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CONTENTS

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"Higher Education System of India, with special reference to quality aspects and National Education Policy"

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Executive Summary

The education is considered as preparation of mind. It is process of learning and reflecting. It is said that the education which provides life solutions. Empowerment to society through education is possible. It must reach to every individual student who wish to have education. Our education system of India is one of the largest and oldest systems in the world. There are examples around us for poor quality of education. Not a single institution in this country which can compete at world level. The regulators like Ministry of Higher Education, University Grants Commission All India Council for Technical Education and other professional education regulators are to play positive role in building quality higher education institutions. Dreaming super power on account of economic power is generally accepted term. The policy of education is to be planted with available resources on account of young population, good culture, ethical values and great tradition. International linkages of institutions of education, research and industries is possible. 360-degree assessment of student with suitable method, performance evaluation of teachers, determining the responsibility and accountability of those who are in process of governance and transparency in process is the need of the hour.

Key words: Higher education, quality education, expectations from education, National Education Policy.

Research Methodology:

The study based on the data collected by the researcher himself. The data is collected and compiled from the official website of regulators. The research paper is explanatory in nature.

Objectives of study:

1. To examine the present situation of higher education system in India.
2. To evaluate the system in relation to quality education and National Education Policy.

Limitations of the Study:

It are based on the data collected by researcher. It does not compare the system of various country.

Introduction:

Higher Education in India is the purview of Central Government. There is special ministry of higher education.

Ministry of Higher Education:

The responsibility of the Ministry is the overall development of higher education sector. It includes policies and planning for education in country with provision of infrastructure facilities and development of world class institutions. Providing greater opportunities of education keeping the factor of equity in mind is also important responsibility of the Ministry. New institutions in support with State government and other stakeholders like organization alumic can play effective role. The Gross Enrollment Ratio in higher education is low considering the world average. Though the enrollment ratio is increased from last ten years, but it is not achieved expected percentage. The students are not taking higher education process due to various reasons like poverty, non-availability and institution in local area, lack of awareness early marriages about girls and fear of non-availability of job. Present system with the weak on account of lack of financial resources, quality infrastructure, shortage of faculties Research base education can provide best suitable manpower in global environment. The requirement of manpower

is specific. Professionals are required with skill and knowledge of Indian system and values. It is considered properly by National education Policy. The present steps like compulsory accreditation, granting a status of recognition as deemed or private is inviting quality aspect in education. The expected expenditure of government on this sector is 6% of Gross Domestic Product which mention in national Education Policy.

Review of present status of Higher education in India in light of study:

Administrative aspect Present system is operated through the regulators. University Grants Commission, Medical council National Assessment and Accredited Council are independent and autonomous. The designated agencies are coordinating among all is absent in the system. The regulations from U.G.C are in form of mandatory and suggestive guide lines. The parity on account of implementation of policy by various state governments is not made by compulsory by regulators. It is observed that the decisions influenced by political pressures and financial constraints and management interference or intervention.

Access to all including rural areas:

It is about the access and digital access to this system. Basically, there is big drop out at school level. It is difficulty to increase the ratio in view of poverty and lack of institutions in rural areas. The enrollment ratio can increase if the system provides employment to students at local place with fair returns.

Research and Sustainable Development:

Research and education are complementary to each other. It is necessary for sustainable development. The National Research Foundation is step in this area. Education based on research and research with knowledge-based education especially applied research and knowledge is necessary for sustainable development. The expenditure spending on research centers and affiliated institutions are questionable one as they are not sufficient. The present system encourages research by granting marks through Academic Performance Indicator. The doctorates in science, engineering and technology is less comparing to world level. Universities and institutions are facing administrative financial and operational difficulties for operating research institutions.

Shortages of faculties and problems with available faculties related to quality:

According to available data the faculties in large number are short in institutions due to various reasons. More over Indian Institutes of technologies as well as Management and popular institutions are facing the same problem. The structure of non-grants or unaided institutions further created the problem of job satisfaction and loyalty, performance among the faculties. The present faculty in available strength is mismatch with the requirement. The world class education institute operates with 30: 1 ratio where as we operates through 120:1.

Financial problems of the system:

This sector is considered as non-merit goods. The suggestions of Yashpal Committee to spend amount of 6% of G.D.P is not implemented yet. It is also mention in national education Policy. It is observed that budgeted and actual is always differ. Actual spending is very very less. The educational assets and equipment are short in the available system and research institutions are not linking with industries as national laboratories. Industrial linkages are not available. There is too much dependency for finance on ether management or government.

How global competencies can be imparted.

The global competencies on account of technology medicines and other professional areas of employment can be developed with following measures. It is necessary for sustainable development.

Recommendations:

Depending on the study and resources reviewed the following recommendations can be presented by researcher.

1. The suggestions of National Education Policy can be implemented in complete manner and on timely basis. Teachers training and digital platform can be developed.
2. Funding: The financial resources at least for educational assets and equipment can be provided by government state or Central. The institutions can raise the revenue for their survival for long period but they depend on

government .The private and public funds can be encourage.

3. Education Commission: Establishment of education commission in higher education is needed. The recruitment and employment can be possible on the basis of Indian Education Services like India Administrative Services. It will attract new faculties and talent.

4. As per the experience most of the universities are not in position to update the syllabus. Students and all other stake holders can be the part of developing syllabus. Students exchange program can be launched by each institution.

5. Encouraging private and public funds: The private institutions with infrastructure and funds can be encouraged. It should be backed up with education contribution. The criteria of recruitment entrepreneurship development value based and ethics building should encouraged.

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A Review on AI Used in Agriculture

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Abstract:-

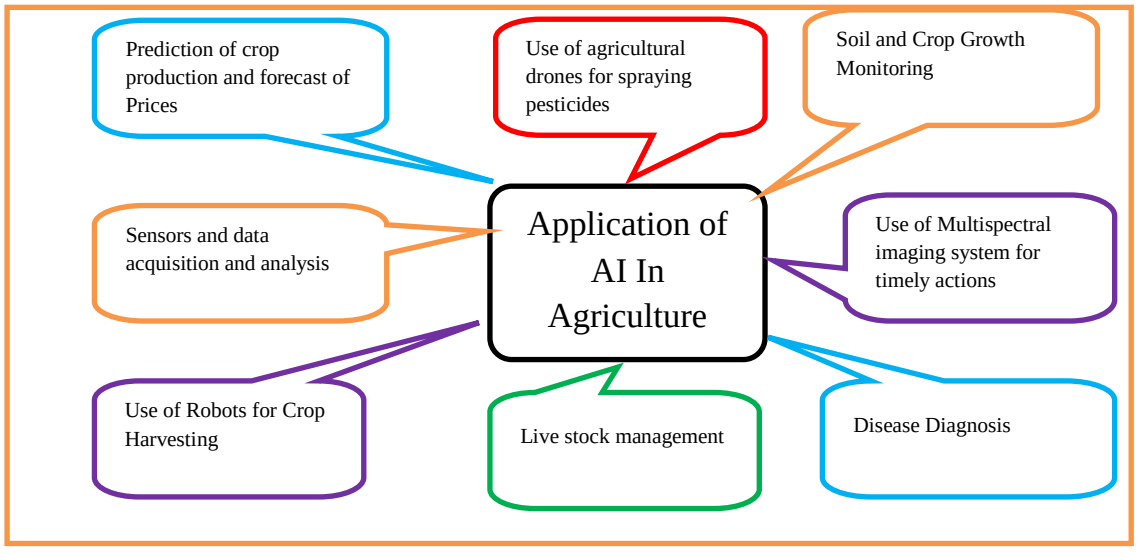
Agriculture is the biggest industry . Every countries economy and social growth depends on it. Traditional methods used in agriculture sector requires human and animal power, having poor efficiency ,labor cost and more stress in farming due to variations in climatic conditions, dependency on rain and water availability leads to less crop yield, diseases in plants, Use of extreme fertilizers ,pollution of soil, water, land, failure in whether predictions, natural disasters leads to Uncertainty in getting more crop yield. It is estimated that the world's population would reach 9.7 billion by 2050 and increase in food demand requires at least 70 % increase in production. To Overcome from this, Traditional farming methods must be improved .Instruments used in farming must be having better Efficiency and less time consuming to get better crop yield. This Research paper focuses on the concept of smart farming using smart and Intellectual Instruments, sensors, IoT devices Artificial Intelligence, Agriculture 4.0,Precision farming.

Key Words:-Precision farming, AI, Smart Agriculture

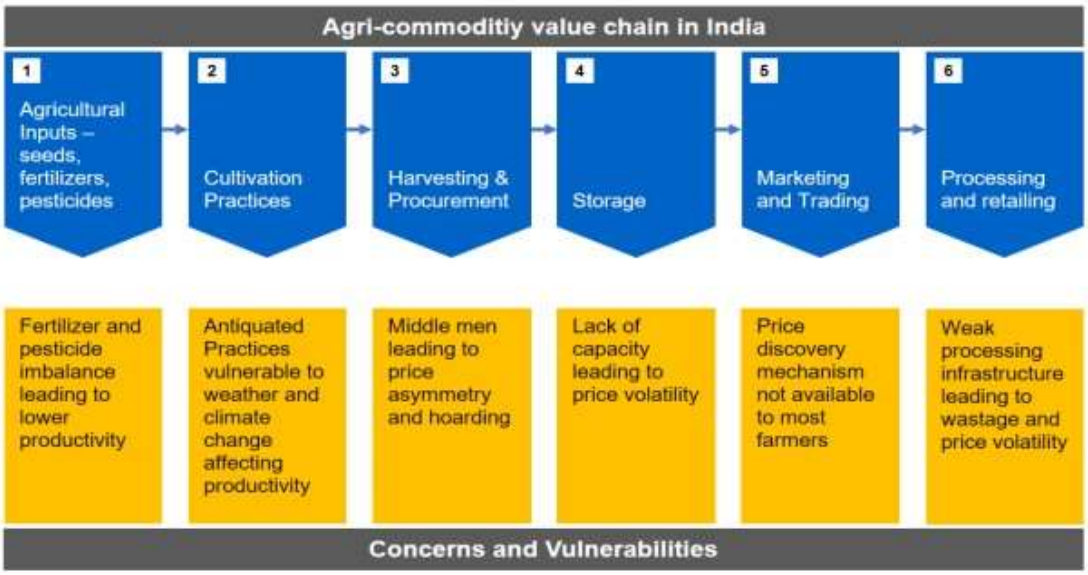
Objectives:1)To understand Basic of AI.
2)To study the Applications of AI in Agri-Sector.
3) Recent Developments in AI.

Methodology:-The review is carried out by using secondary data collected from books, Journals, Internet websites, Research Articals,Govt. Publications.

Introduction:- AI started in 1950.AI has two basic goals, collection of data, creates Expert system and implement human Intelligence in Machine. Alean Mathison is a father of AI. Application of A I uses different technologies and techniques to enhance crop yield. The necessary steps from selecting the crop to harvesting, all are done using AI. The concept of farming uses modern approach to increase the profit, reduce cost, Use of less fertilizers, organic farming, will be helpful for sustainability Development. Agriculture 4.0 is a new approach towards management. Precision farming uses technology including smart tools, sensors, satellites,IoT, remote sensing and data collection at far distance. It uses internal and external network for farm operations.



Forbes Reports that global spending on "Smart Agriculture," including AI and machine learning is projected to triple to $ 15.3 million by 2025. Research suggest that market size of AI in agriculture should expect a compound annual growth rate CAGR of 20 % . Ajay Kumar Tomar suggested that the information on spatial variability in soil fertility status and crop conditions is a perquisite for adaptation of precision farming .space technology GPS and GIS holds good in delivering information on soil attributes and crop yield and allows monitoring seasonability.The crop characteristic like soil moisture, crop phenology, growth, nutrient deficiency, crop dieses, weed and insect infection which in turn help in maximizing Inputs and crop yield and Income. A study published in Science suggest that ,due to climatic change southern Africa could lose more than 30% of its main crop, Maize, by 2030.In south Asia, losses of many regional staples like rice, millet and maize could loss by 10 percent. Changes in Climatic conditions affect agriculture in several ways like productivity, agriculture marketing, rural space, environmental effects.AI helps and identify the changes in climatic conditions, farmers notice the changes and farming accordingly. Rapid quality control is a major challenge for Indian agriculture says M.A.Chaudhary etal64 , in WTO and Indian Agriculture. The right type of technology for growing and processing must be adapted so that there is good quality production at lower cost. Crop in technologies was selected as Agtech partner in a public –private project with GOI and the world bank for developing agriculture technology to build climate change. The project cover an area of 1650+ hectors. Cult Yvate's smart irrigation system calculate the precise amount of water required for crops . Intello Labs develop an AI solution to assay agriculture products. It is an AI based platform to grade and monitor the quality of agriculture commodities. The advanced algorithms would examine the photo of the commodity and provide rating based on a set of USDA approved criterion including color, size and visual defects. The platform and corresponding results were hosted by e-NAM. Mahindra and Mahindra developed "KRISH-E-NIDAN"A crop disease and pest recognition solution to optimize farm yields affected by pests and crop dieses (page115,75-75-India-AI journy.pdf) Maharastra has launched the Maha Agritech project that aimed at utilizing and promoting the application of satellites and drones to solve various agricultural problems. NITI Aayogas , "agristak" is a common data infrastructure by Govt .that can reduce duplication of effort by many startups and researchers in the area, lowers the barrier in entry to creating agri- products. IIT Kanpur incubated start up AgroNxt launched e-soil testing device called Bhu-Parikhak, that calculate six parameters in a soil sample(page64,EFYJan2023).Microsoft and International crops Research Institute (ICRISAT)Developed an AI sowing App. Infosys has build a precision crop management test bed that improves crop productivity through the analysis of highly granular ,real-time sensor data.



Courtesy:
http://ilearncana.com/details/Role-of-Artificial-Intelligence-in-Agriculture/2173

Result and conclusion:-Using AI in agri-sector improves-the efficiency of time , labor and resources helpful for sustainable development real time monitoring increases the health and quality of agri-product. plant diseases , infection , growth, application of pest control , increases the nutritional value of millets , crops . precision farming ,smart farming ,use of Machine learning , networking all concepts are adaptable but some crises are to be born such as unique land holding , poor infrastructure ,socio-economic condition of farmers , lack of technical knowledge and technology .Studies are being conducted in India using AI and Machine learning so that traditional farming shifts towards ICT enabled smart farming.so, training to farmers in Rural area must be necessary , the govt, NGOs are supportive system to take initiative for training ICT enabled farming . Privacy and security issue affect the use of AI for farmers is a serious problem.(ref .page 591,IJCRT-VOL 10,ISSUE 5,May 2022).

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A Study of Innovative and Best Practices in National Education Policy

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Abstract:
Covid or Corona though an unfortunate situation for the world, brings some challenges and opportunities in all business education and professional practices. The globe shattered and locked for several months negatively impacted humanity. An innovative Curriculum Design with a shift from an informative curriculum to a formative curriculum is required. Course curriculum can be linked with teaching the outside class. Education should not be only employment base but value base because literacy plus ethics is education. Innovative practices in teaching-learning are transforming curriculum effectively and efficiently. It can cater to individual needs and facilitate easy evaluation with transparency as an essential aspect of the process. To improve learning in new normal conditions, engage students in the learning process with safe and healthy conditions in teaching institutions.

Keywords: NEP, Best Practices, Innovation

Introduction:

As learning is relearning, the best practice is to concentrate on the ideas and beliefs of students for a given set of learning objectives. Learning is a holistic process involving students thinking, perceiving, and behaving. As learning is the process of creating knowledge, it should be students centric and based on healthy prudent and innovative practices. Our country has been blessed with an excellent education and teaching methodology tradition. Higher education aims to produce quality human resources for the nation. It is training for a research career. Promoting social and quality justice education is the most. It should provide leadership based on value and culture. Continuous assessment of a student with the suitable method, performance evaluation of teachers, determining the responsibility and accountability of those in the process of governance and transparency in the process is the need of the hour. The quality policy on education must be determined with available resources on account of the young population, good culture, ethical values and great tradition. International linkages with institutions of education, research and industries are possible only when we provide, impart, and start quality education practices.

Aim and Objective of the Study:

This study aims to determine how individual teachers can identify and use the best practices in National Education Policy. However, it will look for answers to specific issues with their assumptions of the National Education Policy. The following are the study's main goals:

1. To identify the best practices in National Education Policy.
2. To analyse the potential effects of the National Education Policy on the higher education sector.
3. To comprehend and assess the National Education Policy.

Methodology:

Both primary and secondary data are used to support this research work. The primary information will be acquired by observing and conversing with a small subset of policy implementors, while secondary information will derive from books, journals, and scholarly publications. The pertinent material for this study was gathered from websites, newspapers, business journals,

government statistics, and annual reports to analyse the statistical data as needed.

Interpretations:

Consideration of learning style: The learning styles like diverging, assimilating, converging and accommodating. The teacher can think about planning, designing and administrating the learning process depending on the curriculum. The pedagogy is to be uniform with students' academic facilities, conditions and academic stags like the first year, second year or third year. In every day and new situations, academic ambience with edu-technology is necessary for curriculum delivery and evaluation considering continuous evaluation under the credit system and with considering various norms of regulators. Education systems over the years have gone through multiple changes. The changes bring positive results for students. But in new typical situations, different practices and strategies must be adopted in learning and teaching after a gap of at least ten months in offline classes. Using techniques, educational material, and experience, the teacher can create interest in the teaching process. E-resource e- projects, small group debates and joint discussion projects learning from home and suggestive material are such techniques which can be suitable in the current situation. The challenging situation demands more e-learning resources and effective time management India is a global leader in ICT and other innovative provinces such as space. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society. Quality education will play a critical role in this transformation, and technology will improve educational processes and outcomes. Thus, the relationships between technology and education at all levels in bidirectional.

Use of technology in education as per National Education Policy: Infrastructure in the form of continuous electric supply /power supply hardware and connectivity. It includes institutional devices such as desktops, computers, classroom projectors, Wi-Fi routers etc. Personal or user devices include laptops, intelligent phones etc.

We are setting up a new National Educational Technology Forum: An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to improve learning assessment planning administration, and so no. NETF will aim to facilitate decision-making on the induction development and use of technology by providing to the leadership of educational institutions.[1]

Role of NETF

Provide independent, evidence-based advice to Central and State Government agencies on technology-based interventions.

Build intellectual and institutional capacities in education technology

Envision strategic thrusts areas into this domain

Articulate new directions for research and innovation

APPROACH TO THE INDUCTION OF TECHNOLOGY

An optimistic yet cautious approach to implementing technology at scale will be adopted to ensure that the limited funds and energies devoted to educational technology are deployed optimally. The global experience will be considered while adapting the technology, including the sociological, psychological and side effects of technology.

1) Teachers will be empowered entirely through adequate training and support to lead the activities and initiatives related to using appropriate technologies in the classroom and for technology in education.

2) Technology use and integration will be pursued as an essential strategy for improving the over quality of education. Technology support will be provided for the translation of content into multiple languages, assist differently-abled learners through the use of intelligence, enhance the quality and pedagogy and learning processes through the use of intelligent tutoring system and adaptive assessment, strengthening educational planning and management greater transparency proper administrative and governance processes scale up open distance learning systems.

3) Centers of Excellence in Educational Technology will be established at prominent universities and other institutions to perform research and support functions. These centres of excellence will be represented at NETF.

4) Educational software will preferably be Free and Open Source Software in Education. (FOSSE). If necessary, the government will pay for the development of the required software and acquire the right to distribute it to learners' teachers and

institutions with free and unlimited online usage.

5) Public data will be owned by the government and used to improve educational standards. An individual will retain full ownership of their data.

TEACHER'S PREPARATION AND CONTINUOUS DEVELOPMENT

To skill teachers at all levels in using educational technology, all teacher preparation programmes will include hands-on training in leveraging technology-based resources, including addressing a common problem related to connectivity maintenance and equipment and its safe operation strategies for using e-content. Video in the open educational repository will be used for teacher training discussions in every subject. Many certified master teachers will be trained to train all teachers trainee in a phased manner.

An online training platform linked to appropriate mechanisms to certify trainers in specific areas will be developed to empower in-service teachers at all levels of education to stay at the cutting edge of pedagogical technique. All in-service teachers will be provided with sufficient connectivity to access this platform. A teacher can share their ideas, pedagogy portfolios, etc.

Specific teaching-related processes and actions will be implemented through SWYAM. A faculty development programme for school and higher education teachers can be encouraged through **Swyam.**

Improving Teaching, Learning And Evaluation Process

Integrating educational technology into the school curriculum to prepare school students for the digital age and bolster efforts in STEAM (Science Teaching Engineering, Arts Design and Mathematics) following steps will be taken.

1) From age six onwards, conceptual thinking will be integrated into the school curriculum. This is a fundamental skill in the digital age.

2) Given the diffusion of devices and their affordability, all students will likely have access to connect personal computing devices by 2025. The school curriculum will use their device and available digital infrastructure to promote digital literacy.

3) The school curriculum can offer optional subjects focused on programming and other advanced computer-based activities at the upper primary and secondary stages.

4) Various educational software will be developed and made available for students and teachers at all levels. It will be available in major Indian languages. The software will also assist learners with disabilities (blind, partial disabilities etc.) Simultaneously, educational software in the form of serious games and applications using augmented and virtual reality will be made available. The software will be developed to help teachers with assessment evaluation of assessment and feedback mechanisms. Institutions will be supported with inexpensive and portable video-viewing equipment for maximum use of content in the open educational repository.

School complexes must become the nodal agency for reaching out to the unreached. To ensure that all learners have access to high-quality educational content and copyright-free educational resources, including textbooks, reference books, video teaching learning material etc., will be created and circulated from National and global sources at all levels of education in multiple Indian Languages. All records related to the institution's teachers and students will be maintained by a single agency in digital form in the NRED (National Repository of Education Data. It will develop appropriate systems for authorized institutional users to enter and update data. Teachers will ask to update data at most four times per year. NRED will validate data records of teachers and credit earned by learners. Educational information management systems for community monitoring will be created and integrated with NRED. These systems will streamline manual processes related to academic planning, admission attendance and assessment. All official stakeholders, like students' parent-teacher staff, can easily access data and communicate with institutions through emails.

Teaching methodology: As a great tradition of education with many students and institutions established, teaching methodology has advantages and disadvantages. The government and regulators played positive and service providers roles in the system. In the initial days, the regulator knew they were facilitators. Classroom teaching, laboratories, projects dissertations and practical training with field visits are standard methodologies that were put to use.

Methodology In New Everyday Situations- After university and state

government permission, higher education institutions started working and operations offline. During the pandemic, online lectures with different platforms were used for content development delivery and evaluation. It has merits as well as demerits. However, in a new normal situation where we can say post covid the teaching and learning system required different factors, which can be listed below.

- Cleaning and sanitization of classroom education equipment and infrastructure
- Laboratories and libraries are to be maintained with cleaning ness and sanitization.
- Mask physical distancing and provision for regular hand washing are to be provided.
- A limited number of students in offline mode with several batches or shifts can be called in institutions.
- Wherever possible online training and teaching can be, continued.
- Teachers can be trained for online teaching and evaluation

Suggestions:

1) Teachers' education requires multidisciplinary inputs and a combination of high-quality content and pedagogy. An integrated teacher preparation programme for all levels of education and curriculum areas must be launched in the higher education sector. All large multidisciplinary universities public university
2) Faculty members must understand the social diversity of their classroom. Faculty must develop learning technology ICT in education, credible evaluation etc.
3) The students can be motivated to self-learning and an ICT-based system.
4) There can be a correct platform mode of delivery content selection with the syllabus topic.
5) The time of online and offline lectures can be flexible, which will suit teachers and students.
6) The factor of copyright privacy, institutional ethics and regulators' norms must be kept in mind while teaching.

Conclusion:

In the new average situation, teachers and students must follow government norms, and teaching learning in both online and offline modes must be continued. The teachers can mentor students for educational guidance and career development with ICT-based educational facilities.

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Challenges of the Indian Agriculture and NEP 2020

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Introduction:

India has received the world's attention by becoming fifth largest economy in terms of the economic output. Indian economy is recognized as engine of the world economy in the current 21st century due to its higher population and enormous demographic dividend than any other country in the world. Growing demand for the various goods and services, conducive environment for the foreign direct investment to the foreign investors has given advantage to India in order to make one of the important countries in the today's globalised world environment. After the new economic reform's country has witnessed many changes, such as increase in the per capita income, higher urbanisation and reduction in the poverty at some extent. Decline in the decadal growth rate of the population has taken place in the country but poverty rate in terms of the headcount ratio still exists at 25% at the national level. Implementation of some welfare schemes like MGNREGA, food safety has contributed to the decline in the poverty rate. But economic inequality in the country has been increasing continuously. Higher income inequality in the various social groups of the country has led to different health statues. As result of these performance of the country in the human development index has not remained satisfactory.India ranks at the 130th in the latest human development world rankings.

Agricultural sector plays a very important role in the country's economy. It helps to raise the farmer's income in particular and development of non-agricultural sector in general. There are close linkages between farm and non- farm sectors. To develop industry and service sector at a faster speed agricultural development has to focus on growth, equity and sustainability. Sustainable agriculture development integrates following three main goals - Environmental health, economic prosperity and livelihood sustainability. In other words, sustainability rests on the principle that we must meet the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable agriculture is environment friendly method of farming that allows the production of crops without damaging to the farm and health of the people. In the last few years food and agriculture is changing significantly due to the increase demand. To increase production to cope up agricultural demand, there are few challenges in respect to size of the farm, poverty, degraded technology, climate change, and urbanization and so on. Present study tries to find out the challenges towards sustainable agriculture.

The Indian higher education system is on the path of enormous change to compete effectively with global educational institutions across the world. Indian system of the education is considered as third largest system in terms the universities,affiliated colleges,teaching faculties and number of students associated with these education systems. The central and state governments are continuously remained positive for the policy change. In this policy making quality of the higher education is always remained trending subject as education system of the developed countries possess the high quality than the Indian system.

India is going to implement the new education policy in the coming years, this policy will introduce huge changes in terms of the education set up for the various courses. Agriculture sector which is remained very crucial in the countries development

though its share in the nations' GDP has been declined to the 15%. But half of the country's population is still dependent on this sector for the employment.Country has witnessed the higher growth rate after the inception of the new economic reforms and become fifth largest economy in the world but improvement has not taken place in the agriculture sector which was expected. Farmer suicide in the country has been increasing and it has created further distress in the farmer community of the country. This sector is facing the many challenges without solving these challenges country can't achieve sustainable and equitable growth which is desperately needed.New education policy is on the brink of implementation as the central government is very keen to launch it.This research paper is made an attempt to investigate the impact of new education policy on the challenges of the agriculture sector.

Objectives:

- To explore the challenges of the Indian agriculture sector
- To assess the impact of new education policy on the challenges of the agriculture sector.

Research Methodology:

For the present research paper secondary data sources are used.

Main Challenges to the Indian agriculture:

Climate Change:

Climate change is growing threat to food and agriculture due to its high dependence on climate and weather. Climate of a country or any locality regulates the nature and quality of vegetation and crops. Increase or decreases in the seasonal temperature reduce the duration and quantity of many crops. In India, the agricultural crop depends on monsoon, and either high or low monsoon causes disasters in farm crop. Another cause is heat waves which impact on Rabi crops. These uncertainties hit the small farmers. Climate Change is projected to have significant impact on conditions affecting agriculture, including temperature, snow and glacial run off. Rise in temperatures caused by increasing greenhouse gases is likely to affect crops differently from region to region. Rising sea level reduces land along the coast lines and nearly 6.73 million hectares of agricultural land is affected by salt problems and represent a serious threat to food production to meet the needs of the country.New education policy 2020has brought the changes in the education system by introducing the more creative learning trough the various innovative ideas. This will focus on the learning on the climate change by bringing the importance of the climate in the agriculture education which will help to understand the correlation in the Indian agriculture and climate change. This policy will definitely solve this challenge at the greater extent.

Farmers' Suicides:

Farmers' exploitation by the money lenders can be one of the causes of farmers' suicides. Indebtedness was the reason behind the suicide of 93% of farmers. Even though there has been an impressive growth in institutional credit since 1951, the dependence of farmers on non-institutional sources for agricultural credit remains as high as 36 per cent. The suicide of farmers are caused by various reasons such as Indebtedness, Crop failure, Inability to sell the crops grown, low return on yield and Family problems. The indebtedness of farmers is one of the main reasons driving them to commit suicide. The problem starts with the availability of timely credit. The banking sector is not ready to provide credit to agriculture for avoiding risk. From 1991 to 2011, the indebtedness of farmers has grown by two times. Agriculture credit became a low priority, with some committees suggesting withdrawal of credit support to farmers. Credit for housing and buying a car is available at a 9% to 11% rate of interest while the crop loans to the farmer are 17%.Implementation of the new education policy 2020 will remain helpful at some level in order to stopping of the farmer suicides. Because education will become more extensive through increasing critical thinking of the students this will help them to understand the problems of the farmers. Introduction of the Multidisciplinary is main focus of this education policy. Multidisciplinary courses will bring more conceptual understanding of the social problems related to the agriculture sector.Through this new learning generation will learn the importance of the agriculture and they will help to bring the appropriate policy from the government which will facilitate the farmer'sproblems.

Lower Income of the farmers:

Low income of the Indian farmer is an important issue facing the agricultural sector of. Farm yield of India is 30-50% lower than

that of developed nations. Average farm size, poor infrastructure, low use of farm technologies and decrease of soil fertility are leading contributors to low agricultural productivity. Indian farms are small (70% are less than 1 hectare, the national average is less than 2 hectares) and therefore have limited access to resources such as financial services, credit, support expertise or irrigation solutions. Low yield limits a farmer's ability to invest into their farm's future to increase productivity and decrease risks associated with their crops. Due to low income, farmer cannot invest into education, healthcare and training of their families. Competitiveness of Farmers- It is imperative to raise the agricultural competitiveness of farmers with small land holdings. Productivity improvement to increase the marketable surplus must be linked to assured and remunerative marketing opportunities. New education policy has focused on the more creative learning than the existing traditional learning.This policy is also set for the bring changes in the agriculture education. Numbers of the agricultural educational institutes will rise under this policy framework.Use of new technology in the farming sector will increase at the substantial level that will help to increase the productivity of the Indian agriculture and production cost will also decline .This can be help to increase the farmers income.

New Technologies:

According to Lenka (2015) greenhouse technology of farming has enhanced farm productivity by 3-4 times ahead of normal farming pattern. In the same way poly house farming has raised the agricultural output at about 10 times higher than the previous time due to cost efficiency, absence of insecticides and pesticides and with temperature-controlled atmosphere. These success stories of different innovative farming pattern can enhance agricultural productivity with the government and various institutional supports. Contract farming is a system for the production and supply of agricultural produce under forward contracts, the essence of such contracts being a commitment to provide an agricultural commodity of a type, at a time and a price and in the quality required by known buyers, it basically involves four things: pre agreed price quality, quantity and time, the essence of such arrangement being a commitment to provide an agriculture commodity of a type, at specified time, price and in specified quantity to a known buyer. Contract farming exists between a farmer and a cooperative or processing organization. Commitment driven' contract farming is a viable alternative farming model, which provides assured and reliable input service by farmers and desired farm produce to the contracting firms. Most of the Indian farmers possess the lower literacy rate which affects to the use of technology in the agriculture production. Higher use of technology in this sector can remain very useful for the higher income.New education policy 2020 has brought answer to this problem as higher education of the agriculture will see the substantially change as more focus will be given on the practical learning that is going to help for the farmers . New farming generation is going to become more familiar for the new agriculture technique that will help to increase the use of technology in the agriculture sector.

Organic Farming:

With the increase in population our compulsion would be not only to stabilize agricultural production but to increase it further in sustainable manner. The scientists have realized that the Green Revolution, with high input use has reached a plateau and is now sustained with diminishing return of falling dividends. Organic farming helps in Protecting the long-term fertility of soils, Nitrogen self-sufficiency through the use of legumes and biological nitrogen fixation, as well as effective recycling of organic materials including crop residues, Weed, disease and pest control relying primarily on crop rotations, diversity, organic manuring, resistant varieties biological and chemical intervention (Gaur, 2016). Organic farming can be helpful in achieving sustainable agriculture. It needs to be popularized among the farmers, with some minimum support for those who take the initiative in order to avoid any loss. New education policy will help to understand the importance of the organic farming as inclusion of such course will take place in the academic syllabus of the various universities.Due to the creative learning farmers will easily adopt the techniques of the organic farming.

Lack of Crop Insurance Mechanism to Farmers: despite having approximately 60% of the gross cropped area rain fed,

agricultural insurance mechanism in India is very weak. In India the net sown area is around 140 mha and the gross cropped area around 200 mha, but insured area is only 15 mha, which is a biggest challenge as compared to other developed nations. New education policy is set to bring multidisciplinary education in the higher education system which will help to understand the crop insurance.Due to the taking the crop insurance farmer will be able to reduce the risk.

Conclusion:

Indian agriculture is facing the above important challenges but intensity of these problems will be definitely reduced at some extent due to the implementation of the new education policy. Agriculture sector has an advantage to grow after the inception of this policy. Changes in the agricultural education will bring benefits to the agriculture through the research and development.

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An overview of National Agricultural Education Policy

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Abstract : The Indian Prime Minister, Hon'ble Narendra Modi, had announced the introduction of agricultural education at middle school level in the National Education Policy 2020 (NEP). This National Agricultural Education Policy has been implemented as an effect of the same.

The National Agricultural Education Policy is the first in India where academic credit banks and degree programmes with multiple entry and exit options will be brought to 74 universities, focussing on crop sciences, fisheries, veterinary and dairy training and research. This agricultural education project is in continuation with the National Education Policy (NEP) launched by the Government of India. In this article, we will discuss in detail the objectives of the National Agricultural Education Policy, the Institutes/ Universities included, and the importance of this project with reference to agricultural awareness of the people of the country.

Salient features of NEP 2020 are as follows
Ensuring universal access at all levels of school education.
Attaining Foundational Literacy and Numeracy .
Reforms in school curricula and pedagogy.
Focus on Early Childhood Care and Education (ECCE)
The policy focuses on Learning to Know, Learning to do, Learning to Live and Learning to Be.
The draft NEP is based on the foundational pillars access, affordability, equity, quality and accountability. Five main pillars of this policy are Enhancement of Capacity, Accessibility, Quality, Fairness and Accountability. The students will be provided foundation literacy and numeracy is the main benefits of National Education Policy . Also, the teachers will appoint in the areas which are disadvantaged as compared to the basic areas of the country which are developing. The national education policy (NEP) 2020 will be implemented in the state from 2023-24 academic year, primary and secondary education.

The National Agricultural Education Policy is the first of its kind project in India and aims at bringing academic credit banks and degree programs with entry-exit alternatives to Universities focussed on crop sciences, fisheries, veterinary and dairy preparation and research.

With the entry-exit options available, the National Agricultural Education Policy opens up the opportunity for students to continue with their diploma and advanced diploma as and when they are able to resume their studies and earn themselves a full-time college degree.

The Universities which have been included as a part of the National Agricultural Education Policy have been divided into 4 parts:

1. Central Agricultural Universities – comprising three Universities, one each from Imphal, Samastipur and Jhansi
2. ICAR Deemed Universities – there are 4 Universities in this cadre
3. State Agricultural Universities – includes 63 Universities
4. Central University with Agriculture Faculty – comprises four Universities

The two key aspects of the National Agricultural Education Policy have been discussed below:

- **Academic Credit Banks:**
- The service providers available to a desirable student community, that may ease the integration of the campuses and distributed learning systems, by creating student mobility within the inter and intra university system
- Consistent integration of skills and experiences can been achieved in the form of a credit-based formal system by providing a credit recognition mechanism
- The storage of academic credits earned from recognised Higher Education Institutions

(HEIs), on digital mediums can be managed through the academic credit banks

- It will also allow credit redemption in order to be awarded a certificate, degree or diploma

Experiential Education:

- Experiential Education is a teaching method or philosophy, as per which an educator focuses on direct experience and explains the learner. This results in increasing knowledge, developing skills and also analysing people's capacity and skills to contribute
- As per the National Education Policy (NEP), India aims at setting the agricultural undergraduate courses to a full time duration of four years. However, India is already a step ahead with all its agricultural courses running for a four year tenure
- NEP also states experiential education for all the 74 Universities which have been covered under the National Agricultural Education Policy. However, even this milestone had been achieved as experiential education had been mandated in agricultural education since 2016

Another important aspect of the National Agricultural Education Project is the Study READY Programme.

As per the Student READY (Rural Entrepreneurship Awareness Development Yojana) Programme, all students will have to take up a six month internship or training program, in their final year of education. This will enhance their experience, gain in-hand rural awareness, research expertise, industry experience, and entrepreneurship skills.

Challenges & Issues with the National Agricultural Education Policy-Since this project is India's first-ever agricultural education-based project, there are various challenges and issues with which the authorities will have to deal with.

Some of the challenges for this policy:

- The option for entry and exit modules shall be a bit complex to manage. The Universities will have to come up with measures such that the entire education and experiential methodology both are adapted while completing the education of each student
- Agricultural universities have been modelled on the land grant pattern, with a focus on research and extension, and deep community connections, driven by the philosophy that farmers need holistic solutions to their problems

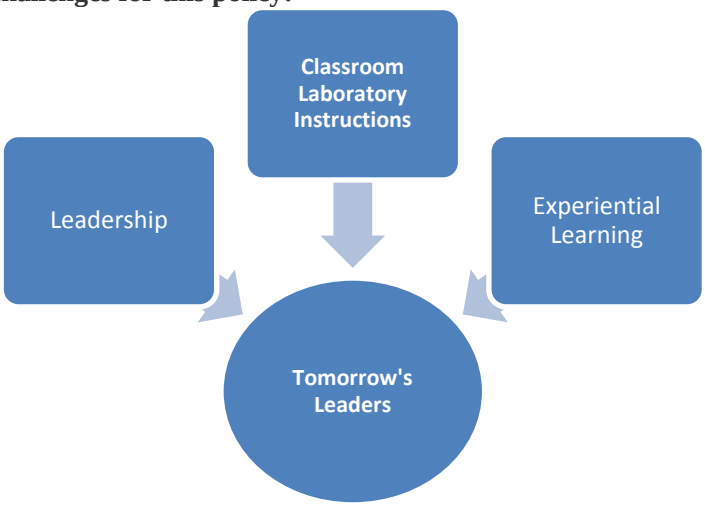
Once the policy is widely accepted, students may have better opportunities to learn and excel in agricultural awareness. This will build a better future for the field of Indian agriculture, which is one of the biggest sectors in our country.

The measure Role of ICAR in National education policy in Agriculture sector is as follows.

The Indian Council of Agricultural Research (ICAR) comes under the administration of the Ministry of Agriculture and Farmers Welfare, and shall be responsible to ensure quality education is being provided to all students across the country.

Although agricultural education is a State subject, ICAR will have to maintain a standard for Universities under the new system of higher education regulation proposed by the NEP.

The impact of NEP on agriculture is expected to Increase in agricultural products both import and export. Improvements in agricultural technology and rural infrastructure are two areas where progress is being made. Agricultural methods are becoming more prevalent. Agriculture and food security prices are maintained. The 3 important parts of an agriculture education program are shown in the following diagram. Agricultural Education uses a three-circle model of instruction. These are classroom and laboratory instruction, leadership development, and experiential learning.



The advantages of NEP are Flexibility to choose subjects. Students have broader options to learn according to this policy. They have the option of choosing any subject combination from Arts, Commerce and Science and exploring a multidisciplinary arena of education. In order to stimulate economic growth, farmers were given the opportunity to sell portions of their crops to the

government in exchange for monetary compensation. Farmers now had the option to sell some of their produce, giving them a personal economic incentive to produce more grain.

There are certain reforms of Indian agriculture. In this policy, the MSP, introduced in the 1960s to prevent economic exploitation of farmers, has to be reformed. The intervention by government as an intermediary customer ensured the balance of prices of agricultural crops, and the MSP ensured that farmers got enough profit out of their crop.

Agricultural education provides opportunities to learn basic agricultural skills and knowledge, occupation training and retraining, and professional growth and development. Formal programs in agricultural education are conducted at secondary schools, community colleges, and universities.

Agricultural education is important because it helps us understand where our food comes from and how to be responsible stewards of the land. It also teaches us about the many career opportunities available in agriculture, which can help us build a strong agricultural workforce.

Agricultural education at the high school level focuses on three main categories: classroom instruction, supervised agricultural experience (SAE), and active involvement in the National FFA Organization (Future Farmers of America).

According to new policy the agricultural activities reduces chemical application in crop production. Efficient use of water resources. Disseminates modern farm practices to improve the quality, quantity and reduced cost of production. Changes the socio-economic status of farmers.

What is the importance of agricultural education in India?

Agricultural education and extension have been geared to harness the modern science and technology for higher productivity and production. This substantially helped to reduce the food scarcity in India. But sustainable food production is still the primary pursuit.

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"Climate Change Impact, Mitigation and Adaptation Strategies for Agriculture in Context of Maharashtra"

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Abstract:

Agriculture is a sector that is heavily reliant on climatic elements and is negatively impacted by eventhe slightest changes. The agriculture sector in Maharashtra is highly vulnerable to climatic factors and impacting productivity of crops. The adaptation stratergy framework should be well planned to mitigate the impacts caused by climate change. This should be multifaceted and should have inclusive role of community, State and central government, Inter-Governmental Panel on Climate Change and scientific community. Climate change is unavoidable, and as it puts pressure on agriculture, it is expected to make the issues of future food security worse. But, with the right measures for mitigation and adaptation, climate-resilient agricultural practises could be created.

Key Words: Climate change, Cluster, Mitigation strategies, Agriculture

1. Introduction:

Although research in recent years have suggested a change in this natural occurrence, variations in the earth's climate have always been a characteristic of the natural world. The causes were first thought to be attributable to natural changes, but recent observations have made it abundantly evident that these variations are also significantly influenced by anthropogenic sources. According to Article 1 of the United Nations Framework Convention on Climate Change (UNFCCC), climate change is defined as a change in the weather that is caused by human activity, whether directly or indirectly, and that modifies the global atmosphere's chemical composition in addition to natural climate variability seen over a comparable time period.[1]

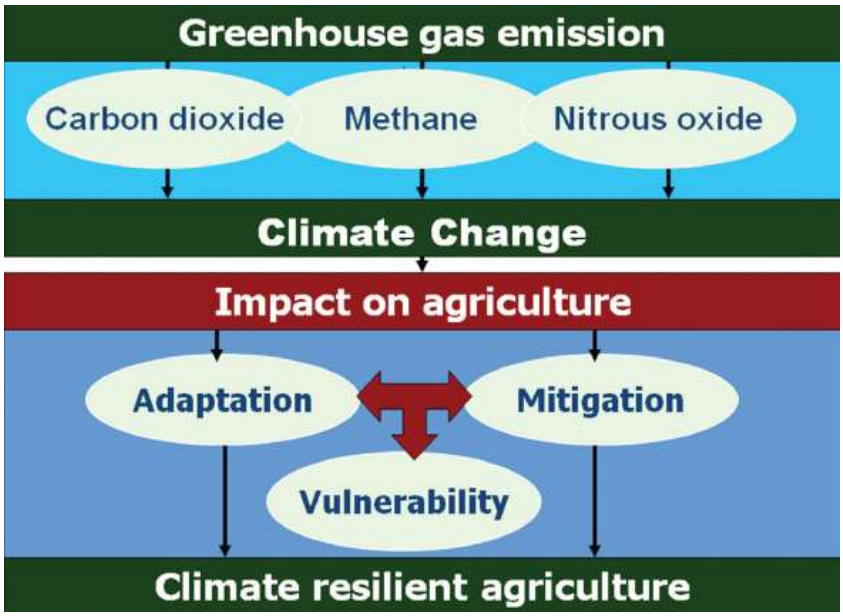
By the end of the 21st century, the Inter-Governmental Panel on Climate Change expects an increase in temperature of between 1.1 °C and 6.4 °C (IPCC, 2007). Further regional and global changes in the climate-related factors, such as rainfall, soil moisture, and sea level, are anticipated to result from the global warming. There are also reports of a gradually declining snow cover. The variety in local weather patterns and microclimate, often known as "climate variability," is one of the most noticeable effects of climate change locally. The

[1] http://www.fao.org/climatechange/31751-0e1f9c0e689d698b61199624d2dfe9599.doc.

disrupted state of the atmospheric balance that is currently occurring in various parts of the world is indicated by rising temperatures, uncertainty regarding the timing of the monsoon, inconsistencies in the amount and distribution of rainfall, and many other similar changes. (Figure No.1)[2]

Agriculture is a sector that is heavily reliant on climatic elements and is negatively impacted by even the slightest changes. Weather variations account for about 80% of the variability in agricultural production. 7 Unpredictable rainfall patterns, floods, and droughts have a recent trend of impacting global agriculture, primarily crop production, which in turn has an impact on world grain prices and leads to an increase in food prices. Consequently, it is clear that there are significant and dual effects of climate variability on agriculture. First, there is a breach in the food security of developing countries, and second, people' livelihoods are in danger, which has a long term impact

Figure No.1: Framework of climate change impact, mitigation and adaptation in agriculture



Indian agriculture is facing challenges due to several factors such as increased competition for land, water and labour from non-agricultural sectors and increasing climatic variability. The latter associated with global warming will result in considerable seasonal or annual fluctuations in food production.[3]

Agriculture in Maharashtra an overview:

Maharashtra being the second largest state in India with 226.1 lakh hectares of land under cultivation and with respect to the state's income, agriculture and allied activities contribute around 13%.[4]The State

[2] http://www.nicra.iari.res.in/Data/Climate%20Change%20Impact,%20Adaptation%20and%20Mitigation%20Print.pdf

[3] http://www.currentscience.ac.in/Volumes/101/03/0332.pdf

[4] http://mahades.maharashtra.gov.in/files/publication/esm_2011-12_eng.pdf

has 35 districts which are divided into six revenue divisions for

administrative purposes viz. Konkan, Pune, Nashik, Aurangabad, Amravati and Nagpur. As per

year 2011 Mahararashtra state agricultural department reported that about 145.98 Lakh Ha. of

total land of the state is under Kharif crops cultivation out of which 60.49 Lakh Ha. area is under

food grains cultivation whereas about 59.47

Lakh Ha. is under Rabi cultivation out of which about 56.47 Lakh **Figure No.2:** Revenue divisions and ACZ's with average rainfall numbers superimposed on the same (**Source for the Map**: http://www.mahaiwmp.gov.in/maps-projects-under-iwmp) (SDP) has declined steeply from 36 % in 1961-62 to 16 % in 2001-02. [5]

Ha. area is under food grains cultivation. The contribution of agriculture sector as a net state domestic product

Maharashtra is basically rain-fed state with 84 % area under rain fed agriculture thus leaving only 16% under irrigation. Out of this around 17 % is through well irrigation.[6]Major portion of the state is semi-arid as nearly one-third of the area of the state falls under the rainshadow region where the rains are scanty and erratic (GOM 2008). About 75% of the state's area falls under three zones namely, semiarid, assured rainfall and moderate rainfall zones which ranges from 485 mm to 950 mm. There are large variations in the quantity of rainfall within different parts of the state. Review of literature and actual rainfall observations indicates that Marathwada region and part of Vidarbha is regarded as highly drought prone. Thane, Raigad, Ratnagiri and Sindhudurg districts, receive heavy rains in the range of 2,000 to 4,000 mm annually. However the districts of Nasik, Pune, Ahmednagar, Dhule, Jalgaon, Satara, Sangli, Solapur and parts of Kolhapur get rainfall less than 500 to 700 mm.[7]The normal rainfall of the Konkan division (about 2900 mm) is about 135 % higher than the average normal rainfall of the State (1254 mm), the same is less by about 40 % in Aurangabad division. Moreover, except 10 districts of the 35 (33

[5] http://www.gipe.ac.in/pdfs/working%20papers/wp5.pdf

[6] http://agricoop.nic.in/nhm3/ActionPlan/ActionPlan_Maharastra.pdf

[7] http://www.rkmp.co.in/sites/default/files/ris/rice-state-wise/Status%20Paper%20on%20Rice%20in%20Maharashtra.pdf

agricultural districts & Mumbai region) districts in the State, the normal rainfall of all other districts is less than the State's average normal rainfall. This wide variation in rainfall is a major constraint on agriculture. The state has been divided into 9 Agro-Climatic Zones (ACZ's) based on rainfall, soil type and the vegetation as mentioned in Figure No. 1

As per the most obvious climatic patterns which are indicated as agro-climatic zones, the crops of the state are also distributed accordingly. The two major seasons of agriculture are Kharif i.e. Monsoon and Rabi i.e. Winter. The main crops grown in Maharashtra state are Sorghum, Rice,Wheat, pulses, oilseeds, and major cash crops such as Cotton, Sugarcane, Tobacco, Turmeric, and Soybean. Rice is the most important crop in the coastal areas as well as the Eastern Vidarbha areas where the rainfall is on higher side. Sorghum, Pearl millet and Maize are the most significant Kharif crops mainly distributed in the semi-arid areas. The season wise cropping pattern is given below in Table No.1.

Table No. 1: Cropping pattern of Maharashtra state

Sr. No.	Season	Major Crops
1.	**Kharif**	Rice, Sorghum, Maize, Pearl millet, Cotton, Groundnut, Soybean, Sunflower, Finger millet, Pigeon pea, Green gram and Black gram
2.	**Rabi**	Maize, Sorghum, Wheat, Gram, Sesamum, Niger seed, Sunflower, Linseed, Safflower, Rape & Mustard
3.	**Summer**	Maize, Groundnut and Sunflower
4.	**Annual**	Sunarcane & Castor seed

The productivity of most of the Kharif crops depend upon the average annual rainfall as well as its distribution over the four months of monsoon whereas for the Rabi and summer crops it is the overall annual rainfall that governs the productivity. However, recent observations depict an observed shift in the crop cultivation period, type, and area over the years. With increasing uncertainty in climate parameters, namely rainfall patterns, its time and amount, farmers are adapting to this change by shifting to cash crops which result in shrinkage of cultivation of food grains and consequently fodder. This has resulted in creating severe pressure on food and fodder security. The majority of districts in Aurangabad , Amravati and Nagpur division of the state (Figure No. 2) face the issue of fodder unavailability in the drought years which leads to mass cattle deaths as in 2009. The below average annual rainfall as well as uneven distribution is one of the major reasons for loss of crops. This leads to an increased incidences of farmer suicides in the Vidharbha region. Also state government has to do large budgetary allotments for these agricultural losses. Therefore, it becomes imperative to develop mitigation as well as adaptive stratergies to combat the same.

2. Impacts of Climate Change on Agriculture sector:[8]

Climate change has a direct and indirect impact on agriculture through its impacts on soils, pests, and crops. They will grow and produce more as atmospheric carbon dioxide levels rise. The duration of crops can be shortened, crop respiration rates increased, pest population survival and distribution impacted, nutrient mineralization in soils accelerated, fertiliser usage efficiency decreased, and evapotranspiration rate increased due to temperature increase. Snow melt, irrigation water availability, the frequency and severity of inter- and intra-seasonal droughts and floods, soil organic matter transformations, soil erosion, changes in pest profiles, the loss of arable land due to coastal land submersion, and energy availability may all have significant indirect effects on land use.

Reduction in Crop Yield

A decrease in agricultural yields will result from a rise in the mean temperature above a threshold level. More important than a change in maximum temperature is a change in minimum temperature. With each 1 °C increase in the growing season with a minimum temperature over 32 °C, rice grain yield, for instance, decreased by 10%. (Pathak et al., 2003).[9]

Shortage of Water

Water Shortage It has been predicted that the rising temperatures will lead to more water shortages and an increase in the demand for irrigation water.

Irregularities in onset of Monsoon, Drought, Flood and Cyclone

Agriculture in Maharashtra stste is strongly dependent on the start, retreat, and intensity of monsoon precipitation. In a warmer environment, a drought's severity will worsen. Climate change-related intense and frequent flooding is anticipated to be a significant issue in districts of Maharashtra state.

3. Adaptation Strategies to Climate Change in context of Maharashtra State:[10]

Due to their reliance on subsistence farming and low levels of formal education, impoverished farmers in Maharashtra have a limited potential for adaptation. Thus, it is necessary to create and apply straightforward adaptation solutions that are also financially and culturally viable. Also, it's important to give and include knowledge transfer as well as access to social, economic, institutional, and technical resources into the resources that farmers already have. The following are possible adaptation strategies to deal with the effects of climate change:

Developing Climate-ready Crops:

The key to maintaining yield stability will be the development of new crop types with increased production potential and resilience to numerous stresses (drought, flood,

[8] http://www.nicra.iari.res.in/Data/Climate%20Change%20Impact,%20Adaptation%20and%20Mitigation%20Print.pdf

[9] http://www.researchgate.net/publication/223834118_Trends_of_climatic_potential_and_on-farm_yields_of_rice_and_wheat_in_the_Indo-Gangetic_Plains

[10] http://www.nicra.iari.res.in/Data/Climate%20Change%20Impact,%20Adaptation%20and%20Mitigation%20Print.pdf

salinity). One of the goals of a breeding programme should be to improve a key crop's germplasm for heat stress tolerance. The use of genetic engineering for "gene pyramiding" has become a crucial method for creating genotypes that are adaptable to changing climates.

Crop Diversification

It's suggested that agricultural diversification, including the substitution of plant types, cultivars, and hybrids with new varieties designed for greater drought or heat tolerance, could boost productivity in the face of moisture and temperature stressors.

Developing crop specific clusters for district or group of adjacent districts:

This approach, would take into consideration the development of crop specific clusters for the districts or group of districts in the form of integrating government agricultural policies and schemes for farmers, developing marketing linkages and infrastructural developments for storage and processing of crop and so on.

Changes in Land-use Management Practices

Risks associated with climate change in agricultural production can be reduced by adjusting land-use techniques such crop location, relocating output away from marginal areas, altering the intensity of fertiliser and pesticide use, as well as capital and labour inputs. Another alternative is to alter the cropping sequence to take advantage of the shifting length of growing seasons and related heat and moisture levels. This includes altering the time of sowing, planting, spraying, and harvesting.

Adjusting Cropping Season

By avoiding having the flowering phase coincide with the hottest time, planting dates can be adjusted to limit the effect of temperature increase induced spikelet sterility. The cropping calendar may be changed to take advantage of the wet period and to prevent extreme weather events throughout the growing season as adaptation techniques to lessen the negative effects of increased climatic variability as typically encountered in arid and semi-arid tropics.

Efficient Use of Resources

The term "resource-conserving technologies" (RCTs) refers to procedures that increase resource- or input-use effectiveness and deliver immediate, observable, and provable economic benefits, such as lower production costs, reduced demands for water, fuel, and labour, and earlier establishment of crops that produce higher yields.

Improved Pest Management

Some possible adaptation strategies include: I creating pest and disease-resistant cultivars; (ii) modifying integrated pest management to place more of an emphasis on biological control and alterations to cultural practises; (iii) predicting pest activity using cutting-edge tools like simulation modelling; and (iv) creating alternative methods of production, crops, and locations that are resilient to pests and other dangers.

Better Weather Forecasting and Crop Insurance Schemes

Early warning and weather forecasting technologies will be highly helpful in reducing the hazards posed by climatic enemies and will be very helpful to

researchers and administrators in creating backup plans. To assist farmers in lowering the risk of crop loss due to these occurrences, efficient crop insurance programmes should be developed. To lessen income losses brought on by climate-related impacts, insurance systems must be established, both official and informal, private and public.

4. Conclusions:

Climatic changes are inevitable and increasing climatic variability is likely to aggravate the problems of future food security by exerting pressure on agriculture. However, with proper mitigation and adaptation strategies the sustainable climate resilient agricultural practices could be developed.

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New Education Policy : An Analysis Skill Development and Employment Opportunities

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Abstract :

After 34 years, the new education policy was welcomed from all quarters. Skill development became the focus of this educational policy. Therefore, this article reviews the importance of skill development in this new education policy and the business-employment opportunities that will be available for the youth in the future...

Keywords : New Education Policy, new educational system, Covid-19, the basic facilities knowledge, technology, resources, Skill development, Opportunities, Employment.

Introduction :

Some features of the new education policy recently released by the central government are strongly felt. After a long time, some important and fundamental changes have been made in the national education policy. More importantly, six percent of the GDP i.e. 'Gross National Product' will be spent on the education sector in the coming years. On this occasion, the main recommendations of the Kothari Commission appointed in 1964-66 for the planning of educational policy will be implemented. Apart from this, in keeping with the changing times and the increasing employment needs of the students and youth in the new educational policy, the addition of skill development to the school education itself has become important.

Skill Development and Employment :

Along with education, there is a special emphasis in the education policy with the aim of developing skills among the students and thereby promoting their employment. For this, active coordination between students-candidates and industrial sector can be achieved through educational institutions. For this purpose, adding in the educational curriculum during the academic period according to the needs of industry and business, candidature training will be added as a part of education itself. As a result, students are not primed to develop relevant

skills during their education; But with actual practice, opportunities will be available. At the same time, it is noteworthy in this regard that the scheme will provide skilled workers to the industrial establishments as per their prevailing and proposed requirements by imparting skill training to the students at candidate level.

Basic Facilities and Policy :

In the new educational system, the basic facilities knowledge, technology, resources etc. required for the industries will be added in a strategic manner. This change is going to be important not only in the educational context, but also in the qualitative context. In this, to achieve the real development of the students, the architecture, buildings, laboratories, libraries, special training of teachers, professors, guidance and education of the students in various ways, support of updated and computerized methods at the institution level, professional and sports skills will be included. Institutionalized at the national level, the majority of the country's population today, 66 percent, is in the age group of 25 years or thereabouts. As this young generation of students in their twenties are pursuing specialized education such as degree-post-graduate or research-based, they will have the benefit of gaining skills and

hands-on training and guidance along with their advanced education. This will also boost the employment of such candidates.

Covid-19 and 'New Education Policy 2020 : The development of 'Covid-19' and 'New Education Policy 2020' can also be seen as a special practical coincidence. After the corona period, not only health related, but personal, family, professional, industrial and practical levels have far-reaching effects. The severity of these effects is expected to last till the end of the financial year 2020-21. In the meantime, the intensity of the situation is expected to decrease. In this, the big and far-reaching changes that have taken place in the job, employment and professional level of the people of different ages and the various problems that they had to face, can definitely be solved. Meanwhile, the implementation of the new education policy will begin. As a result of this change in education policy, after the addition of training skills to education, positive results will be seen in the period after instability in terms of business-employment. In this regard, the following proposed and practical possibilities can be mentioned. In the new post-corona business context, new project construction is inevitable in the near future. In this, especially the projects which were postponed or remained incomplete during the corona period, the implementation of financial investment-project technology at various levels and sixty employees will be needed in the future. Hence, there will be high demand especially for newly qualified employees. So, there is no doubt that the skills that come with education will definitely benefit the current and new generations. Apart from that, looking at the speed and the manner in which the 'MSME' i.e. Micro, Small and Medium Enterprises are being promoted, there will be a demand for skills in this sector which is expanding and expanding from process-project industries to start-up sector. Mainly, this demand can be applied to students of degree-postgraduate or professional course with their new academic course. It is noteworthy in this regard that new students can benefit especially in the field related to their subject.

Selecting and Appointing of New Candidates :

While selecting and appointing new candidates, organizations and companies will have to change the nature of their work and selection criteria according to their new nature and changed business needs. In this, it is inevitable that the traditional method should be set aside as per occasion and need. Based on developed technology, methodology, skill building, etc., the benefits of this new method can be obtained in multiple forms in the near future. Apart from this, the educational changes proposed and necessary under the 'New Education Policy', the new curriculum format, and the teaching methods to be developed accordingly, there will definitely be a need for both experienced and expert persons who provide guidance and training to students-teachers, institute-managers. Through this, new opportunities will be available for all in a new form. A major feature of this new education policy in terms of social and equality is that this new policy has taken a strategic stance to give greater justice to students with disabilities. Equal emphasis will be given to students with disabilities while implementing this policy. As a result, no discrimination of any kind will be observed in government and policy form with respect to candidates with disabilities while getting them education or admitting them to various levels of education-skill development courses. This issue is going to be revolutionary in terms of the education sector and the education and future of students with disabilities.

Conclusion :

The new education policy clearly provides for its implementation in a time-bound manner with adequate financial and policy support. So in the near future students will be able to add skill development to their academic curriculum and qualification. Apart from that, the combination of the changing skills of industry and business in a new form will now be mainly incorporated. Therefore, all the students, educational institutions and industrial establishments will be able to benefit from this new educational policy.

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Role of New National Education Policy in Agricultural Education

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Introduction

Rapid development of Indian agricultural system is the need of the hour. Education can play an important role in accelerating such agricultural development. The process of reforming Indian education policy was undertaken by the new Education Policy Committee in 2017 under the chairmanship of Dr. Kasthurirangan.The committee submitted its new National Education Policy report to the government in May 2019. The higher education component of this report should develop well-rounded, well-rounded, and creative individuals with professional, technical, and business-related competencies in keeping with the needs of the twenty-first century. It states that quality education aims to prepare students for a meaningful and fulfilling life and work. In this new education policy, emphasis will be placed on technical, skill development and vocational education along with regular education. While it is said that agricultural education along with its allied branches will be revived under vocational education. In Maharashtra, about 60to 65percent of people are dependent on agriculture. This means that the livelihood of people in rural areas depends on the agricultural system. About 6. 7lakh farmer families in Maharashtra own only one hectare of land. 40lakh farming families have only one to two hectares of land. There are about 2. 2million farmers with an area of two to four hectares. Seven lakh farmers have 4to 10hectares of land and very few farmers have more than 10hectares of land. Most of these areas depend on rain water. So there is no guarantee of getting a reliable product. As limited land area is not available and irrigation facilities are not abundant, it is necessary to think how to get more production from this area. Apart from this, in the 1990s India adopted this new economic policy of globalization, liberalization and privatization. Due to this, there was a drastic change in all sectors of the economy. The effect of this economy began to be felt by the peasantry who depended on the agricultural system like India. In the globalized agricultural competition, Indian agriculture and farmer economy is not balanced. Temporary measures like giving loans and subsidies to the farmers are taken by the government but this is having a bad effect on the economy of India. Also the farmer is getting frustrated and reaching a decision like suicide. To solve all such problems, there is a need to give a clear solution to the new national education policy by linking it with agriculture education.

Along with education, agricultural education and agricultural development should be combined.

Agricultural production depends on the proper cultivation of the farm, proper and timely use of various inputs. Capital, irrigation system and agricultural systems are important for increasing agricultural production. Therefore, improved seeds, fertilizers, crop germs and disease protection drugs can be made available for sowing. But, apart from the above agricultural component, an important agricultural component is agricultural technology.

Providing such agricultural technology, agricultural technicians should be made essential in this new education system. At present there are four agricultural universities, one Animal and fisheries Science University in the state. Under it there are 25government and 153private agricultural and affiliated colleges. There are six veterinary colleges, two dairy and two fisheries colleges. When it comes to higher education in the state, despite agriculture being the largest employment sector, agricultural education is inadequate. If the college in the state combines agricultural

education and agricultural development along with their education, agricultural development will gain momentum.

Need to impart knowledge and skills to students for self employment

Declining economic graph of agriculture sector, increasing number of small farmers, changes in agriculture sector after globalization, climate change, agricultural research, new technology, social media, increasing use of information technology, use of biotechnology, agricultural commodity processing, agricultural value addition chain, agribusiness, exports, Many new topics such as market, trade, agricultural economics, mechanization, irrigation, agricultural energy, artificial intelligence etc. have become important in the field of agriculture. In the future, agriculture and agriculture-related industries can provide employment opportunities to agricultural students. Agricultural education is expected under the need of imparting knowledge and skills of self-employment to such students as well as motivational education.

Many forms of agriculture are coming forward. Farming that gives maximum production and income in less land holding has to be done now. There are many types of energy giving to agriculture like precision agriculture, organic agriculture, cultured agriculture, high technology agriculture. Along with this, many commercial aspects like dairy farming, poultry farming, fish farming, beekeeping, sericulture are important. All these subjects have to be included in the syllabus in a proper manner. As higher education is expected to change with the times, there is a need to create a system through new educational policies so that the students who come out with agriculture education along with the related subject will come out with confidence about the future.

It is necessary to provide the knowledge and skills required by the agricultural industry

Present education is traditional in nature. Students are often unaware of their careers until graduation. As a part of education, they need to develop the ability to decide career while learning. There is now a need for business-oriented education going forward. Traditional education in India lacks professional guidance from the curriculum. It is necessary to impart the knowledge and skills required by the agricultural industry. Courses should be prepared in that regard. After independence, there was a shortage of food grains and people had to satisfy their hunger by importing inferior quality food from abroad. After that, increasing food grain production remained the main policy and the message of increasing production was also inculcated from the senior level. Its reflection became so strong in the agricultural curriculum that now, despite many new challenges, agricultural education is strongly influenced by production technology. Crop production technology is important but many other subjects have become important, its inclusion in agricultural education is essential. It is intended to provide agriculture oriented education in the state according to local and global changes. There are nine agro meteorological divisions in the state. Hence there is diversity in farming practices and crops. Vocational higher education based on fruits, spice crops, rice, fisheries in *Konkan*, Vocational education based on fruits, vegetables, sugarcane, pulses, cereals, dairy, poultry in Western Maharashtra, cotton, soybeans, cereals, pulses, oilseeds in *Vidarbha* and *Marathwada,* Education on Orange, *Mosambi,* Freshwater Fisheries, Agro forestry, Silk Industry is intended. The agriculture sector is very broad and breaks down into many important components. Each component is large enough to stand alone as a business. So the curriculum should include freedom to choose the subjects according to the students' interest as well as many options for them in education. Agricultural education includes agricultural climate, agricultural market system, agricultural trade, agricultural exports, agricultural economics, agricultural mechanization, agricultural processing, agricultural electronics and artificial intelligence, biosciences; agricultural and bioengineering, agricultural water management, precision agriculture, organic agriculture, intercropped agriculture. , many new topics like digital agriculture should be included.

Agricultural Education Management Training

Since many new subjects are included in the curriculum, there should be a system of creating suitable teacher classes for it. For this, the new National Education Policy calls for 'Agricultural Education Management Training' to provide continuous training to teachers. New education technology system

including digital education system, digital administrative system, complete autonomy, quality, digital examination system, educational scholarship, loan system and annual review to include new changes in technology should be included in the education policy. Agricultural education based on new techniques has become necessary along with overall education. There is a need for the state government to take positive steps through an effective new policy for necessary reforms and action. Education and agriculture education in the coming years should be in line with the needs of the future agriculture sector with all the modern infrastructure, preparing the students to face any challenges as well as instilling self-confidence in them.

A new approach towards agriculture as an industry or business is emerging in recent times. Any industry or profession requires skilled manpower. This rule is no exception to the agricultural sector. There are 53 agricultural universities, five Autonomes universities, one central agricultural university and four central universities in the country to create trained and skilled manpower for the agricultural sector. The association of these agricultural institutions should be linked with the daily education of the youth. If agricultural education is added to traditional education in India, the youth will get employment opportunities.

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Higher Education in the New Era : Issues and Challenges

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Abstract:
India's Higher Education System is the third largest in the world. The Universities and Colleges in our countries today are on the threshold of a new era. Higher Education is mainly based on the four foundations. They are Relevance, Efficiency of the system, Accountability and Equity. The vital force of education should aim at the sublimation and utilization of life forces. The concept of inter-disciplinary, exchange of ideas and learning will become a common practice. The satellite and electronic communication system will become more influential in the coming future. This paper states Quality concerns in higher education system in India. It also presents issues and new challenges in higher education in the 21st century.

Keywords: Higher Education, Relevance, Inter-disciplinary, Quality concerns.

Introduction :

Former ISRO Chairman G. Madhavan Nair in a press meet opined that the country's higher education system is not upto the mark. "The level of education and knowledge being imported by many colleges…. They are not upto the mark. Instead of concentrating on quality, these institutions should concentrate on Quality.

-- 'The Hindu' Newspaper,

India is a country where educational institutions like Taxila and Nalanda flourished followed by the University of Calcutta, Bombay and Benaras in Yester centuries. This is the country where Mahatma Gandhi and Swami Vivekananda gave *diksha* of education to serve the humanity. Higher education is mainly based on the four foundations. They are Relevance, Accountability, Efficiency of the system and Equity. UNICEF emphasizes what might be called desirable of Quality: learners, environments, content, processes and outcomes.

Higher Education in India: Historical Background:

The Western System of higher education has been developing every year since the establishment of formal universities in the year 1857. There have been many committees and commissions in colonial India. After independence, there have been attempts to review the change and progress of higher education. India's Higher Education System is the third largest in the world. The main governing body at the tertiary level is the University Grants Commission (UGC), India. It enforces its standards, advises the government and helps to coordinate between the Centre and the State.

Following are the committees and commissions on Higher Education Reforms:

- Radhakrishnan Commission Report (1949).
- Kothari Commission Report (1964-1966).
- National Policy on Education (NEP) (1968).
- National Policy on Education (NEP) (1986).
- Programme of Action on National Policy on Education (POA) 1986.
- Acharya Rammurthy Report (1990).
- Report of the CABE Committee on Policy (1992).
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- CABE Report (1970), Draft NPE (1979), Challenges of Education Report (1985), Reddy Committee Report (1992).
- The National Knowledge Commission (NKC) 2005.
- Yashpal Committee (2008).
- **National Education Policy (NEP) 2020.**

It is a New Education Policy that follows NEP – 5 + 3 + 3 + 4 structure.

Role of Higher Education in Our Nation Building:

Higher Education plays an important role in progressing the nation. It helps the society to develop well and to improve the power of the nation. It inculcates to reform behaviors and integrity of personality in the individuals. We have been pursuit of truth and excellence in man. Only the higher education can achieve the right way of it. In higher education system, institutions or colleges at the main centers for developing high class culture among the students. Our universities are more responsible in this regard because they manage the rules and regulations of the colleges. University is a home of learning. Owing to the scope and pace of change, society has become increasingly knowledge based so that higher learning and research now act as essential components of social, economic and cultural development of individuals, communities and nations. Higher education must proceed to the most radical change and renewal and should also play a prime role in this expansion.

Education in the 21st century:

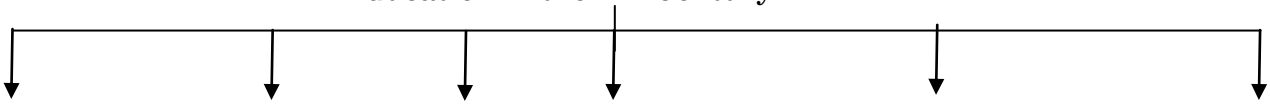
The universities in the third world countries today are on the threshold of a new era. Population explosion, rapid advancement and expansion of new areas of knowledge have all contributed to the reshaping of the responsibilities and goals of the universities. It is necessary to offer education to cultivate the concept of the whole man. Science and Technology have placed at the disposal of man, the use of universal physical material forces making the life of humanity literally one. The existing status and the future changes that will impact the system.

	Present Status		**Future Changes**
1.	Emphasis is on information.	1.	More emphasis is on Knowledge and its sources.
2.	At present a teaching centered system.	2.	Focus on learning oriented organization.
3.	Concerned with the mode of knowledge delivery system.	3.	Flexible system of learning.
4.	Importance on what is delivered.	4.	Stress on why? Or why not?
5.	Limited and close package of learning.	5.	Focus on liberal and free system of learning.
6.	Stress on Exam based system.	6.	Focus on knowledge base system and offer opportunities.
7.	Focus on present day needs of learners.	7.	Motivates innovative ideas.

Quality Issues in Higher Education:

The modern day system of higher education is marked with many new features and lines. The salient features of education in the new era are explained in the following diagram.

Education in the 21st Century



Open and Flexible System
Need-based Utility Oriented personal Learning

Direct and Easy to every Learner

Realistic and Futuristic Visionary

Edutainment and Infotainment

Emphasis on Knowledge than Information

A Touch

Generally Speaking Quality is a way of life. It is commitment of an individual towards his duty and life. It is duty of each and every individual to do his work for which he is capable and desirable as per expectations of the society. We can say in a single sentence that the term Quality means the totality of features or characteristics of a product or service that bear on its ability to satisfy stated needs. In this context, Quality or excellence in education represents for the education of a high grade or excellence. In a

simple word, Quality indicates the transformation of individuals and society to higher physical, emotional, intellectual, social moral, aesthetic and spiritual attainments. In order to offer Quality education we have to give importance on the following components,

i) Quality Syllabus
ii) Quality Faculty
iii) Quality Teaching and Learning
iv) Quality Research
v) Quality Management and Evaluation
vi) Quality Characters
vii) Quality Infrastructure
viii) Teacher Education
ix) Media Education

New Challenges in Higher Education:

i) Globalisation and Technology :

The double engine of globalization and technology is here to live. Globalization accelerated the development of new technology. In a very short span of time, the Internet technology allows people in India or any other part of the world to learn about what is going on in the other parts of the world almost immediately. It provides an opportunity for a student to study and obtain educational merits from a University far from his home. It has given us more free time to do more meaningful work.

ii) Accepting Change:-

Our reaction to change is the most important thing for education as well as common people. We have to cultivate a fundamental reaction to embrace change rather than fight it.

Emerging Trends and Opportunities in Higher Education:

We should have the changes and understanding and their impact on the system of higher education which are as follows:

- Shift to Mass Education.
- Continuous Quantitative and Qualitative expansion.
- Decreasing funds from governmental sources.
- Increasing demand for Informal and Life-long Learning.
- Increasing Privatization.
- Influence of Market forces.
- Upgradation of Syllabi.
- Shift from mono to Multi and Inter-disciplinary or Multi-disciplinary.
- Quality Assurance

Conclusion:

Education is the most important tool to create dynamic, enterprising and responsible people. Higher educational institutions contribute to the growth of the nation by providing specialized knowledge and skills. Satellite communication and various electronic media are the real new places and sources of learning and they are for new age *gurus*. It is a need for survival and growth. In the age of globalization, the global education and research must find a place in the present exercise. In short, the Quality of higher education is based on four foundations. They are Relevance, Accountability, Efficiency and Equity.

This paper attempts to analyze the issues and new challenges and opportunities in higher education in the 21st century.

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Impact of NEP 2020 on Agricultural processing Industry of India

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Introduction:

Indian economy is fastest growing economy in the world. Since 1991 growth rate of the economy has been remained magnificent over the 7 percent. India has achieved success in terms of the enormous expansion of the service sector into the economy along with Industrial sector. Agriculture sector is going through the tough time .As initially it is said the India is basically agriculture based economy. This sector still constitutes 65 percent employment to the population. From the outside it seems Indian economy is passing through the golden age of development, but agriculture sector is emerging problems for the economy as its sluggish growth rate. Currently composition of GDP as service sector contributes 56 %, Industrial sector 29% and Agriculture sector contributes 15 %. It indicates the growth of the economy is not equitable for the agriculture sector .Theories defines that as economy grows, comes up with higher industrialization its leads to decline of agriculture sectors shares in the GDP. But Indian agriculture sector is facing challenges .As one of the most agriculture dominated economy: its is also having more farmer's suicide in the country. It has arisen biggest paradox of the economic development. Agro-based industries and food processing industries completely depend on agriculture. Internal trade in agricultural products helps in the increase of the service sector. It plays an important role in international trade. It is the only main source of food supply and it provides a regular supply of food to a huge size of the population of our country. Agriculture and industry are essential mechanisms of the development process because of their joint relationship. Agriculture provides raw materials to the industry and the output of the industry is used in agriculture to increase production.

Agro processing industries has become an important emerging sector in order to make development in the agriculture sector. India is on the brink of implementation of the new education policy 2020 which will bring many changes in the education system of the country. Introduction of the multidisciplinary education is the main agenda of this education policy which is going to offer more creative learning that will definitely help to the Indian students as they will be able to deal the problems faced in the availing employment. Agriculture education will also witness the many reforms in its structure and this will affects on the agriculture sector positively at some extent .Agro based industries in India can make huge contribution in order to solve the problems of the agriculture sector through the implementation of the New education policy 2020. This research paper has made an attempt to assess the impact of new education policy 2020 on the agriculture processing industries of India.

Objectives:

- To examine the impacts of the new education policy on the agriculture processing industry.
- To explore the challenges of the current agro based industries

Research Methodology:

For the present research paper secondary data sources are used.

Types of Agro-based industries in India

Agro-industry could includes a variety of industrial, manufacturing and processing activities based on agricultural raw materials as also activities and services that go as inputs to agriculture. Agro-based industries in India can be generally classified into the following types:

Agro-produce processing units- These units are not involved in manufacturing. They mainly deal with the protection of perishable products and the utilization of by-

products for other uses. No new product is manufactured e.g: Rice mills, Dal mills etc,

Agro-produce manufacturing units– These units manufacture totally new products. Finished goods are entirely different from their original raw material e.g: sugar industries, Bakery, Textile mills etc,

Agro-inputs manufacturing units- Industrial units which produce goods either for mechanization of agriculture or for increasing productivity come under this type e.g: Agriculture implements, Seed industries, Plumpest, Fertilizer and pesticide units etc.

Some Important Agro-Based Industries in India:

Textile Industry- This industry plays a vital role in the Indian economy because it is the biggest employer in the country after agriculture. India is also the second-largest manufacturer and exporter of textiles and clothing in the world.

Sugar Industry- The sugar industry is responsible for the supply of sugar, which is considered an essential part of human food.

Vegetable Oil Industry-The Indian vegetable oil industry accounts for about 5% of the world's vegetable oil production. India is the largest consumer of edible oils in the world. The leading brands of edible oils in India include Fortune, Saffola, Sundrop, Dhara and Dalda.

Tea Industry-India is the second-largest tea producer in the world. Also, India is one of the world's largest consumers of tea. The leading tea manufacturers and exporters in India include Tata Global Beverages, Goodricke Group, and Assam Company India Limited among others.

Coffee Industry-India is the sixth-largest producer and the fifth-largest exporter of coffee in the world. The increase in coffee consumption ignited a cafe culture in India and there are many brands that attract consumers.

Bamboo Industry-The bamboo plantation is a common exercise in India's eastern regions. it provides a valuable source of income for these areas' people.

Jute Industry-The jute business is a significant agro-based industry in India, supporting the livelihood of over a million people. The jute sector is currently expanding very fast, and it has now well-known as an important part of our economy.

Impact of New education policy on the agriculture processing industries:

New education policy 2020 can make huge impact on the agro based industries that has explained by the following points.

1. **High growth of the agriculture processing units:**

New education policy will give more focus on the research and development that will offer enormous benefit to these processing units .Due to the higher research in these units many new processing units will be established in the various parts of the country that will lead to the generate economic activities in the respective areas. India has high geographical area with different climate and soil qualities, new research will give create further way of setting up units based on the agriculture. New processing units can be established on the various new crops which were neglected before due to the lack of research .Production of these earlier neglected crops can be increased in the new education policy implementation. If this point taken into the consideration at higher extent that can be lead to the high establishment of the new processing units in the all states of the country. As result of this number of agro processing units will be rise and new opportunities can be create in the near future after the inception of the new education policy 2020.

2. **Reduction in the regional imbalance:**

Indian economy is currently facing the regional imbalance which has created the hurdles in the way of inclusive and sustainable and balanced development. After the initiation of the new economic reforms in the 1991 which had introduced the many changes in the structure of the economy has accelerated the growth rate but regional disparity has increased in terms of the various indicators. General category states (Punjab ,Haryana, Tamilnadu, Maharashtra ,Gujarat) has gone ahead in the process of development but some states such as Bihar, Uttar Pradesh ,Rajasthan, Jharkhand, Assam, Orissa has lagged behind .General category states are basically posses the richness in terms of the geographical atmosphere for the agriculture sector that has created in the inequality in the agricultural development .This has also resulted into the unequal establishment of the agro processing units across India ,because of this poor states are stayed back in the development compared to the rich states

.New education policy can bring down this regional disparity through focusing on the research on the poor states agriculture development . These state also has unique climate but lack of the research and attention of the government agencies could not find way of development .This policy can lead to the setting up higher number of new agriculture processing units in the poor states which can be succeed in the reduce extent of the regional imbalance and balanced development in the country can be take place.

3. **Improvement in the quality of the Products:**

Implementation of the new education policy can bring new life to the agro processing industry of the India. Enormous focus on the research related to agriculture leads to give further boost to the India's agriculture sector as well. Products which produced in the Indian agro based industries can enrich its quality due to the concentration on the research. New invention of the production method can be take place, quality of the raw materials can be improved and several other factors will be witness change. Due to this quality of the product will be improved and that can be become milestone for the high growth of these industries.

4. **Export Promotion:**

India has remained behind in the export of the agriculture products which affects to the balance of payment. New education policy can make an important contribution in order to increase the export of the agriculture sector. Products of the Indian agricultural processing companies does not compete effectively in the international markets as it doesn't maintain quality criteria as per international standards which makes impact on the lower demand for the Indian products. New education policy 2020 can change the quality concerned perception of the Indian agro processing products through bringing change in the quality of these products. This new policy can focus on these industries by introducing many research programmers which can find sources for the improvement of the products quality. International quality level research can be take place and that is going to benefit to the agro processing industries of the country. By bringing change in the quality of these products as per the international market standards can be increase demand for the Indian product. Improvement in the quality leads to the increase competitiveness of the Indian agro based industries product will increase export in the higher extent and growth rate of these industries can be take place.

5. **Enrichment of the skilled Manpower:**

For the better growth of the any industry skilled manpower is required .Indian agriculture processing industries could not expand at higher level across states due to the lower access of the skilled workforce. Under the era of new education policy these industries has an opportunity to increase its skilled manpower or make existing workforce more skillful. Research in the agriculture based industries and enormous creative learning changes in the agriculture education can improve the skill of the persons who wants to work in the agro based industries .Adequate skilled education can be recommended after the research in this sector which will be remain helpful in order to establishment of the new agro processing units . Due to the quality and skilled manpower quality of the products can be enriched that will create further new opportunities to these industries.

6. **New government schemes for the growth of agro based industries:**

New education policy 2020 can become an important source to the development of the agro processing industry in India. As this policy is going to promote many research activities in the various sectors of the country, agriculture sector is passing through the tough phases agro based industries is an emerging sectors in the country. Higher research in this sector can bring many new polices or schemes for the expansion and higher growth rate of this industry. Because due to the higher expansion of the agro based units can generate employment of the country's educated youth who are desperately in search of employment. This industry can also reduce the regional imbalance, control of interstate and intra state migration.

Conclusion:

Indian agriculture sector is facing many challenges in the current situation and going through the difficult condition. Having tag of the agriculture based economy but growth rate of this sector is stagnated to the 4 to 5 percent. Agriculture processing industries has an opportunity to grow at higher level under the new education policy. This education policy can help to solve the problems of these industries and can create

further many opportunities for the agriculture sector that can avail the new life.

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New Education Policy 2020 and Agriculture Sector

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Introduction

India is known in the world for its population. According to the statistics of January 2023, the population of India has increased to 1.417 billion i.e. more than 140 crores. Out of the 121 crore youth in the world, 16% of the youth population is in India. More than 250 million youth i.e. 27% of the total population of India is youth. The percentage of youth in the total population is higher than any other country in the world. The country's education system has emerged as the largest system in the world in terms of number of universities. Affiliated Colleges, Faculty and Students Currently India is considered to be the fifth largest economy in the world. But in terms of quality of education it does not compete with the education system of developed countries. It was planned to bring something new to India to compete effectively with the world. To improve the quality of education in the education system, the central government has brought a new education policy 2020. Indian students lack education like foreign students. Indian students have enormous potential. This is the ability of the youth to be utilized in the development of the country and to create opportunities for employment. To revolutionize the structure of the Indian education system based on knowledge and life skills through a new education policy to positively impact the agricultural sector. In the research paper, it is reviewed that the change in the new education policy can be a kind of revitalization to accelerate the development of the agricultural sector.

Research Objectives:

• To study the impact of new education policy on agriculture sector.

• To study the impact on regional imbalance in agriculture sector.

Research Hypotheses:

1) Agriculture sector is important in new education policy.

2) There is an opportunity for the development of agriculture sector in the new education policy.

Research Methods:

Secondary sources have been used for the present research.

New Education Policy 2020:

Since the establishment of the first agricultural university at Pantnagar in Uttarakhand in 1960, agricultural education in the country has expanded tremendously, both quantitatively and qualitatively. The education system in the country is based on the National Education Policy of 1986. The National Education Policy 1986 was reviewed for a more comprehensive, sustainable and comprehensive roadmap to transform the education system of the country. Every country in the world needs an education policy for a better and brighter future. Because education is a major threat to economic and social progress. Different countries have adopted different education systems keeping in mind their traditions and culture. India has also ushered in an educational innovation by announcing the new National Education Policy 2020. The new education policy is a positive aspect of the existing education system of India and contains some very effective and commendable aspects. This policy lays the foundation for a model of inclusive education that is integrated, engaging as well as scientifically sound. Arts, Science, Physical Education and other co-curricular activities are included and students can choose the subject according to their interest. The new education policy will move towards holistic education and be equipped with 21st century skills. The National Education Policy 2020 which includes comprehensive reforms in the fundamental design of education, curriculum,

pedagogy and teaching learning process. Incorporating technology into education, incorporating traditional knowledge and culture, leveraging skills and employability through professional learning and assessment, the National Education Policy 2020. It is expected to bring qualitative transformation in the education sector by making it internationally competitive. The new education policy will give importance to the agriculture sector and develop agriculture in terms of research. This will create new opportunities in the agriculture sector.

The new education policy calls for structural changes in agricultural teaching methods. Keeping in view the broad mandate of the New Education Policy 2020. Agriculture to focus more on multi-disciplinary and holistic education, the structure of higher education institutions in agriculture has to be rethought. This is necessary to meet the needs of large multidisciplinary universities offering holistic education. These Higher Education Institutions (HEIs) will have to redesign their curriculum and make teaching technology more inclusive and equity-oriented by making it more enabling, skills-oriented and culturally integrated.

According to the provisions of the New Education Policy 2020, the prevailing fragmentation in higher agricultural education in the country must be ended by converting agricultural universities or colleges into large multidisciplinary universities, colleges and HEIs into clusters or knowledge hubs. Another important provision in the new education policy is to make agricultural HEIs multi-disciplinary. Therefore, multidisciplinary in higher education in agriculture must include academic programs in basic sciences, social sciences and agricultural sciences.

Impact of New Education Policy on Agricultural Education:

As this policy will lead to major changes in the education sector, some of the positive effects on the agriculture sector in India are as follows:-

Changes in Agricultural Education :-

Emphasis is placed on adopting multi-disciplinary education in agricultural education and thus it will benefit these students by having a positive effect on the education in this sector and also in terms of employment it can help in the development of this sector. As students studying agriculture can study in other disciplines, acquiring knowledge in agriculture and other subjects can boost their overall development.

Help to increase agricultural productivity:

Farmers in India will benefit from the new education policy as it will change agricultural education with emphasis on maximum use of technology for agricultural production. As a result, it can greatly help in increasing the productivity of agriculture. Under the implementation of this policy, priority will be given to the discovery of innovative and improved seed species and its direct use, increasing the production of agriculture will be speeded up, and attention will also be given to quality production.

Increase in export of agricultural produce:

In the present situation, the quality of Indian agricultural production in the international market is low compared to that of developed countries, so the export volume is low. As a result, the agricultural income is decreasing day by day and the proportion of agricultural sector in the national income has decreased. The implementation of the new education policy will focus on agricultural production research to identify better yielding seed species in the Indian natural environment. This will improve the quality of agricultural crops. As a result, Indian products can compete with agricultural products of other countries in the international market, which can help increase agricultural exports if demand increases and sales are increased.

Promotion of agro processing industries:

In order to develop the Indian agricultural sector, it is necessary to expand the processing industries based on it more and more In India, if the population dependent on agriculture for employment increases in the agro processing industry, the agricultural sector can grow on a large scale. Due to the change in agricultural education in the new educational policy, more importance will be given to agricultural research, so the development of processing industries based on the study of crops and their needs in various parts of the country can be promoted. Therefore, more emphasis will be placed on doing research on agriculture, and the establishment of processing industries in various parts of India will help in the development of these industries.

Help to reduce regional imbalance in agricultural development:

There is a huge disparity in development in India. As a result there has been an imbalance in terms of agricultural development across states in India and reducing this imbalance has become an urgent need of the moment. The number of agricultural universities in India is 64. The number of Central Agricultural Universities in India recognized by ICAR is 3 and these universities are located in Manipur, Uttar Pradesh, Bihar. Total Number of State Agricultural Universities Recognized by ICAS 64. Agricultural Universities are currently functioning in India, state-wise the number of State Agricultural Universities is 6 in Karnataka and Rajasthan, 5 in Gujarat and Maharashtra, 5 in Andhra Pradesh, Haryana, Kerala, Madhya Pradesh, Tamil Nadu, Telangana and West Bengal respectively. 3 each, Bihar, Chhattisgarh, Janmu Kashmir, Punjab, Uttarakhand 2 each and Assam, Orissa 1 each. There are 4 deemed agricultural universities in India and these universities are located in New Delhi, Karnal, Bareilly, Mumbai. Establishing new agricultural universities in states where there is a regional balance in terms of agricultural universities in the country will reduce this imbalance. The implementation of the new educational policy will have a positive impact on the development of agriculture as there will be a lot of changes in the form of education in agriculture. As more priority will be given to research and other skill development in agricultural education, the quality of agricultural production can also be improved by increasing it. Similarly, since agriculture-based processing industries will get an indirect boost under this educational policy, if the agro-processing industries are started in the states which are lagging behind in terms of development, keeping in mind the local needs, the people there will get employment and help increase their income. As a result the per capita income of the state may also increase to some extent and the regional imbalance between the states in the country will accelerate.

Vocational Education

Vocational education is going to be a mandatory and integral part of the higher education system. Universities of Technology which are Universities of Health Sciences, Universities of Law and Universities of Agriculture will now aim to become multi-purpose institutions. Central and state governments will work together to increase public investment in education sectors. The objective is to raise this investment to 6 percent of GDP as soon as possible.

Vocational education can be increased through agricultural colleges to develop rural areas. To provide investment opportunities to agriculture based industries on a priority basis. There should be more research based education in agricultural universities. So that the objectives of professional education can be achieved quickly.

Help to increase share of agriculture sector in national income:

Since 1991 when India embraced globalization, the share of agriculture in gross national income was 18.8% in year 2021-22. The growth rate of agriculture sector was 3.6 percent in 2020-21 and 3.9 percent in 2021-22. But the proportion of people dependent on agriculture is still 57% directly and indirectly and more people are working in agriculture sector for livelihood. The new education policy is likely to indirectly benefit agriculture. Through research, agricultural productivity, agro processing industry as well as the quality of agricultural products can be increased by increasing exports and increasing the income of farmers. This may increase the share of agriculture in the total national income to some extent. With the increase in agricultural income, agriculture will gain importance and more new schemes can be planned by the government for the development of agriculture. Also, since the development of the industrial sector is dependent on the development of agriculture, if the development of agriculture is given a boost, it will also help in the industrial development in good measure.

Conclusion:

From the above point it can be seen that the implementation of the new education policy can have an effect on the agriculture sector. The current condition of agriculture in the country is not satisfactory, but this policy will bring various changes, so the agriculture sector can benefit from it to a large extent. Also, if this education policy is successful in reducing the regional imbalance in the country through the development of agriculture, the country can be boosted to achieve the goal of sustainable development. So the new education policy can be a kind of

revival to accelerate the development of agriculture sector.

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National Education Policy: New Start for Physical Education and Sports

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Abstract:

At a time when the health, happiness, and immunity of children are becoming more and more crucial owing to the epidemic, the new National Education Policy is a welcome improvement. The new NEP has a number of crucial components that are essential for a child's overall growth. The NEP accepts sports as being as vital to other subjects like English or Science by doing away with the strict division between academic and extracurricular activities, hence improving the Fun and Engagement that students so badly desire in a school. Children can grow physically, mentally, and socially through play. Additionally, we have discovered that play has a positive impact on attendance rates, classroom behaviour, and academic results. Additionally, assessment-specific reforms like the creation of the National Assessment Center and monitoring a child's progress based on learning outcomes are fantastic initiatives since they concentrate on a child's overall development by focusing on the learning progress. In order to ensure that all children experience the enchantment of play and sport, as well as to create a country of healthier and fitter children through the educational system, we anticipate that sports and play will be taught and evaluated with the same rigour and structure as key academic subjects.

Key Words: National Education Policy, Educational Approach, Sports and physical education.

INTRODUCTION

The Latin term "Educatum," which meaning to bring out, is the root of the English word "education." The purpose of education, in this view, is "to bring out the best attributes of the individual." The process of assisting learning—the acquisition of information, abilities, beliefs, morals, practises, and habits—is known as

education. Education is the manifestation of the perfection already present in man, according to Swami Vivekananda.

Throughout the lifespan, physical inactivity is a significant health risk factor. The chance of developing heart disease, colon and breast cancer, diabetes, hypertension, osteoporosis, anxiety, and depression, among other disorders, rises when a person is inactive. Recent studies have revealed that the worldwide population health burden of physical inactivity is comparable to that of cigarette smoking in terms of death. Physical inactivity has been compared to a pandemic due to its ubiquity and high disease risk.

There have been demands for action to encourage physical activity across the lifetime due to the prevalence, health impact, and evidence of changeability. The Institute of Medicine's Committee on Physical Exercise and Physical Education in the School Environment was established in response to the need to discover approaches to making physical activity a health priority for kids. Its objectives were to analyse the current state of physical education and activity in the school setting, including before, during, and after school, and to look at how these factors affect children and adolescents' short- and long-term physical, mental and cognitive, and psychosocial development.

With its numerous languages and dialects, up to seven different classical dance styles, two different classical music genres, numerous well-established folk art and music traditions, pottery, sculptures, and bronzes, exquisite architecture, incredible cuisines, fabulous textiles of all kinds, and so much more, India has been and continues to be a cradle of great cultural diversity in all spheres of life. Through our educational system, these rich contributions to world history must be developed and put to new uses in addition to being fostered and protected for future generations. For instance, they can be incorporated into a liberal arts curriculum to support students' growth in uniqueness and creativity and to inspire innovation. Remember that the amazing things you learn in your schools are the product of many generations, as Einstein once advised a group of young people. All of this is given to you as your inheritance so that you may accept it, uphold it, enrich it, and eventually dutifully pass it on to your offspring. Thus, we mortals attain immortality in the

enduring things we produce collectively.

Physical education is a formal subject that has set academic requirements and includes benchmark- and standard-based assessment. The development of motor skills, knowledge, and behaviours of healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence through a structured sequential K–12 standards-based programme of curricula and teaching. The goal of physical education as a topic in schools is to instruct students in the science and practises of leading physically active, healthy lives. It provides a space for taking part in developmentally appropriate physical activities aimed at improving children's health, fitness, and fine and gross motor abilities.

In accordance with their capacity to contribute to the nation's many expanding developmental imperatives on the one hand, and to the creation of a just and equitable society on the other, the vision for India's new educational system has been developed to ensure that it touches the life of every citizen. To build a new system that is in line with the aspirational goals of 21st-century education and is consistent with India's traditions and value systems, we have recommended the modification and revamping of all areas of the educational structure, its regulation, and its governance. Everyone "has the right to education," according to the historic Universal Declaration of Human Rights, which was adopted by the UN General Assembly in 1948. "Education shall be free, at least in the elementary and fundamental stages," "elementary education shall be compulsory," and "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms," according to Article 26 of the Declaration.

Features of a High-Quality Physical Education Program from NASPE

Chance to learn

Physical education is a requirement for all students.

Elementary schools have instructional sessions that last 150 minutes each week, while middle and high schools have periods that last 225 minutes each week.

Class sizes in physical education are comparable to those in other subject areas.

A skilled physical education specialist offers a programme that is suitable for all developmental stages.

Facilities and equipment are suitable and secure.

Meaningful information

A written, sequential curriculum for Pr eK–12 is based on state- or country wide physical education requirements.

The goal of teaching various motor skill s is to advance each child's physical, me ntal, and social/emotional development.

Children can learn about, make improv ements to, and/or maintain their physic al well-

being with the aid of fitness education a nd assessment.

The curriculum promotes the growth of cognitive concepts related to fitness and motor competence.

Opportunities are given to develop newl y acquired social and cooperation skills and acquire a multicultural viewpoint.

The curriculum encourages proper phys ical activity in regular amounts both no w and throughout life.

Suitable instruction

Complete inclusion of all pupils.

Maximum opportunity for class activity practise.

Lessons that are well-designed help students learn. Assignments completed outside of class to support learning and practise. Physical activity is not required as punishment or forbidden.

Regular evaluation to track and support student learning ***Assessment of students and programmes***

A crucial and ongoing component of the physical education programme is assessment. There are both formative and summative evaluations of pupil progress. The written physical education curriculum and state/national physical education standards are aligned with student assessments. Program components that facilitate high-quality physical education are evaluated.

Stakeholders regularly assess the overall physical education program's efficacy. The current research piece examined NEP 2020's different flaws and shortcomings in relation to other industrialised nations in terms of physical education and sports.

ADVANTAGES OF THE NEW EDUCATION POLICY

1. The policy will offer the students a great deal of flexibility and convenience. Even for the institutions, this is a necessary step to put them on level with the international higher education institutions.

2. One of the main features of this comprehensive policy, which will

increase the viability of the educational system, is the reform of the 10+2 school curriculum.

3. The regional languages have been given the proper priority, which was a positive step, particularly in a nation like ours where we are proud of our diversity.

4. The analysis and oversight of the educational system will be more streamlined and effective with the creation of a single regulating agency.

5. The Academic Bank of Credit is a brilliant idea, and undergraduate students will undoubtedly profit from it and the flexibility it offers.

The Fit India Movement seeks to put the country on a path to wellbeing and fitness. It offers a special and fascinating chance to strive toward a healthy India. Individuals and organisations can participate in the movement by making a variety of efforts to improve their personal health and wellbeing as well as the health and wellbeing of other Indians. In order to help students develop fitness as a lifetime attitude and to achieve the levels of fitness envisioned by the Fit India Movement, sports-integrated learning will be implemented in classroom activities.

Khelo India Programme: The Khelo India Program is a government initiative/plan for the growth of sports in India. Col. Rajyavardhan Singh Rathore, who was the country's sports minister at the time, introduced it in Delhi in 2018. Both "Sports for Excellence" and "Sports for All" are promoted by the programme. A fit and healthy person contributes to a healthy community and a powerful country. The Khelo India initiative was launched to provide a strong framework for all sports practised in our nation, revitalise India's grassroots sports culture, and make India a great athletic nation.

CONCLUSION

The social and gender gaps in the educational system have been addressed through NEP. According to the policy, there is a clear disparity in the representation of the different social classes in the educational system. It has stressed the need for regulated treatments to help solve the issue. The gender imbalance in the educational system was also noted by NEP, and a solution was proposed. One of the main goals of the policy is also to improve teaching quality. Without enhancing the way teachers are trained, it will be challenging to raise the standard of

education because teachers are a crucial component of the educational system. Education reforms are not straightforward. Because there are too many players, it is difficult to influence them. The game has an excessive number of participants, making it extremely difficult to influence them in a particular way. The most difficult people to persuade are academics and educational officials. Given their historical roots, education for them is imprinted with self-replication. They are unlikely to be change agents as a result. The focus must instead be on how to find, prepare for, and retrain education leaders like vice chancellors, principals, headmistresses, registrars, etc. since there is no option to start over from scratch. Let's hoping that secondary school athletics and physical education are improved.

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Use Of Plant Extracts To Control Fungal Diseases Of Onion (*Allium cepa* L.)

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Abstract

Onion is most important vegetable crop grown throughout the world. Onion suffers from pest and fungal diseases.The combat this use of fungicides has become an integral and economically essential part of agriculture when resistance against the variety fails.These fungicides cause pollution and influence microbial balance of soil.Under integrated fungal disease management programme, cost effective and eco-friendly component like plant extract are used to control plant pathogens.*Alternaria porri,Fusarium oxysporium,Stemphylium vesicarium* are soil borne pathogens of onion. Effect of three different plant extracts (*Annona reticulata* L.,*Moringa oleifera* Lam., *Catharanthus roseus* L.) at five different concentration viz. 10,25,50,75,100 percentage on these pathogens was studied by food poisoning technique.*Annona reticulata* gave 84.21% growth of *Alternaria porri* at 10% concentration and 26.31% growth in 100% concentration.As compared to *Fusarium oxysporium* and *Stemphylium vesicarium, Alternaria porri* give good inhibitory response.In *Moringa oleifera* at 10% concentration 89.47% growth and at 100% concentration 47.36% growth of *Stemphylium vesicarium* was observed. *Stemphylium vesicarium* give good inhibitory response as compared to *Alternaria porri* and *Fusarium oxysporium*. *Catharanthus roseus* in 10% extract concentration 97.14% growth and in 100% extract concentration 51.42% growth of *Fusarium oxysporium* was recorded. *Fusarium oxysporium* give good inhibitory response as compared to *Alternaria porri* and *Stemphylium vesicarium*.

Keywords: Pathogen, Onion, Plant extract.

INTRODUCTION:

Onion(*Allium cepa* L.), a bulbous, biennial herb is one of the most important vegetable crop grown in India.It belong to family *Alliaceae* and genus *Allium* and about 300 species of *Allium* are known.Diseases are limiting factors for the successful production or of onion crop in India.The major fungal diseases that are economically important include Leaf blight, Purple blotch, Basal rot, Downy mildew etc.These diseases are mostly controlled by use of synthetic, fungicides(Anahosur,2001,Gade,et al., 2007,Bollen.1979;Shivpuri Asha and Gupta,2001, Mathur and Sharma, 2006;Mathur et al.,2007;Wainwright,1979).Many pesticidal compounds are directly introduced into agricultural land for combating soil borne disease and pests.

These chemicals reach the soil, cause pollution and disturb the microbial balance in the soil.Thus, changing production system scenario demands for cost effective easily adaptable and eco-friendly tools for the efficient management of fungal diseases on onion.Integrated Fungal Disease Management Programme emphasis is the use

of eco-friendly cost effective and easily available components like plant extracts for control of fungal diseases and reduce the use of chemical fungicides.Many workers have reported the use of plant extract for controlling the growth of disease causing pathogens of onion (Anahosur,2001, Gade, et al., 2007,Bajwa, et al., 2003; Bansal and Gupta, 2000; Ghewande, 1989;Sharma, et al., 2004; Sharma and Sain, 2005; Singh and Singh, 2005; Rana, et al., 2007; Singh et al., 2007).The present study reports the effect of different plant extracts viz.(*Annona reticulata* L., *Moringa oleifera* Lam., *Catharanthus roseus* L.) against fungal pathogens of onions like *Alternaria porri, Fusarium oxysporium and Stemphylium vesicarium,* extract on the growth of onion pathogens.

MATERIALS AND METHODS:

The fungal pathogen of onion viz. *Alternaria porri, Fusarium oxysporium* and *Stemphylium vesicarium* were isolated from soil and infected onion leaves, by soil dilution and plate count method. Leaf extracts of three plants viz. .(*Annona reticulata* L., *Moringa oleifera* Lam., *Catharanthus roseus* L was prepared by grinding 100 gm of freshly collected leaves in 100 ml distilled water.Fungi toxicity of the leaf extracts was determined against each pathogen by the food poisoning technique, at 10,25,50,75,100% concentration in of each leaf extract.Petridishes were prepared with 10 ml Czepeck Dox Medium and 10 ml of different plant extract at 10,25,50,75 ,100% concentration. These plates were inoculated with 7 days old culture of pathogens and plates without plant extract served as control.Linear growth of the fungus was measured after 8 days and the percentage inhibition in growth was calculated.

RESULTS AND DISCUSSIONS:

Alternaria porri, Fusarium oxysporium and *Stemphylium vesicarium* are common soil borne pathogens of onion.Three plant extracts were used in present study.It was observed that 100% concentration of all these extracts was more effective in inhibiting the growth of pathogens.

Annona reticulata L. leaf extract was most effective in controlling growth of *Alternaria porri* at 100% concentration as compared to *Fusarium oxysporium* and *Stemphylium vesicarium*. Annona reticulata L. gave 84.21% growth of *Alternaria porri* at 10% concentration and 26.31% growth in 100% concentration.*Moringa oleifera* leaf extract was most effective in controlling growth of *Stemphylium vesicarium*. At 10% concentration 89.47% growth and at 100% concentration 47.36% growth of *Stemphylium vesicarium* was observed.In *Catharanthus roseus* L. leaf extracts in 10% concentration 97.42% growth of *Fusarium oxysporium* was observed and in 100% concentration 51.42% was observed, while in case of *Alternaria porri* at 10% concentration 93.75% and in 100% concentration 59.37% growth was observed and in case of *Stemphylium vesicarium* at 10% concentration 88.23% and at 100% concentration 58.82% growth was observed.

Thus all three plant extract were beneficial and showed result in inhibiting growth of pathogen.100% of these extract were found to be more effective in inhibiting growth of pathogen.*Annona reticulata* was more effective against *Alternaria porri, Moringa oleifera* leaf extract more effective against *Stemphylium vesicarium* and *Catharanthus roseus* leaf extract was more effective against *Fusarium oxsporium* as compared to *Alternaria porri* and *Stemphylium vesicarium*.

Table-1: Effect of *Annona reticulata* L. extract on the linear growth(diameter in mm)

of some fungi after 8th day of incubation period.

Sr. No.	Name of fungi	Concentration of plant extract in percentage ⟶				
		Percentage growth over control				
		10%	25%	50%	75%	100%
1.	*Alternaria porri*	84.21	73.68	57.89	52.63	26.31
2.	*Fusarium oxysporium*	86.66	80	73.83	66.66	66.66
3.	*Stemphylium vesicarium*	63.15	57.89	52.63	52.63	36.84

Table-2: Effect of *Moringa oleifera* Lam. extract on the linear growth(diameter in mm) of some fungi after 8th day of incubation period.

Sr. No.	Name of fungi	Concentration of plant extract in percentage ⟶				
		Percentage growth over control				
		10%	25%	50%	75%	100%
1.	*Alternaria porri*	81.81	77.27	68.18	54.54	54.54
2.	*Fusarium oxysporium*	88.88	83.33	77.77	72.22	55.55
3.	*Stemphylium vesicarium*	89.47	89.47	68.42	57.89	47.36

Table-3: Effect of *Catharanthus roseus* L. extract on the linear growth(diameter in mm) of some fungi after 8th day of incubation period.

Sr. No.	Name of fungi	Concentration of plant extract in percentage ⟶				
		Percentage growth over control				
		10%	25%	50%	75%	100%
1.	*Alternaria porri*	93.75	90.62	75	68.75	59.37
2.	*Fusarium oxysporium*	97.14	91.42	82.85	65.71	51.42
3.	*Stemphylium vesicarium*	88.23	88.23	82.35	70.58	58.82

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Climate Change and Its Impacts on an Indian Agriculture

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A) Abstract: The present research paper attempts to review global warming as one of the severe problems of the world that is responsible for climate change. It releases the pollutants harmful to the life on the earth. It affects the environment of the earth. It also affects an agriculture . India is an agricultural country. Mostly the fiscal position of the country is dependent on the agricultural production. The agriculture depends on the nature, particularly on the rainy and other seasons. Nowadays the cycle of seasons is changing due to the changing global climate. The global warming is increasing so is changing the conventional pattern of seasons. Untimely rain, wet and dry droughts, cloudbursts, floods are responsible elements for a grand loss received to the kharip and rabi crops in India. The farmers can't repay the loan, debts borrowed from their relatives, friends and banks so they are committing suicides. From 30th November to 11th December 2015, the UNO's Climate Change Summit was organized in Paris. The Paris Climate Summit, the UN's meteorological agency injected the urgency of the negotiations by announcing that global temperatures were to set to rise 1°C above the pre –industrial era in 2015 , which was of course to be the hottest year on record by a wide margin. The summit meet was held in Paris to discuss on the limit of global greenhouse gas emissions to level that restricts worldwide temperature rise to 2°C by the end of the century. 2015 was almost the hottest year around the world since 1880. Average temperatures this year likely to reach global warming milestone of 1°C above pre-industrial level.(**The Times of India-Times Global - dated 27/11/2015)** Though the report – aggregate effect of national climate action plans-noted that the promises made by 146 countries as part of their efforts to fight climate change can dramatically slow global emissions and bring down per capita emissions in next 15 years. Intended Nationally Determined Contribution (INDC) reported that, 'The INDCs have the capability of limiting the forecast temperature rise to around 2.7°C by 2100,by no means enough but a lot lower than the estimated 4,5,or more degrees of warming projected,' said **Christiana Figueres, an executive secretary of the United Nations Framework Convention on Climate Change**. Global average temperature may rise by 2.7°C by 2100 from pre-industrialisation (1880) level (target was to keep it at 2°C). Countries-mainly those having high per capita emission like US, China, Russia and Japan- need to scale up emission cut target.

Per capita emission in 2030 (in tons): a) Global: 6.7 b) India: 3.1 c) Russia:13.4 d) United Nations: 11.9 e) China: 11.9 f) Japan: 11.4 **(source : WRI CAIT 2 version ,'14) (Sunday Times of India , Nashik dated 1rst Nov. 2015).** India also prepared its INDC (post 2020 climate action plan) It is comprehensive and ambitious. Union Minister of Environment , Forest and Climate Change, Prakash Javadekar said that India has pledged to reduce its greenhouse emission intensity by upto 35% by 2030 from 2005 levels, a 75% jump over its present voluntary commitment. He said that India would achieve 40% installed capacity for electric power from non- fossil fuel resources by 2030, a jump of 33%. **(The Times of India –dated 3rd October 2015)** He was also interviewed by **TOI** in which he informed that we have already taken a number of measures to increase our carbon sink through a massive afforestation drive and will spend over 2 lakh crore to increase forest cover in coming years. **(The Times of India, Nashik dated 9th October, 2015**) The Climate Change Summit COP21 (Conference of the Paris -21) inaugurated on 30th Nov.2015, in Paris . Prime Minister of India Narendra Modi warned the developed countries ,which powered their way to

prosperity on fossil fuels ,that it would be ' morally wrong' if they shift the burden of reducing emissions on developing countries like India. He reiterated his plans to launch an alliance of 121 solar-nations in the tropics aimed at bringing affordable solar power to villages that are off the grid. It joint responsibility of all nations to keep global warming below 2°C over pre-industrial temperatures. French President Francois Hollande and India's Prime Minister Modi launched an International solar alliance in the summit. More than 150 representatives of different countries participated in the summit.(**The Times of India,1/12/2015)**

B) Aims and Objectives:

1. To define global warming
2. To find out the causes of global warming
3. To study changing pattern of climate
4. To study how Indian agriculture is affected by global warming and changing climate
5. To suggest preventive measures

C) Methodology: Used secondary data from the literature, newspapers and various websites, and analyzed the data.

D) Discussion:

Global Warming and its Causes: 'Global warming is the increase in the average global temperature because of the intensified greenhouse effect'. The global warming is also caused by CO_2 emission by transportation, vehicles, industry, deforestation, combustion of fossil fuels for electricity generation, heating, and the manufacture of cement.

A Greenhouse: A greenhouse is a structure covered with glass or plastic used to grow plants, especially in winter. Greenhouses work by trapping heat from the sun. The transparent panels of the greenhouse let in light but keep heat from escaping. This provides enough warmth to the plants to live in the winter.

The atmosphere allows most of the sun light to reach the earth's surface and heat it. A part of this energy is radiated back into the atmosphere by the earth's surface. Much of this re-radiated energy is absorbed by molecules of carbon dioxide and water vapour in the lower atmosphere and then reflected back to the earth's surface as heat. This is quite like the greenhouses for plants, which transmit sunlight but hold in heat.

Apart from carbon dioxide, some other gases that trap heat in the atmosphere are nitrous oxide, chlorofluorocarbons (CFCs). Together these are called greenhouse gases. The proportion of these gases in the atmosphere is increasing. So more heat is trapped by the atmosphere. The earth has warmed about 1 F (less than 1 c) in last 100 years. Although this trend appears to be small change, the increase would make the earth warmer than it has been in the last 125,000 years, possibly changing climate patterns, affecting crop production, disrupting wildlife distribution, melting glaciers and raising the sea level. These changes would affect the whole world.

Global Warming and Change in Climates:

The earth's climate is mostly influenced by the first 6 miles or so of the atmosphere which contains most of the matter making up the atmosphere. This is really a very thin layer if you think about it. In fact, if you were to view the earth from space, the principal part of the atmosphere would only be about as thick as the skin on an onion! Realizing this makes it more plausible to suppose that human beings can change the climate. A look at the amount of greenhouse gases we are spewing into the atmosphere makes it even more plausible.

The rise in atmospheric carbon dioxide is largely caused by modern industry's widespread combustions of fossil fuels (coal, oil and natural gas), especially in the last 100 years.CFCs are chemicals that were used in refrigerators, air conditioners and in the manufacture of polystyrene products till the year 2005.Human beings have increased the CO_2 concentration in the atmosphere by about thirty percent, which is an extremely significant increase. It is believed that human beings are responsible for this because the increase is almost perfectly correlated with increases in fossil fuel combustion.Combustion of fossil fuels, for electricity generation, transportation, and heating, and also the manufacture of cement, all result in the total worldwide emission of about 22 billion tons of carbon dioxide to the atmosphere each year.

This enormous input of CO_2 is causing the atmospheric levels of CO_2 to rise dramatically. The projected increase in CO_2 is very startling and disturbing.

History of Global Warming:

Recent years have consistently been the warmest in hundreds and possibly thousands of years. The warming trend has started in about 1900. It might seem a bit surprising that warming started as early as 1900. How

is this possible? The reason is that the increase in carbon dioxide actually began in 1800, following the deforestation of much of Northeastern American and other forested parts of the world. The sharp upswing in emissions during the industrial revolution further added to this, leading to a significantly increased carbon dioxide level even by 1900.

The IPCC and the Study of Global Warming: Most of the scientific community, represented especially by the **Intergovernmental Panel on Climate Change (IPCC — www.ipcc.ch),** now believes that the global warming effect is real, and many corporations, even including Ford Motor Company, also acknowledge its likelihood.

In 1998, the IPCC was established by the World Meteorological Organization (WMO) and the United Nations Environment Programme (UNEP), in recognition of the threat that global warming presents to the world. The IPCC is open to all members of the UNEP and WMO and consists of several thousand of the most authoritative scientists in the world on climate change. The role of the IPCC is to assess the scientific, technical and socio-economic information relevant for the understanding of the risk of human-induced climate change. It does not carry out new research nor does it monitor climate related data. It bases its assessment mainly on published and peer reviewed scientific technical literature.

The IPCC has completed two assessment reports, developed methodology guidelines for national greenhouse gas inventories, special reports and technical papers. Results of the first assessment (1990—1994): confirmed scientific basis for global warming but concluded that ``nothing to be said for certain yet". The second assessment (1995), concluded that `` ...the balance suggests a discernable human influence on global climate", and concluded that, as predicted by climate models, global temperature will likely rise by about 1-3.5 Celsius by the year 2100. The next report, in 2000, suggested, that the climate might warm by as much as 10 degrees Fahrenheit over the next 100 years, which would bring us back to a climate not seen since the age of the dinosaurs. The most recent report, in 2001, concluded that "There is new and stronger evidence that most of the warming observed over the last 50 years is attributable to human activities". The scientific body predicts a global mean surface air temperature change for the period 2016-2035 compared to 1986-2005 could be in the range 0.4 C-1.0 C. The change, however, is likely to be near the lower range. Scientific evidence, the report claims, shows global combined and ocean temperature data indicates an increase of about 0.8 C over 1901-2010 and about 0.5 C over the period 1979-2010.

Impacts of Global Warming :

1.Rising sea water level- Due to the global warming there is climate change and ice melting so marshlands , low-lying cities, and islands are being covered or flooded with fresh seawater.

2.Changes in rainfall patterns and its effects on agriculture - Droughts and fires in some areas, flooding in other areas affect the agriculture of India and other countries.

3.Melting of the ice caps - Causes loss of habitat near the poles. Polar bears are now thought to be greatly endangered by the shortening of their feeding season due to declining ice packs.

4.Melting glaciers – The melting of old glaciers is already observed. Disastrous cloudburst in Uttarakhand , Jammu and Kashmir are already taking place.

5.Spread of diseases -Migration of diseases to new, now warmer, regions take place.

Climate Change and Its Impacts on an Indian Agriculture: For India, the area-averaged annual warming by 2020 is projected to be between 1.0 and 1.4°C and between 2.2 to 2.9°C by 2050. Relatively, the increase in temperature would be less in kharip (monsoon season) than in rabi (winter season). The kharip rainfall is expected to increase in most places whereas rabi rainfall may decrease in some areas. The rabi rainfall will, however, have larger uncertainty . The following table projected change in temperature and rainfall due to global warming in different crop seasons in 2020, 2050 and 2080s in south Asia.

Year	Season	Increase in temperature, °C		Change in rainfall ,%	
		Lowest	Highest	Lowest	Highest
2020	Rabi	1.08	1.54	-1.95	4.36
	Kharip	0.87	1.12	1.81	5.10
2050	Rabi	2.54	3.18	-9.22	3.82
	Kharip	1.81	2.37	7.18	10.52
2080	Rabi	4.14	6.31	-24.83	4.50
	Kharip	2.91	4.62	10.10	15.18

http://iari.res.in/?option=com_content&view=article&id=198&Itemid=545

The needed adaptation measures including changes needed for mitigation to improve agriculture sector in India. It considers the likely changes that climate change will bring in temperature, precipitation and extreme rainfall, drought, flooding, storms, sea-level rise and environmental health risks and the overall impact on agriculture. The agricultural sector is the major source of employment in India . Climate change has adverse impacts on agriculture, hydropower, forest management and biodiversity. Anticipated impacts on agriculture from climate change and its various aspects have been studied. Due to the change in climate untimely rainfall, or wet and dry droughts the farmers of India can't manage or plan the crop cultivation. They are in utter disaster , frustration as are under the heavy debt so commit suicide. In India 62% people depend on farming and out of them 60% farmers depend on the rainy water for the agricultural productivity.Due to the untimely rainfall rabi crops are spoiled. A 10-15% increase in monsoon precipitation in many regions, a simultaneous precipitation decline of 5-25% in drought-prone central India and a sharp decline in winter rainfall in northern India are also projected. This implies changes in output of winter wheat and mustard crops in northwestern India. A decrease in number of rainy days (5-15 days on an average) is expected over much of India, along with an increase in heavy rainfall days in the monsoon season (Indian Institute of Tropical Meteorology, Ministry of Earth Sciences, Government of India). These changes are expected to increase the vulnerability of Indian agriculture. This is particularly important in India, where agriculture is highly sensitive to monsoon variability as 65% of the cropped area is rain-fed.Changes in temperature and precipitation could have a significant impact on more than 350 million people who are dependent on rain-fed agriculture. Practices and technologies can play a role in climate mitigation and adaptation. This adaptation and mitigation potential is nowhere more pronounced than in developing countries It is estimated that India needs 320 MT of food grains by the year 2025. For a country like India, sustainable agricultural development is essential not only to meet the food demands, but also for poverty reduction through economic growth by creating employment opportunities in non-agricultural rural sectors.It is possible that climate change may force the pace of rural-urban migration (rurbanisation) over the next few decades . The role of Science & Technology cannot be ignored. Right kind of technologies and policies are required to strengthen the capacity of communities to cope effectively with both climatic variability and changes. Adaptive actions may be taken to overcome adverse effects of climate change on agriculture **'Small and marginal farmers practising agriculture on rain-fed farms will bear the brunt of climate change', says Surinder Sud.**

The vulnerability of Indian agriculture to climate change is well acknowledged. But what is not fully appreciated is the impact this will have on rain-fed (non-irrigated) agriculture, practiced mostly by small and

marginal farmers who will suffer the most. The crops that may be hit include pulses and oilseeds, among others. These are already in short supply and are consequently high-priced. Nearly 80 million hectares, out of the country's net sown area of around 143 million hectares, lack irrigation facilities and, hence, rely wholly on rain water for crop growth. Over 85 per cent of the pulses and coarse cereals, more than 75 per cent of the oilseeds and nearly 65 per cent of cotton are produced from such lands. The crop yields are quiet low. The available records indicated that the predominantly rain-fed tracts experience three to four droughts every 10 years. Of these, two to three droughts are generally of moderate intensity and one is severe.Most of the rain-fed lands, moreover, are in arid and semi-arid zones where annual rainfall is meagre and prolonged dry spells are quite usual even during the monsoon season. This makes crop cultivation highly risk-prone. If the quantum of rainfall in these areas drops further or its pattern undergoes any distinct, albeit unforeseeable, change in the coming years, which seems quite likely in view of climate change, crop productivity may dwindle further, adding to the woes of rain-fed farmers. According to A K Singh, deputy director-general (natural resource management) of the Indian Council of Agricultural Research (ICAR), medium-term climate change predictions have projected the likely reduction in crop fields due to climate change at between 4.5 and 9 per cent by 2039. Though the rainfall records available with the India Meteorological Department (IMD) do not indicate any perceptible trend of change in overall annual monsoon rainfall in the country, noticeable changes have been observed within certain distinct regions.

SurinderSud(http://www.rediff.com/money/.../guest-impact-of-climate-change-on-indian-agriculture/20100406.ht)

E) Conclusion:

1.We need to use new technologies, such as hydrogen technology, as quickly as possible. The most promising sector for near term is reductions in fossil fuel electricity. Wind power , solar energy, nuclear energy these unconventional sources should be used in spite of fossil fuel energy. So clean climate will be created and the farmers will not be affected by the drought, cloudburst, untimely rainfall, and changing cycle of seasons. So they would not receive loss and commit suicides.

2. The carbon dioxide levels are rising dramatically. There is no debate about this. If we continue to use fossil fuels in the way we presently do, then the amount of carbon we will release will soon exceed the amount of carbon in the living biosphere. So we should reduce the use of fossil fuels.

3. A major increase in renewable energy use should be achieved to help offset global warming. While there are some US government programs aimed in this direction, there is simply not enough money being spent yet to achieve this goal in a timely manner. A primary goal of many new programs is not to increase renewable, but rather, is to find ways to capture the extra CO2 from electricity generation plants and "sequester" it in the ground, the ocean, or by having plants and soil organisms absorb more of it from the air.

4. There should be an improvement in forecasting & early warning systems. It would help the farmers for crop management and prevent the loss.

5. We should increase public awareness regarding this and efforts should be made to reduce emission of carbon per capita.

6. There must be the creation of community-based forest management, afforestation projects and improvement in irrigation. So farmers would get irrigated water for rabi crops.

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A case study on use of water solar pump used in Vaijapur , Aurangabad District,(Maharashtra).

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Abstract

Agriculture is the main occupation in India. Rain water, river water and ground water are the main sources of irrigation for agriculture in India. One has to depend on electricity and diesel to use ground water. Due to load shedding and increasing cost of diesel, there are obstacles in regular supply of water to crops SPVWPS are an excellent, long-term option, but the capital cost is a major issue in this experiment. The Maharashtra state government has offered up to 95% subsidy for SPVWPS to small holder farmers (less than 5 acres of land). A total of 21499 pumps have been provided across Maharashtra till October 2022. The related survey shows the impact of the use of SPVWPS on the economic and social status of farmers as well as their lives. Evaluation of reliability, sustainability, and awareness of SPVWPS is the main objective of this survey . An attempt has been made to understand the awareness and difficulties of using solar pumps. In order to make the study systematic and easy, questionnaires have been prepared and interviews have been conducted with the farmers. The present study gives a general impression of farmers' daily challenges, hardships, and financial benefits of solar pumps. The present survey or study conducted a survey of 15 sites in two villages of Vaijapur taluka of Aurangabad district. Solar pumps and diesel pumps or electric pumps are compared economically and arranged using the cost benefit analysis method.

Keywords **:** Agriculture, Solar pump, Survey, Cost Analysis, Irrigation.

Introduction

India is an agricultural country. India has 159.7 million hectares (394.6 million acres) of arable land, of which 8.6 to 10.9% is under horticulture. Out of the total area of 307.6 lakh hectares in Maharashtra, about 225.7 lakh hectares are under total crops. Almost 80-85% of agriculture in Maharashtra is dependent on monsoon rains. Main types of irrigation are canals, ponds, lakes, seepage ponds, wells, frost irrigation, drip irrigation, tube, Submersible irrigation. 60% of India's drip irrigation is done in Maharashtra alone. Drip irrigation or Submersible irrigation has to rely on electricity. Solar pumps are a more convenient alternative to electricity for drip irrigation or Submersible irrigation. Solar pumps have emerged as a reliable mode. The advent of irrigation and solar energy has ensured rapid progress in agriculture.

For the advancement of solar energy, the Ministry of Renewable Energy (MNRE) has started promoting solar water pumps in coordination with various state governments. Subsidies have been started for farmers for solar pumps. Maharashtra Govt and MHAHARASTRA STATE ELECTRIC BORD in association with MNRE and the beneficiaries have started benefiting from solar pumps in 2016. Pumps are available at subsidized rates and farmers have to pay only 9-10% of the cost of the pump. Depending on the solar horse power the pump costs between one and a half lakh to two and a half lakh. Farmers must be small landholders to benefit from this scheme. A total of 21499 solar pumps have been distributed till October 2022. The main objective of this survey is to assess social, economic and performance of solar pumps used in Agri Sector.

Methodology:-

1) Literature Survey:-

Use of Internet, Questionary, Reference Books On Solar Energy, Journals,

Periodicals, Reasearch Papers, Articles Published in Newspapers.

Maharashtra state government has distributed solar water pumps in 20 districts. It has been distributed mainly in drought affected areas. survey was conducted by interviewing the farmers and observing the fields. A questionnaire was also prepared in the survey. Cropping method, irrigation method, maximum water requirement and source of water, total cultivated area, daily challenges were given priority in the interview. Visiting the farmers on the farm made it convenient to monitor the situation and get additional information. 15 beneficiary farmers from 2 villages of Vaijapur taluka were interviewed. 13.33% of the farmers are graduates, while the remaining 86.66% of the farmers are educated up to high school.

2) Cost benefit Analysis

Cost benefit analysis is a systematic approach to estimate and compare the benefits to farmers. Also, this method makes an overall comparison of the original cost of the project, the cost paid by the farmers and the government subsidy. The breakeven point is worked out for Diesel driven pump and electric driven pump against SPVWPS by considering subsidy provided And without subsidy.

Total Cost (TC) = CC + OC + MC

Where, CC= Capital cost
OC= Operating cost
MC= Maintenance cost

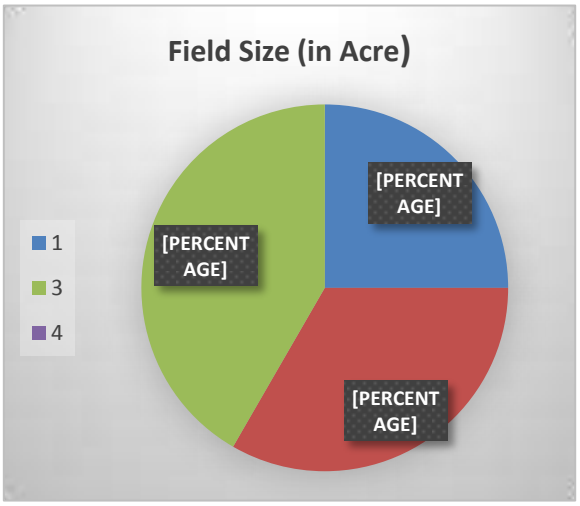
Observations (Facts and Findings)

Table:- Data Collection

Sr.No.	Pump Capacity	Basic Cost	Grant Recieved	Paid Price	Agricultural area (Acre)	Production	Irrigation Method
1	3hp	1,70,301	1,53,271	17,030	4	Cotton , Maize, Onion, Sugarcane	Drip, Open Water irrigation
2	5hp	2,37,035	2,13,332	23,703	5		
3	5hp	2,37,035	2,13,332	23,703	5		
4	3hp	1,70,301	1,53,271	17,030	4		
5	3hp	1,70,301	1,53,271	17,030	5		
6	3hp	1,70,301	1,53,271	17,030	3		
7	3hp	1,70,301	1,53,271	17,030	5		
8	3hp	1,70,301	1,53,271	17,030	5		
9	3hp	1,70,301	1,53,271	17,030	5		
10	5hp	2,37,035	2,13,332	17,030	5		
11	5hp	2,37,035	2,13,332	23,703	5		
12	5hp	2,37,035	2,13,332	23,703	5		
13	3hp	1,70,301	1,53,271	17,030	3		
14	3hp	1,70,301	1,53,271	17,030	3		
15	3hp	1,70,301	1,53,271	17,030	5		

The agricultural area of the farmers there was up to 5 acres. Wells were the primary source of water for irrigation, as it was necessary to have a source of water in the fields to get the produce. The main crops of these farmers are cotton, maize, sugarcane,

onion and orange. For irrigation, farmers used drip irrigation or open water irrigation method.



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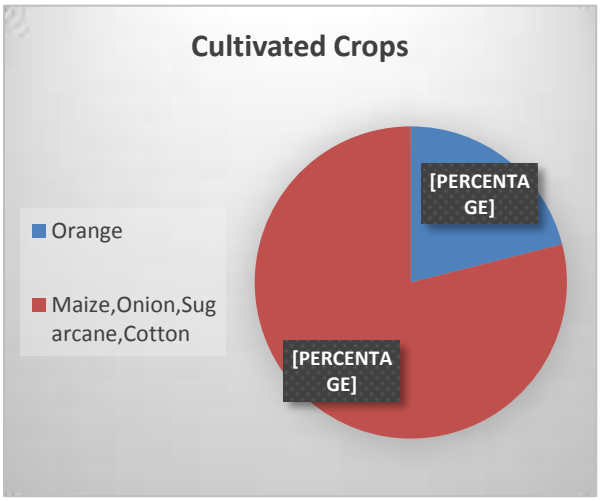

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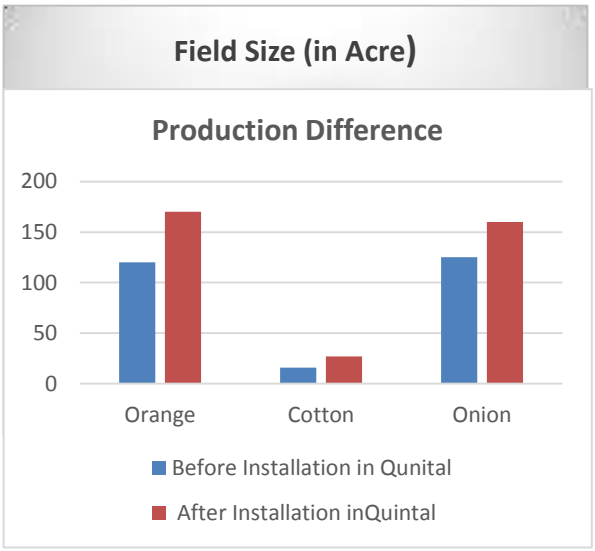

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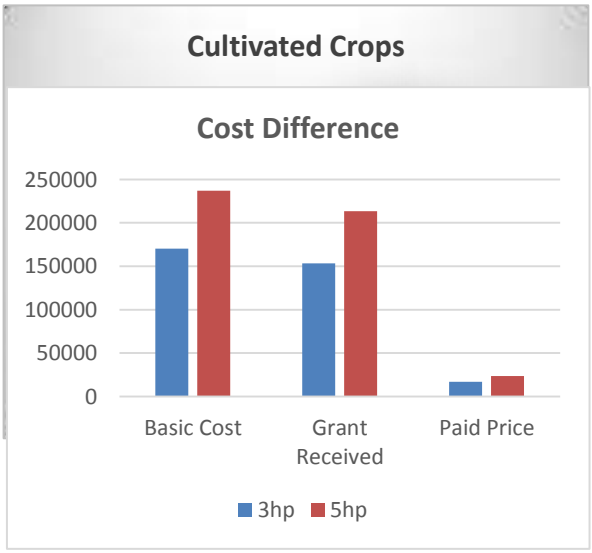

(d)

Fig.2 (a) field size, (b) cultivated crops, (c) production difference, (d) cost difference

Result and Conclusion

1. Most of the farmers were using diesel generated pumps before using SPV Pumps. According to farmers, 8 to 10 litres of oil was required for diesel generated pump for irrigation. Farmers have saved 40-50 thousand due to SPV Water Pumps.
2. Most of the farmers were regularly cleaning the modules properly.
3. Most of the beneficiaries have up to 5 acres of land. A 3hp pump is sufficient for 5 acres of land. Most of the farmers have availed the 3hp pump.
4. The use SPV Watt Power ensures regular water supply to crops, increases crop production. It also saves fuel costs.
5. Compared to diesel and electric pumps, solar pumps require less maintenance.
6. Although solar pump systems seem difficult to understand, solar systems are considered very easy to use.
7. The use of solar pumps contributes a lot to electricity, Avoids the problem of Load Shading.

Acknowledgment

This survey would not have been possible without the help of village farmers, and college teachers and our family. Special thanks for farmers, teachers and our family to support for this survey were successful.

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National Education Policy (NEP) 2020 and Role of Academic Library

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Abstract :

The present teaching method primarily is related to ' Lecture Method' and project writing and routine laboratory experiments to confirm known outcomes. The policy is linked with society, and Industry requirements. It is Designed around the theoretical and foundational aspects without preparing workforce for the industry or tangible research output. It could be quickly used and commercialised by the society or industry. While designing : We should consider the following questions. What is the purpose? What is a goal to be achieved ? What students should learn? Who is accountable for regular review and revision?

Key Words : NEP, ICT, e-Learning, Higher Education.

Introduction :

The crux of National Education Policy :2020 is concerned with all stakeholders i.e. students, educators, administrators etc. Learning is connected to the learner, focused on the learner. It is demonstrated by the learner and driven by the learner. Technology acts as enablers, scaffolds, support and affordances. A human-driven approach is taken rather than a technology- driven approach.

Purpose of Education :

"Education always Prepares students for meaningful engagement in 21st century civic, economic, cultural and social life" - **Kennet.**

" The ultimate goal of education is to inspire the next generation of learner to find their passions, talents and continue the quest for personal growth in all aspects of their lives " - **Sara Kirsch**.

" Teachers should empower students to maximise their potential discover passions and help them develop as collaborative critical thinkers." - **Jankord.**

National Education Policy:2020

National education policy is very wonderful document: It is related to present education pattern. It is really imparting meaningful education and producing innovators / entrepreneurs or helping industry to find routine workers. Today about 40 % of employers globally are finding it difficult to recruit people with the skills they need. The Education Commission of UNESCO states "Up to half of the world's job around 2 billion are at high risk of disappearing due to automation in the coming decades". 80% of Indian engineers are not fit for any job in the knowledge economy. Aspiring minds report stated :

1. Only 3.84% of engineers in the country have the technical cognitive and linguistic skills required for software-related job in start-ups.
2. Only 3% of engineers have new technological skills in the areas which are booming now such as artificial intelligence machine learning, data science and mobile developmant.
3. Thus only 1.7% of engineers have the skills needed work in new age jobs.

Employment markets have undergone seismic shifts over the last few decades. True was once the bedrock of the global economy disappearing, replaced by a flood of new and highly adaptive roles entrepreneurs, project managers, creative directors and more and Library Science of them. Job open to those without high level of skills will often be in secure and poorly paid. Only quality education can generate the needed skills present worsening in equality and provide prosperous future for all. The same situation is in India.

Employability in Descriptive Era :

By 2025, 37% of the Indian workforce would be employed in new job roles. According to the Report, 9% of India's 600 million estimated workforce would be development in new jobs that do not exist today. 60 to 65 % of Indian workforce in the IT-BPM would be deployed in jobs that have radically changed skill sets, followed by 55 to 60 % in BFSI & 50 to 55 % in the automotive sector. 20 to 25 % to the workforce of the current day. 65 % of children joining a primary school in 2016 will eventually end up working in a completely new job that does not even exist today. 74 % of the surveyed employers are ready to acquire new skill and completely retrain in order to be relevant and remain employable in the future. Obstacles to meaningful education system, NET/ SET/ JRF Examinations, Multiple choice questions, competition exams. UPSC, MPSC, Banks etc. all the above obliterate students thinking and creative abilities.

Current Education Pattern : Pedagogy

Santos, Kupezynski & Bain argue that the Lecture Method is dead, In other words it is deficient in capturing learners attention." In my opinion talking or telling is not teaching and listening and note taking is not learning.- It diminishes learner's engagement in the classroom. This adds nothing to creating an engaging and supportive to learners. There is no teamwork with the lecture method".Current Education Pattern and Faculty - In this descriptive Era, a teacher who is not a learner does not remain a teacher after sometime. Meaningful education requires every teacher to be a good researcher so as to transform learners into industrialists and innovators rather than 'Parrots' who recite content without any meaningful practical meaning. If teachers are not updated, students cannot expect anything learnable from them. The jobs available now may be obsolete in the future but new types of job will emerge to meet the demands of the IR 4.0. Higher Education (HE) institutions have to address employability challenges by imparting employability skill and competencies. Higher Education needs to develop thinkers, complex problem solvers, decision makers and professionals to work with abroad range of jobs across sectors to address new job scenario. This probably necessitated to review the present education system in the country.

Indian National Education Policies :

The first NEP came in 1968. The second NEP came in 1986. The NEP of 1986 was revised in 1992 and the third NEP released in 2020 (It's country's first policy of the 21st Century). " Right of children to free and compulsory Education act 2009" laid down legal underpinnings for achieving universal elementary education. NEP is inspired by the rich heritage of ancient Indian knowledge system in ***Jnan*** (Pursuit of knowledge), ***Pragyaa*** (wisdom), ***Satya*** (Truth). The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, but for the complete realization and liberation for the self.

Education is Fundamental for:

Achieving full human potential, developing an equitable and just society and promoting national development providing universal access to quality education is the India's key to continued ascent and leadership. On the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation should take into consideration in future also.Traditional Three Pillars of a university-

1. Research
2. Teaching
3. Community Service and Engagement.

NEP focuses on Student Centric Learning –

1. Innovation
2. Entrepreneurship
3. Multidisciplinary
4. Multi level Entry Exit
5. Technology Driven.

Changing Landscape of HEI -

Students Emerging from a rote (Mechanical or habitual repetition of something to be learned) learning system have great foundation and depth in the subjects of their study but lack real-world application knowledge or the creative skills that are sought by employers in rapidly changing industries today. Whit technology greatly impacting learning of these foundation concepts, universities need to augment their curriculum to address these life skills to remain relevant.

Future Oriented Education -

In addition to cognitive skills i.e. thinking, knowing, remembering, judging and problem solving , future education process should seek to develop higher order

cognitive skills such as critical thinking, problem solving and also equally important social and emotional skills like empathy, perseverance grit, passion, teamwork leadership, cultural awareness etc. NEP seeks to produce entrepreneurs, industrialists and innovators where the thrust should now be on higher order skills that is : critical thinking and expert mind set, creative problem solving Teamwork, communication, interdisciplinary approach & equally important, social and emotional skills.

Assessment and Teaching of 21st Century Skills :

Way of Thinking- Creativity and innovation, critical thinking, problem solving, decision making, learning to learn-met cognition

Ways of Working - .Communication, Collaboration (teamwork)

Tools for Working - Information literacy, ICT literacy

Life and Career Skills - Flexibility and adaptability, initiative and self- direction, social and cross- cultural skills, productivity and accountability, leadership and responsibility

Ways of Living in the World - Citizenship- Local and Global, Life and career, Personal and social responsibility

Changing Landscape :

Student Centric-

1. Universities need to provide unrivalled student experience and be at forefront of knowledge creation to remain relevant in the age of IR 4.0
2. Education should evolve around the student consequently, in this changing paradigm. It is crucial for universities to focus on enriching student experience and aligning to individual needs across the student life cycle.
3. The student centric shift has challenged the current enrolment models teaching and learning processes, assessment and credentialing systems and also the image of the university as the prime knowledge provider.
4. Create and enabling environment for leaders, academic and practitioners to break barriers, imagine, innovate create and collaborate.
5. Stimulate greater human connectivity through the exchange of students and staff, which is enabled through global and regional networks and consortium of higher education institutions.
6. Incorporate spiritual values, ethics and morality, national identity and a sense of connection to the community, through curriculum delivery and technology transfer.

Multi-disciplinary Education :

The new policy proposes the setting up of multidisciplinary universities by 2030 in every district. This could be considered as a promising idea that promotes liberal education, both in terms of multidisciplinary learning and flexibility in tenure. The new Education Policy processes credit-based degrees with a wide range of subjects and emphasis on extra curricular activities. Students will be flexible to major in engineering coupled with minor in liberal arts and vice versa.

Changing Landscape of HEI : Research

In their quest for pure knowledge, currently universities have distanced research from the society and the knowledge being generated. As a result the curricula beceme more complex around the theoretical and foundational aspect without preparing a workforce for the industry or tangible research output that could be quickly commercialized by the industry. NEP proposed to setup " **National Research Foundation**" to promote outstanding research , support and encouraged multi-disciplinary and impact research by easing and fostering international and industry collaborations. How to measure student's potential - BEYOND MULTIPLE CHOICE? Getting assessment of human abilities right is key to surviving automation. The details of the future of work are unclear and unknown to us, but we do know this : as machines rise in abilities humans must too. Yes, automation will displace humans but often to new sets of job demanding new higher levels of human abilities to work alongside machines. So what if we measure how people think instead of what they know?

The Role of Regulators

1. Regulator - The Regulators have to usher in strong accreditation and equivalence frameworks across delivery channels to promote interoperability of learning outcomes.
2. There to be a shift toward a modular approach toward equivalence - students should be able to get assessed for their learning across-in- person classes and

digital plant forms and gain credits for industry experience through recognition of prior learning.

The previous structure bodies such as **UGC, AICTE, NAAC** and various councils were believed to raise standardisation concerns. However the proposal to set up the Higher Education Commission of India envisages bringing uniformity in the system.

HECI Four Independent Verticals :

1. National Higher Education Regularly Council.
2. General Education Council.
3. Higher Education Grants Council and **iv)** National Accreditation Council will stream line the regularly process.

NEP 2019 : Importance of Technology

Technology plays an important role in :

1. Improving the classroom process of teaching, learning and evaluation.
2. Aiding in preparation of teachers and thus continuous professional development of teachers.
3. Improving access to education in remote area and for disadvantages groups and
4. Improving the overall planning, administration and management of the entire education system.

Technology-

A learning centric ecosystem that is sustainable balanced and principled driven by values powered by intellect and afforded by new technologies. Education 4.0 is not about smart technology and the machines capability to do what humans do, rather it is about what humans can to well rendered by smart technology and machines.

National Mission on Education through Information and Communication Technology - The mission will encompass Virtual laboratories that provide remote access to laboratories in various disciplines. national Education Technology Forum will be setup under the mission as an autonomous body to facilitate decision making on the induction development and use of technology. This forum will provide evidence based advice to central and state governments on technology based interventions. A National repository will be setup maintain all records to institutions, teachers and students in digital form. Further a online digital repository will be created were copyright - Free education resources will be made available in multiple languages in very important role of libraries.

Libraries : Future Strategies and Implementation :

Changing landscape of students- Millennial use computers and the internet extensively : Its tools are used extensively to communicate and study shop and socialise online and therefore spend fewer hours in the library consequently. Millennials expect library services that reflect the capabilities of the most current websites. They relish the ease of using the library collection and databases and save their time by enabling instant, seamless and complete access to information from any location 24 by 7.

Envisioning New Age Library :

The first factor is the rapid advancement in information and communication technologies (ICT) have made a decision impact on information sharing conversation and collaboration causing far- reaching changes in higher education as well as in its libraries. ICT also underpins major changes in university libraries in access brokerage, privacy, global access, collection management, space planning, information delivery and library use.

Today Libraries are More Relevant than Past:

Librarians were spending more time on backend services than reader services. Google covers only 15-20 % of information, Rest on deep-web hidden-web, dark-web. Broadly 40% of information on the web is either incorrect or fake Predatory journals. Technology provides opportunity to develop personalised services. Therefore the purpose of library in NEP may be described as adding value to higher education business by connecting researchers, teachers, students with information and facilitating teaching, learning, research creativity and innovation of knowledge. How libraries can serve this purpose can be diverse and each library may attempt to address its objectives in a way that suits them.

Re-envisioning Library Space :

The library profession has long debated the use of library physical space alienating between as a hub of learner's activities making it active learning space or a quiet place for study and research. These debates focus on the role of the libraries physical space, the role of the collection and the role of the library in organizing and providing information. In my view libraries should increase the level of social, educational and cultural interaction and inclusion to develop

a collective sense of belonging within the academic community.

Libraries are "Idea Factories" :

Where diverse populations can coalesce connect and confront the challenges in achieving their goals through open and trusted channels of information and relationships.

Change in Library Planning :

A huge change in the layout of the library space, Virtual Classrooms, MOOC study areas, group discussion rooms, makers spaces, idea spaces, collaborative learning areas, etc. have to be part of library space planning. Virtual and augment reality should change the educational landscape. To meet flexible assignments library need to accommodate multiple learning styles.

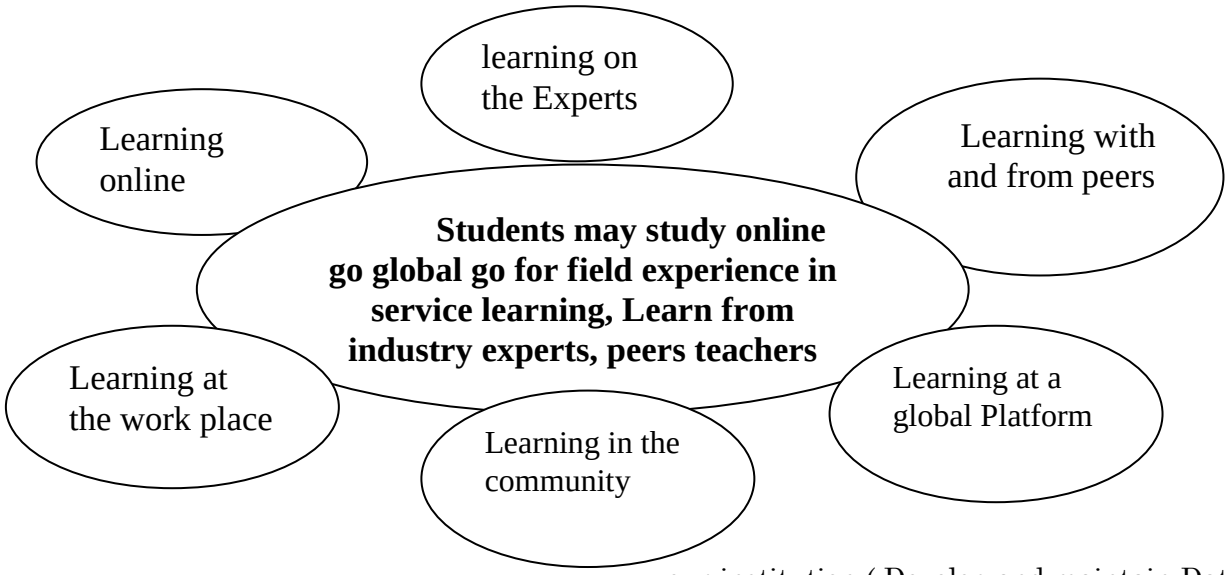
Re-envisioning Library Services :

Librarians have to find ways to innovate by substitution in the digital era, instead of preparing detailed cataloguing records to enter in to our online catalogues. We may invest in services that our users really want - specialised and individualized help when they can't find desired information in a Google search, access to more electronic journals and databases, on-line reference services and access to new types of scholarly information- data sets blog posts and multimedia resources.

Let's think and decide :

Do we keep our print collections or how much do we keep how many copies need to be retained? Do we still need librarians at the reference desk or can we eliminate that traditional model ? Now do we provide instruction services ? Do we try to offer credit instructions ? Are we becoming more a provider of services and less a provider of materials than we were in the past ? What's the librarian's role ? Do we take on more of a teaching role, try to work more closely with faculty in providing library instruction and information literacy ?

Flexibility -Omni Learning



Flexibility - Omni Learning :

Learning online : Resource based learning, MOOC OER's , Blended learning.

Learning from the Experts : Industry experts, Experts from other universities, experts from relevant organisations.

Learning with and form Peers : Peer tutoring / Assessment, Learning communities.

New opportunities : Research involvement library becomes learning hub to meet the teaching, research and learning requirement of users. Managing intellectual output of your institution (Develop and maintain Data / Institution depository).

Preserving the university's research output

To prepare profile of the faculty and institute

Added teachers

No. of Downloads

No. of Citations

API score

New Opportunities for Libraries :

1. Measuring Research output & depicting research strength & weaknesses
2. Be part of open access initiative (Digital publishing, Libraries as publisher)
3. MOOC (supporting production - Library as content creditor, supporting students, Managing MOOC content)

4. Teaching Information Literacy
5. Responsible for plagiarism and other IPR issues
6. Active participation in Institution Ranking process
7. Creating website (personal or library) It took me one day to create on WIX. Create your own Institutional repository.
8. "Get closer than ever to your customers. So close that you tell them what they need well before they realize it themselves" - Steve Jobs
9. "LIS future is bright under New Education System. Libraries will **thrive** if, we revise our selves.

Conclusions :

1. The cluster of different types of libraries will be diminished.
2. The service offered by libraries physically will also be available in digital format.
3. Libraries will not just be sharing resources but will be catalyst in creating of resources.
4. Uniform / standardized services will be a challenged
5. The platform used for DL, LMS, CMS, i LMS will be offering similar in the future.
6. Libraries will be key enabler of the echo system for the new teaching learning environment.
7. Technological skills are central to maintaining current jobs and finding new ones.

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National Education Policy 2020: Strength, Weaknesses, Opportunities and Threats Analysis with special reference to Agriculture Colleges in Maharashtra

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Abstract
In this paper we have tried to carryout strength, weakness, opportunity and threats analysis of National Education policy document which is going to change the whole education system from early childhood education to higher education in India. We have restricted the discussion to higher education as currently Savitribai Phule Pune University with rest of the Universities in Maharashtra are going to implement NEP 2020 from next academic year that is 2023-24. To make strength, weakness, and threat (SWOT) analysis of the National Education Policy (NEP) 2020 in India, you can follow these steps: Identifying the strength, identifying the weaknesses, identifying the opportunities, and identifying the threats.

Key words: NEP 2020, agriculture colleges in NEP, SWOT analysis of NEP.

Introduction

The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the government's vision for the future of education in India. The policy, which was approved by the Union Cabinet in July 2020, marks a significant shift in the country's approach to education, with a focus on making it more holistic, flexible, and multidisciplinary. The NEP 2020 aims to promote a student-centric and outcome-based education system, with a focus on developing critical thinking, creativity, and problem-solving skills. The policy also emphasizes the use of technology in education and aims to make education more accessible and inclusive, particularly for disadvantaged and marginalized groups. With its ambitious goals and comprehensive approach, the NEP 2020 has the potential to transform the education sector in India and prepare students for the challenges of the 21st century.

The National Education Policy (NEP) 2020 aims to transform the higher education sector in India and promote multidisciplinary and holistic learning. In this context, the future of single faculty colleges in the NEP 2020 is likely to be influenced by the policy's emphasis on creating vibrant and multidisciplinary institutions of higher education. As per the policy, all universities and colleges will be encouraged to evolve into multidisciplinary institutions offering a wide range of undergraduate and postgraduate programs. The policy also proposes the establishment of a new type of higher education institution called a "multidisciplinary education and research university" (MERU), which will offer a broad range of subjects and provide opportunities for cross-disciplinary learning and research. In this context, the future of single faculty colleges will depend on their ability to adapt to the changing higher education landscape and offer interdisciplinary and multidisciplinary programs to meet the evolving needs of students and the industry. Some single faculty colleges may choose to evolve into multidisciplinary institutions, while others may continue to focus on their core areas of expertise and offer specialized programs.

Before we consider effect of NEP on single faculty institutes let us try to understand SWOT analysis of NEP 2020 with respective teachers and faculty.

Identify the strengths: Look for the positive aspects of the NEP 2020, such as its focus on skill development, multidisciplinary education, and technology integration. You can also consider the policy's potential to

improve the quality of education, increase access to education, and promote research and innovation.

Identify the weaknesses: Look for the areas where the NEP 2020 may fall short. For example, the policy may face challenges in implementing its proposed reforms, ensuring quality education across all levels, and promoting inclusive education. You can also consider the potential negative impact of the policy on traditional streams of education and the potential resistance from stakeholders.

Identify the opportunities: Look for the potential opportunities that the NEP 2020 presents. These may include the creation of new job opportunities, the promotion of entrepreneurship and innovation, and the potential for collaboration between different disciplines and institutions.

Identify the threats: Look for the potential threats to the implementation and success of the NEP 2020. These may include challenges in funding and resource allocation, the lack of infrastructure and support for teachers and students, and the potential for political interference and influence. By conducting a SWOT analysis of the NEP 2020, you can better understand its potential strengths and weaknesses, as well as the opportunities and threats that may impact its implementation and success. This can help you develop a better understanding of the policy and its potential impact on the education system in India.

One way to conduct a SWOT analysis of the National Education Policy (NEP) 2020 in India is as follows:

Strengths:

Holistic and multidisciplinary education can prepare students for the challenges of the 21st century and enhance their problem-solving skills.

Emphasis on vocational education and skill development can help reduce unemployment and increase employability.

Promotion of technology in education and research can enhance learning and teaching, as well as facilitate innovation.

Focus on research and innovation can help India become a global leader in science and technology.

Weaknesses:

Implementation may be challenging due to the complex nature of the education system in India.

Funding may be a constraint for the effective implementation of the policy.Resistance from certain sections of society may make it difficult to implement some of the proposed reforms.

Opportunities:

The policy provides an opportunity to modernize the education system in India and make it more relevant to the needs of the 21st century. It also provides an opportunity to create a more equitable and inclusive education system by promoting regional languages and inclusivity in education.The focus on research and innovation can help India become a global hub for innovation and contribute to economic growth.

Threats:

Resistance from various stakeholders, including teachers and policymakers, may make it difficult to implement some of the proposed reforms. The lack of resources and infrastructure may pose a challenge to the effective implementation of the policy. Political and bureaucratic challenges may impede the implementation of the policy. The National Education Policy (NEP) 2020 in India has several salient features. Some of the key features of NEP 2020 include:

Holistic and Multidisciplinary Education: NEP 2020 emphasizes a holistic and multidisciplinary approach to education. This includes promoting the integration of different disciplines, encouraging experiential learning, and promoting vocational education.

Flexible and Multilingual Education: The policy recognizes the importance of multilingualism and promotes the teaching of regional languages alongside the medium of instruction. It also encourages flexibility in higher education by allowing students to choose their own courses and take them at their own pace.

Focus on Skill Development: NEP 2020 promotes skill-based education to ensure that students develop practical and entrepreneurial skills that will help them succeed in the job market.

Technology Integration: The policy emphasizes the integration of technology in education to enhance learning and teaching.

It also promotes the use of technology in research and innovation.

improving teacher training, and creating more research opportunities. It also aims to make education more accessible by promoting inclusive education and providing financial assistance to students in need.Research and Innovation: The policy promotes research and innovation in higher education and encourages universities to become research-intensive institutions. Reforms in Higher Education: NEP 2020 proposes several reforms in higher education, including the establishment of a single regulator for higher education, the creation of a credit bank for transferability of credits between institutions, and the integration of vocational education with mainstream education. Overall, NEP 2020 aims to transform the education system in India by providing a more holistic, flexible, and inclusive education that prepares students for the challenges of the 21st century.

The National Education Policy (NEP) 2020 in India presents both challenges and opportunities for agricultural colleges in the country. Some of the challenges and opportunities include:

Challenges:

Curriculum restructuring: Agricultural colleges will need to restructure their curriculum to align with the NEP 2020, which emphasizes multidisciplinary and holistic education.

Faculty development: Agricultural colleges will need to invest in faculty development to ensure that teachers are trained to deliver multidisciplinary education.

Infrastructure development: Agricultural colleges may require additional infrastructure to support new and emerging technologies for teaching and research.

Access and equity: Agricultural colleges will need to ensure that students from diverse backgrounds have access to quality education and equal opportunities.

Opportunities:

Interdisciplinary approach: NEP 2020 promotes interdisciplinary education, which provides an opportunity for agricultural colleges to collaborate with other disciplines and explore new research areas.

Skill-based education: The policy encourages skill-based education, which provides an

Quality and Accessible Education: NEP 2020 focuses on improving the quality of education by promoting the use of technology, opportunity for agricultural colleges to develop practical and entrepreneurial skills in students.

Technology integration: NEP 2020 emphasizes the integration of technology in education, which provides an opportunity for agricultural colleges to leverage technology in teaching and research.

Research focus: The policy encourages a research focus in higher education, which provides an opportunity for agricultural colleges to engage in cutting-edge research in the field of agriculture.

Conclusion

In summary, agricultural colleges in India will need to adapt to the changes brought by NEP 2020 to ensure that they are providing relevant and high-quality education to students while also advancing the field of agriculture through research and innovation.

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NEP 2020: A Critical Analysis: Emerging Issues, Approaches, Challenges, and Suggestions

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Abstract

A clear and forward-looking The basis of any nation's growth and development, and the key to its social and economic progress, is its education system. Different nations have established different education systems to improve education, taking into account tradition and culture. Therefore, the National Education Policy 2020 has been placed within the framework of this reform, which could contribute to the development of a new education system in the nation in addition to improving economic and social indicators.

This article analyses the requirements of NEP 2020 rules and management practices at the university level. Discuss the essential elements of the NEP and how they affect today's education system. Recommendations are made for the design and implementation of NEPs at the national and higher education levels.

Keywords- National Education Policy 2020, higher education institutions (tertiary levels), regional language

Introduction-

The timing of NEP2020 is perfect, and the goals are excellent. It is an ambitious redesign of the Indian education system into one that is contemporary, progressive, and equitable. The policy proposes a form of comprehensive, engaging and immersive holistic learning. Along with aesthetics and the arts, scientific thinking and evidence-based reasoning are to be taught. It makes a big difference whether a policy is followed to the letter or to the spirit. Some 350 million Indians currently attend either high school or university, and the NEP website requires a massive implementation effort, unprecedented in the history of the planet. There are significant implementation problems here, both quantitative and qualitative.

NEP 2020's Core Principles:

The policy emphatically ensures that the goal of education is to grow excellent people who are able to think and act logically, who possess compassion and empathy, courage and resilience, scientific reasoning and creative imagination. This is one of the key principles of NEP2020, whose cornerstones are access, equity, quality, affordability, and accountability.

1. A holistic and multidisciplinary approach to the humanities, social sciences, arts, and physical education for a multidisciplinary world.
2. Flexibility allows students to make their learning choices, and therefore their life choices, based on their own abilities and interests.
3. Regular formative assessment of learning as opposed to the summative assessment promoted in today's coaching culture.

Emerging NEP2020-Related Issues

1. Lack of integration: there are gaps in both the idea and the paper, such as the lack of integration of technology and pedagogy. There are significant gaps, such as the need for lifelong learning, which should have been a priority in the transition to the new sciences.
2. Language barrier: The agreement contains several contentious issues, including language. To improve learning outcomes, the NEP wants to allow home-based language instruction through fifth grade. Yes, it is true that a child's home language facilitates early concept processing, which is essential for later development. Even with the best

education and facilities, learning suffers if the fundamentals are not solid. But it is also true that social and economic mobility is a primary goal of education and that English is the language of mobility in India.

3. - Lack of resources: The Economic Report 2019-2020 reports that 3.1% of the GDP was spent by the State and the Center in the public sector spend 3.1% of GDP on education. It is inevitable that the cost structure of education will change. Parts of the transition may be possible on a larger scale at a lower cost, although funding remains shaky at 6% of GDP.
4. Overly ambitious: The above policy changes all require significant financial resources. A lofty target of 6% of GDP has been set for public spending. This is undoubtedly a difficult task, given the existing tax ratio and the conflicting demands on the treasury from the national defense, health care, and other important areas. Coping with existing expenditures is choking the exchequer itself.
5. Institutional constraints: In a healthy educational system, there are a variety of institutions, not just one that is forced to be multidisciplinary. Students should have a variety of institutions available to them. The plan risks creating an entirely new institutional isomorphism.

Problems with NEP 2020

- India has the second largest education system in the world, with 15 lakh schools, 25 crore students, and 89 lakh teachers, and the higher education sector consists of 3.74 crore students in 1,000 universities, 39,931 colleges, and 10,725 stand-alone institutions. Creating a shared responsibility and ownership among key stakeholders at the state and district levels is a major challenge for education leadership.
- India's education system is underfunded, heavily bureaucratised, and lacks capacity for innovation and scale up, making it difficult to implement the National Education Policy (NEP).
- The private sector's role in the NEP is essential, as 70% of higher education institutions are run by them and 65-70% of students are enrolled in them.
- The National Education Policy (NEP) calls for raising public spending on education to 6% of GDP, but the union budget allocation for education has been reduced by 6%. There is no clear roadmap yet for how to increase the budget.
- The NEP 2020 is a path breaking document that aims to address pedagogical issues, structural inequities, broadening of access, and meeting the demands of a 21st century India. Its effective implementation is critical if India wants to reap the demographic dividends and capitalise on the opportunities from a rapidly growing knowledge economy. A number of states have officially launched the policy, but there is a long road ahead of it. The most critical challenge is building consensus and getting states to own the first omnibus programme after 1986. The success of the NEP largely hinges on cooperative federalism and states taking ownership of the reforms.

India's 2020 New Education Policy Recommendations

Early childhood education includes the first five years. It will be put into practice via Anganwadi. To begin with, Anganwadi should be transformed into Kids Zone so that the kid may receive a sports education. Additionally, to ensure that education and health go hand in hand, one of the two Anganwadi employees should be replaced with an ASHA employee and physiotherapist. According to some estimates, 85% of brain growth happens during this time. Therefore, it will be necessary to provide the youngsters at this time with competent instruction in order to develop a strong and capable generation in this. Will attend school in the primary stage from third to fifth grade. The youngster must lessen his or her reading load in this class. Children should be educated through moral tales throughout this stage in order to facilitate the child's holistic development. At this point, bagless education should be given. The youngster gains knowledge of his surroundings throughout the secondary period. The government provides children with midday meals, bicycles, and de-warding services like Navodaya in addition to other things. Many are unable to complete their education while working in agriculture because of the economic issues in India's rural areas,therefore they stop in the middle.

Research funding is lower in India. In 2017–18, research cost 0.7% of the GDP. Spending by the US in China was 2.8% while in Israel

it was 2.1%. The National Research Foundation has to be established up on fast track messages to boost research in the new strategy.

The new policy places a strong emphasis on research and development, sports, culture, and the environment. The fundamental infrastructure needed to address all of these demands is lacking. For this, the government should make arrangements to loan the universities a sizable sum of money over a 20–30 year period.

Conclusion

The National Education Policy, 2020, has been approved by the central government to change the Indian education system to meet the needs of 21st century India. It aims to provide higher education to all students and universalize pre-primary education by 2025. The drafting committee of NEP2020 has made an attempt to design an inclusive policy that considers diverse perspectives, global best practices, field experiences, and stakeholder feedback. The implementation roadmap will determine if this will foster an all-inclusive education that makes learners industry and future ready.

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National Education policy 2020: Vision Towards Higher Education System

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Abstract:

The foundation of a ny country's growth and development is its Educational system, the National Education Policy 2020(NEP2020) has been repurposed as the foundation for this reform. Higher Education(HE) plays an extremely important role in promoting human as well associetal well-being and indevelopingIndia as en vision edinits Constitution- a democratic,just,sociallyconscious,cultured,andhumanenationupholdingliberty,equality,fraternity,a ndjusticeforall. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education.

This paper initially depicts an overview of NEP-2020, focusing on higher education & research part, evaluation of the implementation suggestions given in the policy. It also includes many predictive proposals on issues like developing quality universities & colleges, institutional restructuring & consolidation, more holistic & multidisciplinary education, optimal learning environment & student support, transforming the regulatory system of higher education, technology usage & integration, and online & digital education.

Keywords- National Education Policy,School Education, Highereducation system, (HES), Economic development, Sustainable livelihoods

Introduction-

NEP-2020 is an innovative and futuristic proposal with both positive and negative aspects, framed with the objective to provide a quality school education and higher education to everyone with an expectation of holistic & research-oriented progress.The policy is an ambitious ,re-imagination of India's education system into amodern, progressive and equitable one.

Quality higher education must aim to develop good, thoughtful, well-rounded ,and creative individuals is the requirement of the 21stcentury.It must enable an individual to study one or more specialized are as of interest at a deep level ,and also develop character, ethical and Constitutional values, intellectual curiosity, scientifict emper, creativity, spirit of service, and 21stcentury capabilities across arrange of disciplines. Higher education must form the basis for knowledge creation and innovation there by contributing to a growing national economy.The purpose of quality higher educationis, therefore, more than the creation of greater opportunities for individual employment.

NEP 2020, has cleared a single regulatory body will guide Higher Education in India.The regulatory body that is named, HigherEducationofCommission of India(HECI) function as a single authority for all public and private educational institutions (Except Medical and Law education) have 4 verticals to deal with different functions of Higher Education[1-6].

FourbodiesofHigherEducationofCommission of India (HECI)-

1. **National Higher Education Regulatory Council (NHERC)**: Actsas a regulatory body for the higher education sector including teachere ducation.
2. **General Education Council(GEC):**Function as the standard setting for Academia
3. **Higher Education Grants Council(HGFC):**Functions for funding academia and research activities.
4. **National Accreditation Council(NAC):**These institutions

areaccredited, Will function primarily based on basic criteria; public self-disclosure, and good governance.

a. Currently, higher education bodies are regulated through bodies like University Grants Commission (UGC),All India Council for Technical Education(AICTE) and National Council for Teacher Education (NCTE)[1].

NEP for Higher Education- Key Highlights

1. **Increase GER to 50 % by 2035**
   NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. Around 3.5 Crore new seats will be added to Higher education institutions.Thegrossenrolmentratiois the number of total eligible population at an education level who has taken a dmission in educational institutions.Forexample,thetotalnumber of students in the age group eligiblefor admission to higher education is 100 but if the admissionis taken by 60,then this ratio will be 60 %.
2. **UG Courses with Multiple Entries and Exits-**
   UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period. For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years and Bachelor's with Research after 4 years.
3. **Multidisciplinary Education and Research Universities (MERUs),** at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
4. **The National Research Foundation, a central body** will be created as an apex body for fostering a strong research culture and building research capacity acrossdifferent domains in higher education
5. **An Academic Bank of Credit** is to be established for digitally storing academic credits earned from different Higher Education Institutes so that students can use these earned credits and can be transferred and counted towards final degree earned**.**
6. **Higher Education Commission of India (HECI)**will be set up as a single regulatory body for entire Higher Education System.
7. **Rationalised Institutional Architecture**
   In 15 years ,the process of affiliation with universities will be eliminated by giving autonomy to colleges. They will be made fully autonomous.They will be made autonomous colleges that award degreesor will be attached to a university.
8. The policyaims at focusing on **multi-disciplinary culture** in institutions offering professional education. For example, stand-alone technical universities, health science universities, legal and agricultural universities etc. will be helped to become multidisciplinary education.
9. **Open and Distance Learning**
   This will be expanded to play a significant role in increasing GER. Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure it is at par with the highest qualityin-class programmes.
10. **Online Education and Digital Education**
    A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible has been covered. A dedicated unit will be set up to facilitate the building of digital infrastructure, and digital content and also to look after the e-education needs of both school and higher education.
11. **Financial support for students**
    Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other specific categories. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of

free ships and scholarships to their students[1-6].

Some of the Major Problems Current Lyfaced By The Higher Education System In Indiainclude:

1. Aseverelyfragmentedhighereducational ecosystem;
2. Arigid separation of disciplines,withearly specialis ationands treaming of students into narrow area of study
3. Limited teacher and institutional autonomy;
4. Inadequatemechanismsformerit-basedcareermanagementandprogression offacultyand institution all eaders;
5. Sub optimal governance and leadership of HEIs;
6. Large affiliating universities resulting in low standard so fundergraduate education.
7. Limited access particularly in socio-economically disadvantage d areas, with few HEI sthat teach in local languages
8. Lesseremphasisonresearchatmostunivers itiesandcolleges,andlackofcompetitivepee r- reviewe drese a rchfundinga cross disciplines;
9. Lessemphasis on the development of cognitives kills and learning outcomes[1]

Nep 2020 Vision Includes The Following Key Changes To The Current System:

1. Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that of fermedium of instruction or programmes in local/Indian languages;
2. Moving to wards a more multidisciplinary undergraduateeducation;Moving to wards faculty and institutional autonomy;
3. Revamping curriculum, pedagogy, assessment, and student support for enhanced studentexperiences;Reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service;
4. Establishment of a National Research Foundationt of undoutstanding peer-reviewed research and to actively seed research in universities and colleges;
5. Governance of HEIs by high qualified independent boards having academic and administrative autonomy;
6. "LightbutTight"regulationby a single regular to for higher education;
7. Increased access, equity, and inclusionthrough a range of measures, includinggreater opportunities for outstanding public education; scholarshipsby
8. private/philanthropicuniversities for disadvant a ged and underprivileged students; online education, and Open Distance Learning(ODL); and a ll infrastructure and learning materials accessible and available to learners with disabilities[1-6].

Conclusion

Higher educationi san important as pectindeciding the economy, social status,technology a doption,and healthy human behaviour inevery country.Improving GER to include every citizen of the country in higher education of ferings is the responsibilityy of the education department of the country government. National Education Policy of India2020 is marching towards a chievings uchobjectiveby makinginnovativepoliciestoimprovethequality ,attractiveness,affordability,andincreasingthe supply byopeningupthehighereducationfortheprivate sectorandatthesametimewithstrictcontrolsto maintainqualityineveryhighereducationinstitu tion.It is expected that the new education policy which is research focussed, will accelerate the attainment of the above objectives and makes every stakeholder as innovator.By encouraging merit-based admissions with free-ships & scholarships, merit & research based continuous performer as faculty members, and merit based proven leaders inregulating bodies, and strictmonitoring of quality through biennial accreditation based onself- declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfilits objectives by 2030.Although, the policy document consists of and provides for certain guiding principles for its smooth implementation, there are some obstacles. Successful execution of the policy calls for adopting the principal guidelines given in the policy document, dramatic simplification of decision-making structures, re-prioritization

of budgetary resources, automation and mechanisation in the system, change in the view point, and planned as well as systematic implementation of the new policy in months and years to come.

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Review on New Education Policy

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Abstract:
Authorities of India constituted a committee to draft a policy for training in India. The committee became chaired with the aid of Dr. Kasturirangan, former Chairman of ISRO. The committee become composite of other eight participants from unique branches of education. Article became organized for national education policy 2020. This NEP 2020 article is split into six part 1) Necessity 2) Objectives 3) Vision 4) Framework 5) Structural transformation and 6) Impact. The current paper is a try and review the NEP.

Keywords: Authorities; Committee; Education.

Introduction:

The brand new national education policy came into existance on 29 July 2020, after changing the prevailing country wide education policy. The trade in education policy is made after an opening of a complete of 34 years. But the alternate turned into essential and the want for the time ought to were made earlier.

Getting proper basic education is the birthright of every and every person as in line with the Indian constitution. The exchange in the national schooling policy, after 1986 inside the 21st century happened in July 2020 and emerges out to be the brand new training policy 2020.

New training policy is formulated by the government of India aiming toward reaching the coverage projects by 2030. It's miles a whole change within the current training policy which became ultimate carried out in 1986. It's miles focusing on the self-capabilities of baby and idea-based mastering, in preference to rote getting to know tactics.

The Necessity of New Education Policy 2020:

The earlier system of education was basically focused on mastering and giving results. The scholars had been judged with the aid of the marks attained. This was a unidirectional approach to improvement. However the new schooling coverage makes a speciality of the relevance of a multi-disciplinary approach. It ambitions in any respect-spherical development of the student.

New education coverage visualizes the formation of a new curriculum and shape of training to be able to assist the scholars at their specific ranges of gaining knowledge of. The change must be completed inside the present schooling gadget with the intention to make training reach as much as all, ranging from city to rural areas.

Objective:

The main cause is making an infant examine together with turning into a professional one, in something subject they may be involved. In this way, the freshmen are able to figure out their purpose, and their abilities. The learners are to be furnished with integrated getting to know i.e. Having the understanding of every discipline. The equal is applicable in higher education too. The new education policy also lays emphasis at the reformation of trainer's schooling and schooling techniques.

The Vision of the New Education Policy:

The brand new education policy is the reworking of the earlier countrywide education policy. It is the trade of the complete machine of training by using new structural outlines.sThe vision laid inside the New education policy is turning the system

into an excessive-spirited and lively one. There need to be an attempt in making the learner responsive and professional.

Advantages and Disadvantages of the New Education Policy 2020

Advantages:

- The brand new education policy coverage makes a speciality of the incorporated development of the learners.
- It replaces the 10+2 machine with 5+3+3+4 shape, which states 12 years of seducation and 3 years of pre-schooling, consequently children with the revel in of schooling at an earlier degree.
- The examinations could be carried out in Three, five, and eighth grades simplest, others will move for the normal assessments. Board exams can also be made less complicated and, and held twice in 12 months so that each toddler gets two tries.
- The policy envisages a multi-disciplinary and integrated approach to the underneath-graduate programmes with extra flexibility of go out from the path.
- The country and valuable authorities both will paintings together closer to extra public investments by means of the public for schooling will give upward thrust to GDP by means of 6%, at its earliest.
- The brand new education policy makes a speciality of enhancing practical training in preference to laying strain on books for studying.
- NEP permits for the development and mastering of children by way of popular interplay, organization discussions, and reasoning.
- The NTA will behavior a common entrance examination for universities at a countrywide degree.
- The students could have the liberty to pick the route they preference to research together with the course subjects, therefore selling ability development.
- The authorities will be putting in place new ways of research and innovations on the college and college degree by putting NRF (national studies basis).

Disadvantages:

- The implementation of the language i.e. The coaching as much as fifth grade to be persevered in the local languages is the maximum trouble. The kid could be taught in regional language and consequently may have much less method towards the English language, which is required after completing fifth grade.
- Teenagers have been challenging to structural gaining knowledge of, which might growth the weight on their small minds.

The framework of the National Education Policy:

- The current policy replaces the country wide training policy 1986.
- The disscussion regarding the brand new education coverage turned into started in January 2015 by using the committee below the management of cabinet secretary TSR Subramanian and a report became submitted through the committee in 2017.
- A Draft of countrywide education coverage, made on the premise of the record of 2017, was submitted by using the new crew led by way of former ISRO (Indian area studies business enterprise) leader Krishnaswamy Kasturirangan in 2019.
- The drafted New training policy become announced, by the Ministry of Human resource improvement, after consulting with the public and stakeholders.
- The new schooling policy then got here into life on 29 July 2020.

Structural Transformations in New Education Policy

School Education:

The 10+2 module is replaced by 5+3+3+4 model. The execution will be carried out as:

- **Foundational Stage -** It will include three years of pre-schooling period.
- **Preparatory Stage -** It constitutes of classes 3-5, with ages 8-11 years.
- **Middle Stage -** It will constitute of class 6-8, with age 11-14 years.
- **Secondary Stage -** It will constitute class 9-12, with ages 14- 19 years. These four years will be linked with choice for multi-disciplinary study. It

will not be necessary to study in only one discipline.
- The students have to give exams only thrice i.e. in 3, 5, and 8th class.
- "PARAKH", an assessment body has to be established for assessing student's performance.

Higher Education:
- The bachelor's programme would be a 4-yr programme with a flexible exit. Obtaining a 12 months direction will provide with certification, 2-12 months with a degree degree, 3-year with a bachelor's degree, and four-12 months may be included with the research work and locating associated with the problem studied.
- Higher Education Grant Council (HEGC) for supplying finances and finances to universities and faculties. This can replace AICTE and UGC.
- The responsibility of the country wide trying out company to maintain common entrance for universities and faculties at the side of accomplishing NEET and JEE.
- Master of Philosophy courses to discontinue, because it turned into an intermediate route among Masters and Ph.D.
- National Research Foundation (NRA) to be developed to foster research and innovations.
- The foreign universities to set their campuses in our us of a and vice versa.

Teacher's Education and Recruitment:
- The four-year integrated B.Ed programme made it important for teaching.
- There have to be workshops prepared for the training of the academics concerning numerous teaching aids.
- Transparency in recruiting processes of teachers as teachers are at a centralized function for the improvement of college students.

Beneficial Impacts of the New Education Policy:
- It lays strain on the self-functionality, cognitive capabilities of the learner. It's going to help a baby to develop their skills if they are having inborn skills.
- In advance the scholars had the option of opting for most effective one discipline for reading however now different subjects can opt, e.g. You could choose artwork and craft at the side of arithmetic.
- Emphasis on each challenge to be dealt with equally.
- The principle cause is to develop the power of interplay, important wondering, and the capacity to reasoning with the inculcation of progressive ideas most of the students.
- The more than one go out alternative in bachelor's guides will provide a possibility for the scholars to enjoy the revel in and gain capabilities by way of working someplace in meantime after which retain later.
- The new education policy specializes in the sensible factor of studying any situation, as its miles considered a higher way of understanding the idea.
- All of the establishments and better schooling institutes to emerge as multidisciplinary by means of 2040.

Conclusion:

The prevailing education system is the result of adjustments made inside the present education coverage of 1986. It's been carried out to foster the learner and the kingdom's improvement. The new education policy makes a speciality of the child's normal improvement. The coverage is destined to gain its goal via 2030.

There was a need for exchange to the existing education policy which became earlier implemented in 1986. The ensuing alternate is the approval of the brand new education coverage. The policy has many high quality capabilities but the equal can simplest be performed by means of strictly making it take place. Mere attention for the format will now not work effectively in place of actions.

The new education policy is laid down with numerous initiatives which might be clearly the want of the present state of affairs. The policy is worried with attention on skill development alongside the examiner curriculum. Merely dreaming of whatever will not make it work, as right making plans and running in step with a view to only help in pleasing the goal. No sooner the targets of NEP are

accomplished, will propel our kingdom closer to development.

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Implementation Strategy for National Education Policy-2020 in Agricultural Education System.

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ABSTRACT
Changing of education system is started from this era NEP 2020 which gives standard framework, so it can able to developed education system in India for to developed agriculture. In India implementation of NEP is must essential. To growth and development of urban and ruler area which is under the agricultural lands this national education policy is very much important. In Farmers this education system is responsible for adapting the changes in crops live positivity to keep your global in sight and plan for to change. The national education policy 2020 advice to move four year agricultural degree and degree are already for four year programes.

Keywords: National Education Policy 2020, Agriculture, Students, Opportunities and Challenges

Introduction-

The first National education policy published by government of India and gives new education amongst Indian people. New education policy important for both urban and ruler India .Prime minister Indira Gandhi first proposed NEP in year 1968 ,secondly in 1986 is gives by Rajiv Gandhi, and in 2020 is communicate by Prime minister Narendra Modi. In 29 July 2020 union cabinet of India change previous national policy of education in 1986. Agenda for sustainable development and to transform India in to a thriving knowledge for society and global knowledge and superpower.

Agricultural university firstly established at Pantnagar Uttarakhand in 1960. This education in this county made great extension both qualitatively and quantitatively. So the education system is depends upon national education policy .The NEP was reviewed to have a more global, holistic and viable and an inclusive roadmap for a paradigm shift in the country's education. Thus came national education policy 2020 with spacious improvement in basic structure of education, syllabus, activity and teaching learning process.

Vocational education,NEP 2020 look for to bring changes Bending education with technology ,incorporating traditional knowledge and culture and advantage it with skill and capability through in education by making internationally ,well defined law and governance structure and an empowerment mechanism. Coming 34 years after the last education policy of 1986 ,NEP 2020 is the first education policy of 21st century in India to highlight on creative potential of each and every sector. The draft NEP is depends on foundational pillars access like Affordability, equity, quality and accountability, access.

There are central and state agriculture universities and deemed universities as well as colleges, departments within general universities who impart ag*ver* the years, agricultural universities have evolved to become separate institutes with a focus on agriculture, horticulture and veterinary sciences mandated to cover the entire state. But the National Education Policy recommends a system where multidisciplinary agricultural

universities cover all disciplines with a focus on regional problems. If implemented in their true spirit, the recommendations have the potential to solve the trans disciplinary problems that farmers face and take research closer to them.

Agriculture is facing a peculiar 20:80 problem meaning only twenty percent of candidates graduating from universities get placement whereas eight percent remain underemployed. One of the reasons for this situation is because of separation of education from training. This results in a huge pool of qualified graduates who unfortunately do not have the necessary skills so that they can at least set up their income generating units. Skill development through trainings has to be made an inalienable part of the teaching and learning process. Agriculture education has to be leveraged with the necessary skills and competencies to enable youths to set up their own ventures.

Agriculture is an enterprise which provides a lot of opportunities for setting up off employment generation ventures. It should be made mandatory for the students to undergo skill trainings for a fixed no. of day during their degree programme. NEP 2020 talks of experiential education and the fact is that, it is already being incorporated in agriculture education since 2016. Experiential education is a teaching method in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. In this regard, the student READY (Rural Entrepreneurship Awareness Development Yojana) programmes requires all students to undertake a six-month internship, usually in their fourth year, to gain hands-on training, rural awareness, industry experience, research expertise and entrepreneurship skills.

The country has a robust Agricultural Education System comprising of 75 agricultural universities. Still the curriculum has not been updated in tune with the various issues with which agriculture sector is confronted with. The SAUs are also facing a number of challenges. Agriculture sector also gets a megor share in the budget which has adversely affected the research, extension and education of the universities. There is also a disconnect between research, extension and education. The rural youth have lost interest in farming. The NEP 2020 with some unique provisions like Academic Bank of Credit, Choice Based Credit System, Multiple Entry and Exit shall help in meeting the challenges relating to farm sector.

Features of National Education Policy 2020

The National Education Policy as submitted by the Kasturirangan Committee submitted an education policy that seeks to address the following challenges facing the existing education system:

1. Quality
2. Affordability
3. Equity
4. Access
5. Accountability

The policy provides for reforms at all levels of education from school to higher education. NEP aims to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education.

Other intentions of the NEP include

- :Increasing public investment in education,
- Setting up NEC (National Education Commission),
- Increasing focus on vocational and adult education and agreecultural educatin.
- Strengthening the use of technology, etc.

Challenge of Multidiciplinarity

- Agricultural universities have been modeled on the **land grant pattern,** with a focus on research and extension, and deep community connections, driven by the philosophy that farmers need holistic solutions to their problems.
- However, in recent years, several **domain specific universities** in horticulture, veterinary science and fisheries sciences have come up. Incorporating humanities and social sciences into these settings could be a big challenge.
- Academic restructuring of course curricula so as to bring it in line with the NEP guidelines, and

Restructuring of universities and institutions to meet the requirements of large multidisciplinary universities. Issues of adequate number of quality faculty and high-quality research outputs to enhance institutional ranking are other challenges which each institution will face.

Conclusion

The national education policy 2020 has been approved by central government of indicator change old Indian education policy to fulfill the needs of 21st century India, If it is implemented successfully, the national education policy make India one of the world's leading countries. Equivalent Under the new education policy, 2020, changes in farming practices . These regional multidisciplinary agricultural universities will work on problems faced by farmers in their own regions and impart skills needed in local conditions to the students and farmers. They will also be able to start new diploma and degree courses based on local needs. This way, all diploma and graduate holders can be employed in local communities because they understand not just the local situation but also the broader perspective.

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नवे शैक्षणिक धोरण आणि आव्हाने

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प्रस्तावना: राष्ट्रीय शैक्षणिक धोरण : केंद्रीय मंत्रिमंडळाने 29 जुलै 2020 रोजी नवीन राष्ट्रीय शैक्षणिक धोरण लाँच करून शालेय आणि उच्च शिक्षण व्यवस्थेतील परिवर्तनात्मक सुधारणांचा मार्ग मोकळा केला. त्यांनी मानव संसाधन मंत्रालय चे नाव बदलून शिक्षण मंत्रालय असे केले . 1986 मध्ये सुरू झालेल्या जुन्या राष्ट्रीय शैक्षणिक धोरणानंतर, 21 व्या शतकातील हे पहिले शैक्षणिक धोरण आहे ज्याने जुन्या शैक्षणिक धोरणाची जागा घेतली आहे . नवीन नवे शैक्षणिक धोरण प्रवेश, समानता, गुणवत्ता आणि जबाबदारी या चार स्तंभांवर आधारित आहे. या नवीन धोरणात, जुन्या 10+2 संरचनेच्या जागी 5+3+3+4 रचना असेल ज्यात 12 वर्षे शाळा आणि 3 वर्षांच्या अंगणवाडी/पूर्व शाळेचा समावेश असेल भारताने २१व्या शतकातील पहिले व सर्वात व्यापक शैक्षणिक धोरण जाहीर केले. १९८६ नंतर पहिल्यांदाच असे शैक्षणिक धोरण जाहीर करण्यात आले. या धोरणामध्ये भारताच्या शिक्षण व्यवस्थेला भेडसावणाऱ्या विविध आव्हानांवर उपाय सुचवण्याचा प्रयत्न करण्यात आला.

हे नवे शैक्षणिक धोरण जाहीर झाल्याच्या वर्षापूर्तीनिमित्त बोलताना पंतप्रधान मोदी असे म्हणाले की, आपण स्वातंत्र्याच्या ७५ व्या वर्षामध्ये पदार्पण करत आहोत.एका प्रकारे नव्या शैक्षणिक धोरणाची अंमलबजावणी करणे हा आता अत्यंत महत्वाचा भाग बनला आहे. नवीन भारत व त्याच्या भविष्यासाठी युवा पिढी घडवण्याच्या दृष्टीने हे धोरण महत्त्वाची भूमिका बजावणार आहे.

हे २१ व्या शतकातील सर्वात दूरदर्शी धोरण आहे. याद्वारे प्रत्येक विद्यार्थ्याच्या क्षमतांचा योग्य वापर, शिक्षणाचे सार्वत्रिकीकरण, क्षमता विकास आणि शिक्षणाच्या माध्यमांमध्ये परिवर्तन घडून येणार आहे.

या धोरणामुळे शिक्षण सर्वसमावेशक, किफायतशीर, परवडण्याजोगे आणि न्याय्य होण्यास मदत होईल यावर भर दिला आहे. आत्तापर्यंत या क्षेत्रात कशी प्रगती झाली आहे ? हे धोरण खरेच प्रगतीपथावर आहे का ? येत्या काही दशकांमध्ये या धोरणासमोरील आव्हाने कोणती असणार आहेत ? नव्या आर्थिक धोरणामध्ये मातृभाषा किंवा प्रादेशिक भाषेला अधिक प्राधान्य देण्यात आले आहे. काही राज्यांमध्ये प्रायोगिक तत्वावर हा उपक्रम सुरू करण्यात आला आहे. तसेच शिक्षण मंत्रालयाने बहुचर्चित अॅकॅडेमिक बँक ऑफ क्रेडिट हा उपक्रम आणला आहे. या उपक्रमाद्वारे उच्च शिक्षणातील अनेक पर्याय विद्यार्थ्यांसाठी खुले होऊ शकतील. याशिवाय इयत्ता ३ री पर्यंत विद्यार्थ्यांचे वाचन, लेखन आणि संख्याशास्त्र शिकण्याची क्षमता सुधारण्यासाठी 'निपुण भारत मिशन', पहिलीला प्रवेश घेणाऱ्या विद्यार्थ्यांच्या तयारीसाठी तीन महिन्यांचा अभ्यासक्रम 'विद्या प्रवेश', शिक्षण अध्यायनासाठीचे 'दीक्षा' हे अॅप आणि माध्यमिक स्तरावरील शिक्षकांसाठी 'निष्ठा' हा शिक्षक प्रशिक्षण कार्यक्रम असे अनेक उपक्रम सरकारकडून आणण्यात आले आहेत. या उपक्रमांची अंमलबजावणी सत्ताधारी पक्षांची ज्या राज्यांत सत्ता आहे.अशा मूठभर राज्यांतच करण्यात आली आहे. २४ ऑगस्टला नव्या शैक्षणिक धोरणाची अंमलबजावणी करणारे कर्नाटक हे पहिले राज्य ठरले आहे. अलीकडेच नव्या शैक्षणिक धोरणातील काही उपक्रमांची अंमलबजावणी मध्यप्रदेश आणि हिमाचल प्रदेश या राज्यांनी करून या मेगा पॉलिसीच्या अंमलबजावणीला हातभार लावलेला आहे. आता खऱ्या अर्थाने नव्या शैक्षणिक धोरणाच्या अंमलबजावणीने जोर धरला आहे असे म्हणता येईल.

नवे शैक्षणिक धोरणाची उद्देश्य:

नवीन शैक्षणिक धोरणाचा उद्देश आतापर्यंत जी जुनी शैक्षणिक व्यवस्था होती त्यामध्ये मोठ्या प्रमाणात बदल करणे आणि भारताला विश्वस्तरावर उभ करणे. त्याचप्रमाणे भारतामध्ये गुणवत्तापूर्वक शिक्षण विद्यार्थ्यांना कशे मिळेल यासाठी प्रयत्न करणे भारताला ज्ञान क्षेत्रामध्ये महाशक्ती बनविणे त्याचप्रमाणे विद्यार्थ्यांना त्यांच्या मातृभाषेतून शिक्षण मिळेल अशी व्यवस्था करणे. त्याचप्रमाणे त्यांना तंत्रज्ञानाचा उपयोग करून कौशल्य विकास शिक्षण मिळेल यासाठी प्रयत्न करणे.

नवे शैक्षणिक धोरण व त्यापुढील महत्त्वाची आव्हाने:

1) 1] सध्या नव्या शैक्षणिक धोरणाच्या अंमलबजावणीने जरी जोर धरलेला असला तरीही ते पूर्णत्वाला जाण्याच्या मार्गावर अनंत आव्हाने आहेत. भारताच्या शैक्षणिक क्षेत्रातील विविधता आणि आकार लक्षात घेता या धोरणाची अंमलबजावणी हे एक अवघड काम असणार आहे. उदाहरणासाठी आपण शालेय शिक्षण व्यवस्थेचा विचार करू. १५ लाखाहून अधिक शाळा, २५ करोड विद्यार्थी आणि ८९ लाख शिक्षकांसह भारतातील शिक्षण व्यवस्था ही जगातील दुसऱ्या क्रमांकावरील शिक्षण व्यवस्था आहे.
2) उच्च शिक्षण व्यवस्थेचा आकारही फार मोठा आहे. २०१९ च्या अहवालानुसार, भारताच्या उच्च शिक्षण क्षेत्रात जवळपास १००० विद्यापीठे, ३९,९३१ महाविद्यालये आणि १०,७२५ स्वायत्त संस्थांमध्ये मिळून ३.७४ करोड विद्यार्थी शिक्षण घेत आहेत. राज्य, जिल्हा तसेच तालुका स्तरावरील सर्व भागधारकांना एकत्र आणून या नव्या शैक्षणिक धोरणाची अंमलबजावणी करणे ही एक अत्यंत कठीण बाब ठरणार आहे. विलक्षण विविधता असलेल्या राज्यांमधील तसेच जिल्हास्तरावरील विविध भागधारकांमध्ये सामायिक जबाबदारी व मालकीची भावना निर्माण करणे हे शिक्षण मंत्रालयासाठी मोठे आव्हान असणार आहे.
3) 2] नव्या शैक्षणिक धोरणाची अंमलबजावणी देशांच्या, राज्यांच्या आणि सरकारांच्या क्षमतेवर अवलंबून आहे. भारताच्या शिक्षण व्यवस्थेमध्ये निधीची कमतरता आहे, संपूर्ण व्यवस्था ही नोकरशाहीवर आधारलेली आहे व नवीन कल्पना आणि वाढीच्या क्षमतेस शिक्षण व्यवस्थेत प्रतिकूल वातावरण आहे असे के. कस्तुरीरंगन यांच्या अध्यक्षतेखालील मसुदा समितीने निदर्शनास आणून दिले आहे.
4) नव्या शैक्षणिक धोरणामध्ये कल्पना केलेल्या परिवर्तनांच्या विशालतेला चालना देण्यासाठी शिक्षण मंत्रालये केंद्र आणि राज्ये आणि इतर नियामक संस्थांमधील अंतर्गत क्षमता अत्यंत अपुरी आहेत. उदाहरणार्थ, पारंपरिक शिक्षणाकडून प्रयोगात्मक शिक्षण व टिकात्मक विचारापर्यंत जाण्यासाठी ही शिक्षण व्यवस्था चालवणाऱ्या लोकांच्या व सोबतच शिक्षक, विद्यार्थी व पालकांच्या दृष्टिकोनात बदल होणे गरजेचे आहे.
5) याचा अर्थ असा की या मेगा उपक्रमाची अंमलबजावणी करण्यासाठी हजारो शाळा व महाविद्यालयांच्या क्षमता वाढीस व पुनर्निर्देशनास हातभार लावणे आवश्यक आहे. थोडक्यात, मंत्रालयाची विद्यमान संघटनात्मक रचना आणि प्रणालीमध्ये मोठ्या प्रमाणात फेरबदल करावे लागणार आहेत.
6) नव्या शैक्षणिक धोरणाच्या दस्तऐवजामध्ये विद्यमान नियामक व्यवस्थेत सर्वसमावेशक व आमुलाग्र बदल घडवून आणण्याचा मार्ग आखण्यात आला आहे. ही एक आशादायक बाब आहे. शिक्षण मंत्रालय सध्या भारत उच्च शिक्षण आयोगाच्या स्थापनेसाठी एक कायदा आणण्याच्या प्रयत्नात आहे. यूजीसी, एआयसीटीई आणि राष्ट्रीय शिक्षक प्रशिक्षण परिषदेच्या जागी भारत उच्च शिक्षण आयोग स्थापन करण्याचा विचारात सरकार आहे.
7) 3] नवीन शैक्षणिक धोरण मुख्यत्वे केंद्र आणि राज्यांमधील सहकार्यावर अवलंबून असणार आहे. या धोरणाचा मसुदा केंद्र सरकारने राज्य सरकारांसह विविध भागधारकांच्या योगदानातून तयार केला असला तरी त्याची अंमलबजावणी मुख्यत्वे राज्यांच्या सक्रिय सहकार्यावर अवलंबून आहे. याचे मुख्य कारण म्हणजे बहुतांश सेवांवर आधारित शैक्षणिक उपक्रम राज्य सरकारांकडून चालवले जातात.
8) 4] नव्या शैक्षणिक धोरणाच्या दृष्टीने खाजगी क्षेत्राची भूमिका महत्त्वाची ठरणार आहे. भारतातील जवळपास ७० टक्के उच्च शिक्षण देणाऱ्या संस्था या खाजगी आहेत. तसेच एकूण संख्येच्या जवळपास ६० ते ७० टक्के विद्यार्थी खाजगी संस्थांमध्ये उच्च शिक्षण घेत आहेत. खाजगी क्षेत्र आर्थिक संसाधने व नावीन्यपूर्ण कल्पना प्रदान करतात याकडे दुर्लक्ष करून चालणार नाही. या धोरणाच्या प्रक्रियेसाठी खाजगी क्षेत्राचे योगदान मिळवणे व यातील एक महत्त्वाचा भागीदार म्हणून खाजगी क्षेत्राच्या योगदानाला मान्यता देणे ही एक महत्त्वाची बाब आहे.
9) 5] सर्वात महत्त्वाची गोष्ट म्हणजे विविध उपक्रमाच्या यशस्वी अंमलबजावणीसाठी येत्या दशकात पुरेल अशा संसाधनांची गरज लागणार आहे. या संदर्भात, या धोरणात म्हटल्याप्रमाणे नव्या धोरणाची उद्दिष्टे साध्य करण्यासाठी देशाला शिक्षणावरील सार्वजनिक खर्च एकूण देशांतर्गत उत्पन्नाच्या ६ टक्क्यांपर्यंत वाढवावा लागेल. भूतकाळात देण्यात आलेली आश्वासने आणि त्यांची प्रत्यक्ष पूर्तता यांचा विचार केल्यास हे नक्कीच कठीण काम असणार आहे.
10) उदाहरणार्थ, १९६८च्या राष्ट्रीय शैक्षणिक धोरणामध्ये शिक्षणावरील सार्वजनिक खर्च एकूण देशांतर्गत उत्पन्नाच्या ६ टक्क्यांपर्यंत नेण्याची शिफारस करण्यात आली होती. मात्र, गेल्या चार दशकांमध्ये शिक्षणावरील सार्वजनिक खर्च ३ टक्क्यांच्या पुढे गेलेला नाही. आश्चर्यकारक बाब म्हणजे ज्या वर्षी हे नवे शैक्षणिक धोरण आले त्यावर्षी शिक्षणावरील खर्च हा सर्वात कमी होता. २०२०-२१मध्ये शिक्षणावरील खर्च ९९,३११ कोटींवरून २०२१-२२ मध्ये ९३,२२४ कोटी इतका कमी झाला.

मूल्यमापन : नवीन शैक्षणिक धोरणानुसार महत्वपूर्ण बदल होणार असले तरी बहुविविधता असणाऱ्या देशात त्याचे मोठे आव्हान असणार असल्याने हे धोरण राबवताना अनेक समस्या देखील येणार आहेत केंद्र आणि राज्यांमध्ये समय असणे गरजेचे असून खाजगी संस्थांचा देखील यात महत्त्वाचा सहभाग आहे भारतासारख्या जगातील दोन नंबर लोकसंख्या असणाऱ्या देशात बेरोजगारी दूर करण्यासाठी आव्हान असणार आहे खाजगी संस्था आर्थिक संसाधन आणि नवीन कल्पना प्रदान करतात याकडे दुर्लक्ष करून चालणार नाही त्यात खाजगी संस्थांचे महत्त्व वाढणार आहे त्यामुळे शिक्षण मागविण्याची शक्यता असून परिणामतः असंख्य विद्यार्थी उच्च शिक्षणापासून वंचित राहण्याची शक्यता आहे या शिक्षण व्यवस्थेमुळे मोठ्या प्रमाणात रोजगार निर्माण न झाल्यास विद्यार्थ्यांमध्ये शिक्षणाबद्दल गुढी कमी होऊन विद्यार्थी उच्च शिक्षणापासून दूर जाण्याची भीती आहे व त्याचा परिणाम भारतासारख्या सामाजिक जीवनावर दूरगामी वाईट परिणाम होण्याची शक्यता दिसून येते या व्यवस्थेमुळे मूल्य शिक्षणाचा त्रास होण्याची देखील भीती निर्माण होऊ शकते

नवे शैक्षणिक धोरण २०२० हा नक्कीच एक मार्गदर्शक दस्तऐवज आहे. नव्या युगातील नवी आव्हाने लक्षात घेता विविध शैक्षणिक गरजा, संरचनात्मक असमानता आणि विद्यार्थ्यांना भविष्यासाठी तयार करण्यामध्ये येणाऱ्या समस्यांचे निराकरण हे या धोरणाचे उद्दिष्ट आहे. यासोबतच शिक्षण व्यवस्थेतील अनेक संकटांना तोंड देण्याचे सर्वात आव्हानात्मक कार्यही या धोरणाद्वारे पूर्ण करायचे आहे.

भारताच्या अफाट लोकसंख्येला शिक्षणाच्या मुख्य प्रवाहात आणणे आणि त्याद्वारे असंख्य रोजगाराच्या संधी निर्माण करणे हे या धोरणाच्या अंमलबजावणीवर ठरणार आहे. कोविड महामारीच्या काळात जलद पावले उचलून अवघड निर्णय घेऊन ते पूर्तीस नेण्याचे कौशल्य केंद्राने दाखवले आहे. याच कौशल्याचा फायदा शिक्षण क्षेत्रातही होणार आहे. नव्या शैक्षणिक धोरणाची अंमलबजावणी काही राज्यांनी केली आहे तर काही राज्ये त्या प्रक्रियेतून जात आहेत. तरीही अजून लांबचा पल्ला गाठायचा बाकी आहे.

संदर्भ सामग्री

1) **शिक्षा क्या है** जे कृष्णमूर्ती
2) **शिक्षा नीती 2020 [कुछ संस्कृती या या और विमर्श]** डॉ. सुधांशू कुमार पांडेय
3) **नई शिक्षा नीती 2020 रचनात्मक सुधारो की और** संपादक पंकज अरोरा व उषा शर्मा
4) **नई शिक्षा नीती** संपादक निरंजन साहू
5) **भारत की शिक्षा और उनकी समस्या** पी डी पाठक

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" नवीन शैक्षणिक धोरणाचा आकृतिबंध "

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प्रस्तावना

भारताला स्वातंत्र्य मिळून 73 वर्षे पूर्ण झाली. या काळात आणि भारत स्वतंत्र होण्याच्या आधीच्या काळात अनेक शिक्षण आयोग नेमले गेले. यात 1854 वूडस चा अहवाल, 1882 चा हंटर अहवाल, 1902 रेली आयोग अजूनही बरेच काही यानंतर भारत स्वतंत्र झाल्यानंतर राधाकृष्णन आयोग, कोठारी आयोग यासारखे आयोग आले. त्यांनी या शिक्षण व्यवस्थेत नेमके कोणते बदल आवश्यक आहेत याबद्दल विवेचन करून सरकारकडे मसुदा तयार करून दिला आपले विचार आणि भारताचे शैक्षणिक भविष्य काय असावे याबाबतीत आपले मत नोंदविले. जवळपास 34 वर्षानंतर शैक्षणिक धोरणात बदल झालेला आहे. ही एक ऐतिहासिक घटना व निर्णय आहे. इस्रोचे माजी प्रमुख डॉ.कस्तुरीरंगन यांच्या अध्यक्षतेखाली नेमलेल्या आयोगाने काही बदल सुचवलेले होते. या बदलाचे फलित म्हणजे "नवे शैक्षणिक धोरण 2020 "होय. शैक्षणिक धोरण 2020 चे ब्रीदवाक्य "एज्युकेट एन्कोरेज, एनलाइटन" हे आहे. हे शैक्षणिक धोरण आपल्या समाजाला, भारताला एक नवी उमेद देईल असे वाटते. या धोरणात काही निर्णय हे खूप चांगले घेण्यात आले आहेत आणि भविष्यात ते आपल्या शिक्षण प्रणालीला व विद्यार्थ्याला पोषक ठरू शकतील. यात महत्त्वाचे निर्णय म्हणजे शिक्षणावरील खर्च वाढविणे (GDP), मातृभाषेतून शिक्षणावरील भर, नवीन स्तररचना, व्यावसायिक शिक्षणावर भर, कौशल्य पातळी वाढविणे, विषय निवडीचे स्वातंत्र्य या सर्व गोष्टी विचारात घेता असे वाटते की नवीन शैक्षणिक धोरण भारतीय शिक्षणाला एक नवी दिशा देईल.

शोध निबंधाचा उद्देश:

1) नवीन राष्ट्रीय शैक्षणिक धोरणाचा अभ्यास करणे
2) शालेय शिक्षण आणि नवीन शैक्षणिक धोरणाचा अभ्यास करणे.
3) उच्च शिक्षण आणि नवीन शैक्षणिक धोरणाचा अभ्यास करणे.

संशोधन पद्धती :

प्रस्तुत शोधनिबंधामध्ये संशोधकाने संशोधनासाठी दुय्यम तथ्य संकलन पद्धतीचा वापर केला आहे. त्यासाठी संशोधकांनी विविध तज्ञांची शोध निबंध, मासिके, विविध अहवाल, विशेषांक व इंटरनेट यांचा वापर केला आहे.

शालेय शिक्षण(school Education)

1) 2030 पर्यंत शालेय शिक्षणात 100 टक्के सकल नोंदणी गुणोत्तर (GER) सह पूर्व स्कूल ते माध्यमिक स्तरापर्यंत शिक्षणाचे सार्वत्रिकरण करणे.
2) 2) दोन कोटी शाळाबाह्य मुलांना मुक्त शाळा प्रणालीद्वारे मुख्य प्रवाहात आणणे.
3) 3) सध्याची 10+2 प्रणाली अनुक्रमे 3-8, 8-11,11-14 आणि 14-18 वर्ष वयोगटातील नवीन 5+3+3+4 अभ्यासक्रम संरचनेद्वारे बदलली जाईल.
4) 4) या धोरणामध्ये तीन वर्षाच्या अंगणवाडी/ पूर्व शालेय शिक्षणासह 12 वर्षाचे शालेय शिक्षण देखील असेल.
5) 5) नवीन मान्यता फ्रेमवर्क आणि सार्वजनिक आणि खाजगी दोन्ही शाळांचे नियमन करण्यासाठी स्वतंत्र प्राधिकरणासह शाळा प्रशासनात बदल केले जाणार.
6) 6) पायाभूत साक्षरता आणि संख्याशास्त्रावर भर ,शाळांमधील शैक्षणिक प्रवाह, अभ्यासक्रमेतर व्यावसायिक प्रवाह यांच्यात कोणतेही कठीण वर्गीकरण असणार नाही.
7) 7) व्यावसायिक शिक्षण इयत्ता 6 वी पासून इंटरशिप सह सुरू होणार आहे.
8) 8) किमान इयत्ता 5 वी पर्यंत मातृभाषा/ प्रादेशिक भाषेत शिकवणे कोणत्याही विद्यार्थ्यावर कोणतीही भाषा लादली जाणार नाही.

9) 9) 360 डिग्री हॉलिस्टिक प्रोग्रेस कार्डसह मूल्यांकन सुधारणा शिकण्याचे परिणाम प्राप्त करण्यासाठी विद्यार्थ्यांच्या प्रगतीचा मागोवा घेतला जाईल.
10) 10) 2030 पर्यंत अध्यापनासाठी किमान पदवी पात्रता चार वर्षाची एकात्मिक बीएड पदवी असेल.

उच्च शिक्षण (Higher Education)

1) उच्च शिक्षणातील एकूण नोंदणी प्रमाण 2035 पर्यंत 50% पर्यंत वाढवले जाईल.
2) उच्च शिक्षणातील सध्याचे एकूण नोंदणी प्रमाण (GER) 26.3% आहे.
3) लवचिक अभ्यासक्रमासह होलीस्टिक अंडर ग्रॅज्युएट शिक्षण 3 किंवा 4 वर्षाचे असू शकते आणि या कालावधीत एकापेक्षा जास्त एक्झिट पर्याय आणि योग्य प्रमाणिकरण मिळणार.
4) एम फिल अभ्यासक्रम बंद केले जातील आणि पदवी पदवीत्तर आणि पीएचडी स्तरावरील सर्व अभ्यासक्रम आता अंतरविद्याशाखीय असतील.
5) बहुविद्याशाखीय शिक्षण आणि संशोधन विद्यापीठे (MERUs) IITs, IIM च्या बरोबरीने देशातील जागतिक दर्जाच्या सर्वोत्कृष्ट बहुविद्याशाखीय शिक्षणाचे मॉडेल म्हणून स्थापित केले जातील.
6) नॅशनल रिसर्च फाउंडेशन ही उच्च शिक्षणामध्ये मजबूत संशोधन संस्कृती वाढविण्यासाठी आणि संशोधनक्षमता निर्माण करण्यासाठी सर्वोच्च संस्था म्हणून तयार केली जाईल.

इतर बदल (Other Changes)

1) एक स्वायत्त संस्था, नॅशनल एज्युकेशनल टेक्नॉलॉजी फोरम (NETF), शिक्षण, मूल्यमापन, नियोजन, प्रशासन वाढवण्यासाठी तंत्रज्ञानाच्या वापरावर विचाराची मुक्त देवाण-घेवाण करण्यासाठी एक व्यासपीठ प्रदान करण्यासाठी तयार केले जाईल.
2) विद्यार्थ्यांचे मूल्यमापन करण्यासाठी राष्ट्रीय मूल्यमापन केंद्र 'पारख'(PARAKH) ची निर्मिती करण्यात येईल.
3) यामुळे परदेशी विद्यापीठांना भारतात कॅम्पस उभारण्याचा मार्गही मोकळा झाला आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये शालेय शिक्षणात बरेच बदल केले गेले. जसे की आधीच्या 10+2 फॉर्मुल्या ऐवजी आता 5+3+3+4 हा फॉर्मुला वापरला आहे. असे म्हटले जाते की प्राथमिक पातळीवर मातृभाषा इतर भाषांपेक्षा अधिक शिकविली जावी जेणेकरून मुले मातृभाषेतून पुरोगामी व भक्कम कल्पना तयार करतील. आणि 'एक भारत श्रेष्ठ भारत' उपक्रमांतर्गत इयत्ता 6 वी ते 8 साठी भारताच्या भाषा विषयावरील प्रकल्प/ उपक्रमात विद्यार्थी सहभागी होतील. दिव्यांग विद्यार्थ्यांकरिता वापरण्यासाठी सांकेतिक भाषा (ISL) संपूर्ण देशभरात प्रमाणित केली जाईल आणि राष्ट्रीय आणि राज्य अभ्यासक्रम सामग्री विकसित केली जाईल. या शैक्षणिक धोरणात न्याय आणि सर्वसमावेशक शिक्षणावर भर दिला आहे. तसेच पायाभूत साक्षरता आणि संख्या शिक्षण ,कौशल्य विकास, चिकित्सात्मक वाढविणे हे साध्य करण्यावर जास्त भर दिला आहे. तसेच उच्च शिक्षणामध्ये व्यावसायिक शिक्षणासह सकल नोंदणी गुणोत्तर 26.3% वरून 2035 सालापर्यंत 50% पर्यंत वाढविण्याचे नवीन शैक्षणिक धोरण 2020 चे उद्दिष्ट आहे. उच्च शिक्षणामध्ये देखील समग्र बहु शाखीय शिक्षण व्यापक करण्यावर भर दिला आहे. यामध्ये सर्व समावेशक पदवी शिक्षण अभ्यासक्रम, विषयाचे सर्जनशील संयोजन, व्यावसायिक शिक्षणाचे एकात्मिकरण आणि योग्य प्रमाणीकरणासह बहु प्रवेश आणि निर्गम टप्प्याची कल्पना केली आहे. उदा. 1 वर्षानंतर प्रमाणपत्र, 2 वर्षानंतर प्रगत पदविका, 3 वर्षानंतर बॅचलर डिग्री आणि 4 वर्षानंतर बॅचलर विथ रिसर्च. मल्टिपल एन्ट्री किंवा एक्झिट सिस्टीम द्वारे जर कोर्स दरम्यान अभ्यासक्रम सोडला तर त्या प्रकरणात त्यांना शैक्षणिक Academic Bank Credits (ABC) मध्ये क्रेडिट ट्रान्सफर देखील मिळते आणि पुन्हा अभ्यासक्रमा मध्ये सामील होण्याची संधी देखील मिळते. नवीन शैक्षणिक धोरणामध्ये यापूर्वीच्या शैक्षणिक धोरणांचा अभ्यास करून शालेय व उच्च शिक्षणातील अनेक सुधारणांना वाव दिला आहे. आत्मनिर्भर भारत या संकल्पनेला अनुसरून नवीन शैक्षणिक धोरण ठरविलेले आहे यातून अनेक परिवर्तनात्मक सुधारणांना वाव दिला आहे. या शैक्षणिक धोरणाद्वारे सर्वांना समान संधी देणार आहे नवीन शैक्षणिक धोरणामध्ये पूर्व प्राथमिक ते माध्यमिक अशा सर्व स्तरावर शालेय शिक्षणाला सार्वत्रिक संधी मिळवून देण्यावर भर देण्यात आला आहे. तसेच शाळाबाह्य मुलांना शिक्षणामध्ये सामावून घेण्यासाठी कल्पकतेवर भर देण्यात आला आहे. नवीन शैक्षणिक धोरणात औपचारिक व अनौपचारिक या दोन्ही प्रवाहावर भर दिला आहे.

समारोप :

नवीन शैक्षणिक धोरणामध्ये वेगाने बदलणाऱ्या भविष्याचा विचार करून व्यापक तरतुदी केल्या आहेत परंतु त्याची अंमलबजावणी कशी होणार? आपल्या देशातील गरिबातील गरीब, वंचित,मागास व दुर्गम भागातील आदिवासी घटकांपर्यंत तंत्रज्ञानाचा प्रसार कसा करणार ? नवीन शैक्षणिक धोरण आत्मनिर्भर भारतासाठी अत्यंत चांगले आहे,परंतु युवक वर्गासाठी किती कल्याणकारी ठरणार आहे हे येणारा काळच ठरविणार आहे.

संदर्भ:

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प्रस्तावना:-

नवीन शैक्षणिक धोरण हे भारताच्या दृष्टीने 21 व्या शतकातील सर्वात व्यापक धोरण आहे भारतीय राजकीय अपरिहार्यतेमुळे गेल्या 34ते 35 वर्षापासून भारतीय शैक्षणिक धोरणाची अंमलबजावणी व्हायला हवी होती ती स्वतंत्र भारताच्या अमृत महोत्सवाच्या वर्षी होत आहे हे चांगले, जगाशी स्पर्धा करू शकणाऱ्या आधुनिक शिक्षणाच्या नवीन नवनवीन संधी नवीन शैक्षणिक धोरण घेऊन येताना दिसत आहे. स्पर्धेबरोबरच कौशल्यावर आधारित शिक्षण, विद्यार्थ्याला क्रेडिटच्या रूपाने मिळणारा कामाचा अनुभव त्याला त्याच्या दैनंदिन आयुष्यासाठी उपयुक्त ठरणार असल्यामुळे तसेच मातृभाषेबरोबरच इतर भाषेचाही अवलंब होत असल्यामुळे आधुनिक शिक्षणाचा फायदा होणार आहे.भारताच्या संविधानात शिक्षण हा विषय सामायिक सुचित समाविष्ट केला असल्यामुळे याची अंमलबजावणी केंद्र शासन आणि घटक राज्याचे शासन यांच्यामार्फत त्याची अंमलबजावणी होत असल्यामुळे राज्य सरकारांना आपापल्या राज्यातील स्थानिक, सरकारी, सहकारी खाजगी व्यवस्थापने यांच्या सहकार्याने हा विषय अमलात आणावा लागणार आहे. बरेचसे अवघड पण हे शिवधनुष्य पेलणे ही भारतीय विद्यार्थ्यांसाठी महत्त्वाची घटना आहे जगाच्या शिक्षण व्यवस्थेला आव्हान देणारी क्षमतांचा पूर्ण वापर करणारी अद्ययावत शिक्षण प्रणाली भारतात अनेक कारणांमुळे लागू झाली नाही त्यात राजकीय हस्तक्षेत यामुळे नवीन शैक्षणिक धोरणाला वेळ लागल्याचे दिसून येते.

शैक्षणिक धोरणात नाविन्याचा समावेश:- भारतात लागू होणाऱ्या मेगा उपक्रमाची अंमलबजावणी मध्ये विद्यार्थ्यांच्या समतेचा योग्य वापर, शिक्षणाची सार्वत्रिकरण क्षमता विकास आणि शिक्षणाच्या माध्यमातून बदल होऊन सर्वसाधारण किफायतशील परवडण्याजोगे आणि सर्वच क्षेत्रातील विद्यार्थ्यांना त्यांच्या सूक्ष्मज्ञानाचा आणि त्यांच्यातील असणाऱ्या विविध संकल्पनांचा आविष्कार करण्यासाठी या शिक्षणाचा उपयोग व्हावा आणि जास्तीत जास्त विज्ञान-भिमुख व जागतिक दर्जाचे जगाच्या स्पर्धेत भारतीय विद्यार्थ्याला आपल्या शिक्षणाचा जोरकसपणे फायदा करणारे नाविन्यपूर्ण शिक्षण देण्याचा प्रयत्न या योजनेत करण्यात आला आहे.

महत्त्वकांक्षी केंद्र शासनाची योजना:- भारताच्या अमृत महोत्सवी वर्षानिमित्त हे धोरण देशाच्या शिक्षण मंत्रालयाने लागू केले असले तरी भारतातील घटक राज्यांच्या सरकारांनी याला अंमलबजावणीच्या स्वरूपात लागू करणे अवघड असल्याचे दिसते. मुळात भारतात राष्ट्रीय भाषा म्हणून हिंदीचा सर्वच राज्याने स्वीकार केलेला दिसून येत नाहीत त्याचबरोबर नवीन शैक्षणिक धोरणात मातृभाषा आणि प्रादेशिक भाषांना दिलेले प्राधान्य हे पुन्हा या धोरणाच्या अंमलबजावणीसाठी अडचण येत आहे.मुळातच केंद्राने मनुष्यबळ विकास मंत्रालयाचे नामकरण शिक्षण मंत्रालय असे केले असले तरी केंद्र सरकारच्या भूमिकेला अनेक राज्यातील स्थानिक सरकारांनी विरोध केल्याचे दिसून येते त्यामुळे भारतासारख्या महाकाय देशात शिक्षणासारख्या महत्त्वपूर्ण गोष्टीवर तसेच एकविसाव्या शतकातील सर्वात दूरदर्शी धोरणांवर जर राजकारण होत असेल किंवा श्रेय वादाची लढाई परस्परांमध्ये होणार असेल तर नवीन शैक्षणिक धोरणाच्या अंमलबजावणीला दिरंगाई होऊ शकते.या बहुचर्चित नवीन शैक्षणिक धोरणाला होणारे विरोध आणि मिळणारा पाठिंबा या दोन्ही गोष्टींकडे तटस्थपणे पाहणे आणि राजकीय दृष्टिकोनातून महत्त्वाचा विषय म्हणून अंमलबजावणी करणे ही काळाची गरज बनली आहे.भारतासारख्या कोणत्या प्रकारचे साधर्म्य नसणाऱ्या भूप्रदेशात नवीन शैक्षणिक धोरण शालेय शिक्षणापासून ते उच्च शिक्षणापर्यंत याची अंमलबजावणी करत असताना विद्यार्थ्यांसाठी सर्व पर्याय खुले ठेवणे आणि त्यात आर्थिक बाबींना कुठेही कमतरता पडू न देणे ही केंद्र आणि राज्यांची जबाबदारी आहे.

आघाड्यांचे सरकार आणि राजकारण:- भारतीय लोकशाहीमध्ये बहुपक्ष पद्धतीचा अविष्कार असल्यामुळे केंद्रात एक सरकार आणि घटक राज्यात विविध विचारधारेचे सरकार असल्यामुळे या धोरणाच्या अंमलबजावणीसाठी पाहिजे तितका वेग मिळत नसल्याची दिसत आहे.

देशासाठी एकच शिक्षण प्रणाली:-

सद्यस्थितीला भारतातील प्राथमिक माध्यमिक उच्च माध्यमिक शिक्षण पद्धती राज्य सरकारकडे तर उच्च शिक्षण केंद्र सरकार यांच्या अधिपत्याखाली असल्यामुळे निधी आणि अंमलबजावणी यामध्ये संभ्रमावस्था दिसून येते उच्च शिक्षणात UGC,AICTE, राष्ट्रीय शिक्षण प्रशिक्षण परिषद, यासारख्या विविध शिक्षणात कार्य करणाऱ्या स्वायत्त संस्था असल्यामुळे यांचे एकत्रिकरण करणे गरजेचे बनले आहेत भारत सरकार भारत उच्च शिक्षण आयोग स्थापन करण्याच्या विचारात आहे कदाचित यामुळे देखील या अंमलबजावणीला वेग येऊ शकतो.तसेच भारतातील जवळपास 70 टक्के उच्च शिक्षण देणाऱ्या शिक्षण संस्था या खाजगी मालकीच्या आहेत त्यामुळे त्यांनाही विश्वासात घेऊन त्यांच्या नावीन्यपूर्ण संकल्पनांना प्रतिसाद देऊन त्यांच्यातील नवनवीन सर्व समावेशक धोरण लागू करणे गरजेचे आहे.

राजकीय एकसंघता:- भारतीय संघराज्य पद्धतीमध्ये सर्वात मोठा आधार म्हणजे संविधान आहे आणि या संविधानाची योग्य ती अंमलबजावणी केंद्र आणि राज्य सरकारांच्या माध्यमातून होणे तसेच जास्तीत जास्त विकेंद्रीकरणाच्या माध्यमातून देशाला समान विकासाच्या चौकटीमध्ये आणण्यासाठी प्रयत्न करणे आणि नवीन शैक्षणिक धोरण लागू करणे भारतातील दक्षिणेकडील राज्यांमध्ये असणारा भाषिक आग्रह यामुळे तामिळनाडू सारख्या एका राज्याने नवीन शैक्षणिक धोरण लागू करणार नाही अशी भूमिका घेतली आणि या भूमिकेला केंद्रातील सरकारच्या विरोधात असणाऱ्या इतर स्थानिक सरकारांनी पाठिंबा दिल्यास संपूर्ण देशात नवीन शैक्षणिक धोरण लागू करणे अवघड होणार आहेत. शिक्षणासारख्या महत्त्वाच्या प्रश्नावर जर राजकीय सूडबुद्धीने किंवा महत्त्वाकांक्षेने विरोधाभास निर्माण होणार असेल तर हा शैक्षणिक धोका संपूर्ण देशाला मागे आणणारा ठरू शकतो.

श्री के कस्तुरीरंगन यांच्या अध्यक्षतेखाली स्थापन झालेल्या मसुदा समितीने अजून नवीन संदर्भ लक्षात आणून दिले आहेत त्यामध्ये त्यांच्या मते भारताच्या शिक्षण व्यवस्थेत निधीची कमतरता पडत असल्याची त्यांनी आग्रहपूर्वक सांगताना शिक्षण व्यवस्था ही नोकरशाहीवर आधारित असल्यामुळे नव संकल्पना आणि वाढीच्या क्षमतेला प्रतिकूल वातावरण असल्याचे त्यांनी नमूद केले आहेत.

निष्कर्ष:-भारतीय शिक्षण पद्धती मध्ये विद्यार्थी हा केंद्रभूत मानून विज्ञान तंत्रज्ञान आत्मसात करून त्याला परिपूर्ण केले जाते परंतु पारंपारिक अपुऱ्या अज्ञानामुळे कुटुंबातील शिक्षण हे त्या विज्ञानाला छेद देण्याचे काम करते. उदाहरणार्थ आधुनिक शिक्षणाने सौरमंडल ग्रह उपग्रह यांची माहिती शास्त्रशुद्ध पणे देण्याचा प्रयत्न होतो परंतु हा विद्यार्थी घरी गेल्यानंतर सूर्याला चंद्राला देव मामा नातेवाईक आणि गृहपेडा इत्यादी अंधश्रद्धांमध्ये विद्यार्थी गुरफटला जातो स्वाभाविकपणे त्याच्या मनात अनेक शंका निर्माण होतात. सामाजिक सुधारणेत विज्ञानाच्या शिक्षणाबरोबरच कुटुंबातील आधुनिक शिक्षणाची गरज निर्माण करणे गरजेचे बनणार आहेत अन्यथा कितीही विज्ञानवादी आधुनिक शिक्षण बनवले तर भारतासारख्या देशात जात धर्म वर्ण वंश भाषा श्रद्धा अंधश्रद्धा इतिहास भूगोल यामध्ये नवीन शैक्षणिक धोरण लुप्त होणार नाही याची काळजी घ्यावी लागणार आहे.

संदर्भ ग्रंथ:-

1. शेतकरी कामगार पक्ष: एक अवलोकन:-शरद जोशी
2. भारत समाज आणि राजकारण: डॉ जयंत लेले.
3.नई शिक्षा नीती 2020 रचनात्मक सुधारो की और संपादक पंकज अरोरा व उषा शर्मा
4.भारत की शिक्षा और उनकी समस्या पी डी पाठक
5.शिक्षा क्या है जे कृष्णमूर्ती
6. गुगल, युट्युब
7. वर्तमानपत्रातील लेख

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परिचय

शिक्षा हर एक व्यक्ती के जीवन मे महत्वपूर्ण साधन है। जिसके माध्यम से व्यक्ती एक अच्छा जीवन बीता सकता है ।शिक्षा के बिना व्यक्ती का जीवन अधूरा है। आज हम जिस सुसंस्कृत समाज मे जी रहे है ।इस समाज मे शिक्षा के बिना जीना संभव ही नही है। शिक्षा के माध्यम से ही व्यक्ती के बुद्धी और मन का अच्छा विकास होता है। व्यक्ति को अपने जीवन मे सफल होने के लिए शिक्षा अनिवार्य है। हमने रामायण और महाभारत जैसे धर्मग्रंथ मे भी पढा है। की श्रीराम ने शिक्षा के लिए अपने गुरु के आश्रम मे शिक्षा प्राप्त की थी और श्रीकृष्ण ने भी गुरुकुल मे जाकर गुरु के पास शिक्षा प्राप्त की थी। इन दोनो ने अपने आचरण से बता दिया की शिक्षा और गुरु का महत्व क्या है। भारत में वैदिक काल तथा उत्तर वैदिक काल हो तथा बुद्ध कालीन काल हो शिक्षा के संबंध में जो भी पद्धती मे बडे बदला हो गये लेकिन शिक्षा का महत्व कम नही हुआ । अंग्रेजो के कार्य काल मे भारत मे जो शिक्षा पद्धती थी उनके द्वारा भारत मे शिक्षा की अच्छी व्यवस्था स्थापित करने की कोशिश हुए लेकिन स्वतंत्र भारत मे भारत सरकार द्वारा 1948, 1986, 1964, 1992, 2001 के कार्य काल मे शिक्षा के शिक्षा पद्धती मे तथा उद्देश मे बडे बदला हुए है ।1948 मे राधाकृष्ण आयोग स्थापित हुआ, 1964 मे कोठारी आयोग आया इन आयोग के शिफारिश के नुसार भारत सरकारने आपने शिक्षा पद्धती मे बदलाव की है। 1986 मे राष्ट्रीय शैक्षणिक धोरण राजीव गांधी के कार्यकाल में स्थापित हो गया लेकिन 2020 मे भारत सरकार द्वारा नवीतम शिक्षानीती बनाई इस शिक्षा नीतीचे शिक्षा के क्षेत्र में बडे क्रांतिकारी बदलाव हो जायेंगे आज शिक्षा का उद्देश बदल गया है। तकनीकी क्षेत्र में जो प्रगती हुई है इसका भी सीधा लाभ शिक्षा के क्षेत्र में होने लगा है । आज शिक्षा का उद्देश स्किल डेव्हलपमेंट , रोजगार बढाना तथा हर व्यक्ति को शिक्षा का अधिकार प्रदान करना है। इसलिये गुणात्मक शिक्षा हर व्यक्ति को कैसे मिले यह भारत सरकार का लक्ष है। लेकिन बढती लोकसंख्या और गुणात्मक शिक्षा का मेल कैसे बिठाया जाये।यह बडी चुनोतीया भारत सरकार के पास है। आज 21 वी सदी मे हर क्षेत्र में बदला हो रहे है उनका परिणाम आज हमारे शिक्षा क्षेत्र मे भी होने लगा है। लेकिन आज शिक्षा के क्षेत्र में शिक्षा पद्धती बदल गई लेकिन शिक्षा हर व्यक्ति को कैसे मिले ये बडी समस्या आज भी हमारे देश के सामने है।

आज के समाज में शिक्षा का महत्व काफी बढ़ चुका है। शिक्षा के उपयोग तो अनेक हैं। परंतु उसे नई दिशा देने की आवश्यकता है। शिक्षा इस प्रकार की होनी चाहिए कि एक व्यक्ति अपने परिवेश से परिचित हो सके। शिक्षा हम सभी के उज्ज्वल भविष्य के लिए एक बहुत ही आवश्यक साधन है। हम अपने जीवन में शिक्षा के इस साधन का उपयोग करके कुछ भी अच्छा प्राप्त कर सकते हैं। शिक्षा का उच्च स्तर लोगों की सामाजिक और पारिवारिक सम्मान तथा एक अलग पहचान बनाने में मदद करता है। शिक्षा सभी के लिए सामाजिक और व्यक्तिगत रुप से बहुत महत्वपूर्ण है। यहीं कारण है कि हमें शिक्षा हमारे जीवन में इतना महत्व रखती है।

नई शिक्षा नीति 2020

भारत में शिक्षा जगत के इतिहास में यह सबसे बड़ा बदलाव किया गया है। मानव संसाधन प्रबंधन मंत्रालय के द्वारा नई शिक्षा नीति पेश की गई है। भारत की यह नई शिक्षा नीति इसरो प्रमुख डॉ. के कस्तूरीरंगन की अध्यक्षता में की गई है।

नेशनल एजुकेशन पॉलिसी के उद्देश्य

मुख्य उद्देश्य भारत में अब तक जो शिक्षा प्रदान की जा रही है। उस में क्रांतिकारी बदलाव लाना। साथ ही भारत के शिक्षा को वैश्विक स्तर पर खड़ा करना है। जैसे हमारे भारत का इतिहास है कि पूरी दुनिया भारत से हमेशा सीखते आ रहे हैं। वैसे ही भारत को ज्ञान के क्षेत्र में महाशक्ति बनाना भी एक महत्वपूर्ण उद्देश्य है। नई शिक्षा नीति के माध्यम से शिक्षा का सर्वभौमिकरण किया जाएगा साथ ही नेशनल एजुकेशन पॉलिसी 2022 के तहत सरकार के माध्यम से पुरानी शिक्षा नीति में बहुत सारे संशोधन किए गए और कुछ नई सुविधा को भी जोड़ा गया है। भारत की नई शिक्षा नीति से शिक्षा में गुणवत्ता के साथ सुधार भी आएंगे जिससे बच्चों को अच्छी शिक्षा प्राप्त हो पाएगी।

नई शिक्षा नीति की मुख्य विशेषताएं

1) **शिक्षा का अंतरराष्ट्रीयकरण** - संस्थागत सहयोग व छात्र और संकाय गतिशीलता के माध्यम से किया जाएगा। शीर्ष विश्व रैंकिंग वाले विश्वविद्यालयों को

परिसर खोलने की अनुमति दी जाएगी। उच्चतर शिक्षा में वर्ष 2035 तक सकल नामांकन अनुपात बढ़ाकर कम से कम 50 फीसद तक पहुंचाना।

2) **प्रारंभिक बाल्यावस्था देख-भाल शिक्षा** : नीति शुरुआती वर्षों की जरूतर पर जोर देती है। नई शिक्षा नीति और निवेश में पर्याप्त वृद्धि और नई पहलों के साथ 3-6 साल के बीच के सभी बच्चों के लिए गुणवत्तापूर्ण प्रारंभिक-बाल्यावस्था देखभाल और शिक्षा सुनिश्चित करने के लिए लक्षित है। 3 से 5 वर्ष की आयु के बच्चों की जरूरतों को आंगन बाड़ियों की वर्तमान व्यवस्था द्वारा पूरा किया जाएगा। और 5 से 6 वर्ष की उम्र को आंगनबाड़ी तथा स्कूली प्रणाली के साथ खेल आधारित पाठ्यक्रम के माध्यम से जिसे एनसीईआरटी द्वारा तैयार किया जाएगा। सहज व एकीकृत तरीके से शामिल किया जाएगा। प्रारंभिक बाल्यावस्था शिक्षा की योजना और कार्यान्वयन मानव संसाधन विकास, महिला और बाल विकास, स्वास्थ्य और परिवार कल्याणतथा जनजातीय मामलों के मंत्रालयों द्वारा संयुक्त रूप से किया जाएगा। इसके सतत मार्गदर्शन के लिए एक विशेष संयुक्त टास्क फोर्स का गठन किया जाएगा।

3) **बुनियादी साक्षरता एवं संख्या ज्ञान** : मूलभूत साक्षरता और मूल्य आधारित शिक्षा के साथ संख्यात्मकता पर ध्यान केंद्रित करने के लिए प्राथमिकता पर एक राष्ट्रीय साक्षरता और संख्यात्मकता मिशन स्थापित किया जाएगा। कक्षा 1-3 में प्रारंभिक भाषा और गणित पर विशेष ध्यान देने की जरूरत है। एनईपी 2020 का लक्ष्य यह सुनिश्चित करना है। कि कक्षा 3 तक के प्रत्येक विद्यार्थी को 2025 तक बुनियादी साक्षरता और संख्या ज्ञान हासिल कर लेना चाहिए।

4) **पाठ्यचर्या और शिक्षाशास्त्र** : मस्तिष्क विकास और अधिगम के सिद्धांतों के आधार पर स्कूली शिक्षा के लिए एक नई विकास-उपयुक्त पाठ्यचर्या और शैक्षणिक संरचना 5 + 3 + 3 + 4 डिजाइन पर विकसित की गई है। पाठ्यक्रम लचीलेपन पर आधारित होगा ताकि विद्यार्थियों को अपने सीखने की गति और कार्यक्रमों को चुनने का अवसर हो और इस तरह जीवन में अपनी प्रतिभा और रुचि के अनुसार वे अपने रास्ते चुन सकेंगे। कला और विज्ञान, पाठ्यचर्या और पाठ्येतर गतिविधियों, व्यावसायिक और शैक्षणिक धाराओं आदि के बीच में कोई भेद नहीं होगा। ताकि सभी प्रकार के ज्ञान की महत्ता को सुनिश्चित किया जा सके और सीखने के अलग-अलग क्षेत्रों के बीच की हानिकारक पदानुक्रमों और इनके बीच के परस्पर वर्गीकरण या खाई को समाप्त किया जा सके। इस तरह स्कूल में व्यावसायिक और शैक्षणिक धाराओं के एकीकरण के साथ सभी विषयों विज्ञान, सामाजिक विज्ञान, कला, भाषा, खेल, गणित इत्यादि पर समान जोर दिया जाएगा।

5) **बहुभाषावाद और भाषा की शक्ति पर जोर** : कम से कम कक्षा तक, लेकिन कक्षा आठ और उससे आगे तक, शिक्षा का माध्यम घरेलू भाषा, मातृभाषा, स्थानीय भाषा, क्षेत्रीय भाषा होगी।

6) **समग्र बहुविषयक शिक्षा**: नीति में विज्ञान, कला, मानविकी, गणित और व्यावसायिक क्षेत्रों के लिए एकीकृत व श्रमसाध्य ज्ञान के लिए स्नातक स्तर पर एक व्यापक व बहु-अनुशासनिक समग्र कला शिक्षा की परिकल्पना की गई है। इसमें कल्पनाशील और लचीली पाठय संरचना, अध्ययन का रचनात्मक संयोजन, व्यावसायिक शिक्षा का एकीकरण के साथ कई प्रवेश/निकास हेतु अनेक अवसर उपलब्ध होंगे।

7) **अभिशासन:** प्रत्यायन के आधार पर संस्थागत शासन की शैक्षणिक, प्रशासनिक और वित्तीय स्वायत्तता परिकल्पित हैं। जिसमें प्रत्येक उच्च शिक्षा संस्थान में एक स्वतंत्र शासक बोर्ड होगा।

8) **मुक्त और दूरस्थ शिक्षा का विस्तार किया जाएगा** - जिसके माध्यम से सकल नामांकन अनुपातको 50 फीसद तक बढ़ाने में महत्त्वपूर्ण भूमिका निभाई जा सकती है। ऑनलाइन कोर्स एवं डिजिटल रिपॉजिटरी, अनुसंधान के लिए वित्तपोषण, बेहतर छात्र सेवाओं, मूक की क्रेडिट-आधारित मान्यता आदि उपायों को यह सुनिश्चित करने के लिए अपनाया जाएगा कि यह भी उच्चतम गुणवत्ता वाले नियमित कक्षा आधारित कार्यक्रमों के समान हो।

9) **व्यावसायिक शिक्षा**: सभी प्रकार की व्यावसायिक शिक्षा उच्च शिक्षा प्रणाली का एक अभिन्न अंग होगी। एकल तकनीकी, स्वास्थ्य विज्ञान, विधि और कृषि विश्वविद्यालय अथवा अन्य-विषयों के विश्वविद्यालय, बहु-विषयक संस्थान बनने का लक्ष्य रखेंगे। वोकेशनल शिक्षा समस्त प्रकार की शिक्षा का एक अभिन्न अंग होगी। नई शिक्षा नीति का उद्देश्य वर्ष 2025 तक 50 फीसद छात्रों कोवोकेशनल शिक्षा प्रदान करना है।

10) **राष्ट्रीय अनुसंधान फाउंडेशन**: अनुसंधान और नवाचार को उत्प्रेरित और विस्तारित करने के लिए देश भर में एक नई इकाई स्थापित की जाएगी।

11) **शिक्षा में प्रौद्योगिकी अधिगम**, मूल्यांकन, योजना व प्रशासन को बढ़ाने के लिए प्रौद्योगिकी के उपयोग व विचारों के नि:शुल्क आदान-प्रदान हेतु एक मंच प्रदान करने के लिए एक स्वायत्त निकाय बनाया जाएगा। कक्षा प्रक्रियाओं में सुधार, शिक्षकों के व्यावसायिक विकास का समर्थन, वंचित समूहों के लिए शैक्षिक पहुंच बढ़ाने और शैक्षिक योजना, प्रशासन तथा प्रबंधन को

कारगर बनाने के लिए शिक्षा के सभी स्तरों में प्रौद्योगिकी का उपयुक्त एकीकरण किया जाएगा।

भारत की नई शिक्षा नीति के लाभ

1) भारत की नई शिक्षा नीति को लागू करने का सबसे बड़ा उद्देश्य भारत के छात्रों को सक्षम बनाना है।
2) नई शिक्षा नीति को २०२२ लागू करने के लिए जीडीपी का 6% हिस्सा केंद्र सरकार के द्वारा खर्च किया जाएगा।
3) पढ़ाई में संस्कृत और जो प्राचीन भाषा है उनको अहम भूमिका दी जाएगी संस्कृत को आईआईटी के क्षेत्र में भी आगे ले जाया जाएगा साथ ही जो छात्र चाहे संस्कृत भाषा में ही अन्य विषय की पढ़ाई कर सकते हैं।
4) बोर्ड परीक्षा को भी बहुत आसान कर दिया जाएगा। पहले जो छात्र सोचते थे कि बोर्ड परीक्षा के समय में ही केवल बोर्ड की तैयारी दो-तीन महीने में पढ़ कर कर ली जाए इस व्यवस्था को खत्म कर दी जाएगी। अब छात्रों को साल भर पढ़ाई करनी होगी और बोर्ड परीक्षा दो चरणों में ली जा सकते हैं।
5) पढ़ाई को आसान बनाने साथ ही छात्रों को समझ में आने योग्य बनाने के लिए पढ़ाई क्षेत्र में आर्टिफिशियल इंटेलिजेंस सॉफ्टवेयर का भी इस्तेमाल किया जाएगा दूसरे देश की तर्ज पर अब भारत में भी आर्टिफिशियल इंटेलिजेंस का प्रयोग कर पढ़ाया जाएगा।
6) नई शिक्षा नीति के तहत एक्स्ट्रा करिकुलर एक्टिविटीज को मेन सिलेबस में रखा गया है।

मूल्यांकन

शिक्षा व्यक्ती के जीवन में बहुत महत्वपूर्ण है। शिक्षा के बिना व्यक्ति के जीवन का विकास नही हो सकता। किसी भी राष्ट्र को अपनी उन्नती करनी है तो बिना शिक्षा संभव नही है हमारे प्राचीन शिक्षा प्रणाली मे शिक्षा की बहुत अच्छी व्यवस्था थी। विद्यार्थी शिक्षा के लिए गुरुकुल जाया करते थे बाद मे आश्रम पद्धती विकसित हो गई स्वतंत्र भारत मे पहिली शिक्षा निती 1968 मे बनी और इसके बाद 1986 ,1992 मे शिक्षा नीतीने सुधार किये गये। लेकिन 2020 मे भारत सरकारने जो उच्चशिक्षण नीती बनाई वह बहुत ही क्रांतिकारी है। 34 साल बाद शिक्षा नीती मे भारी बदलाव किये गये। इस शिक्षा नीती से शिक्षा के क्षेत्र में बडे बदला होंगे। इससे कुछ लाभ होंगे लेकिन इस शिक्षा नीती से भारतीय समाज जीवन मे बुरे परिणाम भी होंगे। भारत सरकार सभी को शिक्षा देना चाहती है लेकिन शिक्षा पर जादा खर्च नही करना चाहती। प्रावेट शिक्षा संस्था नो पर जो रहेगा इससे शिक्षा ज्यादा मेहंगी हो जाएगी। रोजगार के अवसर जादा पैदा नही होंगे इस शिक्षा नीती मे तकनीकी का बहुत बडा उपयोग होने वाला है। रोजगार के अवसर नही बढेंगे इसे बेरोजगारी बढेगी और विद्यार्थी शिक्षा लेने मे रुची नही लेंगे इसके दुर्गामी बुरे परिणाम भारतीय समाज जीवन मे पडेंगे और परिणाम आनेवाले दिनो मे दिखेंगे।

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7) द यूनिक एकेडमी पुणे

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प्रस्तावना:-

कोणत्याही व्यक्तीला किंवा देशाला घडवणारी व्यवस्था म्हणजे शिक्षण. सन २०१५ मध्ये स्मृती इराणी मनुष्यबळ मंत्री असतांना त्यांनी नव्या शैक्षणिक सुधारणा मान्य करण्याच्या दृष्टीकोनातून ऑक्टोबर २०१६ मध्ये धोरण मांडले.त्यावर जनतेकडून सुधारणा मागवण्यात आल्या.पण त्यावेळी ते धोरण मान्य होवू शकले नाही. २०२० मध्ये दुसरा प्रयत्न झाला. माजी अंतराळ शास्त्रज्ञ के.कस्तुरीरंगन यांच्या अध्यक्षतेखाली एक समिती नेमण्यात आली.तीन वर्षे परिश्रम करून तसेच शैक्षणिक क्षेत्रातील संबंधितांशी विचार विनिमय करून, सल्ला मसलत करून हे शैक्षणिक धोरण मांडले गेले. 'भारताला जागतिक ज्ञान महासत्ता बनवणे' हे नवीन राष्ट्रीय शैक्षणिक धोरणाचे अंतिम उद्दिष्ट आहे. विद्यमान भारतीय शिक्षण पद्धतीत अनेक बदल घडवून आणण्याच्या उद्देशाने या नवीन राष्ट्रीय शैक्षणिक धोरणाला मान्यता दिली गेली.

नवे शैक्षणिक धोरण भविष्याचा वेध घेणारे आहे.या नवीन शैक्षणिक धोरणात शालेय शिक्षणासाठी एक महत्वाचा आकृतिबंध सुचवला आहे.त्यात ५+३+३+४ अशी इयत्तांची विभागणी करण्यात आलेली आहे.यापैकी पहिल्या टप्प्यात म्हणजे दुसरीपर्यंत मुलाला वाचन, संभाषण आणि सोपे अंकगणित येणे अपेक्षित आहे. भारतात यापूर्वी व्यावसायिक शिक्षणाला कधीही नव्हते इतके महत्व या धोरणात देण्यात आले. भाषा हे शिक्षणाचे माध्यम आहे.जर एखाद्या विद्यार्थ्याची भाषा कच्ची असेल किंवा एखाद्या भाषेचे ज्ञान नसेल तर त्या भाषेतून शिक्षण घेणे अवघड जाते. नवीन शैक्षणिक धोरणात पाचवी इयत्तापर्यंतचे शिक्षण मातृभाषेतून किंवा त्या मुलाच्या बोलीभाषेतून असावे असे सुचवण्यात आले आहे. त्याचप्रमाणे शिक्षणाचे माध्यम ही शक्यतो मातृभाषाच असावी, असे म्हटले आहे.

मातृभाषा ही केवळ संवाद साधण्यासाठीच महत्वाची नसून स्वत:ला व्यक्त करण्याचे सर्वात प्रभावी माध्यम आहे. कुठलेही ज्ञान हे मातृभाषेतूनच चांगले कळते, हे संशोधन सांगते. त्यामुळे त्या त्या राज्यातील शालेय अभ्यासक्रमात त्या त्या राज्याची मातृभाषा प्रत्येक शाळेत शिकवली गेली पाहिजे.माणसाने माणसाबरोबर भाषा निर्माण केली तो ज्या प्रदेशात, राज्यात, देशात राहतो त्यानुसार भाषा तयार झाल्या. महाराष्ट्राची मातृभाषा मराठी आहे. भारतातील बऱ्याच राज्यात मातृभाषेतून शिकवले जाते.पण महाराष्ट्रात प्रत्येक शाळेत हे चित्र दिसत नाही.त्यातल्या त्यात इंग्रजी शाळेत सातवीनंतर मराठी विषय नसतो.खरेतर इतर भाषा आपण कधीही शिकू शकतो.पण मातृभाषा फक्त आणि फक्त लहान वयात योग्य रीतीने शिकता येते.इंग्रजीसहित सर्व इतर भाषा ह्या फक्त संवाद साधण्यासाठी, माहिती मिळवण्यासाठी ,तिच्यात आदान-प्रदान करण्यासाठी वापरल्या जातात.मात्र मातृभाषा ही मनातल्या भावना, आपुलकी, प्रेम व्यक्त करण्यासाठी वापरली जाते.त्यामुळे शिक्षणात मातृभाषेला अत्यंत महत्वाचे स्थान आहे.

नवीन शैक्षणिक धोरणात तिसरी ते पाचवी ह्या शिक्षणाच्या पायरीत सर्व विषयाची ओळख मातृभाषेतून देण्यात येणार आहे.त्याचप्रमाणे ज्यांना इंग्रजीतून शिक्षण घ्यायचे आहे त्यांना ते घेता येणार आहे.पण कुठलेही मूल विचारांचे आदान-प्रदान मातृभाषेतून जेवढे कल्पकतेने करू शकते, तेवढे प्रभावीपणे ते दुसऱ्या कुठल्याच भाषेत करू शकत नाही.म्हणूनच मानवी जीवनात भाषेला अत्यंत महत्वाचे स्थान आहे.भाषा हे आत्मप्रगटीकरणाचे एक महत्वाचे माध्यम आहे.भाषेच्या माध्यमातून लोकसंवाद साधता येतो.विचारांचे आदान-प्रदान करता येते.

संस्कृतीचे संक्रमण हे स्वभाषेच्या माध्यमातूनच होते.म्हणूनच शिक्षण हे मातृभाषेऐवजी दुसऱ्या भाषेतून दिले तर त्या मुलास भावी आयुष्यात अनेक सामाजिक समस्यांना सामोरे जावे लागते. यासाठीच मातृभाषेतून प्राथमिक शिक्षणास प्रोत्साहन देणे गरजेचे झाले आहे.मातृभाषेतून शिक्षण झालेल्या मुलाचा पाया अधिक व्यापक होतो.त्याचप्रमाणे त्यांच्यात आत्मविश्वास वाढतो.तसेच त्याला इंग्रजी, हिंदी यासारख्या भाषा अवगत करणे सोपे जाते. विद्यार्थ्याला पहिली ७ ते ८ वर्षे

मातृभाषेतून शिक्षण मिळाले तर इतर अनेक भाषाही तो तितक्या गतीने शिकू शकतो.पण प्रत्येक गोष्ट इंग्रजीतून शिकवणे तसे पाहिले तर अतार्किक आहे. इंग्रजी भाषा शिकणे आणि इंग्रजीतून शिक्षण घेणे यात फरक आहे.देशातील अनेक शाळांमधून इंग्रजी शिकवले जाते.परंतु तेथील शिक्षणाचे माध्यम मात्र स्थानिक मातृभाषा आहे.

मुलांमध्ये सामाजिक आणि सांस्कृतिक मुल्यांची पेरणी मातृभाषेतूनच होते.त्याचप्रमाणे राष्ट्राभिमान, राष्ट्रीय एकात्मता, चांगले संस्कार फक्त मातृभाषेतूनच देता येतात.त्याच्या व्यक्तिमत्वाचा सर्वांगिण विकास हा मातृभाषेच्या शिक्षणातूनच शक्य आहे.त्याचप्रमाणे मूल जितक्या सहजतेने मातृभाषेतून शिकते तितके ते इंग्रजीसारख्या भाषेतून शिकत नाही.मातृभाषेतूनच व्यक्तीच्या सृजनशीलतेची जोपासना करता येते.म्हणून मातृभाषा हे एक मूल्य मानण्याची गरज आहे.

मातृभाषा ज्ञानार्जनाचे, ज्ञाननिर्मितीचे एक साधन आहे. मातृभाषेतून शिक्षण दिल्यास मुलाच्या व्यक्तिमत्वाचा चांगला विकास होणार नाही असे आज पालकांना वाटते. याचे मुख्य कारण म्हणजे आजचे शिक्षण हे ज्ञानार्जनासाठी नसून अर्थार्जनासाठी आहे. त्यामुळेच शिशु वर्गापासून ते विद्यापीठीय शिक्षणापर्यंत शिक्षणाकडे भौतिक व आर्थिक स्थैर्य आणि सामाजिक प्रतिष्ठा मिळवून देणारे साधन म्हणून पाहिले जाते. त्यासाठी आज भाषा नियोजनाची गरज आहे. ती गरज नवीन राष्ट्रीय शैक्षणिक धोरणातून पूर्ण करण्याचा प्रयत्न केलेला आहे.

इंडो-युरोपीय भाषाकुलातील एक भाषा म्हणजे मराठी. मराठी ही महाराष्ट्राची मातृभाषा आहे.भारताच्या २२ अधिकृत भाषांपैकी ती एक भाषा असून महाराष्ट्री प्राकृतचे एक आधुनिक रूप आहे. मराठी भाषेत अनेक श्रेष्ठ साहित्यकृती निर्माण झाल्या असून त्यात सातत्याने भर पडत आहे. खरे तर मातृभाषेमुळेच प्रत्येक प्रांताची, व्यक्तीची अस्मिता टिकून राहते. म्हणूनच विष्णुशास्त्री चिपळूणकरांनी स्वदेश, स्वधर्म, स्वभाषा यांचे महत्व पटवून दिले आहे.स्वदेश,स्वधर्म याबरोबर त्यांनी मातृभाषा म्हणजे मराठी भाषेलाही महत्व दिले आहे.सर्वांना एकत्र ठेवण्याचे सामर्थ्य फक्त मातृभाषेत म्हणजे मराठी भाषेत असते.मातृभाषेतून म्हणजे मराठीतून शिक्षण दिले तर ते विद्यार्थ्यांना चांगले समजते. मातृभाषा म्हणजे माणसाचे मन घडवणारी भाषा. ती व्यक्तीवर चांगले संस्कार घडवते. मात्र आज मराठीचा शालेय पातळीवर मर्यादित वापर केलेला दिसून येतो.नवीन शैक्षणिक धोरणात याच महत्वाच्या मुद्द्यावर प्रकाशझोत टाकलेला आहे.

मराठी भाषा ही महाराष्ट्राची राजभाषा आहे.परंतु प्रत्यक्षात तिची सामाजिक परिस्थिती पाहिली तर असे दिसून येते की, मराठी राज्यातील, महाराष्ट्रातील वकील, डॉक्टर, इंजिनिअर, कारखानदार इतकेच नाही तर मध्यमवर्गीय ही आपली मुले इंग्रजी माध्यमांच्या शाळांमध्ये घालतांना दिसतात.आपला मुलगा इंग्रजी माध्यमांच्या शाळेत शिकतो आहे हे त्यांना प्रतिष्ठेचे वाटते. त्यामुळे इंग्रजी शाळांमध्ये शिकणारी मुले आपल्या मातृभाषेपासून दुरावतात.कालांतराने त्या विद्यार्थ्याची अशी अवस्था होते की,तो स्वभाषेवर ही प्रभुत्व संपादन करू शकत नाही आणि इंग्रजीसारख्या परकीय भाषेवरही नाही.

पण मराठी भाषेच्या दुरावस्थेला आपणच जबाबदार आहोत.प्रादेशिक भाषेतील चित्रपट इतर भाषांच्या तुलनेने दूरदर्शन वर अभावानेच दाखवली जातात.मराठी भाषिक लोकही मराठी भाषेतील साहित्य, जसे कादंबऱ्या, कविता, नाटक, कथासंग्रह विकत घेत नाही. इतकेच काय मराठी वर्तमानपत्र ही काही लोक वाचत नाही.त्याचप्रमाणे मराठी बोलतांना हेतुपूर्वक इंग्रजी शब्दांचा वापर करतात. त्यामुळे आज मराठीपुढे अनेक आव्हाने उभी आहेत.

जागतिकीकरणाचा परिणाम आपल्या सामाजिक, आर्थिक जीवनावर जसा झाला आहे तसाच तो सांस्कृतिक जीवनावर ही झाला आहे.या बदलांना मराठी भाषा आणि संस्कृती कशी तोंड देते, त्यावर तिचे भवितव्य अवलंबून आहे. १८ व्या आणि १९ व्या शतकात मराठे जेंव्हा जेते होते,तेंव्हा त्यांनी आपल्या भाषेचा प्रसार कर्नाटक, गुजराथ, मध्यप्रदेश, तामिळनाडू याही प्रदेशात केला.त्या प्रदेशात आज ही आपली संस्कृती टिकून असलेली दिसून येते.पण आता जेतेची व्याख्या बदललेली आहे.आर्थिक बळाला महत्व प्राप्त झाले आहे.म्हणूनच मराठी भाषकाने आर्थिक प्रगती करून घेणे गरजेचे आहे.तरच जगात मराठी भाषेला इतर भाषा समूहात आदराचे स्थान प्राप्त होईल. व तिच्या विकासाला पोषक वातावरण तयार होईल.

मराठी माणसाने नोकरीच्या मागे न लागता स्वत:चा उद्योग-व्यवसाय उभा केला पाहिजे.तो यशस्वी करून दाखवला पाहिजे. या दुरावस्थेवर मात करण्यासाठी नोकरी करण्यापेक्षा नोकरी देणारे बनावे व त्यातून आपले जेतेपण सिध्द करावे. मराठी भाषेत सातत्याने नवनिर्मिती होणे आवश्यक आहे.वेगवेगळ्या विषयात,वेगवेगळ्या क्षेत्रात संशोधन करून ते विचार मराठी भाषेत मांडणे आवश्यक आहे.नवेनवे शास्त्र, विज्ञान संदर्भातील पुस्तकांचे मराठी भाषेतून भाषांतर होणे आवश्यक आहे.केवळ शास्त्राचीच नाही तर नवीन प्रकारच्या साहित्याची निर्मिती मराठीतून होणे आवश्यक आहे.त्याचप्रमाणे काळानुसार त्यात बदलही होणे गरजेचे आहे.अशाप्रकारचे तयार झालेले साहित्य दृकश्राव्य,श्राव्य माध्यम किंवा इंटरनेटच्या साहाय्याने लोकांपुढे आणले पाहिजे.

जागतिकीकरण आणि माहिती-तंत्रज्ञानाच्या युगाला सामोरे जाण्यासाठी नवनवीन माध्यमांचा स्वीकार करणे आवश्यक आहे.नवीन राष्ट्रीय शैक्षणिक धोरणाने पहिल्या पायरीवर मातृभाषेतून शिक्षण द्यावे असे म्हटले असले तरी नवीन पिढीपुढे मराठी साहित्य नवीन माध्यमांच्या द्वारे सहज उपलब्ध झाले तरच हे आव्हान आपण समर्थपणे पेलवू शकणार आहोत.

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नवीन शैक्षणिक धोरण आणि भारतातील सेंद्रिय शेती

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सारांश :

नवीन राष्ट्रीय शिक्षण धोरण नवीन भारत, नवीन अपेक्षा, नवीन आवश्यकतांची पूर्तता करण्यासाठी देखील एक शक्तिशाली माध्यम आहे. त्यामागे चार-पाच वर्षांचे कठोर परिश्रम, प्रत्येक क्षेत्रातील लोक, प्रत्येक शाखा, प्रत्येक भाषेने रात्रंदिवस कार्य केले आहे. परंतु हे काम अद्याप पूर्ण झालेले नाही. आता खरी कामे सुरू झाली आहेत. आता आपल्याला प्रभावी पद्धतीने राष्ट्रीय शैक्षणिक धोरण राबवायचे आहे. आणि आपण हे काम एकत्र करू. मला माहित आहे, राष्ट्रीय शिक्षण धोरण जाहीर झाल्यानंतर आपल्यातील बऱ्याच जणांच्या मनात बरेच प्रश्न येत आहेत. हे शिक्षण धोरण काय आहे ? हे कसे वेगळे आहे ? यातून शाळा-महाविद्यालयांच्या व्यवस्थेत काय बदल होईल ? या शिक्षण धोरणात शिक्षकासाठी काय आहे? विद्यार्थ्यांसाठी काय आहे ? आणि सर्वात महत्त्वाचे म्हणजे, याच्या यशस्वी अंमलबजावणीसाठी काय करावे, कसे करावे ? हे प्रश्न बरोबर आहेत आणि आवश्यक देखील आहेत. भविष्यातील शेती व शेती संलग्न उद्योग-व्यवसाय हेच कृषी विद्यार्थ्यांना रोजगाराचे साधन मिळवून देऊ शकतील. विद्यार्थ्यांना स्वयंरोजगार करण्याचे ज्ञान व कौशल्य देण्याची गरज तसेच प्रेरणा देणारे कृषी शिक्षण अपेक्षित आहे. शेतीचे अनेक प्रकार पुढे येत आहेत. कमी जमीन धारणेत जास्तीत जास्त उत्पादन व उत्पन्न देणारी शेती आता करावी लागेल. काटेकोर शेती, सेंद्रिय शेती, संवर्धित शेती, उच्चतंत्र शेती असे अनेक प्रकार शेतीला ऊर्जा देणारे आहेत. यासोबतच शेतीपूरक विषय जसे दुग्ध व्यवसाय, कुक्कुटपालन, मत्स्य व्यवसाय, मधमाशी पालन, रेशीम शेती अशा अनेक व्यवसायक्षम बाबी महत्त्वाच्या आहेत. या सर्व विषयाचा अभ्यासक्रमात योग्य पद्धतीने समावेश करावा लागणार आहे. कृषी शिक्षण काळानुरूप बदलणे अपेक्षित आहे, पण तसे फार होताना दिसत नाही. कृषी व संलग्न विषयातील शिक्षण घेऊन बाहेर पडणारे विद्यार्थी भविष्याविषयी आत्मविश्वास घेऊन बाहेर पडतील, अशी व्यवस्था निर्माण करण्याची गरज आहे. आणि म्हणूनच या सगळ्यावर चर्चा करण्यासाठी प्रस्तुत संशोधन लेखात करण्यात आला आहे.

Keywords – राष्ट्रीय शैक्षणिक धोरण, भारतीय अर्थव्यवस्था, कृषी क्षेत्र, सेंद्रिय, रासयनिक, शेती, किटक नाशक, शीतगृहे, भारतीय बाजापरपेठ, शेतकरी

संशोधन पद्धती :

प्रस्तुत संशोधन हे दुय्यम स्त्रोतांवर आधारित असून माहिती संकलनासाठी विविध संदर्भ ग्रंथ, विविध संशोधन लेख, शोधनिबंध व इंटरनेट चा आधार घेण्यात आला आहे.

संशोधन अभ्यासाचे महत्व :

सध्याचे शिक्षण उत्पादन तंत्रज्ञानाचे अवतीभोवती फिरते. त्यात आता पुढे जाऊन व्यावसायभिमुख शिक्षणाची गरज निर्माण झाली आहे. विद्यार्थी त्यांच्या करिअरविषयी पदवी होईपर्यंत अनभिज्ञ असतात. शिक्षणाचा भाग म्हणून त्यांना शिकत असतानाच करिअर निश्चित करण्याची क्षमता निर्माण होणे गरजेचे आहे. अभ्यासक्रमातून व्यावसायिक मार्गदर्शनाचा अभाव, कृषी उद्योगाला अपेक्षित असलेले ज्ञान व कौशल्य याचा अभाव हे चित्र बदलून कृषी पदवीधर पुढील आव्हानांना सामोरे जाण्यास समर्थ व्हावेत, या दृष्टीने अभ्यासक्रम तयार करायला हवेत. हे चित्र बदलण्याचे सामर्थ्य राष्ट्रीय शैक्षणिक धोरणात प्रामुख्याने दिसून येते. नव्या शैक्षणिक धोरणाची अंमलबजावणी करणे हा आता अत्यंत महत्वाचा भाग बनला आहे, नवीन भारत आणि भविष्यासाठी तयार युवा पिढी घडवण्याच्या दृष्टीने हे धोरण महत्त्वाची भूमिका बजावणार आहे.

उद्दिष्टे

१) राष्ट्रीय शैक्षणिक धोरण समजून घेणे.
२) सेंद्रिय शेतीच्या फायद्याचे महत्व स्पष्ट करणे.

३)अॅग्रो–टुरिझम एक रोजगाराचे साधन पटवून देणे.

४) आरोग्यदायी वस्तूची निर्मिती करणे व पर्यावरणाचे रक्षण करणे..

५) मानवतावादी दृष्टीकोन ठेवून वस्तूंची निर्मिती करणे. देणे.

६) शीतगृहांचे महत्व शेतकरी / सरकार यांना पटवून देणे.

७) शेतकऱ्यांना किटकनाशके, खते स्वयंः निर्मितीसाठी प्रोत्साहीत करणे.

८) शेतकऱ्यांच्या उत्पन्नात व जीवनमानात वाढ करणे.

गृहितके

१) भारतीय शेतीवर आज ६० % जनता अवलंबून आहे.

२) भारतीय शेतीत मोठया प्रमाणात रसायन खतांचा, किटक नाशकांचा वापर केला जातो.

३) भारतीय शेतीत शीतगृहांना कुठलेही स्थान नाही.

४) राष्ट्रीय शैक्षणिक धोरण शाश्वत विकासाचे द्योतक आहे.

प्रस्तावना

नवीन शैक्षणिक धोरण : पार्श्वभूमी

राष्ट्रीय शिक्षण धोरण २१ व्या शतकाच्या भारताला एक नवीन दिशा देणार आहे. नवयुगाची चाहुल ओळखणारे राष्ट्रीय शिक्षण धोरणचा भारतातील शेतकरी आणि त्यांच्या पुढच्या पिढ्यांवर या धोरणाचा नेमका काय परिणाम होईल. याचे सर्वात महत्त्वाचे कारण म्हणजे स्वातंत्र्योत्तर काळात १९५१ मध्ये जवळपास ३६ कोटी असणारी भारताची लोकसंख्या २०११ पर्यंत १२१ कोटी इतकी झाली. सर्वात महत्त्वाची बाब म्हणजे या १२१ कोटी लोकसंख्येपैकी जवळपास ८३ कोटी लोकसंख्या आजही शेती आणि संलग्न व्यवसायांवर अवलंबून आहे. ही लोकसंख्या भारताच्या एकूण लोकसंख्येच्या ६८.९ टक्के इतकी आहे. दुसरीकडे १९५०-५१ मध्ये भारताच्या कृषी क्षेत्राचा स्थूल देशांतर्गत उत्पादनात असणारा वाटा ५५.४ टक्के वरून २०११ -१२ पर्यंत १३.९ टक्के इतका झाला आहे. ही आकडेवारी भारतीय कृषी क्षेत्रातील समस्यांची भयानकता स्पष्ट करण्यासाठी पुरेशी आहे .कारण या आकडेवारीचा दुसरा अर्थ असा आहे की, कृषी आणि संलग्न क्षेत्रात कार्यरत असणाऱ्या ६८.९ टक्के लोकांना भारताच्या स्थूल देशांतर्गत उत्पन्नातील केवळ १३.९ टक्के इतकाच हिस्सा मिळतो.तर कारखानदारी व सेवा क्षेत्रात कार्यरत असणाऱ्या ३१.१ टक्के लोकसंख्येला मात्र भारताच्या स्थूल देशांतर्गत उत्पन्नातील ८६.१ टक्के हिस्सा मिळतो. त्यामुळेच भारतीय कृषी क्षेत्रातील समस्या या प्रचंड गंभीर आहेत. आणि दिवसेंदिवस या समस्यांची तिव्रता वाढतच चालली आहे. याचे सर्वात महत्वाचे कारण म्हणजे कारखानदारी आणि सेवा क्षेत्रात आवश्यक असणारे कुशल मनुष्यबळ निर्माण करण्यात भारताची शिक्षण पद्धती ही अपयशी ठरली आहे. त्यामुळे नावापुरता सुशिक्षित असणारा मोठा वर्ग स्वातंत्र्योत्तर काळात कारखानदारी आणि सेवा क्षेत्रात सामावला न गेल्याने नाइलाजास्तव हा वर्ग कृषी क्षेत्रात कार्यरत आहे. भारताच्या कृषी क्षेत्रात कार्यरत असणाऱ्या या प्रचंड मोठ्या लोकसंख्येपैकी कित्येक लोक केवळ शेती क्षेत्रात काम करतात असे दिसते परंतु त्यांच्या काम करण्याने किंवा काम न करण्याने शेतीच्या उत्पादनात फारसा फरक पडत नाही. म्हणजेच अर्थशास्त्रीय दृष्टिकोनातून भारतीय शेती क्षेत्रात कार्यरत असणारे असे कितीतरी लोक छुपे बेरोजगार आहेत. नाईलाजाने हे लोक शेती क्षेत्रात काम करत आहेत.

स्वातंत्र्योत्तर काळात भारतीय अर्थव्यवस्थेचा विकास झाला. शेतीबरोबरच कारखानदारी आणि सेवा क्षेत्र देखील मोठ्या प्रमाणात विकसित झाले, परंतु सर्वात महत्वाची गोष्ट म्हणजे ज्या प्रमाणात कारखानदारी क्षेत्राचा आणि सेवा क्षेत्राचा भारताच्या स्थूल देशांतर्गत उत्पादनातील हिस्सा वाढत गेला त्या प्रमाणात भारताच्या वाढत्या लोकसंख्येला या दोन्ही क्षेत्रात सामावून घेता आले नाही. त्यामुळे वाढत्या लोकसंख्येचा भार वर्षानुवर्षे शेती क्षेत्रावर वाढतच गेला आणि या क्षेत्रातील समस्या अधिकाधिक जटील होत गेल्या. हे असे का व्हावे याचा विचार केला असता एक ठळक निष्कर्ष समोर येतो तो म्हणजे भारतीय शिक्षण क्षेत्र आणि शिक्षण प्रणाली काळाच्या गरजेनुसार बदलली नाही. या प्रणालीत वेळीच बदल झाले असते तर आज भारतीय कृषी क्षेत्रात नाईलाजास्तव कार्यरत असणारी ही प्रचंड मोठी लोकसंख्या कारखानदारी आणि सेवा क्षेत्रात वेळीच सामावली गेली असती. या लोकांच्या उत्पन्नात वाढ झाली असती. त्यांच्या राहणीमानाचा दर्जा सुधारला असता. भारताच्या लोकसंख्यावाढीचा वेग देखील कमी झाला असता कारण राहणीमानातील सुधारणांबरोबरच लोकसंख्या वाढ कमी होते हे जगात मान्यता पावलेले सत्य आहे.

भारतात सध्या राबविले जात असणारे शैक्षणिक धोरण १९८४ साली घोषित झालेले धोरण आहे. त्यानंतर भारताने १९९० च्या दशकात नवीन आर्थिक धोरणाचा म्हणजेच जागतिकीकरण, उदारीकरण आणि खाजगीकरणाचा स्वीकार केला. त्यामुळे अर्थव्यवस्थेच्या सर्वच क्षेत्रात अमुलाग्र बदल झाला. परंतु एक खंत मात्र वारंवार व्यक्त होत राहिली, ती म्हणजे भारतीय शिक्षण प्रणाली कुठेतरी कमी पडते आहे. कारण स्वतःसाठी, कुटुंबासाठी ,समाजासाठी आणि शेवटी देशासाठी एक जबाबदार व सुसंस्कारित युवावर्ग आपण तयार करतो का? या प्रश्नाचे उत्तर दुर्दैवाने नकारात्मकच राहिले. म्हणूनच डॉ. कस्तुरीरंगन यांच्या अध्यक्षतेखाली २०१७ मध्ये नवीन शैक्षणिक धोरणाच्या निर्मितीसाठी एक समिती स्थापन केली गेली. या समितीने में २०१९ मध्ये आपला अहवाल सरकारला सादर केला .अलीकडेच केंद्र सरकारने हे नवीन शैक्षणिक धोरण जाहीर केले. या धोरणात प्रमुख पाच मुद्द्यांवर भर देण्यात आला आहे. यामध्ये पूर्व प्राथमिक व

प्राथमिक बाल शिक्षण मजबूत करणे व त्यासाठी मातृभाषेवर भर देणे, सध्याच्या घोकंपट्टी परीक्षा पद्धतीत बदल करणे, शिक्षक प्रशिक्षणावर भर देणे, शिक्षक नियामक चौकटीची पुनर्रचना करणे व उच्च शिक्षण क्षेत्राचे आंतरराष्ट्रीयीकरण करणे इत्यादींचा समावेश होतो. या नवीन शिक्षण धोरणात नियमित शिक्षणाबरोबरच तांत्रिक, कौशल्य विकास व व्यावसायिक शिक्षणावर भर देण्यात येणार आहे.

शिक्षणाच्या बाबतीत अमेरिकेचे माजी राष्ट्राध्यक्ष बराक ओबामा म्हणतात शिक्षण हे काही एखाद्या पदवीचे किंवा प्रमाणपत्राचे नाव नाही की जे एखाद्याला पुरावा म्हणून दाखवता येईल तर शिक्षण हे वास्तविक जीवनात इतरांप्रती असणारी आपली प्रवृत्ती, कृती, भाषा आणि वर्तन यांचे नाव आहे. म्हणूनच आपण नवीन शैक्षणिक धोरणाचे स्वागत केले पाहिजे कारण या धोरणात काळाची गरज ओळखली गेली आहे. त्यामुळे या नव्या शिक्षण प्रणालीतून बाहेर पडणारी नवी पिढी शेती क्षेत्रावरील अतिरिक्त भार कमी करेल अशी आशा बाळगायला वाव आहे.

भारतातील शेती या मध्ये नैसर्गिक असे गुणधर्म असून भारतीय शेतीची पोत अथवा उत्पादकता ही इतर देशांतील शेतीपेक्षा नक्कीच जास्त सुपिक व विशेष गुणधर्म असलेली आहे. मात्र सध्या प्रत्येक शेतीत रासायनिक खतांचा मोठया प्रमाणात वापर केला जातो. तसेच विषारी किटकनाशकांचा मोठया प्रमाणत वापर केला जातो. त्यामुळे मानवी शरीरावरही त्याचा विपरित परिणाम होत आहे. नैसर्गिक शेतीमध्ये उत्पादनाचे प्रमाण कमी असते. मात्र पौष्टिक, आरोग्यदायी व चविष्ट वस्तूंचे उत्पादन होते. अशा उत्पादनास मोठया प्रमाणात भारतीय बाजारपेठेमध्ये मागणी असते. शीतगृहे (Cold Storage) हे भारतीय शेतीसाठी सर्वात महत्वाचे व उत्तम पर्याय आहे. कारण भारतीय शेतीमध्ये जे उत्पादन निघते त्याचे प्रमाण एकाच वेळी निघते व त्यामुळे उत्पादनांचे दर हे मोठया प्रमाणात खाली येतात व शेतकऱ्यांचे शेती उत्पादनासाठी केलेला खर्चही निघणे मुश्किल होते. अशावेळी भारतीय शेतीसाठी शीतगृहे महत्वाची भूमिका बजावू शकतात.

राष्ट्रीय शैक्षणिक धोरणाची वैशिष्ट्ये केंद्र सरकारने नव्यानेच जारी केलेल्या नव्या शैक्षणिक धोरणाची काही वैशिष्ट्ये प्रकर्षाने जाणवतात.

१) प्रदीर्घ काळानंतर राष्ट्रीय शैक्षणिक धोरणात काही महत्त्वाचे व मूलभूत बदल करण्यात आले आहेत. त्यातही महत्त्वाचे म्हणजे, आगामी काळात जीडीपी म्हणजेच 'सकल राष्ट्रीय उत्पादन' रकमेपैकी सहा टक्के रक्कम शिक्षण क्षेत्रासाठी खर्च केली जाणार आहे. या निमित्ताने शैक्षणिक धोरणाची आखणी-नियोजन करण्यासाठी १९६४-६६ नेमलेल्या कोठारी आयोगाच्या मुख्य शिफारशीची अंमलबजावणी होणार आहे. याशिवाय नव्या शैक्षणिक धोरणात बदलत्या काळानुरूप व विद्यार्थी-युवकांच्या रोजगार विषयकवाढत्या गरजा लक्षात घेऊन त्यानुसार शालेय शिक्षणालाच कौशल्यविकासाची दिलेली जोड महत्त्वाची ठरली आहे.

२) नव्या शैक्षणिक पद्धतीत धोरणात्मक स्वरूपात उद्योगांसाठी आवश्यक अशा मूलभूत सुविधा ज्ञान, तंत्रज्ञान, संसाधन इत्यादीची जोड दिली जाणार आहे. हा बदल केवळ शैक्षणिक संदर्भातच नव्हे, तर गुणात्मक संदर्भात महत्त्वाचा ठरणार आहे. यामध्ये विद्यार्थ्यांचा खऱ्या अर्थाने विकास साधण्यासाठी शैक्षणिक संस्थांच्या वास्तू, इमारती, प्रयोगशाळा, ग्रंथालय, शिक्षक, प्राध्यापकांचे विशेष प्रशिक्षण, विद्यार्थ्यांचे विविध प्रकारे मार्गदर्शन-प्रबोधन, संस्था स्तरावर अद्ययावत व संगणकीय पद्धतीची साथ, व्यवसायपर व क्रीडा-कौशल्यांचा समावेश करण्यात येणार आहे.

३) राष्ट्रीय स्तरावर संस्थात्मक स्वरूपात पाहता, आज देशातील अधिकांश म्हणजे ६६ टक्के लोकसंख्या ही २५ वर्षे वा आसपासच्या वयोगटातील आहे. पंचविशीतील विद्यार्थ्यांची ही युवा पिढी पदवी-पदव्युत्तर वा संशोधनपर असे विशेष शिक्षण घेत असल्याने त्यांना त्यांच्या प्रगत शिक्षणाच्या जोडीला कौशल्याची व प्रत्यक्ष प्रशिक्षणाची व मार्गदर्शनाची जोड मिळण्याचा लाभ होणार आहे. याद्वारा अशा उमेदवारांच्या रोजगारालाही चालना मिळेल.

सेंद्रिय शेती : परिचय

सेंद्रिय शेती म्हणजे नैसर्गिक साधनाचा वापर करून औषध, खते तयार करणे व पारंपारिक बियाणाचा वापर करून केलेली विषमुक्त म्हणजेच रसायनाचा वापर टाळून केलेली शेती म्हणजे सेंद्रिय शेती होय. सेंद्रिय शेती म्हणजे परंपरागत शेती होय. शेती करताना रसायनाचा वापर न करता केवळ शेतातील पिकांचे अवशेष, शेण, गोमूत्र व नैसर्गिक साधनांचा वापर करून सेंद्रिय शेती केली जाते. हरितक्रांतीच्या अगोदर शेतामध्ये केवळ शेणखत वापरत असत. बियाणे सरळवाण म्हणजेच कोणत्याही प्रकारची प्रकिया न केलेले वापरत. यामुळे पिकांची गुणवत्ता वाढत असे. जमिनीमध्ये कर्ब योग्य प्रमाणात राहिल्यामुळे जमिनीची सुपीकता वाढून पिकाची वाढ योग्य होऊन उच्च प्रतीच्या व आरोग्यास पोषक असण्याऱ्या उत्पादनाची निर्मिती होत होती.

सेंद्रीय पद्धतीने शेती हरितक्रांतीपर्यंत झाली. हरितक्रांतीमध्ये रासायनिक खताचा अवलंब भारतात होऊ लागला. सुरुवातीच्या काळात शेतमालात मोठ्या प्रमाणावर उत्पन्न मिळू लागले मात्र जमीन कठीण होऊ लागली. १९६० च्या काळात जमिनी लाकडी नांगराने नांगरत असत. ती नंतरच्या काळात लोखंडी नांगाराने नांगरावी लागे. त्यानंतर ट्रक्टरने शेती केली जाऊ लागली. त्यामागे लवकर शेतीची मशागत करणे व लोखंडी नांगराने जमीन नांगरली जाऊ शकत नाही. म्हणजेच रासायनिक औषधामुळे जमीन कठीण म्हणजेच मृत होत चालली आहे.

आज भारतीय शेतीमध्ये मोठया प्रमाणात रासायनिक खतांचा, द्रव्यांचा वापर केला जात असून किटकनाशकांचा वापरही मोठया प्रमाणात केला जातो. परतुं त्याचा वापर मोठया प्रमाणातसतत करीत राहिल्यास भविष्यात भारतीय शेतीतील पोषक द्रव्ये कमी होईल व सुपिकता कमी होवून हळूहळू जमीनीची नापीकता वाढेल व पोत कमी होवून भारतीय शेती ही नापीक बनेल व येणाऱ्या काळता मोठया प्रमाणात शेतीमध्ये मोठया समस्या उभ्या राहतील.

तसेच भारतीय शेतीत वापरलेल्या रासायनिक खतांचा, विषारी औषधांचा काही अंश हा फळे, भाजीपाला, धान्य यामध्ये येत असतो. त्याचा परिणाम मानवी शरीरावर होत असतो. यामुळे कॅन्सर, कमी रक्तदाब, मधुमेह व रोग प्रतिकारक शक्ती दिवसेंदिवस कमी होत आहे. अशा विविध समस्या हया फक्त रासायनिक शेतीमुळे परिणाम होत आहे. रासायनिक खतांचा वापर मोठया प्रमाणता शेतकरी वापरण्यास सुरुवात केल्याने विदेशी कंपन्यांनी भारतामध्ये गुंतवणूक करण्यास सुरुवात करुन शेती संदर्भातील औषधे यांच्या किंमतीमध्ये मोठया प्रमाणात वाढ केलेली असल्याचे दिसून येते. त्यामुळे शेतासाठी ज्या रासायनिक खते, औषधी द्रव्ये यांच्या किंमतीमध्ये मोठया प्रमाणात वाढ केली जाते, त्यामुळे शेतीतील उत्पादनासाठी वापरल्या जाणाऱ्या साधनसामुग्रीच्या खर्चात वाढ होवून उत्पादन खर्च वाढतो आणि भारतीय शेती ही अनियमित व निसर्गावर आधारित असल्यामुळे जेव्हा उत्पादन बाजारपेठेमध्ये येईल तेव्हा एकतर उत्पादन खुप मोठया प्रमाणावर असल्यामुळे भारतीय बाजारपेठेमध्ये शेती उत्पादनाचे दर कमी होतात व शेतकऱ्यांनी केलेल्या गुंतवणूकीचा त्याला योग्य मोबदला प्रदान होत नाही. त्यामुळे शेतकऱ्यांचे उत्पादन कधीही बाजरपेठेमध्ये आले तरी आपल्या देशात विशेष सर्वत्र साठवणूक व टिकवून ठेवण्याची क्षमता नसल्यामुळे शेती मालाचे दर मोठया प्रमाणात पडतात. यासाठी शीतगृहे भारतीय शेतीसाठी महत्वाची भूमिका पार पाडू शकतात व शेतकऱ्यांनी केलेलया गुंतवण कीला योग्य न्याय मिळू शकतो व शेतकऱ्यांना योग्य शेती मालाची किंमत मिळू शकते. त्यामुळे ज्या वेळी शेतीमध्ये माठया प्रमाणात उत्पादन होते त्यावेळेस ते उत्पादन साठवून व टिकवून ठेवण्यासाठी शीतगृहे महत्वाची भूमिका बजावू शकतात. त्याचा वापर व महत्व फक्त शेतकरी व सरकार यांच्या निदर्शनास आणून देणे महत्वाचे ठरेल. तसेच रासायनिक खतांऐवजी शेतीमध्ये सेंद्रिय पध्दतीने शेती करण्याचा प्रयत्न केल्यास भारतीय बारपेठेमध्ये नक्कीच यशस्वी ठरु शकतो. यामध्ये वेगवेगळया मार्गांनी शेती सेंद्रिय पद्धतीने करु शकतो. शेतीसाठी लागणारे खते व किटकनाशके घरचे घरी बनवू शकतो. त्यामुळे शेतीचा उत्पादन खर्च कमी होईल व त्यामुळे शेतकऱ्यांना शेतीमध्ये कमी प्रमाणात गुंतवणूक करावी लागेल व सेंद्रिय पध्दतीने उत्पन्न घेणे शक्य होईल.

सध्या बारजपेठेमध्ये सेंद्रिय शेतीला विशेष महत्व प्राप्त झालेले असून त्याचे श्रेय हे ग्रीनमार्केटींग किंवा हरित विपणनाला जाते. त्यामुळे ग्राहकांचा रासायनिक उत्पदनाला कमीटकमी वापर, पर्यावरणरहित सृष्टी अशा विविध प्रकारची माहिती हरित विपणनामधून वर्तमानपत्र, मिडिया, रेडिओ यापासून मिळत असून आजचा ग्राहक हा जास्त संवेदनशील असून तो स्वतःचा व स्वतःच्या कुटुबांचा संरक्षणासाठी / आरोग्यदायी आयुष्यासाठी तो केमिकल रहित वस्तु खरेदी करण्याऐवजी ज्या वस्तुमध्ये केमिकल नाहीत, ज्या वस्तू सेंद्रिय पध्दतीने पिकवलेल्या असतात किंवा निर्माण केलेल्या असतात अशा वस्तुंच्या वापरावर भर देण्याचा प्रयत्न करतो व निश्चितपणे अशा वस्तूंसाठी जास्त किंमत देण्यासही तयार असतो. याचे उदाहरण धुळे जिल्हयातील बाहीपाडा या छोटयाशा खेडयात तयार केलेला माल हा नैसर्गिक शेतीपासून तयार केला जातो व त्या मालास निर्मितीपूर्वीच मागणी असते व त्यामुळे ग्राहक अशा मालाची नोंदणी अगोदरच करुन अशा प्रकारचा माल खरेदी करीत असतो. त्यामुळे सेंद्रिय पध्दतीने पिकवलेले धान्य, भाजीपाला, फळे यांचे उत्पादन जरी कमी असले तरी त्यांना किंमत चांगली मिळू शकते.

फायदे

1) ३४ वर्षांनंतर आलेल्या नवीन शैक्षणिक धोरणाचे सर्वच स्तरातून स्वागत करण्यात आले. या शैक्षणिक धोरणाचा केंद्रबिदू ठरला तो कौशल्यविकास. त्यामुळे या नवीन शैक्षणिक धोरणातील कौशल्यविकासाचे महत्त्व आणि त्यामुळे आगामी काळात तरुणांसाठी उपलब्ध होणाऱ्या व्यवसाय-रोजगाराच्या संधी मोठ्या प्रमाणात आहेत.
2) सेंद्रिय शेतीमुळे शेतीमुळे शेतकऱ्यांना कमी खर्चात उत्पन्न काढणे शक्य होते.
3) सेंद्रिय शेतीमुळे शेतीची पोत सुधारते व भविष्यात उत्पन्नात वाढ होऊ शकते.
4) सेंद्रिय शेतीच्या उत्पन्नास बाजारपेठेमध्ये मोठया प्रमाणात सतत मागणी असल्यामुळे बाजारपेठेपेक्षा जास्त भाव मिळतो.
5) ग्राहकांना दिवसेंदिवस सेंद्रिय शेतीचे महत्व पटत असल्यामुळे दिवसेंदिवस यांच्या ग्राहकांच्या संख्येत वाढ होत आहे.
6) इको फ्रेंडली प्रोडक्ट च्या माध्यमातून वस्तूची निर्मिती झाल्याने पर्यावरणाचा ऱ्हास कमी होतो.
7) यामध्ये पुनर्वापर प्रक्रिया असल्याने कमीत कमी खर्चात खते, किटक नाशके बाजारपेठेपेक्षा तयार होतात.
8) शीतगृहाचे भविष्यात प्रमाण वाढल्यास शेतीस अनुकूल वातावरण तयार होईल.

9) शीतगृहामुळे शेतकऱ्यांना शेतीचा माल टिकवून ठेवनू योग्य वेळी बाजारपेठेत आणल्यास जास्त मोबदला मिळू शकेल.

10) ग्राहकांच्या आरोग्याचा विचार करून उत्पादनाची निर्मिती केली जाते.

तोटे

१) सेंद्रिय शेती विषयीची जास्त माहिती शेतकऱ्यांना नसून शेतकरी रासायनिक शेतीस प्राध्यान्य देतात.

२) ग्राहक सेंद्रिय शेतीच्या उत्पादनास जास्त किंमत देण्यास तयार नाही.

३) राज्य सरकारचा सेंद्रिय शेतीवर जास्त माहिती प्रसारित केली जात नाही.

४) रासायनिक शेतीमुळे उत्पादन वाढत असल्यामुळे सेंद्रिय शेती करण्यास शेतकरीतयार नाहीत.

५) शीतगृहाची माहिती व शीतगृहांची उपलब्धता जवळपास नाही आहे.

६) शीतगृहांमध्ये भाजीपाला, फळे, धान्ये ठेवण्यास येणारा खर्च शेतकऱ्यास परवडणारा आहे.

७) भारताच्या शैक्षणिक क्षेत्रातील विविधता आणि आकार लक्षात घेता या धोरणाची अंमलबजावणी हे एक

अवघड काम असणार आहे.

८) भारताच्या शिक्षण व्यवस्थेमध्ये निधीची कमतरता आहे, संपूर्ण व्यवस्था ही नोकरशाहीवर आधारलेली

आहे व नवीन कल्पना आणि वाढीच्या क्षमतेस शिक्षण व्यवस्थेत प्रतिकूल वातावरण आहे.

९) हे धोरण मुख्यत्वे केंद्र आणि राज्यांमधील सहकार्यावर अवलंबून असणार आहे त्यामुळे अंमलबजावणीस अडचणी येऊ शकतात..

सेंद्रिय शेतीची तत्त्वे

१) आरोग्याचे तत्त्व

हवा, माती, धान्याची रोपे, पशू, पक्षी, मनुष्यप्राणी व निसर्गचक्र यांचे आरोग्य वाढविणे हा सेंद्रिय शेतीचा उद्देश आहे. सेंद्रिय शेतीचा अवलंब केल्यास रोगप्रतिकार शक्ती वाढून मानवाचे आरोग्य वाढते.

२) पर्यावरणीय तत्त्व

सेंद्रिय शेती ही निसर्गाच्या जीवनचक्रावर अवलंबून व अनुरूप हवी. ती जीवसृष्टीला धरून चालणारी हवी. यामुळे कोणतेही प्रदूषण होत नाही.

३) निष्पक्षतेचे तत्त्व

सेंद्रिय शेती ही निसर्गचक्रातील परस्परांच्या संबंधात कोणत्याही एका बाजूस कलणारी नसावी, निष्पक्षतेची खात्री देणारी असावी.

४) संगोपनाचे तत्त्व

यात अंतर्भूत असलेल्या सर्व घटकांचे संगोपन सुयोग्यरीत्या व्हावयास हवे. परिणामी, या व पुढच्या पिढीतील सर्वांचे आरोग्य व कल्याण योग्य रितीने राखले जाईल.

भारतातील सेंद्रिय उत्पादनांची टक्केवारी

१	चहा	२४ टक्के
२	भात	२४ टक्के
३	फळे व भाजीपाला	१७ टक्के
४	गहू	१० टक्के
५	कापूस	८ टक्के
४	गहू	१० टक्के
६	मसाले	५ टक्के
७	कॉफी	४ टक्के
८	कडधान्य	३ टक्के
९	काजू	३ टक्के
१०	इतर	२ टक्के

निष्कर्ष :

आज जरी सेंद्रिय शेतीसाठी येणारा खर्च हा जास्त वाटत असला, त्यापासून मिळणारे उत्पन्न हे कमी असले तरी भविष्यामध्ये पुन्हा जास्तीत जास्त उत्पन्नापेक्षा आरोग्य, शेतीची पोत (सुपिकता) या गोष्टींमुळे दुर्लक्षित करुन चालणार नाहीत. नवीन शैक्षणिक धोरणात या विषयी जागरूकता तयार करून भविष्यात उत्पन्नापेक्षा निसर्गाचा आरोग्याचा व जमीनीचा विचार करुन नैसर्गिक शेतीस प्राधान्य द्यावे लागेल. तसे सेंद्रिय शेतीचे उत्पन्न सुरुवातीस कमी असते व ते हळूहळू वाढते. याउलट रासायनिक शेतीचे उत्पन्न हे सुरुवातीस जास्त व नंतर घटत जाणरे असल्यमुळे शेतसाठी सेंद्रिय शेतीच योग्य ठरेल व शेतकरी तरुणांना यातून अर्थार्जन होईल. आज जरी शीतगृहांचा खर्च जास्त असला तरी भविष्यात शीतगृहाची संख्या वाढल्यास तो कमी होईल व याचा फायदा निश्चितपणे शेतीस होईल. राष्ट्रीय शैक्षणिक धोरण भारतीय शेतीसाठी नक्कीच वरदान ठरेल व त्या अनुषंगाने काही बाबींचा शालेय व महाविद्यालयीन स्तरावर याबाबत काही उपक्रम राबवावे व त्यातून एक उन्नत भारत घडवून आणण्यात शेती क्षेत्राचा पण मोठा वाटा असेल यात काही शंका नाही. नव्या शैक्षणिक धोरणाला पुरेशा आर्थिक व धोरणात्मक

पाठबळासह कालबद्ध स्वरूपात त्याच्या अंमलबजावणीची तरतूद स्पष्टपणे केली आहे. त्यामुळे नजीकच्या भविष्यात विद्यार्थ्यांना त्यांच्या शैक्षणिक अभ्यासक्रम व पात्रतेला कौशल्यविकासाची जोड देता येईल. त्याशिवाय नव्या स्वरूपात उद्योग-व्यवसायाच्या बदलत्या कौशल्यांची सांगड आता प्रामुख्याने घालण्यात येईल. त्यामुळे या नव्या शैक्षणिक धोरणाचा फायदा विद्यार्थी, शैक्षणिक संस्था व उद्योग-आस्थापना या सर्वांनाच होऊ शकणार आहे. भारताच्या अफाट लोकसंख्येला शिक्षणाच्या मुख्य प्रवाहात आणणे आणि त्याद्वारे असंख्य रोजगाराच्या संधी निर्माण करणे हे या धोरणाच्या अंमलबजावणीवर ठरणार आहे. कोविड महामारीच्या काळात जलद पावले उचलून अवघड निर्णय घेऊन ते पूर्तीस नेण्याचे कौशल्य केंद्राने दाखवले आहे. याच कौशल्याचा फायदा कृषी क्षेत्रातही होणार आहे. नव्या शैक्षणिक धोरणाची अंमलबजावणी काही राज्यांनी केली आहे तर काही राज्ये त्या प्रक्रियेतून जात आहेत. तरीही अजून लांबचा पल्ला गाठायचा बाकी आहे.

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८) https://www.deshdoot.com/blog/new-education-policy-and-indian-farming

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कृषि क्षेत्र में नई शिक्षा नीति का कार्यान्वयन

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सहाय्यक प्राध्यापक हिन्दी विभाग, कला विज्ञान व वाणिज्य महाविद्यालय
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सार :

भारत में लगभग 70 प्रतिशत ग्रामीण परिवारों की आजीविका का स्रोत कृषि है। आजीविका, रोजगार और राष्ट्रीय खाद्य सुरक्षा में महत्वपूर्ण भूमिका के कारण कृषि भारतीय अर्थव्यवस्था का एक मुख्य आधार है। भारत को 'आत्मनिर्भर' बनाने, किसानों को उत्पादक और उद्यमी दोनों बनाने में कृषि क्षेत्र की प्रमुख भूमिका है। कृषि क्षेत्र उत्पादन और रोजगार की दृष्टि से सबसे बड़ा क्षेत्र है, इसलिए नई शिक्षा नीति का कृषि शिक्षा में समावेश को लेकर शिक्षाविदों के साथ हो रहा यह विचार-विमर्श महत्त्वपूर्ण है। कृषि क्षेत्र को मजबूती प्रदान करने के लिए नीतिगत-निर्णयों, योजनाओं, कानूनी रिफ़ार्म्स (जिसके अंतर्गत किसान अब अपनी उपज को उचित कीमत और मनचाहे स्थान पर बेच सकते हैं) और कांट्रेक्ट फ़ार्मिंग से कृषि क्षेत्र और अर्थव्यवस्था को संबल मिला है। देश में नयी शिक्षा नीति के तहत कृषि शिक्षा को बेहतर बनाने के संबंध में विचार-विमर्श किया। नयी शिक्षा नीति के माध्यम से कृषि शिक्षा को और भी अधिक रोजगारोन्मुखी तथा उन्नत बनाने की जरूरत पर जोर दिया। प्राकृतिक प्रतिकूलता से हो रही समस्याओं से निजात के लिए कृषि क्षेत्र को प्रौद्योगिकी से जोड़ने तथा उसे मुनाफे व आकर्षण का केंद्र बनाने के लिए ज़ोर दिया जा रहा है। जहाँ एक तरफ कृषि क्षेत्र की उपलब्धियों में किसानों का परिश्रम, उनकी दृष्टि व पूँजी का अतुलनीय योगदान है वहीं दूसरी तरफ कृषि शिक्षा, कृषि अनुसंधान और सरकार की कृषि हितैषी नीतियों का भी बड़ा योगदान है।

कृषि क्षेत्र की जरूरतों को पूरा करने, रोजगार के अवसरों का सृजन करने, एफपीओ का गठन करने तथा उपज का उचित मूल्य मिलने हेतु केंद्र सरकार द्वारा एक लाख करोड़ रुपए के कृषि इंफ्रास्ट्रक्चर फंड सहित पशुपालन, जैविक खेती, मत्स्य पालन, मधुमक्खी पालन तथा अन्य संबद्ध क्षेत्रों के लिए विशेष पैकेज का प्रावधान किया गया है। कृषि में उच्च शिक्षा में बहु-अनुशासन को बुनियादी विज्ञान, सामाजिक विज्ञान और कृषि विज्ञान के संबद्ध विषयों के शैक्षणिक कार्यक्रमों को शामिल करना होगा। इसलिए, आईसीएआर-एयू प्रणाली के तहत सिंगल स्ट्रीम विश्वविद्यालयों को कृषि पर ध्यान केंद्रित करते हुए 2030 तक बहु-विषयक संस्थानों की ओर बढ़ने की जरूरत है। विभिन्न विषयों की सहभागिता विभिन्न तरीकों से हो सकती है। NEP 2020 मल्टीपल एंट्री और एग्जिट विकल्पों के साथ आता है। भारत में कृषि शिक्षा पहले से ही समय से आगे है और एक तरह से NEP 2020 के साथ संरेखित है। एनईपी 2020 चार साल की स्नातक डिग्री में बदलाव को निर्धारित करता है और कृषि डिग्री पहले से ही चार साल के कार्यक्रम हैं। एनईपी के तहत चार साल की कृषि डिग्री प्रवेश और निकास के विकल्प के प्रावधान के साथ आती है, जिसमें एक वर्ष के बाद प्रमाणपत्र की ओर अग्रसर होता है, डिप्लोमा के लिए दो साल बाद बाहर निकलता है।

वर्तमान में देश में उच्च शिक्षा 26.3% जीईआर के साथ बड़े पैमाने पर होने के चरण में है। एनईपी 2020 का लक्ष्य 2035 तक जीईआर को 26.3 प्रतिशत से बढ़ाकर 50 प्रतिशत तक करना है। एक और दिलचस्प तथ्य यह है कि हालांकि कृषि विश्वविद्यालयों में देश के सभी विश्वविद्यालयों का लगभग 9% शामिल है, कृषि और संबद्ध विज्ञान में नामांकन उच्च शिक्षा में सभी नामांकन के 1% से कम है। इसका अर्थ कृषि में जीईआर को वर्तमान प्रतिशत से बढ़ाना भी है। शैक्षणिक सत्र 2021-22 से वार्षिक आधार पर कम से कम 10 प्रतिशत सीटों की वृद्धि के साथ कृषि विश्वविद्यालयों में सकल नामांकन अनुपात (जीईआर) बढ़ाने के निर्देश दिए गए हैं और इसके लिए राष्ट्रीय परीक्षण एजेंसी (आई.सी.ए.आर.) एनटीए) यूजी/पीजी/पीएचडी के लिए सभी एयू में छात्रों के प्रवेश के लिए एयू द्वारा प्रवेश के लिए उपयोग किया जा सकता है। यूजी के लिए प्रवेश परीक्षा क्षेत्रीय भाषाओं में और शिक्षा मंत्रालय के निर्देशों के अनुसार

अकादमिक बैंक ऑफ क्रेडिट (एबीसी) के अनुपालन में आयोजित की जा सकती है।

NEPके तहत प्राथमिक शिक्षा से लेकर अध्यापक शिक्षा तक भिन्न संस्थाओं के लिए अजेंडा तैयार करते हुए उन पर एक नई पाठ्यचर्या की तैयारी का सुझाव देती है, लेकिन कृषि शिक्षा की रूपरेखा के निर्माण के लिए किसी शास्त्रीय शिक्षण योजना का उल्लेख नहीं करती है। वैसे इसी दस्तावेज में यह बताया गया है कि देश भर के तमाम विश्वविद्यालयों में से केवल नौ प्रतिशत में ही कृषि की पढ़ाई होती है, और उच्च शिक्षा में पहुंचने वाले समस्त विद्यार्थियों में से एक प्रतिशत से भी कम कृषि को अपना विषय चुनते हैं। अर्थव्यवस्था में अगर लगातार खेती का रकबा घटता जा रहा है तो इसके पीछे की वजहों को जानना जरूरी है। उत्पादन व उत्पादकता को बढ़ाकर कृषि की प्रगति दर को तेज करने तथा किसानों को सशक्त बनाने की दिशा में वर्तमान सरकार द्वारा विभिन्न व्यापक योजनाओं को क्रियान्वित किया गया है। किसान उत्पादक संगठनें भी किसानों एवं कृषि-क्षेत्रों की चुनौतियों के समाधान में महत्त्वपूर्ण भूमिका निभाएंगी। बहु-विषयक और समग्र शिक्षा पर अधिक ध्यान केंद्रित करने के लिए NEP 2020 के व्यापक जनादेश को ध्यान में रखते हुए, कृषि में उच्च शिक्षा प्रदान करने वाले संस्थानों की संरचना पर फिर से विचार करना होगा। समग्र शिक्षा प्रदान करने वाले बड़े बहु-विषयक विश्वविद्यालयों की आवश्यकताओं को पूरा करने के लिए यह आवश्यक है।

उच्च शिक्षा संस्थानों (एचईआई) को अपने पाठ्यक्रम को फिर से तैयार करना होगा, कई प्रवेश और निकास स्तरों को पेश करना होगा, अकादमिक बैंक ऑफ क्रेडिट को समायोजित करने के लिए डिजिटल हस्तक्षेप करना होगा, अन्य एचईआई के साथ मजबूत साझेदारी करनी होगी ताकि वे एक संस्थान से छात्रों द्वारा अर्जित क्रेडिट को स्थानांतरित करने में सक्षम हो सकें। एनईपी 2020 के प्रावधानों के अनुसार, देश में उच्च कृषि शिक्षा में व्याप्त विखंडन को कृषि विश्वविद्यालयों या कॉलेजों को बड़े बहु-विषयक विश्वविद्यालयों, कॉलेजों और एचईआई समूहों या नॉलेज हब में बदलकर समाप्त किया जाना है। इनमें से प्रत्येक एचईआई में कम से कम 3,000 छात्र होंगे। एनईपी 2020 का एक अन्य महत्वपूर्ण प्रावधान कृषि बहु-विषयक एचईआई बनाने का है। विभिन्न विषयों की ज्ञान धाराएं सामाजिक, आर्थिक और प्राकृतिक घटना को समझने के लिए बेहतर अंतर्दृष्टि प्रदान कर सकती हैं।

निष्कर्षतः कहा जा सकता है कि कृषि क्षेत्र उत्पादन और रोजगार की दृष्टि से भी सबसे बड़ा क्षेत्र है, इसलिए नई शिक्षा नीति का कृषि शिक्षा में समावेश को लेकर शिक्षाविदों के साथ हो रहा यह विचार-विमर्श महत्त्वपूर्ण है। राष्ट्रीय शिक्षा नीति ने जिन आत्मनिर्भर भारतीय नागरिकों के निर्माण का सपना संजोया है, ऐसेनागरिकों में कृषि शिक्षा के माध्यम से 'उत्तम खेती मध्यम बान' की लोकोक्ति को साकार किया जा सकता था। देश में कृषि-उद्यमिता को बढ़ावा देने की अत्यंत आवश्यकता है, जिसके लिए भारत में कृषि शिक्षा प्रणाली को तेजी से बदलते अंतरराष्ट्रीय परिदृश्य के अनुरूप विकसित कर सकते है।

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प्रस्तावना

सरकारी धोरण मग ते कोणत्याही विषयावर असो त्याचा प्रभाव संबंधित क्षेत्रावर पडतोच. आणि पर्यायाने सर्वच जनतेवर. केंद्रीय शेतीविषयक धोरणाचा देशातील सर्वच शेतीक्षेत्रावर परिणाम होऊन शेवटी जनसामान्यांवर तो पोहोचतो.देशातील प्रत्येक व्यक्ती प्रत्यक्ष व अप्रत्यक्षपणे शेतीशी जोडलेली आहे." अन्नात भवन्ति भूतानि" असे भगवत गीतेत म्हटले आहे. म्हणजे प्रत्येक जीव हा अन्नापासूनच निर्माण झाला आहे.म्हणजे अन्न हेच त्याचे जीवन आहे. अन्नावरच प्रत्येक जीव अवलंबून आहे आणि शेती तत्सम व्यवसायापासून अन्ननिर्मिती शक्य आहे. शेती म्हणजे प्रत्यक्ष शेतजमिनीवरीलच काम असे नसून शेतीजीवनाशी संबधीत सर्वच कामे त्यात येतात.प्रक्रिया, साठवणूक, वाहतूक, धान्यशेती, फळ-फुल- भाज्यांची शेती, अगदी मक्षिकापालन पासून दुग्ध, कुक्कुटपालन, शेळीपालन, गोपालन, लोकर, कापूस, चहा, साखर सर्वच त्यासंबंधित व्यवसाय आहेत आता तर शेततळे,मत्यबीज, मत्यवयवसाय पवन ऊर्जा व सौर ऊर्जा पण शेतकरी निर्माण करू लागला आहे. एव्हढे सर्व प्रोत्साहक शेती धोरण असूनही उत्पादनात अपेक्षित वाढ दिसून येत नाही. कारण विस्तृत देश, विविध प्रकारचे हवामान व भौगोलिक स्थिती, अपूर्ण सुविधा, शैक्षणिक अनास्था, धोरण अंमलबजावणीतील अडथळे या सर्वावर एकच नियंत्रण पुरेसे काम करू शकत नाही.त्या करीता देशात सर्वत्र जिल्हा पातळीवर जिल्हाधिकाऱ्यांच्या पातळीवरील स्वतंत्र शेतीविकास यंत्रणा गरजेची आहे. त्याला जिल्ह्यातील सर्वोच्च संबधीत अधिकार असले पाहिजेत. व तोच विकासाला जबाबदार ठरविला पाहिजेत.. सदर नियंत्रक हा संबधीत राज्यातीलच आवश्यक आहे.त्याला स्थानिक भाषा, संस्कृती पूर्वापार व आधुनिक शेतीची समज असणे गरजेचे आहे. महाराष्ट्रातील नाशिक जिल्ह्याला आसामचा नागरीक जर शेती नियंत्रक म्हणून आला तर तो शेतीच्या विकासाऐवजी कार्यालयाचाच विकास करू शकेल. फक्त कागदपत्रांचा विकास होईल म्हणून केंद्र व राज्य सरकारांनी योग्य तो विचार करून एकत्रित धोरण ठरवून निर्णय घेऊन ठामपणे योग्य दिशेने पावले उचलली पाहिजे.

अभ्यासाची उद्दिष्टे :

प्रत्येक गोष्टीला उद्दिष्टे असते मग अभ्यासालाही असणारच त्या दृष्टीने विचार केला तर

१.१)सर्वप्रथम योग्य प्रकारचे शेती धोरण देशाचे भौगोलिक व हवामान पाण्याच्या उपलब्धतेनुसार काही भाग कल्पून त्या त्या भागाची खास वैशिष्टे असलेली व मोठयाप्रमाणावर येणारी पिके त्यांचे नियोजन करून त्याच भागात त्यांना प्राधान्य देऊन प्रोत्साहन व मदत केली पाहिजे उदा. पंजाबात गहू, उत्तरप्रदेश, बिहारमध्ये मोहरी-ऊस, बंगाल-ताग, आसाम चहा, महाराष्ट्र द्राक्ष, कांदे, ऊस, दक्षिण भारत तांदूळ, नारळ इ. अशा प्रकारचे शेती विभाग अभ्यासपूर्ण पद्धतीने तयार करून उत्पनाचे वार्षिक उत्पादनाचे लक्ष ठरवून धोरण कार्यन्वित करण्याची गरज आहे.

१.२)आपल्या अभ्यास विषयाचे उद्दिष्ट "धोरण" हेच आहे.त्याकरिता विभागवार समित्या नेमून त्यांच्यामार्फत धोरणाचे आराखडे घेऊन सर्वसमावेशक किंवा विभागवार धोरण व नियोजन ठरविणे गरजेचे आहे. व ठराविक

भागात ठराविकच पिके घेऊन उत्पन्न वाढविले पाहिजे. ६० ते ७० % शेती हि धोरणात्मक पिकाखालीच असली पाहिजे व उर्वरीत जमिनीत शेतकऱ्यांनी ऐच्छिक पिके घ्यावीत. म्हणजे देशात ठराविक पिक ठराविक प्रमाणात येऊन त्याचा भाव पडणे तेजी येणे वैगेरे होणार नाही.

२.०) अभ्यासाची आखणी

आजच्या विज्ञान युगात विकासाने पण गती घेतली आहे. त्याच गतिने आपण पुढे गेलो नाही तर आपण जगाच्या तुलनेत मागे पडतो. त्या करीता धोरणात्मक आखणीची आवश्यकता आहे. धोरणच नसेल तर उत्पादन व खर्चाचा ताळमेळ बसणार नाही.उद्देशपूर्ततेसाठीच आखलेली योजना म्हंणजे धोरण होय.आर्थिक उपलब्धता,जनतेची मागणी,यांचे संतुलन साधने म्हणजे नियोजन त्या करिता आवश्यक त्या कृतींची व्यवस्था म्हणजे नियोजन मग त्या नियोजनाकरिता अभ्यासाची दिशा, सखोलता विषयानुसार त्याची गरज (मागणी) व भावी पुरवठा या सर्वच गोष्टींचा सखोल अभ्यासाकरिताच हा एक छोटासा प्रयत्न आहे.

३) नियोजन

योग्य नियोजनाअभावी चांगल्या योजनांचा /धोरणांचा सुद्धा योग्य तो उपयोग होत नाही. म्हणून नियोजन व धोरण हे एकाच नाण्याच्या दोन बाजू असल्या पाहीजे. धोरणाच्या कार्यवाहीच्या विचारपूर्वक पायऱ्या टप्पे बनविण्यात येऊन त्यांची अंमलबजावणी क्रमशः झाली पाहीजे. नाहीतर योजनाच हास्यास्पद ठरते. नियोजनात रस्ते वाहतूक, साठवणे, अर्थपुरवठा, बियाणे-खते -औषधी पुरवठा,vवाटपयंत्रणा, तांत्रिक व शास्त्रीय मार्गदर्शन हे प्रमुख मुद्दे विचारणीय आहेत.जिल्हाधिकाऱ्यांच्या अधिकार पात्रतेचा जिल्हा कृषी अधिकारी प्रत्येक जिल्हा पातळीवर नेमून त्याला आवश्यक ते अधिकार दिले पाहिजेत. व त्याच्या कामातील दुर्लक्ष, चुकीचा निर्णय,त्यामुळे होणाऱ्या नुकसानीस त्यास जबाबदार धरले पाहीजे. तसेच सदर अधिकारी हा त्या भागातील भाषा, संस्कृती, चालीरिती, यांच्याशी संबधीत असला पाहीजे. महाराष्ट्रातील नाशिक जिल्ह्याला आसाम,त्रिपुरा, येथील प्रथमवर्ग जिल्हा कृषीअधिकारी नेमला तर फक्त कार्यालयीन कागदपत्रे वाढतील. शेती उत्पादनांचे सांगता येणार नाही. याची पण नियंत्रणात दक्षता घेतली गेली पाहीजे.कमीत कमी शेतीअधिकारी तरी त्या त्या राज्यातीलच असणे आवश्यक आहे.

आता आपण धोरणाविषयी विचार करू शेती म्हणजे एकच एक विषय नाही. एखाद्या कारखान्यामधे एखाद्या प्रकारचे ठराविक उत्पन्न निघते. तसे शेतीचे नाही. त्याचे विषय अनेक समस्या अनेक गरजा आपण येथे काही गोष्टींचा नमुना म्हणून विचार करू

४) नमुना दाखल विषय

४.१) शेतात पॉलिहाऊस सोबत शेततळे, पाझर तलाव, छोटे मोठे बंधारे यात मत्सबीज, मत्स्यशेती केली जाते. विहीर किंवा कालवा सिंचन मातीनमुन्यानुसार हवामान खात्याच्या अंदाजानुसार शेतकऱ्यांनी पीकपेरणी करावी. शेतीखात्याच्या सूचनांनुसार नियोजन करावे. व एवढे करूनही नैसर्गिक आपत्तीने चुकीच्या हवामान अंदाजाने नुकसान झालेच तर सरकारने पूर्णपणे नुकसान भरपाई घ्यावी.या साठी फक्त भांडवलदारांचाच विकास करणारी विमा कंपनी पाहीजे कशाला? भरपाई सरकारने घ्यायची व मलई विमाकंपन्यांनी खायची. ही कसली भोंगळ व्यवस्था? तसेच वातानुकुलित हवामान खात्याच्या कार्यालयातूनच अंदाज कथन करणे म्हणजे रस्त्यावरच्या जोतिषाने १० रु घेऊन सर्व आयुष्याचे भविष्य सांगण्यासारखे आहे. त्या व्यक्तीची परत भविष्यात भेटही होत नाही. याला शास्त्र म्हणत नाही. शास्त्रीय अंदाज नसतील तर नोकरी टिकविण्याकरिता हे खाते चालविले जाते का ? याच्यावर पुनर्विचार होणे आवश्यक आहे. त्यांना त्यांच्या अंदाजाबाबत जबाबदार धरले पाहिजे. ४.२))ऋतुमानानुसार अखेरीस शेतमाल तयार झाल्यावर तो बाजारात केव्हा जाईल व दोन पैसे संसाराकरीता केव्हा वापरायला मिळतील असे होऊन शेतकरी खरेदी विक्री संघात माल नेतो.व भाव पडला कोसळला तर वाहतूक खर्च सुध्दा सुटत नाही. मग त्याच्या नशिबी येते ती निराशा याचे कारण शेतकऱ्यांची आर्थिक अडचण साठविण्याची गैरसोय, भविष्यात भाव वाढीची पण हमी नसते. या सर्व गोष्टीतून महाकष्टाने

मोठ्या आशेने लावलेले कांदे, टोमॅटो, फळे, भाज्या रस्त्यावरच टाकून देतो.आणि हताश होऊन बसतो.

ज्याच्या जीवावर देश जिवंत राहतो त्याच्या जीवाची ही हेळसांड का? याचे कारण शेती धोरणातील उणीवा याकरिता गाव पातळीवर १ -१ सरकारी गोडाऊन पाहिजे तेथे मालाची मोजदाद करून माल ठेऊन घेऊन सरकारी दराने त्वरित आगाऊ उचल मिळाली पाहिजे. अशी व्यवस्था झाली तर मग मात्र शेतक़्याऐवजी व्यापारीच करू लागतील.अर्थात व्यापारी देखील नागरिकच असल्याने त्यांचा देखील विचार करणे अपेक्षित आहे.

त्यांना प्रमाणित दराने व्यापारात नफा मिळवायला परवानगी दिली पाहिजे. त्यांना प्रमाणित दराने व्यापारात नफा मिळवायला परवानगी दिली तर जनतेला पण स्वस्ताईचा अनुभव घेता येईल. आजची स्थिती अशी आहे की खरेदी-विक्री संघात कांदा २ रु किलो शेतकरी आत्महत्याग्रस्त त्यांचे कुटुंब उध्वस्त व बाजारात गरिबाला सुध्दा कांदा २० रु किलो ने विकत घ्यावा लागतो. मग हा पैसा जातो कुठे? "शेतकरी कंगाल तर व्यापारी मालामाल ही उणीव दूर झाली पाहिजे" ऑनलाईन व्यापारी पद्धतीने शेतक़्यांना कोणताही शेतीमाल थेट परदेशात पाठविता आला पाहिजे. व योग्य तो भाव पदरात पडून घेता आला पाहिजे.जनतेला महागाईचा सामना नको म्हणून शेतीमाल निर्यातीवर बंधन हे धोरण चुकीचे आहे.शेतकरीच फक्त जनतेला जबाबदार आहे का? इतर कारखानदार जनतेकरिता माल निर्यात न करता स्थानिक बाजारातच विकतात का? मग शेतक़्यांनाच बळीचा बकरा का बनविले जाते? "शेतकरी सुखी झाला पाहिजे "शेतक़्याचे सरकार" ही घोष वाक्ये कशाकरिता वापरली जातात?

४.३) सेंद्रिय शेतीसाठी येणारा ज्यादा खर्च सरकारने सोसला तर देशाची आरोग्य स्थिती सुधारेल व सरकारचा आरोग्य सुविधा पुरविण्याचा खर्च कमी होईल. जनतेचा शारिरीक/ मानसिक त्रास वाचेल.देशाची आरोग्य पातळी, जीवनमान, आयुष्यमान सुधारेल यावर विचार झाला पाहिजे. ४.४)भांडवली खर्चाची व्यवस्था होण्याकरीता परदेशी कंपन्यांना देशात थेट शेतीमाल खरेदीची परवानगी दिल्यास मोठ्या प्रमाणात परदेशी चलन उपलब्ध होईल. गाव पातळीवर त्यांना आधुनिक गोडाऊन बांधण्याची सक्ती करावी म्हणजे तो खर्चही सरकारचा वाचेल.व्यापारी नफा काही प्रमाणात देशातच गुंतविला पाहिजे.असा नियम केला पाहिजे.शेती व शेतकरी डोळ्यापुढे ठेऊनच धोरण आखले पाहिजे. ४.५)साखर उद्योग व आता अल्कोहल, इथिनोल, मद्य इ.उत्पादने सुद्धा शेतीशी निगडित आहे. पूर्वीचे सहकारी साखर कारखाने आता भंगाराच्या भावाने खाजगी कंपन्या-पुढाऱ्यांशी संबधीतच ना विकले जातात. त्या रकमेतून फक्त जमिनीची किंमत सुद्धा वसूल होत नाही. मग त्यातून सभासद शेतक़्यांच्या वाटयाला काय येते ? फक्त दूरदैवच ! सहकारी साखर कारखान्याची उभारणी शेतक़्यांच्या व सरकारच्या पैशातून होते. जमीन सरकारची व क्षणात हे सर्व तिसऱ्याच्या घशात कसे जाते? त्यापेक्षा कारखाना भंगारात विकून जमीन सरकार जमा का केली जात नाही. जनतेला हे समजत नाही - असे सरकारला वाटते का?तोट्यात चालणाऱ्या सहकारी साखर कारखान्याच्या संचालक मंडळाला का जबाबदार धरले जात नाही? सहकारी कारखाना विकत घेणाऱ्या खाजगी कंपनीत पूर्वीच्या सभासद असणाऱ्या शेतक़्याला सभासदत्व का मिळत नाही? कारखाना विकण्याची कल्पकता दाखवितांना सभासदत्वाची कल्पना का सुचत नाही. ही सगळी अनुत्तरित प्रश्नावली आहे. पूरक इंधन म्हणून इथेनॉलचा वापर वाढविण्यास शेतीला उत्तेजन मिळू शकते. तसेच सेंद्रिय इंधन म्हणून काही सेंद्रिय तेलांचा वापर सुरु झाला.तरी शेतीला मदत होईल.परदेशी चलन वाचेल. तशा कामाकरीता राज्यपातळीवरसंशोधन केंद्रे सुरु केल्यास बाहेर जाणारी विद्वत्ता येथेच कामास येईल. हायब्रीड पालेभाज्या, धान्य संशोधन केंद्रे, शेतीमालाचे संस्कार केंद्रे, प्रोसेसिंग युनिट्स सुरु केले पाहिजे. प्रोसेस केलेले पदार्थ निर्यातीत जास्त नफा मिळू शकतो. सोयामिल्क, सोया मिठाई , सोयापनीर यांचे उत्पादन वाढविण्यापेक्षा संशोधित जास्त दुधाच्या जनावरांची पैदास वाढविली तर आरोग्य सुधारेल.अन्नाची गुणात्मक वाढ होईल. या सोयाबीनचा

वापर खाद्यतेलासाठी केल्यास खाद्यतेलाची आयात कमी होईल.

सारांश

५.१) उत्पादन वाढ, उत्पादनातील बदल नविन पर्याय हेच धोरणाचे प्रमुख घटक असले पाहिजेत. फक्त चुका काढणे हा उद्देश न ठेवता त्याला पर्यायी मार्ग सुचविले आहेत त्याचा विचार व्हावा.

५.२)ब्रिटिश काळापासून ब्रिटिशांच्या व्यापारी स्वार्थातून का होईना परंतु ईशान्य भारतात-आसाम वैगेरे भागात चहामळ्यांची सुधारणा झाली आहे.त्याच पद्धतीने पूर्ण भारतात पूर्ण शेतीची सुधारणा अपेक्षित आहे.

संदर्भसूची:

१)नियमित दिव्य मराठी इकॉनॉमिक्स टाइम्स तसेच नियमित टेलिव्हिजन न्यूज

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नवे शैक्षणिक धोरण व वंचित घटक

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प्रस्तावना— सन २०२० मध्ये नवे शैक्षणिक धोरण जाहिर करण्यात आले व त्याची अंमलगजावणी या वर्षापासुन सुरु करण्यात येणार आहे. देशातील प्राचिन शिक्षण व्यवस्था लक्षात घेऊन हे शिक्षणाचे धोरण तयार करण्यात आले आहे. सध्याच्या आधुनिक विज्ञान व तंत्रज्ञानाच्या युगात सध्याची शिक्षण व्यवस्था कुचकामी ठरत असल्यामुळे त्याचे परिणाम समाजावर होत आहे. फक्त शिक्षण घेऊन विद्यार्थ्यांना रोजगाराच्या संधी उपलब्ध होत नाहीत त्यामुळे मोठया प्रमाणावर बेकारी निर्मान होण्यास सुरवात झाली आहे. म्हणुन सर्वस्वी शिक्षण विकसित करण्यासाठी विज्ञान व तुंत्रज्ञानाबरोबर इतर कला, साहित्य, हस्तकला, खेळ, भाषा, संस्कृती व नितीमुल्ये यांचा समावेश असणे आवश्यक आहे, म्हणुन या सर्वांचा विचार करून नवीन शिक्षण धोरण तयार करण्यात आले आहे.

नवीन शैक्षणिक धोरणाची तत्वे—

१. शिक्षणाच्या अभ्यासक्रमात सुसुत्रता आणणे
२. समानता व सर्वसमावेशक शिक्षण
३. अभ्यासक्रमात विविधता.
४. अनुभवात्मक शिक्षण.
५. स्थानिक भाषेस प्रोत्साहन.
६. बहुशाखीय शिक्षण व्यवस्था.
७. विद्यार्थ्यांच्या क्षमतेनुसार शिक्षण.
८. विद्यार्थ्यास इच्छेनुसार अध्ययन व अध्यापन.
९. तंत्रज्ञान व डिजिटलचा वापर.
१० संस्कृती,रुढी परंपरा यांचे जतन.
१०. रोजगाराच्या विविध संधी.
११. ५+३+३+४ शिक्षणाचा नवीन आकृतीबंध.
१२. खाजगी शिक्षण संस्था व विद्यापीठांना मान्यता.
१३. शाळा व महाविद्यालयाच्या गटांची स्थापना.
१४. वंचित विद्यार्थ्यांना मदत व संधी.
१५. शिक्षक हा शिक्षणाचा केंदबिदु.
१६. उच्च शिक्षणाची समान प्रवेश प्रक्रिया.

वरील तत्वांवर आधारित नवीन शैक्षणिक धोरण सरकारने २०२३ पासुन राबविण्याचे ठरविले आहे व इ.स. १९३० पर्यंत सर्व देशभरात हि शिक्षण व्यवस्था लागु करण्याचा मानस आहे. या धोरणाचा परिणाम समाजातील सर्व घटकांवर मोठया प्रमाणावर होणार आहे. सर्वच शिक्षण व्यवस्था हि सरकारच्या व खाजगी मालकीची राहील. अशा या शिक्षण व्यवस्थेस समाजातील सर्वच घटकांना योग्य दर्जेदार शिक्षण देण्याची संधी त्यांना या मार्गाने उपलब्ध होणार आहे. नवीन राष्ट्रीय शिक्षण धोरणात समाजातील मागासवर्गीय विद्यार्थी, मुली, अपंग विद्यार्थी या वंचित घटकांचा देखिल विचार केलेला आहे त्यांच्यासाठी वेगवेगळया योजना लागु करण्याचे तत्व त्यांनी या शैक्षणिक धोरणात सांगीतले आहे कारण देशाची प्रगती जर करायची असेल व सर्वत्र शिक्षणाचा प्रसार करावयाचा असेल तर या घटकासाठी नवीन योजना राबविणे हिताचे आहे हा वंचित आपले धोरण

वंचित घटकांसाठी योजना —

वंचित घटकांच्या परिभाषेत सर्व दलित, अदिवासी, स्त्रिया, थर्ड जेंडर व सामाजिक व आर्थिकदृष्टया मागासलेला समाज या सर्व विद्यार्थ्यांचा समावेश होतो. शिक्षणाच्या बाबतीत उपेक्षित असलेल्या सामाजिक व आर्थिकदृष्टया वंचित गटात अजुनही फार मोठी असमानता आहे म्हणुन नवीन शैक्षणिक धोरणात या वंचित घटकांच्या शिक्षणाबाबत सरकारने विचार केलेला आढळतो. त्यात त्यांनी समानता व सर्वसमावेशक शिक्षण या तत्वास महत्वाचे स्थान दिलेले आहे. त्यानुसार वंचित घटकांना देखिल चांगल्या प्रकारचे उच्च दर्जेदार शिक्षण मिळायला हवे म्हणुन नविन शैक्षणिक धोरणात वंचित घटकांसाठी खालील प्रकारचे तत्वे सांगीतलेली आहे.

१. सामाजिक न्याय व समानता हे तत्व फक्त शिक्षणाशिवायच पुर्ण होईल म्हणुन या शैक्षणिक धोरणात यास महत्वाचे स्थान देण्यात आले आहे. वंचित घटकांना यात समाविष्ट करुन शिक्षणाचा प्रसार व प्रचार करणे आवश्यक आहे तरच त्यांच्यातील सामाजिक दरी कमी होऊन देशात समानता प्रस्तापित होण्यास सरुवात होईल.
२. स.न.२०१६—१७ या वर्षाच्या सर्वेक्षणानुसार प्राथमिक, माध्यमिक, उच्च माध्यामिक व उच्च शिक्षणातील सर्व विद्यार्थ्यांच्या गळतीचे प्रमाण हे फक्त वंचित घटकांचेच आहेत कारण त्यांना पुरेशा प्रमाणात कोणत्याच प्रकारच्या सोयी सुविधा उपलब्ध नसतात म्हणुन त्यांचे हे गळतीचे प्रमाण कमी करावयाचे असेल तर त्यांना या सर्व सुविधा उपलब्ध करुन दिल्या पाहिजे.
३. गरिबी, सामाजिक रूढी परंपरा, भाषा, अंधश्रध्दा, जातियता इ. मुळे मागासलेले विद्यार्थी शिक्षणाकडे फारसे लक्ष देत नाहीत त्यामुळे शिक्षणातील त्यांची आवड व रूची कमी होण्यास मदत होते. म्हणुन या कडे विशेष लक्ष देणे आवश्यक आहे.
४. अदिवासी समाजातील विद्यार्थी प्राथमिक शिक्षण हे आपल्या गावात व पाडयावर मिळत असल्याने ते थोडया प्रमाणात आपले शिक्षण पुर्ण करु शकतात परंतु पुढील शिक्षणात त्यांच्या भाषेचा फार मोठा परिणाम त्यांच्या शिक्षणावर होतो कारण त्यांना त्यांच्या मातृभाषेतून व बोली भाषेतून किंवा स्थानिक भाषेतून शिक्षण मिळाले पाहिजे म्हणुन या शैक्षणिक धोरणात स्थानिक भाषेतुन शिक्षण मिळणे आवश्यक आहे असे म्हटले आहे.

५. दिव्यांग मुलांच्या शिक्षणासाठी व सक्षमीकरणासाठी त्यांना इतर मुलांप्रमाणे दर्जेदार शिक्षण मिळविण्यासाठी समान संधी पुरविणारी यंत्रना तयार करण्याचे धोरण या शैक्षणिक धोरणाने मान्य केले आहे व त्यासाठी नव नवीन योजना तयार करणे आवश्यक आहे.

६. दिव्यांग विद्यार्थ्यांमध्ये आत्मविश्वास निर्माण होणेसाठी व योग्य शिक्षण मिळणेसाठी खास प्रक्षिशित शिक्षकांची नियुक्ती करणे आवश्यक आहे.

७. ग्रामीण अथवा अति दूर्गम भागातील विद्यार्थ्यांना शाळेत येणे जाणेसाठी सायकली पुरविण्याची तरतुद करावी असे म्हटले आहे. प्रामुख्याने मुलींनी गटागटाने शाळेत आल्यास त्यांच्यात आत्मविश्वास निर्मान होऊन त्यांना सुरक्षितता लाभेल.

८. शैक्षणिकदृष्टया वंचित असलेल्या देशातील किंवा राज्यांतील काही भागांचे खास शैक्षणिक विभाग जाहीर करावेत व त्यांना विशेष सवलती देऊन त्या भागाचा विकास करावा व शिक्षणाच्या प्रसारासाठी महत्वाच्या योजना तयार कराव्यात.

९. मुलींच्या शिक्षणात येणारे अडथळे दुर करुन त्यांना शिक्षणाच्या प्रवाहात सामील करणेसाठी योग्य त्या उपाय योजना तयार कराव्यात.

१०. समाजातील सर्व मुलींना व ट्रान्स जेंडर विद्यार्थ्यांना न्याय्य गुणवत्तापुर्ण शिक्षण देण्यासाठी व त्यांना मदत करण्यासाठी भारत सरकार एक समावेश निधी तयार करेल व इतर राज्यांना यांच्या विकासासाठी तसेच त्यांच्या शिक्षणासाठी मदत म्हणुन अनुदान उपलब्ध करुन देईन.

११. वंचित घटकातील विद्यार्थ्यांना मदत करण्यासाठी वंचित भागात अतिरिक्त जवाहर नवोदय विद्यालये व केंद्रिय विद्यालये स्थापन करेल व त्यांच्यासाठी वसतीगृहाची सुविधा उपलब्ध करुन देण्यात येईल व या सर्व शाळा एकमेकांना जोडल्या जातील.

१२. दिव्यांग विद्यार्थ्यांना पायाभुत स्तरापासुन उच्च शिक्षणापर्यंत सामान्य शालेय प्रक्रियेत पुर्णपणे सहभागी करुन घेतले जाईल व यासाठी त्यांना सक्षम केले जाईल.

१३. अपंग व्यक्ती अधिकार कायदा २०१६, या कायदयाची प्रभावीपणे अंमलबजावणी केली जाईल व त्यांच्या शिक्षणात येणारे अडथळे दुर केले जातील व त्यांना शिक्षणासाठी सर्वस्वी मदत केली जाईल.

१४. दिव्यांग विद्यार्थ्याच्या शिक्षणासाठी विविध अपंगत्वांशी संबधित प्रशिक्षण घेतलेल्या खास शिक्षकांची भरती केली जाईल.

१५. दिव्यांग विद्यार्थ्यांसाठी रहिवासी सुविधा व त्यांच्या गरजा पुरविण्यासाठी व वर्गात त्यांचा पुर्ण सहभाग व समावेश सुनिश्चित करण्यासाठी शिक्षण संकुल मदत करेल त्यांना पुरेशी आणि भाषिकदृष्टया योग्य अध्ययन अध्यापन सामुग्री पुरविली जाईल.

१६. दिव्यांग असलेल्या मुलांसाठी खास शिक्षणतंज्ञाच्या मदतीने संसाधन केंद्रे स्थापन केले जातील व त्यांच्या पुनर्वसनासाठी आणि शैक्षणिक गरजांसाठी मदत करतील व आवश्यकतेनुसार त्यांच्या पालकांना सहाय्य करतील व मुलांना त्यासाठी खास शिष्यवृत्ती दिली जाईल.

१७. घरी शिक्षण घेत असलेल्या दिव्यांग मुलांना इतर सामान्य मुलांप्रमाने वागविले पाहिजे समता व संधीची समानता हे तत्व वापरुन घरातील शिक्षणची कार्यक्षमता व परिणामकारकता यांचे ऑडिट केले जाईल व त्यानुसार मार्गदर्शक तत्वे व मानके विकसित केली जातील.

१८. मागासवर्गीय विद्यार्थ्यांच्या शैक्षणिक विकासातील तफावत दुर करण्यासाठी विशेष लक्ष देण्यात येईल. शिक्षणातील सहभाग वाढविण्यासाठी ग्रामीण व अतिग्रामीण भागात खास वसतिगृहे स्थापन केले जातील. त्याच प्रमाणे प्रतिभावान विद्यार्थ्यांसाठी शुल्कमाफी केली जाईल व त्यांना शिष्यवृत्ती दिली जाईल.

१९. अदिवासी भागामध्ये राज्य शासनाने संरक्षण मंत्रालयाच्या देखरेखीखाली शाळांमध्ये एन.सी.सी. सुरू करण्यास प्रोत्साहन दयावे यामुळे विद्यार्थ्यांना नैसर्गिक प्रतिभा व विशेष सुप्त गुणांचा उपयोग करता येईल व त्यामुळे त्यांना संरक्षण दलात यशस्वी करिअर करण्याची संधी उपलब्ध होईल.

२०. सर्व वंचित घटकांना शिक्षणाच्या प्रवाहात आणण्यासाठी व त्यांना शिक्षणाची संधी उपलब्ध व्हावी म्हणुन सरकार त्यांना शिष्यवृत्ती देईन व या सर्व वेगवेगळया शिष्यवृत्या एकच वेबसाईटवर उपलब्ध करून देण्यात येतील. जेणेकरून सर्व विद्यार्थ्यांना त्याची योग्य माहिती मिळैल व त्यांना सहज पध्दतीने अर्ज करता येईल.

२१. खाजगी शिक्षण संस्थांनी वंचित घटकातील विद्यार्थ्यांना शुल्कमाफी करून त्यांना स्वतंत्र शिष्यवृत्ती योजना लागु केली पाहिजे.

२२. वंचित घटकातील विद्यार्थ्यांना उच्च शिक्षणात प्रोत्साहन देण्यासाठी महाविद्यालयांनी मदत व समुपदेशक केंद्रे स्थापन केले पाहिजे. नवीन शैक्षणिक धोरणात खाजगी करणास मोठे प्रोत्साहन दिले असले तरी गरीब व वंचित घटक यांचे भयानक प्रश्न निर्माण होण्याची शक्यता नाकारता येणार नाही म्हणुन सरकारने समानता व सर्वसमावेशक शिक्षण या तत्वाच्या आधारे सर्वांना शिक्षण मिळाले पाहिजे व कोणताही वंचित घटक शिक्षणापासुन वंचित राहु नये याची काळजी घेतलेली आढळते.

मुल्यमापन/निष्कर्ष — नवीन शैक्षणिक धोरणात सरकारने भविष्यकाळातील भारताच्या विकासाचा फार मोठा विचार केलेला आढळतो कारण सध्याच्या आधुनिक व डिजिटल युगात पारंपारिक शिक्षणातुन विद्यार्थ्यांना मुक्त करून त्यांना नवीन रोजगार विमुख शिक्षणाकडे नेणे गरजेचे आहे. २१ व्या शतकातील शिक्षणाच्या महत्वांकाक्षी उद्दिष्टांशी सुसंगत अशी नवीन प्रणाली तयार करण्यासाठी हे धोरण महत्वाचे वाटते यात सर्व समाजातील घटकांच्या शैक्षणिक विकासावर विचार करण्यात आलेला आहे. प्रामुख्याने दलित,अदिवासी, स्त्रिया, दिव्यांग तसेच थर्ड जेंडर या सर्व वंचित घटकाचा शैक्षणिक दृ ष्टया मोठया प्रमाणावर विचार केलेला आढळतो. फक्त मुठभर श्रीमंताना शिक्षण देऊन देशाचा विकास होणार नाही तर, तळागाळापर्यंत हे आधुनिक शैक्षणिक धोरण गेले पाहिजे हे महत्वाचे आहे.तरच हे नवीन शैक्षणिक धोरण यशस्वी झाले असे आपणास म्हणता येईल. वंचित घटकांमध्ये शिक्षणाचा पसार व्हावा म्हणुन सरकारने अनेक उपाय योजना सांगीतलेल्या आहेत परंतु त्याची अंमलबजावणी योग्य रितीने

होणे आवश्यक आहे फक्त कायदे असुन त्याचा उपयोग होत नाही तर, हि शैक्षणिक व्यवस्था वंचितापर्यंत जाऊन त्याचे परिणाम समाजावर होणे आवश्यक आहे. नवीन शैक्षणिक धोरणात वंचित घटकांचा विकास होण्यासाठी वरील प्रकारची चांगली तत्वे सांगीतली गेलेली आहेत तरीही, या धोरणाचे मुल्यमापन केले असता अनेक चांगले व वाईट दुरगामी परिणाम वंचित घटकांवर होण्याची शक्यता नाकारता येत नाही.

१. शैक्षणिक धोरणात क्लस्टर किंवा शाळा महाविद्यालयाचे गट स्थापन करण्याची योजना सांगीतली गेलेली आहे साधारणता ३ हजार विद्यार्थी असणारे एक मोठे शैक्षणिक संकुल तयार करण्याचे ध्येय आहे त्यामुळे लहान शाळा महाविद्यालये बंद होण्याची शक्यता असल्याने विद्यार्थ्यांच्या गळतीचे प्रमाण वाढण्याची शक्यता आहे कारण लांबच्या ठिकाणी वंचित घटकातील विद्यार्थी शिक्षण घेण्यास जाईल असे वाटत नाही कारण त्यांच्या अनेक समस्या या बाबत अगोदर पासुन असतात त्यामुळे शैक्षणिक गळतीचे प्रमाण हे वंचितांचेच मोठया प्रमाणावर असते.

२. वंचित घटकांमध्ये शिक्षणाचे प्रमाण वाढविण्याचे व त्यांना प्रोत्साहन देण्याचे ध्येय या योजनेत सांगीतले आहे परंतु भारताच्या स्वांतत्र्य नंतरच्या काळात ७५ वर्षात सरकारने वंचित घटकांच्या प्रामुख्याने दलित व अदिवासी यांच्या शिक्षणासाठी अनेक योजना तयार केल्या परंतु त्यास फारसे यश आलेले आढळत नाही त्यामुळे वंचित घटकांमध्ये शिक्षणाचा प्रसार करण्यासाठी सरकारवर फार मोठी जबाबदारी रहाणार आहे.

३. वंचित घटकातील विद्यार्थ्यांना मदत करण्यासाठी वंचित भागात अतिरिक्त जवाहर नवोदय विद्यालये व केंद्रिय विद्यालये स्थापन करण्याची योजना यात सांगीतली आहे. आज अदिवासी भागात ज्या सरकारी आश्रमशाळा आहेत त्याकडे सरकार दुर्लक्ष करित आहे त्या बंद होण्याच्या मार्गावर आहेत या नवीन शैक्षणिक धोरणात सरकार तोटयात अश्या आश्रमशाळा चालवणार आहे का? असा एक प्रश्न निर्माण होणार आहे व शिवाय खाजगी भांडवलदार अदिवासी भागात पैसे खर्च करून शैक्षणिक संकुल तयार करतील काय? असा एक मोठा प्रश्न यामुळे निर्माण होणार आहे.

४. दिव्यागांच्या शैक्षणिक प्रगतीसाठी सरकारने आजही मोठया प्रमाणावर योजना तयार केलेल्या आहेत परंतु प्रत्यक्षात मात्र या सर्व योजनांची अमंलबजावणी होतांना कुठेच आढळत नाही म्हणुन या शैक्षणिक धोरणात त्यांच्या शैक्षणिक प्रगतीसाठी ठोस कार्यक्रम तयार करणे आवश्यक आहे व फक्त त्यांना साक्षर करून चालणार नाही किंवा त्यांना शिक्षणासाठी प्रोत्साहन देवुन चालणार नाही तर त्यांच्यासाठी रोजगाराच्या संधी उपलब्ध करून देणे आवश्यक आहे तरच ही योजना यशस्वी झाली असे म्हणता येईल.

५. मागासवर्गीय समाजास स्वांतत्र्यानंतरच्या ४० वर्षाच्या काळात आरक्षण असल्यामुळे मोठया प्रमाणावर सरकारी नोकरी मिळाल्या परंतु नंतरच्या काळात भारताने उदारीकरण व खाजगीकरण हे धोरण स्विकारल्याने आरक्षण असुनही त्याचा फायदा त्यांना होत नाही. या शैक्षणिक धोरणात कोठेही सरकारी नोकरी किंवा सरकारी रोजगार याचे तत्व सांगीतले नाही तर खाजगीकरणास यामुळे मोठया प्रमाणावर चालना मिळणार आहे.

६. नवीन शैक्षणिक धोरणात खाजगी शिक्षण संस्थांना किंवा भांडवलदारांना देशात शिक्षण संकुल स्थापन करण्यासाठी प्रोत्साहन देण्यात आले आहे त्यामुळे श्रामंत विद्यार्थीना तेथे गुणवत्तापुर्ण व दर्जेदार शिक्षण मिळणार आहे तर वंचित घटकातील विद्यार्थीना तेथे प्रवेश मिळण्यास अडचण निर्माण होणार आहे त्यामुळे इच्छा असुनही आर्थिक परिस्थितीमुळे ते अशा शिक्षणापासुन वंचित राहु शकतात.

७. विज्ञान,तंत्रज्ञान, ऑनलाईन व डिजिटल शिक्षणव्यवस्था निर्मान करण्याचे ध्येय यात सांगीतले आहे.परंतु आज ग्रामीण, अतिग्रामिण व आदिवासी पाडयांमध्ये विजेची समस्या मोठया प्रमाणावर आहे तेथे इंटरनेटची सुविधा नाही, विद्यार्थ्यांकडे मोबाईल नाही त्यामुळे ध्येय डिजिटल चे जरी असले तरी, प्रत्यक्षात ते यशस्वी होण्यासाठी बराच वेळ लागण्याची शक्यता आहे.

८. वंचित भागातील विद्यार्थ्यांना शिक्षणासाठी लांब अंतर पायी जावे लागते. अजुनही देशाच्या स्वातंत्र्याच्या ७५ वर्षानंतर अनेक गावात रस्ते, पुल, दळन वळनाची साधने नाहीत अशा या परिस्थितीत वंचित विद्यार्थीना योग्य शिक्षण मिळणार नाही तर, सरकारने वंचित भागात सुरूवातीस मुलभुत गरजा पुर्ण करून विद्यार्थ्यांना शिक्षणास प्रोत्साहन दिले पाहिजे. नवीन शैक्षणिक धोरणात अनेक तरतुदी चांगल्या सांगीतलेल्या आहेत प्रामुख्याने वचित घटकातील विद्यार्थ्यांना शिक्षणासाठी शिष्यवृत्ती देण्याची योजना या धोरणात योग्य सांगीतलेली आहे. त्यामुळे विद्यार्थ्यांना शिक्षण घेण्यास नक्कीच प्रोत्साहन मिळणार आहे. हे धोरण चागले असले तरी त्याची योग्य अमंलबजावणी होणे आवश्यक आहे व शिवाय इतर समाजातील घटकांची मानसिकतेमध्ये बदल होणे आवश्यक आहे तरचं वंचित घटकातील विद्यार्थ्यांना योग्य दर्जेदार शिक्षण मिळेल व त्यातुन त्यांना रोजगाराच्या संधी उपलब्ध होतील आणि त्यांचा विकास होईल.

९. मुलींच्या शिक्षणाकडे अजुनही ग्रामीण भागात फारसे लक्ष दिले जात नाही.त्यांच्यासाठी कोणत्याच प्रकारच्या सुविधा उपलब्ध नाहीत. नवीन शैक्षणिक धोरणात त्यांच्या विकासासाठी तरतुदी केल्या असल्यातरी त्याची अंमलबजावणी होणे आवश्यक आहे.

१०. थर्ड जेंडर बाबत अजुनही समाजात तिरस्काराची भावना आहे त्यांच्या शिक्षणाबाबत अजुनही विशेष कायदे व सुविधा उपलब्ध नाही त्यामुळे त्यांचे शिक्षण थांबुन गेले आहे. त्यांच्याकडे उदरनिर्वाहाचे कोणतेच प्रतिष्ठेचे साधन नाही.म्हणुन या नवीन शैक्षणिक धोरणात त्यांच्या शिक्षणासाठी विशेष तरतुदी केल्या पाहिजे. तरच, समाजात समानता व त्यांना प्रतिष्ठा निर्माण होईल.

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प्रास्ताविक-

कृषिप्रधान अर्थव्यवस्था ही भारतीय शेतीची ओळख असून २१ व्या शतकात जागतिक आर्थिक धोरणे आणि देशातील हरित क्रांतीमुळे झपाटयाने झालेल्या बदलांमुळे शेती आणि शेतीपूरक व्यवसायांमध्ये प्रचंड वाढ झालेली आहे.त्यामुळे शहरि आणि ग्रामीण ही विभागणी बदलत असून शहरातील सर्वच सुखसोयी आणि संस्कृती खेड्यांमध्ये येऊन पोहचली आहे. आधुनिक कृषी तंत्रज्ञान आणि भांडवलप्रधान तंत्रज्ञान यामुळे शेतीमध्ये दिवसागणिक झालेल्या बदलांचा परिणाम आणि शेतकरी जीवनात झालेले आधुनिक बदल हा नवीन युगाचा प्रारंभ भारतीय अर्थव्यस्थेचा अविभाज्य भाग ठरत आहे. भौगोलिक वैविध्य आणि हवामानातील विविधतेमुळे देशाच्या आणि राज्याच्या विविध भागात घेतल्या जाणाऱ्या ठराविक पिकांमध्येही हरितक्रांतीमुळे बदल होऊ लागले आहेत. कृषी क्षेत्रातही आर्थिक प्रेरणेनेच प्रभावित झालेली नगदी पिके मोठ्या प्रमाणात वाढत आहे. महाराष्ट्राच्या अनेक भागात ऊस, कापूस, कांदा, द्राक्षे व फळबागांची लागवड मोठ्या प्रमाणात वाढलेली दिसत आहे. त्यामुळे आधुनिक युगात शेतीक्षेत्र हे अज्ञान व अशिक्षितांचा प्रांत राहिला नसून शिक्षित ,पदवीधर व विशेषतः कृषी क्षेत्रातील आधुनिक समस्यांना कवेत घेणारे नानाविध अभ्यासक्रम हा अगामी काळातील शिक्षणाचा अविभाज्य घटक ठरत आहे. कृषी क्षेत्रातील सद्यस्थिती आणि आधुनिक शिक्षणाचा घनिष्ट संबंध प्रस्तुत लेखातून मांडण्याचा याठिकाणी मी प्रयत्न करीत आहे.

जागतिक हवामान बदल -

माती हवामान आणि पाऊस कोणत्याही प्रदेशाचे तेथील कृषीचे पायाभुत घटक असतात. त्यामुळे त्या प्रदेशातील पिके निश्चित होतात. मात्र तंत्रज्ञांनामुळे पिकपद्धती बदलते. जागतिक हवामान बदलाचा फटका महाराष्ट्रातील शेतीलाही बसू लागला आहे. त्यामुळे शेती - शेतकऱ्यांना अनेक प्रकारच्या आव्हानांना सामोरे जाण्यासाठी पीकपद्धतीत बदल होणे आणि हवामानाशी संबंधित बाबींची माहिती शेतकरी तसेच कृषिघटकांना असणे आवश्यक आहे. त्यामुळे हवामान बदल आणि शेती या स्वरूपाचे अभ्यासक्रम शेतीसाठी पूरक ठरणार आहेत. जागतिक तापमान वाढीमुळे अतिवृष्टीचे प्रमाण वाढत आहे. द एनर्जी रिसर्च इन्स्टिट्यूट या संस्थेच्या अहवालानुसार कापूस आणि सोयाबीन हि दोन प्रमुख नगदी पिके महाराष्ट्रातून नामशेष होण्याच्या मार्गावर आहेत? हे यथार्थ असेल तर यावर उपाय शोधणे व मार्ग काढणे हे व्यवस्थेचे तथा शिक्षणातील अभ्यासकांसमोर महत्वाचे आव्हान ठरते.

बदलती पीकपद्धती व उत्पादने-

हरितक्रांती होईपर्यन्त देशातील बहुतांश पुरवठाप्रधान शेती जे पिके होती. जे पिकेल ते विकेल या तत्वानुसार पुरवठा तशी मागणी अशी होती. सध्या व्यापारतंत्राचा वाढता प्रसार होत असून जे विकेल तेच पिकवण्याकडे शेतकरी चालतं आहे. त्यामुळे अन्नधान्य पिके,कडधान्य आणि पारंपरिक पिकांचे प्रमाण दिवसेंदिवस घटत असून ऊस, कांदा, द्राक्षे, टोमॅटो व भाजीपाला लागवड मोठ्या वेगाने होत आहे. बदलत्या पिकांसाठी आवश्यक कृषी तंत्रज्ञान हा अर्थव्यस्थेचा महत्वाचा भाग असून त्यामुळे या पिकांचे नवीन बीयाणे, खत ,औषधे, कीटकनाशके, संजीवके यांचेही उत्पादन वाढत आहे. नवतंत्रज्ञानावर आधारित या बाबींमध्ये माहिती नसल्याने खर्चात वाढ होऊ शकते.

नवीन वाणांचे संशोधनं

कृषी-विद्यापीठांमधून अधिक उत्पादन देणाऱ्या पिकांच्या जाती तथा नवीन वाणांचे संशोधन होते. हे वाण शेतात आल्याने भरघोस उत्पादन वाढले. मात्र द्राक्षे, टोमॅटो व

ठराविक उसाच्या जाती वगळल्यातर इतर नगदी पिके तसेच अन्नधान्य पिके यांच्या वाणाची संख्या अतिशय मर्यादित आहे. त्यामुळे इतर सर्वच पिकांचे संशोधन हा शेती अभ्यासकांना होणे आवश्यक आहे. महाराष्ट्रात खरीप ज्वारी म्हणजे हायब्रीडचा प्रसार १९७० च्या दशकात झाला. गव्हाच्या लोकवन,सिवोर,शरबती या प्रजातीत वाढ झाली. ऊसपिकाचेही ४१९, ८६०३२, हि उत्पादने देणाऱ्या जाती लागवडीखाली आल्या. तात्पर्य नवनवीन वाणांचे संशोधन सातत्याने होणे हा शैक्षणिक क्षेत्रापुढील महत्वाचा विषय ठरणार आहे. त्यामुळे या पिकांनुरूप असलेले लागवडतंत्र व उत्पादनतंत्र याची अभ्यासपूर्ण माहिती उत्पादक शेतकऱ्याला असणे आवश्यक आहे.

कृषी प्रक्रिया उदयोगांची गती -

शेतीतील वाढत्या उत्पादनांवर आधारित कृषी प्रक्रिया उद्योग हा अर्थव्यवस्थेचा महत्वाचा घटक ठरत आहे.गव्हापासून ब्रेड, ऊसापासून गुळ व, काकवी, मका ज्वारी पासून लाह्या-पॉपकॉर्न, द्राक्षांपासून -मनुका-बेदाणा, आंबा -कैरी पासून रस,ज्युस चालना लोणचे अशाप्रकारे मोठ्या प्रमाणात कृषी-प्रक्रिया उदयोगांना चालना मिळत आहे. अजूनही मोठ्या प्रमाणात उत्पादनांना मागणी असून देशांतर्गत आणि आंतरराष्ट्रीय बाजारात या उत्पादनाची मागणी परकीय चालनातही वाढ होत आहे. कृषी प्रक्रियेत भांडवल प्रधान तंत्रज्ञान वेगाने विकसित होत असून आधुनिक काळात शेतकरी आणि ग्रामीण अर्थव्यवस्थेचा चेहरा-मोहरा बदलण्याचे काम कृषी-प्रक्रिया उद्योग करत आहेत. शेतकऱ्याला कर्जाच्या व दारिद्र्याच्या दुष्टचक्रातून काढून स्वाभिमानी व उच्च राहणीमान मिळवून देण्याचे महत्वाचे कार्य कृषी-प्रक्रिया उद्योगांनीच केले आहे. शेतीव्यवसायाचा सामाजिक दर्जा मिळवून देण्याचेही मोलाचे कार्य घडत आहे. त्यामुळे कृषी प्रक्रिया उद्योगांचा विस्तारण संशोधन हा देखील शिक्षणक्षेत्राचा महत्वाचा भाग ठरावा.

पशुपालन व्यवसायातील संधी -

वाढते औद्योगिकरण व शहरातील वाढती लोकसंख्या यामुळे दूध आणि दुग्धजन्य पदार्थाना मोठी बाजारपेठ उपलब्ध आहे. त्यामुळे स्थानिक गायी -म्हशींची संख्या कमी होऊन संकरित आणि जास्त दूध देणारी जनावरे यांचे पालन वाढत आहे. शास्त्रोक्त पद्धतीने गोठे व दुधडेअरीं यांची संख्या वाढत असल्याने या क्षेत्रातील संधीही विस्तारत आहे. स्थानिक पशुपालनाच्या प्रक्रियेत तयार होणारी उत्पादने हि मुख्य प्रवाहातील बाजाराशी स्पर्धा करू शकणार नाहीत. वाढत्या लोकसंख्येच्या दुग्धविषयक गरजा पुर्ण करण्यासाठी दुग्धव्यवसायिक व रोजगाराच्या संधी मोठ्या प्रमाणात उपलब्ध असून या क्षेत्रातील संधीही वाढत आहेत. यादृष्टीने शिक्षण व संशोधनास मोठा वाव आहे.

निष्कर्ष -

1) सद्यस्थितीत पारंपरिक शेती कमी होत असून आधुनिक तंत्र शेतीमध्ये झपाट्याने वाढत आहे. त्यामुळे आधुनिक तंत्रज्ञानात वाढ करणे हे शिक्षण क्षेत्रापुढील मोठे आव्हान आहे.
2) हवामानात सातत्याने चढउतार होत असून त्यामुळे शेती व शेतकरी याना फटका बसतो. हवामानविषयक अंदाज व उपाययोजनांवर शिक्षण व संशोधन अचूकता असणे हे शिक्षण क्षेत्रातील महत्वाचे कार्य आहे.
3) शेतीतील अनेकविध अंदाजांची वाढती मागणी लक्षात घेता खते, कीटकनाशके,संजीवके व नवतंत्रज्ञान यांचे संशोधन वेगाने होणे आवश्यक आहे.
4) शेतीचे यांत्रिकीकरण वेगाने होत असून इलेक्ट्रिक मोटार',पाईप ,ट्रॅक्टर,वायर यांचे उत्पादन वेगाने होत आहे. यांत्रिकीकरण हे नवतंत्रद्यानाच्या आधारे व्हावे जेणेकरून शेतीउत्पादन खर्चात बचत होईल.
5) नवीन उत्पादने व वाणांची लागवड याकडे शेतकऱ्यांचा फायदा असल्याने विदेशातील इतर प्रांतांमधील अनेक वाण अद्यापही आपल्याकडे विकसित झालेले नाही. यादृष्टीने संशोधन व अभ्यासक्रम येणे आवश्यक आहे.
6) कृषी प्रक्रिया उद्योगांची गती वाढत असली तरी अद्यापही अनेक उत्पादनांना बाजारपेठेत मागणी नसल्याने अधिकाधिक प्रक्रिया उदयोग व बाजार पेठांचा विकास होणे आवश्यक आहे.
7) दुधाळ जनावरे व पशूंची वाढती गरज लक्षात घेऊन त्यांचे संकरित वाण येत आहेत. मानवी आरोग्याला पूरक असलेल्या पशु प्रजाती व त्याबाबत संशोधनास चालना मिळणे आवश्यक आहे.

समारोप-

आधुनिक काळात शेती व शेतीपूरक व्यवसायात वाढ होत असून कृषी अर्थव्यवस्थेचा चेहरामोहरा बदलत आहे. त्यास पूरक असलेले शिक्षण उपलब्ध करून दिल्याने शेती क्षेत्रात अत्याधुनिक असलेले बदल घडून येऊ शकतात. त्यादृष्टीने

आगामी काळात शिक्षण क्षेत्रात शेती, शेतीपूरक व्यवसाय, प्रक्रिया उद्योग, पशुपालन या क्षेत्रात संबंधित अभ्यासक्रम व संशोधन यात वाढ घडवून आणणे हे शिक्षणक्षेत्रा पुढील मोठे आव्हान आहे.

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3) डॉ. वारखेडे सोनाली- शास्वत शेती आणि तृणधान्य योजना मासिक पृ . ४५

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प्रस्तावना :-

नई शिक्षा नीति :-

21वीं सदी के 20 वे साल में भारत में **नई शिक्षा नीति** आई है। भारत में सर्वप्रथम 1968 में नई शिक्षा नीति बनाई गई थी उसके बाद 1986 में बनाई गई जिसके बाद नई शिक्षा नीति को 1992 में संशोधित किया गया। लगभग 34 साल बाद 2020 में पुनः नई शिक्षा नीति को लेकर महत्वपूर्ण बदलाव किए गए हैं। जिसमें शिक्षा सम्बन्धित बहुत से नियमों में बदलाव किया गया है। वही हाल ही में मानव संसाधन प्रबंधन मंत्रालय ने शिक्षा नीति में बदलाव के साथ साथ अपने मंत्रालय का नाम भी बदल दिया है, मानव संसाधन प्रबंधन मंत्रालय को अब शिक्षा मंत्रालय के नाम से जाना जाएगा। **नई शिक्षा नीति** तहत शिक्षकों के लिए व्यवसायिक विकास को जरुरी कर दिया गया है और शिक्षकों के लिए सर्विस ट्रेनिंग का आयोजन भी किया जाएगा जिसमे शिक्षकों को ट्रेनिंग दी जायेगी।

नई शिक्षा नीति

के अंतर्गत स्कूल व कॉलेज में होने वाली शिक्षा की नीति बनाई जाती है । ऐसे में भारत सरकार द्वारा एक नई शिक्षा नीति को हमारे सम्मुख रखा है । इस पॉलिसी को इसरो के प्रमुख डॉ. कस्तूरीरंगन के अध्यक्षता में तैयार किया है। इस बदलाव के अंतर्गत 2030 तक स्कूल शिक्षा में 100% जी.आई.आर. के साथ पूर्व विद्यालय से माध्यमिक विद्यालय तक शिक्षा का सार्वभौमीकरण किया जाएगा। पहले 10+2 का पैटर्न हमारे देश में लागू था और इसमें बदलाव करके अब नई शिक्षा नीति के तहत 5+3+3+4 का पैटर्न जारी किया जाएगा।

उद्देश्य **:-**

नई शिक्षा नीति का मुख्य उद्देश्य है कि भारत को वैश्विक स्तर पर शैक्षिक रूप से महाशक्ति बनाया जाए और भारत में शिक्षा का सार्वभौमिकरण कर शिक्षा की गुणवत्ता को उच्च किया जाए। इस नई पॉलिसी से पुरानी एजुकेशन पॉलिसी को बदला जाएगा जिससे शिक्षा की गुणवत्ता में सुधार आएगा और बच्चे भी अच्छी शिक्षा प्राप्त करके अपना जीवन उज्जवल बना पाएंगे।इस योजना का मुख्य उद्देश्य है कि बच्चों तकनीकी तथा रचनात्मक के साथ-साथ शिक्षा का महत्व समझाना तथा उन्हें अपने आने वाले कल के लिए पूर्ण रूप से तैयार करना जिससे उनके अंदर सशक्तिकरण व मनोबल बना रहे

नई शिक्षा नीति का कार्यान्वयन :-

जैसे कि हम सब जानते हैं 1968 और 1992 में जारी की गई शिक्षा नीति के बाद यह तीसरी राष्ट्रीय शिक्षा नीति है जो 2020 में लागू की गई है। तथा शिक्षा मंत्री द्वारा नई

शिक्षा नीति के कार्यान्वयन के लिए भी घोषणा जारी कर दी गई है इस नीति ने **वर्तमान शिक्षा प्रणाली** में कई महत्वपूर्ण बदलाव किए हैं जैसे शिक्षा के विभिन्न धाराओं के बीच पारंपरिक रेखाओं को हटाना, **नई पीढ़ी के छात्रों को अधिक शिक्षा समग्र** प्रदान करना आदि। यह शिक्षा नीति आने वाले दो दशकों के लिए डिजाइन की गई है इसीलिए विभिन्न सिफारिशों को लागू करने के लिए अलग-अलग समय सीमाएं निर्धारित की गई है एक यही वजह है जिस कारण नई शिक्षा नीति को चरणों में लागू किया किया जा रहा है।

सार्थक योजना की शुरुआत :-

केंद्रीय शिक्षा मंत्री रमेश पोखरियाल निशांत द्वारा गुणवत्तापूर्ण शिक्षा के माध्यम से छात्रों एवं शिक्षकों का सम्रग विकास करने के लिए **नई शिक्षा नीति के अंतर्गत सार्थक योजना** आरंभ करने जा रही है। सार्थक योजना के लिए सभी राज्य, केंद्र शासित प्रदेश के विद्वानो से विचार-विमर्श एवं लगभग 7000 से ज्यादा प्राप्त सुझाव के बाद ही तैयार किया गया है। नई शिक्षा नीति में शिक्षा नीति की सिफारिशों के 297 कार्यों को एक साथ शामिल किया गया है। इन कार्यों के लिए जिम्मेदार एजेंसी एवं समय सीमा भी निर्धारित की गई है। साथ ही इस योजना के तहत कार्यों के लिए 304 परिमाण भी निर्धारित किए गए हैं।

सार्थक योजना महत्वपूर्ण बिंदु :-

- नई शिक्षा नीति के लिए सार्थक योजना के माध्यम से 1 वर्ष की कार्यान्वयन योजना का निर्माण किया जाएगा।
- नई शिक्षा नीति के कार्यो और गतिविधियों को अधिक स्पष्टता से परिभाषित किया जाएगा।
- इस योजना के माध्यम से नई शिक्षा नीति को समझाने में मदद मिलेगी।
- सार्थक योजना को देश के 75 वर्ष पूरे होने की अवसर पर अमृत महोत्सव के दौरान जारी किया जाएगा।
- यह योजना संवादात्मक लचीली एवं समावेशी है।
- **सार्थक योजना** की खास बात यह है कि राज्य नई शिक्षा नीति में अपनी आवश्यकता के अनुसार बदलाव भी कर सकते हैं।

नई शिक्षा नीति के अंतर्गत लाइव डैशबोर्ड :-

नई शिक्षा नीति के सफलतापूर्वक कार्यान्वयन के लिए एक लाइव डैशबोर्ड आरंभ करने का निर्णय लिया गया है। इस योजना के अंतर्गत सरकार द्वारा 118 कार्य शामिल किए गए हैं। जैसे स्नातक एवं स्नातकोत्तर पाठ्यक्रम, रीजनल लैंग्वेज एजुकेशन, यूनिवर्सिटी डिग्री, क्रेडिट बैंक सिस्टम आदि। इस योजना के अंतर्गत सरकार द्वारा टास्क फोर्स का गठन किया गया है। इसके उपरांत मासिक एवं त्रैमासिक आधार पर डैशबोर्ड की देखरेख शिक्षा मंत्री द्वारा की जाएगी।

नई शिक्षा नीति के अंतर्गत इंप्लीमेंटेशन एंड रिव्यू कमिटी :-

नई शिक्षा नीति के अंतर्गत मंत्रालय द्वारा इंप्लीमेंटेशन और रिव्यू कमेटी का गठन किया गया है। जो उच्च शिक्षा विभाग द्वारा किया जाएगा। इस कमेटी के माध्यम से पॉलिसी की सफलतापूर्वक जांच की जाएगी। इसके साथ-साथ क्रेडिट बैंक प्रणाली एवं आईआईटी के लिए एक टास्क फोर्स का गठन किया जाएगा।

एनसीसी कोर्स को मिली UGC और AICTE द्वारा मंजूरी :-

नई शिक्षा नीति को बढ़ावा देने के लिए यूजीसी और एआईसीटीई द्वारा विश्वविद्यालय के एनसीसी कोर्स को मंजूरी प्रदान कर दी गई। इस कोर्स के माध्यम से विश्वविद्यालय के विद्यार्थियों के अंतर्गत देशभक्ति की भावना पैदा की जाएगी एवं उन्हें देश भावना के प्रति प्रोत्साहित किया जाएगा। एनसीसी निदेशालय द्वारा सभी विश्वविद्यालय के सामान्य वैकल्पिक क्रेडिट पाठ्यक्रम के बारे में जानकारी प्रदान की गई।

NYNEP प्लेटफार्म का किया गया शुभारंभ :-

केंद्रीय शिक्षा मंत्री श्री रमेश पोखरियाल निशंक जी के द्वारा एनसीटीई प्लेटफार्म पर NYNEP 2020 को आरंभ किया गया है। इस प्लेटफार्म के द्वारा नेशनल प्रोफेशनल स्टैंडर्ड फॉर टीचर्स एवं नेशनल मिशन फॉर मेंटरिंग प्रोग्राम मेंबरशिप के विकास हेतु ड्राफ्ट तैयार किए जाएंगे। सभी हितधारकों में शिक्षक, शिक्षाविंद, शिक्षा पेशेवर एवं अन्य शिक्षा से जुड़े हितधारकों को जोड़ा गया है।

नेशनल एजुकेशन पॉलिसी के माध्यम से छात्रों के स्कूल बैग का वजन एवं होमवर्क किया जाएगा कम :-

अब NCP के माध्यम से शिक्षा के क्षेत्र में कई ओर नए फैसले लिए गए हैं। इस योजना के तहत अब यह फैसला लिया गया है कि 1 से लेकर 10वीं कक्षा तक के छात्रों के बैग का वजन उनके वजन का 10% ही होना चाहिए। **नई शिक्षा नीति 2022** के तहत बच्चों को व्हील कैरियर बैग लाने पर भी रोक लगाई जाएगी। इसके अलावा सभी विद्यालयों में एक डिजिटल वेइंग मशीन रखी जाएगी। इस मशीन के द्वारा स्कूल बैग का वजन मॉनिटर किया जाएगा।

नई शिक्षा नीति के कुछ प्रमुख सिद्धांत :-

- शिक्षा को लचीला और गुणवत्तापूर्ण बनाना
- सभी बच्चों की क्षमता की पहचान एवं क्षमता का विकास करना तथा भारतीय संस्कृति से बच्चों को जोड़ना।
- सार्वजनिक शिक्षा प्रणाली में निवेश करना
- उत्कृष्ट स्तर पर शोध करना तथा तकनीकी का यथासंभव उपयोग
- बच्चों को सुशासन का ज्ञान प्रदान करना एवं उनका सशक्तिकरण करना
- अनेक प्रकार की भाषाएं सिखाना

नई शिक्षा नीति के अंतर्गत प्रारंभिक शिक्षा के कुछ आवश्यक घटक :-

प्रारंभिक बाल्यावस्था देखभाल :-

नई शिक्षा नीति के अंतर्गत 6 वर्ष की आयु तक के बच्चों पर ज्यादा ध्यान केंद्रित करने पर प्रावधान रखा गया है। इस दशा में बच्चों के शारीरिक एवं मानसिक विकास के लिए आरंभिक 6 वर्ष अधिक महत्वपूर्ण होते हैं। इसलिए अब इस योजना के माध्यम से 6 वर्ष की आयु तक के बच्चों पर खास ध्यान दिया जाएगा। ताकि इन बच्चों का संपूर्ण रूप से विकास हो सके।

बुनियादी साक्षरता और संख्यात्मक :-

नेशनल इनीशिएटिव फॉर प्रोफिशिएंसी इन रीडिंग विद अंडरस्टैंडिंग एंड न्यूमरसी अर्थात निपुण योजना का संचालन किया जाएगा। इस योजना के द्वारा छात्रों को तीसरी कक्षा के आखिर तक आधारभूत साक्षरता एवं संख्यात्मकता का ज्ञान प्रदान किया जाएगा। ताकि वह पढ़ने, लिखने और अन्य गणित को सीखने की क्षमता प्राप्त कर सके

5+3+3+4 का स्कूली पाठ्यक्रम :-

इस घटक के तहत शिक्षा की रूपरेखा को 5+3+3+4 के स्कूली पाठ्यक्रम में विकसित किया जाएगा। जिसमें 3 से लेकर 8, 8 से लेकर 11, 11 से लेकर 14 एवं 14 से लेकर 18 वर्ष की आयु तक के बच्चे शिक्षा की प्राप्ति कर सकेंगे। शिक्षा की इस नई रूपरेखा के तहत पहले भाग में प्री स्कूल के 3 साल एवं प्राथमिक स्कूल की पहली और दूसरी कक्षा, कक्षा 3 से 5, कक्षा 6 से 8 और कक्षा 9 से 12 को शामिल किया गया है।

स्कूल कॉन्प्लेक्स/क्लस्टर के माध्यम से कुशल संसाधन :-

इस योजना के कार्यान्वयन में स्कूल अपनी सबसे अधिक महत्वपूर्ण भूमिका निभाता है। इसलिए इस पॉलिसी के बारे में स्कूली स्तर पर सभी शिक्षकों को ज्ञान होना चाहिए। क्योंकि शिक्षकों के द्वारा ही इस योजना का संचालन अंतिम स्तर पर किया जाएगा। इस योजना के कार्यान्वयन से संबंधित जानकारी शिक्षकों को स्कूल मैनेजमेंट द्वारा उपलब्ध करवाई जाएगी। ताकि योजना का कार्यान्वयन समय से किया जा सके। साथ ही सरकार द्वारा सभी राज्य एवं जिलों को प्रोत्साहित किया जाएगा कि वह बाल भवन स्थापित करें। ताकि बच्चे कला, खेल एवं कैरियर से संबंधित गतिविधियों में भाग ले सकें और अपनी प्रतिभा में भविष्य के लिए आत्मनिर्भर एवं सशक्त बन सके।

विशेष प्रतिभा वाले/मेधावी विद्यार्थियों को प्रोत्साहन :-

नई शिक्षा नीति के तहत छात्रों की प्रतिभाओं की पहचान की जाएंगी। साथ ही उनकी प्रतिभा को बढ़ावा दिया जाएगा और उनका विकास भी किया जाएगा। इसके अलावा छात्रों को भी अपनी प्रतिभा एवं रुचि की पहचान करने में भी सहायता प्रदान की जाएगी।

सभी छात्रों के लिए शिक्षा सुनिश्चित करना: इस योजना को शुरू करने का मुख्य उद्देश्य देश के सभी छात्रों तक शिक्षा की पहुंच सुनिश्चित करना है। क्योंकि शिक्षा प्राप्त करना सभी बच्चों का बुनियादी अधिकार है। इसलिए सरकार द्वारा 14 साल तक की आयु के बच्चों को निशुल्क शिक्षा प्रदान करने का प्रावधान निर्धारित किया गया है।। ताकि उन्हें सामाजिक न्याय एवं समानता प्राप्त हो सके। सरकार द्वारा लड़कियों की शिक्षा पर ज्यादा महत्व दिया जा रहा है। इस समय ट्रांसजेंडर छात्रों को भी शिक्षा प्रदान करने के लिए सरकार द्वारा सभी आवश्यक कदम उठाए जा रहे हैं।

स्कूल कॉन्प्लेक्स/कलस्टर के माध्यम से कुशल संसाधन :-

नेशनल एजुकेशन पॉलिसी का सुचारू रूप से संचालन राष्ट्रीय, राज्य, जिला, ब्लाक एवं स्कूली स्तर पर किया जाता है। इस योजना के कार्यान्वयन में स्कूल अपनी सबसे अधिक महत्वपूर्ण भूमिका निभाता है। इसलिए इस पॉलिसी के बारे में स्कूली स्तर पर सभी शिक्षकों को ज्ञान होना चाहिए। क्योंकि शिक्षकों के द्वारा ही इस योजना का संचालन अंतिम स्तर पर किया जाएगा। इस योजना के कार्यान्वयन से संबंधित जानकारी शिक्षकों को स्कूल मैनेजमेंट द्वारा उपलब्ध करवाई जाएगी।

स्कूली शिक्षा के लिए मानक निर्धारण :-

नेशनल एजुकेशन पॉलिसी के तहत स्कूलों द्वारा स्कूली शिक्षा नियामक प्रणाली का निर्माण किया जाएगा। इस प्रणाली के द्वारा शैक्षिक परिणाम में सुधार लाने का प्रयास किया जाएगा। इस प्रणाली के माध्यम से नेशनल एजुकेशन पॉलिसी को लागू करने के तरीके पर भी अध्ययन किया जाएगा और पॉलिसी लागू करने के बाद उसका मूल्यांकन किया जाएगा।

नेशनल एजुकेशन पॉलिसी *के तहत उच्चतर शिक्षा के कुछ आवश्यक घटक :-*

समग्र एवं बहूविषयक शिक्षा :-

नई शिक्षा नीति में छात्रों को समग्र एवं बहुविषयक शिक्षा प्रदान करने का भी प्रावधान रखा गया है। ताकि छात्रों का संपूर्ण एवं सम्रग विकास किया जा सके। जिसके लिए लचीले पाठ्यक्रमों को विकसित किया जाएगा। एग्री कार्यक्रम की अवधि में भी आवश्यकतानुसार बदलाव किए जाएंगे। साथ ही बच्चों को उनकी रूचि के अनुसार शिक्षा प्राप्त करने का विकल्प प्रदान किया जाएगा।

गुणवत्तापूर्ण विश्वविद्यालय एवं महाविद्यालय

आज के समय में देश की बेरोजगारी दर घटाने के लिए उच्च शिक्षा को बढ़ावा देना अत्यधिक आवश्यक है। इसलिए विश्वविद्यालयों की शिक्षा प्रणाली में गुणवत्ता लाने के लिए नेशनल एजुकेशन पॉलिसी के माध्यम से अनेक प्रकार के प्रयास किए जाएंगे। ताकि युवाओं का सम्रग विकास किया जा सके। बहु विषयक विश्वविद्यालय एवं महाविद्यालयों के माध्यम से **नेशनल एजुकेशन पॉलिसी** के तहत बच्चों को उच्चतर शिक्षा प्रदान की जाएगी।

व्यवसायिक शिक्षा :-

इस समय देश में व्यवसायिक शिक्षा प्राप्त करने वाले छात्रों की संख्या सबसे अधिक कम है। इनमें से 18 से लेकर 24 वर्ष की आयु के लगभग 5% से भी कम छात्र औपचारिक व्यवसायिक शिक्षा प्राप्त करते हैं। लेकिन अन्य देशों में यह संख्या 50% से 75% तक की है। इसलिए अब नई शिक्षा नीति के तहत व्यवसायिक शिक्षा को बढ़ावा देने का प्रावधान रखा गया है। हमारे देश में व्यवसायिक शिक्षा को कम महत्व की शिक्षा माना जाता है। लोगों की इसी धारणा को दूर करने के लिए इस पॉलिसी के माध्यम से छात्रों को अधिक से अधिक व्यवसायिक शिक्षा का ज्ञान प्रदान करने

का प्रयास किया जाएगा। सन् 2025 तक स्कूल और उच्च शिक्षा प्रणाली के द्वारा कम से कम 50% युवाओं को बेहतर शिक्षा प्रदान करने का लक्ष्य निर्धारित भी किया गया है।

संस्थागत पुनगठन एवं समेकन :-

इस योजना का एक मुख्य लक्ष्य है यह भी है कि उच्च शिक्षण संस्थानों को बड़े और बहू विषयक विश्वविद्यालयों कॉलेज आदि में स्थानांतरण करना है।सभी उच्च शिक्षा संस्थानों का लक्ष्य लगभग 3000 या इससे अधिक छात्रों का उत्थान करना होगा। सार्वजनिक एवं निजी दोनों संस्थानों का विकास इस योजना के माध्यम से किया जाएगा। इसके अलावा निष्पक्ष प्रणाली का सहारा लेकर छात्रों का सामाजिक और मानसिक विकास किया जाएगा।

अध्यापक शिक्षा :-

छात्रों को बेहतर शिक्षा प्रदान करने के लिए एनसीपी द्वारा शिक्षकों की सक्षम टीम का निर्माण करना अत्यधिक जोर दिया जा रहा है। शिक्षकों को बुनियादी शिक्षा से लेकर उच्चतर शिक्षा तक तैयार किया जाएगा। शिक्षकों को बहू विषयक दृष्टिकोण एवं ज्ञान की आवश्यकता के साथ-साथ अभ्यास भी करवाया जाएगा।शिक्षण प्रक्रिया के साथ-साथ भारतीय मूल्य, भाषा, ज्ञान, लोकाचार, परंपराओं, जनजाति परंपराओं, के प्रति शिक्षकों को जागरूक भी किया जाएगा।

सीखने के लिए सर्वोत्तम वातावरण और छात्रों का सहयोग :-

आज के समय में छात्रों को कुछ अन्य क्षमताएं जैसे- फिटनेस, नैतिक मूल्य का आधार एवं अच्छा स्वास्थ्य आदि के बारे में सिखाना भी अत्यधिक आवश्यक है। छात्रों को प्रभावी ढंग से शिक्षा प्राप्त करने के लिए उपायुक्त पाठ्यक्रम, आकर्षक शिक्षण, निरंतर रचनात्मक मूल्यांकन और छात्रों का पर्याप्त सहयोग होना चाहिए। अब यह सभी चीजें **National Education Policy** में जोड़ी गई है। जिससे छात्र गुणवत्तापूर्ण तरीके से अपनी पढ़ाई कर सकें। इस पॉलिसी के तहत शिक्षा का अंतरराष्ट्रीयकरण कर किया जाएगा। ताकि भारत में पढ़ने वाले अंतरराष्ट्रीय छात्रों की संख्या में बढ़ोतरी हो और भारत के छात्रों को विदेशी संस्थानों में शोध करने का मौका प्राप्त हो सके। इसके अलावा इस पॉलिसी के द्वारा छात्रों को छात्रवृत्ति उपलब्ध करवाने का भी प्रावधान रखा गया है।

छात्रों को नेशनल एजुकेशन पॉलिसी के तहत प्रदान की जाने वाली सुविधाएं :-

- छात्रों को लंच बॉक्स ना लाना पड़े इसके लिए विश्वविद्यालयों को यह भी सुनिश्चित करना होगा कि मिड-डे-मील की गुणवत्ता बेहतर हो।
- नई शिक्षा नीति के तहत बच्चों के होमवर्क पर भी अत्यधिक ध्यान दिया जाएगा।
- तीसरी, चौथी और पांचवी कक्षा के छात्रों को केवल 2 घंटे का होमवर्क दिया जाएगा। छठीं से लेकर आठवीं तक के छात्रों को प्रतिदिन 1 घंटे का होमवर्क दिया जाएगा। नवीं से लेकर बारहवीं कक्षा तक के छात्रों को प्रति दिन 2 घंटे का होमवर्क दिया जाएगा।
- इसके अलावा विद्यालयों में छात्रों को प्रदान की जाने वाली क्लासेस का टाइम टेबल इस तरह से बनाया जाएगा कि बच्चों के बैग का वजन कम हो सके।

नई शिक्षा नीति का कार्यान्वयन पूर्ण देश में जून से लागू :-

राष्ट्रीय शिक्षा नीति कार्यान्वयन प्रक्रिया जून 2021 से प्रगति की निगरानी के लिए शिक्षा मंत्रालय द्वारा शुरू की जाएगी। सूत्रों के मुताबिक बताया गया है कि कॉलेज और विश्वविद्यालय स्तर के नीतिगत बदलाव को लागू करने पर जोर दिया जा रहा है। मंत्रालय ने 181 कार्यों की पहचान की है जिन्हें नई शिक्षा नीति द्वारा पूरा किया जाएगा। इन कार्यों को कर्नाटक उत्तर प्रदेश महाराष्ट्र और गोवा जैसे राज्यों में सरकारों ने टास्क फोर्स का गठन किया है। कर्नाटक के टास्क फोर्स ने अपनी रिपोर्ट जारी की है जहां सुझाव दिया गया है कि इस नीति को 2021 में लागू किया जाएगा। परंतु अभी तक राज्य और केंद्र सरकारों द्वारा इन सिफारिशों पर अपनी सलाह नहीं दी गई है।

नई शिक्षा नीति के अंतर्गत STARS योजना :-

केंद्र सरकार द्वारा राष्ट्रीय शिक्षा नीति 2020 के तहत एक नई STARS योजना के कार्यान्वयन को मंजूरी दे दी है। इसका लक्ष्य है कि राज्यों को मजबूत बनाने के लिए शिक्षण अधिगम और परिणाम प्रदान किया जाए। प्रधानमंत्री श्री नरेंद्र मोदी जी की अध्यक्षता में केंद्रीय मंत्रिमंडल ने 5718 करोड़ परियोजना लागत के साथ स्टार्स परियोजना शुरू करने का निर्णय लिया है। इस राशि में से 3700 करोड रुपए विश्व बैंक द्वारा दिए जाएंगे। इस परियोजना को नई शिक्षा नीति की नई अवधारणा को केंद्र प्रायोजित योजना के रूप में लागू किया जाएगा।

नई शिक्षा नीति 2020 के तहत STARS योजना 2022 में शामिल होने वाले राज्य :-

स्टार्स योजना के तहत चिन्हित राज्यों को शिक्षा की गुणवत्ता में सुधार के लिए विभिन्न हस्तक्षेपों के ने समर्थन दिया जाएगा। स्टार्स योजना में छह भारतीय राज्यों को शामिल किया गया है जो कि कुछ इस प्रकार है

- हिमाचल प्रदेश, राजस्थान, महाराष्ट्र, मध्य प्रदेश, केरला, उड़ीसा

नई एजुकेशन पॉलिसी के अंतर्गत बोर्ड का महत्व

नई एजुकेशन पॉलिसी के तहत बोर्ड का महत्व कम गया है जिससे बच्चों को होने वाले तनाव में कमी आए और इस बोर्ड परीक्षाओं को दो भागों में आयोजित किया जाएगा

नई शिक्षा नीति (NEP) की मुख्य विशेषताएं :-

- नेशनल एजुकेशन पॉलिसी के अंतर्गत शिक्षा का सार्वभौमीकरण किया जाएगा।
- National Education Policy के अंतर्गत पहले 10+2 का पैटर्न फॉलो किया जाता था|
- जिसे बदलकर अब 5+3+3+4 का पैटर्न फॉलो किया जाएगा।
- पांचवी कक्षा तक शिक्षा मातृभाषा या फिर क्षेत्रीय भाषा में प्रदान की जाएगी।
- छठी कक्षा में व्यवसायिक परीक्षण इंटरशिप दी जाएगी।
- पहले साइंस कॉमर्स तथा आर्ट्स स्ट्रीम हुआ करती थी अब ऐसी कोई भी स्ट्रीम नहीं होगी|
- छात्र अपनी इच्छा के अनुसार ही सब्जेक्ट का चयन करेंगे।
- अब छात्रों को छठी कक्षा में ही कोडिंग सिखाई जाएगी।
- सभी प्रकार के इ कंटेंट को क्षेत्रीय भाषा में ट्रांसलेट किया जाएगा।
- वर्चुअल लैब का भी निर्माण किया जाएगा
- मानव संसाधन प्रबंधन मंत्रालय का नाम बदलकर आप शिक्षा मंत्रालय रखा गया है।

नई शिक्षा नीति के लाभ :-

- नई एजुकेशन पॉलिसी को लागू करने के लिए जीडीपी का 6 परसेंट हिस्सा खर्च किया जाएगा।
- इस योजना के तहत भारत की अन्य प्राचीन भाषा पढ़ने का विकल्प रखा जाएगा।
- बोर्ड परीक्षा का तनाव भी कम किया जाएगा की छात्राओं के ऊपर कोई बोझ ना रहे।
- पढ़ाई को आसान करने के लिए आर्टिफिशियल इंटेलिजेंस सॉफ्टवेयर का इस्तेमाल भी किया जाएगा।
- एमफिल की डिग्री को खत्म किया जाएगा।
- एक्स्ट्रा करिकुलर एक्टिविटीज को मैन सिलेबस में रखा जाएगा।
- छात्राओं को तीन मुख्य भाषा सिखाई जाएंगी जो अपने राज्य स्तर पर निर्धारित करेंगे।
- राष्ट्रीय शैक्षिक अनुसंधान और परिषद द्वारा स्कूली शिक्षा के लिए पाठ्यक्रम रूपरेखा तैयार की जाएगी।
- नई शिक्षा नीति लागू करने के लिए काफी सारे संस्थान स्थापित किए जाएंगे।
- इस पॉलिसी के अंतर्गत बच्चों की पढ़ाई और कौशल पर ध्यान दिया जाएगा।

नई नीति के तहत अगर कोई छात्र किसी कोर्स को बीच में छोड़कर दूसरे कोर्स में दाखिला लेना चाहता है तो उसे कुछ समय का ब्रेक दिया जाएगा ताकि वह दूसरा कोर्स ज्वाइन कर सके।

मातृभाषा तथा क्षेत्रीय भाषा में होगी शिक्षा :-

नेशनल एजुकेशन पॉलिसी के द्वारा और पांचवी कक्षा तक के बच्चे अपनी मातृभाषा तथा क्षेत्रीय भाषा में पढ़ने का प्रावधान किया गया है शिक्षकों को पांचवी कक्षा तक बच्चों को उनकी मातृभाषा तथा क्षेत्रीय भाषा में शिक्षा प्रदान करनी होगी और पाठ्य पुस्तकों को भी क्षेत्रीय भाषा में उपलब्ध करवाया जाएगा। अगर पाठ्य पुस्तक क्षेत्रीय भाषा में उपलब्ध नहीं हो पाए तो शिक्षक और बच्चों के बीच बातचीत क्षेत्रीय भाषा में होगी और उन्हें दो से तीन नई भाषा इच्छा अनुसार सिखाई जाएंगी

शिक्षकों की भर्ती :-

इस पॉलिसी के तहत यदि विभिन्न भाषाएं बोलने वाले शिक्षकों की कमी होगी तो विभिन्न भाषा बोलने वाली शिक्षकों को भर्ती किया जाएगा जिसके अंतर्गत जरूरत पड़ने पर रिटायर हुए शिक्षकों को दोबारा भी बुलाया जा सकता है।

विदेशी भाषा सिखाने का प्रयास :-

इस पॉलिसी के तहत अगर कोई बच्चा अपने मनपसंद भाषा सीखना चाहता है तो उसे वह भाषाएं भी सिखाने पर जोर दिया जाएगा जिसमें फ्रेंच जर्मन स्पेनिश चाइनीस जैपनीज आदि शामिल है।

निष्कर्ष :-

निष्कर्ष रूप में हम यह कह सकते है कि आज के इस आधुनिक युग में जहा मनुष्य बडी मात्रा में प्रगति कर रहा है और उसकी तरक्की और भी हो सकती है जब उसमे आवश्यक कौशल हो। प्रस्तुत नई शिक्षा नीति छात्र को हर एक कौशल देने में सक्षम है। इस आधुनिक युग में जहा पुरे विश्व में विज्ञान, विविध तकनिक का बडी पैमानेपर प्रयोग हो रहा है वहा नई शिक्षा नीति बहुत कारगर सिद्ध होगी।

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The National Education Policy and Higher Education

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Abstract:

Higher education institutions will be governed by independent boards with complete academic and administrative autonomy, according to the New Education Policy. The standards will be light but stringent. Professional education will be part of higher education, which will be overseen by the state government. Some professional education fields will be transferred to colleges. Through a liberal approach, efforts will be made to improve professional education. According to the National Education Policy, a new institutional architecture will be established with large, well-resourced, vibrant multidisciplinary institutions for teaching and research that will significantly expand reach and capacity. Professional education will be a required component of higher education.

A significant amount of public money will be spent to expand and revitalise public higher education. A liberal and broad education will be supplemented by rigorous specialisation in a chosen discipline. According to the National Education Policy, educational institutions will be classified into three types: Type I, Type II, and Type III. The National Research Foundation will be established with the assistance of the state government. Faculty will be able to work on a variety of communities. A 360-degree evaluation and feedback mechanism will be implemented. All financial transactions will be properly assessed and reported. Policy will ensure that all students at all levels of education are taught by teachers who are passionate, motivated, highly qualified, trained, and equipped. The purpose of this paper is to present the overall impact of national education policy on higher education.

Keyword: New Education Policy, higher education, Professional education, 360-degree evaluation.

Introduction:

Education is the foundation for realising one's full human potential, creating a just and fair society, and advancing national development. Providing universal access to high-quality education is critical to India's continued rise and global leadership in economic growth, social justice and equity, academic progress, national integration, and cultural preservation. High-quality universal education is the most effective way to cultivate and maximise our country's abundant talents and resources for the benefit of individuals, society, the country, and the world. In the next decade, India will have the world's largest population of young people, and our ability to provide them with quality educational opportunities will define our country's future.

The Global Education Development Agenda, reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development adopted by India in 2015, aims to ensure inclusive, equitable, and high-quality education for all by 2030. This goal necessitates the revitalization of high-quality public education. The cabinet-approved 2020 National Education Policy (KKN) represents a significant improvement over the previous 2019 NEP draught. This simplifies the proposed regulatory framework for the sector significantly. Politicians believe that the current university-linked college system will be phased out in the long run. Each college either becomes fully integrated into the university or becomes a self-contained degree-granting institution. Each higher education institution, whether a college or

university, will be governed by an independent body. This National Education Policy 2020 is the primary education policy of the twenty-first century, aiming to address the many growing imperatives for our country's development. This policy proposes reviewing and updating all aspects of the educational structure, including regulation and governance, in order to create a new system that meets ambitious 21st-century education goals, such as SDG4, while drawing on Indian traditions and value systems.

Objectives:

1. To Study NEP-2020.
2. To Know about the policy of NEP-2020 for Higher Education.
3. To Study Indian Education system and New Pedagogy for Educators

Research Methodology:

This descriptive research paper is based on secondary data sources. Secondary data sources include journals, magazines, research papers, and the internet.

About NEP-2020:

The National Education Policy 2020 envisions an education system centred on India that embraces its traditions, culture, values, and ethos in order to transform the country into a just, sustainable, and vibrant knowledge society. NEP-2020 was developed as a foundation for the construction of a high-quality multidisciplinary liberal education at the school, higher, and professional levels, taking into account the country's broad and deep historical heritage, as well as the contributions of many scholars in a wide range of subjects. Increase the gross enrollment rate (GER) in schools, colleges, and vocational schools from 28% and 05%, respectively, to 50% and 20%, respectively, by 2030 by introducing accountability among all stakeholders through radical changes in existing education policies and management systems.

NEP 2020 and Higher Education:

The National Education Policy (NEP 2020) seeks to transform education by focusing on the student. This was based on the recommendations of the Commission on Education (1964-66) and J.S. Verma (2012), as well as earlier versions of the guideline, namely the National Education Policy 1986, amendment 1992, the Law on the Right of the Child to Free and Compulsory Education, 2009, and the Law on the Rights of Persons with Disabilities, 2016. This is a significant step towards proper education. It focuses primarily on students' holistic development by ensuring access, relevance, equity, quality, and a strong foundational education. This directive provides numerous benefits to education stakeholders.

Curriculum synergies between the childcare and pre-school and higher education segments are hoped for. Improving the quality of learning outcomes is a major policy priority. Another focus was the implementation of appraisal reform, which was long overdue. Most importantly, by promoting lifelong learning over the next decade, NEP 2020 is expected to put India on track to meet the goals of the 2030 Agenda for Sustainable Development. "Higher Education (PT) is an important aspect of the Education System (ES) that determines the economy, social status, technology adoption, and healthy human behaviour in every country," it is rightly said. The policy is primarily concerned with university quality and India's position as a global centre of education.

The emphasis is on offering a flexible curriculum through an interdisciplinary approach, creating multiple entry points in four-year undergraduate programmes, encouraging research, increasing faculty support, and expanding internationalisation.

Activity-based learning

Activity-Based Learning (ABL) is a child-centered pedagogy developed and tested in 1990 by the Rishi Valley Rural Education Center (RVREC) of the pioneering Rishi Valley School of Alternative Education in Chittoor (Andhra Pradesh). It is a child-centered pedagogy in which children of different ages are grouped into classrooms to encourage peer learning and independent learning using activity cards and worksheets, with the teacher acting as a facilitator. ABL incorporates peer pedagogy and self-directed learning, with children engaging in individual, teacher-assisted, and group learning, allowing teachers to provide personalised attention and chart each child's level of achievement. The number of students in one class is limited to 30.

Experiential learning

Experiential learning, including hands-on learning, integrated arts and sports

pedagogy, and story-based pedagogy, among others, was adopted as standard pedagogy in each subject and explored the relationships between different subjects at all stages. To close the achievement gap in learning outcomes, instructional transactions will shift towards competency-based learning and education. Assessment tools (such as 'as, in, and for' learning) are also aligned with the learning outcomes, skills, and attitudes defined for each grade level subject.

Empower students through flexibility in course choices

Students are given more subject flexibility and choice, particularly in secondary school, including physical education, arts and crafts, and professional skills, to allow them to shape their own learning paths and life plans. Comprehensive development and a variety of subjects and study programmes will become a new feature of secondary education from year to year. There shall be no sharp distinctions between 'curricular,' 'extra-curricular,' or 'in conjunction with curriculum,' between 'arts,' 'humanities,' and' sciences,' or between 'professional' or 'academic' branches. Physical education, arts and crafts, and vocational skills are integrated into the school curriculum alongside science, humanities, and math, with an emphasis on what is interesting and safe for students of all ages.

This new National Education Policy 2020 is the first education policy of the twenty-first century, and it aims to meet our country's many development needs, which are constantly changing. This policy proposes a review and redesign of the educational structure, including its rules and governance, in order to create a new system that meets the ambitious goals of 21st century education while drawing on Indian traditions and value systems. Education policy places a high value on the development of each individual's creative potential. It is based on the principle that education should not only develop cognitive skills such as "basic skills" such as reading and arithmetic, but also social, ethical, and emotional skills.

Many small, pedagogically unsustainable, and financially costly colleges were merged as part of the policy. Each college will have a minimum of 3,000 students. Universities will be free to mix research and teaching based on their strengths, with the sector eventually consisting of research-intensive institutions on one hand and teaching-intensive institutions on the other. This is the most common structure in the United States and the United Kingdom. The Union Cabinet recently approved the new National Education Policy (NEP) 2020, which will bring about several changes in the Indian education system from elementary school to university level. NEP 2020 aims to "make India a global knowledge superpower". The Ministry of Human Resource Development was also renamed the Ministry of Education by the Cabinet. The cabinet-approved NEP is only the third major restructuring. By providing world-class education, NEP 2020 envisions an India-focused education system that will directly contribute to building our nation towards a just and vibrant knowledge society.

Conclusion:

India is prepared to implement the National Education Policy 2020 guidelines across the country in order to reform school and higher education and make radical changes in order to create a new education system designed to empower youth and empower them with new knowledge and skills to create alongside human values in order to solve the present and future problems and challenges of civilised society by enhancing their innovative capabilities and technological competence. Quality education is the foundation for technology, which is the application of scientific thinking. Technology is known to have the ability to improve the quality of life for everyone in this universe.

The new education policy, which aims to provide higher education based on values, knowledge, and skills to everyone in the country, contains many inherent proposals to improve the quality of schools and higher education, to stimulate interest in their chosen field, to find challenges, and to involve them in. Change the possibilities by coming up with creative solutions to make life more enjoyable and prosperous, with the expected happiness. Quality higher education aims to develop responsible human beings who will contribute to the development of a better society by increasing discipline based on human values and mutual respect for growth and prosperity. Quality higher education also encourages everyone to

participate in the discovery of new technologies, the introduction of new technologies, or the promotion of new technologies that can help society advance. The new research-oriented education policy aims to accelerate achievement of the aforementioned goals and to transform every stakeholder into an innovator.

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