

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five year

Sl. No.	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / International	Year of publication	ISBN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher
2018-19										
1	Dr.Sandip K.Nimbalkar	International Multilingual Refereed Research Journal-Vidyawarta	Farm Pond- A Moder Farming Technique and an economical way of agricultural water management in India	International Multilingual Refereed Research Journal-Vidyawarta		National	2018-19	ISSN No.23199318	AIMBA	Harshwardhan Publication
2	Prof.N.M.Nair	NIL	Impact of Goods & Service Tax (GST) on ease of doing business	Vidyawarta International Multilingual Refereed Research Journal	Indian Economy : Challenges & Prospects	National	2018-2019	2319-9318	Amrutvahini MBA	Harshwardhan Publication
3	Dr.B.M.Londhe/ Dr.V.V.Sable		"Empowerment of women through Entrepreneurship in India: Challenges and Opportunities-An approach".	6th National Conference on "Digital World Opprtunities and Challenges to India	6th National Conference on "Digital World Opprtunities and Challenges to India	National	2018-2019		AIMBA	MET,s Institute of Management Nashik
2019-20										
1	Prof.Gunjal S.G	Research Journey-Peer Reviewed Multidisciplinary International E-Research,Impact Factor-6.625	Impact Of Digital Marketing On Business.	Digital Marketing Beyond Metro –Challenges &Opportunities	Digital Marketing	National	2019-2020	ISSN-2348-7143	AIMBA	Swatidhan Publication
2	Dr.Lalitag Dilip Shah	Research Journey-Peer Reviewed Multidisciplinary International E-Research,Impact Factor-6.625	Polyhouse farming :Sustainable Agriculture Development in India	Reasearch Journey	Strengthening Business Competencies for Sustainable Development	National	Feb-20	ISSN-2348-7143 February 2020	SN arts ,Dj Malpani commerce& B.N.Sarda college ,Sangamner	Swatidhan Publication

3	Dr.Lalitag Dilip Shah	Research Journey-Peer Reviewed Multidisciplinary International E-Research, Impact Factor-6.625	Impact of Digital Marketing on Business in Current Scenario	Reasearch Journey	Digital Marketing Beyond Metro - Challenges and Opprtunities	National	Feb-20	ISSN-2348-7143 February 2020	Amrutvahini Institute of Management & Business Administration	Swatidhan Publication
4	Prof.N.M.Nair	Strengthening Business Competencies for Sustainable Development	Digitalisation in Education Sector	Research Journey - International Multidisciplinary E- Research Journal	Digital Marketing Beyond Metro- Challenges & Opportunities	National	2019-2020	2348-4173	Amrutvahini MBA	Swatidhan Publication
5	Prof.N.M.Nair	NIL	A Study on need of spiritual learning in School education	Enhancing Productivity through Spiritual Human Resource Practice	Enhancing Productivity through Spiritual Human Resource Practice	National	2019-2020	978-93-88441-77-3	Amrutvahini MBA	Success Publication
6	Prof.N.M.Nair	Digital Marketing Beyond Metro –Challenges &Opportunities	A study on E learning startups in India	Research Journey - International Multidisciplinary E- Research Journal	Emerging Issues, opportunities and challenges in Startups	International	2020-2021	2348-7143	Amrutvahini MBA	Swatidhan Publication
7	Prof.R.B.Satpute	Digital Marketing Beyond Metro –Challenges &Opportunities	Digital Marketing: the new Trend in Success of Newly startup's	Reasearch Journey	Digital Marketing Beyond Metro - Challenges and Opprtunities	National	Feb-20	ISSN-2348-7143 February 2020	Amrutvahini Institute of Management & Business Administration	Swatidhan Publication
8	Prof.D.B.Wakchaure	NIL	The Study of Spiritual Meditation Techniques in India- A Guide to The Industry for the Development of Workplace Spirituality.	Enhancing Productivity Through Spiritual Human Resource Practices	National Seminar of AIMBA	National	2019-2020	97893884441773	Amrutvahini Institute of MBA, Sangamner	Success Publications

9	Dr. B.M.Londhe /Dr.V.V.Sable		" Women empowerment through Entrepreneurship and initiatives taken by the Government to promote women entrepreneurs in current scenarion in the context of India".	"Ongoing research in Management & IT". Incon-XV	"Ongoing reasearch in Management & IT". Incon-XV	International	2019-2020		AIMBA	ASM,Pune
10	Dr.B.M.Londhe/ Dr.Lalitag Dilip Shah		Impact of Digital Marketing on Business in Current Scenario	Reasearch Journey	Digital Marketing Beyond Metro - Challenges and Opprtunities		Feb-20	ISSN-2348-7143 February 2020	Amrutvahini Institute of Management & Business Administration	Reseach Jouney
11	Dr.B.M.Londhe	Principles of Marketing	Book	Book	Book	National	2019-2020	ISBN:978-93-89627-44-2	Amrutvahini Institute of Management & Business Administration	Thakur Publication
12	Prof.N.N.Dighe,	International Research Fellows Associations RESEARCH JOURNEY	Impact of Digital India by 2020	Digital Marketing Beyond Metro –Challenges &Opportunities	International Research Fellows Associations RESEARCH JOURNEY	International	7th& 8th Feb.2020	ISSN-2348-7143 Impact Factor-6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan Publication
13	Prof.N.N.Dighe,	International Research Fellows Associations RESEARCH JOURNEY	College Students Psychology and Behaviour Towards WhatsUp Usage- An Empirical Analysis	Strenthening Business Competencies for Sustainable Development	International Research Fellows Associations RESEARCH JOURNEY	International	18 th & 19 th Feb.2020	ISSN-2348-7143 Impact Factor-6.625	Sangamner Nagarpalika Arts,Commerce & B.N Sarda Science College,Sangamner	Swatidhan Publication
14	Dr.R.B.GawaliProf.N.N.Dighe,	International Research Fellows Associations RESEARCH JOURNEY	Unleashing the potential of Social Media Monitoring Tools for Effective Marketing Decisions-A Theoretical Perspectives.	Strenthening Business Competencies for Sustainable Development	International Research Fellows Associations RESEARCH JOURNEY	International	18 th & 19 th Feb.2020	ISSN-2348-7143 Impact Factor-6.625	Sangamner Nagarpalika Arts,Commerce & B.N Sarda Science College,Sangamner	Swatidhan Publication
15	Prof.N.N.Dighe, Dr.N.S.Bhand	International Research Fellows Associations RESEARCH JOURNEY	Opportunities And Challenges of Sustainable Agriculture Development in India	Strenthening Business Competencies for Sustainable Development	International Research Fellows Associations RESEARCH JOURNEY	International	18 th & 19 th Feb.2020	ISSN-2348-7143 Impact Factor-6.625	Sangamner Nagarpalika Arts,Commerce & B.N Sarda Science College,Sangamner	Swatidhan Publication

2020-21

1	Dr. Ravindra B. Gawali	The Management Accountant Journal(The Institute of Cost Accountants of India, Statutory Body under an Act of Parliament Kolkata:700016) (The Global Impact and Quality Factor:0.563)	Agriculture Marketing Issues, Challenges and Strategies to Improve Agricultural Performance	Agriculture: Doubling Farmers Income	Journal Article	International	Nov-20	ISSN 2230-9241	Amrutvahini Institute of Management & Business Administration	ICWAI Publication
2	Dr. Ravindra B. Gawali	INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S RESEARCH JOURNEY International Multidisciplinary E-Research Journal	Why Corporate Governance is Vital in Startups? - An Exploratory Analysis	Emerging Issues, Opportunities and Challenges in Startups	Emerging Issues, Opportunities and Challenges in Startups	International	Nov-20	ISSN – 2348-7143 Impact Factor – 6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan International Publication
3	Dr. N. S. Bhand	INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S RESEARCH JOURNEY International Multidisciplinary E-Research Journal	A Study of Startup Organizational Performance and Its Evaluation by Human Resource : The Executives Process	Emerging Issues, Opportunities and Challenges in Startups	Emerging Issues, Opportunities and Challenges in Startups	International	Nov-20	ISSN – 2348-7143 Impact Factor – 6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan International Publication

4	Dr. Navanath Nivrutti Dighe	INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S RESEARCH JOURNEY International Multidisciplinary E-Research Journal	Indian Startup 2020 : Challenges and Opportunities For Entrepreneurs	Emerging Issues, Opportunities and Challenges in Startups	Emerging Issues, Opportunities and Challenges in Startups	International	Nov-20	ISSN – 2348-7143 Impact Factor – 6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan International Publication
5	Prof. Rahul B .Satpute	INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S RESEARCH JOURNEY International Multidisciplinary E-Research Journal	Impact of Covid-19 on Indian Early Startup Eco-System	Emerging Issues, Opportunities and Challenges in Startups	Emerging Issues, Opportunities and Challenges in Startups	International	Nov-20	ISSN – 2348-7143 Impact Factor – 6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan International Publication
6	Dr. S. K. Nimbalkar	INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S RESEARCH JOURNEY International Multidisciplinary E-Research Journal	Problems and Prospects for Startups in Rural Area	Emerging Issues, Opportunities and Challenges in Startups	Emerging Issues, Opportunities and Challenges in Startups	International	Nov-20	ISSN – 2348-7143 Impact Factor – 6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan International Publication

7	Prof. Lalitang D. Shah, Dr. B. M. Londhe	INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S RESEARCH JOURNEY International Multidisciplinary E-Research Journal	A Study of problems and challenges for Startup Management in India	Emerging Issues, Opportunities and Challenges in Startups	Emerging Issues, Opportunities and Challenges in Startups	International	Nov-20	ISSN – 2348-7143 Impact Factor – 6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan International Publication
8	Prof. N. M. Nair, Dr. B. M. Londhe	INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S RESEARCH JOURNEY International Multidisciplinary E-Research Journal	A Study on E-Learning Startups in India	Emerging Issues, Opportunities and Challenges in Startups	Emerging Issues, Opportunities and Challenges in Startups	International	Nov-20	ISSN – 2348-7143 Impact Factor – 6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan International Publication
9	Mr. Nitin Shivaji Jondhale, Dr. Deepak T. Khairnar	INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S RESEARCH JOURNEY International Multidisciplinary E-Research Journal	To Study Start-Up in Medium Scale Manufacturing Industries of Nashik Industrial Estate	Emerging Issues, Opportunities and Challenges in Startups	Emerging Issues, Opportunities and Challenges in Startups	International	Nov-20	ISSN – 2348-7143 Impact Factor – 6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan International Publication
10	Prof. Dipak B. Wakchaure	INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S RESEARCH JOURNEY International Multidisciplinary E-Research Journal	An Analytical Study on Challenges and Issues Faced By the Indian Startups	Emerging Issues, Opportunities and Challenges in Startups	Emerging Issues, Opportunities and Challenges in Startups	International	Nov-20	ISSN – 2348-7143 Impact Factor – 6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan International Publication
11	Mrs. Prof. S. G. Gunjal	INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S RESEARCH JOURNEY International Multidisciplinary E-Research Journal	Emerging Issues, Opportunities and Challenges of Start up in Organic Agricultural Sector in India	Emerging Issues, Opportunities and Challenges in Startups	Emerging Issues, Opportunities and Challenges in Startups	International	Nov-20	ISSN – 2348-7143 Impact Factor – 6.625	Amrutvahini Institute of Management & Business Administration	Swatidhan International Publication

12	Mr.C.B.Kahandal	ग्रंथाचे नाव: हस्तलिखिते ते ई - बुक्स (Hadwritten to E book)	इलेक्ट्रॉनिक पुस्तक:संपूर्ण परीचय (Electronic Book : Complete Introduction)	ग्रंथाचे नाव: हस्तलिखिते ते ई - बुक्स(Hadwritten to E book)	Book Article	National	Aug-20	ISBN-978-93-89501- 56-8	Amrutvahini Institute of Management & Business Administration	Prashant Publication, Jalgaon
13	Mr.C.B.Kahandal	ग्रंथाचे नाव: हस्तलिखिते ते ई - बुक्स(Hadwritte n to E book)	ई -पुस्तकाचे संकेतस्थळ : माहितीचे भंडार (Information Inventory)	ग्रंथाचे नाव: हस्तलिखिते ते ई - बुक्स(Hadwritten to E book)	Book Article	National	Aug-20	ISBN-978-93-89501- 56-8	Amrutvahini Institute of Management & Business Administration	Prashant Publication, Jalgaon
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15	Dr.S.K.Nimbalkar	Business Process Reengineering	Business Process Reengineering	Business Process Reengineering	Nil	Nil	2020-2021	978-93-89863-31-4	AIMBA	Thakur Publication, Pune
16	Dr.S.K.Nimbalkar	Impact of E- Commerce on retailers of semi Urban and Rural Area of Ahmednagar District (With Reference to Consumer Electronic Good)	Impact of E-Commerce on retailers of semi Urban and Rural Area of Ahmednagar District (With Reference to Consumer Electronic Good)	Research Journey- International Multidisciplinary E-Journal	Digital Marketing Beyond Metro- Challenges and Oppourtunities	International	2020-2021	2348-7143	AIMBA	Swatidhan Publication
17	Prof.D.B.Wakchaure	NIL	The effectiveness of Facebook as a Digital Marketing Tool for Business	Digital Markrtng Beyond Metro- Challenges & Oppetunities	International Conference of AIMBA	International	2020-2021	23487143	Amrutvahini Institute of MBA, Sangamner	Swatidhan Publications
18	Dr.N.N.Dighe	International Research Fellows Associations RESEARCH JOURNEY	Indian Startup 2020:Challenges and Opportunities for Entrepreneur.	International	International R	ISSN-2348- 7143 Impact Factor- 6.625	Nov-20	International Multidis	AIMBA	Swatidhan Publication

1	Dr.B.M. Londhe & Mr.Parkhe V.B.	JOURNAL of THE ASIATIC SOCIETY OF MUMBAI	PRIMARY HEALTHCARE IN INDIA: ISSUES AND PROSPECTS	"Current Scenario of innovative research in higher education" - (CSIRHE-2022)	Two days Multidisciplinary virtual international conference	International	2021-2022	0972-0766	MGVs ASC College, Manmad	JOURNAL of THE ASIATIC SOCIETY OF MUMBAI
2	Dr. N. S. Bhand	Book Name: Modern Education and Resources	Under Online Resources and Technologies: National Digital Library of India: A Study and Model for Digital Ecosystem of Learning: NDLI Club	Book Name: Modern Education and Resources	Book	National	Jan-22	ISBN 978-93-92425-55-4	AIMBA	Prashant Publication
3	Mr.C.B.Kahandal	Book Name: Modern Education and Resources	Under Online Resources and Technologies: National Digital Library of India: A Study and Model for Digital Ecosystem of Learning: NDLI Club	Book Name: Modern Education and Resources	Book	National	Jan-22	ISBN 978-93-92425-55-4	AIMBA	Prashant Publication
4	Prof.R.B.Satpute		Contract Poultry Farming System for the Sustainable Development Rural of India	Orient Research	The Journal Of Orient Research, Madras	National	Dec-21	ISSN 0022-3301 Vol. XI, No. 1 December : 2021	The Journal Of Orient Research, Madras	Orient Research
2022-23										
1	Dr. N. S. Bhand	Institute of Business Management and Rural Development	Role of Artificial Intelligence in Employee Engagement an Exploratory Analysis	National Education Policy-2020	Conference Proceedings	National	Feb-23	E-ISSN:2348-7143	AIMBA	Swatidhan Publication
2	Dr. N. S. Bhand	'RESEARCH JOURNEY' International E-Research Journal E-ISSN : 2348-7143	Implementation of National Education Policy-2020 : Teachers' / Academicians' Persepective	National Education Policy-2021	Conference Proceedings	National	Feb-23	E-ISSN:2348-7143	AIMBA	Swatidhan Publication
3	Dr. N. S. Bhand	'RESEARCH JOURNEY' International E-Research Journal E-ISSN : 2348-7143	Impact of National Education Policy on Teachers' Recruitment	National Education Policy-2022	Conference Proceedings	National	Feb-23	E-ISSN:2348-7143	AIMBA	Swatidhan Publication

4	Dr. N. S. Bhand	'RESEARCH JOURNEY' International E-Research Journal E-ISSN : 2348-7143	Significance of National Education Policy 2020 and Benefits to Industry	National Education Policy-2023	Conference Proceedings	National	Feb-23	E-ISSN:2348-7143	AIMBA	Swatidhan Publication
5	Prof.S.G.Gunjaj	'RESEARCH JOURNEY' International E-Research Journal E-ISSN : 2348-7143	NEP 2020: Challenges And Opportunity On The Educational System	National Education Policy-2023	Conference Proceedings	National	Feb-23	E-ISSN:2348-7143	AIMBA	Swatidhan Publication
6	Dr.L.D.Shah	'RESEARCH JOURNEY' International E-Research Journal E-ISSN : 2348-7143	"National Education Policy 2020 Strategies and Management -Promoting Research and Developments among stakeholders.	National Education Policy-2023	Conference Proceedings	National	Feb-23	E-ISSN:2348-7143	AIMBA	Swatidhan Publication
7	Prof.N.M.Nair	Institute of Business Management and Rural Development	A study on emergence of Artificial Intelligence:Issues & Future prospect	IBMRD's Journal of Management & Research	Recent advances in Artificial intelligence and data science	International	2022-2023	2277-7830	Amrutvahini MBA	IBMRD's Journal of Management & Research
8	Prof.N.M.Nair	'RESEARCH JOURNEY' International E-Research Journal E-ISSN : 2348-7143	Study on Challenges related to NEP 2020 in India	Research Journey - International E-Research Journal	National Educational Policy -2020	National	2022-2023	2348-7143	Amrutvahini MBA	Swatidhan Publication
9	Mr.Ramesh H.More, Prof.Sandip K. Nimbalkar	The Role of New Education Policy 2020 on Education in Higher Studies.	The Role of New Education Policy 2020 on Education in Higher Studies.	Research Journey- International Multidisciplinary E-Journal	Education Policy	International	2022-23	2348-7143	AIMBA	Swatidhan Publication

10	Mr.Rahul B.Satpute , Dr.Sandip K.Nimbalkar	Critical Analysis of Indian Education Policy:Insights Into Transformation of Indian Education System	Critical Analysis of Indian Education Policy:Insights Into Transformation of Indian Education System	Research Journey- International Multidisciplinary E-Journal	Education Pol	International	2022-2023	2348-7144	AIMBA	Swatidhan Publication
11	Dr.Lalitag Dilip Shah / Dr.B.M.Londhe		"National Education Policy 2020 Strategies and Management -Promoting Research and Developments among stakeholders.	Reasearch Journey	National Education Policy 2020		15th & 16th February 2023	E-ISSN-2348- 714301/02/2023	Amrutvahini Institute of Management & Business Administration	Reseach Jouney
12	Dr.N.N.Dighe	International Research Fellows Associations RESEARCH JOURNEY	“ STUDY OF CSR ACCOUNTING AND DISCLOSURES REFERENCE TO YEAR 2011-2017”	International Multidisciplinary E-Research Journal.Peer Reviewed & Indexed Journal	National Education Policy 2020		15th & 16th February 2023	E-ISSN-2348- 714301/02/2023	Amrutvahini Institute of Management & Business Administration	Reseach Jouney
13	Dr.N.N.Dighe	International Research Fellows Associations RESEARCH JOURNEY	“IMPLEMENTATION OF NATIONAL EDUCATION POLICY 2020 IN INDIA: A STUDY”	International Research Fellows Associations RESEARCH JOURNEY International Multidisciplinary E- Research Journal.Peer Reviewed & Indexed Journal	National Education Policy 2020		15th & 16th February 2023	E-ISSN-2348- 714301/02/2023	Amrutvahini Institute of Management & Business Administration	Reseach Jouney

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PRINCIPLES OF MARKETING

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According to the new syllabus of 'Savitribai Phule Pune University', Pune

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23. **Shreepad Granth Bhandar**, Shani Chowk, Ahmed Nagar. Ph. 0241-2347307, 9922664979.

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24. **Prashant Book House**, 17, KDM Shopping Centre, Opp. SBI Jalgaon, Jalgaon-425001. Ph. 0257-2235520, 9421636460.

Preface

Marketing is important and necessary because it takes place all around us everyday, has a major effect on our lives, and is crucial to the survival and success of firms and individuals. Successful marketing provides the promise of an improved quality of life, a better society and even a more peaceful world. Today corporate success largely depends on the marketing strategies adopted by the organisations.

We have great pleasure in presenting the book '**Principles of Marketing**', which is intended for students of management. This text book provides an exciting picture of rapidly changing place and value of marketing management. This book provides students and practitioners the framework and knowledge with which they could make more effective marketing decisions. It includes all the key principles and practices plus the integration process that maximises marketing effectiveness.

The subject material of each unit of the book has been written in easy language and precise way so that student can understand the topics superbly. Also it is a comprehensive book and will be liked by everybody interested in Marketing. The exercise given at the end of every unit will give extreme usefulness and benefit to the students and we are sure that they will attain the highest satisfaction level through this comprehensive book.

Although extreme care has been taken during the preparation and proofreading of manuscript, still some errors and mistakes might inadvertently creep in. The authors owe an apology to the readers for that and suggestions for improvement of the subject matter of the book will be accepted and acknowledged gratefully.

We are expecting valuable suggestions for improvements from our dear students and lecturers, which will be useful for our next edition.

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About the Book

The **Principles of Marketing** is an excellent textbook on the current marketing trends. The book is primarily intended to serve as a text for students of management. This book would help in understanding marketing concepts, service marketing, rural marketing, green marketing, digital marketing, marketing environment, marketing segmentation, marketing mix, marketing planning, marketing information system, marketing research, etc. In addition to the useful sources of information related to marketing management, variety of tools such as charts, tables, figures, etc. have been used to provide more adapting view to students and make the subject easier for them.

About the Author



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A Study on Challenges Related to New Education Policy 2020 of India : A Theoretical Review

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Abstract:

Education has a important and significant position in nation building & prosperity. The NEP 2020 has put forward a number of recommendations and initiatives that aim to modernize and reform the Indian education system. It has sought to increase access to quality education, improve the quality of teaching and learning outcomes, and provide greater autonomy for institutions. The policy has also proposed the introduction of technology-driven learning as well as the strengthening of vocational and technical education. Finally, the policy has proposed the establishment of a robust regulatory framework that is focused on ensuring quality and accountability. The researcher have critically examined the policy in this paper and identified some challenges in them. The researcher has also recommended some suggestion based on their analysis and review of NEP 2020. Various suggestions are made for the design and effective implementation and working of NEPs at national level, state level and also in each Higher Education institutes

Keywords: Higher Education Policy, National Education Policy, Learning Outcome

1. Introduction:

The National Education Policy 2020 (NEP 2020) is a landmark document that outlines the vision of the Indian government for the education system of the country. It is the first education policy of India in over 34 years, and aims to transform the country's education system by 2030. The policy outlines a holistic vision for education in India, covering aspects such as curriculum, pedagogy, assessment, teacher education, vocational training, and technology-driven learning. It seeks to ensure that every child has equitable access to quality education and that the educational system is geared towards developing the country's human capital. The NEP 2020 also puts forth initiatives to strengthen the regulation of the education sector and ensure that all institutions are held accountable for their performance. The National Education Policy 2020 (NEP 2020) is a new education policy that aims to address the many growing developmental imperatives of India.

[1] The Policy proposes a vision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education,

[2] The Policy also aspires to offer students across the nation an equitable and inclusive learning environment.

[3] It emphasizes the development of the creative potential of each individual and encourages students to pursue their interests in a variety of fields.

Social change is an essential part of the human experience and has been observed in all societies throughout history. In India, this process has been particularly prominent in recent years, with the introduction of a number of new initiatives and policies designed to meet the needs of a rapidly changing society. One of the most important and significant policies to be passed by the Indian government recently is the National Education Policy 2020 (NEP 2020). This policy has been designed to modernize the country's education system and make it more equitable and accessible to all. It seeks to provide quality education to all citizens and make education more affordable and relevant to the needs of the modern world. The NEP 2020 also seeks to introduce new technologies and methods of teaching and learning as well as strengthen vocational and technical education. This policy has the potential to revolutionize the Indian education system and make it world-class.

The Indian government's passage of the National Education Policy 2020 (NEP 2020) is a landmark moment in the history of Indian education. This policy marks the first major overhaul of India's education system in over 34 years and seeks to bring India up to speed with the global standard of education. The policy has been designed to give every child equitable access to quality education, with the aim of developing the country's human capital. It also seeks to introduce new technologies and methods of teaching and learning as well as strengthen vocational and technical education. To ensure that this policy is implemented effectively, the Ministry of Human Resource Development (now renamed the Ministry of Education) will be responsible for its implementation. With this new policy, the Indian government hopes to create an education system that is responsive to the needs of the modern world and that will help drive India's economic and social growth.

Why the need for change in pre-education policy?

The pre-existing education policy in India had several drawbacks that needed to be addressed. For instance,

1. the curriculum was often too large and complex for students to properly comprehend, preventing them from gaining a comprehensive understanding of their subjects.
2. Additionally, access to quality education was largely limited to those who could afford it, resulting in a lack of equal educational opportunities. Moreover, the policy lacked accountability and failed to create an effective system for tracking student progress. In light of these issues, the need for change was paramount.

The National Education Policy 2020 seeks to address these issues, by providing access to quality education to all, introducing a credit system, and improving the overall quality of education.

2. What Is In New Education Policy In India?

The National Education Policy 2020 is a landmark policy that seeks to revolutionize the Indian education system. The policy focuses on providing access to quality education to all students, regardless of their socio-economic background. It also seeks to make education more student-centric and experiential by introducing compulsory vocational education, reducing the curriculum to the essential core components, and introducing a credit system. Additionally, the policy seeks to increase access to higher education, provide more

autonomy to states, and create a more equitable distribution of resources. All in all, the National Education Policy 2020 promises to bring about significant changes in the Indian education system and help India become a global leader in education.

The new education policy in India is a comprehensive set of reforms designed to improve the overall quality of education in the country. The policy focuses on four key pillars: access, equity, quality, and accountability. It will increase access to education for all students, regardless of their place of residence, by implementing a 5+3+3+4 system of schooling and introducing mandatory vocational education in schools. The policy also seeks to reduce the curriculum to the essential core components, create an academic bank of credit, and improve the quality of higher education by allowing more flexibility in courses offered. The policy also seeks to provide greater autonomy to states and create a more equitable distribution of resources. Altogether, the new education policy promises to revolutionize the Indian education system and bring it in line with global standards.

New Education Policy 2020 Phase

The stages of the new education policy are divided into four phases. It has been completely removed the old education policy which was designed on a 10 + 2 formula, but the new education policy is based on the 5 + 3 + 3 + 4 formula. It has been made compulsory for government and non-government institutions to follow the new policy.

Four steps of new education policy

- ❖ **Foundation Stage-** which lasts for five years and includes preschool, as well as classes 1 and 2.
- ❖ **Preparatory Stage** - lasts for three years and covers classes 3 to 5.
- ❖ **Middle Stage** – lasts for three years and includes classes 6 to 8.
- ❖ **Secondary Stage-** lasts for four years and covers classes 9 to 12.

Additionally, the policy provides for the inclusion of vocational training at each stage to ensure that students can pursue a variety of career paths. Overall, the four-stage structure of the National Education Policy 2020 seeks to provide a comprehensive education system that is accessible to all.

The National Education Policy 2020 contains a wide range of features that aim to improve the quality of education in India. Firstly, the policy calls for a reduction in curriculum content to allow students to gain a deeper understanding of their subjects. Additionally, the policy seeks to empower students by providing them with more autonomy, by introducing choice-based credit systems and allowing students to pursue multiple paths of study. Furthermore, the policy focuses on ensuring equal access to education by providing scholarships and other forms of financial assistance to those in need. Finally, the policy emphasizes the importance of accountability by introducing a system of assessment and monitoring to ensure that students are able to achieve their educational goals.

The National Education Policy 2020 contains a range of features designed to improve the quality of education in India. The policy seeks to make education more accessible by providing universal access to schooling from pre-primary school to Grade 12, and by increasing GER in higher education to 50%. Additionally, the policy calls for the creation of a 5+3+3+4 curricular and pedagogical structure, and emphasizes the importance of multilingualism and Indian languages. The policy also proposes setting up a new National Assessment Centre, PARAKH

(Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), equipping schools with resources through school complexes and clusters, and increasing teacher training and professional development. Finally, the policy also proposes strengthening the Central Advisory Board of Education and the Central Sector Scheme Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT).

Provisions related to higher education

The National Education Policy 2020 calls for a number of provisions to improve the quality of higher education in India. Firstly, the policy proposes increasing Gross Enrolment Ratio in higher education to 50%. Additionally, the policy seeks to create an autonomy-granting system, where higher education institutions are given greater autonomy while still being answerable to the regulatory body. Furthermore, the policy proposes introducing a credit-based system, allowing students to transfer credits from one institute to another. Additionally, the policy seeks to improve the quality of research in India by creating a National Research Foundation and providing incentives for research. Finally, the policy also seeks to promote interdisciplinary learning by allowing for the creation of multi-disciplinary universities, and incentivizing the creation of dedicated research funds.

Four bodies of Higher Education of Commission (HECI)

The Higher Education Council of India (HECI) is a single higher education regulator that replaces the University Grants Commission (UGC), All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE). HECI is composed of four sub-organizations - the National Higher Education Regulatory Council (NHERC), the National Accreditation Council (NAC), the Higher Education Grants Council (HEGC) and the General Education Council (GEC). NHERC will be responsible for the financial management of HECI, while NAC will be responsible for accrediting institutions. HEGC will facilitate grants to higher education institutions and GEC will oversee the learning outcomes of the programs. HECI also has a number of committees and sub-committees that work towards ensuring the delivery of quality higher education in India.

Provisions related to online and digital education

The NEP 2020 has made provisions for online and digital education by allowing higher education institutions to run full-fledged online courses and by increasing the number of digital resources available to students. It has also allowed the use of digital technologies such as Artificial Intelligence and Machine Learning to improve the quality of teaching and learning. Other provisions include the establishment of the National Digital Educational Architecture (NDEAR), the launch of the PM eVIDYA programme, the introduction of the DIKSHA portal, and the launch of the SWAYAM program. These initiatives are aimed at improving online education accessibility and quality for students, teachers, and the general public.

Physical education

The NEP 2020 has made provisions for the integration of sports and physical education in the school curriculum. The policy states that physical education must be made compulsory for students from classes 3 to 8, and must form an integral part of the school curriculum. It also recommends that physical education should be made compulsory at all

levels of education, from primary to higher education. Schools should also develop sports infrastructure, such as playgrounds, fields, and stadiums, and offer various sports activities.

Provision for differently-abled children

The NEP 2020 has made special provisions for differently-abled children. It recommends that the government should establish special schools for differently-abled children, as well as a number of special centres for their education, training, and rehabilitation. The policy also states that all schools should be made accessible and inclusive, with ramps and special classrooms for differently-abled children. The policy also recommends that teachers in all schools should be trained to support differently-abled children.

Other announcements

The NEP 2020 has also made some important announcements related to the education system. These include the introduction of a new four-year multidisciplinary undergraduate program, the introduction of vocational education, the integration of sports and physical education in the curriculum, the introduction of a new assessment system, the introduction of new technologies such as Artificial Intelligence and Machine Learning, the introduction of new liberal arts and humanities courses, and the development of a new National Curriculum Framework.

- Only Single regulator inspite of UGC AICTE etc.
- All college will be given status of autunomus within 15 years
- Top Global ranked universities will be allowed to open colleges in India
- To promote more research, The National Research Foundation will act as a apex body to conduct research and strongresearch culture.

3. Challenges Related ToEducation Policy:

The new education policy 2020 has brought in a number of challenges which must be addressed in order to ensure its success. One of the primary challenges is the lack of proper funding. India's education system is underfunded, heavily bureaucratized and lacks capacity for innovation and scale up. This makes it difficult to implement the policy in its entirety. Another challenge is the need for reform in school education. Reforms are necessary in order to make the system more flexible and bridge the gap between school education and higher education. Additionally, there is a need to achieve 100% gross enrollment ratio in school education by 2030 This is a huge challenge as it requires a lot of investment and effort to ensure that all children have access to education. Therefore, it is important to address these challenges in order to ensure the success of the new education policy 2020.

India's National Education Policy 2020 (NEP 2020) is a landmark reform in the history of Indian education. Aimed at transforming the educational system, the policy seeks to promote quality education and inclusiveness in the country.NEP 2020 has set ambitious goals such as universalizing access to pre-primary through secondary education, providing flexible pathways for learning, and eliminating the gap between school and higher education. Despite the potential of NEP 2020 to revolutionize the education system, the policy faces certain challenges such as inadequate funding, lack of capacity for innovation and scale up, bureaucratization, and inadequate infrastructure. These challenges must be

addressed for NEP 2020 to be effective and for India to achieve its goal of quality education for all. Some of the major challenges are :-

1. **In sufficient human resources** – Skilled teacher at basic level are not available which is a major challenge to implementing NEP 2020.
2. **High cost Education** –With the introduction of new education policy the foreign universities are now allowed to enter the indian education which will be very costly for Indian students. This will be challenging for lower class students to pursue higher education.
3. **Cooperation** – Each state must come forward to bring cooperation among all state for common education system all over India
4. **Complication of education** - Some Indian states said that the government is trying to complicate education system with the three language formula. Various difficulty may come in front of states even if the medium of education for children is in mother tongue or regional language.
5. **Funding** – Making sure that funding is sufficient will rely on how strong the will power is to spend the public expenditure on education.

4. Suggestions For New Education 2020 Policy Of India

As the world has been rapidly evolving over the past few decades, so too has the need for a new educational policy that is designed to meet the ever-changing needs of today's students. A successful education policy in 2020 must address the various challenges that students face, such as access to technology, the proliferation of digital media, the need for critical thinking skills, and the need for a curriculum that is flexible and relevant to the lives and careers of students.

To meet these needs, the policy must prioritize access to technology and the use of digital media in the classroom. Technology can be used to facilitate student learning, allowing students to work collaboratively and to access relevant information quickly. Digital media can also be used to enhance the learning experience, allowing students to explore new topics and create their own educational experiences.

In addition, the policy should focus on fostering critical thinking skills, as this is essential to helping students become more effective problem solvers. This can be done by encouraging students to explore various topics, ask questions, and create their own solutions.

An education policy in 2020 should also include a curriculum that is flexible and relevant to the lives and careers of students. This can be done by introducing more project-based learning and providing the opportunity for students to develop the skills they need to succeed in the 21st century job market.

Finally, the policy should also address issues of inclusion, equity, and diversity. This means that the policy should promote fairness, provide equal access to quality education, and ensure that everyone, regardless of gender, race, ethnicity, or economic status, have the opportunity to succeed.

By implementing an innovative, forward-thinking education policy in 2020, students will have the opportunity to develop the skills and knowledge needed to thrive in an increasingly competitive world.

The 2020 education policy should focus on giving students more opportunities than ever to learn. This could be accomplished through increased investment in technology, such as online

courses and virtual classrooms, as well as providing access to resources that can help students further their understanding of the topics they are studying.

In addition, the policy should prioritize creating a more inclusive environment in schools, where all students feel safe and supported. This could include implementing anti-bullying initiatives, implementing more diverse teaching methods and curriculum, and creating a positive school culture that encourages critical thinking and collaboration.

Finally, the policy should strive to break down existing class and economic barriers that inhibit learning. This could include implementing free or reduced-cost lunch programs, scholarships for marginalized students, and expanding access to after-school programs. With these initiatives in place, students from all backgrounds will have the opportunity to thrive in the classroom.

- Anganwadi Must be completely revoked in to Kids Zone so that the child can get a combination of education and sports. One more changes can be done to change Anganwadi workers with ASHA worker and physiotherapy which will help in combining health with education.
- Burden of books should be reduced and more focus should be given to moral values ethics and social awareness. The concept of bagless school should be implemented which will lead to all rounf development
- More promotion should be done at rural level to attract children for education and new scheme like mid day meal, navodaya schools should be introduced.
- Evaluation parameter should change and more focus should be give on practical knowledge rather than theoretical knowledge.
- In school level only importance should be given on sex education, equality and women empowerment.
- More focus should be given on vocational training, entrepreneurship and skill enhancement should be given from school level itself.
- Money funds should be given
- To increase the Gross Enrolment Ratio, the Central and State Governments should equally provide special packages to institutions.

5. Conclusion:

The National Education Policy 2020 marks a historic moment in the evolution of India's education system. By introducing reforms that emphasize experiential learning and development of skills, the policy seeks to promote a holistic approach to education that will help students to become more creative and independent thinkers. By focusing on student-centric approaches to learning and focusing on local needs, the policy will ensure that India's education system remains competitive in the global market. Additionally, the policy reaffirms India's commitment to the principles of equity and inclusion in education and the provision of quality education to all segments of society. Overall, the National Education Policy 2020 marks an important milestone in the transformation of India's education system and will lead to greater prosperity and success for the nation.

The new education policy 2020 is a groundbreaking government initiative that promises to revolutionize the Indian education system. It focuses on giving greater autonomy to states, leveraging technology, and providing accessible and quality education to all. It sets out an ambitious vision for universal access to quality education, improved teacher training and career prospects, and greater focus on the development of skills and

talents. The policy also places emphasis on local languages, vocational education, and an equitable distribution of resources. It is a bold and ambitious policy that is set to have a far-reaching impact on the future of Indian education.

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Role and Opportunities of NEP 2020 Policies in India with Perspective of Management Education

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Abstract:

Necessary reforms to India's educational system will be based on the National Education Policy-2020. It outlines the ideal scenario for improved access. India will become the world's leading knowledge economy with the support of equity, competence, inclusiveness, and affordability. The GoI's new policy will completely overhaul the way that education is provided thanks to improvements in pedagogy, knowledge development, creative delivery methods, and integrated management of educational systems. The management education discipline in India, which currently lacks enough practical and futuristic skill-building infrastructure for their students, is projected to benefit from the reforms as outlined in NEP 2020. Realizing the importance and necessity of such initiatives, this research is planned and designed to observe and analyze the Role and Opportunities of the NEP 2020 policy that can ensure support for the rectification of the current shortfalls in management education discipline in India. The study is based on Secondary data (Research papers, Articles & Blogs). Study results that are expected are felt to be providing significant insights and motivations to apply the current educational guidelines prescribed in NEP 2020 for the betterment of management education infrastructure of the country.

Keywords – NEP 2020, Management education, Higher education, Skill development

1. Introduction:

On July 29, 2020, the National Education Policy was formally announced. There are several reforms to higher education made under the National Education Policy 2020., including technical education, as well as K–12 education. The National Education Policy 2020 lists a number of action items/activities that should be implemented in both higher education and schooling.

Significantly, the strategy places attention on four main reform areas, namely curriculum adjustments to develop strong fundamental abilities, enhancing learning quality across all educational levels, improvements in assessment methods, and finally, the necessity of systemic transformation. The NEP plans to integrate the curricula of the segments of Early Childhood Care and Education (ECCE), and learning institutions, including universities. The improvement of the quality of the learning outcomes is one of the more prominent themes in the overall policy statement.

Some of the efforts mentioned in the NEP include the provision of high-quality learning environments, the provision of training and hands-on experience, and the improvement of teacher quality via the use of information and communication technologies. From the perspective of the education sector, the recommendations to move early childhood education and school

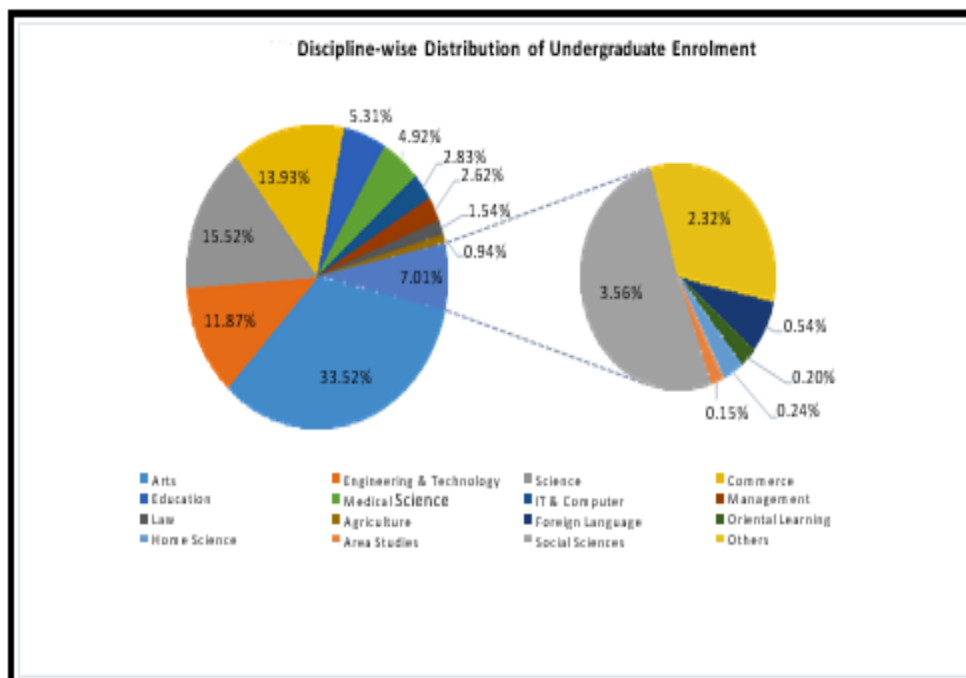
pedagogy to the 5+3+3+4 structure are welcome steps. The higher education system has a three-tiered structure (research focus, teaching focus, and autonomous degree-granting colleges with a strong employability focus). (KPMG, 2020).

The policy also includes the integration of vocational education into both secondary and higher education, as well as the creation of a credit structure that facilitates both vertical and horizontal transfer between vocational and higher education. The current educational systems in India place a heavy emphasis on theoretical courses, leaving students with limited opportunities for practical training, which is a major impediment to taking advantage of foreign employment opportunities. The goal of the National Education Policy-2020 is to help students acquire the knowledge, abilities, and dispositions they will need to succeed in today's competitive labour market, wherever they may be located. (Devi & Cheluvvaraju, 2020).

These changes are highly beneficial and needed for India's Management education. Students' ability to manage their time is seen as being essential to their ability to study academic material, grow in their competencies and abilities, and attain academic objectives. The development of management skills among students is significantly aided by educational institutions and educators. There should be opportunities for students to develop their skills and abilities within educational institutions (Kapur, 2019).

The following are the overall percentages of different disciplines in India provided with the number of students enrolled in undergraduate to Doctorate programs in the year 2020-21 as per AISHE 2020-21 Report published.

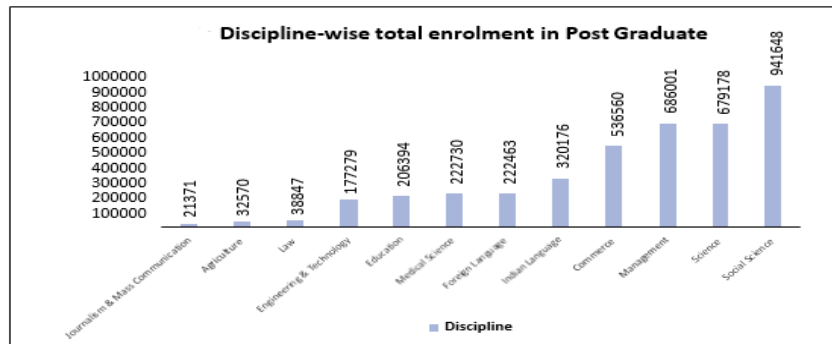
The total number of Students enrolled during 2020-21 at the Undergraduate Level in a major discipline (based on actual response)



Source- AISHE 2020-21 Report

The above graph reflects based on institute responses, undergraduate major discipline enrolment. Arts has the most students (104 lakhs), followed by science (48.17 lakhs), Commerce (43.23 lakhs), and Engineering and Technology (36.86 lakhs). Management Education contributes 2.62 Percent.

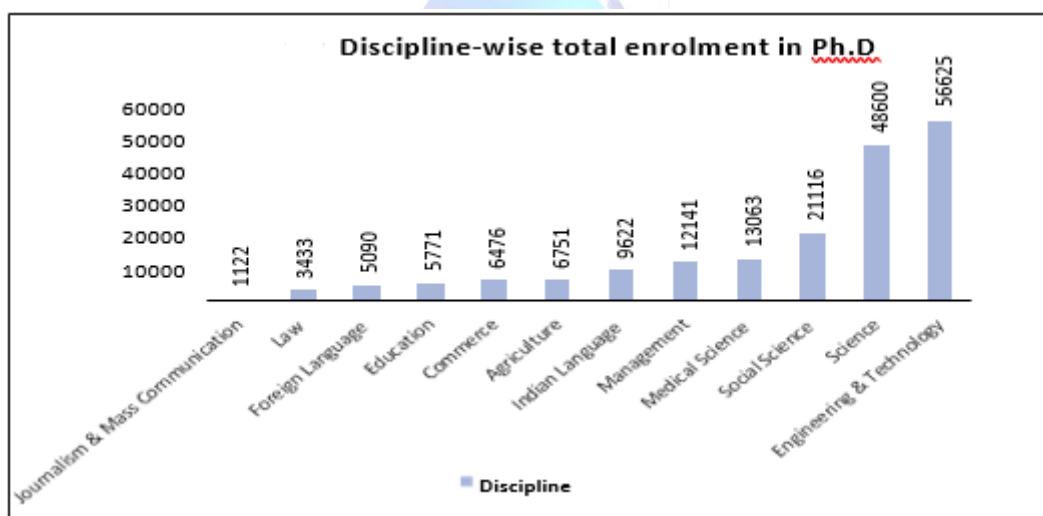
The total number of Students enrolled during 2020-21 at the Postgraduate Level in a major discipline (based on actual response)



Source- AISHE 2020-21 Report

From the above graph, it can conclude that Social Science has the most PG students (941648), followed by science. Institutes enroll PG students in main disciplines based on response. 941648 PG Social Science students. Science enrollment is 679178. 686001 PG management students. Commerce has 536560 PG students. PG Indian languages have 320176 students in 12 sub-streams.

The total number of Students enrolled during 2020-21 at Ph. D Level in major discipline (based on actual response)



The above graph shows that Engineering & Technology has the most Ph.D. students, followed by science. Engineering & Technology has 21 sub-streams (a total of 56625 students enrolled for Ph.D.). Science has 48600 Ph.D. students in 17 sub-streams such as Mathematics, Chemistry, Physics, and Zoology. Management has 12141 PhD students.

This article tries to discuss about the skill development challenges as well as benefits to management Education and to the students.

2 Materials and methods :

2.1 Objectives-

1. To Study NEP 2020 with respect to higher education, specially management education
2. To find out opportunities for Management Education & Students through NEP 2020

3. To Find out Skill Development Challenges for Management Institutes

2.2. Research type:

The purpose of this study is to determine the Role and Opportunities of National Education Policy 2020 in India from the perspective of education. The research is descriptive in nature.

2.3. Data Collection:

The research data has been compiled through different secondary data sources that include research articles, blogs, sources based on the web, etc.

3. Discussion:

3.1 NEP 2020 Policies and Reforms Aiding for Management and Higher Education

The New Education Policy 2020 (or NEP for short, to differentiate it from past policy papers) has been the subject of much discussion and has been met with both support and criticism from a wide range of stakeholders. No one can deny that the education industry has opinions on both sides of this debate. Although the NEP divides schools into four "classes" (Foundational, Preparatory, Middle, and Secondary), most educators have concentrated on the policy for elementary and secondary education. Meanwhile, educators at HEIs have considered what types of changes the NEP may bring to higher education. (Natarajan, 2020).

As stated in the National Education Policy 2020, it will act as a catalyst meant for altering the educational structure in demand to enhance the employability of upcoming generations because of its emphasis on talent development. How may the National Education Policy aid in job placement? The latest technological developments have had an influence on every aspect of the labour market and have dramatically changed employer employment requirements.

With an emphasis on the development of technical and soft skills by undergraduate as well as postgraduate learners, this radical initiative has created the foundation for deep learning reform, particularly in upper education. Indeed, NEP 2020 emphasizes the value of schooling in providing learners with the essential abilities and places a heavy emphasis on work happiness. Additionally, it is consistent with the 2030 Agenda for Sustainable Development of the United Nations, which aspires to guarantee universal access to opportunities for lifelong learning by that year. In order to accomplish this goal, the document emphasizes the consequence of revamping the educational method (Paschal & Srivastav, 2022).

Possibly the most valuable element of NEP 2020's attainment is the inclusion of occupational education and training. Vocational training is now an option for the all-inclusive ecosystem of schools, colleges, and universities to incorporate into their curricula. Hiring managers are gradually seeking people who can bring together industry knowledge and digital experience, in addition to production-based competencies corresponding to Industry 4.0.

By combining industry-based courses and mentorship, professional learning centers may be essential in fostering academic achievement. Because of the enclosure of professional reskilling along with upskilling, these organizations likewise include Commercial India as a significant player in guaranteeing employment preparedness. The NEP 2020 also allows teachers more liberty in the direction of choosing different pedagogical approaches so they may become specialists in their subject areas and instruct students more effectively. We will value and applaud teachers' efforts in putting new ideas into practice to improve student learning outcomes.

3.2 Opportunities for Management Education –

- Multiple entry/exit schemes at institutes.
- Institutes are permitted to establish and develop their own programs.
- Evaluation and grading schemes can be modified to meet the objectives of the college and the student.
- Autonomy will be for institutes and will be treated as deemed universities.
- Scholarship programs and other economically driven schemes can be implemented.
- Exposure customized to concerned industries will be an option.
- A utilitarian technique may be provided for teaching learning.
- Industry-institute ties will be promoted.

3.3 Opportunities for Students –

- Academia and the development of one's interest in extracurricular activities will go hand in hand.
- Students can have credit options to enable them to pursue an appropriate career route through short Skill-based Courses.
- Skill-based education, internship, and training possibilities, through industry mentors (Academic-Industry linkage).
- The students would learn less theoretical and more practical information.
- There are a wide variety of electives, multidisciplinary studies, and skill sets available to students.
- Not just academics but also extracurricular interests are encouraged.
- The awarding of a degree would take into consideration athletic and extracurricular achievements.
- Students can choose the subjects of interest considering the academic bank of credit.

3.4 Management Education and Skill Development Challenges

With a booming economy and fierce competition, it is crucial for management graduates to start learning new skills while still in college. These days, businesses prefer that their employees have knowledge in addition to abilities. A skilled workforce helps the company save time and money. Therefore, it is the duty of higher education institutions to ensure that as many college students as possible are prepared for employment. However, these institutions encounter a number of difficulties, some of which are listed below (Ritwika & Bhattacharyya, 2017):

- designing the course program so that it imparts the necessary skills that businesses demand in addition to education.
- Making all students equally accountable for skill development by educating them about its significance in relation to employment
- Overcoming the demand and supply imbalance so that there are sufficient numbers of skilled students who can be hired right away by organizations.
- Reduce absenteeism from educational institutions' skill-development programs.
- Having the ideal resourceful person who can successfully teach students how to increase their skills.

The management schools must be aware of the effects of the adjustments being made in the increasingly cutthroat professional environment and, as a result, must prepare the students

with the skills needed to carry out company strategies. In terms of vision, curriculum design, and offerings, the top business schools in the USA and Asia Pacific have a track record of upholding corporate standards.

Assuming it can be successfully scaled up to satisfy the high demand from the globalized economy, the classic Management School model will persist in markets that are fast emerging, like India. To adapt to a more complex environment with unusual demands from both students and their employers, Indian business schools will need to change quickly (Dharmadhikari, 2018). There must be a variety of possibilities for students to develop their management skills, according to educators. Students are encouraged to engage in competitions, tournaments, and other activities that are organized at schools. The students are able to improve their communication, intellectual, and critical thinking skills by taking part in various activities and programs.

In higher education institutions, throughout the completion of master's and doctoral programmes, the supervisors occasionally even present their lectures to their students, allowing students to improve their teaching abilities. Engaging in tasks and activities that will help people apply the managing functions of planning, organizing, directing, leading, coordinating, and regulating can help people improve their managerial skills. The students can also get the chance to work with people, including administrators, supervisors, teachers, other students, and other staff members.

They also have the chance to discover and comprehend their weaknesses. Additionally, they are able to instill the qualities of growth, transformation, study, and efficient comprehension of areas that want improvement. This gives them the chance to develop their interactive performance skills in their school setting in a sustainable way (Kapur, 2019).

4. Conclusion:

The study, as presented above, provides a promising scope for Higher Education, Skill Based Academic Units, and Management education to enhance their infrastructure by following NEP 2020 scheme. The policy lets these academic entities incorporate flexible student-centric infrastructure, the scope of multidisciplinary studies, career and skill-driven course inclusion, and job-centric motivation. These significant implementations, if correctly followed in Management education can become the pathway to ensure their autonomous status and build up a stronger career-centric academic ecosystem for management aspiring students.

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Implementation of National Education Policy-2020 : Teachers'/ Academicians' Perspective

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Abstract:

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. To boost the expansion of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. The national education policy, currently launched, focuses on India-centric education system in 2020, which will contribute to making our nation again a world guru by providing all high quality education. The policy signifies a huge milestone for India's Education system, which will certainly make India an attractive destination for higher education world-wide. The success of any education policy rests upon the belief and efforts of its' fraternity. Educators must be proactive in understanding in detail the ethos, the aims, objectives and the motto of the NEP and upskill themselves with rigorous Development programs.

Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21st century skills. While implementing the NEP at the ground level, it becomes imperative for the teaching fraternity to have strong coordination, cooperation and the motivation to transform students' life through skill and character building. The NEP emphasizes the teacher's contribution, their sacrifice and efforts to uphold the dignity, respect and honour of this profession. The current paper seeks to examine the awareness & perspective of Academicians/ Teachers and also to understand opportunities & challenges in implementation of NEP 2020 for quality education

Keywords: Education, National Education Policy 2020, NEP-2020, Overview & Teachers

1. Introduction:

The 21st century's first education strategy which seeks to solve our country's many rising developmental imperatives is National Education Policy 2020. This Policy recommends that all facets of the education framework, including its legislation and governance, be updated and redesigned to establish a modern paradigm that is consistent with the aspiring aspirations of education in the 21st century, including SDG4, thus drawing on the values and value systems of India. It is founded on the idea that schooling must improve not only cognitive capacities, but also ethical, mental, and emotional capacities and dispositions, both the "foundational capacities" of literacy and numeracy and "higher-order" cognitive capacities, such as logical thought and problem solving. The newly launched National Education Policy 2020 has a vision for a India-focused education program that directly contributes to transforming our nation into a society of equal and living knowledge, by providing quality education for all.

Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India is the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students.

The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

During 2015 to 2019 a lot of emphasis was given on the use of technology in education and at the nucleus was the teacher. The Government of India established its own massive open online platform by the name of SWAYAM and also launched its bouquet of thirty two educational television channels by the name of Swayam Prabha. Any teacher from anywhere can design his/her own course and place it on the SWAYAM, and learners from anywhere in the country or abroad can take the course. This initiative was a precursor of the Pandemic which hit the world in 2020. Geographical boundaries have been removed and the teacher has the freedom to become a global teacher. On the one hand it brought a great opportunity to the teachers but it also has brought great challenge. The competition for teachers has increased manifold. The competition is no more with the teachers in the school or the town but from any or all teachers of the world. Now every teacher has the opportunity to teach to a real global classroom but the challenge is to be the best otherwise the student can exit anytime. The opportunity to perform and be recognised is unlimited but the competition is also equally unlimited.

In order to ensure implementation of the NEP2020 in the schools, colleges, and universities, the teaching learning community must be aware about the broad spectrum of NEP2020. So that researcher has identified the gap and decided to take up the said study which has analysed the general awareness of college and school teachers & their perspective about NEP 2020.

2. Objectives of The Study:

- ☐ To understand the concept of National Education Policy 2020.
- ☐ To study the impacts of NEP 2020 on India's education system.
- ☐ To understand the opportunities & Challenges in implementation of NEP 2020
- ☐ To assess the awareness level of teaching professionals in educational institutions about NEP 2020.
- ☐ To know about the opinion of academicians and teachers towards the new educational policy 2020.

3. Literature Review:

1. **Rachna Soni,(2022)** : In the paper it was discussed that, an efficient implementation can make a policy a huge success and on the other hand, if not properly implemented may lead to huge disaster. The review paper discusses the challenges and issues in the implementation of NEP 2020. For proper implementation of the policy 3 pillars- infrastructure, funding, and a well-detailed plan strategy are important.

2. **Dr. Ruchi Rani,(2022).** It is concluded that NEP2020 is an advanced regime that will facilitate value-based education and scientific learning. It will replace the older system of 'curriculum' which is rigid to change with changing time dues to the unwieldy bureaucratic system to change it.
 3. **Harmeet Kumar,(2022).** The author recommended that though teachers are aware of NEP 2020, but many of them have superficial knowledge about it, so educational institutions must give thorough Orientation of NEP 2020 to their teachers to ensure quality education in new set up because a little knowledge is always dangerous.
 4. **Gopalan K.R, Nivithra S, Vezhaventhan D (2022).** The author proposed that Indian advanced education framework is moving from data driven to information driven, learning driven to investigate driven, and decision driven to competency driven.
 5. **Vijayalakshmi Murugesan,(2021).** This paper put forward that the National Education Policy 2020 anticipates for a complete renovation of the school and higher education system. NEP 2020 is designed for transforming the Indian education system to meet the needs and challenges of 21st century, which will require a detailed plan for smooth execution , which will provide a high-quality education to all.
 6. **Dr. Sharad Phulari, Dr. Amruta Pawar , Sejal Pal& Ankit Raj Singh,(2022).** Author concluded that , a teacher is a person who helps others to acquire knowledge, skills and understanding of life process. In National Education Policy-2020, teacher is considered as Learning resource, Planner, Assessor, Facilitator and Information provider. NEP-2020 made certain provision for development of teacher as a role model .
 7. **Dr. P. Narender Reddy,(2020).** The researcher concluded that NEP 2020 aims to address various gaps existing in the education system of India and through this policy, India is expected to achieve sustainable development goal of 2030 by ensuring inclusive and equitable quality education. It is suggested that to develop skills among teachers to address manpower shortfalls, training programmes should be designed to train master faculty members.
 8. **Maharaj, Gita & Ahuja, Markanday & Malhotra, Amarjeet, (2021).** The study concluded that the NEP 2020 can be successfully implemented by drawing learnings with respect to pedagogy from our ancient treatise Shrimad Bhagwat Gita, which still stands ahead of times. Consequently, it establishes the need for training of educators on pedagogical aspects while seeking a perspective from Bhagwad Gita.
 9. **Dr. Netaji Jadhav,(2022).** It is concluded that NEP 2020 is going to be helpful for the nation & further stated that it would be possible to resolve the problems peacefully & provide a path of hope for all.
- 4. Opportunities In Nep 2020**
1. Renaming the ministry: The Ministry of Human Resource and Development will now be called the Ministry of Education. This is apparently in order to bring the focus back to education.
 2. An extension of the RTE to cover a larger age group: The policy proposes to increase the ambit of the RTE to include children from the ages 3 to 18. Currently it covers children between 6 to 14 years

3. The three-language formula has resurfaced in a new avatar in the NEP 2020. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State
4. New institutions to be set up. - Higher Education Commission of India (HECI) by 2022. NEP 2020 proposes to set up a super-regulator to address the current issue of multiple regulators to deal with accreditation, funding, standard setting. HECI will function as the single overarching body for all higher education, excluding medical and legal studies.
5. Major changes in School Education: - Adoption of 5+3+3+4 Structure: The policy recommends a move away from the previous 10+2 structure (10 years of primary and 2 years of secondary education).
6. Flexibility to choose subjects across streams: All subjects will be offered at two levels of proficiency (introductory and advanced) and will be treated equally - Board exams will test core competencies, could become modular (Board exams for Grades 10 and 12 will be continued, all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority.), and will be offered twice a year. Inclusion of vocational training in the curriculum, making it more practical. - Mother tongue to be a medium of instruction till 5th grade.
7. Major changes in Higher Education:
 - 50% Grade Enrolment Ratio to be achieved by 2035. Currently it's at 26.4%,
 - A National Testing Agency to conduct a common entrance exam for colleges twice a year.
 - Mid-term dropouts from college will be given credits and an option to complete their degree after a break (a limited period).
 - Affiliations with universities are to end and over the next 15 years colleges will be given the autonomy to provide degrees.
 - Graduate programs for 4 years, PG (Post graduate) programs for 1 or 2 years and M.Phil programs to be discontinued

5. Challenges That Will Determine Success Of Nep 2020

1. Curriculum and Content: The NEP calls for curriculum and pedagogical changes. The boards which conduct examinations will need to re-think how they assess students and what the learning content rubric should be. School textbooks will need realignment too.
2. Teacher Availability: Over 250M-plus students are estimated to enrol in K12 schools in India by 2030. At a teacher-student ratio of 1:35, India would need an estimated 7M-plus teachers to address this burgeoning student population who will need to have graduated through the defined B.Ed programme for 12th pass, graduates and post-graduates for four, two and one year respectively.
3. Teacher Skilling: Given these constraints, experiential learning, and concept-oriented teaching, versus the currently prevalent printed content-oriented teaching will be tough.
4. Technology at Scale: Digital infrastructure of similar scale will be needed using digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure, uniform assessments across schools even in remote villages, career counselling and teacher training aids.

5. Evaluation Infrastructure: Continuous assessment requires schools and teachers to innovate on evaluation approaches and assignments that are thought-provoking and require students to apply themselves.

6. Opening universities every week is a herculean task: India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years. Opening one University every week on an ongoing basis is an undoubtedly massive challenge.

7. Need to create a large pool of trained teachers: In order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs. Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.

8. Inter-disciplinary higher education demands for a cultural shift: In higher education, the National Education Policy 2020's focus on inter-disciplinary learning is a very welcome step. Universities, especially in India, have for decades been very silos and departmentalized. This culture of disciplinary mooring runs very deep among scholars and professors alike, with few exceptions. Page 10 of 11 For the entire higher education system to be composed of "exceptions" professors who are curious about, respect and lean in to other disciplines while being experts in their own is no easy task. This requires a cultural shift in the entire higher education ecosystem, over the next 15-20 years.

6. Research Methodology:

Research Design: Researcher utilized online survey tool - Google form and shared randomly among college and school teaching community and requested to fill and also relied on secondary sources of data such as e-sources, articles and newspapers.

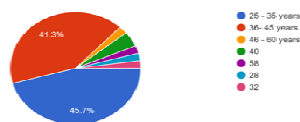
Sample Size: Google form was shared with teachers & Asst. Professors of various institutes in Nasik City .A total of 46 responses has been received & the data is analyzed.

Data Collection tools: The primary data is collected through questionnaire through Google form & secondary data is collected through e-sources. Once the data was collected it was analyzed & results are presented under each related chart as follows:

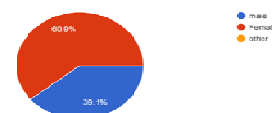
7. Data Analysis & Interpretation:

1.Demographic Analysis

Age
46 responses

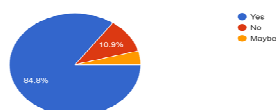


Gender
46 responses



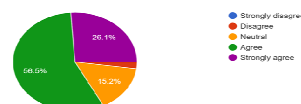
2.NEP 2020 Awareness

1. Are you aware of NEP 2020 Policy
46 responses



3.Recruitment & employment Policy

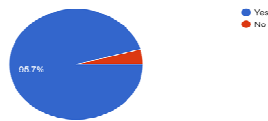
2. Will the implementation of NEP policy change the Recruitment & Employment policy at Institute level
46 responses



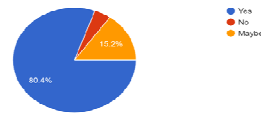
4.Infrastructure facility

5.New Skills for teachers

3. Will implementation of NEP Policy demand for change in Infrastructural facilities?
76 responses

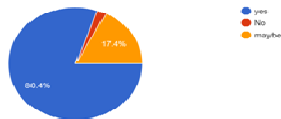


4. Will there be a requirement for inculcating new skills for Teachers for implementation of NEP policy?
76 responses

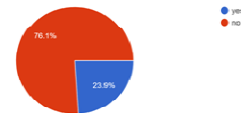


6. Training for Teachers

5. Is training Program to be conducted for teachers for successful implementation of NEP Policy?
46 responses



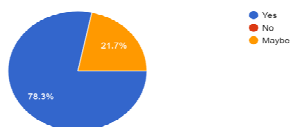
8. Is it easy to bring about sudden changes in the educational level without adequate trained staff and resources?
46 responses



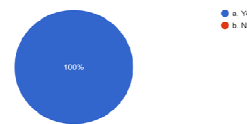
8. Implications & Challenges for NEP 2020

9. Growth opportunities

9. Does this new changes in education could bring out many practical implications and challenges?
46 responses

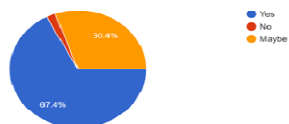


11. Will NEP Policy bring more growth opportunities for academicians?
46 responses

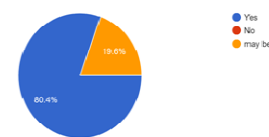


10. Teaching pedagogy & Quality of education

12. As per your opinion, can the new education structure(5+3+3+4 Structure) will be able to improve/ maintain quality of education?
46 responses



13. Will the NEP policy demand for change in teaching pedagogy over the methods used till date?
46 responses



8. Findings:

- In this research work 61% are female respondents & respondents' lies between age group of 25 – 45 years.
- From the survey it can be stated that maximum teachers/ Asst. Professors are aware of National education Policy.
- 57 % of respondents agree that implementation of NEP will change the recruitment & Employment policy applied by the various institutes.
- 96% of respondents are of the opinion that implementation of NEP 2020 will demand for change & up gradation in Infrastructural facilities for teaching purpose.
- 80% of respondents believe that teachers need to adopt & inculcate new skills for the successful implementation of NEP 2020.
- 80% of respondents stated that to upgrade & add value to knowledge of teachers regarding NEP implementation various training programs are to be conducted.
- 78% of respondents feels that NEP will lay emphasis on understanding Concepts rather than learning for exams/ rote learning. 54% respondents says that NEP will lead to Content oriented education rather than being textbook centric.

- 78% respondents believe that there are challenges for implementation of NEP but it can also bring quality education, if policy is properly implemented.
- 100% respondents believe that there will be more opportunities in future after implementation of NEP.
- Maximum respondents are of the opinion that implementation of NEP will improve the quality of education but it demands for change in teaching pedagogy over the traditional teaching methods.

9. Recommendations:

The NEP 2020 teaches us that we should always be ready to learn and move according to the circumstances & be ready to think out of box & adopt to the changing situation which is the need of 21st century .NEP will not only provide the growth opportunities to all the stakeholders but it will also help to improve the quality of education, which will help for development of our Nation. The following recommendations are made:

1. Maximum teachers/ academicians are aware of NEP 2020, but all the stakeholders should be made aware about its implementation & implications.
2. Various training programs for the teachers regarding the implementation of NEP 2020. Faculty development programs to be conducted to upgrade the faculty with new skill set required for successful implementation of the policy.
3. Updated infrastructural facilities & various ICT based teaching tools are to be made available at all the institutes.
4. Clarity should be brought to the teachers regarding the career prospects after the implementation of NEP 2020.

10. Conclusion:

From this study it is concluded that NEP 2020 is going to be helpful for our nation & will help our youth to compete in the world & become successful.. It will replace the older system of 'curriculum' which is rigid in nature & will provide more flexibility & opportunities to all stakeholders. NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st-century education. However, in order to accomplish all these goals, we must overcome all the challenges in a sustained manner for years to come. Every good event happening to transform the future has some problems, but we should be ready as educators to face them and also resolve them peacefully. A teacher is a person who helps others to acquire knowledge, skills and understanding of life process. In National Education Policy-2020, teacher is considered as Learning resource, Planner, Assessor, Facilitator and Information provider. It will implement systemic plan for recruitment of teacher because best teacher results in best future for our children and nation. Nevertheless the NEP 2020 will surely take us on a path of hope. So it can be concluded that teachers & academicians have positive thoughts towards the implementation of NEP 2020, as it will provide more growth opportunities & overall development, provided that the implementers support the teachers by extending necessary facilities.

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Higher Education Institutions into Multidisciplinary Institutions : Challenges in NEP2020

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Abstract:

The NEP 2020 aims to develop the intellectual, aesthetic, social, physical, emotional, ethical, and moral facets of an individual in an integrated manner thereby contributing directly to the transformation of the country and making India a global Knowledge Super Power. What constitutes an HEI? That is a university or college, is also defined in the NEP 2020. A large multidisciplinary HEI to be established in or near every district by 2030 is one of the most significant recommendations in the NEP 2020. A multidisciplinary institution should not only have different departments but also should have innovative programs of a multi-and interdisciplinary nature to help widen learners thinking and learning capability and train them to address emerging trends.

Challenges.

India has domain-specific Stand-alone colleges and universities. Even in multidiscipline HEI, the disciplinary boundaries are so rigid the opportunities to learn and explore different disciplines are less explored. Internationally, The culture of establishing and sustaining a multidisciplinary university is increasing fast, thereby maximizing Productivity with an enhanced focus on research and development innovation and incubation. It is, therefore, Perrier for the higher educational system (HES) TO phase our stand-alone. Fragmented and domain-specific HEIs to create HEI clusters and multidisciplinary. HEIs instead such institutions will impart education, with strong values and skill sets. The Higher Education system will further enhance the performance of Indian institutions in terms of teaching, learning, and research to newer and gather heights.

❖ Introduction

The way proposed in the NEP2020 to end the fragmentation of higher education is by transforming HEIs into multidisciplinary universities, colleges and clusters, and knowledge hugs. The types of HEIs envisaged are:

- a) Multidisciplinary Research Intensive Universities (RUs))
- b) Multidisciplinary teaching-intensive universities (TUs)
- c) Degree awarding Multidisciplinary Autonomous Colleges (Smaller than a university)

The Multidisciplinary TUs and RUs will be universities with 3,000 or more students given that by 2035 all affiliate collages Should become degree-awarding multisided disciplinary autonomous institutions, it is necessary to develop a road map to transform all affiliated collages to attain the status, either alone or through collaboration with nearby institutions in the form of clusters or by becoming a constituent part of the university as envisioned in NEP 2020. The

affiliated colleges need to achieve the degree-awarding status by becoming large multidisciplinary autonomous colleges or by becoming part of the cluster to become a large multi-disciplinary HEI.

The Overall higher education sector will be an integrated higher education system, including professional and vocational education. The policy also suggests opening departments needed for multidisciplinary subjects, including languages Literature Music, Philosophy, Ideology Art, Dance, Theatre, Education, Mathematics, Statistics Pure, and Applied Sciences, Sociology, Economics, Sports Translation, and Interpretation.

❖ **Keywords :** Multidisciplinary research, university, college, teaching, learning.

❖ **Objectives:**

- 1) Transform single-stream institutions into large multidisciplinary universities and autonomous degree-awarding HEIs.
- 2) Strengthen institutional infrastructure necessary for multidisciplinary education and research.
- 3) To study of Multidisciplinary Higher Education System.
- 4) To study of new education concept of Cluster Institutes.
- 5) To study new education Guidelines for Transforming Higher Education Institutions in multidisciplinary colleges.

❖ **Multidisciplinary HEI**

Multidisciplinary education will help students to shape their career options. To offer multidisciplinary Programmes successfully. HEIs are expected to conduct student induction programs to create awareness among students about various learning pathways and career opportunities, to register in the Academic Bank of Credit (ABC), and adopt online courses, in addition to other collaboration with other HEIs to offer the program with a strong interdisciplinary flavour.

a) **Orientation about new opportunities:-**

The university Grants Commission (UGC) has initiated the student Induction Programme (SIP) With the purpose to help students acclimatize to the new surrounding and develop bonds with fellow students and teachers, and sensitivity towards various so as to become responsible citizens. The NEP 2020 brings in a series of reforms such as multidisciplinary education multiple entry and exit. Academic Bank of Credits (ABC) etc. Students entering the portals of higher education need to be oriented about the available opportunities. Ensuring a well-designed induction program with adequate to set the pace of their academic journey.

b) **Credit mobility between institutions:-**

For credit mobility between partnering institutions, the National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology (merely) has developed the ABC platform under a Digilocker Framework. The ABC Provides the facility and functionality. For a student to open an academic account and to have eligible HEIs on board. ABC digitally stores the academic Credits of the Bank and supplies appropriate data for its HEIs to award degrees. Diplomas IPG diplomas and certificated as merited by the students, over a period of time The ABC also ensures the opening, closing, and validation of Academic Bank Accounts and Credit verification, credit accumulation and credit transfer or redemption for students HEIs need to register in the ABC to enable credit mobility.

c) **Online And ODL mode of education :**

NEP 2020 has set the ambitious target of achieving so percent GER by 2035. To achieve this target, higher education needs to be imparted in multiple ways online learning is one of the ways online education is gaining acceptance and popularity Hundreds of online learning is one of the ways online education is gaining acceptance and popularity Hundreds of online courses recognized by UGC including those available in the SWAYAM portal can provide an ideal platform to enable multidisciplinary education

❖ **Cluster of Colleges:-**

Single – Stream institutions and multidisciplinary institutions with poor enrolment due to a lack of employment-oriented, innovative multidisciplinary courses and lack of financial resources to maintain and manage the institutions can improve enrolment by becoming members of the culture and by offering multidisciplinary programmes. The clustering of collages may help in Securing good grades in NAAC accreditation.

Transforming all HEIs into large multidisciplinary institution, the existing colleges operating in the same campus or in close proximity can form a cluster. This will ensure that colleges with poor enrolment and fewer resources can offer multidisciplinary programmes and can have access to better facilities for the benefit of all The cluster college shall aim at making the courses more dynamic through collaboration with other universities, prestigious government institutions and reputed industrial houses and also avail of the courses offered in the online and ODL mode In the case of Private colleges forming a cluster, the trust, or Society or company which runs the college must be charitable and not – profit bodies

The cluster colleges will have the following characteristics:

- 1) Students can take up the study programme partly in the parent institution and partly in the parent institution in the cluster.
- 2) There shall an Academic Council and Finance Committee for the academic and finance related matters of the cluster colleges.
- 3) The cluster colleges will continue to be affiliated to the university concerned Admission, examination, result and degree will be awarded as per the rules and regulation of the affiliating university.
- 4) Financial resources will be pooled to ensure that money is utilized for the holistic growth of students.
- 5) All facilities under the colleges, such as housekeeping. Security services. Library. Sports, laboratories, parking, ground and classes will come under the umbrella of a common pool, which will again benefit all students in the campus.
- 6) Facilities in individual colleges can be put to optimum utilization for the overall benefit of students in the Cluster. This will also ensure there the expenditure on separated recourse is curtailed and a common pool can benefit all the students.
- 7) Through the clusters, restructured degree programmes with skill courses, internships and community services, among others, will become easier and with increase the students Job-oriented Skills
- 8) The existing colleges will continue to function as per prevailing norms.
- 9) There will be no changes in the recruitment, appointment, allowances, service rules and pension schemes of the teaching and non teaching staff of the collages.

10) The state government will continue to provide the same funds to government aided college as they had been doing before the cluster formation.

❖ **Teachers**

The faculty profile in Department of education will necessarily aim to be diverse and education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued Faculty with training in areas of social Sciences that are directly relevant to school education e.g. Psychology, Child Development Linguistics, Sociology, Philosophy, Economics and Political Science as well as from Science Education, Mathematics Education, Social Science Education and Language Education programmes will be attracted and retained in teacher educating institution to strength multidisciplinary education of teacher and provide rigour in conceptual development.

In – service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives. These will be strengthened and substantially expand to meet the need of enriched teaching – learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged. So that standardized training programmes can be administered to large numbers of teachers with in a short span of time.

Ideal teachers as per NEP teachers expected to have qualities such as clarity in expression, mastery over subject, Good over all preparation, preparation for the lesson, class control, love and compassion for the lesson, class control, love and compassion, Experimental approach student Braveness/tolerance Sweet and, simple but straight language, social Sensitivity, Eagerness about new knowledge Advice to students. Change attitude towards the subjects. Make time table and plan to learn, Experiment with your learning style find alternative ways to understand. Gather and represent information properly, related the subject to your daily activities.

Teaching of learning – need to change teaching learning methods, Learning is more, important than teaching, teach how to learn, change evaluation criteria, Continuous evaluation, department methods, use of technology and learning / teaching gadgets.

❖ **Implementation of NEP 2020**

The national Education Policy – 2020 (NEP2020) has impressed upon a paradigm change in the visualization, operationalisation and quality of the entire education system in the country. All the levels of education in the country need to implement the new policy and in doing so will need facilitation mechanisms of universities and college need to comprehensively focus on the following areas, though there are many more micro-details / functions that may be worked out subsequently by them.

- 1) Role of policy in Higher Education – Contours and foundational Principles of NEP 2020.
- 2) Structural Charges from School to university and linkages in associated values and competencies across levels.
- 3) GER, Access, Equity, Inclusion – increased in access to education through alternative pathways Including distance and online learning and by extending classroom education through flexible and blended learning.
- 4) Indian Knowledge System. Tradition, culture and values- combining indigenous Knowledge and contemporary global developments, including research in science and technology.

- 5) Curriculum and Pedagogy, speciality the constructivists and connectives Pedagogies, critical pedagogies. Contextual pedagogies and development of curriculum and learning resources which are culturally – grounded, practise and employability oriented and globally competitive, and which focus on discipline competencies, interdisciplinary skills zest century skill and vocational Job/professional skills.
- 6) Holistic and Multidisciplinary Education and multiple Entry – Exit – Conceptualization, design, development and opretionalisation and its effectiveness / impact of students, graduate and employers
- 7) Enabling Learning Environment (and learner support) for optimal learning, including mother tongue as medium of instruction, development of meta – cognitive and self regulated learning skill and focusing on the uniqueness of each child / individual
- 8) Vocational Education and skilling and Employability – building employability into the curricular Contents and transactional strategies (and with special focus on Pedagogy of VEI) and establishment of linkage with industry and employers and in equivalence with NHEQF and NSQF.
- 9) Innovative Formative and Summative Assessment (and online assessment) including cases, portfolios, internships, technology – enabled assessment and e- portfolios. (and specific reference to the UGC report on assessment and evaluation)
- 10) Digital Education/Technology social technologies and especially social technologies and social networks and open source technologies for flipped classroom. Use of MOOC / SWAYAM Online Courses, Conferencing and web technologies.
- 11) Cross-border Education/ Internationalisation of Education, including cross-border credit transfer.
- 12) Quality Academic Research-both disciplinary, pedagogy of disciplines and multi and interdisciplinary.
- 13) Regulation and Quality Assurance including quality indicators ranking indicators, evidence-based teaching- learning among others.
- 14) Role of Faculty-in all aspects of education, including curriculum design and development, pedagogy of discipline and interdisciplinary pedagogy. TEL, assessment and evaluation, leadership and professional development, among others.
- 15) Collaborate Join hands/act as regional/institutional with national and regional agencies/organisation This may also include development of specialized digital and otherwise modules/resources courses for ph @ students of all disciplines and case studies of good practices They should join hand and share the professional development modules of other designated institutions agencies on NEP 2020 development and capacity building on NEP 2020
- 16) Developed and show case innovation and best practices in indigenous knowledge system, curriculum design, pedagogy teaching– learning graduated employability RPL and credit transfer, TEL assessment and evaluation, organization and management of higher education curium, resources strategies and impacts.
- 17) Train teachers and staff within the institution across the constituent and affiliated college and even schools in their jurisdiction on various aspects and detailed nuances of NEP 2020 at institutional and contextual level

18) Develop 'training of trainers' groups in specific specialized area of NEP 2020 who would continuously engage with faculty and staff and students.

❖ **Conclusion:**

This paper clearly defines the role of New Education Policy 2020 in upcoming future in trends of education. The changes in education policy will definitely groom up the base of education through the base of employment orientation.

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Implementation of NEP 2020 : Breif Analysis and Hurdles in Implementation of Policy

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Abstract:

Education has a key and decisive role in this scenario of contingencies. The National Education Policy 2020 has therefore been transformed into the framework of this reform, which could help to build a new education system in the country, in addition to strengthening those economic and social indicators. That still needs to be improved. This paper initially depicts an overview of NEP-2020, distinguish the strengths & weakness of the policy at higher education & research part, evaluation of the implementation suggestions given in the policy, identifying and analyzing possible generic strategies for implementation of NEP-2020 to fulfill its objectives based on focus group discussions. The paper 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. Finally, some recommendations are made to implement the NEP2020 effectively irrespective of various constraints.

Keywords: NEP 2020, Indian Education, Teacher Training

1. Introduction:

Countries plan their education systems to progress further (Rizvi & Lingard, 2009). To promote education at all economic classes and for the inclusion of common/ordinary people in the mainstream the Government of India (GOI) has formulated the National Policy on Education (NPE). This policy has broader coverage, starting from elementary school education (literacy level) to colleges for higher education (focusing specialization) – in both the settings, i.e. rural and urban.

After India fell behind in the list of better quality universities around the world in recent years, it was expected that the government and the entire system would take some concrete steps to improve the matter so that some improvement could be made in this situation. . Keeping in view the development objective of the entire country, the Indian government decided to change India's education policy after 34 years. To formulate a new education policy, the Central Government in 2017, Dr. K.K. Kasturirangan constituted a committee under the chairmanship of the Kasturirangan committee drafted the National Education Policy 2019. In India in July 2020, the Central Government approved the National Education Policy 2020. In connection with this approval, Prime Minister Shri Narendra Modi tweeted and the Minister of Human Resource Development "Shri Ramesh Pokhriyal Nishak" made the public aware by the press conference. It

was also clarified that the Ministry of Human Resource Development has been renamed as "Ministry of Education". Earlier in 1985, the Ministry of Education' was renamed as Ministry of Human Resource Development. In 2020, the name of the Ministry of Human Resource Development was again changed to the Ministry of Education after the introduction of a new education policy.

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Why the need for change in pre-education policy?

- To cater to the needs of a knowledge-based economy in the changing global scenario changes were needed in the current education system.
- New education to enhance the quality of education, promote innovation and research.
- In education policy to ensure global access to Indian educational system.

2. What Is In New Education Policy 2020?

Under the new education policy of 2020, the educational system has been fixed by 2030. The curriculum will be divided on the basis of the educational system of 5 + 3 + 3 + 4 in place of the currently running 10 + 2 model. The target of investment of Central and State Government has also been set for the new Education Policy 2020 in which Central and State Governments will invest in education sector equal to 6 percent GDP of the country for cooperation in the education sector.

New Education Policy 2020 Phase

The phases of the new education policy are divided into four phases. In the new policy, it has been completely abolished. The old education policy was organized on a 10 + 2 formula, but the new education policy is based on the 5 + 3 + 3 + 4 formula. The new pattern includes 3 years of schooling and 12 years of schooling. It has been made mandatory for government and non-government institutions to follow the new policy.

Four steps of new education policy

⊕ Foundation Stage- Foundation Stage of New Education Policy for 3 to 8 years children are included. The Foundation Stage has been fixed for 5 years. In which 3 years of pre-school education will be done in Anganwadi and class 1, 2 school education under which the language skills and skill level of the students will be evaluated and focused in its development.

⊕ Preparatory Stage - The time of this stage is kept for 3 years. This stage includes children from 8 to 11 years. In which he will have children up to class 5. In this stage of the new education policy, special attention will be focused on strengthening the numerical skills of the students. At the same time, all children will also be given knowledge of the regional language. Along with this, children will be taught science, art, mathematics, etc. through experiments.

⊖ **Middle Stage** – The period of this stage has been fixed for 3 years. In This stage Children from 6th grade to 8th grade have been included in which subject-based curriculum will be taught and coding will also be started from the children of 6th grade. At the same time, all the children will be given opportunities for vocational testing as well as vocational internship, whose aim is to make the children eligible for employment only during school education.

⊖ **Secondary Stage-** The period of this stage is 4 years. 9th grade in this stage Students from 12th standard is included. In this, intensive study of the subjects will be done. Within this stage, the educational curriculum of 8th to 12th standard courses has also been started and the alternative educational course has been started. Students can choose their subjects according to their choice, not within a specified stream. Under the new education policy, students have been given the freedom to choose subjects. Students can study the subjects of science as well as the subject of Arts or Kormas simultaneously. Due to the earlier 10 + 2 system, there was no pre-schooling in government schools. General from class 1 to 10 there was education and class 6 was a moist subject and there was freedom to choose subjects from class 6. Education used to start in the first 6 years, but now it will start in 3 years.

- Board on students of 10th and 12th, keeping in mind the goal of development before the students the format of board examinations will also be changed to reduce the burden of examinations. Improvements such as a semester or multiple choice questions will be included. The examination will be conducted 2 times a year. There will be objective and subjective tests once a year. The main emphasis in the board examination will be on the test of knowledge so that the tendency of rote among students can be eliminated.
- Assessment as a standard prescribing body for the assessment of the progress of students a new national assessment center will be established.
- "Artificial intelligence" based software will be used to evaluate the progress of the students and help the students to take decisions related to their future.

Provisions related to higher education

Gross enrollment ratio in higher educational institutions under National Education Policy 2020 it has been targeted to increase from 26.3 percent (the year 2018) to 50 percent also 3.5 crores new seat will be added in higher educational institutions.

The gross enrollment ratio is the number of total eligible population at an education level who has taken admission in educational institutions. For example, the total number of students in the age group eligible for admission to higher education is 100 but if the admission is taken by 60, then this ratio will be 60 percent.

For all types of higher education except medical and legal education, a Higher Education Commission of India will be set up which will replace the UGC. A multidisciplinary education and research university equivalent to IITs and IIMs will be made. These institutes will be world-class. For admission in these, there will be a general entrance test, which will be conducted by the National Testing Agency. It will be an elective for all students, there will be no compulsory subject under this, the subjects of Arts and Humanities will also be taught in technical institutions. There will be no division like Arts, Science, and Commerce. Students can choose any subject of their choice.

Multiple entries and exit in the undergraduate curriculum in the National Education Policy 2020. The system has been adopted under this, in a three or four year undergraduate program, students will be able to leave the course at different levels and they will be awarded

degrees or certificates accordingly. Like, Certificate after one year, Advanced Diploma after two years, and Bachelor's degree after three years after four years, Graduate Certificate with research. Students doing four years degree will be able to do Ph.D. with MA in one year. MPhil program has been abolished in the new education policy. The Academic Bank of Credit will be formed through this policy. In this, the digit or credit received by the students will be preserved digitally.

Provisions related to online and digital education

National Educational Technological Farm will be formed to promote digital education. It will carry out the work of coordination for digital infrastructure, materials, and capacity building. With this, study and assessment technology along with teaching training is an important part will form.

- To ensure the preparation of alternative means of quality education, the Ministry of Education will become a dedicated entity for digital infrastructure, digital content, and capacity building to cater to the e-education needs of both school and higher education.
- E-content will be made available for study in regional languages.

Related to Advanced Education

Target to achieve 100 percent youth and adult literacy by 2030 has been done.

Protection of linguistic diversity

In the new education policy, many options have been kept regarding languages. Class 5 and class 8 Priority has been suggested to study mother tongue or regional language as a study. Students will be able to take foreign language from secondary level i.e. 9th grade.

- It will be mandatory to have at least two Indian languages in the tri language formula. In this, preference will be given to the choice of state, region, and student. For example, students studying Marathi and English languages in Mumbai will have to study a third language. No student will be affected by the choice of language, in the educational curriculum; there is an option to read Sanskrit and other traditional and ancient languages.

Physical education:

Under the new education policy 2020, along with the education of students, skills will also be developed. In which all students from the minimum class will be given training in subjects like Horticulture, Yoga, Music, Dance, Sports, and Sculpture, etc. So baby Proficient in physical activities as well as other types of skills.

Recommendations related to the educational system

- Teachers' promotion will be arranged based on performance from time to time through the new education policy.
- The National Council for Teacher Education will develop a professional standard for teachers by the year 2022.
- National level educational for teacher's education on the advice of NCERT Course content of the course will be prepared.
- Four-year B.Ed. degree for teaching in the new education policy by 2030 will be made mandatory.

Provision for differently-abled children

Changes in the educational curriculum for PWD through a new education policy have been done. For these, regular from basic stage to higher education will be enabled to participate fully in the education process.

Funding education:

Emphasis is to invest up to 6 percent of GDP in the education sector. Present it is 4.43 percent of GDP.

Financial aid to students:

- Efforts will be made to encourage the qualification of students belonging to SC, ST, OBC, and other specific categories.
- To support and progress the progress of students receiving student's stipends National scholarship portal will be expanded to track.

Other announcements:

- In place of UGC, AICTE, NCTE in higher education, there will now be a single regulator that will direct institutions.
- 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 degrees or will be attached to a university.
- To give international shape to education, the top global ranking university will be allowed to open its branch in India, so that the students of India will not have to go abroad to get admission to the world's best colleges and universities.
- The National Research Foundation will be set up as an apex body to conduct research and to promote strong research culture and research potential in higher education.
- In the new education policy, emphasis will be laid on the establishment of education centers for the gender inclusion fund and deprived areas.
- The student's report card will be evaluated based on a 360-degree assessment, keeping in mind the mental abilities of his behavior, which will be evaluated by the student's classmate and teacher.

3. Challenges Related To Education Policy:

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

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

Sanskritisation of education - South Indian states charge that the government is trying to Sanskritise education with the trilinguage formula. Many problems can arise in front of states even if the medium of education for children is in mother tongue or regional language. For example, people from different states live in a union territory like Delhi. In such a school there will be children who know different mother tongues. In which medium all these children will be educated, Whether or not English medium schools are in agreement with the vernacular concept.

In primary school, in which medium the children will be able to get an education if the state changes.

Feeding-related inadequate investigation - Fees still exist in some states Regulation exists but these regulatory processes are unable to curb profiteering as unlimited donations.

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

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

4. Suggestions For New Education 2020 Policy Of India

- The initial 5 years are included in early childhood care education. It will be implemented through Anganwadi. First, Anganwadi should be converted into Kids Zone so that the child can get an education in sports. Also, one of the two Anganwadi workers should be replaced by an ASHA worker and physiotherapy so that both education and health will work together. It is said that 85% of brain development takes place in this period. Therefore, to prepare a strong and capable generation in this, skilled training will have to be made available to the children in this period.
- Will receive education from class 3 to class 5 in the primary stage. Children between 8 and 11 years of age come. In this class, the child has to reduce the burden of books. In this phase, children should get an education through moral stories so that the round development of the child is possible. Bagless education should be imparted at this stage.
- In the secondary stage, the child develops knowledge about his environment. The government not only distributes bicycles, mid-day meals to children, as well as the facility of de-warding like Navodaya. Because of the economic problem in rural areas of India, they are unable to get an education by engaging in agricultural work and leave their education in between.
- Also, 50% evaluation textbook and 50% evaluation should be based on local arts promotion, culture and small cottage industries only then the concept of employment education will come true.
- In the presence of parents in addition to the provision of custom education in the higher secondary stage abstain from sexual education also.
- Internships in various areas of the country to the child through vocational training and entrepreneurship should be given so that children are aware of the geographical environment.
- Implementing all the declarations requires the strong political will of basic infrastructure.
- To improve education, universities must be made autonomous.
- 200 top ranked universities should be given full academic, administrative financial autonomy to diversify the updated curriculum to promote global innovation
- Less money is spent on research in India. Research spent 0.7 percent of GDP in 2017-18. The United States spent 2.8 percent in China and 2.1 percent in Israel. To promote research in the new policy, the National Research Foundation needs to be set up on fast track messages.
- Top Universities of India should produce more than 50,000 PhDs every year so that innovation and specialty talent can be improved.

5. Conclusion:

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

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New Education Policy Highlights and Changes

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Abstract:-

The New Education Policy was released by the Ministry of Human Resource Development. The National Education Policy 2020 was released on 29th July 2020, after it was approved by the Union Cabinet. The new National Education Policy seeks to make education more inclusive, equitable, and accessible for all, with a particular focus on marginalized communities. It also emphasizes the development of 21st century skills like creativity, critical thinking, and problem-solving. Additionally, the policy provides for the establishment of new institutions, such as digital universities, and the use of technology to facilitate learning. India is about to bring dramatic changes to its education system to become a global power. The recent changes were made to put an end to 34 years of education policies. The new system, which is still being implemented, includes an emphasis on online learning, more school hours and a shift away from rote learning. The New Education Policy replaces the 34-year-old National Education Policy (NEP) that was formulated in 1986. The National Education Policy was first formulated in 1986, and subsequently revised in 1992 and 1998. The New education system in India 2020 introduced a 5+3+3+4 education structure. The 5+3+3+4 education structure is a major change from the previous education system in India, which was a 10+2 system. In the new system, students will spend more time in school overall, but the number of years spent in each stage of education will be reduced.

Key words:- New Education Policy highlights, notable changes in NEP, Changes in the Process of Teacher's Recruitment,

Introduction:-

The New Education Policy 2020 is a comprehensive policy released by the Government of India in July 2020. It replaces the National Policy on Education 1986 and is the first major overhaul of the education system in India in over three decades. The *New National Educational Policy* focuses on 5 pillars: Access, Equity, Quality, Affordability and Accountability. One of the key changes introduced by the NEP 2020 is the switch from the traditional 10+2 education structure to a new 5+3+3+4 education system. The new system is designed to provide a more flexible and holistic approach to education, focusing on foundational learning, critical thinking, and life skills.

Another key objective of the NEP 2020 is to make India a global knowledge superpower by promoting research and innovation, improving education quality, and increasing all access to education. The NEP 2020 also aims to increase the Gross Enrolment Ratio (GER) in higher education to 50% by 2035, up from around 26% in 2019. The NEP 2020 represents a significant shift in the way education is approached in India, with a greater emphasis on flexibility, critical thinking, and skills development. Hopefully, these changes will help prepare the next generation of Indians for the challenges and opportunities of the 21st century.

New Education Policy (NEP) Highlights:-

The New Education Policy aims to provide quality and equitable education to all children in India. Some of the key highlights of the policy are as follows:-

1. The policy emphasizes on providing quality and affordable education to all children in the age group of 3-18 years.
2. It emphasizes on holistic and multidisciplinary education instead of rote learning.
3. Students will now be tested on their abilities to apply concepts to solving real problems rather than on how well they remember things from books.
4. It emphasizes that the three-language formula will be followed in schools, focusing on the regional language, Hindi and English.
5. To make it easier for students to learn regional languages, instruction in the first five grades will be taught in those languages instead of English.
6. The school curriculum in India has been updated to incorporate more core concepts and vocational education.
7. The policy focuses on using technology in education to make it more accessible and effective.
8. It envisages a system where there is no distinction between rural and urban areas, and all children have access to quality education.
9. The policy proposes several measures to improve the quality of teaching, such as mandatory teacher eligibility tests, teacher professional development programmes, and teacher education programmes at the elementary, secondary and tertiary levels.
10. The policy also focuses on providing vocational and technical education to students so that they are better equipped to enter the workforce.
11. The policy proposes to set up a National Higher Education Regulatory Council to oversee the regulation of higher education institutions.
12. The policy also seeks to provide greater autonomy to higher education institutions and promote academic mobility. As a result, the public and private universities will both be governed by the same regulations.
13. This policy introduces a new 5+3+3+4 education structure, which moves away from the current 10+2 system.
14. It aims to increase the Gross Enrolment Ratio in higher education to 50% by 2035.
15. The Government has announced that all higher education institutes (HEIs) will be governed by a single regulator, except the Medical and Law Colleges. HEIs now have to answer to a new body, the Office for Students.
16. The master's degree (MPhil) course will no longer be required.

New Education Policy 2020

Under the new National Education Policy, significant changes have been made to the school education system in India. **Some of the most notable changes are:-**

1. Single Regulations for All Levels of School Education

The New Education Policy (NEP) of India aims to provide universal access to education for all students, including those in Class 5. The policy focuses on providing better educational opportunities to all students, including those who may have previously been denied such opportunities.

To reduce the number of students dropping out of school, schools and colleges are looking for ways to attract more students and keep the ones they have. This may involve offering multiple learning paths that involve both formal and non-formal education modes.

As part of the NEP, Grade 3, 5, and 8 students will be able to attend open learning and open schools for free. The equivalent secondary school grade levels, 10 and 12, will also be available to all students without any tuition fees. The NEP also introduces vocational courses in the school curriculum to help increase students' employability by exposing them to new skills and techniques.

2. New Curriculum for Early Childhood Care and Education

The New Education Policy (NEP) of India introduced a new curriculum for Early Childhood Care and Education (ECCE). The policy emphasizes the importance of providing high-quality ECCE to children aged 3 to 6 years, as it lays the foundation for their overall development and learning.

The new ECCE curriculum focuses on providing children with a holistic, play-based learning experience that promotes physical, social, emotional, and cognitive development. It includes activities such as storytelling, singing, art and craft, games, sports, and outdoor and nature-based activities. The curriculum also promotes using the mother tongue or regional language as the medium of instruction, as research has shown that children learn better in their native language.

The new ECCE curriculum also aims to improve the quality of ECCE centers in the country by setting standards for infrastructure, teacher qualifications, and the ratio of children to teachers. It also emphasizes the importance of involving parents and communities in the education of young children.

The new education policy 2020 has brought about many changes in school education. Some of the major changes are listed below:-

1. The new policy has abolished the rigid 10+2 structure of schooling and introduced a new 5+3+3+4 structure.
2. The new policy emphasizes the holistic development of students; hence, the curriculum has been redesigned accordingly.
3. Strengthened educational systems like *Anganwadis* and Kindergartens will focus on early childhood education and care.
4. Anganwadi workers and kindergarten teachers will be trained in using curricula and pedagogy suited for children up to 8 years old.
5. The new policy also emphasizes vocational education and skill development.
6. Under the new policy, students will have the flexibility to choose subjects of their interest and will not be confined to any one stream.
7. The policy aims at making education more affordable and accessible to all.
8. NCERT will create a national framework for Early Childhood Care and Education (ECCE) for children up to 8 years old.
9. Ministries of Human Resource Development, **Health** and Family Welfare (HFW), Women and Child Development (WCD), and Tribal Affairs will collectively administrate early childhood education.

These are just some of the many proposed changes that are set to transform school education in India. Implementing these changes will require a concerted effort from all teachers, including

parents, students, and the government. But if successful, they have the potential to improve the quality of children's education in India significantly.

3. Pivot on Base Literacy

The NEP strongly emphasizes the development of basic literacy and numeracy skills in school education. It recognizes that these skills are essential for students to succeed in higher levels of education and their future careers. The NEP also emphasizes the importance of developing strong reading and writing skills in students, as these are critical for lifelong learning and personal development.

To support the development of basic literacy and numeracy skills, the NEP recommends several strategies and initiatives, including:

1. *Reading and Writing:* The NEP recommends a strong focus on reading and writing in the early years of education, particularly on developing phonemic awareness and phonics skills.
2. *Multilingualism:* The NEP recognizes the importance of multilingualism in India and recommends using the mother tongue or home language as the medium of instruction in the early years of education. This will help to ensure that children have a strong foundation in their language and are better able to learn additional languages.
3. *Remedial Education:* The NEP recommends implementing remedial education programs to support students struggling with basic literacy and numeracy skills. These programs will help to ensure that no child is left behind and that all students have the opportunity to succeed.

4. Changes in the Process of Teacher's Recruitment

The New Education Policy (NEP) 2020 has brought about several changes in the process of teacher recruitment in school education. Some of the key changes that are likely to be implemented include:-

1. **Emphasis on Holistic Development:** The NEP 2020 emphasizes the importance of holistic development and teachers' role in nurturing students' overall development. Therefore, the recruitment process will focus on selecting teachers who are knowledgeable and possess skills such as communication, critical thinking, creativity, and emotional intelligence.
2. **National Professional Standards for Teachers (NPST):** The NEP 2020 has introduced the NPST, which sets the minimum standards for teachers across the country. The NPST defines teachers' roles, responsibilities, and competencies at different levels of education. The recruitment process will consider these standards while selecting teachers.
3. **Greater use of Technology:** The NEP 2020 advocates using technology in the recruitment process to make it more efficient and transparent. This could involve using online platforms to advertise vacancies and accept applications, as well as using technology to assess candidates' skills and competencies.
4. **Changes to teacher training:** The NEP 2020 also proposes significant changes to how teachers are trained and prepared for the classroom. This could include the introduction of more rigorous and relevant teacher training programs, as well as opportunities for ongoing professional development.
5. **Greater Accountability and Evaluation:** The NEP 2020 emphasizes the importance of teacher accountability and performance evaluation. As part of the recruitment process, there may be a greater emphasis on evaluating the skills and competencies of candidates and their ability to meet the needs of students.

Conclusion:-

The New National Education Policy is a set of guidelines and recommendations issued by the Government of India to reform and improve the country's education system. The New National Education Policy aims to make India a global leader in education by improving access, equity, and quality of education at all levels, from early childhood education to higher education and vocational training. The *NEP 2020* also emphasizes the importance of developing 21st-century skills such as critical thinking, creativity, and problem-solving in all students. To achieve these goals, the NEP recommends several changes to the education system, including the introduction of a new National Curriculum Framework, the establishment of a new National Education Commission, and the setting up of a new National Testing Agency.

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The Role of New Education Policy 2020 on Education in Higher Studies

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The 2020 education policy in India brought a lot of changes in the higher education system. The policy includes major reforms such as the introduction of the National Education Policy 2020, the National Education Technology Forum and many more. The National Education Policy 2020 (NEP 2020) is the first major reform in Indian education in the last 30 years. It provides an integrated approach to the entire education system, from pre-school to the college level. It aims to improve the quality of higher education and make India a global leader in education. The NEP 2020 has laid down several objectives for higher education, such as increasing the Gross Enrollment Ratio (GER) from 26.3% in 2018 to 50% by 2035, and creating an enabling environment for research, innovation and entrepreneurship. It also seeks to reform higher education institutions and promote digital education. The National Education Technology Forum is another major reform in higher education. It focuses on developing innovative and affordable technologies to improve the quality of education. This would include digital classrooms, online learning and artificial intelligence enabled learning. The NEP 2020 also focuses on providing quality education to students from disadvantaged backgrounds. It encourages the opening of new universities and colleges, stimulating academic and research collaborations, and also provides greater autonomy to higher education institutions. The policy also seeks to increase the number of international students in India, and foster greater collaboration with universities abroad.

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

Introduction:

The National Policy on Education (NPE) is a coverage formulated via way of means of the Government of India to sell training among India's people. The coverage covers fundamental training to faculties in each rural and concrete India. The first NPE turned into promulgated via way of means of the Government of India via way of means of Prime Minister Indira Gandhi in 1968, the second one via way of means of Prime Minister Rajiv Gandhi in 1986, and the 1/3 via way of means of Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which turned into permitted via way of means of the Union Cabinet of India on 29 July 2020, outlines the imaginative and prescient of India's new training gadget. The new coverage replaces the preceding National Policy on Education, 1986. The coverage is a complete framework for fundamental training to better training in addition to vocational schooling in each rural and concrete India. The coverage objectives to convert India's training gadget via way of

means of 2021. The language coverage in NEP is a large tenet and advisory in nature; and it's miles as much as the states, establishments, and colleges to determine at the implementation. The NEP 2020 enacts several adjustments in India's training coverage. It objectives to growth country expenditure on training from round 4% to 6% of the GDP as quickly as possible. In January 2015, a committee beneath former Cabinet Secretary T. S. R. Subramanian commenced the session manner for the New Education Policy. Based at the committee report, in June 2017, the draft NEP turned into submitted in 2019 via way of means of a panel led via way of means of former Indian Space Research Organisation (ISRO) leader Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, turned into later launched via way of means of Ministry of Human Resource Development, observed via way of means of some of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous session manner in formulating the draft coverage: "Over lakh hints from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts have been received." The imaginative and prescient of the National Education Policy is: "National Education Policy 2020 envisions an India-centric training gadget that contributes without delay to remodeling our state sustainably into an equitable and colourful know-how society via way of means of supplying brilliant training to all." Quality better training ought to goal to increase folks who are amazing, thoughtful, wellrounded, and creative. It ought to allow someone to observe one or extra specialised regions of hobby at an in-intensity stage and increase character, moral and constitutional values, highbrow curiosity, clinical temper, creativity, carrier spirit, and the talents of the twenty first century throughout a number of fields, along with sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new training coverage brings a few essential adjustments to the modern gadget, and the important thing highlights are multidisciplinary universities and faculties, with as a minimum one in or close to each district, revamping scholar curricula, pedagogy, evaluation, and aid for improved scholar experience, organising a National Research Foundation to aid amazing peer-reviewed paintings and correctly seed observe at universities and faculties. The fundamental troubles confronted via way of means of the Indian better training gadget consists of enforced separation of qualifications, early specialization and scholar streaming into constrained studies regions, much less attention on studies at maximum universities and colleges, and shortage of aggressive peer-reviewed instructional studies investment and huge affiliated universities main to low degrees of undergraduate training. Institutional restructuring and consolidation goal to quit the fragmentation of better training via way of means of reworking better training establishments into huge multidisciplinary, developing wellrounded and revolutionary individuals, and reworking different international locations educationally and economically, growing the gross enrolment ratio in better training, along with vocational schooling, from 26.3% (2018) to 50% via way of means of 2035. Holistic and multidisciplinary training need to try in an included manner to enhance all human capacities-mental, cultural, social, physical, emotional, and moral. In the lengthy term, one of these complete training will be the technique for all undergraduate programs, along with the ones in medical, technical, and vocational disciplines. Optimal studying environments and aid for college kids provide a holistic technique along with ok curriculum, interactive pedagogy, regular formative assessment, and ok aid for college kids. Overall, the 2020 education policy brings about a much-needed change in the higher education system in India. It will bring about a transformation in the quality of higher education, promote

research and innovation, and create an environment that is conducive to learning. The 2020 education policy in India has had a major impact on higher education, creating new opportunities and challenges for students and faculty alike. In this essay, we will explore some of the most significant changes resulting from the policy and analyze the implications for higher education.

Increase in the Number of Institutions:

The 2020 policy has seen a significant increase in the number of higher education institutions in the country. This has resulted in more opportunities for students to pursue higher education in their preferred fields, as well as more competition among institutions. Additionally, students have access to a wider range of specializations to choose from and higher quality education.

More Focus on Digital Learning:

The policy has also seen a greater focus on digital learning. This has resulted in more online courses and programs, allowing students to pursue higher education from the comfort of their homes. This has been especially beneficial for students in remote areas who lack access to traditional educational institutions.

Expansion of Financial Aid:

The 2020 policy has also seen an expansion of financial aid for higher education. This has allowed more students from financially challenged backgrounds to pursue their educational dreams. Furthermore, it has enabled students to pursue higher education without taking on a large amount of debt.

Changes in the Teaching Methodology:

The 2020 policy has also seen a shift in the teaching methodology. This has resulted in a more interactive and engaging learning experience, as well as an emphasis on practical skills. Additionally, the policy has seen a greater focus on digital and online learning, which has allowed students to access educational resources anytime and anywhere.

Salient Features of NEP Related To Higher Education:

NEP (National Education Policy) 2020 is a comprehensive policy document released by the Government of India that seeks to provide quality education to all. It brings in many reforms to higher education in the country, with the intention of making India a global knowledge superpower.

Some of the salient features of NEP 2020 related to higher education are:

Autonomy of Higher Educational Institutions: The NEP 2020 aims to provide greater autonomy to higher educational institutions in terms of curriculum design, research and development, and other activities. This will enable institutions to be more responsive to the changing needs of the economy and the society.

Multi-disciplinary Education: The NEP 2020 seeks to promote multi-disciplinary education which will help students develop skills in different areas, such as engineering and science, humanities and social sciences. This will also provide students with greater flexibility to pursue the course of their choice.

Focus on Research and Development: The NEP 2020 seeks to bring in greater focus on research and development in higher education. This includes the setting up of research universities and the introduction of new courses and programmes focusing on research.

Quality Assurance Mechanism: The NEP 2020 seeks to introduce a quality assurance mechanism for higher educational institutions. This will ensure that the quality of teaching and learning is of top-notch standard.

Flexible Credit System: The NEP 2020 seeks to introduce a flexible credit system which will make it easier for students to pursue a course of their choice. This system will also enable them to switch between different disciplines without repeating the same course.

Overall, the NEP 2020 seeks to bring in many reforms in the higher education sector which will make the education system more accessible, equitable and of better quality.

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

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

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

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

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

The HECI will have 4 verticals:

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

b) National Accreditation Council (NAC), a "meta-accrediting body".

c) Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.

d) General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB)

Detailed Analysis of Role of New Education Policy on Higher Studies:

The National Education Policy (NEP) has drastically altered the face of higher education in India, with sweeping changes that have impacted the sector in numerous ways. From institutes to course structures, teaching practices, curriculum design and beyond, the NEP has introduced a wave of new reforms that are aimed at transforming the higher education landscape in the country.

Increased Autonomy for Institutions:

Under the NEP, higher education institutions will now have greater autonomy, allowing them to make decisions related to curriculum and syllabus design, faculty recruitment and administrative procedures. This increased autonomy will allow institutions to create courses and

programmes based on the needs of the local market, while also allowing them to focus resources on areas of research that are relevant to the local context.

Expansion of Interdisciplinary and Vocational Courses:

The NEP seeks to expand the scope of higher education by introducing an array of interdisciplinary courses and vocational courses that are tailored to the needs of the local industry. These courses will allow students to acquire skills and knowledge that are more relevant to their chosen career paths, as well as gain access to resources and guidance from industry leaders.

Revamping of Academic Structure:

The NEP has also proposed a revamping of the traditional academic structure in India, wherein universities will be encouraged to adopt a four-year undergraduate programme, with a three-year bachelor's degree course followed by an integrated 'honours programme'. This will allow students to pursue a more specialised area of study and gain more in-depth knowledge of the subject.

Focus on Student Learning Outcomes:

Another key area of focus under the NEP is student learning outcomes. Under the new policy, institutions will be required to assess and monitor student learning outcomes on a regular basis and also address any gaps in knowledge or skills. This will allow students to receive quality education and help them to become more employable.

Overall, the National Education Policy has ushered in a wave of changes in the higher education sector in India. From increased autonomy for institutions to the revamping of academic structures, the NEP has the potential to drastically alter the face of higher education in the country.

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. India's New Education Policy (NEP) 2020 proposes many changes in higher education, one of which is the introduction of the four-year system. The Indian higher education system is one of the largest in the world, and has seen a big development in the last two decades, with a big demand for admission in higher educational institutions and inadequate public expenditure on the same sector. To address these issues, the NEP 2020 seeks equity and inclusion through education and online education is seen as a solution to boost capacity. NEP stands for "National Education Policy 2020", a policy which brings wonders in the education fundamentals. The policy introduces changes to the 10+2 education system, which focuses on providing prior education and then aiming at higher level education. Changes made to the system include a 5+3+3+4 structure, which divides children's school lifespan into three stages based on age. There are also various changes to how students can learn, including online classes and digital education. Teachers are now promoted or transferred based on merit, and learning is transformed into a fun and entertaining concept.

Conclusion:

The introduction of a new education policy in higher education institutions has had a positive impact on the overall quality of education. The policy has enabled colleges and universities to streamline their educational procedures and provide more in-depth and up-to-date information for the students. With the newly implemented policy, there is an increased emphasis on the use of modern technology, such as online learning platforms, to provide quality

educational materials and guidance to the students. This has enabled students to keep up with the rapid changes in the educational landscape and stay competitive in the job market.

Furthermore, the new policy has facilitated the introduction of flexible and customizable course plans, allowing students to tailor their education to their individual needs and preferences. Additionally, the policy has also enabled universities to offer greater financial aid and scholarships, enabling more students to attend university and pursue their goals.

Overall, the new education policy has been a positive and beneficial change in the higher education sector. It has enabled universities and colleges to offer more comprehensive programs and up-to-date information, as well as improved access to financial aid and scholarships. These changes will only continue to benefit higher education institutions and their students in the years to come.

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Study of Various National Education Policy (NEP) 2020 : Approaches and Prospects

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Abstract:

National Education Policy (NEP) 2020 is a new education policy of India that was approved by the Union Cabinet of India in July 2020. It replaces the 34-year-old National Policy on Education (NPE), 1986.

The policy aims to bring about comprehensive reforms in the education system of India and to make it more inclusive, equitable, and accessible for all. It focuses on the overall development of the student, rather than just the acquisition of knowledge and skills, and places a strong emphasis on the use of technology to enhance the learning experience. In this paper, study analyses numerous NEP 2020 approaches and prospects and elaborates on them using some facts.

Introduction:

The National Education Policy (NEP) 2022 of India emphasizes the concept of "lifelong learning opportunities for all" as a way to provide individuals with the skills and knowledge they need to thrive in a rapidly changing world. This includes providing access to education and training throughout one's lifetime, regardless of age or socio-economic background, and ensuring that the education system is flexible and responsive to the changing needs of society. The NEP also calls for the development of a robust system of vocational education and training, as well as the integration of digital technologies into the education system to support lifelong learning.

The key highlights of NEP 2020 include:

- Making the mother tongue or regional language the medium of instruction in the early years of education, particularly in primary school
- Introducing a flexible and multidisciplinary education system, with an emphasis on critical thinking and problem-solving skills
- Introducing a 5+3+3+4 curriculum framework, which includes the foundational stage (3-8 years), preparatory stage (8-11 years), middle stage (11-14 years), and secondary stage (14-18 years)
- Providing vocational education and training to students starting from grade 6
- Promoting the use of technology to enhance the learning experience and to provide access to digital resources and materials
- Introducing multiple exits and pathways in higher education, including the award of certificates, diplomas, and degrees
- Promoting research and innovation in education
- Emphasizing the importance of Indian Knowledge Systems (IKS) and the preservation and promotion of India's cultural and intellectual heritage

The NEP 2020 aims to make the education system in India more inclusive, equitable and accessible for all, and to provide students with the skills and knowledge needed to succeed in the 21st century.

The National Education Policy (NEP) 2020 of India lays out a comprehensive framework for education in the country, covering all levels of education, including:

- **Early Childhood Care and Education (ECCE):** This includes pre-primary education for children ages 3-6, as well as programs for children up to the age of 8.
- **Primary Education:** This includes education for children ages 6-11, and focuses on the development of foundational literacy and numeracy skills.
- **Secondary Education:** This includes education for children ages 11-18, and focuses on the development of subject-specific knowledge and skills.
- **Higher Education:** This includes undergraduate and graduate level education, as well as vocational and professional education.
- **Adult Education:** This includes education and training for adults, as well as programs for adult literacy and continuing education.

The NEP 2020 also emphasizes the importance of providing inclusive and equitable education to all, regardless of their socio-economic background, location, or other factors.

Key Components:

The National Education Policy (NEP) 2020 of India emphasizes the need for application-based learning as one of the key components for promoting lifelong learning opportunities for all. Some of the key elements of this approach include:

- **Curriculum Reforms:** The NEP 2020 calls for a revamping of the curriculum to focus on experiential and application-based learning, with a greater emphasis on hands-on activities, projects, and problem-solving.
- **Multidisciplinary and Liberal Education:** The NEP 2020 encourages the integration of multiple disciplines to provide a holistic learning experience and to enable students to apply their learning to real-world situations.
- **Vocational Education:** The NEP 2020 calls for the integration of vocational and technical education into the mainstream education system, so that students can acquire skills that are in demand in the job market.
- **Digital Technologies:** The NEP 2020 emphasizes the use of digital technologies to support application-based learning, such as online resources, simulations, and virtual reality.
- **Assessment Reforms:** The NEP 2020 calls for a shift away from rote-based assessment to more application-based assessments that measure students' ability to apply their learning to real-world situations.
- **Community and Industry Involvement:** The NEP 2020 calls for greater engagement of local communities and industries in the education system to provide students with opportunities to apply their learning in real-world settings.

Comparison of share of employment and education level of employees in different sectors?

The share of employment and education level of employees can vary widely across different sectors. In general, industries that require higher levels of skill and education tend to have a larger percentage of employees with higher levels of education. Conversely, industries that require lower levels of skill and education tend to have a larger percentage of employees with lower levels of education.

For example, in the information technology (IT) sector, a large percentage of employees typically have a college or graduate degree, as the industry requires a high level of technical expertise. Similarly, in the healthcare sector, a large percentage of employees have professional degrees such as medicine or nursing, as the sector requires specialized training and knowledge. On the other hand, in the retail and hospitality sectors, a large percentage of employees typically have a high school diploma or less, as the jobs in these sectors do not typically require higher levels of education.

In the construction and manufacturing sectors, employees' education level varies, where some jobs require technical or vocational training, while others may require just a high school diploma.

In India, the agriculture sector employs the largest percentage of the workforce, but it typically requires lower levels of education. According to the National Sample Survey Office (NSSO) report of 2017-2018, around 48.9% of the total workforce in India is engaged in agriculture and allied activities, but only 10.9% of the workers in agriculture sector have higher education.

The service sector, including IT, BPO and the banking and finance sector, require higher levels of education, and it employs around 29% of the total workforce in India. According to the same report, around 25% of the workers in the service sector have higher education.

In India, the construction sector employs a significant percentage of the workforce and it typically requires varying levels of education and skill sets. According to the National Sample Survey Office (NSSO) report of 2017-2018, around 7% of the total workforce in India is engaged in the construction sector. Around 10% of the workers in the construction sector have higher education.

The Real Estate sector employs a significant percentage of the workforce, and it typically requires varying levels of education and skill sets. According to the National Sample Survey Office (NSSO) report of 2017-2018, around 3% of the total workforce in India is engaged in Real Estate and allied activities, and around 10% of the workers in Real Estate have higher education.

In India, the Hotels and Restaurants sector employs a significant percentage of the workforce, but it typically requires lower levels of education. According to the National Sample Survey Office (NSSO) report of 2017-2018, around 3% of the total workforce in India is engaged in Hotels and Restaurants and allied activities, and around 5% of the workers in Hotels and Restaurants have higher education.

The Communication and Communication services sector requires higher levels of education, and it employs around 2% of the total workforce in India. According to the same report, around 25% of the workers in the Communication and Communication services sector have higher education.

The manufacturing sector employs around 22% of the total workforce in India, and it requires varying levels of education and skill sets, around 14% of the workers in manufacturing sector have higher education.

Unemployed Lifelong Learners:

Unemployment rates vary depending on the source and the region. According to the International Labour Organization (ILO), the global unemployment rate in 2020 was 5.9%, which is higher than the pre-crisis level. The unemployment rate in India was 6.5% in 2020.

Lifelong learning opportunities are available for people of all ages and backgrounds, and they can help individuals improve their skills and increase their chances of finding employment. According to the UNESCO Institute for Lifelong Learning, adult participation in lifelong learning activities varies across countries and regions. In India, the participation rate in adult learning and education was about 10% in 2017, which is relatively low compared to other countries.

India has been facing high levels of unemployment in recent years, with the unemployment rate reaching a 45-year high in 2017-2018, according to the National Sample Survey Office (NSSO) data. The unemployment rate in India has increased to 7.5% in 2021, which is the highest level since 1972.

There are several factors that have contributed to the high levels of unemployment in India. One of the main factors is the slow economic growth, which has limited job creation and made it more difficult for individuals to find employment. The lack of job opportunities in the formal sector, particularly in rural areas, has also contributed to the high levels of unemployment.

Another factor that has contributed to the high levels of unemployment in India is the mismatch between the skills of the workforce and the skills that employers are looking for. Many of the jobs created in recent years have been in the service sector, which requires different skills than jobs in the manufacturing sector, which has traditionally been a major source of employment in India.

The COVID-19 pandemic has also had a severe impact on the labour market in India, leading to significant job losses, especially in sectors like tourism, hospitality, transportation, and entertainment. Many small and medium enterprises and micro-enterprises have been hit hard by the pandemic, leading to reduced demand for labour and higher unemployment.

In conclusion, high rate of unemployment in India is a multifaceted problem, caused by a combination of factors, including slow economic growth, lack of job opportunities in the formal sector, mismatch between skills of the workforce and skills that employers are looking for, and impact of the COVID-19 pandemic.

Autonomy:

The National Education Policy (NEP) 2020, which was recently released in India, places a strong emphasis on autonomy in higher education institutions. The policy aims to provide greater autonomy to colleges and universities in order to enable them to respond more effectively to the changing needs of society and the economy.

The key aspects of autonomy in higher education institutions as per NEP 2020 are:

- Academic autonomy: Higher education institutions will have the freedom to design their own curricula, syllabi, and pedagogy, and to determine the qualifications and experience of their faculty.
- Administrative autonomy: Higher education institutions will have more control over their own budgets, staffing, and other administrative matters.
- Financial autonomy: Higher education institutions will have more control over their own finances, and will be able to generate their own income through various means such as research, consultancy and other services.
- Autonomy to regulate: Higher education institutions will be given the autonomy to regulate their own affairs and to set their own standards of accountability.

- Autonomy to innovate: Higher education institutions will be encouraged to experiment with new forms of education and to develop innovative pedagogical methods.

The NEP 2020 also emphasizes on empowering the higher education institutions to be more responsive to the needs of the students, the society and the industry. The policy also aims to create a vibrant and diverse higher education system that is inclusive and accessible to all.

This autonomy is expected to promote excellence and innovation in higher education and to make the Indian higher education system more globally competitive.

Multiple Exits:

The National Education Policy (NEP) 2020, which was recently released in India, emphasizes on providing multiple exits and entry options in higher education institutions in order to make the education system more flexible and inclusive.

The key aspects of multiple exits and entry options in higher education institutions as per NEP 2020 are:

- Certificates, Diplomas and Degrees: Students will have the option to exit after completing a certificate course, diploma course, or a degree course, depending on their interests, aptitudes, and career aspirations.
- Credit Transfer System: A credit transfer system will be established to enable students to transfer credits earned in one institution to another institution, in order to complete a degree or diploma.
- Flexible Curriculum: Institutions will have the flexibility to offer a variety of courses and programs, including vocational, skill-based and interdisciplinary courses, to cater to the diverse needs and interests of students.
- Multiple Entry/Exit Points: Students will have the option to enter higher education at different levels and exit with different qualifications, depending on their needs and aspirations.
- Non-Formal and Informal Learning: Non-formal and informal learning opportunities will be recognized and given credit towards formal degrees and diplomas, to make education more inclusive and accessible to all.

This multiple exits and entry options in higher education institutions as per NEP 2020 is expected to make education more accessible and inclusive, and to enable students to acquire the skills and knowledge they need for the 21st century workforce. It also aims to provide a more flexible education system that is responsive to the needs of students and employers, and to promote lifelong learning opportunities for all.

Multidisciplinary:

According to the National Education Policy (NEP) 2020, "multidisciplinary" refers to the integration of multiple disciplines or fields of study in order to provide a holistic and comprehensive education.

The key aspects of multidisciplinary education as per NEP 2020 are:

- Interdisciplinary: It emphasizes on the integration of multiple disciplines within a single field of study, such as combining science and technology with humanities or social sciences.

- **Transdisciplinary:** It involves collaboration across multiple disciplines or fields, such as combining medicine, engineering, and computer science to solve complex health problems.
- **Multi-perspective:** It provides a holistic perspective on a given subject by including multiple perspectives, such as combining historical, economic, and political perspectives to understand the development of a particular society.
- **Multilingual:** It includes the study of multiple languages, such as English and Indian languages.
- **Multiliteracies:** It includes the development of multiple literacies, such as digital literacy and media literacy, in addition to traditional literary skills.
- **Multi-modal:** It includes the use of multiple modes of teaching, such as online and offline, to cater to the diverse learning needs of students.

The NEP 2020 emphasizes on the importance of multidisciplinary education in order to prepare students for the 21st century workforce, which requires a wide range of skills, knowledge and perspective. It aims to create a more inclusive, holistic and comprehensive education system that equips students with the skills and knowledge they need to succeed in a rapidly changing world.

Digital-Distance Education:

As per National Education Policy (NEP) 2020, digital-distance education refers to the use of digital technologies to deliver educational content and services to students who are not physically present in a traditional classroom setting. It aims to make education more accessible and inclusive, especially for students who live in remote or underserved areas, or have other circumstances that prevent them from attending a traditional school.

The key aspects of digital-distance education as per NEP 2020 are:

- **Online Learning:** It includes the use of online platforms and resources, such as MOOCs, to deliver educational content and services to students.
- **Blended Learning:** It combines online learning with traditional classroom instruction, such as synchronous and asynchronous learning.
- **Open Educational Resources (OERs):** It includes the use of freely available educational resources, such as text books, videos, and assessments, to support learning.
- **Adaptive Learning:** It uses technology to personalize the learning experience for each student based on their learning style and progress.
- **Virtual Reality and Augmented Reality:** It uses immersive technologies to enhance the learning experience, such as virtual field trips and virtual labs.
- **Online assessments and certifications:** It include digital assessments and certifications to validate the knowledge and skills of students.

The NEP 2020 stresses on the importance of digital-distance education to provide quality education to all students, regardless of their location or circumstances. It also aims to provide more flexible and responsive education system that is better equipped to meet the needs of students and employers in the 21st century.

“Merit” Means in NEP 2020

As per National Education Policy (NEP) 2020, "merit" refers to the ability, potential and performance of an individual in academic, co-curricular, and extra-curricular activities, as well as the values, attitudes, and aptitudes that the individual possesses.

In the context of the NEP 2020, merit means that the educational institutions should provide opportunities and resources to all students to develop their talents and abilities, regardless of their socio-economic background, and should not be based on any form of discrimination or reservation.

The NEP 2020 emphasizes on the need to provide equal opportunities and resources to all students to develop their talents and abilities, and to prepare them for the 21st century workforce. It aims to create a more inclusive, equitable, and merit-based education system that values the diversity of students and their abilities and recognizes the need to provide support and resources to those who need it the most.

The NEP 2020 also stresses on the importance of creating a more inclusive and equitable education system that values diversity and promotes the development of all students, regardless of their socio-economic background, gender, caste, and other factors.

"Merit" in research funding refers to the quality, potential, and impact of a research proposal or project. Research funding is provided based on the merit of the research proposal, which is determined by a panel of experts who assess the proposal based on a number of criteria such as:

- Relevance and originality of the research question
- Quality and feasibility of the research methods
- Potential impact of the research on the field or society
- Quality and qualifications of the research team
- Availability of resources and infrastructure to carry out the research

The NEP 2020 emphasizes on the importance of promoting merit-based research in higher education institutions and research organizations in India. The policy calls for the creation of a more transparent, fair, and competitive research funding system that rewards high-quality research proposals and projects.

It also stresses on the need to increase the allocation of funds for research, and to provide more opportunities for young researchers, women, and researchers from under-represented groups to access funding and advance their careers.

The NEP 2020 also highlights the importance of encouraging inter-disciplinary and multi-disciplinary research, and to promote the use of digital technologies and open access principles in research. It also calls for the creation of a more supportive and enabling environment for research that encourages collaboration, innovation and creativity.

Mother Tongue:

In the National Education Policy (NEP) 2020, "mother tongue" refers to the language that a child first learns and speaks at home, and is also known as the first language or home language. NEP 2020 emphasizes the importance of using the mother tongue or regional language as the medium of instruction during the early years of education, particularly in primary school.

The policy states that children learn best in the language they first learn and speak, and that the use of the mother tongue as the medium of instruction has been shown to improve learning outcomes, particularly in reading and writing skills. It also promotes the use of the mother tongue or regional language as a medium of instruction up to at least grade 5, and preferably till grade 8 and beyond.

NEP 2020 also stresses on the need to preserve and promote the use of mother tongues and local languages in education, and to create a more inclusive and equitable education system

that values linguistic and cultural diversity. It calls for the development of a language-rich curriculum that includes the study of the mother tongue or regional language, as well as other languages and cultures.

The policy also recommends the use of technology to enable the teaching and learning of multiple languages, including the mother tongue, and to provide access to digital resources and materials in various languages.

Indian Knowledge Systems:

As per National Education Policy (NEP) 2020, the importance of Indian Knowledge Systems (IKS) is highlighted as a key aspect in the education system of India. IKS refers to the knowledge, ideas and practices that have developed over time within the Indian subcontinent and are rooted in the country's cultural and intellectual traditions.

NEP 2020 stresses on the need to incorporate IKS in the education system, as it helps to provide a holistic and multidisciplinary perspective on various subjects, and to promote a greater understanding of India's heritage and cultural diversity. The policy also calls for the integration of IKS in the curriculum and pedagogy, and for the use of IKS in teaching and research across all levels of education.

The policy also recommended the establishment of a National Curricular and Pedagogical Framework for IKS, and the provision of training for teachers to develop their knowledge and skills in teaching IKS. The policy also calls for the development of educational resources, materials, and digital content that reflect the diversity and richness of IKS.

NEP 2020 also emphasizes on the need to promote research and scholarship in IKS and to establish institutions, centres and research centres dedicated to the study and promotion of IKS. It also calls for the development of a digital repository of IKS and to promote collaboration and exchange of knowledge between institutions, scholars, and experts in IKS.

In summary, NEP 2020 aims to ensure that the education system in India is more inclusive, culturally responsive and reflecting the country's rich heritage and diverse knowledge systems.

Conclusion:

The National Education Policy (NEP) 2020 is a comprehensive policy document that aims to transform the Indian education system. The policy lays out a vision for education that is inclusive, equitable, and holistic, with a strong emphasis on student-centered learning and critical thinking.

One of the key approaches of the NEP 2020 is to promote multidisciplinary and application-based learning, with a focus on developing the skills and competencies needed for the 21st century. The policy also emphasizes the importance of Indian knowledge systems and the use of technology to enhance learning outcomes.

Another important aspect of the NEP 2020 is the emphasis on autonomy for higher education institutions and the provision of multiple exits for students. This is expected to increase flexibility and choice for students and promote innovation in the higher education sector.

The NEP 2020 also focuses on the use of mother tongue as the medium of instruction in early education and the promotion of digital and distance education to increase access to education for all.

In conclusion, the NEP 2020 is a far-reaching policy document that seeks to address some of the key challenges facing the Indian education system, with a focus on student-centered learning, multidisciplinary education, and the use of technology. The policy's implementation will require a significant investment of resources and a strong commitment from all stakeholders, including government, educators, and the private sector.

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Impact of National Education Policy on Teachers' Recruitment

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Abstract:

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on TET and CTET qualified teacher recruitment process.

Keywords: NEP 2020, Teacher Education Programme, Higher education, Teacher Recruitment.

Introduction:

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous

changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is: "National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all." Quality higher education must aim to develop individuals who are excellent, thoughtful, well-rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical

and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges. The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well- rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035. Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

The Union Ministry of Human Resource Development (MHRD) introduced the National Education Policy (NEP) 2020 in July 2020 which aims to amend the ways education is being imparted at the school and college levels. The New Education Policy aims to enable the recruitment of the very best and brightest teachers at all levels by ensuring teachers' livelihood, dignity, autonomy, and respect.

Objectives of the Study

The primary objective of this research is to study the impact of New Education Policy 2020 on higher education. The objective of the paper is to focus on the Impact of NEP on TET and CTET qualified teachers' recruitment.

Research Methodology

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

Teacher Education In Nep 2020

The Kothari Commission framed the National Education Policy in 1966. It said, "Of all the factors that influence the quality of education and its contribution to national development, the quality, competence, and character of our teachers are undoubtedly the most significant." Fifty- six years later, their viewpoint still holds true, and the future of our nation still lies in the hands of our teachers.

In 2020, the Ministry of Human Resource Development introduced the NEP or the New Education Policy. The new education policy 2020 promises to bring about several sweeping reforms to update and modernize the Indian education system. Some of the most welcome changes among these are concerning teachers.

NEP 2020 holds dismal conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teaching quality and motivation among Indian teachers. The policy emphasizes the importance of high-quality teacher education. It aims to initiate several systemic reforms to encourage bright and talented young minds to take up the teaching profession.

NEP 2020: Integrated Teacher Education Programme

From January 2022, forty-five institutions across India will begin to offer a four-year Integrated Teacher Education Programme (ITEP) specially designed for school teachers. The course integrates BA and BSc degrees with B.Ed. to create a dual-major bachelor's program to help candidates save one year for those who aspire to be teachers. Compared to the current scenario wherein applicants must devote five years to graduation and B.Ed. before beginning their career as teachers, the ITEP offers a great advantage to the candidates.

The NEP 2020 states that from 2030 onwards, teacher recruitment will be purely based on ITEP. Admissions for this course will be based on scores in the National Common Entrance Test or NCET. The course is offered by forty-five multidisciplinary institutions across India.

Here are some of the crucial reforms brought about by NEP for teacher education –

- **Pre-Service Teacher Education:** The NEP 2020 recommends drafting a National Curriculum Framework for Teacher Education or NCFTE 2021 to guide pre-service teacher education and training. The NCFTE will prescribe the best pre-service and in-service education/training practices for teachers working in academic, vocational, and other unique education streams.
- **Teacher Recruitment & Employment:** For recruitment in a private or government school, the teacher must qualify through Teacher Eligibility Tests (TETs) conducted by the National Testing Agency. NEP 2020 encourages schools to deal with a shortage of teachers by sharing teachers across campuses, especially for disciplines such as art, craft, music, and dance. The policy also recommends reaching out to local eminent persons or experts as 'master instructors' in traditional arts.
- **Teaching Career & Professionalism:** The NEP aims to set the National Professional Standards for Teachers (NPST) to determine all aspects of teacher career management, efforts for professional development, salary hikes, etc. Teacher audits and professional appraisals are also an essential part of NEP for teachers. NCERT will undertake an in-depth study of international pedagogical approaches and integrate their findings into the CPD programs for NEP teacher training. Teacher education in NEP 2020 entails a prescribed number of hours for continuous professional development or CPD each year.
- **Enculturation of Teacher Empowerment:** The policy defines the essential role of teachers in NEP 2020. Teachers are to be given the right to participate in setting school goals and policies in the long run. Involving teachers in the reform process by giving them the freedom to decide what and how to teach will provide them with space and ownership over their work. The critical aspect of teacher autonomy is deemed to empower teachers and motivate them to perform better. The policy also aims to recognize, document, and share innovative pedagogies and teaching methods devised by Indian teachers. And finally, under the

enculturation of teacher empowerment, NEP will also work to build vibrant teacher communities for better networking and reducing isolation among teachers.

Considering the lacklustre efforts to improve the working conditions and remunerations for teachers in the past, the NEP 2020 for teachers has come as a welcome change. Steps for pre-service teacher education and in-service NEP teacher training programs can help build a better learning experience for students everywhere. If implemented well, the education sector is likely to become a lucrative career option for talented young people in the next few years.

CTET and TET Eligibility: Four-year duration B.Ed

The National Education Policy states that by 2030 the minimum educational qualification for teachers would be a four-year duration integrated BEd degree. If this happens, only candidates with a four-year BEd degree and CTET or TET certificate will be eligible to apply for teacher recruitment in government schools

Teaching upto Class 5 in Hindi or any other regional language

Under the New Education Policy, the Education Ministry has stressed the point of imparting education in the mother tongue or any other regional language till Class 5. If this happens, CTET and TET qualified teachers will have to be proficient in Hindi or their respective regional languages.

More interactive teaching

The NEP 2020 focuses more on interactive teaching rather than textbook learning in order to promote high-quality content, critical thinking and analysis-based learning. The school curriculum of students will also be reduced to its core.

Technology-based teaching

As per National Education Policy 2020, the use of technology to impart education to students will be encouraged. This will be done with the aim to improve classroom processes, enable disadvantaged groups to have easy access to education and enabling the professional development of teachers.

Conclusion:

The secret of success is to be ready when your opportunity comes!' For Indian teachers' time has come to seize the opportunity and become makers of their own destiny. To do this-Dream and work hard to achieve your dreams. Become an aware, enthusiastic, and empowered practitioner. Share your ideas, grow by experimenting and researching. Gain insights also from the thoughts, beliefs, and experiences of your peer-practitioners. Enjoy your journey by forging beautiful relationships with generations of learners who transition through your classrooms and remain a life-long learner

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Impact of New Education Policy 2020 on Higher Education

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Abstract:

Education plays a powerful role in building nation; education decides the future of the nation, the destiny of its people. The impact will be a long-lasting one in terms of growth and development of the nation and citizen. The role of education and its importance cannot be ignored in today's scenario. A well-defined and futuristic education policy is a must for every country because education is the key driver of economic and social progress. Taking into account their respective traditions and culture, different countries have adopted varied education systems. Recently, the Government of India took a giant leap forward by announcing its new education policy; the National Education Policy 2020 (NEP 2020), almost three decades after the last major revision was made to the policy in 1986. The policy has come at the right time and the objective is very noble. But there lies a world of difference between laying down a policy on paper and following it in spirit. The success of NEP 2020 and the pace of its implementation depend to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it.

Keywords: NEP 2020, Higher Education, National Education Policy 2020, Effects on the Stakeholders, Government, Academic System.

Introduction:

The first education policy was formed in 1968 there later on in 1986 with small amendment in 1992 since then we are following the same education pattern for the last 34 years. After 34 years, a new education policy has been proposed by the Indian government in the year 2020. This proposed system bears the acceptance of the cabinet and soon it will be passed by the two houses and president permission to attain the shape of a Law to apply all over the Indian education system. The NEP envisages creating synergies in the curriculum across Early Childhood Care and Education (ECCE) to school and the higher education segments. The NEP stresses on creating a national curricular and pedagogical framework, which is competency-based, inclusive, and innovative and focuses on comprehensive development of children. School curriculum is expected to imbibe the human value system and provide greater flexibility and expose students to acquire future skills in the areas of computation, coding, design thinking, digital literacy, ethical and moral reasoning etc. The NEP promotes building of strong foundational skills right from early childhood. Also, there is a new way of envisioning vocational education in the policy by integrating it across secondary and higher education and developing a credit framework to offer vertical and horizontal mobility between vocational and higher education. Recently many changes have been introduced in the academic system of India starting from the school to college level. New National Education Policy has been approved by the Union Cabinet reflecting all the changes. This newly approved plan talks about major transformational reforms in the Indian

academic sector which are appreciated by many. Along with appreciation, there is also criticism which focuses on the drawbacks of this new education policy.

Objectives of the Research Study:

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

Research Methodology:

This research is a descriptive study. The present research study uses the most recent available published secondary data. To achieve the above stated objectives, the secondary data was used. The secondary data that are mainly used are published in annual reports of various organizations and survey reports of leading business magazines. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

NEP 2020:

The new education policy is a positive re-imagination of India's existing education regime. It has some very impressive and appreciable propositions. The policy envisions a model of holistic learning that is integrated, engaging and immersive. Scientific temper and evidence-based thinking will be inculcated alongside aesthetics and art. The main tenets of this policy are:

1. Flexibility, so that learners can choose their learning trajectories;
2. Equal promotion of arts, sciences, physical education and other extra-curricular activities so that learners can pick whatever piques their interests;
3. Multi-disciplinary approach (across the sciences, social sciences, arts, humanities and sports); emphasis on conceptual learning rather than rote learning; creativity and critical thinking;
4. Cultivating life skills like cooperation, teamwork, empathy, resilience;
5. Regular formative assessment for learning rather than the existing summative assessment.

It encourages peer-tutoring as a voluntary and joyful activity for fellow students under the supervision of trained teachers. NEP seeks to facilitate multiple pathways to learning that will involve formal and non-formal education modes. Formal classroom learning is limited to books and instruction. The new policy aims to take this learning outside of the four walls of a classroom and encourage students to imbibe from the real-world. This is where the concept of 'learning how to learn' comes in, another prominent feature of NEP. Abandoning the redundant culture of bookish learning, there will now be a move to real, holistic learning that equips individuals with 21st century skills.

Implementation:

The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic. The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one. The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government. Subject wise committees will be set up the GOI with both central and state- level ministries for discussing the implementation strategy.

Key highlights of NEP 2020: Higher Education:

1. Integration of vocational education within higher education. At least 50 per cent learners to have exposure to vocational education by 2025.
2. Enhanced equity and inclusion - Establishing high-quality HEIs in aspirational districts and Special Education Zones. At least one large multidisciplinary HEI in or near every district by 2030
3. Move towards multidisciplinary and integrated teacher education programmes and a Four-year B.Ed. programme. Four-year integrated B.Ed. to become the minimum qualification by 2030.
4. Greater institutional autonomy through independent Board of Governor (BoG); affiliating college system to be phased out. All standalone professional educational institutions to become multidisciplinary by 2030.
5. Conversion of existing stand-alone professional institutions to multidisciplinary HEIs by 2030. All HEIs to be multidisciplinary with student strength > 3000
6. Three-tiered institutional architecture. Tier i – Research Universities, Tier ii – Teaching Universities, Tier iii – Autonomous colleges. All colleges to be accredited and become autonomous degree granting colleges by 2035
7. Focus on increasing scale of HEIs and promoting multidisciplinary education 14 Greater disclosure of information for public oversight and accountability
8. Reputed international universities to be encouraged to set up Indian campuses
9. Career progression pathways for faculty based on teaching, research, and service for faculty and institutional leadership
10. Flexible curricular structure that will offer multiple entry and exit points to create new possibilities for lifelong learning
11. Greater focus on online education and Open Distance Learning (ODL) as a key means to improve access, equity, inclusion
12. National Research Foundation to coordinate research funding and direct it to outstanding peer-reviewed research
13. Single regulator (HECI) for all of higher education, separation of functional roles - National Higher Education Regulatory Authority (NHERA), National Accreditation Agency (NAA), General Education Council (GEC), Higher Education Grants Council (HEGC)
14. Greater disclosure of information for public oversight and accountability

Advantaged and Drawbacks of New Education Policy 2020:

Following are the Advantaged and Disadvantaged of New Education Policy 2020

Advantages:

1. The Government aims to make schooling available to everyone with the help of NEP 2020.
2. Approximately two crore school students will be able to come back to educational institutes through this new approach.
3. According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on student's formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18.

- 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure.
4. For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.
 5. According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.
 6. One of the merits of NEP 2020 is the formation of the National Book promotion Policy in India.
 7. Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re- design the structure with holistic development.
 8. Parakh national education policy is to be set up by the Government.
 9. Special daytime boarding school “Bal Bhavans” to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, art.
 10. According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.
 11. According to the national education policy 2020, Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country. These are scheduled to be set up for introducing multidisciplinary academic.
 12. The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies.
 13. Phased out college affiliation and autonomy will be granted to colleges.
 14. By the year 2030, it will be mandatory to have at least a four year B. Ed degree for joining the occupation of teaching.
 15. For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.

Drawbacks:

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.
2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.
3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as

this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

Impediments to Implementation in Higher Education:

1. Funding

It will be a feat to fully implement the proposals of NEP 2020 for higher education given the limited resources at hand. It requires private institutions to offer more scholarships to make admissions possible for students from low-income strata as well, but NEP fails to discuss how this can be achieved. This indicates a need for greater public funding in higher

education, which in reality does not sit well within the current scenario. The increase in education budget from 3 percent to 6 percent of GDP is simply not enough to meet the implementation needs.

2. Learning Degree

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

3. Digital Connectivity

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

4. Orientation towards multi-disciplinary education

The existing education regime excludes formal training and orientation towards pedagogy for college and university educators. This urgently calls for an overhaul of the curriculum design to make it flexible and organic for enabling foundational and higher-order thinking and skill inculcation at different levels of education. The policy seeks to establish multi-disciplinary institutions for higher education replacing the single-disciplinary ones. The road to attain this goal has been paved with good intentions.

5. Summing it up

The drafting committee of NEP 2020 has made a comprehensive attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is inspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready.

Effect on the Stakeholders:

1. Students:

The NEP 2020 is going to affect all the stakeholders in one way or other, most direct affect is on the students and teachers. If we consider the education pattern old times 10+2 system that is going to be replaced by 5+3+3+4 system, in which there are some new things like

introduction of vocational courses from class sixth and removal of the stream system. These are some radical changes that will shape the students in a new way. Earlier the system was going to teach students what they have in their hand not by choice of the students, they are having three choices Arts, Commerce and Science in that a very few combination that are mostly opted by the students and many of the available subject combinations are remain untouched. This time students will have open options to choose the subjects without the restriction of any stream. Choosing of subject or choosing what you want to learn should be the decision of students him/herself, depending on the inbuilt talent and skill set. If a student is very good at calculation he must opt for those subjects in which logic and calculation is

needed. On the other hand if a student is very good at fine art he/ she should go into that subject line. It should be like that only, but in real life skipping our talent area or skill set we choose those things which are “assumed well” for students by others. The situation is like the decision maker are others and the effect/ outcome of the decision is on the student itself. Many times as per the education structure we are somehow bonded to follow the “walls of stream” many among us are successful examples but the question is there did they use their skill set or talent actually. Usually people measure the “success” of a person in terms of money earned, but is that his real area of working; maybe there are some other areas also there yet to be explored.

2. Teachers:

Teachers are the shape givers to the future students. They mold the unshaped student to the final perfect shape. The importance of the teachers cannot be un-ruled, in the new education policy now there is even bigger responsibility on their shoulders they have to upgrade with the latest technologies and subjects and train the students for the future. According to the NEP 2020, only candidates with four-year B.Ed. degree and TET certificate will be eligible to apply for teacher recruitment in government schools, this will enhance the quality of education.

3. Parents:

Parents are basic building blocks, supports students morally and financial support for the students. They are emotionally attached to the students, their efforts goes for the success for their children. In old education policy they are bounded by stream system, they cannot suggest beyond that stream to the student now they are having an opportunity to explore the subjects' combination and choose best fit according to the skill set or talent for sure success.

Impact of NEP on Higher Education:

1. Regulatory System of Higher Education:

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

General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation.

2. Graded Accreditation and Graded Autonomy:

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

3. Internationalization at home:

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

4. More Holistic and Multidisciplinary Education:

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education.

5. The structure and lengths of degree programmes:

In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this

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

Conclusion:

The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking. With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of the M. Phil course. Even though there are many drawbacks to the new education policy, the merits are more in number. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher.

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Significance of National Education Policy 2020 and Benefits to Industry

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Abstract:

Government has proposed New National Education Policy 2022 which is approved in 2023 will be implemented for academic 2023-24. New education policy and industrialization has good connections in terms of benefits to industrialization. Looking at new NEP, it is reflecting that policy is more strengthening industry demands. There are many key factors which plays vital role in growth of industry and skilled manpower is one them. Skilled manpower is indivisible factory of Industry.

Today's manpower scenario in industry is unavailability of skilled manpower and is continuing since establishment of industrialization. Poor education policy is one of the reason of having unavailability of skilled manpower.

Here government has realized that out Education policy needs to be changed and they have rolled out new National Education Policy 2020. Prima-facia it looks like that new NEP has too many benefits to improve upon education system which will give us skill manpower and further will complete the deficit the skilled manpower of industry.

Keywords: Labour, Skilled Labour, Indian Population, Indian Education policy, Industrialization, Automization, Engineering etc.

Introduction:

In the era of industrialization, skilled manpower is a key factory along with Money, Machine, Material. India is highly populated country having population around 1.42 billion. Recently India has taken over China. Today, India has highest number of labours ready for work. However, there is huge difference between labour and skilled labour in India and this has created big deficit of labour in Indian Industry. Today India has 0.48 billion labours but only 45.9% of young people have been employed. This indicate that, India has more than 50% labour which is not skilled for work. Today this is the pain area of India.

There are many factors which are responsible for not having skilled manpower, such as lack of awareness of education, unavailability of education institute, poor financial capability & poor and unfocused education system. Since India is agriculture based country therefore young age population moves to agriculture sector. Here, looking at current scenario, it is reflecting that current education system is lacking somewhere. Our education system is not help students to pick up their career aspirations at early age of their career. Poor & unfocused education system is the major reason of not having skilled manpower in India.

Today's Industrial changelings are Supply chain, Continuous hike in raw material, raising customer expectations, unavailability of skilled workforce. However major issue of Automobile industry is an unavailability of skilled workforce.

If we look back, Indian Education policy has changed only twice, in year 1968 & in year 1986. Education policy which had amended 1986 has only focused on 'Access & Equity'. Now in 2020, after 34 years' Indian education has policy has proposed for change. If we see gap, the gap is almost 3.5 decades between 1986 and 2020.

Research methodology:

The research is a descriptive research as all the data is collected from secondary sources like Journals, Publications and research papers. We have reached to findings & Conclusion through analysis of data which is gather from above mentioned sources.

Theoretical Background.

New National Education Policy 2020

It is reflecting from the new education system that underprivileged and socially disadvantaged class of people will get the benefit from new National Education Policy 2020. This amended policy will help us to improve on quality of education. New NEP 2020 has power to transform education system in a way that it will be beneficial to workforce of industry. New NEP 2020 has classified in to four stages

Stage 1 – 5 years (Foundation of education) Stage 2 – 3 years (Preparatory education) Stage 3 – 3 years (Middle schooling)

Stage 4 – 4 years (Secondary education)

In new NEP 2020 government has provided multiple entry & Exit options during their undergraduates. There are students who have to leave education in between because of financial issues or family relocation etc. However, these students have eagerness to restart their education after a gap of a year or two. In such cases, new education systems allow these students to restart their education from where they have left earlier. In new NEP 2020, undergraduate students will get an opportunity to education which research based. At present, Government is spending only 3% of his GDP on education. However, new NEP will insist government to spend around 6% of his GDP on education.

India has Technologically advancing in today's era of industrialization. We could see drastic growth in automization in operation. In India, available manpower is not skilled therefore always there is shortage in labour market.

Current Education System is no more going to help the students to stand in market for getting the job. Current Education System is helping us understand the present requirement of it the industry. Today Industry is looking for skilled manpower and current Education system is not able to produce it. Today's education system does not allow to change the stream therefore even though student wants to change the stream, they are not allowing to change the stream. Present Education system does not promote Extra curriculum activities therefore even though student have huge talent of extra curriculum activities but they cannot explore it.

Challenges of Industry:

In automotive and engineering sector, entrepreneurs are looking for workforce which can operate new technology very smoothly and have in-depth knowledge of automization & robotics handling. Entrepreneurs are looking for workforce which can work with culture of cost-saving, time-saving etc. as this culture of cost-saving, time-saving will help organizations to sustain in long run. Organizations are looking for multi-task handling workforce.

How New National Education Policy Benefiting Industry

There are few excellent students have talents but they are not getting right education and they cannot afford to admit foreign universities for their relevant education due to their poor financial status. Here, in new NEP, government has proposed to invite more than 100 top universities to set up their education institutes in India and deliver the technical education to Indian People. Also government will be permitting top 100 universities to establish their education institutes in abroad.

Earlier teaching method was only teacher centric now the teaching method will be student centric. In industry research is very important as research brings new things on surface. Research brings innovation in product and services. To promote the research, government has made it compulsory research work in second year of master degree. This will help new generation to be ready for industry.

If we look at NEP 2020, it will definitely be going to help to create multi-task handling workforce. In new NEP 2020 students will be able to avail multi-disciplinary education.

Findings:

After going through various research papers it is found that new National Education Policy 2020 is found beneficial for industry if it is implemented properly. New NEP 2022, will be helping various industries for getting skilled manpower as academic students will be getting an exposure to multidisciplinary education. Industry is also looking for multi-task handling workforce.

Discussion:

Every situation has multiple dimensions. So here it is difficult to express that new NEP 2020 will fulfil all demands of industries but looking at draft, more or less it will be benefiting organizations. There are challenges too in implementation part of new NEP 2020 as India is developing country and has limited infrastructure & resources to implement new NEP 2020 effectively. To implement effectively, government has to build good infrastructure and ensure availability of resources. Then only new NEP 2020 will be more effective and useful for various industries. We have taken into consideration various industries like Automotive, Engineering & hospitality. We have mainly focused these industries as they are contributing highly in growth of the country after Information Technology (IT) and has heavy shortage of skilled manpower in their business.

Conclusion-

Going Through the various research papers it is reflecting that new NEP 2020 will be benefiting marginally to Indian Industries. Industry will be getting skilled manpower for their operations. New NEP 2020 is framed by taking into consideration the needs of various industries of India. New NEP 2020 will fulfil the shortage of workforce in coming years ahead. However, on other part it is looking like that New NEP is undermining English language. If we look at the world, whole world is following English language for academics. India has poor infrastructure so implementation will be tough for new NEP 2020.

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- New Education Policy – Challenges, Opportunities and Higher Education - Dr. Mitali Gupta¹, Dr. Vandana Rao², Mr. Abhay Nawathe³
- National education policy-2020: Vision of inclusive education for 21st century learners (Dr. Priyanka Varshney and Dr. Deepika Ahlawat)



Historical Development of National Education Policy of India

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Abstract: -

This paper discuss about the historical development of Indian Educational Policy, which can be classified pre-independence period and post-independence period. Ancient Education System earned prestige everywhere with Nalanda University. The education system of India is nothing but the replica of British education system. After Indian independence there are several committees and commission has been established for the development of Indian education and in 1952 UGC established for the development of higher education in India. Periodically, NAAC, ICAR, NBA, AICTE, MCI, ICMR, PCI, DCI, and NCI etc. established The Government of India recently in process to implement the national education policy-2020.

Keywords: - Education, Indian Education History, Indian Education Policy: 2020

Introduction:-

Education is the pillar of the society. The aims and purposes of education must be towards the all-round development of personality and economic development of the country. Globalization causes huge transformation in the society. To cope up with these changes it is equally important to update and change the current education system in our country. The National Education Policy, 2020 is the milestone in education system in India. The academic flexibility and skilled education is the need of the hour. However, there are a lot of challenges and issues in implementing this policy

The main objective of the education is to educate and qualify them for professional development. In India, Vedic Education System based on the recitation process by the students and explained it in detail by teachers at ashrams. "Nalanda" was the well-known center where different subjects were taught, including the Vedas, fine arts, medicine, mathematics, and ast

History of Modern Education:

Before the British, there was no official education policy in India. The modern education system was developed by adopting various education policies at different time, The History of Indian Education policies were generally classified into Pre-independent and post- independent period respectively.

Education Policies Before Independance:

The Charter Act of 1813 (Also known as East India Company Act of 1813). This act was landmark in the educational history of British India. According to the section 43 of the said act, it contained the first legislative admission of the right of education in India in the public revenues. Lord Macaulay (1823) formed the General Committee of Public Instruction to guide the East India Company on the matter of education.

In the beginning of 19th century the British made changes in education system as per their administrative requirement.

The Indian Education Commission (1882)

The Indian Education Commission under the Chairmanship of William Hunter reviews the existing education policy of India. The ultimate objective is to limit the activities of its own educational institutions as well as withdraw from direct enterprise

Sir Thomas Raleigh commission makes survey on status of Indian Education System and recommends memory training.

Indian Government appointed the Indian Universities Commission (1902).G.K.Gokhale, introduced a Bill in the legislative council for creation of a separate education department and strengthening of the movement in favor of mass education. At the beginning in 1918, some form of compulsory schooling was introduced this changes reforms mark the end of direct colonial responsibility for education.

Education After Independence:

After independence, several committees and commissions were established to review the changing needs, aspiration of the people.

To ensure the constitutional rights of education to every Indian, several commissions were formed in different time. The present article highlights the objectives and major recommendations of various commissions on Indian education.

Radhakrishnan Commission (1948- 1949)

The objective of the commission was "to report on Indian University Education and suggest improvements and extensions to suit with present scenario. This commission was also known as University Education Commission. The commission also attentive on the standard of teaching, various courses at post graduate level, training and research in arts and science, professional education in Agriculture.

Kothari Commission (1964 - 1966)

The objectives of commission on recommend Government on the national education system. The National Policy on Education (1986). Emphasized on elimination of disparities in the educational system and improvement in the quality for majority of Indian people.

The Knowledge Commission (2005):

The National Knowledge Commission was introduced by Dr.Manmohan Singh. Government. The commission was aimed to expand Indian education system and suggest establishing 1500 universities (approx.) over the country by the year 2015.

National Education Policy (2020)

It's a first education policy of the 21st century which aimed to reduce the gap between learning outcomes and the requirements. The objective of this policy is to transform India into a vibrant knowledge society Apart from the suggestion store form in school i.e., revision of the curriculum and pedagogical structure from a (10+2) system to a (5+3+3+4) system for students based on cognitive development. It also promotes for development of the overall personality of students strengthening infrastructure for open and distance learning, online education and increasing the use of technology in education. It is also proposed to set National Research Foundation (NRF) to boost research work in the country. National Accreditation & Assessment Council(NAAC)will act as a single regulatory authority for higher education institutions across the country.

National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century. The NTA will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions.

Literacy Rate of India			
Year of Census	Overall Literacy Rate	Literacy Rate of Male	Literacy Rate of Female
1901	5.35%	9.83%	0.60%
1911	5.92%	10.56%	1.05%
1921	7.16%	12.21%	1.81%
1931	9.50%	15.59%	2.93%
1941	16.10%	24.90%	7.30%
1951	16.67%	24.95%	9.45%
1961	24.02%	34.44%	12.95%
1971	29.45%	39.45%	18.69%
1981	36.23%	46.89%	24.82%
1991	42.84%	52.74%	32.17%
2001	64.83%	72.56%	53.67%
2011	74.04%	82.14%	65.46%
2021	77.70%	84.70%	70.30%
2022	77.70%	84.70%	70.30%

Table 1: Tabulated report of Literacy in India according to Census 1901 to 2021.
(Source of data: Census of India, 1901 to 2022).

The Indian government built up the University Education Commission (1948– 1949) and the Secondary Education Commission (1952– 1953). The Indian Institutes of Technology, the National Council of Educational Research and Training (NCERT) as a self-governing association that would prompt Union and State governments on planning the teaching-learning process.

In Indian context, the fundamental roles of education are nation-building, progress, security, socio- economic development.

The education system in India is broadly classified as school education and higher education.

The school education is classified as primary education from standard one to five, elementary education from standard six to eight, secondary education from standard nine to ten, higher secondary education from standard level Eleven and twelve. The higher education is classified as general, professional and vocational streams.

MHRD regulates higher education and technical education in India along with central advisory board of Education (CABE). UGC maintains standards in higher education institutions and provides grants to higher education institution.

Table -1: Education commissions of India

Year	Educational commission
1948-49	University education commission called as Radhakrishnan commission
1952-53	The secondary education commission

During 1958	scientific policy
1964-66	Kothari commission was formed
During 1968.	The national educational policy (NEP) was approved by the parliament on May 1968.
During 1990-92	The Ramamurthy committee
During 1991-92	Janardhan Reddy committee
1992	Revised policy formulations were submitted to the Parliament.
During 1993-2020	Revised policy formulations were submitted to the Parliament and Adopted Government of India

Objectives Of Earlier National Educational Policies [Nep]

The NEP 1968 aimed to promote national progress, strengthen national integration, and create sense of common citizenship and culture. It gave special attention to science and technology, moral values and to create close relationship between education and life of the people.

The NEP 1986-1992 has foreseen vocational education, which was intended to make the students for identified occupations, this policy for seen the establishment of statutory council for higher education and a National body for policy making, planning and coordination in higher education.

The NEP 1986-1992 emphasized the need to raise the outlay on education to 6% of GDP in eighth five-year plan 1992-1997 and to uniformly exceed in subsequent years.

Table -2: Objectives of earlier National Educational policies of India

National Educational Policies	Objectives
NEP 1968	<ol style="list-style-type: none"> 1. Universalization of education 2. Emphasis on moral values 3. Social responsibility 4. Education to all sections of community 5. Women Empowerment 6. Minority Education 7. Underprivileged class education. 8. Sport achievement 9. Adult education 10. Vocational education 11. Education for employability 12. Agricultural education. 13. International Quality education. 14. National growth and integration through education.

NEP 1986-1992	<ol style="list-style-type: none"> 1. Universal literacy 2. Lifelong learning 3. Education to house wife, industrial workers, agricultural workers. 4. Continual learning opportunities to professionals. 5. Removal of women literacy 6. Holistic child development 7. Integrated child services programs. 8. Establishment of statutory council for higher education and a National body for policy making, planning and Coordination in higher education.
NEP 1993-2020	<ol style="list-style-type: none"> 1. To give equal emphasis on science, social sciences, art, languages, sports, mathematics - with integration of vocational and academic streams in school. 2. The aim is to bring out the genius inherent in every individual and to provide an environment that facilitates personality development. 3. Every Individual has the right to education granted by the constitution of India and it is the duty of the state to provide the same, national education policy aims to achieve the goal that every individual can enjoy the right to education. 4. Access, Equity, Quality, Affordability and Accountability.
National Educational Policies	Objectives
NEP 1968	<ol style="list-style-type: none"> 15. Universalization of education 16. Emphasis on moral values 17. Social responsibility 18. Education to all sections of community 19. Women Empowerment 20. Minority Education 21. Underprivileged class education. 22. Sport achievement 23. Adult education 24. Vocational education 25. Education for employability 26. Agricultural education. 27. International Quality education.

	28. National growth and integration through education.
NEP 1986-1992	<ol style="list-style-type: none"> 5. Universal literacy 6. Lifelong learning 7. Education to house wife, industrial workers, agricultural workers. 8. Continual learning opportunities to professionals.
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NEP 1993-2020	<ol style="list-style-type: none"> 1. To give equal emphasis on science, social sciences, art, languages, sports, mathematics - with integration of vocational and academic streams in school. 2. The aim is to bring out the genius inherent in every individual and to provide an environment that facilitates personality development. 3. Every Individual has the right to education granted by the constitution of India and it is the duty of the state to provide the same, national education policy aims to achieve the goal that every individual can enjoy the right to education. 4. Access, Equity, Quality, Affordability and Accountability.

Need For New National Policy On education:

The national educational policies since its formulation has been modified till 1992, has been the guiding document to the Government of India. But significant changes have taken place due to policy decisions in India and all over the world regarding education management and quality aspects. Breakthrough of technologies, communication has given a new dimension to education and learning scenario. The corpus of knowledge has vastly expanded, became multi-disciplinary and collaborative research has come to fore. These factors demand the necessity of a new national policy on education.

Though the earlier policies are the guiding documents and had laid a clear objectives and goals, many of these have not been materialized as a part, due to absence of clear roadmap and continual operational guidance. These factors have made the way for a new national policy on education, which is being framed on 2016.

Despite growth of private colleges and universities and there were masses of admissions, the infrastructure, quality of education has a wide disparity among them. This aspect needs an urgent attention.

Challenges For Nep:

1. Non existence of minimum standards in the provision of schooling facilities, processes and student outcomes, and equity in educational opportunities;
2. Lack of professionalization in educational planning and management;
3. Absence of requisite disaggregated data, particularly at sub-national and institutional levels for evidence-based management of education;
4. Lack of competent and committed teachers, resulting in poor quality of education;

5. Substandard quality of teacher education and training;
6. A curriculum which encourages rote-based learning;
7. Malpractices in the examination system;
8. Neglect of skill and vocational education, over emphasis on acquiring dead-end qualifications which do not lead to employment;
9. Failure to make ICT as functionally integral to the management of pedagogy of education;
10. Mushroom growth of private coaching classes and degree shops;
11. Corruption and politicization of education management at all levels;
12. Mediocre status of most higher education institutions; and
13. The pursuit of degrees and qualifications at any cost.

Discussion And Conclusion:

Education policy deals with the regulations and principles for the better operation of educational systems. In the ancient to medieval period the major objectives of education were to deliver religion based learning. There were no significant efforts made to universalize education and include people from different castes. The introduction of European education was an event of great historical importance for the emergence of education policies in India.. The main drawback of the education policies implemented by British government was minimum or less allocation of fund and not taking initiative for mass education. G.K.Gokhale forced the British government to implement the concept of free and compulsory primary education as only approx. 6% people of India were literate. Mahatma Gandhi also pointed out the ineffectiveness of the primary education system of India and the low percentage of literacy rate among Indian people at Round Table Conference in London (1931). Gandhi believed that the medium of basic education should be through the mother tongue. The government formed several education commissions ranging from Radhakrishnan Commission 1948 to National Education Policy (NEP) 2020 for modernization of the Indian Education in the Global context. The statistical analysis on the literacy survey since the first census of 1901 shows gradual increase of literacy rate [Karkal, 1991]. The notable part of the statistical table (Table: 1; Fig. 1) is the literacy rate of Female in 1901 was 0.60% which clearly indicates the status of Women's education as well as women's empowerment in the country at British period (Table: 1; Fig. 2). Different education commission advocated on the fact that Women's education is essential to restructuring as well as the overall development of society. From the statistical analysis; it is revealed that there had been a change in the education system in India. After independence, government of India have done remarkable job to cater to the need of the Indian society for the purpose of education. Therefore, practical based policy implementation is required to improve the literacy rate as well as cater higher education including research to the Indians. Based on this review; we can conclude that earlier national educational policy unable to achieve the required output. This is because of lack of follow-up, implementation, workable road map, corruption and polarization. These elements will be a great challenge while formulating new NEP of India.

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National Education Policy 2020 – Challenges and Opportunities on the Educational System

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Abstract:

The National Policy on Education, 1986 and the Programmed of Action, 1992 imaged free and mandatory education of satisfactory quality to all children below 14 times. While the act has assured education to all, the prevailing challenges of the education system remained thereby hindering the growth of Indian education system to the global position. The recent education policy by the Government of India is the first in 34 times replacing the National Policy of Education of 1986. The new policy introduced numerous reforms in the Indian education system beginning with reformation at central position and renaming the Ministry of Human Resource and Development to Ministry of Education.

The NEP proposes modification and redoing of education structure, including its regulation and governance, to produce a new system aligning with the inspirational pretensions of 21st century education. The NEP proposes broad changes including opening up of Indian advanced education to foreign universities, dismantling of the Universities subventions Commission and the All India Council for Technical Education. The policy, while fastening on colorful angles of education, also tries to bridge the gap between education and technology. One of the crucial highlights of NEP 2020 is the decision to make mama lingo or indigenous language as the medium of instruction up to Class 5. Further, the policy emphasizes the need for constructive assessments and encouraging peer review system of assessment by creating National Assessment Centre and developing a system similar as Performance Assessment Review and Analysis of Knowledge for Holistic Development for covering the achievement of learning issues and guide the boards of education to make learning further contemporary and suited to unborn requirements.

The biggest highlights of the NEP 2020 are that there would be single regulation for advanced education institutions with setting up of Advanced Education Commission of India that will ultimately replace the being nonsupervisory bodies like the UGC or AICTE. The long-term plan of the policy is to do down with the current system of sodalities combined to universities and multitudinous bitsy sodalities that are pedagogically unviable and financially expensive would be intermingled with larger HEIs. The NEP 2020 aims to address colorful gaps being in the education system of India and through this policy, India is anticipated to achieve sustainable development thing of 2030 by icing inclusive and indifferent quality education.

Keywords: Advanced Education, National Education Policy 2020, NEP- 2020, Overview and Analysis, Challenges, openings for NEP 2020

Background :

NEP 2020 replaces the National Education Policy of 1986. In January 2015, a commission under former Cabinet Secretary T.S.R. Subramanian initiated a process to bandy the

New Education Policy. Grounded on the commission report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) principal superintendent Krishnaswamy Kasturirangan.

The New Education Policy Framework (DNEP) for 2019 was latterly released by the Department of Human Resource Development, followed by multitudinous public sounds. The T74 Draft NEP had 484 runners. The Department has experienced a strong discussion process in the expression of the policy frame" further than 2 lakh proffers from 2.5 lakh gram panchayats,, 600 blocks,,000 Civic Original Bodies(ULBs), 676 sections were approved."

Introduction:

India, as a fast- growing free country of change in education, presently has about 845 universities and about,40,000 advanced education institutions(HIEs), reflecting the total diversity and the numerous small HEIs in the country connected to these universities. It has been set up that further than 40 of these small institutions use a single system for me against the anticipated metamorphosis of the multi-sectoral advanced education system which is an important need for educational change in the 21st century.

It was also noted that further than 20 of sodalities are enrolled annually with lower than 100 scholars making it insolvable to ameliorate the quality of education and only 4 of sodalities enroll further than,000 scholars per time due to indigenou inequality and position of education. they give. Some of the reasons set up for the collapse of the advanced education system(HE) in India are It's prognosticated that India will be the third largest in the world in 2030- 2032 with a GDP of about ten billion bones . It's clear that the ten billion husbandries will be driven by sources of information and not natural coffers.

To boost India's education sector growth, the current government has decided to revive it by introducing the National Education Policy 2020. This is in line with the rearmost call by the Prime Minister to use the Fourth Industrial Revolution to move India to a advanced position. The recently launched National Education Policy 2020 has a vision for a India- concentrated education program that directly contributes to transubstantiating our nation into a society of equal and living knowledge, by furnishing quality education for all.

The Objective Of This Study On The National Education Policy 2020

1. Highlighting and briefly Reviewing the programs of the recently accepted in education system (NEP 2020).
2. Comparing the National Education Policy 2020 with the policy presently accepted in India.
3. Relating inventions in the new public advanced education policy 2020.
4. Predicting the impacts of NEP 2020 on India's advanced education system.
5. Bandy the applicability of the NEP 2020 Advanced Education programs.
6. Recommendations for farther development to effectively use NEP 2020 to achieve its thi

Issues of NEP 2020

1. Original distribution of scholars in colorful subjects.
2. Lack of access to HI, especially in the most economically underprivileged areas has rebounded in a current gross registration rate (GER) of only 25.
3. Lack of preceptors and institutional independence to do new effects in HE attracts further scholars.

4. Shy job operation practices and the advancement of intelligence with institutional leaders.
5. Lack of exploration and invention at numerous universities and sodalities.
6. Low situations of governance and leadership in institutions of advanced literacy.
7. A lose control system that allows fake sodalities to thrive while pressing for better, innovative institutions.

Approaches Of Nep 2020

1. Class and Content NEP

Aims to introduce a transition from 10 +2 structure to 5 3 3 4, where early nonage education will be part of formal education. In addition, NEP 2020 focuses on reducing the content of the class to produce a space for critical thinking and, in turn, develop the 21st century chops incorporated into them. Thus, all aspects of class and tutoring need to be restructured to achieve these pretensions. Challenges to successfully enforcing these changes include revising the class in line with the National Curriculum Framework. Also, preceptors need to reevaluate the reading content rubric and acclimate handbooks consequently.

2. School teacher

Training the policy aims to redesign the academy class. Still, for the class to be effective, seminaries and the applicable authorities need to train preceptors and understand the requirements of tutoring in order for there to be a smooth transition to the new education system. In addition, they need to shift from schoolteacher- centered reading to pupil- centered reading in order to develop interpersonal, critical thinking, problem- working and decision- making chops among youthful people. The study suggests that further than 250 million scholars are estimated to enroll in K- 12 seminaries in India by 2030. This means that we need nearly 7 million preceptors to deal with this growing number of scholars. Since tutoring is one of the smallest paid jobs in India, existential literacy and mind- concentrated tutoring will be a grueling task. Until the preceptors' payment review is reviewed, the perpetration of NEP 2020 will be a major challenge.

3. Technology

NEP 2020 emphasizes the use of technology benefits to prepare youthful people for the future. Still, developing digital structure similar as digital classrooms, remote professional-grounded tutoring models, AR/ VR tools to fill gaps in physical education and laboratory structure is a major challenge because utmost seminaries don't have the right setup. Support these tools. Also, the costs associated with erecting a digital structure may be less precious for all seminaries across the country. In addition, in pastoral areas of the country where the Internet is nearly absent, using digital literacy tools is out of the question. Thus, government must work to develop the introductory structure that will support digital structure in all areas.

4. Test Building NEP

Focuses on formative assessment for learning rather than abbreviated assessment. The primary purpose of modifying the assessment program is to promote nonstop shadowing of learning issues. Still, farther testing requires seminaries and preceptors to borrow new assessment styles and assignments. These approaches bear specialized intervention and active participation of preceptors and scholars. According to a check, out of 1.5 million Indian seminaries, 75 percent are state- run. Of the remaining, 000 private seminaries, about 80 percent are 'private seminaries '. Thus, transferring a nonstop assessment frame is a grueling task for these seminaries.

Challenges Of Nep 2020

1. Opening daily universities is a herculean exertion

India moment has about, 000 universities across the country. Doubling the Gross rate Registration in Higher Education by 2035 which is one of the stated pretensions of the policy will mean that we must open one new university every week, for the coming 15years.years. Opening one University each week on an ongoing base is really the biggest challenge.

2. Prices are also veritably intimidating in the metamorphosis plans of our academy system

The National Education Policy 2020 aims to bring back 2 million children who are presently out of academy, into the academy system. Whichever way you look at it, achieving this in 15 times requires the suspense of about 50 seminaries each week.

3. Backing is a major challenge in the Covid period

From a probative perspective, this isn't a challenge for the weak. The National Education Policy 2020 anticipates an increase in spending on education from 4.6 to 6 of GDP, reaching roughly INR 2.5 lakh crores per time. The plutocrat will be well spent on erecting seminaries and sodalities across the country, appointing preceptors and professors, and operating charges similar as furnishing free breakfast for academy children. What makes effects indeed more delicate is that this policy came at a time when the frugality is overwhelmed by Covid- 19. Affiliated closures, government duty cuts were veritably low and backing faults were high indeed before Covid.

4. The current focus is on health care and profitable sustainability to reduce homicide rates

Economists have been looking for large renewable energy packages of over to 2 percent of GDP, despite the difficulties in the bankroll.

5. The need to produce a large number of good preceptors

In academy education, the policy aims to redesign the class structure as a veritably respectable step. But in order to make this class successful, we need preceptors who are trained and who understand the tutoring needs. Numerous class changes bear major changes in the thinking of preceptors, as well as parents.

6. Advanced education conditions that include disciplines for artistic change In advanced education, the focus of the 2020 National Education Policy on correctional education is a veritably welcome step. Universities, especially in India, have for decades been siloed and run by departments. The 2020 National Education Policy contains a number of enterprises to ameliorate the quality and compass of the education system in India.

Targets & Timelines

Here are the policy's crucial targets as well as the deadlines set for some

1. The whole policy will be in place by 2040.
2. 100 %of Total Registration Rate from Pre-School to Second Level by 2030.
3. Preceptors will be prepared for test changes by 2030.
4. Standard situations of literacy in public and private seminaries.
5. The thing is to concentrate on introductory numeracy and knowledge for all Grade 3 learners.
6. Integrating early nonage care and education by 2030.
7. Vocational training for at least 50% of scholars by 2025.

Opportunities Of Nep 2020

Openings OF NEP 2020 New education Policy begins with the untreated docket of NEP — 1986. NEP — 1986 was embedded in a veritably different India. Over the times, remarkable strides have been made in terms of access and equity. Near universal situations of registration at primary situations, and posterior increase in registration at advanced education situations (GER26.3) have been achieved. Still, there has also been a drop in the quality of literacy in public academy systems, followed by an outpour of elite and middle classes. This also led to the decaying of responsibility mechanisms. Despite poor returns on literacy, the pay- structures in public systems have seen a gradational increase.

1. School Education

Addition of 10 2 structure to 5 3 3 4. A new tutoring structure and class to cover there-school times. It goes well as this has been ignored in the education policy documents, and is being bandied in an informal manner. NCERT will concentrate on the development of a new ECCE class and tutoring structure. The policy also deepens the development and training of Anganwadi coaches through short- and long- term programs. A good thing to legitimize the conformation and delivery of ECCE. Focus on gaining introductory calculi and Grade 3 literacy.

2. The Ministry of Education (MoE)

Will support this, and do it mechanically through a different public service. A separate public library policy is to develop libraries across the country and to insemminate a love of reading in children. Public libraries in India aren'tavailable.However, it's inclusive, If this can be corroborated by public education policy. Eggs are still a controversial policy issue; the policy makes it clear and clear to avoid any gratuitous conflict. still, the section is always flexible in order to avoid all forms of conflict. Half- cooked understanding and request drive for an English perspective and 'quality' father would have led to this inflexibility. The policy also doesn't force apply/ prefer any one language over another and promotes multilingualism. It also recommends tutoring foreign languages at the alternate position Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian. This has so far no way been used as a public sphere in specialized documents. Although the ultimate orders punctuate orders similar as class, race, disability, is bisexual people and there are flash pointers of minor terms. Review of technology away, the policy considers sufficient sweats to be directed at these groups to increase enrollment and retention. PARAKH, a new body that will concentrate on testing similar as the NAS (National Achievement Survey) and the SAS (State Achievement Survey). PARAKH can be an important tool for exploring learning spaces and targeted support for colorful pretensions and service programs.

3. Advanced Education

It's important to look at the policy in terms of what has happed in public universities, as well as the recent debates of top universities. There has been a nonstop corrosion of university independence by the government. The demoralized state violence presented at one of India's leading public universities didn't belong agone Political movables of university leaders who are the stylish government tools, rather of fastening on tutoring, literacy, exploration and operation. Although this document emphasizes nonsupervisory independence, it can be delicate if the document also states fiscal independence. This 'imaginative' autonomy is considered by the relief of UGC (University subventions Commission) and AICTE (All India Council for Technical Education). The new body The Indian Higher Education Commission is grounded on

the idea of job isolation and job isolation. The policy also opposes the trade of education. Still, the same range allows foreign universities to come to India. There has been a dramatic increase in the number of private universities by Indian providers. However; it makes sense, if the idea was to increase competition. Still, the submission of the statement does not. Fastening on the unborn class makes sense, and a separate body devoted to fastening on integrating technology in institutions is a necessary approach.

The National Research Foundation is another good idea. Still, if these gaps are filled by people who are driven by ideological docket, little can be anticipated. Indian universities will be allowed to set up premises away in the world- there's great eventuality for this to develop in gulf requests. There's a great need for advanced education by the Indian diaspora. Criticism of NEP 2020 Then's a list of examines which have been leveled, or which may be leveled, against the NEP 2020 The NEP circumvented administrative oversight, discussion and scrutiny. Given it has been brought at the time when congress isn't performing due to COVID- 19; this is a rather hasty approach, one which seems to be aimed at scoring a political point.

This is also not the first time this has happened. Members of Parliament have been constantly kept out of pivotal conversations in the once 6 times, precluding them from examining programs critically or else expressing their views and suggesting emendations. The policy is a vision document that fails to be inclusive of the bottom-most strata of society and provides little to no relief to the poor, women and estate and religious nonages, as it glosses over crucial enterprises of access to education which have long prevailed.

There's no comprehensive roadmap and coherent perpetration strategy in place to execute this grand vision. Numerous mileposts and a commitment to finances necessary to execute this plan are n't easily defined. Take, for illustration, the line "The Centre and the States will work together to increase the public investment in the Education sector to reach 6 of GDP at the foremost. " There's no clear commitment that can hold the government responsible.

4. Three Language formula

Though the policy doesn't impel this provision, it's drafted in a manner that leaves little choice and inflexibility with the scholars preceptors seminaries. It's also in direct violation with a Supreme Court Judgment. The way this is laid out is bound to bring to mind the anti-Hindi agitation of 1965, against the central government's intention to make Hindi an sanctioned language. Political parties in the South see this as a move by the Modi government to put Hindi in non-Hindi speaking countries. This is, of course, despite the fact that the centre has clarified that it'll not put any language on any state and the final decision on this will be left to the state itself.

The NEP 2020 is silent on the RTE Act and universalisation of education won't be achieved without legal backing There's no medium to link primary and secondary education with the RTE. This isn't binding on the centre/ state fairly. As the RTE forum said, in a statement "The final policy addresses about the universalisation of academy education from 3- 18 times, without making it a legal right. Hence there's no obligatory medium for the union and state governments to make it a reality. Without the RTE Act, universalisation will be veritably delicate. ".

Conclusion :

Advanced education, with its emphasis on academic study, frequently produces graduates who have many or no income. Developing GER to include all citizens of the country in advanced education is the responsibility of the public government education department.

India's National Education Policy 2020 is marching towards achieving that thing by creating new programs to ameliorate quality, attractiveness, availability, and expand the provision of advanced education in the private sector and at the same time with strict quality control controls. in all institutions of advanced literacy. By promoting eligibility grounded on free shipping and literacy, advanced and progressive exploration artists as members of intelligence, as well as pukka leaders grounded on nonsupervisory approaches, and strict quality covering through periodic authorization grounded on tone- placarded advances through technology- grounded technologies. Monitoring, NEP- 2020 is anticipated to achieve its pretensions by 2030.

All tertiary institutions with the current name of the lower sodalities will grow as the private sodalities have multiple faculties that are empowered in their name or come hosted universities under their governance. The unprejudiced agency National Research Foundation will fund new systems in crucial exploration areas of introductory wisdom, applied wisdom, and social and mortal lores.

The HE program will transfigure itself into a pupil- centered approach to the freedom of choice of core subjects and subject disciplines and to all subjects.

Members of the faculty also acquire independent choice of class, methodology, tutoring and assessment models within a given policy frame. These changes will start in the 2021- 22 academic times and will continue until 2030 when the first position of change is anticipated to be more pronounced.

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Need of National Educational Policy for Government Schools : Challenges and Opportunities

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I. Abstract:

The New education policy in India is restructured after 34 year by the ministry of education. On 29th July 2020 with various amendments ministry of education has launched new education policy with the aim and objectives education, encouragement and enlighten. The new education policy is proposed with the structure of 5+3+3+4. It will replace 10 + 2 structure. Through this research paper researcher want to study need of national education policy on empowerment of government school in India.

Key Words: National Education Policy, Government School, Problems in Front of Government Schools, etc.

II. Introduction:

The new national education policy is going to becoming one of the innovative benchmark from the year 2023 with revolutionary changes in education sector. In the new education policy the proposed model is 5+3+3+4 in which 5 refers to the basic step for school education. This first step of policy is very much crucial for the age group of 3-8. In the school education major emphasis is given on development of playing habit and activity based learning. The next phase of school education is having major focus on mathematical, languages, social and art. This skill will helpful for the student development in the context of research. In the new education policy the next phase of the education i.e. middle phase given major emphasis on student development on their core subject and languages. This phase is having major focus on the age group of 11 to 14. The fourth phase is secondary phase in which the age group of 14 to 18 is having major focus. The focus during this stage is on providing students with a broad-based education that prepares them for higher education, as well as for vocational or technical education, if they choose to pursue that path.

In the new educational policy for the schooling education is having major focus for the development. It is observed that in the present scenario the enrolment of the students from government schools are decreasing year by year. Through this research paper researcher would like to study need of new education policy in the context of government school.

III. Literature review:

- i. Laveena D Mello & Meena Monteiro (2019) explained role of teachers in the present situation. Facilities provided for the teachers should be the major focus of the research paper. Role of mental and physical facilities for the teacher is also required to focus. Teacher should be respected by the students and parents.
- ii. Dr.Sharmista (2016) has elaborated education of government school in her research paper. The author has elaborated that the syllabus, and teaching methodologies should be restructured. The existing syllabus is obsolete as well as not that much competitive hence it becomes outdated. The emphasis being on rote-learning and merely developing reading and

writing skills instead of holistic education. The importance of Vocational training is mentioned in the context of employability skills. The government schools conditions, quality of education, equity in the basic education etc. are mentioned in the paper.

- iii. Ronia Parbin (2022) has elaborated problems and prospects of secondary education in Assam. The secondary education is not related to productivity in practical terms. Author has presented comparative education of western education and education system of our country. In most of the western countries secondary education is highly related to productivity. Secondary education our state does not help to gain national production both in agricultural as well as in industrial. The schemes of core periphery and work experience have failed miserably and the plus-two stage has not yet been Vocationaised as propose.

IV. Research Methodology

Research is the journey of unknown facts to the known. Research is the systematic process of investigation of the problem.

a. Objectives Of Study

- (a) To Study problems faced by government schools.
- (b) To study national education policy in the context of school education.
- (c) To study need of new education policy for government school.
- (d) To study problems and prospects in front of new education policy in the context of government schools.

b. Hypotheses

1. H_0 : Government schools are not facing problems in the present educational scenario.
 H_1 : Government schools are facing problems in the present educational scenario.
2. H_0 : New educational policy cannot have significant impact on government schools.
 H_1 : New educational policy can have significant impact on government schools.

c. Research Design :

Research design is the blueprint of the research work. Research design is the systematic and logical arrangement of the sources of the data collection and analysis of the data. It is conceptual framework and guidelines within which the research is conducted. *For this research paper* researcher used Descriptive and exploratory research design.

d. Sources of Data Collection

Researcher has used following Sources of data collection :

- a. Primary data : For this research work researcher has used following sources of primary data:

1. Questionnaire
2. Interview
3. Observation
4. Discussion with the respondents

- b. Secondary data :

For this research work researcher has collected data by using following sources :

1. Books
2. Journals
3. Websites
4. Magazines

e. Sampling Design:

- a. **Sample unit** : Stakeholders of government school i.e. teachers, parents.
- b. **Sample area** :

Researcher has undertaken the study for Ahmednagar and Nashik region for the study.

f. **Sample size** : Total sample size – 100 :

g. **Sampling technique**: In this research researcher has used random sampling .

h. Scope of the study : In this research paper researcher want to focus on following major areas

a. Various Problems faced by government schools.

b. Impact of various problems on quality of education provided by the government schools.

c. Role of new national education policy to overcome problems of government schools.

i. Limitations of the study:

1. Some of the respondents has not shared real opinion due to secrecy or fear of disclosure of information.

2. During the personal discussion with the respondents they were busy in their profile of working so that it was not possible for them to give enough time for the discussion.

3. Some respondents were does not have any interest in the research study so that they have not shown proper involvement in the research discussion.

4. Some respondents were unable to understand the scope of the study. In that case researcher has used her own judgment for the findings of the study.

j. Need and significance of the study:

This study is having major focus on government schools.

a. In the present situation government schools are facing various problems such as infrastructure, facilities, quality of education, support from government, involvement of teachers etc. This study is helpful for various stakeholders which are directly or indirectly related to education sector.

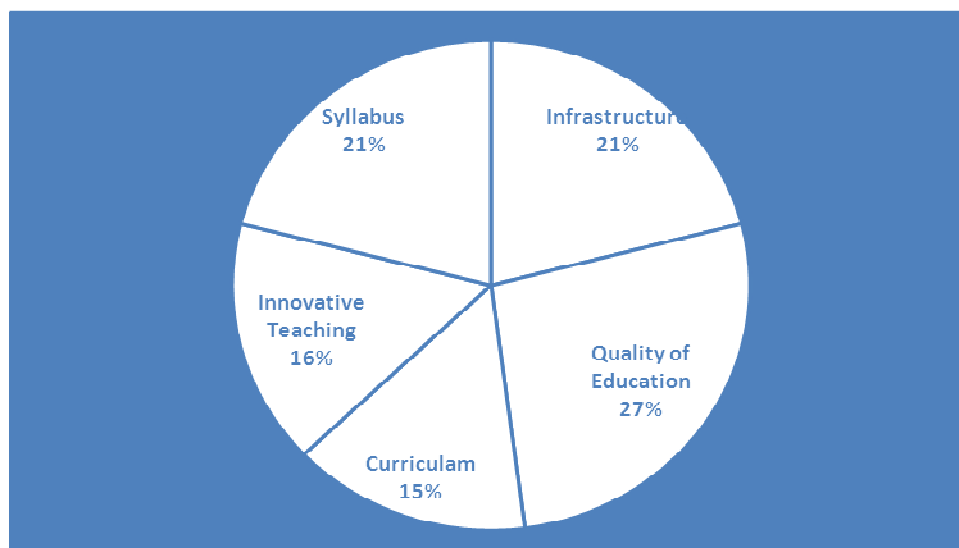
b. This study is important for teacher. They can understand importance new practices of education and its impact on students.

c. This study is also important for the government so that they can formulate new strategies for effective implementation of education in government schools.

k. **Statistical tools**: Researcher has used tables, percentage analysis, different charts like pie-chart, graph, t-test and annova test for the analysis and interpretation.

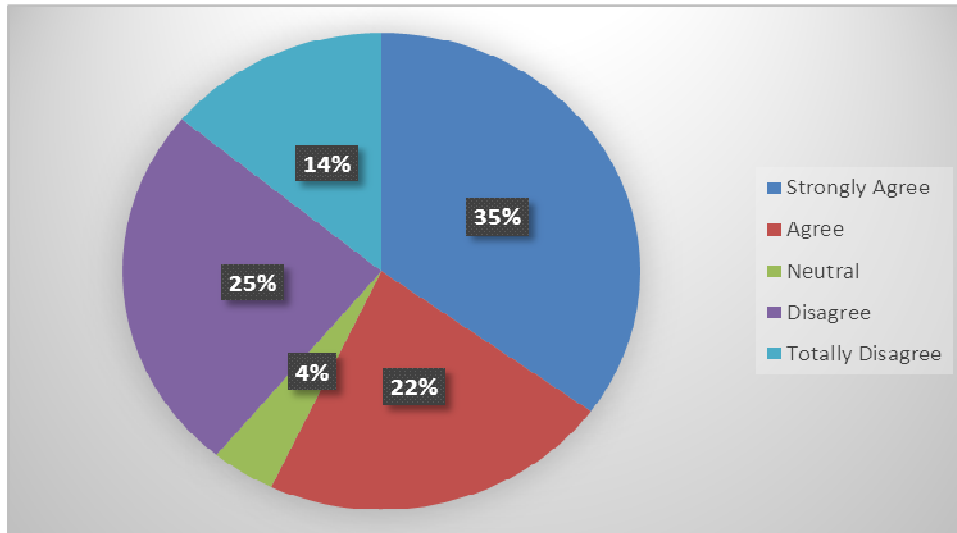
V. Data Analysis and Interpretation:

a. Problems in front of Government School:



Analysis and Interpretation: The above table shows problems in front of government school. 21% respondents said that Infrastructure, 27% said that quality of education, 15% said that curriculum, 16 % innovative teaching and 21% said that syllabus is the problem in front of government schools.

b. Role of NEP in Enhancement of performance of Government school:



Analysis and Interpretation: The above chart shows opinion of the respondents about role National educational policy for government school. 35% respondents are strongly agree, 22% are agree, 4% are neutral, 25% are disagree and 14% are totally disagree with the Role of NEP in enhancement in the performance of Government school.

VI. Testing of Hypothesis

H₀: Government schools are not facing problems in the present educational scenario.

H₁: Government schools are facing problems in the present educational scenario.

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	4241.618	4241.618	10.68834	0.046802
Residual	4	1587.382	396.8455		
Total	5	5829			

Analysis and Interpretation:

In the above table researcher has tested hypothesis of Government schools are not facing problems in the present educational scenario. The significance value is 0.04 which is less than 0.05 hence null hypothesis is rejected and alternative hypothesis is accepted i.e. Government schools are facing problems in the present educational scenario.

H₀: National New Educational policy cannot have significant impact on government schools.

H₁: National New Educational policy can have significant impact on government schools.

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	1827.073	1827.073	11.43838	0.043026
Residual	4	638.9273	159.7318		
Total	5	2466			

Analysis and Interpretation:

In the above table researcher has tested hypothesis impact of national educational policy cannot have significant impact on government schools. The significance value is 0.043 which is less than 0.05 hence null hypothesis is rejected and alternative hypothesis is accepted i.e. National educational policy can have significant impact on government schools.

VII. Findings and conclusion of the study:

On the basis of literature review and analysis of primary data it is observed that government schools are facing various problems. These problems includes infrastructural facilities such as building, light, drinking water, etc. The syllabus pattern which is used in the government schools are not that much competitive. The innovation and creativity expected is comparatively less than private sector schools. Research and learning approach of the student is also one of the major problem in the government school.

National education policy which is designed by the government should be able to address above mentioned problems of the government schools. Infrastructural facilities, Development of the research and development activities, creative learning, and teaching methodology should be focused through this methodology.

VIII. Suggestions of the study.

On the basis of this study National education policy should be able to design, implement and control mechanism for development of the infrastructural facilities. New and innovative syllabus should be made compulsory in government schools. Development of the research and learning activities should be focus more effectively through the national education policy. Recruitment of the teaching staff is also one of the need of the time. Government should take initiative for increasing enrolment in the government school.

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Implementation Review of National Educational Policy 2020

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Abstract:

India is a country having the most detail and well articulated constitution. However the education policy in India is not so well defined, quality education is the very important requirement the growth of any country. A clear articulation of the future education is definitely required for socio economic development. Many developed countries have well documented their education policy, which is based on its culture and traditions. In the form of National Education Policy India has made the same attempt. There is a National policy on Education which was formulated way back in 1986, since then many years have passed and finally National Education Policy 2020 was constituted. To transform the education system of India this policy is formed, however the government has clarified that no one will be forced to adopt any particular language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject. Himachal Pradesh has become the first state to implement New Education Policy 2020. The national educational policy should be implemented in all schools over India by 2022. Keywords: Higher Education, National Education Policy 2020, NEP-2020, Overview & Analysis, Implementation Strategies, Approaches, Challenges, Opportunities of NEP 2020.

Introduction:

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities. It is found that over 40% of these small sized institutions are running single program me against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21st century. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education (HE) system in India are: It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economies will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

Issues with NEP 2020:

- Early streaming of students into different disciplines.
- Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.
- Lack of teacher and institutional autonomy to make innovations in HE to attract many students.
- Insufficient mechanisms for career management and progression of faculty and institutional leaders.
- The lack of research and innovations at most of the universities and colleges.
- Suboptimal levels of governance and leadership at higher education institutions.
- A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.

Approaches of NEP 2020:

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

2. Teacher Availability and Training The policy envisages the redesign of the school curriculum. However, in order to deliver the curriculum effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore, they need to shift the focus from teacher-centred learning to student-centered learning to foster collaborative skills, critical thinking, and problem-solving and decision-making abilities in the youth. A study suggests that over 250 million students are estimated to enroll in K-12 schools in India by 2030. This means that we need nearly 7 million more teachers to handle this burgeoning student population. Since teaching is one of the low-paid professions in India, experiential learning and concept-oriented teaching will be a challenging task. Until the teacher remuneration is revised, the implementation of the NEP 2020 will be quite challenging.

3. Technology The NEP 2020 lays emphasis on leveraging the advantage of technology in making the youth future-ready. But, developing digital infrastructure such as digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure is a great challenge because the majority of the schools don't have a proper set-up to support these tools. Also, the cost associated with building digital infrastructure might not be affordable for all schools across the country. Moreover, in rural areas of the country where the Internet connectivity is nearly absent, deploying digital learning tools is out of the question. Hence, the government should work on improving the basic infrastructure that will support the digital infrastructure in all areas.

4. Examination Structure The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and

teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students. According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Of the remaining 400,000 private schools, nearly 80 per cent schools are 'budget private schools. Hence, deploying a continuous assessment framework is a challenging task in these schools.

Challenges of NEP 2020:

1. Opening universities every week is a herculean task India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years. Opening one University every week on an ongoing basis is an undoubtedly massive challenge.
2. The numbers are no less daunting in reforms to our school system The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way you look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week.
3. Funding is a big challenge in the Covid era From a funding standpoint, this is not a challenge for the faint-hearted. The National Education Policy 2020 envisages an increase in education spending from 4.6% to 6% of GDP, which amounts to around INR 2.5 lakh crores per year. This money will be well-spent building schools and colleges across the country, appointing teachers and professors, and for operational expenses such as providing free breakfast to school children. What makes things tricky is that this policy comes into being at a time when the economy has been battered by Covid-19 related lockdowns, government tax collections are abysmally low, and the fiscal deficit was high even pre-Covid.
4. Current focus on healthcare and economic recovery to lower the execution speed Economists have been calling for large stimulus packages amounting to double-digit percentages of GDP, despite the strain on the exchequer.
5. Need to create a large pool of trained teachers In school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step. But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs. Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.
6. Interdisciplinary higher education demands for a cultural shift In higher education, the National Education Policy 2020's focus on interdisciplinary learning is a very welcome step. Universities, especially in India, have for decades been very silo-ed and departmentalized.

Opportunities of NEP 2020:

New education Policy begins with the unfinished agenda of NEP — 1986. NEP — 1986 was rooted in a very different India. Over the years, remarkable strides have been made in terms of access and equity. Near universal levels of enrolment at primary levels, and subsequent increase in enrolment at higher education levels (GER: 26.3%) have been achieved. However, there has also been a drop in the quality of learning in public school systems, followed by an exodus of elite and middle classes. This also led to the weakening of accountability mechanisms. Despite poor returns on learning, the pay-structures in public systems have seen a gradual increase.

Higher Education Opportunities:

It's important to view the policy in context of what has been happening in public universities, and recent debacle of universities of eminence. There has been continuous erosion of university autonomy by the state. Perverse state violence unleashed upon one of the best public universities in India didn't happen in some distant past. Political appointments of university leaders who are at best the instruments of state, as opposed to being focused on teaching, learning, research or administration. Though the document highlights regulatory autonomy, it would be worrisome if the document also meant financial autonomy. This 'imagined' autonomy is envisaged through replacement of UGC (University Grants Commission) and AICTE (All India Council for Technical Education). New body Higher Education Commission of India is based on the idea of division of functions and separation of activities Policy also argues against commercialization of education. However, in the same breadth allows for foreign universities to come to India. There has been significant increase in number of private universities by Indian providers. If the idea was to increase competition, it makes sense. However, insertion of the statement doesn't. Focus on futuristic curriculum makes sense, and a separate body dedicated to focus on integrating technology in institutions is a necessary direction.

National Research Foundation is another great idea. However, if these spaces get filled by individuals who are driven by ideological agendas, little could be expected. Indian Universities will be allowed to set up campuses elsewhere in the world — there is a strong potential for this to develop in gulf -markets. There is a huge demand for quality education by Indian diaspora.

Conclusion:

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. By encouraging merit-based admissions with free-ships& scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030. All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. HE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected too visible.

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Impact of National Education Policy 2020 on Higher Education and Opportunities for Stakeholders

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Abstract:

This paper discusses and describes the impact of NEP 2020 on higher education and opportunities for stakeholders. Education is most important in our life. Education means studying in order to obtain a deeper knowledge and understanding of a variety of subjects to be applied to daily life. Education is not limited to just knowledge from books, but can also be obtained through practical experiences outside of the classroom. The National Educational policy 2020 (NEP-2020) has been given by MHRD for the new education system and for the public of the modern nation. NEP-2020 has provided more value to the stockholders of all levels, public and academic. The new policy focused on lot of changes in curriculum, infrastructure, services and the working pattern. The new policy also includes Information Communication Technology (ICT) digital, online, unique kinds of facilities and services to all types of stockholders of the nation.

Introduction:

The National Education Policy of India 2020 (NEP 2020), approved by the Union Cabinet of India on 29 July 2020, outlines the vision of the new education system of India. It replaces the previous National Policy on Education, 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributes directly to transforming India by providing high-quality education to all, thereby making India a global knowledge superpower in future.

Higher Education:

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

Important Key Highlight Of Nep 2020:

The new NEP has some important key points which are as follows.

1. Integration of vocational education with in higher education. At least 50 percent learners to have exposure to vocational education by 2025.

2. Enhanced equity and inclusion - Establishing high-quality HEIs in districts and Special Education Zones. At least one large multidisciplinary HEI in or near every district by 2030.
3. Move towards multidisciplinary and integrated teacher education programmes and a Four-year B.Ed. programme .Four-year integrated B.Ed. to become the minimum qualification by 2030.
4. Greater institutional autonomy through independent Board of Governor (BoG); affiliating college system to be phased out. All stand alone professional educational institutions to become multidisciplinary by 2030.
5. Conversion of existing standalone professional institutions to multidisciplinary HEIs by 2030. All HEIs to be multidisciplinary with student strength >3000
6. Three-tiered institutional architecture. Tier i – Research Universities, Tier ii – Teaching Universities, Tier iii – Autonomous colleges. All colleges to be accredited and become autonomous degree granting colleges by 2035.
7. Focus on increasing scale of HEIs and promoting multidisciplinary education.
8. Reputed international universities to be encouraged to set up Indian campuses.
9. Career progression pathways for faculty based on teaching, research, and service for faculty and institutional leadership.
10. Flexible curricular structure that will offer multiple entry and exit points to create new possibilities for lifelong learning.
11. Greater focus on online education and Open Distance Learning (ODL) as a key means to improve access, equity, inclusion of Knowledge.
12. National Research Foundation to coordinate research funding and direct it to outstanding peer-reviewed research activity.

Single regulator (HECI) for all of higher education, separation of functional roles – National Higher Education Regulatory Authority (NHERA), National Accreditation Agency (NAA), General Education Council (GEC), Higher Education Grants Council (HEGC) Greater disclosure of information for public oversight and accountability.

Important Key Impact Areas:

Quality universities and colleges through large- scale consolidation

Institutional restructuring and consolidation: This move will have a significant impact on the volume of HEIs in the country, by reducing them to nearly one-third. This will create a less fragmented higher education system in the country. However, it is worth noting that the average enrolment per college in India currently stands at 6931, while the policy aims to create large HEIs with 3000 plus enrolments. Furthermore, despite the long-held view that autonomy helps promote excellence, India only has 7471 autonomous colleges, out of its nearly 39,000 colleges

Focus on multidisciplinary education: the Indian higher education system is characterized by single disciplinary areas of excellence such as the IITs, IIMs and AIIMS. This move will result in the system heading towards creation of large multidisciplinary universities called Multidisciplinary Education and Research Universities (MERUs), like those in the U.S. and the U.K., with increased focus on the large number of specialized colleges to adopt multidisciplinary education. The creation of MERUs, especially in aspirational districts, will provide access to quality education in diverse fields across all segments of society.

A higher education system that is accessible and inclusive

Enhanced equity and inclusion: currently, SEDGs have poor GER1 (SCs: 22 per cent, STs: 15.9 per cent) and of all enrolled students less than 10 percent have access to financial support.

The establishment of Special Education Zones in areas of high SEDG population and a greater role of private HEIs in ensuring equity through scholarships and remedial intervention is likely to enhance GER and graduation outcomes among this segment.

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

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

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

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

Promoting excellence through internationalization

Internationalization: It is crucial for any knowledge economy to thrive is a two way exchange of thought across borders. internationalization reforms proposed by the NEP would lead to a greater attraction of international academia to participate in the Indian education system. Also, this will result in India's heightened presence in the global higher education map by allowing both Indian HEIs to expand their footprint abroad as well as reputed foreign players to set up institutions in India. Collaboration with foreign universities by Indian HEIs will aid in integration of global skills in Indian curricula, thereby creating an international education ecosystem in India for Indian students and faculty. The framing of a new, liberal legislative framework will form the basis of twinning/ articulation agreements between foreign and Indian universities and will be crucial to attract foreign investments in Indian education.

Accountability and transparency for improved governance

Improved governance, efficiency and accountability: Measures such as creation of a single regulatory body and a suggestion to have a Board of Governors consisting of highly qualified and competent individuals is likely to improve governance and systemic efficiency. Existing HEIs are likely to have a lesser administrative burden in dealing with multiple regulators. A greater move towards transparency through public disclosure of academic and financial information will lead to increased deployment of data tracking, auditing and information systems, the state and the institution all level, improving the overall accountability.

Opportunities and key considerations for stakeholders State governments

Better outcome monitoring and resource sharing as the policy will lead to consolidation of the highly fragmented higher education system into clusters. Improved budgetary efficiency, which can be directed towards enhancing educational outcomes.

HEIs

- Easy of starting and operating HEIs because of clear demarcation of roles and responsibilities among various higher education bodies across regulation, accreditation, funding and academicst
- Increased academic and administrative autonomy of all HEIs to result in quality enhancement ,there by causing both monetary and non-monetary benefits (improved reputation, quality of student enrolment ,faculty motivation levels and soon)
- Opportunities for expansion and increasing enrolments in terms of ODL and online programmes an branch campuses in other countries.
- Enhanced opportunities for private HEI in research funding owing to emphasis on merit-based and peer reviewed funding processes.

Faculty

- Better service environment for faculty in terms of access to infrastructure across basic requirements as well as educational technology required in classrooms.
- Career advancement opportunities for faculty through operationalisation of career-progression mechanisms, professional development opportunities and improved incentivisation structures. Also, inclusion of teaching courses and stints in Ph.D. programmes will better prepare future faculty for a career in the academia.
- Minimal career gap and continuous learning opportunity for trainers through use of technology platforms such as SWAYAM and DIKSHA, system-wide mentoring missions with senior faculty to ensure continuous training opportunities while pursuing their careers.
- Rationalization of teaching duties and greater autonomy to faculty to design curricular and pedagogical approaches will lead to improved teaching outcomes. Also, reduced focus on non-academic work will allow faculty to give more time for student support and research activities.

Students:

- More opportunities to enter the higher education system through enhanced scholarships, quality ODL and online degree programs that permit remote studies • Greater flexibility for students for course choices and pace of study.
- Digitally stored credits to enable easy transfer, self-paced study and verification by third parties (such as employers) in the future.
- Hands-on learning and practical exposure through short-term skill certificates, internships, research-based curriculum etc.
- Improved transparency by HEIs would lead to informed decision-making.
- Reduced pressure on students through introduction of one common entrance exam with the option to choose subjects for UG admission.
- Global exposure for Indian students through exchange programmes and setting up of foreign university branch campuses in India.

Industry and other service providers

- Collaboration opportunity for industry players in block chain, AI, predictive analytics: Emphasis has is laid on monitoring and evaluation calls for building strong data layers and technology solutions ,etc.– potential for technology players in these domains.

- System-wider IC Transformation leads to potential for private sector participation in technology provision, infrastructure set-ups, capability development for both academic and administrative aspects.
- Opportunity for Financial services players and financial technology players to collaborate with the National Scholarship Portal to support, foster and track the progress of students receiving scholarships. Private HEIs can also tie up with fintech players to offer larger numbers offers scholarships to the students.
- Opportunity for industry participation in research, co-delivering short-term skill certificates, partnering in creation of online universities.
- Opportunity for the private sector to be involved as experts in setting up and operationalising of the National Educational Technology Forum (NETF).

Conclusions:

Considering above all the discussion the new NEP is useful o all stakeholders. The NEP weaves the digital thread across the very fabric of the education system giving 'digital' the attention it needs. Technology adoption resonates across all facets of education in the new policy be it for online learning, e-program delivery, teacher training or e-assessments. Digital is the special focus where we see to participate in this new education policy 2020 to develop software and systems for its implementation.

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Implementation of National Education Policy 2020 in India: A Study

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Abstract:

The National Education Policy (NEP) 2020 is a comprehensive policy framework for the development of education in India. The policy aims to transform India into a knowledge-based society by providing quality education to all sections of society. This paper provides an overview of the NEP 2020 and its implementation in India. The study is based on a review of the policy document, as well as secondary data sources such as academic journals, news articles, and government reports. The paper highlights the key provisions of the NEP 2020 and its impact on the Indian education system. The study concludes that the NEP 2020 has the potential to revolutionize the education sector in India, but its implementation remains a challenge. The paper recommends that the government should focus on developing a robust implementation strategy and ensuring adequate funding for the implementation of the policy.

Introduction:

The National Education Policy (NEP) 2020 is a landmark policy framework for the development of education in India. It is the first comprehensive education policy in India in 34 years and replaces the National Policy on Education 1986. The NEP 2020 aims to provide quality education to all sections of society, including marginalized groups, and to create a knowledge-based society. The policy focuses on the development of skills, critical thinking, and creativity among students, and aims to make education more accessible and inclusive. It is a comprehensive policy document aimed at transforming the Indian education system. The policy seeks to provide access to quality education to all citizens, improve the overall standard of education, and align the education system with the changing needs of the 21st century. This study aims to examine the implementation of the NEP 2020 in India, including the challenges and opportunities for its effective implementation. The study will also evaluate the potential impact of the policy on the overall education system in India and suggest recommendations for ensuring its successful implementation.

Background of the Study:

The National Education Policy 2020 is a comprehensive policy framework aimed at transforming the Indian education system. The policy was released by the Ministry of Education, Government of India, on July 29, 2020, and replaces the 34-year-old National Policy on Education (1986).

The National Education Policy 2020 recognizes the need for a major overhaul of the education system to meet the changing needs of society and the global economy. It lays out a vision for transforming the education system into one that is accessible, equitable, and of high quality, with a focus on lifelong learning.

The policy outlines several key objectives:

1. Access: To ensure universal access to quality education, the policy emphasizes the importance of improving the coverage and quality of early childhood care and education, as well as increasing access to school education, especially in rural and remote areas.
2. Quality: To improve the quality of education, the policy outlines a range of measures aimed at enhancing teacher education, increasing the use of technology in education, and promoting research and innovation in education.
3. Access: To ensure universal access to quality education, the policy emphasizes the importance of improving the coverage and quality of early childhood care and education, as well as increasing access to school education, especially in rural and remote areas.
4. Access: To ensure universal access to quality education, the policy emphasizes the importance of improving the coverage and quality of early childhood care and education, as well as increasing access to school education, especially in rural and remote areas.
5. Quality: To improve the quality of education, the policy outlines a range of measures aimed at enhancing teacher education, increasing the use of technology in education, and promoting research and innovation in education.
6. Equity: To address disparities in access to education and outcomes, the policy emphasizes the importance of reducing regional and socio-economic disparities, as well as providing special support to disadvantaged communities, such as Scheduled Castes, Scheduled Tribes, and other marginalized groups.
7. Relevance: To ensure that the education system is responsive to the needs of society and the economy, the policy proposes a multidisciplinary and flexible curriculum that prepares students for a wide range of careers and lifelong learning.

The implementation of the National Education Policy 2020 is expected to require significant investments in infrastructure, training, and capacity building, as well as a strong commitment from all stakeholders, including governments, schools, teachers, students, and parents.

However, the policy has also been met with criticism and concerns, particularly with regards to the feasibility of its implementation, given the limited resources and resistance to change in the education system. Despite these challenges, the policy represents a significant step forward in transforming the education system in India and improving access, quality, equity, and relevance for all students.

Methodology:

1. Literature review: This involves reviewing relevant literature, including government reports, academic journals, and news articles, to gain an understanding of the context, objectives, and key provisions of the National Education Policy 2020.
2. Data collection: This involves collecting data from a variety of sources, including government databases, school records, and surveys, to measure the progress and impact of the policy implementation. The data can be collected through quantitative methods, such as questionnaires and standardized tests, or qualitative methods, such as interviews and focus group discussions.
3. Data analysis: This involves analysing the data collected to identify trends, patterns, and associations. The data analysis can be conducted using a range of techniques, including descriptive statistics, regression analysis, and content analysis.

4. Evaluation: This involves evaluating the progress and impact of the policy implementation, including identifying challenges and limitations, and making recommendations for improvement. The evaluation can be conducted through a range of methods, including process evaluations, outcome evaluations, and impact evaluations.
5. Reporting: This involves presenting the findings of the study, including the key findings, implications, and recommendations, in a clear and accessible format, such as a research paper or a policy brief. It is important to note that the methodology for the implementation of National Education Policy 2020 in India: A Study should be guided by ethical principles, such as informed consent, confidentiality, and protection of personal data. Additionally, the methodology should be designed to ensure that the study results are accurate, reliable, and valid, and that the findings can be generalized to a larger population.

Results:

As the National Education Policy 2020 was only recently approved and implementation has only just begun, it is difficult to present the results of the study at this time. The implementation of the NEP 2020 will require a significant amount of time, resources, and effort from various stakeholders, including the government, educators, and the private sector. It will also require close monitoring and evaluation to assess its impact on the education system and make any necessary adjustments. The results of the study will likely become available in the coming years, as the policy is fully implemented and its effects become apparent.

A. Key Provisions of the NEP 2020:

1. Universal Access to School Education: The policy aims to ensure universal access to school education for all children in India, regardless of their socio-economic background.
2. Curricular Reforms: The NEP 2020 calls for a radical overhaul of the curriculum, with a focus on creativity, critical thinking, and problem-solving skills.
3. Multi-Disciplinary Education: The policy aims to promote multi-disciplinary education, where students can study a range of subjects, including the arts, humanities, and sciences.
4. Teacher Training: The NEP 2020 calls for the development of a robust teacher training program to ensure that teachers are equipped with the skills and knowledge required to provide quality education.
5. Technology-Enabled Learning: The policy aims to use technology to enhance the learning experience and make education more accessible to all students.

B. Impact of the NEP 2020:

The NEP 2020 has the potential to revolutionize the education sector in India. The policy aims to create a more inclusive and equitable education system, where all students have access to quality education, regardless of their socio-economic background. The policy also aims to promote creativity, critical thinking, and problem-solving skills, which are essential for success in the 21st century.

C. Challenges in Implementation:

The implementation of the NEP 2020 remains a challenge.

1. The policy requires significant investment in infrastructure.
2. Teacher training.
3. Technology.

The government must also ensure that the policy is implemented effectively, with a focus on quality and equity.

Conclusion:

The NEP 2020 is a comprehensive policy framework for the development of education in India. The policy has the potential to transform the education sector in India, but its implementation remains a challenge. The government should focus on developing a robust implementation strategy and ensuring adequate funding for the implementation of the policy. The NEP 2020 provides a roadmap for the development of education in India, and if implemented effectively, it has the potential to create a more inclusive and equitable education system.

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Study of CSR Accounting and Disclosures Reference to Year 2011-2017

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Abstract:

“Corporate Social Responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large” However, CSR has not been defined anywhere under the the Act.Government has been mulling over CSR and ways and means of making this a way of corporate life.

Key Words: CSR,Quality of Life, workforce etc.

Background & Introductionto CSR

This research is undertaken. It offers a clear-cut understanding about the past and the present of Corporate Social Responsibility (CSR).

A business enterprise is a social unit. All existence is co-existence, enterprises collect all the factors of production from the society, use the resources of the society and collect revenue from the society by rendering goods and services useful to the society. In return, it is expected from these enterprises to understand the importance of nurturing and enhancing the present state of the society by making contributions to the areas that require for development. In today's times, business enterprises cannot strictly stick to the objective of profit maximization. The public opinion is now critical to conventional emphasis on profit making. Business enterprises should also work towards securing the interest of society by producing quality products, keeping environment safe, providing welfare and security to its human resources. This extension of responsibility towards society is called social accounting. It is the need of the hour for these enterprises to understand and adopt social responsibility activities to mark their presence and prestige in the society.

Prior to 1-4-2014, undertaking CSR projects and thereby contributing towards the development of the society was on voluntary basis for the companies. There is no denying the fact that the CSR activities were undertaken by the enterprises even then. However, so far the disclosure of the amount expended on these activities were not shown. Understanding the importance of disclosure requirements in this area and to ensure that the enterprises undertake their social responsibility with due care, it was made mandatory for the selected enterprises to compulsorily set aside funds for social development and also to undertake projects as they deem fit from the range of activities prescribed for overall development of the nation.

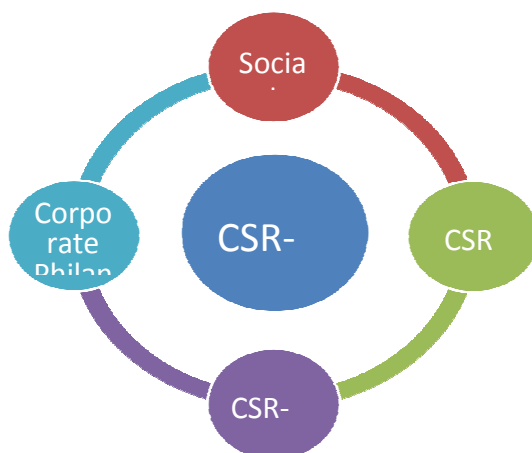
As far as the development of corporate social accounting in foreign countries is concerned, various qualitative as well as quantitative approaches are recognized. For instance, Australian companies are disclosing information pertaining to social responsibility in the areas of environment, human resources, community development, product and energy. Countries like US, UK, Germany, France, Japan, Netherlands, Holland and Spain are also some of the beginners

and promoters of the concept of social accounting. In India, the concept of CSR is not new; from time immemorial India has been an advocate of kindness & compassion to the less fortunate. We have stories about generosity of various stalwarts who laid good example of philanthropy & charity. The Tata Iron and Steel Company is the pioneer in the area of corporate social reporting in India. It not only exercises social audit but also presents it in its annual report. According to a study, (Majumdar, 2016) there are four Tata Group companies in Top 10 rated companies on the basis of their CSR activities. Mahindra & Mahindra as well as Ultra Tech Cement also had made it to the list. Bharat Petroleum Corporation Limited, Oil India Corporation Limited, Gas Authority of India Limited, Steel Authority of India Limited and National Thermal Power Corporation are few of the public enterprises who have made it to the Top 50. However, in India, social accounting is still in its infancy stage and is yet gaining momentum. It does not have a proper mandatory disclosure requirement pattern or format on social responsibility. Some public sector companies like BHEL, MMTC, ONGC, SAIL and private sector companies like Tata and Birla are disclosing the social aspects by way of supplementary statements in their annual reports. The role and necessity of corporate social responsibility has assumed much importance in the recent times due to the pressure inflicted on the public enterprises from government. In India, where approximately more than 30% of the population is still poor and where unemployment rate is as high as around 3.5 to 4%, the role of corporate sector in the direction of investing in the development of the nation is all the more important as well as necessary.

As per OCED Survey in India released in 2017, India is one of the fastest owing G20 Economy. It was also recognized that the tax reforms will induce a more balanced growth in India and the involvement of state and local governments will help remove regional disparities. (Surveys, 2017) From the said report, it is quite clear that the two per cent mandate is a good decision taken by government to foster economic growth and remove inequalities in our country. At this instant, the enterprises should take it positively and support the efforts taken by the Government for rapid overall development of our country.

CSR is, at present, not just an idea but a necessity that the business units have recognized and are happily adhering. The faster the business units adopt a more organized method, rapid will be the development.

Csr-Accounting And Disclosures:



Natural

Social Accounting	CSR-Accounting	Corporate Philanthropy	Csr-Social Audit
According to Richard Dobbins and David Fanning “The measurement and reporting of information concerning the impact of an entity and its activities on society.”.	According to the American Institute of CPAs , sustainability accounting involves reporting a ‘triple bottom-line’ of a company's economic strength, social responsibility and environmental responsibility.	Corporate Philanthropy is the charitable donations of profits and resources given by corporations to non-profit organizations. It generally consists of cash donations but can also be in the form of use of their facilities or volunteer time offered by the company’s employees or building community help centres like school, hospital, orphanage, old age homes, etc. (Business Dictionary)	Social audit is a process in which, information of the resources, both financial as well as nonfinancial, is used by business units for undertaking their CSR activities. It validates and recognizes the attempt made by them towards enriching the lives of the people in the society. It also gives an account of how much the company is considerate about its surrounding and how much the company spends on welfare activities..

Social Accounting Models:

- **Different form of Social Accounting Models:-**

Techniques of social accounting deal with the manner in which an enterprise reports its social aspects into the books of accounts. Like, we have a definite format for company’s annual account i.e. financial accounting but we do not have any fixed format for CSR activities to be presented in the books of accounts. It is important that a uniform method of expressing the CSR performance is adopted. It is understood from the above discussed definitions of social accounting that the concept is practiced since long not just in India but in other countries of the world too. There are many models or techniques in this regard. However, a single method or model has not gained popularity or general acceptance. It is well understood by everybody that mere reference or mention to the CSR activities undertaken by an enterprise in director’s report is not adequate, especially when in our country there is a mandate for adherence to CSR. It is of utmost importance that a uniform model or technique is developed for reporting of social expenditure. Hence, apart from identification of a particular activity for CSR, quantitative information as to how much money is spent on undertaking a particular activity is also equally important to report. Only then a proper comparative study would become possible. The nature of corporate social responsibility accounting is such that both qualitative as well as quantitative data is important. There are several models available through which details about social accounting can be disclosed.

Various Model’s available are –

1. Descriptive Approach (Theoretical Approach)
2. Social Income Statement & Social Balance sheet (Abt’s Model) (Cost – Benefit Analysis technique)
3. Socio Economic Operating Statement (Linowe’s Model)
4. Social Overhead Accounting (Department of Public Enterprises, India)
5. Value Added Statement (Kohler’s VAS)

6. Triple Bottom Line Reporting (Elkington's Bottom Lines)
7. Social Performance Technique
8. Social Responsibility Annual Report
9. Social Income Statement
10. Multi-Dimensional Technique

We shall now discuss first two of them in detail to know about the extent and quality of disclosure that they offer. We shall also try to explore the possible limitations in adoption of these models to understand why none of them has gained popularity and where they lack, so that, if possible, we may be able to suggest one to ensure proper disclosure practice of CSR in India.

1. Descriptive Approach:

As the name itself suggests, this is a reporting style wherein only the description or narration of all the CSR activities undertaken by the enterprise is given. It is nothing but validation of presenting a note of all the CSR activities undertaken during a particular period by an enterprise in a structured manner. Only the qualitative aspect of CSR activities is presented in the form of a paragraph or an essay or a report. Measuring CSR is not possible with this approach. It only contains tentative amounts of CSR expenditure which may help management to make budgetary allocations in the years to come.

This technique is not as useful for external reporting. Here, we do not have a fixed format in which the narration is required to be made. Hence, the format of report varies from company to company. This is the most widely used method of social reporting in the present times. This technique is more suitable also in the absence of any generally acceptable format. The reports generated using this technique are more generalized and may present larger than life picture of social activities as well. Normally, the report on CSR activities is included in the form of a paragraph in the chairman's speech or in director's report in the annual report of the company.

Usually, this report finds mentions of activities undertaken by the company towards society for community development, generation of employment, promotion of sports, boost to cultural activities, environment protection, and education etc. during the said reporting period. All these details may also be presented in the forms of diagrams or pictures. Monetary details are not included in this report. If the management of the company is desirous, it may give amount of expenditure incurred as well as details of funds set aside for the said purpose.

This is nothing but a program management approach wherein first of all, the social objectives are identified. The areas in which the company intends to expend fund are recognized and the manner in which the activity will be undertaken is chalked out. Thereafter, on the basis of the identified activities, a detailed program is formed. Under this step, the amount that the company wishes to expend and the manner in which it wishes to execute the activity is finalized. Final step is the execution of the activity. This may be done by the company directly or it may route its CSR spending through in-house foundation or in collaboration with an NGO or any other organization. It can be undertaken with a partnership with Government as well. After execution of the activity, feedback is taken and the reporting is completed.

Advantages: Easy to understand; Simple to implement; Most widely used in present time.

Bottlenecks: Absence of fixed format; Quantitative narration is not given; Gives only an overview; Impact of social activities is not measured

2. Social Income Statement & Balance sheet (Cost – Benefit Analysis technique):

Two formats were developed using the concept of Cost Benefit Analysis for social reporting. One technique was chalked out by Abt Associates Incorporation, USA. A format was developed taking into consideration social costs incurred by the company and the benefits accrued to it. It advocated preparation of social income statement as well as social balance sheet and is also known as Abt's Model.

Similar technique was also developed by P. Eichhorn which suggested presentation of Social Cost – Benefit Report. Out of the two Abt Model was considered better and more comprehensive as it was simple to execute and precise in presentation as compared to the social cost benefit report suggested by Eichhorn.

Under this approach, cost and benefits to shareholders, staff, clients as well as community are calculated separately. Values contributed to the society (positive impacts) and detriments (negative impacts) to the society are evaluated. Social income statement and social balance sheet is prepared on similar lines with financial statements.

First of all, the four constituencies – shareholders, clients, staff and society are surveyed to identify the areas in which CSR is to be undertaken so that the expectations of each of them is met. Thereafter, quantification of costs and benefits is done with the help of shadow prices. (Shadow prices mean assumed values.) Next step is to work out net social income and lastly, a social balance sheet is prepared showing social assets and social liabilities. The amount of social equity is the balancing figure.

Advantages:Quantifies social costs; fixed format is available

Bottlenecks: Involves lot of estimation; time consuming; complicated.

Overview Of Social Audit:

(a) What is Social Audit?

The concept of social audit was propounded in USA in 1950 by Howard R. Bowen. However, Kreps Theodore is regarded as the founding father of social audit concept. A social audit pertains to a formal review of a company's accomplishments in social responsibility. A social audit looks at factors such as a company's record of charitable giving, volunteer activity, energy use, transparency, work environment and employees' pay and benefits to evaluate what kind of social and environmental impact a company is having in the locations where it operates. Social performance of an organization when evaluated neutrally by a just third party and presented before the stakeholders can be defined as social audit. The concept of Social Audit is gaining momentum in India past for last 8 – 10 years. In India, the initiative of conducting social audit was taken by Tata Iron and Steel Company limited in 1979.

(b) What is Social Audit Report?

Social Audit Report is an account of social expectations from the enterprise and it's responses towards the same. It contains description both qualitative as well as quantitative of corporation's activities in the sphere of CSR. Thus, it is a statement of accomplishments and progress made in achieving social objectives and goals set up by an enterprise to be a socially responsible unit. Just as Financial Audit Report validates the financial activities undertaken by an enterprise during a particular year, Social Audit Report should validate the social activities undertaken by an enterprise during a particular year

(c) Importance of Social Audit:-

In the era of compulsory corporate social responsibility, where enterprises are expected not just to provide good quality of goods and services to consumers and maximize the profits and wealth of the shareholders but also to meet environmental and social standards, social audits can help companies create, improve and maintain a positive public image. It may add to the goodwill of the enterprise classifying them as good corporate citizens. The CSR Act, 2013 mandated companies to undertake the programs on a project mode in accordance with its approved CSR policy, social audit become even more prominent to track and report the progress. Therefore, every corporate company has to evolve mechanisms to track and report the progress of social development programs mentioned under Schedule VII of the Act. For management of the large-scale projects, it's time that the CSR personnel have to increase their conceptual clarity in differentiating traditional ways of monitoring and evaluation with regard to social audit practices. It is now necessary for every CSR personnel to understand the significance of Social Audit in the context of managing CSR projects. This will help in providing timely project updates to CSR sub-committee, senior management and inputs to CSR policy. In fact, it is time now to incorporate CSR project proposals with built-in components for regular tracking, monitoring and reporting for social development projects undertaken by the enterprises towards their CSR activities.

(d) Practical difficulties in Social Audit

Initially there are two major difficulties in social audit. First being, determining the scope of social audit and second being the measurement of social activities.

Agreeably, in the absence of any government guidelines it would pose great difficulty in determining the extent of the coverage under CSR Audit. The term is very wide and the CSR area selected by the enterprises would vary drastically making it all the more difficult for CSR personnel to go about it. Also, it is accepted that majority of the disclosures are qualitative data presentations rather than quantitative data.

Measuring qualitative data is equally challenging. Now, with the changing scenario, especially with implementation of new law, determining the scope of social audit should not be a problem and the amount expended when noted down systematically will become quantitative data

Recent Amendment in the Companies Act, 2013 and Statutory Provision related to CSR

As per the provisions of new Section 135 of The Indian Companies Act, 2013, with effect from 1-4-2014, every 'eligible company', private as well as public, will have to compulsorily spend at least 2% of its past three previous year's average profits on corporate social responsibility activities.

Eligible Company means any company satisfying one of the following conditions:-

1. Have net worth of ₹. 500 crores or more
2. Have turnover of ₹. 1000 crores or more
3. Have net profit of ₹. 5 crores or more

Contribution to political parties is not considered as CSR activity. Only activities in India would be considered as CSR activity. It is prescribed that priority should be given to the local area around which the corporate functions. CSR Committee of the board is to be formulated and as per the requirement of the law, the board should consist of at least three directors including one independent director.

CSR activities can be undertaken by the corporate through a registered trust or society, a company established by its holding, subsidiary or associate company. Corporate can also collaborate with each other for jointly undertaking CSR activities provided that they are reported separately for both the entities. Calculation of mandatory amount to be spent on CSR is also required to be shown.

CSR committee must present a report on the CSR spending in the prescribed format.

This report should also be included in the Annual Audit Report of the company under the section of Director's Report. The prescribed format is as presented under:-

1	2	3	4	5	6	7	8
S r. No	CSR Project / activity Identified	Sector in which the Project is Covered	Projects or programs 1) Local area or other (2) Specify the State and projects or Programs were undertaken	Amount outlay (budget)	Project or programs wise Amount Spent on the projects or programs	Cumulative expenditure up to the reporting period Sub heads: Direct Exp. Overheads	Amount spent : Direct or through implementing agency

In-case the Corporate is unable to spend the minimum required amount on CSR initiatives; the reason in writing should also be included in the report.

The CSR Policy of the Corporate should be posted on the official website of the company.

Following is the list of activities that are prescribed in Schedule VII of the Companies Act:-

1. Eradicating hunger, poverty and malnutrition, promoting preventive health care and sanitation and including contribution to Swachh Bharat Kosh set up by Central Government for promotion of sanitation, making available safe drinking water
2. Promoting gender equality, empowering women, setting up homes and hostels for women and orphans; setting up old age homes, day care centres and such other facilities for senior citizens and measures for reducing inequalities faced by socially and economically backward groups
3. Ensuring environmental sustainability, ecological balance, protection of flora and fauna, animal welfare, agro forestry, conservation of natural resources and maintaining quality of soil, air and water including contribution to clean Ganga fund set up by the central government for rejuvenation of river Ganges.
4. Protection of national heritage, art and culture including restoration of buildings and sites of historical importance and works of art; setting up public libraries; promotion and development of traditional and handicrafts.
5. Measures for the benefit of armed forces veterans, war widows and their dependents.
6. Training to promote rural sports, nationally recognized sports, Paralympics sports and Olympic sports.
7. Contribution to the Prime Minister's National Relief Fund or any other fund set up by the Central Government for socio-economic development and relief and welfare of the Scheduled Caste & the Scheduled Tribes, other backward classes, minorities and women.
8. Contributions or funds provided to technology incubators located within academic

institutions which are approved by the Central Government.

9. Rural development projects.

10. Slum area development

Role of BOD / CSR Committee:-

Role of BOD:

- Constitute CSR Committee of the Board
- Approval of CSR Policy
- Disclosure in Board Report
- Ensure that CSR activities are undertaken by the Company

Role of CSR Committee:-

- Formulate and recommended a CSR Policy to the Board
- Recommended the amount of expenditure to be incurred on the CSR activities
- Monitoring CSR Policy of the Company from time to time

Constitution of CSR Committee:-

CSR Committee shall consist of:

- in case of listed public company at least 3 directors, out of which at least 1 director should be independent director
- in case of an unlisted public company which is not required to appoint an independent director, at least 3 directors
- in case of a private company having only two directors, such directors
- in case of foreign company, at least 2 persons of which 1 person shall be as specified under Section 380 (1)(d) of the Act and another person shall be nominated by the foreign company

Contents of CSR Policy:- CSR Policy should include :

- At least one of the activities as specified in Schedule VII to the Act, as amended
- CSR projects or programs which the Company plans to undertake
- Modalities of execution of such project or programs
- Implementation schedule of such project or programs
- Monitoring process of such projects or programs

Amount & Mode of Spending:-

- The Company shall spend, in every financial year, at least 2% of the average net profits made during the immediately preceding three financial years

Mode of Spending:-

- List of programs and activities specified in Schedule VII of the Act, as amended
- Preference to the local area where it operates
- Programs and activities should be undertaken in India only
- Programs and activities should not be exclusively for employees & their families

Medium of Spending:-

- Self
- Through a registered trust or a registered society or a company established under Section 8 of the Act by the Company, either singly or along with its Holding or Subsidiary or Associate

Company, or along with any other Company or Holding or Subsidiary or Associate Company of such other Company or otherwise

- Through a registered trust or a registered society or a Section 8 company not established by the Company, either singly or along with its Holding or Subsidiary or Associate Company, or along with any other Company or Holding or Subsidiary or Associate Company of such other Company, provided it shall have an established track record of 3 years in undertaking similar programs or activities
- Collaboration or pool resources with other companies.

Disclosure:- The Board's Report shall disclose:

- Composition of the CSR Committee.
- Contents of CSR policy.
- Reason for not spending the specified amount on CSR activities. Further, the Board shall also disclose the CSR Policy and its contents on the Company's website, if any.

Tax treatment of CSR Spend:-

Finance (No. 2) Bill, 2014 has clarified that for the purposes of Section 37(1) of Income Tax Act, 1961, any expenditure incurred by an assessee on the activities relating to CSR referred to in Section 135 of the Act shall not be deemed to have been incurred for the purpose of business and hence, shall not be allowed as deduction under Section 37.

However, the CSR expenditure which is of the nature described in Section 30 to Section 36 of the income Tax Act, 1961 shall be allowed deduction under those sections subject to fulfillment of conditions, if any, specified therein.

This amendment will take effect from 1st April, 2015 and will, accordingly, apply in relation to the Assessment Year 2015-16 and subsequent years.

Clarification issued by MCA:-

1) Following would be qualified as expenditure towards CSR:

- Companies may build CSR capacities of their own personnel as well as those of their Implementing agencies through Institutions with established track records of at least 3 financial years but such expenditure including expenditure on administrative overheads shall not exceed 5% of total CSR expenditure of the Company in one financial year.
- Expenditure incurred by Foreign Holding Company for CSR activities in India will qualify as CSR spend of the Indian Subsidiary if, the CSR expenditures are routed through Indian Subsidiaries.

2) Following would not be qualified as expenditure towards CSR:

- One-off events such as marathons /awards / charitable contribution / advertisement / sponsorships of TV programmes, etc. would not be qualified as part of CSR expenditure
- Expenses incurred by companies for the fulfilment of any Act/Statute/regulations (such as Labour Laws, Land Acquisition Act, etc.) would not be qualified as part of CSR expenditure

Guidance Note on Accounting for Expenditure on CSR:-

- ICAI has issued this Guidance Note in May, 2015
- Objective is to provide guidance on recognition, measurement, presentation and disclosure of expenditure on CSR activities.

Following guidance was provided for recognition and measurement:

- No provision is to be made for the amount not spent. However, if a Company has already undertaken certain CSR activity for which a liability has been incurred by entering into a contractual obligation, then in accordance with the generally accepted principles of accounting, a provision for the amount representing the extent to which the CSR activity was completed during the year, needs to be recognised in the financial statements.
- Excess amount spent in a financial year cannot be carried forward for set off against the CSR expenditure required to be spent in future.
- In case a Company receives a grant from others for carrying out CSR activities, the CSR expenditure should be measured net of the grant
- In cases where a Company supplies goods manufactured by it or render services as CSR activities, the expenditure incurred should be recognised when the control on the goods manufactured by it is transferred or the allowable services are rendered by the employees. The goods manufactured by the Company should be valued in accordance with the principles prescribed in Accounting Standard (AS) 2, Valuation of Inventories. The services rendered should be measured at cost. Indirect taxes (like excise duty, service tax, VAT or other applicable taxes) on the goods and services so contributed will also form part of the CSR expenditure.
- Any surplus arising out of CSR project or programme or activities shall be recognised in the Statement of Profit and Loss and since this surplus cannot be a part of business profits of the Company, the same should immediately be recognised as liability for CSR expenditure in the Balance Sheet and recognised as a charge to the Statement of Profit and Loss. Accordingly, such surplus would not form part of the minimum 2% of the average net profits of the Company made during the three immediately preceding financial years in pursuance of its Corporate Social Responsibility Policy
- In case the expenditure incurred by the Company is of such nature which may give rise to an „asset“, then such „asset“ should not be recognised by the Company in its Balance Sheet until it satisfies the definition of the term „Asset“ as per the Framework for Preparation and Presentation of Financial Statements issued by the ICAI

Following guidance was provided for presentation and disclosure:

All expenditure on CSR activities, that qualify to be recognized as expense should be recognised as a separate line item as „CSR expenditure“ in the Statement of Profit and Loss. Further, the relevant note should disclose the break-up of various heads of expenses included in the line item „CSR expenditure“ i.e.

- Gross amount required to be spent by the Company during the year
- Amount spent during the year on:

Sr. No.	Particulars	In cash	Yet to be paid in cash	Total
1	Construction / acquisition of any asset			
2	On purposes other than 1 above			

- 1) Details of related party transactions (for e.g. Contribution to a trust controlled by the Company in relation to CSR expenditure as per Accounting Standard (AS) 18, Related Party

Disclosures)

- 2) Where a provision is made in the books of account, the same should be presented as per the requirements of Schedule III to the Act. Further, movements in the provision during the year should be shown separately.

Exemption from Applicability:-

If the Company does not satisfy any of the criteria for 3 consecutive years, the Company is exempt from complying with the CSR provisions. Accordingly, the Company shall not be required to:

- Constitute a CSR Committee; and
- Disclose CSR Committee in the Board" Report; and
- Spend 2% on CSR activities till such time it meets the applicability criteria.

Research Methodology:

The previous chapters discussed about the concept as well as empirical and theoretical literatures on Corporate Social Accounting and its disclosure practices where it was explained about the emergence of the topic of this research study and the way it is deduced. Now in this chapter, considered to be the heart of any research, on research methodology the manner in which the present study is undertaken is disclosed.

Research Design:-

Research is planned in such a way that all the characteristics of the variable under study are thoroughly examined.

Non-quantified (qualitative) topics and issues can best be studied using descriptive research design at the same time it also allows for integration of qualitative as well as quantitative methods of data collection. Hence, descriptive research design is followed.

This research study is based on critical examination and evaluation of corporate social accounting practices undertaken by the selected public enterprises. Recommendations in the field of voluntary disclosure of social responsibility practices by international accounting standard board, provisions of the Companies Act 1956, guidelines by the Institute of Chartered Accountants of India, SEBI guidelines are also considered for analysis. Analysis of prevalence of CSR audit practices is also attempted. Content analysis of the details on CSR activities undertaken by the companies as published in their annual report is undertaken.

Population of the Study:-

This research study is carried out on the disclosure practices of public enterprises in India so it includes all the public enterprises owned by the central government of India.

All of these enterprises comprise of the population for the purpose of the study. There are nearly about 300 Centre-owned public sector enterprises in India at present.

Sample Size:-

A classification of public enterprises on the basis of their profitability is available. For this research study only, the public enterprises under central government are considered. Moreover, only those enterprises which are classified as Maharatnas and Navratnas by the department of public sector enterprise are considered. Total of 23 companies fits the criteria. Maharatna Scheme was introduced for central public sector enterprises (CPSEs), with effect

from 19th May, 2010, in order to empower mega CPSEs to expand their operations and emerge as global giants.

The objective of the scheme is to delegate enhanced powers to the Boards of identified large-sized Navratna CPSEs so as to facilitate expansion of their operations, both in domestic as well as global markets.

Following CPSEs have been identified as Maharatnas:-

1. Bharat Heavy Electricals Ltd. (BHEL)
2. Coal India Ltd. (CIL)
3. Gas Authority of India Ltd. (GAIL)
4. Indian Oil Corporation Ltd. (IOC)
5. National Thermal Power Corporation Ltd. (NTPC)
6. Oil & Natural Gas Corp. Ltd. (ONGC)
7. Steel Authority of India Ltd. (SAIL)

Presently, the Navratna CPSEs are as enlisted below:-

1. Bharat Electronics Ltd. (BEL)
2. Bharat Petroleum Corp. Ltd. (BPCL)
3. Engineers India Ltd. (EIL)
4. Hindustan Aeronautics Ltd. (HAL)
5. Hindustan Petroleum Corporation Ltd. (HPCL)
6. Mahanagar Telephone Nigam Ltd. (MTNL)
7. National Aluminum Company. Ltd. (NALCO)
8. National Buildings Construction Corporation Ltd. (NBCC)
9. Neyveli Lignite Corporation Ltd. (NLCL)
10. National Mineral Development Corporation. (NMDC)
11. Oil India Ltd. (OIL)
12. Power Finance Corporation Ltd. (PFC)
13. Power Grid Corporation of India Ltd. (PGCI)
14. Rashtriya Ispat Nigam Ltd. (ISPAT)
15. Rural Electrification Corporation. Ltd. (REC)
16. Shipping Corporation Of India Ltd. (SCI)

[Source: Department of Public Enterprises (June, 2014)]

Objectives of the Study:-

This research is undertaken with the objectives enumerated below:-

1. To study the disclosure pattern of social accounting in the selected public sector enterprises.
2. To study the trend of social expenses incurred by the selected enterprises from financial year 2011-12 to 2016-17.
3. To find out the relation between age of the enterprise, sales turnover, capital employed by the enterprise and return on investment of the selected enterprises and its social reporting index as well as its CSR spending.
4. To study the effect of recent mandate relating to CSR by the Ministry of Corporate Affairs on the CSR activities of the selected enterprises.
5. To analyze the distribution of CSR spending within the specified activity areas prescribed under Schedule VII of the Companies Act 2013 as undertaken by the selected enterprises.

6. To evaluate the techniques of social accounting.
7. To study the social audit practices, if any, followed by the selected enterprises.

Type and Collection of Data

Secondary data is used for this research study.

The required data is collected from the annual reports of the selected enterprises for the selected time frame of six financial years from 2011-12 to 2016-17.

Tools & Techniques of Analysis

1. Theoretical study of all the Annual Reports of the selected enterprises for the last six years is done to find out regarding the social accounting practices adopted by them. (2011-12 to 2016-17)
2. Social Reporting Index is computed using the formula:

$$\text{SRI} = \frac{\text{Total Score of Individual Enterprise}}{\text{Maximum Obtainable Score by the Enterprise}}$$

The basis of social accounting will be set up and the calculation will be done as:

Reporting on the base = 1 and Not reporting on the base = 0

Following basis of social accounting are identified:

3. Correlation coefficient is calculated to study the relationship between CSR Expenditure incurred as well as Social Reporting Index and few of the company characteristics like– age, turnover, capital employed and return on investment. The correlation coefficient is a measure that determines the degree of association between two dependent variables. It measures the linear relationship between two variables. The range of values for correlation coefficient is -1 to 1. A correlation of -1 indicates a perfect negative correlation. It shows the variables move in opposite directions. While a correlation of 1 indicates a perfect positive correlation meaning thereby that both the variables move in the same direction. If the correlation coefficient is 0, it indicates lack of correlation between the two variables. It can be further divided into strong, partial and weak. Karl Pearson's Coefficient of correlation is calculated using the formula

Software Used:-

There are many types of modern and advanced software available for undertaking the research studies but this research study has been conducted only using Microsoft Excel.

Hypothesis of the Study:-

Present research study is undertaken with the hypothesis that:

1. The selected public enterprises in India lacks in social accounting practices and its disclosure in their financial statements.
2. Company characteristics such as age of the enterprise, turnover of the enterprise, capital employed by an enterprise and return on investment of the enterprise is independent of its CSR spending or activities.
3. There is no difference in the CSR spending of the enterprise over the period of time.
4. The recent mandate of 2% CSR has not affected the disclosure pattern and spending by the enterprises.

Limitations of the Study:-

Following are the sets of limitations identified which might taint the present research. All the

findings, conclusions and recommendations are arrived at after giving due consideration to the same:

1. Only the selected central government owned public enterprises are considered.
2. Only the quantitative aspect of social reporting is considered.
3. Limitations of using secondary data.
4. Unavailability of requisite data in some cases of certain selected enterprise
5. Inherent limitations of the statistical tools applied for this study.

Findings And Conclusions

This chapter deals with the findings obtained and conclusions reached on the basis of Data Analysis and Interpretation carried out in the earlier chapter. Findings are as enumerated below:

1. Hypothesis:

The selected public enterprises in India lacks in social accounting practices and its disclosure. Finding: All the public enterprises have resorted to CSR activities over the period of years. All the public enterprises have disclosed the major areas in which the CSR activities are undertaken. As far as quantification of data is concerned, prior to 1-4- 2014, only the total amount of CSR spending or the budgeted figure was disclosed in Director's report forming part of the enterprises' annual report. Moreover, only a brief outline of the activities covered is published and the amount spent after each activity is not specifically given.

2. Hypothesis:

Company characteristics such as age of the enterprise, turnover of the enterprise, capital employed by an enterprise and return on investment of the enterprise is not dependent on its CSR spending or activities. Finding: Company characteristics like age of the enterprise, turnover of the enterprise, capital employed by the enterprise are positively correlated to the enterprise's CSR spending i.e. they are dependent on CSR spending by an enterprise. Though, the degree of correlation is different for each variable.

3. Hypothesis:

There is no difference in the CSR spending of the enterprise over the period of time. Finding: Analysis of CSR spending of the company over the years gives an idea about the trend of CSR spending. Downward trend was noticed in CSR spending of SAIL, BHEL and RINL. Trend could not be ascertained in 3 enterprises – MTNL, BPCL and SCI. There is an increasing trend in all the rest of the companies. Same conclusion as that of trend analysis is also obtained for the 1 sample independent t-test conducted. Overall, a rise in CSR spending by the enterprises is observed.

4. Hypothesis:

The recent mandate of 2% CSR has not affected the disclosure pattern and spending by the enterprises. Finding: After 1-4-2014, all the eligible public enterprises have given a detailed account of various CSR activities undertaken at different places for the given period along with the total amount expended. As required by the new law, even an account of expenses incurred to undertake CSR activities is given as CSR overhead. Even though all the public enterprises have followed the new rules pertaining to disclosure of CSR activities, the format in which the account is given is still not uniform. The new mandate has definitely affected the disclosure pattern of CSR activities and CSR spending. The quality of disclosure has enhanced.

5. Earlier,

Donations and charitable giving were just philanthropic activities performed by corporate. These disparate charitable initiatives were generally uncoordinated and most of the times without clear decision-criteria. This approach - Dispersed philanthropy as explained by (Walter, 2005) was often used in corporate donations and grounded on the personal tastes of managers or board members instead of a strategic judgment of stakeholder demands and core competencies.

6. Looking

to the CSR performance prior to 1-4-2014, it was felt that management philosophy and dedication was more important aspect than its financial capacity or performance at that time. Now, definitely, the amount of CSR spending is dependent on the profit performance.

7. Schedule VII

Activities are recognized by government for CSR spending. If due weightage is given on all the activities than a proper all-round development of the nation may become possible. At present there are no provisions for budgeting within these activities.

8. Majority of the companies

have recognized at least six thrust areas from Schedule VII for their CSR activities

9. It is also observed

that many companies have reported activities beyond their thrust areas also.

10. NLCL, NMDC, NALCO, NTPC, RECL and SAIL

have presented their CSR Spending activity wise. Other companies have preferred to disclose them according to the site or location where these activities were undertaken.

11. SRI determines the width of the CSR

activities covered by an enterprise while CSR spending denotes the depth of the CSR activities of an enterprise. Higher SRI does not necessarily mean higher CSR spending as well.

12. Almost all the companies

have reported spending funds for Promoting health care, sanitation, Swachh Bharat Abhiyaan and Eradicating hunger, poverty & malnutrition and promoting education, skill development & sustainable livelihood making it the most preferred CSR activity. The most ignored areas of activities are – Contribution to PM relief fund, Contribution for technology incubators, Slum area development and Measures for benefits of armed forces.

13. None

of the selected public enterprises have gone for social audit.

14. It is felt that Social Audit

must be made compulsory for some top-notch enterprises whose three years average profit is on a very higher side. This will ensure better utilization of resources for overall development of the country.

15. BHEL, SCIL, SAIL, EIL, HAL, ONGC, OIL, NTPC, NALCO, NMDC and NLCL

have won awards in different years for their best performance and Excellence in CSR Activities

16. Total Nine (CIL, PGCL, PFCL, ONGC, HPCL, OIL, IOC, NTPC and NMDC)

out of 23 selected enterprises have crossed CSR spending of more than ₹.100 Crores in a single financial year. Out of them four are Maharatna companies – CIL, ONGC, IOC and NTPC and remaining ones are Navratna companies.

17. APJ Abdul Kalam

rightly believe in the context of responsible development that 'it does not make sense to achieve a 'developed' status without a major and continuing upliftment of all Indians who exist today and of the many more millions who would be added in the years to come. (Rajan, 1998)

18. Company Specific Findings and Conclusion on disclosure practices:

Broad conclusion on CSR disclosure and practice of each of the selected public enterprise is presented below:

A)BEL

Parameters	Status/ observation/ Conclusion
Status	Navratna Enterprise
Number of thrust areas selected	3
Number of activities reported in 2018-19	4
Average SRI	0.42
Trend of CSR Spending	Increasing
Average CSR Spending	₹. 7.01 Crores
Whether any CSR Amount left Unspent during last three years	Yes In the year 2018-19.
Whether spent more amount on CSR than prescribed	No
Awards & Recognition in the field of CSR	None in the field of CSR
Comment on Disclosure Pattern	In the years before 2014, only total amount spent or to be spent on CSR is mentioned along with recognition of some CSR activities undertaken by the company in the last financial year in the Director's Report. Pursuant to the provisions of Section 135 of the Companies Act, 2013 and the Companies CSR Rules 2014, thrust areas are taken up and are duly incorporated in their Revised CSR Policy. As required, a separate annexure to show distribution of the CSR Fund is also given. The CSR activities are undertaken directly also and with the help of outside agencies also.

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Review of National Education Policy-2020

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Abstract:

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject. Himachal Pradesh has become the first state to implement New Education Policy 2020. The national educational policy should be implemented in all schools over India by 2022.

Keywords: Higher Education, National Education Policy 2020, NEP-2020, Overview & Analysis, Implementation Strategies, Approaches, Challenges, Opportunities of NEP 2020.

Introduction:

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

Major Features of NEP-2020: The concern for improvement of education has been at the top of India's development. The New Education Policy seeks to positively upgrade the present education system. It is bundled with some very innovative and contemporary proposals. The policy foresees a model of all-inclusive learning that is immersive, consistent and appealing. NEP-2020 seeks to implement both informal and formal education models. Formal learning in the classroom is through the teacher's instructions and books. The new policy endeavors to take learning beyond the classroom and inspire students to learn from practical experience. From the preliminary stages of education, students will be exposed to multilingualism that will have a great cognitive advantage. A concerted effort will be put in to promote contemporary subjects such as Data Analytics, Artificial Intelligence and Machine Learning which are being touted as the career of the future. A student-centric approach will be developed to replace the current teacher-centric approach, in which the students will have the choice to select the subjects they

want to learn. Keeping in view the reputation of the rich culture and languages of India Sanskrit can be offered at all levels of school and higher education. rather than compartmentalization of humanities, art and sciences and between academic and vocation: education, which is indeed a revolutionary shift. The salient recommendations of NEP 2020 are

Skill Development:

One of the major highlights of the policy is skill development, especially life skills and vocational training. The life skills training prepares children to be skilful in social behaviour, making children socially adaptable and is comparatively easier to implement. The major challenge, however, lies in imparting vocational training as there is a danger of attributing certain vocations to certain specific communities who have been traditionally dependent on certain occupations for many generations. The proposed vocational training should be based on the identified aptitude of the students. The people need to change their perception towards vocational education while the policymakers and administrators have to introspect the reasons why India is still far from achieving the target set by Kothari Commission in 1964-66 (Kukreti, 2020).

Requirement of Trained Teachers:

Implementing this policy will need trained teachers, facilitators and support staff supplemented by a pool of inspiring mentors, Learning need to be made an engaging and enjoyable activity rather than a monotonous routine mental workint which eventually produces unemployable youth. Hence, the policy will have to develop a learning regime that takes into account the cultural and geographical diversity of our great nation as well as the different learning pace of each pupil. The upcoming breed of technology savvy teachers will act as mentors to students in guiding their students about new technologies and will be the main motivators and initiators of the IT implementation at schools (Gupta, 2020).

Change Management:

NEP 2020 endeavors not only to improve the cognitive skills in students wherein developing high order thinking skill and critical thinking along with building the foundation of literacy but also life skills which will prepare the students for the varied challenges in their adult life. Hence the change in the curriculum and teaching methods is the need of the hour so that maximum benefit can be incurred from the new policy. NEP demands a value-based education system along with pedagogical and curriculum changes. Hence, new methods need to be improvised and innovated for the successful application of the policy. Legal Complexities To implement any policy, it must be in coherence. with various laws and acts. There is a legal complication. in implementing this policy as per The Right Education Act, 2009 with respect to age. Certain provisions such as the age of starting school will need to be clarified, to resolve any problem between the Act and the recently introduced policy in the long run.

Inter- disciplinary Higher Education:

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

is not an easy task to accomplish. In order to make the system successful, there is a need to have a disruptive cultural shift over the next decade or so.

Examination Structure:

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

Conclusion:

NEP2020 is an advanced regime that will facilitate value-based education and scientific learning. It will replace the older system of 'curriculum' which is rigid and unamenable to change with changing time dues to the unwieldy bureaucratic system to change it. the NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st-century education. However, in order to accomplish all these goals, we must overcome all the execution challenges in a sustained manner for years to come. The drafting committee of NEP 2020 has made a comprehensive attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready.

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Effective Teaching and Learning Methodologies through National Education Policy and it's Reflection on Youth's Transformation

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1. Abstract

The National Education Policy of India 2020 (NEP 2020), which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030.

Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature and it is up to the states institutions, and schools to decide on the implementation.

The main motto of NEP- "Equitable and Inclusive Education" assures that no child should be denied access to a quality education because of their socio-cultural background. The issues raised by the Socio-Economically Disadvantaged Groups (SEDGs), which include women, transgender people, people from scheduled castes and tribes, Other Backward Classes (OBCs), minorities, and other groups, have been appropriately taken into consideration in NEP. This Research focuses on the policy which is a comprehensive and fundamental overhaul of the educational system. It more highlight on how NEP 2020 has brought a paradigm shift in Indian education sector, making education and learning more accessible and inclusive to all.

2. Introduction

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

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

National Education Commission, headed by the Prime Minister of India

Academic Bank of Credit, a digital storage of credits earned to help resume education by utilising credits for further education.

National Research Foundation, to improve research and innovation

Special Education Zones, to focus on the education of underrepresented group in disadvantaged regions

Gender Inclusion Fund, for assisting the nation in the education of female and transgender children.

Increasing the Gross Enrolment Ratio (GER) in education by 2035 is another significant reform in the NEP 2020. Key target in the policy includes achieving a 100% GER in preschool through secondary school by 2030 and a 50% GER in higher education by 2035. Socioeconomically disadvantaged groups such as female, transgender, Scheduled Castes, Schedule Tribes, students from small villages and town, migrant communities, low-income households and disabled experience a greater decline in GER. The NEP 2020 suggests constructive ways to improve the GER at different levels of education. The policy has introduced an innovative arrangement for holistic education at all levels including universal access and opportunity to children, state of art infrastructure, minimal dropout rates, safe conveyance and free & affordable accommodation particularly for girl children. It is a significant tool for providing quality education to all aspiring students- rich or poor, by ensuring a low dropout rate. Under the new education policy of 2020, the educational system has been fixed by 2030. The curriculum will be divided on the basis of the educational system of 5 + 3 + 3 + 4 in place of the currently running 10 + 2 model. The target of investment of Central and State Government has also been set for the new Education Policy 2020 in which Central and State Governments will invest in education sector equal to 6 percent GDP of the country for cooperation in the education sector.

The introduction of the National Education Policy (NEP) 2020, after three decades has been one of the biggest highlights in the Indian education industry. It is a comprehensive policy that emphasises universities' multidisciplinary & multimode approaches, and education backed by technology. The new NEP has completely altered the administrative structure of the educational system in India. It focuses on character and skill development in order to help students succeed in life. The main motto of NEP- "Equitable and Inclusive Education" assures that no child should be denied access to a quality education because of their socio-cultural background. The issues raised by the Socio-Economically Disadvantaged Groups (SEDGs), which include women, transgender people, people from scheduled castes and tribes, Other Backward Classes (OBCs), minorities, and other groups, have been appropriately taken into consideration in NEP. The major change of the student is learning one foreign language and choose the different stream after 8th class The NEP 2020 replaces the National Policy on Education of 1986.

A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body for setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes and

encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century.

Following are some highlighted points that build the youth's transformation through the NEP2020.

Student Activity and Participation:

Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Towards this end, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counselling systems for handling stress and emotional adjustments. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions. Financial support for students Professional Education.

Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's specialty.

Financial assistance to students shall be made available through various measures:

Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. 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.

Reimagining Vocational Education:

The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education Whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.

Adult Education and Lifelong Learning:

The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP.

Implementation:

Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and National Education Policy 2020 62 systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CUBE, Union and

State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

NEP, 2020 aim to increase the GER to 100% in preschool to secondary level by 2030 whereas GER in Higher Education including vocational education from 26.3% (2018) to 50% by 2035.

The Central Sector Scheme Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) was launched in 2014 to address comprehensively all issues related to Teacher Training/ Capacity Building and Professional Development of Teachers. Under the components, the total 95 Centres were established throughout the country through which faculties/Teachers have been trained. Currently, The Standing Finance Committee has appraised the Scheme and recommended for continuation till 2025-2026 with the total outlay of Rs. 493.68 crore. Under the PMMMNTT Scheme Centres are established on the basis of the proposals received from education institutions, their screening-by-Screening Committee and approval by Project Approval Board.

Objectives of Research:

To highlight the points which are more useful for positive transformation of youth through the National Education Policy 2020.

To catalysing quality academic research in all field through a new national research foundation.

To optimises learning environments and support of NEP 2020 for students.

To focus NEP 2020 effectively provide governance and leadership for higher education institution, which would help for betterment of youths career development and progress of nation.

To compare the current education system with the upcoming system and its benefits.

Research Methodologies:

This research is based on secondary data which was collected from various sources like articles, research paper, information provided by experts of education systems and expertise from various fields other than academic field on social platform etc.

Information:

NEP 2020 tried to create a policy that will change the educational landscape in our understanding so that we can prepare the youth to ace the current and future challenges. It has been a journey in which every member has taken a personal and collectively, committee tried to cover different dimensions of the broader educational landscape of our country. This policy is all based on the guiding objectives like access, capacity, quality, affordability, and accountability. From pre-primary to higher education, we have taken this field Seen in an uninterrupted continuity as well as encompassing other areas connected to the broader landscape.

The policy is a comprehensive and fundamental overhaul of the educational system. It has brought a paradigm shift in Indian education sector, making education and learning more

accessible and inclusive to all. The transformational reforms will not only enhance the quality of education but also make India emerge as a knowledge superpower in the world. National Education Policy 2020 has been announced on 29.07.2020. The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020.

Some of the major problems currently faced by the higher education system in India include:

- (a) A severely fragmented higher educational ecosystem.
- (b) Less emphasis on the development of cognitive skills and learning outcomes.
- (c) A rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study.
- (d) Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
- (e) Limited teacher and institutional autonomy.
- (f) Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders.
- (g) Lesser emphasis on research at most universities and colleges, and lack of competitive peer reviewed research funding across disciplines.
- (h) Suboptimal governance and leadership of HEIs.
- (i) An ineffective regulatory system and
- (j) Large affiliating universities resulting in low standards of undergraduate education.

The transformational reforms will not only enhance the quality of education but also make India emerge as a knowledge superpower in the world.

The Vision of NEP2020 Policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to in still among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen

To cater to the needs of a knowledge-based economy in the changing global scenario changes were needed in the current education system.

New education to enhance the quality of education, promote innovation and research.

In education policy to ensure global access to Indian educational system.

Details of the salient features of NEP 2020 are as follows-

1. Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12.
2. Ensuring quality early childhood care and education for all children between 3-6 years,

3. New Curricular and Pedagogical Structure (5+3+3+4).
4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.
5. Establishing National Mission on Foundational Literacy and Numeracy.
6. Emphasis on promoting multilingualism and Indian languages, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
7. Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.
8. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).
9. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs).
10. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups.
11. Robust and transparent processes for recruitment of teachers and merit-based performance.
12. Ensuring availability of all resources through school complexes and clusters.
Setting up of State School Standards Authority (SSSA).
13. Exposure of vocational education in school and higher education system.
14. Increasing GER in higher education to 50%.
15. Holistic and Multidisciplinary Education with multiple entry/exit options.
16. NTA to offer Common Entrance Exam for Admission to HEIs.
17. Establishment of Academic Bank of Credit.
18. Setting up of Multidisciplinary Education and Research Universities (MERUs).
19. Setting up of National Research Foundation (NRF).
20. 'Light but Tight' regulation.
21. Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council, funding-Higher Education Grants Council (HEGC), accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC).
22. Expansion of open and distance learning to increase Gross Enrolment Ratio (GER).
23. Internationalization of Education.
24. Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
25. Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education
26. Establishing a National Mission for Mentoring.
27. Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance

learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.

28. Achieving 100% youth and adult literacy.
29. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
30. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.
31. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
32. Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

Conclusion:

This research provides outlook of NEP 2020 which is the first education policy of the 21st century and replaces the thirty-four-year-old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

It Focuses that NEP 2020 policy has been formulated after a very detailed consultative process, unprecedented in depth and scale.

Research highlights the points which are more useful for positive transformation of youth through the National Education Policy 2020.

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Challenges and Issues in National Education Policy 2020

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Abstract:

The National Education Policy of India 2020 (NEP 2020), which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030. The National Policy on Education, 1986 and the Programme of Action, 1992 envisaged free and compulsory education of satisfactory quality to all children below 14 years. While the act has ensured education to all, the prevailing challenges of the education system remained thereby hindering the growth of Indian education system to the global level. The recent education policy by the Government of India is the first in 34 years replacing the National Policy of Education of 1986. The new policy introduced many reforms in the Indian education system beginning with reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education. The NEP proposes revision and revamping of education structure, including its regulation and governance, to create a new system aligning with the aspirational goals of 21st century education. The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the Universities Grants Commission and the All India Council for Technical Education. The policy, while focusing on various facets of education, also tries to bridge the gap between education and technology.

Keywords: National Education Policy 2020, Higher Education, Challenges, Higher Education Institutions.

Introduction:

Education is a continuous process which deals with over growing man in ever growing society. The education system needs to make students as learners, innovators, scholars, researchers and trainers. Despite a strong and constant economic growth during past couple of decades, India still faces socio - economic challenges and improving education is the only way forward to address the challenges and boost country's economic growth. However, decoding the education system in India to address the prevailing challenges is a herculean task as India is a nation of 28 States and 08 Union Territories.

Since, the states have their own elected governments and school education being a state subject as per the constitution; the states have complete authority on deciding policies and implementing them. While educational policies are designed at central level by the Government of India, the state governments have freedom in implementing these policies. National Council for Educational Research and Training (NCERT) is the national organization that develops policies and programmes, designs curriculum framework and guidelines that are followed by the

SCERTs of respective states. The National Policy on Education, 1986 and the Programme of Action, 1992 envisaged free and compulsory education of satisfactory quality to all children below 14 years.

Objectives of the Study:

The said research study was carried out with following objectives in view:-

1. To study the Historical Evolution of Education Policies of India.
2. To Study the Highlights of NEP 2020.
3. To study the Challenges and Issues in National Education Policy 2020.
4. To study the Discussions and Implications of NEP 2020.

Research Methodology:

The present research study uses the most recent available published secondary data. To achieve the above stated objectives, the secondary data was used. The secondary data that are mainly used are published in annual reports of various organizations and survey reports of leading business magazines. For the said research study the secondary data is also collected from the various National and International Research Journals which are related to Commerce, Management, Marketing and Finance. The Secondary data is also collected from various websites

Historical Evolution of Education Policies of India

After independence in 1947, the GOI faced many challenges like illiteracy. For solving the problems of illiteracy, the GOI floated and sponsored different types of programs, policies, and regulations. The first Education Minister of India, Maulana Abul Kalam Azad, envisaged the uniform education system through robust central government control over the education system and policies. The Union Government has founded the University Education Commission (1948–1949), the Secondary Education Commission (1952– 1953), Kothari Commission (1964–1966), and the University Grants Commission (November 1956); to prepare the proposals to modernize the education systems of India.

1. The First National Policy on Education, 1968

Based on the report and recommendations of the Kothari Commission (1964–1966), the then Prime Minister Indira Gandhi's government declared the first NEP in 1968. The policy was considered with "radical reform" and recommending equal opportunities (for both rural and urban sectors) of education to achieve national integration and more excellent cultural and economic development. However, the decision to adopt Hindi as a national language proved controversial. The policy called for the use and learning of Hindi to promote a common language throughout India. This specific policy also encouraged the teaching of the ancient Sanskrit language, which was considered to be an integral part of India's culture and heritage. This policy was also aligned to promote physical education to promote sports and games culture. The NPE of 1968 called for expenditure on education to rise to 6% of the national income (Govt. of India, 1968)

2. Second National Policy on Education, 1986

In 1986, Rajiv Gandhi, the former Prime Minister, launched a new National Policy for promoting education at all economic levels. The adopted policy is known for "Special Emphasis on the Elimination of Inequalities and to Sequentialise the Educational Opportunity", irrespective of

the cast (scheduled caste, scheduled tribes), gender (predominantly for females), and economic status. The policy called for the expansion of scholarships, subsidies, allowances, adult education, and various other methods to promote social integration. This NPE is known for the "child-centered approach" especially for primary education, and, thus, initiated a very popular educational reform "Operation Blackboard." The objective was to develop primary schools across the country. The policy extended the open and distance university system with the Indira Gandhi National Open University (IGNOU) founded in 1985 (IGNOU, 1985). This policy has followed the philosophy of Mahatma Gandhi to promote development (both economic and social) at the bottom level in rural India (Govt. of India, 1986).

3. Third National Policy on Education, 2020

In 2019, the Ministry of Human Resource Development (MHRD) released a Draft on NEP, 2019, which was trailed by several ideas and consultations offered by the stakeholders and public. The Draft NEP discusses reducing curriculum content to enhance essential learning and critical thinking. The objective is to promote holistic experiential, discussion-based, and analysis-based learning. It also talks about a revision of the curriculum for the first time. The significant change is in pedagogical structure from a 10 + 2 + 3 system to a 5 + 3 + 3 + 4 system. There is an effort to optimize learning based on the cognitive development of children. On July 29, 2020, the cabinet (senate) approved a NEP intending to introduce numerous changes to the prevailing education system of India. Appropriate and liberal, the NEP 2020 scripts a significant advance in our education system.

Highlights of NEP 2020

A. Primary School

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

B. Higher Education

1. 26.3 % in 2018 to 50 % by 2035 and aims to add new seats to 3.5 crores in higher education institutions.

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

Challenges and Issues:

1. Teacher Availability and Training

The policy envisages the redesign of the school curriculum. However, in order to deliver the curriculum effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore, they need to shift the focus from teacher-centred learning to student-centred learning to foster collaborative skills, critical thinking, problem-solving and decision-making abilities in the youth.

2. Curriculum and Content

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

3. Technology

The NEP 2020 lays emphasis on leveraging the advantage of technology in making the youth future-ready. But, developing digital infrastructure such as digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and

laboratory infrastructure is a great challenge because the majority of the schools don't have a proper set-up to support these tools. Also, the cost associated with building digital infrastructure might not be affordable for all schools across the country.

4. Lack of infrastructure and funding

The national education policy 2020 aims at making our home country a global choice for education by providing high quality, different variety and dynamic education hub to all the people in abroad. The policy focuses on raising expenditure in the education sector to reach 6% of GDP at the earliest. The education policy is not a newly structured policy, rather it is a compilation of different phases. Time by time it has been reshaped, restated and recapitulated several times.

5. Examination Structure

The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students. Thus, the government needs to have a systematic phased approach to successfully implement the NEP 2020 and provide quality education to all students, irrespective of their place of residence.

6. Change Management

NEP 2020 endeavours not only to improve the cognitive skills in students wherein developing high order thinking skill and critical thinking along with building the foundation of literacy but also life skills which will prepare the students for the varied challenges in their adult life. Hence the change in the curriculum and teaching methods is the need of the hour so that maximum benefit can be incurred from the new policy. NEP demands a value-based education system along with pedagogical and curriculum changes. Hence, new methods need to be improvised and innovated for the successful application of the policy.

7. Skill Development

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

8. Requirement of Trained Teachers

Implementing this policy will need trained teachers, facilitators and support staff supplemented a pool of inspiring mentors, Learning need to be made an engaging and enjoyable activity rather than monotonous routine mental working which eventually produces unemployable youth. Hence, the policy will have to develop a learning regime that takes into account the cultural and geographical diversity of our great nation as well as the different learning pace of each pupil. The upcoming breed of technology savvy teachers will act as

mentors to students in guiding their students about new technologies and will be the main motivators and initiators of the IT implementation at schools.

Discussions and Implications of NEP 2020:

The National Education Policy 2020 is meant to rebuild school curricula and teaching method in another 5 + 3 + 3 + 4 plan so that school can be made applicable to the necessities and interests of students at various formative stages, i.e. a “Foundational Stage” (5 years), a “Preparatory Stage” (3 years), a “Middle Stage” (3 years) and the “High Stage” (4 years, covering grades IX, X, XI, and XII). The focus of NEP is to achieve “universal foundational literacy and numeracy” among students in primary schools by 2025. To ensure this government will be assessing and accrediting the schools on different criteria. The primary aim of the policy is to increase the gross enrolment ratio. From the study, it is clear that the objective of NEP 2020 is to create a conducive environment and institutions which support research in the higher education institutes and strengthen the foundation of education in India by reinforcing holistic development by offering vocational training to students at the elementary and primary education level too. The result also indicated that the central concern of the government is to evolve the current education system.

Along with developing institutions that are focused on research, it was thus enabling logical thinking and research aptitude among the students. The primary focus of the Indian government by introducing NEP 2020 is to develop the systems to ensure that quality education is imparted at both schools as well as university level. It also focuses on improving the quality of education and imparting integrity among the students as well as the academicians all across the country.

One of the great additions made in the NEP 2020 is to accredit the school education to ensure imparting quality learning to the student. The policy document focuses on various sub- themes. It addresses the concerns arising among the higher education institutes, which primarily are the development of courses, curriculum, and students. It also focuses on embedding languages for the students so that students from the most remote corners of the country can also be part of the mainstream. As far as the development of course and curriculum is concerned, it has been categorized into three major parts.

Furthermore, the NEP 2020 makes ready ahead for some youthful, hopeful understudies to be furnished with the privilege skill set. It's appropriate execution will be the way into its prosperity. It will be carried out till grade V. With NEP 2020, it is expected to revolutionize the education scenario in the coming future and this will certainly push India's claim towards becoming a superpower in the future.

Conclusions:

The NEP 2020 aims to address various gaps existing in the education system of India and through this policy, India is expected to achieve sustainable development goal of 2030 by ensuring inclusive and equitable quality education. However, the policy needs immediate collaboration between state and central authorities to establish newly proposed bodies, define rules and regulations for schools and establish convergence of various schemes and acts with NEP 2020. In order to develop skills among teachers to address manpower shortfalls, training programmes should be designed to train master faculty members. As the policy aims to invest 6% of the GDP through public and private investment, it is suggested that there should be an

ongoing collaboration with the industry partners in block chain, AI and predictive analytics industry with industry participation in research, delivering short – term skill certificates and co – partnering in creation of online universities. There is an opportunity of expansion in HEIs through increased academic and administrative autonomy for quality enhancement. Further, there is scope to develop tailored vocational programmes with HEIs which can be employment oriented and at affordable prices. More importantly, the government would require to earmark funds for develop textbooks, learning materials, etc. in different languages. However, it is imperative to define the list of languages instead of creating chaos in the system as it will require complete infrastructure overhaul, hiring of language teacher in each school and adjusting the curriculum as per the mother tongue or regional language. While, NEP 2020 provides opportunities in revamping the educational system to match the international standards, it requires lot of infrastructure and institutional restructuring apart from support from states to implement the policy successfully.

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Critical Analysis of Indian National Education Policy : Insights into Transformation of Indian Education System

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Abstract:

India has recently implemented a new education policy, aiming to transform the entire education system to a more modern and holistic approach. The policy focuses on making education more accessible and equitable, while also improving the quality of teaching and learning. The policy has made several changes to the structure and delivery of education, with the aim of providing a better learning environment for all students. This includes reducing the number of graduation levels from 10+2 to 5+3+3+4, allowing students to pursue vocational courses from the age of 14, and allowing students to access higher education in their native languages. The new policy also seeks to improve the quality of teaching in India by implementing measures such as setting up an accreditation system for teachers and institutes, and introducing national standards for curriculum and evaluation. Additionally, it encourages the use of technology to improve teaching and learning, as well as encouraging innovation in research and development. The policy also focuses on providing greater access to education by removing financial barriers and increasing access to scholarships and other financial assistance programs. Additionally, the policy includes provisions to improve the safety and security of educational institutions and students, especially female students. Overall, the new education policy of India marks a major shift in the way education is delivered in India, and is a step in the right direction. This policy is sure to bring about positive changes in the education system, and create a better learning environment for all students.

Keywords: Learning, Gender Equality, Innovation, Quality Teaching, Training and Education.

Introduction

India's recently approved New Education Policy (NEP) is set to revolutionize the way students are educated in the country. The policy, which was approved by India's Ministry of Human Resource Development in July 2020, is the first such policy created in more than 30 years and replaces the 1986 National Policy on Education. In this article, we will take a comprehensive look at the NEP and explore the new opportunities it offers to students and educators alike.

The NEP is designed to bring Indian education more in line with international standards, while also strengthening the country's commitment to providing quality education to all. The policy is divided into three sections: educational goals and objectives, educational structure, and educational institutions and governance.

The first section lays out the educational goals and objectives for the NEP. These include a commitment to providing quality education to all citizens, regardless of background or economic status; the promotion of knowledge creation, innovation, and research; and the nurturing of ethical and moral values. It also states that education should be accessible to all, and should promote the development of a holistic, well-rounded individual.

The second section of the NEP focuses on educational structure. It outlines the different levels of education in India, including primary, secondary, and higher education. It also outlines a new system of accreditation, which will ensure that all educational institutions are held to high standards. Additionally, it outlines a new system of assessment that will measure and monitor student performance.

The third section of the NEP focuses on educational institutions and governance. It outlines the roles and responsibilities of different stakeholders, including universities, schools, and teachers. It also outlines a new framework for the regulation and supervision of educational institutions, which will ensure that all institutions are held to the highest standards. Additionally, it outlines a new system of funding for educational institutions, which will ensure that all institutions are adequately funded.

The NEP promises to revolutionize India's educational system by providing quality education to all, promoting knowledge creation, innovation, and research, and nurturing ethical and moral values. It also provides a framework for the regulation and supervision of educational institutions, and outlines a new system of funding. In short, the NEP is a welcome step forward in the effort to provide quality education to all citizens of India.

The Indian government has recently unveiled its first education policy of the 21st century, known as the National Education Policy (NEP) 2020. The policy aims to provide universal high-quality education for all learners by 2040, and focuses on the development of the creative potential of each individual. The NEP is based on four pillars: Access, Equity, Quality, and Accountability. The policy seeks to bridge the gap between the current state of learning outcomes and what is required through major reforms, such as replacing the old 10+2 school structure with a 5+3+3+4 system. This new system will include 12 years of schooling and 3 years of pre-school/anganwadi, along with a school examination conducted by the appropriate authority in grades 3, 5, and 8. Board examinations for 10th and 12th grades will be redesigned with the aim of holistic development, and the new PARAKH (Performance assessment, review, and analysis of knowledge for holistic development) national assessment platform will be set up. Additionally, the policy emphasizes the inclusion of Sanskrit as an option for students, the focus on e-learning, and the creation of the academic bank of credit (ABC). The goal of the NEP 2020 is to achieve 100% youth and adult literacy by 2040, and the policy will ensure that all learners have equitable access to high-quality education.. The NEP 2020 objectives to deliver modern and pioneering Revolution to Indian training device (Chakradev & Inamdar, 2022). The worldwide schooling expansion Strategy replicated in SDG4 agenda for Sustainable development pursuits to "guarantee Inclusive and equitable excellence training and Endorse lifelong erudition potentialities for all" through 2030. Countrywide training policy 2020 is the first Education policy

of the 21st century purposing to Treatise the evolving necessities of our country (Yernagula, 2021). NEP pursues to streamline the Full supervisory schedule (Chattopadhyay, 2022). As the Indian economy is marvelous again to Recurring, the renovation of normalcy in teaching learning extended with the online mode growing As a viable substitution method (Chattopadhyay, 2021). In an epoch of ample Records and knowledge, institutions of higher training Globally allied with necessities and drivers of Transformation. The emergence of the fourth Business revolution and synthetic intelligence are Restructuring our operational learning styles .In addition trials, like an escalation in training Charges, inadequate finances, and the boom of Superior approaches to education, are enhancing The state of affairs of popular training. In India ,Pupil requirements are increasing with the arrival And development of technological interventions. Amicable and imaginative gaining knowledge of processes are Gaining a popularity. Global Advancement, integrated industry demand and multiple intelligent scholar requirements have transformed the Indian Training (Abrol & Jain, 2022). Some essential apprehensions concerning the Enactment of MOOCs in India incorporate the Absence of digital infrastructure, the need for Investment, and compliance with MOOCs by way of the Learners (Sharma & Sharmiladevi, 2022). "educational innovativeness" and "technological Increase & development" A large mediating effect on the relationship between the Covid-19 pandemic and the deployment of e-learning strategies (Edem Adzovie & Jibril, 2022). The brand new Training coverage 2020 offers sizeable impetus to The prospects of the interdependence of training And generation. It accentuates the role of ICT as an Operative device in permitting teacher education and Heartens the deployment of technology podiums For virtual instructor education (Sharma, 2021). To Make NEP an fact at Indian higher schooling Establishments (HEI), emphasis and outlay in Statistics technology are obligatory (Pramod & Raman, 2021). The developing information and Communiqué era (ICT) drifts ,Familiarized in academic systems like MOOCs, SWAYAM, and so on., to protect training Effects on hand and less expensive for a massive Phase of society (pal & Kumar, 2020).

This text embraces a theoretical argument on College schooling, reshuffles in higher education, Generation intermediations for the state of the art Coaching-learning, and MOOCs highlighting the Significance of the country wide academic policy Framework, emphasizing several units of the Coverage of NEP 2020 and equating it with Fundamental education coverage. Advances made in NEP 2020 can be popularized through organization Dialogue, brainstorming, and looking the other Rules and acts on websites.

School Education

The 10+2 association of the school course is to be subbed by a 5+3+3+4 curricular construction relating to ages 3-8, 8-11, 11-14, and 14-18 years, separately (Kalyani, 2020). The focal point of NEP is to accomplish "general essential proficiency and numeracy" among understudies in elementary schools by 2025 (Kaurav et al., 2020). It is envisioned that before age 5, each youngster will move to a "Preliminary Class" or "Balavatika," which has an ECCE-able instructor. The entire reason for ECCE is to achieve ideal results in physical and engine progress, mental turn of events, socioemotional-moral turn of events, social/imaginative development, and the advancement of correspondence and early language, education, and numeracy (Sungjemmenla Aier, 2021). The new education policy in India is a comprehensive plan for achieving quality education for all levels of society. It focuses on providing equitable access to

quality education and providing the necessary resources to ensure that all people have the same opportunity to gain an education, regardless of their social and economic backgrounds.

The policy aims to improve school education through a number of initiatives such as increasing the access of students to quality education, ensuring the availability and quality of teachers, setting up an accreditation system for schools and universities, and introducing digital and technology-enabled learning processes. It also seeks to promote research and innovation in the field of education, and provide grants and scholarships to students from disadvantaged backgrounds.

The policy also outlines the need to invest in infrastructure, such as providing adequate and safe school buildings, introducing better technology, and providing access to textbooks, library books and other educational materials. In addition, the policy promotes the use of online education and encourages collaboration between educational institutions and the private sector. The policy also seeks to promote the development of a knowledge-based society, with an emphasis on learning through the use of technology and the internet. It also provides for the inclusion of vocational education, special education, and adult education.

Through this policy, the Government of India aims to ensure that all citizens have access to quality education and can take advantage of the opportunities provided by the digital world. In addition, it seeks to ensure that all people have access to quality education regardless of their backgrounds, and can make the best use of their talents and abilities.

Transformation in Higher Education

Changes in Advanced education Indian advanced education framework is the third biggest on the planet in regards to understudies. The country stops a critical situation in the worldwide instructive situation. HEIs in India incorporate Colleges, Schools, organizations of public significance, polytechnics, and so on, proposing a few projects of review prompting graduation, post-graduation, and doctoral certifications. Colleges are of different sorts, like focal colleges, state colleges, considered colleges, and confidential colleges. In addition, administrative bodies like the Public Committee for Educator Schooling (NCTE), All India Gathering for Specialized Training (AICTE), research chambers like the Indian Board for Clinical Exploration (ICMR), Indian Gathering for Horticultural Exploration (ICAR), and the Public Leading body of Authorization (NBA) and certifying organizations like Public Appraisal and License Committee (NAAC) are additionally working to take care of the necessities of instructing and research advancement (Fatima, 2021). The new education policy, commonly known as NEP 2020, was unveiled by the Indian Government in July 2020. The policy is aimed at transforming India's higher education system by introducing sweeping reforms in areas such as governance, regulation, curriculum and pedagogy, and financing. This article will discuss the key aspects of NEP 2020 and its potential impacts on higher education in India.

During the unveiling of NEP 2020, the Government of India stated its intention to make India a global knowledge superpower by improving the institutional framework of its higher education system. The policy seeks to accomplish this by making education more accessible, affordable, and equitable for all.

One of the most important features of NEP 2020 is the introduction of a four-year multidisciplinary undergraduate program with multiple exit options after the completion of two, three, or four years. This will provide students with more flexibility and options to pursue their interests. NEP 2020 also proposes to increase the autonomy of institutions and establish an

overarching National Higher Education Regulatory Authority and a Higher Education Grants Council to enable them to make meaningful reforms and to provide financial aid to deserving students.

The policy also aims to reduce the number of higher education institutions by merging and consolidating them, while also encouraging collaborations among universities and other organizations. It also seeks to revamp the curriculum and pedagogy to make learning more experiential and to promote research-oriented learning.

In addition, NEP 2020 proposes to introduce more vocational and online courses, along with greater emphasis on the use of technology and digital platforms in teaching. It also seeks to promote international collaborations and make India a hub for global research and innovation.

Overall, NEP 2020 is expected to usher in a new era of higher education in India, one that is more equitable, accessible, and of superior quality. With its focus on multiple exit options, increased autonomy for institutions, and collaborations between universities and other organizations, NEP 2020 has the potential to truly revolutionize the higher education landscape in India. Importance of Technology in Innovative Teaching Learning Technology plays a key role in the new education policy, offering powerful tools and resources that can help improve the learning experience for both students and teachers. With the use of technology, students can access up-to-date content from all over the globe, from their mobile devices or computers, at their own pace. Technology also allows teachers to monitor student progress, providing data-driven insights to gain a better understanding of which areas need attention and where resources could be better utilized.

Modern technology also allows for a more personalized learning experience, as it can be tailored to the individual's needs and interests. This helps to engage and motivate students, allowing them to learn in a way that works best for them. Additionally, technology can be used to connect classrooms and schools around the world, enabling international collaboration and cultural exchange.

The introduction of technology into the classroom also helps to reduce costs, as digital resources are often much cheaper than traditional textbooks and materials. Furthermore, technology can be used to create interactive, engaging content that can be accessed from any device. This opens up learning opportunities for students in areas without access to a traditional classroom, as well as those unable to attend due to a disability or health condition.

In conclusion, technology has a critical role to play in modern education policies, offering students and teachers powerful tools and resources that can help to enhance the learning experience.

Technology in the classroom can be used to increase student engagement and promote collaboration, as well as to enhance the teaching and learning experience. For example, teachers can use interactive whiteboards and online video platforms to provide interactive lessons and activities. Through the use of online assessment tools, teachers can measure student progress in real time and design activities accordingly.

Technology can also provide students with access to a much broader range of resources than traditional textbooks and lectures. Through online databases, students can access information from around the world, and use the latest technology to develop their own research projects. Technology also allows students to engage with others from around the world, helping to build important skills such as teamwork and communication.

In addition, technology can help to improve student achievement, as it provides a more effective and efficient way for students to learn. Technology can help teachers to tailor lessons to the needs of individual students, and provide students with meaningful feedback and support that is tailored to their learning styles.

Overall, the use of technology in teaching and learning can have a significant impact on students' academic success. By providing students with access to a wide range of resources and providing teachers with the tools to create engaging and interactive lessons, technology can help to increase student engagement and improve student performance.

Conclusion:

India's National Education Policy 2020 is a transformational, progressive policy that has the potential to bring about a sea change in how education is perceived, designed, and delivered in the country. It has the potential to be a major game-changer, by introducing a number of practical reforms that are necessary to make quality education accessible to all citizens. The policy focuses on the overall development of a student, providing improved access, increased employability and a greater emphasis on learning outcomes. It also moves away from the traditional rote learning by introducing a more holistic approach to learning, encouraging innovation and creativity and emphasising the need to make learning more experiential and fun. All in all, India's National Education Policy 2020 is a progressive document that can bring about significant changes in the country's education system, if implemented in the right way.

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New Education Policy 2020 : Challenges and Opportunities in Higher Education

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Introduction:

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The National Education Policy of India 2020 (NEP 2020), which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030.

Objectives:

- 1) To study of overview of NEP 2020.
- 2) To identify challenges and opportunities in NEP 2020.

The National Education Policy 2020 has 'emphasised' on the use of mother tongue or local language as the medium of instruction till Class 5 while, recommending its continuance till Class 8 and beyond. Sanskrit and foreign languages will also be given emphasis. The Policy recommends that all students will learn three languages in their school under the 'formula'. At least two of the three languages should be native to India. It also states that no language will be imposed on the students.

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support

responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Issues with the NEP- 2020

1. Lack of integration: In both the thinking, and in the document, there are lags, such as the integration of technology and pedagogy. There are big gaps such as lifelong learning, which should have been a key element of upgrading to emerging sciences.
2. Language barrier: There is much in the document ripe for debate – such as language. The NEP seeks to enable home language learning up to class five, in order to improve learning outcomes. Sure, early comprehension of concepts is better in the home language and is critical for future progress. If the foundations are not sound, learning suffers, even with the best of teaching and infrastructure. But it is also true that a core goal of education is social and economic mobility, and the language of mobility in India is English.
3. Multilingualism debate: Home language succeeds in places where the ecosystem extends all the way through higher education and into employment. Without such an ecosystem in place, this may not be good enough. The NEP speaks of multilingualism and that must be emphasised. Most classes in India are de facto bilingual. Some states are blissfully considering this policy as a futile attempt to impose Hindi.
4. Lack of funds: According to Economic Survey 2019-2020, the public spending (by the Centre and the State) on education was 3.1% of the GDP. A shift in the cost structure of education is inevitable. While funding at 6% of GDP remains doubtful, it is possible that parts of the transformation are achievable at a lower cost for greater scale.
5. A move in haste: The country is grappled with months of COVID-induced lockdowns. The policy had to have parliamentary discussions; it should have undergone a decent parliamentary debate and deliberations considering diverse opinions.
6. Overambitious: All aforesaid policy moves require enormous resources. An ambitious target of public spending at 6% of GDP has been set. This is certainly a tall order, given the current tax-to-GDP ratio and competing claims on the national exchequer of healthcare, national security and other key sectors. The exchequer itself is choked meeting the current expenditure.
7. Pedagogical limitations: The document talks about flexibility, choice, experimentation. In higher education, the document recognizes that there is a diversity of pedagogical needs. If it is a mandated option within single institutions, this will be a disaster, since structuring a curriculum for a classroom that has both one-year diploma students and four-year degree students' takes away from the identity of the institution.
8. Institutional limitations: A healthy education system will comprise of a diversity of institutions, not a forced multi-disciplinarily one. Students should have a choice for different kinds of institutions. The policy risks creating a new kind of institutional isomorphism mandated from the Centre.
9. Issues with examinations: Exams are neurotic experiences because of competition; the consequences of a slight slip in performance are huge in terms of opportunities. So the answer to the exam conundrum lies in the structure of opportunity. India is far from that condition. This will require a less unequal society both in terms of access to quality institutions, and income differentials consequent upon access to those institutions.

Challenges and Opportunities in Higher Education

The sheer size and diversity of India's education sector makes implementation an uphill task. Creating a shared responsibility and ownership amongst key stakeholders, including the private sector, at the state and district levels that have extraordinary diversity is going to be a major challenge for the education leadership.

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

NEP would largely hinge on the extent of cooperation between the Centre and states. While the NEP has been drafted by the Union government (with inputs from multiple stakeholders including the state governments), its implementation largely depends on the active cooperation of the states. This is because most services-related education are performed by the state governments. In short, the Centre has to skilfully navigate the principles of cooperative federalism and decentralisation while rolling out key initiatives.

The role of the private sector, particularly in dealing with the higher education system, is extremely critical for translating the inclusionary vision of the NEP. It may be noted that as much as 70 percent of higher education institutions (colleges and universities) are run by the private sector. Significantly, roughly 65-70 percent students are currently enrolled in private higher education institutions. This apart, the private sector brings much needed financial resources and innovation.

The successful execution of key initiatives requires availability of adequate financial resources for decades. In this regard, the NEP has stated that to realise the goals of the new policy, the country has to raise public spending on education to 6 percent of GDP. This is a daunting task if one considers the past promises and their actual realisation. For instance, the 1968 National Education policy had recommended 6 percent of GDP be allocated towards education. However, in all these decades, the public spending on education has not gone beyond 3 percent. Ironically, the union budget allocation for education in the NEP launching year has taken a dip. The education budget was reduced by 6 percent from INR 99,311 crore in 2020-21 to INR 93,224 crore in 2021-22. While this is understandable given the government's priorities are divided in the face of the COVID-19 pandemic and economic distress that large sections of populations are facing, there is no clear roadmap yet how such enormous sums of financial resources can be augmented. the successful execution of key initiatives requires availability of adequate financial resources for decades. In this regard, the NEP has stated that to realise the goals of the new policy, the country has to raise public spending on education to 6 percent of GDP. This is a daunting task if one considers the past promises and their actual realisation. For instance, the 1968 National Education policy had recommended 6 percent of GDP be allocated towards education. However, in all these decades, the public spending on education has not gone beyond 3 percent. Ironically, the union budget allocation for education in the NEP launching year has taken a dip. The education budget was reduced by 6 percent from INR 99,311 crore in

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Conclusion:

The New Education agreement 2020 that has been offered yet to be instrumented. It is a strongly desiring move to become again the Indian education system with a current day way in. No be important how good this may look, the putting into effect of any agreement has its own importance. A good at producing an effect of putting into effect can make an agreement a very great good outcome and on the other hand, if the putting into effect is not good, it can be a very great shocking event. The paper paper has a discussion about the questions and issues in the putting into effect of NEP 2020.

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A Study of National Education Policy 2020 : Issues, Approaches, Challenges and Opportunities

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Abstract:

The current paper describes the analysis of the requirements for NEP 2020 provisions and management practices at the university level. Education has a key and decisive role in this scenario of contingencies. The National Education Policy 2020 has therefore been transformed into the framework of this reform, which could help to build a new education system in the country, in addition to strengthening those economic and social indicators. That still needs to be improved. NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. We have critically examined the policy in this paper and proposed changes to ensure a seamless continuum with its predecessor in addition to its predecessor, boosting its importance

Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject.

Keywords: Higher Education, National Education Policy 2020, NEP-2020, Overview & Analysis, Implementation Strategies, Approaches, Challenges, Opportunities of NEP 2020.

Background: The NEP 2020 replaces the National Policy on Education of 1986. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019 was later released by Ministry of Human Resource Development, followed by a number of public consultations.

Introduction:

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall

high fragmentation and many small sized HEIs in the country which are affiliated to these universities. It is found that over 40% of these small sized institutions are running single program me against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21st century. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education (HE) system in India are: It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economies will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

Why the need for change in pre-education policy?

- To cater to the needs of a knowledge-based economy in the changing global scenario changes were needed in the current education system.
- New education to enhance the quality of education, promote innovation and research.

Approaches of NEP 2020

1. Curriculum and Content

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

2. Teacher Availability and Training

The policy envisages the redesign of the school curriculum. However, in order to deliver the curriculum effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore, they need to shift the focus from teacher-centered learning to student-centered learning to foster collaborative skills, critical thinking, and problem-solving and decision-making abilities in the youth. A study Suggests that over 250 million students are estimated to enroll in K-12 schools in India by 2030. This means that we need nearly 7 million more teachers to handle this burgeoning student population.

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

3. Technology

The government should work on improving the basic infrastructure that will support the digital infrastructure in all areas. The NEP 2020 lays emphasis on leveraging the advantage of technology in making the youth future-ready. But, developing digital infrastructure such as digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure is a great challenge because the majority of the schools don't have a proper set-up to support these tools. Also, the cost associated with building digital infrastructure might not be affordable for all schools across the country. Moreover, in rural areas of the country where the Internet connectivity is nearly absent, deploying digital learning tools is out of the question.

4. Examination Structure

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

Challenges of NEP 2020

Cooperation –

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

Expensive Education -

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

1. Opening universities every week is a herculean task

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

2. The numbers are no less daunting in reforms to our school system

The National Education Policy 2023 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way you look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week.

3 This money will be well-spent building schools and colleges

across the country, appointing teachers and professors, and for operational expenses such as providing free breakfast to school children. What makes things tricky is that this policy comes into being at a time when the economy has been battered by Covid-19 related lockdowns, government tax collections are abysmally low, and the fiscal deficit was high even pre-Covid.

4 Current focus on healthcare and economic recovery to lower the execution speed

Economists have been calling for large stimulus packages amounting to double-digit percentages of GDP, despite the strain on the exchequer.

5. Need to create a large pool of trained teachers In school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step. But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs. Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.

6. Inter-disciplinary higher education demands for a cultural shift In higher education, the National Education Policy 2020's focus on inter-disciplinary learning is a very welcome step. Universities, especially in India, have for decades been very silo-ed and departmentalized. The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India.

The objectives of this study on National Education Policy 2020 are:

- (1) To highlights and overview the policies of the newly accepted higher education system (NEP 2020).
- (2) To compare National Education Policy 2020 with the currently adopted policy in India.
- (3) To identify the innovations in new national higher education policy 2020.
- (4) To predict the implications of NEP 2020 on the Indian higher education system.
- (5) To discuss the merits of Higher Education Policies of NEP 2020.
- (6) Suggestions for further improvements for the effective implementation of NEP 2020 to realize its goal.

Higher Education

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)

It's important to view the policy in context of what has been happening in public universities, and recent debacle of universities of eminence. There has been continuous erosion of university autonomy by the state. Perverse state violence unleashed upon one of the best public universities in India didn't happen in some distant past. Political appointments of university leaders who are at best the instruments of state, as opposed to being focused on teaching, learning, research or administration. Though the document highlights regulatory autonomy, it would be worrisome if the document also meant financial autonomy.

- This 'imagined' autonomy is envisaged through replacement of UGC(University Grants Commission) and AICTE (All India Council for Technical Education). New body Higher Education Commission of India is based on the idea of division of functions and separation of activities
- Policy also argues against commercialization of education. However, in the same breadth allows for foreign universities to come to India. There has been significant increase in number of private universities by Indian providers. If the idea was to increase competition, it makes sense. However, insertion of the statement doesn't.
- Focus on futuristic curriculum makes sense, and a separate body dedicated to focus on integrating technology in institutions is a necessary direction.
- National Research Foundation is another great idea. However, if these spaces get filled by individuals who are driven by ideological agendas, little could be expected.

- Indian Universities will be allowed to set up campuses elsewhere in the world — there is a strong potential for this to develop in gulf -markets. There is a huge demand for quality education by Indian Diaspora.

Conclusion:

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behavior in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. By encouraging merit-based admissions with free-ships& scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030. All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities.

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This is to Certify that Prof./Dr./Shri./Smt. *Dr. Sandip Kisanrao Nimbalkar* Of *Amrutvahini Institute of Mgmt & Bus. Administration, Sangamner* College Participated / Presented a Research Paper in One Day **NATIONAL LEVEL SEMINAR** on "**Indian Economy : Challenges & Prospects**" on 21st Decembar 2018. He/She Contributed research paper on *Farm Pond :- A Modern farming technique & An Economical Way of Agricultural Water Management in India*

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Special Issue

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(M.A.Mar.& Pol.Sci.,B.Ed.Ph.D.NET.)

Guest Editor

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❖ विद्यावार्ता या आंतरविद्याशाखीय बहुभाषिक त्रैमासिकात व्यक्त झालेल्या मतांशी मालक, प्रकाशक, मुद्रक, संपादक सहमत असतीलच असे नाही. न्यायक्षेत्र:बीड



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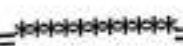
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Farm-Pond: A Modern Farming technique and An Economical Way of Agricultural Water Management in India

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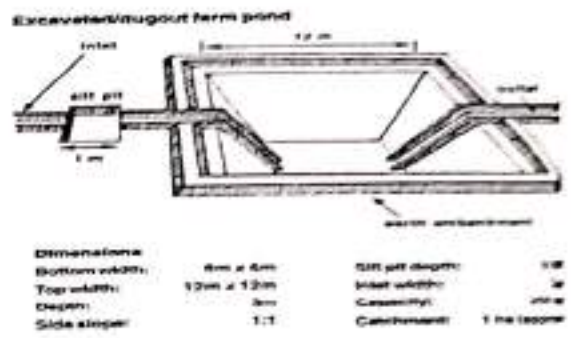
Abstract: Farm pond is one of the popular technique of water storage for the agricultural purpose. The stored water is utilized for the different crops due to limited water facility. Farm pond schemes are also promoted by the central and state government in various states. The government has given subsidized facility to the farmers. The water of farm pond is utilized by the farmer with proper management. The water is essential element in agriculture. Irregular rainfalls, unequal percentage of rainfall are the responsible reason for the growth of farm pond. Water pond is the alternative strategy for the problem of water. Through this research paper researcher would like to study farm pond and its utilization in agriculture sector.

Key words: Farm Pond, Agriculture, effective management etc.

A. Introduction: The farm pond is the systematic way of utilization of stored water for the agricultural purposes. Irregular rainfall is the major problem of Indian agriculture due to which uncertainty in crop cultivation is observed. Farm pond means a hole on the surface of agricultural land. Generally this is a square or rectangular in shape. The structure of pond is designed in such a way that water of rainfall can easily flow towards it. The pond has water inflow and out

flow system. The location of the pond generally in the corner side of the farm. The plastic paper is use at the ground surface for wastage of the water. Generally the drip or sprinkler system is used for supply of water for crop. The outer surface of pond is covered with cement layer.

The following figure shows the general structure of farm pond.



B. Literature Review:

i. Md Jalal Uddinet all explained that farm pond provide water to start growing crops, without waiting for rain to fall. They provide irrigation water during dry spells between rainfalls. This increases the yield, the number of crops.in one year, and the diversity of crops that can be grown. Bunds can be used to raise vegetables and fruit trees,thus supplying the farm household with an additional.source of income and of nutritious food. Farmers are able to apply adequate farm inputs and perform farming operations at the appropriate time, thus increasing their productivity and their confidence in farming.

ii. Eshwar Kale from his study revealed that Farm pond technology has been hailed as a ray of hope or a miracle strategy to deal with this increasing water crisis in the state. These are square or rectangular holes made on the earth which harvest rainwater and store it for future use. The farm pond has an inlet that regulates the flow of water inside the pond while the outlet discharges excess water. The pond is surrounded by a small bund which prevents erosion from the banks of the pond. Water from the farm pond can be used for the fields either

manually or by pumping or both. Realizing the advantages of the farm pond strategy to mitigate drought situations in Maharashtra, both the state and the central governments have come up with various schemes to promote and subsidise the construction of the ponds on a large scale. The central government budget for 2016-17 has set an ambitious target to construct five lakh farm ponds and wells within a year in rain water-scarce areas of the country. Research Methodology :

C. For This research work researcher has used following research methodology :

a. Objectives of the study:

- i. To study the role of Farm pond in the Agriculture sector.
- ii. To study the advantages and limitation of farm ponds .
- iii. To study the socio-economical impact of Farm Pond on Farmers.
- iv. To study the impact of farm pond on effective water management & increase in crop productivity.

b. Hypothesis of the study

1. H_0 : Farm pond is playing a vital role in increasing the crop productivity.

H_1 : Farm pond does not playing a vital role in increasing the crop productivity.

2. H_2 : Farm pond is playing vital role in socio-economic empowerment of the farmers.

H_3 : Farm pond does not playing vital role in socio-economic empowerment of the farmers.

c. Type of Research Design :

For this Research work researcher has used exploratory and descriptive research design.

d. Sources of Data Collection:

For this research work researcher had collected data through the primary and secondary sources. These sources are as follows:

i. Primary sources :

Researcher has collected data by using following sources :

- a. Discussion

b. Observations

c. Interview

ii. Secondary sources :

- a) Websites
- b) Journals
- c) Books

e. Sample size :50 Farmers

f. Sample Area: The Survey is conducted in kopergaon and Sangamner Tehsil of Ahmednager Tehsil.

g. Sampling technique: simple random and convenience sampling

h. statistical Tools :Researcher has used table, charts, graph for systematic representation of the data. For testing of hypothesis researcher has used chi-square method.

i. Scope of the study: Through this research topic researcher wanted to study role of farm ponds in agriculture sector. Researcher also wanted to study various factors affecting on growth of farm ponds in agriculture sector. researcher also like to study the impact of farm ponds on farmers development. This topic is also having focus on economical aspects of water management through farm ponds.

j. Limitation of the study :In This research work it is observed that maximum farmers were not easily ready to share the information. Researcher also had collected secondary data which lacking the primary touch of the information. With this both limitation researcher tried to collect maximum database for this research study. Duration of the study was limited.

D. Advantages of the Farm Pond :

a) Farm pond is one of the innovative technique which can make available the water whenever it is required i.e. through this farmers can be independent on rainfall.

b) They provide irrigation water during dry spells between rainfalls. This increases the yield, the number of crops in one year, and the diversity of crops that can be grown.

c) Bunds can be used to raise vegetables

and fruit trees, thus supplying the farm household with an additional source of income and of nutritious food.

d) Farmers are able to apply adequate farm inputs and perform farming operations at the appropriate time, thus increasing their productivity and their confidence in farming.

e) They check soil erosion and minimizes siltation of waterways and reservoirs.

f) Farm pond is helpful to provide water for domestic use i.e. for livestock business, animal, agriculture etc.

g) With the help of farm pond to rearing of fish is also possible.

h) It is required to recycle the water after common interval. .

i) They improve drainage.

E. Limitations of Farm Ponds

They reduce the water flow to other people's tanks and ponds situated in lower-lying areas.

They occupy a large portion of farmers' lands. However, this can be compensated for by rearing fish in the pond, effectively utilizing the bunds for vegetable and/or tree plantations, etc.

F. Use of Farm pond for Various Crops Like :

a. Onion : Onion is one of the largely produced crop in India. The water of farm pond can be used for cultivation of onion by use drip irrigation. It can save the water as well as supply the proper water according to the requirement.

b. Pomegranate : pomegranate is also one of the major crop which is largely cultivated in India. Pomegranate is largely used in pharma sector so it has demand in the market. The water of farm pond is also used for cultivation of pomegranate.

c. Green house farming : The Farm pond are largely used for green house farming. It is one of the modern farming technique which giving good return to the farmers.

d. Poly house farming : It is also one of the new trend of modern farming technique. In this

polyhouse cultivation of various flowers and fruits can be taken. Hence farm ponds are largely used in this technique of farming

e. Other crops : Due to irregular and less rainfall in the country most of the farmers are using farm pond for various other crops like wheat, sunflowers, various fruits etc.

G. Data Analysis and Interpretations :

i. Impact of Farm pond for welfare of Farmers:
Table No-1

S.No	Particulars	Number
1	Onion	25
2	Apple	20
3	Orange	15
4	Pomegranate	10
5	Wheat	10
	Total	80

Chart No-1



Analysis and Interpretation :From the above table and graph it is cleared that maximum farmers are agreed that farm pond is playing valuable role for the welfare of the farmers.

ii. Impact of Farm pond for economic empowerment:

Table No-2

S.No	Particulars	Number
1	Tomato	25
2	Apple	20
3	Orange	15
4	Pomegranate	10
5	Wheat	10
	Total	80

Chart No-2

Chart No-4
Economic Empowerment of Farmers



Analysis and Interpretation : From the above table and graph it is cleared that maximum farmers are agreed that farm pond is playing valuable role for the economic empowerment of farmers.

iii. Role of farm pond :
Table No-3

S.No	Particulars	Numbers
1	Strongly agree	28
2	Agree	14
3	Disagree	11
4	Totally disagree	07
5	Neutral	00
Total		58

Chart No-3

Role of Farm Pond



Analysis and Interpretation: From the above table and graph it is cleared that maximum farmers are agreed that farm pond is playing valuable role for Saving and proper utilization of water, economic upliftment, increase productivity and proper planning of crop.

4. Role of Farm pond On Water Management
Table No-4

S.No	Particulars	Numbers
1	Strongly agree	25
2	Agree	14
3	Disagree	07
4	Totally disagree	08
5	Neutral	00
Total		54

Role of Farm pond On Water Management



Analysis and Interpretation: From the above table and graph it is cleared that maximum farmers are agreed that farm pond is playing valuable role for water management.

5. farm pond is helpful to avoid unnecessary usage of the water:
Table No-5

S.No	Particulars	Numbers
1	Strongly agree	25
2	Agree	14
3	Disagree	07
4	Totally disagree	08
5	Neutral	00
Total		54

Chart No-5

Avoid unnecessary usage of the water



H. Testing of hypothesis:

- 1. H_0 : Farm pond is playing a vital role in increasing the crop productivity.
- H_1 : Farm pond does not playing a vital role in increasing the crop productivity.

Table No-6

S.No	Particulars	Observed Frequency (O)	Expected Frequency (E)	(O-E)	(O-E) ²
1	Strongly agree	11	15	-4	16
2	Agree	28	21	7	49
3	Disagree	8	15	-7	49
4	Totally disagree	9	21	-12	144
Total		56	56		258

From the above table it is clear that the calculated value is less than table value i.e. $6.26 < 7.81$. Hence Null hypothesis is accepted and alternative hypothesis is rejected. Therefore it is cleared that Farm pond is playing a vital role in increasing the crop productivity.

1. H_0 : Farm pond is playing vital role in socio-economic empowerment of the farmers.

H_1 : Farm pond does not playing vital role in socio-economic empowerment of the farmers.

Table No-7

S.No	Particulars	Observed Frequency (O)	Expected Frequency (E)	(O-E)	(O-E) ²
1	Strongly agree	15	15	0	0
2	Agree	18	15	-3	9
3	Disagree	8	21	-13	169
4	Totally disagree	9	15	-6	36
Total		50	50		214

Interpretations :

From the above table it is clear that the calculated value is less than table value i.e. $6.26 < 7.81$. Hence Null hypothesis is accepted and alternative hypothesis is rejected. Therefore it is cleared that Farm pond is playing vital role in socio-economic empowerment of the farmers.

I. Conclusion of the study:

From the study it is revealed that farm pond is one of the technique of the modern farming though which lot of benefits can be achieved. In minimum and limited quantity of the water farmer can cultivate crop but it require proper planning and utilization. The water of the rain can stored easily so that water harvesting can be possible. Role of farm pond is very important for avoiding wastage of water in agriculture field. Most of the crop are given improper proportion of the water hence it affect on the growth and productivity of the crop. Hence with the help of farm pond farmer can utilized proper proportion of the water hence no harm for the crop can observed.

From the study it is cleared that farm pond also plays a crucial role in increasing the crop productivity through the proper water management. It is also observed that farmers also changing their crops as per the demand of the market. They shift towards fruits and vegetables so that it helps in socio-economic empowerment of the farmers.

Therefore through this study it is observed that farm pond is one of the innovative strategy which is helpful for socio-economic development of farmers, proper management of water for agriculture purpose, increasing productivity of agriculture, to avoid soil erosion, avoid wastages of water etc.

J. Suggestions of the study:

1. Awareness campaigning should increase for the farm pond in rural area.
2. Maximum farmers are not well-known about the schemes of farm pond.
3. Most of the people thinking that farm pond are only the alternative strategy for non-irrigated people.
4. In the irrigated area farm pond can work effectively so that wastages of the water can avoid.
5. There should be common awareness campaign by the state and central government in rural area.

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Beyond
Metro-Challenges & Opportunities



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Impact of E-commerce on Retailers of Semi Urban and Rural Area of Ahmednagar District (With Reference to Consumer Electronics Goods)

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Abstract:

Retail is one of the major businesses in India on which lot of businessmen and families are directly or indirectly dependent. Generally shopkeepers keep various varieties for sale through their counter. On certain amount of margin he sell good to the consumers. He is one of the major middleman through which industries can make available their goods to final users.

In the present scenario role of internet is increasing rapidly. Most of the business transactions are conducted with the help of internet. Due to E-commerce various online portals are getting large number of consumers. Other side Consumers are getting product on optimum price and with the help of bundle of attributes. Online shopping companies such as Flipcart, Amazon, E-bay, Alibaba etc. are providing number of goods and services at affordable prices to the consumers. The turnover of these companies are increasing with rapid speed.

As online portals are getting maximum sales it affects rigorously on various traders. Through this research paper researcher want to study various impact of e-commerce on small traders of consumer durables.

Key words: E-commerce, Electronics goods, retailers etc.

Introduction:

Impact of online shopping carts such as Amazon, Flipcart, E-bay etc. are increasing rapidly in and around the all spheres of life which most in electronics, fashion, Fast moving consumer goods, accessories etc. due to the business and expansion strategies it is observed that most of the E-commerce industries are using pricing, discount offers, promotion etc. as an important weapon to sustain in the market. In the electronic segment various products for consumer durables are giving valuable contribution for economic development. In 2020 Indian Electronics market is projected to reach US \$ 224 bn it was found that electronic product contributed around 50% to the Indian economy in 2015.

Literature review :

1. Ma Vuolava Som & Dr. (Mrs) B. H. Pandey, (2016) reported that Digitalization is for social transformation. Digital empowerment is essential for extending the benefits of ICTs to all strata of the society, with special focus on people with special needs, in order that they will be able to fully, if not equally participate in all aspects of life, exercise their duties, contribute to and enjoy the rights and benefits as members of the society. However, majority of the developed economies have become broadband-based information societies and are using the internet not only to connect people, but also things, in what has been called the Internet of Things. The digital economy that is driven by information technology and e-commerce is being developed worldwide. Digitization provides an opportunity to collect information in real time and to collect information more effectively



- related to the needs of consumers. Business world fully utilise the advantages of digitalisation to successfully grow in this competitive environment.
- b. Dr. S. Sivasankaran, (2017) advocated that Using mobile internet and many more other factors account for a growing digital marketing industry in India. When all other industries in India are struggling with 10 to 12 %, digital marketing industry is becoming high with 30% growth rate. Even after having such blowing opportunity, India still lack people who are skilled and mastered in Digital marketing. India needs talented Digital marketers who can use this opportunity which can create a revolution. Things will get better in the current scenario and in future too as India has the resources.
 - c. Jitendra Singh, (2014) revealed From the study the researchers come to this point that IT innovations helps in creating customer loyalty and attachment in the comparison of the traditional format than without of IT. These all things become it possible only because of having huge bulk of information all the time to take necessary action which is not possible in traditional format. The most important aspect of IT innovations is that it increase the level of customer satisfaction because all the time information is available to the customer and even for the retailer also. This aspect help in creating consumer awareness and helped in reducing time, money and efforts which the customer always want to get their satisfaction.

Above all literatures it showing positive impact of digital marketing on increasing sales of electronic products but it is one of the major threat to the small traders of electronic goods. Their sales is gradually decreasing which creates different types of threats for business.

Research Methodology

The Advanced Learner's Dictionary of current English lays down the meaning of research as " a careful investigation or inquiry especially through search for new facts in any branch of knowledge " Research is an academic activity and as such the should be used in a technical sense. some people consider research as a movement, a movement from the known to unknown. It is actually voyage of discovery.

a. Sources of data collection:

For the given researcher has collected data with the help of primary as well as secondary sources. Primary data are collected through the discussion and observation of retailers of Electronic goods. Secondary data is collected through the books, internet, and journals.

b. Research design:

Researcher has collected database through the exploratory & descriptive research design.

c. Sampling technique:

For the research work researcher has collected database through convenience sampling.

d. Research area :

For the given research work researcher selected Ahmednagar district for the purpose of his study.

e. Scope of the study:

Through this research paper researcher wanted to know various impacts online shopping portals on retailers of electronic products. Consumer durables are one of the important segment which contribute its best contribution in the development of the Indian economy. In this paper researcher wants to study impact of online shopping as well as

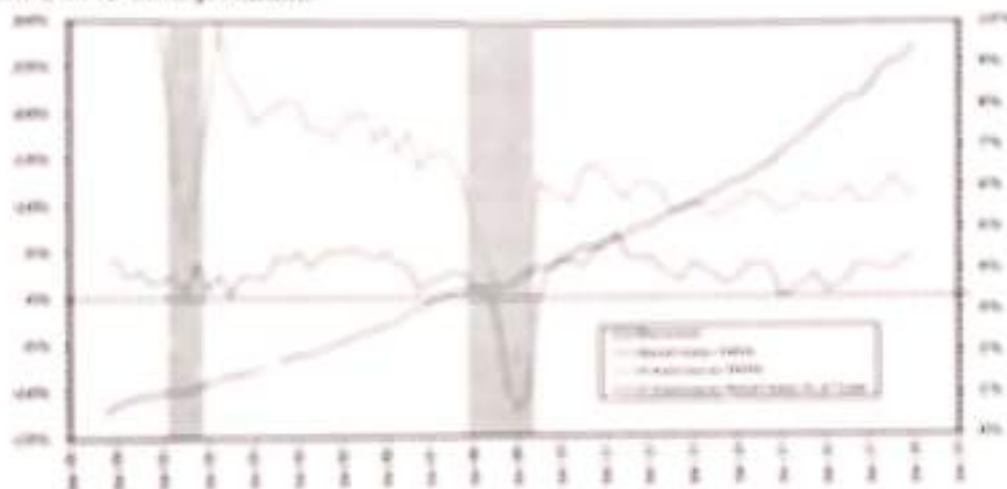


digital marketing on small traders of electronic products. For the upcoming future which kind of the strategies can overcome such hurdles is the major motive behind this paper. Therefore researcher had collected data by using primary and secondary sources for this paper.

1. Limitations of the study :

The major limitation during the research paper was time duration. As limited time all data is collected. For this research paper researcher had collected data by using observation and discussion. It may not include depth insights of the topic. The survey was conducted in limited area.

Data Analysis & Interpretation:



Analysis and Interpretation : above graph shows percentage of growth of E-commerce from Jan 2005 to Jan 2020. It is observed that from last 20 years E-commerce reach sales percentage of growth is increasing with maximum speed.

a. Impact of Digital marketing on sales



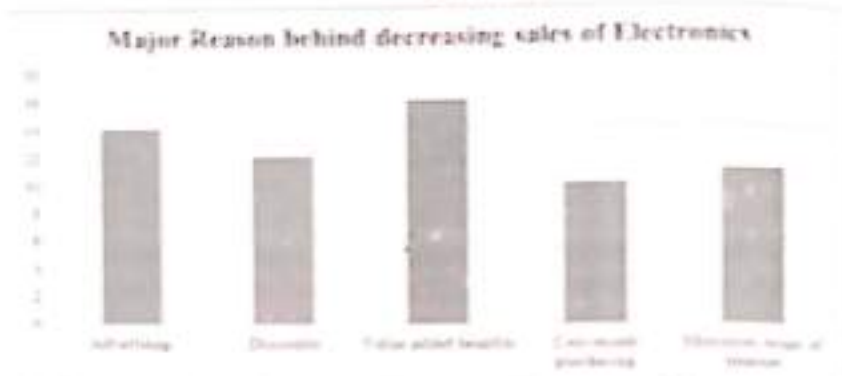
Analysis & Interpretation

from the above chart it is cleared that maximum traders said that due to digital marketing and online marketing sales is affected.

b. What is the major Reason behind decreasing sales of Electronic Goods



Chart No-2



Analysis and Interpretation : From the above chart it is cleared that value added benefits through online channel is the major reason behind the growth of decreasing sales of retailers.

c. Do you think online shopping portals are the major competitors?

Chart No-3



Analysis and Interpretations : from the above chart it is cleared that online shopping portals are the major competitors for small traders.

d. Do you observed threat in upcoming future?

Chart No-4

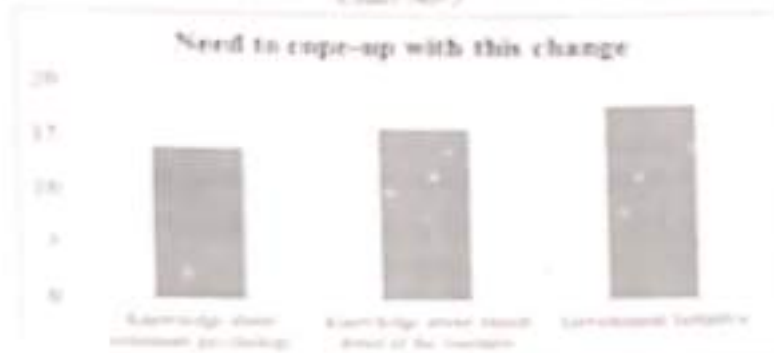


Analysis & Interpretation : From the above chart it is cleared that maximum traders said that in upcoming future electronics sector is having threat.

e. What is the need to cope-up with this change ?



Chart No-5



Data Analysis & Interpretation :

From the above table and chart it is cleared that role of government is most important to cope up with this change.

Findings, Conclusion & Suggestions of the study :

i. Findings of the study:

From the review of literature and on the basis of primary data it is observed that digital marketing affected on consumer behavior. Various factors are affecting on declining of sales of electronic goods such as various offers, discounts, promotions, tie-up with subscription offers, convenience to usage of the internet, maximum availability of internet network and the gradual rising of the growth of e-commerce. Online sites are creating major problems in decreasing sales of electronic products from the corner of small traders.

ii. Conclusion of the study :

It is observed that from last 20 years E-commerce market sales percentage of growth is increasing with maximum speed. Various online portals such as Amazon, Flipkart, snapdeal etc. are the major competitors for the small traders of electronic goods due to digital marketing and online marketing sites is affected. Value added benefits through online channel is the major reason behind the growth of decreasing sales of retailers.

iii. Suggestions of the study: It is need of the decade for retailers to increase more attention on the consumer psychology. The present economy of the world is shifting towards circular economy, subscription economy and sharing economy. These are the major factors which are affecting on growth of e-commerce. Holistic supply chain management through small retailer can generate need of the customer and it can easily provide satisfaction to customer.

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Impact of Digital Marketing on Business

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Abstract:

Today, our society is driven by digital technology This report will discuss the main objective of online marketing and the technology of digital media marketing and its impact on business.. The impact is such that there are places in the world where the residents may not have clean water, but they own smartphones. Another incredible influence on people's lives, nowadays, is digital marketing. It affects people's interactions, work, purchases, and habits.

Digital marketing is a continuous process with periodic updates. The success of every digital marketing strategy lies in coping with such changes while striking the right chord amongst the target audience. Obtaining results thus depends on the shifting attitude of your customer base, the influence of your strategy and how well it is being responded to.

Digital Marketing is the most powerful way to increase the traffic approach to your business. In the corporate world, it's the most widely used marketing aid that tends to leave the traditional modes of marketing. It is true that the traditional methods allow us to reach a limited audience and the digital marketing enables the worldwide marketing because there are several cities where the population doesn't have modern facilities available, but own smartphones. So, the companies are getting aware to utilize the digital galaxy to expand their brand approach.

Keywords: Digital marketing, impact of digital marketing on business.

Objective of The Study

- To understand concept of digital marketing.
- To study the impact of digital marketing on business.

Research Methodology

The research is exploratory in nature the data has been collected through secondary data which include various website, and articles so on.

Introduction

India is one of the fastest growing economies where numerous entrepreneurs and customers use the internet for business transactions on a daily basis. Reports indicate that about 86 percent of marketers have adapted

websites and email marketing to accommodate the broader Smartphone customers. For example, KFC is one of the leading brands using digital media in India. The business had in the past launched a social media campaign like Design Your Own Bucket. Over 5500 participants participated in this online

Strategy by creating their personalized creative KFC buckets. Radio KFC RJ Hunt is also another marketing tool where the people are allowed to record their analog radio experience through KFC in-house radio over the internet which has increased the brand's



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National Education Policy 2020 – Challenges and Opportunities on the Educational System

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Abstract:

The National Policy on Education, 1986 and the Programme of Action, 1992 imaged free and mandatory education of satisfactory quality to all children below 14 times. While the act has assured education to all, the prevailing challenges of the education system remained thereby hindering the growth of Indian education system to the global position. The recent education policy by the Government of India is the first in 34 times replacing the National Policy of Education of 1986. The new policy introduced numerous reforms in the Indian education system beginning with reformation at central position and renaming the Ministry of Human Resource and Development to Ministry of Education.

The NEP proposes modification and redefining of education structure, including its regulation and governance, to produce a new system aligning with the aspirational pretensions of 21st century education. The NEP proposes broad changes including opening up of Indian advanced education to foreign universities, dismantling of the Universities subventions Commission and the All India Council for Technical Education. The policy, while fastening on colorful angles of education, also tries to bridge the gap between education and technology. One of the crucial highlights of NEP 2020 is the decision to make mother tongue or indigenous language as the medium of instruction up to Class 5. Further, the policy emphasizes the need for constructive assessments and encouraging peer review system of assessment by creating National Assessment Centre and developing a system similar to Performance Assessment Review and Analysis of Knowledge for Holistic Development for covering the achievement of learning issues and guide the boards of education to make learning further contemporary and suited to unborn requirements.

The biggest highlights of the NEP 2020 are that there would be single regulation for advanced education institutions with setting up of Advanced Education Commission of India that will ultimately replace the being nonsupervisory bodies like the UGC or AICTE. The long-term plan of the policy is to do down with the current system of sodalities combined to universities and multitudinous bitxy sodalities that are pedagogically unviable and financially expensive would be intermingled with larger HEIs. The NEP 2020 aims to address colorful gaps being in the education system of India and through this policy, India is anticipated to achieve sustainable development thing of 2030 by icing inclusive and indifferent quality education.

Keywords: Advanced Education, National Education Policy 2020, NEP- 2020, Overview and Analysis, Challenges, openings for NEP 2020

Background :

NEP 2020 replaces the National Education Policy of 1986. In January 2015, a commission under former Cabinet Secretary T.S.R. Subramanian initiated a process to handy the



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Certificate

This is to Certify that, Shri/Smt **MRS. PROF. S.G. GUNJAL**
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He/She contributed research paper (s) entitled **NEP 2020 : Challenges & Opportunity on the Educational System.**


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Certificate of Paper Presentation

Mrs. Prof. Gunjal S.G

"Emerging Issues, Opportunities And Challenges Of Start Up In Organic Agricultural Sector In India"

For actively presenting/Contributing research paper in the AICTE Sponsored Two-days International E-conference on "Emerging Issues ,Opportunities and Challenges in Startups" Organised by Amrutvahini Institute of MBA, Sangamner on 21st & 22nd October, 2020 in Research Journey-Peer Reviewed Multidisciplinary International Journal ISSN-2348-7143 Impact Factor-6.625.

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Strengthening Business Competencies for Sustainable Development



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Polyhouse Farming: Sustainable Agriculture Development in India

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Abstract: -

the objective of this research is to review the Challenges of Sustainable Agriculture in India. The role of agricultural sector in Indian economy is seen through its contribution to Gross Domestic Product and employment. This sector also contributes significantly to sustainable economic development of the country. The sustainable agriculture development of any country depends upon the judicious mixture of their available natural resources. In spite of fast growth in various sectors, agriculture remains the backbone of the Indian economy. This paper attempts to tackle and explore the problem of sustainable development in agriculture in India. Further, it aims to compare the sustainable agriculture system with the standard system and therefore the current system in practice, across the size of ecological, economic, and social sustainability. It tries to present longterm solutions to resolve the issues plaguing the system so sustainable practices is promoted and practiced. The findings of the study reveal the innovative strategies & achieving the expansion.

Keyword: Sustainable growth, Resources, Development, Polyhouse, economy.

1. Introduction

The role of agricultural sector in Indian economy will be seen through its contribution to GDP (Gross domestic Product) and employment. This sector also contributes significantly to sustainable economic development of the country. The sustainable agriculture development of any country depends upon the judicious mixture of their available natural resources. In fact agriculture determine the fate of a rustic like India where about two-thirds of the population still lives in rural India with agriculture as its livelihood, in spite of the increasing urbanization that has been happening since many decades. Therefore if agriculture goes wrong, it'll be really bad for the economy because the falling of agricultural growth not only affects employment but GDP too (thus increasing poverty). The larger objective for the advance of agriculture sector will be realized through ascent of agriculture, which depends upon increasing the world of cultivation, cropping intensity, and productivity. But for a country like India, increasing productivity is more important than the remainder of the two. This can be just because of skyrocketing urbanization, industrialization and therefore the limited land size of the country the productivity may be increased by two ways. First, increasing output by efficient utilization of obtainable resources. Second, increasing output by variation of input. The First method is best with regard to productivity and sustainability. But because of increasing population, this method cannot provide a permanent solution. Thus, we are able to opt for the second method, which can potentially cause environmental degradation within the economy and affect its sustainability. Therefore there's must tackle the problems associated with sustainable agriculture development.

Polyhouse farming is an alternative new technique in agriculture gaining foothold in rural India. It reduces dependency on rainfall and makes the optimum use of land and water resources.



Polyhouses are structures utilized as microclimate environment to make the plants grow well in unfavorable climate. They are extremely useful when plants, in particular period of the year, cannot be grown in open country or in areas where the climate never guarantees a good quality crop. Polyhouse cultivation as well as other modes of controlled environment cultivation has been evolved to create favorable micro-climates, which favors the crop production could be possible all through the year or part of the year as required.

2. Objectives

1. To check the problems and challenges with status of the agricultural sector and trends.
2. To spot the impact of economic reform on Indian agriculture and key factors those encourage the expansion of agriculture sector.
3. To spot areas of intervention that would achieve sustainable agricultural growth.
4. To search out the longer term prospects and solution for India.

3. Sustainable Agriculture Development

The issues of sustainable development are often discussed under three broad forms of farming systems viz. traditional production system, modern agriculture system and sustainable agriculture system. Further, we are able to compare them across three dimensions, ecological, economic, and social sustainability.

3.1. Ecological Sustainability

Most of the normal and standard farm practices aren't ecologically sustainable. They misuse natural resources, reducing soil fertility causing wearing away and contributing to global climatic change. But sustainable agriculture has some major advantages over traditional practices:

3.1.1. Soil Fertility

Continuous fall in soil fertility is one among the most important problems in many parts of India. Sustainable agriculture improves fertility and soil structure.

3.1.2. Water

Irrigation is that the biggest consumer of water, and fertilizer and pesticides contaminate both surface and spring water. Sustainable agriculture increase the organic matter content of the top soil, thus raising its ability to retain and store water that falls as rain.

3.1.3. Biodiversity

Sustainable agriculture practices involve mixed cropping, thus increasing the range of crops produced and raising the diversity of insects and other animals and plants in and around the fields.

3.1.4. Health & Pollution

Chemicals, pesticides, and fertilizers badly affect the local ecology moreover because the population. Indiscriminate use of pesticides, improper storage etc. may result in health problems. Sustainable agriculture reduces the utilization of hazardous chemical and control pests.

3.1.5. Land use Pattern

Over-exploitation of land causes erosion, landslides, and flooding clogs irrigation channels and reduces the arability of the land. Sustainable agriculture avoids these problems by improving productivity, conserving the soil etc.



3.1.6. Climate

Conventional agriculture contributes to the assembly of greenhouse gases in various ways like reducing the number of carbon stored within the soil and in vegetation, through the production of Methane in irrigated field and production of artificial fertilizers etc. By adopting sustainable agriculture system, one can easily overcome this problem.

3.2. Economic Sustainability

For agriculture to be sustainable, it should be economically viable over the future. Conventional agriculture involves more economic risk than sustainable agriculture within the long term. Sometimes governments are inclined to look at export oriented production systems as more important than supply domestic demands. This can be not right. That specialize in exports alone involves hidden costs: in transport, in assuring local food security, etc. Policies should treat domestic demand and in particular food security as equally important to the visible trade balance.

It is a well-liked misconception that specific commodities promise high economic returns. But market production implies certain risks as markets are fickle and alter quickly. Cheap foreign food may sweep into the national market, leaving Indian farmers without a market. As a World Trade Organization signatory, the Indian government is under pressure to deregulate and open its economy to the globe market so it cannot protect its farmers behind tariff walls. The main source of employment for rural people is farming. Trends towards specialization and mechanization may increase narrowly measured "efficiency," but they reduce employment on the land. The welfare costs of unemployment must be taken into consideration when designing national agricultural support programs. Sustainable agriculture, with its emphasis on small-scale, labor-intensive activities, helps overcome these problems.

3.3. Social Sustainability

Social sustainability in farming techniques is said to the ideas of social acceptability and justice. Development cannot be sustainable unless it reduces poverty. the govt. must find ways to enable the agricultural poor to profit from agriculture development. Social injustice is where some section of the society is neglected from development opportunities. But having robust system of social sustainability can bridge the gap between "haves" and „have-nots". Many new technologies fail to become applicable in agriculture sector due to lack of acceptability by the local society. Sustainable agriculture practices are useful because it's supported local social customs, traditions, etc. thanks to being familiar, the local people are more likely to simply accept and adopt them. Moreover, sustainable agriculture practices are supported traditional know-how and native innovation. Local people have the knowledge about their environment crops and livestock. Traditional agriculture is more gender oriented, where woman bear the heaviest burden in terms of labor. Sustainable agriculture ensures that the burden and benefits are shared equitably between man and woman. While conventional farming focuses on some commodities, sustainable agriculture improves food security by improving quality and nutritional value of food, and by producing bigger range of products throughout the years. Traditional farming was also driven by the caste and wealth oriented people. The rich and better castes benefitted more, while the poor and lower castes are left out. Sustainable agriculture attempts to confirm equal participation, which recognizes the voice and speech of each people.



4. Indian Agriculture Sector

Agriculture is one among the foremost preeminent sectors of the Indian economy, it's the source of livelihood for pretty much two third of the rural population workforce within the country residing in rural areas. Indian agriculture provides employment to 65% of the labor force, accounts for about 27% of GDP, contributes 21% of total exports and staple to many industries. The livestock sector contributes an estimated 8.4% to the country GDP and 35.85% of the agriculture output. An India about 75% people live in rural areas and are still dependent on agriculture, about 43% of India's geographical area is employed for agriculture activities. The estimated cereal production is about 211.17 metric tons within the country. The total geographic region comes under the agriculture are 329 MH out of which 265MH represent varying degree of potential production, the online sown area is 143 MH out of which 56MH are net irrigated area within the country. India may be a vast country with kind of landforms, climate, geology, physiography, and vegetation. India is endowed with regional diversities for its uneven economic and agriculture development due to

1. Agro-Climate Environment.
2. Agro-Ecological Regions.
3. Agro-Edaphic regions.
4. Resource Development.
5. Human Resource Development.
6. Level of Investment.
7. Technological Development.

5. Agricultural Production In India

Indian Agriculture production in most a part of the country is close associated with the optimum use of accessible natural and human resources of the country. Therefore, riding on the rear of agro climatic condition and rich resource base, India today has become the world's largest producer of diverse commodities. The country may be a leading producer of coconuts, mangoes, milk, bananas, dairy products, ginger, turmeric, cashew nut, pulses and black pepper. it's also the second largest producer of rice, wheat, sugar, cotton, fruit and vegetables. Indian agriculture production is closely associated with sufficient and wise water management practices. Most of the agriculture practices in India confined to some monsoon months. During the monsoon season, India is sometimes endowed with generous rainfall; although not infrequently, this bountiful monsoon turns into terror, causing uncontrollable floods in several parts of the country and ultimately affecting agriculture production.

6. Mile Stones In Indian Agriculture

Policy makers and planners, concerned about national independence, security and political stability realized that self sufficiency in food production was an absolute pre requisite for sustainable agriculture development. The policies considered to be a mile stone in agriculture development of the country are:

1. Green revolution (1968): This revolution includes packages of programs like, Intensive Agriculture District Program (IADP), which eventually led to the Green Revolution. The commercial bank for Agriculture Development (NABARD) was founded. The stress was on high yielding varieties together with other modern inputs like chemicals, fertilizers, pesticides,



and mechanization and on how productivity may be raised in agriculture sector without having substantial influences on increasing area under cultivation.

2. Ever revolution (1996): Father of India's Green revolution, Prof. M.S. Swaminathan claims to be pro woman, pro-nature, and pro-poor. The conservation of Biodiversity, maintaining soil fertility, increasing the climate resistance of food crops combined with better and more education and technological innovation are the key to the ever revolution. The most aim of this revolution is to provide more using less land, less water and less fertilizer. The recent visit people President in New Delhi in March 2010, announced a brand new partnership with India in an agriculture sector for an evergreen revolution to achieve global food security.

3. White and Yellow Revolution: The revolution generated a mood of self-confidence in our agriculture capability, which led to the following phase characterized by the Technology Mission. Under this approach, the focus was on conservation, consumption, and commerce. An end-to-end approach was introduced involving attention to all links within the production-consumption chain, owing to which progress was steady and sometimes striking as in the case of milk and egg production.

4. Blue Revolution (Water, Fish): it's been led to in part by a trend towards healthier eating which has increased the consumption of Fish. Additionally the supply of untamed fish is declining. This revolution could give landless laborers and girls an excellent opportunity for employment which empowered them.

5. Bio-Technology Revolution: India is well positioned to emerge as a big player within the Global Biotech Arena. Agriculture biotech in India has immense growth opportunity and therefore the country could become the forerunner in the transgenic production rise and several other other genetically engineered vegetables by 2010. In agro-biotech sector India has been growing at a blinding rate of 30% since the last five years. The food processing sectors which is taken into account to be prime drivers of India economy is currently growing at 13.5%.

7. Impact Of Economic Reform On Indian Agriculture

The Indian agriculture sector has been undergoing economic reform since 1990s during a move to liberalize the economy to benefit from globalization. India, which is one among the biggest agriculture, based economies, remained closed until the first 1990s. In 1991, the new economic policies stressed both external sector reforms within the rate of exchange, trade and foreign investment policies and internal reform in areas like industrial policies, price and distribution controls, and fiscal restructuring within the financial and public sector.

India's economic reforms were initiated in June 1991, but it was observed that the expected increase in exports because of liberalization didn't occur. Additionally, the agriculture sector's output growth decreased during 1992-1993 to 1998-1999. The rationale behind this was the decline within the environmental quality of land, which reduced the marginal productivity of the fashionable inputs. Agriculture sector is that the mainstay of the Indian economy around which

privileges and deprivation revolve, and any change in its structure is probably going to own a corresponding impact on the existing pattern of social equality. No strategy of economic reform can succeed without sustained and broad based agriculture development, which is critical for raising living standards, alleviating poverty, assuring food security, making substantial socio-economic



contribution to the national economic process. Since agriculture continues to be a fragile sector, this economic liberalization, and reform policy includes a far reaching effect on

1. Agricultural exports and imports
2. Investment in new technologies
3. Pattern of agricultural growth
4. Agricultural income and employment
5. Agricultural price
6. Food security

Reduction in depository financial institution credit to agriculture, in line of this reforms process and proposals of Khurro Committee and Narasimham Committee resulted in fall in farm investment and impaired growth. Liberalization of agriculture and open market operation enhance competition in "resource use" and "marketing of agriculture production", which forces the little and marginal farmers to resort to "distress sale" and seek off farm employment for supplementing income.

8. Issues & Challenges

The central issue in agricultural development is that the necessity to improve productivity, generate employment, and supplies a source of income to the poor segments of population. Studies by FAO have shown that tiny farms in developing countries contribute around 30-35% to the overall agricultural output. The pace of adoption of contemporary technology in India is slow and the farming practices are too haphazard and unscientific. Some of the essential issues for development of Indian agriculture sector are revitalization of cooperative institutions, improve rural credit, research, and human resource Development, trade and export promotion, land reforms and education.

9. Future Prospects And Solution For India

Agriculture sector is a very important contributor to the Indian economy around which socio-economic privileges and deprivations revolve and any change in its structure is probably going to have a corresponding impact on the prevailing pattern of social equity. Sustainable agricultural production depends upon the efficient use of soil, water, livestock, plant genetics, forest climate, rainfall, and topology. Indian agriculture faces resource constraints, infrastructural constraints, institutional constraints, technological constraints and policy induced limitations. Sustainable development is that the management and conservation of the resource base and therefore the orientation of technological and institutional change in such a way on ensure the attainment and continued satisfaction of human needs for the current and future generations. Such sustainable development (in the agriculture, forestry and fisheries sector) conserves land, water, plant and animal genetic resources, is environmentally not degrading, technically appropriate, economically viable and socially acceptable. Therefore, to realize sustainable agriculture development the optimum use of natural resources, human resources, capital resources and technical resources are required. In India, the crop yield is heavily passionate about rain, which is the main reason for the declining rate of growth of agriculture sector. These uncertainties hit the little farmers and laborer worst, which are usually leading a hand to mouth life. Therefore, something must be done to support farmers and sufficient amount of water and electricity must be supplied to them as they feel insecure and still die of drought, flood, and fire. India is that the second largest country of the planet in terms of population; it should know



it could be a great resource for the country. India contains a huge number of idle people. There is a have to find ways to explore their talent and make the numbers contribute towards the expansion. Especially in agriculture, passive unemployment is noticed. The sustainable development in India may also be achieved by full utilization of human resources. A large part of poor population of the country is engaged in agriculture, unless we increase their living standard, overall growth of this country is not possible. If we keep ignoring the poor, this disparity will keep on increasing between classes. Debt traps in country are forcing farmers to commit suicides. People are migrating towards city with the hope of higher livelihood but it's also increasing the slum population in cities. Therefore, rural population must lean employment in their areas and a chance to prosper. India has been carrying the tag of "developing" country for quite long now; for creating the move towards "developed" countries, we must shed this huge dependence on agriculture sector.

10. Conclusion :

Polyhouses are constructed with a point kept in mind to improve the financial status of a person and cultivate multiple crops under same conditions and in same space. Production of off season crops means more money. It can be constructed in less rates if the farmer is not able to bear the cost. Government subsidies prove a great help to the farmers. As the crop can be harvested after one and half month after plantation, it can be sold in the market at high price. The agricultural technology must move from production oriented to profit oriented sustainable farming. The condition for development of sustainable agriculture has become more and more favorable. New opportunities are opening the eyes of farmers, development workers, researchers, and policy makers like agro related businesses, farming, poultry farming, fish farming and fisheries. Now the time is to determine the potential and importance of those practices not just for their economic interest but also because the basis for further intensification and ecological sustainability. To conclude, a small-farm management to boost productivity, profitability and sustainability of the farming system will go an extended thanks to ensure all round sustainability. Greenhouse technology should be brings new technology in farming. So growers should be properly introduced this technology.

New techniques and new methods of farming emerged in modern agriculture, so productivity should be increased rapidly.

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Impact of Digital Marketing on Business in Current Scenario

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Abstract:

Digital marketing is that the avenue of transmission which is employed by the marketers to endorse the products and also the services towards the marketplace. The supreme purpose of the digital marketing thinks about with consumers and allows the purchasers to mix with the merchandise by virtue of digital media. This editorial concentrates on the magnitude of digital promotion for both customers and marketers. We scrutinize the results of digital marketing on the bottom of firm's sales. 100 respondent's opinion is collected to induce the clear picture About this study

Keywords:

Digital Marketing, Promotion, Consistent, Internet

Introduction:

Digital marketing is commonly spoken as 'online marketing' Internet Marketing or web marketing'. The term digital marketing has grown in popularity over time, particularly in certain countries. In the USA online marketing remains prevalent, in Italy is referred as web marketing but in the UK and worldwide, digital marketing has become the most common term, especially after the year 2013. Did you know that an estimated 500 million people in India are agile internet users and an average of 281 million people access the internet on a daily basis? These statistics portray the influence of digital media tools like Facebook, Twitter, and blogs among others in the country. The prevalence of digital platforms has prompted businesses and politicians to utilize these tools in creating awareness and promoting Their brands and Ideas Respectively.

Digital Marketing is an Umbrella term for the marketing of product or services using digital technologies mainly on the web but also including mobile phones. Display advertising and any other digital medium. The way in which digital marketing has developed since the 1990s and 2000s has changed the way brands and businesses utilize technology and digital marketing for their marketing. Digital marketing campaigns are becoming more prevalent as well as efficient, as digital platforms are increasingly incorporated into marketing plans and everyday life, and as People use digital device rather than progressing to physical shops.

Objectives:

1. The main purpose of this paper is to recognize the usefulness of digital marketing in the competitive market.
2. The study of Digital Marketing on Consumer Purchase.



Review of Literature:

The following are the important review related to this study:

1. Dr. Amit Singh Rathore et.al (2017) the researcher states that massive Indian market is changing fast. Internet access is mainstreaming among professional and also the use of mobile is intensifying. He says consumers are looking and searching more on internet to go looking out the best deal from the seller around India. Digital Marketing like program optimization (SEO), program Marketing (SEM), Content Marketing, Influencer Marketing, Content Automation, Ecommerce Marketing, Campaign Marketing and Social media marketing. Social media optimization, E-mail marketing, Display Advertising, E-books, Optical Disks and Games have become more and customary in our advancing technology. Digital marketing is reduces cost and it will impact on to increase the revenue of business
2. Sathish and A. Rajamohan (2012). In their study Consumer behaviour and buying behaviour marketing, a general approach of consumer is taken. A consumer's buying behaviour is seen because the sum of his interactions together with his environment. Buying behaviour studies are a component of the broader behavioural concept called psychographics." Harold W. Berkman and Christopher Gilson define buying behaviour as "unified" patterns of behaviour that both determine and are determined by consumption. The term "unified patterns of behaviour" refers to behavior in its broadest sense. Attitude formation and such internal subjective activities might not be observable, but they're behaviour nonetheless. Buying behaviour is an integrated system of a person's attitudes, values, interests, opinions and his over behaviour. It's found during this study that "Consumer behaviour remains a young discipline and most of the research now available has been generalised only during the past fifteen years just about. Innovations just like the buying behaviour concept and AIO research represent ways to maneuver the study of consumers faraway from isolated, often unrelated projects towards broader integrated systems and research techniques.
3. Priyanka Mehra (2009) in her article mentions that youth have always been a major target for marketers. More so in India now, as two-thirds of the population is below 35 years older. in step with MindShare Insights, the research divisions of a media buying agency MindShare, 65%, or over 700 million Indians, are younger than 35 years. This segment has an influence on consumer spending far in far more than its numerical strength. Nine million people within the cohort of 12-25 years from the highest 35 cities (one million plus population) in India are those setting the trends and raising the aspiration value for one-billion-plus Indians, reports Mind Share Insights.
4. Abu Bashir et.al (2002) the research status that social media had become really important gradient in today's marketing mix generally and in promotion mix especially. The paper carries out research to grasp the effectiveness of social media as a marketing tool and as effort has been made to research the extent social media helps consumers in buying deciding.

Research Methodology:

Primary Data: The research is completed through observation and collection of data through questionnaires.

Secondary Data: Secondary data is collected from journals, books and magazines to develop the speculation.



Sample Size: The sample size is ready as 100 respondent's opinion from the purchasers who Presently purchase product with a help of digital marketing

Various Elements of Digital Marketing

1. **Search Engine Optimisation (SEO)**-SEO is one in every of the primary and still strongest styles of digital marketing you'll bump into. 94% of all the clicks in search results head to organic listings – not PPC. The methods have changed over the years: but the aim remains generally identical. Get you to a higher place within the list when your Customers do Google searches.
2. **Pay Per Click Advertising (PPC)** - When people visit pay per click advertising, they're likely talking about the sponsored links you frequently see in Google searches however they will even be pertaining to advertising in other search engines too, like Yahoo and Bing. It's one in every of the sole styles of digital marketing that's completely short period – after you stop paying, the advertise ceases to exist.
3. **Web banner advertising**- Web banners or banner ads typically are graphical ads displayed within an internet page. Many banner ads are delivered by a central ad server. Banner ads are going to be use rich media to include video, audio, animations, buttons, forms, or other interactive different languages of computer
4. **Pop-ups/pop-under**- A pop-up ad is displayed in an exceedingly new applications programme window that opens above an internet site visitor's initial browser window. A pop-under ad opens a brand new browser window under an internet site visitor's initial Browser Window.
5. **Program Marketing (PM)** - program Marketing, or SEM, is intended to extend a website's visibility in program results pages (SERPs). Search engines provide sponsored results and organic (non-sponsored) results supported an internet searcher's query. Search engines often employ visual cues to differentiate sponsored results from organic results. Program marketing includes all of an advertiser's Actions to create a websites. Listing more prominent for topical keywords.
6. **Sponsored search**- Sponsored search (also called sponsored links, search ads, or paid search) allows advertisers to be included within the sponsored results of a pursuit for selected keywords. Search ads are often sold via real-time auctions, where advertisers bid on keywords. Additionally to setting a maximum price per keyword, bids may include time, language, geographical, and other constraints. Search engines originally sold listings so as of highest bids. Modern search engines rank 87 sponsored listings supported a mix of terms, expected click-through rate, keyword relevancy and Site quality.
7. **Social media marketing**- Social media marketing is commercial promotion conducted through social media websites. Many companies promote their products by posting frequent updates and providing special offers through their social media profiles.
8. **Mobile Advertising**- Mobile advertising is ad copy delivered through wireless mobile devices like smart phones, feature phones, or tablet computers. Mobile advertising may take the shape of static or rich media display ads, SMS (Short Message Service) or MMS (Multimedia Messaging Service) ads, mobile search ads,



advertising within mobile websites, or ads within mobile applications or games (such as interstitial ads, "advergaming," or application sponsorship). Industry groups like the Mobile Marketing Association have attempted to standardize mobile ad unit specifications, almost like the IABs efforts for the general online advertising.

9. **Affiliate Marketing-** Affiliate marketing (sometimes called lead generation) occurs when advertisers organize third parties to come up with potential customers for them. Third-party affiliates receive payment supported sales generated through their promotion.
10. **Online classified advertising-** Online classified advertising is advertising posted online during a categorical listing of specific products or services. Examples include online job boards, online land listings, automotive listings, online telephone book, and online auction-based listings. Craigslist and eBay are two or relevant on personal computers.
11. **Email Advertising-** Email advertising is ad copy comprising a complete email or a little of an email message. Email marketing is also unsolicited, within which case the sender may give the recipient an choice to opt-out of future emails, or it's going to be sent with the recipient's prior consent (opt-in)

Habitual Marketing vs. Digital marketing:

Table. I. Comparison between Habitual Marketing and Digital Marketing

Habitual Marketing	Digital Marketing
Habitual marketing contains various medium like telephone, put on air, print and direct mail	Digital marketing contain email marketing, social media, online advertising, pay per click, affiliate marketing, text messaging and search engine optimization
There will be no communication with the viewers	There will be communication with the viewer
Outcomes can be measured easily	Outcomes are to a great extent
Advertising campaigns are designed over a long period of time	Advertising campaigns are designed for a short period of time
Process of traditional marketing is time-consuming and expensive	Active way to promote products or services and inexpensive
Success of traditional marketing tactics is eminent if the firm can reach enormous local audience	Success of digital marketing tactics is eminent if the firm can reach a specific number of local audiences
One promotion campaign prevails for a lengthy time	Ease to change the campaigns and innovations can be done to the campaign
Inadequate reach the customer due to insufficient number of customer technology	As it uses various customers' technology digital marketing reaches to the wide range of customers
Round exposure 24/7 year is not possible	Round exposure 24/7 year is possible
Viral exposure is not available	Ability to go viral
Conversation is on way	Conversation is two way
Customers get responses only during working hours	Customers get responses and feedback anytime



The Role of Digital Marketing for Business

1. Digital Marketing Gives Fair Opportunities to all or any styles of Businesses –Digital Marketing gives sporting chance to all or any styles of businesses that like better to go together with online branding and advertising. It's not anymore just like the days of yore situation when only the multinationals and top business houses, for the foremost part, grasped Digital Marketing. Presently, the role of digital marketing in SME is equally important and effective for tiny and new business because it is for the well-established businesses. Small and medium scale organizations or new businesses now have the benefits to perform online advertising and lead generations. While pondering the role of Digital Media Marketing, the foremost detectable advantage is its capacity to attach with different clients without utilizing call centers. The lead generations and conversions associated with Digital Marketing is relatively way better than different other methods of promoting and advertising.

2. Digital Marketing is more cost effective than other ways of Promotions –Independent ventures with none advantages and capitalization locate a predominant and monetarily wise advertising channel in digital advertising. Around 40% of the respondents of Gartner's Digital Marketing Spend Report claim that they're making considerable saving via the digital methods of promoting and advertising. The report additionally proposes that 28% of organizations examined will move marketing spending allotments from conventional advertising channels and place them into digital promoting channels. HubSpot attests this as showed up within the diagram underneath that guarantees how digital advertisers improve Cost-Per-Lead (CPL) compared to other ways of promoting.

3. Role of Digital Marketing in Trust Building -The significance of Digital Marketing lies in its ability to draw in and have interaction the audiences, who are quite likely to urge some answers concerning your image and should be sufficiently fascinated to get what you convey to the table. Offering what you ensured will empower you to develop a robust relationship with them, which eventually influences them to advance into paying customers who will retreat and interface along with your site some more during a more loyal manner. This may be useful for your image building, because the satisfied customers will, little doubt illuminate different people concerning their inclusion in your brand and enhance your online branding. Your presence will develop into an internet sensation; moreover will open new odds of guaranteeing more remote market reach and better business advancement.

4. Role of Digital Marketing in guaranteeing better revenues. -Alongside better conversions processed via effective digital advertising methodologies, the role of digital marketing is kind of significant in ensuring better revenues. It passes on great beneficial points of interest for you and your business acknowledges better and better returns on investments. With easy targeting, effective lead generations, powerful conversion, and notable revenue generation, small and medium organizations using digital marketing systems will have 3.3 times better chances of enhancing their business. Digital Marketing opens the approaches to higher, greater and powerful targeting altogether the business sectors.



Table 2: Profile of the Online Buyers

	Category	Number of Respondents	Percentage of Respondents
Gender	Male	70	70%
	Female	30	30%
	Total	100	100%
Age	Below 18 Years	17	17%
	19-30 Years	25	25%
	31-45 Years	33	33%
	Above 45 years	25	25%
	Total	100	100%
Profession	House Wife	11	11%
	Employee	50	50%
	Business	23	23%
	Students	8	8%
	Any Other	8	8%
	Total	100	100%
Monthly Family Income (in Rs.)	Below 10000	21	21%
	10001-20000	49	49%
	20001-30000	25	25%
	Above 40000	5	5%
	Total	100	100%

Table 3: Awareness of Online Shoppers

Particulars	Number of Respondents	Percentage of Respondents
Having Knowledge about Online shopping	100	100%
Not Having Knowledge about online Shopping	--	--
Total	100	100%

Table 4: Availability of Online information about Product

Particulars	No. Of Respondents	Percentage of Respondents
Excellent	54	54%
Good	38	38%
Average	7	7%
Poor	1	1%
Total	100	100%



Table 5: Reasons for Choosing Online Shopping

Particulars	No. of Respondents	Percentage of Respondents
Wide Variety of Products	23	23%
Easy Buying Procedures	38	38%
Lower Prices	19	19%
Various modes of Payments	14	14%
Others	6	6%
Total	100	100%

Table 6: Frequency of online purchasing

Particulars	No. of Respondents	Percentage of Respondents
Purchase once Annually	12	12 %
2-5 Purchase annually	46	46 %
6-10 Purchases Annually	26	26 %
11 Purchases and above annually	16	16 %
Total	100	100 %

Findings:

- Digital marketing have a greater future within this market
- Consumers are satisfied through purchasing digital marketing.
- People find it safe mode of online purchase.
- Ratio of male customers is extremely high in online shopping that's 70%.
- Awareness about online shopping is 100% among the respondents.
- Income of respondents mainly falls within the range of Rs. 10,001 to Rs. 20,000 that's 49%.
- Employees of various companies are purchasing over others through online shopping that's 50%.
- Most numbers of respondents that's 38% feels that online shopping have simple buying procedures; others feel that they're going to have a broad sort of products, products with cheaper price, a variety mode of payments etc.
- 54% of respondents feel that availability of online information about Product & Services is outstanding.
- 46% of the respondents purchase the products 2 to 5 times.

Suggestions:

- Improve technical advances in promotion of digital marketing.
- Collect and implement the feedback provided by the customer within the proper way.
- Provide a transparent and good service to the customer before and after purchase.
- Creating awareness among the people about digital marketing.
- Complete description has got to be compelled to supply about the merchandise to the online shoppers.

Conclusion:

Digital market has find yourself to be the part of approach of the many companies. At current time, still for small business proprietor at hand have an especially inexpensive and competent method by using digital marketing to plug their products or services within the



society. It's no restrictions. Company can utilize any devices like tablets, smart phones, TV, laptops, media, social media, e-mail and lot other to support company and its products and services. Digital marketing may achieve something more if it consumer desires as a peak priority.

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Digital Marketing :The New 'Trend in Success of Newly Startup's

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Abstract:-

The new generation consumers in the worlds are shifting from traditional to Modern ways of purchasing products to consume in daily routine. Consumers are consuming more and more digital products by examining them on digital content before Purchasing. The Entrepreneurs till now has focused much on this digital content. Day by day the awareness of digitalization is increasing at the rapid space. Smart entrepreneurs keep on top of the scale of change and ensure their marketing strategies and their touch point mirrors where the consumer is spending their time on digital content. This paper will focus on Digital Marketing and its role in success of Entrepreneurship with recent trends in the digital context.

Keywords: Digital Marketing, consumer behavior, Consumer Psychology, Internet, Online purchasing, online advertising, Entrepreneurs, Entrepreneurship.

Introduction :

Digital marketing is an umbrella term for the positioned, targeted, measurable, and interactive marketing and achievable marketing targets of products or services using digital technologies to reach & convince into customers. The most important objective of Digital Marketing is to promote the brand image of company so that the customers come to know the products of the company. Digital Marketing is the buzzword today used every where while doing business and purchasing products from the customer's point of view. Digital Marketing is the use of digital channels to promote or market products and services to consumers and businesses. The success and Failure of every business activities depends upon the flow of products and services from manufacturer to Market to Consumers. In today's Competitive environment the Product Life Cycles has been Shorten due heavy load of Competition. Competition has increased because customers on the finger tip can evaluate different products on Mobile troughs digital marketing. In Present era, Manufacturers are using digital marketing as tools to attract more & more untapped customers' in urban area and rural area both. The term 'digital marketing' was first coined and used in the era of late 90's In the 2000s and the 2010s, digital marketing became more sophisticated as an effective way to create a relationship with the consumer that has depth and relevance. Digital Marketing is making use of various internet platforms and tools of digital technologies to promote company business.

There are many tools and software's by which digital marketing is done. It is very important for company as a brand to understand what will and will not work in regards to their digital marketing efforts. The promoted brand or the product directly goes to the end user's mobile or website .Digital marketing is often referred to as 'online marketing', 'internet





marketing' or 'web marketing'. In simple terms, digital marketing is the promotion of products and services, brands via one or more forms of electronic medium. Our Honorable Prime Minister Mr. Narendra Modi focused more & more on digitalization process in our country so that the using of the latest technology people of India enhance their living standards and cope with the global era.

Digital India has been also started with the aim to make the India totally digital. Various companies should focus on the digital marketing for the marketing of their products and services. Digitalization not only focuses on the promotion of products but it has seen a tremendous boom in the digital money transaction with the help of UPI. Entrepreneurs get the collection of money directly in their bank account.

Marketing is being redefined and businesses are no more targeting customers through billboard ads. Adding to this the number of Startups today is very high than it used to be because today the government has removed entry barriers by providing schemes. Also, there is no brick and mortar infrastructure for most of the online businesses and hence you don't need to invest in plant and machinery to start a business. Today there are a number of online businesses which are running successfully because of digitalization. So the career in digital marketing is both entrepreneurial and rewarding.

Today if you are running business you should think of digital marketing. You should think and act independently how I can make my products and services available to customers in less time. When an entrepreneur works with digitalization his cost cutting, ROI, innovation, and budget constraints. Entrepreneur has to make sure that customer's has online visibility through the popular channels. One thing an entrepreneur should keep in focus while running his business is the internet has radically transformed how we build and promote businesses. We have access to far more resources and far more potential than ever before. Digital marketing channels are fruitful. It's not enough to just know the customers, company must know them better, understand them, know their consumers decision making power and ability than others else so company can communicate with them where, when and how they are most receptive. Company message. Company need a consolidated view of customer preferences and expand across all channels – Web, social media, mobile, direct mail, point of sale (PoS). Entrepreneur can use this information to create and anticipate consistent, coordinated customer experience that will move customers along in the buying cycle. Digital Marketing helps Entrepreneur in Brand awareness of Product.

Literature Review

The digital transformation has impacted customers & Business alike. Over the past decades the technology has changed drastically and also the price has come down. The internet which was only used as source of information today it is been used as platform to meet friends online. More than physical discussion the digital discussions has increased. In addition, the Web has several important marketing aspects that enable companies to be more effective, performance, 24 hours online presence, multimedia compatible, Global availability, internet micro-marketing compatible, integration ready. (Rowley, 2004, p. 26)

Communication across boundaries now only takes few seconds. Consumers are now experiencing the your brands through sites, Apps, Mobiles (Negatively or Positively) and their response is immediate. Nutella is a perfect example; when many passionate consumers



creating online communities the brand of company was intervened using the company name was prevented so the company suffered with the results (Cova & Pace, 2006).

Kiani (1998) also showed the parameters for advertising in the internet platforms, how to attract users and engage them with repeat purchasing of Products. Kiani has presented useful views on to understand old media and new generation media. To make business successful today in highly competition the entrepreneurs should basic knowledge of Information technology along with Internet.

A study of Parsons, Zeisser and Waitman (1998) deals deeper into these five guidelines, explains why they are important, the issues inherent in them, and how marketers began to implement them the use of digital marketing. They explain that Entrepreneurs should understand internet as an interactive medium and simply transferring content from traditional media will likely fail because it does not generate an interaction with the consumer. Once you customer are aware you should make them engage always with creation of valuable content. Parsons et al. (1998) expand on Kiani's view on arguing that customer can retained by using development activity by creation of new innovative techniques as customers invest and spend more time on internet or online. The author also suggested various ways for gathering of information of consumers. (p.36). He also discusses where consumers spend their time on sites and purchases items.

Winer (2009) highlights the increase in the number of media has driven largely by improvements in technology and how customers interacts with the new technology and each other. He highlights the opportunity and potential of advertising on blogs, internets, which he describes as a website built around a theme where the user shares their opinions and encourages others to discuss (p.111) by explaining that marketers pay to place a banner ad tailored to the theme of the blog. As he failed to explained the importance of Word of Mouth publicity value for the entrepreneurs.

Research Methodology

The paper searches the various dimensions attached to the concept of digital marketing in context of Entrepreneurship. It pays attention into some of initiatives taken in India, and the opportunities ahead in the entrepreneurship. This paper is descriptive study, where examples are based on references from secondary material available & some from the personal experiences of successful & failed Entrepreneurs. The study suggests some measures that can help companies to improve their marketing and digital strategies to be sustainable in the Market.

Research Objectives

The primary objective of this study is to analyze various aspects of digital marketing in India, and to study necessity of using digital marketing a tool for early startup's for the marketing and promoting their product and services to customers to make their venture successful.

Digital Marketing, Digital India and Entrepreneurship.

To make India digital is the flagship program and an initiative project started by government of India on large scale in India. By this program government is going to provide every activities electronically to the people of India. Digital India programme was introduced to transform India into a digitally empowered economy.



Near about more than 100 crore people in uses Smartphones. The digital age of India has increased very much as to Physical age of their life. People of India are becoming familiar with all digital apps because of revolution in the field of internet connectivity. The program was started Hon.Prime Minister Narendra Modi on 1st July 2015. The objective of program was to connect rural areas with high connectivity speeds. The Digital India Program boosted the connectivity between established businesses and New Entrepreneurs. The program has helped to bring Communities together. The entrepreneurs are assessing the real information and data because of this Program. The role of artificial Intelligence and Data analysis has come into force. Digital India has helped entrepreneurs reach global trends for Products on single click. The Benefits of Digital India for Entrepreneurs is countless.

- Helps in building the organized market and Healthy Eco-system.
- Empowered Youth to become the Entrepreneurs.
- Helps to resolve the ongoing industry problems.
- Techniques in Cost Cutting.
- Ease in Execution of Ideas.

Client Behaviour, Digital Promoting and Enterpriser

The new generation shoppers within the worlds square measure as from ancient to trendy ways that of buying product to consume in daily routine. shoppers measure overwhelming additional and additional digital product by examining them on a content before getting. The Entrepreneurs until currently has targeted abundant on this content. Day by day the notice of medical care is increasing at the fast area. entrepreneurs keep their concentrate on changes within the market and continuously make that their promoting ways go right to match the expectation of shoppers wherever they longer on digital content. The fast increase and development of technology within the generation has accrued our normal of living. As however info is searched, wherever to travel, that product shop for or not. Each data nowadays we have a tendency to are-becoming on net. The generated tremendous potential for entrepreneurs to expand their business and cross base of states to deliver the merchandise. little question look primarily based retail remains popular, however e-commerce or electronic commerce, specifically the shopping for commerce of product and services completely through electronic channels, is most additional by the purchasers within the contemporary world, and it's assumed that in the net commerce and buying are most popular additional by the folks. Nowadays the shopping for method of shoppers has drastically modified. He evaluates and compares services on-line before getting of product. This has become challenged before of Entrepreneurs in today's extremely communicative market customers are getting handy and in new returning brands is things. They'll sleep in an enormous town or in an enormous settlement wherever consequent distributor is miles away the client journey. The contact with brands on completely different "touch points", analog and digital, in completely different times of the day. Hence, as client shopping for behavior is completely modified with modification in technology and era, the promoting strategy of the businesses ought to be modified and that they ought to concentrate on digital promoting rather than



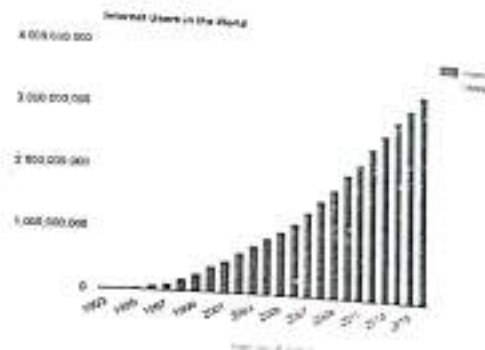
promoting techniques.

Digital Revolution In Asian Country

The Indian market is one in all fast and quickest growing Smartphone markets around worldwide. In each era, enterpriser has evolved primarily based for doing the business in innovative manner. If you return in history, you'll see that now and then once customers used Radio, it gave birth to radio advertising and promoting by enterpriser. Next, we have a tendency to get the boom of televisions, it's one in all the wide used device globally, that allowed the businesses to achieve a mass audience with TV ads. Even nowadays TV advertising is one in all the foremost used advertising ways for corporations. Since the boom of the internet (of promoting of selling of promoting) originally known as net marketing, that is currently known as Digital promoting wherever it's utilized by enterpriser. To perceive the scope of Digital promoting in Future we have a tendency to should understand its blessings and the way it will sustain over the amount of your time till we have a tendency to get a brand new generation of communication.

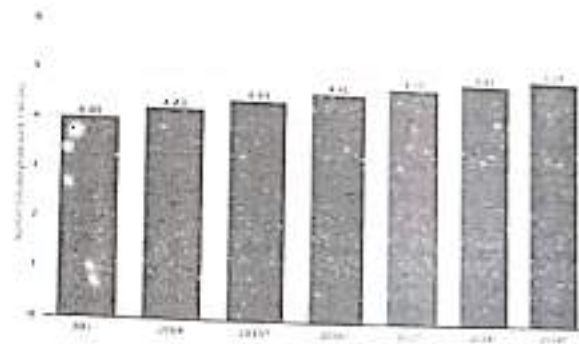
Internet Users:

As per the net usage stats, as of July 2017, five hundredths of the globe population is victimization of the net. (i.e.) 3.42 Billion Users. The entire range of users in 1995 was but one chronicles of globe population.



Mobile Phones:

Most of the users globally nowadays use mobile phones for communication. As per a report four.77 billion mobiles phone users globally, which can increase to five.07 billion by 2019. Today's majority of mobile phones square measure sensible phones with net access, that permits to customers to attach with businesses anytime & anyplace.



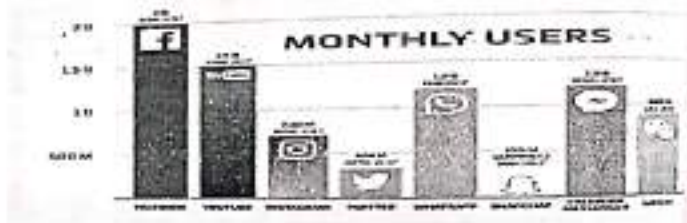


Targeting the Audience:
 In ancient promoting ways, it's terribly troublesome to advertise to the target audience. Most of the promoting ways are based on mass promoting of the merchandise. Nowadays with digital promoting we've a big amount of tailored & customized ways to focus on the audience. We'll reach Associate in Nursing audience by Location, age, gender, interests, personal info etc. In fact, we've got several advanced ways to focus on a really specific audience.

Low Cost and High ROI:
 Most of the little and medium scale corporations swear totally on digital promoting ways to its low value and high come back on investment

Importance of Digital Promoting To Entrepreneurs

1. Digital promoting is extraordinarily vital for fresh startups. As they reach out for his or her product and services in little or no value
2. We have a tendency to Live Digital-Today we've got become therefore fix on net creating our lives straightforward that its calculable that we have a tendency to keep connected on Wi-Fi for twenty-four hours daily, everyday. The power of care has created customers lazy and addict for looking out product and service and obtaining delivery of product at doorsill.
3. High come back on investment-The importance of on-line medical that it's potential for unbelievable come back on investment. Few easy ways, the ones below square measure cheap for smaller businesses and well, will herald hundreds of customers whereas obtaining your figures into the 4, quick Publicity-online promoting is that it affords entrepreneurs a quick to publicize new product, events, and promotions while not breaking the bank on resources. It becomes infective agent inside seconds.
4. Social Media-The coverage and awareness of Social media has accrued terribly space in each corner of Asian country. Even uneducated additionally handling his social media accounts. Social media could be a good for connecting your business directly together with your customers. You'll use platforms like Face book and Twitter to gather client feedback and deal with then concerning any problems they're



5. The cluster of individuals found on-line is far larger than found on physical ground. By victimization digital promoting, Entrepreneurs will reach numerous audience in an exceedingly manner that's each cost-efficient, reasonable and measurable.
6. The group of people found online is much bigger than found on physical ground. By Using digital marketing, Entrepreneurs can reach enormous audience in a way that is both cost-effective, achievable and measurable.

Conclusion

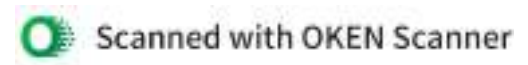
For business to be successful, Entrepreneurs need to pay attention to what competitors are doing and should learn from it. Think of competitors not just as someone that you are planning to beat, but as people who have something to teach you. When you look at what your competitors are doing, entrepreneurs will get some idea of what is working and what isn't working. Most likely, whatever type of business we are in, our competitors have established their web presence. What kind of Social Media tool are they using? What material they are highlighting on web? How they are promoting? If an Entrepreneur is able to understand the trends in advertising of Product it becomes very easy to encash the Potential.

"If entrepreneur see competition he can never see opportunity. But If entrepreneur can see Opportunity he can beat any level of competition and this could become feasible with the help of Digital Marketing.

So with change in buying behavior of the customer and increase in digital communication the entrepreneurs have to change their marketing strategies, and should adopt Digital marketing platform for marketing and awareness of their products and services.

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Editor

**Critical Analysis of Indian National Education Policy: Insights into
Transformation of Indian Education System**

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Abstract

India has recently implemented a new education policy, aiming to transform the entire education system to a more modern and holistic approach. The policy focuses on making education more accessible and equitable, while also improving the quality of teaching and learning. The policy has made several changes to the structure and delivery of education, with the aim of providing a better learning environment for all students. This includes reducing the number of graduation levels from 10+2 to 5+3+3+4, allowing students to pursue vocational courses from the age of 14, and allowing students to access higher education in their native languages. The new policy also seeks to improve the quality of teaching in India by implementing measures such as setting up an accreditation system for teachers and institutes, and introducing national standards for curriculum and evaluation. Additionally, it encourages the use of technology to improve teaching and learning, as well as encouraging innovation in research and development. The policy also focuses on providing greater access to education by removing financial barriers and increasing access to scholarships and other financial assistance programs. Additionally, the policy includes provisions to improve the safety and security of educational institutions and students, especially female students. Overall, the new education policy of India marks a major shift in the

way education is delivered in India, and is a step in the right direction. This policy is sure to bring about positive changes in the education system, and create a better learning environment for all students.

Keywords: Learning, Gender Equality ,Innovation ,Quality Teaching, Training and Education.

Introduction

India's recently approved New Education Policy (NEP) is set to revolutionize the way students are educated in the country. The policy, which was approved by India's Ministry of Human Resource Development in July 2020, is the first such policy created in more than 30 years and replaces the 1986 National Policy on Education. In this article, we will take a comprehensive look at the NEP and explore the new opportunities it offers to students and educators alike.

The NEP is designed to bring Indian education more in line with international standards, while also strengthening the country's commitment to providing quality education to all. The policy is divided into three sections: educational goals and objectives, educational structure, and educational institutions and governance.

The first section lays out the educational goals and objectives for the NEP. These include a commitment to providing quality education to all citizens, regardless of background or economic status; the promotion of knowledge creation, innovation, and research; and the nurturing of ethical and moral values. It also states that education should be accessible to all, and should promote the development of a holistic, well-rounded individual.

The second section of the NEP focuses on educational structure. It outlines the different levels of education in India, including primary, secondary, and higher education. It also outlines a new system of accreditation, which will ensure that all educational institutions are held to high standards. Additionally, it outlines a new system of assessment that will measure and monitor student performance.

The third section of the NEP focuses on educational institutions and governance. It outlines the roles and responsibilities of different stakeholders, including universities, schools, and teachers. It also outlines a new framework for the regulation and

supervision of educational institutions, which will ensure that all institutions are held to the highest standards. Additionally, it outlines a new system of funding for educational institutions, which will ensure that all institutions are adequately funded.

The NEP promises to revolutionize India's educational system by providing quality education to all, promoting knowledge creation, innovation, and research, and nurturing ethical and moral values. It also provides a framework for the regulation and supervision of educational institutions, and outlines a new system of funding. In short, the NEP is a welcome step forward in the effort to provide quality education to all citizens of India.

The Indian government has recently unveiled its first education policy of the 21st century, known as the National Education Policy (NEP) 2020. The policy aims to provide universal high-quality education for all learners by 2040, and focuses on the development of the creative potential of each individual. The NEP is based on four pillars: Access, Equity, Quality, and Accountability. The policy seeks to bridge the gap between the current state of learning outcomes and what is required through major reforms, such as replacing the old 10+2 school structure with a 5+3+3+4 system. This new system will include 12 years of schooling and 3 years of pre-school/anganwadi, along with a school examination conducted by the appropriate authority in grades 3, 5, and 8. Board examinations for 10th and 12th grades will be redesigned with the aim of holistic development, and the new PARAKH (Performance assessment, review, and analysis of knowledge for holistic development) national assessment platform will be set up. Additionally, the policy emphasizes the inclusion of Sanskrit as an option for students, the focus on e-learning, and the creation of the academic bank of credit (ABC). The goal of the NEP 2020 is to achieve 100% youth and adult literacy by 2040, and the policy will ensure that all learners have equitable access to high-quality education.. The NEP 2020 objectives to deliver modern and pioneering Revolution to Indian training device (Chakradev& Inamdar, 2022). The worldwide schooling expansion Strategy replicated in SDG4 agenda for Sustainable development pursuits to "guarantee Inclusive and equitable excellence training and Endorse lifelong erudition potentialities for all" through 2030. Countrywide training policy 2020 is the first Education policy of the 21st century purposing to Treatise the evolving necessities of

our country (Yernagula, 2021). NEP pursues to streamline the Full supervisory schedule (Chattopadhyay, 2022).As the Indian economy is marvelous again to Recurring, the renovation of normalcy in teaching learning extended with the online mode growing As a viable substitution method(Chattopadhyay, 2021). In an epoch of ample Records and knowledge, institutions of higher training Globally allied with necessities and drivers of Transformation. The emergence of the fourth Business revolution and synthetic intelligence are Restructuring our operational learning styles .In addition trials, like an escalation in training Charges, inadequate finances, and the boom of Superior approaches to education, are enhancing The state of affairs of popular training. In India ,Pupil requirements are increasing with the arrival And development of technological interventions. Amicable and imaginative gaining knowledge of processes are Gaining a popularity. Global Advancement,integrated industry demand and multiple intelligent scholar requirements have transformed the Indian Training (Abrol & Jain, 2022).Some essential apprehensions concerning the Enactment of MOOCs in India incorporate the Absence of digital infrastructure, the need for Investment, and compliance with MOOCs by way of the Learners (Sharma & Sharmiladevi, 2022)."educational innovativeness" and "technological Increase & development" A large mediating effect on the relationship between the Covid-19 pandemic and the deployment of e-learning strategies (Edem Adzovie & Jibril, 2022). The brand new Training coverage 2020 offers sizeable impetus to The prospects of the interdependence of training And generation. It accentuates the role of ICT as an Operative device in permitting teacher education and Heartens the deployment of technology podiums For virtual instructor education (Sharma, 2021). To Make NEP an fact at Indian higher schooling Establishments (HEI), emphasis and outlay in Statistics technology are obligatory (Pramod & Raman,2021). The developing information and Communiqué era (ICT) drifts ,Familiarized in academic systems like MOOCs, SWAYAM, and so on., to protect training Effects on hand and less expensive for a massive Phase of society (pal & Kumar, 2020).

This text embraces a theoretical argument on College schooling, reshuffles in higher education, Generation intermediations for the state of the art Coaching-learning, and MOOCs highlighting the Significance of the country wide academic policy Framework,

emphasizing several units of the Coverage of NEP 2020 and equating it with Fundamental education coverage. Advances made in NEP 2020 can be popularized through organization Dialogue, brainstorming, and looking the other Rules and acts on websites.

School Education

The 10+2 association of the school course is to be subbed by a 5+3+3+4 curricular construction relating to ages 3-8, 8-11, 11-14, and 14-18 years, separately (Kalyani, 2020). The focal point of NEP is to accomplish "general essential proficiency and numeracy" among understudies in elementary schools by 2025 (Kaurav et al., 2020). It is envisioned that before age 5, each youngster will move to a "Preliminary Class" or "Balavatika," which has an ECCE-able instructor. The entire reason for ECCE is to achieve ideal results in physical and engine progress, mental turn of events, socioemotional-moral turn of events, social/imaginative development, and the advancement of correspondence and early language, education, and numeracy (Sungjemmenla Aier, 2021). The new education policy in India is a comprehensive plan for achieving quality education for all levels of society. It focuses on providing equitable access to quality education and providing the necessary resources to ensure that all people have the same opportunity to gain an education, regardless of their social and economic backgrounds.

The policy aims to improve school education through a number of initiatives such as increasing the access of students to quality education, ensuring the availability and quality of teachers, setting up an accreditation system for schools and universities, and introducing digital and technology-enabled learning processes. It also seeks to promote research and innovation in the field of education, and provide grants and scholarships to students from disadvantaged backgrounds.

The policy also outlines the need to invest in infrastructure, such as providing adequate and safe school buildings, introducing better technology, and providing access to textbooks, library books and other educational materials. In addition, the policy promotes the use of online education and encourages collaboration between educational institutions and the private sector.

The policy also seeks to promote the development of a knowledge-based society, with an emphasis on learning through the use of technology and the internet. It also provides for the inclusion of vocational education, special education, and adult education.

Through this policy, the Government of India aims to ensure that all citizens have access to quality education and can take advantage of the opportunities provided by the digital world. In addition, it seeks to ensure that all people have access to quality education regardless of their backgrounds, and can make the best use of their talents and abilities.

Transformation in Higher Education

Changes in Advanced education Indian advanced education framework is the third biggest on the planet in regards to understudies. The country stops a critical situation in the worldwide instructive situation. HEIs in India incorporate Colleges, Schools, organizations of public significance, polytechnics, and so on, proposing a few projects of review prompting graduation, post-graduation, and doctoral certifications. Colleges are of different sorts, like focal colleges, state colleges, considered colleges, and confidential colleges. In addition, administrative bodies like the Public Committee for Educator Schooling (NCTE), All India Gathering for Specialized Training (AICTE), research chambers like the Indian Board for Clinical Exploration (ICMR), Indian Gathering for Horticultural Exploration (ICAR), and the Public Leading body of Authorization (NBA) and certifying organizations like Public Appraisal and License Committee (NAAC) are additionally working to take care of the necessities of instructing and research advancement (Fatima, 2021). The new education policy, commonly known as NEP 2020, was unveiled by the Indian Government in July 2020. The policy is aimed at transforming India's higher education system by introducing sweeping reforms in areas such as governance, regulation, curriculum and pedagogy, and financing. This article will discuss the key aspects of NEP 2020 and its potential impacts on higher education in India.

During the unveiling of NEP 2020, the Government of India stated its intention to make India a global knowledge superpower by improving the institutional framework of its higher education system. The policy seeks to accomplish this by making education more accessible, affordable, and equitable for all.

One of the most important features of NEP 2020 is the introduction of a four-year multidisciplinary undergraduate program with multiple exit options after the completion of two, three, or four years. This will provide students with more flexibility and options to pursue their interests. NEP 2020 also proposes to increase the autonomy of institutions and establish an overarching National Higher Education Regulatory Authority and a Higher Education Grants Council to enable them to make meaningful reforms and to provide financial aid to deserving students.

The policy also aims to reduce the number of higher education institutions by merging and consolidating them, while also encouraging collaborations among universities and other organizations. It also seeks to revamp the curriculum and pedagogy to make learning more experiential and to promote research-oriented learning.

In addition, NEP 2020 proposes to introduce more vocational and online courses, along with greater emphasis on the use of technology and digital platforms in teaching. It also seeks to promote international collaborations and make India a hub for global research and innovation.

Overall, NEP 2020 is expected to usher in a new era of higher education in India, one that is more equitable, accessible, and of superior quality. With its focus on multiple exit options, increased autonomy for institutions, and collaborations between universities and other organizations, NEP 2020 has the potential to truly revolutionize the higher education landscape in India.

Importance of Technology in Innovative Teaching Learning

Technology plays a key role in the new education policy, offering powerful tools and resources that can help improve the learning experience for both students and teachers. With the use of technology, students can access up-to-date content from all over the globe, from their mobile devices or computers, at their own pace. Technology also allows teachers to monitor student progress, providing data-driven insights to gain a better understanding of which areas need attention and where resources could be better utilized.

Modern technology also allows for a more personalized learning experience, as it can be tailored to the individual's needs and interests. This helps to engage and motivate students, allowing them to learn in a way that works best for them. Additionally,

technology can be used to connect classrooms and schools around the world, enabling international collaboration and cultural exchange.

The introduction of technology into the classroom also helps to reduce costs, as digital resources are often much cheaper than traditional textbooks and materials. Furthermore, technology can be used to create interactive, engaging content that can be accessed from any device. This opens up learning opportunities for students in areas without access to a traditional classroom, as well as those unable to attend due to a disability or health condition.

In conclusion, technology has a critical role to play in modern education policies, offering students and teachers powerful tools and resources that can help to enhance the learning experience.

Technology in the classroom can be used to increase student engagement and promote collaboration, as well as to enhance the teaching and learning experience. For example, teachers can use interactive whiteboards and online video platforms to provide interactive lessons and activities. Through the use of online assessment tools, teachers can measure student progress in real time and design activities accordingly.

Technology can also provide students with access to a much broader range of resources than traditional textbooks and lectures. Through online databases, students can access information from around the world, and use the latest technology to develop their own research projects. Technology also allows students to engage with others from around the world, helping to build important skills such as teamwork and communication.

In addition, technology can help to improve student achievement, as it provides a more effective and efficient way for students to learn. Technology can help teachers to tailor lessons to the needs of individual students, and provide students with meaningful feedback and support that is tailored to their learning styles.

Overall, the use of technology in teaching and learning can have a significant impact on students' academic success. By providing students with access to a wide range of resources and providing teachers with the tools to create engaging and interactive lessons, technology can help to increase student engagement and improve student performance.

Conclusion

India's National Education Policy 2020 is a transformational, progressive policy that has the potential to bring about a sea change in how education is perceived, designed, and delivered in the country. It has the potential to be a major game-changer, by introducing a number of practical reforms that are necessary to make quality education accessible to all citizens. The policy focuses on the overall development of a student, providing improved access, increased employability and a greater emphasis on learning outcomes. It also moves away from the traditional rote learning by introducing a more holistic approach to learning, encouraging innovation and creativity and emphasising the need to make learning more experiential and fun. All in all, India's National Education Policy 2020 is a progressive document that can bring about significant changes in the country's education system, if implemented in the right way.

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Impact of Covid-19 on Indian Early Startup Eco-system

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Abstract:-

India's startup segment is seeping because of business disturbances brought about by the Covid-19 pandemic, with nine of every 10 new companies enlisting a decrease in incomes and a little over a third ending tasks briefly or forever, as per an overview by innovation industry body Nasscom. The most exceedingly awful hit fragments are early and mid-stage organizations, particularly in the business to buyer space. Nasscom found that around 60% of all B2C new companies were confronting conclusion, two months into the cross country lockdown that has so-far kept organizations shut. The multi month-long overview, which got reactions from more than 250 new companies across divisions, discovered that 92% revealed a decrease in incomes. The report included that 40% of new businesses have either briefly ended activities or are currently closing down, with around 70% having money stores to last under 3 months. "To guarantee that the Indian startup development and its development direction isn't crashed, facilitated uphold from key partners is the need of great importance," said Debjani Ghosh, leader of Nasscom. "A portion of our key suggestions to the administration incorporate admittance to working capital, facilitating compliances and financial approach and subsidizing support." Over 70% of new companies in the movement and the travel industry space have seen incomes decay by over 40%, while half of fintech and coordinations organizations have seen a comparable plunge. The main brilliant spots for the startup part were found in ed-tech with 14% organizations detailing an expansion in income, while B2B new companies appear to confront lesser income drops.

Keywords:-Startup, Revenue, Covid-19 Impact.

Introduction

Corona virus has unfavorably affected the general venture division. While organizations over everything divisions can detect the repercussions of COVID-19, new companies have especially been one of the most powerless, and truth be told, are confronting different impressive difficulties both, from a business just as from a tasks' viewpoint. Most new companies have seen a decrease in flexibly as well as request, aside from those new businesses that are occupied with the gracefully and, or conveyance of 'basic administrations', instructive innovation, gaming or real time features. Despite the abovementioned, glitches in the flexibly chain network have whichever way introduced difficulties for all new businesses. In any case, the beginning up environment has been ceaselessly endeavoring to adjust to the current circumstance as deftly as could reasonably be expected, by focussing on the need to improve and enhance their business methods and its tasks.

In the recent years, the beginning up environment in India has risen as a retribution power, to a great extent inferable from the endeavors of the partners, and the activities executed by the legislature to encourage the development of the new companies. Interests in new companies have significantly flooded to \$14.5 billion of every 2019 from the already \$550 million out of 2010.

Notes and direction gave for Start-ups

A note named as Corona virus: The Black Swan of 2020, was given by the Sequoia Capital tending to its portfolio organization originators and CEOs, featuring the should be 'versatile' to endure the downturn². The note featured the need of interrogating each suspicion regarding one's business relating to incomes, gathering pledges, promoting, deals estimate, capital spending and so forth.

Moreover, a gathering comprising of ten driving investors have given a guide named as Best Practices for Founders in the wake of Covid-19³ which accommodates direction on different viewpoints identified with new companies, including among others, raising support, rebuilding, business congruity plans, re-planning business measures, etc. The guide further endorses that the needs of an organization ought to be in the accompanying request - "first representative wellbeing, second business coherence, and third, liquidity and runway a key." The guide likewise

specifies the need to stay informed concerning government headings and encourages to look for legitimate help when important.

Corona virus' effect on Start-ups

It is interesting that the estimation of interests in India have tumbled to \$0.33 billion in March 2020 from \$1.73 billion in March 2019, which demonstrates a fall of almost 81.1%⁴. There has been an all out fall of half in the quantity of organizations subsidized - by and by, 69 firms in March 2020, as opposed to 136 firms in March, 2019⁵. Further sources propose that at some point between mid-February, 2020 and end of March, 2020, various financial specialists have likewise pulled back from shutting current subsidizing rounds⁶. In this manner, one of the significant difficulties looked by the new companies has now become sourcing reserves, which has brought about income issues, for many.

The lock-down has affected the day by day business activities, yet it has additionally constrained a decent many new companies into getting ready for emergency courses of action to restrict workforce and to chop down worker pay rates. Different beginning up organizers have likewise taken compensation slices to restrict the misfortunes faced.

The effect of COVID-19

When financial movement around the globe has drooped – with lockdowns and social removing hampering strategic policies – all organizations are encountering the effect of the pandemic, regardless of how settled and firm their essence is. With each obstruction they face, organizations are returning to their administration and operational plans of their plan of action, including their working marketable strategies – the worldwide economy has eased back down, and monetary misfortunes are currently making individuals set up shifty alleviation measures.

In this grim situation, it isn't unexpected to accept that in the event that corporate behemoths are enduring, at that point recently settled new businesses are, as well. Strangely, the non-foundation of strategic approaches of different new businesses has prompted their adaptable and adaptable administration of the situation, setting a model for settled organizations in how to battle such circumstances, and the outcomes can be found in their fast development binge. While numerous new businesses keep on organizing development over productivity, this pandemic may change

the methodology; numerous associations are caught by the consequence of this situation, which may influence their general deals for the majority of the monetary year of 2020-2021.

With a quickened increment in the quantity of new companies this year, business visionaries and investors are working couple to build up the innovation driven startup scene at paces concealed throughout the entire existence of Indian new companies. Organizing supporting individuals and reinforcing the nation's checking framework with mechanically empowered developments, different Indian new businesses are cooperating with specialists at the focal, state, and area levels of the administration to guarantee that each issue being managed gets an answer.

Exploring the effect of COVID-19

With the country setting up a fearless battle against the Covid pandemic, India's startup area is by all accounts at an intersection. With creative arrangements and private help for a few and stood up financing and zero assistance interest for the others, the pandemic appears to have presented to us all of us circumstances unforeseeable, with the monetary stoppage circumstance compounding over the world.

With the most significant assignment for the nation being battling the pandemic while growing its clinical foundation, the circumstance has prompted the making of the Innovation Challenge, an ideation program joined forces by T-Hub and Qcity, so as to encourage understudy business people to investigate and create arrangements, thoughts, and applications to help control COVID-19. With such projects like these the country over, the movement at which India is battling the infection is developing. NASSCOM is attempting to arrange a huge number of measures to assist new businesses with adapting to this extraordinary emergency by lessening the mounting pressure; key measures being requested by the startup area incorporate rental appropriation for workspaces, overdraft offices, once PF quit alternative, and intrigue free subsidizing. These measures, alongwith cover suspension of cutoff times, are anticipating the endorsement of the Union government.

In excess of 600 Indian new businesses have united to consider and execute answers for assist individuals with enduring and adapt to COVID-19 and its effect on their regular daily existences. Wellbeing tech new businesses have discovered this to be the best an ideal opportunity to extend and scale up their foundation, making answers for many individuals in the encompassing

territory. Instances of such usage incorporate self-evaluation help, isolate application improvement, body heat map that demonstrates indications on an opportune premise, etc.

With the following lockdown, individuals have gone to the Internet for help, helping online business arrangements blast in their development. While travel-tech new companies have been suspended incidentally and are confronting immense misfortunes until further notice, online stores and work-from-home arrangements are helping individuals stock up food and different fundamentals – this has prompted web based business goliaths getting back in real life after a brief hole, with help being poured in from different offices, legislative and private.

While a few works on during this pandemic may have been impermanent, some of them are lasting and setting down deep roots – and it is those movements that are required to shape the fate of the startup economy in the nation.

The future of Start-ups: what to expect?

Given the worldwide scale pandemic and the dubious financial circumstances prodded by it, there is a solid probability that raising support for new businesses would turn into a noteworthy test later on, since different speculators may decide to center their future reserve organizations just on the current portfolio organizations, so as to guarantee that they can hold over the present worldwide emergency.

Besides, the different limitations that have been forced by the Department for Promotion of Industry and Internal Trade ("DPIIT") on April 17, 2020, vide a Press Note (being 3 of 2020, hereinafter the "Press Note"), would likewise defer or rather, dis-boost countless vital and money related speculations from China, some of them, for example, from the Alibaba Group, the Tencent Holdings, Fosun and so on from putting resources into the Indian new businesses, despite the fact that there has existed a long-standing proficient connection between these financial specialists and the Indian beginning ups[9]. In accordance with the arrival of the Press Note, crisp financing from new speculators, and extra subsidizing from the current financial specialists would require earlier endorsement from the Government of India.

Generally, India has been vigorously dependent on unfamiliar direct speculation ("FDI") to support and continue development openings. An appraisal of the effect of the Press Note would

be especially pivotal, particularly in the post-pandemic period, where open and free business sectors would be critical towards guaranteeing a consistent venture stream and occupation creation. While it is expressed that the Press Note has been planned to forestall astute takeovers/acquisitions, it would be fascinating and basic to look at the notices gave thereunder, so as to survey the degree of investigation currently included for Chinese organizations putting resources into India, and furthermore whether any cut outs would be relevant in the situation.

New companies are probably going to observe weighty dealings on bargain valuations since the new financial specialists may now request deals or limits in the worth, which may bring about possible postponements in the arrangement execution and shutting. Financial specialists may likewise receive a more careful methodology towards subsidizing and would likewise demand intensive determination (both business just as legitimate) of the subject new companies' business possibilities, including any/all emergency courses of action executed during the COVID-19, in order to find out manageability of the beginning up in the more drawn out run.

Thought and Comments

While the administrative measures (as referenced in the previous sections) have been presented, they may incidentally help the new companies to manage 'business progression plans and issues' and cutoff costs emerging by virtue of certain legal penetrates, partners inside the business have firmly requested 'monetary' uphold, in the sense, admittance to incomes and capital. The Scheme reduces different and worries among new businesses and the rigid qualification measures may bring about prohibition of an enormous fragment of new companies from the market.

Certain nations, for example, the United Kingdom and France have declared an alleviation bundle for new companies, which incorporates different estimates, for example, setting up assets to put resources into new businesses just as giving advances/monetary help to the beginning ups. India is additionally pondering to execute an exhaustive and a more proper alleviation plot that would give admittance to capital, while likewise building up a successful observing framework to survey the use of the assets. New businesses assume a significant function since they not just energize advancement among the local business visionaries yet additionally produce work openings. Given the tremendous potential, built up by the new businesses, a quick and showing

activity to the concerned administrative specialists would be essential in forming the eventual fate of our Country's beginning up bionetwork

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The Effectiveness of Facebook as a Digital Marketing Tool for Business

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Abstract:

The study is conducted in various villages of Sinner taluka to identify the effectiveness of Facebook as digital marketing tool to increase the business of agriculture insecticide sellers through Facebook ad campaign. The study is conducted to see the impact of Facebook ad campaign as compared to traditional marketing tools on the purchasing decision of farmers of sinner taluka who are not much aware about the product "Movento-Energy" an Insecticide of Bayer Crop Science.

Facebook especially describes itself as the perfect marketing tool because its developers have created an advertising system which allows businesses to use the information of each Facebook user for targeted advertising. Facebook provides the ideal platform for direct communication with the customers which can help the business owner to create awareness about any new product and to increase the sale by creating demand through various attractive schemes.

Key Words: Digital Marketing, Facebook ad campaign, Traditional Marketing, Agriculture Business,

Introduction:

With the traditional vs. digital marketing debate going on, let us figure out what is most suitable for the marketing and promotion of your business. Online advertising vs. traditional advertising could seem like a tough decision to make but these pointers will help you make up your mind.

Marketing is that aspect of the business that you can never ignore. A wise entrepreneur will set aside a separate budget for the marketing alone.

We are living in the generation where a huge part of the population does transactions only online while another chunk does not yet know how to use the internet. So the traditional vs. Digital Marketing decision becomes difficult.

However, you can think things through and make the decision of online advertising vs. traditional advertising. All you need to do is know the pros and cons of both and see how it applies to your business. Check the benefits of Digital marketing vs. traditional marketing statistics and you will have a good indicator of which mode of marketing you need more.

To check the feasibility of marketing tool a study is carried out in 40 villages of sinner taluka with the help of dealers and company representatives of Bayer Crop Science. Sinner is a Taluka located in Nashik district of Maharashtra. It is one of 15 Talukas of Nashik district. There are 130 villages and 1 town in Sinner Taluka.

Out of 130 villages 40 villages are taken for the study. The area is divided into two parts i.e. Sinner East and Sinner West and 20 villages from each part are taken for the study. The survey is done through online and offline mode to check the effect of ad campaign on the

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THE STUDY OF SPIRITUAL MEDITATION TECHNIQUES IN INDIA – A GUIDE TO THE INDUSTRY FOR THE DEVELOPMENT OF WORKPLACE SPIRITUALITY

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ABSTRACT:

Workplace spirituality is a renowned topic now-a-days and is gaining gratitude and value among academicians and industrial people. Workplace spirituality (WPS) aims at employee satisfaction, low turnover rate, sense of fulfilment and stress free environment within the organization. The study focuses on the various meditation methods in India and their role in the spiritual development of India. The purpose of the present study is to examine the various religious spiritual meditation methods in Hinduism and how these methods can be used in the modern era of the industrialization to achieve the goals of organization i.e. high productivity, high employee efficiency, less turnover rate, high employee outcome as well as individuals goals i.e. job satisfaction, stress free environment, work-life balance and spiritual development.

Keywords: Workplace spirituality, Meditation, Spiritual development, Work-life balance.

Introduction:

Meditation

Meditation is a practice where an individual uses a technique – such as mindfulness, or focusing their mind on a particular object, thought or activity – to train attention and awareness, and achieve a mentally clear and emotionally calm and stable state.

Meditation has been practiced since antiquity in numerous religious traditions and beliefs, often as part of the path towards enlightenment and self-realisation. Since the 19th century, it has spread from its origins to other cultures where it is commonly practiced in private and business life.

Meditation may be used with the aim of reducing stress, anxiety, depression, and pain, and increasing peace, perception, self-concept, and well-being. Meditation is under research to define its possible health (psychological, neurological, and cardiovascular) and other effects.



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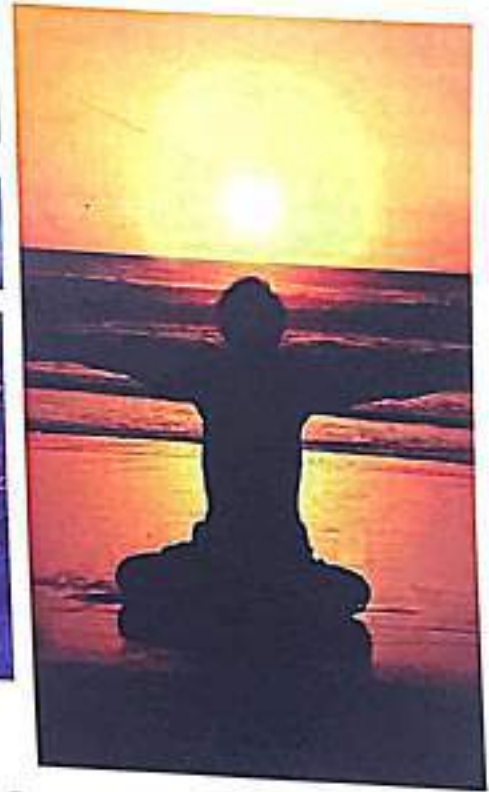
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TO STUDY THE SPIRITUAL READING HABITS OF MANAGEMENT STUDENTS

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ABSTRACT:

Student has to read books, other than his text books, so that the area of thinking and acting will become broader. 'Reading to learn' is an essential tool for life- long learning. Promoting a reading culture among students is one of the key tasks in the curriculum reform with the aim to strengthen students' learning capabilities. Reading can definitely be taken as the first button in the garment education. It is not the sole object of school, but it is almost impossible to think of education without thinking about what happens and what is implied when a human being tries to get meaning out of the written or printed symbols. The results of the study indicated that majority of the MBA students interested in spiritual reading through preferably book format rather than internet.

Keywords: *Spiritual Reading, Reading Habit, Spirituality, Reading.*

Introduction:

Today is the 21st century, popularly known as "Information age" or "computer age" which by implication, refers as information/knowledge economy or knowledge society. It recognizes that everyone needs to develop the ability to access, retrieve and use information and information technology resources in variety of ways, especially in achieving economic goals. Reading is crucial for acquisition of lifelong skills suitable for participation and survival in present day working environment. Education is the backbone of every innovation has consistently been repositioned and re-defined to suit the recent knowledge demand. And library is a necessary consideration to carry-out this vital role in making available and accessible the reading materials needed for finding knowledge

Literature Review:

Reading proficiency is the key to knowledge. In modern life, reading depends on the individual's capacity to interpret printed or electronic page fully and accurately. Reading has personal values; it is the door to almost all knowledge and vocations, such that the mechanical worker on the factory floor needs to read some basic material like rules and regulations governing operations on the factory floor. "Reading habit is best formed at a young impressionable age in school, but 2 once formed it can last one's lifetime." (Green, 2001).

This paper presents a selective review of studies conducted in India and abroad, including Anderson (2007), Shahriza (2007), Train (2007), Boström and Lassen (2006), Corradini (2006), Dent (2006), Celep and Cetin (2005), Brier and Lebbin (2004).

Research Methodology:

Questionnaire method is used for this present study. In this, a structured questionnaire is mailed through Google forms. Total 37 respondents are reply through Google forms out of 50 Respondent.

Scope & Limitations:

In this study, only management college students are selected for this survey. Management students and teachers are replied in response of this survey. This study is limited to only AIMBA College, Sangamner.

What is Reading Skill

Reading skills refer to the specific abilities that enable a person to read with independence and interact with the message. Students at the university do a lot of reading unlike in secondary school. Some tips to help in having good reading skills are active reading and styles of reading.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly!

Why Reading is Important?

Everyone knows reading is important; here list out 8 reasons why reading is important.

1. Explore to New Thing
2. Self-Improvement
3. Improve Understanding
4. Preparation to Action
5. Gain Experience from Other People
6. Tools of Communicating
7. Connecting to Brain
8. Boost Imagination and Creativity
9. Higher Level Happiness
10. Peace & well Being
11. Help to deal with difficult situation
12. Improved Health

Objectives of the Study:

The objectives of the study are:

- a) To examine the spiritual reading habits among students.
- b) To find out the importance of reading to students.
- c) To assess the type of materials students read when they visit the library.
- d) To find out time spent in reading by students.

Data Analysis:

1. Interest in spiritual reading.

Out of 37 responses 91.9 % students are eager to read the spiritual books or they prefer to read the spiritual books. Following Fig.1 shows the percentage of user who prefer to read spiritual books.



Fig.1

2. How much do you enjoy reading?



Fig.2

Above chart (Fig.2) reveals that 35.1 % readers is 'very much' enjoying the spiritual reading while 29.7% users are enjoying though spiritual reading. 16.2 % just reading and the same percentage of users are read by own choice.

3. Are you read spiritual or religious books?



Fig. 3

Fig.3 shows the interest of readers towards spiritual and religious books. But Spiritual and religious books are interdisciplinary in nature, so it shows 65.7 % of readers are prefer to read spiritual as well as religious books.

4. Gender:



Fig.4

Fig.4 reveals that 75.7% male are more interested in reading of spiritual books. Here once again dominance of male fraternity towards reading also.

5. Did you access spiritual books from internet or library



Fig.5

Above chart shows still in this ICT era, 73% of readers are depends on library as on physical resources.

6. How often do you Read when it is your choice?



Fig.6

Fig.6 shows that periodicity of reading. 56.8% users read '1-2 times a week', which shows they reading frequently by their choice and with available time.

7. How much time do you spend reading when it is your choice?



Fig.7

Fig.7 reveals that 43.2 % spent 15 to 30 minutes for spiritual reading. More than 30 minutes time spent by 32.4 %.

8. Reason behind Spiritual Reading:



Fig.8

Above chart shows that Motivation is the measure driving force behind the reading of spiritual books. 88.6 % users are read the spiritual books for motivating themselves.

9. What motivates you to Read?



40% of the total users are read spiritual books for their own development, 25.7% users are read spiritual books for their happiness.

Findings:

This study reveals following facts -

1. 91.9 % students are eager to read the spiritual books or they prefer to read the spiritual books.
2. 35.1 % readers is 'very much' enjoying the spiritual reading while 29.7% users little bit enjoying though spiritual reading.
3. 65.7 % of readers are preferred to read spiritual as well as religious books.
4. 75.7% male are more interested in reading of spiritual books.
5. 73% of readers are depends on library in spite of ICT dominance.
6. 56.8% users read '1-2 times a week'.
7. 43.2 % spent 15 to 30 minutes for spiritual reading.
8. 88.6 % users are read the spiritual books for motivating themselves.
9. 40% of the total users are read spiritual books for their self-development.

Conclusion:

As more institutions of higher education recognize the importance of integrating information literacy in courses, the collaboration between librarians and faculty is also growing stronger. In today's global economics, the integration of information literacy with instruction has become the key to successful student learning in business and economics fields focused on global understanding. Both librarians and faculty are using various collaborative models in developing and revising such courses. This study reveals that spiritual reading enhances the motivational force which gives rise to the work culture.

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Beyond
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Digital-Marketing of Library Services Best Practices in Libraries

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Abstract

This paper describes the academic library concept and describes the digital marketing of library services and strategy for application of best practices in Academic libraries in the information and communication technology era. It discusses importance of introducing best practices in academic library and information centre to enable it to improve library services processes, activities and maximum utilization of resources through various digital tools and deliver high quality, value added services to its users. In India NAAC has developed best practices / guidelines for different types of libraries and for specific services. The process that is adopted in the academic libraries will be a continuous improvement and overall development of the institution / organization.

Keywords: Best practices, Academic Libraries, Digital Marketing of services, NAAC.

1. Introduction:

The recent developments and changes in the field of ICT have also changed the expectations of the users in various ways. Hence, there is a greater responsibility on the academic library personnel to identify and adopt best and useful effective practices to meet the demands of users. UGC-NAAC defines best practices as an application of procedures to superior results which means way of doing things in particular organization as guidelines for good practices. The use of ICT with creative / innovative ideas leads to evolve best practices in library and information environment which can be seen in library and information centers.

2. Academic Libraries:

The definition of Academic library define as "Academic library is a library that is attached to the higher education institutions which serves two complementary purposes, to support the curriculum of the institute and to support the research of the university faculty and students". Academic libraries are playing a very essential and fundamental role in higher education. It acquires, processes, organizes, the basic information sources and disseminate the vital information to students, faculties and the research scholars for the growth of the higher education. Ultimately it supports the research work going on in various branches of knowledge all over the nation. Information explosion and the emerging information and technology have changed the higher education scenario worldwide. Therefore the academic libraries are also changing its conventional and traditional approach in view of the ICT environment.

The role of the library and information centre in a college is aimed at realizing the educational goals of the college or the parent organization. The college libraries not only provides services to reading by procuring materials for study and research, by introducing open



access system, by providing long hours of open, by organizing the library resources in a systematic way, but also feeds the intellect of the student, encourage the researches of the faculty and thus serve the teaching and research needs of the faculty. The college library and information resource centre acts as a vehicle for disseminating information and the related computer technologies through the best practices for utilization by its community of users and also for the exchange of information among its users.

3. Challenges Faced by Academic Libraries:

Now days in ICT era academic libraries are facing following challenges these are as follows

1. Impact of ICT on Libraries.
2. Explosive growth of information and documents
3. Increased cost of the Information Resources
4. Changing information needs of users
5. Changing Librarian role and responsibility
6. Latest tools & techniques of information processing.
7. Creation of databases and its security.
8. Marketing of library and information services.

4. Best Practices:

It means add valuable to an institution or organization. Considered as reliable benchmarks or standards of quality. Tools for the continuous improvement of products, processes and services. Leads to development of an understanding of the fundamentals that lead to success.

5. National Accreditation and Assessment Council (NAAC) and Best Practices

University Grants Commission created a higher education body (whose job is to assess the quality of university and college institutions) in 1994 in Bangalore on the recommendation of National Policy of Education (NPE) in 1986. This is National Accreditation and Assessment Council (NAAC) which work for quality and excellence in higher education and guide for enhancing the role of library and Information Services.i.e. Management of Library, Collection and Services, Extent of User Services, Use of Technology.

6. Need of Digital Marketing:

1. Information marketing by academic libraries in India is essential in ICT Era.
2. To promote the Information resources.
3. To improve the image of library
4. To raise awareness among users
5. Maximum utilization of library resources.

7. Digital-marketing of library services:

The interest in marketing has increased over the past few decades in libraries like other service centers; education, health, transportation, insurance, banking, etc.

For a long time, we (librarians and information professionals) had enjoyed a supplier's market and we lost our interest in working for our customers, and yet we want customers to come back. However, we should always keep in mind that only satisfied customers come back and there are greater chances that a dissatisfied customer will find some other suppliers of information to meet his information need. Hence, there are some unique reasons that require marketing orientation in library and information services and it will help us in providing library



services. For digital marketing of library services librarian should positively think about the following important point keeping in mind for users' satisfaction.

- Management of Libraries,
- Commitment to Customer Satisfaction
- Understanding Customers
- Welcome Again and Again
- Libraries need to grow
- Improving our Image

8. Definition of Marketing:

Kotler (1994), a professor of marketing, adopted the following definition of marketing:

"Marketing is the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target market's needs and desires and as using effective pricing, communication, and distribution to inform, motivate and serve the markets."

In above definition there are seven major points to be highlighted.

1. Marketing is a managerial process involving analysis, planning, implementation and control.
2. Marketing is concerned with carefully formulated programs not random actions - designed to achieve desired responses.
3. Marketing seeks to bring about voluntary exchange.
4. Marketing selects target markets and does not seek to be all people.
5. Marketing is directly correlated to the achievement of organizational objectives.
6. Marketing place emphasis on the target market's (consumer's) needs and desire rather than on the producer's preferences.

Considering above major points librarian should focus on Customer-Driven Marketing, Customers - Top Priority, Customers - Expectation, Responsiveness and Relationship etc.

To measure customer (Users) satisfaction, the relationship between the user and the library must be understood. A customer relationship comprises of a hierarchy of encounters through Library services, service providers, facilities and resources,

To serve the customer the library should serve as host, as said by (Ranganathan, 1961), considers that like a host, the library should provide full hospitality to a user as an important guest at the premises of the library. According to Ranganathan (1961):

- Give service with full attention and sincerity.
- Give him/her service to the best capacity at your command.
- Give him/her service in all modesty and in full freedom from any touch of prestige or ego.
- Give him/her service in full measure there should not be any offence to the laws of library science.
- Acquire the best knowledge and information for giving him/her your best service. We cannot absorb customer unless given prompt and relevant service in a personal way. She is human; and human personality alone can keep good humor, make the appreciation of



the value of books which blossom in him/her and transform him/her into a willingness beneficiary of the library.

9. Quality Services:

The user of the service is the almost judge of the quality. He/She want the value He/She receives from a service organization against the time spent and the efforts involved besides the monetary burden in getting the desired service and thus decides the quality. Users hardly define the quality of the library and its services in terms of updateness, stock size, annual budget, physical facilities, staff and the number of services. There are some of the essential criteria for providing quality services and its benefits the service itself that users look for. Quality service is depends on how well various elements function together in a service system. These elements include the people who perform the specific service in the service chain, the equipment that supports these performances and the physical environment in which the services are provided. The management concept achieving service excellence is called as Total Quality Management. It is a customer need driven management process. It emphasizes on identifying customers needs expressed in customer's own words and then linking customers' perceived quality into internal processes and measuring the impact of quality measurement on the market place.

10. Relationships between library services and customers (Users):

1. Relationship with Users:

The relationship with users mainly depends upon the commitment of the organization and its people towards customers, closeness between them, and the trust of customers for the products and services. The relationship is fairly a complex issue for library and information services and LIS managers, for them it is a strategic issue, but for customers it is just a communication process (Levitt, 1983). LIS managers need to break the ice and take responsibility to initiate, nurture, and develop sustainable relationship with customers offering services in a more satisfying manner to succeed in the new millennium (Gupta, 2000).

2. Professional Skills and Competencies:

Libraries do not require a good marketing person to run marketing operations, like a business firm, that person would quickly hire an advertising agency, change the ad campaigning, redesign company logo, design the brochures, training the sales force, retain a high powered public relation firm and alter or otherwise reposition the company's complete image. Marketing is nothing but a way of doing business, but certain skills or attributes, which are in no manner different from other service organization (Coote, 1994).

Marketing is:

- A service and trying to achieve customer's satisfaction;
- A clear understanding of their organization's overall aims and objectives;
- An ability to assemble and interpret information for the benefit of the customer;
- Good communication skills, both oral and written;
- Enthusiasm and commitment; and
- Ability to take criticism, not always constructive.

The above elements are very much desired for the successful information service providers. Therefore skills, attitude and judgment of the service providers are important in marketing of



library and information services. The 5 P's of the common external marketing mix with an internal twist for libraries should be considered is mentioned in Table 1.

Table 1. Five P's

Product:	Information resources and research services.
Price:	Free to employees. In other words, company sponsored.
Place:	Not necessarily a physical location anymore. A strong web presence is necessary. Libraries are virtual as well as physical spaces.
Promotion:	Internal bulletins, e-mails, the company intranet, the library web site, newsletters and poster campaigns are all effective promotional vehicles for highlighting new tools and advertising events.
People (Staff):	Staff is relatively a new element in marketing mix as its importance for the development of strategies has only recently been realized. It is difficult to achieve satisfactory exchanges with users without suitable staff. That is why marketing experts now talk about "internal marketing", emphasizing that the entire staff must be at all costs involved in the organization's marketing strategies.

For the library to remain competitive, or even more fundamentally, to remain relevant, it has to change its image. It has to shed the image of a highly fortified storehouse of knowledge guarded by staff and security devices, a treasure house where the borrower is a nuisance or a potential thief. The new-age library ought to be a true service organization; a group of professionals who quickly identify in the vast ocean of knowledge this kind of information different customers need and help them access it with the least waste of time and effort. A library that can survive and thrive in the Internet age is a knowledge-based social structure.

11. User Empowerment, Library Marketing and promoting library services ways:

1. **Extended Hours of Service:** Extended library opening hours helps the users, especially students during examination time to utilize the services optimally and thereby fulfill the first law of library science i.e documents are for use.
2. **E- Library Statistics:** This practice involves maintenance of usage statistics in all sections of the library.
3. **Library Tour:** Take a Library Tour as all the new entrants are taken to the library tour in small groups to physically show them the library resources, how to access these resources and various other services that they can avail during their studies. Live demonstration of e-resource is one of the important components of the tour.
4. **Virtual library tour:** A simple tour will also expose you to the different forms and locations of library resources, such as help desks, shelves for current periodicals, reference shelves, and stacks for less recent resources.
5. **Orientation Programmes:** Librarian should organize intensive programmes for orientation of new students in the beginning of the academic year. Institute librarian is a regular invitee to address the new entrants and explains them the important role a library plays in higher education. An audio-visual presentation is made to introduce them to the facilities, rules, resources (print and electronic), and services of the library.
6. **Educating the User/ E-resources awareness programme:** The academic libraries have a great role and responsibility in creating awareness among its users which will help to make use of the library resources, facilities, services, more effectively and efficiently. Through User orientation



which may be individual or groups, Kulkarni (2009). Library Brochures, circulars, Pamphlets and handouts.

7 Intellectual property rights/ Copy right / Plagiarism; Conduct information literacy programme to create awareness on IPR, copyright and plagiarism how to use sources, quote references, benefit of the author, plagiarism policies/guidelines/penalties for the users to reduce the plagiarism is very important in the digital era.

8. Internet/Local Area Network/ WiFi Facility in the Campus

The goal of this practice is to network the information resources of the library with the entire academic and research activities on the university / college campus and to evolve a user friendly environment by using the information and communication technology tools to provide quality and quick retrieval of the information sources along with resources available in other libraries at their desktops.

12. Web based Digital Library Services:

Library has computerized all its operations and activities are meant for users to access OPAC, databases, e-books, e-journals and other e-resources. Multimedia products, Daily News papers etc. This is the human interface between library and its users. A service that connects users with the library and helps them to make full use of the resources. It includes guidance in the use of information resources and services, help in locating required documents, instructions for accessing on line library resource

1. Automation of Library Services: The goal of this practice is to automate all the housekeeping operations of library viz. acquisition of books and other material, creating maintenance of its catalogued database, circulation of its holdings etc, to give service more quickly, efficiently and effectively and to meet the fourth law of library science i.e save the time of the user. Online Public Access Catalogue (OPAC) facilitates the users to search for information by author, subject, title, ISBN, keywords etc and helps to users point of quires like reserve item on loan, view special collections, cancel reservations, request renewal of loan, to see list of new arrivals, request addition of new publication, define SDI profile.

2. Library Portal: The Library Portal is a gateway to its resources and services. The purpose of an information gateway of this type is to help users discover high quality, relevant web-based information quickly and effectively. The portal besides providing information about the staff, collection and services, allows access to the OPAC, and provides direct link to e- resources.

3. Training Seminars and Workshops: The library organizes training sessions and workshops for the users introduced depending upon the relevance and need.

4 Online /eTOC services: Links provided in the library websites.

5. Discussion forum/Groups: Join the discussion forum on the internet to meet people around the world with similar interest, ask questions, and discuss the problems faced.

6 Social media: Social media is play key role to 21st century communication with library users, and enables the academic library to promote library resources and services. Use blogs, face book, twitter, YouTube, slide share. LinkedIn, RSS feed used to share information, photos related to library events.

7 Career information services: CIS can be providing through social networking sites. Implementing a social media policy will streamline responsibility for the management of various



platforms and provide guidelines for posts and interactions online with library patrons and the public.

8 E-mail: Use e-mail tool to communicate or to provide library services to the library user. The library makes good use of all these list services to communicate with the users particularly when a new e-resource is introduced or a service is launched. E-Mail services are also useful for informing or inviting users to a seminar or a demonstration organized by the library.

9. Library Blog: To know about library information i.e. Library membership, General rules and regulation, library Timing, Library Resources, Library Services Resources etc. library create Library Web blog on this blog various useful link like Question papers, Syllabus and important articles made available for the students.

10. Other important Best Practices RFID & CCTV Implementation: (for Security Purpose) Career/Employment Information/ Services. Etc.

14. Mobile based Library services:

In recent era mobile device plays a major role in digital marketing of LIS Services

1 Mobile online public access catalogs (OPACs): Libraries are providing access to their OPACs via mobile-optimized websites.

2 Mobile Applications: Some libraries have developed mobile applications for smart phones. OPAC and the ability to place items on hold, and also provide information on hours and locations of local libraries.

3. Library Short Message Service (SMS) notifications

4. WhatsApp Groups: To provide immediate and recent various information, like Educational News, Notices among the students every year to create Whatsapp group of newly admitted students.

14. Pre-requisites for Digital Marketing:

1. Trained Manpower
2. High speed internet service (Lease Line)
3. Willingness of staff
4. Time Management
5. Infrastructural Facility
6. Budget to implement the Digital system

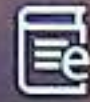
15. Conclusion:

In this ICT era user expect quality services from library, really users take advantage of these new practices. Academic Library adopted various best practices in its Management, Administration, Collection, Services and use of technology and plays an important role in teaching, learning and Research. Implementing the best practices is the combine responsibility of the institution and librarian for the benefit of the user. Use of technology in designing and delivering the information products and services in a library has always received good results. Librarian should create an environment and conditions for keeping abreast of the new and latest knowledge and uses of modern technological achievements in the field so that the knowledge from the source to its beneficiaries or users can be disseminated in a most efficient and effective way through the adoption of the best practices.



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१४५	समाज आणि ग्रंथ - डॉ. संगीता कुलकर्णी उमाळे, डॉ. संगीला राजेंद्र चेंब्रे	२३३
१५०	ग्रंथ निर्मिती व्यावसायिकांसमोरील समस्या - डॉ. दारुणे नालाजी विपुलतीराव	२३८
<u>१५५</u>		

इलेक्ट्रॉनिक पुस्तक : संपूर्ण परीचय

- उद्यम ३. पुस्तकालय
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सारांश

एकशिसाव्या शतकाच्या मध्ये ई-महजजेच इलेक्ट्रॉनिक या अक्षरास अनन्यसाधारण महत्त्व प्राप्त झाले. प्रत्येक ठिकाणी ई-गव्हर्नन्स, ई-कॉमर्स, ई-मेल असे शब्द प्रचलित झाले आहेत. या सर्व बदलास ग्रंथालय अपवाद कसे असेल? इलेक्ट्रॉनिक ग्रंथालये हा शब्द सर्वशुद्ध झाला. ग्रंथालयात इलेक्ट्रॉनिक बुक, इलेक्ट्रॉनिक जर्नल्स यांचा मोठ्या प्रमाणावर वापर होत आहे. मुद्रित प्रकाशनापासून ते वेर ई-प्रकाशनाकडे कल वाढत चालला आहे. वाचकांच्या वाढत्या मागणीनुसार ई-ग्रंथांची निर्मिती वाढत आहे. ग्रंथालयांची वाढती गरज, वाचनाची पद्धत, प्रगत व अद्ययावत इलेक्ट्रॉनिक साधनांमुळे ई-ग्रंथ सध्या वेगाने पुढे येत आहे. प्रस्तुत लेखात ई-ग्रंथ व त्याचा इतिहास त्याची वैशिष्ट्ये त्याचा फायदा-तोटा वाचिकांचा चर्चा करणेत आलेली आहे.

ई-ग्रंथाची व्याख्या : ई-ग्रंथाची विविध तज्ज्ञांनी व्याख्या दिलेली आहे. वेबोपेडिया नुसार ग्रंथाची इलेक्ट्रॉनिक आवृत्ती म्हणजेच ई-ग्रंथ होय.

मेरीयम वेबस्टर या शब्दकोशामध्ये नमूद केल्याप्रमाणे ई-ग्रंथ म्हणजे संगणकाच्या पदद्यावर किंवा समकक्ष साधनाद्वारे प्रदर्शनासाठी कुठल्याही पारंपारिक मुद्रित ग्रंथाचे अंकीय (डिजिटल) स्वरूपात रूपांतर होय. म्हणजेच वाचकांस संगणकावर किंवा अद्ययावत भ्रमणध्वनीद्वारे विशिष्ट आज्ञावलीच्या सहाय्याने अंकीय स्वरूपात वाचनीय मजकूर उपलब्ध करून देणे होय.

ई-ग्रंथाचा इतिहास :

ई-ग्रंथ व ई-ग्रंथ रीडर यांचा विकास बरोबरच झाला असे दिसते कारण ई-ग्रंथ वाचनक्षम होण्यासाठी वाचन साधन तितकेच महत्त्वाचे आहे. त्यामुळे सुरुवातीपासूनच ई-ग्रंथ निर्मिती व ई-ग्रंथ वाचन साधन यांचा विकास बांधक झालेला दिसतो. ई-ग्रंथाची प्रथम संकल्पना वेब्रेवर बुक यांनी As We May Think या निबंधात १९३० साली मांडली व १९४५ साली प्रथम प्रकाशित केली. माहितीच्या विस्फोटाच्या संशोधकांना योग्य माहिती शोधणे कठीण होते. संशोधन पुनरावृत्ती टाळणे हे अत्यंत महत्त्वाचे होते, कारण यामध्ये वेळ व अर्थ

यांचा अपव्यय होतो. यासाठी असे एखादे इलेक्ट्रॉनिक साधन असावे की ज्यामध्ये माहिती साठविणे शक्य होईल, यालाच पुढे कोलीन बर्फी यांनी 'लायब्ररी ऑफ्लेव' म्हणून उद्घृत केले आहे. दुसऱ्या महायुद्धानंतर ग्रंथपाल, संशोधक व वाचकांना माहितीच्या विस्फोटाच्या योग्य माहिती शोधणे आव्हानात्मक झाले यास इन्फॉर्मेशन ओव्हरलोड असे संबोधले आहे. ऑलन के यांनी १९६९ मध्ये छोटा वैयक्तिक संगणक (पीसी) ही संकल्पना मांडली त्यांचे पुढील ध्येय होते ऑफिस ऑफ द फ्युचर त्याप्रमाणे त्यांच्या सहकाऱ्यांनी संशोधन सुरू केले व नोटयुक संगणक ही संकल्पना मांडली. स्मॉल टॉक या आज्ञावलीचा ऑलन के यांनी विकास केला व चक थॉकर यांच्या सहाय्याने पहिला नोटयुक संगणक अल्टो बनविणेत यश आले. त्यालाच पुढे डायनाबुक्स म्हणून संबोधले गेले. मायकेल हार्ट यांनी पहिल्या ई-ग्रंथालयाची संकल्पना मांडली व त्याप्रमाणे इलिनॉईस विद्यापीठातील मॅटोव्हिल संशोधन प्रयोगशाळेत रेफ्लेक्टर टेम्पोरॉपी विकसित करून अस्की (ASCII) आज्ञावलीच्या सहाय्याने संगणकात साठविलेल्या फाइल्सचे हव्या तितक्या प्रती छापणे किंवा मुद्रित करणे सहज शक्य झाले. संगणकाची साठवण, प्रतिप्राप्ती क्षमता व उपयोगिता लक्षात घेऊन गुटेनबर्ग प्रकल्प असित्वात आला. सुरुवातीस १०००० हजार ग्रंथ, ई-ग्रंथ स्वरूपात उपलब्ध करून देण्याचे लक्ष ठेवण्यात आले व पुढे या प्रकल्पांतर्गत हजारो ई-ग्रंथ वाचकांना उपलब्ध झाले. सुनयुक सारख्या प्रगत संशोधनामुळे ई-ग्रंथांचा वापर अधिक सुलभ होऊ लागला. सुनयुक आज्ञावली मुळे अनुक्रमणिकेद्वारे विशिष्ट शब्दांचा शोध घेणे माहितीची प्रतिप्राप्ती अधिक सुलभ झाले. सीडी-रॉम च्या विकासाने मोठ्या प्रमाणावर लिखित माहिती साठवण प्रतिप्राप्तीसाठी अधिक सोपे झाले. १९९० मध्ये आरबीएस कंपनीने 'बुक मॅनेजर' आज्ञावली बाजारात आणली बुक मॅनेजर बिल्ड हे ई-ग्रंथ तयार करणाऱ्यासाठी तर बुक मॅनेजर रीडर ई-ग्रंथ वाचनासाठी उपलब्ध झाले. १९९१ मध्ये असाच प्रयत्न सोनी कंपनीने सोनी डाटा डिस्कमॅने हे उपकरण बाजारात आणले व याचीच पुढील विकसित आवृत्ती म्हणजे 'सोनी बुकमॅने' होय. सॉफ्ट बुक प्रेत ने १९९८ मध्ये 'सॉफ्ट बुक रीडर' विकसित केले. यामध्ये प्रतिमा किंवा मजकूर मोठा किंवा छोटा (Zoom In/Out) करणे शक्य झाले. हे साधन बाजारात चांगलेच लोकप्रिय झाले होते. १९९८ मध्ये रॉकेट ई-ग्रंथ रीडर हे विकसित झाले. नुवो पेडिया या कंपनीने विकसित केलेले हे रॉकेट ई-ग्रंथ रीडर चांगले लोकप्रिय झाले होते. साधारण पुस्तकाच्या आकाराच्या या साधनाद्वारे १७ तास वाचन शक्य होते त्याचे पुस्तके अधिभारित (Download) करणे यामध्ये शक्य होते. १९९९ मध्ये कॅर्ड इलेक्ट्रॉनिकसने 'एव्हरी बुक' हे साधन बाजारात आणले. यामध्ये पीडीएफ

स्वरूपात ग्रंथ वाचन शक्य झाले. वापरण्यास सुलभ असल्यामुळे डॉक्टर्स, कवीत, वास्तुविशारद, अभियंता इत्यादी क्षेत्रातील व्यावसायिक मोठ्या प्रमाणावर उपयोग्य करू लागले. नायक्रोसॉफ्टने 'मायक्रोसॉफ्ट रीडर' विकसित केले व याद्वारे वेबविकृत संगणकावर (पीसी) ई-बुक वाचन सुलभ होऊ लागले यामध्ये एलसीडीचा वापर केल्यामुळे मजतुर अधिक सुस्पष्ट दिसू लागला. १९९९ मध्ये नेट लावण्याने ई-ग्रंथालय विकसित करून ई-ग्रंथ सशुल्क सेवा वाचकांना २४ X ७ दिवस उपलब्ध करून दिली. ग्राहकाभिमुख बदल करून ही सेवा अधिक वेगाने सुरू झाली. २००६ मध्ये सोनी कंपनीने पोर्टेबल रीडर सिस्टीम विकसित केली, यामध्ये दहा हजार पुस्तके साठवून ठेवण्याची क्षमता होती व २०० पेट मजकूर किंवा प्रगिता मोठी करून बघण्याची सुविधा उपलब्ध करून देण्यात आली. यामध्ये चर्च, टेक्स्ट रेपीईन्सी आदी स्वरूपातील सर्व मजकूर वाचता येऊ लागला. बुकिंग साय-बुक हे ई-ग्रंथ रीडर २००३ मध्ये विकसित केले त्यामध्ये संशोधन विकास होऊन दहा हजार पृष्ठ साठवणूक क्षमता व तीन आठवडे पुरेल एवढी बॅटरी क्षमता हे या ग्रंथ रीडरचे खास वैशिष्ट्य होते. यामध्ये संशोधन करून 'सायबुक ओरिजन' हे रीडर बाजारात आले. अमेझॉन किंडल हे रीडर 'तार विरहित' (Wireless) आंतरमहाराष्ट्र (Internet) सुविधेसह बाजारात आले. याद्वारे ई-ग्रंथ खरेदी करून वाचता लागले. सध्या उपलब्ध ई-बुक रीडर हे अधिक वाचकाभिमुख असून यामध्ये अद्ययावत सुविधा देण्यात आल्या आहेत. यामध्ये शब्दकोश, शब्दकुलकोश जोडणी दिलेली असल्यामुळे अधिक माहिती मिळण्यास सोपे झाले आहे.

ई-बुक वाचनासाठी आवश्यक साधन सामग्री

मुद्रित ग्रंथांचे वाचन करण्यासाठी कोणत्याही प्रकारच्या साधनसामग्रीची आवश्यकता नसते तर ई-ग्रंथांचे वाचन करण्यासाठी विविध इलेक्ट्रॉनिक उपकरणांची आवश्यकता असते ती उपकरणे पुढीलप्रमाणे;

१. ई-बुक रीडर
२. मल्टीमीडिया संगणक
३. इंटरनेट कनेक्शन
४. अँड्रॉइड मोबाइल
५. मोबाईल

या साधनांचा वापर ई-ग्रंथांची साठवण व वाचन करण्यासाठी उपयोग्य होते.

ई-ग्रंथांचे ग्रंथालयात उपार्जन : मुद्रित साहित्याचे उपार्जन आतपप वेगवेगळे निकषांद्वारे करतो त्याच प्रमाणे ई-ग्रंथांचेही ग्रंथालयासाठी उपार्जन करताना पुढील

निकष विचारात घेणे गरजेचे असते.

१. ग्रंथालय संग्रहात ई-ग्रंथ साहित्याचा समावेश करताना संस्थेच्या शैक्षणिक व संशोधन उपक्रमांना सहाय्यभूत ठरेल असे दर्जेदार साहित्य असावे.
२. ई-ग्रंथांची निवड करताना वाचक वर्गाची गरज लक्षात घेणे गरजेचे आहे.
३. इ-ग्रंथामधील विषय/आशय हे संबंधित विषयातील मान्यवर प्रकाशकांनी व तज्ञ अनुभवी लेखकांनी सादर केलेले व गुणवत्तापूर्ण असावे.
४. ई-ग्रंथ ग्रंथालयात संग्रहित करताना विशिष्ट तांत्रिक पद्धतीने ते वाचकांना उपलब्ध केले जातात. यामध्ये ऑफलाईन व ऑनलाईन मल्टिपल एक्सेस पद्धतीद्वारे वाचकांना उपलब्ध करून दिले जाते. आयपी ड्रेस किंवा लॉगिन आयडी व पासवर्ड द्वारे उपलब्ध करणे हे निश्चित करावे लागते.

ई-ग्रंथांचे वैशिष्ट्ये

१. ई-ग्रंथामध्ये मुद्रित साहित्याचाच संपूर्ण मजकूर इलेक्ट्रॉनिक स्वरूपात उपलब्ध होतो.
२. ई-ग्रंथ वाहनक्षम, हस्तांतरणीय व माहितीची त्वरित प्रतिपत्ती शक्य होते.
३. वाचकांना टिप्पणी (Annotation) लिहिणे तसेच टूकशब्द सुविधेमुळे अधिकचे संदर्भ मिळतात.
४. ई-ग्रंथाच्या सुरुवातीस एक सारणी असते त्याद्वारे थेट विशिष्ट प्रकारचापर्यंत मार्गक्रमण म्हणजेच नेव्हिगेशन शक्य होते.
५. ई-ग्रंथामधील पृष्ठे चिन्हांकित म्हणजेच बुक मार्क करता येतात.
६. स्वतःच्या अधिकच्या टिप्पणी जोडता येतात व महात्वाचा मजकूर अधोरेखित करून जतन करता येतो व जेव्हा पाहिजे तेव्हा परत उपलब्ध होतो.
७. ग्रंथाचा मजकूर वाचताना अक्षर मोठे किंवा छोटे (Zoom In/Out) करून वाचता येते.
८. ई-ग्रंथाचे पृष्ठ आवश्यकतेनुसार मुद्रित स्वरूपात प्राप्त करता येतात.
९. ई-ग्रंथ भविष्यकालीन उपयोगासाठी संगणकात किंवा साठवणूक क्षमता असलेल्या साधनांमध्ये जतन करता येतात.

१०. ग्रंथालयातील जागेचा प्रश्न ई-बुक मुळे कमी होऊन हार्ड डिस्क किंवा सर्व्हरमध्ये मोठ्याप्रमाणावर ग्रंथ जतन करता येतात.
११. ई-ग्रंथ विशिष्ट टूलबारच्या सहाय्याने वाचकांना उपलब्ध होतात व त्यामुळे त्यांना वाचन सहज शक्य होते.
१२. ई-ग्रंथ वेळोवेळी अद्ययावत करता येतात किंवा सुधारित आवृत्ती प्रकाशित करणे सोपे जाते.

ई-ग्रंथाचे फायदे

ई-ग्रंथाचे वापरकर्त्यांप्रमाणे वेगवेगळे फायदे आहेत ते पुढील प्रमाणे -

अ. वाचकांच्या दृष्टीकोनातून फायदे :

१. वाचकांना ई-ग्रंथांमध्ये विशिष्ट मजकूर शोधणे किंवा ग्रंथ संग्रहातून शोधणे सुलभ होते. आवश्यकतेनुसार वाचक आपल्याला हवे असे बदल करू शकतात. संगणकाच्या किंवा ग्रंथ वाचन साधनांच्या पडद्यावरील तेजस्विता कमी करणे वाढवणे, मजकूर आकार वाढवणे किंवा कमी करणे हे आवश्यकतेनुसार शक्य होते.
 २. ई-ग्रंथ वाचकांना बहान करण्यास सुलभ असून एका साधनांमध्ये हजारो ग्रंथ जतन करण्याची क्षमता असते व प्रतिप्राप्ती जलद गतीने कमी वेळेत हवे तेंव्हा हव्या त्या वेळेत हव्या त्या ठिकाणी हवा तो ग्रंथ आपणास प्राप्त होतो.
 ३. शब्दकोश किंवा शब्दकुलकोश या बाह्य स्रोतांशी जोडले असल्यामुळे ई-ग्रंथ अधिक वाचकप्रिय होत आहे.
 ४. मार्गक्रमण (Navigation), शब्द कोश विश्वकोशाशी जोडणी, पृष्ठ चिन्हांकन, महत्त्वाचे वाक्य अधोरेखित करणे रिप्यणी जोडणे यासारख्या सुविधा ई-ग्रंथांमध्ये असल्यामुळे ते वाचकांचे उत्तम मित्र होऊ शकतात.
 ५. 'दिव्यांग' वाचकांना दृक-श्राव्य ई-ग्रंथांमुळे अधिक सुविधा प्राप्त होत असून त्यांची ज्ञानवृद्धी होत आहे व यामुळे 'डिजीटल डिव्हाइड' कमी होण्यास मदत होते व समाजाची सर्वसमावेशक प्रगती शक्य होते.
 ६. एकाच वेळेस अनेक वाचक वाचू शकतात.
- #### ब. ग्रंथालयाच्या दृष्टीकोनातून फायदे
१. ग्रंथ गहाळ होणे, खराब होणे, चोरी होणे किंवा चुफीच्या जागी ठेवता जाणे यासारख्या घटना टाळता येतात.
 २. ग्रंथालय ही वर्षिष्णू संस्था असल्यामुळे जागेचा प्रश्न प्रकल्पने सर्व

प्रकारच्या ग्रंथालयांना जाणवतो. हा प्रश्न ई-ग्रंथाचे उपाचरन व जतन केल्यास सुटू शकतो.

३. छापील प्रत उपलब्ध नसणे किंवा ग्रंथ अनुलब्धता होत नाही. ग्रंथालयाची वेळ, स्थळ या सारख्या समस्या वाचकांना उद्भवत नाही.
४. ई-ग्रंथ दीर्घकालीन जतनक्षम असल्यामुळे ग्रंथालयात दीर्घकालीन उपयोगासाठी उपलब्ध होतात.
५. दूरस्थ शिक्षण प्रणालीमध्ये ई-ग्रंथ वाचकांपर्यंत पोहोचवता येतात.
६. ग्रंथालयास २४ तास सेवा देणे शक्य होते.
७. दिव्यांग वाचकांना घरपोच सेवा देणे (Library at your doorstep) शक्य होते.
८. ई-ग्रंथ हे पर्यावरण पूरक असल्यामुळे वृक्ष संवर्धन होते.
९. ई-ग्रंथ एकाच वेळेस अनेकांना वाचता येतो.

क. प्रकाशकांच्या दृष्टीकोनातून फायदे

१. ग्रंथ प्रकाशन तंत्रज्ञान प्रगत झाल्यामुळे ई-ग्रंथ प्रकाशन अधिक वेगवान व सुलभ झाले आहे.
२. ई-ग्रंथ प्रकाशक सुधारित आवृत्ती किंवा अद्ययावत आवृत्ती कमी खर्चात पुनर्प्रकाशीत करू शकतात.
३. ग्रंथ बांधणी, छपाई, कागद खर्च व मजुरी त्याचप्रमाणे संवत्सामुद्री वॉर्की मोठ्या प्रमाणावर बचत होते. प्रकाशकांना ग्रंथ जतन करण्यासाठी मोठ्या जागेची किंवा गोडाऊनची आवश्यकता भासत नाही. ई-ग्रंथ वेळेत वाचकांपर्यंत पोहोचणे शक्य होते.

ड. लेखकांच्या दृष्टीकोनातून फायदे:

१. प्रकाशकांच्या मदतीशिवाय ई-ग्रंथ प्रकाशन शक्य होते.
२. वाचक आणि लेखक यांच्यात थेट संवाद असल्यामुळे लेखकात त्वरित अभिप्राय किंवा फीडबॅक मिळतो यद्वारे गुणवत्ता सुधारणे किंवा ग्रंथ अद्ययावत करणे सहज शक्य होते.

ई-ग्रंथाचे तोटे

१. वाइम्व चौर्य (Piracy) : ई-ग्रंथाचे वाइम्व चौर्य होण्याचा धोका मोठा आहे.
२. प्रताधिकार कायदा (Copyright Act) : हा कायदा असूनही मोठ्या प्रमाणावर कायदाचे उल्लंघन होत असून प्रकाशकास व लेखकास वित्त हानी होते.

३. ई-ग्रंथ तंत्रज्ञानाधारित असल्यामुळे वाचकांना वाचनास अडथळ येतो.
४. ग्रंथालयाचे जर ई-ग्रंथांच्या डेटाबेसचे नुतनीकरण न केल्यास किंवा विलंब झाल्यास संशोधकांची गैरसोय होऊ शकते.
५. ग्रंथालयांना एकदाच किंमत देऊन किंवा वर्गाणीद्वारे प्राप्त ई-ग्रंथांना जतन करण्यासाठी सर्व चंत्रणा सुसज्ज व अद्ययावत ठेवावी लागते.
६. ई-ग्रंथांच्या डेटाबेसच्या किमतीमध्ये प्रतिवर्ष वाढ होते व ई-ग्रंथ वाचनासाठी व जतन करण्यासाठी अद्ययावत तंत्रज्ञान वापरणे लागते त्यामुळे ग्रंथालयाचे अंदाजपत्रक बिघडते.
७. वाचकांना ई-ग्रंथ संगणक किंवा विविध साधनांच्या समोर बसून वाचणे लागतात. दीर्घकाळापर्यंत बसल्याने स्नायूंचे ताण येतो व पाठदुखी सारखे त्रास जाणवतात. त्याप्रमाणे डोळ्यावर ताण येऊ शकतो.
८. काही विशिष्ट ई-ग्रंथांचे प्रकाशन बंद झाल्यास महत्त्वाचे ग्रंथ पडद्याआड जाऊ शकतात.

ई-ग्रंथ-भारतीय व जागतिक स्थिती

ई-ग्रंथ प्रकाशन व्यवसाय वृद्धी होताना दिसत आहे. अमेरिकन संकेतस्थळ स्टॅटिस्टा डॉट कॉमच्या अहवालानुसार २०२० सालामध्ये भारताची ई-ग्रंथ प्रकाशन व्यवसायाची उलाढाल २०२ दशलक्ष डॉलर्स असून २०२४ मध्ये हा व्यवसाय ८.८% वाढून २८३ दशलक्ष डॉलर्स होईल असा अंदाज वर्तविण्यात आला आहे तसेच वाचकवर्ग हा २०२० साली ६.५% आहे तर २०२४ मध्ये ८.३% होईल असा अंदाज आहे.

त्याचप्रमाणे जागतिक पातळीवर विचार केल्यास प्रमुख पाच देशांची ई-ग्रंथ प्रकाशन व्यवसायाची प्रगती ऊर्ध्वगतीने होत आहे हे पुढील सारणी वरून लक्षात येते.

देश	उत्पन्न (दशलक्ष डॉलर्स मध्ये)
अमेरिका	६,१४६
जपान	१,५४४
चीन	१,३२०
इंग्लंड	१,०३१
केनडा	७७२
भारत	२०२

बंगळूरू येथील इनमोबी ग्रुपने कोव्हीड-१९ च्या स्थानबद्धता कालावधीमध्ये (Lockdown Period) केलेल्या पाहणी अहवालामध्ये असे नमूद केले आहे की जानेवारी ते मार्च २०२० या कालावधीमध्ये २०० परीने ई-ग्रंथ वाचकांची वाढ झाली आहे. या सांख्यिकीवरून हे निदर्शनास येते की ई-ग्रंथ प्रकाशन व्यवसायाची प्रगती वेगाने होत आहे. कालानुरूप भारत देशातील वाचकही हा बदल स्वीकारताना दिसत आहे, त्याप्रमाणे ग्रंथालयांनाही बदल करून घेणे ही फाळसापेक्ष गरज आहे हे अधोरेखित होते.

समारोप : ग्रंथालयात ई-ग्रंथांचा उपयोग प्रगत तंत्रज्ञानामुळे वाढताना दिसत आहे. ग्रंथालये काळानुरूप बदलत आहेत. हायड्रीड ग्रंथालय, डिजिटल ग्रंथालय, आभासी ग्रंथालये मोठ्या प्रमाणात विकसित होत आहेत. माहिती संप्रेषण तंत्रज्ञानात (ICT) होत असलेल्या मोठ्या प्रगतीमुळे ग्रंथालय संगणकीकरण जोगत सुरू आहे. माहितीचा खजिना योग्य वेळेत वाचकांना गरजेप्रमाणे उपलब्ध होत असल्यामुळे ई-ग्रंथांचे अनन्यसाधारण महत्त्व वाढत आहे. आजच्या कोव्हीड-१९ च्या स्थानबद्धतेमुळे (Lockdown) ई-ग्रंथांची मागणी वाढली आहे. पुढील वेळाच्या काळात ई-ग्रंथांचा प्रचार व प्रसार मोठ्या प्रमाणावर होईल असे वेगवेगळे अहवाल स्पष्टपणे दर्शवितात.

संदर्भग्रंथ सूची

ग्रंथ/निबन्धात्मिक/संकेतस्थळे

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ई-पुस्तकांचे संकेतस्थळ : माहितीचे भंडार

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ग्रंथपाल, अमृतवाहिनी एमबीए महाविद्यालय, संगमनेर, अहमदनगर

सारांश : प्राचीन काळात माहितीचे प्रकाशन मौखिक, चित्रित, मुद्रित व चुंबकीय या प्रकारच्या माध्यमांद्वारे होत असे परंतु अलीकडील काळात माहिती-तंत्रज्ञानाच्या युगात, संगणक तंत्रज्ञान व संप्रेषण तंत्रज्ञानामुळे माहितीच्या प्रकाशन स्वरूपात बदल होऊन माहिती ई- प्रकाशन स्वरूपात प्रकाशित होऊ लागली आहे. ई-प्रकाशने व आंतरमहाजालची (इंटरनेट) सुविधा यामुळे प्रकाशन व्यवसायाचे स्वरूप बदलले आहे. आजच्या काळात वाचकांच्या गरजा विचारात घेऊन विविध विषयात ई-प्रकाशने प्रकाशित होतात. प्रस्तुत लेखाद्वारे मराठी भाषेच्या वाचकांसाठी ई-बुक म्हणजे काय? त्यांचे महत्त्व व उपयोग, विविध संकेतस्थळे या विषयी चर्चा केलेली आहे.

प्रस्तावना : ग्रंथालयांचे समाजात अनन्यसाधारण महत्त्व आहेच. सर्व प्रकारच्या नागरिकांच्या वाचन विषयक गरजांची पूर्तता ग्रंथालये करतात. मानवी संस्कृतीच्या इतिहासात पाहता समाजाच्या विकासात ग्रंथालयांचा मोठा वाटा आहे. पाषाणयुगापासून आजच्या माहिती युगापर्यंत सामाजिक जीवनाचा विकास करण्यासाठी माहिती संप्रेषण मानवाला मदत करते. माहिती एका ठिकाणाहून दुसऱ्या ठिकाणी प्रवाहित होण्यासाठी आज पर्यंत वेगवेगळ्या माध्यमांचा वापर केला जात आहे. मुद्रणकलेच्या शोधा पूर्वी माहितीच्या देवाणघेवाणीसाठी दगड, धातू, भूर्जपत्र, जनावरांची कातडी अशा विविध साधनांचा वापर केला गेला. इसवी सन १४५२ मध्ये गुटेनबर्गने चीनमध्ये छपाई यंत्राचा शोध लावला, यानंतर लेखन कला व मुद्रण कलेचा शोध लागल्यानंतर माहिती ग्रंथरूपात प्रकाशित होऊ लागली व ग्रंथसंग्रहाची वाढ ग्रंथालयात होऊ लागली. ग्रंथरूपी माहितीच्या आधारे समाजामध्ये विविध कार्य व योजना आकारास येऊ लागल्या. आजचे युग हे माहिती तंत्रज्ञानाचे युग आहे. संगणक व संप्रेषण तंत्रज्ञान यांच्या संयोगातून निर्माण झालेले हे माहिती-तंत्रज्ञान विसाव्या शतकातील एक वरदानच आहे. अशा या माहिती-तंत्रज्ञानाचा वापर हा प्रत्येक क्षेत्रात होताना दिसतो. संगणकाची कार्यपद्धती व माहिती संकलन करण्याची प्रचंड क्षमता या वैशिष्ट्यांमुळे उद्योग, आरोग्य, शिक्षण, बँकिंग विमा, दळणवळण ई. सर्व क्षेत्रात संगणकाचा वापर प्रभावीपणे होत

आहे. माहिती युगात सर्व प्रकारच्या ग्रंथालयासमूह वाचकांना त्वरित व अचूक माहिती पुरविण्यासाठी ग्रंथालयात संगणक व संप्रेषण तंत्रज्ञानाचा वापर केला जातो. माहिती मौखिक, लिखित चित्रित, मुद्रित, चुंबकीय आणि आता ई-प्रकाशने वा स्वरूपात माहिती संप्रेषण प्रवास पहावयास मिळतो. आजच्या काळात ई-बुक हे ग्रंथालयाचा एक प्रमुख घटक म्हणून ओळखले जाते. देश-विदेशातील ग्रंथालय व माहितीशाखातील तज्ञा ई-बुकला मुद्रित प्रलेखास पर्याय म्हणून बघतात.

ई-बुक म्हणजे काय ?

ज्याप्रमाणे ग्रंथ, निपतकालिके, संदर्भ साधने व सारयुक्त व सूची बद्ध साहित्य मुद्रित स्वरूपात प्रकाशित होतात त्याचप्रमाणे तेच साहित्य इलेक्ट्रॉनिक किंवा डिजिटल स्वरूपात साठवण किंवा प्रकाशित करणे म्हणजेच ई-प्रकाशन करणे होय. थोडक्यात ई-प्रकाशने म्हणजे वाचन साहित्य ऑनलाईन स्वरूपात प्रकाशित करणे व विविध इलेक्ट्रॉनिक साधनांद्वारे वाचकांना उपलब्ध करून देणे होय. एक डक्यू-लॅन्टर वांच्या मते ही एक अशी पद्धती आहे की ज्यामध्ये प्रलेखाचे रूपांत अंकीय स्वरूपातून करून विशेष बदल करून वाचकांना संगणक व माहिती तंत्रज्ञानाद्वारे वाचण्यासाठी उपलब्ध करून दिले जाते.

ई-बुक संकल्पना : अमेरिकेतील मिशेल हार्ट यांनी इतिहास विद्यापीठात इ.स. १९७०-७१ मध्ये ही संकल्पना प्रथम मांडली. संगणकाचा उपयोग फक्त गणिते आकडेमोड करणे हा नसून सर्व समाजाला उपयुक्त ठरेल यासाठी ग्रंथालयातील माहिती साठविणे, प्रतिप्राप्ती करणे आणि मुद्रित करणे यासाठी असावा अशी त्यांची धारणा होती म्हणूनच त्यांनी सर्वप्रथम ई-बुक ची निर्मिती केली.

ई-बुकचे वाचन संगणकाच्या किंवा ई-बुक रीडरच्या माध्यमातून तसेच वेगवेगळ्या माध्यमातून करता येते. ई-बुकला पेपरलेस पुस्तके, आभासी पुस्तके, ऑनलाईन पुस्तके, सीडीरोम पुस्तके इ. विविध नावांनी संबोधले जाते. ई-बुक हे मुद्रित, श्राव्य, प्रतिमा, पीडीएफ इत्यादि स्वरूपात प्रकाशित होते व ते वाचन करण्यासाठी ई-बुक रीडर, संगणक, भ्रमणध्वनी वांच्याद्वारे करतात.

ई-बुक ची आवश्यकता : आजच्या माहितीयुगात माहिती व संप्रेषण तंत्रज्ञानाचा वापर सर्वत्र ग्रंथालय व माहिती केंद्रातून केला जातो. त्याचप्रमाणे माहिती प्रकाशनाचे बदलते स्वरूप, वाचकांचा वाचनाविषयी बदललेला वक्त व गरज आणि ग्रंथालय व्यवस्थापनाचे बदलते स्वरूप इत्यादी कारणांमुळे आजच्या आधुनिक काळात ई-बुक ग्रंथालयाद्वारे वाचकांना उपलब्ध करून देणे क्रमप्राप्त ठरते तसेच पुढील मुळांचा सर्वकष विचार करता ई-बुक सर्व प्रकारच्या वाचकांना, ग्रंथालयांना आवश्यक आहे.

१) आधुनिक काळाची गरज २) माहितीचा विस्फोट ३) जागेची कमतरता ४) वेळेची बचत ५) निर्धीचा अभाव

ई-बुक वाचनासाठी आवश्यक साधन सापशी

मुद्रित ग्रंथांचे वाचन करण्यासाठी कोणत्याही प्रकारच्या साधनसामग्रीची आवश्यकता नसते तर ई-बुकचे वाचन करण्यासाठी विविध इलेक्ट्रॉनिक उपकरणांची आवश्यकता असते ती उपकरणे पुढीलप्रमाणे-

१) ई-बुक रीडर : ई-बुक रीडर हे ई-बुक वाचनाचे साधन आहे. ई-बुक रीडरची साठवणक्षमता, चहनक्षमता आणि इतर अष्टरेतु गुणधर्मांमुळे ई-बुक रीडर उपयुक्त उपकरण आहे. यावर एखादे भौतिक स्वरूपातील ग्रंथ हातात घेऊन वाचन केल्यासारखे वाटते. या ई-बुक रीडरच्या स्मृतीत गेकडो ग्रंथ सामावू शकतात, जास्त पृष्ठांचा ग्रंथ वाचनासाठी देणे व चहन करणे अवयवड जाते तर ई-बुक रीडरच्या वापराने या गोष्टी सहज साध्य होतात. ई-बुक हे पारंपारिक ग्रंथांचा निश्चित पर्याय ठरत आहेत. बाजारात विविध कंपन्यांचे ई-बुक रीडर व ई-बुक रीडर अॅम्बुडा उपलब्ध आहेत. उदा. किंडल ई-बुक रीडर, हॅन्ड हेल्ड ई-बुक रीडर.

२) मल्टिमिडिया संगणक ३) इंटरनेट कनेक्शन ४) अॅडॉड मोबाइल ५) मोबाईल ॲप वा साधनांचा वापर ई-बुकची साठवण व वाचन करण्यासाठी उपयुक्त होते.

ई-बुकचे ग्रंथालयात उपायन : मुद्रित साहित्याचे उपायन आपण वेगवेगळे निकष लावून करतो त्याच प्रमाणे ई-बुकचे ग्रंथालयासाठी उपायन करताना पुढील निकष विचारात घेणे गरजेचे असते.

१. ग्रंथालय संग्रहात ई-बुक साहित्याचा समावेश करताना संस्थेच्या शैक्षणिक व संशोधन कार्यक्रमांना सहाय्यभूत व दर्जेदार असावे.
२. ई-बुक ची निवड करताना वाचक वर्गाची गरज लक्षात घेणे गरजेचे आहे.
३. इ बुक मधील विषय/आशय हे त्या विषयातील मान्यवर प्रकाशकांनी तय्य व अनुभवी लेखकांकडून सादर केलेले व गुणवत्तापूर्ण असावे.
४. ई-बुक ग्रंथालयात संग्रहित करताना विशिष्ट तांत्रिक पद्धतीने ते वाचकांना उपलब्ध केले जातात. यामध्ये ऑनलाईन व ऑनलाईन मल्टिपल एक्सेस पद्धतीद्वारे वाचकांना उपलब्ध करून दिले जाते. आरपी ट्रेस किंवा लॉगइन आवडी व पासवर्ड द्वारे उपलब्ध करणे हे निश्चित करावे लागते. यामध्ये आरपी एक्सेस ही पद्धती ज्ञान सोयीची असते असा अनुभव आहे त्यामुळे जास्वीत ज्ञान उपलब्धता

ब प्रतिप्राप्ती करणे, किमतीची बचत व देखभालीतील सोपेपणा इत्यादी फायदे होतात परंतु यासाठी ग्रंथालयात पायाभूत साधनसुविधा असणे आवश्यक आहे.

ई-बुकची संकेतस्थळे

इंटरनेट वरील माहिती शोधण्यासाठी अतिशय महत्त्वाचा घटक म्हणजेच संकेतस्थळ होय. यालाच इंटरनेटमध्ये वेबसाईट असे म्हणतात. आंतरमहाजालामध्ये असलेल्या संकेतस्थळे आहेत त्याच अंकीय माहिती विविध पत्त्यांवर ठेवलेली असते.

पाश्चात्य देशांप्रमाणे आपल्या भारतातही राष्ट्रीय शिक्षण क्षेत्रात गुणवत्ता व विकास साध्य करण्यासाठी विविध संस्था कार्यरत आहेत त्यामध्ये नॅक व एन. बी. ए. या संस्थांकडून भारतातील शैक्षणिक विद्यापीठे, महाविद्यालये, अभियांत्रिकी महाविद्यालये, तंत्रशिक्षण संस्था यांचे मूल्यांकन केले जाते. या संस्थांद्वारे मूल्यांकन करतेवेळी शैक्षणिक संस्थेतील ग्रंथालय साधने व सेवा यावर भर दिला जातो. विद्यापीठे व महाविद्यालयांनी आपली स्वतःची संकेतस्थळे स्थापन केलेली आहेत तसेच त्यांच्या ग्रंथालयांनी मुद्रा स्वतःची संकेतस्थळे तयार करून त्याच ग्रंथालयात उपलब्ध असणारी साधने, सेवा व उपक्रम इत्यादींची माहिती उपभोक्त्यांना उपलब्ध करून दिलेली आहे.

वाचक संगणक व इंटरनेट वेब ब्राऊजरच्या साहाय्याने तसेच मोबाईल द्वारे आपल्याला हव्या असलेल्या संकेतस्थळाचा पत्ता इंटरनेटवर टाकून ई-बुकचे वाचन करतात, तसेच विशिष्ट साधनावर उदाहरणार्थ पेन ड्राईव्ह, हार्ड डिस्क किंवा डेस्क टॉप, ऑप यावर ई-बुक डाऊनलोड करून संग्रहित करून वाचतात. आजच्या काळात इंटरनेटचा व भ्रमणध्वनीचा वापर जास्त प्रमाणात वाढला आहे तसेच इंटरनेटवर सर्चिंग सर्चिंग हा महत्त्वाचा घटक आहे. ग्रंथालयाच्या सेवांमधील पांजामकारकता व कार्यक्षमता वाढविण्यासाठी ग्रंथालय व्यावसायिकांना वाचकांना तत्परतेचा देण्याच्या दृष्टीने इंटरनेटवरील संकेतस्थळे महत्त्वाची आहेत. आज उपलब्ध असलेल्या संकेतस्थळे विविध विषयानुसार, भाषेनुसार, प्रकाशकांनुसार उपलब्ध आहेत. प्रामुख्याने या संकेतस्थळांचे दोन प्रकार पहावयात मिळतात.

१. मोफत किंवा विनामुल्य ई-बुक संकेतस्थळे

२. वर्गणी द्वारे उपलब्ध होणारी ई-बुक संकेतस्थळे

मोफत ई-बुक संकेतस्थळे : या प्रकारातील संकेतस्थळे ही निःशुल्क सेवा देतात म्हणजेच वाचकांना आंतरमहाजालावरील संकेतस्थळावरून अनेक ई-बुक डाऊनलोड करून संग्रहित करता येतात त्यासाठी कोणत्याही प्रकारचे शुल्क लागत नाही.

अ) सर्व विषय समावेशक ई-बुकची संकेतस्थळे :

१) प्रोजेक्ट गुटेन बर्ग : <https://www.gutenberg.org> : या संकेतस्थळाची निर्मिती १ डिसेंबर १९७१ मध्ये मायकेल हार्ट यांनी केली. या संकेतस्थळातर्गत प्रताधिकाराव्यतिरिक्त ६०००० पेक्षा जास्त ई-बुकस उपलब्ध आहेत. अंकीय (डीजीटल) स्वरूपात ग्रंथ उपलब्ध करून देण्यास चालना मिळाली या उद्देशाने सद्य प्रकल्प हाती घेण्यात आला.

२) झेड लायब्ररी : <https://b-ok.cc/> : या संकेतस्थळाची निर्मिती २००९ मध्ये झाली असून एकूण ५०३३०७२ ई-बुकस व ७७५११८४४ ई-लेख उपलब्ध आहेत. म्हणूनच झेड लायब्ररी आजच्या काळात जगातील सर्वात मोठी ई बुक्स लायब्ररी म्हणून प्रसिद्ध आहे. वाचकाला आपला ई-पेस पत्ता व संकेतस्थळातर्गत नोंदणी करून ई-बुकसचे अधोधारण (डाऊनलोड) किंवा वाचन करता येते.

३) पीडीएफ ड्राईव्ह कॉम : <https://www.pdfdrive.com> : या संकेतस्थळावर विविध विषयांवरील शैक्षणिक ई-बुकस उपलब्ध करण्यात आले आहेत. त्यामध्ये पर्यावरण अभियांत्रिकी, वैद्यकीय, धर्म, इतिहास, भूगोल, मानसशास्त्र, भाषा, सामाजिकशास्त्र, अर्थशास्त्र व व्यवस्थापनशास्त्र अशा विविध विषयांवरील ७५, ७१७, २८० पेक्षा जास्त पीडीएफ स्वरूपात उपलब्ध आहेत व अधिभाषण वेगाने होते.

४) फ्री बुक स्पॉट : <http://www.freebookspot.es> : या संकेतस्थळाची निर्मिती ९ जानेवारी २०१८ रोजी झालेली असून या संकेतस्थळावर ९६ विभागांतर्गत विविध विषयावर ५००० (पाच हजार) पेक्षा जास्त मोफत ईबुकस उपलब्ध आहेत.

५) डिरेक्टरी ऑफ ओपन एब्सस बुक्स : <https://www.doabooks.org> : या संकेतस्थळाची निर्मिती फ्रेंच मधील हेग येथील डीओएबी फाउंडेशन या लाभ-रिपेथ (Non-Profit) संस्थेद्वारे झालेली आहे. या संकेतस्थळाच्या निर्मितीमार्गील महत्त्वाचा उद्देश ई-बुकस वाचकांना विनाअडथळा मुक्त हस्ते उपलब्ध करून देणे हा आहे. त्यासाठी ३७९ प्रकाशकांनी आपला २७८२९६ शैक्षणिक ई-बुकचा मेटाडेटा उपलब्ध करून दिला आहे.

५.१ ओपन फाउंडेशन : <http://www.oapen.org> : या संकेतस्थळावर २५०० पेक्षा बुक्स असून १०० पेक्षा अधिक प्रकाशकांचे १८ देशांतून योगदान आहे. यांच्याद्वारेच डीओएबी चालविण्यात येते.

ब) मराठी भाषेतील ई - बुक उपलब्ध संकेतस्थळे

१) मराठी साहित्य : <https://sahitya.marathi.gov.in> : हे संकेतस्थळ

महाराष्ट्र राज्य साहित्य संस्कृती मंडळाचे असून या संकेतस्थळावर मराठी भाषेतील ई-बुक डाऊनलोड करण्यासाठी जवळजवळ २०० ग्रंथ पीडीएफ स्वरूपात उपलब्ध आहेत.

१.१) मराठी साहित्य परिषद पुणे : <https://www.masapapune.org> : महाराष्ट्र साहित्य परिषद, पुणे ही महाराष्ट्रातील आद्य साहित्यसंस्था आहे. मराठी भाषा, साहित्य, संस्कृती आणि समीक्षा यांचे जतन आणि संवर्धन करण्याचे काम ही संस्था गेली ११० वर्षे करते आहे. या संकेतस्थळावर महाराष्ट्र साहित्य परिषदेच्या के. वा. गो. आपटे संदर्भ ग्रंथालयातील दुर्मीळ ग्रंथांचा खजिना मोबाईलवर उपलब्ध आहे. म.सा.प. ने पहिल्या टप्प्यामध्ये १६३ दुर्मीळ ग्रंथ ई-बुक स्वरूपात त्यांचे डिजिटायझेशन करून संकेतस्थळावर सर्वांसाठी मोफत उपलब्ध केले आहेत. जगभरातील साहित्य प्रेमी, संगोपक आणि अभ्यासक याचा लाभ घेऊ शकतात. अखिल भारतीय मराठी साहित्य संमेलनाच्या अध्याक्षांच्या भाषणाच्या प्रती ई-बुक स्वरूपात उपलब्ध आहे.

२) मराठीमाती : <https://www.marathimati.com> : या संकेतस्थळावर जगभरातील विविध मराठी भाषेतील संकेतस्थळांचा संग्रह असलेली वेबसुची उपलब्ध आहे. यामध्ये भाषा आणि साहित्य, मराठी वर्तमानपत्रे, मराठी दूरचित्रवाहिन्या, मराठी ब्लॉग, जगातील मराठी मंडळे, मराठी पोटॅन्स, सोशल नेटवर्क वरील मराठी पानांची यादी तसेच महाराष्ट्र शासनाची संकेतस्थळे या प्रकारच्या संकेतस्थळांची यादी आपण वाठिकाणी पाहू शकतो.

३) बुक नेटवर्क डॉट कॉम : <http://ebooks.netbhet.com> या संकेतस्थळाची निर्मिती सलिल चौधरी यांनी केलेली असून यावर इंटरनेटवर विखुरलेल्या मराठी पुस्तकांचे एकत्रीकरण केलेले आहे.

४) ई साहित्य : <http://www.esahity.com> : ई साहित्य प्रतिष्ठान गेल्या दहा वर्षांत उभं राहिलं. काही कवी आणि लेखक यांनी एकाच येऊन स्थापन केलेले कथा कादंबरी, कविता पासून ज्ञानेश्वरी, तुकाराम गाथा, प्रवासवर्णन, विनोदी साहित्य या सर्व प्रकारचे साहित्य अगदी कामसूत्र सुद्धा उपलब्ध आहे. बालवाङ्मनाचा विशेष विभाग, महाराष्ट्रातल्या किल्लांची इत्थंभूत माहिती देणारी मासिका. गेल्या नऊ वर्षांत हजारभर पुस्तकांचे प्रकाशन आणि चार लाख वाचकांचे जाळे उभं करण्यात त्यांना सरा आलं आहे. यात साठहून अधिक देशांतले वाचक आहेत तसे महाराष्ट्रातल्या दुर्गम खेड्यापाड्यातले आणि भारतातल्या अन्य राज्यांतलेही वाचक आहेत. स्मार्ट फोन्सच्या वाढत्या वापराबरोबर मोबाईलवर वाचता येतील अशा ई पुस्तकांची डिमांड वाढतच आहे. नवनवीन पुस्तके प्रकाशित करून अँड्रॉइड अँप

द्वारे सुद्धा यातील काही पुस्तके उपलब्ध आहेत. इथे वर्षाला सुमारे अर्धा कोटी पुस्तके वाचक अधोभारीत करतात. ई साहित्य प्रतिष्ठान हा यहुतांती तरुण लेखक कवींचा समूह आहे. ई-साहित्य पुस्तके लाखां वाचकांपर्यंत पोहोचवते व तेही विनामूल्य.

५) महाराष्ट्रीय ज्ञानकोश : <http://ketkardnyankosh.com> : डॉ. शंकर बंकरेश केतकर लिखित मराठी भाषेतील पहिला ज्ञानकोश १२ मार्च २०१३ रोजी यशवंतरावांच्या शंभराव्या जन्मदिनी इंटरनेटवर प्रकाशित आला. या संपूर्ण ज्ञानकोशाचे एकूण तेवीस खंड या संकेतस्थळावर उपलब्ध आहेत. संकेतस्थळ मांडणी मणील विचार, खंड पाहण्याची पद्धत, संदर्भ शोधण्याची पद्धत, डॉक्टर केतकर कर्तृत्वदर्शन व त्यांचे गौरवपर लेख इत्यादी माहिती वाचकांना उपलब्ध करून दिलेली आहे.

६) मराठी विश्वकोश : <https://vishwakosh.marathi.gov.in> : महाराष्ट्र राज्य सांस्कृतिक महामंडळ वाई जिल्हा सातारा या महामंडळाच्या अध्यक्ष डॉक्टर विजया वाड यांनी मराठी भाषिकांसाठी मराठी विश्वकोशाची ऑनलाईन प्रकाशनाची उबावदारी पार पाडली सध्या दिलीप करंबेळकर हे या महामंडळाचे अध्यक्ष आहेत या महामंडळामार्फत विश्वकोशाचे एक ते चौस खंड प्रकाशित करण्यात आलेले आहेत. तसेच सीडी-रॉम व पेन-ड्राइव वरही मराठी वाचकांसाठी उपलब्ध आहे.

६.१ कुमार विश्वकोश : <https://kumarvishwakosh.maharashtra.gov.in> : मराठी विश्वकोशाबरोबरच मुलांसाठी कुमार विश्वकोश संपादित करण्यासाठी १९८० साली तर्कतीर्थ लक्ष्मणशास्त्री जोशी यांनी ही योजना तयार केली. १ वी ते १२ वी या इयत्तांचे विद्यार्थी म्हणजे सर्वसाधारणपणे १४ ते १८ वर्षांसाठीचे मुले-मुली हा कुमार विश्वकोशाचा वाचकवर्ग अभिप्रेत आहे. कुमार विश्वकोशाचा प्रत्येक खंड विशिष्ट विषयाला वाहिलेला आहे. कुमार विश्वकोशाचे पुढील १२ खंड प्रस्तावित आहेत. यातील दोन खंड ई-बुक व ध्वनिमुद्रित स्वरूपात उपलब्ध आहे.

७) ई बालभारती ई बुक लायब्ररी : <http://eart.ebalbharati.in> : या संकेत स्थळावर शालेय विद्यार्थ्यांसाठी इयत्ता १ ली ते १२ वी पर्यंतचे विहित अभ्यासक्रमानुसार, विविध भाषांनुसार विषयांनुसार ई-बुक्स उपलब्ध आहेत व ते डाऊनलोड करता येतात.

८) एन. सी. ई. आर. टी : <http://ncert.nic.in/ebooks.html> : राष्ट्रीय शैक्षणिक संशोधन आणि प्रशिक्षण परिषद या संकेतस्थळावर इपना बारावीपर्यंतचे अभ्यासक्रमाची पुस्तके उपलब्ध आहेत.

क) हिंदी भाषेतील ई-बुक उपलब्ध संकेतस्थळे

१) ई पुस्तकालय : <https://epustakalay.com>: या संकेतस्थळावर हिंदी भाषेतील सर्वाधिक लोकप्रिय पुस्तके म्हणजेच इतिहास लोकप्रिय उपन्यास, धार्मिक पुस्तके व नवीन पुस्तके या विषयानुसार एकूण २७७१० ई-बुक्स स्वरूपात हिंदी भाषेमध्ये उपलब्ध आहेत.

२) अवर हिंदी डॉट कॉम : <https://ourhindi.com>: या संकेतस्थळावर हिंदी भाषेतील विविध ग्रंथ पीडीएफ व श्राव्य (Audio) स्वरूपात उपलब्ध आहेत.

३) ४४ बुक्स : <https://www.44books.com>: या संकेतस्थळाची निर्मिती २०१८ मध्ये झालेली असून त्यामध्ये हिंदी भाषेतील ५००० पेक्षा जास्त ई-पुस्तके निशुल्क पीडीएफ स्वरूपात उपलब्ध आहेत. यामध्ये हिंदी भाषेमध्ये धार्मिक, कथा, कादंबरी, इतिहास, भूगोल, वास्तुशास्त्र, स्वास्थ्य, लहान मुलांची पुस्तके इत्यादी विषयानुसार ग्रंथ उपलब्ध आहेत.

ड) ग्रंथालय आणि माहितीशास्त्र भारतीय संकेतस्थळे :

१) लायब्ररी अँड इनफॉर्मेशन सायन्स कॅफे : <https://libraryandinformationssciencecafe.blogspot.com>: या संकेतस्थळाची निर्मिती आरती कमल यांनी केलेली असून या संकेतस्थळावर ग्रंथालय व माहितीशास्त्र विषयातील व्यावसायिकांना आपल्या विषयातील चालू घडामोडी बदलपी माहिती, विविध सेवा, ई-ग्रंथ यांची विषयावर माहिती ऑनलाइन उपलब्ध आहे. ग्रंथालय आणि माहिती शास्त्रातील प्राध्यापक विद्यार्थी तसेच ग्रंथालय व्यावसायिकांना आणि नेट सेट परीक्षार्थींना उपयुक्त असे संकेतस्थळ आहे.

२) एल आय एस लिंक : <http://www.lislinks.com>: या संकेतस्थळाची निर्मिती डॉ. बचन वर्मन यांनी केलेली असून भारतातील ग्रंथालय आणि माहितीशास्त्रातील सर्वात पहिले व मोठे संकेतस्थळ आहे. या संकेतस्थळाने भारतातील ग्रंथालय व माहितीशास्त्रातील ग्रंथालय व्यावसायिकांची व्हर्चुअल कम्युनिटी असून यामध्ये २७ हजारपेक्षा जास्त ग्रंथालय व माहितीशास्त्रातील कार्यरत व्यावसायिकांचा समावेश आहे ग्रंथालय व्यवसायिकांद्वारे यावर प्रचलित माहितीचे आदान-प्रदान विविध सोशल नेटवर्किंग टूल द्वारे केले जाते.

३) एल. आय. एस. क्विझ : <https://www.lisquiz.com>: या संकेतस्थळाची निर्मिती डॉ. कांचन कामिला यांनी २०१६ मध्ये केलेली असून त्यामध्ये ग्रंथालय व माहितीशास्त्र स्पर्धा परीक्षा देणारे विद्यार्थी यांना अभ्यासासाठी उपयुक्त असे अभ्यासक्रम पूरक वाचन साहित्य, प्रश्न संच ई-बुक्स स्वरूपात उपलब्ध आहेत.

४) दिल्ली पब्लिक लायब्ररी : <https://dpl.gov.in>: दिल्ली पब्लिक लायब्ररी

या ग्रंथालयाची स्थापना १९५१ मध्ये भारत सरकारच्या शिक्षण विभागाकडून व युनेस्कोच्या आर्थिक मदतीने झाली. त्यावेळचे भारताचे पंतप्रधान पंडित जवाहरलाल नेहरू यांच्या हस्ते त्याचे उद्घाटन २७ ऑक्टोबर १९५१ रोजी संपन्न झाले तेव्हापासून या ग्रंथालयाचा विकास होऊन आज भारतातील एक अग्रेसर सार्वजनिक ग्रंथालय म्हणून नावारूपाला आलेले आहे. हे ग्रंथालय भारत सरकारच्या सांस्कृतिक विभागांतर्गत कार्यरत असून त्याचे मुख्यालय दिल्ली येथे आहे. या ग्रंथालयाकडून देशातील सर्वच नागरिकांना विविध प्रकारच्या सेवा दिल्या जातात. या ग्रंथालयाच्या संकेतस्थळावर भारतातील ई-निष्ठायासाठी उपयुक्त अशा संकेतस्थळांच्या लिंक दिलेल्या आहेत. तसेच सार्वजनिक मुक्त वापरासाठी ई-बुक्ससाठी २० विविध संकेतस्थळांची यादी दिली आहे. इतर ई-बुक स्रोत अंतर्गत १६ ई-बुक संकेतस्थळांच्या लिंक दिल्या आहेत.

५) एल. आय. एस. गेटवे : <http://lisgateway.com> : लायब्ररी अँड इनफॉर्मेशन सायन्स गेटवे या संकेतस्थळावर ई-बुक च्या अंतर्गत इयत्ता अकरावी व इयत्ता बारावी साठी ग्रंथालय आणि माहितीशास्त्र या विषयाची पाठ्यपुस्तके, सार्वजनिक ग्रंथालय कायदा, इत्यादी ई-बुक्स असून त्याखालोखाल अधिक माहितीसाठी ई-बुक संकेतस्थळांच्या लिंक दिलेल्या आहेत. उदाहरणार्थ तंत्रज्ञानाधारित ई-बुक्स, ई-बुकलोबी, बुकवार्ड या संकेत स्थळाची निर्मिती असीमद मुस्लिम विद्यापीठाच्या ग्रंथालय व माहितीशास्त्र विभागाने केलेली आहे.

इ) व्यवस्थापन शास्त्र विषयातील संकेतस्थळे

१) फ्री मॅनेजमेंट ई-बुक : <http://www.free-management-ebooks.com> या संकेतस्थळावर व्यवस्थापन शास्त्रातील ५०० पेक्षा जास्त ग्रंथ डाउनलोड करण्यासाठी उपलब्ध आहे. विशेषतः हे संकेतस्थळ व्यवस्थापकांसाठी विनामूल्य ई-ग्रंथालय असून यामध्ये व्यवस्थापन शास्त्र विषयातील नेतृत्वगुण, प्रकल्प व्यवस्थापन, व्यापार कौशल्य, वित्त, करियर कौशल्य आणि संभाव्य कौशल्य इत्यादी विषयातील ई-बुक्स उपलब्ध आहे.

२) बुकबोन डॉट कॉम : <https://bookboon.com>: या संकेतस्थळावर जगातील सर्वोत्तम विद्यापीठांमधील प्राध्यापकांनी लिहिलेल्या व्यवस्थापन शास्त्रातील विविध विषयावरील पाठ्यपुस्तके ई-बुक स्वरूपात उपलब्ध आहेत. हे संकेतस्थळ विद्यार्थ्यांसाठी विनामूल्य असून व्यापारी वर्गासाठी मासिक वर्गाची भरून ई-पुस्तक वापरता येतात. अनुक्रमे १००० पेक्षा जास्त पाठ्यपुस्तके व १७०० पेक्षा जास्त व्यापारी विषयातील तज्ज्ञांनी लिहिलेली पुस्तके ई-बुक स्वरूपात उपलब्ध आहेत.

३) मॅनेजमेंट हेल्प : <https://managementhelp.org> : मॅनेजमेंटहेल्प ही

व्यवस्थापन शास्त्रातील निःशुल्क ई-ग्रंथालय आहे. यामध्ये एक हजार ई-बुक्स असून काही पुस्तके मूल्याधारित आहेत. तसेच उत्तम व्यवस्थापक होण्यासाठी लागणाऱ्या कौशल्यांची माहितीही दिली आहे.

४) अर्काइव्ह डॉट ओआरजी : <https://archive.org>; या संकेतस्थळाची निर्मिती अमेरिकेमधील हार्वर्ड विद्यापीठाने १९९६ मध्ये केलेली असून त्यामध्ये वीस वर्षांपासूनचे इंटरनेटवरील ज्ञान स्रोतांचा संग्रह केला आहे. या संकेतस्थळा मध्ये ६२५ पेक्षा जास्त ग्रंथांमधील सहभाग घेऊन २० दशलक्ष ई-बुक तसेच ३३० अब्ज वेब-पृष्ठ, ४.५ दशलक्ष ध्वनिमुद्रिका, ४ दशलक्ष दृक्श्राव्य चित्रफिती आणि दोन लाख संगणक आज्ञावली उपलब्ध आहेत.

५) फ्री बुकसेंटर डॉट नेट : <http://www.freebookcentre.net>; या संकेतस्थळावर एक हजार पेक्षा जास्त ई-बुक्स आहेत त्यामध्ये विविध तांत्रिक विषयांवरील ई-बुक उपलब्ध असून व्यवस्थापन शास्त्रातील वित्त व्यवस्थापन व व्यापार या विषयांवरील ई-बुक्स उपलब्ध आहेत.

६) टैक्सबुक फ्री डॉट ओआरजी : <http://www.textbooksfree.org>; या संकेत स्थळावर व्यवस्थापन शास्त्रातील व्यवस्थापन अध्ययन साहित्य उपलब्ध असून त्यामध्ये व्यवस्थापन शास्त्रातील विविध विषयांवरील पाठ्यपुस्तक, अभ्यासक्रम साहित्य उपलब्ध आहेत.

समाप्ती : ग्रंथालये समाजातील सर्वच नागरिकांना त्यांच्या वाचन विषयक गरजांची, माहिती विषय गरजांची पूर्तता करण्यासाठी स्थापन झालेली असतात. माहिती व संप्रेषण तंत्रज्ञानाने ग्रंथालय व माहिती शास्त्रामध्ये कमालीची क्रांती घडवून आणलेली आहे. आज-काल डिजिटायझेशन, इंटरनेट, ऑनलाईन संकेतस्थळे, डेटाबेस या सेवा अत्यावश्यक झालेल्या आहेत कारण शिक्षणाने, शिक्षक, संशोधक, विद्वान, विद्यार्थी या वाचकांच्या इच्छेनुसार माहितीच्या गरजा व ती मिळविण्यासाठी बदललेली पद्धती विचारात घेता आज प्रत्येक ग्रंथालयाला ई-संसाधने प्रगती आवश्यक आहे तसेच भारतातील शिक्षण क्षेत्रात ई-अध्ययन हा महत्त्वपूर्ण घटक मानला जातो व याला बळकटी देण्यासाठी ई-बुक्स संकेतस्थळे आवश्यक आहेत. ग्रंथपालन व्यवसायाचा विकास व बदल घडविण्यासाठी ई-बुक्स संकेतस्थळासारख्या सुविधा ग्रंथालयात उपभोक्त्यांना पुरवणे क्रमशःच ठरते.

संदर्भग्रंथ सूची

ग्रंथ/निपतकालिके:

६. फटके, द. ना., ग्रंथालय संगणकीकरण आणि आधुनिकीकरण, मुनिव्हर्सिटी प्रकल्प.

१६४ । प्रगत पब्लिकेशन्स

२०१५ (६ वी आवृत्ती)

२. बाली विशाल द(२०१२), ई-बुक: शैक्षणिक ग्रंथालयातील एक गात्र. जलमोदी; नूतन-नोव्हेंबर २०१२, २३-२५.

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इलसिडिड ते ई-बुक । १५५

डेटाबेस आणि त्यांची संकेतस्थळे

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सारांश

सतर लेखांमध्ये माहिती, डेटा आणि डेटाबेस म्हणजे काय? डेटाबेसची आवश्यकता, उपयुक्तता, प्रकार, डेटाबेसची उत्क्रांती आणि ई-बुक डेटाबेसची संकेतस्थळे याविषयी चर्चा केलेली आहे.

प्रस्तावना : ग्रंथालयांच्या इतिहासात वाचन साहित्याच्या स्वरूपास महत्त्वाचे स्थान आहे. माहिती तंत्रज्ञानामुळे वाचन साहित्याच्या स्वरूपात आमूलाग्र बदल झाल्याने ग्रंथालयाच्या स्वरूपातही बदल झालेले दिसतात. प्रामुख्याने ग्रंथालयाच्या व्यवस्थापन तंत्रांमध्ये व ग्रंथालयातून दिल्या जाणाऱ्या विविध सेवांमध्ये अमूलाग्र बदल झालेले दिसतात. पूर्वी ग्रंथालयाद्वारे दिल्या जाणाऱ्या पारंपारिक वाचन साहित्याबरोबरच अंकीय रूपातील वाचन साहित्य म्हणजेच ई-ग्रंथ स्वरूपातील सीडी रोम वरील अंकीय वाचन साहित्य ई-ग्रंथ अॅप तसेच संगणकीय ऑनरजालावर उपलब्ध असणारे डेटाबेस, संकेतस्थळे इत्यादी डेटाबेसच्या स्वरूपात साठविलेल्या या माहिती साधनांचा उपबोग, विद्यार्थी, अभ्यासक, संशोधक, विविध संस्था यांना होतो. अंकीय स्वरूपात निर्माण केलेल्या व संचय केलेल्या या माहितीस डेटाबेस असे म्हणतात. अभ्यासकांच्या माहितीविषयक गरजा विचारात घेऊन विविध प्रकारातील डेटाबेस निर्माण केले जातात.

डेटा : डेटा हे डेटम या संज्ञेचे अनेकवचन आहे. या संज्ञेचा अर्थ रँडम हाऊस डिक्शनरी ऑफ इंग्लिश लँग्वेज च्यामध्ये घटना, आकडेवारी किंवा माहिती असा दिलेला आहे. डेटा ही सुद्धी, असंगठित स्वरूपाची माहिती असते तिचे माहितीत रूपांतर होण्यासाठी वा सुदृष्ट्या, असंगठित घटकांची फेरमांडणी तर्कशुद्ध रीतीने केली जाते. उदाहरणार्थ रिझर्व बँक ऑफ इंडिया बुलेटीन मध्ये परदेशी चलन विषयक नियमात वेळोवेळी झालेल्या बदलांच्या सूचनांबद्दलची विखुरलेली माहिती मिळते हा एक प्रकारचा डेटाचा असतो या डेटाची तर्कशुद्ध पद्धतीने एकत्रीकरण करून माहिती तयार होते आणि या माहितीचा उपबोग बँक अधिकाऱ्यांना विविध धोरणात्मक निर्णय घेताना होतो.

माहिती : माहितीला इंग्रजीमध्ये इन्फॉर्मेशन असे म्हणतात. ज्ञानात रूपांतर

होण्यासाठी आवश्यक असणारा घटक म्हणजे माहिती होय. माहितीची निर्मिती मानवाच्या मनातील विचार सततचे अनुभव अभ्यास व निरीक्षण यानुसार होत असते यानुसार प्राप्त झालेले निष्कर्ष विशिष्ट पद्धतीने एकत्र आणून त्यावर प्रक्रिया करून संगठित केले जातात तेव्हा त्याचे माहितीत रूपांतर होते म्हणजेच अनेक घटकांचे एकत्रीकरण करून नोंद करून देवाण-घेवाण पद्धतीसाठी सुलभ रीतीने केलेली बांधणी म्हणजे माहिती होय.

डेटा माहिती ज्ञान : माहितीची संकल्पना संपन्न घेताना माहितीची निगडित पंतु अर्थदृष्ट्या पूर्णतः भिन्न अशा अन्य संज्ञांचा विचार करणे आवश्यक आहे. कच्च्या नोंदी, तक्ते, आरेखने या स्वरूपातील घटकांना डेटा म्हणतात, अशा विश्वव्यापी स्वरूपातील घटकांवर तांत्रिक प्रक्रिया तर्कसंगत संरचना व विश्लेषणात्मक बांधणी केली असता त्याचे माहितीत रूपांतर होते. या संकलित केलेल्या माहितीला अनुभवाची जोड दिल्यास तिचे ज्ञानात रूपांतर होते म्हणजेच माहिती आणि ज्ञान बांधणीत महत्त्वाचा दुवा म्हणजे डेटा होय.

युनोस्कोच्या युनिसीस्टने १९७९ च्या अहवालातील नोंदीनुसार माहिती म्हणजे सिंक्रिकित भाषेत विधीत केलेले शास्त्रीय आणि तांत्रिक स्वरूपाचे ज्ञान होय. ही माहिती आकडेवारी, गण किंवा चित्रांच्या स्वरूपात असू शकते ती कागदावर मुद्रित सूत्र पटावर छायाचित्रित किंवा संगणकाच्या फ्लॉपी ड्राईव्ह किंवा ऑनलाईन संकेतस्थळावर नोंदीच्या स्वरूपात असू शकते. अशी माहिती व्यक्तिगत असा नाही तर ती अनेक व्यक्तींमध्ये संप्रेषणाद्वारे विभागलेली असते व ते संप्रेषण मौखिक अथवा लिखित किंवा अंकीय स्वरूपाचे असते अशा या माहितीच्या संप्रेषणात ग्रंथालय व माहिती केंद्रांची भूमिका महत्त्वाची आहे.

डेटा व डेटा प्रक्रियेतील मुख्य घटक :

डेटा हा कच्च्या स्वरूपात असतो त्यावर प्रक्रिया करून म्हणजे डेटावर प्रक्रिया करून त्याचे माहितीत रूपांतर केले जाते सर्वसाधारणपणे डेटा चिकित्सा कारणांसाठी नोंदविला जातो. १) नियोजन २) नोंदणी ३) नियंत्रण ४) भोजणी ५) निर्णय प्रक्रिया ६) तांत्रिक माहिती ७) प्रक्रियात्मक माहिती इत्यादी.

माहिती तंत्रज्ञान (आयसीटी) :

औद्योगिक क्रांतीनंतर विशेषतः दुसऱ्या महायुद्धानंतर माहितीचा विस्फोट झाला. असंख्य साधनांद्वारे विविध माध्यमांद्वारे माहिती प्रकटित होऊ लागली. प्रत्येक विषयात आंतर-शास्त्रीय विषयांचे प्रमाण वाढले व प्रत्येक देश स्वावलंबी होण्यासाठी प्रयत्न करू लागला, परिणामी संशोधन व विकास (R & D) संस्थांवर लक्ष लागल्या. यांच्या संशोधनातून प्रचंड माहितीची उपलब्धता होऊ लागली.

या प्रचंड माहितीतून उपयुक्त माहिती अल्पकाळात उपलब्ध करून देण्यासाठी मानवी प्रयत्न अगुने पडू लागले यावर मात करण्यासाठी ग्रंथालयात संगणकीकरण व माहिती तंत्रज्ञानाचा परिणामकारकरीत्या उपयोग होऊ लागला. १९७१ मध्ये सर्वप्रथम प्रकाशन व्यवसायांमध्ये संगणकाचा वापर करण्यात आला. थोडक्यात प्रचंड माहिती, अगुने आर्थिक साधने, अगुने मनुष्यबळ व वेळेची मर्यादा या सर्वांची सांगड घालण्यासाठी माहिती तंत्रज्ञान हे ग्रंथालय व माहिती केंद्रांसाठी उपयुक्त ठरले. माहितीचे व्यवस्थापन करण्यासाठी वापरले जाणारे तंत्रज्ञान म्हणजेच माहिती तंत्रज्ञान होय.

माहिती तंत्रज्ञानाचे घटक : या तंत्रज्ञानामध्ये माहितीचे संकलन, संस्करण, साठवण, पुनर्ग्रहण, वितरण, पुनर्मुद्रण किंवा छपाई, प्रकाशन छापाचित्र तंत्रज्ञान, कृत्रिम बुद्धिमत्ता हार्डवेअर व सॉफ्टवेअर, दूरसंचार तंत्रज्ञान, वेबसाइट या सर्व घटकांचे मिळून माहिती-तंत्रज्ञान आकारास येते. माहिती व दळणवळण तंत्रज्ञानाधारित माहिती स्रोत व त्यांची विभागणी दोन प्रकारच्या स्रोतांमध्ये करता येते.

१. आयसीटी वाच्य स्रोत : यामध्ये ग्रंथ निव्वतकालिके वर्तमानपत्रे कोश इत्यादी मुद्रित साधनांचा समावेश होतो परंतु आयसीटी आधारीत स्रोतांचा विचार केला तर ते छपील स्वरूपात नसतात ते डिजिटल किंवा अंकीय स्वरूपात असतात. त्यामध्ये डेटाबेस इंटरनेट आधारीत सर्व प्रकारचे स्रोत यांचा समावेश होतो. अशा या इंटरनेट आधारीत माहिती स्रोतांचे विविध प्रकार पुढील प्रमाणे

१. निर्देश आणि सार निव्वतकालिके
२. ई-निव्वतकालिके पूर्ण स्वरूपात
३. ई-ग्रंथ
४. संदर्भ डेटाबेस सूचीबद्ध
५. संदर्भ डेटाबेस पूर्ण स्वरूपात
६. सांख्यिकी माहिती डेटाबेस
७. भौगोलिक माहिती संदर्भ डेटाबेस

आय सी टी अंतर्गत माहिती पद्धती

आयसीटी तंत्रज्ञानात अनेक माहिती पद्धती वापरल्या जातात कोणत्याही माहितीचा पाया हा त्यातील डेटा असतो. मूळतः डेटा हा विखुरलेल्या स्वरूपात असतो तो एकत्रित नसतो त्यास कच्चा-डेटा म्हटले जाते. अशा डेटास काही मूल्य असते. अर्थात प्रत्येक डेटा त्याच्या समूहामध्ये उपयुक्त माहिती प्रदान करतो. हा डेटा मजकूर स्वरूपात, संख्यात्मक ० ते ९ अशा अंकीय, प्रतिमा, चल-चित्र

इत्यादी स्वरूपात असतो. माहिती म्हणजे प्रक्रियायुक्त डेटा होय. अशा डेटास मूल्य व उपयुक्तता असते.

माहिती पद्धती : माहिती पद्धती म्हणजे माहिती, संग्रहण, इंटरनेट तंत्रज्ञान आणि व्यक्ती, संस्थांचे कार्य एखाद्या प्रक्रियेचा आधार असतात व ते निर्णय प्रक्रियेला मदत करतात त्यालाच माहिती पद्धत म्हणता येईल. माहिती पद्धतीत डेटा आत्मसात करणे, चाळणी लावणे, प्रक्रिया करणे, नवीन डेटा निर्माण करणे व तो सादर करणे इत्यादी माहिती हाताळणीचे रूढे येतात तसेच आकडेमोड, गुणन, डेटा साठविणे या क्रियांचा समावेश होतो. माहिती पद्धतीची निर्मिती विविध क्षेत्रातील माहिती हाताळणीसाठी केली जाते त्यातूनच विविध प्रकारच्या डेटाबेस निर्मित होतात.

डेटाबेस : इंटरनेशनल एन्सायक्लोपीडिया ऑफ इन्फॉर्मेशन अँड लायब्ररी सायन्स या ज्ञानकोशात 'डेटाबेस' या संकल्पनेची व्याख्या पुढील प्रमाणे केलेली आहे. कोणत्याही स्वरूपात सुव्यवस्थितरीत्या संकलित केलेली माहिती मग ती मुद्रित अथवा संगणकातील फाईल अथवा अंकीय स्वरूपात संवचित केलेली असते त्यास डेटाबेस म्हणतात. सुची डेटाबेस, सांख्यिकीय डेटाबेस, मजकुराच्या स्वरूपात प्रसलेल्या डेटाबेस, प्रतिमा विडिओ स्वरूपात असलेला डेटाबेस, यांचा समावेश होतो. डेटाचा संचय हा वैयक्तिक अथवा संस्थेच्या उपयोगाकरिता किंवा व्यावसायीक तत्वावर माहिती पुरविण्याच्या हेतूने केला जातो.

डेटाबेसची आवश्यकता

१. विविध प्रकारच्या वाचकांना माहिती उपलब्ध करून देण्यासाठी.
२. माहिती विषयी गुणता, माहितीचे रक्षण व गुणात्मकता व एकत्रपता राखण्यासाठी,
३. माहितीचे कार्यक्षमपणे संग्रहण करण्यासाठी,
४. संगणकीय नेटवर्किंगमध्ये वितरण प्रगती साधण्यासाठी
५. माहितीचे मध्यवर्ती नियंत्रण ठेवण्यासाठी
६. डेटाबेसचे सहकारी तत्वावर ग्रंथालयांना उपयोग करण्यासाठी
७. प्रलेखन केंद्रांची स्थापना व त्यांच्या विशेष वाचकांची गरज पूर्तीसाठी.
८. वेळेत ऑनलाईन माहिती शोध व प्रतिप्राप्तीचे साधन

डेटाबेसची उत्क्रांती व प्रकार

सर्वप्रथम १९६० च्या दशकामध्ये श्रेणीबद्ध डेटाबेसची निर्मिती झाली त्यानंतर ऑनलाईन डेटाबेसचा शोध ई. एफ. कॉर्ड यांनी १९७० मध्ये लावला. तंत्रज्ञानातील

विकासामुळे १९८० च्या दशकात उदरे आधारित डेटाबेसची निर्मिती झाली. १९९० च्या दशकात ऑब्जेक्ट ओरिएंटेड डेटाबेसमध्ये प्रगती होऊन संगणक पारिभाषिक डेटाबेस उदयास आले. त्यानंतर २००० मध्ये माहिती तंत्रज्ञानातील विकासामुळे एमस्क्यूएल डेटाबेस आणि एनओएसक्यूएल डेटाबेस प्रसिद्ध झाले. ग्रंथालय व माहिती शाखाच्या दृष्टीकोनातून सर्वात पहिला डेटाबेस म्हणजे गुटेनबर्ग याची निर्मिती १९७९ मध्ये झाली. त्यानंतर अनेक डेटाबेसेसची निर्मिती झाली.

डेटाबेसचे प्रकार : जेनेफर रोली यांच्या मते जे डेटाबेस सार्वजनिक स्थळी वाचकांना उपलब्ध होऊ शकतात आणि दूरवरच्या भौगोलिक भूभागावर संगणकीय जाळ्यांच्या माध्यमातून प्राप्त केले जाऊ शकतात असे डेटाबेस दोन प्रकारात वर्गीकृत करता येतात.

१) संदर्भ डेटाबेस (Reference Database) : संदर्भ डेटाबेसमध्ये वाचकांच्या किंवा उपभोक्त्यांच्या प्रश्नासंबंधी माहिती मिळते. अशा प्रलेखांकडे वा डेटाबेस मधून निर्देश केला जातो व मूळ लेखाचा शोध घेता येऊ शकतो. म्हणजेच या प्रकारच्या डेटाबेसमध्ये प्रलेखाची संपूर्ण माहिती न देता फक्त ग्रंथसूचीय माहितीचे संदर्भ दिलेले असतात. वाचकांच्या प्रश्नासंबंधी विषयीची माहिती कुठे व कोणत्या साधनांद्वारे मिळेल याबाबतचे वाचकांला निर्देशन केलेले असते या प्रकारच्या डेटाबेस प्रलेख संस्था किंवा संघटना आणि व्यक्ती यांनी निर्मित केलेले असतात त्यांचे दोन प्रकार पडतात.

१.१ ग्रंथात्मक डेटाबेस (Bibliographic Database) : या प्रकारच्या डेटाबेसमध्ये ग्रंथ विषयांचे विवरण किंवा ग्रंथसूची माहिती दिलेली असते.

१.२ निर्देश पृष्क डेटाबेस (Indexing Database) : याप्रकारच्या डेटाबेसमध्ये अप्रकाशित स्रोतांचे संदर्भ उपलब्ध करून दिलेले असतात.

२) स्रोत डेटाबेस (Source Database) : या डेटाबेस अंतर्गत मूळ प्रलेखाची संपूर्ण माहिती अंकीय स्वरूपात दिलेली असते, अशा प्रकारचे डेटाबेस विविध संस्था-संघटना आणि शासकीय संस्था निर्मिती करतात. या संस्था व संघटना यांचा मुख्य उद्देशच हा असतो की माहिती संग्रह करून त्यावर प्रक्रिया करून डेटाबेस विकसित करणे व प्रसारित करणे. स्रोत डेटाबेसचे खालील प्रकार आहेत.

- २.१ संख्यात्मक डेटाबेस
- २.२ पुस्तक डेटाबेस
- २.३ पाठ्य पृष्क संख्यात्मक डेटाबेस
- २.४ प्रतिमा डेटाबेस
- २.५ प्रणाली डेटाबेस

२.६ सी डी रोम डेटाबेस

३. ऑपरेशनल डेटाबेस (Operational Database) : या डेटाबेसमध्ये खादी फर्म एंटरप्राइज किंवा कंपनी यांच्या संबंधित डेटा संग्रहित केला जातो त्याचे विपणन, उत्पादन, कर्मचारी इत्यादीसारख्या महत्वाच्या घटनांबाबत माहिती असते. ऑपरेशनल डेटाबेस संस्थांसाठी अत्यंत महत्वाचे असतात कारण त्यामध्ये प्रत्येक डेटाबेस, वैयक्तिक डेटाबेस आणि इन्व्हेंटरी डेटाबेस चा समावेश असतो.

४. एंड युजर डेटाबेस (End-user Database) : या डेटाबेसमध्ये अंतिम वापरकर्त्यांसाठी आवश्यक माहिती असते ही माहिती वेगवेगळ्या स्तरावरील व्यवस्थापकांपासून एकत्रित करून अंतिम वापरकर्त्यांच्या वर्कस्टेशन मध्ये उपलब्ध झालेली असते हा एक प्रकारचा डेटाचा असतो असे अनेक वर्कस्टेशन असतात व प्रत्येक वर्कस्टेशन एक लहान डेटाबेस असतो याचचे एक्सेल सपील डेटा, ग्रॅफ, फाय्ल, नोटपॅड आणि डाऊनलोड केलेल्या फाईल्स असतात. अशा सर्व लहान डेटाबेस मिळून वेगवेगळे डेटाबेस तयार होतात त्यांना एंड युजर डेटाबेस असे म्हणतात.

५. रिलेशनल डेटाबेस (Relational Database) : या डेटाबेसमध्ये डेटा विविध टेबलमध्ये संग्रहित केला जातो प्रत्येक टेबलमध्ये एक महत्वाचे क्षेत्र किंवा दुवा असतो त्यास इतर सारण्यांमध्ये जोडण्यासाठी वापरला जातो याचचे सर्व टेबल विविध कीफिल्डच्या माध्यमातून एकमेकांशी संबंधित असतात. अशा प्रकारचे डेटाबेस विविध उद्योगांमध्ये जास्त प्रमाणात वापरले जातात. अलीकडील काळातही माहिती व प्रलेखन फॅड्रामधून अशा प्रकारच्या डेटाबेसचा वापर केला जातो.

६. विकेंद्रित डेटाबेस (Distributed Database) : या डेटाबेसची निर्मिती विविध संस्था, सरकारी, प्रादेशिक कार्यालय, शाखा कार्यालय आणि वेगवेगळ्या भौगोलिक स्थानांवर कार्यरत असणाऱ्या विविध घटकांद्वारे होत असते. अशा ठिकाणांच्या प्रत्येक घटकांकडून आपला स्वतःचा डेटाबेस तयार केला जातो अशा डेटाबेसला विकेंद्रित डेटाबेस असे म्हणतात.

डेटाबेसचे फायदे

१. डेटाबेस हताळण्यासाठी नोंदी त्यावरील नोंदींचा शोध घेण्यासाठी संगणकाचा उपयोग केला जातो संगणकाच्या वैशिष्ट्यांमुळे हे शोध कार्य लवकर व वेळेत शक्य होते.
२. डेटाबेसमध्ये माहिती संग्रह करण्याची क्षमता प्रचंड असते.
३. डेटाबेसची निर्मिती संगणकाच्या साहाय्येने करता येते व कायदाची

बचत होते.

४. संगणीकृत डेटाबेसमध्ये माहिती मोठ्या प्रमाणात साठवून संक्षिप्त करणे सुलभ होते.
५. डेटाबेस मधील माहितीचा शोध ऑनलाईन घेता येतो.
६. डेटाबेस मधील माहिती अनंत कालापर्यंत सुरक्षित राहते.
७. डेटाबेस पोस्ट आणि भाषा उपयोजकासाठी उपयुक्त असतात.

डेटाबेसचे तोटे

१. डेटाबेस तयार करण्याच्या पद्धती मधील मित्तदृष्ट्या व गुंतागुंतीची प्रक्रिया यामुळे आराखडा करण्यासाठी वेळ लागतो.
२. भेटावे डिझाईन करण्यासाठी सुरुवातीला विविध हार्डवेअर सॉफ्टवेअर आवश्यक असतात त्यासाठी खर्च होतो.
३. प्रोग्राम किंवा आज्ञावली असल्याशिवाय डेटाबेस कार्यान्वित होत नाही.
४. आज्ञावली तयार करण्यासाठी संगणकीय भाषेबद्दल ज्ञान व नवीन तंत्रज्ञानाबाबत प्रशिक्षण आवश्यक आहे.

ई-बुक डेटाबेस संकेत स्थळे

१) एन डी एल डेटाबेस: नॅशनल डिजिटल लायब्ररी <https://ndl.iitkgp.ac.in/>

ac. in:

माहिती व संप्रेषण तंत्रज्ञानाद्वारे राष्ट्रीय शिक्षण अभियानांतर्गत मान्य संसाधन विकास मंत्रालयाने नॅशनल डिजिटल लायब्ररी या प्रकल्पाची सुरुवात १० नोव्हेंबर २००६ मध्ये केली या प्रकल्पाचे मुख्यालय खरणूर येथील आय. आय. टी येथे आहे. या प्रकल्पाद्वारे एक खिडकी शोध सुविधा वापरकर्त्यांसाठी दिलेली असून भारतातील दहा वेगवेगळ्या भाषेतील अंकीय माहिती साधने ई-ग्रंथ, ध्वनिचित्रफिती, लेख, ध्वनिमुद्रित केलेली व्याख्ये, प्रश्नपत्रिका संच, उलट मूर्ती वार्षिक अहवाल, मोनोग्राफ इत्यादी वाचन साहित्यांचे स्रोत उपलब्ध आहेत. यामध्ये तंत्रज्ञान, विज्ञान मानव्यविद्या, कृषी आणि इतर विषयांच्या कार्यक्षेत्रातील रिपोजिटरी लिंक केलेले आहेत. एनडीएल मध्ये एकूण ४७,८९८,७७२ विविध ज्ञानस्रोत आहेत. भारतातील संशोधक विद्यार्थी शिक्षणतज्ज्ञ व इतर वाचकांच्या सर्व गरजा पूर्ण करण्यासाठी आणि देशातील शैक्षणिक स्रोत सक्षमपणे पुरवण्याची क्षमता या डेटाबेसमध्ये आहे.

ठळक वैशिष्ट्ये

१. प्राथमिक ते पदव्युत्तर स्तरापर्यंतच्या वापरकर्त्यांसाठी शैक्षणिक साहित्य

उपलब्ध आहे.

२. एन.डी.एल.ची स्थापना सर्व प्रकारचे वापरकर्ते म्हणजेच शिक्षक, संशोधक, ग्रंथपाल, ग्रंथालय वाचक, व्यावसायिक, दिव्यांग वापरकर्ते आणि इतर सर्व आजीवन अध्ययन करणारे यांना शैक्षणिक स्रोत सहजपणे विनामूल्य उपलब्ध करून देण्यासाठी या आभासी ग्रंथालयाची रचना केलेली आहे.
३. शैक्षणिक स्तर, भाषेची निवड, काठीय पातळी, उपलब्ध मजकुराचे माध्यम ना व अशा घटकांवर आधारित माहिती उपलब्ध आहे.
४. २४ तास व ३६५ दिवस उपलब्ध असणारी ही सेवेद्वारे ज्ञानार्जनासाठी योग्य वाचन साहित्य, योग्य वेळेत, योग्य वाचकास उपलब्ध होते.
५. एन. डी. एल. डेटाबेस मध्ये विज्ञान, तंत्रज्ञान, मानव्यविद्या, कृषी आणि इतर अनेक विषयांचा समावेश याल आहे.
६. यामध्ये ६० पेक्षाअधिक प्रकारचे शिक्षण संसाधने उपलब्ध आहेत- पुस्तके, लेख, हस्तलिखिते, दृक-श्राव्य व्याख्ये, प्रबंध इ. प्रकारामध्ये वाचनसाहित्य ७० पेक्षा अधिक भाषांमध्ये उपलब्ध आहे.
७. देशातील विविध शैक्षणिक संस्थांच्या रिपोजिटरी या एकाच व्यासपीठावर उपलब्ध आहेत.

हा डेटाबेस अँड्रॉइड मोबाइल ॲपवरही बघता येतो. सामान्य वाचनासाठी सर्व वापरकर्त्यांसाठी मुक्त प्रवेशयोग्य असले तरी वाचकाने लॉगिन आयडी आणि संकेतशब्दासह नोंदणी करणे आवश्यक आहे की जेणेकरून सर्व वैशिष्ट्यांसह डेटाबेस वापरता येतो.

२) एन लिस्ट डेटाबेस : <https://nlist.inflibnet.ac.in>

नॅशनल लायब्ररी ॲण्ड इन्फॉर्मेशन सर्व्हिसेस इन्फ्रास्ट्रक्चर फॉर स्कॉलरली कंटेंट (एन-लिस्ट) हा प्रकल्प ४ मे २०१० साली सुरू झाला. ई-शोधसिधू कॅम्बोरेटिव्ह, इन्फ्लिबनेट आणि आयएनडीईएसटी-एआयसीटीई कॉन्सोर्शियम, अखजबटी दिल्ली यांनी संयुक्तपणे राबविला आहे. दोन कॉन्सोर्शियमने सवत्स्राइव केलेले स्रोत, म्हणजेच विद्यापीठांसाठी आयएनडीईएसटी-एआयसीटीई संसाधनांची बदलता आणि तांत्रिक संस्थांसाठी ई-शोधसिधू संसाधनेतर महाविद्यालयांसाठी निवडलेल्या ई-स्रोत एन-लिस्टच्या माध्यमातून विद्यार्थी, संशोधक आणि महाविद्यालये आणि इतर लाभार्थी संस्थांकडून प्राध्यापकांना ई-संसाधनांमध्ये प्रवेश प्रदान करते. इन्फ्लिबनेटद्वारे अधिकृत वापरकर्ते म्हणून मान्यता दिल्यावर महाविद्यालयांमधील अधिकृत प्राध्यापक, विद्यार्थी एन-लिस्ट मधील आवश्यक

लेख थेट प्रकाशकांच्या संकेतस्थळांवरून अधिभारित करू शकतात. या प्रकल्पाची संपूर्ण जबाबदारी गांधीनगर येथील इम्प्लीमेंट केंद्रास देण्यात आली.

एन-लिस्टचे पुढील चार प्रमुख विभाग कार्यकारी पातळीवर बसवण्यात आले-

१. या प्रकल्पात सभासद तांत्रिक संस्थांना (आयआयटी, आयआयएससी, आयआयएसईआर आणि एनआयटी) ई-शोधसिध्दुद्वारे सदस्या देण्यात येते व ई-स्रोतांच्या उपयोगिता सांख्यिकीवरून ई-स्रोतांचे परीक्षण करणे.
२. सभासद विद्यापीठांमध्ये आयएनडीईएसटी ई-स्रोत वर्गणीद्वारे वापरान परवानगी देणे व वापराचे परीक्षण करणे.
३. शासकीय/शासकीय-अनुदानित महाविद्यालयांना निवडलेल्या ई-स्रोतांचा वर्गणीद्वारे प्रवेश प्रदान करणे आणि वापराचे परीक्षण करणे.
४. महाविद्यालयांना ई-संसाधनांचा प्रभावी आणि कार्यक्षम वापर होण्यासाठी ई-स्रोतांच्या वापराविषयी प्रशिक्षण, मूल्यांकन, जाहिरात करणे इत्यादी.

वर्तमान स्थिती

एप्रिल २०२० पर्यंत, एकूण सरकारची एकूण संख्या ५४२४ महाविद्यालया एन-लिस्ट चे सभासद आहे. या उपक्रमातर्गत ६००० पेक्षा अधिक राष्ट्रीय व आंतरराष्ट्रीय संशोधन निवडकालिके व ३१,३५,००० पेक्षा अधिक ई-ग्रंथ उपलब्ध आहेत. केंद्रीय विद्यापीठ, ई-ब्री, ईवेस्को, सेज प्रकाशन, जेस्टर, जागतिक ई-ग्रंथालय, टेलर-फ्रांसिस इत्यादी जगभरिख्यात प्रकाशकांचे ई-ग्रंथ उपलब्ध करून देण्यात आले आहेत. शिबोलेथ सुविधेद्वारा वापरकर्त्यांना अधिकृत प्रवेशसंकेत प्रवेशित करून प्रकाशकांच्या संकेतस्थळावरून थेट माहिती रोपता येते.

१) डेलनेट डेटाबेस <http://www.delnet.in>:

दिड्डी ग्रंथालयाची स्थापना २७ ऑक्टोबर १९५२ मध्ये झाली व १९८८ मध्ये डेलनेट (दिड्डी ग्रंथालय नेटवर्क) अस्तित्वात आले. सुरुवातीस निवडक कडू काही निर्ध पुरवठा झाला आणि सद्यस्थितीत डिपार्टमेंट ऑफ टेलिफोन्युनिकेसन कडून अर्थसाहाय्य लाभलेल्या नेटवर्कचा उद्देश ग्रंथालयांकडे असलेला प्रयत्न, नियतकालिकांचा संग्रह, एकमेकांच्या सहकार्याने वापरता. ग्रंथालयांच्या आधुनिकीकरणद्वारेच काही येबाही डेलनेट पुरवते. त्यामध्ये उपार्जन, नियतकालिकांचे निबंधन, ग्रंथ व नियतकालिकांची देखभाल, देवघेव, वाचकांसाठी सेवा देणे, सूचीबद्ध माहिती स्रोत बनविणे व त्यांची देखभाल करणे, ग्रंथालय

अंर्णात ग्रंथांची माहिती तसेच प्रत्यक्ष ग्रंथाचे आदान-प्रदान करणे, लेखांच्या प्रवृत्तित प्रती पुरविणे व आंतरराष्ट्रीय स्तरावरील डेटाबेस, ग्रंथालय संगणकीकरण प्रवृत्तित, उपलब्धता करून देणे, संघ तालिका तयार करणे, प्रचलित जागृकता सेवा पुरविणे, ऑडिओरिटी फाईल बनविणे व विकसित करणे आणि विषय नामाचा स्रोत विकसित करणे.

४) ईवेस्को डेटाबेस <https://www.ebsco.com>: ईवेस्को संशोधन डेटाबेस मध्ये ई-जर्नल, ई-ग्रंथ आणि सर्व प्रकारच्या ग्रंथालयांना सेवा पुरविते. ७० वर्षांहून अधिक काळ, दर्जेदार साहित्य पुरविण्यासाठी तंत्रज्ञानासह संशोधन सुधारणासाठी ग्रंथालय भागीदारी सेवा पुरविते. ईवेस्को पब्लिशिंगची स्थापना १९८४ मध्ये जेम्स ए. वॉल्टर रिचर्ड नावाच्या एका प्रिंट पब्लिकेशनच्या रूपात केली गेली होती, ज्यात ३०० हून अधिक मासिकांमधील लेखांचा समावेश होता. ईवेस्को डेटाबेस वेगवेगळ्या श्रेणीमध्ये ग्रंथालयांना सेवा प्रदान करते. मेडलाईन व आणि इन्फोत्रिबल सारखे डेटाबेस प्रकाशकांकडून परवानाकृत आहेत. इतर विषयातील डेटाबेस म्हणजेच अर्कडेमिक सर्न, अमेरिका, इतिहास आणि जीवन, आर्ट इंडेक्स, अर्ट ऑब्जर्व्हेन्स, आर्ट फुल टेक्स्ट, विझिनेस सोर्स, क्लिनिकल रेफरन्स सिस्टीम, सौख्यी न्यायिक सार मास्टरफाईल, नेटलायब्री, व्यावसायिक विकास संग्रह इत्यादी द्वारे संकलित केले जातात. वामध्ये व्यवस्थापन विषयावरील वाचनसाहित्य मुक्तक प्रमाणावर उपलब्ध आहे.

४.१ शोध (Discovery) : हे उत्पादन डेटाबेसमधील उपलब्ध माहिती स्रोतांचे एकत्रित अनुक्रमणिका तयार करण्यासाठी आणि एक खिडकी शोध सुविधा प्रदान करते. यात आंतरकाळ दोन्ही मेटाडेटामधून माहिती शोधून देण्यास मदत करते.

४.२ ई-ग्रंथ (E-books) : ईवेस्को डेटाबेस मध्ये विविध विषयांवरील ई-ग्रंथ ध्वनिमुद्रित ग्रंथ उपलब्ध आहेत. यामध्ये १५०० हून अधिक प्रकाशकांकडून दहा तब्दात अधिक ई-ग्रंथ व १०००० हजारा पेक्षा ध्वनिमुद्रित ग्रंथ (Audiobooks) उपलब्ध आहेत.

४.३ डायनामिड प्लस : हे वैद्यकीय आणि इतर आरोग्य सेवा व्यावसायिकांसाठी एक उपयुक्त साधन आहे. डायनामिड प्लस हे सर्वोत्कृष्ट १० वैद्यकीय स्रोतांमध्ये गणिते जाते.

ईवेस्को चार प्रकारचे क्लॉग चालवते १. ईवेस्को होस्ट २. ईवेस्को हेल्प डे ३. ईवेस्को फॉर कॉर्पोरेट ४. नोवेलिस्ट याद्वारे विविध प्रचलित माहिती सेवा प्रविष्टता जातात. तसेच वाचक सहाय्य सेवा (Readers Advisory Service) दिली आहे.

इंटरनेट नेट द्वारे ई-स्रोतांचा उपबोग सभासद ग्रंथालयांना करता येतो. लॉगिन आयडी व प्रवेश संकेत शब्दाद्वारे डेटाबेस वापरता येतो.

५) प्रोजेक्ट डेटाबेस <https://www.proquest.com>: १९७२ मध्ये वॉटर के. समिट यांनी स्थापन केलेल्या या डेटाबेसचे मुख्यालय संयुक्त राष्ट्रांतील मॉरिसव्हिल येथे आहे. झालेल्या या डेटाबेसचे संशोधकांना हवी ती माहिती देण्याचे महत्त्वाचे कार्य हा डेटाबेस करतो. विद्वान जर्नल्स, वर्तमानपत्रे, अहवाल, प्रबंध, ताखो पृष्ठे डिजिटल स्वरूपात उपलब्ध असून ऐतिहासिक प्राथमिक स्रोत म्हणून संशोधकांना महत्त्वाचा आहे. १००० पेक्षा अधिक प्रकाशकांचे १ दशलक्ष पेक्षा अधिक ई-ग्रंथ उपलब्ध आहेत. प्रख्यात ऑक्सफोर्ड आणि इंडेक्सिंग डेटाबेस वातून उपलब्ध होतात. त्याचप्रमाणे कर्मात कर्मा वेळेत ग्रंथसूची या डेटाबेसद्वारे प्राप्त होते. या डेटाबेस मध्ये द न्यूवॉर्क टाइम्स, द वॉल स्ट्रीट जर्नल, द गार्डियन अँड ऑब्झर्वर, द ग्लोब अँड मेल, द टाइम्स ऑफ इंडिया यासारख्या अग्रगण्य ३००० पेक्षा जास्त वर्तमान पत्रातील महत्त्वाच्या वातव्याचा संग्रह आहे. ताजरी ऑफ कॅम्ब्रिजच्या अधिकृत संकेतस्थळावरून शोध प्रबंधांचा खजिना व जगभरातील शैक्षणिक संस्थांकडून पदवी प्राप्त करण्यासाठी करण्यात आलेल्या संशोधनाचाही संग्रह यामध्ये आहे.

मायक्रोफॉर्ममधील वर्तमानपत्रे : मायक्रोफिल्ममध्ये १० हजारहून अधिक वर्तमानपत्रे उपलब्ध असल्याने प्रॉक्सिमिटी जगभरातील ग्रंथालयांना व संशोधकांना उपयुक्त आहे. त्याचप्रमाणे प्रॉक्सिमिटी हा विशाल संग्रह साहित्य, कला, मानवविद्या, इतिहास, सामाजिक विज्ञान इत्यादी विषयांच्या विस्तृत श्रेणीमध्ये उपलब्ध आहेत.

६. इंडिया स्टॅट (<https://www.indiastat.com>) : हा डेटाबेस भारतातील सर्व क्षेत्रातील सांख्यिक माहिती संकलन करून संशोधकांना उपलब्ध करून देतो. १४ नोव्हेंबर २००० साली सुरू झालेला हा डेटाबेस सर्वसमावेशक व अधिकृत असा डेटाबेस म्हणून सर्वश्रुत आहे. सामाजिक व आर्थिक क्षेत्रातील सर्व माहिती या संकेतस्थळावर मिळते. लोकसंख्या, अर्थशास्त्र, राजकारण, कृषी, नागरी पुरवठा आणि ग्राहक व्यवहार, पर्यावरण व वनक्षेत्र, उद्योग, व्यापार, पायाभूत सुविधा, शिक्षण, आरोग्य, गृह, कामगार, माध्यमे, पर्यटन, विमा, गुन्हेगारी आणि कायदा, सामाजिक कल्याण, विकास योजना इत्यादी कार्यक्षेत्रातील अधिकृत सांख्यिक माहिती या डेटाबेस मध्ये उपलब्ध आहे. सातत्यपूर्ण संशोधन व विकास हे या डेटाबेसचे खास वैशिष्ट्य आहे. या डेटाबेस मध्ये ५६ संकेतस्थळांचा समूह असून १९ क्षेत्रनिहाय, ६ विभागनिहाय व ३१ राज्यनिहाय संकेतस्थळांद्वारे माहिती उपलब्ध आहे. तसेच २०१० मध्ये www.districtofindia.com या संकेतस्थळाद्वारे २०११

चा वनगणनेनुसार ६२० जिल्हानिहाय माहिती उपलब्ध आहे. २०१२ मध्ये www.electionofindia.com ५४३ संसदीय व ४१२० विधानसभा मतदार संघांमधील सांख्यिक माहिती देण्यात आली आहे. त्याचप्रमाणे विविध क्षेत्रातील सांख्यिक माहितीसाठी वार्षिकी सुद्धा प्रकाशित करण्यात येते. १५ हजार पेक्षा अधिक समाजर असून १५ पेक्षा अधिक देशांमध्ये हा डेटाबेस अधिकृत माहितीसाठी जोडवता जातो. यांच्या कार्याची लिमका बुक ऑफ इंडियाने हो दवर घेतली आहे.

७. गुगल स्कॉलर <https://scholar.google.com> : हा डेटाबेस नूतनवद डेटाबेस असून याची निर्मिती गुगलद्वारे २० नोव्हेंबर २००४ साली झाली. या डेटाबेस मध्ये निव्वकालिकातील पूर्ण लेख, तांत्रिक अहवाल, प्रकाशन पूर्व लेख, प्रबंध, पुस्तके आणि इतर दस्तऐवजांची अनुक्रमणिका नूतनवद केलेली सतत या डेटाबेसला विद्वान (स्कॉलर) असेही म्हणतात. या हा डेटाबेस १०% माहिती इंग्रजी भाषेमध्ये पुरवितो. या डेटाबेस मध्ये सैद्धांतिक ग्रंथ इंडियन (अॅकॅडमिक सर्व इंडियन ऑनलाईन जर्नल) या सुविधेचा समावेश करण्यात आला आहे. या डेटाबेस मध्ये सर्व विषयातील प्रकाशित व अप्रकाशित सुचीवद माहितीचा समावेश केलेला आहे.

समारोप : आधुनिक युगात माहिती व दळणवळण तंत्रज्ञानाने जगात घडवून आणली आहे आणि ती ग्रंथालय व माहिती केंद्रांच्या कार्यातून प्रदर्शित होते आहे. आय.सी.टी. हा घटक ग्रंथालय व माहिती केंद्रे यांच्यासाठी महत्त्वाचा आहे त्यामुळेच आज अंकीय स्वरूपाची माहिती विविध डेटाबेसच्या माध्यमातून निर्मित होते आणि त्याद्वारे संपूर्ण विश्वाच्या गरजा भागवण्याचा प्रयत्न केला जातो. अनुक्रमाने माहितीचे उपयोगक यामध्ये शिक्षण तज्ज्ञ शिक्षक संशोधक विद्वान आणि विद्यार्थी यांची माहितीची गरज व ती माहिती मिळविण्यासाठी असा प्रकारचे डेटाबेस इत प्रत्येकाला जलद गतीने हवी तेव्हा अचूक माहिती मिळविता येते म्हणून डेटाबेस हे म्हत्वाची माहिती स्रोत आहेत.

संदर्भ ग्रंथ सूची

ग्रंथ/निव्वकालिके/संकेतस्थळे

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३. साखरे, रा. र., ग्रंथालय संदर्भ सेवा: तात्त्विक व प्रात्यक्षिक, युनिव्हर्सल प्रकाशन, २००३, २७३-२८३ (१ वी आवृत्ती)
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बदलत्या काळातील शैक्षणिक प्रवाह

आधुनिक शिक्षण आणि संसाधने

हितेश ब्रिजवासी ■ डॉ. संतोष खिराडे



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ऑनलाईन संसाधने आणि तंत्र अंतर्गत 'नॅशनल डिजिटल
लायब्ररी ऑफ इंडिया' : एक अभ्यास आणि डिजिटल
इकोसिस्टीम ऑफ लर्निंग मॉडेल : NDLI क्लब

- चांगदेव कहांडळ

ग्रंथपाल, अमृतवाहिनी इन्स्टिट्यूट ऑफ मॅनेजमेंट अँड बिझनेस ऍडमिनिस्ट्रेशन, संगमनेर

- डॉ. नितीन भांड

असोसिएट प्रोफेसर, अमृतवाहिनी इन्स्टिट्यूट ऑफ मॅनेजमेंट अँड बिझनेस ऍडमिनिस्ट्रेशन,
संगमनेर

सारांश :

प्रस्तुत लेखात ऑनलाईन शिक्षण म्हणजे काय? ऑनलाईन शिक्षणासाठी कशाची गरज असते? ऑनलाईन शिक्षणाचे फायदे, ऑनलाईन शिक्षणाचे तोटे आणि ऑनलाईन संसाधने आणि तंत्र अंतर्गत: नॅशनल डिजिटल लायब्ररी ऑफ इंडिया आणि डिजिटल इकोसिस्टीम ऑफ लर्निंगसाठी मॉडेल: NDLI क्लब यावर सविस्तर लेखन केले आहे.

वर्तमान काळात ई एज्युकेशन अर्थात ऑनलाईन शिक्षण भारतासह जगभरात लोकप्रिय झाले आहे. ऑनलाईन शिक्षण एक अशी शिक्षण प्रणाली आहे ज्यात शिक्षक इंटरनेटचा वापर करून देशातील किंवा जगभरातील कोणत्याही कोपऱ्यात असलेल्या विद्यार्थ्यांना शिकवू शकतात. अशा या कोविड-१९ च्या कालावधीत नॅशनल डिजिटल लायब्ररी ऑफ इंडिया ई लर्निंगसाठी महत्वाचा ऑनलाईन स्रोत आहे.

या अभ्यासात एनडीएलआयचे सिंहावलोकन करण्याचा एक प्रयत्न केला आहे. जेणेकरून आजच्या डिजिटल युगात त्याचे फायदे, वैशिष्ट्ये आणि महत्त्व समजेल. या अभ्यासात अनेक शैक्षणिक संस्थांच्या स्रोतांनी योगदान दिलेल्या शैक्षणिक संसाधनांचा आणि विविध फाईल स्वरूपांतील उपलब्ध सामग्रीचा शोध घेतलेला आहे. त्यासाठी आवश्यक डेटा एनडीएलआयच्या अधिकृत वेबसाइटवरून गोळा केला गेला आहे तसेच उद्दिष्टे साध्य करण्यासाठी डेटाचे विश्लेषण केले आहे. सर्वांसाठी शिक्षण हे ध्येय साध्य करण्यासाठी दीर्घकालीन अडथळे दूर करून एनडीएलआय शिक्षण चळवळीत एक आदर्श बदल घडवून आणेल अशी अपेक्षा आहे. ज्यामुळे प्रत्येक व्यक्तीला स्वतःला सक्षम करण्यासाठी आवश्यक ज्ञान संसाधनांसह सक्षम केले जाईल. हा अभ्यास व्यावसायिक समुदायासाठी सामान्य

वापरकर्त्यांना आणि विशेषतः ऑनलाईन शैक्षणिक संसाधने सेवा देण्यासाठी उपयुक्त होणार आहे.

हा वेपारमध्ये नॅशनल डिजिटल लायब्ररी ऑफ इंडियाची सद्यस्थिती शोधण्यात आली आणि एनडीएलआय क्लब वापर एनडीएलआयचे शिक्षण संसाधने कशी आयोजित केली जाते. हे शोधण्याचा प्रयत्न केला आहे तसेच शैक्षणिक सोतांचे कवरेज आणि शैक्षणिक स्तराच्या संदर्भात उपलब्ध सामग्रीची शोध घेतला आहे.

कीवर्ड : नॅशनल डिजिटल लायब्ररी ऑफ इंडिया, डिजिटल रेफीनिटी, डिजिटल लायब्ररी पोर्टल, डिजिटल कलेक्शन, ई-लर्निंग, एनडीएलआय क्लब.

प्रस्तावना :

आपल्या देशात एक काळ होता जेव्हा पालक आपल्या मुलांना शिक्षण आणि चांगले संस्कार देण्यासाठी गुरुकुलमध्ये पाठवत असत. लहानपणापासून तर २४ वर्षांच्या वयापर्यंत विद्यार्थी तेथे शिक्षण घेत असे. त्याला पुस्तकी अभ्यासासोबत अध्यात्मिक संस्कार आणि शस्त्र चालवण्याचे प्रशिक्षणदेखील दिले जायचे. शिक्षणाच्या या प्रक्रियेला मुलुक पद्धती म्हटले जायचे. नंतरच्या काळात आधुनिक प्रगती झाली. शिक्षणाच्या पद्धती बदलून इंग्रजी शाळा व महाविद्यालये देशात आली. आज देशातील सर्वच विद्यार्थी या शाळांमध्ये शिकत आहेत आणि मुलुक पद्धती पूर्णपणे नाहीशी झाली आहे. परंतु मागील पाच वर्षांत झालेल्या इंटरनेट क्रांतीमुळे देशात डिजिटल शिक्षणाची सुरुवात झाली आहे. विद्यार्थी घरवसल्या ऑनलाईन शिक्षण प्राप्त करीत आहेत. यातच भर म्हणजे मागील वर्षी आलेली जगातक महामारी कोविड-१९ होय. या एक वर्षात देशातील ऑनलाईन शिक्षण मोठ्या प्रमाणात वाढले. आज शिक्षण हे आपल्या जीवनातील मूलभूत गरजांपैकी एक आहे. देशातील प्रत्येक नागरिकाला गुणवत्तायुक्त शिक्षण मिळणे हा त्याचा मूलभूत अधिकार आहे. कारण चांगला शिक्षणाच्या बळीवरच योग्य करिअर निवडले जाऊ शकते. कोणत्याही देशाला विकसित करण्यासाठी शिक्षणाचे महत्त्व मोलाचे आहे. आपल्या देशात अनेक वर्षांपासून वेगवेगळ्या पद्धतीने शिक्षण दिले जात आहे. परंतु देशाच्या स्वातंत्र्यानंतर भारतीय शिक्षण क्षेत्रात क्रांतिकारी बदल झाले. देशातील परंपरागत शिक्षणाने आधुनिक रूप घेतले. 'तंत्रज्ञान'चा अर्थ हा या शिक्षणासाठी आवश्यक असलेले तंत्रज्ञान असा आहे. यात संगणक, स्मार्टफोन, त्याच्यावर असलेल्या कॅमेरा, ध्वनिमुद्रण इत्यादी सोबी, इंटरनेट, इंटरनेटवर उपलब्ध असलेली माहिती, सोशल-मीडिया प्लॅटफॉर्म (व्हॉट्सअप, फेसबुक इत्यादी), लर्निंग मॅनेजमेंट सिस्टीम्स; गूगलव्हायरच्या विविध प्रकारांनी उपयोगी पडणाऱ्या सेवा (माहिती शोध, ई-मेल, गूगल डॉक्स, क्लासरूम इत्यादी) या गोष्टींचा समावेश

होतो. वातल्या बहुतांश प्रणाली/सेवा विनामूल्य शिक्षणासाठी उपलब्ध आहेत. मात्र वासाठी विद्यार्थ्यांकडे किमान स्मार्टफोन, राब्य असल्यास संगणक आणि चांगला वेग असलेले इंटरनेट कनेक्शन असणे आवश्यक आहे. कोविड-१९ वा आपत्कालीन परिस्थितीत ऑनलाईन शिक्षण उपयोगी ठेत आहे. आज ऑनलाईन शिक्षण सर्वत्र अधिक लोकप्रिय झाले आहे. ऑनलाईन शिक्षण हे असे माध्यम आहे ज्याद्वारे देशातील आणि जगाच्या कोणत्याही ठिकाणाहून शिक्षक आपल्या विद्यार्थ्यांशी ऑनलाईन संपर्क साधू शकतात. यामध्ये शिक्षक स्क्रीन, ड्रम, गुगल मीट इत्यादीद्वारे तर मुले लॅपटॉप किंवा संगणकावर शिक्षकांना पाहू आणि ऐकू शकतात, शिक्षक मुलांना शिकविण्यासाठी आपल्या संगणकावरील स्क्रीन रेंजर करतात जेणेकरून मुलांना उत्तम प्रकारे समजू शकतील लॉकडाऊनच्या काळात त्रिधे सर्व शिक्षण केंद्रे बंद आहेत. ऑनलाईन शिक्षणामुळे आज तिधे मूल घर वसल्या शिक्षण घेत आहेत, आज जगभरातील मुले ऑनलाईन शिक्षणाद्वारे सहजपणे अभ्यास करण्यास सक्षम आहेत. आजच्या या कोरोनाच्या परिस्थितीत मुले शाळा व महाविद्यालयांमध्ये शिक्षण घेऊ शकत नाहीत, परंतु ऑनलाईन शिक्षणामुळे मार्ग सोपा झाला आहे. त्यासाठी एनडीएलआय हा राष्ट्रीय डिजिटल किशन प्रकल्प ऑनलाईन शिक्षणासाठी उपयोगी होणार आहे.

ऑनलाईन शिक्षण म्हणजे काय ?

ऑनलाईन शिक्षण म्हणजे आपण जे शिक्षण आपल्या शिकवकाकडून ब्लॉकबॉर्ड आणि पुस्तकांच्या माध्यमातून शाळा किंवा महाविद्यालयाच्या वर्गात मिळवत होतो तेच शिक्षण आज आपण संगणक, मोबाईल आणि इंटरनेटच्या माध्यमातून घरी बसल्या बसल्या प्राप्त करतो, यालाच ऑनलाईन शिक्षण म्हणतात. कोरोना काळावधीत लॉकडाऊन लागले होते आणि म्हणून सर्व शाळा आणि महाविद्यालय बंद होते तर या परिस्थितीत ऑनलाईन शिक्षणाची पूर पारन वाढली.

ऑनलाईन शिक्षणासाठी तुम्हाला कशाची गरज असते ?

ऑनलाईन शिक्षणासाठी तुम्हाला फक्त मोबाईल किंवा संगणक आणि इंटरनेट कनेक्शनची गरज असते आणि ऑनलाईन लेक्चरसाठी ड्रम किंवा गूगल मीट असे ॲस वापरले जाते.

ऑनलाईन शिक्षणाचे फायदे :

ऑनलाईन शिक्षणाचे फायदे खालीलप्रमाणे-

१. ऑनलाईन शिक्षण घेण्यासाठी शाळा आणि महाविद्यालयात जाणे आवश्यक आहे. दारोत्र धराबाहेर जाण्यास वेळ, उर्जा आणि पैसाचे नुकसानदेखील होते. घरी ऑनलाईन शिक्षण मिळवल्याने संसाधनांचा

- खर्च वाचतो आणि वेळ व शक्तीही वाचते.
२. जर ऑनलाईन वर्गाच्या वेळी विद्यार्थ्यांला एखादा मुद्दा स्पष्टपणे समजला नसेल तर तो शिक्षकांना पुन्हा तो मुद्दा सांगण्यास सांगू शकतो. याशिवाय विद्यार्थ्यांला कोणताही टॉपिक जर समजत नसेल तर तो रेकॉर्ड केलेल्या लेक्चरला पुन्हा पाहू शकतो.
 ३. ऑनलाईन शिक्षणाचा सर्वात मोठा फायदा हा आहे की विद्यार्थी देशातील व परदेशातील कोणत्याही संस्थेचे शिक्षण मिळवू शकेल.
 ४. विद्यार्थी आपल्या अभ्यासक्रमामधून काही गोष्टी समजल्या नाहीत. अशा परिस्थितीत गुगलवर शोधून या गोष्टी पाहू शकतो.
 ५. ऑनलाईन शिक्षणद्वारेच विद्यार्थ्यांनी घरीच अभ्यास पूर्ण केला. घरातच शिक्षण मिळवून ती कोरोनाच्या धोक्यातून हि वाचली आणि शाळा व महाविद्यालयात जाण्याच्या त्रास व खर्च वाचला. लॉकडाऊनमध्ये कोरोना व्हायरसचा धोका कमी असतो.
 ६. शहरात मिळणारे दर्जेदार शिक्षण गावातील मुलांनादेखील मिळत आहे.
 ७. ऑनलाईन शिक्षणामुळे मुलांना अभ्यासात गोडी निर्माण होत आहे. ऑनलाईन शिक्षणाचे तोटे :
ऑनलाईन शिक्षणाचे तोटे खालीलप्रमाणे-
 १. ऑनलाईन शिक्षणाचे एक नुकसान असे आहे कि, आपल्या देशात बऱ्याच विद्यार्थ्यांची आर्थिक परीस्थिती खालावलेली असते, आणि म्हणून ते एवढा महान मोबाईल किंवा लॅपटॉप घेऊ शकत नाही. आणि म्हणून नागसलेल्या क्षेत्रात विद्यार्थी ऑनलाईन शिक्षणापासून वंचित राहतात.
 २. कित्येकदा विद्यार्थी ऑनलाईन शिक्षणाला गांभीर्यनि घेत नाहीत.
 ३. असे बरेच भाग असतात जिथे नेटवर्क नसते, अशा वेळेस विद्यार्थ्यांना अडचण येते.
 ४. मोबाईल किंवा संगणकासमोर जास्त वेळ बसल्याने डोळ्याला आणि कानाला त्रास होऊ शकतो.
 ५. मोबाईलवर अभ्यास असल्यामुळे मन विचलित होऊ शकते.
 ६. ऑनलाईन शिक्षणात विद्यार्थी काय करत आहे हे शिक्षकांना दिसत नाही. ज्यामुळे विद्यार्थी बेमिस्त होतात. ऑनलाईन शिक्षणात विद्यार्थ्यांमध्ये शिस्तची कमतरता निर्माण होते.

७. विद्यार्थी घरी बसून शिक्षण होत असल्याने ते मित्र मैत्रिणींना भेटू शकत नाही आणि यामुळे एकलकोंडे होण्याची भीती वाढते. अशाप्रकारे ऑनलाईन शिक्षणाचे फायदे आणि तोटे अल्प पाहिले. आज वेगवेगळ्या माध्यमातून आपल्याला भरपूर माहिती मिळते. ऑनलाईन माहितीचा फायदा म्हणजे एखादी गोष्ट समजली नाही तर ती आपण फ्लॉपसत पाहून ऐकून समजून घेऊ शकतो. कोरोनाचा प्रसार वाढल्यामुळे सगळीकडे बंदी होत आहे, पण यात मात्र शिक्षण थांबवता येणार नाही म्हणून आता ऑनलाईन शिक्षण काळाची गरज होत चालले आहे. अशा परिस्थितीत एनडीएलआय ऑनलाईन शिक्षणासाठी महत्वाचा व उपयुक्त राष्ट्रीय श्रोत किंवा संसाधन (Resource) आहे. इ. स. १९४८ मध्ये (यूजीसी) राधाकृष्णन आयोग म्हणून प्रसिद्ध असलेल्या विद्यार्थी शिक्षण आयोगाने नियुक्त केलेल्या अनेक समित्यांनी स्वतंत्र भारतीयत उच्च शिक्षणाची उद्दिष्टे स्पष्ट केलेली आहे. त्यानंतर अनेक समित्यांनी भारताने शैक्षणिक विकासासाठी योगदान दिलेले आहे. तसेच अलीकडील काळात भारत सरकारने राष्ट्रीय शैक्षणिक धोरण २०२० जाहीर केलेले आहे. तंत्रज्ञानाच्या आधिष्ठाताने सर्व दिशांनिर्देशांमध्ये वेगाने बदल होत आहे, ज्याचा प्रभाव ग्रंथालयांवर झालेला आहे, जे वेळोवेळी बदलांची मागणी करतात आणि हे बदल ग्रंथालयांनादेखील पूर्ण करण्याची आवश्यकता आहे. ही आजूने पेलण्यासाठी सरकारची महत्वाची भूमिका आहे. कामवाडे आणि इतर, (२०१२) यांच्या अभ्यासात असे सुचवले आहे की राष्ट्र आणि विधानसभेच्या सर्व लक्षांखाल सरकारांना अनुक्रमे धोरणे बनवण्याचा आणि विधेयके बनवण्याचा तज्ञा देण्यात आला आहे जे इंटरनेट तंत्रज्ञानाच्या पायाभूत सुविधांना पुढे सुधारू शकतात जे डिजिटलायझेशनला चालना देणारे प्रमुख घटक आहेत. शतकानुशतके, ग्रंथालये शिक्षण साधनेचे रक्षक आणि वितरक आहेत. ते विद्वान प्रकाशनांच्या उत्पादनांच्या भागाची काबडगोबर ठेवलेली आहेत- प्रबंध, लेख, तांत्रिक अहवाल इ. (पवनी, २००७) मध्ये डिजिटल लायब्ररीचे काही पैलू आहेत जसे सामग्री सामायिकरण, परस्पर क्रिया, सातूकूलन, पुनर्वाप. -डिजिटलपुस्तक सहकार्य इ. जे उच्च शिक्षणाला समर्थन देण्यासाठी योग्य साधने आहेत. नॅशनल डिजिटल लायब्ररी ऑफ इंडियाच्या स्थानानुळे भारतीय ग्रंथालयांचा मार्ग बदलला आहे. नॅशनल डिजिटल लायब्ररी ऑफ इंडिया (NDLI) हा मनुष्यबळ विज्ञान मंत्रालयाचा राष्ट्रीय मिशन अर्न एन्जुकेशन थू इन्वॉर्मेशन अँड कम्युनिकेशन टेक्नॉलॉजी (NMEICT) च्या अंतर्गत एक प्रकल्प आहे. एनडीएलआयचा उद्देश देशातील सर्व नागरिकांना शिक्षणाचे सशक्तीकरण, श्रेणा आणि प्रोत्साहन देण्यासाठी

डिजिटल शैक्षणिक संसाधने उपलब्ध करून देणे आहे.

डिजिटल तंत्रज्ञान आणि सेवांच्या उदयामुळे ग्रंथालयांच्या सेवा सुविधा बाबध्ये आमूलाग्र बदल झालेला आहे. भारतासह जगाच्या जवळपास प्रत्येक कोपऱ्यात अनेक डिजिटल लायब्ररी उपक्रम स्थापन झाले आहेत. तथापि, विद्यार्थी अद्याप डिजिटल लायब्ररी आणि पोर्टलची क्षमता पूर्णपणे ओळखू शकत नाहीत. ई-संसाधनांमध्ये प्रवेश करण्यासाठी विद्यार्थी अद्याप स्वतंत्र वेबसाइटला भेट देतात आणि त्यांचा शोध आणि पुनर्प्राप्ती तंत्र स्वतंत्रपणे शिकवे लागते जे एक मेहनती आणि वेळ घेणारे काम आहे. या प्रक्रियेत विद्यार्थी उपलब्ध व उपयुक्त ई-संसाधने मनावतात. म्हणून, शिक्षण आणि संशोधनाच्या प्रगतीसाठी उपलब्ध इलेक्ट्रॉनिक संसाधनांचा केवळ अंशतः वापर होत आहे आणि पूर्णपणे नाही (दास एट अल., २०१६). या पार्श्वभूमीवर, मानव संसाधन विकास मंत्रालयाने (MHRD) माहिती आणि दळगवळण तंत्रज्ञानाद्वारे राष्ट्रीय शिक्षणाच्या मिशनच्या (NMEICT) अंतर्गत एक पब्लिक प्रोजेक्ट सुरू केला आहे, जो सर्व शिकणाऱ्यांना एक खिडकी शोध सुविधेसह गुणवत्तापूर्ण शिक्षण संसाधने उपलब्ध करून देतो. एनडीएलआय मध्ये अनेक भाषांमधील सामग्री समाविष्ट आहे आणि अज्ञान्य भारतीय भाषांसाठी शिक्षण आणि संशोधन इंटरफेस समर्थन प्रदान करते. यामध्ये भारतीय आणि परदेशातील आपाहोच्या शिक्षण संस्थांकडून तसेच इतर संस्थांकडून समर्थक मेटाडेटा गोळा आणि एकीकृत केला जातो.

भारत सरकारने ८ नोव्हेंबर १९९६ मध्ये भारतीय तंत्रज्ञान संस्था खरणपूर येथे नॅशनल डिजिटल लायब्ररी ऑफ इंडिया (NDLI) मानव संसाधन विकास मंत्रालय (MHRD) च्या नेतृत्वाखाली भारतीय तंत्रज्ञान संस्था खरणपूर (IIT KGP) द्वारे विकसित केली आहे. एनडीएलआय माहिती आणि संग्रहण तंत्रज्ञानातील (NMEICT) शिक्षणावरील राष्ट्रीय मिशन आहे. स्थापनेपासून आतापर्यंत एनडीएलआय मध्ये संशोधन व डेव्हलपमेंटचे कार्य चालू आहे. नॅशनल डिजिटल लायब्ररी ऑफ इंडिया (NDLI) हे ऑनलाईन शिकण्याच्या संसाधनांचे एक आभासी भंडार आहे. जे शोध/ब्राउझ सुविधांसह केवळ भंडार नाही तर शिकाऊ समुदायासाठी अनेक सेवा प्रदान करते. हे भारत सरकारच्या शिक्षण मंत्रालयाच्या माहिती आणि दळगवळण तंत्रज्ञानाद्वारे (NMEICT) शिक्षणाच्या राष्ट्रीय मिशनद्वारे प्रायोजित आणि मार्गदर्शित केले जाते. यामध्ये फिल्टर केलेले आणि संघटित शोध, केंद्रित शोध मुलभ करण्यासाठी वापरले जातात जेणेकरून विद्यार्थी कमीत कमी वेळेत योग्य संसाधन शोधू शकतील. एनडीएलआय वापरकर्त्यांना विनिष्ट सेवा प्रदान करते. जसे की शालेय आणि महाविद्यालयीन विद्यार्थ्यांसाठी परीक्षा तयारी

आणि नोकरीसाठी. संशोधक आणि साधन्य विद्यार्थ्यांसाठी सेवादेखील प्रदान केले जातात. एनडीएलआय फोणत्याही भाषेची सामग्री देण्यासाठी डिझाइन केलेली आहे आणि यावर इंग्रजी व इतर १० सर्वात मोठ्या प्रमाणात वापरल्या जाणाऱ्या भारतीय भाषांसाठी इंटरफेस समर्थन सेवा प्रदान करते. हे संशोधक आणि आशुष्यभर शिकणारे, सर्व विषय, साधनांचे सर्व लोकप्रिय प्रकार आणि मित्र-सक्षम विद्यार्थ्यांसह सर्व शैक्षणिक स्तरांसाठी सेवा प्रदान करण्यासाठी तयार केले गेले आहे. एनडीएलआय हे लोकांना जगभरातील सर्वोत्तम पदार्थमयून निष्काढ्यास आणि तयार करण्यास सक्षम करण्यासाठी आणि संग्रहकांना अनेक कोट्यांमधून आंतर-लिंकड एक्सप्लोरेशन करण्यास सुलभ करण्यासाठी डिझाइन केलेले आहे. एनडीएलआय हे इंडियन इन्स्टिट्यूट ऑफ टेक्नॉलॉजी खरणपूरकडून विकसित, संचालित आणि देखभाल केले जाते.

एनडीएलआयने भारतीय शैक्षणिक संस्था, सार्वजनिक ग्रंथालये तसेच मोठ्या आंतरराष्ट्रीय ग्रंथालयांतील ग्रंथसंग्रहासह विविध विभागांमधील पुस्तकांचा प्रवेश (Access) मिळवण्यासाठी सहकार्य केले आहे. एनडीएल इंडिया एक डिजिटल लायब्ररी आहे यामध्ये ६० पेक्षा जास्त प्रकारची शिक्षण संसाधने उपलब्ध आहेत उदा. पुस्तके, लेख, हस्तलिखिते, व्हिडिओ व्याख्याने, प्रबंध, इत्यादी सारखे डिजिटल साहित्य ७० हून अधिक भाषांमध्ये उपलब्ध आहेत. जे ४.५ कोटी संसाधन सामग्रीचा अभिमान बाळगते, एनडीएल इंडिया सध्या जगतिक सार्वभर स्पेसमधील सर्वात मोठा संसाधन सामग्रीचा खनिज आहे.

नॅशनल डिजिटल लायब्ररी ऑफ इंडियाची उद्दीष्टे :

१. नॅशनल डिजिटल लायब्ररी ऑफ इंडिया हा एक राष्ट्रीय मिशन प्रकल्प आहे जो मनुष्यबळ विकास मंत्रालयाने (MHRD) देशभरातील सर्व शिक्षण घेणाऱ्यांना, शिकणाऱ्यांना बघाची, लोकसंख्येची आणि क्षमतेची पर्याय न करता त्यांच्याशी संपर्क करण्यासाठी, त्यांना सुविधा देण्यासाठी आणि प्रेरणा देण्यासाठी सुरू केला आहे.
२. नॅशनल डिजिटल लायब्ररी ऑफ इंडिया हे ज्ञान आणि माहितीचे भंडार आहे ज्यात देशाच्या सर्वोत्तम संस्थांनी एकत्र माहिती गोळा आणि तयार करून विविध माध्यमांमध्ये व्याख्याने, अभ्यासक्रम यांचा समावेश असून संग्रहांमध्ये विस्तृत विविधता आहे.
३. हे एक व्यासपीठ आहे जे डिजिटल शैक्षणिक संसाधनांना देशातील सर्व नागरिकांना शिकण्यासाठी प्रेरणा, सशक्तीकरण आणि प्रोत्साहन देण्यासाठी बनवले आहे.

४. भारतातील सर्वत्र ग्रंथालयांना भेदभावाच्या समस्या म्हणजेच रैखिक संस्थापनाची किंमत वाढ, पाचनसाहित्याची वेगाने वाढ, ग्रंथालयाच्या बजेटमध्ये करात, डेटाबेस विक्रेत्यांकडून स्पर्धा, नेटवर्किंगची मागणी आणि माहितीच्या आवश्यकतांची तुलानुत यावर उपाय म्हणून एनडीएलआय हे ग्रंथालय आणि माहिती केंद्राचे बांगले व्यवस्थान करण्यात अनुकूल आहे.

या अभ्यासाचा उद्देश हा आहे की, राष्ट्रीय डिजिटल लायब्ररी ऑफ इंडिया सभ्याच्या आव्हानांना कसे सामोरे जाते आणि ग्रंथालयांना व्यावहारिक उपाय प्रदान करते. घरील बाबी लक्षात घेता हा अभ्यास केला आहे.

नॅशनल डिजिटल लायब्ररी ऑफ इंडिया अभ्यासाचे उद्दिष्ट खालीलप्रमाणे आहे :

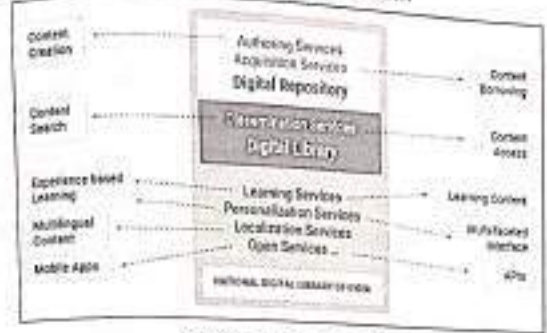
1. NDLI मध्ये उपलब्ध सामग्रीचे प्रकार तपासणे.
2. NDLI मध्ये शिक्षण संस्थापनांच्या बाबींच्या पद्धतीचे परीक्षण करणे.
3. शिक्षण संस्थापनांचा शैक्षणिक नमुना शोधणे.
4. NDLI मध्ये समाविष्ट विविध भाषा शोधण्यासाठी
5. एन.डी.एल.आय. क्लब प्रोजेक्ट (NDLI-Club)

अभ्यासाची पद्धत : या अभ्यासाच्या उद्देशाने २५/०९/२०२१ रोजी भारताच्या राष्ट्रीय डिजिटल लायब्ररीच्या वेबसाइटवरून डेटा गोळा करण्यात आला आहे.

एनडीएलआय चे सर्व्हेस आर्किटेक्चर : आकृती क्र.१ ही एनडीएल इंडियाने १-स्तरीय मॉडेल दर्शविते जेदे सेवांची तीन स्तरांमध्ये रचना केली गेली आहे. डिजिटल रेपोजिटरी किंवा डीआर लेयर मूलभूत प्राधिकरण आणि अधिग्रहण सेवा प्रदान करते. लेखन सेवा सामग्री निर्मितीशी संबंधित आहेत तर अधिग्रहण सेवा सामग्री उधार घेण्याशी संबंधित आहेत. डिजिटल लायब्ररी किंवा डीएल लेयर हा मध्यम स्तर आहे जो दोन महत्वाच्या प्रसार सेवांना पूर्ण करतो. एक खिडकी सामग्री शोध आहे जो लिंकप्याच्या भागासाठी एक मोठा घटक आहे.

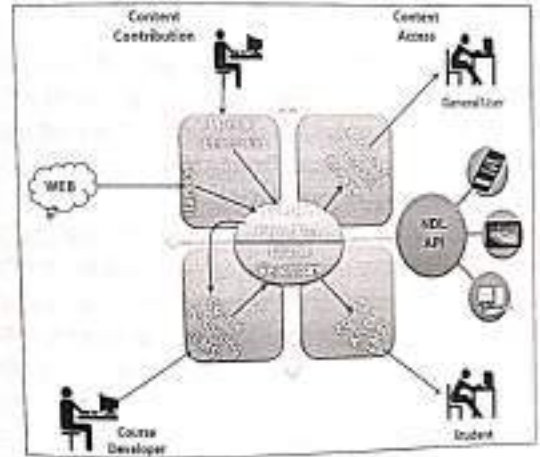
आकृती बाहेरील थर म्हणजे नॅशनल डिजिटल लायब्ररी ऑफ इंडिया चे बहुआयामी इंटरफेस, बहुभाषिक शोध आणि वैयक्तिकृत शिक्षण यासारख्या सेवांना समर्थन देते. उदाहरणार्थ, १०वीच्या वर्गातील विद्यार्थी माहिती म्हणून चुंबकत्व शोधत आहे आणि भौतिकशास्त्रात पदव्युत्तर विद्यार्थीदेखील माहिती म्हणून चुंबकत्व शोधत आहे, दोन्ही विद्यार्थ्यांना शिक्षकाच्या विशिष्ट स्तरासाठी योग्य माहितीचे वेगवेगळे संच मिळतील. एनडीएल इंडिया स्तरीय खुल्या सेवांनादेखील समर्थन देते

ज्याद्वारे भविष्यात नवीन विस्तार विकसित करू शकतात.



आकृती क्र.१ : १-स्तरीय मॉडेल

आकृती क्र.२ मध्ये दाखवल्याप्रमाणे, रेपोजिटरीमध्ये दोन प्रमुख घटक आहेत: कन्टेंट रेपोजिटरी आणि कोर्स रेपोजिटरी. मॅन्युअल इंटरिद्वारे कन्टेंटची माहिती सामग्री भांडारात समाविष्ट केली जाऊ शकते. कोर्स रेपोजिटरीमध्ये, कोर्स डेव्हलपर्सद्वारे लॉर्निंग मॅनेजमेंट सिस्टीमचा भाग म्हणून तयार केले जाऊन आणि सबमिट केले जातात. सामान्य वापरकर्ते आणि विद्यार्थी ऑन ड्राइव हे रेपोजिटरीमध्ये वापरकर्ते आहेत.



आकृती क्र.२ : एनडीएलआय चा वापर

संसाधन प्रकार :

एनडीएल इंडिया खालील सामग्री (Resources) प्रकार जसे पुस्तके, लेख, प्रबंध, हस्तलिखिते, वेबअप्लायसहकृत इत्यादी अनेक स्रोतांमधून (सेवा) प्रवेश प्रदान करते. यामध्ये पुस्तके, प्रबंध, ऑडिओ व्हायड्योन, लेख, हस्तलिखित, व्हिडिओ व्हायड्योन, प्रश्नपत्रिका, वेब खोर्स, वार्षिक अहवाल, सोल्युशन, डेटा सेट, अहवाल, तांत्रिक अहवाल, मॅन्युअल, अल्पम, मोनोग्राफ, तांत्रिक मॅन्युअल, कावटाचा निर्णयकार्ड, डेटा फाईल स्वरूपातील शैक्षणिक संसाधने एकत्रित स्वरूपात उपलब्ध आहेत. वापरकर्त्यांना खालील टेबलप्रमाणे शैक्षणिक संसाधने विविध प्रकारात उपलब्ध आहे.

श्रेणी/प्रकार	संसाधन स्रोत प्रकार/अव्यय
मजकूर	PDF, HTM / HTML, DOC, PPT, XLS, TXT, ZIP, XLXS, DOCX, SGML, XML, इ.
प्रतिमा	JPEG / JPG, PNG, TIF / TIFF, GIF, इ.
ऑडिओ	MP3, FLAC, MP4 / MP4, इ.
विडिओ	MP4 / MP4, FLV, F4V, MPEG, AVI, इ.

एनडीएल इंडियाचे ठळक वैशिष्ट्ये : एनडीएल इंडिया या पोर्टलचे विविध प्रकारचे वापरकर्ते आहे जसे की विद्यार्थी (प्राथमिक ते पदव्युत्तर स्तरपर्यंत), संशोधक, ग्रंथालय वापरकर्ते, शिक्षक, ग्रंथपाल, व्यावसायिक, भिन्न-संघम वापरकर्ते आणि इतर सर्व आजीवन शिकण्याच्या साध देण्यासाठी विकसित केले गेले आहे. यावर प्राथमिक ते पदव्युत्तर स्तरपर्यंतच्या विद्यार्थ्यांसाठी शिक्षण साहित्य उपलब्ध आहे. या पोर्टलचा मुख्य फायदा म्हणजे इंटरफेस परस्परसंबंधी आणि सहभागी आहे. उदाहरणार्थ, जर नववीचा विद्यार्थी भौतिक विज्ञान अभ्यासासाठी माहिती शोधत असेल, तर तो त्या सामग्रीसाठी फक्त तोच विभाग प्रदान करतो जो त्या स्तरसाठी योग्य असेल, तर त्याच माहिती भांडारातून जर एखादा पदवीपर किंवा पदव्युत्तर विद्यार्थ्याने माहिती शोध विचारले असेल तर त्याला भिन्न सामग्रीचा भिन्न संच मिळेल नसून त्यांच्या ज्ञानाची आवश्यकता वेग वेगळी आहे. या प्रकारचा नैसर्गिक संवाद आता तांत्रिकदृष्ट्या शक्य आहे. या प्रकारच्या सुविधा एनडीएलआय मध्ये अनित्यतात आहेत. वापरकर्त्यांना लायब्ररीमध्ये उपस्थित राहण्याची आणि शेलकमधून शेलकमध्ये पुस्तक शोधण्याची गरज नाही ज्यामुळे वेळ वाचतो वापरकर्त्यांसाठी हे २४ x ७ एकात्मिक वलापरपात ऑनर केलेल्या सानुकूलित सेवेसारखे आहे जेथे वापरकर्ते अगदी कमी प्रयत्नात आणि कमीत

कमी वेळेत योग्य स्रोत (Resources) शोधू शकतात. एनडीएलआय विद्यापीठ आणि काही संस्थांच्या सर्व इन्स्टिट्यूशनल डिजिटल रिपॉजिटरीन (आयडीआर), इतर सर्व डिजिटल लायब्ररी उपक्रम आणि एनएईआयसीटी प्रोजेक्ट आणि एनडीएलआय सर्व्हरमधील अनुक्रमणिकेतील मेटाडेटा आणि सामुग्रीची जोडणी करतो जेणेकरून सर्व ई-सामग्री शोधून त्यावर प्रवेश (Access) करता येईल. एकाच विद्यार्थ्याने वापरकर्त्यांना एनडीएलआय मधील सामग्री ब्राउझ करण्याचे विविध मार्ग प्रदान करते. जसे की सामग्री प्रकारानुसार ब्राउझ करणे, स्रोताद्वारे ब्राउझ करणे, विषयानुसार ब्राउझ करणे, संसाधन प्रकारानुसार ब्राउझ करणे इ. एनडीएलआय वर अनेक शैक्षणिक संसाधनांचा संग्रह वाचनसाहित्याच्या विविध प्रकारात, स्वरूपात उपलब्ध आहे उपलब्ध आहे.

भारताचे राष्ट्रीय डिजिटल लायब्ररीमध्ये नैसर्गिक विज्ञान, जीवन विज्ञान, भौतिक विज्ञान, पृथ्वी विज्ञान, संगणक विज्ञान, आरोग्य आणि औषध, कृषी, अभियांत्रिकी, गणित, माहिती विज्ञान, सामाजिक विज्ञान, कायदेशीर अभ्यास, सध्की विज्ञान यासारख्या विविध विषयांमधील माहिती स्रोत समाविष्ट आहेत. रसेव धर्म, तत्त्वज्ञान, मानसशास्त्र, शिक्षण, इतिहास, भूगोल भाषा, साहित्य आणि कला इत्यादी संसाधने ७० पेक्षा जास्त भाषांमध्ये उपलब्ध आहेत. एनडीएलआय सामग्री साठवत नाही, तर एनडीएलआय फक्त शोध आणि ब्राउझ करण्यासाठी मेटाडेटा घेते आणि सामग्री (पूर्ण-मजकूर) स्रोताकडून वितरित केली जाते. एनडीएलआयच्या भागधारकांमध्ये लेखक, प्रकाशक, कॅटलॉगिंग सेवा प्रदाते, योगदान देणाऱ्या संस्था (जे डीआर सांभाळतात आणि एनडीएल भारतत त्यांची सामग्री सजाकलित करण्याची परवानगी देतात) सारख्या सामग्री योगदानकर्त्यांचा समावेश होतो. ग्राहक हे भागधारकांचा आपली एक संघ आहेत जे रेपॉजिटरीमध्ये प्रवेश करू शकतात आणि विद्यार्थी, शिक्षक आणि सामान्य वापरकर्ते, ग्राहक संस्था (जे NDL वापरतात) कव्हर करू शकतात. भारत सरकार एनडीएलआय या उपक्रमाला प्रायोजक आहेत.

एन. डी. एल. आय. क्लब : डिजिटल इकोसिस्टम ऑफ लर्निंगसाठी मॉडेल :

क्रियाकलापांद्वारे (Activities) शिकणे ही शिकण्याची एक सुस्थापित पद्धत आहे. विद्यार्थ्यांमध्ये शिकण्याची सोब व्हावी आणि त्यांच्या काजीच्या प्रगतीत मंद व्हावी यासाठी NDLI क्लब देशभरातील सर्व शिक्षण संस्थांमध्ये स्थापन केले जात आहेत. अशा शिक्षण उपक्रम राबवण्यासाठी आवश्यक माहिती संसाधने NDLI वर उपलब्ध आहेत.

सर्वप्रथम आपल्या NDLI क्लबची नोंदणी करण्यासाठी, आपल्याला आपल्या संस्थेतून क्लबसाठी ४ प्रमुख सदस्य निवड करणे आवश्यक आहे. हे ४ व्यक्ती तुमच्या संस्थेचे क्लब प्राधिकरण असेल.

१. पेट्टीन - संस्थेचे प्रमुख
२. प्रेसिडेंट - प्राध्यापक/प्रबंधपाल/एनएसएस समन्वयक
३. सेक्रेटरी, सचिव - प्राध्यापक/प्रबंधपाल
४. एक्स-ऑफिसियल मॅबर - प्राध्यापक/विद्यार्थी/संशोधक

सर्वप्रथम वरील ४ प्रमुख सदस्य रजिस्टर करणे लागतात त्यासाठी एनडीएलआय च्या <https://ndl.iitkgp.ac.in/> या वेबसाईट वर जाऊन Log-in या टॅब वर क्लिक करून आरव्ला मेल आयडी व पासवर्ड आणि पीन टाकून रजिस्टर या टॅबवर क्लिक करावे, त्यानंतर खालील रजिस्ट्रेशनफॉर्म ओपन होतो. हा फॉर्म पूर्ण भरून साइन-अप करावे अशाीतीने मॅबर रजिस्ट्रेशन करावे लागते. आता आपण पुन्हा <https://ndl.iitkgp.ac.in/> साईटवर जाऊन मॅबर लॉगिन वर जाऊन लॉगिन इन केले असता आरव्ला एनडीएलआय चे मॅबर होऊन संसाधने सर्व किंवा कांय करू शकतो. यानंतर महाविद्यालयाचे एनडीएलआय क्लब रजिस्ट्रेशन करण्यासाठी <https://ndl.iitkgp.ac.in/> किंवा <https://club.ndl.iitkgp.ac.in/club-home> या वेबसाईट वर NDLI Club टॅब वर जाऊन क्लब नोंदणी उपलब्ध आहे. नोंदणी करण्यापूर्वी <https://ndl.iitkgp.ac.in/static-content/ndli-club-registration-process-v4.pdf> या वरील फाईल चा मार्गदर्शिका म्हणून उपयोग करावा.

NDLI क्लब इव्हेंट ऑर्गनायझेशन प्रक्रिया : इव्हेंट निर्मिती/संघटना कार्यप्रवाह :



१. मूलभूत इव्हेंट तपशील भरा आणि इव्हेंट प्रकाशित करा.
२. ईमेल सूचना सर्व क्लब सदस्यांना पाठवली जाईल.
३. क्लब सदस्य क्लब पोर्टलवर लॉग इन करा आणि इव्हेंट तपशील पहा.
४. क्लब सदस्य पात्रता तपासा आणि सहभागी बटणावर क्लिक करा.
५. इव्हेंट कंडक्टर वेळापत्रकानुसार इव्हेंट सुरू करा.
६. इव्हेंट कंडक्टर इव्हेंट समाप्त करा आणि सहभागींना निकाल सादर करण्यास सांगतो.
७. सहभागी कार्यक्रमाचा निकाल सादर करतो.
८. इव्हेंट कंडक्टर अधिक परिणाम स्वीकारणे थांबवण्यासाठी इव्हेंट फ्रीज करा.
९. इव्हेंट कंडक्टर इव्हेंट निष्काशनासाठी इव्हेंटचा निकाल देतात.
१०. इव्हेंट समीक्षक सहभागींनी सादर केलेल्या निकालाचे पुनरावलोकन करतात आणि बक्षीस गुणांचे वाटप करतात.
११. इव्हेंट कंडक्टर पुनरावलोकन प्रक्रिया पूर्ण झाल्यानंतर इव्हेंट पूर्ण करा.
१२. कार्यक्रम सहभागी बक्षीस गुण पाहू शकतील आणि सहभाग प्रमाणच तयार करू शकतील.

स्टेप १ : क्लब प्रशासक विभागात लॉगिन करण्यासाठी क्लब प्राधिकरणापैकी एखादे लॉगिन करावे.



स्टेप २ : क्लब अॅडमिन विभागात लॉग-इन केल्यानंतर, क्लब कार्य प्रवाह किंवा पॅनलवरील इव्हेंट्स बटणावर क्लिक करा आणि नव्या इव्हेंट तयार करा व मॅनू बटणावर क्लिक करा.



स्टेप ३ : आपल्याला इव्हेंट तपशील प्रविष्ट करणे आवश्यक आहे. कार्यक्रमाचे नाव प्रविष्ट करा उदा. "NDLI user awareness activity" यूआरएल, मॉडिंग आयडी इत्यादी स्थान किंवा ऑनलाईन इव्हेंट तपशील प्रविष्ट करा.

कार्यक्रमाचे पोस्टर किंवा प्रतिमा अपलोड करा (Flyer).

इव्हेंटचे वर्गन वेधे प्रविष्ट करा.

इव्हेंट तयार करा वर क्लिक करा.

आपल्याला प्रत्येक कार्यक्रमासाठी एक क्रियाकलाप (Event) निवडण्याची आवश्यकता आहे, उदाहरणार्थ आम्ही ही NDLI user awareness activity केवळ जागरूकता प्रकार कार्यक्रमासाठी निवडू, परंतु प्रक्रमबुध किंवा इतर स्पर्धा प्रकार कार्यक्रमासाठी आपल्याला विकिप उपक्रम निवडण्याची आवश्यकता आहे. अज्ञापर्यंत क्रियाकलाप (Event) निर्मिती फक्त NDLI क्लब टीम द्वारे केली जाते, तर तुम्हाला सूचीतील इव्हेंटनुसार योग्य क्रियाकलाप (Event) सोपडत नसेल तर एनडीएलआय शो संचर्क साधावा.

स्टेप ४ : एकदा इव्हेंट तयार झाल्यानंतर, तुम्हाला खाली दाखवल्याप्रमाणे इव्हेंटवरून इतर मूलभूत तपशील भरणे आवश्यक आहे, तुम्ही इव्हेंट प्रकाशित करण्यापूर्वी लात बांधल्यास समाविष्ट केलेले तपशील भरणे अनिवार्य आहे.

स्टेप ५ : इव्हेंट सुरु होण्याची तारीख आणि वेळ आणि शेवटची तारीख आणि वेळ निवडा. नंतर सेव्ह बटणावर क्लिक करा. निवडलेल्या इव्हेंटची तारीख आणि वेळ खाली दिसते.

स्टेप ६ : सहभागी क्लब बटणाखाली आणि नंतर आपल्या संस्थेचे नाव निवडा आणि Save वर क्लिक करा. मग, खाली तुम्ही तुमच्या संस्थेचे नाव पाहू शकाल.

स्टेप ७ : एक किंवा अधिक इव्हेंट कंडक्टर जोडा (add).

आपल्याला प्रत्येक कार्यक्रमासाठी इव्हेंट कंडक्टर निवड करणाऱ्याची आवश्यकता आहे, तो/ती कार्यक्रमाच्या अंगलकनावणीसाठी जबाबदार असेल. आपण एका कार्यक्रमासाठी एकापेक्षा जास्त इव्हेंट कंडक्टर नियुक्त करू शकतो, जेव्हा आपण बाह्य कंडक्टर नियुक्त करता तेव्हा त्याची शिफारस केली जाते आणि आपण घात अंतर्गत कंडक्टर असाइन करू शकतो. त्यासाठी आपण एकाच ठाव्या बाजूच्या डॉपडाउन सूचीमध्ये शोधून आपल्या क्लब प्राधिकरणाद्वारे कोणीतरी निवडू शकता किंवा बाह्य इव्हेंट कंडक्टर विभागात ईमेल आयडी टाकून बाह्य इव्हेंट कंडक्टर नियुक्त करू शकता. बाह्य इव्हेंट कंडक्टर एक बाह्य संसाधन आहे ज्याचे NDLI वेबसाइट (<https://ndli.iiitkgp.ac.in>) मध्ये वैध खाते असणे आवश्यक आहे. ते NDLI क्लब प्रशासक म्हणून लॉगिन करू शकतात आणि त्यांना फक्त कार्यक्रम संचालक म्हणून नेमलेल्या कार्यक्रमांची वाढी दिलेली.

तपशील जतन करण्यासाठी नेहमी जतन करा (Save) बटणावर क्लिक करा.

स्टेप ८ : इव्हेंट परिणाम (Event Outcome) जोडा.

इव्हेंट परिणाम (Event Outcome) हा एक प्रकारचा दस्तऐवज आहे जो इव्हेंट सहभागींनी इव्हेंट संपल्यानंतर अपलोड केला पाहिजे. आपल्याला दिलेल्या सूचीमधून परिणामाचा प्रकार निवडण्याची आवश्यकता आहे, ती पीडीएफ फाइल, प्रतिमा फाइल इ.

तपशील जतन करण्यासाठी सेव्ह बटणावर क्लिक करा.

स्टेप ९ : इव्हेंट निकालाचे निवम जोडा/रद्द करा.

आपण इव्हेंटचे कोणतेही नियम इव्हेंट प्रकारानुसार परिभाषित करू शकता. तपशील जतन करण्यासाठी सेव्ह (Save) बटणावर क्लिक करा.

स्टेप १० : इव्हेंट परफॉर्मर जोडा (पर्यायी)

जर तुम्ही वेबिनार प्रकार कार्यक्रम आयोजित करत असाल आणि तुम्हाला तुमच्या क्लब प्राधिकरणाच्या यादीतील कोणीतरी हा वेबिनार (कदाचित एक संसाधन व्यक्ती) करू इच्छित असेल, तर तुम्हाला या विभागाखाली त्याचे तपशील भरणे आवश्यक आहे.

जर तुम्ही वेबिनार प्रकार कार्यक्रम आयोजित करत असाल आणि तुम्हाला तुमच्या क्लब प्राधिकरणाच्या यादीतील कोणीतरी हा वेबिनार (कदाचित एक संसाधन व्यक्ती) करू इच्छित असेल, तर तुम्हाला या विभागाखाली त्याचे तपशील भरणे आवश्यक आहे.

जेव्हा तुम्ही पहिल्यांदा कोणते तपशील भरता, तेव्हा तुम्हाला उजव्या

अपुनिक क्रियम आणि संस्थेचे | २११

बाजूचे कार्ड बाबतची आवश्यकता असले आणि पुढच्या वेळेपासून ते फक्त डाव्या बाजूच्या ड्रॉप डाउन सूचीमध्ये प्रतिबिंबित होईल. क्लब ऑनलाइनमध्ये लॉग इन करण्यासाठी इव्हेंट ब्राउझिंगचे NDLI वेबसाइटवर वैध खाते असणे आवश्यक आहे.

स्टेप ११ : अनिवार्य तपशील भरल्यानंतर, आपल्याला प्रकाशित करा (Publish Event) बटणावर क्लिक करावे लागेल.

स्टेप १२ : इव्हेंट प्रकाशित केल्यानंतर इव्हेंट समीक्षक नियुक्त करा. समीक्षक केवळ इव्हेंट कंडक्टर नियुक्त करू शकतो. इव्हेंट समीक्षक आणि तो स्वतः ला इव्हेंट समीक्षक म्हणून नियुक्त करू शकतो. आपण एका कार्यक्रमासाठी एकापेक्षा जास्त समीक्षक नियुक्त करू शकतो आपल्याला प्रत्येक कार्यक्रमासाठी इव्हेंट समीक्षक घाटप करणे आवश्यक आहे, तो इव्हेंट सहभागींनी सबमिट केलेल्या इव्हेंट आयडेंटिफिकेशन मूल्यांकनासाठी जबाबदार असेल आणि क्रियाकलापात परिभाषित केल्याप्रमाणे प्रत्येक परिणामाच्या बक्षीस गुणदेखीत देतील. जेव्हा अत्यंत बाह्य समीक्षक नियुक्त करता तेव्हा सिफारस केलेल्या इव्हेंटसाठी आपण एकापेक्षा जास्त इव्हेंट समीक्षक नियुक्त करू शकतो, आपण अंतर्गत समीक्षक देखील नियुक्त करतो. त्यासाठी डाव्या बाजूच्या ड्रॉपडाउन सूचीमध्ये शोधून तुम्ही एकतर तुमच्या क्लब प्राधिकरणाच्या सूचीमधून कोणतीही निवडू शकता किंवा प्रोग्राममध्ये दाखवल्याप्रमाणे उजव्या बाजूच्या कार्डचा वापर करून या कार्यक्रमासाठी बाह्य इव्हेंट समीक्षकाची जबाबदारी घेऊ शकता. बाह्य इव्हेंट समीक्षक अशी व्यक्ती आहे जी आपल्या क्लब प्राधिकरणाच्या काठीतील नसले परंतु त्या व्यक्तीचे NDLI वेबसाइट (<https://ndl.iitkgp.ac.in>) मध्ये एक वैध खाते असणे आवश्यक आहे, ती NDLI प्रशासक म्हणून देखील लॉगिन करेल परंतु केवळ सूची पाहिले इव्हेंट समीक्षक म्हणून त्याला सोपवलेल्या कार्यक्रमांची पाहणी करेल.

तपशील जतन करण्यासाठी सेव्ह (Save) बटणावर क्लिक करा.

स्टेप १३ : आता आपण माय इव्हेंट्स किंवा माय क्लब इव्हेंट्स विभाग अंतर्गत प्रकाशित इव्हेंट तपासू शकता.

स्टेप १४ : इव्हेंट प्रकाशित झाल्यानंतर, तुमच्या संस्थेच्या प्रत्येक NDLI क्लब सदस्याला खाली दर्शविल्याप्रमाणे स्वयंचलित ईमेल प्राप्त होईल.

स्टेप १५ : कार्यक्रम (Event) प्रकाशित झाल्यानंतर, तुमच्या प्रत्येक क्लब प्राधिकरणाला खाली दर्शविल्याप्रमाणे स्वयंचलित ईमेल देखील प्राप्त होईल.

स्टेप १६ : इव्हेंटवरील क्लबकडून ईमेल प्राप्त केल्यानंतर, सर्व इच्छुक क्लब सदस्यांनी URL वापरून क्लब सदस्य म्हणून साइन इन करणे आवश्यक आहे.

स्टेप १७ : जर तुम्ही पहिल्यांदा लॉगिन केले आणि तुम्ही NDLI वेबसाइटवर जन्मतारीख अपडेट केली नसेल, तर नंतर NDLI च्या वेबसाइटवर या प्रोफाइल मध्ये जन्मतारीख तपशील अपडेट करा.

स्टेप १८ : NDLI वेबसाइट उघडा आणि येथे दाखवल्याप्रमाणे DOB अपडेट करा.

स्टेप १९ : एकदा तुमचे DOB NDLI वेबसाइटवर अपडेट झाल्यावर, क्लब ऑनलाइनवर जाऊन आणि त्याखाली तुमचा प्रोफाइल तपशील, क्लब वेबसाइटमध्ये तुमचे DOB अपडेट करण्यासाठी NDLI प्रोफाइल सह क्लिक करा (Sync) या बटणावर क्लिक करा.

स्टेप २० : यशस्वीरित्या लॉगिन केल्यानंतर, मेनूवरील इव्हेंट बटणावर क्लिक करा आणि आपण आपल्या संस्थेसाठी सर्व प्रकाशित कार्यक्रम शोधू शकता. तपशील पाहण्यासाठी कार्यक्रमाच्या नावावर क्लिक करा.

स्टेप २१ : वरच्या उजव्या बाजूला पावला तयारी (Check Eligibility) बटणावर क्लिक करा, जर तुम्ही या कार्यक्रमात भाग घेण्यास पात्र असाल तर तुम्हाला त्याच ठिकाणी सहभागी बटणावर क्लिक करण्यास सांगितले जाईल. यानंतर तुमच्या सहभागाची विनंती या कार्यक्रमासाठी मंजूर केली जाईल.

स्टेप २२ : इव्हेंट कंडक्टर इव्हेंट सहभागी सूची विभाग अंतर्गत सहभागी सूची तपासू शकतो. आवश्यक असल्यास तो ई-मेल पाठवा बटणावर क्लिक करून स्मरणपत्र ई-मेल देखील पाठवू शकतो.

स्टेप २३ : कार्यक्रमाच्या दिवशी, इव्हेंट कंडक्टर स्टार्ट इव्हेंट बटणावर क्लिक करेल आणि कार्यक्रम सुरु किंवा ऑनलाईन प्लॅटफॉर्मवर आहोतित करेल. कंडक्टर काही वैकल्पिक दस्तऐवज जसे एक्सेल शीट, इव्हेंट दाय्यान घेतलेली निवे किंवा इव्हेंटची स्थिती पूर्ण झाल्यानंतर इव्हेंट अडविले म्हणून अपलोड करू शकतो इतर कोणतेही दस्तऐवज बरोबर ठेऊ शकतो.

सूचना/चेतावणी :

एकदा आपण स्टार्ट बटणावर क्लिक केल्यास कोणताही सदस्य या कार्यक्रमासाठी चेक एलिजिबिलिटी आणि पार्टिसिपेट बटणावर क्लिक करू शकणार नाही, म्हणून कृपया हे बटण दाखवण्यापूर्वी कृपया सहभागी सूची तपासा आणि जर तुमच्याकडे पुरेसे सदस्य असतील तर फक्त Start Event या बटणावर क्लिक करा.

स्टेप २४ : इव्हेंट कंडक्टरने इव्हेंट संपल्यानंतर सेव्ह या कार्यक्रम (End Event) बटणावर क्लिक करणे आवश्यक आहे आणि सर्वान विद्या NDLI

आधुनिक शिक्षण आणि संशोधन | ११३

क्लब सहभागी क्रियाकलापात परिभाषित केल्याप्रमाणे इव्हेंट परिणाम सादर करेल (वापरकर्ता जागरूकता [Users Awareness Event] इव्हेंटचे प्रकारासाठी सहभागी परिणाम आवश्यक नाही).

स्टेप २५ : एकदा इव्हेंट संकल्पावर, सर्व सहभागी पोर्टलवर लॉग इन करतील आणि इव्हेंटचे तपशील पाहतील आणि कार्यक्रमाच्या विभागात NDLI क्लब वर PDF फाईल स्वसंपात इव्हेंट निकाल (Event Outcome) अपलोड करा. नंतर आपण सल्यापनासाठी अपलोड केलेले दस्तऐवज देखील पाहू शकता. (वापरकर्ता जागरूकता प्रकारच्या कार्यक्रमासाठी Outcome आवश्यक नाही).

स्टेप २६ : इव्हेंट कंडक्टर सहभागींनी अपलोड केलेल्या इव्हेंट परिणामांची (Outcome) चादी पाहू शकतो.

स्टेप २७ : इव्हेंट कंडक्टर फ्रीज इव्हेंट बटणावर क्लिक करा (फ्रीज केल्यानंतर, इव्हेंट साठी सहभागी होणार नाही. निकाल अपलोड करण्यास सक्षम व्हा) एकदा सर्व निकाल सादर केल्यानंतर, या परिणामांचे पुनरावलोकन करण्यासाठी कंडक्टर इव्हेंट समीक्षक नियुक्त करेल, तो सहभागी आणि समीक्षकाचे नाव नियुक्त आणि सेव्ह बटणावर क्लिक करेल. (Users Awareness प्रकारच्या कार्यक्रमासाठी समीक्षक असाइनमेंट आवश्यक नाही).

स्टेप २८ : इव्हेंट पुनरावलोकनकर्ता पोर्टलवर लॉग इन करेल आणि इव्हेंट टू रिव्यू अंतर्गत हा इव्हेंट शोपेल उदा. विभाग. (वापरकर्ता जागरूकता प्रकारच्या कार्यक्रमासाठी आवश्यक नाही).

स्टेप २९ : इव्हेंट समीक्षकाला जाउटकम अॅडिंग वाय मी विभागात सर्व परिणाम सापडतील, तो/ती करेल, येथे सर्व निकाल एक एक करून पहा आणि बर्हीत गुण वाटप करा. (Users Awareness प्रकारच्या कार्यक्रमासाठी आवश्यक नाही).

स्टेप ३० : एकदा इव्हेंट समीक्षकांनी इव्हेंट सहभागींनी सबमिट केलेल्या सर्व निकालांचे पुनरावलोकन केले, कि समीक्षक इव्हेंट कंडक्टरला सूचित करेल आणि इव्हेंट कंडक्टर पूर्ण कार्यासाठी पूर्ण कार्यक्रम (End Event) बटणावर क्लिक करेल. हा इव्हेंट नंतरच सहभागी पोर्टलवर लॉग इन करू शकतो आणि इव्हेंट रिवाईर्ड पॉइंट तपासू शकतो आणि कार्यक्रम प्रमाणपत्र डाउनलोड करू शकतो.

स्टेप ३१ : कार्यक्रम सहभागी (Users) लॉगिन करू शकतो आणि इव्हेंटचे रिवाईर्ड पॉइंट पाहू शकतो.

स्टेप ३२ : कार्यक्रम सहभागी अला लॉगिन करू शकतो आणि कार्यक्रम सहभाग प्रमाणपत्र तयार मिळवू शकतो, कार्यक्रम प्रमाणपत्र डाउनलोड करू

शकतो.

स्टेप ३३ : इव्हेंट सहभाग प्रमाणपत्र (Certificate) वेबे दाखिले आणि डाउनलोड केले जाऊ शकते. इव्हेंट कंडक्टरने इव्हेंट पूर्ण केल्यानंतर इव्हेंट रिपोर्ट तयार करणे आवश्यक आहे, तो वा अहवालासह प्रतिमा आणि सहाय्यक दस्तऐवज अपलोड करण्यास सक्षम असेल.

कार्यक्रम सहभाग प्रमाणपत्र असे दिसेल-



स्टेप ३४ : क्लब नोंदणी प्रमाणपत्र :

एकदा तुम्ही क्लब मंडुरीच्या पहिल्या २ महिन्यांत १००+ सहभागींसह कार्यक्रम पूर्ण केला.

कोणताही क्लब प्राधिकरण क्लब पोर्टलवर लॉग इन करू शकतो आणि क्लबचा तपशील पाहू शकतो. आपल्याला क्लब नोंदणी प्रमाणपत्र म्हणून सेव्हच्या विभागात जाणे आवश्यक आहे.

१००+ सहभागींसह कार्यक्रम निवडा.

आणि प्रमाणपत्र तयार करा (Create Certificate) बटणावर क्लिक करा.

क्लब नोंदणी प्रमाणपत्र :

जर सर्व तपशील बरोबर असतील तर तुमचे क्लब प्रमाणपत्र तयार केले जाईल आणि तुम्ही क्लब प्रमाणपत्र पाहू आणि डाउनलोड करू शकता.

क्लब प्रमाणपत्र असे दिसेल



समारोप : एनडीएल इंडिया सध्या जगालिक सायबर स्पेसमधील सर्वात मोठ्या शैक्षणिक संस्थांपैकी एक आहे. भारताच्या राष्ट्रीय डिजिटल लायब्ररीमध्ये देशातील शिक्षण अध्यापन आणि संशोधन उपक्रम वाढवण्याची आणि समर्थनाची क्षमता आहे. सध्या खुल्या शिक्षणासाठी प्रोत्साहन देण्यासाठी जगभरात प्रयत्न केले जात आहेत. खुल्या शिक्षण प्रणालीला प्रोत्साहन देण्यासाठी भारत विविध प्रयत्न करत आहे. NDLI त्यापैकी एक आहे. आपल्याला माहित आहे की NDLI विविध संस्थांपैकी एकत शोध पोर्टल प्रदान करते. NDLI चा उद्देश Google सारखा संपूर्ण शोध अनुभव प्रदान करणे आहे. ज्यामध्ये कोणत्याही वापरकर्त्यासाठी कोणत्याही भाषेतून आणि स्वरूपांमध्ये कोणत्याही वेळी कोणत्याही ज्ञान शाखेची माहिती मिळविता येते. या वरील माहिती शैक्षणिक स्तर, भाषेची निवड, अडवण पातळी, आशयाचे माध्यम आणि अशा इतर घटकांच्या आधारे माहिती वर्गीकृत केलेली आहे. म्हणून हे एका सानुकूलित सेवेप्रमाणे आहे जे २४ x ७ तास पूर्ण वेळ सेवा प्रदान करते पाठ्यानी विद्यार्थी योग्य संसाधन शोधू शकतात. कमीतकमी वेळेत किमान प्रयत्नाने. मोठ्या बहुभाषिक लोकसंख्येमुळे आणि भौगोलिक प्रसारांमुळे, सर्वांसाठी शिक्षण हे ध्येय साध्य करण्यासाठी भारतासमोर अनेक आव्हाने आहेत आणि एनडीएलआय या आव्हानांवर मात करण्यास मदत करेल. एनडीएल भारतत शैक्षणिक चळवळीत एक आदर्श बदल घडवून आणणे अपेक्षित आहे- प्रत्येक नागरिकाला स्वतःला सध्या करण्यासाठी आवश्यक ज्ञान संसाधनांसह सक्षम करणे, शिक्षणातील अनेक टोपकालीन अडथळे दूर करणे आणि शिकण्याच्या नवीन युगाच्या तंत्रासाठी अनेक संधी उघडणे. योग्य चोक्स, प्रोत्साहन आणि पाठिंब्यासह, एनडीएलआय हे एक राष्ट्रीय शैक्षणिक साधनाचे भांडार बनविण्याचे ठरले आहे. ज्यामुळे शैक्षणिक संसाधन सामग्री आणि सामान्य वाचकांसाठी ऑनलाईन सामग्री शोधण्याच्या क्षेत्रात महत्त्वपूर्ण बदल होईल. एनडीएलआयचा हा ऑनलाईन संवाद, प्रवेश, भाषा, पैसा वास्तारध्या विविध अडथळांवर मात करण्यासाठी चांगला उपक्रम आहे जो शिक्षणातील मुख्य अडथळा आहे. या शैक्षणिक वर्गांसाठी एन.डी.एल.आय. क्लब ही नवीन इव्हेंट ऑर्गनायझेशन प्रक्रिया विकसित केलेली आहे. त्यामुळे प्रत्येक स्कुल, महाविद्यालय आणि विद्यार्थीट यांनु एनडीएलआय क्लबची स्थापना होऊन या क्लब मध्ये प्रत्यक्ष ज्या त्या शैक्षणिक संस्थेतील चार मेबर (पेट्रॉन, प्रेसिडेंट, सेक्रेटरी, एक्झिक्यूटिव्ह मेबर) असतात. या क्लब द्वारेच सर्व इव्हेंटचे व्यवस्थापन होणार आहे. त्यामुळे विद्यार्थ्यांना ऑनलाईन वेळ तर्जि किंवा शिक्षण घेता येणार आहे. त्यासाठी एनडीएलआय क्लबद्वारे प्रशिक्षण कार्यक्रम घेतले जात आहे तसेच वापरकर्त्यांसाठी अॅप विकसित केलेले आहेत. या विविध

शिक्षणामुळे NDLI-Club भारतातील शैक्षणिक क्षेत्रात ऑनलाईन शिक्षणासाठी डिजिटल इकोसिस्टम ऑफ लर्निंगसाठी एक मॉडेल ठरणार आहे.

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Historical Development of National Education Policy of India

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Abstract: -

This paper discuss about the historical development of Indian Educational Policy, which can be classified pre-independence period and post-independence period. Ancient Education System earned prestige everywhere with Nalanda University. The education system of India is nothing but the replica of British education system. After Indian independence there are several committees and commission has been established for the development of Indian education and in 1952 UGC established for the development of higher education in India. Periodically, NAAC, ICAR, NBA, AICTE, MCI, ICMR, PCI, DCI, and NCI etc. established The Government of India recently in process to implement the national education policy-2020.

Keywords: - Education, Indian Education History, Indian Education Policy: 2020

Introduction:-

Education is the pillar of the society. The aims and purposes of education must be towards the all-round development of personality and economic development of the country. Globalization causes huge transformation in the society. To cope up with these changes it is equally important to update and change the current education system in our country. The National Education Policy, 2020 is the milestone in education system in India. The academic flexibility and skilled education is the need of the hour. However, there are a lot of challenges and issues in implementing this policy

The main objective of the education is to educate and qualify them for professional development. In India, Vedic Education System based on the recitation process by the students and explained it in detail by teachers at ashrams. "Nalanda" was the well-known center where different subjects were taught, including the Vedas, fine arts, medicine, mathematics, and ast

History of Modern Education:

Before the British, there was no official education policy in India. The modern education system was developed by adopting various education policies at different time, The History of Indian Education policies were generally classified into Pre-independent and post-independent period respectively.

Education Policies Before Independance:

The Charter Act of 1813 (Also known as East India Company Act of 1813). This act was landmark in the educational history of British India. According to the section 43 of the said act, it contained the first legislative admission of the right of education in India in the public revenues. Lord Macaulay (1823) formed the General Committee of Public Instruction to guide the East India Company on the matter of education.

In the beginning of 19th century the British made changes in education system as per their administrative requirement.

The Indian Education Commission (1882)

The Indian Education Commission under the Chairmanship of William Hunter reviews the existing education policy of India. The ultimate objective is to limit the activities of its own educational institutions as well as withdraw from direct enterprise

Sir Thomas Raleigh commission makes survey on status of Indian Education System and recommends memory training.

Indian Government appointed the Indian Universities Commission (1902). G.K. Gokhale introduced a Bill in the legislative council for creation of a separate education department and strengthening of the movement in favor of mass education. At the beginning in 1918, some form of compulsory schooling was introduced this changes reforms mark the end of direct colonial responsibility for education.

Education After Independence:

After independence, several committees and commissions were established to review the changing needs, aspiration of the people.

To ensure the constitutional rights of education to every Indian, several commissions were formed in different time. The present article highlights the objectives and major recommendations of various commissions on Indian education.

Radhakrishnan Commission (1948- 1949)

The objective of the commission was "to report on Indian University Education and suggest improvements and extensions to suit with present scenario. This commission was also known as University Education Commission. The commission also attentive on the standard of teaching, various courses at post graduate level, training and research in arts and science, professional education in Agriculture.

Kothari Commission (1964 - 1966)

The objectives of commission on recommend Government on the national education system. The National Policy on Education (1986). Emphasized on elimination of disparities in the educational system and improvement in the quality for majority of Indian people.

The Knowledge Commission (2005):

The National Knowledge Commission was introduced by Dr. Manmohan Singh, Government. The commission was aimed to expand Indian education system and suggest establishing 1500 universities (approx.) over the country by the year 2015.

National Education Policy (2020)

It's a first education policy of the 21st century which aimed to reduce the gap between learning outcomes and the requirements. The objective of this policy is to transform India into a vibrant knowledge society Apart from the suggestion store form in school i.e., revision of the curriculum and pedagogical structure from a (10+2) system to a (5+3+3+4) system for students based on cognitive development. It also promotes for development of the overall personality of students strengthening infrastructure for open and distance learning, online education and increasing the use of technology in education. It is also proposed to set National Research Foundation (NRF) to boost research work in the country. National Accreditation & Assessment Council (NAAC) will act as a single regulatory authority for higher education institutions across the country.

National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century. The NTA will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions.

Year of Census	Overall Literacy Rate	Literacy Rate of Male	Literacy Rate of Female
1901	5.35%	9.83%	0.60%
1911	5.92%	10.56%	1.05%
1921	7.16%	12.21%	1.81%
1931	9.50%	15.59%	2.93%
1941	16.10%	24.90%	7.30%
1951	16.67%	24.95%	9.45%
1961	24.02%	34.44%	12.95%
1971	29.45%	39.45%	18.69%
1981	36.23%	46.89%	24.82%
1991	42.84%	52.74%	32.17%
2001	64.83%	72.56%	53.67%
2011	74.04%	82.14%	65.46%
2021	77.70%	84.70%	70.30%
2022	77.70%	84.70%	70.30%

Table 1: Tabulated report of Literacy in India according to Census 1901 to 2021. (Source of data: Census of India, 1901 to 2022).

The Indian government built up the University Education Commission (1948– 1949) and the Secondary Education Commission (1952– 1953). The Indian Institutes of Technology, the National Council of Educational Research and Training (NCERT) as a self-governing association that would prompt Union and State governments on planning the teaching-learning process.

In Indian context, the fundamental roles of education are nation-building, progress, security, socio- economic development.

The education system in India is broadly classified as school education and higher education.

The school education is classified as primary education from standard one to five, elementary education from standard six to eight, secondary education from standard nine to ten, higher secondary education from standard level Eleven and twelve. The higher education is classified as general, professional and vocational streams.

MHRD regulates higher education and technical education in India along with central advisory board of Education (CABE). UGC maintains standards in higher education institutions and provides grants to higher education institution.

Table -1: Education commissions of India

Year	Educational commission
1948-49	University education commission called as Radhakrishnan commission
1952-53	The secondary education commission

During 1958	scientific policy
1964-66	Kothari commission was formed
During 1968.	The national educational policy (NEP) was approved by the parliament on May 1968.
During 1990-92	The Ramamurthy committee
During 1991-92	Janardhan Reddy committee
1992	Revised policy formulations were submitted to the Parliament.
During 1993-2020	Revised policy formulations were submitted to the Parliament and Adopted Government of India

Objectives Of Earlier National Educational Policies [Nep]

The NEP 1968 aimed to promote national progress, strengthen national integration, and create sense of common citizenship and culture. It gave special attention to science and technology, moral values and to create close relationship between education and life of the people.

The NEP 1986-1992 has foreseen vocational education, which was intended to make the students for identified occupations, this policy for seen the establishment of statutory council for higher education and a National body for policy making, planning and coordination in higher education.

The NEP 1986-1992 emphasized the need to raise the outlay on education to 6% of GDP in eighth five-year plan 1992-1997 and to uniformly exceed in subsequent years.

Table -2: Objectives of earlier National Educational policies of India

National Educational Policies	Objectives
NEP 1968	<ol style="list-style-type: none"> 1. Universalization of education 2. Emphasis on moral values 3. Social responsibility 4. Education to all sections of community 5. Women Empowerment 6. Minority Education 7. Underprivileged class education. 8. Sport achievement 9. Adult education 10. Vocational education 11. Education for employability 12. Agricultural education. 13. International Quality education. 14. National growth and integration through education.

NEP 1986-1992	<ol style="list-style-type: none"> 1. Universal literacy 2. Lifelong learning 3. Education to house wife, industrial workers, agricultural workers. 4. Continual learning opportunities to professionals. 5. Removal of women literacy 6. Holistic child development 7. Integrated child services programs. 8. Establishment of statutory council for higher education and a National body for policy making, planning and Coordination in higher education.
NEP 1993-2020	<ol style="list-style-type: none"> 1. To give equal emphasis on science, social sciences, art, languages, sports, mathematics - with integration of vocational and academic streams in school. 2. The aim is to bring out the genius inherent in every individual and to provide an environment that facilitates personality development. 3. Every Individual has the right to education granted by the constitution of India and it is the duty of the state to provide the same, national education policy aims to achieve the goal that every individual can enjoy the right to education. 4. Access, Equity, Quality, Affordability and Accountability.
National Educational Policies	Objectives
NEP 1968	<ol style="list-style-type: none"> 15. Universalization of education 16. Emphasis on moral values 17. Social responsibility 18. Education to all sections of community 19. Women Empowerment 20. Minority Education 21. Underprivileged class education. 22. Sport achievement 23. Adult education 24. Vocational education 25. Education for employability 26. Agricultural education. 27. International Quality education.

NEP 1986-1992	<p>28. National growth and integration through education.</p> <ol style="list-style-type: none"> 5. Universal literacy 6. Lifelong learning 7. Education to house wife, industrial workers, agricultural workers. 8. Continual learning opportunities to professionals. 9. Removal of women literacy 10. Holistic child development 11. Integrated child services programs. 12. Establishment of statutory council for higher education and a National body for policy making, planning and
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Need For New National Policy On education:

The national educational policies since its formulation has been modified till 1992, has been the guiding document to the Government of India. But significant changes have taken place due to policy decisions in India and all over the world regarding education management and quality aspects. Breakthrough of technologies, communication has given a new dimension to education and learning scenario. The corpus of knowledge has vastly expanded, became multi-disciplinary and collaborative research has come to fore. These factors demand the necessity of a new national policy on education.

Though the earlier policies are the guiding documents and had laid a clear objectives and goals, many of these have not been materialized as a part, due to absence of clear roadmap and continual operational guidance. These factors have made the way for a new national policy on education, which is being framed on 2016.

Despite growth of private colleges and universities and there were masses of admissions, the infrastructure, quality of education has a wide disparity among them. This aspect needs an urgent attention.

Challenges For Nep:

1. Non existence of minimum standards in the provision of schooling facilities, processes and student outcomes, and equity in educational opportunities;
2. Lack of professionalization in educational planning and management;
3. Absence of requisite disaggregated data, particularly at sub-national and institutional levels for evidence-based management of education;
4. Lack of competent and committed teachers, resulting in poor quality of education;

5. Substandard quality of teacher education and training;
6. A curriculum which encourages rote-based learning;
7. Malpractices in the examination system;
8. Neglect of skill and vocational education, over emphasis on acquiring dead-end qualifications which do not lead to employment;
9. Failure to make ICT as functionally integral to the management of pedagogy of education;
10. Mushroom growth of private coaching classes and degree shops;
11. Corruption and politicization of education management at all levels;
12. Mediocre status of most higher education institutions; and
13. The pursuit of degrees and qualifications at any cost.

Discussion And Conclusion:

Education policy deals with the regulations and principles for the better operation of educational systems. In the ancient to medieval period the major objectives of education were to deliver religion based learning. There were no significant efforts made to universalize education and include people from different castes. The introduction of European education was an event of great historical importance for the emergence of education policies in India.. The main drawback of the education policies implemented by British government was minimum or less allocation of fund and not taking initiative for mass education. G.K.Gokhale forced the British government to implement the concept of free and compulsory primary education as only approx. 6% people of India were literate. Mahatma Gandhi also pointed out the ineffectiveness of the primary education system of India and the low percentage of literacy rate among Indian people at Round Table Conference in London (1931). Gandhi believed that the medium of basic education should be through the mother tongue. The government formed several education commissions ranging from Radhakrishnan Commission 1948 to National Education Policy (NEP) 2020 for modernization of the Indian Education in the Global context. The statistical analysis on the literacy survey since the first census of 1901 shows gradual increase of literacy rate [Karkal, 1991]. The notable part of the statistical table (Table: 1; Fig. 1) is the literacy rate of Female in 1901 was 0.60% which clearly indicates the status of Women's education as well as women's empowerment in the country at British period (Table: 1; Fig. 2). Different education commission advocated on the fact that Women's education is essential to restructuring as well as the overall development of society. From the statistical analysis; it is revealed that there had been a change in the education system in India. After independence, government of India have done remarkable job to cater to the need of the Indians society for the purpose of education. Therefore, practical based policy implementation is required to improve the literacy rate as well as cater higher education including research to the Indians. Based on this review; we can conclude that earlier national educational policy unable to achieve the required output. This is because of lack of follow-up, implementation, workable road map, corruption and polarization. These elements will be a great challenge while formulating new NEP of India.

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ग्रंथालयशास्त्र आणि
वाचन संस्कृतीचा

महामैरू

: डॉ. राजेंद्र कुंभार
{गौरवग्रंथ}

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वेतात. या पान मूलांच्या आधारेकरच प्रयोगाल व इथलवीन वर्गकारी उपचारात
सायकॉल जेव येता जल्ल्या करून देत असतात.

आज गुन्गर्व डॉ. राजेंद्र कुंभार सर यांच्या सेवापूर्तीच्या निमित्ताने
प्रवालपत्रात व माहिती शाखातील एक कवीतुल्य व्यक्तिमत्त्वाच्या इतर
संज्ञातील अनेक विद्यार्थ्यांच्या बतीने या आपली कृतज्ञता व्यक्त करत आहे.

महर्षे

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सारांश

वाचनाच्या मूलभूत उपाय योजने आहेत. त्यामध्ये अज्ञ, कष्ट, निवृत्ता, औद्योगिक
व शिक्षण यांचा समावेश होतो. त्याचप्रमाणे वाचनाची एक अत्यंत महत्त्वाची गरज
प्रचलित आहे. कारण वाचन केलेबाबत ज्ञान मिळते. वाचन केलेल्या ज्ञानाच्या
जारीत शारीरिक, मानसिक व सामाजिक विकास घडत असतो. व्यक्तिमत्त्व
विकास घडवून आणण्यासाठी वाचन वाटचालला जातो. व्यक्तीच्या विचाराने
त्याचे व्यक्तिमत्त्व घडत असते. विचार कौशल्य हे विविध पुराव्यांच्या अडथळा
नाशकाने विकसित होत असल्याने व्यक्तिमत्त्व सुलक्षणासाठी वाचन करावेला
जातो. व्यक्तिमत्त्व विकासाचे टॉनिक म्हणजे पुराव्यांनी पाने आहेत. व्यक्तीचे
बळवतीव घडवणे व्यक्तिमत्त्व नव्ये. व्यक्तिमत्त्व विकासासाठी पुराव्यांच्या
कटकातून व्यक्तिमत्त्व घडवणे पाहिजे. व्यक्तीचे विचारमोठव विकसित प्रदान करी.
व्यक्तिमत्त्वही विकसित होतं. वाचनाची वांगते व्यक्तिमत्त्व घडवण्यासाठी विविध
शैली/घटक महत्त्वाचे आहेत. त्यापैकीच वाचन हा घटक व्यक्तिमत्त्व विकासात
अतिशय महत्त्वाचा आहे. सध्याच्या लेखात वाचनातून घडलेल्या महान व्यक्तींचे
वाचनविषयक विचारांचा उदाहरण केलेला आहे.

प्रस्तावना

आज आपल्या जीवनात वास्तवी होण्यासाठी लहानपणापासून ते शिक्षण
पूर्ण होईपर्यंत आणि त्यानंतरही घडत घडत करत असतो. जीवनात वास्तवी
होण्यासाठी अपार कष्ट, कृती आणि इच्छा करत असतो. वास्तवी होण्यासाठी
अपार बोन्य नियोजन, वेळोवेळा सुदुर्घोष, आत्मविश्वास, ज्ञान तसेच विविध
कौशल्य आणि सकारात्मक दृष्टिकोन या विविध तत्वांचे, कौशल्यांचे तंतोतंत
घडत करतो. त्यातून आपल्याला जीवनात बसा नवीन मिळते.

सगळी हत्त्वापैकी महत्त्वाचे तत्त्व किंवा कौशल्य म्हणजे ज्ञान हांचे.

प्रवालपत्रात आणि वाचन संस्कृतीचा महानेन - डॉ. राजेंद्र कुंभार | १०३

वाचन ही सामाजिक बाबत म्हणून विकसित झाली पाहिजे. भाषणमाठी काय आवश्यक आहे एव भाषण वाचणारे नसे होण्यात अर्थ नाही.

डॉ. बाळसाहेब आंबेडकर यांच्यासारखे एखाद्या विषयावर बोधदायक अशा इतके वाचलेले असले पाहिजे की, त्याच्याशी आपल्याला सुपीली आवडाने देणं कसा मधे अशी परिपूर्ण तयारी व्हावी. वाचनाला तोंडून काही बाबींचे पडणं करता असले तर उत्तमच. वाचलेल्या पुस्तकातील मुद्दे लिहून नोंद घ्यायला आते. 'केलेड' वा इंग्रजी शब्दांचा मराठी अर्थ बहुश्रुत आहे म्हणजे साठी वाचणे हा वैकल्पिक समानार्थी शब्द आहे. फरलाईतच्या मने उच्च प्रथे ही यासाठी संस्कृतीला जालेली सुस्पष्ट फळे होत. लक्ष्मणशास्त्री जोशी पुस्तकात संस्कृतीचे सत्यक म्हाणत. स्वामी विवेकानंद, लोकमान्य टिळक, महात्मा गांधी यांच्यांचे ग्रंथसंग्रह संग्रहित आहेत. डॉ. सरोजिनी नायडू, महात्मा गांधी, इंदिरा नेहरू, स्वतंत्रजीव सावरकर, पञ्जाबतय्य सनहाण यांनी तुम्हाला असाय देखील ग्रंथांचे वाचन केले. पञ्जाबतय्य सनहाण यांनी कृष्णाकाठ वा असाय भाषणसंग्रह तुम्हाला विद्यार्थी म्हणून आहे. वाचनमुळे ज्ञानात भर पडत व अनुभव मजबूत होतो. माध्यम गडकरी म्हणतात की, तुम्ही बोलत असताना की काहीही वाचत आहात हे श्रोत्यांच्या लक्षात असले पाहिजे. जग पत्र वने सर्वांगीण जीवन वाचनाचे महत्त्व अधोरेखित केले आहे.

डॉ. ए. पी. जे. अश्रुत कलाय यांच्या मते पुरातत्वांच्या सव्याय्य ज्ञानकोश नेहमीच मला आनंद मिळाला आहे. ग्रंथ ही माझे सर्वांगीण वाचनाची डेव आहे.

लोकमान्य टिळक म्हणतात, तुम्हाला तुमचे व्यक्तिमत्त्व परवानचे असले तर वाचन करा. महागाटातील घोर संत ज्ञानेश्वर म्हणतात म्हणतात, विद्यावती एक ही ओवी अनुभव्याची.

श्रीराम कित्तल लिहितात पुस्तक एक भेट आहे. जी तुम्ही पुनः पुनः उचलू शकता आणि त्यातील ज्ञानाचा, विद्याचा आदर्श घेऊन आपले जीवन मजबूत करू शकतात.

वाचनाने मनुष्याच्या विचारांचा आकार घेतो. सधेमुळे तो प्रसादयुक्त आणि उत्तर होतो आणि विद्यायामुळे सर्वांगीण होतो. असे प्रामाणिक वेळी लिहितात. प्रसिद्ध तत्त्वज्ञ इमर्सन म्हणतात, ग्रंथांच्या सहवासात राहण्यासाठी ही मनाचा सर्वस्वाचा त्याग करीत. तुम्हाला जर घोर लोकांशी संभाषण करण्याची संधी साधली, तर त्याचे आंबडते ग्रंथ कोणते याचा काहीसा प्रभाव म्हणजे तुमच्या लक्षात येईल की, त्यांच्या घोषणांचे रहस्य त्यांनी वाचलेल्या ग्रंथांमधे दडलेले आहे.

ज्योतिबा पुले आकर्षून सांगलात की,
सोडे पिन तरी । मद्य कर्ण कर
तोच पैसा मद्य उपमासाठी ।

व्यक्तिमत्त्व विक्रमात वज्रवृद्धी होण्यासाठी काय वाचने पाहिजे ?

ज्ञानाच्या वाचने करणे. सोन ज्योतीची आत्मसाती, ज्ञानाचा

डॉ. एपीने अश्रुत कलाय यांचे अग्रिम,

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डॉ. प्रकाश आम्बे यांचे प्रकाशवर्ता,

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शुभारंभी किती तरी पुस्तके आपल्या मनाला सकारात्मक ऊर्जा देतात.

उपाने वाचने केले तर आपल्याला जीवनात नशीब या मिळते.

आत्मकथनेचे वाचने केल्याने या महान व्यक्तींचे अनुभव शून्यातून बसे निर्माण झाले याचा आपल्याला बोध होतो. बौद्धकाल शून्यातून विद्ये बसे साकारावचे हे कळते. धार्मिक ग्रंथांचे वाचने करावे. उदाहरणार्थ महाभारत, रामायण, आपल्या मनाला सकारात्मक ऊर्जा देणाऱ्या ग्रंथांचे वाचने करावे. त्यामध्ये प्रस्फुरित मने, सु कर्न विन अशी प्रेरणा देणारी पुस्तके वाचनीय, त्यातून आपल्याला व्यक्तिमत्त्व विक्रमात बळ नशीब मिळविता येईल.

समाप्ती

आपल्या माहिती तंत्रज्ञानाच्या युगात विविध ज्ञानशाखांमध्ये अनुत्तम बदल झालेला आहे. मानवाने विकसित केलेली तेजस्वला आणि अत्यंत माहिती तंत्रज्ञान यामुळे सर्वत्र विषयात खूप साहित्य प्रकाशित होत आहे. आज आपण काही क्षणात कोणत्याही विषयाची माहिती इंटरनेटवरील गुगलच्या साहाय्याने मिळवू शकतो, तरीपण पूर्वीची एक म्हण आहे 'जुस ते सोन' या मूल्यामाळे आपण विचार केला तर पूर्वी ग्रंथ वाचनाने महत्त्वाचे स्थान होते आणि आजही ग्रंथ वाचनाने जितकेच महत्त्वाचे स्थान आहे. कारण पूर्वी एक ग्रंथ शोधून घेण्यावर तुम्हाला इतके किंवा इतर वाचने साहित्याचे वाचने केले जात असे. परंतु इंटरनेटवरील काळात वाचने ही आधुनिक माहिती तंत्रज्ञानामुळे मोठ्याप्रमाणात, फायदा, फेसबुक, इंस्टाग्राम इत्यादी विविध प्रकाशाच्या वेबसाइट यांच्या ताब्याने



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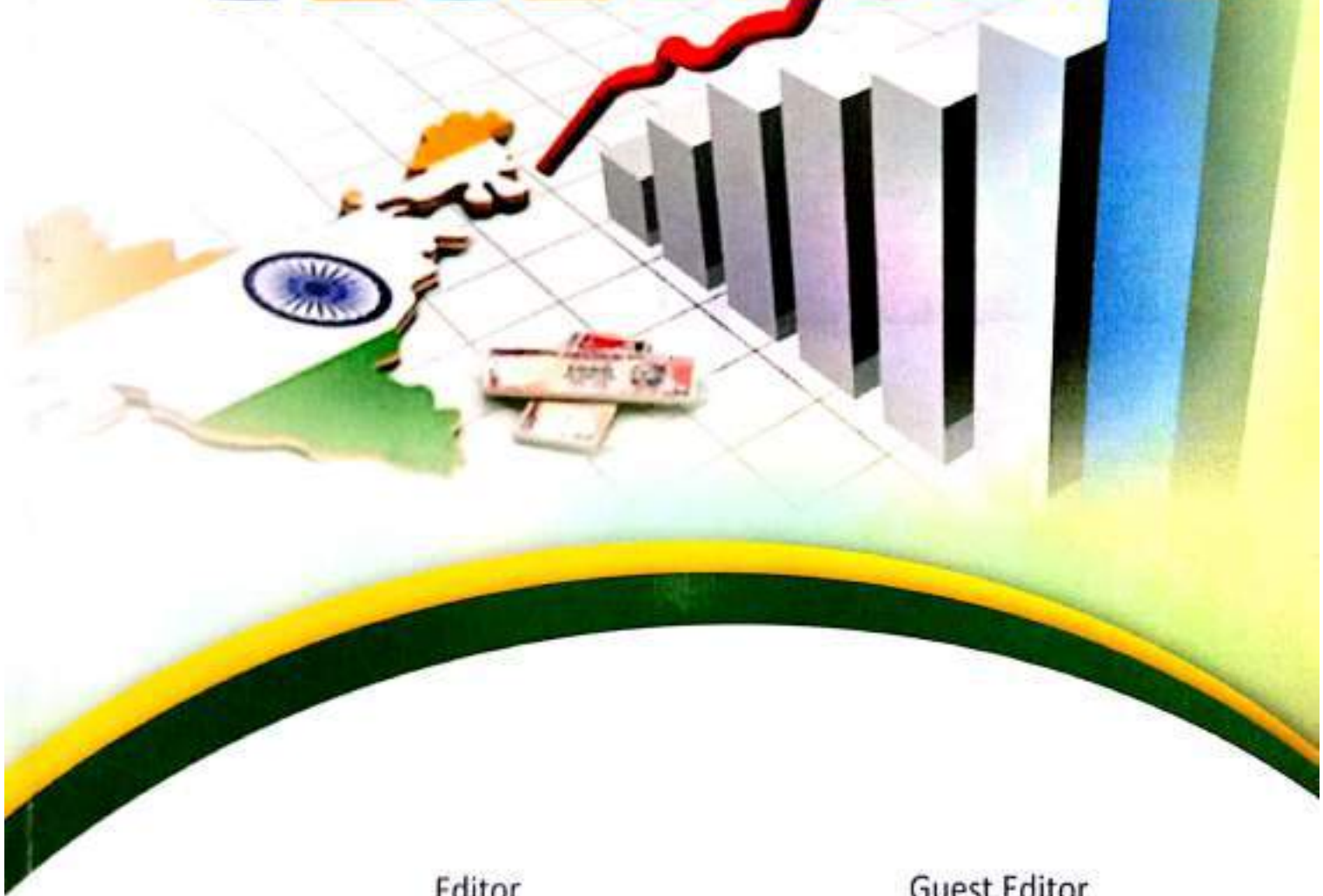
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Impact of Goods & Service Tax (GST) on Ease of Doing Business

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ABSTRACT:

Goods and Services Tax (GST) is an indirect tax levied in India on the sale of goods and services. The implementation of GST has impact on each sector like Agriculture sector, Industrial sector and Service sector. Various business organizations like Micro, small and medium Enterprises (MSME) and also large organizations faced lots of difficulties in understanding and implementing GST into their business. Although implementation of GST is a radical steps towards globalization, still there some people who are facing the problem of doing their business easily. Through this research paper researcher want to find out impact of Goods and service tax on Ease of Doing Business specially in Sangamner MIDC in Ahmednagar district.

Key words: Goods & Service Tax (GST), MSME, Ease of doing business

INTRODUCTION:

The Goods and Service Tax Act was passed in the Parliament on 29th March 2017. The introduction of Goods and Services Tax on 1st of July 2017 was a very significant step in the field of indirect tax reforms in India. By amalgamating a large number of Central and State taxes into a single tax, the aim was to mitigate cascading or double taxation in a major



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Digitalization in Education Sector : A Way Ahead

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Abstract :

Innovation and technology are predominant in every sector in India with each undergoing vast change within the past few years. Technology and digitalization has made every single work much easier and we can do it much faster, leaving no option for various sectors of the economy but to adapt to vary or fear to become obsolete. In this scenario of digitalization, it's a requirement for the education sector to also adapt to a dynamic environment because it allows it to stay pace with a competitive world. Through this research paper researcher want to know the impact on digitalization in education sector and future of digitalization in education sector. Over a period of your time many changes have occurred in several sectors of economy including the education system. Education sector unlike the other sector has seen many stages in its evolution. From Gurukul system of Guru-Shishya of conducting the learning in open environment with any roof on top to the inbound class room within the four walls. Lectures, presentation sort of teaching with the help of LCD touch-screen projector to online notes and now instant WhatsApp messages is that the buzzword among the scholars . Therefore from this research paper the research wants to find out the importance of digitalization in educational sector

Keywords : Digitalization, Technology, Educational Sector

Introduction

What is Digitalization?

It is the process of converting information into a digital (i.e. computer-readable) format, in which the information is organized into bits. The result is the presentation of ansound, picture, thing, sign or document (generally an analog signal) by presenting a set of numbers that describe a different set of points or samples

Digitalization in Education Sector

The days where most students, parents, or teachers flip through newspaper ads to scout for a superb institution are gone. Also, scrolling through the telephone book to look for an academic organization's contact information have vanished. Most of Generation Y has become too hooked in to technology. And one thing is for certain though — technological invasion is at its peak. The education industry is one among the foremost important sectors in society. It's high time now that the traditional education system should bring their top efforts in digital marketing. The education industry has changed significantly within the past few years. Students' learning approach nowadays is different from the primitive classrooms we were wont to. Back within the day, one has got to await his or her address use the only personal computer during a classroom. Now, an educator can sync a slide presentation for the day's academic lesson to student iPads and laptops. With the introduction of technology and its wide spread technology and familiarity



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A STUDY ON STRESS MANAGEMENT OF SCHOOL TEACHERS IN COVID-19 PANDEMIC WITH SPECIAL REFERENCE TO AHMEDNAGAR DISTRICT

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ABSTRACT

Covid-19 Pandemic has affected every sector of the world; the education sector is one of the severely affected sectors. Teachers who were engaged in their classroom were suddenly asked to take their classes online, especially the school teacher who did not have all resources and infrastructure to take the online classes had to face lots of difficulty in the initial stages of the covid-19 pandemic outbreak. The researcher would like to study the School teacher's work stress in this covid-19 crisis through this research paper. School teachers did not have the proper training for taking online classes, and they also did not have proper resources like Laptops, Mobiles, Smart Boards, Internet connectivity, etc., which resulted in increased workload and stress in the minds of the teachers. Stress can influence the teacher's performance and their effects, which may ultimately impact the school's overall performance, which may compromise students' education. Teachers are also facing financial problems in this covid-19 Pandemic as most teachers are receiving only half of their actual salary or even less than that. Hence through this research paper, the researcher will try to determine the work stress of teachers and measures they adopt to minimize stress.

Keywords: Pandemic, Stress, Workload, Financial Problem.

Introduction

Normally teaching is considered a stress-free job, but due to continuous digitalization and industrialization, the teacher's job and especially school teachers have become more challenging and stressful. This situation became worse when the covid-19 Pandemic struck the world, and the whole world stopped. Because of lockdown, all over the industries were closed, the malls were closed, and even the schools were closed. The teachers were asked to take the classes through online mode, and with any proper training and limited infrastructure, the teacher's Work became more stressful.

What is Stress?

Definition - "Stress may be outlined as any variety of amendment that causes physical, emotional, or psychological strain. Stress is your body's response to something that needs attention or action."

Stress could be a feeling of emotional or physical tension. It will come back from any event or thought that creates you are feeling annoyed, angry, or nervous. Stress is your body's reaction to a challenge or demand. Briefly bursts, stress may be positive, like once it helps you avoid danger or meet a point. However, once stress lasts for a protracted

time, it should damage your Health. There are two main varieties of stress:

- **Acute stress.** This can be short-run stress that goes away quickly. You feel it after you put on the brakes, have a fight along with your partner, or ski down a steep slope. It helps you manage dangerous things. It additionally happens after you do one thing, new or exciting. All individuals have acute stress at just once or another.
- **Chronic stress.** This can be stress that lasts for an extended amount of your time. You will have chronic stress if you have cash issues, a sad wedding, or a hassle at Work. Any variety of stress that goes on for weeks or months is chronic stress. You will become thus will not to chronic stress that you do not understand it is a tangle. If you do not notice ways in which to manage stress, it should cause health issues. Stress can lead to various types of Mental, emotional and physical problems. Many times, you may not know that these problems or issues are caused by stress. Here are some signs that stress may be affecting you:

1. Weight loss or gain
2. Headaches
3. Diarrhea or constipation
4. Tiredness
5. Forgetfulness

A COMPARATIVE STUDY ON IMPACT OF COVID-19 ON GOVERNMENT SCHOOLS AND PRIVATE SCHOOLS STUDENTS WITH PARTICULAR REFERENCE TO AHMEDNAGAR DISTRICT

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ABSTRACT

With the outbreak of Pandemic Covid-19, every sector has been badly affected, whether in the manufacturing or service sectors or the agricultural sector. The educational sector has also been severely impacted, where students cannot learn and study in a normal situation. The online classes are conducted, which has become THE NEW NORMAL in this challenging phase. To follow social distancing norms, the pandemic has forced the schools and colleges to close down to fight against the spread of Coronavirus. With this covid-19, the student community has been affected very badly. The central government and state government have taken various measures to neutralize the pandemic's effect on the educational sector. Schools also are taking special efforts to evaluate the students. The students' assessment has also changed drastically, and this outbreak may severely impact the future of the students and their careers. From this research paper, the researcher would like to determine the significant challenges and difficulties faced by students of Government schools and private schools. This paper will try to study the various initiatives and measures taken by the state government and central government to revive the educational sector.

Keywords: Pandemic, The New Normal, Government schools, Private schools

Introduction

The World came to stand still when the Pandemic Covid-19 struck. The virus, which originated from China, spread rapidly worldwide, which resulted in the temporary closing down of all educational institutes globally. As of date round, about 1 billion students have got affected due to shut down of schools. Closure of schools have not only impacted students but have also impacted teachers and families, this impact was additionally severe for underprivileged kids and their families, resulting in disturbance in learning, lower nutrition, child care issues, and resulting in economic loss to families who couldn't work. In reply to school closures, UNESCO suggested the utilization of distance learning programs and open academic applications and platforms that teachers and school authorities will have to use to reach students living in remote areas and lower education disturbance. For schools and colleges to reopen, it may take a lot of time. Still, some measures can be taken to minimize the spread of the infection, such as cancelling morning prayers, cancelling or postponing field visits, banning meals in canteen/cafeteria, increasing space between the student benches, differed in-time and out-time for the students,

limited outside visitors in school time, keeping health care office continuously to check any symptoms in the students, use of face mask, hand sanitizer and frequent sanitization of the classrooms. If these measures are taken continuously, then may result in a substantial reduction in the number of infected cases.

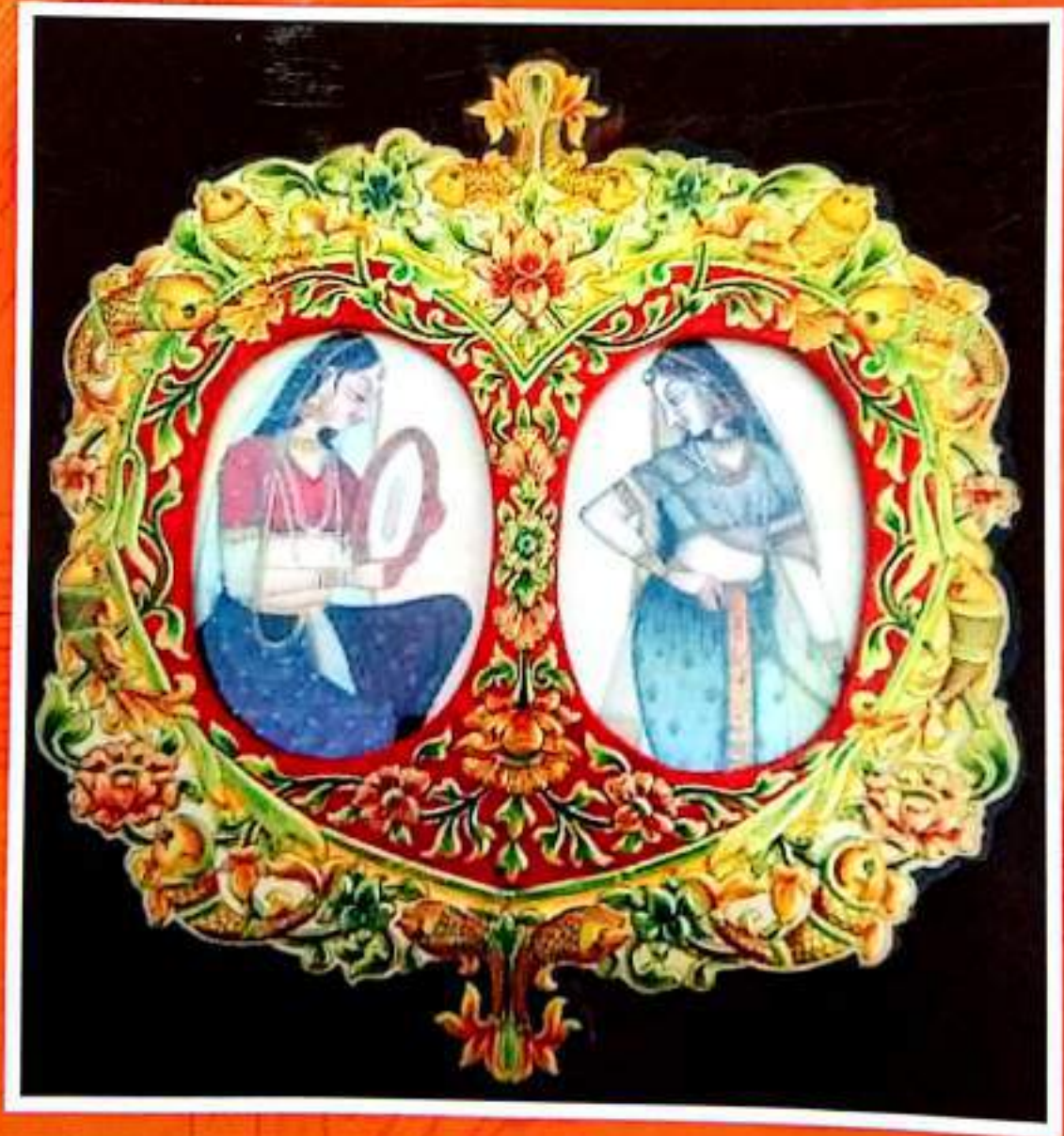
Apart from schools being closed down, the students' assessment, the evaluation, and ultimately the exams of various courses have also been cancelled. Many institutes started adopting online methods and ways to evaluate the students, but that was not full proof. Due to its lesser authenticity, most of the online assessment has been cancelled. The shift of school education from the usual way to the online has exposed the inequality that exists in our society. The poor and underprivileged students or low-income students found it very difficult to cope with the demand for online teaching. The families who could not afford a computer, laptop, internet, or Wi-Fi were kept away from learning. According to a United Nations report, the lockdown has also severely impacted the girl child education, where girls are more exploited, and the number of early marriages, sexual harassment, and teenage pregnancies have increased drastically.

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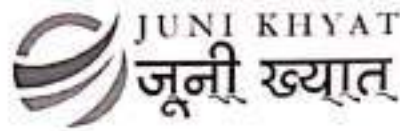
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Assistant Professor, Amrutvahini Institute of Management and
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**A STUDY ON MUTUAL FUND RISK & RETURNS: A COMPARATIVE
ANALYSIS OF LARGE CAP, MID CAP AND SMALL CAP FUND**

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**A STUDY ON MUTUAL FUND RISK & RETURNS: A COMPARATIVE ANALYSIS OF
LARGE CAP, MID CAP AND SMALL CAP FUND**

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Abstract:

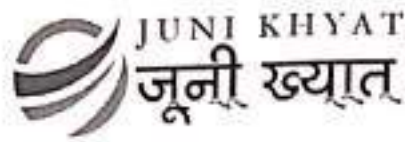
There are investment avenues to the investors provided in Indian capital market to various investors, which enables them to invest in various companies, organizations, industries and ensure the good fruitful and profitable return. Among various investment, there is one investment alternative i.e. mutual fund which ensures minimum risks and maximum return to the investor. In India from last 8-10 years this mutual fund industry has grown extensively and has become a one of the most famous and attractive option for investment. There are varieties of schemes available to the investor based on capitalization of the company such as large cap, mid cap and small cap funds. This study attempts to measure the performance of large cap, mid cap and small cap funds based on different parameters and to find out which fund has performed better and led to better wealth creation for an investor. For this purpose, ten different Asset Management Companies have been chosen for the study and under each Asset Management Company, three funds- one large cap fund, one midcap and one small cap fund have been studied. Based on the study conducted, it is clear that small cap funds have shown better performance than Large cap funds and mid cap funds.

Key words: Large-cap and Mid-cap mutual funds, Absolute returns, Performance, Risk.

1. Introduction:

"Mutual Fund are collective financial savings and funding investment wherein financial savings of small or huge investors are pooled collectively for their mutual advantage and returns allotted proportionately". Mutual fund schemes are a professionally controlled investment agrees with that pool the money of numerous traders and uses the amassed cash for investment in exceptional avenues inclusive of stocks, bonds, money market units etc. The profits earned via these investments and the capital preferred found out by way of the scheme are shared via its unit holders in percentage to the number of units owned by way of them. Mutual fund scheme are invested in numerous investment avenues which permits the investor obtain a properly- varied portfolio, optimize his dangers and acquire a balanced growth. Inside the case of mutual finances, professional fund managers manipulate finances on behalf of the investor's in exchange for a certain rate. The fund managers regularly examine the marketplace and feature sound knowledge of while and wherein to invest and make investment selections on behalf of investors. This allows passive management of funds and reduces the need for investor to pay regular interest to the market and hence serves as a super funding street especially for new traders. This paper is specifically focused at the evaluation of Large cap Mid cap and small cap mutual fund considering majority of the investors invest in large cap businesses are the ones groups with a market capitalisation greater than 10,000 crores, which have been in existence for many years and feature proper popularity and were capable of generate strong returns or even pay-out dividends frequently to the investors, making it a great choice for those traders with slight hazard appetite and who are looking for normal income. But the state of affairs has changed and buyers today have a higher risk taking ability and investing in mid cap organizations which can be essentially corporations with a market capitalisation starting from 5000 to 10,000 crores. These corporations are still growing and able to generating awful lot better returns in assessment to Large cap fund. Also apart from large cap and Mid Cap, Small-cap companies have a market cap of below Rs 5,000 crore. As a result these three sorts of fund had been chosen for analysing their performance and to find out which fund has completed higher and led to higher wealth creation

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**A STUDY ON FUNDAMENTAL ANALYSIS OF SELECTED STEEL COMPANIES LISTED
AT NSE**

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Abstract:

Fundamental analysis is the technique of calculating the intrinsic value of a stock to know and find out long term investing opportunities. In Simple words Fundamental analysis is a process of finding out a stocks real or fair market value. There are two types of analysis which can be done of capital market that is Fundamental analysis and Technical analysis. This research paper focusses on the Fundamental analysis of selected steel companies. The main objective was to conduct a comparative analysis for the five selected companies under steel sector and to suggest the better suitable stock to the investors. Fundamental analysis comprises of three components which consist of; Economic analysis which includes fundamental factors like GDP, Inflation rate, FOREX reserve, Interest rates, and Current account to GDP etc. The second component is Industry analysis, in this analysis all the steel sectors are evaluated on the bases of Porter's five force model which takes in to consideration, Threat of substitutes, Bargaining power of suppliers, Threat of new potential Entrants, Bargaining power of buyers and the competition among the existing companies in the market. The third and the last components is Company analysis which deals with various ratios such as Dividend pay-out ratio, EPS, P/E ratio, Net profit margin, ROE, ROA, and Debt to Equity which was calculated from company's annual report. Based on the calculations of the ratios in the study it is found that after covid-19 impact, since 2020 majority of the stocks are having increasing trend in various ratio and it is suggested such stocks may be favorable for the long term investment, and with the help of comparative analysis between five steel companies, researcher has suggested the better suitable stocks for the investors to. At last it can be concluded that every investor should have adequate knowledge about the stock market and also do proper analysis before making any investment decisions.

Key words: Fundamental analysis, Technical analysis, Economic analysis, Industry analysis, Company analysis, Comparative analysis.

I. Introduction

Fundamental analysis is that process in which the underlying forces that affect the well-being of the economy, industry and company are analyzed. Just like most analysis, the Focus is to develop a forecast and prediction of future price movement. At the corporate level fundamental analysis may include analyzing the economic data, management and competition. At the industry level, there can be studying the interaction of supply and demand forces of the products. Under the economy level, it give priority on economic data to find this and future growth of the economy.

Fundamental analysis is considered as a tool of researching the basics, that doesn't convey the entire within the absence of data about what fundamentals are. The major obstacle in defining fundamentals is that it can include anything related with the economic well-being of an organization. Hence, fundamentals include everything and anything starting from a company's market share to the standard of its management. While studying fundamental analysis there are always some questions which are continuously asked arise like: What is the company's revenue? Whether it is profitable? Can the company beat out its competitors within the future? Is it ready to repay its debts? In fact, these are very involved questions and there are actually many others one may need a couple of company. It all really boils right down to one question, i.e. whether the company's stock an honest investment? Fundamental Analysis could be a toolbox to assist us answer this question.



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a Research Paper, in Two days National Conference on **"Implementation of National
Education Policy 2020"** Research and Development Cell on 15th - 16th February 2023.

He/She contributed research paper (s) entitled A Study on Challenges
related to NEP 2020 of India


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A Study on Challenges Related to New Education Policy 2020 of India : A Theoretical Review

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Abstract:

Education has a important and significant position in nation building & prosperity. The NEP 2020 has put forward a number of recommendations and initiatives that aim to modernize and reform the Indian education system. It has sought to increase access to quality education, improve the quality of teaching and learning outcomes, and provide greater autonomy for institutions. The policy has also proposed the introduction of technology-driven learning as well as the strengthening of vocational and technical education. Finally, the policy has proposed the establishment of a robust regulatory framework that is focused on ensuring quality and accountability. The researcher have critically examined the policy in this paper and identified some challenges in them. The researcher has also recommended some suggestion based on their analysis and review of NEP 2020. Various suggestions are made for the design and effective implementation and working of NEPs at national level, state level and also in each Higher Education institutes

Keywords: Higher Education Policy, National Education Policy, Learning Outcome

1. Introduction:

The National Education Policy 2020 (NEP 2020) is a landmark document that outlines the vision of the Indian government for the education system of the country. It is the first education policy of India in over 34 years, and aims to transform the country's education system by 2030. The policy outlines a holistic vision for education in India, covering aspects such as curriculum, pedagogy, assessment, teacher education, vocational training, and technology-driven learning. It seeks to ensure that every child has equitable access to quality education and that the educational system is geared towards developing the country's human capital. The NEP 2020 also puts forth initiatives to strengthen the regulation of the education sector and ensure that all institutions are held accountable for their performance. The National Education Policy 2020 (NEP 2020) is a new education policy that aims to address the many growing developmental imperatives of India.

[1] The Policy proposes a vision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education.

[2] The Policy also aspires to offer students across the nation an equitable and inclusive learning environment.



PRIMARY HEALTHCARE IN INDIA: ISSUES AND PROSPECTS

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Abstract:

Primary healthcare defined is as healthcare delivered to all, employing Relating and addressing existing health problems, food supply, and proper nutrition, safe drinking water, and basic sanitation, maternity and child health care, family planning, vaccination, treatment of various conditions, and the provision of necessary treatments are all precedences. PHC's other liabilities aim to give thorough care, refer to consultants and hospital services, and deliver patient and comprehensive treatment to manage health services, to help patients through the public health system's network, to deliver the best health- care services possible. This paper aims at the issues, challenges in delivering proper healthcare services in rural and urban areas in India. There are some challenges like lack of infrastructure, Deficit of effective and trained personnel, Unmanageable patient-load, Public health policy, and visionary healthcare and Out-of-pocket expenses remain a major barriers for low economic groups, to handle the situation some opportunities are also mentioned like The quality/ standard of health care services to be delivered, Invest opportunities through FDI, Information Technology and the Indian government's role in mission mode by National Health Mission with a lot of Central health scheme health executions.

Keywords: Primary health center, rural India, community health, referral units, and services utilized.

Introduction

Rapid economic, environmental, technological, and demographic fluctuations are all affecting health and well-being around the world. These consequences are not continually positive, and many prominent patterns pose serious problems. For a long time, India's primary healthcare system has plodded with a variety of difficulties, including a lack of institutions and inadequate human resources. The Indian healthcare system was characterized by a three-division structure primary, secondary, and tertiary care services. Primary healthcare is offered to the rural population through sub-centers, primary health centers (PHCs), and community health centers (CHCs), according to the Indian Public Health Standers/Norms (IPHS), while secondary care is supplied through district and sub-district hospitals. Tertiary care is delivered in indigenous/ central standing institutions or super-specialty hospitals, on the other hand. While it's critical to work on all three standings of healthcare (primary, secondary, and tertiary), the government must prioritize upgrading primary healthcare as a public capability. Some major hurdles for primary health care services utilization are - Lack of infrastructure, Shortage of efficient and trained manpower, Unmanageable patient-load, Public health policy and visionary healthcare and Out-of-pocket expenses remain a major barrier for low economic groups in rural as well as urban areas of India.



Facility	New Construction		Renovation/Upgradation	
	Sanctioned	Completed	Sanctioned	Completed
SC	28,150	21,249	23,225	16,548
PHC	2,941	2,371	15,858	13,428
CHC	620	499	7,339	6,379
SDH	242	159	1,238	1,011
DH	175	148	3,227	2,407
Others*	1,328	803	1,673	847
Total	33,456	25,229	52,560	40,620

(Source- annual report 2020-2021 - Ministry of Health and Family Welfare)

Fig: Showing new construction/renovation as of 30.06.2020 across the country under NHM

Up to 33 of NHM finances in the High Focus States can be used for structure development. Details of new construction/renovation as of 30.06.2020 undertaken across the country under NHM are shown in the above table.

Materials and Methods

Objective:

- To discuss issues and prospects for primary healthcare in India.

Research type: The present research is an attempt to study the issues and prospects for primary healthcare in India. The research is descriptive.

Data Collection: The research data and information have been collected through various secondary data sources which include research articles, based web sources, research journals, etc.

Discussion:

The issues for primary healthcare in India.

- **Lack of infrastructure:**

“Overall, India’s public health outlay (sum of union and state spending) has stayed between 1.2% to 1.6% of GDP among 2008-09 and 2019-20”. This expenditure is relatively low as compared to other countries such as China (3.2%), the USA (8.5%), and Germany (9.4%). India has invested somewhat little in health structure over time, so it becomes one of the major obstacles to the fulfilment of health programs. It becomes quite difficult to cover health for all rural and urban populations, and all infrastructural facilities remain underdeveloped.

- **Shortage of efficient and trained manpower –**

The country still faces a severe deficit of skillful medical workforce, including doctors, nurses, paramedics, and primary healthcare workers. The situation is especially alarming in rural areas, where nearly 66 percent of the population lives. There's a pattern of mixed titles (public and private) and systems of medication in the Indian healthcare system. Health manpower investments not only strengthen the health system but also invoke employment and contribute to economic growth. India can advantage in multiple ways from increased health manpower investments. an aggregate of healthcare workers, along with doctors, nurses, and lab technicians, are registered on the Co-WIN portal as of December 14, 2021. still, there's a large difference in the availability of healthcare workers throughout the States. Maharashtra has a veritably stylish range of healthcare workers (13,17,594) which is about 13 percent of the entire healthcare workers available in the united countries, at the same time as Uttar Pradesh has 9 % with cent of the overall healthcare workers. As in line with the 2011 Census, Uttar Pradesh (19,98,12,341) is the most populous nation observed by way of Maharashtra with a



populace of Bihar (11, 23, 74,333) that's the third most populous state ((10, 40, 99,452)), has registered healthcare workers, this is five in line with a cent of overall healthcare workers, at the portal. West Bengal and Andhra Pradesh with a population of (9, 12, and 76,115) and (8, 45, 80,777) respectively, have 6 percent with 5 percent of healthcare workers. Karnataka and Gujarat have lesser populations than Bihar, West Bengal, and Andhra Pradesh still have greater healthcare workers.

- **Unmanageable patient-load –**

Serving a population size of 1.4 billion, nearly 20% of the entire population of the earth, is a Herculean job in itself. Sustainably handling medical and human resources to comply with the requirements of the coming generation should be the foremost thing on people's minds at the moment.

To drive acceptable patient inflow, healthcare services should employ technology wherever possible to optimize functional and clinical operations. Likewise, there's the difficulty of thinking beyond the egregious and promoting virtual care protocols and telehealth services, both of which can significantly reduce patient burden stress.

- **Public health policy and visionary healthcare –**

'The National Health Policy is a visionary step towards assuring the quality of life and quality of health services to every citizen of India.' The rearmost National Health Policy (NHP) 2017 highlights the 'Health for All' approach to deliver assured healthcare for all at an affordable cost. Still, there's scope to do much further under the NHP 2017. preferably, the public health policy needs to be cantered towards visionary healthcare, not reactive healthcare.

Besides, in the case of the government's Ayushman Bharat scheme, the Pradhan Mantri Jan Arogya Yojana (PM-JAY), the universal health insurance scheme, has taken considerable attention and resources than the health and wellness centers (HWCs) factor. This unevenness requires to be appropriately addressed for the development of healthcare in the future.

- **Out-of-pocket expenses remain a major barrier-**

While public hospitals provide free medical services, these facilities are understaffed, poorly equipped, and mainly located in urban areas. It is a known fact that accessible and affordable healthcare in the public sector can significantly reduce the growing reliance on private institutions. However, government facilities have no choice but to access private facilities and incur high medical costs. As a result, most of the medical services are provided by private institutions, and 65% of medical costs in India are paid for by the patients themselves. One possible solution to this problem could be to increase health insurance enrolment. In this regard, both government and private organizations need to work together. Adoption of digital insurance processing solutions integrated with the healthcare ecosystem for faster turnaround of insurance processes will also drive health insurance adoption.

The prospects for primary healthcare in India:

- **The quality/standard of health care services –**

The quality/standard of health care services handed can be assessed in terms of the following (by no means total)

(1) meetly equipped and fluently accessible public health installations,

(2) applicable and timely clinical care, and

(3) patient satisfaction with health care delivered and treatment outputs. finally, the real test of the quality of health care services is how they affect health outputs, especially for the poor. Below, we describe some aspects of the quality of public primary health care services in India.

- **Overall Indian Healthcare Market-**

India's healthcare demand is hoped to reach US\$ 372 billion by 2022, punched by rising incomes, enhanced



health consciousness, lifestyle-related conditions, and adding affordability access to guaranteed health care services. The health sector is hoped to produce 2.7 million new jobs in India between 2017 and 2022, further than 0.5 a million new jobs per year

- **Opportunities by the Indian Government-**

The government of India aims to raise health spending to 3% of gross domestic product (GDP) by 2022 as per budgetary provisions made. The 2017 National Health Policy recommended strengthening the provision of primary health care. Establishment of 'Health and Wellness Centres' a platform to deliver comprehensive primary care. Cared and sought a two-thirds medical budget commitment to primary health care. In February 2018, the Government of India declared Health & Wellness Centres (HWC) Created by reconfiguring and delivering existing supplementary and primary care centers. It's comprehensive primary health care and described as one of the two elements of Ayushman Bharat. This was the first step in turning political articulation into a budgetary commitment.

Launched on September 23, 2018, the Ayushman Bharat PMJAY program is the world's largest publicly funded health insurance/ guarantee system. PMJAY is a centrally financed scheme. It's completely funded by the government and finances are shared between the center and the state in conformance with current Department of Treasury guidelines. PMJAY is a right-grounded scheme. Households included are rested on privation and occupational criteria from the 2011 Socio-Economic Caste Census (SECC 2011) for pastoral and civic areas, independently. Poor and vulnerable families (beneficiaries of around 50 crores) of 10.74 crore or more are eligible for these benefits. Still, the plan's beneficiary base has expanded to include the 33 states/ union territories administering ABPMJAY. However, the state must bear the fiscal burden equivalent to the additional family, If the benefit base extends beyond the qualifying SECC family.

- **Information Technology-**

The Telemedicine Practice Guidelines were conjointly produced by MoHFW and NITI Aayog. March 2020 To assure that access to medical advice isn't affected Social distancing rules enforced after the outbreak of COVID-19.37 with the government teleconsultation service, eSanjeevani, and eSanjeevani OPD; diagnosis, treatment, and disease operation. By early December 2020, more than 1 million teleconsultations had been made. Emplace 550 districts in India via eSanjeevani. The NDHM digital package will further help connect patients with doctors and professionals.

Conclusion:

The Indian government has made numerous efforts to cope with the shortfall within the public health system through the programs and policies just like the National Health Mission, Pradhan Mantri Bhartiya Janaushadhi Pariyojana, Pradhan Mantri - Jan Arogya Yojana, and many more. Government with mission mode commenced offer health for all by enforcing distinctive health care schemes in urban as well in rural areas. Still, a significant leaguer is needed to make a health system that can repel any type of public health emergency, deliver universal health care, and meet the Sustainable Development Goals' intentions. More focus on trained skillful paramedical staff and doctor's recruitment should be done on a priority basis to cover the health of the mass population. Infrastructure for buildings, advanced diagnostic services for prompt diagnosis should be focused on, in rural areas transportation services like an ambulance for quick assessment of primary health care services utilization, Government should make necessary funding for improving primary health care systems as they are the first connecting points in maintaining health. Raising health consciousness and encouraging public participation should be prioritized. The difference in the delivery of healthcare services at the local level should be nearly covered.



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National Education Policy 2020 Strategies and Management - Promoting Research and Developments Among Stakeholders

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Abstract:

NEP Focuses on affordability accessibility, quality, equality and Accountability to ensure continual learning for all this to happen the major element is promotion and the awareness of research. This paper gives the information about the need to inculcate research in higher education and how policies must be framed to promote and development research more so under graduate research which is the very useful need of the hour. NEP suggests that to start an independent National Research Foundation for to support through Funding and facilitation quality research in India. The Foundation will play a role as a mediator between researches and relevant branches of government as well as industry and corporate groups. To promote research, we need to encourage high R&D investments from government and private sections that will encourage innovation and innovative thinking. The pandemic has led to great awareness on Research in India. India must now very well forward with research that promotes economic development of HEI, and should play an important role in mentoring teachers to promote research. There must be industry commitment and close intervention with academic for skilling /up skilling/reskilling to carry forward excellent research. We need a positive research culture that support all individual policies and programmes. The paper discusses on organization and approaches and the way to promote research integrity and holistic and multidisciplinary education system in India.

Key words: Holistic, Multidisciplinary Education, Research

Introduction:

The National Education Policy (NEP) emphasizes through a diverse perspective to education, as well as the necessity of cultivating a curious and creative mind, with the goal of developing analytical and critical thinking abilities at a young age. This is the last one thing that should be taken into consideration. These are the abilities that are necessary for formulating the appropriate research questions and for achieving the desired and pertinent results/solutions in the investigation. Therefore, this method will be a more important in giving research, development and innovation a genuine push, serving as yet another key forerunner in India's effort to conduct research that is both long-term and sustainable. The research journey until now has not been an encouraging one for India to be spends 0.69% of GDP on research whereas Germany, USA, China and Japan are spending 3%, 2.8% of GDP on research many more of research must be on health, sanitation prevention of blood storage but India is spending major part of their revenue for the amount on atomic energy and space research a balance must be a stricken to promote research for economic development also, with the country's security and protection.



NEP focuses on research ecosystem comprising of the Government, University research institutions and industry previously there was no that much of involvement of corporate industry in higher education but NEP is involving corporate industry nature operations behavior with the academic together to promote research. National Research Fund should spend for the development of the seeding, funding, coordinating monitoring research and innovation initiatives. It must encourage research through merit-based peer evaluation of research project along with the awards for outstanding contributions. The actively engagement of both entity between academic and industry envisioned by NEP encourages patent policy. The policies made must be prepared to develop research environment and ensure compliance with the national laws and regulations. A many more number of patents will be work as a serve as incentives for continuous and sustained efforts in research.

HEI should setup incubation centers, innovation centers and technology development interdisciplinary research both in Science and Social Sciences will contribute to advancement of knowledge in a discipline but will also have intellectual productive growth in the both the learner and teacher because of their affective involvement and engagement, students must be made as strategy development contributors by promoting skills for employability and making them life-long learners and ideal citizens. NRF must work on strategies for live research activity it must try to transform learning system for vibrant and innovative collaborative research activity.

To work for more and more ago and get the sustainable research endeavor for the India must be laid on research and innovation in Multidisciplinary education. Education of this particular type will develop innovative and creative mind with a view to develop analytical and critical thinking that are the essential for the framing the perfect research questions and for bringing about the right solutions to relevant problems society is facing to develop better society teaching, learning, research all must go hand in hand as Indian education system is changed by heterogeneous conditions such as infrastructural social, locational regional economical, to name quality of research has every time overlooked in our host country because of above factors. We need to develop the research ideas to solve the real-life problems.

The quality and the best of research though we have many potential ecosystem is impacted because of the low value and poor infrastructure, less funding, high expenditure staff, improper research guidance, emphasis is more on oral teaching method rather on practical and experiential teaching, stringent rules on Ph.D. admissions and completion. Discouragement of multidisciplinary and interdisciplinary Research, Plagiarism, fake Journal publications so on and so forth.

Review of Literature:

The National Education Policy (NEP) 2020 document that become simplest simply made public with the aid of using the authorities sheds a few mild at the scenario and affords a few hope. The first crucial aspect to point out is that the NEP, that's controlled with the aid of using the National Research Fund, creates an environment conducive to clinical investigation (NRF). Building a studies environment that consists of business, universities, studies institutes, and the authorities as contributors is a part of what this initiative wants to do so as to offer the vital push to boom the R&D agenda. "The NRF will paintings towards seeding, supporting, coordinating, and tracking studies and innovation programmes," as said in the NEP. Additionally, it'd inspire studies with the aid of using a merit-primarily based totally peer assessment of studies tasks similarly to imparting incentives inclusive of awards for desirable paintings.(1)



Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges become a paper that becomes posted in July 2019 with the aid of using Aithal P. S. and co-authors. This paper reviewed the associated literature that have been posted over the direction of the preceding few years on Indian Higher Education Policies and their consequences, salient features, and their focuses on the draught of National Education coverage 2019. The authors of this paper had been Aithal P. S. and coauthors. In the paper, exclusive regulations that had been counseled within side the draught had been highlighted, with a precise emphasis at the segment on better schooling, and that they had been in comparison to regulations that had been in location previously. The document additionally analysed the capacity consequences that the NEP 2019 notion could have on non-public and public better schooling establishments in phrases of the centers and limits. The benefits and downsides of the newly proposed coverage are damaged dawn and ranked in step with the perspectives of the diverse stakeholders. In addition to this, the object gives some tips on the way to put the coverage into movement in order that it's miles freed from flaws, green from the attitude of the overall public, and useful to the improvement of the nation (2)

In August of 2020, Sunil Kumar and his colleagues provided a brand new educational technique that changed into supposed to result in considerable adjustments in colleges and superior education. He has made it clear that filling the distance among the imaginative and prescient and the project would require greater than simply the motion plans and the method for wearing it out. As a result, taking the proper precautions is essential to guarantee that the implementation will stay as much as expectations (3).

Aithal, et al in addition posted a paper on "Analysis of the Indian National Education Policy 2020 toward Achieving its Objectives" in August of the 12 months 2020. This paper highlighted numerous regulations announced within side the better training device and in comparison them with the device this is presently being used. There is a dialogue at the numerous improvements which have been implemented, in addition to the anticipated effects that NEP 2020 might have at the better training device in India. There are a few recommendations made for enhancing the performance of its execution within side the hobby of achieving its goals (4).

Jha, et al. (2020) provided their evaluations of the issues within side the National Education Policy, which had been followed with the aid of using the union authorities on July 29th , 2020. After a lapse of thirty-4 years when you consider that the book of the nation's maximum latest academic coverage document, NEP-2020 has ultimately been released. The essay drew interest to a number of the pertinent issues concerning the query of offering for standard schooling of a excessive level, offering equitable get right of entry to schooling, and increasing the frenzy in the direction of privatization (5).

As a case examines, Suryavanshi, (2020) tried to evaluate trainer schooling in Indian universities with that during Chinese universities. He got here to the realization that school individuals and institutional leaders want autonomy with the intention to innovate and discover of their teaching, research, and service. In addition, the examiner encouraged that academic institutions, including universities, need to have the man or woman autonomy this is envisaged with the aid of using NEP-2020, which is definitely the ideal move forward (6).

Kumar, et al. (2020) explored how India's National Education Policy 2020 can function a compass to persuade the country's instructional panorama into the future. They delivered that



NEP-2020 presents a complete framework starting from primary schooling thru better schooling, vocational and technical schooling, in addition to a brand new paradigm of internet-primarily based totally e-learning. In order to perform the United Nations' intention of sustainable development, they determined that access, equity, affordability, accountability, and first-class have to function the 5 founding pillars. They mentioned sure important flaws and implementation troubles that want to be solved so that you can broaden first-class schooling for all (7), and that they furnished insights into many outlines of NEP 2020 with care so that you can fulfill the objectives.

The internationalizations of Indian better schooling are one of the said ambitions of the National Education Policy (NEP) 2020 [8, and Deb, P., in 2020, posted an editorial titled "Vision for Foreign Universities withinside the National Education Policy 2020: A Critique." This article offers with the subject of the internationalization of Indian better schooling. (8)
The NEP asks for the established order of a patent coverage shape on the college degree so as to inspire a boom withinside the variety of patent applications. This partnership is among academia and industry. A coverage like this could guard the hobbies of all the entities engaged, offer an environment conducive to studies, and assure compliance with the applicable country wide legal guidelines and regulations. Incentives for ongoing and regular efforts in studies may be furnished with the aid of using an extra variety of patents which have business value (9).

Suggestions to improve the Research:

Establishing undergraduate studies facilities in diploma colleges.

- Conducting _ pupil Research Conference and pupil studies Journals.
- Improving the _ coaching requirements of teachers

Multidisciplinary Research and network engagement studies need to take delivery of significance to draw an disciplinary affiliations and motivations as they get recognized with involved disciplinary studies background.

Diverse disciplinary settings (Haeley2005) this could be make view express and take a look at differing approach to undergraduate studies. Introduction of credit-primarily based totally publications and hours in coaching training and pedagogy for the phd students.

Merit based and peer-reviewed Research findings.

NRF want to brazenly fund for all of the disciplines sufficiently to perform to recognize studies. Industrial and philanthropic linkages to sell studies ought to be encouraged. We want to offer significance to price evidence-primarily based totally Discovery learning.

Rethink the conventional courting among personnel and students. There might be a robust capability for the improvement of the personnel and pupil they may be a robust capability for the improvement of co learning communities. We ought to discover the techniques for stay studies pastime for the real-world learning (MC Ewen et.al. 2008). Encourage transformative learning. New strategies of evaluation ought to be explored. Develop robust integration of undergraduate studies method with the evaluation to ensure studies pastime is at suitable stage with the outside examiners assessing the discover outs and we ought to additionally inspire employers in validating undergraduate studies approach. Promote Staff technological and information upgradation in studies improvement activities. Facilitate a studies way of life supportive surroundings to talk about the fulfillment and failures. Facilitate school discussion board discussions for fostering collaborative surroundings to guide studies. Staff paintings pressure, stress, closing date extension and intellectual fitness and health carrier ought to be



taken into regard. Research groups ought to amend and build hints to broaden a consensus on their collective and character conduct and attitudes. Individual obligation and crew obligation ought to be defined to set expectancies on nice way of life on studies. Workshops, symposiums ought to be a carried out for keeping instructional atmosphere.

The latest to methodologies of sporting out studies Viz date, holdings, suggestion writing, aid control have to learn and the gaps want to be identified. Promoting the mindset that studies subculture is a pivotal to investigate excellence is want of the hour.

At least one large high quality multi-disciplinary HEI every district must be provided.

The inspiration of studies have to be dispatched to pinnacle scientist of the arena for the overview in order that there may be no bias and a sturdy overview enter is taken. Assessment and responsibility might be a Game Changer for the studies and innovation within side the country. Intellectual Property Right has^o to be promoted as this will encourage to do present day studies. There have to be non-stop float of investment for all sorts of studies activities.

- Entrepreneurship and Research should pass hand in hand. A robust ability improvement factor should be covered as part of the educational program.
- Degree packages ought to be treated through faculties and IIT's should pay attention most effective on studies this will make stronger Indian Research.
- The understanding of excellent retired school carrier should be used to amplify studies tradition across the country. They may be used to get price range of global investment groups. International students should be attracted and Indian requirements of training should be enhanced. Collaborations with International investment groups should enhance. There ought to be robust academia enterprise interaction.

CSR Funding must be also done for research percolation and Research projects:

Research ought to be carried out on why shiny college students aren't becoming a member of studies essential steps ought to be taken to inspire such college students. HEI except soaking up PhD students need to additionally play a huge brother position in schooling and mentoring instructors through engaging in seminars, conferences, symposiums webinars etc. This will truly improve the self belief stage of the academics to a special educational studies environment.

International interactions ought to be greater and college students need to be capable of use the laboratory centers in universities overseas for this to appear global collaborations ought to be increased. All sciences ought to be merged in order that new thoughts for startups may be deliberate identical with Arts and Humanities. Incubation centers ought to be promoted academia freedom to researchers ought to take delivery of to select throughout all disciplines and fields. India ought to sell global magnificence studies with excessive first-class coaching throughout all disciplines with the intention to appreciably make a contribution to analyze and innovation. Research in depth Universities ought to be bolstered through giving lot of funding. Nalanda Mission to set up not less than one hundred research based universities and 500 excessive first-class universities through 2030 ought to be taken up seriously. This will sell studies hobby and development of the students and faculty.

Lots of awareness ought to be carried out at the Indian know-how system, plenty of merchandising of Indian languages in studies and extra emphasis be placed on conventional Indian values. The cause is to deliver to the front the richness and variety rooted Indian Ethos. Mission Takshashila goals to construct as a minimum one excessive first-class residential



organization to sell studies in each district. This could provide area and credibility to every institute to facilitate studies. We want to curtail dropout fee in better instructional institutions. Government wants to sell open distance mastering and on-line programmes and additionally step on filling up trainer vacancies.

Conclusion:

Research turned into in no way a concern in India over the last numerous decades. Government usually spoke on studies surroundings however no concrete coverage and recognition turned into made on Research. NEP via National Research Fund began out is that to specialize in studies and innovation which wishes to be appreciated. Countries like China taught their personal language are capable of innovate numerous matters and also are capable of capture international marketplace with their patents and Indian Patents are only a few and they're with nonresident Indians. This have to be modified via way of means of selling entrepreneurship skills. NRF wishes to apprehend notable studies and development. NRF should paintings with one bias and standards should be strict at the same time as giving funds to sell notable studies and development in India. Thus via multidisciplinary, Digital literacy, hassle solving, logical reasoning and vocational Education, distance learning, the use of technology studies may be promoted in India.

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येतात. या पाच सूत्रांच्या आधारावरच ग्रंथपाल व ग्रंथलयीन कर्मचारी समाजातील वाचकांना ग्रंथ सेवा उपलब्ध करून देत असतात.

आज गुरुवर्य डॉ. राजेंद्र कुंभार सर यांच्या सेवापूर्तीच्या निमित्ताने ग्रंथालयशास्त्र व माहिती शाखातील एका ऋषीतुल्य व्यक्तिमत्त्वाच्या ग्रंथालय क्षेत्रातील अनेक विद्यार्थ्यांच्या वतीने मी आपली कृतज्ञता व्यक्त करत आहे.

संदर्भ

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२. नरगुंदे रेवती, ग्रंथालय आणि सामाजिक विकास, युनिव्हर्सल प्रकाशन, पुणे, २००७.

व्यक्तिमत्त्व विकासात वाचनाचे महत्त्व

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सारांश

मानवाच्या मूलभूत ज्या गरजा आहेत त्यामध्ये अन्न, वस्त्र, निवारा, औषध व शिक्षण यांचा समावेश होतो. त्याचप्रमाणे वाचनही एक अत्यंत महत्त्वाची गरज झालेली आहे. कारण वाचन केल्यामुळे ज्ञान मिळते. वाचन केलेल्या ज्ञानामुळेच व्यक्तीचा शारीरिक, मानसिक व सामाजिक विकास घडत असतो. व्यक्तिमत्त्व विकास घडवून आणायचा असेल तर वाचन बाढवायला हवं. व्यक्तीच्या विचाराने त्याचे व्यक्तिमत्त्व घडत असतं. विचार कौशल्य हे विविध पुस्तकांच्या अवांतर वाचनाने विकसित होत असल्याने व्यक्तिमत्त्व खुलवण्यासाठी वाचन कायला हवं. व्यक्तिमत्त्व विकासाचे टॉनिक म्हणजे पुस्तकांची पाने आहेत. व्यक्तीचे बाह्यसौंदर्य म्हणजे व्यक्तिमत्त्व नव्हे. व्यक्तिमत्त्व विकासासाठी फॅशन करण्यापेक्षा कर्तृत्वातून व्यक्तिमत्त्व घडवले पाहिजे. व्यक्तीचे विचारसौंदर्य विकसित झालं की, व्यक्तिमत्त्वही विकसित होतं. यासाठी चांगले व्यक्तिमत्त्व घडविण्यासाठी विविध पैलू/घटक महत्त्वाचे आहेत. त्यापैकीच वाचन हा घटक व्यक्तिमत्त्व विकासात अतिशय महत्त्वाचा आहे. सदरच्या लेखात वाचनातून घडलेल्या महान व्यक्तींचे वाचनविषयक विचारांचा ऊहापोह केलेला आहे.

प्रस्तावना

आपण आपल्या जीवनात यशस्वी होण्यासाठी लहानपणापासून ते शिक्षण पूर्ण होईपर्यंत आणि त्यानंतरही सतत प्रयत्न करत असतो. जीवनात यशस्वी होण्यासाठी अपार कष्ट, कृती आणि प्रयत्न करत असतो. यशस्वी होण्यासाठी आपण योग्य नियोजन, वेळेचा सदुपयोग, आत्मविश्वास, ज्ञान तसेच विविध कौशल्य आणि सकारात्मक दृष्टिकोन या विविध तत्त्वांचे, कौशल्यांचे तंतोतंत पालन करतो. त्यातून आपल्याला जीवनात यश नक्कीच मिळते.

वरील तत्त्वांपैकी महत्त्वाचे तत्त्व किंवा कौशल्य म्हणजे ज्ञान होय.

ग्रंथालयशास्त्र आणि वाचन संस्कृतीचा महामेरू : डॉ. राजेंद्र कुंभार । २०३

ज्ञान म्हणजे माहिती. थोडक्यात आपल्याला ज्या विषयाबद्दल माहिती नाही, अशी माहिती मिळवणे किंवा ती माहिती आत्मसात करणे होय. असे हे ज्ञान मिळविण्यासाठी आपण शिक्षण घेतो. शिक्षणातून ज्ञान व पदवी प्राप्त करता. आता येथे आपण शिक्षण घेतो, त्यातून ज्ञान मिळते. हे ज्ञान कशाच्या साहाय्याने मिळते तर ते वाचनाच्या साहाय्याने पूर्ण मिळते म्हणून प्रत्येक व्यक्तीच्या जीवनामध्ये वाचनाचे खूप मोठे महत्त्व आहे. आपण सर्वजण शालेय शिक्षण, महाविद्यालयीय शिक्षण घेताना वाचनाचे महत्त्व ऐकत आलो आहोत, जे विद्यार्थी शैक्षणिक पाठ्यपुस्तका बरोबरच अन्य किंवा इतर जनरल पुस्तकांचे वाचन करतात त्यांना अनेक फायदे होतात. कारण आज नॉलेज इज पॉवर म्हणजेच आपल्या ज्ञान असलेले ज्ञान ही फार मोठी शक्ती आहे. हीच शक्ती मिळवण्यासाठी वाचन कौशल्य असणे महत्त्वाचे आहे. या वाचन व ज्ञानशक्तीच्या साहाय्याने आपण हुशार व चपळ बनतो.

मागील पिढीपेक्षा आजच्या पिढीचे वाचन हे माहिती तंत्रज्ञानामुळे अगदी सोपे झाले आहे. आपली वाचन संस्कृती टिकून ठेवण्यासाठी तसेच प्रत्येक व्यक्तीच्या मनामध्ये वाचनाची आवड निर्माण होणे आवश्यक आहे. कारण वाचनामुळे माणूस सुसंस्कृत बनतो. भारतीय संस्कृतीमध्ये ज्ञानाचा खजिना हा धार्मिक ग्रंथपोथ्या यामध्ये आढळतो. प्राचीन काळी भारतात तक्षशिला, नालंदा, अयोध्या, काशी यासारख्या विद्यापीठांमध्ये सुरुवातीलाच ग्रंथालयांची निर्मिती झालेली होती. म्हणजेच ज्ञानाचा खजिना त्या ठिकाणी होता. हा खजिना पूर्वी बंदिस्त असायचा, परंतु कालांतराने हा ज्ञानाचा खजिना वाचनासाठी खुला करण्यात आला. मनुष्य हा विचार करणारा प्राणी आहे. त्यापासून तो जास्त काळ दूर राहू शकत नाही म्हणून मनुष्य वाचन करतो त्याद्वारे नवीन विचार कातो. विचार करणे ही एक सर्जनशील प्रक्रिया असते तर वाचन करणे ही अनुभवविश्व समृद्ध करणारी प्रक्रिया आहे. वाचन करणे ही पूर्णतः व्यक्तिगत बाब असून वाचन करणारा ती गंभीरपणे घेत असतो. वाचन हा आपल्या जीवनातील प्रगतीचा एक अविभाज्य घटक आहे. त्याद्वारे आपण आपल्या जीवनात प्रगती घडवून आणू शकतो. अगदी प्राचीन काळातदेखील ज्या थोर व्यक्ती, विभूती होऊन गेलेल्या आहेत. त्यांचा थोरपणा देखील त्यांनी केलेल्या वाचनाने सिद्ध झालेला आहे. या थोर व्यक्तींनी वाचन मनन करून अनेक नवीन साहित्याची रचना केली व ते साहित्य आपल्यापर्यंत पोहोचविले. त्या थोर व्यक्तींमध्ये अनेक नावे आपल्याला घेता येतील. उदाहरणार्थ अब्राहम लिंकन, महात्मा गांधी, डॉ. बाबासाहेब आंबेडकर, लोकमान्य टिळक, डॉ. ए. पी. जे. अब्दुल कलाम इत्यादी.

वाचन म्हणजे काय ?

वाचन हे महत्त्वाचे भाषिक कौशल्य आहे. मुलांना सर्वसाधारणपणे अवतीभवतीचे आवाज सतत ऐकू येत असतात. अनुकरणातून नैसर्गिकरीत्या श्रवण व भाषण कौशल्य सहज आत्मसात करता येते, परंतु वाचन कौशल्य व लेखन कौशल्य ही सरावानेच आत्मसात करावी लागतात. आता या ठिकाणी सराव खूप महत्त्वाचा आहे. इंग्रजीमध्ये एक म्हण आहे 'प्रॅक्टिस टू मेक मॅन परफेक्ट' येथे वाचन व लेखन या गोष्टी सरावानेच आपल्याला आत्मसात कराव्या लागतात.

वाचन म्हणजे आकलनासह केलेला ध्वनीचा उच्चार होय. वाचनामुळे व्यक्तिमत्त्वाचा अंतर्बाह्य विकास होतो. वाचन केल्याने वाणीवर संस्कार होतात. वाचनाने सौंदर्य बोध व आनंद बोध या गोष्टी साध्य होतात. वाचन क्षमतेचा परिपूर्ण विकास हा त्यातून निघणाऱ्या अर्थ निष्पत्तीवर अवलंबून असतो.

व्यक्तिमत्त्व विकास: व्यक्तिमत्त्व म्हणजे प्रत्येक व्यक्तीमध्ये असणाऱ्या विविध गुणवैशिष्ट्यांचा वैशिष्ट्यपूर्ण संच होय. व्यक्तीमध्ये अनेक गुण असतात तसेच व्यक्तिमत्त्वामध्येसुद्धा अनेक गुणांचा समावेश करावा लागेल. काहीजण सुंदर आणि आकर्षक दिसणे याला व्यक्तिमत्त्व समजतात, परंतु रुबाबदारपणा किंवा आकर्षक दिसणे हा व्यक्तिमत्त्वाचा केवळ एक भाग आहे आणि तोही बाह्य भाग आहे. व्यक्तीमध्ये कोणते सदगुण आहेत, त्याचे विचार कसे आहेत, त्याचे आचरण कसे आहे या सगळ्या गोष्टींचा समावेश व्यक्तिमत्त्वामध्ये होतो.

एखादी व्यक्ती-तिचे रूप, स्वभाव, वर्तणूक, दृष्टिकोन, चारित्र्य, बुद्धिमत्ता, कौशल्ये, भाव-भावना, संवेदनशीलता, लोकसंग्रह, गुण-अवगुण, सामाजिक प्रतिमा या सर्वांचा एकत्रित परिपाक म्हणजे 'व्यक्तिमत्त्व' होय. व्यक्तिमत्त्व हे एखाद्या व्यक्तीच्या अंतर्बाह्य रूपाची गोळाबेरीज असते. चांगले व्यक्तिमत्त्व घडविण्यासाठी विविध पैलू/घटक महत्त्वाचे आहेत. त्यापैकीच वाचन हा घटक व्यक्तिमत्त्व विकासात अतिशय महत्त्वाचा आहे.

व्यक्तिमत्त्व विकासात वाचनाचे महत्त्व

१. अभ्यास करण्यासाठी
२. संशोधन करण्यासाठी
३. ज्ञान मिळविण्यासाठी
४. संवाद साधण्यासाठी
५. दैनंदिन व्यवहार करण्यासाठी
६. अध्ययनासाठी
७. अध्यापनासाठी
८. नवनिर्माणासाठी

ग्रंथालयशास्त्र आणि वाचन संस्कृतीचा महामेरू : डॉ. राजेंद्र कुंभार । २०५

१. वेळ पालविण्यासाठी
१०. करमणुकीसाठी
११. नोकरी मिळविण्यासाठी
१२. शब्दसंग्रह वाढविण्यासाठी
१३. एकाग्रता वाढविण्यासाठी

'दिसामाजी काहीतरी लिहावे प्रसंगी अखंडित वाचीत जावे'

असे रामदास स्वामींनी लिहून ठेवले आहे. यावरूनच वाचनाचे आणि त्याबरोबरच लिखाणाचे महत्त्व अधोरेखित केले आहे. वाचन आणि लिखाण या एकच नाण्यांच्या दोन बाजू आहेत, असे म्हटल्यास वावगे ठरू नये. वाचन विषयांचे स्वयंअध्ययन व मार्गदर्शन होऊ शकते. मनोरंजन व वेळ खर्च करण्याचे काम वाचनातून पार पडते. आपण करत असलेला विचार किंवा आपले प्रश्न, कुतूहल, जिज्ञासा, मत, उद्देश, निष्कर्ष, निरीक्षण, परीक्षण, शिक्षण वाचनाद्वारे अधिक दृढ होण्यासाठी मदत होते. एकाच विषयावर वेगवेगळीं मते, चर्चा यामुळे आपल्या अभिव्यक्तीला चालना मिळते. हा वाचनाचा सर्वांत मोठा फायदा आहे.

ताण-तणाव कमी करणे. वाचनामुळे मनावर उत्तम सकारात्मक बदल होतात. वाचन मानसिक आरोग्य सुधारण्यासाठी फायद्याचे ठरते. वाचनामुळे वैयक्तिक सकारात्मक दृष्टी वाढते, मानसिक आरोग्य सुधारते. याचे उत्तम उदाहरण म्हणजे प्रसिद्ध अभिनेते शरद पोंक्षे, हे कर्करोग या आजाराने त्रस्त होते. त्यांच्या उपचाराधीन कालावधीमध्ये त्यांनी सावरकरांचे माझी जन्मठेप हे आत्मवृत्त वाचून वाचले. त्यामुळे त्यांना त्यांच्या या आजारपणातून बाहेर पडण्यास मोठी मदत झाली व सकारात्मक दृष्टिकोन वाढीस लागला.

डॉ. डेव्हिड लेवियस यांनी वाचन आणि मानसिक अवस्था यावर केलेल्या संशोधनात असे लक्षात येते की, दिवसातून सहा मिनिटे वाचन हे व्यक्तीला ६० टक्के मानसिक तणावातून मुक्त करते.

वाचनामुळे वास्तवाची जाणीव होते. प्रत्येक संकल्पनेचा वैचारिक दृष्टिकोनातून विचार करून त्याचे विविध पैलू समजून घेता येतात. त्याचप्रमाणे कुठलीही संकल्पना पूर्वग्रह न ठेवता सदसद्विवेक बुद्धीने विचार करून ठरवा येते. वाचून ते पुन्हा बोलणं ही कृती मानसिक आरोग्यासाठी फायदेशीर असते. लिव्हरपूल हेल्थ इकॉलिटी रिसर्च इन्स्टिट्यूटने बारा महिन्यांच्या कालावधीत नैराश्याचे निदान झालेल्या व्यक्तींसाठी दोन साप्ताहिक वाचक गट स्थापन केले. त्यांचे परीक्षण केले. संशोधनांती असे निदर्शनास आले की भावनिक समज, आत्मजागृती आणि स्वतःच्या अस्तित्वाशी संबंधित अर्थपूर्ण सामाजिक चर्चा

करण्याची क्षमता वाचनामुळे वाढली. तेव्हा लक्षात आले की नैराश्यग्रस्त लोकांच्या मानसिक आरोग्यामध्ये लक्षणीय सुधारणा झाली आहे.

एका संशोधनानुसार जेव्हा लोक वाचन लेखन किंवा इतर कृती कार्यक्रमात सहभागी होतात त्यामुळे ३२% ताणतणाव कमी होण्यास मदत होते. तुमच्या काही स्मरणात राहत नाही किंवा स्मरणशक्ती कमी होत आहे असे लक्षात आले तर तुम्ही वाचायला सुरुवात करा. गेल्या दोन वर्षांत कोरोना संकटानंतर ताणतणावात प्रचंड वाढ झाली आहे. वैयक्तिक आणि सामाजिक जीवनावर नकारात्मक प्रत्यक्ष किंवा अप्रत्यक्ष परिणाम जाणवतो. दिवसभरात वाचण्यासाठी काही मिनिटे दिली तर वैचारिक समृद्धीबरोबरच मानसिक आरोग्यही सुधारते.

वाचनाने आकलनशक्ती वाढते. वाचताना आपण लेखकांचे म्हणणं ऐकत असतो. त्यातील प्रसंग डोळ्यासमोर उभा करतो. त्यामुळे कल्पनाशक्तीस चालना मिळते. वाचनामुळे आपल्याला इतरांचे ऐकण्याची सवय लागते. ऐकण्यासाठी संयम असायला हवा. वाचनामुळे आपोआप संयम वाढण्यास मदत होते.

वक्तृत्वकला

वाचनामुळे मेंदूला चालना मिळते. नवनवीन शब्दांमुळे शब्दसामर्थ्य वाढते. (The way you express is your vocabulary). वक्तृत्वकला किंवा भाषण करण्यासाठी वाचनाचा प्रचंड फायदा होतो. अस्खलित वाचनामुळे आपल्याला नवनवीन माहिती तर मिळतेच तसेच ज्ञानात भर पडते. वाचन असल्यास आपल्यात नेतृत्वगुण वाढतात व पुढे सामाजिक, राजकीय क्षेत्रात मुद्देसूद पद्धतीने आपले विचार प्रभावीपणे उत्कृष्ट वक्तृत्वकलेद्वारे व्यक्त करता येतात.

वाचनाचा व्यासंग जोपासल्यामुळे राष्ट्रविकासाला चालना देणारी महान व्यक्तिमत्त्व भारतात देशात घडली.

महान व्यक्तींचे वाचनविषयक विचार

डॉ. आंबेडकरांना प्रचंड वाचन वेड होतं. ते जगातील सर्वश्रेष्ठ वाचकांपैकी एक होते. इंग्लंडमध्ये शिकत असताना तेथील ब्रिटिश म्युझियममध्ये वाचण्यासाठी ते जात असत. काहीही न खाता ते १२ तास वाचन करीत. वेळोवेळी ते अभ्यास करून लिखाण, भाषणं आणि सभांना सामोरे जात असत. दादरच्या हिंदू कॉलनीत राजगृह हे दुमजली घर खास पुस्तकांसाठी बांधलेलं आहे. डॉ. बाबासाहेब आंबेडकरांचा अर्थशास्त्र आणि कायदा विषयांचा सखोल व सूक्ष्म अभ्यास होता. त्यांनी राजकारणावरील काही पुस्तके वाचली होती. याचाच परिपाक म्हणजेच आजचे आपले संविधान होय.

चांगल्या वक्तृत्वासाठी वाचन हा महत्त्वाचा घटक आहे. प्रबोधनकार केशव सीताराम ठाकरे यांनी वाचन हा वक्तृत्वाचा आधार आहे असे म्हंटले आहे.

वाचन ही सामाजिक सवय म्हणून विकसित झाली पाहिजे. भाषणासाठी वाचन आवश्यक आहे पण भाषण वाचणारे वक्ते होण्यात अर्थ नाही.

डॉ. बाबासाहेब आंबेडकर यांच्यामते एखाद्या विषयावर बोलताना आपण कामा नये अशी परिपूर्ण तयारी हवी. वाचनाला जोडून काही बाबींचे पाठोपाठ करता आले तर उत्तमच. वाचलेल्या पुस्तकातील मुद्दे लिहून काढणे महत्त्वाचे आहे. 'वेलरेड' या इंग्रजी शब्दाचा मराठी अर्थ बहुश्रुत आहे म्हणजे मराठीत वाचणे हा ऐकण्याचा समानार्थी शब्द आहे. करलाईलच्या मते उत्तम ग्रंथ ही मानवी संस्कृतीला आलेली सुमधुर फळे होत. लक्ष्मणशास्त्री जोशी पुस्तकात संस्कृतीचे मस्तक म्हणत. स्वामी विवेकानंद, लोकमान्य टिळक, नरहर कुर्बंदकर या वक्त्यांचे ग्रंथप्रेम सर्वज्ञात आहेच. डॉ. सरोजिनी नायडू, महात्मा गांधी, पंडित नेहरू, स्वातंत्र्यवीर सावरकर, यशवंतराव चव्हाण यांनी तुरुंगात असताना देखील ग्रंथांचे वाचन केले. यशवंतराव चव्हाण यांनी कृष्णाकाठ या आपल्या आत्मचरित्रात तुरुंगाला विद्यापीठ म्हटले आहे. वाचनामुळे ज्ञानात भर पडते व अनुभव समृद्ध होतात. माधव गडकरी म्हणतात की, तुम्ही बोलत असताना नवीन काहीतरी वाचत आहात हे श्रोत्यांच्या लक्षात आले पाहिजे. शब्द पवार यांनी सार्वजनिक जीवनात वाचनाचे महत्त्व अधोरेखित केले आहे.

डॉ. ए. पी. जे. अब्दुल कलाम यांच्या मते पुस्तकांच्या सहवासात ज्ञानाबरोबर नेहमीच मला आनंद मिळाला आहे. ग्रंथ ही माझी सर्वात मौल्यवान अशी ठेव आहे.

लोकमान्य टिळक म्हणतात, तुम्हाला तुमचे व्यक्तिमत्त्व घडवायचे असेल तर वाचन करा. महाराष्ट्रातील थोर संत ज्ञानेश्वर महाराज म्हणतात, दिसामाजी एक तरी ओवी अनुभवावी.

गॅरिसन क्लर लिहितात पुस्तक एक भेट आहे. जी तुम्ही पुन्हा पुन्हा उघडू शकता आणि त्यातील ज्ञानाचा, विचारांचा आदर्श घेऊन आपले जीवन समृद्ध करू शकतात.

वाचनाने मनुष्याच्या विचारांना आकार येतो. सभेमुळे तो प्रसंगावधान आणि तत्पर होतो आणि लिखाणामुळे सर्वांगीण होतो, असे फ्रांसिस बेकन लिहितात. प्रसिद्ध तत्त्वज्ञ इमर्सन म्हणतात, ग्रंथांच्या सहवासात राहण्यासाठी मी माझ्या सर्वस्वाचा त्याग करीन. तुम्हाला जर थोर लोकांशी संभाषण करण्याची संधी लाभली, तर त्यांचे आवडते ग्रंथ कोणते याचा कानोसा घ्यावा म्हणजे तुमच्या लक्षात येईल की, त्यांच्या थोरपणाचे रहस्य त्यांनी वाचलेल्या ग्रंथांमध्ये दडलेले आहे.

ज्योतिबा फुले आवर्जून सांगतात की,
थोडे दिन तरी । महा वर्ज्य करा
तोच पैसा भरा ग्रंथासाठी ।

व्यक्तिमत्त्व विकासात यशस्वी होण्यासाठी काय वाचले पाहिजे ?

आत्मकथा वाचन करणे: थोर व्यक्तींची आत्मचरित्रे, उदाहरणार्थ

डॉ. एपीजे अब्दुल कलाम यांचे अग्निपंख,

महात्मा गांधी यांचे माझे सत्याचे प्रयोग,

डॉ. प्रशांत आमटे यांचे प्रकाशवाटा,

किरण बेदी यांचे आय डिअर,

एक होता काव्हर, यशवंतराव चव्हाण यांचे कृष्णाकाठ,

शिवाजी सावंत यांचे मृत्युंजय, श्रीमद् भगवद्गीता,

विचार करा आणि श्रीमंत व्हा - नेपोलियन हिल,

रिच डॅड पुअर डॅड - रॉबर्ट कोयोसाकी,

संन्यासी ज्याने आपली संपत्ती विकली - रॉबिन शर्मा.

इत्यादी किती तरी पुस्तके आपल्या मनाला सकारात्मक ऊर्जा देतात.

ग्रंथांचे वाचन केले तर आपल्याला जीवनात नक्कीच यश मिळेल.

आत्मकथनचे वाचन केल्याने या महान व्यक्तींचे आयुष्य शून्यातून कसे निर्माण झाले याचा आपल्याला बोध होतो. थोडक्यात शून्यातून विश्व कसे साकारायचे हे कळते. धार्मिक ग्रंथांचे वाचन करावे. उदाहरणार्थ महाभारत, रामायण, आपल्या मनाला सकारात्मक ऊर्जा देणाऱ्या ग्रंथांचे वाचन करावे. त्यामध्ये प्रज्वलित मने, यु कॅन विन अशी प्रेरणा देणारी पुस्तके वाचावीत, त्यातून आपल्याला व्यक्तिमत्त्व विकासात यश नक्कीच मिळविता येईल.

समारोप

आजच्या माहिती तंत्रज्ञानाच्या युगात विविध ज्ञानशाखांमध्ये आमूलाग्र बदल झालेला आहे. मानवाने विकसित केलेली लेखनकला आणि आता माहिती तंत्रज्ञान यामुळे सर्वच विषयात खूप साहित्य प्रकाशित होत आहे. आज आपण काही क्षणात कोणत्याही विषयाची माहिती इंटरनेटवरील गुगलच्या साहाय्याने मिळवू शकतो, तरीपण पूर्वीची एक म्हण आहे 'जुनं ते सोनं' या म्हणीप्रमाणे आपण विचार केला तर पूर्वी ग्रंथ वाचनाला महत्त्वाचे स्थान होते आणि आजही ग्रंथ वाचनाला तितकेच महत्त्वाचे स्थान आहे. कारण पूर्वी एक ग्रंथ वाचून झाल्यावर दुसरा ग्रंथ किंवा इतर वाचन साहित्याचे वाचन केले जात असे, परंतु अलीकडील काळात वाचन ही आधुनिक माहिती तंत्रज्ञानामुळे सोशलमीडिया, व्हाट्सअप, फेसबुक, इंस्टाग्राम इत्यादी विविध प्रकारच्या वेबसाइट यांच्या साहाय्याने

केले जाते. हे वाचन ऑनलाइन केले जाते म्हणून थोडासा कंटाळा येतो आणि डोळ्यांना त्रासदायक आहे ते पूर्णपणे कोणीच वाचत नाही तसेच ऑनलाइन एकसारखे क्रमशा वाचन करणे शक्य होत नाही म्हणून बरील म्हण 'जुनं ते सोनं' हेही तितकेच महत्त्वाचे आहे.

पदवी-पदव्युत्तर विद्यार्थ्यांनी प्राचीन, मध्य व आधुनिक काळातील वाचन साहित्याचे वाचन करावे तसेच आधुनिक माहिती तंत्रज्ञानाच्या युगामध्ये दैनंदिन ई-वर्तमानपत्रे, ई-बुक, आत्मचरित्रे तसेच ओपन एक्सेस फ्री साहित्याचे वाचन करावे. ई-ब्लॉगचे वाचन करावे. वेगवेगळ्या विषयास वाहिलेल्या संकेतस्थळांवरील माहिती वाचावी. पीडीएफ बुक्स डाऊनलोड करून ते वाचावे. ई-मराठी साहित्य संकेतस्थळांवरील मराठी ग्रंथ वाचावीत. त्यातून आपल्याला ज्ञान मिळेल आणि आपल्याला जीवनात यशस्वी होण्यासाठी, शिक्षण घेण्यासाठी, ज्ञान मिळविणे या महत्त्वाच्या बाबी आहेत. त्यासाठी वाचन क्रिया महत्त्वाची आहे.

वाचनाबाबत मागारिट फुलर म्हणतात, 'टुडेज रीडर इज टुमारोज लीडर' म्हणून लीडर जर व्हायचे असेल तर वाचन हे केलेच पाहिजे आणि जीवनात यशस्वी व्हायचे असेल तर सदगुरू वामनराव पै म्हणतात, 'तूच आहे तुझ्या जीवनाचा शिल्पकार' याप्रमाणे आपण आपल्या जीवनाला वाचनातून आकार द्यावा. वाचनामुळे आपला व्यक्तिमत्त्व विकास होईलच आणि यश पण मिळेल म्हणूनच आपण आपल्यातले माणूसपण जपण्यासाठी वाचन केलेच पाहिजे.

संदर्भ

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२१० | अथर्व पब्लिकेशन्स

वाचनातून मनाचे स्वास्थ्य

सौ. मनीषा स. गावंजे,
ग्रंथपाल,

गोखले एज्युकेशन सोसायटीचे, सर डॉ. एम. एस. गोसावी,
इन्स्टिट्यूट ऑफ नर्सिंग एज्युकेशन ट्रेनिंग अँड रिसर्च, नाशिक.

पुस्तक वाचन करणे म्हणजे मन निर्मळ करणारा अविश्रांत झरा आहे जितके व्यायाम करणे आपल्या शरीरासाठी महत्त्वाचे आहे, तितकेच वाचन करणे हे मॅडूसाठी आवश्यक आहे.

प्रस्तावना

आजच्या तांत्रिक व धावपळीच्या युगात मनुष्याच्या मनाचे स्वास्थ्य बिघडत चालले आहे. मन व वाचन या दोन गोष्टी एकमेकांना पूरक आहेत. वाचनातून, आपल्या मनामध्ये चांगले विचार येतात व मनाचे स्वास्थ्य स्थिर राहण्यास मदत होते. मन स्थिर असेल तर आपले आरोग्यही उत्तम राहते.

वाचन

वाचन म्हणजे लिहिणाऱ्याच्या हेतुनुसार वाचणाऱ्या वाचकाला अर्थाचे होणारे आकलन होय. भाषा साध्य करण्याचे, संवादाचे, माहिती व कल्पना व्यक्त करण्याचे वाचन हे एक साधन आहे.

मनाचे आरोग्य

मन ही काही वेगळी वस्तू नाही. मनाची संकल्पना म्हणजे आपले संवेदन, बोधन, विचार, भावना इत्यादी प्रक्रिया. या प्रक्रियांचा संबंध मॅडू व शरीरातील विविध भाग, विविध अंतःस्त्राव ग्रंथी यांच्याशी असतो. म्हणूनच मन हा शरीराचाच एक भाग आहे.

सर्वसाधारणपणे मनाचे आरोग्य हे दोन विभागात विभागून त्याची खरी संकल्पना मांडली जाते. एक म्हणजे भावनात्मक आणि दुसरी संकल्पना म्हणजे मनाची कोणतीही गोष्ट शिकण्याची पात्रता. प्रत्येकाच्या मनाचे चार प्रकारे पृथक्करण किंवा विभाग होतात.

१. चित्र : ज्यात भूतकाळातील घटनांची साठवण, स्मरणशक्तीने आठवणीची रेलचेल होते.

ग्रंथालयशास्त्र आणि वाचन संस्कृतीचा महामेरू : डॉ. राजेंद्र कुंभार | २११