Anekant Education Society's
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 ofxIndustries 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.

Note

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A Brief Review of National Education Policy 2020 and Higher Education

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Abstract: Every nation must have a well-defined, forward-looking, and futuristic education policy because education is the primary engine of social and economic advancement. Different nations have adopted various educational systems based on their own traditions and cultures. The Indian government recently unveiled its New Education Policy 2020 (NEP 2020), which aims to sustainably convert our country into a just and thriving knowledge society by offering high quality education to everyone. It is a positive step that will cause a paradigm shift in India's educational system and change it into one that is contemporary, forward-thinking, and equal. Based on NEP 2020, this conceptual study piece emphasises Higher Education (HE). The article's authors intend to examine the background and emergence of the topic, to emphasise the vision, the focus thrust areas, and the principle guidelines, and to draw attention to the features, the impact areas, and the prospects for stakeholders. Finally, they stress the importance of implementing the policy in a planned, orderly, and deliberate manner.

Keywords: National Education Policy 2020 (NEP 2020), Higher Education, Quality Education, Education System, Paradigm Shift, Sustainable Development.

Introduction: Developing an equitable and just society, realising the full potential of individuals, and advancing national development all depend critically on access to high-quality education. And the secret to India's continuous rise and leadership on the international stage in terms of economic growth, social fairness and equality, scientific and technical advancement, national integration, and culture preservation is universal high quality education. The world's knowledge and job landscapes are currently undergoing fast transformations. Achieving ethical, intelligent, empathetic, and caring learners while also preparing them for profitable employment are the goals of this scenario's education system. It should be highlighted that changes to the educational system can close the gap between the current state of learning outcomes and what is needed. Quality, equity, and integrity are essential outcomes of the reforms, from Early Childhood Care and Education (ECCE) to Higher Education (HE). India needed a system of education that provided equal access to a high-quality education for all students, regardless of their social or economic status.

India has accepted the 2030 Agenda for Sustainable Development (SD), which aims to guarantee inclusive and equitable quality education and to create opportunities for lifelong learning for everyone. And in order to reach this lofty aim, which is part of the 2030 Agenda's Sustainable Development Goals (SDGs 4.4), the entire educational system will need to be redesigned to support and encourage the educational process. The Government of India resolved to modify the current educational system in order to bring about reformation by creating a comprehensive National Education Policy 2020. (NEP 2020). The new strategy envisions an education system focused on India that, by offering top-notch instruction to everyone, directly supports to our country's sustainable transformation into a just and thriving knowledge society. It is the country's first education policy of the twenty-first century and it strives to address various expanding developmental imperatives. In order to develop a new system that is in line with the aspirational goals of 21st-century education and builds upon India's traditions and value systems, this Policy suggests rewriting and overhauling every area of the educational system, including its regulation and governance. The development of each person's creative potential, as well as higher order

cognitive skills like critical thinking and problem solving, as well as social, ethical, and emotional aptitudes and dispositions, is a priority for NEP 2020. Most importantly, this Policy was framed with inspiration from the rich history of ancient and timeless Indian knowledge and ideas.

1. **Development of NEP 2020:** In the distant past, in the year 1986, India developed its first education policy. A new policy known as National Education Policy 2020 (NEP 2020) is unveiled by the Indian government some 34 years later. The National Policy on Education from 1986 is thus replaced by NEP 2020. The initiative represents an important turning point for India's educational system, which will undoubtedly make India a desirable location for higher education on a global scale.

   The actual consultation process for the New Education Policy was launched in January 2015 as a result of the Government of India's initiative, and it was presided over by former Cabinet Secretary Shri. T. S. R. Subramanian. A panel under the direction of Dr. K. Kasturirangan, a former chairman of the Indian Space Research Organisation (ISRO), submitted the draught NEP in 2019 based on the committee's report from June 2017. The Ministry of Human Resource Development (MHRD) subsequently unveiled the Draft New Education Policy (DNEP) 2019, which was then the subject of numerous public consultations. The Ministry then went through a thorough consultation process to create the draught policy. The new policy document under development has been amended, edited, and finally approved on July 29, 2020.

   The aim for India's future educational system is described in the National Education Policy 2020 (NEP 2020), which was adopted by the Union Cabinet of India on July 29, 2020. The policy aims to create an education system that is centred on India and directly contributes to the nation's sustainable transformation into a just and thriving knowledge society. In both rural and urban India, the programme offers a thorough 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 policy unambiguously supports and calls for a significant increase in the amount of money that the federal government and the state governments invest in education.

2. **What is NEP 2020 all about?** The ambitious and significant changes that the National Education Policy 2020 (NEP 2020) will bring forth could completely alter the nation's educational system. The Indian educational system will undergo revolutionary changes as a result of it.

   2.1 **Vision:** NEP 2020 seeks to establish a world-class education system based on Indian values and in accordance with the tenets outlined in the discussion below, converting India into a superpower in the field of knowledge.

   2.2 **Thrust Areas:** The crippling problems that the Indian Educational System has faced for the past few decades must be addressed as part of NEP 2020. Some of the policy's focal points include:

   i. Poor reading and numeracy outcomes in primary education: Several studies demonstrate that 50% of children lack fundamental literacy and numeracy, or the capacity to comprehend and operate with numbers, despite attending school for five years. In general, NEP 2020 views this fundamental learning as a core area and tries to help students develop a variety of skills and capacities.

   ii. High dropout rates in middle and secondary schools, inconsistent curricula: According to data from the ministry, secondary dropout rates have risen in a number of states during the last three years. Dropouts can occur for a variety of reasons, including lack of money, poor health, and living far from a school. Furthermore, there are significant differences in dropout rates

by state, gender, ethnicity, and class. Given that a sizable fraction of registered students leave out after Grade 5, and particularly after Grade 8, the Gross Enrolment Ratio (GER) is also significantly declining. Therefore, a focus of the policy is also on reducing the dropout rate and raising GER, particularly in the middle and secondary education levels.

iii. Dropout rates are rising in higher education institutions due to a lack of a multidisciplinary approach, flexibility in subject selection, evaluation, and a skill deficit. The Gross Enrolment Ratio (GER) is falling at the same time and has remained at less than 50% for middle and secondary schooling. It indicates that many students are deterred from pursuing higher education. As a result, the programme primarily aims to reduce the dropout rate and boost GER in higher education institutions.

iv. Childhood care, curriculum design, language/medium of instruction, teacher preparation, teacher evaluation, assessment pattern and evaluation, and test style are additional general focus areas for NEP 2020. It is suggested that the Performance, Assessment, Review and Analysis of Knowledge of Holistic Development (PARAKH), a new assessment centre, be used to establish educational standards.

v. The other elements of this new policy include concerns with regulation, teacher recruiting, and the lack of universal standards and norms for colleges.

2.3 Principle Recommendations: Access, equity, quality, affordability, and accountability are the main tenets of this policy. The policy firmly supports the idea that education should be used to create decent people who are capable of reasoned thought and action, compassion and empathy, courage and resilience, a scientific mindset and creative imagination, as well as strong ethical moorings and values. In order to create the kind of equitable, inclusive, and plural society that our Constitution envisions, it thus aspires to create engaged, productive, and contributing citizens. The main principles on which this policy is built are as follows:

i. Flexibility, allowing students to select their courses and programmes and, in turn, decide on their future pathways in light of their individual talents and interests.

ii. There should be no clear distinctions between the arts and sciences, academic and extracurricular activities, or occupational pursuits, for example, in order to preserve the integrity and unity of knowledge and get rid of damaging hierarchies and silos between various fields of study.

iii. A multidisciplinary world requires a multidisciplinary education that spans the social sciences, the arts, the humanities, and sports.

iv. Emphasis should be placed on conceptual understanding rather than memorization and learning only for exams, on creativity and critical thinking to promote logical decision-making and innovation, on ethics as well as human and constitutional values such as empathy, respect for others, neatness, etiquette, and courtesies, as well as on life skills such as cooperation, teamwork, and communication

v. Instead of the summative evaluation that supports the current coaching culture, there should be regular formative assessment for learning.

vi. By always keeping in mind that education is a contemporaneous subject, all curriculum, pedagogy, and policy should demonstrate respect for diversity as well as regard for the local context.

vii. To ensure that all children may succeed in the educational system, total equity and inclusion serve as the cornerstone of all educational decisions.

viii. Resource efficiency combined with the best possible use of available resources, without sacrificing equality or quality.

ix. As the centre of the educational process, instructors and faculty must undergo rigorous screening, on-going professional development, enjoys a pleasant work environment, and be provided with favourable working conditions.

x. A light but strict regulatory structure that encourages innovation and innovative ideas while ensuring the integrity and openness of the educational system through public disclosure and audit, as well as by promoting autonomy, good governance, and empowerment

xi. Outstanding education and on-going progress depend on outstanding research.

xii. Constant policy-making based on routine evaluation of local circumstances by educational experts

xiii. An anchor and source of inspiration for all education is a sense of rootedness in and pride in India, with its rich, diversified, ancient and modern culture, knowledge systems, and traditions, as well as its forward-looking aspirations to be accurately incorporated.

xiv. Every citizen has a fundamental right to receive high-quality education because it is a public good and not a business enterprise or a means of profit.

xv. As a last step, make significant investments in a robust, energetic public education system as well as in encouraging and facilitating genuine private philanthropy participation.

The National Education Policy, or NEP 2020, must, nevertheless, be implemented in accordance with these guiding principles. They will undoubtedly assist in removing obstacles from its successful implementation and in overcoming difficulties.

3. **National Education Policy (NEP 2020) and Higher Education:** NEP 2020 strives to transform education while keeping the student at the centre. It builds on the recommendations of the Justice J. S. Verma Commission (2012) and the Education Commission (1966–1966), as well as earlier iterations of the policy, such as the Right of Children to Free and Compulsory Education Act (2009) and the Right of Persons with Disabilities Act (2016). In fact, it represents a giant step toward the proper education. By guaranteeing access, relevance, equity, quality, and solid fundamental learning, it primarily focuses on the holistic development of students. The policy provides players in the education sector with a number of advantages. It plans to integrate the curricula of the segments of early childhood care and education, secondary education, and higher education. The policy places a lot of emphasis on improving the calibre of the learning outcomes. Bringing about evaluation reforms, which have been a long-awaited adjustment, is another area of concentration. Most importantly, through encouraging opportunities for lifelong learning for everyone in the upcoming ten years, NEP 2020 is anticipated to put India on the path to achieving the goals of the 2030 agenda for sustainable development.

"Higher Education (HE) is a key part of Education System (ES) in choosing the economy, social standing, acceptance of technology, and healthy human behaviour in every country," is a statement that is true. The policy's main

objectives are to improve the quality of Higher Education Institutions (HEIs) and establish India as a hub for international education. The emphasis is on offering a flexible curriculum through an interdisciplinary approach, generating numerous departure points in a four-year undergraduate degree that would catalyse research, strengthening faculty support, and expanding internationalisation. Concern about policy, specifically with regard to higher education, is mentioned below (*Source: National Education Policy 2020 (MHRD)*)

Features, Impact Areas and Opportunities to Stakeholders

Features: Integration of vocational education with higher education, Enhanced equity and inclusion, Movement towards multi-disciplinary and integrated teacher education programmes, Conversion of existing standalone institutions to multi-disciplinary Higher Education Institutions (HEIs), Three-tiered institutional structure i.e. Research Universities, Teaching Universities, and Autonomous Colleges, Increasing scale of HEIs and promoting multi-disciplinary education, Encouragement to reputed international universities, Career progression pathways for faculty, Flexible curricular structure with multiple entry and exit points, Focus on Online Learning and Open Distance Learning (ODL), Establishment of National Research Foundation (NRF), Single regulator for all of higher education, Disclosure of information to public

Impact Areas

- Quality universities and colleges through large-scale consolidation, Institutional restructuring and consolidation, Focus on multi-disciplinary education
- Accessible and inclusive higher education system, Enhanced equity and inclusion, Improving equity and access through ODL and online programmes
- Quality and well incentivised faculty, Addressing faculty shortage and quality, Catalysing research through NRF
- Promoting excellence through internationalisation, Internationalisation reforms

- Accountability and transparency for governance, Improved governance, efficiency and accountability

Opportunities to Stakeholders

- **State Governments:** Better outcome monitoring and resource sharing, Improved budgetary efficiency enhancing educational outcomes
- **HEIs:** Ease of starting and operating HEIs through clear demarcation of roles and responsibilities, Increased academic and administrative autonomy, Opportunities of expansion and for increasing enrolments in terms of ODL and online programmes, \Development of own vocational courses by HEIs, Enhanced opportunities for private HEIs
- **Faculty:** Better service environment for faculty, Career advancement for faculty, Minimal career gap and continuous learning for trainers through use of technology platforms, Rationalisation teaching duties and greater opportunity to faculty to design curricular and pedagogical approaches
- **Students:** More opportunities to enter higher education system, Greater flexibility for course choices, Digitally stored credits for future reference, Hands-on learning and practical exposure, improved transparency by HEIs, Reduced pressure on students through single common entrance examination, Greater exposure to Indian students through exchange programmes
- **Industry and other service providers**: Collaboration opportunity to industrial players in block chain, AI and predictive analytics, System-wide ICT transformation leads to potential for private participation, Opportunity for financial services and technology players, Opportunity for industry multifaceted participation, Opportunity for private sector to come ahead as expert in operation of National Education Technology Forum (NETF) Therefore, some significant points of NEP 2020 in regard to higher education may be deduced from the features, effect areas, and opportunities to stakeholders listed above as follows. The policy provides for a broad-based liberal education through comprehensive but flexible curricular structures, creative study combinations, integration

of vocational education, and multiple entry as well as exit points. It envisions a new vision and architecture for higher education with large, well-resourced, vibrant multidisciplinary institutions leading towards excellence. The policy encourages self-directed and voluntary governance since institutional governance will be based on academic, administrative, and financial autonomy. The goal of the strategy is to ensure that there is good regulation, which will be light but strict and controlled by independent bodies to avoid conflicts of interest. Although the policy document includes and calls for a number of guiding principles for its easy implementation, there are some obstacles that cannot be ignored, such as acceptance of the flexible higher education model, acceptance of the idea of multidisciplinary institutions, the need for more public funding, the need for a robust digital infrastructure, and others. Adopting the main principles outlined in the policy document, drastically streamlining decision-making processes, reprioritizing financial resources, automating and mechanising the system, changing one's point of view, and systematically implementing the new policy over the following months and years are all necessary for the policy to be successfully implemented.

4. **Final Thoughts:** Since education promotes social and economic advancement, it is commonly known that a nation's school, college, and university systems require a well-defined, well-designed, and comprehensive education strategy. Even now, adopting a suitable educational system is essential in light of the current circumstances. In other words, it is a well-known truth that a sound education policy always results in good and high-quality education in a nation.

The National Education Policy 2020 (NEP 2020) is an admirable and ambitious attempt to modernise, advance, and make equal India's educational system. NEP 2020 is in line with the 2030 Agenda for Sustainable Development and is based on the fundamental pillars of Access, Equity, Quality, Affordability, and Accountability (SD). By enhancing the holistic, adaptable, multidisciplinary, and needs-based nature of both school and college education, it seeks to transform India into a thriving knowledge society and a global knowledge superpower. The policy requires a massive implementation on a scale that has never been attempted before in the history of the globe. The actual changes will begin in the academic year 2021–2022 and last through 2030, when the first stage of change is anticipated to be evident. Although the aim is lofty, its successful execution depends on how would-be implementers comprehend the difficulties and attempt to overcome them. It necessitates a significant amount of acceptance, commitment, optimism, and attitude and mindset adjustment. The National Education Strategy 2020 (NEP 2020), the Government of India's new education policy, was undoubtedly a big step forward for the country almost three decades after its last significant change in 1986. Even yet, the NEP 2020 drafting committee made a significant effort to create a policy that takes into account many points of view, international best practises in education, real-world experiences, and feedback from stakeholders. The vision is aspirational, but the execution plan will determine if it will actually promote an inclusive education that prepares students for the workplace and the future.

In conclusion, the authors hope to convince the reader that the policy is timely and that its goal is admirable. But there is a huge difference between establishing a policy in writing and adhering to it in spirit. Whether NEP 2020 is a success and how quickly it is implemented will depend in large part on how well the government, universities, and schools are able to overcome the obstacles in their way. We Indians will need to persevere through significant execution obstacles for years and decades to come in order to realise the dreams it holds. Finally, it should be noted that the National Education Policy (NEP 2020) introduces ambitious improvements that have the potential to revolutionise the educational system. However, effective implementation and execution are crucial here.

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