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Anekant 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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A CRITICAL STUDY OF NEP 2020: ISSUES, APPROACHES, CHALLENGES, OPPORTUNITIES AND CRITICISM

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Abstract: Due to the fact that education promotes economic and social advancement, a country's school and college education policies must be clearly defined and futuristic. To make their educational systems efficient, various nations implement various stages at the high school and college levels throughout their life cycles, taking into account tradition and culture. The aim for India's future educational system is described in the National Education Policy 2020 (NEP 2020), which was adopted by the Indian Union Cabinet on July 29, 2020. The old National Policy on Education, 1986, has been replaced with the new policy. In both rural and urban India, the policy provides a complete framework for education from early childhood through higher education. It also covers vocational training. By 2021, the strategy wants to completely overhaul India's educational system. The administration quickly stressed that no one will be forced to study any particular language, and that English will not be replaced with any regional language as the language of teaching. The implementation of the language policy in NEP is up to the states, organisations, and schools; it is intended to be a broad guideline and advisory in nature. India's Concurrent List includes the subject of education. The New Education Policy 2020 was initially put into effect in the state of Himachal Pradesh. By 2022, the country's schools should be using the national educational policy.

Keywords: National Education Policy 2020, NEP-2020, Implementation Strategies, Approaches, Challenges, Opportunities.

Background: The National Policy on Education from 1986 has been replaced with the NEP 2020. A group led by former Cabinet Secretary T. S. R. Subramanian began the New Education Policy consultation process in January 2015. Based on the committee's report from June 2017, a team under the direction of former Indian Space Research Organization (ISRO) director Krishnaswamy Kasturirangan presented the draft NEP in 2019. Later, the Ministry of Human Resource Development produced the Draft New Education Policy (DNEP) 2019, which was then the subject of numerous public consultations. 484 pages made up the T74 Draft NEP. When drafting the draft policy, the Ministry engaged in a thorough consultation process, receiving "almost two lakh comments from 2.5 lakh gram Panchayat, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), and 676 districts."

Introduction: The number of higher education institutions (HIEs) in India, which is a developing liberal nation for educational reforms, is currently at 40,000, reflecting the country's high general fragmentation and the large number of smaller HEIs that are connected to major universities. Over 40% of these small-sized institutions are found to only provide a single programme, which goes against the anticipated shift to a diverse higher education model that is a must for the country's educational reforms for the twenty-first century. It should be highlighted that just 4% of colleges enrol more than 3,000 students yearly due to regional imbalance and the high quality of education they provide, while more than 20% of colleges have annual enrolment of less than 100 students, making them unviable to increase education quality. The fragmentation of India's higher education (HE) system has been attributed to a number of factors. By 2030–2022, India is expected to have the third-largest economy in the world, with a projected GDP of \$10

trillion. It is clear those knowledge resources, not the nation's natural riches, will power the 10 trillion dollar economy. The current administration made the decision to overhaul the Indian education system by announcing a comprehensive National Education Policy 2020 in order to foster the sector's growth. This is consistent with the recent appeal from the Prime Minister to use the Fourth Industrial Revolution to propel India to new heights. The recently unveiled National Education Policy 2020 envisions an education system focused on India that, by offering top-notch instruction to everyone, directly helps to our country's sustainable transformation into a just and thriving knowledge society.

The NEP 2020 issues:

1. Early integration of students into various fields of study.
2. Lack of access to higher education, particularly in socioeconomically challenged areas, contributed to the current GER of only 25%.
3. Inability of institutions and teachers to innovate in higher education in order to draw in large numbers of students.
4. Inadequate systems for advancing faculty members and institutional executives' careers.
5. The majority of universities and colleges lack innovation and research.
6. Inadequate levels of leadership and governance in higher education institutions.
7. A compromised regulatory framework that restrains outstanding, cutting-edge schools while allows phoney universities to flourish

Strategies for NEP 2020:

1. **Coursework and Content:** Early childhood education will be integrated into formal education under the NEP's proposed change from the current 10+2 structure to one that is 5+3+3+4. Additionally, the NEP 2020 focuses on lowering the amount of curricular information to allow for critical thinking, which will help educate people with 21st-century abilities. To achieve these objectives, the curriculum and pedagogy must be

completely reformed. Successfully adapting the curriculum to the National Curriculum Framework is one of the difficulties in executing these changes. Additionally, teachers need to reconsider the textbook evaluation criteria and make the necessary changes.

2. **Availability and training of teachers:** The school curriculum will be changed, according to the policy. To ensure a smooth transition to the new educational system, schools and the relevant authorities must train teachers and grasp the pedagogical requirements in order to effectively deliver the curriculum. Additionally, in order to develop in young people collaborative skills, critical thinking, and problem-solving and decision-making abilities, the emphasis needs to be shifted from teacher-cantered learning to student-centred learning. According to a study, India's K-12 student population is expected to reach over 250 million by 2030. As a result, we will require about 7 million additional instructors to adequately serve this growing student body. The job of implementing experiential learning and concept-oriented teaching will be difficult given that teaching is one of the lowest paid professions in India. The NEP 2020 will be difficult to implement until the teacher compensation is changed.
3. **Technology:** The NEP 2020 places a strong emphasis on using technology to the youth's advantage in preparing them for the future. But because the majority of schools aren't properly set up to accommodate these tools, establishing digital infrastructure such as digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical education, and laboratory infrastructure is a significant problem. Also, not all schools in the nation may be able to afford the cost of developing digital infrastructure. Deploying digital learning tools is also impossible in remote sections of

the country where Internet connectivity is almost non-existent. Therefore, the government ought to focus on enhancing the fundamental infrastructure that will sustain the digital infrastructure everywhere.

4. **Examination Design:** Instead of emphasising summative evaluation, the NEP emphasises formative evaluation for learning. The continual tracking of learning outcomes is the main driver behind modifying the evaluation method. However, on-going assessment necessitates the employment of creative evaluation strategies and assignments by educators. These methods necessitate the use of technology and the participation of both teachers and students. In India, there are 1.5 million schools, and 75% of them are run by the government, according to a survey. Nearly 80% of the 400,000 existing private schools are "budget private schools." Consequently, implementing a continuous assessment framework in these institutions is a difficult endeavour.

Issues with NEP 2020: There are currently about 1,000 universities in India. It will take 15 years to open one new institution if we want to double the gross enrolment ratio in higher education, one of the policy's stated aims, by 2035. Undoubtedly, opening a new university every week is a tremendous challenge. The figures in the adjustments to our educational system are no less intimidating. The National Education Policy 2020 aims to re-integrate 2 crore children who are not currently enrolled in school. Regardless of your perspective, completing this over a 15-year period calls for the construction of over 50 schools per week. In the Covid era, finding funding is a major difficulty. This is not a problem for the timid when it comes to fundraising. According to the National Education Policy 2020, education spending will rise from 4.6% to 6% of GDP, or over INR 2.5 lakh crores annually. Building schools and colleges across the nation, hiring professors and teachers, and covering operational costs like giving schoolchildren free breakfast are all excellent uses of this money. The fact that this policy is implemented at a

time when the economy has been severely damaged by lockdowns related to Covid-19, tax revenues by the government are appallingly low, and the fiscal deficit was large even before Covid makes things challenging. Currently, the execution speed is being slowed down by a focus on healthcare and the economy. Despite the hardship on the exchequer, economists have been asking for significant stimulus packages totalling double-digit percentages of GDP.

1. **Need to build up a sizable instructor**

pool: The strategy calls for a fundamental structural redesign of the curriculum in K–12 education, which is a highly positive development. But in order to effectively offer this curriculum, we need teachers who have received pedagogical training and are aware of the requirements. Many of the curriculum modifications necessitate significant mental adjustments on the part of both instructors and parents. Higher education that crosses disciplines calls for a change in culture. The National Education Policy 2020's emphasis on inter-disciplinary learning in higher education is a very positive development. Universities have been highly compartmentalised and soloed for many years, particularly in India. Numerous initiatives are included in the National Education Policy 2020 to enhance the standard and breadth of the Indian educational system. These are the goals of this investigation into National Education Policy 2020:

- To highlight and provide a summary of the recently adopted higher education system's (NEP 2020) policies.
- To contrast India's existing strategy with the National Education Policy 2020.
- To recognise the advancements in the 2020 national higher education agenda.

- To forecast the effects of NEP 2020 on the higher education sector in India.
 - To talk about the advantages of NEP 2020's higher education policies.
2. **Timelines & Objectives:** The following list includes the main objectives of the policy as well as the dates by which some of them must be accomplished:
- By 2040, the complete policy will be put into effect.
 - By 2030, the gross enrolment ratio should be 100% from preschool through secondary school.
 - By 2030, educators must be ready for evaluation adjustments.
 - Common educational standards for both public and private institutions.
 - Establishing universal pre-kindergarten instruction and care by 2030.
 - At least 50% of students will receive vocational training by 2025.
3. **Possibilities for NEP 2020:** The 1986 NEP's unfinished agenda informs the beginning of the New Education Policy. India in 1986 was quite different from India today. There have been outstanding advancements in access and equity over time. Achieved enrollment levels at primary levels that are almost universal, followed by an increase in enrolment at higher education levels (GER: 26.3%). But there has also been a decline in the standard of instruction in public school systems, which was followed by a migration of the upper and middle classes. Additionally, this resulted in the weakening of accountability systems. The pay-structures in public systems have gradually risen notwithstanding the low returns on learning.
4. **Education in Schools:** 10+2 structure is changed to 5+3+3+4. Pre-primary years will be included in the new educational and

curriculum structure. It's a positive departure because this was only spoken informally and was not included in education policy documents. NCERT will concentrate on creating a new pedagogical and curricular framework for ECCE. The development and training of Anganwadi trainers through both short-term and long-term programmes is another important aspect of policy. A move in the right direction to formalise the delivery and structure of ECCE. Prioritize acquiring fundamental literacy and numeracy skills by grade 3. This will be strengthened by the Ministry of Education (MoE) and operated in a mission-mode by a different national mission. A distinct national book policy to build libraries across the nation and inspire children to love reading. In India, there aren't many public libraries. It would be advantageous if this could be strengthened through public education policy. The nutritional content of midday meals should be improved, and whenever possible, local substitutes should be offered. In order to prevent any unnecessary controversy, policy plays it safe by avoiding the topic of eggs, which is still a contentious one. Creating initiatives and activities in collaboration with the Ministry of Social Justice and Empowerment to address the dropout problem. For some reason, the medium of instruction has gotten a lot of unwarranted attention. To avoid any form of issue, the part is still quite nimble. This flexibility may have been the result of a shoddy understanding, a market push for English, and a paternal concept of "quality." Additionally, policy promotes learning many languages and does not push, enforce, or favour any one language over another. Additionally, teaching Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian as foreign languages at the secondary level is advised. The SEDGs are a new word introduced by policy (socio-

economically disadvantaged groups). Technical documents haven't before utilised this as a social category. Although later sections briefly mention the term minority and highlight categories including caste, tribe, handicap, and transgenders. Despite technical criticism, the strategy anticipates a number of efforts aimed at these populations to boost enrolment and retention. NAS (National Achievement Survey) and SAS assessments are the focus of a new organisation called PARAKH (State Achievement Survey). To examine learning gaps and help the targeting of various ministry goals and activities, PARAKH may be a useful tool.

5. **University Education:** It's critical to consider the strategy in light of recent scandals at prestigious colleges as well as what has been happening in public universities. The state has been gradually eroding university autonomy. Unconstitutional state violence directed at one of India's top public colleges did not occur in the distant past. Political appointments of university administrators who, at best, serve as tools of the state rather than being primarily concerned with administration, teaching, learning, or research. Although regulatory autonomy is emphasised in the agreement, it would be concerning if financial autonomy was also indicated. This "imagined" autonomy is intended to be achieved by replacing the University Grants Commission and the AICTE (All India Council for Technical Education). The concept of function separation and activity separation is the foundation of the new organisation, Higher Education Commission of India. Additionally, policy opposes the commercialization of education. But in the same vein, permits international universities to visit India. Indian providers have significantly increased the number of private universities. It makes sense if the goal was to increase competition. Inserting the statement,

however, does not. Focusing on a futuristic curriculum makes sense, and setting up a separate organisation to concentrate on technology integration in institutions is a vital step. Another excellent concept is the National Research Foundation. However, little may be anticipated if these positions are held by people with ideological goals. The establishment of campuses by Indian universities abroad would be permitted; the gulf mark holds great potential for this to happen. The Indian diaspora has a considerable demand for high-quality education.

Comments on NEP 2020: Here is a list of complaints that have been made about or could be made about the NEP 2020. The NEP avoided parliamentary review, debate, and oversight. This is a somewhat hurried approach, one that appears to be intended to score a political point, given that it has been brought at a time when parliament is not in session owing to COVID-19. Additionally, this is not the first time it has occurred. In the previous six years, members of parliament have frequently been excluded from essential talks, preventing them from critically analysing legislation, expressing their opinions, and making amendment suggestions. As it glosses over important issues of access to education that have long existed, the policy is a vision statement that fails to include the lowest strata of society and offers little to no assistance to the poor, women, and caste and religious minorities. To carry out this enormous ambition, there is no thorough roadmap or logical execution strategy in place. The execution of this plan will require a number of milestones and a financial commitment that are not entirely known. Consider the following sentence: "The Center and the States will cooperate to enhance public investment in the Education sector to achieve 6% of GDP at the earliest." There is no unambiguous promise that can make the government answerable.

Three Language formulas: Although the policy does not require this clause, it is written in a way that gives students, instructors, and schools minimal leeway and flexibility. Additionally, it directly conflicts with a

ruling from the Supreme Court. The organisation of this is certain to bring to mind the anti-Hindi movement of 1965, which was in opposition to the plan of the federal government to make Hindi an official language. Political parties in the South interpret this as an attempt by the Modi administration to impose Hindi in states that do not speak it. This is true despite the fact that the centre has stated clearly that it would not impose any language on any state and that the state itself will have the final say in the matter.

The RTE Act is not addressed in the NEP 2020, and without legislative support, universal education cannot be implemented. There is no system in place to connect the RTE to elementary and secondary education. Legally, the state or the centre is not bound by this. According to a statement from the RTE forum, "The final policy talks about the universalization of school education from 3 to 18 years, without making it a legal right. Therefore, there is no compelled method for the federal and state governments to implement it. It will be very challenging to achieve universalization without the RTE Act.

Conclusion: Higher education plays a significant role in determining a nation's economy, social standing, level of technological adoption, and healthy human behaviour. The country's education department is in charge of enhancing GER so that all citizens have access to higher education opportunities. The National Education Policy of India 2020 is working toward achieving this goal by implementing creative policies to raise the standard, make it more appealing, make it more affordable, and increase the supply. This is done by opening up higher education to the private sector while also enforcing stringent quality standards in all higher education institutions. NEP-2020 is anticipated to achieve its goals by 2030 by promoting merit-based admissions with free-ships and scholarships, merit & research-based continuous performers as faculty members, merit-based proven leaders in regulating bodies, and strict quality monitoring through biennial accreditation based on self-declaration of progress through technology-based monitoring. All institutions of higher learning that currently refer to themselves as associated colleges will either change their name to

reflect their expansion as multidisciplinary independent colleges with the ability to grant degrees or they will become constituent colleges of their affiliated universities. Innovative projects in the key research areas of the social sciences and humanities, applied sciences, and basic sciences will be funded by the National Research Foundation, an impartial organisation. The higher education system will change to become more student-centered, giving students the freedom to select core and supplementary courses both within and across fields. In accordance with the established policy framework, faculty members are also free to select their own curricula, methodologies, pedagogies, and evaluation models. These changes will begin in the academic year 2021–2022 and last through 2030, when it is anticipated that the first stage of the changes will become apparent.

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