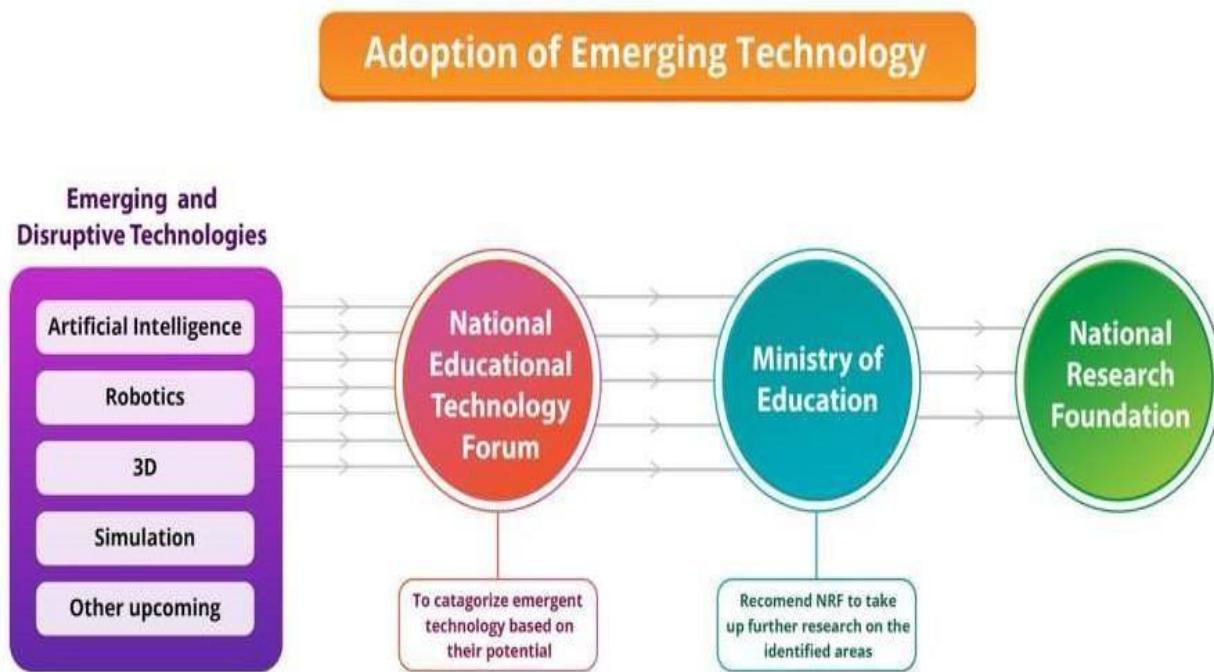
1. Online admissions through mobile applications and software.
2. Wide range of online courses options.
3. Use of technology for submissions of assignments, homework, assessing progress.
4. Maintain and presenting reports in smooth manner.

Areas of Digital Transformation

There can be three core areas where digital transformation in education can be done or already done by many of the institutes.

- A) Campus Environment Transformation**
- B) Teaching Methods Transformation**
- C) Learning Methods Transformation**

5. New Technologies in Educational Era.



National Education Policy 2020 of India gave liberalisation in using superior technologies in education system. There is adoption of emerging technologies like Artificial Intelligence, Robotics, 3 D, Simulation and many more. These technologies are also called as disruptive because they have made huge change in the perspective of Higher education with Research and Development.

Role of National Educational Technology Forum for above mentioned disruptions is to categorize emergent technology based on their potential. Then Ministry of Education recommend National Research Foundation to further research on the identified areas.

Along with above technologies, Government of India initiated some new concepts related to digital education. Some of them are e-Shodh Sindhu platform, Spoken Tutorial portal, Vidwan portal, National Digital Educational Architecture (NDEAR), DIKSHA, Gyandoot, SWAYAM PRABHA, NISHTHA etc.

6. Roles of Higher Education Institutions in Online Education

1. To play active role in conducting research on disruptive versions of instructional materials courses including online course and assessing their impact on specific areas.

2. Higher Education Institutes will conduct targeted training for job readiness and address skilling, deskilling, and scaling keeping in view the disruptive technologies.
3. Universities will aim to offer Ph.D. and Masters Programs in core areas such as Machine Learning as well as multidisciplinary fields and professional areas like health care, agriculture, and Law.

Conclusion:

After doing small research on digital education, we can come to know that online education or digital education is broader part of Indian Education System after the COVID 19 pandemic. This pandemic gave digital changes in whole society through all aspects. Students along with the teacher took some time to get used to this online system. Along with the traditional teaching learning process digitalization in education made a drastic change for educational purpose in both teacher and learners. Due to the demand and necessity, Indian education system adopted online education. This use of technology gives convince and flexibility to rural area students where schools and colleges are not reached. Cheap internet facilities and direct to device technology are helping rural students to get online education and enhancing their skills. As the technology is growing its use in education field is also growing. Government of India have also taken many initiative steps in Education system of India through National Education Policy 2020. At last, although there is huge improvement in digital education there are many challenges for instructor to design all the courses on online platform. And there is need of support and active participation of learners for developing the courses by using suitable and flexible developments and platforms.

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Links

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3. A STUDY OF IMPACT OF ERP ON PERFORMANCE OF MSME'S IN PUNE

National Education Policy 2020: A Critical Review

Dr. Professor Ravindra Mhasade

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Abstract:

The National Education Policy (NEP) 2020 chalks out a road-map for education in India. It is going to make a huge and everlasting impact on the future education in India; and therefore, it needs a serious consideration. The NEP focuses on Accessibility, Quality, Inclusiveness, Affordability and Accountability. These are the five prominent pillars of the new education policy. Against the backdrop of challenges like poor quality of education, inadequate infrastructure, lack of trained teachers, and limited access to education for socially and economically disadvantaged communities, the NEP intends to address these challenges by introducing several reforms that will improve the overall quality of education in India. This paper presents a critical review of the NEP, analysing its strengths, weaknesses and evaluating its potential impact on the education system in India.

Key-words: National Education Policy, Accessibility, Quality, Inclusiveness, Affordability and Accountability etc.

"Challenges and Opportunities for Regional Language Education in Light of the NEP" Priti Bapu Netke

Research scholar at Neville Wadia Institute of Management Studies and Research, Pune. Dr.Laxman Shitole Research Guide – Commerce and Management Neville Wadia Institute of Management Studies and Research, Pune.

The National Education Policy (NEP) of India, released in 2020, emphasizes the importance of promoting regional languages and recognizing their significance in education. This paper examines the challenges and opportunities that regional language education faces in light of the NEP. Through a review of

literature and analysis of policy documents, the paper discusses the current state of regional language education in India, identifies the challenges faced by regional language education, and explores potential solutions and opportunities for improvement. The paper argues that despite the NEP's emphasis on promoting regional languages, there are still significant challenges to the implementation of regional language education, such as a lack of resources, inadequate teacher training, and a lack of standardization across states. However, the paper also highlights the potential opportunities that the NEP presents for regional language education, such as the creation of a common framework for language learning and the development of digital tools for language instruction.

The paper concludes by discussing the implications of these challenges and opportunities for regional language education in India, and suggests several recommendations for policymakers and educators to improve the implementation of regional language education in light of the NEP. Overall, this paper contributes to the ongoing discussion about the importance of regional languages in education and offers insights into how the NEP can support their promotion and development.

Keywords:

National Education Policy, regional language education, challenges, opportunities, language policy, teacher training, language learning.

Introduction:

Language is a fundamental aspect of culture, identity, and communication. In India, a country with a rich linguistic diversity, language plays an important role in shaping individual and collective experiences. Despite this, the dominance of English and Hindi in education has often marginalized regional languages and hindered their promotion and development. In recognition of this issue, the paper discusses the challenges faced by regional language education in India, identify the challenges faced by regional language education, and explore potential solutions and opportunities for improvement.

The paper will begin by providing an overview of the NEP and its key provisions related to language education. It will then discuss the current state of regional language education in India, highlighting the diversity of regional languages and the challenges that they face in the education system. The paper will then identify the major challenges faced by regional language education in light of the NEP, including a lack of resources, inadequate teacher training, and a lack of standardization across states.

Next, the paper will explore the potential opportunities that the NEP presents for regional language education, such as the creation of a common framework for language learning and the development of digital tools for language instruction.

The paper will also discuss the

National Education Policy (NEP) of India, released in 2020, has emphasized the importance of promoting regional languages and recognizing their significance in education.

This paper aims to examine the challenges and opportunities that regional language education faces in light of the NEP. Through a review of literature and analysis of policy documents, the paper will discuss the current state of implications of these challenges and opportunities for regional language education in India and suggest several recommendations for policymakers and educators to improve the implementation of regional language education in light of the NEP.

Overall, this paper contributes to the ongoing discussion about the importance of regional languages in education and offers insights into how the NEP can support their promotion and development. By analyzing the challenges and opportunities that regional language education faces in light of the NEP, this paper seeks to provide a roadmap for policymakers and educators to improve language education and promote linguistic diversity in India.

Background:

India is a country known for its linguistic diversity, with over 22 official languages recognized by the Constitution. Despite this, the education system in India has

often prioritized the use of English and Hindi as mediums of instruction, marginalizing regional languages and hindering their promotion and development. In recognition of this issue, the National Education Policy (NEP) of India, released in 2020, has emphasized the importance of promoting regional languages and recognizing their significance in education.

The NEP has several provisions related to language education, including the promotion of multilingualism and the recognition of the importance of mother tongue or regional language as the medium of instruction until at least Grade 5. The NEP also emphasizes the need to develop language proficiency across a range of languages and to use technology to facilitate language learning.

Despite the NEP's emphasis on promoting regional languages, there are still significant challenges to the implementation of regional language education in India. These challenges include a lack of resources for language education, inadequate teacher training, and a lack of standardization across states in terms of language policy and implementation.

To address these challenges, it is important to examine the current state of regional language education in India and identify potential solutions and opportunities for improvement. By doing so, we can better understand how the NEP can support the promotion and development of regional languages in education and ensure that every student has access to quality education that recognizes and values linguistic diversity.

Methods:

This paper is a systematic review of literature and policy documents related to regional language education in India in light of the National Education Policy (NEP) of 2020. To identify relevant literature, we conducted a comprehensive search of several academic databases, including Google Scholar, JSTOR, and Education Resources Information Center (ERIC), using a combination of keywords such as "regional language education", "National Education Policy", "language policy", "teacher training", "language learning", "standardization",

"digital tools", and "policy implementation". We also searched relevant government websites and policy documents, including the NEP of 2020, and analyzed their provisions related to regional language education.

After the initial search, we screened the titles and abstracts of the retrieved articles and documents for relevance to the research question. We excluded articles and documents that did not focus on regional language education or were not related to the NEP of 2020. The full texts of the remaining articles and documents were then reviewed to assess their relevance and quality.

The articles and documents that met the inclusion criteria were analyzed using a thematic analysis approach, which involved identifying and categorizing key themes and issues related to regional language education in India in light of the NEP.

The themes and issues were then synthesized to develop a comprehensive understanding of the challenges and opportunities that regional language education faces in India and to identify potential solutions and recommendations for policymakers and educators to improve the implementation of regional language education in light of the NEP.

The limitations of this study include the possibility of publication bias and the limited availability of policy documents related to the NEP of 2020. Nonetheless, this systematic review provides valuable insights into the current state of regional language education in India and offers recommendations for improving language education policy and implementation in the country.

Results:

The systematic review of literature and policy documents related to regional language education in India in light of the National Education Policy (NEP) of 2020 identified several key themes and issues.

The first theme was the current state of regional language education in India, which highlighted the diversity of regional languages and the challenges that they face in the education system. The review found that while some states have taken steps

to promote regional language education, many states still prioritize English and Hindi as the medium of instruction. Additionally, the quality of regional language education varies widely across different regions, with many schools lacking the resources and materials necessary to effectively teach regional languages. The second theme was the challenges faced by regional language education in light of the NEP. The review found that while the NEP provides a framework for promoting regional

language education, several challenges remain, including a lack of resources for language education, inadequate teacher training, and a lack of standardization across states in terms of language policy and implementation.

The third theme was the potential opportunities that the NEP presents for regional language education. The review found that the NEP provides several opportunities for improving regional language education, including the creation of a common framework for language learning, the development of digital tools for language instruction, and the recognition of the importance of mother tongue or regional language as the medium of instruction until at least Grade 5.

The synthesis of the themes identified in this review suggests that there is a need for policymakers and educators to address the challenges faced by regional language education in India and to capitalize on the opportunities presented by the NEP. To do so, it is important to provide adequate resources for language education, to develop and implement effective teacher training programs, and to standardize language policy and implementation across different states. Additionally, the development of digital tools and the recognition of the importance of mother tongue or regional language as the medium of instruction can support the promotion and development of regional languages in education.

Suggestions:

1. The implementation of the National Education Policy should be monitored and evaluated regularly to ensure that the provisions for regional language education are being implemented effectively.

2. More research is needed to explore the impact of mother tongue or regional language instruction on learning outcomes, particularly in terms of student motivation and engagement.
3. Teacher training programs should be expanded to include training on how to teach regional languages effectively and how to incorporate regional language instruction into a multilingual classroom environment.
4. Digital tools, such as language learning apps and online resources, can be utilized to promote regional language education and provide additional support for students and teachers.
5. The role of parents and communities in promoting regional language education should not be overlooked. Awareness campaigns and community engagement programs
6. can help to increase support for regional language instruction and encourage parents to speak and read to their children in their mother tongue or regional language.
7. Further attention should be given to the challenges facing minority languages in India and how these languages can be preserved and promoted through education policies and programs.
8. There is a need for greater collaboration among policymakers, educators, and other stakeholders in the education sector to ensure that regional language education is prioritized and receives the necessary resources and support.
9. In order to promote regional language education, it is important to develop and promote regional language literature, music, and other cultural products. This can help to create a sense of pride and attachment to the language and increase its visibility and importance.
10. The National Education Policy 2020 encourages the use of technology in education, and this can be leveraged to create more engaging and interactive resources for regional language instruction. For example, gamification and other interactive tools can be used to make language learning more fun and

effective.

11. In addition to promoting regional language education within schools, it is also important to provide opportunities for language learning outside of the classroom. This can include after-school programs, summer camps, and other extracurricular activities that promote language learning and cultural exchange.
12. Regional language education should be integrated into vocational and technical education programs to ensure that students are equipped with the language skills needed to succeed in the job market. This can also help to promote the use of regional languages in professional settings and increase their importance and value.
13. To ensure the sustainability of regional language education, it is important to establish a long-term plan that includes goals, timelines, and milestones. This can help to ensure that the necessary resources and support are provided over the long term and that progress can be monitored and evaluated.
14. Lastly, it is important to recognize that regional language education is not just a matter of language instruction but is also tied to broader social, cultural, and political issues. Therefore, it is important to engage with communities and stakeholders in a respectful and collaborative manner and to consider their perspectives and concerns.

Conclusion

In conclusion, this systematic review underscores the need for concerted efforts by policy makers and educators in India to address the challenges facing regional language education and leverage the opportunities offered by the NEP. The review indicates that while some states have made progress in promoting regional languages, there is a need for a more standardized approach to language education across the country, along with increased investment in resources, teacher training, and digital tools. Moreover, the NEP provides a positive framework for the promotion of regional language education, including recognition of mother tongue or regional language as a medium of instruction up to Grade 5. By embracing these opportunities and addressing the challenges, India can ensure that students have access to high-quality education that respects and celebrates linguistic diversity.

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4. National Education Policy (NEP) 2020 and Commerce Education

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Abstract

The National Education Policy (NEP) 2020 marks a significant shift in the Indian education system, placing emphasis on multidisciplinary learning, skill-based education, and holistic student development. Commerce education, being a crucial component of higher education, is directly influenced by these reforms. This paper examines the implications of NEP-2020 on commerce education, explores the opportunities and challenges, and provides recommendations for effective implementation.

Keywords:

NEP-2020, Commerce Education, Multidisciplinary Learning, Employability, Higher Education Reforms

Introduction

The National Education Policy 2020 has brought about structural changes in India's education system after more than three decades. It emphasizes flexibility, multidisciplinary education, skill enhancement, and the integration of technology in learning. For commerce education, this policy creates avenues to redesign curriculum to meet the demands of the 21st century economy. Commerce graduates are expected not only to have theoretical knowledge but also practical skills that align with global business practices. This research explores the role of NEP 2020 in shaping commerce education, the expected transformations, and challenges in implementation.

Literature Review

NEP-2020 advocates for holistic, flexible, and multidisciplinary education.

Studies highlight that commerce education in India has traditionally been more theoretical and less industry-oriented. According to various reports, Indian commerce graduates often face employability challenges due to lack of practical exposure. Globally, commerce curricula emphasize skill development, internships, and case-based pedagogy. NEP-2020 aims to bring Indian higher education closer to global best practices by integrating vocational skills, promoting critical thinking, and ensuring interdisciplinary exposure. Previous policies had limited focus on commerce-specific reforms, making NEP-2020 a milestone for this field.

Objectives of the Study

1. To examine the role of NEP-2020 in reshaping commerce education in India.
2. To identify the opportunities and challenges arising from NEP implementation.
3. To analyze how commerce curriculum can integrate skills, technology, and Industry collaboration.
4. To suggest recommendations for effective policy implementation in commerce education.

Research Methodology

This research paper is based on qualitative content analysis of policy documents, government reports, and academic literature. Secondary sources such as journal articles, reports from UGC, AICTE, and industry surveys have been reviewed. The study follows a conceptual framework to link NEP-2020 provisions with commerce education practices. The methodology involves analyzing the curriculum reforms, pedagogy changes, and stakeholder responses to policy shifts.

Findings and Discussion

The findings suggest that NEP-2020 has the potential to transform commerce education by introducing flexibility and practical learning. Key highlights include:

1. Curriculum Reforms: Introduction of multidisciplinary subjects like data analytics, entrepreneurship, digital marketing.

2. Skill Development: Emphasis on employability skills, internships, and industry Projects.
3. Technology Integration: Use of digital platforms, blended learning, and online Certifications.
4. Industry-Academia Collaboration: Partnerships with industries for practical Exposure and real-life problem-solving.
5. Global Competitiveness: Alignment with international standards of business And commerce education. However, the extent of success depends on Institutional readiness, teacher training, and infrastructural support.

Challenges in Implementation

1. Resistance to change in traditional institutions.
2. Lack of trained faculty to handle multidisciplinary subjects.
3. Resource and infrastructure gaps, especially in rural colleges.
4. Unequal access to technology among students.
5. Need for updated curriculum design and regular industry input.
6. Assessment systems still largely exam-centric rather than competency-based.

Policy Implications and Recommendations

1. Commerce curricula should integrate vocational and professional training.
2. Colleges must collaborate with industries for internships and experiential Learning.
3. Faculty development programs are essential for training teachers in new Pedagogies.
4. Digital infrastructure should be strengthened for equitable access.
5. Regular revision of curriculum to meet global and local economic needs.
6. Encourage interdisciplinary courses such as commerce with computer science, Economics, and law.

Future Scope for Research

Future studies can focus on assessing the actual implementation of NEP-2020 in commerce colleges across different states. Empirical research with student and

teacher feedback will help in identifying practical gaps. Comparative studies between Indian commerce education under NEP-2020 and global standards can also provide insights for future reforms.

Conclusion:

NEP-2020 provides an unprecedented opportunity to redefine commerce education in India. Its focus on flexibility, skill enhancement, and multidisciplinary learning can make commerce graduates more employable and globally competitive. However, effective implementation requires institutional reforms, faculty training, and strong industry-academia collaboration. If implemented successfully, NEP-2020 will not only modernize commerce education but also contribute significantly to India's knowledge economy.

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5. Overview of Opportunities Available for E-commerce Under NEP

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Abstract:

The National Education Policy (NEP) 2020 marks a transformative shift in India's education system, emphasizing universal access, equity, and quality through structural and pedagogical reforms. By replacing the traditional 10+2 model with a 5+3+3+4 framework, integrating vocational skills and emerging technologies like AI from an early stage, and promoting multilingual and inclusive education, NEP 2020 aligns learning with 21st-century demands. A cornerstone of this transformation is the policy's push for digitization, which has become indispensable in bridging socio-economic and geographical divides, especially highlighted during the COVID-19 pandemic. Digital tools—such as Learning Management Systems (LMS), AI-driven tutoring, and virtual labs—enhance engagement, personalization, and skill development, while platforms like DIKSHA and SWAYAM democratize access to quality education.

The integration of e-commerce in education further revolutionizes learning, with online marketplaces (Udemy, Coursera), subscription-based EdTech services (Byju's, Unacademy), and digital content distribution (e-books, OERs) making education more flexible and affordable. Innovations like micro-credentials, virtual internships, and AR/VR-based experiential learning prepare students for a dynamic job market. However, challenges such as the digital divide, infrastructure gaps, and cybersecurity risks persist, necessitating targeted interventions.

For students, digitization is no longer optional but a critical enabler of future readiness. It offers 24/7 access to global resources, personalized learning

pathways, and inclusive opportunities for marginalized groups, while fostering Essential skills like collaboration and self-directed learning. As NEP 2020 accelerates India's digital education ecosystem, its synergy with e-commerce and EdTech promises to create a resilient, equitable, and student-centric model—equipping learners to thrive in an increasingly technology-driven world. This paper underscores the urgency of digitization in education, its multifaceted benefits, and the imperative to address existing barriers for holistic implementation.

Keywords: NEP 2020, Digitization, E-commerce in Education, EdTech, Personalized Learning, Inclusive Education

Objectives of NEP 2020:

The National Education Policy (NEP) 2020 aims to transform India's education system by ensuring universal access, equity, and quality through key reforms. It focuses on early childhood education (ECCE), shifting from rote learning to critical thinking and experiential learning, and integrating vocational skills, coding, and AI from Class 6. The policy emphasises multilingual education, promoting Indian knowledge systems while ensuring inclusive learning opportunities for marginalised groups. Structural changes include replacing the 10+2 system with a 5+3+3+4 model, implementing competency-based assessments, and introducing flexible higher education through multidisciplinary courses, credit transfers, and a single regulatory body (HECI). NEP also prioritizes teacher training, digital education (DIKSHA, SWAYAM), and EdTech integration, fostering online learning and skill development. Additionally, it encourages international collaborations, allowing foreign universities to operate in India, and aims to increase education spending to 6% of GDP. Indirectly, NEP boosts e-commerce opportunities in EdTech, digital content, and vocational training tools, aligning education with future workforce demands while preserving cultural values.

Research Design:

This study adopts a **mixed-methods research approach**, combining qualitative and quantitative analysis to evaluate the impact of digitization in education under

the National Education Policy (NEP) 2020. The research design includes:

Descriptive Analysis – Examining the objectives of NEP 2020 and its emphasis on digital education.

Exploratory Research – Investigating e-commerce practices in education and their role in enhancing learning.

Case Studies – Analyzing successful EdTech implementations (e.g., DIKSHA, SWAYAM, and Byju's).

Literature Review:

MHRD (2020). National Education Policy 2020Government of India.

Official policy document outlining objectives like multidisciplinary education, digital integration, and equity. In this document policy framework and Educational Transformation is given

1. Article, "NEP 2020: Universal Access to Quality Education," published in Economic and Political Weekly author Tilak J.B.G. critically analyses NEP's focus on accessibility, vocational training, and challenges in implementation.

2. Article NEP 2020 and the Future of Indian Education in the Journal of Educational Planning and Administration author Kumar K. discussed structural reforms (5+3+3+4 model of HECI) and their alignment with global SDG4 goals.

3. In the book Education and Technology: Key Issues and Debates Selwyn, N. (2019) author has discussed Theoretical foundation on how digitization addresses equity, scalability, and pedagogical shifts.

4. World Bank Report on Remote Learning during COVID-19 Lessons from India, revealed Empirical study on EdTech adoption, highlighting DIKSHA/SWAYAM's role in continuity.

The Need for Digitization in Education:

The digitization of education has become essential to meet the evolving demands of the 21st century. With rapid technological advancements, traditional classroom-based learning alone is no longer sufficient to ensure accessible, equitable, and high-quality education for all. Digital education bridges geographical and socio-

economic gaps, enabling students from remote areas to access the same resources as those in urban centres. Online platforms, e-learning tools, and virtual classrooms provide flexibility, personalized learning, and self-paced education, catering to diverse learning styles.

The COVID-19 pandemic further highlighted the urgency of digitization, as schools and universities worldwide shifted to online learning to ensure continuity. Digital tools such as Learning Management Systems (LMS), AI-driven tutoring, and interactive simulations enhance engagement and improve learning outcomes. Additionally, digitization supports lifelong learning and skill development, crucial in a fast-changing job market where upskilling is necessary.

Governments and institutions are increasingly adopting EdTech solutions to reduce costs, improve efficiency, and democratize education. The National Education Policy (NEP) 2020 in India emphasizes digital education, promoting initiatives like DIKSHA, SWAYAM, and virtual labs to make learning more inclusive. However, challenges such as the digital divide, infrastructure limitations, and cybersecurity risks must be addressed to ensure equitable access.

In conclusion, digitizing education is no longer optional but a necessity to create a future-ready, resilient, and inclusive learning ecosystem. By leveraging technology, we can empower learners, educators, and institutions to thrive in an increasingly digital world.

E-Commerce Practices in Teaching and Learning:

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E-Commerce Practices in Teaching and Learning:

The integration of e-commerce in teaching and learning, accelerated by the National Education Policy (NEP) 2020, is revolutionizing education through digital platforms and innovative business models. Online course marketplaces like Udemy and Coursera, along with Indian platforms such as SWAYAM, are making quality education accessible through paid certifications and skill-based programs. The rise of digital content sales, including e-books, interactive modules, and open educational resources on platforms like DIKSHA and Amazon Kindle, is transforming how students access learning materials. Subscription-based EdTech services from companies like Byju's and Unacademy offer personalized learning experiences through freemium models and in-app purchases. E-commerce also facilitates hands-on learning through virtual labs, STEM kits, and AR/VR tools available on educational marketplaces. Institutions are increasingly adopting e-

procurement for digital infrastructure, while students benefit from second-hand book portals and equipment rental platforms. Emerging trends like micro-credentials, blockchain-based certifications, and educational crowdfunding further demonstrate how e-commerce bridges gaps in education accessibility. However, challenges like the digital divide and content piracy need addressing to fully realize this potential. As NEP 2020 continues to drive digital adoption, e-commerce stands poised to make education more flexible, affordable, and aligned with 21st-century learning needs through innovative distribution of knowledge resources and technologies.

How digitisation is helpful to the students:

Digitisation of education has transformed learning by making it more accessible, interactive, and personalised for students worldwide. Through online platforms like SWAYAM, Coursera, and Khan Academy, learners can now access high-quality educational content anytime, anywhere, breaking geographical and financial barriers. Digital tools such as AI-powered tutors, VR/AR simulations, and gamified apps make complex concepts easier to grasp while keeping students engaged. The shift to e-learning also brings cost and environmental benefits by reducing reliance on physical textbooks and paper-based materials. Crucially, digital education fosters skill development through online certifications in emerging fields like coding and AI, while virtual internships provide practical experience. It promotes inclusivity through assistive technologies for differently-abled students and vernacular content for regional learners. Collaborative platforms enable global classroom interactions, and automated assessment systems provide real-time feedback for continuous improvement. While challenges like the digital divide persist, the integration of technology in education undeniably equips students with 21st-century skills, preparing them for an increasingly digital world. By combining flexibility with innovation, digitization creates a student-centric ecosystem that democratizes quality education and opens doors to lifelong learning opportunities.

Why students need digitization in current scenario?

In today's rapidly evolving digital era, students urgently need digitization in education to bridge learning gaps and prepare for future challenges. The current scenario demands tech-savvy learners who can access knowledge beyond traditional classrooms, and digital education makes this possible by providing 24/7 availability of learning resources through platforms like SWAYAM and Coursera. Digitization transforms passive learning into an interactive experience through AI tutors, VR simulations, and gamified apps that make complex concepts engaging and easier to understand. It offers personalized learning paths that adapt to individual pace and capabilities, while online certifications in emerging fields like coding and data science give students a competitive edge in the job market. The digital approach also promotes inclusive education by supporting regional languages and assistive technologies for differently-abled learners. Moreover, in a post-pandemic world where remote collaboration has become essential, digital tools develop crucial skills like virtual teamwork and self-directed learning. By reducing dependence on physical infrastructure and making quality education affordable, digitization democratizes learning opportunities while equipping students with future-ready skills. Without embracing digital education, students risk falling behind in an increasingly technology-driven global landscape where continuous upskilling and digital literacy have become fundamental for success.

Conclusion:

The National Education Policy (NEP) 2020 marks a transformative shift in India's education system, emphasizing universal access, equity, and quality through structural reforms, digital integration, and skill-based learning. By replacing the traditional 10+2 model with a 5+3+3+4 framework, promoting multilingual and inclusive education, and fostering critical thinking over rote learning, NEP 2020 aligns education with the demands of a rapidly evolving world. The policy's focus on digitization, EdTech adoption, and vocational training ensures that students are equipped with 21st-century skills, preparing them for future workforce challenges.

Digitization has emerged as a necessity rather than an option, breaking geographical and socio-economic barriers through platforms like DIKSHA, SWAYAM, and Coursera. The COVID-19 pandemic underscored the urgency of digital education, accelerating the adoption of AI-driven tutoring, virtual labs, and online certifications. E-commerce further revolutionizes learning by democratizing access to affordable courses, digital textbooks, and interactive tools, while fostering lifelong learning and global collaboration.

However, challenges such as the digital divide, infrastructure gaps, and cybersecurity risks must be addressed to ensure equitable access for all students. As India moves towards a knowledge-driven economy, the synergy between NEP 2020, digitization, and e-commerce will play a pivotal role in creating a future-ready, inclusive, and resilient education ecosystem. By embracing these reforms, India can empower its students to thrive in a technology-driven global landscape, ensuring sustainable growth and innovation for generations to come.

Thus, the integration of policy-driven reforms, digital tools, and e-commerce solutions is not just an educational evolution—it is a strategic imperative for building a skilled, adaptable, and empowered future workforce.

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6. BUSINESS ADMINISTRATION STRATEGIES FOR EMERGING MARKETS

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Abstract

Emerging markets offer significant opportunities for businesses, but they also present a number of challenges. This paper examines business administration strategies that can help businesses succeed in emerging markets. The paper reviews the key challenges of emerging markets and provides a number of strategies that businesses can use to overcome these challenges. The paper also provides examples of successful businesses in emerging markets.

Keywords: Emerging markets, business administration strategies, global business, international business, strategy

Introduction

Emerging markets are economies that are rapidly developing and industrializing. They typically have lower GDPs per capita than developed economies, but they are growing at a faster pace. Emerging markets offer significant opportunities for businesses, but they also present a number of challenges.

Some of the challenges of emerging markets include:

- Political and economic instability
- Infrastructure deficiencies
- Cultural differences
- Corruption

Despite the challenges, emerging markets offer significant opportunities for businesses. Businesses that are able to adapt to the unique challenges of emerging markets can achieve significant rewards. This paper examines business administration strategies that can help businesses succeed in emerging markets.

The paper reviews the key challenges of emerging markets and provides a number of strategies that businesses can use to overcome these challenges. The paper also provides examples of successful businesses in emerging markets. The next section of the paper will review the key challenges of emerging markets. The following section will discuss business administration strategies that can help businesses succeed in emerging markets. The final section of the paper will provide examples of successful businesses in emerging markets.

Business administration strategies

The plans and actions that businesses take to achieve their goals. These strategies can be short-term or long-term, and they can be focused on a specific area of the business, such as marketing, sales, or finance, or they can be more general.

Business Administration Strategies for Emerging Markets

Despite the challenges, emerging markets offer significant opportunities for businesses. Here are some business administration strategies that can help businesses succeed in emerging markets:

- Adapt your products and services to local needs: Emerging markets have diverse needs and preferences. Businesses need to adapt their products and services to meet the needs of local consumers.
- Build relationships with local partners: Partnering with local businesses can help businesses to overcome the challenges of emerging markets. Local partners can provide businesses with knowledge of the local market, access to distribution channels, and help with government relations.
- Invest in local infrastructure: Businesses can invest in local infrastructure to improve their own operations and to support the development of the local community. This can include investing in roads, power plants, and telecommunications networks.
- Develop a strong corporate social responsibility (CSR) program: CSR is important in all markets, but it is especially important in emerging markets. Businesses can develop CSR programs that support the development of the local

community and that address social and environmental challenges.

Successful Businesses in Emerging Markets

There are many examples of successful businesses in emerging markets. Here are a few examples:

- **Unilever:** Unilever is a multinational consumer goods company that has a strong presence in emerging markets. Unilever has adapted its products and services to meet the needs of local consumers. For example, Unilever sells a detergent brand called Wheel in India that is designed for hand washing clothes.
- **Nestlé:** Nestlé is a multinational food and drink company that also has a strong presence in emerging markets. Nestlé has adapted its products and services to meet the needs of local consumers. For example, Nestlé sells a milk powder brand called Nido in Mexico that is fortified with nutrients to help address child malnutrition.
- **Huawei:** Huawei is a Chinese multinational technology company that is a leading provider of telecommunications equipment and smartphones. Huawei has been successful in emerging markets by offering high-quality products at affordable prices. Huawei has also invested in local infrastructure to improve its own operations and to support the development of the local community.

Some common business administration strategies include:

- **Growth strategies:** These strategies are focused on increasing the size and scale of the business. This can be done through expansion into new markets, the development of new products and services, or the acquisition of other businesses.
- **Market share strategies:** These strategies are focused on increasing the business's share of the market. This can be done through competitive pricing, product differentiation, or advertising.
- **Profitability strategies:** These strategies are focused on increasing the business's profitability. This can be done by reducing costs, increasing sales, or raising prices.

- **Efficiency strategies:** These strategies are focused on improving the efficiency of the business's operations. This can be done by streamlining processes, reducing waste, or improving productivity.
- **Customer satisfaction strategies:** These strategies are focused on improving the customer experience. This can be done by providing excellent customer service, offering high-quality products and services, and resolving customer complaints quickly and efficiently.

The specific business administration strategies that a business chooses will depend on its goals, its industry, and its competitive landscape. However, all businesses need to have a clear strategy in place in order to be successful.

Additional tips for developing effective business administration strategies:

Make sure your strategies are aligned with your goals:

What do you want to achieve with your business? Once you know your goals, you can develop strategies to help you reach them.

Be realistic:

Your strategies should be achievable and realistic. Don't set yourself up for failure by setting unrealistic goals.

Be flexible: The business world is constantly changing, so your strategies should be flexible enough to adapt to change.

Monitor your progress: It's important to monitor your progress and make adjustments to your strategies as needed. This will help you ensure that you are on track to achieve your goals.

To work with emerging markets

Businesses need to be aware of the unique challenges and opportunities that they present. Here are some tips:

- **Do your research:** Before entering any new market, it is important to do your research and understand the local business environment. This includes

understanding the political and economic landscape, the regulatory environment, the competitive landscape, and the cultural landscape.

- Partner with local businesses: Partnering with local businesses can help you to overcome the challenges of emerging markets. Local partners can provide you with knowledge of the local market, access to distribution channels, and help with government relations.
- Adapt your products and services to local needs: Emerging markets have diverse needs and preferences. Businesses need to adapt their products and services to meet the needs of local consumers. This may involve changing the product design, packaging, or pricing.
- Invest in local infrastructure: Businesses can invest in local infrastructure to improve their own operations and to support the development of the local community. This can include investing in roads, power plants, and telecommunications networks.
- Develop a strong corporate social responsibility (CSR) program: CSR is important in all markets, but it is especially important in emerging markets. Businesses can develop CSR programs that support the development of the local community and that address social and environmental challenges.

Examples of emerging markets include:

- China
- India
- Brazil
- Russia
- Mexico
- South Africa
- Indonesia
- Turkey
- Argentina
- Colombia

- Chile

Emerging markets are important to the global economy because they are a major source of growth. They are also important consumers of goods and services from developed economies.

Key characteristics of emerging markets:

- High rates of economic growth: Emerging markets typically experience high rates of economic growth, driven by factors such as urbanization, industrialization, and rising consumer incomes.
- Young populations: Emerging markets typically have young populations, which provides a large workforce and a growing consumer base.
- Rapidly growing middle class: The middle class in emerging markets is growing rapidly, which is creating new opportunities for businesses.
- Developing infrastructure: Emerging markets are developing their infrastructure, including roads, railways, airports, and telecommunications networks. This is improving the business environment and making it easier for businesses to operate.
- Increasing foreign investment: Emerging markets are attracting increasing amounts of foreign investment, which is helping to drive economic growth.

Challenges of emerging markets

- **Political and economic instability:** Emerging markets are often more politically and economically unstable than developed economies. This can lead to risks such as currency fluctuations, inflation, and corruption.
- **Infrastructure deficiencies:** Many emerging markets have underdeveloped infrastructure, which can make it difficult to transport goods and services and to access reliable electricity and telecommunications.
- **Cultural differences:** Emerging markets have diverse cultures and languages. This can make it difficult to understand the needs of consumers and to market products and services effectively.
- **Corruption:** Corruption is a major problem in many emerging markets. This

can make it difficult to do business and to protect intellectual property.

Suggestions for working with emerging markets:

- **Be patient:** It takes time to build a successful business in an emerging market. Businesses need to be patient and persistent.
- **Be flexible:** Businesses need to be flexible and adaptable to the changing market conditions in emerging markets.
- **Be innovative:** Emerging markets are growing rapidly, and consumer needs are changing rapidly as well. Businesses need to focus on innovation to keep up with the changing market and to develop new products and services that meet the needs of consumers.
- **Invest in human capital:** Emerging markets often have a large pool of talented workers. Businesses need to invest in training and development to develop the skills of their workforce.

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7. An Analytical Study of Disabled Homemaker of Pune City: A Comprehensive Study

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Abstract

A physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions. A fundamental purpose of management is to bring about change is an orderly manner change is the fact of life it may be fast or slow. The individual and family manage their personal Affair within a constantly changing world. The Change maybe the result of freely chosen goals. How we respond to change depends on the situation in which we find ourselves at the moment of change.

It further depends on our resourcefulness in discovering way to cope with the changing circumstances. Families are very resilient on their responses to changes on their environment. The attitude of the family members affects the goals families set for rehabilitation of the disabled family member problem faced by them and adjustment made by them in order to meet the changing situation. Management therefore becomes the major means of achieving the family goals. Home manager face the challenge of using their resource in order to satisfy they purpose the consider important.

Many residents with disabilities encounter daily struggles due to inadequate infrastructure. Poorly maintained roads and lack of proper facilities make navigation challenging, leading to increased dependence on others.

Keyword:

Disability, objective, challenges, Impact of disabled Homemaker...

Introduction:

Disability often brings unique challenges to individuals, particularly when it comes to fulfilling their roles in society. Among these, homemakers with disabilities face a distinct set of difficulties as they manage household responsibilities while navigating physical, cognitive, or sensory limitations. This study aims to analyze the conditions, struggles, and coping mechanisms of disabled homemakers in Pune city, providing a comprehensive insight into their daily lives. Pune, a rapidly growing metropolitan city in India, has a diverse population that includes individuals with disabilities who contribute significantly to their families and society. Despite advancements in accessibility and inclusive policies, disabled homemakers often face social, economic, and psychological challenges that remain underexplored. This study seeks to fill that gap by examining their experiences, the support systems available, and the barriers they encounter.

By shedding light on these issues, this research aims to contribute to policy recommendations, community support strategies, and an improved understanding of the needs of disabled homemakers in Pune. The findings will help create a more inclusive and supportive environment for them, ultimately enhancing their quality of life.

Objective of the study:

- 1) To study the challenges faced by disabled homemakers in managing household Responsibilities.
- 2) To analyze the role of NGOs and self-help groups in supporting disabled Homemakers.

Research Methodology:

- 1) Primary Data-Questionres
- 2) Secondary data-Books, web

Data Collection

Data for this study have been sourced from a wide range of credible and authoritative secondary sources, including Government reports and publications.

Academic research papers and peer-reviewed journal articles examining the performance and outcomes of Disabled schemes. Books and research thesis on various disabled scheme.

Newspaper articles, editorials, and media reports analyzing policy implementation and beneficiary experiences.

Limitations:

The study is based on secondary data, which may be subject to reporting biases, inconsistencies, or lack of real-time updates. The findings are interpreted within the limits of available data and the scope of the documents reviewed.

Challenges of Disabled Homemaker:

Disabled homemakers in Pune can various challenges including -

1) Social and Emotional Challenges:

Dependence on family members may lead to emotional stress. Social isolation
Due to mobility constraints.

2) Financial Constraints:

Limited employment opportunities, leading to financial dependence. High
Medical and assistive device costs.

3) Accessibility Issues:

Many residential buildings lack ramps, elevators, or accessible bathrooms.
Public transport and infrastructure are not fully disabled-friendly.

4) Domestic Responsibilities:

Managing household chores with limited mobility or other disabilities can be
Difficult. Lack of assistive tools and technology designed for disabled Home-
Makers.

5) Healthcare and Support:

Difficulty in accessing healthcare facilities due to transportation and mobility
barriers. Lack of support groups and community initiatives for disabled
homemakers.

6) Mental Health Issues:

Increased vulnerability to mental health conditions due to the combined effects of disability and caregiving responsibilities.

7) Dependence on Others:

Reliance on family members or caregivers for assistance with daily tasks and Decision-making.

8) Lack of Accommodations:

Difficulty finding accessible housing, transportation, and services to support their needs.

The economic Impact of disabled Homemaker:

The economic impact of disabled homemakers in Pune city can be analyzed from multiple perspectives:

1) Household Contribution:

Disabled homemakers contribute to the household by managing domestic responsibilities, reducing the need for paid domestic help.

2) Employment and Income:

Due to disability and caregiving responsibilities, many homemakers face barriers to formal employment. Lack of income reduces purchasing power and economic independence, impacting overall household financial stability.

3) Healthcare and Assistive Technology Costs

Families often incur additional medical expenses and the cost of assistive devices, increasing the financial burden.

4) Social Welfare and support services:

NGOs and self-help groups often provide vocational training and financial support to disabled homemakers. Income generation through small-scale home-based businesses (e.g., handicrafts, tailoring) also creates a positive economic impact.

5) Entrepreneurship and skill Development:

Some disabled homemakers engage in self-employment, utilizing digital platforms or local markets. Government schemes like Mudra Loans and Skill India Initiatives offer financial support and skill development programs.

The social impact of disabled homemakers in Pune city:

1) Family and Community Contribution:

Disabled homemakers in Pune actively contribute to their families by managing household responsibilities, which challenges traditional notions of dependency.

2) Inspiring Social Change:

By breaking stereotypes, they encourage more inclusive mindsets regarding disability. Visibility of disabled homemakers in everyday life can reduce stigma and promote acceptance.

3) Community Support Networks: Many disabled homemakers benefit from local support systems, including NGOs like Sparsh Foundation and initiatives under the Pune Municipal Corporation.

4) Advocacy and Policy Influence:

Through their lived experiences, disabled homemakers may advocate for accessible infrastructure and inclusive policies. Pune has seen movements advocating for barrier-free public spaces and better healthcare access.

5) Cultural and Social Integration:

Organizations often hold inclusive cultural events, highlighting the contributions of people with disabilities.

6) Access to Rehabilitation and Skill Development:

Pune has rehabilitation centers like Snehalaya and Niwant Andh Mukta Vikasalaya, offering skill development programs for disabled individuals, including homemakers.

Conclusion

Disabled homemakers in Pune face significant physical and emotional challenges in managing household tasks due to limited mobility, accessibility issues, and inadequate assistive technology support plays a crucial role in enabling disabled homemakers to manage their responsibilities. Government schemes and NGOs provide some assistance, but awareness and accessibility to these resources remain limited. Many disabled homemakers are financially dependent on family members, leading to feelings of powerlessness. Many disabled homemakers experience anxiety, depression, or social isolation due to limited mobility and dependence. Community support groups, counseling services, and online platforms can help improve their well-being.

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8. Evolving Housing Policies: A Comparative study Between Indira Awas Yojana and Pradhan Mantri Awas Yojana

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Abstract

This report presents a comparative analysis of two major Indian housing development schemes: **Indira Awas Yojana (IAY)** and **Pradhan Mantri Awas Yojana (PMAY)**. Introduced in 1985, IAY aimed to provide housing assistance to the rural poor, whereas PMAY, launched in 2015, focuses on delivering affordable housing to the urban poor through a more structured and inclusive framework. In 2016, the IAY scheme was subsumed under PMAY-Gramin, thereby creating a unified national housing mission. This study explores the objectives, implementation strategies, beneficiary impacts, and overall effectiveness of both schemes, drawing exclusively on secondary data. Findings suggest that while IAY played a crucial role in addressing rural housing shortages, PMAY has expanded the scope to include urban populations with a participatory and technologically driven model. The analysis highlights that a hybrid approach—leveraging the rural focus of IAY with the inclusive urban strategies of PMAY—could offer a more comprehensive solution to India's housing challenges. The report contributes to understanding the evolution, reach, and socio-economic impact of public housing initiatives in India.

Keywords:

Indira Awas Yojana (IAY), Pradhan Mantri Awas Yojana (PMAY), Housing Development, Affordable Housing, Social Welfare, Rural Development, Urban Planning

Introduction

Housing is one of the most fundamental human needs and plays a critical role in social development and economic stability. In a diverse and populous country like India, providing adequate and affordable housing has always been a significant challenge, particularly for the economically weaker sections (EWS), low-income groups (LIG), and marginalized communities. Over the years, the Government of India has launched several schemes to address the issue of housing shortage, improve living standards, and ensure socio-economic inclusion. Among these, the **Indira Awas Yojana (IAY)** and the **Pradhan Mantri Awas Yojana (PMAY)** stand out as two landmark initiatives that have contributed significantly to India's housing development framework.

The Indira Awas Yojana (IAY) was launched in 1985 with the primary objective of providing housing assistance to rural households living below the poverty line (BPL). The scheme mainly targeted disadvantaged groups, including Scheduled Castes (SCs), Scheduled Tribes (STs), and other marginalized communities. It aimed to improve rural living conditions through financial assistance for the construction and upgradation of dwelling units. Although it made considerable progress in enhancing rural housing stock, the scheme faced limitations such as lack of transparency, inadequate beneficiary involvement, and challenges in fund allocation and monitoring.

In contrast, the Pradhan Mantri Awas Yojana (PMAY), launched in 2015, represents a more inclusive and comprehensive approach to housing development. Designed to fulfill the vision of "Housing for All by 2022", PMAY addresses both urban and rural housing needs through two distinct components: PMAY-Urban (PMAY-U) and PMAY-Gramin (PMAY-G). It introduces a more robust institutional framework with components such as In-Situ Slum Redevelopment (ISSR), Credit Linked Subsidy Scheme (CLSS), Affordable Housing in Partnership (AHP), and Beneficiary-Led Construction (BLC). These components encourage public-private partnerships, promote financial inclusion, and offer a

demand-driven approach, allowing beneficiaries to actively participate in the housing process.

The convergence of IAY into PMAY-G in 2016 marks a shift from a top-down subsidy-based model to a more integrated and participatory development model. This evolution reflects the government's intent to address the housing shortage through a unified policy framework that is inclusive, scalable, and sustainable. The transition also emphasizes improved transparency, accountability, use of technology, and direct benefit transfers (DBT) to empower beneficiaries and streamline implementation.

This report aims to present a comparative analysis of IAY and PMAY, focusing on their objectives, target groups, implementation strategies, outcomes, and challenges. By drawing on secondary data and research literature, this study evaluates the effectiveness of each scheme in addressing India's housing crisis. Furthermore, it explores how the strengths of both initiatives can be combined into a hybrid model to tackle the multifaceted housing needs across rural and urban areas more effectively.

Understanding the evolution, performance, and impact of these two key housing schemes is crucial for shaping future housing policies. The comparative insights offered in this report are intended to inform policymakers, researchers, and stakeholders about the progress made so far and the strategic directions required to ensure that every Indian has access to a safe, secure, and dignified home.

2. LITERATURE REVIEW

A substantial body of academic and policy research has examined the performance, impact, and challenges of India's two major housing schemes—**Indira Awas 1.**

1. Yojana (IAY) and Pradhan Mantri Awas Yojana (PMAY). These studies offer valuable insights into how these initiatives have contributed to the goal of providing affordable housing to the economically weaker sections of society, both in rural and urban contexts.

2. Reddy et al. (2018) conducted an impact assessment of PMAY-Gramin in West

Bengal, Odisha, and Madhya Pradesh. Their study revealed significant improvements in the lives of the beneficiaries in terms of livelihood, self-esteem, social standing, and sense of ownership. The findings emphasized that PMAY-G not only improved housing quality but also positively influenced the socio-economic status of the beneficiaries.

3. Ananth (2017) analyzed the effects of IAY on rural housing and found that the program improved the living conditions of many rural households. The study, based on field surveys and interviews, also identified critical implementation challenges such as bureaucratic delays and irregular fund allocation, which often hindered timely completion of housing projects.

4. Gokarn (2020) emphasized the need for policy innovations and stakeholder collaboration in affordable housing initiatives. The study highlighted that challenges in urban housing projects could be addressed more effectively through better communication, transparency, and customer education, particularly under schemes like PMAY (Urban).

5. Biswas (2015) evaluated two decades of IAY implementation and acknowledged its role in reducing rural housing shortages. However, the study noted that IAY suffered from financial constraints and operational inefficiencies. Biswas proposed that housing policies should be integrated with other welfare programs to ensure a more holistic improvement in rural livelihoods, including access to sanitation, healthcare, and clean energy.

6. Barot (2019) discussed the increasing slum population in urban areas and the pressing need for affordable urban housing. His study referenced PMAY-Urban, particularly in cities like Ahmedabad, Gujarat, as a targeted effort to provide formal housing for the Economically Weaker Section (EWS). He noted that affordable urban housing remains a challenge due to land scarcity and high construction costs. Across the literature, Indira Awas Yojana is widely regarded as a pioneering effort in rural housing development. Launched in 1985, IAY primarily targeted BPL households, SCs, STs, and freed bonded laborers, aiming to empower them through

financial assistance for house construction. Despite its success in addressing quantitative housing shortages, studies criticize IAY for its inconsistent quality standards, corruption, and lack of transparency in beneficiary selection.

On the other hand, Pradhan Mantri Awas Yojana, launched in 2015, is recognized for its comprehensive, technology-driven, and demand-based framework. PMAY incorporates components such as In-Situ Slum Redevelopment (ISSR), Credit Linked Subsidy Scheme (CLSS), Affordable Housing in Partnership (AHP), and Beneficiary-Led Construction (BLC). Scholars commend PMAY's integration with digital tools, direct benefit transfers, and convergence with schemes like MGNREGA and Swachh Bharat Abhiyan, which enhance its reach and efficiency.

3. Objectives of the Study

The primary objective of this study is to undertake a comprehensive comparative analysis of India's two major housing welfare schemes—Indira Awaas Yojana (IAY) and Pradhan Mantri Awas Yojana (PMAY). This study aims to evaluate and contrast these schemes in terms of their overall impact, implementation strategies, and performance outcomes, particularly in relation to their effectiveness in addressing the housing needs of economically weaker sections (EWS) and promoting inclusive development across both rural and urban landscapes.

The specific objectives of this study are as follows:

- 1. To analyze the policy framework and evolution**
- 2. To assess the implementation mechanisms**
- 3. To evaluate financial assistance and beneficiary outreach**
- 4. To measure socio-economic impact**
- 5. To examine monitoring, transparency, and accountability**
- 6. To identify strengths, weaknesses, and areas for improvement**
- 7. To evaluate the contribution to “Housing for All”**
- 8. To suggest policy recommendations for future housing schemes**

4. Methodology

This study adopts a qualitative and descriptive research approach to conduct a

comparative analysis of the Indira Awaas Yojana (IAY) and the Pradhan Mantri Awas Yojana (PMAY) within the context of India's rural and urban housing development. The focus is on understanding the evolution, design, implementation, and impact of these two major government housing schemes.

4.1 Nature of the Study

The research is descriptive in nature, aiming to explain, compare, and analyze the policies, mechanisms, and outcomes of IAY and PMAY. It does not involve primary data collection; rather, it is based entirely on secondary data sources. The study uses thematic content analysis to identify and evaluate the patterns and differences between the two schemes.

4.2 Data Collection

Data for this study have been sourced from a wide range of credible and authoritative secondary sources, including:

- **Government reports and publications** from the Ministry of Rural Development and the Ministry of Housing and Urban Affairs.
- **Academic research papers** and **peer-reviewed journal articles** examining the performance and outcomes of housing schemes.
- **Books and research theses** on rural and urban housing policy in India.
- **Newspaper articles**, editorials, and media reports analyzing policy implementation and beneficiary experiences.
- **Official websites** such as:
 - pmayg.nic.in – for PMAY-Gramin data and updates
 - pmaymis.gov.in – for PMAY-Urban performance and beneficiary data
 - rural.nic.in – for historical data on IAY and rural development initiatives

4.3 Limitations

The study is based on secondary data, which may be subject to reporting biases, inconsistencies, or lack of real-time updates. The findings are interpreted within

the limits of available data and the scope of the documents reviewed.

5. Analysis and Discussion

This section presents a comparative analysis of the Indira Awaas Yojana (IAY) and the Pradhan Mantri Awas Yojana (PMAY) based on key parameters such as target beneficiaries, budget allocation, implementation strategies, and overall performance. Although both schemes share the common objective of addressing the housing needs of the economically weaker sections, they differ substantially in terms of scope, structure, policy orientation, and impact.

5.1 Target Beneficiaries

The Indira Awaas Yojana (IAY), launched in 1985, primarily aimed to provide housing for Below Poverty Line (BPL) families in rural India, with a specific focus on Scheduled Castes (SCs), Scheduled Tribes (STs), freed bonded laborers, and non-SC/ST BPL families. The selection of beneficiaries was largely based on the BPL list prepared by states, which was frequently criticized for its inaccuracies and exclusion of deserving households.

In contrast, the Pradhan Mantri Awas Yojana (PMAY), introduced in 2015, significantly broadened its coverage. PMAY is divided into two components:

- **PMAY-Gramin (PMAY-G)** for rural housing, and
- **PMAY-Urban (PMAY-U)** for urban poor including slum dwellers, low-income groups (LIG), and economically weaker sections (EWS). PMAY introduced more transparent selection criteria using the Socio-Economic and Caste Census (SECC) 2011 data for rural areas and housing demand surveys in urban areas, along with Aadhaar-based verification to avoid duplication and ensure accuracy.

5.2.1 Houses Constructed under Indira Awaas Yojana (IAY)

Table 1: Number of Houses Constructed under IAY (2007–2012)

(Source: *Ministry of Rural Development, Annual Report 2012-13*)

Year	No. of Houses Constructed
2007–08	19.92 lakh
2008–09	21.34 lakh
2009–10	33.86 lakh
2010–11	27.15 lakh
2011–12	24.71 lakh

Observation:

The data from 2007–08 to 2011–12 indicates a generally positive trajectory in housing delivery under IAY. The number of houses constructed peaked in 2009–10 at 33.86 lakh, highlighting a strong push during that year. Despite slight fluctuations, the consistent output reflects the government's effort to improve rural housing. However, there were challenges in quality, transparency, and fund disbursement efficiency that affected the consistency of results.

5.2.2 Houses Constructed under Pradhan Mantri Awas Yojana (PMAY)

Table 2: Number of Houses Constructed under PMAY (2019–2024)

(Source: *Ministry of Rural Development, Press Information Bureau – Mumbai, 2023–24*)

Year	No. of Houses Constructed
2019–20	21.31 lakh
2020–21	33.99 lakh
2021–22	42.39 lakh
2022–23	57.73 lakh
2023–24	<i>Data to be updated mid-year</i>

Observation:

PMAY demonstrates a clear and significant upward trajectory in performance, with house construction increasing year-on-year. The most notable progress is observed between 2020–21 and 2022–23, reflecting the impact of policy reforms, digital monitoring, and convergence with other welfare schemes. The inclusion of both rural and urban beneficiaries under PMAY-Gramin and PMAY-Urban has contributed to the wider reach and faster implementation. Furthermore, the Direct Benefit Transfer (DBT) and geo-tagging systems have helped ensure transparency and real-time tracking.

Comparative Summary: IAY vs. PMAY (Performance)

Aspect	Indira Awaas Yojana (IAY)	Pradhan Mantri Awas Yojana (PMAY)
Target Group	BPL families in rural areas (SC/ST focus)	Economically Weaker Sections (rural and urban)
Technology Use	Manual tracking, limited digital records	Real-time monitoring via MIS, DBT, and geo-tagging
Scope	Rural housing only	Housing for both rural (PMAY-G) and urban (PMAY-U)
Financial Assistance	Fixed financial support, often insufficient	Customizable assistance, with add-ons from other schemes
Max. Houses Constructed/year	33.86 lakh (2009–10)	57.73 lakh (2022–23)
Performance Consistency	Moderate, some years showed decline	Strong upward growth trend

6. CONCLUSION

The comparative study between Indira Awaas Yojana (IAY) and Pradhan Mantri Awas Yojana (PMAY) highlights a transformative evolution in India's approach to affordable housing. While both schemes share the foundational objective of providing shelter to economically weaker sections, their design, scope, and execution mechanisms reveal notable differences.

IAY, launched in 1985, was primarily focused on delivering basic housing assistance to rural poor populations, especially those from Scheduled Castes (SC), Scheduled Tribes (ST), and Below Poverty Line (BPL) families. Although the scheme made considerable contributions to rural housing, it was hindered by limitations such as lack of transparency, inconsistent quality, insufficient financial aid, and slow implementation.

In contrast, PMAY, launched in 2015 under the mission of "Housing for All", introduced a more comprehensive and modern housing policy. The scheme expanded its coverage to include both rural (PMAY-G) and urban (PMAY-U) beneficiaries, making it more inclusive. PMAY addressed many of the challenges faced by IAY through:

- Integrated financial models, such as credit-linked subsidies, beneficiary-led construction, and public-private partnerships, which enhanced affordability and flexibility.
- Advanced technological tools like geo-tagging, Direct Benefit Transfers (DBT), and a centralized MIS portal, which improved transparency, accountability, and real-time project monitoring.
- Convergence with other government initiatives such as Swachh Bharat Abhiyan, Ujjwala Yojana, and Saubhagya Yojana to provide integrated living standards beyond just housing.
- Eco-friendly and sustainable construction practices, which reflect a forward-looking approach to urban and rural planning.

Moreover, the collaborative model of governance in PMAY, involving both central and state governments, urban local bodies, panchayati raj institutions, and private developers, contributed to improved planning, execution, and responsiveness to regional housing needs.

In conclusion, PMAY represents a significant policy advancement over IAY. Its emphasis on scalability, sustainability, transparency, and inclusivity positions it as a pivotal program in India's journey toward equitable and dignified housing for all citizens.

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९. ग्रामीण भागातील गरीबांमधील गरीबांच्या अन्न सुरक्षेवरती अंत्योदय योनेचा प्रभाव

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Mo no: 9850852020

प्रास्ताविक:

प्रस्तुत शोधनिबंध या विषयाचा अभ्यास हा ग्रामीण भागातील गरीबांमधील गरीबांच्या अन्न सुरक्षेवरती अंत्योदय योनेचा प्रभाव कश्या प्रकारे पडलेला आहे याचा अभ्यास करण्यात आलेला आहे. तसेब अंत्योदय योजनेच्या सैधानिक पार्श्व भुमीचा अभ्यास करण्यात आलेला आहे. ब्रिटिशांच्या काळापासून सार्वजनिक स्वस्तधान्य वितरण योजना चालू आहे. अन्न-धान्यासाठी केलेली तरतुद अंत्योदय योजनेचा सविस्तर आढावा प्रस्तुत शोधनिबंधामध्ये घेण्यात आलेला आहे. नागरी पुरवठा विभागीची निर्मिती १९६५ मध्ये करण्यात आली. तरीही भारतामध्ये आजही ४० टक्के हून अधिक लोक दारिद्र्य रेषेखाली जीवन जगत आहेत व ५ टक्के लोक हे रोज एक वेळचे जेवण न घेताच झोपतात. कुपोशित बालकांचे प्रमाण वाढले आहे. हे सरकारच्या लक्षात आल्यावर गरीब व गरजु लोकांना दोन वेळचे जेवण सवलतीच्या दरात मिळण्यासाठी पंतप्रधान अटल बिहारी वाजपेयी यांनी अंत्योदय योजनेची सुरुवात दि. २५ डिसेंबर २००० रोजी सुरु केली. प्रथम भारतामध्ये राजस्थान या राज्यात सदर, योजना लागु करण्यात आली नंतर महाराष्ट्रात २००१ मध्ये ही योजना सुरु करण्यात आली तर भाहरी भागात १११.२००१ व ग्रामीण भागात १०.१२.२००१ मध्ये सुरु करण्यात आलो या योजने अंतर्गत २५ किलो धान्य दोन ते तीन प्रती किलो दाराने गहु व तांदुळ देण्यात आले.

अभ्यास पार्श्वभूमी:

अन्न व नागरी पुरवठा विभागीची निर्मिती १९६५ मध्ये करण्यात आली. तरीही भारतामध्ये आजही ४०% हून अधिक लोक दारिद्र्य रेषेखाली जीवन जगत आहेत व ५% लोक हे रोज एक वेळचे जेवण न घेताच झोपतात. कुपोशित बालकांचे प्रमाण वाढले आहे. हे सरकारच्या लक्षात आल्यावर गरीब व गरजु लोकांना दोन वेळचे जेवण सवलतीच्या दरात मिळण्यासाठी पंतप्रधान अटल बिहारी वाजपेयी यांनी अंत्योदय योजनेची सुरुवात दि. २५ डिसेंबर २००० रोजी सुरु केली. प्रथम भारतामध्ये राजस्थान या राज्यात सदर, योजना लागु करण्यात आली नवीन कायद्यानुसार राज्यात या योजनेचा शुभारंभ मा. केंद्रीय कृषीमंत्री शरद पवार साहेब यांच्या हस्ते ३१ जानेवारी २०१४ रोजी करण्यात

आला असुन याची अंमलबजावणी १ फेब्रुवारी २०१४ पासून करण्यात आली आहे. राज्यात ७ कोटी १७ लाख जनतेला या कायद्यानुसार सवलतीच्या दरामध्ये हक्काने धान्य मिळत आहे. अन्न, वस्त्र, निवारा, शिक्षण आणि आरोग्य या पाच मानवाच्या मूलभूत गरजापैकी अन्नाची गरज पारदर्शी पद्धतीने, भष्टध्यचारमूक्त करून सामान्य लोकांपर्यंत पोहोचवणे फारच आवश्यक आहे. ०६ जानेवारी २०२० पासून शिवभोजन या विभागाच्या माध्यमातून सूरू करण्यात आले याचा फायदा Covid-19 च्या काळात खूप झाला. तसेच अन्न व नागरी पुरवठा विभागाच्या माध्यमातून Covid-19 च्या काळामध्ये ग्रामीण व शहरी भागातील गरीब व गरजू लोकांना मोफत अन्न व धान्याचे वाटप करण्यात आले. त्या गरजू लोकांना दोन वेळचे अन्न पोठभर मिळाले आहे."

कार्यात्मक व्याख्या: "अत्यंत खराव अवस्थेमधील गरीबतील गरीब घरक म्हणजे अंत्योदय होय." (ज्यांचे कोणी वाली नाही त्याचा परमेश्वर असे लोक उदा. भूमिहीन भोत भोतमजूर, अल्प भूधारक भोतकरी, एकटी राहत आसणारी विधवा, अपांग, दूर्धर आजाग्रस्त व ६० वर्षावरील वृद्ध ज्यानां उत्पादनाचे निश्चित साधन नाही असे कुटुंब प्रमूख व्यक्ती तसेच कुष्ठरोगी)

अ) अभ्यासाचे गृहीतक :

अन्न व नागरी पुरवठा विभागाच्या माध्यमातून येणारी अंत्योदय योजना ही इतर योजानांच्या तुलनेत प्रभावी योजना आहे. या पार्श्वभूमीवर अंत्योदय योजनेच्या अंमलबजावणीचा अभ्यास करण्यासाठी पूढील गृहितक अभ्यासाठी घेतले आहे

अंत्योदय योजनेची अंमलबजावणी गरीबांमधील गरीबांच्या अन्न सुरक्षेसाठी संवेदनशील आहे."

ब) संशोधनाची गरज व महत्त्व :

ज्या गोष्टीची गरज असते ती पुर्ण करण्यामागील प्रेरणाही प्रबळ असते या प्रमाणे प्रगती साधावयाची असल्यास आर्थिक मदतीची आवश्यकता आहे. सदर संशोधनातून ही आर्थिक गरज अंत्योदय अन्न योजना या भारत सरकारच्या योजनेच्या माध्यापतून कशा प्रकारे पुर्ण केली जाते याचा अभ्यास केला गेला आहे. अंत्योदय ही योजना ग्रामीण व भाहरी भागातील गरीब लोकांना दोन वेळचे पोठभर अन्न मिळवुन देणारी योजना आहे. त्यामुळे त्यांचे राहणीमान व जीवनमान उंचावले आहे. त्यामुळे ही योजना आर्थिक दृष्ट्या त्यांच्या उत्पादनात भरटाकणारी योजना आहे. अंत्योदय योजने अंतर्गत लाभार्थीना दरमहा ३५ किलो धान्य, गव्ह २ किलो व तांदुळ ३ किलो तर धरड धान्ये प्रति १ रु. व किलो साखर प्रति २० रु. किलो दिली जाते. हि सर्वात स्वस्त योजना आहे. या योजनेच्या माध्यमातून अनेक लाभार्थी याचा फायदा घेत आहेत. संशोधन है जर प्रभावी असेल तर त्याची प्रगती आणि प्रभावी असतात. अंत्योदय या योजनेच्या माध्यमातून गरीब व गरजू लोकांना स्वस्त दरामध्ये अन्न धान्य मिळते का? सर्व योयीसुविधा मिळते का हि योजना गरजू व गरीब लोकांन पर्यंत पोहचली का?

अत्योदय अन्न योजना हि बंद पडण्याच्या मार्गावर आहे. त्यामागील कारणे शोधुन जास्तीत जास्त प्रभावी म्हणून साकारणे. तसेच सदर योजनेतील अडचनिंणा सदर संशोधनाची गरज आहे. अशा विविध गोर्टीचा अभ्यास यात केला गेला आहे.

क) संशोधनाची उद्दिष्टे :

सार्वजनिक वितरण व्यवस्थे अत्तर्गत अंत्योदय योजना ही खूप महत्वाची योजना आहे. गरीब व दुर्वल लाभार्थी वर्गाच्या अन्न व धान्याची गरज भागविण्यासाठी ती अस्तित्वात आली आहे. या योजनेच्या माध्यमातून गरीबांना जगण्यासाठी आवश्यक असलेले अन्न व धान्य उपलब्ध करून देण्याचा महत्वकांक्षी उपक्रम आहे. अंत्योदय अन्न योजना ही प्रभावी पद्धतीने राबवली जाणारी योजना आहे.

१. ग्रामीण भागातील लोकांची अन्नविषय गरज भागविण्यासाठी अंत्योदय योजनेच्या योगदानाचा अभ्यास करणे.

२. अंत्योदय योजनेचा लाभार्थी पटकावर झालेल्या परिणामांचा अभ्यास करणे,

३. अंत्योदय योजनेच्या लाभार्थी निवड पद्धतीचा अभ्यास करणे,

४. अंत्यादय योजनेच्या परिणामकारक अंलबजावणीठी उपाय योजना व सुचना सुचवणे,

५. ग्रामीण व भाहरी भागातील लोकांच्या अन्नविषय गरज भागविण्यासाठी अंत्योदय योजनेच्या योगदानाचा अभ्यास करणे

ड) अन्न नागरी पुरवठा विभागाच्या माध्यमातुन अंत्योदय योजनेचे वितरण :

अन्न नागरी पुरवठा विभागाच्या माध्यमातुन सार्वजनिक वितरण प्रणाली देशभरामध्ये खादय अर्थव्यवस्थेचे नियोजन करण्यासाठी ती खुप महत्व पुर्ण योजना आहे. त्याच्याच माध्यमातुन अंत्योदय योजनेच्या सामावेश त्यामध्ये होतो भारतीय खादय नियमाच्या माध्यमातुन केंद्र शासन अन्न धान्याची खरेदी अन्न धान्य साठवण्याचे नियोजन व पात्र कुटुंबाच्या शोध घेणे तसेच रेशन दुकानदाराना परवाना देणे ही काम तसेच त्याच्यावायतील नियम सांगणे गरीब लोकांना या योजनेचा लाभ योग्य देणे व लाभार्थी लोकांना तक्रारीचे निवारण करणे आशा अनेक कामाचे नियोजन हे शासनाच्या माध्यमातुन सार्वजनिक वितरण प्रणाली अंतर्गत करण्यात येते. केंद्रशासन अन्न धान्य महामंडळाकडुन अन्न व धान्यचा खुप मोठ्या साठा करण्यात येतो प्रत्यक राज्याच्या अंत्योदय व सार्वजनिक वितरण प्रणालीच्या मागणीनुसार धान्याची उपलब्धता करण्याचे काम केंद्र शासनाला करावे लागते.

इ) अंत्योदय योजनेची अंमलबजावणीची व वस्तुस्थिती:

अंत्योदय योजनेची अंमलबजावनी ही अन्न व नागरी पुरवठा विभागाच्या माध्यमातुन हाते. त्याचे अंमलबजावणी करणारे घटक पुढिल प्रमाणे,

१. अंत्योदय योजनेचे शासकीय स्तरावर अंमलबजावणी करण्याचे काम हे अन्न व नागरी पुरवठा विभागाच्या माध्यमातून होत

२. अंत्योदय योजनेची जिल्हास्तरावर अमंलबजावणी अतिरिक्त जिल्हाअधिकारी यांच्या

नियंत्रणाखाली पुरवठा अधिकारी व त्याचे कार्यालय करते.

३. तालुका स्तरावर या योजनेची अमंलबजावनी ही तालुका तहसिलदाराच्या नियंत्रणाखाली करण्यात येते

४. गाव पातळीवर किंवा शहरी विभागामध्ये या योजनेचे कामकाज हे तेथील स्वस्त धान्य दुकानाच्या माध्यमातून करण्यात येते. दर महीन्याच्या अखेर सर्व रेशन धान्य दुकांनाच्या माध्यमातून धान्याचे वाटप करण्यात येते.

● अंत्योदय योजनेची वस्तुस्थिती:

महाराष्ट्रामध्ये अंत्योदय लाभार्थी १,०६,६७,३३५ पेक्षा जास्त आहेत तर पुणे जिल्ह्यामध्ये ५३,९८० शिधापत्रिका आहेत. तसेच २,४५,८०७ ऐवढे लाभार्थी या योजनेचा लाभ घेत आहे. ३१ डिसेंबर २०२२ अखेर राज्यात ५१५१३ रास्त भाव दुकाने कार्यरत होती. त्यामध्ये अंत्योदय शिधा पत्रिका संख्या पुढिल प्रमाणे

वर्ष	२०२०-२१	२०२१-२२	२०२२-२३
अंत्योदय शिधापत्रिका संख्या लाखात	२४.६३	२४.६५	२५.६०

अंत्योदय योजने अंतर्गत ३५ कीलो धान्य प्राधान्य कुंदूव प्रति व्यक्ती प्रतिमाह पाच किलो अन्न मिळण्यास पात्र आहे. लाभार्थ्यांना तांदूळ, गव्हू व भरड धान्य अनुक्रमे रू तीन, रू दोन व रू एक प्रति कीलो या दराने दिले जाते. अन्न व नागरी पुरवठा विभागाच्या माध्यमातून Covid-19 च्या काळामध्ये ग्रामीण व शहरी भागातील गरीब व गरजू लोकांना अंत्योदय योजनेच्या माध्यमातून मोफत अन्न व धान्याचे वाटप करण्यात आले. त्या गरजू लोकांना दोन वेळचे अन्न पोठभर मिळाले आहे. "चालू वर्षी राज्यामध्ये अन्न आयोगाची स्थापना करण्यात आलेली आहे. अंत्योदय योजनेच्या योग्य अंमलबजावणी साठी प्रत्येक राज्यात अन्न सुरक्षा कायदा करण्यात आला आहे. कायदयाच्या प्रभावी अंमलबजावणी साठी प्रत्येक राज्याने अन्न आयोग स्थापन करण्याची चालू वर्षी तरतूद करण्यात आली आहे.

शिफारस :

ग्रामीण भागातील गरीबांमधील गरीबांच्या अन्न सुरक्षेवरती अंत्योदय योनेचा प्रभाव अभ्यासाच्या माध्यमातून दिसून येत आहे परंतु अंत्योदय योजनेची अंमलबजावणी योग्य प्रकारे होणे आवश्यक

आहे. त्यासाठी पूढिल शिफारस करण्यात आलेली आहे. रेशनधान्य दूकानामधून खराब दर्जाच्या धान्याचे वितरण होणार नाही. यासाठी शासनाने जबाबदार अधिकारी यांची नेमणूक करावी व चांगल्या प्रकारच्या धान्याची पोती पुरवठा विभागाला देण्यात यावी. तसेच ज्या दुकानातून खराब धान्याचे वितरण होते त्यांच्यावर कडक कारवाई करण्यात यावे. पुरवठा विभागातील अधिकरी व कर्मचारी यांनी वर्षातुन एकदातरी प्रत्यक्ष घरोघरी आहे. जावून लाभार्थ्यांशी संपर्क साधला पाहिजे व त्यांच्या अडचणी जाणून घेतल्या पाहीजेत. अत्योदय योजनेच्या लाभार्थी निवड प्रक्रिया करताना राजकीय हस्तक्षेप टाळण्यात यावा व योग्यते प्रमाणेच निवड करण्यात यावी. म्हणजे गरीब लाभार्थ्यांना योग्य न्याय मिळेल.

सारांश:

ही सर्व जनतेस सर्वदा त्यांच्या आहार विषयक गरजांची पुर्तेसाठी पुरेसे सूरक्षित व पौष्टिक अन्न अपलब्ध होणे म्हणजे अन्न सुरक्षा होय. अंत्योदय योजनेच्या माध्यमातुन हि अन्नाची गरज भागतली जात आहे. म्हणून 'ग्रामीण भागातील गरीबांमधील गरीबांच्या अन्न सुरक्षेवरती अंत्योदय योनेचा प्रभाव अभ्यासाच्या माध्यमातून दिसून येतो. अंत्योदय योजनेची अंमलबजावणी गरीबांमधील गरीबांच्या अन्न सुरक्षेसाठी संवेदनशील आहे. हे गृहितक साध्य होताना दिसून येते. सरकाने कोणतीही योजना सूरू करत असताना समस्या, आव्हाने निर्माण होत असतात त्याच प्रमाणे सार्वजनिक वितरण प्रणाली योजना राबवताना अनेक आव्हाने व समस्यांना शासनाला सामोरे जावे लोगाले आहे. परंतु समस्या पेक्षा विकास व अन्नावची गरज भागवण्यात अन्न व नागरी पुरवठा विभागाचे महत्व व योगदान मोलाचे जास्त आहे. त्यासाठी अन्न व नागरी पुरवठा विभागाची यशस्वी अंमलबजावणी होणे आवश्यक आहे. संशोधक अभ्यास करण्यात आला आहे. सर्वात महत्वाचे म्हणजे ग्रामीण भागातील अंत्योदय योजनेने कार्य व भाहरी भागातील अंत्योदय योजनेचे कार्य तसेच या योजनेचे योगदान व त्यामुळे गरीब जनतेला मिळालेला दिलासा व लाभार्थीना झालेला फायदा याचा अभ्यास केला आहे. अंत्योदय योजना ज्या पात्र लाभर्थासाठी राबवली गेली आहे व ती ज्या भागात कार्यरत आहे त्या घटकांसाठी सदर संशोधन उपयुक्त आहे. जेणेकरून ही योजना अनेक लाभार्थासाठी लागु करण्यात येईल व सदर संशोधनामुळे अत्योदय ही योजना अधिक विस्तारीत व प्रभावीपणे राबविण्यास मदत होणार आहे. तसेब सदर संशोधनातुन सार्वजनिक वितरण व्यवस्थेचा अभ्यास, हा सर्व लाभार्थी पटकाला फायदेशीर आहे

संदर्भ:

- १) महाराष्ट्राची आर्थिक पाहणी २०२२-२३
- २) National Food Security Bill Sept. 2013
- ३) महाराष्ट्र शासन २०१८ नागरीकांची सनद मुंबई मंत्रालय
- ४) नागरीकांसाठी केंद्र व राज्य शासनाच्या विकास योजना मनोज पाटील, गौधरी लॉपब्लिशर्स, २०१०

10. Online and digital education in context of NEP 2020

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Abstract:

Digital education is mostly a new idea from the last few decades, though it existed in different forms a little earlier. With the digitalization of some parts of the system, big changes are coming to the educational system soon. These changes will help protect against natural and man-made pandemics like Covid-19 in 2020. It is all possible because of the internet and other electronic media. Online learning is available on many platforms, such as MOOCs, YouTube, social media, Telegram, and others. MOOCs are the most popular way to learn online, and they offer degrees just like traditional schools. This paper will look at digital education in India, including its goals, perspectives, and problems with changing paradigms, as well as the problems that will come up as a result of its inclusion in the NEP-2020.

Keywords: Digital education, MOOCs, NEP 2020

Introduction:

Online and digital education is a new generation tool. It is basically a computer based program. In this education the career courses are delivered partly or completely via the Internet, an intranet or an extranet. Online education section is just a ticket to a successful career. Digital education is a developing field largely concerned with the process of teaching and learning through digital medium. There are now a wide variety of content formats available, including audio, video, and multimedia resources, in addition to the traditional methods of exchanging texts and submitting assignments online. Online education is a major priority of the NEP 2020. In order to maximise the benefits of digital learning in

India, universities and institutions like NITs and IGNOU will perform pilot research studies. Learning management systems (LMSs) such as DIKSHA and SWAYAM (Study Web's of Active Learning for Young Aspiring Minds) will be enhanced with new insights into training content as well as in-class resources and evaluation capabilities. Creating public digital and interoperable infrastructure that can be used by a variety of platforms is another major goal of the initiative. The internet's nearly limitless supply of digital information, along with the rapid progress of ICT and the ICT industry, has opened the door to a plethora of new possibilities for digital education. In today's world, ICT is employed and utilised in every part of life and present society is termed as the information society. Everything from education to business administration to telecommunications to agriculture to health care to tourism and security is relying on ICTs. Mobile phones, computers, and the internet have become an integral part of our daily lives. The use of technology and information and communication technology (ICT) is on the rise in families, communities, institutions, countries, and around the globe .ICT in Education: The use of technology in developing well- equipped teachers has been emphasised even Digital Education: Vision, Perspectives and Problems in Changing Paradigms of NEP- 2020.

Giving teachers with the skills and knowledge they need to do their jobs properly as well as to advance in their careers. It's a necessary activity that improves learning and teaching abilities. The adoption of new teacher roles that include new pedagogies and methods to teacher education has been aided by introduction to ICT. In our current "Knowledge society," Information and Communication Technology (ICT) plays a critical role. Information and communication technology (ICT) is a scientific, technological, and growing field and management technique for handling information, as well as its application and connections to social, economic, and cultural issues (UNESCO, 2002). ICT serves as an information gateway, assisting teachers in generating classroom interest and keeping them up to date on a regular basis. Teaching is shifting away from

teacher-cantered, lecture-based training and toward student centered, interactive learning settings as new technologies emerge. ICTs are well suited to realising and implementing constructivism's emerging pedagogy (Davis, 1997; Office of Technology Assessment, 1995; Panel on Educational Technology, 1997; Watson, 1996) in Voogt's class-room (2003). In a knowledge-based society, the teacher education system, aided by ICT-driven infrastructure, has a great chance to rise to the forefront and ensure academic excellence, quality instruction, and leadership. Jaiswal is a person who works in the field of (2011). In teacher education programmes, both pre service and in-service, ICT is extremely useful. It is useful in teaching since the trainees are mature and have a high expectation of receiving comprehensive information, which may be facilitated with the use of ICTs. Power point presentations, current apps such as Google Class-room, Meet, and others, e-resources, e-libraries, computer labs, seminars, workshops, webinars, conferences, and Youtube are all used. During micro-teaching, simulation, and internship, student-teachers occasionally use ICTs in the teaching practises. Through internet connection and ICTs, both teachers and students gain access to upto-date knowledge and information. As a result of the Pandemic, ICT skills and platforms are evolving in all areas, including teacher education, education, and research. Although resources have been generated in several fields, there are still gaps in some sectors, and e-resources are not available in many regional languages. Integration of ICT with Education :In the twenty-first century, the entire world is going rapid changes in the field of Artificial Intelligence, big data, machine learning, and other advances in science and technology(Aithal, P. S., & Aithal, S., 2016). To be sure, education is a key factor in enabling a digitally empowered society, but technology also plays a vital role in enhancing the educational process and outcomes. The policy closely observed and acknowledged the bidirectional relationship between technology and education. The policy states “Appropriate integration of technology into all levels of education is to support teacher preparation and development, improve

teaching, learning and evaluation process; enhance educational access to disadvantaged groups; and BHAVAVEENA Vol. 19, Issue. 9(1), September 2022ISSN No. : 2456-4702 - RNI No.

APTEL/2003/12253 UGC CARE List Group - 1 Journal under Arts and Humanities Category 113uâ€MD e÷dü|üÃœfstreamline educational planning, administration and management" (Government of India, 2019). Using technology to help instructors, bridge the language barrier and create digital libraries is recognised as an important part of the agenda. Aside from promoting multi-disciplinary research and innovation, the strategy also acknowledges the use of technology to improve better education planning and administration. The policy also focuses on creating the Academic Bank of Credit and utilising technology to ensure the effectiveness and transparency of regulatory bodies. Artificial Intelligence and calls for investment in digital infrastructure and virtual platform (Mitra Y. &The policy admits the challenges arising from Singh D., 2020). Adoption of Emerging Technology: No longer has a fresh idea, the use of technology in education become common place.

Enhance educational access to disadvantaged groups; and BHAVAVEENA Vol. 19, Issue. 9(1), September 2022ISSN No. : 2456-4702 - RNI No.

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2020). Adoption of Emerging Technology: No longer has a fresh idea, the use of technology in education become common place.

Objectives:

To discuss the recommendations of NEP (2020) for digital education

1. To discuss the opportunities of digital education, highlight its major challenges
2. To discuss Digital India Campaign and Innovative platforms for Digital Education
3. To discuss the recommendations of NEP (2020) for digital education.
4. To discuss the opportunities of digital education, highlight its major challenges.
5. To discuss Digital India Campaign and Innovative platforms for Digital Education. (2020).

Research Methodology:

The study conducted is descriptive study with primary (questionnaire) and secondary sources of data from various journals, articles, research papers etc._

Content:

The Digital India campaign of the Government has opened avenues for digital learning, as mentioned in PRAGYATA Guidelines (Feb. 2021), the Ministry of Human Resource Development (MHRD, Government of India) has initiated PM e-VIDYA on 17 May 2021 in order to continue the learning process smoothly in the time of lockdown. PM e-VIDYA will provide multi-mode access to online learning and will integrate all the efforts in digitalizing learning in India and is going to benefit about 250 million school-going children in the country. Diksha: It is a digital infrastructure of India to provide QR coded textbooks for all grades, MOOCs courses, and quality e-content for students and teachers.

Swayam Prabha: TV channel to provide high-quality educational programs one channel for each grade from class 1 to class 12 also runs programs for teacher training.

Swayam: It stands for “Study Webs of Active Learning for Young Aspiring

Minds”. It is a MOOCs initiative in India with an objective to impart excellent teaching and learning to all including the most disadvantaged section. SWAYAM has coordination from top national institutes in India to ensure excellence in learning. Iitpal: It stands for “IIT Professors Assisted Learning” meant to assist aspirants of IIT JEE entrance examination and can be accessed via the SWAYAM PRABHA channel.

Conclusion:

Everyone agrees that technology-based education should be adopted in the educational environment. The Indian government has released a draught of the National Education Policy 2020. In this strategy, the Indian government focuses on a more integrated way of learning, where education is made sure by using technology and making the most of digital and online learning. In the previous two years, India’s education sector has experienced rapid growth and transformation, aiding us in our

Efforts to transform the country into a smart world. In order to implement digitalization in the educational sector, substantial infrastructure investment is required, as well as good electrical and telecommunications networks, English-speaking tech-skilled teachers, and so on. Measures need to be taken by the government to ensure that students do not have access to material that is not censored because we must view our young as an asset and keep a close eye on them to safeguard them from cyber threats.

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for a student, a parent, a teacher, or us, as a Higher Education

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11. A STUDY OF SUSTAINABLE DEVELOPMENT THROUGH NEW EDUCATION POLICY 2020”

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Abstract:

Quality education is the backbone of any developed society and education policy is the means to achieve it. In India, after three decades, National Education Policy 2020 (NEP-2020) has been introduced by the current government. NEP is one of the 2014 election campaign platforms of Bharatiya Janata Party (BJP). India needs one hour to change the future of all children and young people in the country. NEP 2020 also aligns with Goal 4 of the United Nations Sustainable Development Goals (SDG 2030), which explicitly considers equal access to education as the basis for sustainable development. By eliminating the SDG targets in the NEP, the government has ensured the success of the nation's self-sufficiency efforts by providing equal education for all.

A well-defined future education policy is essential for a country at the school and university level, because education leads to economic and social progress. Different countries adopt different education systems that take into account traditions and cultures and apply different stages of their life cycle at the school and university level to make it effective. Recently, the Indian government announced a new education policy based on the recommendation of the expert committee headed by Dr. Kasturangan, former president of the Indian Space Research Organization (ISRO). This article highlights the different policies published in the higher education system and compares them with the system

currently in place.

Many innovations and expected implications of NEP 2020 for Indian higher education system along with its value will be discussed. Finally, a number of recommendations are made for effective implementation in order to achieve its objectives.

Keywords: Sustainable Development Goal 4, Vision of New Education Policy 2020, Major Inventions, Merits of New Education Policy 2020.

Introduction:

After China, nearly 200 countries have been affected by Corona, so 53% of the world economy has been paralyzed by Corona virus. Industries in the hotel and airline sectors have largely sent workers home. There is a hospitality industry with about 3,000 hearts, which is also shutting down for a few months now. Non-union workers are the most affected. The impact of the pandemic on society is ambiguous, long-lasting and difficult to measure. Therefore, there is a great need for literary and research contributions to this aspect. This study analyses important aspects related to the impact of the global pandemic on the achievement of the SDGs and highlights the interdependence between the goals in the new context through a financial summary. Current data, empirical observations, and analytical assessments are based on problem-oriented qualitative analyses. This study draws on the SDGs literature and examines the common context caused by the pandemic crisis to explore the interdependence between the SDGs most immediately affected.

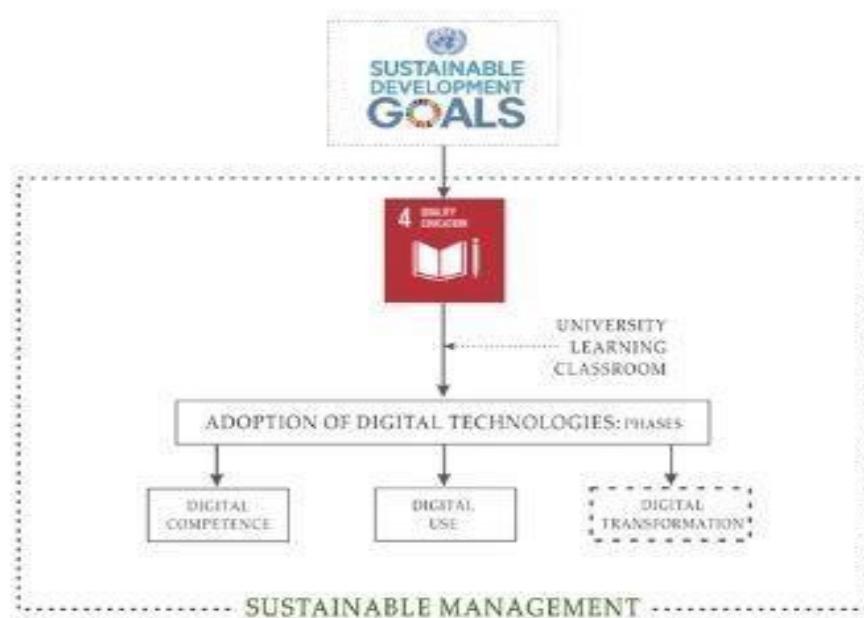
Many goals have been achieved in the Millennium Development Goals, published between 2000 and 2015. However, there are many shortcomings that lead to the failure of the Millennium Development Goals. And then the SDGs were announced, giving the world 17 goals and 169 targets and calling it the 2030 Agenda with the motto “No one is left behind”. And therefore, it is more important not to repeat the mistakes made during the implementation of the MDGs. All we need to do is learn from these mistakes and replicate the success

achieved through the MDGs in implementing the SDGs and one of the well-defined mistakes is not being able to use education as a tool to promote sustainability.

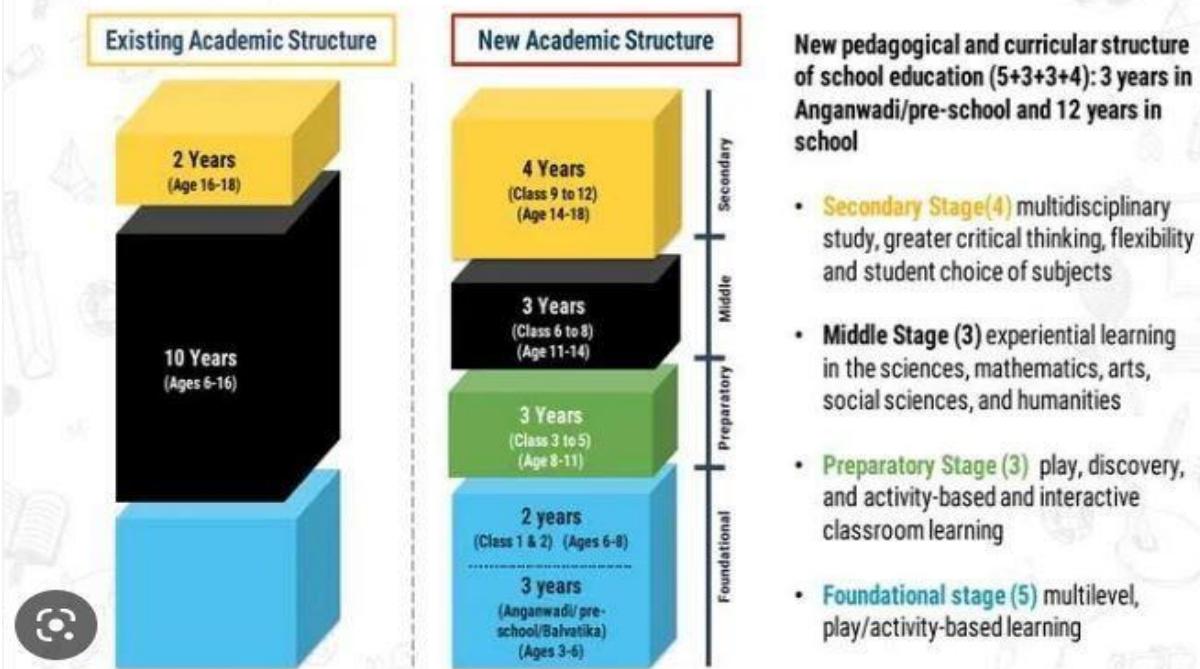
Quality Education and SDG Goal 4:

SDG 4 aims to provide universal and equal education for all and is tied to the effective implementation of 16 other global goals. SDG 4 calls for? Ensuring education of inclusive, equitable quality and promoting lifelong learning opportunities for all? And it has the following objectives. Ensure that all women and men have equal access to affordable, high-quality technical, vocational and post-secondary education, including university, by 2030. Sustainable Development Goal 4 Goals to ensure overall and equitable quality education. It is developing lifelong learning opportunities for all. This goal ensures that by 2030, all boys and girls will complete primary and secondary education for free. Equal access to vocational training should also be guaranteed.

Recommendation: 1. Training teachers and reassessing their qualifications to offer online courses will help bridge the gap to some extent. 2. High-speed Internet connection and personalized online educational content via satellite. Electronically monitor attendance and encourage parents to reduce dropout rates.



Transforming Curricular & Pedagogical Structure



Sustainable Development of NEP:

Many Education for Sustainable Development (ESD) programs aim to improve people's attitudes and beliefs about nature. According to psychological studies, contextual support, social norms, difficulty in acting, and habitual behaviour, among others, are all factors that influence behaviour. If people's views change, education must overcome that to help them act in a way that is consistent with their values. Research has attempted to show that there are weak links between attitudes and behaviour through psychological research, and this should be considered when designing educational programs for sustainable development in schools. In recent times, the focus of education has been shifted to acquiring and equipping 21st century skills, which is essential if it is to improve the quality of education as well as outcomes and outcomes of education at all levels. The world is changing at breakneck speed and to ensure that we can respond promptly to the challenges facing the world and humanity, 21st century skills are needed. A number of challenges have been identified such as school dropouts, especially at the age of youth unemployment, unskilled workers, and citizens being constantly re-evaluated, urbanization and multicultural integration. These are the challenges

of the 21st century, and to meet these challenges, it is essential to update the educational curricula of our schools, the types of instructional resources, and the teaching methods we use.

Education and Sustainability between Relationships:

Making education a powerful tool, it can improve people's living standards and quality of life by creating job opportunities for young people, ensuring security for women, protecting the environment, provide education for all ages, reduce dropout rate, etc. The relationship between education and sustainable development is not so easy to understand. It is complex in nature. The ability of any country to achieve the Sustainable Development Goals and targets will depend on the status and level of education. This is a basic requirement that we all need to understand. Without it, the goals and targets set would be just a dream. Any goal without a plan is just a wish, and then we as a nation need an education plan and strategy in action, not just on paper.

Vision of New Education Policy 2020 for Sustainable Development:

Teacher Education: NEP emphasizes the importance of teacher education and professional development, and recommends the development of national professional standards for teachers. It also proposes integrating technology into teacher training and creating a national teacher portal to provide access to resources and support for teachers.

Experiential and hands-on learning: NEP 2020 emphasizes the importance of experiential and real-world learning methods, such as project-based and inquiry-based approaches, to engage students. It is useful them develop critical thinking and problem-solving skills.

Improve teacher training and professional standards for teachers to ensure all teachers are trained to the highest standards. This will help improve the quality of instruction and students receive the best possible education.

Access to Higher Education: NEP 2020 aims to expand access to higher education by increasing the number of universities and colleges, as well as offering degree

programs with greater flexibility and diversity. This will provide more opportunities for students achieve their academic and career goals.

There are some possible challenges and limitations to the application of the National Education

National Education Policy (NEP) 2020 in India:

Implementing these reforms will require the cooperation and coordination of many stakeholders, including government agencies, educators, students, and parents. It can be difficult to ensure that reforms are implemented effectively and consistently across the country. Assessment and Accountability: NEP 2020 emphasizes the importance of flexible, multidisciplinary study programs and promotes the use of experiential and practice-based learning approaches. This can further complicate the assessment of student learning and hold schools and educators accountable for student outcomes. It is important to develop the right assessment tools and systems to ensure that student learning is accurately measured and that schools and educators are held accountable for progress of student's.

India is seen as a market by other countries, while the idea in India is to serve the world with specialists for different tasks. One of the biggest challenges is recruiting experts who will have to counter the power of AI and related technological advancements. India is certainly underfunded for educational preparation. Another challenge that India will face is the challenge of restructuring the current education structure. India has public and private educational institutions. Government organizations also fall into two categories, of organizations funded by the central government and those funded by the state governments. The large gap between the financing of the two configurations is huge and can be seen in their achievements. Central government agencies exhibit a higher level of achievement and are recognized by Indians as a centre of excellence, unlike state government agencies in general. Then India has a number of private establishments that in most cases do not seem to be working efficiently.

This could be due to poor governance.

Materials and Methods

The summary is based on critical and constructive analysis on the topic of Education for Sustainable Development. The review attempted to analyse trends and patterns in existing literature and research, uncover research gaps in the current scenario, and suggest what could be done and priority to move this topic to further study.

In terms of methodology, narrative criticism is selected. In this section, the findings and conclusions of a number of existing literatures are reviewed and a current and up-to-date overview is presented on the selected topic based on the author's experience and the qualitative findings shared and discuss.

Research Methodology:

Secondary Data:

Secondary data will collect through Reference Books, Research Papers, and Internet. It is important basically for theoretically framework of Research Methodology: Secondary Data: Secondary data will collect through Reference Books, Research Papers, and Internet. It is important basically for theoretically framework of the study and knowledge updating.

This methodology includes a conceptual discussion of highlighting the essentials of a national education policy framework, highlighting different parts of the NEP 2020 policy, and comparing it to education policy. It is currently being passed. Identify innovations made by focus group discussion method. Policy implications are analyzed using predictive analysis techniques. Many suggestions are made based on focus group analysis.

MAJOR INTERVENTIONS:

The general teaching structure 10+2 is replaced by the new concept 5+3+4+4 corresponding to age groups from 3 to 8 years old for the basic stage, from 8 to 11 years old. For the preparatory stage, from 11 to 14 years old for middle and 14-18 for high school respectively. This ensures that learners stick with practical

lessons from year nine (after 5+3) in their learning process (MHRD, 2020). Children under 14 years of age are not allowed to work under the Child Labour (Prohibitions and Regulations) Act 1986.

The children would only work after the age of 14, an age where it was difficult to teach them the craft. India has been affected in areas such as handicrafts and textiles. Today, Indian tailors often regret that they cannot teach their children how to sew because children are not allowed in the workshop. Under the new education policy, after 8 years of education, learners can use this policy and become apprentices to learn skills along with the education pathway. The same goes for coding, where students interested in coding can now enhance their skills from 6th grade, and they don't have to wait until they complete their bachelor's degree. Students can leave and re-join the industry and come back to study. Such a combination also eliminates the industry entry requirement after a 3-year bachelor's degree. In fact, learners are always ready to apply the knowledge received. Public investment in education has been increased to 6% of GDP, with a target of 100% GER in secondary education and 50% GER in higher education by 2035.

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received. Public investment in education has been increased to 6% of GDP with a target of 100% GER in secondary education and 50% GER in higher education by 2035.

Objective of the Study: The National Education Policy 2020 contains many initiatives aimed at improving the quality and scope of the education system in India.

The objectives of this National Education Policy 2020 study are:

- 1) To understand the role of Highlighting and presenting policies of (NEP 2020).
- 2) The comparison of National Education Policy 2020 with current policy in India.
- 3) To identify innovations in the new National Higher Education Policy 2020.
- 4) To discuss and revise the value of the NEP 2020 Higher Education Policy.
- 5) To analyse to propose further improvements to effectively implement NEP 2020 and achieve set goals.

THE INDIAN EDUCATION SYSTEM WITH QUALITY EDUCATION OBJECTIVES (SDG4)

In this regard, NEP 2020 provides an overarching framework for Contextualizing SDG 4 in the context of India. Consistent with the principles of the 2030 SDGs, this new policy is based on five fundamental determinants of affordability, quality, accessibility, equity and accountability. This policy was developed to reform the entire education ecosystem in India in order to achieve the key goals of SDG4 through structural reforms for inclusive and quality learning. This includes education in local languages, a socially engaged environment in schools, with special attention to economically and socially disadvantaged areas and groups such as tribal communities, transgender children, etc. economically backward world. Much of the SDG4 goals emphasize high quality learning. To achieve quality education, the policy also encourages the implementation of new pedagogical techniques to improve student engagement and the effectiveness of teaching and learning.

The Gender Inclusion Fund (GIF) issue was provided to achieve the goal of

accessing quality early childhood education, consistent with SDG 4.2. Similarly, the National Educational Technology Forum (NETF) has been proposed to impart vocational and technical skills to young children from sixth grade. This will contribute to achieving SDG 4.goal number 3 on promoting technical and vocational education. The goal of improving people's relevant skills for financial success is addressed in SDG 4.4.

A great effort has been made to increase enrolment rates in higher education to achieve this goal. In addition, the internationalization of higher education and the concept of a university credit bank were introduced to ensure a globally consistent quality of education. To achieve non-discrimination in education in accordance with SDG 4.5, a new educational model of Internet-based e-learning was introduced by promoting capacity building and digital infrastructure.

Advantages of NEW EDUCATION POLICY 2020:

- 1. Promoting online training:** The use of information, communication and computing technology (TICT), including educational technology, Internet technology, artificial intelligence, virtual reality, etc. is necessary for the effective implementation of education in the 21st century. The latest technologies help in planning, designing and delivering effective online education to achieve the characteristics of the ideal education.
- 2. Leaders in Education Must Be Role Models:** Self-contributing to research and innovation is important to leaders in education. New researchers are inspired by the contributions of leaders for better performance. Higher education institutions should cultivate role models in this area who will be outstanding performers for their CIO so that the institution can demonstrate that it can contribute more.
- 3. Faculty productivity is based on research results:** Research is an integral part of the higher education system. Faculty who conduct quality research must be motivated and experienced in research so that they can be role models for their students. The new education policy emphasizes merit-based promotions based on the annual performance index scores of faculty members, largely dependent on

their achievements in research and publication or patents for contributes to the DPI of the organization and therefore the country.

4. Autonomy at all levels: Higher education institutions have the necessary autonomy to innovate in deciding courses, programs, pedagogy, testing and assessment that can improve quality. In the affiliated university system, the affiliated institutions do not have autonomy in the teaching-learning and assessment system, which affects the quality and motivation of students and faculty. Autonomy in education

5. (Teaching – earning process), assessment, management, including financial decisions, is necessary for a progress- oriented system.

6. Integrated monitoring and supervision system: According to NEP-2020, the first 10 years from 2021 to 2030 are the implementation phase and the next 10 years from 2030 to 2040 are the operational phase. The implementation process is divided into seven phases FOUR: (1) Realize the spirit and purpose of the policy (2) Implement policy initiatives in phases (3) Coming up Prioritize and arrange policy points (4) Fully implemented to achieve the desired objectives.

Difficulties to Education for Sustainable Development:

1. Community Participation in ESD: It is essential and important to consider ESD in the local context. Without local involvement, implementation of the ESD concept is practically impossible. Community members need to know what ESD is, what activities are done in the school, what their children are learning, and how the school contributes to the development of the community.

2. Lack of common ownership, lack of cooperation and strong partnerships: No industry can be said to have nothing to do with sustainable development. Each service, whether public or private, is equally liable to ESD. The lack of cooperation between government ministries and departments, weak links and partnerships between the public and private sectors, and the lack of participation of civil society organizations prevent us from doing so. It can effectively implement ESD.

3. Lack of financial resources and facilities: It is true that India spends its budget exclusively on the education sector, but there are still areas that are not really targeted. Investing in teacher training, creating materials and resources, and developing curriculum and related materials requires financial support at the national and local levels. Given financial constraints, it is difficult to promote sustainability through long- term action.

4. Lack of Awareness: During personal interactions with Global School advocates working in junior schools in rural areas of India, it was found that there was a need to raise awareness of the Goals of Sustainable Development and the importance of education to achieve these goals. The educational community needs to realize and realize the importance of restructuring the entire education system and without reorienting education, sustainability cannot be achieved.

Discussions and Suggestions, Results to Overcome Challenges and for Effective Implementation of ESD

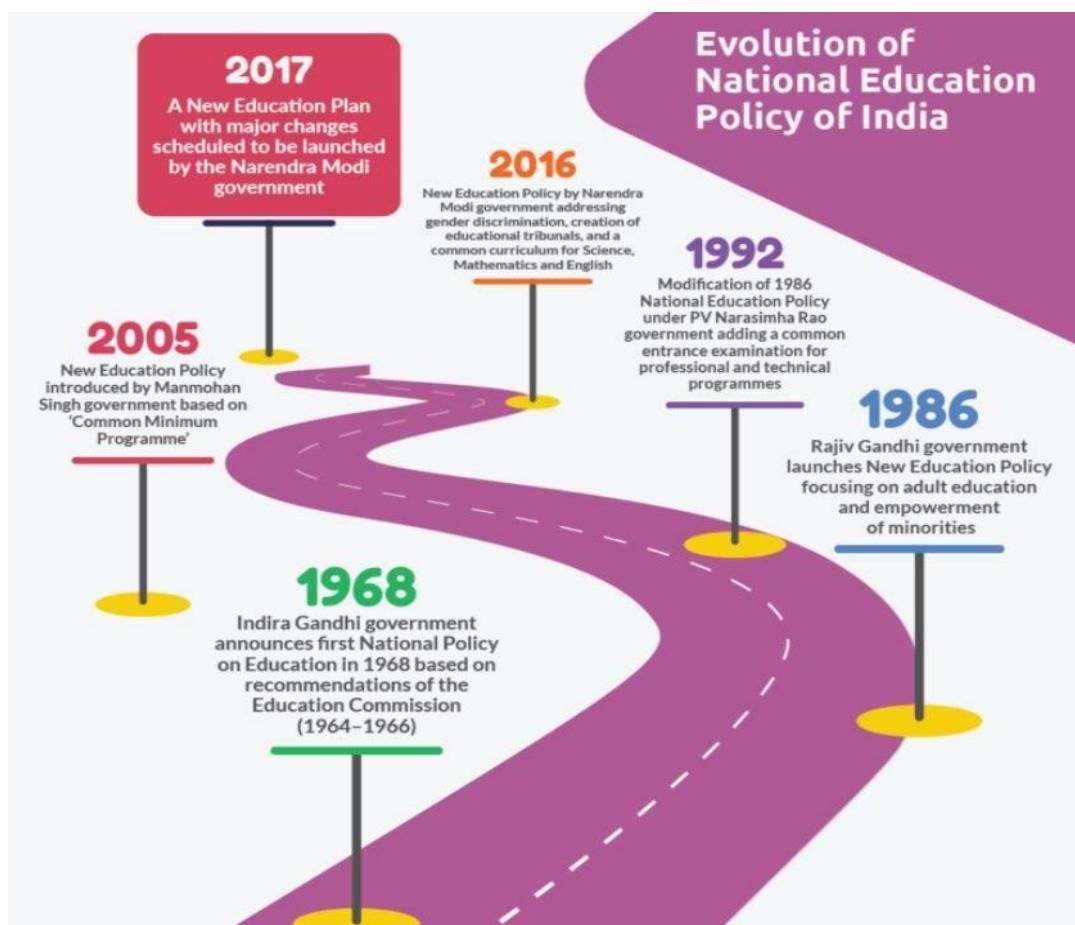
1. Encourage community participation: It is very important that program design professionals take into account the local context and its relevance. School committees in schools should involve community members in their meetings and planning, and should focus specifically on how the local community can participate in the activities of the school.

2. Sustainability Forum: There is a need to restructure and use existing forums, platforms and committees to promote ESD in schools. Platforms like Bal Sabha, Children's Cabinet, School Governance Committee, etc. Activities with year-round actions on sustainability should be encouraged. This will enhance the involvement of all stakeholders respectively such as children, teachers, parents and community members.

3. Networks, partnerships and cooperation: Cooperation between government, private sector, civil society organizations, institutions and all stakeholders should be strengthened and become a group that works together to implement ESD. This will build capacity and also assist with financial and resource

constraints.

4. Awareness: Awareness of ESD should be the first step. If people don't know what sustainability is and what relationship education is, then it's impossible to stay on track.
5. Effective ESD Program: The ESD program will aim to develop the right attitudes, skills, and behaviours among the school community and stakeholders. It must bring about and promote behaviour change, and it must be simple, precise, and actionable in nature. Sustainability-related activities should be integrated into the ESD curriculum.



Conclusion and Recommendations:

All higher education institutions with the current designation of Affiliate Colleges will develop into autonomous multidisciplinary colleges with degrees that give power in their names or become colleges constituting their Affiliated Universities. An independent agency, the National Research Foundation, will fund innovative projects in priority research areas of the basic sciences, applied

sciences, and the humanities and social sciences. The higher education system will transform into a student-centered, with the freedom to choose core and related subjects within and between disciplines.

Instructors also enjoy autonomy in the choice of curricula, methods, and pedagogy and assessment models within certain policy frameworks. Education is an important aspect in determining the economy, social status, adoption of technology and healthy human behaviour in every country. Improving the TBS to include all citizens of a country in higher education services is the responsibility of that country's government ministry of education. India's National Education Policy 2020 moves towards achieving this goal by formulating innovative policies to improve quality, attractiveness, affordability and increasing supply by opening up education.

In an online survey of students in India, nearly 96.4% expressed optimism about the results achieved from the implementation of the new policy. NEP, designed to ease the burden of classroom instruction and testing for students, will play a vital role in shaping the future of the country. The findings and recommendations of NEP 2020 are indeed progressive in nature. It brings a fresh look to the education system that is combined with flexibility and a mark of quality capable of shaping India into a vibrant society appropriate its rich cultural heritage. NEP 1986 created a group of education systems and trained human resources that contribute to the development value chain, but NEP 2020 aspires to create human resources that will create value propositions. With the implementation of the new NEP 2020, the Indian education system is poised to move closer to international standards.

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नेस वाडीया कॉलेज ऑफ कॉर्मर्स पुणे - ४११००९

प्रस्तावना:

मानवाला आपल्या पुर्ण क्षमता वापरता येण्यासाठी, समान आणि न्याय समाज विकसीत करण्यासाठी तसेच राष्ट्रीय विकासाला चालणा

देण्यासाठी शिक्षण हा एक पाया आहे. व्यक्ती, समाज, देश आणि जगाच्या हितासाठी उच्च दर्जाचे सार्वभौमिक शिक्षण व ज्ञान भविष्यासाठी सर्वात चांगला मार्ग आहे. ज्ञानाच्या बाबतील जगामध्ये वेगाने बदल होत आहे. बिग डेटा, मशिन लर्निंग, कृत्रिम बुद्धिमत्ता यासारख्या विज्ञानाच्या व तंत्रज्ञानाच्या क्षेत्रामधील वेगाने होत असलेल्या विकासामध्ये जगभरातील अकुशल कामे आता माणसांऐवजी यंत्रे करू लागली आहेत. हवामान बदलाबरोबर, वाढते प्रदुषण आणि कमी होणारे नैसर्गिक स्रोत या परिणामांमुळे जगाची ऊर्जेची मागणी भागवण्यासाठी आत्ता वेगळा दृष्टीकोन अंगीकारावा लागेल. वाढते साथीचे रोग व महामारी यांच्यामुळे संसर्गजन्य रोगांच्या व्यवस्थापनात सहयोगाने संशोधन आणि लसींचा विकास करण्याची गरज निर्माण होईल. त्यासाठी शिक्षणाचा विकास झाला पाहिजे. २९ जुलै २०२० रोजी झालेल्या केंद्रीय मंत्रि मंडळाच्या बैठकीत नवीन शैक्षणिक शिक्षण पद्धतीला मंजूरी देण्यात आली व अखेर ३४ वर्षा नंतर देशाच्या शिक्षण पद्धतीमध्ये मोठे बदल करण्यात आले. मनुष्यबळ विकास मंत्रालयाकडून डॉ. कस्तुरीरंगन यांच्या अध्यक्षते खाली नवीन शैक्षणिक धोरणचा मसुदा तयार करण्यात आल होता. हे भारताचे आता पर्यंतचे तिसरे शैक्षणिक धोरण असून या आधी १९६८ साली भारतात पहिले शिक्षण धोरण लागू करण्यात आले होते. व त्यानंतर १९८६ मध्ये दुसरे आणि १९२२ मध्ये या शैक्षणिक धोरणात बदल करण्यात आले होते. २००९ मध्ये शिक्षण हक्क कायदा आणला गेला होता. ज्याची अंमलबजावणी २०१३ पासून करण्यात आली होती. भारत सरकाने जाहीर केलेले नवीन शैक्षणिक धोरण २०२० हा एक स्वागतार्ह बदल आहे. कोविड-१९ या साथीच्या आजारामुळे निर्माण झालेल्या आव्हानामुळे जगभरातील अशा परस्थितीमध्ये नवीन धोरणाची घोषणा अनेकांना उच्च शिक्षणासाठी आवश्यक होती. नवीन राष्ट्रीय शिक्षण धोरण २०२० शिक्षण व्यवस्थेसाठी भविष्योन्मुखी दृष्टीकोन आहे.

उच्च शिक्षण संबंधित NEP २०२० ची ठळक वैशिष्टे :

१. परदेशी विद्यापीठांना भारतामध्ये कॅम्पस उधडण्याची परवानगी दिली जाईल हा सरकारचा सातत्य पुर्ण उपक्रम आहे. यामुळे विद्यार्थ्यांना त्यांच्याच देशामध्ये जागतीक दर्जाच्या शिक्षणाचा अनुभव घेता येणार आहे.
२. राष्ट्रीय शैक्षणिक धोरणांचा देशाच्या उच्च शिक्षण व्यवस्थेवर सकारात्मक आणि दिर्घ काळ परिणाम होण्याची अपेक्षा आहे.
३. देशाची विकसनशील परिस्थिती लक्षात घेवून यापूढे शैक्षणिक सामग्रीमुळे संकल्पना, अनुप्रयोग आणि समस्या सोडवण्याच्या दृष्टीकोना वरती लक्ष केंद्रीत केले जाईल.
४. शालेय स्तरापासुन ते महाविद्यालय व विद्यापीठ स्तरापर्यंत शिक्षण प्रणालीमध्ये औपचारिक बदल करण्याचा उद्देश नवीन शिक्षण धोरणामध्ये सारद केला गेलेला आहे.
५. उच्च शिक्षण व्यवस्थेसाठी भविष्योन्मुखी दृष्टिकोन शालेय स्तर ते महाविद्यालये आणि विद्यापीठे त्यामध्ये तंत्रज्ञान व डिजीटल शिक्षणाला जास्त महत्व देण्यात आले आहे.

● नवीन शिक्षण धोरणाचा उद्देश/हेतू :

उच्च शिक्षणामध्ये खूप मोठ्या प्रमाणात परिवर्तनात्मक सूधारणांना यात मोठा वाव देण्यात आला आहे. २१ व्या शतकातले हे पहिले शिक्षण धोरण आहे. ३४ वर्ष जून्या १९८६ च्या शिक्षावरच्या राष्ट्रीय धोरणाची जागा हे नवे धोरण घेणार आहे. सर्वांना संधी निःपक्ष पात दर्जा घडवणारे आणि उत्तरदायित्व या स्तंभावर याची उभारणी करण्यात आली आहे. २०३० च्या शाश्वत विकास कार्यक्रमाशी याची सांगड घालण्यात आली आहे. २१ व्या शतकाच्या गरजांना अनुरूप करत भारताचे चैतन्यशील प्रजावंत समाज आणि जागतीक ज्ञान महासत्ता म्हणून परिवर्तन घडवण्याचा तसेच प्रत्येक विद्यार्थ्यांच्या आगळ्या वेगळ्या क्षमता पुढे आणत्याचा या धोरणाचा उद्देश आहे.

● मजबुत शिक्षक भरती आणि करिअर मार्ग :

शिक्षकांची भरती सक्षम पारदर्शक प्रक्रियेद्वारे केलीजाईल बढती गुणवत्तेवर आधारित असेल ज्यामध्ये बहु-स्रोत नियमित कामगिरी मुल्याकंन आणि उपलब्ध प्रगतीचे मार्ग यादवारे शैक्षणिक प्रशासक किंवा शिक्षक होता येईल. एन.सी.ई. आरटी. एस. सीई.आरटी शिक्षक आणि विविध पातळी व प्रदेशातील तज संघटना यांच्याशी विचार विनीमय करून राष्ट्रीय शिक्षक शिक्षण परिषद शिक्षकांसाठी व्यावसायिक मानके विकसीत करेल,

● ऑनलाईन आणि डिजीटल शिक्षण प्रणाली :

राष्ट्रीय मुल्यांकन केंद्र किंवा परखसारख्या प्रस्तावित संस्था, शालेय बोर्ड, MTA किंवा इतर मान्यताप्राप्त संस्था, २१ व्या शतकातील कौशल्यांवर लक्ष केंद्रीत करून शैक्षणिक तंत्रज्ञाने वापर

करून मुल्यांकनाचे नवीन मार्ग निश्चित करण्यासाठी अभ्यास हाती घेतले जातील, शिक्षणात तंत्रज्ञानाचा वापर हे केवळ साध्य नाही तर हा एक प्रवास आहे. या धोरणातील उद्दिष्टांची अंमलबजावणी करण्यासाठी विविध परिसंस्था एकत्र येण्याची क्षमता आवश्यक आहे. डिजीटल पायाभुत सूविधा शैक्षणिक डिजीटल सामग्री आणि क्षमता निर्माण करण्यासाठी समन्वय साधण्यासाठी शालेय व उच्च शिक्षण या दोन्हींच्या इ-शिक्षणाच्या गरजा भागवण्यासाठी मत्रालयात एक समर्पित युनिट तयार केले जाईल.

● उच्च शिक्षण व्यवस्थेसाठी अंमलबजावणी :

कोणत्याही धोरणाचा प्रभावीपणा त्याच्या अंमलबजावणीवरती अवलंबून असतो अशा अंमलबजावणीसाठी अनेक उपक्रम आणि कृती आवश्यक आहे. ज्या अनेक संस्थानी लयबद्धपणे आणि पद्धशीरपणे राबवल्या पाहिजेत. म्हणूनच धोरणाचे तत्व आणि हेतू लक्षात घेऊन त्याच्या अंमलबजावणीची खात्री करण्यासाठी MHRD,CABE केंद्र आणि राज्य शासन शिक्षणाशी संबंधित मंत्रालये, राज्य शिक्षण विभाग बोर्ड NTA शाळा आणि उच्च शिक्षणाची नियामक मंडळे NCERT यांच्यासारख्या विविध संस्थाकडून निश्चित वेळापत्रकानुसार आणि परीक्षणाच्या योजनेसह, सुसंगत नियोजनाद्वारे आणि शिक्षणाशी संबंधित वरील सर्व संस्थांमध्ये ताळमेळ राखत या धोरणाची अंमलबजावणी केली जाईल.

अंमलबजावणी :

- १) धोरणाच्या तत्वाची आणि हेतुची अंमलबजावणी होणे आवश्यक आहे.
- २) टप्याटप्याने धोरणाच्या उपक्रमांची अंमलबजावणी होणे महत्वाचे आहे. कारण धोरणाच्या प्रत्येक मुद्द्यामध्ये अनेक कृती समाविष्ट आहेत. आणि प्रत्येक कृतीसाठी आधीच्या कृतीची यशस्वी अंमलबजावणी होणे आवश्यक आहे.
- ३) धोरणातील मुद्दे योग्य कमावरीने लावले जातील तसेच पहिल्यांदा अतिशय महत्वाची कामे हाती घेतली जातील. याची सुनिश्चिती करण्यासाठी प्राधान्यक्रम लावणे महत्वाचे आहे. जेणे करून एक मजबूत पाया तयार केला जाईल.
- ४) अंमलबजावणीमध्ये व्यापकता ही गुरुकील्ली असेल. हे एक सर्वांगीण धोरण असून त्याचे भाग एकमेकांशी जोडले असल्यामुळे, तुकड्या तुकड्यांनी त्याची अंमलबजावणी न करता पुर्णपणे अंमलबजावणी केल्यावरच ईच्छित उद्दिष्टे साध्ये करता येतील.
- ५) शिक्षण एक समवर्ती विषय असल्यामूळे, शिक्षणासाठी केंद्र व राज्यांमध्ये आपआपसातील काळजीपूर्वक नियोजन, एकत्रित देखरेख आणि सहयोगाने केलेली अंमलबजावणी आवश्यक आहे.

६) धोरणाची समाधानपुर्वक अंमलबजावणी करण्याच्यादृष्टीने, केंद्र व राज्य स्तरावर आवश्यक साधनांचा मानवीय सुविधा आणि आर्थिक वेळेत केलेला समावेश महत्वपूर्ण ठरेल,

NPE २०२० धोरणाच्या दुरदृष्टीमध्ये करण्यात आलेले बदल :

राष्ट्रीय शैक्षणिक धोरण NPE २०२० ला भारताच्या केंद्रिय मंत्रिमंडळाने २८ जुलै २०२० रोजी मंजूरी दिली ३४ वर्षाच्या कालावधी नंतर शैक्षणिक धोरणामध्ये बदल झालेला आहे. उच्च शिक्षण व्यवस्थेचे नूतनीकरण करून तीला नवी उर्जा प्रदान करणे आणि त्याद्वारे समता आणिसर्वसमावेशक असे उच्च गुवत्तेचे शिक्षण प्रदान करणे या धोरणात संकलित करण्यात आले आहे. धोरणाच्या दुरदृष्टीमध्ये संध्याच्या व्यवस्थेमध्ये खालील बदलांचा समावेश आहे.

५ वर्षे मूलभूत	३ वर्षाची तयारी	३ वर्ष मध्ये	४ वर्ष माध्यामिक
१. नर्सरी ४ वर्षे. २. ज्युनियर केजी ५ वर्षे. ३. Sr.KG ६वर्षे ४. इयत्ता पहीली ७ वर्षे ५. इयत्ता २ री ८ वर्षे	६. इयत्ता ३ री ९ वर्षे ७. इयत्ता ४ थी १० वर्षे ८. इयत्ता ५वी ११ वर्षे	९. इयत्ता ६वी १२वर्षे १०. इयत्ता ७ वी १३वर्षे ११. इयत्ता ८ वी १४ वर्षे	१२. इयत्ता ९वी @ १५ वर्ष १३. इयत्ता STD SSC @ १६ वर्षे १४. इयत्ता FYJC @ १७ वर्षे १५. इयत्ता STD SYJC @ १८ वर्षे

बोर्ड फक्त १२ वी वर्गात असेल, एमफिल बंद, ४ वर्षाची महाविद्यालयीन पदवी, आत्ता फक्त १२ वी बोर्डाची परीक्षा दयावी लागेल दहावी बोर्डाची परीक्षा बंधनकारक होती ती आत्ता होणार नाही.

इयत्ता ९ वी ते १२ वी पर्यंतच्या सेमिस्टरमध्ये परीक्षा घेतली जाईल शालेय शिक्षण ५+३+३+४ सुत्रा नूसार शिकवले जाईल

१. शैक्षणिक व प्रशासकीय स्वायत्त्वा असलेल्या उच्च पात्रता धारक स्वतंत्र मंडळामार्फत HEI चे शासन.

२. अशा उच्च शैक्षणिक व्यवस्थेच्या दिशेने वाटचाल करणे की ज्यात प्रत्येक जिल्ह्यात किंवा जवळपास किमान एक मोठे बहुशाखीय विद्यापीठ आणि महाविद्यालयाचा समावेश असेल आणि संपूर्ण भारतभरात अशा अनेक HEI (हायर एज्यूकेशन इन्स्टिटयूशन्स) असतील ज्याचे शिकवण्याचे किंवा कार्यक्रमाचे माध्यम स्थानिक किंवा भारतीय भाषा असेल,

३. सहाध्यायींनी पुनरावलोकन केलेल्या संशोधनाला अर्थसहाय्य करण्यासाठी आणि विद्यापीठे व

महाविद्यालयांमध्ये सक्रियपणे संशोधन रूजवण्यासाठी राष्ट्रीय संशोधन संस्थेची स्थापना करणे.

४. उच्च शिक्षणासाठी एकाच नियमाकद्वारे सूलभ पण "परिणामकारक" नियमन.
५. विद्यार्थ्यांना अधिक चांगला अनुभव मिळवण्यासाठी अभ्यासक्रम अध्यापनाशास्त्र मुल्यांकन आणि विद्यार्थी साहाय्य यांमध्ये सुधारणा करणे.
६. अधिक बहुशाखीय पदवीपूर्व शिक्षणाच्या दिशेने वाटचाल करणे.
७. उत्कृष्ट सार्वजनिक शिक्षणाच्या मोठ्या संधी सारख्या अनेक उपायद्वारे अधिक उपलब्धता धर्मादाय विद्यापीठांद्वारे शिष्यवृत्त्या, ऑनलाईन शिक्षण, सर्व पायाभूत सुविधा व शिक्षण साहित्य, दिव्यांगा विद्यार्थ्यांनसाठी सहज वापरता येण्या योग्य शिक्षण उपलब्ध सर्व सायी उपलब्ध करणे.
८. अध्यापन संशोधन आणि सेवा यांवर आधारित नेमणूक आणि करिअर प्रगतीद्वारे शिक्षकांच्या आणि संस्थात्मक नेतृत्वाच्या सचोटीची पुष्टी करणे.
९. शिक्षक भरतीचा मार्ग मोकळा करण्यात आलेला आहे. तसेच भारतीय भाषा कला आणि संस्कृतीला प्रोत्साहन शिक्षण धोरणात देण्यात आले.

● नवीन उच्च शिक्षण व्यवस्थेमधील आव्हाने :

मनुष्य आणि समाजाच्या कल्याणाच्या दृष्टीने, तसेच, भारताच्या घटनेमध्ये कल्पिलेला भारत-एक लोकतांत्रिक न्याय, सामाजिकरित्या जागृत, सुसस्कृत आणि माणुसकी असलेले राष्ट्र जिथे स्वातंत्र्ये,

समानता, बुंधूभाव तसेच सर्वांना न्यायाचा अधिकार असेल. विकसित करण्यामध्ये उच्च शिक्षणाची खुप महत्वाची भुमिका आहे. जसजसा भारत एक ज्ञानावर आधारित अर्थव्यवस्था आणि समाज बनायच्या दिशेने पुढे जाईल तसेच अधिकअधिक भारतीय तरूण उच्च शिक्षण घेण्याच्या दिशेने वाटचाल करतील. NPE २०२० धोरण राबण्यात आले आहे. चांगल्या कामत नेहमीच अडचणी असतात. त्याचप्रमाणे ज्या प्रमूख समस्यांना व आव्हानांना सामोरे जावे लागत आहे. ते पुढील प्रमाणे.

१. अध्यापकीय आणि संस्थात्मक स्वायत्तेच्या दिशेने वाटचाल करण्यात येणार आहे. अनेक संलग्न विद्यापीठे अस्तित्वात येणार असल्यामुळे पदवी पुर्ण शिक्षणाचा दर्जा खालावले व संलग्न विद्यापीठांचे मुल्य कमी होताना दिसत आहे हे एक मोठे आव्हान आहे.

२. उन्च शिक्षण प्रणाली मध्ये शासन आणि नेतृत्वाचा अभाव, गुणवत्तेवर आधारित करिअर व्यावस्थापन आणि शिक्षक व संस्थेच्या प्रमुखांची प्रगती यासाठी अपूरी यंत्रणा.या धोणांच्या माध्यमातून दिसत आहे. अतिशय विखुरलेली उच्च शैक्षणिक परिसंस्था मर्यादित शिक्षक आणि संस्थात्मक स्वायतता, एक मोठे आव्हान आहे

३. शिक्षकांना भारतीय ज्ञान प्रणाली, योग, भारतीय तत्वज्ञान आणि आदिवसी शिकण्याच्या पद्धती यासारख्या विषयांचा अभ्यास कमात समावेश करण्यात सांगीतले तथापी या जटिल कलपनांना

धर्मनिरपेक्ष आणि सर्व समावेशक वरीतीने एकत्रित करण्यासाठी सध्या मूळभूत अभ्यासक्रम शिकवण्यासाठी देखील धडपडणारे उच्चशिक्षित शिक्षक हे निश्चित एक आव्हान आहे अतिशय कमी कौशल्याचा विकास आणि अध्ययनाच्या निष्पतीवर कमी भर.

४. शिक्षणाच्या भाषेबदल कोणताही निश्चित निर्णय किंवा मार्गदर्शक तत्वे यामध्ये नमूद केलेले नाही. अपरिणामकारक नियामक व्यावस्था यामूळे भाषेचे आव्हान दिसून येते.

५. रखडलेली शिक्षक भरतीचा मार्ग मोकळा झालेला असला तरी भरती साठी मुलाखत पूर्व व मुलाखतीनंतर खुप मोठ्या प्रमाणावरती पैशाची मागणी केली जात आहे शासन याकडे कमी लक्ष घालत आहे. शिकांना शिक्षणामध्ये अध्यापनामध्ये खालावलेला दर्जा दिसत आहे. यामूळे याचा परीणाम विद्यार्थीनावरी होताना दिसुन येतोय हे एक मोठे आव्हान आहे.

६. नवीन शैक्षणिक धोरणामध्ये विद्यार्थ्यांनी कौशल्य संपादन करावीत असे म्हटले आहे. परंतु त्यासाठी प्रशिक्षीत प्राध्यापक नाहीत व त्यांचा कार्यभार त्यांचे वेतन याबहाल आनभिजेणता आहे. त्याविषय कोणतीही माहीती या धोरणामध्ये नमूद केलेली दिसून येत नाही. त्यामूळे हे एक मोठे आव्हान आहे.

सांराशः

प्राचीन काळा पासून ते २१ व्या शतका पर्यंत मानवामध्ये अनेक वेगवेगळे बदल झालेले आपण पाहीले आहेत. अन्न, वस्त्र, निवारा त्याच प्रमाणे शिक्षण हि एक मानवाची मुलभत गरज मानली जाते. काळानुसार मानवामध्ये बदल झालेले आहेत. त्याचप्रमाणे शिक्षण ही मूलभत गरज असल्यामूळे त्याच्याकडे जास्त लक्ष केंद्रित केले गेले आहे. चालू काळामध्ये शिक्षण प्रणालीमध्ये नवीन राष्ट्रीय शिक्षण धोरण २०२० ची अंमलबजावणी करण्यात आली आहे. त्यामध्ये तंत्रज्ञान व डिजीटल शिक्षणाला जास्त महत्व देण्यात आले आहे. नवीन शिक्षण धोरण अमंलबजावणी पुढे अनेक समस्या, आव्हाने निर्माण होणार आहेत. परतु समस्या पेक्षा नवीन राष्ट्रीय शिक्षण धोरण २०२० चे उच्च शिक्षण व्यवस्थेसाठी भविष्योन्मुखी दूषिकोन आहे. नविन झालेला बदल हा निश्चित योग्य प्रकारे शिक्षण क्षेत्रात बदल घडवून आण्यास प्ररणादायी ठरणार आहे. देशाच्या आर्थिक प्रगती व विकासाठी महत्वाचे ठरणार असल्यामूळे समस्यांवर मात केली जाणार आहे. देशाच्या ग्रामीण व आर्थिक विकासामध्ये शिक्षण क्षेत्राचे योगदान पूढच्या पिढी साठी मोलाचे असणार आहे. भारतासाठी नव्हे तर संपूर्ण जगासाठी त्याची अंमलबजावणी मोलाची आहे. भारताला महासत्ता बनवण्यासाठी नवीन राष्ट्रीय शिक्षण धोरण २०२० ची अंमलबजावणी उच्च शिक्षण व्यवस्थेसाठी भविष्योन्मुखी दूषिकोन आहे.

संदर्भ :

१. राष्ट्रीय शैक्षणिक धोरण २०२० शिक्षण मंत्रालय भारत सरकार पुस्तिका पृ.क ४३,४८,५५,८३
२. संगणक प्रणाली
३. Times of India Blog.
४. https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf
५. <https://www.orfonline.org/expert-speak/national-education-policy-2020-policy-times/>
६. <https://www.higereducationdigest.com/the-impact-of-national-education-policy-2020->

13. An Analysis of the National Education Policy 2020

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Introduction:

The National Education Policy (NEP) 2020 is a comprehensive policy document that aims to transform the education system in India. The policy was approved by the Union Cabinet on July 29, 2020, after a gap of almost 34 years. The NEP 2020 replaces the National Policy on Education 1986 and makes several important changes to the education system in India. This essay will provide an in-depth analysis of the National Education Policy 2020, including its key features, objectives, and potential impact.

Key Features of the National Education Policy 2020:

The National Education Policy 2020 has several key features that aim to transform the education system in India. Some of the important features of the policy include: **Universalization of Education:**

The NEP 2020 aims to provide universal access to education for all children in the age group of 3-18 years. The policy also aims to provide free and compulsory education for all children up to the age of 18. **Emphasis on Early Childhood Education:**

The policy recognizes the importance of early childhood education and aims to provide a strong foundation for children in the age group of 3-6 years. The policy also aims to ensure that all children in this age group have access to quality early childhood education.

Restructuring of School Education:

The NEP 2020 proposes a new 5+3+3+4 structure for school education, replacing the existing 10+2 structure. The new structure comprises of five years of foundational education, three years of preparatory education, three years of middle

Emphasis on Vocational Education:

The policy emphasizes the importance of vocational education and aims to provide vocational education to at least 50% of students by 2025. The policy also aims to integrate vocational education with mainstream education.

Use of Technology in Education: The NEP 2020 recognizes the importance of technology in education and aims to use technology to enhance the learning experience. The policy aims to provide digital infrastructure and resources for education and promote online and distance learning.

Promotion of Multilingualism:

The policy recognizes the importance of multilingualism and aims to promote the use of regional languages in education. The policy also aims to ensure that all students are proficient in at least one language other than their mother tongue.

Objectives of the National Education Policy 2020:

The National Education Policy 2020 has several objectives that aim to transform the education system in India. Some of the key objectives of the policy include:

1. Improving the Quality of Education:

The NEP 2020 aims to improve the quality of education in India by promoting critical thinking, creativity, and innovation. The policy also aims to ensure that students are well-prepared for higher education and the workforce.

2. Ensuring Universal Access to Education:

The policy aims to ensure that all children have access to education, regardless of their socio- economic background. The policy also aims to provide free and compulsory education for all children up to the age of 18.

3. Promoting Equity and Inclusion:

The NEP 2020 aims to promote equity and inclusion in education by addressing the needs of disadvantaged groups. The policy also aims to ensure that education is accessible to children with disabilities and special needs.

4. Developing a Skilled Workforce:

The policy aims to develop a skilled workforce that can meet the needs of the 21st-century economy. The policy also aims to promote vocational education and provide opportunities for lifelong learning.

5. Promoting Research and Innovation:

The NEP 2020 aims to promote research and innovation in education by encouraging collaboration between academia, industry, and government.

The National Education Policy 2020 has the potential to have a significant impact on the education system in India. Some of the potential impacts of the policy include:

6. Improving the Quality of Education:

The emphasis on critical thinking, creativity, and innovation in the NEP 2020 can help improve the quality of education in India. The policy also aims to ensure that students are well-prepared for higher education and the workforce, which can help improve the employability of graduates.

7. Ensuring Universal Access to Education:

The NEP 2020's focus on universal access to education can help improve literacy rates and reduce the education gap between different socio-economic groups. The policy's aim to provide free and compulsory education for all children up to the age of 18 can help ensure that every child has access to education.

8. Promoting Equity and Inclusion:

The policy's emphasis on promoting equity and inclusion in education can help address the needs of disadvantaged groups, including children from rural areas and children with disabilities. The policy's aim to make education accessible to all can help reduce the education gap between different sections of society.

9. Developing a Skilled Workforce:

The emphasis on vocational education and lifelong learning in the NEP 2020 can help develop a skilled workforce that can meet the needs of the 21st-century economy. The policy's focus on promoting research and innovation.

10. Strengthening the Education System:

The policy aims to strengthen the education system in India by promoting collaboration between different levels of education, improving teacher training and development, and promoting accountability and transparency in education. Can also help foster a culture of innovation and entrepreneurship in India.

10. Strengthening the Education System:

The NEP 2020's focus on strengthening the education system in India can help improve the overall quality of education. The policy's emphasis on teacher training and development can help improve the quality of teaching in India, while the emphasis on accountability and transparency can help promote a culture of excellence in education.

Implementation of the NEP:

The successful implementation of the National Education Policy 2020 requires a concerted effort from all stakeholders, including the government, educators, parents, and students. Here some of the key steps that can be taken to ensure the effective implementation of the NEP 2020:

1. Adequate Funding: The effective implementation of the NEP 2020 requires adequate funding from the government. The government should allocate sufficient funds to ensure the successful implementation of the policy, including the provision of infrastructure, teacher training, and research facilities.

2. Teacher Training and Development:

One of the key components of the NEP 2020 is the emphasis on teacher training and development. The government should invest in the training and development of teachers to ensure that they are equipped with the necessary skills to implement the policy effectively.

3. Curriculum Development:

The NEP 2020 calls for a revised curriculum that is focused on critical thinking, creativity, and innovation. The government should work with educators to develop a revised curriculum that is aligned with the policy's objectives.

4. Technology Infrastructure:

The NEP 2020 emphasizes the use of technology in education. The government should invest in the development of technology infrastructure, including internet connectivity and digital devices, to ensure that students and teachers have access to the necessary resources.

5. Involvement of Parents and Communities:

The involvement of parents and communities is critical to the successful implementation of the NEP 2020. The government should work with parents and communities to create awareness about the policy and its objectives, and encourage their participation in the implementation process.

6. Monitoring and Evaluation:

The government should establish a robust monitoring and evaluation mechanism to ensure that the policy is being implemented effectively. Regular assessments should be conducted to track progress, identify challenges, and make necessary adjustments to ensure the successful implementation of the policy.

7. Collaboration and Coordination:

The effective implementation of the NEP 2020 requires collaboration and coordination between different stakeholders, including the government, educators, parents, and students. The government should facilitate collaboration and coordination among stakeholders to ensure that the policy is implemented effectively.

Critical analysis of the NEP 2020:

Strengths of the NEP 2020:

1. Focus on Holistic Development:

The NEP 2020 emphasizes the holistic development of students, including cognitive, social, emotional, and physical development. This focus on holistic development can help improve the overall quality of education and better prepare students for the challenges of the 21st century.

1. Promotion of Multidisciplinary Education:

The policy promotes multidisciplinary education, which can help students develop a broad range of skills and competencies. The promotion of multidisciplinary education can also help break down traditional silos between different disciplines and promote collaboration and innovation.

2. Emphasis on Critical Thinking and Problem-Solving:

The NEP 2020 emphasizes the development of critical thinking and problem-solving skills, which are essential for success in the 21st century. This emphasis on critical thinking and problem-solving can help improve the quality of education and better prepare students for the workforce.

3. Promotion of Equity and Inclusion:

The policy promotes equity and inclusion in education, which is critical for addressing the needs of disadvantaged groups. The focus on providing free and compulsory education for all children up to the age of 18 can help reduce the education gap between different sections of society.

Limitations of the NEP 2020:

1. Lack of Clarity on Implementation:

While the policy document provides a comprehensive roadmap for the transformation of the education system in India, there is a lack of clarity on The NEP 2020 emphasizes the holistic development of students, including cognitive, social, emotional, and physical development. This focus on holistic development can help improve the overall quality of education and better prepare students for the challenges of the 21st century.

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Limitations of the NEP 2020:

1. Lack of Clarity on Implementation:

While the policy document provides a comprehensive roadmap for the transformation of the education system in India, there is a lack of clarity on how the policy will be implemented. The success of the policy depends on the effective implementation of its objectives, which requires a clear plan of action.

2. Lack of Emphasis on Early Childhood Education:

The NEP 2020 does not place enough emphasis on early childhood education, which is critical for the development of cognitive, social, and emotional skills. The policy should have included more provisions for early childhood education to ensure that all children have access to quality education from an early age.

3. Challenges in Implementation in Rural Areas:

The implementation of the NEP 2020 in rural areas could be challenging due to the lack of infrastructure, resources, and trained teachers. The government will need to invest heavily in and development to ensure the infrastructure, teacher training, development to ensure the successful implementation of the policy in rural areas.

4. Limited Focus on Higher Education:

While the policy document includes several provisions for school education, there is a limited focus on higher education. The policy should have included more provisions for higher education, including the development of research facilities

and the promotion of innovation and entrepreneurship.

The COVID-19 pandemic has had a significant impact on the education system in India. The pandemic forced schools and universities to shut down, disrupting the education of millions of students across the country. The pre and post effects of COVID-19 on the education system in India are discussed below.

Pre-COVID-19 Education System in India:

The education system in India prior to the COVID-19 pandemic was facing several challenges. There was a shortage of teachers, and many schools lacked basic infrastructure and resources. The quality of education varied widely across different regions and socioeconomic groups, with students from disadvantaged backgrounds often struggling to access quality education. Online education was not widely adopted, and most schools and universities relied on traditional classroom-based teaching methods.

Effects of covid-19 on Education System in India:

The COVID-19 pandemic had a severe impact on the education system in India. With schools and universities closed, students were forced to shift to online learning. However, online education was not accessible to all students, particularly those from disadvantaged backgrounds who lacked access to the internet and devices. The pandemic exacerbated existing inequalities in the education system, with students from disadvantaged backgrounds facing greater challenges in accessing education.

Post-COVID-19 Education System in India:

The post-COVID-19 education system in India is likely to be significantly different from the pre-COVID-19 system. Online education has become more widely accepted, and many schools and universities are likely to continue to offer online courses even after the pandemic is over. This could help improve access to education for students who live in remote areas or who have disabilities. The pandemic has also highlighted the need for greater investment in the education system, including in teacher training, infrastructure, and resources. However, the

pandemic has also had negative effects on the education system.

Many students have struggled with online learning, and there are concerns that the quality of education may have declined due to the disruption caused by the pandemic. There are also concerns about the long-term effects of the pandemic on the mental health and well-being of students, particularly those who have been isolated from their peers and teachers for extended periods of time.

Online Education in India

Online and digital education has emerged as a key area of focus in India in recent years. With the rapid growth of technology and the internet, online education has become more accessible, affordable and convenient for students across the country. This essay will discuss the benefits and challenges of online and digital education in India.

Benefits of Online and Digital Education in India:

One of the biggest benefits of online and digital education is its accessibility. With online courses, students can access quality education from anywhere, at any time. This is particularly beneficial for students who live in remote areas, as it provides them with access to the same resources and opportunities as those in more urban areas.

Online and digital education also offers a high degree of flexibility. Students can learn at their own pace and in their own time, which can be particularly useful for working professionals who may not be able to commit to traditional classroom-based courses. This flexibility also means that students can balance their education with other commitments, such as work or family responsibilities.

Another key benefit of online and digital education is its affordability. Online

courses are often significantly cheaper than traditional classroom-based courses, making them more accessible to students from lower-income backgrounds. This can help to improve access to education for a wider range of students, particularly those who may have previously been unable to afford it.

Challenges of Online and Digital Education in India:

Despite the benefits of online and digital education, there are also a number of challenges that need to be addressed. One of the main challenges is the lack of infrastructure and resources in some parts of the country. Many students, particularly those from rural areas, may not have access to a reliable internet connection or the necessary devices, such as laptops or tablets, to participate in online courses.

Another challenge is the need for effective teacher training. Online courses require a different set of skills and teaching methods compared to traditional classroom-based courses. Teachers need to be trained in these skills in order to effectively engage with students and ensure that they are able to learn effectively. There are also concerns about the quality of education offered through online courses. It is important to ensure that online courses are of the same standard as traditional courses, and that students are able to receive the same level of support and feedback.

Globalisation of Education:

Globalization has had a significant impact on the education sector across the world. Education is now considered as an important tool for global development and progress, and many countries are now engaging in educational globalization. This essay will discuss the concept of globalisation of education, its benefits and challenges.

Globalisation of education refers to the process of internationalisation of education. It involves the exchange of knowledge, ideas, and experiences between countries to enhance the quality of education. This is done through different modes of education, such as online courses, international student

exchange programs, and partnerships between universities.

Benefits of Globalisation of Education:

One of the major benefits of globalisation of education is the increased access to quality education for students. Through partnerships between universities, students can access a wider range of courses and resources that may not be available in their home country. This helps to ensure that students receive a high-quality education that prepares them for the global job market.

Globalisation of education also helps to foster cultural exchange and understanding between countries. When students from different countries study together, they learn about each other's culture, language, and traditions. This helps to build a more tolerant and interconnected world, where people understand and appreciate each other's differences.

Another benefit of globalisation of education is the development of a global workforce. With increasing globalisation, companies are now operating in different countries, and they need employees who can work effectively in a global environment. Through international student exchange programs, students can develop the skills and knowledge they need to succeed in a global workplace.

Challenges of Globalisation of Education:

Despite its benefits, globalisation of education also poses several challenges. One of the biggest challenges is the issue of cultural imperialism. Some critics argue that globalisation of education is leading to the homogenisation of cultures, as western culture is seen as dominant in many areas of education. This can lead to the loss of local culture and traditions, which may be seen as a threat to cultural diversity.

Another challenge is the issue of equity and access. While globalisation of education can provide access to quality education for students, it can also create inequalities between students who can afford to study abroad and those who cannot. This can lead to a widening gap between the rich and poor, and may exacerbate existing inequalities within and between countries.

Holistic Education in India:

Holistic education is an approach that aims to develop the whole person by addressing their physical, emotional, social, and spiritual needs. In India, holistic education is becoming increasingly popular as people recognize the limitations of traditional education systems that focus only on academic achievement. This essay will discuss the concept of holistic education in India, its benefits and challenges.

Holistic education in India is a relatively new concept, but it is gaining popularity rapidly. It aims to provide a well-rounded education that addresses the needs of the whole person, not just their intellectual development. This approach recognizes that academic achievement alone is not enough to ensure the success of an individual in their personal and professional life.

Holistic education in India focuses on developing the physical, emotional, social, and spiritual aspects of a person. It emphasizes the importance of experiential learning, where students learn through practical experiences, rather than just theoretical knowledge. This approach encourages students to explore their own interests and passions, and to develop a sense of purpose and meaning in their lives.

Benefits of Holistic Education in India:

One of the main benefits of holistic education in India is that it promotes the well-being of students. By addressing their physical, emotional, social, and spiritual needs, students are better able to manage stress, develop resilience, and build positive relationships with others. This helps to create a more positive and supportive learning environment that benefits all students. Holistic education in India also helps to develop the critical thinking and problem-solving skills of students. By focusing on experiential learning and encouraging students to explore their own interests, they are better able to think creatively and come up with innovative solutions to complex problems. This prepares them for success in the workplace, where they will be required to think outside the box and adapt to changing circumstances.

Another benefit of holistic education in India is that it helps to promote social and environmental awareness. By encouraging students to think about their impact on society and the environment, they become more responsible and engaged citizens. This helps to create a more sustainable and equitable society, where everyone has a stake in the well-being of the community.

Challenges of Holistic Education in India:

Despite its benefits, holistic education in India also faces several challenges. One of the biggest challenges is the resistance to change within the traditional education system. Many schools and universities are still focused on academic achievement and may be hesitant to adopt a more holistic approach.

Another challenge is the lack of resources and training for teachers. Holistic education requires teachers to have a different set of skills and knowledge than traditional education, and they may not have received the necessary training to implement this approach effectively.

Sustainable Development through Education in India:

Sustainable development through education in India refers to the incorporation of sustainability principles and practices into the education system. This approach aims to create awareness about environmental issues, promote sustainable lifestyles, and encourage responsible behavior among students. It involves integrating sustainability concepts into the curriculum, providing practical experiences, and promoting research and innovation in the field.

Importance of Sustainable Development through Education in India:

Sustainable development through education in India is critical for several reasons. Firstly, it helps to create a more environmentally aware and responsible society. By educating young people about the impact of their actions on the environment, they are better equipped to make informed decisions that benefit the planet.

Secondly, sustainable development through education in India is essential for

promoting economic growth and social equity. By encouraging innovation and research in sustainable technologies, India can become a leader in the global market for green products and services. This can lead to job creation, economic growth, and a more equitable society where everyone has access to sustainable resources.

Challenges of Sustainable Development through Education in India:

Despite its importance, sustainable development through education in India faces several challenges.

One of the biggest challenges is the lack of awareness and understanding of sustainability issues among educators and policymakers. Many people are still focused on economic growth at the expense of the environment, and this mindset needs to be shifted to promote sustainable development.

Another challenge is the lack of resources and infrastructure to support sustainable development initiatives. Schools and universities need to be equipped with the necessary resources, such as sustainable infrastructure and technology, to support sustainable development education.

Conclusion:

In conclusion, the National Education Policy 2020 is a significant step towards transforming India's education system to meet the needs of the 21st century. The policy emphasizes the need for a holistic and interdisciplinary approach to education, focusing on the development of critical thinking, creativity, and life skills among students. It also addresses the challenges faced by the education system, such as the digital divide and the lack of funding for research and innovation.

The impact of the National Education Policy 2020 is yet to be seen, as its effective implementation requires a concerted effort from all stakeholders, including policymakers, educators, and the wider community. However, if implemented effectively, the policy has the potential to revolutionize India's education system

and create a more equitable and sustainable future for the country.

The policy's emphasis on early childhood education, vocational education, and technology- enabled learning can lead to a more skilled and employable workforce, contributing to the country's economic growth. Moreover, the policy's focus on promoting equity and inclusion can help bridge the gap

Between urban and rural education and promote social justice.

Overall, the National Education Policy 2020 is a step in the right direction towards transforming India's education system to meet the challenges of the 21st century. It is now up to the policymakers, educators, and the wider community to ensure its effective implementation and create a brighter future for India's children.

14. Challenges & Issues in National Education Policy-2020

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Abstract

The National Education Policy 2020 (NEP 2020) is a blueprint for a new India that aims to reform the educational system. On July 29, 2020, the Indian cabinet gave their approval. This research paper is a first attempt to highlight NEP 2020 and examine India 2.0's vision for a comprehensive education system change to meet 21st-century learning difficulties. This study is exploratory in nature and is based on secondary data. Results are based on a thorough evaluation of the body of literature. It was discovered that one of NEP 2020's key goals is to boost student enrolment by 2030 throughout all educational institutions, including elementary, secondary, and higher education. It has proposed gradual reforms to the current educational and governmental structures in order to accomplish. This research is a preliminary analysis of a policy document and can be used as a starting point for future studies using empirical data to examine the effects of the NEP once it has been put into place. India's higher education is anticipated to make significant strides under NEP 2020. In this paper, the author will discuss the problems and difficulties associated with putting into practise the numerous policies outlined in the National Education Policy 2020, as well as the crucial components that are still lacking.

Keywords: National Education Policy, Higher Education, Importance, It places more of an emphasis on creativity and understanding than on rote learning, placing more of an emphasis on quality rather than quantity. The implementation of the entire national education policy for 2020 at once is a significant task

Objective of the study:

The primary objective of this research is to study the challenges and issues in New Education Policy 2020.

Research Methodology:

This research is a descriptive study. The necessary secondary sources such as articles published on websites, reference books, journals, etc., have been used to collect data.

FACTOIDS

1. The policy seeks to restructure school curricula and pedagogy in a new '5+3+3+4' design, so that school education can be made relevant to the needs and interests of learners at different developmental stages – a 'Foundational Stage' (five years), a 'Preparatory Stage' (three years), a 'Middle Stage' (three years) and the 'High Stage' (four years, covering grades nine, 10, 11 and 12).
2. It aims to achieve 'universal foundational literacy and numeracy' in primary schools by 2025. For this, the Ministry of Human Resource Development shall set up a National Mission on Foundational Literacy and Numeracy.
3. Public and private schools – except the schools that are managed, aided or controlled, by the central government – will be assessed and accredited on the same criteria, benchmarks, and processes.
4. The medium of expression until at least grade five – but preferably Challenges, The medium of expression until at least grade five – but preferably till grade eight or beyond – shall be the student's mother tongue, or the local or regional language. The 'three-language formula' will continue to be implemented in schools, where two of the three languages shall be native to India.
5. The policy seeks to standardise the school curriculum for Indian Sign Language Across the country.
6. The policy suggests establishing 'school complexes' consisting of a secondary school and other schools offering lower grades of education – including

anganwadi centres – in a radius of 5 to 10 kilometers. Such a complex will have “greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in a cluster.”

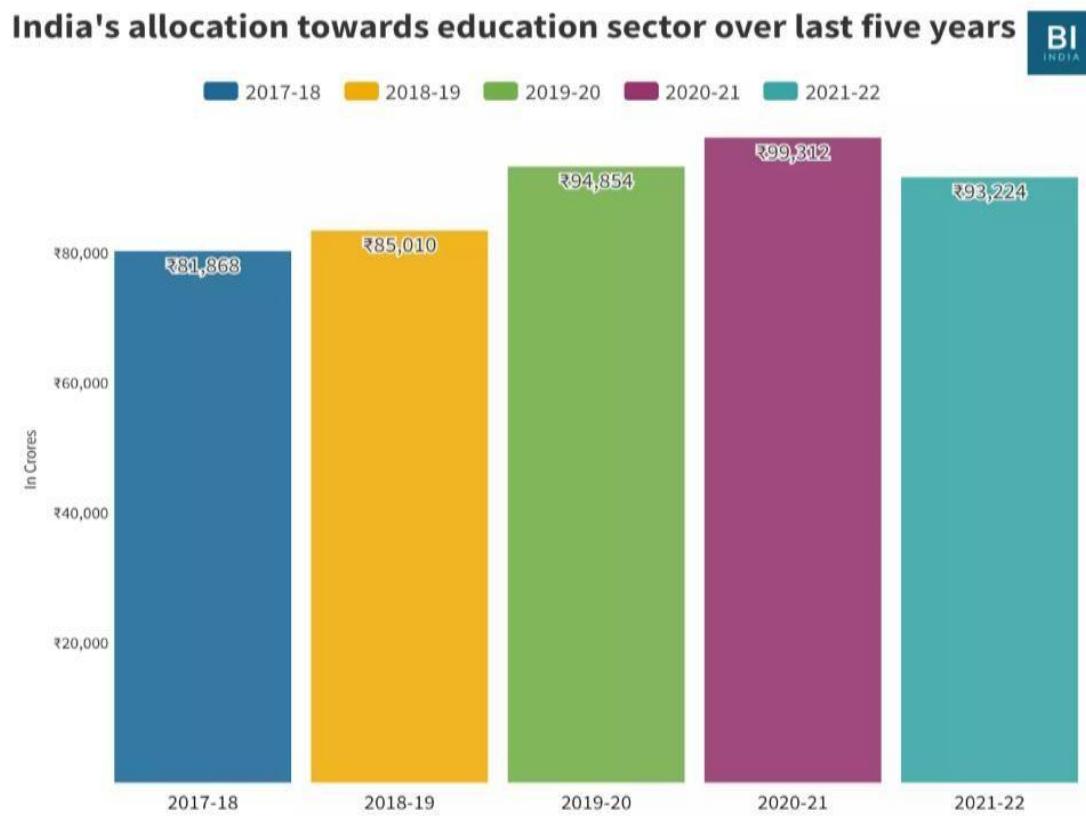
- 7.** All education institutions shall be held to similar standards of audit and disclosure as a 'not-for-profit' entity, says this policy. If the institution generates a surplus, it shall be reinvested in the educational sector.
- 8.** The policy says that all ‘higher education institutions’ (HEIs) shall aim to be multidisciplinary by 2040. By 2030, there shall be at least one multidisciplinary HEI in or near every district. The policy aims for the Gross Enrolment Ratio in higher education to increase to 50 per cent by 2035 from 26.3 per cent in 2018.
- 9.** HEIs shall have the flexibility to offer Master’s programmes of two years for those who have completed a three-year undergraduate programme, of one year for students who have completed a four-year undergraduate programme, or five-year integrated Bachelor’s and Master’s programmes.
- 10.** M.Phil. Programmes shall be discontinued.
- 11.** Policy says that ‘high performing’ Indian universities shall be encouraged to set up campuses in other countries. Similarly, selected universities – such as those from among the top 100 universities in the world – shall be encouraged to operate in India.
- 12.** A National Research Foundation shall be established to facilitate “merit-based but equitable” peer-reviewed research funding.

Issues of NEP 2020

- 1)** Early streaming of students into different disciplines.
- 2)** Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.
- 3)** The institution and instructor lack the autonomy to innovate in higher education and draw in large numbers of students.
- 4)** The majority of universities and colleges lack innovation and research.
- 5)** Suboptimal levels of governance and leadership at higher education institutions.

Challenges:

A) Lack of Infrastructure & Funding: The National Education Policy 2020 aims to make our home country a global choice for education by offering a quality, diverse and dynamic education hub to all people abroad. Policies are focused on increasing spending on education to 6% of GDP at the earliest. Education policy is not a newly structured policy, but a compilation of different phases. The budget allocation for the education sector was Rs. 93,224 cr. which was Rs. 6,000 less than last year, accounting for 2.67% of the estimated central government budget for 2021-22. According to the Economic Survey 2020-21, the Union government's expenditure on education as a percentage of gross domestic product (GDP) was around 3% between 2014-15 and 2018-19. The 1968 NEP recommended spending on education at 6% of GDP. NEP 2020 has reinforced this recommendation.



Education sector budget over last five years BI India/Flourish

Source: Business Insider India

B) Availability of Technology: The NEP 2020 places the emphasis on harnessing the advantage of technology to future-proof youth. But the development of digital infrastructures such as digital classrooms, competency-based distance learning models, AR/VR tools to bridge gaps in physical instruction, and lab infrastructure is a major challenge as the majority of schools do not have an adequate facility to support this tool. Also, the costs associated with building digital infrastructure may not be affordable for all schools across the country. In addition, in rural areas of the country where the internet connection is almost non-existent, the use of **digital** learning tools is out of the question. Therefore, the government should work on improving the basic infrastructure that supports the digital infrastructure in all areas.

According to a study, it is estimated that over 250 million students will be enrolled in K-12 schools in India by 2030.

C) Examination Structure: The NEP focuses on formative assessment for learning rather than summative assessment. The main purpose of changing the assessment system is to encourage continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative assessment approaches and tasks. These approaches require technological intervention and the active participation of teachers and students. According to a study, of the 1.5 million schools in India, 75 percent are run by the government. Of the remaining 400,000 private schools, almost 80 percent of the schools are budget private schools. Therefore, providing a continuous assessment framework is a challenging task in these schools.

D)Mother tongue as a medium of instruction: The new Education Policy 2020 has recommended that the mother tongue / national language / native language / regional language should be used as the language of instruction up to 5th grade preferably up to 8th grade and beyond wherever possible, but this new policy brings with it many challenges . Although the government has not made it mandatory, it has caused a great deal of controversy and left us with many

questions.

The most common criticism is that it will widen the gap between those who can communicate in English and those who cannot. Another challenge is that developing new learning materials for languages that are not standardized or for which there is no script will be a tedious task requiring a large initial investment. This raises the serious question of who will shoulder these additional costs, whether it will be the government or schools, or an indirect burden imposed on parents, or shared equally.

Scope of 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. Also, they would have to maintain open financial transactions. Financial irregularities shouldn't exist, And a set method needs to be in place to monitor that. Private higher education institutions must offer free tuition and scholarships to deserving and meritorious students in every course. A mechanism has been established to monitor this during the accreditation process. When allocating research funds, which need to be completely based on the quality of the proposals, there shouldn't be any distinction between public and private institutions. Private HEIs must enrol at least 3000 students.

Targets & Timelines

1. Here are the policy's key targets as well as the deadlines set for some:
2. The entire policy will be implemented by 2040.
3. 100% Gross Enrolment Ratio from Pre-School to Secondary level by 2030.
4. Teachers to be prepared for assessment reforms by 2030.
5. Common standards of learning in public and private schools.
6. Universalizing early childhood care and education by 2030.
7. Vocational training for at least 50% learners by 2025.

Conclusion:

The New Education Policy 2020, put forth last year, has not yet been put into practice. The attempt to modernize and rejuvenate the Indian educational system is a bold one. No matter how appealing this may seem, each policy's execution has a unique significance. A policy can achieve significant success through effective implementation, or it can fail miserably if execution is poor. The overview paper covers the difficulties in putting the NDP 2020 into practice.

The reality on the ground is that the most important 3 pillars – infrastructure, financing and a well detailed planning strategy – are still missing. Many other factors have been discussed in this review article, and each factor is genuine on its own. Analysis of the good and bad is very important to emphasize. The NEP 2020 may look good on paper, but it's a lot more complicated in a real-world setting.

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संशोधक विद्यार्थी- मीरा गोविंद जाधव

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प्रस्तावना:

भाषा हा मानवी जीवनाचा अविभाज्य घटक आहे. भाषेमुळे माणूस संप्रेषण करतो. त्याची देवाण-घेवाण व दैनंदिन जीवन भाषेवरच अवलंबून असते. मानवी विकासाच्या इतिहासात भाषेचे स्थान अतिशय महत्वाचे आहे. मानव हा इतर प्राण्यांपेक्षा श्रेष्ठ ठरतो, तो त्याला अवगत असलेल्या भाषेमुळेच. म्हणून आज आपण मानव व मानवी तर प्राणी असा फरक करतो. या सर्व विवेचनाचा महत्वाचा निष्कर्ष म्हणजे भाषेला मानवाच्या जीवनामध्ये असणारे अनन्यसाधारण महत्व होय.

आज आपल्या देशाचा विचार केला, तर आपल्या देशात विविध भाषा बोलल्या जातात. तसेच विविध भाषा शिकविल्यादेखील जातात. भाषेला शिक्षणात प्रचंड महत्व आहे. मातृभाषेतून शिक्षण देणाऱ्या अनेक संस्था आज देशात अस्तित्वात आहेत तसेच भारतीय भाषा व परदेशी भाषांचेही शिक्षण घेणे आज सहज शक्य आहे. भारतात शिक्षणाचा विकास करण्यासाठी व त्याचे नियोजन करण्यासाठी शैक्षणिक आयोगांचे महत्वाचे योगदान आहे. भारताचा विचार केला, तर आपल्या देशात स्वातंत्र्यपूर्व व स्वातंत्र्योत्तर कालखंडामध्ये विविध शिक्षण आयोगाची स्थापना झाली. अनेक आयोगांनी आपापलीशैक्षणिक धोरणे जाहीर केलेली आहेत. भारतातील शिक्षणाचा सर्वांगीण विकास व्हावा हाच या सर्व धोरणांचा प्रयत्न राहिलेला होता. आज त्या परिस्थितीचा विचार केला, तर सध्या २०२० च्या राष्ट्रीय शिक्षण धोरणाची चर्चा सर्वत्र चालू असलेली दिसते. या धोरणातही शिक्षणविषयक अनेक बदल सुचविलेले आहेत. प्रस्तुत संशोधनात भाषाविषयक शिक्षणासंदर्भात २०२० च्या शैक्षणिक धोरणात कोणकोणत्या तरतुदी व भूमिका सांगितलेल्या आहेत, त्यांचे फायदे काय होतील? याचा राष्ट्रीय शिक्षण धोरण २०२० नुसार थोडक्यात आढावा घेतलेला आहे.

राष्ट्रीय शिक्षण धोरण २०२० विषयी थोडक्यात :

केंद्रीय मंत्रिमंडळाने नवीन राष्ट्रीय शैक्षणिक धोरण (NEP), २०२० ला मंजूरी दिली आहे. या नवीन शैक्षणिक धोरणात भारतीय शिक्षणव्यवस्थेत शाळा ते महाविद्यालयीन स्तरापर्यंत अनेक बदलांचा परिचय करून दिला आहे .हे नवीन शैक्षणिक धोरण सध्याचे पंतप्रधान श्री .नरेंद्र मोदी यांच्या कार्यकाळात मांडण्यात आले .या राष्ट्रीय शैक्षणिक धोरणाचे अध्यक्ष इस्तोचे माजी अध्यक्ष के.

कस्तुरीरंजन हे आहेत. के कस्तुरीरंजन यांच्या अध्यक्षतेखाली समितीची स्थापना करून आराखडा तयार केला गेला आणि २०२२ पासून हा शैक्षणिक आयोग लागू होणार आहे.

ह्या नवीन शैक्षणिक धोरणानुसार शिक्षणव्यवस्थेत काही मूलभूत बदल घडवून आणले जातील; तसेच शिक्षणाची उद्दिष्टे काय असावीत? या संदर्भात काही मूलभूत बदल केलेले आहेत, त्या संदर्भातील भाषा शिक्षणविषयक धोरणांची माहिती या शोधनिबंधात थोडक्यात अंतर्भूत केलेली आहे.

राष्ट्रीय शिक्षण धोरण २०२० मधील भाषाविषयक शिक्षणासंबंधी तरतुदी :

राष्ट्रीय शिक्षण धोरण २०२० मध्ये भाषा अभ्यासविषयक आणि भाषेच्या संदर्भात ज्या काही तरतुदी अथवा धोरणे ठरवलेली आहेत, त्या संदर्भातील थोडक्यात विवेचन पुढीलप्रमाणे सांगता येते.

१. भारतीय भाषांचे जतन :

भारतामध्ये विविध भाषा बोलल्या जातात. या भाषांचे सांस्कृतिक महत्त्व जतन करणे आवश्यक आहे. या संदर्भात ज्या भाषा आत्तापर्यंत गमावल्या आहेत, त्यांचे जतन करणे आणि त्या वाढवणे असे नवीन राष्ट्रीय शिक्षण धोरणामध्ये ठरविले आहे. गेल्या ५० वर्षात देशाने २२० पेक्षा जास्त भाषा गमावल्या आहेत. तसेच सध्या युनेस्कोने १९७ भारतीय भाषा संकटग्रस्त म्हणून घोषित केल्या आहेत. अनेक भाषांची लिपी नसल्यामुळे अशा विविध भाषा नामशेष होण्याचा धोका निर्माण झाला आहे. म्हणून या भाषांचे संकलन करणे, त्यांचे जतन करणे, संस्कृतीच्या अभिव्यक्तींचे जतन करणे यासाठी काही ठोस कृती किंवा उपाय योजना करणे आवश्यक आहे, तेव्हा या भाषा जतन होऊ शकतात. असे या राष्ट्रीय शैक्षणिक धोरणामध्ये सुचविलेले दिसते.

२. भारतीय भाषांचे उच्चशिक्षणाशी एकाकीकरण :

या शैक्षणिक धोरणानुसार भारतीय भाषांच्या अध्यापन आणि अध्ययन प्रत्येक स्तरावर शाळा आणि उच्च शिक्षणाची एकात्मिक करणे गरजेचे आहे. कुठलीही भाषा उपयुक्त आणि चैतन्यमय राहण्यासाठी विविध प्रकारचे साहित्यनिर्मिती होणे आवश्यक आहे. जसे की कथा, कविता, कादंबरी, नाटके, पाठ्यपुस्तके, कार्यपुस्तिका, विडिओ, मासिके अशा सगळ्या घटकांची उच्च गुणवत्तेतून निर्मिती झाली पाहिजे, यासाठी प्रयत्न करणे गरजेचे आहे.

३. शब्दकोश, शब्दसंग्रहांचे अध्यायावतीकरण :

विविध भाषांमध्ये असलेले शब्दसंग्रह आणि शब्दकोश नियमितपणे आणि अधिकृतरित्या अद्यावत करणे गरजेचे आहे. तसेच त्यांचे व्यापकपणे प्रसारण करणे देखील आवश्यक आहे. त्यामुळे या भाषांमध्ये सर्वात वर्तमान मुद्यांवर आणि संकल्पनांवर प्रभावीपणे चर्चा करता येऊ

शकेल. जगातील अनेक देशांमध्ये इंग्रजी, फ्रेंच, जर्मन, हिन्दू, कोरियन आणि जपानी यासारख्या भाषांमध्ये अध्ययवत साहित्य, मुद्रित साहित्य, जगातील विविध भाषांमधून महत्वपूर्ण साहित्याच्या अनुवाद निर्माण करण्याचे काम तसेच शब्दसंग्रह अद्यावत करण्याचे कार्य केले जात आहे. असे कार्य केल्यास भाषा चांगल्याप्रकारे जिवंत आणि प्रभावी राहू शकते. म्हणून भारतामध्ये सुद्धा अशा प्रकारचं मोठं काम होणे आवश्यक आहे. यासाठी सातत्याने प्रयत्न करणे गरजेचे आहे. अशी एक तरतूद या शैक्षणिक धोरणात सुचवलेली आहे.

४. कुशल भाषाशिक्षक :

भारतामध्ये विविध भाषा शिकविल्या जातात. अशा भाषा शिकवण्यासाठी कुशल भाषाशिक्षकांची कमतरता आहे. म्हणून भाषाशिक्षण अधिक अनुभवात्मक होण्यासाठी उत्तम शिक्षकांची नेमणूक होणे गरजेचे आहे. चांगले शिक्षक तयार होणे गरजेचे आहे. केवळ भाषेचे साहित्य, शब्दसंग्रह, व्याकरण यावर लक्ष केंद्रित करून तेवढेच अध्यापन करणे यापेक्षा भाषेमध्ये बोलण्याच्या व संवाद साधनेच्या क्षमतेवरदेखील लक्ष केंद्रित करणे महत्वाचे आहे. त्यात सुधारणा घडवून आणली पाहिजे. यासाठी संभाषण आणि अध्यापन-अध्यापनपद्धतीसाठी भाषा अधिक व्यापकतेने वापरता येणे गरजेचे आहे. म्हणून कुशल शिक्षक भाषा अध्यापनासाठी असणे आवश्यक आहे. अशी एक तरतूद अथवा भूमिका या राष्ट्रीय शैक्षणिक धोरणामध्ये मांडलेली दिसते.

५. त्रिभाषा सूत्राची अंमलबजावणी :

भारतात अनेक भाषा बोलल्या जातात. भारत हा बहुभाषिक देश आहे. या बहुभाषिकतेला प्रोत्साहन देण्यासाठी त्रिभाषा सूत्राची अंमलबजावणी करणे आवश्यक आहे. शाळेतील मुलांमध्ये भाषा, कला आणि संस्कृती यांना उत्तेजन देण्यासाठी बहुभाषिकतेला प्राधान्य देणे गरजेचे आहे. विविध कलांचा परिचय त्यांना करून देणे गरजेचे आहे. ज्या ठिकाणी मातृभाषेत /स्थानिक भाषेत शिक्षण देणे शक्य असेल, ते प्राधान्याने करणे गरजेचे आहे. वरील गोष्टीच्या अंमलबजावणीसाठी विविध विषयांतील तज्ज्ञ प्रशिक्षक, कलाकार, लेखक, कारागीर यांची नियुक्ती करणे गरजेचे आहे. विद्यार्थ्यांना स्वतःची कल्पना, कलात्मकता, सांस्कृतिक आणि शैक्षणिक मार्ग विकसित करण्यासाठी आदर्श अभ्यासक्रमांची निर्मिती करणे. त्यासाठी वरील उल्लेखित तज्ज्ञांची मदत घेणे. अशी तरतूद राष्ट्रीय शिक्षण धोरण २०२० मध्ये सांगितलेली आहे.

६. विज्ञान / गणित यांची मातृभाषेतून अध्यापन सामग्री :

भारतीय भाषा शिकण्यासंदर्भात उच्च शिक्षणपातळीवर अनेक बदल घडविलेले या राष्ट्रीय

शैक्षणिक धोरणात दिसतात. यासाठी अनेक चांगल्या प्रकारचे अभ्यासक्रम तयार करणे आवश्यक असेल. असे अभ्यासक्रम विकसित करण्यासाठी आणि ते शिकविण्यासाठी उत्तम प्राध्यापकांची टीम विकसित करणे गरजेचे राहील. भारतीय भाषा, तौलनिक साहित्य, सुरजनशील लेखन, कला, संगीत, तत्त्वज्ञान या सर्वांचे विभाग स्वतंत्रपणे आणि दर्जेदारपणे निर्माण करणे, विकसित करणे आवश्यक असतील. असे कार्यक्रम संपूर्ण देशभरात सुरु ठेवले जातील आणि नियमितपणे विकसित केले जातील. यासाठी चार वर्षांच्या दुहेरी बी.एड. पदवीसह इतर पदवी कार्यक्रम विकसित केले जातील.

७. उच्च शिक्षणामध्ये मातृभाषेतून शिक्षण देण्यावर भर :

भारतीय भाषांचा विकास व्हावा, त्यांचा मोठ्या प्रमाणात वापर व्हावा यासाठी उच्च शिक्षणक्षेत्रामध्ये मातृभाषा / स्थानिक भाषा ही शिक्षणाचे माध्यम म्हणून वापरले जाईल. तसेच द्विभाषिक कार्यक्रमदेखील राबवला जाईल. खाजगी उच्च शिक्षण संस्थांनादेखील भारतीय भाषा शिकवण्याचे माध्यम म्हणून वापरण्यासाठी किंवा द्विभाषिक कार्यक्रमांना उत्तेजन देण्यासाठी प्रोत्साहन दिले जाईल. द्विभाषिक कार्यक्रम म्हणजे विज्ञान आणि गणिताच्या शिक्षकांना देशातील शाळांमध्ये दोन भाषेतून म्हणजे द्विभाषिक प्रकारे विज्ञान शिकवण्याचे प्रशिक्षण दिले जाईल. द्विभाषिक प्रकारचा चार वर्षांचा बी.एड. दुहेरी पदवी कार्यक्रमदेखील आयोजला जाईल. अशी तरतूद या नवीन शैक्षणिक धोरणात नमूद केली आहे.

८. 'एक भारत श्रेष्ठ भारत' योजना:

उच्च शिक्षणामध्ये भाषा विषयाअंतर्गत विविध स्वरूपांचे अभ्यासक्रम तयार केले जातील. त्यामध्ये अनुवाद, दुभाषीकाम, कला आणि संग्रहालय प्रशासन, पुरातत्वशास्त्र, पुरातन वस्तू संरक्षण, ग्राफिक डिझाईन, वेब डिझाईन असे उच्च गुणवत्तेचे कार्यक्रम आणि पदव्यांचा समावेश केला जाईल. आपली कला आणि संस्कृतीचे जतन आणि प्रसार करण्यासाठी तसेच विविध भारतीय भाषांमध्ये गुणवत्तापूर्ण साहित्य विकसित करण्यासाठी, पुरातन वस्तू जतन करण्यासाठी, संग्रहालय आणि वारसा स्थळांचे किंवा पर्यटनस्थळांचे अभिरक्षण करण्यासाठी आणि ती चालवण्यासाठी उच्च पात्रतेच्या व्यक्ती विकसित करणे गरजेचे आहे. ज्यायोगे ते पर्यटन उद्योगदेखील मोठ्या प्रमाणात सांभाळू शकतील. या धोरणात हे मान्य केले आहे, की भारतातील समृद्ध विविधतेने नटलेले ज्ञान विद्यार्थ्यांनी प्रत्यक्षात आत्मसात केले पाहिजे यासाठी विद्यार्थ्यांच्या वेगवेगळ्या अभ्यास सहली, अभ्यास दौरे ह्या अभ्यासक्रमाअंतर्गत समाविष्ट करणे गरजेचे आहे. त्यामुळे पर्यटन

विकासाला चालना मिळेलच. त्याचबरोबर भारताच्या वेगवेगळ्या भागांमधील विविधता संस्कृती, परंपरा आणि ज्ञान यांचे आकलन विद्यार्थ्यांना होईल. 'एक भारत श्रेष्ठ भारत' या अंतर्गत देशातील दहा पर्यटन स्थळांची निश्चिती करून तेथे विद्यार्थ्यांना अभ्यास करण्यासाठी, आपले ज्ञान वाढवण्यासाठी ऐतिहासिक, वैज्ञानिक योगदान, परंपरा, स्थानिक साहित्य आणि ज्ञान या सर्वांचा अभ्यास करण्यासाठी पाठवले जाईल. यामधून विद्यार्थ्यांचा सर्वांगीण विकास होण्यास मदत होईल. अशा प्रकारची तरतूद या राष्ट्रीय शिक्षण धोरण २०२० मध्ये नमूद केलेली आहे.

९. इंडियन इन्स्टिट्यूट ऑफ ट्रान्सलेशन अँड इंटरप्रिटेशन'ची स्थापना:

या शैक्षणिक आयोगाच्या माध्यमातून 'इंडियन इन्स्टिट्यूट ऑफ ट्रान्सलेशन अँड इंटरप्रिटेशन' या संस्थेची स्थापना केली जाईल, असे सुचवले आहे. भाषेच्या संदर्भात बहुभाषीय विषय तज्ज्ञ आणि भाषांतर तसेच दुभाषी कामातील तज्ज्ञांची नियुक्त केली जाईल. उच्च दर्जाचे अध्ययन साहित्य आणि इतर महत्त्वाचे लिखित व मौखिक साहित्य हे सामान्य जनतेसाठी, विविध भारतीय आणि परदेशी भाषांमध्ये उपलब्ध करून देणे गरजेचे आहे. यासाठी भारताला आपल्या भाषांतर आणि दुभाषी कामाच्या प्रयत्नांमध्ये विस्तार करावा लागेल. यासाठी अशा संस्थांची गरज लागेल तसेच देशातल्या विविध संस्थां ज्या या क्षेत्रात काम करतात; त्यांच्या परस्पर सहयोगाने काम करणे आवश्यक असेल. अशी तरतूद या शैक्षणिक धोरणात सांगितलेली आहे.

१०. संस्कृत भाषा ही त्रिभाषा सूत्रातील एक भाषा असेल :

संस्कृत भाषा ही भारतातील अतिशय महत्त्वाची भाषा आहे. संस्कृत भाषेचे योगदान हे प्रचंड आणि लक्षणीय आहे. संस्कृत भाषा आणि त्यातील सांस्कृतिक महत्त्व तसेच वैज्ञानिक स्वरूप खूप मोठे आहे. त्रिभाषा सूत्रांमध्येसंस्कृत ही एक भाषा म्हणून शिकवली जाईल. उच्च शिक्षणामध्ये संस्कृतची उपलब्धता वाढवून संस्कृत भाषेला मुख्य प्रवाहात आणण्यात येईल. संस्कृत भाषेला इतर विषयांबरोबरच मनोरंजक आणि नाविन्यपूर्ण पद्धतीने शिकविली जाईल. खगोलशास्त्र, तत्त्वज्ञान, भाषाशास्त्र, नाटक यासारख्या समकालीन आणि महत्त्वाच्या विषयांशी संबंध जोडून संस्कृत भाषा शिकवली जाणे आवश्यक आहे. संस्कृत अध्यापन आणि संस्कृत ज्ञान व्यवस्थेमध्ये आंतरशाखीय संशोधन करण्यात प्राधान्य दिले जाईल, अशी संशोधन करणाऱ्या विभागांची स्थापना केली जाईल. विद्यार्थ्यांच्या इच्छेनुसार संस्कृत भाषेचे ज्ञान विद्यार्थ्यांना मिळवता येईल, अशी तरतूद या शैक्षणिक धोरणामध्ये सांगितलेली आहे.

११. अभिजात भाषा आणि साहित्याचे अध्यापन करणाऱ्या संस्था / विद्यापीठांचा विस्तार:

ज्या सर्व अभिजात भाषा आहेत, त्या आणि साहित्याचे अध्ययन करणाऱ्या संस्था व विद्यापीठांचा विस्तार केला जाईल, अशी तरतूद केली आहे. हजारो हस्तलिखितांना एकत्रित करून त्यांचे जतन, भाषांतर, अभ्यास करण्यासाठी ठोस असे प्रयत्न केले जातील. संस्कृत आणि इतर सर्व भारतीय भाषा शिकवणाऱ्या संस्था आणि विभागांना विकसित केले जाईल. हस्तलिखितांचा अभ्यास करण्यासाठी विद्यार्थ्यांना प्रोत्साहन दिले जाईल. बहुशाखिय कार्यक्रमांतर्गत अध्यापकांना मोठ्या प्रमाणात काम करता येईल. यासाठी उत्तम शिक्षक तयार करणे गरजेचे आहे. हस्तलिखितांचा विकास व्हावा, या दृष्टीने पाली, पार्श्वयन आणि प्राकृत या भाषांच्या राष्ट्रीय संस्थांची देखील स्थापना पूर्ण भारतभर केली जाईल. याद्वारे भारतीय कला, कलेचा इतिहास आणि भारतीय विद्या यांचे अध्ययन विद्यार्थ्यांना करता येईल. या क्षेत्रात उत्कृष्ट काम करण्यासाठी संशोधनासाठी एन.आर.एफ. कडून मदतही केली जाईल, अशी तरतूद या राष्ट्रीय शैक्षणिक धोरणामध्ये केलेली आहे.

१२. भाषा व संस्कृतीचे जतन करण्यासाठी वेब आधारित प्लॅटफॉर्मची निर्मिती :

भारतीय भाषांचे आणि त्या संबंधित संस्कृतीक स्थानिक कला यांचे जतन आणि संवर्धन झाले पाहिजे. या भाषा आणि कला नामशेष होऊ नये, यासाठी वेब आधारित प्लॅटफॉर्मची अथवा पोर्टलची निर्मिती केली जाणार आहे. या सर्व भारतीय भाषा आणि त्यांच्याशी संबंधित स्थानिक कला, संस्कृती यांना लेखी स्वरूप दिले जाईल. भाषा बोलणे, गोष्टी सांगणे, कविता वाचन करणे तसेच नाटक, लोकसंगीत आणि नृत्य सादर करणे यासारख्या गोष्टींना प्राधान्य दिले जाईल. यासाठी विशिष्ट लोकांकडून व्हिडिओ, ध्वनीमुद्रिने तसेच शब्दकोश निर्माण केले जातील आणि हे साहित्य वेब आधारित निर्मित प्लॅटफॉर्मवर उपलब्ध करून दिले जाईल. जिथे विद्यार्थ्यांना या गोष्टींचा अभ्यास करता येईल. सहजासहजी सांस्कृतिक गोष्टी उपलब्ध करून देण्यासाठी असे प्लॅटफॉर्म गरजेचे आहेत. असे प्लॅटफॉर्म समृद्ध आणि विकसित करण्यासाठी विद्यापीठे आणि त्यांची संशोधन मंडळे एकमेकांबरोबर काम करतील, अशी तरतूद या राष्ट्रीय शिक्षण धोरणामध्ये केलेली आहे.

१३. भारतीय भाषा / कला / संस्कृतीच्या अभ्यासासाठी शिष्यवृत्ती :

भारतीय भाषांचा अभ्यास करण्यासाठी तसेच उच्च शिक्षण व्यवस्थेअंतर्गत कला संस्कृतीचा अभ्यास तसेच भारतीय भाषांचा अभ्यास करण्यासाठी सर्व वयोगटातील लोकांसाठी शिष्यवृत्ती यांची स्थापना केली जाणार आहे. याद्वारे भारतीय भाषांचा प्रसार करणे आणि त्यांचा वापर नियमितपणे केला जाईल. अध्ययन आणि अध्यापनासाठी भाषांचा उपयोग होईल. भारतीय

भाषांमध्ये कसदार साहित्यनिर्मिती क्हावी. कथा, कविता, कादंबन्या, पाठ्यपुस्तके आणि इतर प्रकारची ग्रंथनिर्मिती करण्यासाठी आणि त्याचे संवर्धन आणि जतन करण्यासाठी व साहित्यनिर्मितीला प्रोत्साहन देणाऱ्या योजना निर्माण केल्या जातील. त्यांची स्थापना केली जाईल. अशी तरतूद या शिक्षण आयोगामध्ये केलेले आहे.

१४. अकादमीची स्थापना :

भारतीय संविधानाच्या आठव्या अनुसूचीमध्ये नमूद केल्याप्रमाणे प्रत्येक भाषेसाठी अकादमीची स्थापना केली जाईल. आधुनिक संकल्पनांसाठी सोपा पण अचूक शब्दसंग्रह निर्माण केला जाईल. त्यासाठी अनेक विद्वान व्यक्तींची नेमणूक करून विविध प्रकारचे शब्दकोश प्रकाशित केले जातील. यासर्व शब्दकोशांचा वापर तसेच त्यामध्ये असलेल्या शब्दांचा उपयोग शिक्षण, पत्रकारिता, लेखन, वकृत्व इत्यादींमध्ये केला जाईल. हे शब्दकोश मोठ्या प्रमाणात प्रसारित केले जातील. तसेच ते इंटरनेटवर आणि पुस्तकाच्या स्वरूपात देखील उपलब्ध असतील. अशा प्रकारची तरतूद या शैक्षणिक धोरणात केलेली आहे.

समारोप

राष्ट्रीय शिक्षण धोरण २०२० हे धोरण भारतातील इतर धोरणांपेक्षा अतिशय वेगळे आणि व्यापक दृष्टीने मांडलेले दिसते. या अगोदरची जी धोरणे आहेत, त्यामध्ये भाषा विषयासाठी एवढा सविस्तरपणे विचार केलेला नव्हता. त्यावेळी $10+2+3$ असा शालेय आकृतीबंद होता. परंतु आता हा आकृतीबंधच मुळात हा बदललेला आहे. त्यामुळे ही शिक्षणपद्धती अमुलाग्र बदल घडवून आणू शकते. या शिक्षणपद्धतीत मातृभाषेला सर्वांत जास्त महत्त्व दिलेले आहे. मातृभाषेतून किंवा स्थानिक भाषेतून जर शिक्षण मिळाले, तर विद्यार्थ्यांचा सर्वांगीण विकास निश्चितपणे अतिशय वेगानेच होईल या शैक्षणिक धोरणामध्ये विद्यार्थ्यांच्या मानसिकतेचा अतिशय सूक्ष्मपणे अभ्यास केलेला दिसून येतो. त्यामध्ये असणारे सर्व घटक हे विद्यार्थ्यांच्या भविष्याच्या दृष्टीने किती महत्त्वाचे आहेत, हे शैक्षणिक धोरण वाचल्यावर लक्षात येते. भारतीय भाषांची जपणूक करण्यासाठी जी पावले या शिक्षण धोरणात पुढे टाकलेली आहेत, ती अतिशय प्रशंसनीय आहेत. अशी तरतूद अगोदर कुठल्याही शैक्षणिक धोरणात केलेली नव्हती. परंतु हे नवीन राष्ट्रीय शैक्षणिक धोरण भाषेच्या विस्ताराच्या बाबतीत, जतन करण्याच्या बाबतीत आणि सांस्कृतिक भाषिक महत्त्व सांगण्याच्या बाबतीत अतिशय अग्रेसर आहे. त्यामुळे भाषेला निश्चितच चांगले स्थान भविष्यात मिळेल, यात काही शंकाच नाही. हा शैक्षणिक आयोग हा इतर आयोगांपेक्षा व्यापक आहे आणि शिक्षणात अमुलाग्र असे बदल घडवून आणणार आहे. निश्चितच आपला देश या नवीन शैक्षणिक धोरणाचे स्वागतच करेल, याची खात्री वाटते.

16. NATIONAL EDUCATIONAL POLICY 2020

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Abstract:

Introduction to the National Education Policy 2020

The National Education Policy (NEP) 2020 is a landmark document that seeks to transform the Indian education system by providing a comprehensive framework for the development of education in the country. The policy was introduced by the Ministry of Human Resource Development (now renamed as the Ministry of Education) on July 29, 2020, after a gap of 34 years since the last education policy was introduced in 1986. The NEP 2020 was formulated after extensive consultation with various stakeholders, including educational institutions, experts, and civil society organizations, and is a result of a comprehensive review of the Indian education system.

The NEP 2020 aims to provide a transformative vision for education in India by addressing the key challenges facing the education system, including low levels of learning outcomes, high dropout rates, lack of access to education, and poor quality of education. The policy is based on the principles of equity, access, quality, affordability, and accountability and seeks to provide an inclusive and holistic education system that prepares students for the challenges of the 21st century. The policy is divided into three categories, namely school education, higher education, and vocational education. The school education category includes pre-primary, primary, secondary, and higher secondary education, while the higher education category includes undergraduate, postgraduate, and research programs. The vocational education category includes vocational education and training, technical education, and skill development.

The NEP 2020 has several objectives, including universalization of education from pre-school to secondary level with 100% Gross Enrolment Ratio (GER) by 2030, ensuring foundational literacy and numeracy for all students by grade 3, promoting critical thinking and experiential learning, and providing vocational education and training to all students from grade 6 to 12. The policy also aims to increase the Gross Enrolment Ratio in higher education to 50% by 2035, promote multidisciplinary and holistic education, and foster research and innovation in higher education. NEP 2020 aims to transform India's education higher education. NEP 2020 aims to transform India's education system by emphasizing holistic, flexible, and technology- enabled learning.

The NEP 2020 has several key features that make it a comprehensive and transformative policy. These features include the introduction of a 5+3+3+4 structure of school education, which replaces the existing 10+2 structure and provides a more flexible and age-appropriate curriculum. The policy also emphasizes the use of mother tongue or regional language as the medium of instruction until at least grade 5 and the promotion of multilingualism and the

study of foreign languages.

The policy also introduces several innovative measures to improve the quality of education, including the development of a National Curriculum Framework, the establishment of a National Assessment Centre, and the introduction of a credit-based system in higher education. The policy also emphasizes the importance of teacher training and professional development, the use of technology in education, and the establishment of a National Educational Technology Forum.

The NEP 2020 also seeks to address the issue of access and equity in education by providing free and compulsory education for all children from the age of 3 to 18 years and by promoting inclusive education for children with special needs. The policy also aims to address the issue of low female participation in education by providing financial support and incentives to girls from disadvantaged backgrounds and by promoting gender-sensitive education.

The NEP 2020 also emphasizes the importance of vocational education and training and the promotion of entrepreneurship and skill development. The policy aims to provide vocational education and training to all students from grade 6 to 12 and to promote the development of vocational education institutions and skill development centers. The policy also aims to create a favorable environment for entrepreneurship and innovation by providing financial and non-financial support to entrepreneurs and by promoting industry-academia collaborations.

One of the key highlights of the NEP 2020 is the emphasis on early childhood care and education. The policy recognizes the critical importance of the first six years of a child's life and aims to provide a strong foundation for their development by promoting play-based and activity-based learning, providing access to nutritious meals, and ensuring a safe and nurturing environment.

The NEP 2020 also recognizes the importance of digital technology in education and seeks to promote the use of technology in teaching and learning. The policy aims to provide access to digital resources and online learning platforms to all

students, especially those in remote and disadvantaged areas. The policy also recognizes the need for digital literacy and digital citizenship education to ensure that students are able to navigate the digital world safely and responsibly.

The NEP 2020 also addresses the issue of examination stress and overemphasis on board exams. The policy aims to promote a more holistic and continuous assessment system that focuses on formative assessment and encourages students to engage in creative and critical thinking. The policy also seeks to reduce the emphasis on board exams and to promote multidisciplinary and vocational subjects.

The NEP 2020 also recognizes the importance of internationalization in education and seeks to promote global partnerships and collaborations in higher education. The policy aims to establish Indian universities as global education hubs and to attract international students to study in India. The policy also recognizes the importance of Indian students studying abroad and seeks to provide them with support and guidance through a new National Education Abroad Program.

Overall, the NEP 2020 is a comprehensive and transformative policy that seeks to address the key challenges facing the Indian education system and to provide a vision for the development of education in the 21st century. The policy emphasizes the importance of equity, access, quality, affordability, and accountability and seeks to provide an inclusive and holistic education system that prepares students for the challenges of the future.

SUB THEMES:

1. Effective Implementation of NEP2020:

The National Education Policy 2020 (NEP2020) is a comprehensive policy document that aims to transform the Indian education system. However, effective implementation of the policy is crucial to ensure that it achieves its intended objectives. One of the key challenges in implementing NEP2020 is the diversity

of the Indian education system. India has multiple education boards, languages, and cultural contexts. Hence, the implementation of the policy must take into account these differences and ensure that the benefits of the policy reach all sections of society.

To ensure effective implementation, the government must provide adequate funding, infrastructure, and resources to the education sector. The policy must also be communicated effectively to all stakeholders, including students, teachers, and parents. The government must also provide training and support to teachers to ensure that they are equipped to implement the policy effectively. Monitoring and evaluation mechanisms must be put in place to assess the progress and impact of the policy of NEP 2020 requires a collaborative effort from all stakeholders, including the government, educators, and the community. It is essential to ensure that the policy is implemented in a manner that is inclusive and accessible to all sections of society.

2. Critical Analysis of NEP2020:

The National Education Policy 2020 (NEP2020) is a transformative policy document that has been widely hailed for its vision and scope. However, like any policy document, NEP2020 has its strengths and weaknesses. One of the key strengths of NEP2020 is its focus on holistic education. The policy recognizes the importance of a multidisciplinary approach to education and aims to develop students' cognitive, social, emotional, and physical abilities.

However, NEP2020 has also been criticized for its lack of clarity on certain aspects of the policy. For example, there is a lack of clarity on the funding mechanisms for the policy. Moreover, the policy does not provide a clear roadmap for the implementation of its recommendations.

Another criticism of NEP2020 is its emphasis on the use of technology in education. While technology can be a powerful tool in education, its effectiveness

depends on its integration with traditional pedagogies. There is a need to ensure that technology is used in a manner that is inclusive and accessible to all students. Overall, a critical analysis of NEP2020 is essential to ensure that the policy achieves its intended objectives. The strengths and weaknesses of the policy must be identified and addressed to ensure that it benefits all sections of society.

3. Teacher Education:

Teacher education is a crucial aspect of the National Education Policy 2020(NEP2020). The policy recognizes the importance of high-quality teacher education in improving the quality of education in India. The current state of teacher education in India is characterized by a lack of adequate training, support, and resources for teachers.

To address this issue, NEP2020 proposes a range of measures, including the establishment of a National Mission on Teachers and Teacher Education. The mission aims to provide comprehensive training to teachers and develop their pedagogical skills. The policy also proposes the establishment of a National Curriculum Framework for Teacher Education, which will provide a standardized curriculum for teacher education.

However, there are challenges in implementing these recommendations. One of the One of th key challenges is the lack of funding and resources for teacher education. Moreover, there is a need to ensure that the training provided to teachers is relevant to the needs of students and the changing nature of the education system.

Overall, teacher education is a crucial aspect of NEP2020. To ensure the effective implementation of the policy, it is essential to provide adequate funding, resources, and support to teachers

4. Vocational Education: Vocational

Education is a critical aspect of the National Education Policy 2020 (NEP2020). The policy recognizes the importance of vocational education in enhancing the

employability of students and promoting economic growth. However, the current state of vocational education in India is characterized by a lack of infrastructure, resources, and relevance to the needs of industry. To address these challenges, NEP2020 proposes a range of measures, including the establishment of vocational education institutions and the integration of vocational education into mainstream education. The policy also proposes the development of a National Vocational Education Qualification Framework to ensure the standardization and recognition of vocational education qualifications.

However, there are challenges in implementing these recommendations. One of the key challenges is the lack of awareness and interest in vocational education among students, parents, and teachers. Moreover, there is a need to ensure that vocational education is relevant to the needs of industry and the changing nature of the economy.

Overall, vocational education is a crucial aspect of NEP2020. To ensure the effective implementation of the policy, it is essential to provide adequate infrastructure, resources, and support to vocational education institutions.

5. Professional Education:

Professional education is a critical aspect of the National Education Policy 2020 (NEP2020). The policy recognizes the importance of professional education in enhancing the employability of students and promoting economic growth. However, the current state of professional education in India is characterized by a lack of quality, relevance, and affordability.

To address these challenges, NEP 2020 proposes a range of measures, including the development of a National Professional Standards for Teachers and the establishment of a National Research Foundation to promote research in professional education. The policy also proposes the establishment of multidisciplinary Institutions that provide a range of professional courses..

However, there are challenges in implementing these recommendations. One of

the key challenges is the lack of funding and resources for professional education. Moreover, there is a need to ensure that professional education is relevant to the needs of industry and the changing nature of the economy.

Overall, professional education is a crucial aspect of NEP2020. To ensure the effective implementation of the policy, it is essential to provide adequate infrastructure, resources, and support to professional education institutions.

6. Entrepreneurship Embedded Education:

Entrepreneurship embedded education is a critical aspect of the National Education Policy 2020 (NEP2020). The policy recognizes the importance of entrepreneurship in promoting innovation, economic growth, and job creation. However, the current state of entrepreneurship education in India is characterized by a lack of awareness, relevance, and support.

To address these challenges, NEP2020 proposes a range of measures, including the establishment of entrepreneurship cells in educational institutions and the inclusion of entrepreneurship education in the curriculum. The policy also proposes the provision of financial and non-financial support to aspiring entrepreneurs.

However, there are challenges in implementing these recommendations. One of the key challenges is the lack of awareness and interest in entrepreneurship education among students, parents, and teachers. Moreover, there is a need to ensure that entrepreneurship education is relevant to the needs of the economy and the changing nature of entrepreneurship.

Overall, entrepreneurship embedded education is a crucial aspect of NEP2020. To ensure the effective implementation of the policy, it is essential to provide adequate infrastructure, resources, and support to entrepreneurship education institutions.

7. Holistic Education:

Holistic education is a critical aspect of the National Education Policy 2020(NEP2020). The policy recognizes the importance of a multidisciplinary approach to education and aims to develop students' cognitive, social, emotional, and physical abilities. Holistic education is characterized by a focus on the overall development

8. Technology Integrated Education:

Technology integrated education is a critical aspect of the National Education Policy 2020 (NEP 2020). The policy recognizes the importance of technology in enhancing the quality of education and aims to leverage technology to improve access, equity, and effectiveness of Education.

The policy proposes the integration of technology in all aspects of education, including teaching, learning, assessment, and administration.

To ensure effective implementation of technology-integrated education, NEP 2020 proposes the development of a National Educational Technology Forum and the establishment of digital infrastructure and connectivity in all educational institutions. The policy also emphasizes the need for teacher training in the use of technology and the development of digital content and resources.

However, there are challenges in implementing these recommendations, including the lack of digital infrastructure, resources, and training. Moreover, there is a need to ensure that technology-integrated education is inclusive and accessible to all students, regardless of their socio-economic background.

Overall, technology-integrated education is a crucial aspect of NEP2020. To ensure the effective implementation of the policy, it is essential to provide adequate infrastructure, resources, and support to technology-integrated education institutions.

9. Online and Digital Education:

Online and digital education is a critical aspect of the National Education Policy 2020 (NEP2020). The policy recognizes the importance of online and digital

education in enhancing access, equity, and effectiveness of education, especially in the context of the COVID-19 pandemic. The policy proposes the development of a comprehensive framework for online and digital education, including the provision of digital infrastructure and connectivity in all educational institutions. To ensure effective implementation of online and digital education, NEP2020 proposes the establishment of a National Education Technology Forum and the development of digital content and resources. The policy also emphasizes the need for teacher training in the use of digital technologies and the provision of support to students from disadvantaged backgrounds. However, there are challenges in implementing these recommendations, including the lack of digital infrastructure, resources, and training. Moreover, there is a need to ensure that online and digital education is inclusive and accessible to all students, regardless of their socio- economic background.

Overall, online and digital education is a crucial aspect of NEP2020. To ensure the effective implementation of the policy, it is essential to provide adequate infrastructure resources, and support to online and digital education institutions.

10. Globalization of Education:

Globalization of education is a critical aspect of the National Education Policy 2020 (NEP2020). The policy recognizes the importance of internationalization of education in promoting cross-cultural understanding, diversity, and excellence in education. The policy proposes the establishment of international collaborations and partnerships, including the development of twinning programs, joint degree programs, and student and faculty exchanges.

To ensure effective implementation of globalization of education, NEP2020 proposes the development of a National Higher Education Regulatory Council and the provision of financial and non-financial support to educational institutions for international collaborations. The policy also emphasizes the need for quality assurance and accreditation mechanisms to ensure the recognition and

equivalence of qualifications across countries.

However, there are challenges in implementing these recommendations, including the lack of funding, resources, and regulatory frameworks. Moreover, there is a need to ensure that globalization of education is inclusive and accessible to all students, regardless of their socio-economic background.

Overall, globalization of education is a crucial aspect of NEP2020. To ensure the effective implementation of the policy, it is essential to provide adequate infrastructure, resources, and support to educational institutions for international collaborations.

SUMMARY:

The National Education Policy 2020 (NEP 2020) is a transformative educational policy for higher education in India. The policy, which was approved by the Indian Cabinet in July 2020, aims to provide a vision for the development of education in the 21st century and to address the key challenges facing the Indian education system. The policy emphasizes the importance of equity, access, quality, affordability, and accountability and seeks to provide an inclusive and holistic education system that prepares students for the challenges of the future.

One of the key sub-themes of the NEP 2020 is the effective implementation of the policy. The success of any policy depends on its effective implementation, and the NEP 2020 is no exception. The policy outlines a roadmap for the implementation of various initiatives and programs, such as the establishment of new universities, the creation of a National Research Foundation, the promotion of vocational education, and the development of digital infrastructure. The effective implementation of these initiatives will require the cooperation and coordination of various stakeholders, including government agencies, educational institutions, teachers, students, and the private sector.

Another important sub-theme of the NEP 2020 is the critical analysis of the policy.

The policy has been subject to intense scrutiny and debate, with some stakeholders expressing concerns about the feasibility and practicality of its proposals. The policy has been criticized for its lack of clarity on funding, its emphasis on centralized control, and its potential to further marginalize disadvantaged communities. A critical analysis of the policy is necessary to identify its strengths and weaknesses and to ensure that it is implemented in a manner that is inclusive, equitable, and sustainable.

Teacher education is another important sub-theme of the NEP 2020. The policy recognizes the critical importance of teachers in the education system and seeks to improve the quality and quantity of teacher education in India. The policy proposes various initiatives to enhance teacher education, such as the establishment of a National Curriculum Framework for Teacher Education, the development of a National Professional Standards for Teachers, and the introduction of a four-year integrated B.Ed. program. The success of these initiatives will depend on the availability of resources, the quality of teacher training programs, and the motivation and commitment of teachers.

Vocational education is another sub-theme of the NEP 2020. The policy recognizes the importance of vocational education in promoting employability and entrepreneurship and seeks to promote the integration of vocational education into the mainstream education system. The policy proposes various initiatives to enhance vocational education, such as the establishment of a National Skills Qualifications Framework, the introduction of vocational courses at the secondary level, and the promotion of apprenticeship-based learning. The success of these initiatives will depend on the availability of infrastructure, the quality of vocational training programs, and the demand for skilled workers in the job market. Professional education is another sub-theme of the NEP 2020. The policy recognizes the importance of professional education in promoting specialization and excellence in various fields and seeks to promote the integration of

professional education into the mainstream education system. The policy proposes various initiatives to enhance professional education, such as the establishment of a National Professional Education Regulator, the introduction of multidisciplinary courses, and the promotion of experiential learning. The success of these initiatives will depend on the availability of resources, the quality of professional training programs, and the demand for professionals in various fields.

Entrepreneurship Embedded education is another sub-theme of the NEP 2020. The policy recognizes the importance of entrepreneurship in promoting innovation, creativity, and economic growth and seeks to promote the integration of entrepreneurship education into the mainstream education system. The policy proposes various initiatives to enhance entrepreneurship education, such as the establishment of a National Entrepreneur.

CONCLUSION:

The National Education Policy 2020 (NEP 2020) is a transformative educational policy for higher education in India that seeks to provide a vision for the development of education in the 21st century and to address the key challenges facing the Indian education system. The policy emphasizes the importance of equity, access, quality, affordability, and accountability and seeks to provide an inclusive and holistic education system that prepares students for the challenges of the future.

The effective implementation of the NEP 2020 is critical to its success. The policy outlines a roadmap for the implementation of various initiatives and programs, such as the establishment of new universities, the creation of a National Research Foundation, the promotion of vocational education, and the development of digital infrastructure. The effective implementation of these initiatives will require the cooperation and coordination of various stakeholders, including government agencies, educational institutions, teachers, students, and the private

sector. It is important that the government ensures the necessary funding and resources are available to support the implementation of the policy.

The critical analysis of the NEP 2020 is also important to ensure that the policy is implemented in a manner that is inclusive, equitable, and sustainable. The policy has been subject to intense scrutiny and debate, with some stakeholders expressing concerns about the feasibility and practicality of its proposals. A critical analysis of the policy is necessary to identify its strengths and weaknesses and to ensure that it is implemented in a manner that is inclusive, equitable, and sustainable.

Teacher education is a key area of focus in the NEP 2020. The policy recognizes the critical importance of teachers in the education system and seeks to improve the quality and quantity of teacher education in India. The success of these initiatives will depend on the availability of resources, the quality of teacher training programs, and the motivation and commitment of teachers.

Vocational education is another key area of focus in the NEP 2020. The policy recognizes the importance of vocational education in promoting employability and entrepreneurship and seeks to promote the integration of vocational education into the mainstream education system. The success of these initiatives will depend on the availability of infrastructure, the quality of vocational training programs, and the demand for skilled workers in the job market.

Professional education is another important area of focus in the NEP 2020. The policy recognizes the importance of professional education in promoting specialization and excellence in various fields and seeks to promote the integration of professional education into the mainstream education system. The success of these initiatives will depend on the availability of resources, the quality of professional training programs, and the demand for professionals in various fields.

Entrepreneurship Embedded education is another key area of focus in the NEP

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2020. The policy recognizes the importance of entrepreneurship in promoting innovation, creativity, and economic growth and seeks to promote the integration of entrepreneurship education into the mainstream education system. The success of these initiatives will depend on the availability of resources, the quality of entrepreneurship training programs, and the demand for entrepreneurship skills in the job market.

Holistic education, technology integrated education, online and digital education, globalization of education, sustainable development through education, and the pre and post-pandemic environment and its impact on the education system are also important sub-themes of the NEP 2020. The success of these initiatives will depend on the availability of resources, the quality of training programs, and the demand for these skills in the job market.

In conclusion, the National Education Policy 2020 is a transformative educational policy for higher education in India that seeks to provide a vision for the development of education in the 21st century and to address the key challenges facing the Indian education system. The policy emphasizes the importance of equity, access, quality and affordability.

17. Study of fostering an entrepreneurial spirit amongst the students

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Abstract:

Entrepreneurship is a process through which entrepreneur sets up an enterprise to make a profit. Entrepreneurial abilities are the underlying attributes that brings out the skills or inculcate the skills amongst the individual. Abilities are more of qualities that enable a person to do or perform a particular task of creating an enterprise. It is the power to do something out of the box. It is a person's talent to perform a mental task towards passionate behaviour. Entrepreneurship and innovation are the two sides of one coin.

Higher educational institutes: HEI are accountable to the society to create employable youth and ready talent pipeline for the corporate world. In 2016 the government took an initiative to develop the entrepreneurial culture and innovation across the country set by National Institute of Transforming India: NITI Aayog. Its

objective is to formulate the plans and policies for the different sectors towards innovation and entrepreneurship. It also aims at ensuring collaboration with various stakeholders for creation of eco system for entrepreneurship. It has introduced various programs in which one of the aspects is 'Mentor of change' that makes the innovation visible and enterprise viable.

This aim of this research paper is to study how HEI can inculcate the entrepreneurial spirit and collaborate with the different stakeholders for the promotion of entrepreneurial culture amongst the students.

Key words: Entrepreneurial culture, NITI Aayog, Entrepreneurial mindset, Mentor of change HEI.

Introduction:

It is rightly quoted in the Forbes Magazie that from little sparks may burst mighty flames. Entrepreneurship is the key to vibrant and developed economy. Entrepreneurship is the process through which entrepreneurial mindset is crated the abilities are developed. It not only creates entrepreneurs but also intrapreneurs. Entrepreneurship is a process by which individual search opportunities. It is an art of converting an idea into a business.

Jeff Bezos, founder of Amazon.com said Ideas are easy but its execution is hard and challenging. Positive impact of knowing entrepreneurs and his or her entrepreneurial journey reduces the ambiguity and uncertainty

Associated with the entrepreneurial process. HEI is taking genuine effort to inculcate entrepreneurial traits amongst their students through curriculum and activities. Some of the attributes are Self-confident, Alert to opportunities, Opportunity seeker, Energetic, Patience, Moderate Risk taker, Lengthy attention span, Strong network, Aware about time management, Optimistic etc.

In fact, in the whole entrepreneurship process is not about the ideas but making the ideas happen. The management expert Prof. Peter Drucker mentioned in his book

of 'Management of Innovation' that innovation can be visible if it is managed properly.

The central idea of this research paper is

- To understand the need of entrepreneurial education through HEI.
- To review the entrepreneurial initiative undertaken by HEI.
- To identify the efforts that can be undertaken by HEI for the promotion of entrepreneurial spirit amongst the students.
- To suggest the collaborative event with the various stakeholders for creating entrepreneurial eco system.

Literature Review:

Venkat Rao has discovered the 'Process of stage theory' by emphasizing five Stages for entrepreneurial development.

1. Stimulation through various programs.
2. Identification of entrepreneurial abilities and capacities and pointing out the prospective entrepreneur in particular field.
3. Development and expansion of entrepreneurship through training programs and policies.
4. Promotion by establishing various support organizations.
5. Follow up of government programs and policies through systematic feedback.

McClelland has discovered the theory of Need of achievement. He has suggested conducting motivational training programs to trigger the desire for the high achievement.

For managing the innovation what is required is Execution intelligence. It is an ability to execute an idea into viable business in long run. Ability to convert creativity into an action and measurable results needs the handholding. It involves

1. Developing and executing business model
2. Delegation of routine work

3. Creation of new venture team
4. Entering partnerships/Outsourcing
5. Management of finance
6. Motivating human resource
7. Getting ICT support and guidance

Thus, it is rightly said that the intelligent entrepreneur do not learn the required skills but acquires the skills.

As per the GEM: Global Entrepreneurship Monitor the 'Entrepreneurship education at schools and colleges' is the prerequisite of entrepreneurial eco system of any nation. As per GEM Report 19-20 recommendations it is required to introduce and increase entrepreneurship education in India. Amway India Entrepreneurship (AIER) Report 2017 comments that 75% of Indian youth wants entrepreneurial courses included in the curriculum and about 61% students consider entrepreneurship as a good prospect to earn livelihood in India. As per Amway India Entrepreneurship (AIER) Report 2020 the main barrier for Indian entrepreneurs is managing the legal guidelines like regulations, taxes, profit, and loss statements, managing the capital required to start the business etc. As per Randstad Workmonitar Report 2017, 83% of workforce in India likes to choose entrepreneurship as their career option that is higher than global average of 53% due to the active support of the Indian government for creation of favourable entrepreneurial climate.

National education policy 2020 has emphasized on entrepreneurial revolution to make youth more innovative, proactive, pioneering and prospect oriented. It has also aim to promote student entrepreneurs with the exposure to vocational education in partnership with industry and in alignment with the Sustainable Development Goal 4.4 (SDG). Interdisciplinary education, vocational education, flexible education, research-based specialisation, focus on

Skills gap analysis and mapping of local opportunities will have a more scope of
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developing entrepreneurial competencies.

According to NEP: New Educational Policy 2020, it is required to take efforts to seek the support of alumni to contribute to the field of education. Creation and maintaining a strong database (Dossier) of alumni and make them a part of culture of all educational institutes in India.

Campus Entrepreneurship a Global perspective

Standford University offers innovation and entrepreneurship professional certificate to generate and implement new ideas and maximise success in early stage of enterprise.

The Blackstone Charitable Foundation at Philadelphia trains the youth and focus linkages with professional alumni to foster campus entrepreneurship.

In most of the universities in abroad have established ICT based communicative portal for developing the entrepreneurial spirit and first-hand support and guidance to the student entrepreneurs of their alma mater, they are willing to connect with the approach of giving back. Harvard business review suggested the following efforts to bring the entrepreneurial revolution in the college campus like

1. Connections and consultation with business mentors and alumni
2. Venture Capitalist collaborations
3. Internship programs
4. Business Plan contest
5. Incubator programs
6. Revising the course content of entrepreneurship at colleges

Campus Entrepreneurship efforts in India

National Entrepreneurship Network: NEN in India has introduced Kick-starting entrepreneurial campus to develop the entrepreneurial mindset.

In Bangalore ‘Campus Company’ is formed which produces chalks. Candles paper bags and book binding through which the requirements of campus as well as

corporate are met. This the best example of Ecological Niche.

Now in most of the HEI the efforts are taken to set up IIC: Innovation and Incubation Cell where the genuine efforts are taken to develop the overnment has also taken initiatives for developing and supporting the entrepreneurial culture in the higher educational institutes through Atal Ranking of Institutions on Innovation Achievements popularly known as ARIIA and Next Gen IEDC. The government has also initiated the concept of 'Menor of change' as it is very much essential for the handholding of budding entrepreneurs.

Entrepreneurship efforts at campus are unique at all IIT's in India. Research Methodology

***Type of research**

Descriptive study of the respondents who were the part of entrepreneurship event Vividha undertaken by one of the HEIS in Pune city.

***Method of data collection**

Primary data - Structured questionnaire,

Secondary data- GEM Report, Report of ARIIA and research papers on entrepreneurial education.

***Sampling method**

Simple random method. Out of 60 students' representative sample of 35 is taken for review. Review of campus entrepreneurship initiative known as Vividhaa Exhibition Entrepreneurship is basically experiential more it is practiced more the youth will be encouraged towards choosing it as a career option.

Vividhaa exhibition is an event organised every year by Progressive Educations Society's Modern college of Arts, Science and Commerce Ganeshkhind in association with its registered alumni association-Modernites. The main objective is to create the entrepreneurial culture and entrepreneurial mindset and protect the Intellect through IPR. There are also ED cells in the HEI that conducts skill

development courses, motivational talks by successful entrepreneurs, cases studies, exhibitions and fairs, business plan competitions etc.

The government has crafted the strategic plan for the entrepreneurial culture in India like Make in India, Stand up India, Start Up, and MUDRA Yojana etc.

Government has also taken initiatives for developing and supporting the entrepreneurial culture in the higher educational institutes through Atal Ranking of Institutions on Innovation Achievements popularly known as ARIIA and Next Gen IEDC. The government has also initiated the concept of 'Menor of change' as it is very much essential for the handholding of budding entrepreneurs. Entrepreneurship efforts at campus are unique at all IIT's in India. Research Methodology.

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The major features of this event are

1. It is an interdisciplinary event for Arts, Science and Commerce students.
2. Alumni support and mentoring
3. Platform of exhibiting business talents in the various areas like handicraft, jewellery, snacks, and beverages, Photography, painting, dress material etc.
4. Participants can sell and earn profit.
5. The efforts will be judged and rewarded for performing the business skills.
6. Pre exhibition training on deciding cost, marketing, packing, organizational behavior, corporate social responsibility, record keeping and reporting etc.
7. Each group of participants donates of some profit for social cause as CSR.
8. Monitoring of turnover of each stall and developing the strategies for the stalls who are suffering losses.
9. Various events are organized like recipe competition, Open forum a dialogue platform with successful alumni entrepreneurs, Business Plan competition, advertisement competition etc.
10. It is a platform of not only for promotion of entrepreneurship but also Capacity building and developing social awareness for value inculcation

The objectives of the review of Vividhaa are

- To study entrepreneurial spirit and preference
- To assess the entrepreneurial abilities
- To evaluate the initiative of entrepreneurship event at campus

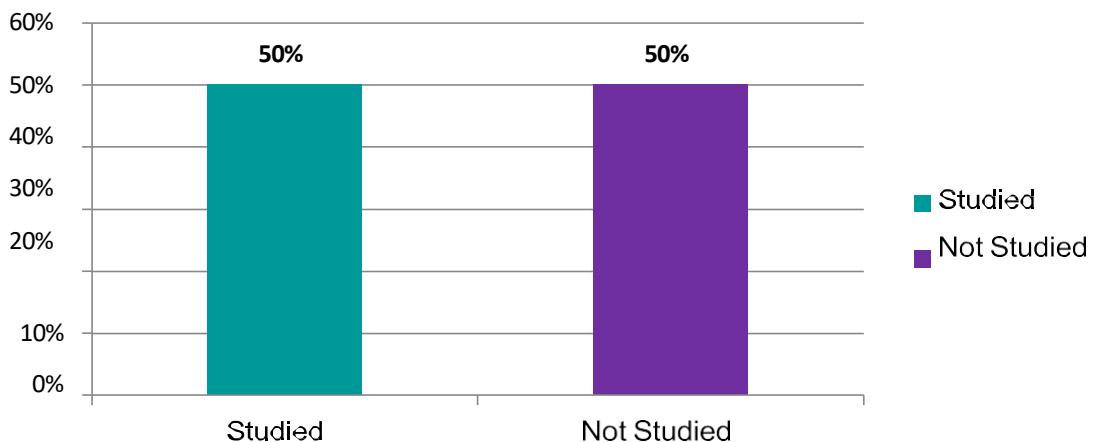
Statistical Analysis of the data:

Diagram: 1

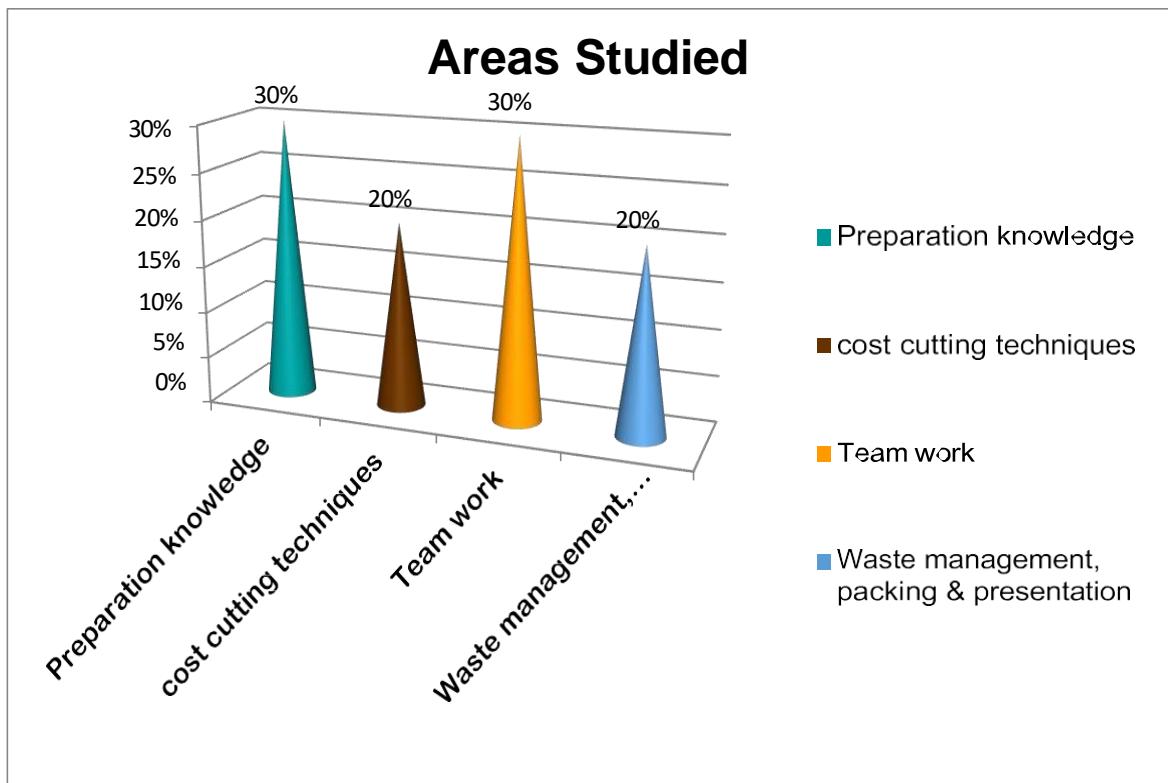
Reasons for Participating in Vividhaa

From the above graphical representation, it has found that out of total 35 respondents, 30 % were participated in Vividhaa to have fun and enjoy, 30% to learn and get experience, 20% to develop network and remaining 20% to get business exposure and knowledge.

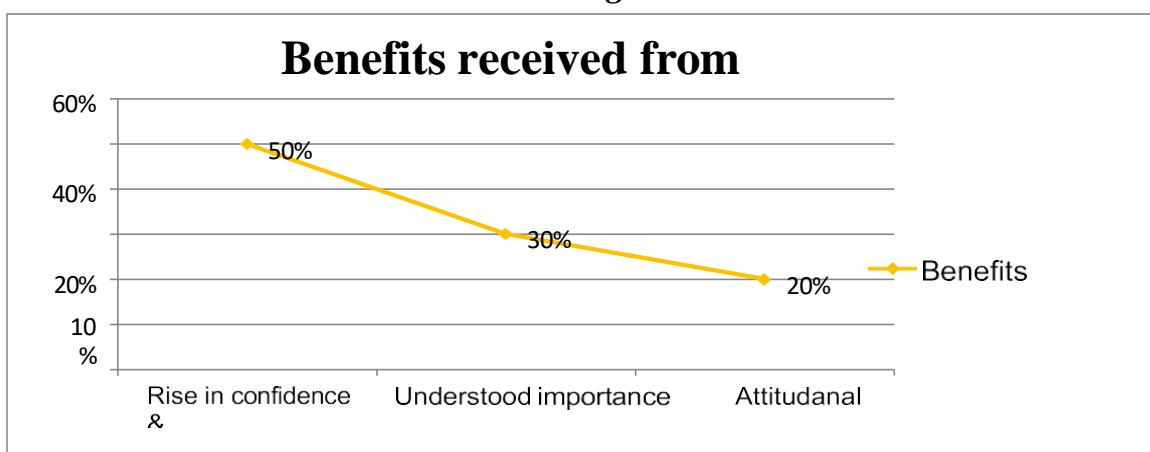
It also shows lack of awareness of entrepreneurial motive amongst them as researchers have found the casual approach while participating in the event.

Diagram:2**Study of major prerequisites before participation**

About their awareness of pre requisites to be studied before participating in such entrepreneurial event, out of 35 participants 50 % responded positively.

Diagram: 3

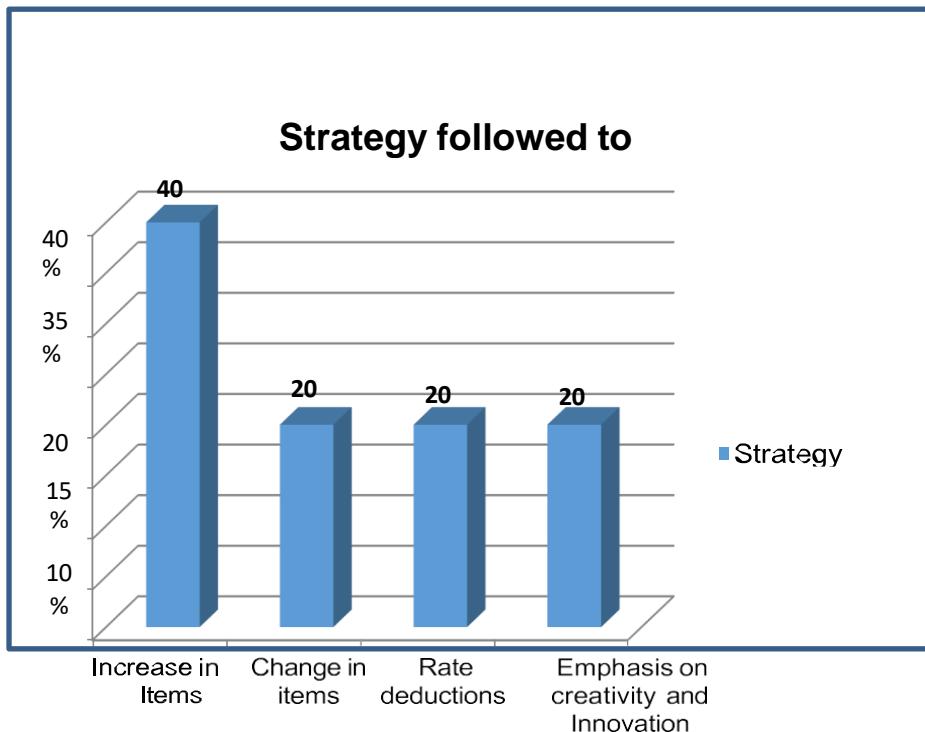
The participants have studied mainly very fundamental areas. The preparation knowledge by (30%) and team work (30%), but few i.e. 20% have taken care of cost cutting techniques, waste management, packing and presentations.

Diagram: 4

The respondents expressed their opinions on the various benefits they received by participating in Vividhaa. As shown in diagram 50 % of the respondents said that there was rise in their business confidence, 30 % said that they understood

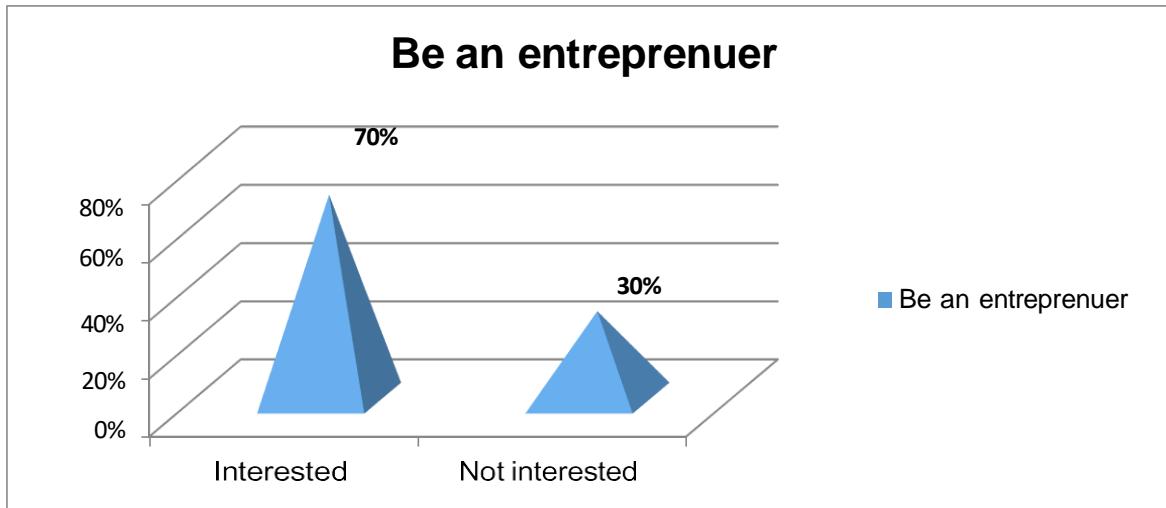
the importance of team work and remaining 20% said that they had observed attitudinal and behavioural change among them.

Diagram: 5



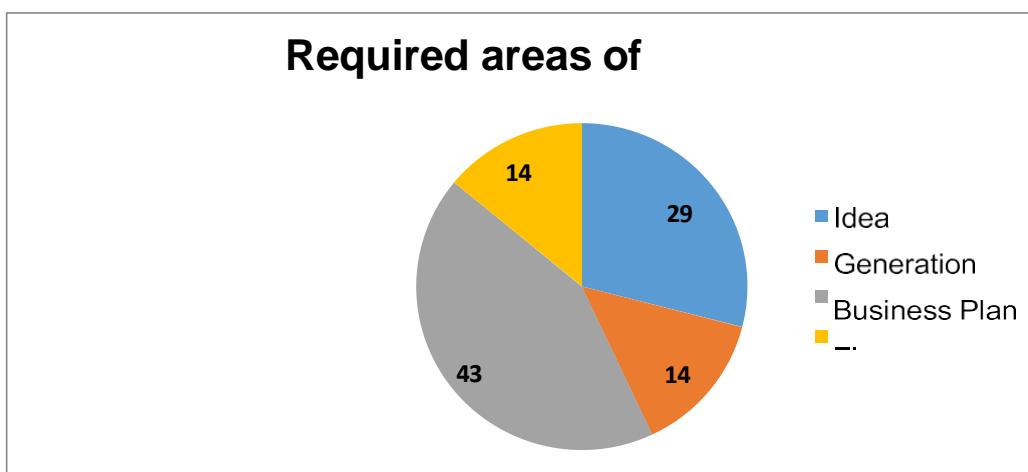
The above diagram shows the strategy followed by the respondents to compete. 40 % of the participants increased the number of items next day in their stall to diversify the business risk, 20% of them had changed the items, while 20% deducted the rates of items and remaining 20% emphasized on creativity and innovation and faced the competition differently.

Diagram: 6



It gives positive picture of the entrepreneurial preference of the respondents. 70 % of the respondents are keenly interested in choosing entrepreneurship as a career option as most of them do not want to work under boss; some of them opined that they want to employ others while some of them were confident about their own entrepreneurial abilities. Remaining 30% expressed negatively towards entrepreneurship as a career. The main reasons behind this opinion were lack of security, knowledge and lack of financial support.

Diagram: 7



Those who were interested in entrepreneurship, focused on the various areas in which they need to acquire the detailed knowledge and training. 43 % of the respondents mentioned that the need of training in the area of finance, 29 % in the area of idea generation, 14 % on business plan and remaining 14 % in

marketing.

Conclusions

1. The objective of VIVIDHAA is to achieve 'Promotion of Entrepreneurial Spirit'
2. Amongst the college students. In brief we can conclude the review as below
3. The alumni of the college are actively involved from planning to the execution of the event so that the event is planned from the perspective of the corporate sector. Well placed and entrepreneur alumni are the part of the event.
4. The initiative enhanced confidence, communication skills, practical knowledge and active participation. The participant tried to search the required entrepreneurial knowledge of business skills.
5. The participant tried to search the required entrepreneurial knowledge of business skills.
6. Non commerce participant students showed their interest in acquiring the essentials of any business like business plan, venture capital, techniques of costing, statutory compliance, corporate social responsibility, marketing tools, accounting and taxation etc.
7. Science background students have wide scope in entrepreneurship as a career option, as they have research angle and knowledge and the invented product. The required business prerequisites can be taught through certificate course. Here we can have a scope of interdisciplinary approach.
8. The student participant of computer science understood the new area of entrepreneurship.i.e promotion of event through social networking, digital marketing etc.
9. The participant student's interest is generally found in putting the stalls of snacks and beverages as there is immediate profit and high profit margin.
10. The students who were in the core team of management groups started their own Event Management Company.

Recommendations:

Based on the above review of an entrepreneurial event at campus the following recommendations are suggested...

Conducting 'Training Program' before the event to cover the major business aspects like idea generation, innovation, costing techniques, scientific waste management, marketing techniques, packaging, business plan etc.

Creation of incubation center at college campus through which we can

Create 'Ecological Niche' which will help to develop entrepreneurial abilities among the students. Implementation of certificate course of entrepreneurship for non-commerce students.

In order to create entrepreneurial ecosystem, rigorous efforts are required to be taken to motivate the students of all the faculties to prepare business plans and present it in front of venture capitalists and banking institutions to bring the plan into reality.

1. Arranging the talks of successful alumni entrepreneurs to trigger the entrepreneurial desire.
2. Motivate and train the students in creating company where they can set up in the campus xerox and printing machine, supply natural and artificial bouquets, providing snacks and beverages, supply of gift articles, rakhi during rakshabandan, Diwali faral etc.
3. Involvement of alumni entrepreneurs for the handholding of budding entrepreneurs and for acquiring execution intelligence.

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18. The Role of Embedded Entrepreneurship in Higher Education: An Analytical Study

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Abstract

In the modern economy, Entrepreneurship is seen as a crucial skill for students in higher education. The research studies the role and effectiveness of embedding entrepreneurship into higher education. It examines the degree of entrepreneurship integration, teaching methodologies, student involvement, and measurable outcomes such as startup readiness and entrepreneurial mindset. Drawing on international case studies and Indian institutional models, the study analyses how embedded entrepreneurship influences student outcomes such as start-up formation, employability, innovation capability, and social impact. This study examines how entrepreneurship is incorporated into higher education, its impact on students' abilities and entrepreneurial intent, and the structural barriers to its success. The paper discusses institutional challenges and offers suggestions to improve entrepreneurship education. It provides actionable and valuable insights for policymakers, educators, and institutional leaders. Embedded entrepreneurship significantly enhances innovation, problem-solving, and career preparedness among students.

Keywords: Embedded Entrepreneurship, Higher Education, Entrepreneurial Skills, Innovation

Introduction:

Entrepreneurship is a vital force in today's world, driving economic growth,

fostering innovation, and creates a positive social impact. It is also becoming a fundamental aspect of education globally. Embedded Entrepreneurship Education means integrating entrepreneurship education into existing, non-business courses rather than offering it as a separate, standalone subject. It involves using entrepreneurship education pedagogies and methods within other disciplines to enhance students' entrepreneurial skills and mindset. This study aims to make entrepreneurship education more accessible to a wider range of students instead of primary field of study. Not only business schools, but it is now considered essential across disciplines to nurture innovative thinking and economic independence. Institutions in India are gradually embedding entrepreneurship into their curricula, but the implementation and impact vary widely.

Governments, educational bodies, and industries now understand how important it is to nurture entrepreneurial mindsets characterized by initiative, adaptability, creativity, and problem-solving which is essential for future-ready graduates. As a result, entrepreneurship education is undergoing a significant shift from optional to fully embedded curricula integrated across disciplines in higher education.

Objectives:

1. To analyse how entrepreneurship is embedded into higher education curricula.
2. To examine its impact on students' entrepreneurial skills and mindset.
3. To identify institutional challenges in implementing embedded entrepreneurship.
4. To recommend strategies for enhancing entrepreneurship education.

Scope and Importance:

The research focuses on higher education institutions in Maharashtra, including universities and affiliated colleges that offer undergraduate and postgraduate programs. It encompasses a wide range of academic fields such as engineering,

commerce, science, arts, and management. The research includes both public and private institutions to offer a balanced perspective on the implementation of embedded entrepreneurship.

The scope of the study includes assessing whether formal curricula incorporate entrepreneurial instruction, examining instructional strategies for entrepreneurial education, assessing skill development, entrepreneurial intent, and student involvement, researching institutional support systems and faculty readiness and determining institutional difficulties and policy gaps. The results will be important for stakeholders trying to improve students' preparedness for innovation and company formation, education policymakers creating frameworks for entrepreneurship education, and academic institutions looking to revamp their curricula.

The findings will be significant for academic institutions aiming to redesign curricula, education policymakers developing entrepreneurship education frameworks, and stakeholders working to enhance student readiness for innovation and startup creation.

Literature Review:

The OECD (2015) and EU (2018) highlighted entrepreneurial skills as core 21st-century abilities. Finland and the UK have successfully integrated entrepreneurship into their academic programs with positive student outcomes.

AICTE and UGC have recommended entrepreneurship modules, yet most institutions do not apply structured implementation (Rao, 2020). Many programs are theoretical and lack practical application.

Gibb (2002) argues for an "Entrepreneurial University" model where entrepreneurship is a core part of institutional culture. Nabi et al. (2017) conducted a meta-analysis and found strong evidence that entrepreneurship education significantly increases entrepreneurial intention, especially when delivered

through experiential formats.

Bandura's Social Cognitive Theory also plays a role in explaining how students build entrepreneurial self-efficacy through role models, mentorship, and active experimentation.

These framework theories collectively emphasize that merely adding entrepreneurship topics to the syllabus is insufficient. Instead, it should be an embedded, active, and supported component of the academic curriculum.

Research Methodology

The data collected is descriptive and Qualitative based on secondary data. The source of data is from Review of existing academic research papers, journal articles, and books on entrepreneurship education. Government and policy reports (e.g., UGC, AICTE, OECD, World Bank) Institutional documents from Indian Universities (e.g., course structures, syllabus, annual reports).

Role of Embedded Entrepreneurship in Higher Education

Embedded entrepreneurship education refers to the integration of entrepreneurial concepts and activities directly within the academic curriculum across disciplines.

It plays a transformative role in modern higher education by positioning students as active creators of value than passive job seekers. Its role is multi-faceted:

Skill Development includes critical thinking, creativity, leadership and risk management. Career Preparedness is where students become capable of creating their employment opportunities. Innovation Ecosystem which supports experimentation and startup creation. Interdisciplinary Learning encourages cross-disciplinary collaboration on real-world challenges. Institutional Transformation where universities evolve into innovation-driven institutions contributing to economic growth. It enables organizations to promote an innovative, resilient, and proactive culture. When disciplines such as engineering, business, design, humanities, and health sciences are combined, the following results are produced:

According to Entrepreneurial thinkers, while not all students go on to start their own businesses, they can all use entrepreneurial thinking skills like problem-solving, opportunity awareness, and adaptation in a variety of professional contexts. Active Learning Environments: In line with Kolb's learning theory, entrepreneurship encourages project-based, hands-on learning. Improved Industry-Academia Relations: The gap between academia and practice is closed through mentorships, startup incubators, and practical partnerships.

Social Impact: In support of sustainable development goals, students are being urged more and more to use enterprise to address social, environmental, and regional issues.

Global Competitiveness: Finland, the USA, Singapore, and other nations with strong embedded entrepreneurship programs perform better than others in terms of innovation rankings and employment for graduates.

Real-World Case Studies and Institutional Examples

Indian Institute of Technology (IIT Bombay): Through its Society for Innovation and Entrepreneurship (SINE), IIT Bombay offers incubation, mentoring, and seed funding to student startups. The embedded courses in entrepreneurship are combined with access to real-world startup environments.

SRM Institute of Science and Technology (Chennai): SRM has integrated entrepreneurship as a compulsory course across several departments. It also runs the SRM Innovation and Incubation Centre (SIIC), which has supported over 100 startups by students and alumni.

Ashoka University (Haryana): Known for its liberal arts focus, Ashoka has successfully blended entrepreneurship into its social innovation programs. The InfoEdge Centre for Entrepreneurship at Ashoka fosters startups with a focus on social impact.

MIT-WPU (Pune): MIT World Peace University integrates entrepreneurship

within engineering and management programs and provides students with access to an Innovation and Incubation Centre and regular startup challenges.

Babson College (USA): Internationally recognized for entrepreneurship education, Babson integrates practical entrepreneurial experiences throughout its curriculum, encouraging students to launch ventures during their undergraduate studies.

These institutions exemplify how embedded entrepreneurship can transform student learning experiences and institutional reputation.

Expansion on Success Metrics and Student Outcomes

The following outcomes are supported by empirical data from literature and institutional case studies Entrepreneurial Intent: According to Nabi et al. (2017), students who are exposed to embedded entrepreneurship show a 30–40% increased propensity to launch their own businesses after five years of graduation.

Startup Formation Rates: According to organizations like Ashoka University and IIT Bombay, there are an increasing number of student-founded businesses, some of which have achieved national prominence and venture capital backing.

Gains in Skill Competency: Students who complete entrepreneurial modules report gains in leadership, decision-making, and financial literacy, according to evaluations from SRM and MIT-WPU.

Increased Employability: Employers report higher interest in graduates who possess entrepreneurial thinking, especially in roles involving innovation, product development, and strategy.

Social Entrepreneurship Engagement: Programs embedded in liberal arts curricula have shown increased student participation in social impact projects and nonprofit startup development.

These metrics highlight that embedding entrepreneurship does not merely prepare students for business creation but equips them with a mindset essential for success across all career paths.

Challenges in Implementing Embedded Entrepreneurship

Curriculum Rigidity: Universities often lack the flexibility to integrate interdisciplinary and practical courses due to standardized frameworks.

Faculty Expertise: Lack of trained faculty with real entrepreneurial experience restricts effective delivery.

Lack of Industry Collaboration: Limited partnerships with startups and industry mentors hinder experiential learning.

Assessment Issues: Traditional assessment methods do not capture entrepreneurial competencies like creativity, problem-solving, and innovation.

Institutional Support: Many institutions lack incubation centres, funding, and administrative support to foster student ventures.

Conclusion:

Embedded entrepreneurship in higher education fosters innovation, self-reliance, and startup readiness among students. While promising, the model faces challenges that require institutional commitment, faculty training, and policy support to unlock its full potential. Entrepreneurship education must evolve from theoretical lectures to experiential learning. Interdisciplinary teaching, industry mentorship, and startup incubation are vital. Institutions must be flexible, adaptive, and resourceful to make embedded entrepreneurship effective. International evidence confirms that embedded entrepreneurship fosters measurable improvements in entrepreneurial intent, venture creation, employability, and innovation culture. Institutions that rationale interdisciplinary curricula with robust incubation, industry linkages, and funding pipelines (e.g., MIT, Stanford, Aalto) demonstrate the strongest outcomes. Adapting such models to Indian contexts can accelerate the nation's innovation agenda. Embedded entrepreneurship enhances student creativity and problem-solving skills. Success depends on practical exposure and mentorship. Disparity exists across disciplines, with technical and business

programs better equipped. Faculty development is critical to sustaining entrepreneurship education.

Suggestions & Recommendations:

Embed entrepreneurship must be not only in business or management programs but also across all disciplines. Establish dedicated Entrepreneurship Development Cells (EDCs) and ensure their active collaboration with academic departments. Facilitate alumni mentor networks and invite successful entrepreneurs for regular interaction with students. To train faculty conduct Faculty Development Programs (FDPs) on entrepreneurial pedagogy, case study development, and experiential methods and encourage them to mentor start-ups and collaborate with industry incubators. Strengthen industry-academia partnerships, establish entrepreneurship cells and incubators. Use project-based and experiential assessment tools. Mandate experiential learning modules such as live projects, start-up simulations, and industry challenges. Establish MOUs with global universities known for embedded entrepreneurship (e.g., MIT, Cambridge, Aalto, NUS) to exchange best practices and conduct joint programs.

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19. Rediscovering Indian Parallels to Kaizen: A Conceptual Exploration through Indian Knowledge System

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Abstract

This conceptual research paper explores the similarities between the Japanese philosophy of Kaizen and the ancient Indian Knowledge Systems (IKS). While Kaizen is widely known for its principle of continuous improvement through small, incremental changes, this paper reveals how similar values and practices have long existed within Indian philosophical and educational traditions. Key concepts such as *Sādhanā* (disciplined self-improvement), *Abhyāsa* (regular practice), *Swadhyaya* (self-reflection), *Anushasan* (discipline), and *Nishkama Karma* (selfless action) are considered as foundational elements of Indian thought that mirror the essence of Kaizen. Through literature review and conceptual mapping, the study demonstrates that the spirit of Kaizen is deeply rooted in India's indigenous knowledge and that these values remain highly relevant in contemporary education and business environments.

Keywords:

Indian Knowledge Systems, Kaizen, Continuous Improvement, *Sādhanā*, *Abhyāsa*, *Swadhyaya*, *Anushasan*, *Nishkama Karma*, Indigenous Philosophy

Introduction

Kaizen, a Japanese term meaning "change for better", has gained global popularity. While Kaizen is popularly known as a modern innovation, India's indigenous frameworks have long emphasised self-discipline, regular learning, introspection, and ethical action. In this conceptual study, we compare key Kaizen principles with five

foundational IKS values: Sādhanā, Abhyāsa, Swadhyaya, Anushasan, and Nishkama Karma.

1. Objectives of the Study

- 1.1.** To explore the philosophical foundation of Kaizen and Indian Knowledge Systems (IKS).
- 1.2.** To identify similarities between Kaizen principles and Indian values such as Sādhanā, Abhyāsa, Swadhyaya, Anushasan, and Nishkama Karma.
- 1.3.** To establish IKS as a potential indigenous model of continuous improvement.
- 1.4.** To demonstrate the relevance of IKS-based improvement practices in modern education and business environments.

Research Methodology

This is a conceptual and qualitative research study based entirely on secondary data. The methodology includes:

Literature review of scholarly articles, ancient Indian texts, and modern interpretations.

- Philosophical comparison between Kaizen concepts and IKS principles.
- Thematic analysis and conceptual mapping.

2. Literature Review

1. Understanding Kaizen

Kaizen became popular in post-World War II Japan as a management Philosophy. It focuses on continuous, incremental improvement, often involving all employees, from top management to workers. Central to Kaizen is the belief that regular, small improvements compound into significant progress. According to Masaaki Imai (1986), Kaizen is not just a tool but a culture of improvement.

2. Foundations of Indian Knowledge Systems (IKS)

IKS represents India's traditional knowledge passed through generations via texts, practices, and oral traditions. These systems emphasize structured learning, discipline, regular self-reflection, and value-based growth. Their contribution to modern pedagogy is being acknowledged afresh under India's National Education Policy (NEP 2020), which seeks to integrate indigenous methods into contemporary education.

3. Philosophical Convergence

Several studies (e.g., Pathak, 2020; Mishra, 2021) indicate that Indian traditions value gradual learning, repetition, self-discipline, and detached action—concepts deeply aligned with Kaizen. The idea of *Abhyāsa* (repeated practice), *Swadhyaya* (self-reflection), and *Nishkama Karma* (action without expectation of reward) parallels Kaizen's emphasis on small, continuous improvements and non-attachment to immediate results. These values are embedded in various Indian texts and pedagogical traditions, contributing to a lifelong learning ethos similar to Kaizen's incremental approach.

4. The Indian Knowledge Systems perspective extends beyond technical expertise, fostering a more holistic and character-based progression. Philosophical concepts like *Sādhanā* (purposeful effort) and *Anushasan* (ethical discipline) support a lifelong pursuit of excellence. This convergence reflects a shared belief in disciplined, continuous advancement rooted in introspection and community welfare.

5. Building Blocks of Indian Knowledge Systems and Their Alignment with Kaizen

Sādhanā (Disciplined, Gradual Self-Improvement)

In Indian thought, *Sādhanā* refers to a dedicated, disciplined path of self-development—intellectually, ethically, and emotionally. Like Kaizen, *Sādhanā*

values persistence, progress in small steps, and consistency over perfection.

Abhyāsa (Regular Practice)

Abhyāsa stresses the importance of regular and repeated effort. Kaizen also emphasizes repetition and refinement as tools for mastery and improvement.

Swadhyaya (Self-Reflection or Self-Study)

Swadhyaya is a fundamental aspect of learning in Indian systems, promoting continuous self-examination and growth. Similarly, in Kaizen, daily evaluations and incremental adjustments serve the same purpose of fostering ongoing improvement.

Anushasan (Discipline)

Discipline is central to both systems. Anushasan ensures adherence to process and ethics, while Kaizen relies on standardised procedures and consistency.

Nishkama Karma (Duty without Attachment to Results)

This principle promotes action done sincerely without obsessing over outcomes. Kaizen also fosters consistent effort without the pressure of immediate perfection.

6. Indigenous Wisdom and Modern Practices:

The conceptual parallels between Kaizen and Indian Knowledge Systems highlight not only a shared emphasis on improvement but also reveal how deeply ingrained such values are in India's intellectual and cultural traditions. While Kaizen is considered a structured corporate philosophy, IKS presents a more holistic framework that integrates ethics, introspection, discipline, and responsibility.

One of the strongest alignments lies in the idea of progress through internal transformation. For example, Sādhanā, like Kaizen, emphasizes patient, long-term growth. But unlike Kaizen, which is often externally measured (in productivity or efficiency), Sādhanā is inward-focused and rooted in personal development. This offers a unique dimension when applied to education or leadership development,

In Indian commerce education, principles like *Abhyāsa* and *Swadhyaya* can support the development of analytical and ethical business minds through regular reflective learning, practical repetition, and value-based grounding. Incorporating these practices could shift the focus from rote learning to mastery-based and self-driven approaches. Discipline (*Anushasan*) and *Nishkama Karma* are equally vital in shaping attitudes. In today's high-pressure academic and corporate settings, the practice of acting without anxiety over outcomes can help foster resilience, mental well-being, and better team performance—qualities essential in modern workplaces and classrooms alike.

It is also important to consider why these IKS principles, though deeply rooted in history, are less globally recognized than *Kaizen*. The limited global recognition of IKS principles stems from a combination of colonial educational models, the undervaluation of Indian traditions, and Japan's effective industrial branding of *Kaizen*. However, the current educational reforms under NEP 2020 provide a unique opportunity to reintroduce and indigenize systems of continuous learning. By integrating these Indian values into educational and organizational models, a uniquely Indian version of *Kaizen* could emerge—one that respects both tradition and innovation. Future research could investigate frameworks that harmonize traditional disciplines with contemporary professional objectives, fostering sustained growth guided by core values.

7. Conclusion

Kaizen is a valuable system for continuous improvement, but its foundational ideas are not unique to Japan. Indian Knowledge Systems offer equally powerful, older, and ethically rich principles that align with Kaizen's goals. By rediscovering Sādhanā,

Abhyāsa, Swadhyaya, Anushasan, and Nishkama Karma, educators and managers can root improvement strategies in India's own intellectual and cultural heritage. This study examines how traditional knowledge can be effectively integrated into contemporary systems to foster sustainable and ethically sound progress.

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THANK YOU!