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Anekan Institute of Management Studies (AIMS)
Baramati**



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Sustainable Academe Green Environ Solutions, Mumbai
Dist. Pune (MH.) - 413 102 Phone: 02112-227299
director@aimsaramati.org | www.aimsaramati.org**

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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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National Education Policy 2020 and Multilingualism at HEIs

Dr. U. S. Kollimath

Associate Professor

Anekant Institute of Management (AIMS) Baramati
umeshkollimath@aimsaramati.org

Abstract: The new NEP 2020 has the broader aspiration of grounding education in native culture and yet enabling our students globally competent. While the importance of use of mother tongue in education has caught everyone's attention what has escaped many is the importance given to the native languages of India. While the three-language policy is retained, and after the initial opposition at the drafting stage, learning Hindi is not mandatory for Indian children. Indeed, Hindi is hardly mentioned in the policy, neither is English. It appears as if the national policy has made an attempt to make all the different languages of India get equal footing.

As an academician, the author of the present article is keen in exploring the scope for learning native languages of India, including Sanskrit. The New Education Policy has provision for Sanskrit to be offered at all levels. Sanskrit is naturally, the carrier of Indian culture besides, the age old scriptures and other form of Sanskrit literature can promote logical thinking among youth.

In addition, the policy leaves it to the States to decide which three languages, they must offer to their students, where two of the three languages must be native languages of India. Thus, it may prove to be a disruptive change in education system and society at large, where English still assumes *elite* position.

Keywords: Multilingualism, Harmony, Educational Ghettoization, National Integration, NEP-2020.

Introduction: The adage *Unity in Diversity* attached to Indian Culture is exemplified by our Linguistic diversity characteristic to India. The 22 officially recognized languages are just a tip of the iceberg, considering heterogeneity of the nation. More than 100 languages, nearly 1300 dialects and many more accents of the same languages making a given language sound different, making Indian linguistic ecosystem a highly complicated and practically difficult to administer. As one puts it, while travelling every 20 Kms, you will hear people talking a different language. The linguistic diversity of Indian society is not just its salient feature but also the political reality that one has to cope with. One may recall the recent debate in the political circles on making Hindi, a compulsory language, attracting sharp response from the academia and literary world. One must always understand the Indian context of preserving linguistic diversity.

The realm of Higher education must understand that the ethos our country is embedded in its rich linguistic and cultural heritage. India since its prehistoric days has demonstrated well that multiple languages can coexist with each other. The principles of inclusion, diversity and pluralism are our original fortes and Multilingualism has been playing a vital role in the development of an inclusive society.

Linguistic diversity provides equal rights for different language users in their education background. It also promotes equal employment opportunity for the native speakers of the rural background, which ultimately leads to sustainable economic development.

Our contemporary history is replete with many multilingual icons: Raja Ravi Varma, hailing from a Malayali aristocrat family, travelled to Maharashtra,

mastered the European Academic art with the Indian sensibilities. Swami Vivekanand, starting his divine pursuits out of personal curiosity, travelled all across Indian subcontinent to revive Hindu consciousness and made the world realize the true essence of Indian Mysticism. Mahatma Gandhi, a Gujarati Bania, travelled to Europe and South Africa during his early life as an aspiring young legal professional, harmonized entire Indian subcontinent making it politically unviable for the British colonialism to exist. By-the-way, these three icons of 19th Century India emerged from different socio-cultural backgrounds, spoke different languages, yet, learnt the Indian diversity and was instrumental in bringing oneness in our country.

Researchers have established time and again that multilingual people have better understanding, expressions, and better cognitive flexibility. Multilingual people can grasp a new language quickly. The other advantages of multilingualism are.

1. Reduces language-based discrimination in the society.
2. Facilitates spread of knowledge and information across the nation crossing language barriers.
3. Leads to a society where folk music, dance and religious practices are respected and preserved.

Background of the Study: Pune, hailed as the *Oxford of East* for its historic reputation as an education hub for knowledge seekers especially for youth from all across the country, eventually gained the reputation of Automobile hub in 1980s and has become the largest IT hub in India over a period of last one decade. Youth migrating to Pune to pursue their higher education had

reached its peak in 1990s and 2000s. However, in the later part of the first decade of 21st century, there was an increased cynicism over Outside Maharashtra (OMS) folk, fanned by some political developments. The reasons for this cynicism can be attributed to the following reasons:

Increased presence of Non-native speakers in Pune and Mumbai

Thus, the author of the present article decided to inquire into the existence or absence of multilingualism, in the backdrop of the ongoing nationwide euphoria about National Education Policy (NEP) - 2020.

Research Methodology: The present research article has the following objectives:

1. To identify trends in multilingualism in HEIs of Pune District.
2. To gauge HEIs willingness to absorb Multilingualism in line with NEP-2020 guidelines.

The study adopted interview method to interact with various stakeholders such as Governing Council members, Principals, Directors, of 30 UG / PG campuses across Pune City and nearby educational clusters such as Narhe-Ambegaon, Wagholi, Landewadi, Pimpri-Chinchwad, and Baramati. And also three BoS members of different departments of SPPU, Pune. An Interview checklist was used to elicit opinions of the stakeholders; data was compiled and analyzed using simple MS Excel tools.

Scope, limitations and Significance of the Study:

The study at present has focused predominantly on technical and management campuses, but has potential implications on all kinds of HES, if replicated in large scale. The researcher himself carries an aspiration to undertake full-fledged academic research on the topic by conducting extensive survey of multiple stakeholders like -parents, students- of multiple universities, industry, besides the educationists. Such an elaborate study would be helpful and guiding for the educationists and academicians to frame Vision, Policies and Pedagogy that can allow, promote, and foster multilingualism in their campuses and contributing to a vibrant society which celebrates mutual differences rather than abusing them.

Discussion:

The author probed the members of Governing Council, BoS-SPPU, and academic fraternity in the study area on following parameters:

1. Trends in Student flow from states outside Maharashtra
2. Reasons for changing trends (if any)

3. Overall understanding about NEP-2020 aspirations concerning Multilingualism in HEIs

During the interactions, it was revealed that Maharashtra is the second highest state following UP in terms of enrolments to higher education. This is followed by Tamil Nadu and Andhra Pradesh. However, Pune and Mumbai are still considered as favorites among Out of Maharashtra (OMS) Students for pursuing higher education in various streams of Engineering / Management, Science, Arts and Humanities. The popularity of Maharashtra among youth of other states is attributed to several socio-economic factors such as quality of the education, economic fee structures, better job and entrepreneurial opportunities, stricter law and order, and liberal and cordial atmosphere. However, most of the campuses admitted having admitted fewer OMS students in the recent years. Interestingly, most of such students prefer private universities / autonomous campuses over state university affiliated colleges. This is what the author points out as Educational Ghettoization.

When the author interacted inquisitively with the campuses especially affiliated to S P Pune University, the sharp decline in the OMS enrolments were found to be due to multiple factors: Firstly, the affordable fees structures designed keeping in mind marginal classes, create an impression that the quality of the education must be substandard. Further, growingly homogeneous student crowd in these campuses with mostly Maharashtrian students, detract the OMS parents. Since the OMS crowd is alienated, Faculty members from OMS states are gradually migrating to other campuses in the city which predominantly attract students from diverse geographies. As these private/autonomous campuses are gaining better visibility among industry-academia, naturally their performance in placements miles ahead from the affiliated campuses.

Fallouts of Educational Ghettoization: Student enrolments have become highly skewed. At one end, university affiliated campuses have to work hard to convince UG students to take up further studies and are focusing more on increasing enrolments while their focus must have been on pedagogical development and implementation and academic research. Perhaps, Higher Education is fast becoming a profit driven commodity while it actually needs to produce a social good. More importantly, the increased polarization of Maharashtrian and OMS students because of ghettoization is depriving our youth of an opportunity to develop sensibilities towards heterogeneous languages and cultures which is so vital for our National Integrity.

There is a section in the new National Education Policy (NEP) titled "Multilingualism, and Power of Language." The emphasis on mother tongue, local language, and regional language as the medium of education has been highlighted in this section of the policy, at least through Grade 5, but preferably until Grade 8 and beyond.

