



**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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## A Close Look at the National Education Policy for 2020

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**Abstract:** By putting out the New National Education Policy (NEP) on July 29, 2020, the Union cabinet cleared the way for major changes to be made to the school and higher education systems. Also, they changed the name of MHRD to Ministry of Education. After the old national education policy, which was started in 1986, this is the first education policy of the 21st century to replace a policy that was started 34 years ago. Access, Equity, Quality, and Accountability are the four pillars on which the new NEP is built. The old 10+2 structure will be replaced by a new 5+3+3+4 structure that includes 12 years of school and 3 years of Anganwadi/pre-school. The UGC Chairman said that the COVID-19 pandemic slowed down the implementation of NEP, but they promised that once things got back to normal, it would be done faster. By 2030, a 4-year B.Ed course will be the minimum education level needed to become a teacher. Through this NEP 2020, the government hopes to make India a "global knowledge superpower." This can only be done by making the education system in schools and colleges more flexible, holistic, and multi-disciplinary, which will bring out their unique skills

**Keywords:** Accountability, Access, Equity, superpower

### Introduction

The Union Cabinet of India approved the National Education Policy (NEP) on July 28, 2020. After 34 years, the Indian government gathered the opinions of 2.5 million people from villages and gave them to two national parliamentary committees. This took more than 50 months of meetings and workshops. But no one knows how much the policy has changed because of the recommendations.

In the midst of many opinion pieces and commentaries about the NEP, this article tries to look at the policy from the point of view of people who actually use it. In particular, we look at nine key chapters of the "school education" section based on what we've seen in Maharashtra over the past five years as the policy has been made, put into place, and (not) evaluated.

### Need for the Study

The government's policies are well thought out and take into account the needs of everyone in the country. Every part of the policy has been looked at, and then the policies have been made. But the level of results for each policy is different. Many policies worked well, and only a few may have failed. So, the most important parts of the policy are review and

implementation and the results as a whole.

### Objectives

The following goals have been set for this research article:

1. To know what the policy is for schooling
2. To look over each chapter of the policy for school education
3. To suggest ways to improve the results

### Research Methodology

This research article is based on information from other sources, such as a copy of the National Education Policy taken from the government website. In this article, nine chapters from school education are reviewed.

### Data Discussions

Early Childhood Care and Education (ECCE)

#### Pros:

Investment in infrastructure like play equipment and child-friendly buildings, as well as Continuous Professional Development (CPD) for ECCE teachers and anganwadi workers through a six-month certification programme with some online parts.

#### Needs to be changed:

It's not clear whether every anganwadi or pre-primary learning centre will have a good teacher and a worker (sevika).

Foundational Literacy and Numeracy (FLN) Pros: • Vacant teaching positions will be filled quickly, with a focus on disadvantaged areas and people.

#### **Needs to be updated:**

It talks about a National Book Promotion Policy. But more important than a policy on books is making sure that students have access to relevant, age-appropriate reading materials in multiple languages. This is already a focus of government programmes like Samagra Shiksha.

If students only focus on foundational learning, it could make it harder for them to master the learning goals for their grade level. Also, children who are considered "gifted" and/or "high performers" might not have as much motivation because of this.

#### **Access to education at all levels for everyone**

##### **Pros:**

A promise to reach a Gross Enrollment Ratio (GER) of 100 percent at all levels by 2030. Spending money on things like infrastructure and teachers for students up to grade 12 and making sure that social workers and counsellors are available to students so that they can deal with things that cause students to drop out.

##### **Needs to be updated:**

It's not clear how many social workers or counsellors there will be for each child, at what level they will be hired (for example, at the school or cluster level), or if they will come from the staff of other ministries.

School curriculum and teaching methods

##### **Pros:**

The policy encourages the use of local languages as the medium of instruction at least through the fifth grade. It also supports bilingual education and textbooks for learning, as well as the use of more than one language at the middle school and high school levels.

##### **Needs to be updated:**

There are no clear rules or decisions about the language of instruction. For example, the policy says to use local

languages "wherever possible." This leaves a lot of room for the status quo, which is the current three-language formula, to continue, especially in the high-performing government-run school systems like Kendriya Vidyalayas (KVs).

National textbooks, which have been suggested, could be seen as an attempt to put too much control over education in one place.

#### **Tests and evaluations**

##### **Pros:**

Encouraging formative assessments (those that are done on a regular basis and cover smaller parts of the curriculum), peer assessment, and comprehensive progress reports to measure how well children are doing in school.

##### **Needs to be updated:**

The policy calls for the creation of two new agencies: PARAKH and NTA, which stand for Performance Assessment Review Analysis of Knowledge for Holistic Development and National Testing Agency, respectively. At the national and state levels, these new agencies could lead to too much centralization and too many tests for children.

#### **Teachers and training to be a teacher**

##### **Pros:**

Excessive teacher transfers will be stopped, which will give students and teachers a better chance to get to know each other and stay in the same area. Promoting blended learning teacher training programmes (MOOCs) for teachers and school principals' continuing professional development (CPD), with at least 50 hours of CPD required each year.

##### **Needs to be updated:**

Missed a chance to make in-service teacher training more effective by tying it to credits based on how long they have been teaching. (It is a best practise around the world to give teachers "credits" when they finish a training programme, and the number of credits they earn over a 10-year period can be used to determine whether they are eligible for raises or promotions.)

#### **Education that is fair and includes everyone**

**Pros:**

The "Gender Inclusion Fund" helps female and transgender students by driving state-level inclusion activities, building enough infrastructure for safety, and providing targeted boarding.

**Needs to be updated:**

There are no action points or time-bound goals for closing the gap between social groups or helping children with special needs. Instead, there is only "verbal acknowledgement" that there are inequalities.

**School complexes**

**Pros:**

Reorganizing smaller schools with very low enrollment into a "school complex," which connects 10-15 such small schools into one administrative unit, will help reduce school isolation, make better use of teaching and learning resources, and improve governance and accountability, especially in rural/Adivasi parts of India.

**Needs to be updated:**

It is assumed that students and parents can move around safely and affordably, especially when using shared resources like libraries, Balbhavans, labs, Samajik kendras, and so on. This kind of mobility isn't possible right now, which is why small schools within a 1 km radius had to open in the first place.

School consolidation could be misunderstood as a reason to close schools, which would cause the government school footprint to shrink. This could be used as a reason to open more private schools in the future.

**Setting standards and letting schools in**

**Pros:**

There is a strong push to make schools more open and accountable by setting standards through the State Schools Standards Authority (SSSA), which uses learning-related indicators and student feedback to rate schools.

**Needs to be updated:**

With monitoring systems like the School Quality Assessment and Accreditation Framework (SQAAF), standards by the School Safety and Security Authority

(SSSA), monitoring by the Department of Education, and regular testing by the SSC Board, it seems like there is too much monitoring of how the school works.

**Recommendations:**

The policy talks about the need to make people feel deeply proud of being Indian, not just in their minds, but also in their hearts, minds, and actions. This is something we have been putting a lot of emphasis on. Many people worry that putting a lot of emphasis on vocational training from the preparatory stage will cause students from disadvantaged backgrounds to drop out of school early to get jobs. This could also make it harder for students to learn in a more well-rounded way. No student will be forced to learn a language.

**Conclusion:**

The government's National Education Policy 2020 is a big step toward making sure everyone can get a good education. The National Education Policy 2020 is without a doubt a turning point in the country's history. It's a great plan that solves a lot of problems that have been plaguing the education system for a long time. NEP 2020 makes sure that no stone is left unturned when it comes to teacher education, pedagogy, digitalization, equity, and accessibility. In the long run, the policy will help the overall growth of the country. Students will learn new skills and be ready for the future if this policy is put into place.

Overall, the policy doesn't force anyone to do anything, but it makes it clear that the government wants to make big changes in the education sector. As with any policy, a lot will depend on how quickly and openly it is put into place.

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