



**Anekan Education Society's
Anekan Institute of Management Studies (AIMS)
Baramati**



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Anekant Education Society

Anekant Education Society is established in 1961 under the able guidance of Late Shri Fulchandji Gandhi, Education Minister of the Former Hyderabad State. The founder President of the Society Late Shriman Seth Lalchand Hirachand Doshi, founder President of Premier Automobiles Ltd., and Walchand Group of Industries was determined on attracting the best talent to institutions operating under the auspices of AES. The society has chosen the Jain concept of "Siddhirnekantat" and "Anekantvad" in the nomenclature of the Society. The Society started Undergraduate Programs in Baramati in the year 1962. The college eventually was renamed as Tuljaram Chaturchand College. In a span of about 5 decades of its presence, Anekant Education Society has touched upon the lives of almost every household in and surrounding areas of Baramati.

Anekant Institute of Management Studies (AIMS), Baramati

Anekant Education Society has added another feather to its cap by starting AIMS to provide MBA course. AIMS is certainly working beyond excellence in all the accreditations, affiliations and Certifications of the nominated authorities. The initiative is to develop management professionals with a view to excel in the corporate world as well as take it to new heights. The need is to nurture the talents and hone their skills which are achieved only through AIMS. Since its inception, AIMS is providing quality education and in a period of few years the Institute has made its mark on academic, cultural and social environment of Baramati.

About the 12th National Conference

Education is an important pillar of any society, fundamental to achieving full human latent potentials for developing an equitable and just society and promoting national development. The new National Education Policy-2020 (NEP-2020) envisions to bring about significant reforms in higher education to cater to the changing landscape of knowledge, Skills, Attitude and create global standards of education. This requires a deep dive and thorough understanding of the provisions and the approach for effective implementation of the same.

This conference aims at providing a common platform to all the stakeholders namely, management, faculty members, researchers, students, parents and corporate to deliberate on diverse perspectives of the New National Education Policy-2020. Further, to understand role of NEP-2020 in transforming higher education and to discuss the practical challenges that may be encountered during the implementation of this policy.

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The Vision of Atmanirbhar Bharat through NEP 2020

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Abstract: This article focuses on the key role of NEP 2020 to achieve the vision of Atmanirbhar Bharat. Former Indian President Dr. APJ Abdul Kalam previously stated that education should focus on developing character, human values, a scientific mind-set with a spiritual base, confidence to confront an unpredictable future, and a feeling of dignity, self-respect, and independence. In a similar vein, the National Education Policy (NEP) 2020 focuses on the methods required to advance inter-disciplinary research, advance R&D across all disciplines, and establish India as a centre for R&D and innovation. Under NEP 2020 Part III, Chapter 20, Professional Education under Point No. 20.6 special centre of attention is directed towards Technical education and its various streams which are the key factors for developing India. However, these NEP components are designed for creating an "Atmanirbhar Bharat" (self-reliant India). The necessary secondary data on NEP 2020 and Atmanirbhar Bharat has been collected from various online and offline sources. The observations state that, the transformation in the structure of NEP-2020 is playing an important role to create and develop Atmanirbhar Bharat.

Keywords: Atmanirbhar Bharat, Character, Human Values, Scientific Mind-Set Spiritual Base, Confidence.

Introduction: With the set of vocational, employable, and entrepreneurial skills that are taught to them at various stages of school and training, the Indian young won't be a possible job-provider in the distant future. Instead, they will be potential job-providers. In order to bring about positive changes and clear the way for the development of a powerful and forward-thinking nation, the Indian government is implementing a number of reforms in nearly every area. One such industry, education, has undergone notable advancements during the previous five years. The National Education Policy 2020, which emphasises the numerous distinguishing characteristics of the NEP and was announced by the Hon. On July 29, 2020, Education Minister Shri Ramesh Pokhriyal "Nishank" will be a living example of this. This vision paper covered all relevant educational and related topics in great detail.

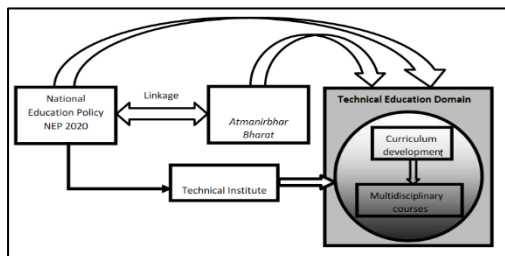
The policy envisioned the total development of youth, placing special emphasis on skill development as the determining factor to realise the goals of Atmanirbhar Bharat, an ambitious project of Hon'ble Prime Minister Shri Narendra Modiji, who always insists on the

imparting of skills as a key component of the modern education system. Vocational courses are in the forefront right now in an effort to make the Indian young skilled, employable, and Atmanirbhar by replicating the skill-based model of education envisioned by Shri Narendra Modiji (self-reliant). As a result, there is a renewed emphasis on administering the vocational programmes that are provided by the nation's numerous higher education institutions. The undergraduate vocational courses are pivotal in producing skilled graduates in tune with industrial revolution 4.0.

The National Education Policy 2020 has been developed in accordance with the aim to make the young Atmanirbhar via skill-based education and so make the nation Atmanirbhar Bharat. On every platform, our education minister emphasised that the strategy offers vocational education extra energy by adding the vocational subjects and training as well. This is an impressive move. According to the NEP 2020, even middle-level students must receive practical instruction in trades like carpentry, plumbing, electrical repair, gardening, ceramics, needlework, etc. By 2025, the

strategy aims to provide at least 50% of pupils with occupational skills, with the possibility of further extending such skills up to higher education levels based on the needs of individual students.

Linkage between NEP 2020 and Pillars of Atmanirbhar Bharat (Self-Reliant India)



Technical institutes are an important component of NEP 2020 (2) there are five pillars of Atmanirbhar Bharat. Out of them (a) Pillar No.1 that is economy, (b) Pillar No.3 that is system- Technology Driven (c) Pillar No. 5 is Demand. Technical education policies, development and implementation methodologies described in NEP 2020 are more matching and in hand-to-hand with these Atmanirbhar Bharat Pillars. Pillar No. 3 is technology driven under which interdisciplinary courses and researches are to be introduced and taught so that technocrats/engineers/researchers can opt start-up of a new production/business.

Atmanirbhar Bharat – School children contribute to national development: India has more than 180 million school-age children, making the youthful generation a force that has not yet revealed its full might. Children have the vigour to assist the country combat the issues impeding its development and eventually guide India toward becoming Atmanirbhar Bharat, or an independent India. Schoolchildren can first organise and take part in a variety of awareness activities to combat issues like pollution. For instance, pollution levels would significantly decrease if every youngster intentionally chose not to use plastic bottles and tiffins and took care to avoid leaving trash about. The time, money, and effort that the government is presently investing in dealing with pollution might potentially be employed more imaginatively to create a nation that is self-sufficient. In addition, there is a severe literacy

problem in our country. Higher rates of unemployment and criminality result from this illiteracy. By attempting to educate disadvantaged children of domestic servants, schoolchildren may assist in this situation. These kids will be able to interact one-on-one with their less affluent colleagues while the government measures literacy in terms of numbers. This will encourage both groups of kids to learn and transmit knowledge. Education improves a country's ability to adapt to technological advancement and self-reliance initiatives. As improbable as it may sound, schoolchildren have the power to transform the country, aid in the resolution of pressing problems, and propel it forward to the point where India can genuinely assert its status as Atmanirbhar Bharat. Rome wasn't constructed overnight. India won't suddenly become "Atmanirbhar" either. The government and the people work together for many years to construct their nation. Thus, schoolchildren may be taught to make contributions to nation-building both while they are still in school and much more so once they are grown and independent. Children can successfully help the following big campaigns: anti-corruption; go green; and rural projects. It is well recognised that corruption undermines the efficacy of the most creative and forward-thinking public programmes. The policies cannot be completely put into practise unless the country is free of corruption. Children may significantly reverse this trend by actively opposing dishonesty, even at the most elementary levels, and by speaking out against it. These ideals will eventually become entrenched in the youngsters. They will eventually become the country's anti-corruption vote bank.

Additionally, although India has historically been an agrarian culture, recent years have seen a move toward urbanisation. People in India's rural areas experience poverty and backwardness as a result. Since agriculture is essential to sustainability and independence, it is crucial to advance these facets of society. By encouraging the purchasing of locally grown fruits and vegetables as well as regional handicrafts, schoolchildren may play a part. This will cut out middlemen, give rural residents direct financial help, and finally integrate the rural people into society. Even

though schoolchildren are young and have few resources, they form a powerful force of 180 million people who can, over time, progressively aid India in achieving self-reliance and become Atmanirbhar Bharat.

NEP as a key pillar of Atmanirbhar Bharat:

In 2019, a committee was set up to draft the National Education Policy and appointed Dr. K. Kasturirangan as its chairman. On 29th July 2020, the Union Government has approved the NEP – 2020 for ‘transformational reforms’ in the schools and higher education sectors and promises for access, equity, quality, affordability and accountability in education in accordance with the Sustainable Development Goals – 2030. The NEP as a key pillar of Atmanirbhar Bharat envisions transforming India and making it self-reliant through a holistic education system. The NEP to be sure underlines the ethos of critical thinking, skill development, problem-solving and multidisciplinary approach among the students in their curriculum with an intention to vocational education for enabling the students to adapt to the changes taking place around them. The benefits underpinned by the National Education Policy can be succinctly put forth as below.

1. “Universalization of Access – from Early Childhood Care and Education (ECCE) to Secondary through infrastructure support, innovative education centres, open schooling, and vocational courses among others.”
2. “Students acquire more practical knowledge than the mere rote learning.”
3. “The student will have increased flexibility in the choice of subjects to study.”
4. “Reduction of curriculum content and to promote essential learning and critical thinking”
5. “Students nurture a scientific temper even during young age”
6. “With rich and quality education, by the time students complete their higher secondary education, they will become at par with the global standards”

7. “More global exposure with foreign colleges being set up in our home country
8. India to attract more foreign students for education”
9. “Added importance is given to practical assignments and skill development”
10. “Exposure to music, arts, and literature to students”
11. “Students gain greater exposure to vocational skills and Coding being taught from Class 6”
12. “The way for a new wave of learning with critical thinking along with discovery, discussions, and analysis”
13. “A specific and action-oriented policy that is outcome-driven”
14. “Emphasizes quality in higher education”
15. “Stresses on research and funding to private institutions”
16. “Joint and Collaborative research, publication and guidance of scholars”
17. “Regionalization of research and promotion of mother tongue in research and publication”
18. “Improved Quality and achievement of learning outcomes – Foundational Literacy & Numeracy (FLN)”
19. “Focus on 21st-century skills in teaching, learning, and assessment”
20. “Students overcome the language barrier in learning”

Conclusion: In a nutshell, the NEP in its policy emphasizes interactive and practical classrooms as a policy mandate with an aim to make Indian education a global standard and inculcate efficiency among the pupils enabling them to have a livelihood of their own. This policy envisions a job-oriented trans-disciplinary curriculum with a shared focus on arts, science, management, and humanities with the single aim to make every individual self-reliant so that goal of a self-reliant (Atmanirbhar Bharat) can be materialized. Indeed, NEP is a truly meticulous, methodological, futuristic and sustainable policy if implemented effectively will certainly give way for Atmanirbhar

Bharat. The NEP-2020 initiative fosters trust, care, and support while working to connect academic and moral excellence with the general welfare of mankind. The NEP-2020 has all it needs to fulfil national goals. Enshrined transformative changes would develop Bharat Centric young capable of recovering the lost grandeur of the ancient Educational System and reinstating Bharat as the Vishwa Guru if a year old crawling baby is properly fostered to youth in the correct settings and intent.

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