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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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A Comparison of National Education Policy 2020 with the Currently Adopted Policy in India

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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. Recently Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former Chairman of the Indian Space Research Organization (ISRO). This paper highlights on various policies announced in the higher education system and compare them with the currently adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed.

Keywords: Higher Education, National Education Policy 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 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. The first national education policy after independence was announced in the year 1968 and the second national education policy which was improved version of the first was announced in the year 1986.

Review of Literature: Ms.Sujatha Ramesh, Dr. K. Natarajan (2019) had compared the NEP (2019) with the American Education system. According to them the flexible approaches are same as the approach adopted by USA.

Kalervo N Gulson, Sam seller (2018), they come to one conclusion that allowing new private and public connections across policy topologies.

Nikil Govind (2019) Aithal P.S, Shybhrajyotsna Aithal (2019) had analyzed the positive and negative side and suggested for further improvement in Education Policy.

National Education Policy (1986): The National Education Policy of 1986 aimed at promoting minority education, education for women equality, education of SC, ST and backward sections the importance was given to equal education opportunity to all sections of the society. This new education policy has given highest priority in solving the problem of school dropouts and adopts an array of precisely formulated strategies based on micro planning and applied at the grassroot levels of all over the country. A national mission was launched for the achievement of this NEP 1986. Based on the literature review of education policy of 1966 and 1986, it is observed that, the NEP of 1966 emphasized on equal education to all and the NEP of 1986 gave prominence

to women education and promoting minority's education and reducing dropouts from the schools.

Research Gap: The previous education policies lay down a good visualization towards building the nation taking into account the prioritized areas of the society approaching towards a developed nation. There is a lot of change in the society now, when compared to 1986, which is having a variation of 34 years with vast modifications, improvements, transformation and many other changes w.r.t. technology, business, education, competition, attitudes of people towards job opportunities and so on. In this regard, the focus should be given to analyse the effect and outcomes of the New Education Policy – 2020.

Objectives of the Study: 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 discuss the merits of Higher Education Policies of NEP 2020.
3. To compare National Education Policy 2020 with the currently adopted policy in India

Methodology: The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with currently adopted education policy.

Highlight of New Education Policy

1. Foundation Stage: Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery-based learning. Using time tested Indian traditions and cultures; this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2. Preparatory Stage: Three years Preparatory stage consists of building on the play-,

discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.

3. Middle School Education Stage: Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. 3 Students are exposed to the semester system and yearly two class level examinations will be conducted.
4. Secondary Education Stage: Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.
5. Under-graduation Education Stage: The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.
6. Post-graduation Education Stage: The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The

Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.

7. Research Stage Research: Stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.

New Education Policy Advantages:

1. It includes pre-school education into the main education structure. This allows for two things. 1. It seeks to regulate an unorganized, unregulated, and even profiteering part of education, sometimes with very unhealthy linkages to primary school admission in urban centres like Mumbai and Delhi.
2. It allows for the mid-day meal being extended to preschool children right from the age of three. In a country where 50% of children are

malnourished, this will be a big benefit. The 10+2+3 was devised so that children could opt for vocational course after the 10th standard examination.

3. The government has modified the 3+2+10 into 4+3+3+5. And it has introduced a credit system, which allows for more lateral migration between subjects and courses. It remains to be seen how the 1.5 million schools in India adapt to this new structure.

Comparison of new NEP 2020 with Existing NEP:

The 1986 National Education policy focussed on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment, and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications. To compensate for the failure of previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and post-graduation levels.

Table 1: Comparison of National Education policy 1986 & National Education policy 2020

Sr. No.	NEP 1986	NEP 2020
1.	The role of education is the all-round Development of students.	Objective is to provide Multidisciplinary & Interdisciplinary liberal education.
2.	Common education structure of 10 (5+3+2)+2+3+2 is followed.	Common education structure of 5+3+3+4+4+1 is suggested.
3.	The first preliminary education starts at 6 th year of a child as Primary school level.	The first preliminary education starts at 3 rd year of a child as a Foundation stage.
Sr. No.	NEP 1986	NEP 2020
4.	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the

		school level except for Board level exams at 10 th and 12 th .
5.	Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects	Four years Secondary education stage contains common subjects and elective subjects. Choice is based on liberal education policy.
6.	All undergraduate and postgraduate Admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges.	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores Conducted by the national level.
7.	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, And after four years with project-based degree.
8.	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
9.	Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
10.	Examination is independent of teaching. All examination and evaluation is Affiliating university controlled. There is a little role of teaching faculty members in evaluating the students directly.	Examination is a part of a continuous Evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental Affairs.
11.	Teaching-learning method mainly focuses on classroom training and fieldwork.	Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.
12.	In the higher education system, the Expected student-faculty ratio is 20:1.	In higher education system, the expected student-faculty ratio is 30:1.
13.	In HEIs faculty members are considered as facilitators of educating students to make them competent.	In HEIs faculty members are considered as collaborators and guide of educating students to make them as innovators & creative thinkers.
14.	Students have the freedom to choose Subjects across their area of study.	Students have the freedom to choose subjects outside and across their area of study.
15.	A one-year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research.	A one-year research degree leading to M.Phil. In any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate and post-graduate courses.
Sr. No.	NEP 1986	NEP 2020
16.	Pass in NET/SLET along with respective Masters degrees as an essential qualification to	Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.

	become an Assistant professor in any three types.	
17.	The support of research funds through UGC or any other agencies is mainly for universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal.
18.	HEIs accreditation is compulsory for Availing funds and government facilities only.	HEIs accreditation is compulsory for Functioning and offering the degree. Compulsory accreditation is required once for every five years for continuous operation.
19.	The graded accreditation model is Followed.	Binary accreditation model will be followed which is yes or no system instead of various grades for institution.
20.	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation.
21.	Choice based credit system.	Liberal education based on STEAM & Competency based credit system.
22.	Accredited & permitted Universities are allowed to offer Online Distance Learning eddo.	All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL.
23.	Social engagement for every student as a part of the programme curriculum is optional.	Social engagement for each student is Compulsory and should be equal to at least one full semester across the entire duration of the programme.
24.	Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programme unless they acquire Masters Degree.	Four years of Bachelor degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Master's degree in both types of HEIs.
25.	Lateral entry is offered in some Programmes. But no Multiple entries and Multiple exit facilities are available in under graduation including medical and Paramedical courses.	Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.
26.	Undergraduate programmes of 3 years to 4 years depending on the type of the programme.	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.
27.	Currently, teachers' education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level.	The proposed teacher's education comprises of four years integrated B.Ed. This degree is a compulsory requirement to become faculty in School education Stages.
Sr. No.	NEP 1986	NEP 2020
28.	Suggestion for improving physical library facility including books & journals.	Suggestion for improving online library Memberships including online books & online journals.

29.	Both single discipline and multidiscipline colleges are promoted.	Only multidisciplinary colleges and Universities are promoted. All single discipline colleges have to convert themselves autonomous multidisciplinary colleges or will be closed and converted into monuments or public libraries.
30.	No foreign universities are allowed to function directly in India.	About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities
31.	The coursework of Ph.D. programme comprises of research methodology and core subject related study.	The coursework of Ph.D. programme comprises of research methodology, Teaching & curriculum development aspects along with core subject related study
32.	No systematic and authentic funding agencies for University and College research	National Research Foundation (NRF) will be formed to fund for competitive and innovative research proposals of all types and across all disciplines.

Highlight of Policies of NEP 2020 for HEI System:

1. Multidisciplinary Universities will be of two types as (1) Research-intensive Universities, and (2) Teaching-intensive Universities.
2. Every existing College will develop into either degree granting autonomous College.
3. Research will be included in UG, PG, and level and have a holistic and multidisciplinary education approach.
4. An Academic Bank of Credit (ABC) will be established which would digitally store the academic credits of all registered candidates earned from various recognized HEIs (SWAYAM & ODL mode) that can be taken into account while awarding degrees by the college or university.
5. Four years Bachelor degree with multiple exit options, one to two years Master's degree based on the number of years spent in Bachelor degree as four or three respectively, and option to do Ph.D. for four years Bachelor degree with research are possible.
6. Two years Master degree with full research in the second year, One year Master degree for

four years Bachelor degree holders, and Five years integrated Bachelor/Master degree.

7. All HEIs will focus on research and innovation by setting up
 - (1) Start-up incubation centres,
 - (2) Technology development centres,
 - (3) Centres in frontier areas of research,
 - (4) Centre for Industry academic linkage, and
 - (5) Interdisciplinary Research Centres including humanities and social sciences research.
8. Student Centred teaching & learning process instead of Teacher centred teaching model.
9. Choice Based Credit System is revised by an innovative and flexible Competency Based Credit System.
10. Examination system will change from high-stakes examinations (Semester End system) towards a more continuous and comprehensive evaluation examination system.
11. All HEIs will have professional academic and career counselling centres with counsellors available to all students to ensure physical, psychological and emotional well-being.

Conclusion: Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. NEP-2020 is expected to fulfil 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. 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 to be visible. Hence, the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric.

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