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Challenges and Future Prospects



*Edited By*  
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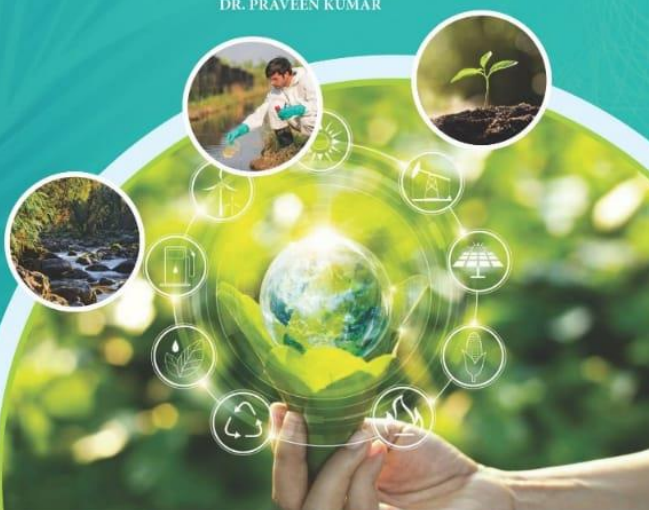
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### The New National Education Policy of India: Challenges and Future Prospects

—Dr. Nittam Chandel

After independence in 1947, government of India promoted various programmes to address the problem of illiteracy. In India the first and the foremost policy on education announced in 1968 under the governance of Indira Gandhi. This national policy of education 1968 also called the “radical restructuring”. Main agenda of this policy was to bring in “equality”, “compulsory education for all the children up to the age of 14” and adopting three languages, English, Hindi, and the official state language in school curriculum. In 1986, the government adopted a national education policy that placed a “particular emphasis on the eradication of gaps and to equalise educational possibilities.” The schedule castes and scheduled tribes of women are the main emphasis of this strategy. expansion of more senior education, scholarships, and hiring more SCs for jobs. Prime Minister Manmohan Singh established a new education policy in 2005 that was largely based on the “Common Minimum Programme” in 1992, under the P.V. Narasimha Rao administration. This policy focuses on the professional standard of the educational system and mostly addresses admission exams like JEE and AIEEE,

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## राष्ट्रीय शिक्षा नीति-2020

—सुरेश शर्मा

शिक्षा का अन्तिम लक्ष्य व्यक्ति, सामाजिक, राष्ट्रीय एवं मानवीय विकास होता है। यह तब तक संभव नहीं जब तक कि व्यवस्थित एवं प्रतिबद्धता से कार्य न हो। इस प्रक्रिया में समाज के साथ विद्यार्थी एवं शिक्षक मुख्य घटक हैं। शैक्षिक क्रियाओं की गुणवत्ता के साथ भौतिक संसाधनों, मानवीय उपकरणों तथा उसके अनुरूप शिक्षा नीति का होना अति आवश्यक है। स्वतन्त्रता के पश्चात भारतवर्ष में अनेक शिक्षा नीतियां बनीं। अनेक शिक्षा अभियानों पर कार्य हुआ। अरबों रुपए की धनराशि खर्च हुई। समाज के हर क्षेत्र तथा वर्ग के हितों को ध्यान में रखकर उन्हें शिक्षित करने के उद्देश्य से योजनाएं बनीं। शिक्षा का विस्तारीकरण हुआ। निरक्षर भारत से साक्षर भारत होते हुए हमने शिक्षित भारत का लक्ष्य भी प्राप्त किया। राष्ट्रीय शैक्षिक, औद्योगिक स्वास्थ्य, तकनीकी संस्थान खुले। देश में हर क्षेत्र का कम्प्यूटरीकरण हुआ लेकिन इसके बावजूद भी हम कभी भी किसी शिक्षा नीति के शत-प्रतिशत लक्ष्यों को प्राप्त कर पाने में सफल नहीं हो पाये हैं जिसका कारण कहीं ना कहीं हमारी प्रतिबद्धता, दृढ़निश्चयीकरण एवं राष्ट्र के लिए समर्पित भाव ना होना है। सामाजिक, राजनैतिक एवं कई अन्य कारण इसमें अवरोध का कारण हो सकते हैं। भारत द्वारा सन् 2015 में अपनाए गए सतत् विकास एजेंडा 2030 के लक्ष्य 4 (एसडीजी-4) में परिलक्षित वैश्विक विकास शिक्षा विकास एजेंडा के अनुसार विश्व में 2030 तक सभी के लिए समावेशी और समान गुणवत्ता युक्त शिक्षा सुनिश्चित करने और जीवन पर्यंत शिक्षा के अवसरों को बढ़ावा दिए जाने का लक्ष्य है। सन् 1986 के पश्चात लगभग 35 वर्षों के उपरांत भारत वर्ष में राष्ट्रीय शिक्षा नीति-2020 अस्तित्व में आई है जोकि भविष्य की राष्ट्रीय एवं

राष्ट्रीय शिक्षा नीति-2020  
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 सभी महत्वपूर्ण लक्ष्यों के  
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 तैयार यह शिक्षा नीति  
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 बुनियादी पहलुओं को अति  
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 नीति विद्यार्थी के सर्वांगीण  
 आधारित है। 'नेशन फर्स्ट'  
 गुणवत्ता पर केंद्रित है। इ  
 निर्माण बल दिया गया है  
 भौतिक संसाधनों, समाज व  
 पर आधारित है। शिक्षा में  
 विद्यार्थी की गुणवत्ता से है  
 शिक्षित व्यक्ति सामाजिक, प्र  
 की पूर्ति के लिए समर्पित भा  
 वह उत्पाद निश्चित रूप से  
 अन्त्या कई उपाधि प्राप्त व  
 वारिंत्रिक मूल्यों के अभाव में  
 सह-अस्तित्व है इसे स्वीका  
 से जीवन-यापन तथा सर्व  
 करना ही तो शिक्षा का का  
 प्रतिबिंबित होती है।

## राष्ट्रीय शिक्षा नीति-2020

शिक्षा मानव के सर्वांगीण विक  
 पूर्ण मानव क्षमता को प्राप्त क  
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 साथ और समानता, वैज्ञानिक



which has replaced 1986, is like a silver lining of discrimination. Anjali Maity asserted that education through the mind is increased, and one can stand on

self-fulfillment, self-appreciable steps in Policy 2020 like Kasturba Gandhi recruitment of measures on safety sessions on al and vocational programme with education policy would women, enabling with self-esteem

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emancipation: Swami International Journal of 122-128.

Indian Women Novelist Print, 2006. nic.in/nep\_2020.pdf



## An Overview Analysis of NEP 2020 for the Commerce Beneficiary

—Prof. Kumari Poonama

### Introduction

A Nation Education policy is a comprehensive structure to guide the development of education in India. India had three reforms in education system. The first policy came in 1968 and second reform in 1986, under Indira Gandhi and Rajeev Gandhi corresponding, P V Narasimha Rao has a prime Minister. The third NEP was released on 29<sup>th</sup> July 2020 Wednesday by the prime Ministership of Narendra Modi. The ministry undertook a rigorous consultation process in formulating the draft policy: The draft NEP had 484 pages. The ministry undertook a rigorous consultation process in formulating the draft policy: “Over 2 lakh suggestion from 2.5 lakh gram panchayat, 6,600 blocks, 6,000 Urban Local bodies (ULBs), 676 districts were received. The 1986 policy strapped for a 10+2 structure of school education, the new NEP-2020 pitches for a “5+3+3+4” scheme corresponding to the age sets 3-8years (foundational phase), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary). The NEP declares students till class 5 should be educated in their mother tongue or regional language. The NEP recommends sweeping changes including

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## National Education Policy 2020 and Higher Education: Future Opportunities

—Pritam Lal

### Introduction

At present, the world is undergoing rapid changes in knowledge and employment landscapes. In this scenario, an education system must build and shape character; enable learners to be ethical, rational, compassionate and caring, while at the same time prepare them for gainful employment. To bring about reformation in the existing education system the Government of India decided to revamp it by introducing a comprehensive National Education Policy 2020 (NEP 2020).

This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, which India has adopted in 2030 Agenda for Sustainable Development (SD), which seeks to ensure inclusive and equitable quality education; and promote lifelong learning opportunities for all while building upon India's traditions and value systems. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and

## Controlled Release Pesticide Formulations: Building Self-Reliant Bharat (Aatmanirbhar Bharat) and Overcoming Agro-Environmental Pollution

—Atul Gupta

Agriculture represents one of the most important areas of International needs of health, nutrition and economic developments. In the words of our Hon'ble Prime Minister Sh. Narendra Modi, "The agricultural sector of the country, our farmers, our villages are the very basis of Aatmanirbhar Bharat, a self-reliant India. When they remain strong then the foundation of Aatmanirbhar Bharat will remain strong. Modernization in the field of Indian agriculture is the need of the hour."

The rapidly growing demand for food with increasing population is the main impetus behind the need of modernization of agricultural techniques to increase the crop yields with better quality. In this direction, uses of pesticide have become an important tool in agricultural development for boosting food production in terms of quality and quantity. However, the potential hazards of pesticide chemicals to human health result in stringent limitations on their uses.

Pesticides are substances or mixture of substances



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**Challenges and Future Prospects**  
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**Dr. Nittam Ch...**

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THE NATIONAL EDUCATION POLICY OF INDIA  
Challenges and Future Prospects

**The New National Education Policy of India  
(Challenges and Future Prospects)**

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The Government of India a Policy of India 2020 (NEP outlines the goals for the system. The new poli transformational reforms i systems in the country. T your old National Policy c vision of the policy is to bu in Indian ethos that wo transforming India by pro to all, developing good hun thought and action, possess courage and resilience, sc imagination, with sound e thereby making India a glo

Infact, The National Ed create an 'Innovative Educa that is in line with Goal 4 (S Sustainable Development w 2015, that seeks to "ensure ir education and promote lifelo all" by 2030. Such lofty goal r system to be reconfigured to so that all of the critical targ 2030 Agenda for Sustaina achieved. Overall, the NEP 2 which would modernise educational system. It is appr the implementation of N considerable amount of time potential to greatly raise the s country and provide each an



**The New National  
Education Policy  
of India**

**(Challenges and Future Prospects)**

*Edited by:*

**Dr. Nittam Chandel**



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