12th National Conference 2023

On

"National Education Policy-2020"

11th (Saturday) & 12th (Sunday) Feb. 2023

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

From AES President's Desk

Dear All,

I have learnt from my institutions and from the ongoing debate on various public plat forms about the National Education Policy (NEP) 2020. That it is a comprehensive policy document released by the Government of India in July 2020, which outlines the vision and priorities for the education sector in the country.

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The present National Conference on "National Educational Policy 2020" organized by AIMS, Baramati is a perfect convergence of our Vision and the aspirations of the policy makers and acclaimed educationists at our country. I hope the event shall provide ample opportunities for the resource persons, academicians and student community to come together, interact, deliberate and emerge with a consensus on National Education Policy that may take us all towards the path of academic excellence!!

Wishing you all a wonderful and intellectual experience with us!!!

Shri. Jawahar M. Shaha (Wagholikar)
President,
Anekant Education Society, Baramati

From AES Secretary's Desk

Dear Friends,

The National Educational Policy 2020 has created an air of anticipation, anxiety and euphoria in the educational institutions and universities across our nation.

You all are already aware that a key goal of the NEP 2020 is to provide inclusive and equitable education for all students, regardless of their socio-economic background or geographic location. To achieve this goal, the NEP proposes several major reforms in the education system.

I am particularly excited to note that The NEP envisages a common higher education system, with a single regulator for both public and private institutions. Further, promotion of research and innovation in higher education, and the establishment of a National Research Foundation shall be instrumental in re-inventing our inquisitiveness and quest for knowledge.

I have been watching how quickly employment landscape is changing and global ecosystem, it is becoming increasingly critical that our students not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable too!

I am sure the present National Conference shall touch upon these issues and help us be instrumental in fulfilling the NEP 2020 aspirations.

With Best Regards

Shri. Milind R. Shah (Wagholikar)
Secretary,
Anekant Education Society, Baramati

From the Desk of Secretary, AIMS

Dear All!!!

You all are aware that India, the Bharatvarsh is a Vishwaguru since very long ago! Our Saints of prehistoric times who demonstrated mystic powers, our enlightened spiritual leaders emerging later, who exhorted time and again the society to keep away from the social evils, and several Indian pragmatic political economists, social reformers of modern times, who revived our beliefs and values; have contributed in Indian ethos being the most scientific, time-tested and enduring.

However, in the aftermath of colonialism in first half of the 20th century and western influences during later half, our education system has suffered severe identity crisis. We had an urgent need to bring radical changes in the way we teach, learn, and apply the same in ordinary business of life. Here we have the National Education Policy 2020!

I consider it utmost relevant to host a National Conference on one of the most burning issues of the present times. The success of National Education Policy is largely dependent on its understanding in letter and spirit so that all the stakeholders of our education system may perform their respective roles in achieving its goals. I thank Savitribai Phule Pune University for supporting us in organizing this event.

The present National Conference shall ideally evolve various ways and means to make Higher Education more meaningful, objective, and futuristic for all the participating institutions and universities.

With Best Regards

Shri. Vikas S. Shah (Lengarekar)
Secretary,
AIMS, Baramati

Preface

Professional Greetings, My Beloved Fellow members!!!!!!

A wonderful momentum at AIMS ......

Indeed, your perennial parenthood support made it happen at AIMS. Consequently, continuously, consistently and continually CONFERENCES every year. Aha... 12th year of AIMS and 12th National Conference hosted by AIMS, really great going...milestone.

This Conference on National Education Policy 2020 basically with core theme of Education to all, harnessing interest of the learner, and most important is friendly leaning access to the working professionals. The best part of NEP 2020 is the learning of soft and life skills at schooling level and learning fetches the learner's interest.

The quality in learning is intrinsic when it comes out of interest. The talent of the children is groomed by the interdisciplinary and multidisciplinary modules, which really makes the learner to face the real-time-situations in their lives. The holistic kind of learning in the NEP 2020 makes the children more seasoned, analytical and thought provoked. The inputs of life skills and human values during the hard wiring period of child in the schools at the behest of NEP 2020 count for marvelous and monumental foundation among children.

Looking to the industry4.0 requirement, skilled work force and holistic development of children, the NEP 2020 is a magic wand to cater the needs from gross root level. The easy access to education on PAN India basis by virtue of ABC-Academic Bank Credit, Distance and Indian knowledge Learning are the great bonanza for the learners.

Despite of water-tight schedule, AIMS Team has efficiently and effectively channelized this 12th National Conference. The Convener Prof. Dr.P.V.Yadav has steered to its place.

The team structure was of review & editing headed by Prof.Dr.U.S.Kollimath, Prof.Dr. A.Y. Dikshit, Prof.Dr.D.P.More, and Prof.Dr.S.V.Khatavkar have done commendable job. The anchoring team is headed by Prof. Smita S. Khatri, who minutely trained the student for anchoring. The result oriented execution by various committees for instance; Prof. Dr. T.V.Chavan, did wonderful work in Registration Committee. The Presentation Committee effectively monitored by Prof.D.Hanchate and pulses of conference were perfectly covered by Social Media headed by Prof. S.S. Jadhav. The mementos and backdrops of the conference perfectly embedded under the leadership of Pro.Dr.Shriram S. Badave.

The entire hospitality was rightly at its place on time under the dynamic role e of Mr. Vijay Shinde, Mrs. S.M.Beldar and all the non-teaching staff were live wires for the effective conduct of conference. Mementos

Dr. M.A. Lahori
Director, AIMS, Baramati.

CONTENTS

National Education Policy 2020 Great Corporate Mettle

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ABSTRACT: It is great to read and understand the National Educational Policy 2020. In true sense lot more practical, life required and industry needed skills are included in school education. Our corporate and industrial phase is in 4.0. The right definition of Industry 4.0 by Daniel Burrus, 'Industry 4.0 is the rise of digital industrial technology. Industry 4.0 transformations allow us to work alongside machines in new, highly productive ways'.

In such a business and industrial environment the NEP 2020 certainly plays very important role with its new dimensions. The infusion of hard and soft skills, values and grooming children at school level help industry. Alas missing since long for the right kind of workforce.

Key words: Industry 4.0, Soft and Hard Skills, Ready Work Force, Industrial Internet of Things, Enterprise Resource Planning.

Introduction: The study reveals that, since 1800, industry as a whole witness Three Industrial Revolutions. Each was powered by a disruptive new technology

1. The mechanics of the steam engine,

2. The innovation of the assembly line, and

3. The speed of the computer.

The reason they were called industrial 'revolutions' was because the innovation that drove them didn't just improve productivity and efficiency, it completely revolutionised how goods were produced and how work was done.

The present regime of Fourth Industrial Revolution is end-to-end solution platform and called as aka Industry 4.0. This revolutionises the automation, monitoring, and analysis of supply chains through smart technology.

AKA Industry 4.0 is powered by the Industrial Internet of Things (IOT) and cyber-physical system, smart autonomous systems of computer-based algorithms to monitor and control physical things like machinery, robots, and vehicles. Industry 4.0 makes everything in your supply chain SMART. The smart manufacturing methods, vantage warehouse points and logistics. Further it inter-connects with back-end systems, like Enterprise Resource Planning (ERP) to give companies an unprecedented level of visibility and control. Ultimately, AKA Industry 4.0 is for all to generate greater transformations. The following diagram / chart read upon.

Chart / Diagram No. 1
Pictorial View of Industry 4.0
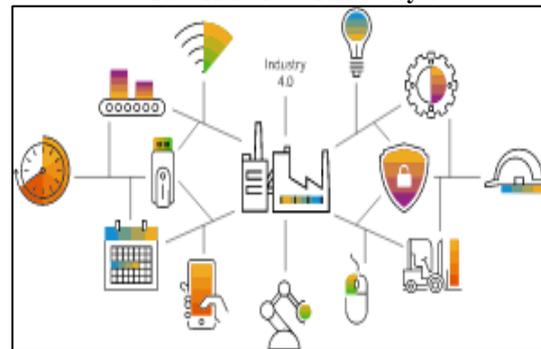
Source: Secondary data

Study Framework: This paper is basically a practical based on need of industry. The author himself into the field, with his first hand information and discussion with led resources made this paper very much empirical. It is descriptive paper.

Objectives: The core objectives of the study are,

1. To examined the relevance of NEP 2020 to industry as a whole.
2. To analyze new approaches of NEP 2020 on working force.

Statement of The Problem: It is well experienced that most of the industries don't have RIGHT KIND OF

WORK FORCE. Even today India need 45+ million skilled work force but we don't have. The frame work of NEP 2020 with industry-oriented curriculum, such as life skill and lot more new dimensions of teaching and learning methods may give great leap to the industry. Hence this paper coined on 'National Education Policy 2020 Great Corporate Mettle'.

Discussion: The role of education pertains to the NEP 2020 very much crucial and leading for the dramatic contribution to the industry as a whole. The learning at source that is schools' fountain of skill learning and grooming the children. The following pictorial speak-on.

Chart / Diagram No. 2
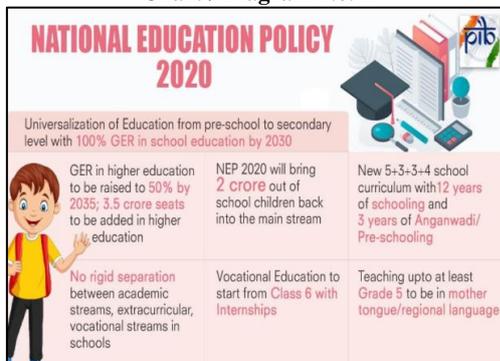
Source: Secondary data

✓ **Foundational Stage:** Grade 1-2, for kids aged 6 to 8.

✓ **Preparatory Stage:** Grade 3-5, for kids aged 8-11. This stage emphasis on activity-based learning such as play, discovery and interactive classroom learning.

✓ **Middle Stage:** Grade 6-8, for aged 11-14. This phase carries out experiential learning in a wide range of subjects such as science, mathematics, arts, social sciences, and humanities.

✓ **Secondary Stage:** Grade 9-12, for aged 14-18. This phase accentuates on multidisciplinary learning, higher critical thinking. Further, it prioritizes flexibility and bestows students with the alternative to choose subjects based on their interests.

Such productive and fruitful curriculum for grooming children at school level surely opens the space of

learning and understanding of thinking of, what to do and why to do, which makes towards value based thinking. On top of that, other benefits of NEP 2020 are about,

1. **Multiple and interdisciplinary learning:** This mode of learning make the student real all-rounder by learn-it-all concept and make the child/employees/students/leaner to handle any kind of situation individual to its best.

2. **Academic Bank Credit:** The scheme of ABC in NEP 2020 really very much helpful to working employee and industry as a whole. Because it helps to prepare and give examination and gained the credits of subjects to qualify for degree.

3. **Skill Development and Life Skill:** The learning of soft and hard skills is essential to lead happy and progressive life. Honestly these skills matter most in the industry to gain job satisfaction and engagement of employees. This scale-up the productivity and belongingness of employees.

4. **Indian Knowledge System:** Todays industry has learning process in technical, knowledge, know-how and lot more innovation. The platform to learn our own Indian knowledge real suffices the needs of values and etiquettes at work place.

5. **Out Come Education:** The mantra of OBC of our learning makes the students and children more worthy. The obvious reason could be the learning certainly has applied OBE. This factors help industry a lot to hire right candidate for the right job.

6. **Distance and Online Education:** If look around the industry attending classes on predetermined time and schedule may cause gap. The NEP 2020 has made education mode online and on distance mode that gives lots of mileage to the industry and all working force to gain more.

Thus, National Education Policy 2020 has Great Corporate Mettle.

Conclusion: In the secondary stage the learning on multidisciplinary and interdisciplinary learning, higher critical thinking essence requirement of industry. Further, it prioritizes flexibility and bestows with the alternative to choose subjects based on their interests and makes the children more result oriented.

Further, pursuing of doctorate (research work) after graduation viz fourth year of education is a great bonanza to the industry.

The NEP 2020 is very much relevant to the industry as a whole. Because lot of learning on life skills, values and critical thinking. The new approaches in the NEP 2020 open-up the doors of education to all.

Chart / Diagram No. 3
Hybrid Teaching and Learning Methods
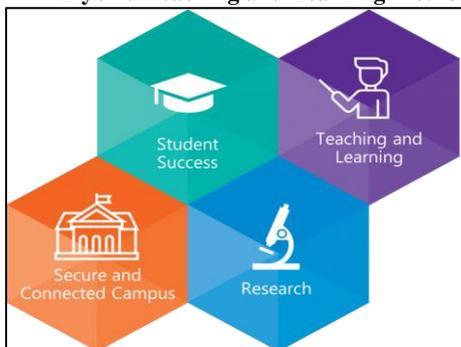
Source: Secondary data

In NEP 2020 there is room for hybrid methods of teaching and learning. These tools optimize the interest space among the industry people about of learning and improvising their skill-sets. In nutshell the NEP 2020 is a driving force and mettle for enriching the quality learnings for the industry battalion.

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Impact of Life Skills and Values on Human well-being National Education Policy 2020 perspective

Dr. M. A. Lahori

Director

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Abstract: The growth is very much intrinsic and in-built characteristic of living things more particularly of human life. The natural growth with skills and values by virtue of education is essential for human being at large. The National Education Policy 2020 really a great process to implement the same. The progression and enrichment of manners, etiquettes, life skills and values among the children really a life time program and learning. This kind of holistic and pragmatic education is embedded in NEP 2020. This research paper is all about the being a humane by virtue of NEP 2020 reflections. In real-term the NEP 2020 focuses on children as resourceful assets by grooming them on platform of life skills and values.

Key words: Life Skills and Values, Fulcrum Role, 4-H Skills, Right Learning at Right Time, Role of Schools.

Introduction: The Child has the natural power of cynosure in the family and a very important, valuable and charismatic. Who has fulcrum role in the growth of family and continuity of human generation? Thus, the development and grooming of child is very much essential by keeping all aspect of personality, values, skill-set, and soft skills in mind. These are the core obvious driving force for the Life Skill Education.

Thus, life skills are a set of human skills acquired by way of learning or direct experience that are used to handle commonly encountered in daily life. The term 'Life Skills' refers to the skills use for better quality of life, they help us to live better with optimum potential and complimentary to other for happy life. There are few definitions of life skills let us understand that,

World Health Organization defines as 'the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life'.

UNICEF defines life skills as 'a behavior development approach designed to address a balance of three areas: knowledge, attitude and skills.

The study reveals that, the history of life skills learning for the last 20 years. And of late the targeting life skills model created by Dr. Patricia A. Hendricks in the 1998, represents the skills for youths by participating 4-H. The model is used to identify desired learning and action outcomes of a positive youth. Soft Skills that Foster Youth Workforce Development (Arnold et al., 2016).

Further, the Targeting Life Skills Model which is popularly known as 4-H participation classified into 8 categories with 35 life skills. Let us get acquaint with them in very simple way. The 4-H participants are,

Table / Diagram No. I

4-H Participants in Life Skill
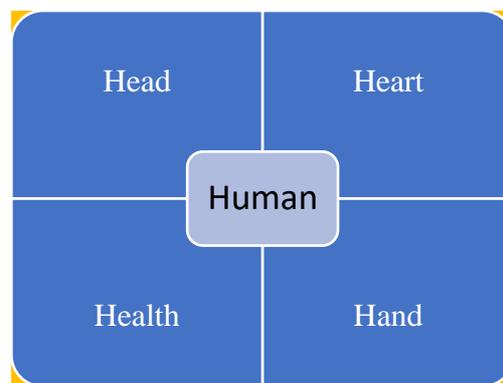
Source: Secondary data

The 4-H indeed plays very much significant role in learning the life skills. The integrations and coordination among them increase the speed of learning and occurrences on time. The 8 categories are denoted herein,

Table /Diagram No. II

8 Categories of Life Skills
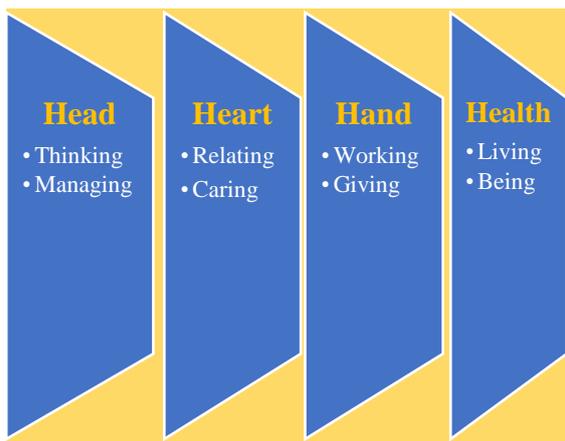
Source: Secondary data

The 4-H necessarily needs to be put into its functioning and utilization by virtue of the life skill education, learning and practical experience at hard wiring stage of the child.

Head: The primary function of the head which need to be read as brain. Thinking positively while facing the challenges and must manage to handle the situation to the best of it. It is Think-tank to entire functions of body.

Heart: In real speaking heart is the full factor driving force in skill learning. Hence it must relate the situations and must do caring of the same. It may implies the nurse and nurture, complimentary and keep others happy because it is an in natural acceptance of every single human being.

Hand: The prime function of hand is working and emphatically giving and helping other for their happiness and goodness of their lives. Thus, it makes human more about responsible citizen.

Health: Skills derived from the health, makes us more about self-responsibility, self-discipline, to lead better living and wellbeing to the society. Sound health means sound decisions.

An in-depth examination of Pat Hendricks model depicts altogether 35 life skills, which are the offshoots of the above table No. II. The same is discussed as under in table No. III.

Table / Diagram No. III

35 kinds of Life Skills

Source: Secondary data

As per the above diagram the skills one can learn from 4-H are discussed herein.

Head skills basiclly thinking and managging and other skills are as below,,

1) Resillency
2) Keeping records
3) Wise use of resources
4) Planning / organizing
5) Goal setting
6) Service learning
7) Critical thinking
8) Problem solving
9) Decision making
10) Learning to learn

Head Skills are basically relating and caring and other skills are as below,

11) Nurturing relationships
12) Sharing
13) Empathy
14) Concern for others
15) Accepting differences
16) Conflict resolution
17) Social skills
18) Cooperation
19) Communication

Hand Skills are basically working and giving and other skills are as below,

20) Community service volunteering
21) Leadership
22) Responsible citizenship

23) Contribution to group efforts
24) Marketable skills
25) Team work
26) Self-motivation

Health Skills are basically for good living and wellbeing for others and other skills are as below,

27) Self-esteem
28) Self-responsibility
29) Character
30) Managing feelings
31) Self-discipline
32) Healthy lifestyle choice
33) Stress management
34) Disease prevention
35) Personal safety

Thus, in precise and in concise the right interpretation of the life skills is all about, utilizing the organs of body (4-H) to its right way by positively grooming to its best.

Research Methodology: It is a comprehensive study, a blend of actual occurrence at the ground level and first hand empirical analysis. As a matter of fact the author of this paper has made an extensive and relevant study of literature and has used right size of integrated experience. It is of great interest that, author is personally into the life skill training and coaching. That is the most driving force to ink this this paper.

The all data have been obtained from right sources and judicially used to arrive at fruitful findings and conclusion. This paper being a conceptual one, simple statistical tools have been in placed wherever necessary to right size the information.

Objectives: The simple and important objectives of study are,

a) To study importance of Life Skills on personality of child.
b) To understand the strength of Life Skill Education in handling situations.
c) To examine the Life Skill tools while achieving targets.

Statement of the Problem: At present we are living in the digital mode of life and environment. Instead of techno-savvy culture, which basically aims to save time

with productivity. But at the end of the day we don't have time for the primary and essential responsibilities. Otherwise it has paucity of time for family and child grooming.

It is experienced that both spouse are out for a job and leave their child to servant-maid or crèche. In this scenario the parenting is totally missing and that is the real gap. But NEP 2020 takes over that gap.

The National Education Policy 2020 has inbuilt opportunities of life skills in the curriculum itself. It indeed gives great pave way of Life Skills learning at school itself by virtue of NEP 2020.

Interpretation:

In NEP 2020 the education of life skill has very pivotal role, for the overall personality development of child. It makes child strengthen, courageous and confidence to face and handle the situation for betterment. Since the life skills basically pertain to learning of day today skills of life by using 4-H. It is ability of learning right things to groom oneself for happiness and prosperity in the life. The life skills can be summarized as,

The life skills is all about the group of psychosocial competencies and interpersonal skills that help people make decisions, build healthy, solve problems, communicate effectively, and think critically and creatively.

Child needs a set of social features and personal capabilities to interact with himself and others around his environment and make a decision that requires high ability, also to find solutions to various kinds of problems. It requires to deal positively with any condition to get the desired outcome is called life skills. Life skills can be developed through encouragement to adapt to society and promote positivity in personal behaviours and adopt a positive perspective towards environment.

Significance of Life Skill Education:

Life skills education is one such type of skill. Under this, the child develops the ability to discharge his life appropriately and to organize the activities related to life in a systematic manner. It is a type of education in which

skills are developed to make the child efficient in such a way that he can make decisions in odd situations by his ability and intelligence.

If we want to live life successfully, then we need to understand the importance of life skills. And it is also very important to implement it in our life. If this happens then our life can move in a simple and right direction. Life skills make us competent to know how to make our life easy and simple, how to create a positive life, and how life can be spent in the right way. Therefore, life skills are very important in our life.

The study determined two types of skills that can be thought in the schools viz,

Table / Diagram No. IV

Type of Life Skills
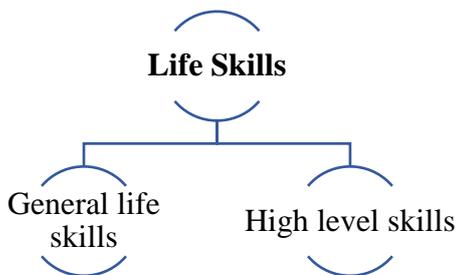
The **General Life Skills** are denoted below,

a) Confidence skills.
b) Decision-making skills.
c) Stress alleviation skills.
d) Adjustment skills in adversity.
e) Self-awareness skills.
f) The skill of negative tendency towards wrongdoing.
g) Positive behaviour.
h) Critical Thinking.
i) Society's skills towards each other

The **High-level Life Skills** are as follows,

a) Excellent warmth and high mental level.
b) Way of thinking.
c) Mental and physical relaxation.
d) Goal Setting and Problem Solving.
e) Right way of communication.
f) Social support for positive goals.

g) Standard of living with health.
h) Interpersonal skills
i) Analytical thinking

Conclusion:

Without any doubt Life Skills, one has to learn at the tender age and hard wiring age so that the goodness and values of life skills will be in practice until our lives.

Certainly the life skills shape the personality of child to handle the situational and issues to its best. The teachings of life skills in schools really make the child stronger, positive and very much analytical on the contemporary issue. It is very much significant that life skills achieve the target in thoughtful manner. The wholesome of life skills at school education depicted in the following diagram.

Table / Diagram No. V

Life Skill Education

Thus, learning life skills is very essential to lead happy, joyful and prosperous life with best citizenship. And the role of schools and NEP 2020 has greater pull.

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End

The Vision of Atmanirbhar Bharat through NEP 2020

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Abstract: This article focuses on the key role of NEP 2020 to achieve the vision of Atmanirbhar Bharat. Former Indian President Dr. APJ Abdul Kalam previously stated that education should focus on developing character, human values, a scientific mind-set with a spiritual base, confidence to confront an unpredictable future, and a feeling of dignity, self-respect, and independence. In a similar vein, the National Education Policy (NEP) 2020 focuses on the methods required to advance inter-disciplinary research, advance R&D across all disciplines, and establish India as a centre for R&D and innovation. Under NEP 2020 Part III, Chapter 20, Professional Education under Point No. 20.6 special centre of attention is directed towards Technical education and its various streams which are the key factors for developing India. However, these NEP components are designed for creating an "Atmanirbhar Bharat" (self-reliant India). The necessary secondary data on NEP 2020 and Atmanirbhar Bharat has been collected from various online and offline sources. The observations state that, the transformation in the structure of NEP-2020 is playing an important role to create and develop Atmanirbhar Bharat.

Keywords: Atmanirbhar Bharat, Character, Human Values, Scientific Mind-Set Spiritual Base, Confidence.

Introduction: With the set of vocational, employable, and entrepreneurial skills that are taught to them at various stages of school and training, the Indian young won't be a possible job-provider in the distant future. Instead, they will be potential job-providers. In order to bring about positive changes and clear the way for the development of a powerful and forward-thinking nation, the Indian government is implementing a number of reforms in nearly every area. One such industry, education, has undergone notable advancements during the previous five years. The National Education Policy 2020, which emphasises the numerous distinguishing characteristics of the NEP and was announced by the Hon. On July 29, 2020, Education Minister Shri Ramesh Pokhriyal "Nishank" will be a living example of this. This vision paper covered all relevant educational and related topics in great detail.

The policy envisioned the total development of youth, placing special emphasis on skill development as the determining factor to realise the goals of Atmanirbhar Bharat, an ambitious project of Hon'ble Prime Minister Shri Narendra Modiji, who always insists on the imparting of skills as a key component of the modern education system. Vocational courses are in the forefront right now in an effort to make the Indian young skilled, employable, and Atmanirbhar by replicating the skill-based model of education envisioned by Shri Narendra Modiji (self-reliant). As a result, there is a renewed emphasis on administering the vocational programmes that are provided by the nation's numerous higher education institutions. The undergraduate vocational courses are pivotal in producing skilled graduates in tune with industrial revolution 4.0.

The National Education Policy 2020 has been developed in accordance with the aim to make the young Atmanirbhar via skill-based education and so make the nation Atmanirbhar Bharat. On every platform, our education minister emphasised that the strategy offers vocational education extra energy by adding the vocational subjects and training as well. This is an impressive move. According to the NEP 2020, even middle-level students must receive practical instruction in trades like carpentry, plumbing, electrical repair, gardening, ceramics, needlework, etc. By 2025, the

strategy aims to provide at least 50% of pupils with occupational skills, with the possibility of further extending such skills up to higher education levels based on the needs of individual students.

Linkage between NEP 2020 and Pillars of Atmanirbhar Bharat (Self-Reliant India)
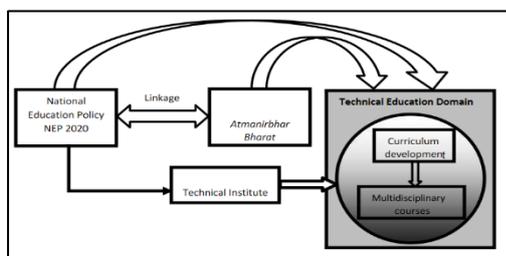
Technical institutes are an important component of NEP 2020 (2) there are five pillars of Atmanirbhar Bharat. Out of them (a) Pillar No.1 that is economy, (b) Pillar No.3 that is system- Technology Driven (c) Pillar No. 5 is Demand. Technical education policies, development and implementation methodologies described in NEP 2020 are more matching and in hand-to-hand with these Atmanirbhar Bharat Pillars. Pillar No. 3 is technology driven under which interdisciplinary courses and researches are to be introduced and taught so that technocrats/engineers/researchers can opt start-up of a new production/business.

Atmanirbhar Bharat – School children contribute to national development: India has more than 180 million school-age children, making the youthful generation a force that has not yet revealed its full might. Children have the vigour to assist the country combat the issues impeding its development and eventually guide India toward becoming Atmanirbhar Bharat, or an independent India. Schoolchildren can first organise and take part in a variety of awareness activities to combat issues like pollution. For instance, pollution levels would significantly decrease if every youngster intentionally chose not to use plastic bottles and tiffins and took care to avoid leaving trash about. The time, money, and effort that the government is presently investing in dealing with pollution might potentially be employed more imaginatively to create a nation that is self-sufficient. In addition, there is a severe literacy problem in our country. Higher rates of unemployment and criminality result from this illiteracy. By attempting to educate disadvantaged children of domestic servants, schoolchildren may assist in this situation. These kids will be able to interact one-on-one with their less affluent colleagues while the government measures literacy in terms of numbers. This will encourage both groups of kids to learn and transmit knowledge. Education improves a country's ability to adapt to technological advancement and self-reliance initiatives. As improbable as it may sound, schoolchildren have the power to transform the country, aid in the resolution of pressing problems, and propel it forward to the point where India can genuinely assert its status as Atmanirbhar Bharat. Rome wasn't constructed overnight. India won't suddenly become "Atmanirbhar" either. The government and the people work together for many years to construct their nation. Thus, schoolchildren may be taught to make contributions to nation-building both while they are still in school and much more so once they are grown and independent. Children can successfully help the following big campaigns: anti-corruption; go green; and rural projects. It is well recognised that corruption undermines the efficacy of the most creative and forward-thinking public programmes. The policies cannot be completely put into practise unless the country is free of corruption. Children may significantly reverse this trend by actively opposing dishonesty, even at the most elementary levels, and by speaking out against it. These ideals will eventually become entrenched in the youngsters. They will eventually become the country's anti-corruption vote bank.

Additionally, although India has historically been an agrarian culture, recent years have seen a move toward urbanisation. People in India's rural areas experience poverty and backwardness as a result. Since agriculture is essential to sustainability and independence, it is crucial to advance these facets of society. By encouraging the purchasing of locally grown fruits and vegetables as well as regional handicrafts, schoolchildren may play a part. This will cut out middlemen, give rural residents direct financial help, and finally integrate the rural people into society. Even

though schoolchildren are young and have few resources, they form a powerful force of 180 million people who can, over time, progressively aid India in achieving self-reliance and become Atmanirbhar Bharat.

NEP as a key pillar of Atmanirbhar Bharat: In 2019, a committee was set up to draft the National Education Policy and appointed Dr. K. Kasturirangan as its chairman. On 29th July 2020, the Union Government has approved the NEP – 2020 for 'transformational reforms' in the schools and higher education sectors and promises for access, equity, quality, affordability and accountability in education in accordance with the Sustainable Development Goals – 2030. The NEP as a key pillar of Atmanirbhar Bharat envisions transforming India and making it self-reliant through a holistic education system. The NEP to be sure underlines the ethos of critical thinking, skill development, problem-solving and multidisciplinary approach among the students in their curriculum with an intention to vocational education for enabling the students to adapt to the changes taking place around them. The benefits underpinned by the National Education Policy can be succinctly put forth as below.

1. "Universalization of Access – from Early Childhood Care and Education (ECCE) to Secondary through infrastructure support, innovative education centres, open schooling, and vocational courses among others."
2. "Students acquire more practical knowledge than the mere rote learning."
3. "The student will have increased flexibility in the choice of subjects to study."
4. "Reduction of curriculum content and to promote essential learning and critical thinking"
5. "Students nurture a scientific temper even during young age"
6. "With rich and quality education, by the time students complete their higher secondary education, they will become at par with the global standards"
7. "More global exposure with foreign colleges being set up in our home country
8. India to attract more foreign students for education"
9. "Added importance is given to practical assignments and skill development"
10. "Exposure to music, arts, and literature to students"
11. "Students gain greater exposure to vocational skills and Coding being taught from Class 6"
12. "The way for a new wave of learning with critical thinking along with discovery, discussions, and analysis"
13. "A specific and action-oriented policy that is outcome-driven"
14. "Emphasizes quality in higher education"
15. "Stresses on research and funding to private institutions"
16. "Joint and Collaborative research, publication and guidance of scholars"
17. "Regionalization of research and promotion of mother tongue in research and publication"
18. "Improved Quality and achievement of learning outcomes – Foundational Literacy & Numeracy (FLN)"
19. "Focus on 21st-century skills in teaching, learning, and assessment"
20. "Students overcome the language barrier in learning"

Conclusion: In a nutshell, the NEP in its policy emphasizes interactive and practical classrooms as a policy mandate with an aim to make Indian education a global standard and inculcate efficiency among the pupils enabling them to have a livelihood of their own. This policy envisions a job-oriented trans-disciplinary curriculum with a shared focus on arts, science, management, and humanities with the single aim to make every individual self-reliant so that goal of a self-reliant (Atmanirbhar Bharat) can be materialized. Indeed, NEP is a truly meticulous, methodological, futuristic and sustainable policy if implemented effectively will certainly give way for Atmanirbhar

Bharat. The NEP-2020 initiative fosters trust, care, and support while working to connect academic and moral excellence with the general welfare of mankind. The NEP-2020 has all it needs to fulfil national goals. Enshrined transformative changes would develop Bharat Centric young capable of recovering the lost grandeur of the ancient Educational System and reinstating Bharat as the Vishwa Guru if a year old crawling baby is properly fostered to youth in the correct settings and intent.

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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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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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Human Resource Management Systems in Higher Education Institutions: A Priority under National Education Policy 2020

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Abstract: Globalization, shifting demographic dynamics, technological disruption, and, more recently, occasional events such as the pandemic pose several difficulties to Higher Education Institutions (HEIs). Although the quality of higher education in India has improved over the years, it still falls short of worldwide norms. Only a handful Indian HEIs made the list of the world's best universities. Most colleges that score very well in worldwide university rankings seem to have used cutting-edge Human Resource Management (HRM). Several empirical studies have indicated that strong human resource management techniques may boost organisational performance. To address the current problems, Indian HEIs' strategies must shift their emphasis, primarily toward developing a professional and empowered HRM. In a typical Indian HEI, HRM remains a pool of fragmented administrative duties delegated to various organisational units to carry out the directions previously established in the HEI charter. In this setting, HEIs in India must build strategic and professional human resource management systems that concentrate on the growth of the organization, its staff, and its students all at the same time. The researcher aimed to discover effective HRM practices and policies utilizing qualitative research methods and procedures in this research study, which is based on in-depth investigation of the major stakeholders of varied sets of HEIs in India. The researcher also conducted a comparative study of HEIs in the United States of America to increase the research output, better grasp the functioning of HR practises in foreign HEIs, and allow beneficial comparisons (USA). From July to October 2020, qualitative data was gathered using online interviews. The data was analysed using thematic methodologies by the researcher. According to the survey, public HEIs in India lack a specialised strategic and professional HRM organization. It is in its early stages at government institutions and private HEIs backed by benefactors. The research also finds that HRM practises and policies have a beneficial effect on overall performance, and that HR rules and practises have a positive impact on faculty and staff work motivation. It was also shown that staff engagement might lead to better and greater student enrolment, better positions after graduation and progression to higher education, and consistent quality research outputs. The report also demonstrates that HEIs in the United States have professional, dedicated strategic HRM departments and use cutting-edge HRM technology. The resources deployed, students drawn, and organisational functional features all contribute to a HEI's quality. As a result, HRM plays an important role in determining the greatness of HEIs.

Keywords: Human Resource Management, Higher Education Institute, University.

Introduction: With the National Education Policy 2020, the Indian higher education system is likely to transform [1]. Significant organisational and structural reforms in the higher education sector have been advocated by the policy, including a review of Human Resource Management (HRM) systems [2]. HRM systems at Indian HEIs are seen as a traditional administrative role that handles normal administrative tasks that are split and distributed to different divisions [3]. HEIs in the United States, on the other hand, have created sophisticated and strong HRM systems [4]. This research clearly shows that HRM is critical in any HEI and is a necessity for its overall growth and alignment with its objectives and goals. In every HEI, the HRM function must be enabled and play a strategic role. Employee morale and motivation are greatly improved by sound HRM policies and procedures [5]. Professional human resource management improves both individual and organisational productivity and performance [6]. The researcher did this study in this

context to investigate the practises and policies of HRM systems in Indian HEIs. The research also looked at how strong HRM practises and policies affect workers and organisations. It also looked at the impact of good HRM policies on recruiting good students, teaching, and research. HEIs in the United States were also investigated and researched to better understand the functioning of HRM practises at the international level HEIs and for comparison purposes.

Research gaps identified during literature review: There is a significant vacuum in the study and use of professional human resource management strategies in India's higher education sector [6], [7]. As a result, in a labor-intensive enterprise like higher education, the efficient utilisation of human resources becomes critical [8], [9]. The researcher's current study is crucial in determining if Higher Education Institutions in India use professional human resource management methods.

a) The current study literature on HRM in Indian HEIs does not concentrate on an examination of the effect of human resource systems [8], [9], [10]; b) Studies conducted in Indian Higher Education are general in nature, pertaining to human resource development in such institutions [11], [12], [13], [14]. The key explanation might be that HRM systems in HEIs in India are not prioritised in comparison to HRM systems in HEIs overseas and the corporate/industry sector.

c) There has been little study on the hard-core problems of the HRM Policies of the country's HEIs [15], [16].

Aims and Objectives of the Study: The current study sought to investigate current HRM practises and policies in existing HEIs in India, as well as how excellent HRM practises and policies are vital and helpful for HEI personnel in particular and the organization as a whole.

Table 1: Research Objectives and Research Questions

Sr. No	Objectives	Research Questions
1	To study HRM practices and policies in HEIs	1. What are the HRM practices and policies prevalent in HEIs?
		2. Is there a dedicated HRM function unit in the HEIs understudy?
		3. What are the HRM challenges?
2	To understand the influence and relevance of HRM on the overall performance of HEIs	1. Is HRM supporting the performance of Higher Education Institutions?
3	To study the impact of good HRM policies and practices on job motivation of employees of the HEIs	1. Whether good HRM policies and practices have positively impacted job motivation and satisfaction of the employees, particularly faculty and staff members?
4	To study whether the enhanced motivation leads to better outcomes and quality higher student enrolments, better placements after graduation or progress to higher education and quality research and academic output consistently.	1. Is motivated faculty and staff leading to a) higher student enrolments b) better placements or higher education after graduation c) quality research and academic output in a consistent manner
5	To study HRM systems and policies in the US HEIs and identify the differences between the US and Indian HRM practices.	1. What HRM practices and policies are prevalent in the US HEIs? 2. Whether there are dedicated HRM function units in the HEIs understudy? 3. What are the differences between the US and Indian HRM practices and policies?

Methodology: To explore the practises and policies of Human Resource Management Systems at Higher Education Institutions in India and the United States, the study used a qualitative approach using an exploratory research design [1]. The participants from the HEIs were chosen using the purposive sampling approach [2]. The study looked at twenty HEIs, including fourteen in India and six in the United States.

The study was conducted across HEIs in various parts of India, including Ahmedabad, Delhi, Kolkata, Mumbai, Pune, Koraput-Orissa, Tirupati, and others, while the study conducted in the United States included Boston-Massachusetts, Berkeley-California, Chicago-Illinois, Ithaca-New York, Maryland, and Nashville-Tennessee.

The population of all Higher Education Institutions in India and the faculty in the United States is made up of top stakeholders and HEI professors. As a result, the research sample included twenty HEIs, fourteen of which were in India and six of which were in the United States. Twenty-six people were questioned. HEIs were chosen for participation in the research based on their interest, structure, and representativeness [3]. Purposive sampling was used to construct the selection basis of HEIs in India and the United States [4], with the goal of having a varied and geographically diversified sample pool [5]. The researcher used purposive sampling, in which people or groups that are well-informed and acquainted with the issue under investigation are chosen as the sample [6]. The researcher, an academic administrator and HRM specialist at a higher education institution, devised criteria for choosing highly competent academic administrators and professors with competence, experience, and understanding in the subject matter under consideration [7]. As a result, the research contacted the HEI's Head (Vice-Chancellor/Director), Chief Academic Administrator (Dean), and Chief Administrative Officer (Registrar), as well as faculty members in a few situations. Participants from overseas HEIs (United States of America) were interviewed about their faculty members. The VC/Director, Dean, Faculty, and Registrar were chosen because they are major stakeholders in the HEI and are engaged in HRM policy decisions.

Twenty-six people took part in the research. A pilot research was undertaken prior to conducting a full-scale in-depth interview [8]. Because of the worldwide Covid-19 outbreak, the data was gathered via online interviews [9]. A semi-structured interview schedule was employed to gather data [10], and a theme analysis programme was used to analyse the data [11].

Table 2: Sample Size of the Higher Education Institutions in India and the US

Sr. No.	Category	Number of HEIs	Number of Participants
1	Central University (Public)	3	3
2	State University (Public)	3	3
3	State University (Private)	3	5
4	Institution of National Importance	3	4
5	Deemed University	2	4
6	Public and Private HEIs in US	6	7

The researcher has obtained authorization from the Doctoral Studies Office, AIMS Baramati to gather data [12]. As a result, the participants were contacted by email and phone calls [13]. The researcher described the study's goal and waited for their answer. The interview schedule was also sent to them through email [14]. The participants were informed that their participation and comments would be kept private [15]. The majority of those addressed by the researcher consented to take part in the study [16]. Due to the global pandemic, the researcher was unable to meet the subjects in person, and the data was gathered via online interviews [1]. The researcher performed the online interviews at the participants' convenience [2]. Each participant described the goal of the research again at the start of the interview [3]. They were promised once again that their

information would be utilised only for research purposes [4]. They were also advised that they might end the interview at any point or skip any questions that they did not feel suitable to answer [5].

The researcher would like to emphasize that, given the extremely qualitative nature of this research work, ethical concerns must take precedence over rigid anonymity [6]. As the interviews were videotaped utilizing the online Zoom programme, the researcher took many safeguards to guarantee the participants' confidentiality and anonymity [7]. After the interview, the participants were acknowledged [8]. Otter software was used to transcribe the interviews [9]. The researcher supplied safeguarding the complete recorded data to ensure confidentiality [10]. To ensure anonymity, the data was transcribed using fictitious names [11]. According to the terms of the agreement with the participants, strict secrecy has been assured [12].

Discussion

1. Strategic Human Resource Management Model: The majority of HEIs in India lack a competent and well-trained HRM functional unit. The existing HRM organization, known as the Establishment Section in the university hierarchy, is insufficient. The HRM unit's roles and responsibilities are dispersed over many departments, including the Vice Chancellor's office, the Registrar's office, establishment, administration, and other parts. The existing human resources are not properly trained in human resource management systems. Faculty members manage the university's administrative activities in the absence of professional employees. These issues are most common in publicly supported HEIs, while institutions of national significance and private institutions are developing professional human resource management frameworks. At the same time, identifying well-trained, professional HRM human resources capable of dealing with higher education HRM difficulties is very difficult. The existing HRM staff is mostly educated in corporate settings, making it challenging for them to adjust to and perform in the higher education sector. Due to restrictions such as recruiting and selection, training and development, performance management, career advancement, and talent retention, the major HRM instruments are not performing properly. The HRM structure has not been updated. The majority of respondents advocated for a specialised professional HRM functional unit with a fully trained staff of specialists. The bulk of the HEIs investigated reported significant flaws in the present HRM system. The present duty of the Establishment Department is to perform normal administrative tasks such as recruiting and selection, promotion documents, termination and resignation, according to established rules and regulations, and so on. In general, their position is confined to administration of such issues, with little room for HRM to play a strategic role. The majority of HEIs adhere to established systems. The majority of study participants stressed the relevance of strategic HRM and its proactive role in the effective operation of the HEI. The strategy must be related to the aims and objectives of the organisation.

2. Human Resource Management Practices and their Impact on Employee and HEI Performance: The majority of participants stressed the relevance of faculty and staff motivation at an academic institution. They were dissatisfied with the restricted range of motivating methods accessible to teachers and staff in HEIs. The important problem for HEIs is to keep their staff engaged, and in the absence of such tools, retaining strong human resources in HEIs becomes difficult. High-performing employees are more likely to join HEIs that provide greater pay and benefits. This is not to say that everyone abandons the HEI. They tend to stay because of numerous restraints, such as family obligations, and they typically remain unsatisfied and demotivated. Strong HR procedures and policies may improve faculty and staff motivation and work satisfaction, recruit good human resources, and deliver exceptional

academic and non-academic results for the HEI. The majority of those polled agreed that high levels of staff motivation might contribute to better and higher student enrollments, better placements after graduation, steady advancement to higher education, and high-quality research output. The majority of respondents stressed that pleased and motivated instructors and staff inspire pupils. A system like this may make the campus climate incredibly active and pleasant. Enrollment, placement, and quality research would be dependent on HEI branding, which is dependent on great faculty. The retention of excellent faculty would be dependent on the HEI's facilities, which would be supported by a dynamic HRM.

3. Human Resource Management Practices in the US HEIs: The majority of participants were pleased with the state-of-the-art HRM systems at US HEIs. Each HEI has a dedicated professional HRM team, and HRM systems are aligned with the HEI's overall goals. HRM plays a strategic function, and its systems are adaptable and have developed in a proactive manner. The HRM unit effectively manages essential HRM tools like as recruiting and selection, training and development, performance management, career advancement, talent retention, and grievance management.

The Key Findings

In the current competitive global landscape, HEIs in India cannot afford to retain the status quo, according to the research analysis offered in this report. In HEIs, there is an urgent need to establish a specialised professional Human Resource Management department. The report proposes a Strategic Human Resource Management (SHRM) paradigm to address this problem. In a competitive environment, such a professional department would help HEIs to address and handle global concerns. Professional human resource management promotes academic productivity and is critical in integrating the HEI's strategy, general objectives, and purpose.

The study's findings point to the need of implementing effective HRM instruments, such as a) recruiting and selection procedures; b) training and development; c) performance management; d) career advancement; e) talent retention; and f) a grievance redressal mechanism. The majority of participants advocated for a strategic and empowered HRM section to deal with rapidly modernising HEIs and present concerns. It is critical for HEIs to have proactive professional HRM practises and policies. The SHRM function is critical to increasing the performance of HEIs and their workers. The study's findings demonstrated that good HRM policies and practises had a favourable influence on the work motivation and satisfaction of HEI personnel, including professors and staff. The findings also demonstrated that excellent HRM policies help senior management, academic administrators, and supervisors, resulting in the greatest outcomes for the organisation. Solid HRM and promotion policies assist workers throughout their careers in an organisation. According to the survey, leadership is critical in executing and implementing excellent HRM policies, as well as encouraging staff.

The findings show that engaged teachers and staff contribute to superior overall organisational performance, notably in recruiting quality students, better positions after graduation, good opportunities for further education, and consistent quality research and academic production. Furthermore, the HEI's brand is critical to the achievement of these three critical areas of higher education. The effect of the professors and personnel that the HEI hires. Student placements are partly determined by the content and how well it is delivered by faculty members. Prospective employers are also influenced by the integrity and dependability of the assessment method.

Human resource management techniques vary noticeably between Indian and US HEIs. Evolved HRM techniques have been implemented by US HEIs, which are more flexible and efficient, whereas the same is still in its infancy in Indian HEIs, with a few exceptions. HRM systems are in line with the strategy and goals of US higher education institutions, notably in teaching and research. Indian HEIs cannot afford to maintain conventional HRM systems and must instead work to

develop proactive, committed, and efficient HRM systems. HRM systems at US HEIs might aid in understanding crucial parts of HRM, such as recruiting and selection procedures, training and development, performance management systems, career development, and key performer retention.

Policy Recommendations

1. The Strategic Human Resource Management Model: The study findings indicate that the Indian higher education system demands a new and transparent organisational structure, notably the Strategic Human Resource Management functional unit. As a result, the research findings indicate that there is an urgent need to improve the HRM structure, practises, and policies in Indian HEIs. In India, HEIs must have distinct Human Resource Management departments. In the current competitive global context, HEIs in India cannot afford to preserve the status quo, according to the study findings. As a result, it is advised that a HEI establish a specialised strategic professional human resource management department. This department must be a self-sufficient and proactive functional entity. It is advised that HEIs hire effective HRM specialists with academic administration experience. As Chief Human Resource Officer, a senior official may head such a department (CHRO). The CHRO may have a position at the highest levels of management.

2. Human Resource Management Practices and their Impact on Employee and HEI Performance: The research shows that implementing strong and adaptable HRM policies and processes is critical for keeping workers engaged. It is appropriate to develop well-structured, adaptable, and efficient HRM practises and policies. Such rules might be developed in collaboration with the HEI's major stakeholders, including faculty members and academic administrators.

3. Human Resource Management Practices in the US HEIs: HRM systems and policies must be in sync with the HEI's overall strategy and goals. Human resource management systems must be goal-oriented and related to teaching, research, and worldwide outreach. HEIs must develop committed, flexible, and responsive human resource management systems that vibrate with fresh, efficient, and transparent policies and strategies. For example, new transparent recruiting and talent hiring processes, proactive training and development plans, fair performance management procedures, efficient career development platforms, responsive grievance mechanisms, and a strong retention process are all examples. The compensation scheme might be based on performance.

Limitations

Because of the limited size of this qualitative research, the findings cannot be extrapolated to the whole population. Because each HEI has its own limits and structure, the study's findings cannot be applied to all HEIs in India. Indeed, the research will help to improve understanding of HRM systems in higher education institutions. A few participants from US HEIs were also interviewed for comparison purposes and to better understand the functioning of HRM at US HEIs. Due of the global Covid-19 issue, the researcher was limited to gathering data via online interviews throughout the data collection period. The inability to conduct live interviews hampered data collecting for this investigation. However, the in-depth interviews with participants done through digital media should compensate for the modest rate of information loss.

Future Scope of Work

The current study's scope was fully holistic, taking into account both the Indian and US situations, in order to comprehend the operation of the HRM system in Higher Education Institutions. There is a lot of potential for this study to go further, and some of the potential areas include:

To begin, a comparison of HRM in the service sector and HEI HRM will assist us in better understanding the subtleties of Industry versus Academia and identifying synergies and complementarities between the two.

Second, a prospective comparison of HEI HRM systems in India and China might be investigated. Given our

comparable population sizes, the lessons from China will be useful. Web searches and English-language publications might be used to find suitable study material.

Third, another relevant field of study is a comparison of public vs private HRM systems in Indian HEIs.

Fourth, a comparison examination with European University Systems, notably with Germany, which has specialised Institutes, universities, and polytechnics like India, would be advantageous.

Fifth, in the context of Indian HEIs, a larger sample size research might be conducted to better understand the appropriate model of HRM systems. A combination of qualitative and quantitative approaches might be used.

Such expansions to existing research, as shown in this paper, would enhance the results and provide significant substance to the literature.

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National Education Policy 2020 and Multilingualism at HEIs

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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 it's 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 Multilinguism 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 multiligual 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 Andra 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.

Sanskrit will be a choice for students at all stages of secondary and postsecondary education, including in the three-language model. There will also be possibilities for other Indian classical languages and literatures. No student will be forced to learn a language. Additionally, it is necessary to integrate the teaching and learning of Indian languages into all levels of secondary and higher education.

Conclusion: The author, after his interaction with various stakeholders of higher education, including the students, gathers that, in spite of the reservations and insecurities prevailing in the local communities over the possible onslaught of *outsiders* on their identity, there are several serious socio-economic repercussions of educational ghettoization. If the National Educational Policy 2020 is implemented in its letter and spirit of Multilingualism, it will definitely produce long run dividends in terms of better cross -culture sensibilities, linguistic tolerance, better spread of opportunities across, and a highly integrated India!

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A CRITICAL STUDY OF NEP 2020: ISSUES, APPROACHES, CHALLENGES, OPPERTUNITIES 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 draught 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 draught 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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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 cantered 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 6th year of a child as Primary school level.	The first preliminary education starts at 3rd 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

Sr. No.	NEP 1986	NEP 2020
		school level except for Board level exams at 10th and 12th.
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.

Sr. No.	NEP 1986	NEP 2020
	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 multidisciplinary 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 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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Perspectives of Rural Students on National Education Policy 2020

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Abstract: The first education policy of the twenty-first century, New Education Policy 2020, supersedes the previous National Policy on Education from 1986. This policy, which is based on the fundamental pillars of Access, Equity, Quality, Affordability, and Accountability, is in line with the 2030 Agenda for Sustainable Development and seeks to transform India into a thriving knowledge society and a global knowledge superpower by making school and college education more holistic, flexible, multidisciplinary, appropriate for the needs of the 21st century, and focused on bringing out the individual talents of each student. Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres

Keywords: Sustainable Development, multidisciplinary, sensitizing

Introduction: A just and equal society, the advancement of national progress, and the fulfillment of all human potential all depend on education. The secret to India's continuous rise and leadership on the international stage in terms of economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation is to ensure that everyone has access to high-quality education. The best path forward for fostering and using our nation's many skills and resources for the benefit of the person, society, the nation, and the world is through universal high-quality education. Over the next ten years, India will have the largest youthful population in the world, and the future of our nation will depend on our capacity to offer them chances for high-quality education. This National Education Policy 2020, which attempts to address the various expanding developmental imperatives facing the country, is the first education policy of the twenty-first century. In order to create a new system that is in line with the aspirational goals of 21st-century education, including SDG4, and builds upon India's traditions and value systems, this Policy proposes a vision and overhaul of all aspects of the educational structure, including its regulation and governance. The growth of each person's creative potential is emphasized heavily in education policy. It is founded on the idea that education must foster the development of social, ethical, and emotional skills as well as the "foundational capacities" of literacy and numeracy and "higher-order" cognitive skills like critical thinking and problem solving.

The new education strategy must offer a quality education system to all kids, regardless of where they live, with a focus on historically underrepresented, underprivileged, and marginalized populations. The best means of attaining equality, inclusiveness, and economic and social mobility are through education since it levels the playing field. are given numerous targeted opportunities to enter and succeed in the school system, despite inherent challenges.

Research Problem:

Student is at a focal point of NEP 2020. Any new policy seems rosy on the paper but it fails in the implementation stage. New Education Policy is aims to develop multidimensional students with industry ready skill set. It is important to know the dissemination of newly introduced policy in students especially in rural areas. This study will be useful to know the awareness level of rural area students towards National Education Policy 2020. Also the viewpoints of rural students regarding NEP 2020 are studied.

Objectives:

1. To study awareness about New Education policy 2020 in rural area students.

2. To study opinion of the rural area student about New Education Policy 2020.

3. To study challenges of implementation New Education policy 2020in rural area.

Research Design:

The objectives are studies with descriptive research design. The required primary data related to awareness of student towards National Education Policy is collected from rural area student through structured questionnaire. The students of rural area are sample units in present study. Researcher has collected required primary data is through structured questionnaire from students who have completed/perusing their graduation. The Google questionnaire was floated to 120 students belonging to rural area of Baramati out of which 41 students have submitted their response.

Findings:

Chart No. 1 Gender of Respondents
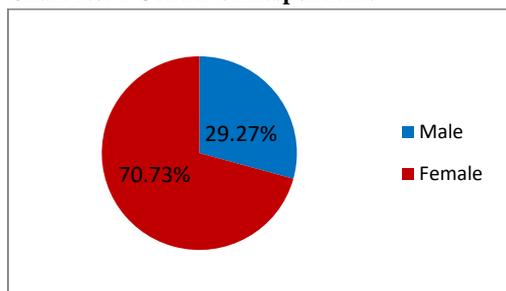
(Source: Primary Data)

The above chart shows that out of total 70.73 5 respondents are male and 29.27 % respondents are female

Chart No 2 Graduating Stream of Respondents
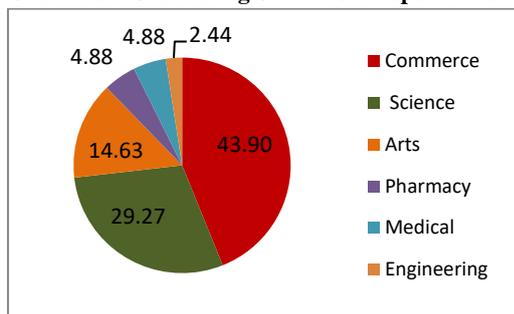
(Source: Primary Data)

Chart no 2 depicts that respondents are from diverse educational disciplines. Majority of the respondents are from commerce i.e. 43.90% followed by science i.e. 29.27% and 14.63% from arts. The participation of students from professional streams viz. engineering, pharmacy and medical is less.

Table No. 1 Descriptive Statistics for Awareness of rural students about New Education Policy

	N	Mean	Std. Deviation
General Awareness about NEP 2020	41	2.29	.559
Awareness about changes in structure of education	41	2.51	.597
Awareness about implementation of academic bank of credit	41	2.27	.708
Awareness about implementation of multidisciplinary approach	41	2.22	.652
Awareness about hybrid learning Mode	41	1.88	.624
Valid N (listwise)	41		

(Source: Primary Data)

The descriptive statistics shows significant awareness about NEP in students of rural area. The mean awareness value is significantly high for all value statements. The mean value awareness about hybrid learning is low i.e. 1.88 compared all other statements which reveals that the awareness about hybrid learning is low. The awareness is highest i.e. 2.57 about changes in structure of education signifies the good dissemination about new structure of NEP in rural students

**Table No. 2 Perspectives of Rural Students on NEP 2020**

	N	Mean	Std. Deviation
NEP will be effective in enhancing employability	41	3.85	.573
Student prefer to learn multidisciplinary subjects with core discipline	41	4.14	.726
Changes in the level of education are helpful	41	4.24	1.04
Four years gradation is better option for students	41	3.50	1.04
NEP Will contribute to holistic development of students	41	4.07	.932
Valid N (listwise)	41		

(Source: Primary Data)

The above table depicts that overall favorable opinion of rural students about NEP 2020 as the mean values for all statements are significantly higher. Students strongly feel that changes in the level of education are

helpful with highest mean value of 4.24. Also students from rural area are willing to learn multidisciplinary subjects along with their core specialization domain (mean value 4.14). The overall opinion about the option of 4 years graduation is less favorably rated by students with mean value of 3.85.

Chart No. 3 Students opinion about will NEP add financial burden on students
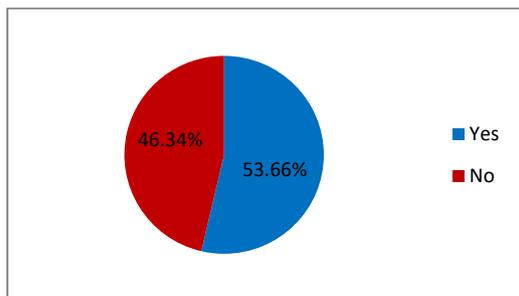
(Source: Primary Data)

Above pie chart shows that majority of students 53.66% feel that New Education Policy 2020 will add more financial budded for them as they have to enroll for multidisciplinary courses and credit transfer mechanism

Chart No. 4 Opinion of rural students regarding feasibility of bringing sudden changes in education system
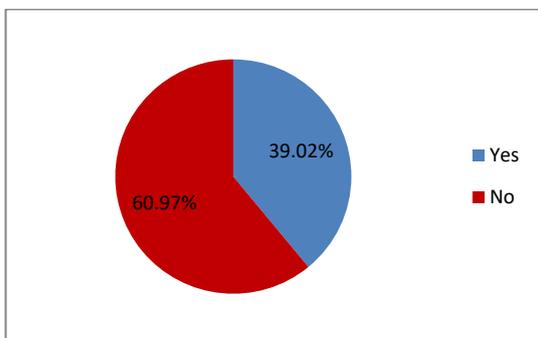
(Source: Primary Data)

It can be interpreted from above pie chart that majority i.e. 60.97 student perceive that it's difficult to bring sudden changes in prevailing education system especially in rural area. This signals the need of gradual changes in rural education system to cope up with new reforms.

Conclusion:

Student, being important stockholder of education system their awareness and opinion about NEP 2020 is studied. Results show that overall awareness about New

Education Policy in rural area students is significant. The awareness about hybrid learning is low. Students exhibit favorable opinion about changes brought by NEP and they perceive that this policy will fetch the desired results and improve employability of students. Further, students opinioned that NEP may add financial burden on students. This is not a favorable sign; need to be properly addressed by authorities and policy makers. The finding revealed that bringing sudden changes in education system in rural area is difficult. Hence to implement new changes effectively gradual up-gradations in infrastructure and human resource development need to be assured.

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NEP 2020: Reviving Gurukul Education System

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Abstract: The primary goal of Gurukuls was to teach students in a natural setting where Shisyas lived peacefully and with Guru. The main lessons were imparted through group discussions, self-study, etc. in disciplines including language, science, and mathematics. Furthermore, the emphasis was placed on activities that honed their critical thinking and intelligence, such as singing, sports, crafts, and the arts. Yoga, meditation, mantra chanting, and other such practises helped people feel good and at peace while also making them fit. Additionally, in order to teach students practical skills, it was required that they complete their own daily tasks. All of these contributed to the personality development of the individual and raised their level of discipline, intelligence, and attentiveness, all of which are still important today to face 21st century challenges. The New Education Policy 2020 has similar objectives of developing multidimensional students. This paper attempt to correlate the New Education Policy with ancient gurukul system in India.

Keywords: Gurukuls, Multidimensional, Disciplines, Personality Development

Introduction: India has a long history of the Guru-Shishya Parampara tradition, the Veda Bhoomi, and the Jnana Bhoomi. The Gurus' knowledge vaults have been transmitted orally to their Shishyas. At India's traditional Gurukulas, Gurus and Shishyas are devoted to the teaching and learning processes. Preserving ancestors' knowledge has been the sacrifice-based link of the Guru-Shishya Parampara. India has one of the best civilizations in the world, and its customs and traditions reflect its extensive history and cultural heritage. Religious beliefs are the foundation of Indian civilization. The ultimate goal of our educational system is Dharma, which guides us in the moral direction of fulfilling our duties (Swadharma), contributing to society, and caring for all other living things. The purpose of education, according to modern Indian thinkers, is to foster life-building, man-making, and character-building assimilation of ideas (Swami Vivekananda); the primary idea is to impart holistic education to the body, mind, and soul through the handicrafts taught to children (Mahatma Gandhi), enabling the mind to discover that ultimate truth that emancipates us from the bonds of dust and gives us wealth, not of things but inner light, not of It is an enlightenment procedure. This is divine richness. It contributes to the realization of the truth" (Rabindranath Tagore), the final result of education should be a free creative individual capable of combating historical circumstances and natural difficulties (Dr Sarvapalli Radhakrishnan).

Characteristics of NEP 2020 in resemblance with Gurukul System

Holistic Development of Learners

- Overall thrust of curriculum and pedagogy reform to move towards real understanding and learning how to learn - and away from the culture of rote learning.
- Aim of education is only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.
- Specific sets of skills and values across domains are identified for integration and incorporation at each stage of learning, from pre-school to higher education.

Experiential Learning

- Adoption of experiential learning in all stages of education.

- Include hands-on learning, arts-integrated and sports-integrated education, story-telling based pedagogy, among others, as standard pedagogy
- Shift in classroom transaction, towards competency-based learning and education.
- The assessment tools (including assessment "as", "of", and "for" learning) aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

No Hard Separation: Students are given with increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills

- There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams.
- Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, are incorporated throughout the school curriculum.
- Each of the four stages of school education, may consider moving towards a semester or any other system that allows the inclusion of shorter modules

Knowledge of India

- Include knowledge from ancient India to modern India as well as future aspirations
- Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, is covered
- Students will be given a logical framework for making ethical decisions at a young age.
- Traditional Indian values and all basic human and Constitutional values will be developed in all students
- Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and

first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.

Importance of Gurukul Education in present Scenario: The gurukul system may seem rather unorganised and like a strange idea to many individuals. People may worry how exactly a child would learn anything when they consider living with a teacher, the lack of a curriculum, or a defined schedule. However, the modern educationalist has looked back and discovered that many of the Gurukul system's teaching strategies may be incorporated into the modern educational system. Here is a list that will also clarify the significance of the gurukul system.

- **Modern infrastructure**: Robust learning of the students can only take place when focus on given on practical knowledge. But alas our present-day education just believes in bookish knowledge and cramming which is not sufficient. The Gurukul system focussed on applied knowledge that prepared the students in all fields of life. In present times it can be done by creating a perfect combination of academics and extracurricular activities along with teaching in the area of mindfulness and spiritual awareness to make the students better individuals.
- **Holistic education**: The present day education mainly focuses on a rank based system which is driven by animosity towards their peers. More fuel is added by the over-ambitious parents who judge the knowledge of students only by academic performance. The application of the Gurukul system instead can work on a value-based system where focus can be given on the uniqueness of child so that they can excel in their area of interest. This will also build a good character which is far away from fierce competition and increased stress levels that usually leads to depression.
- **The relation between teacher and student**: The need of present times is to ensure that teachers and students share a friendly relation and respect. This is as when the children feel secure and have trust in

the caregiver then they are most likely to emulate the same. This was present in the Gurukul system which can be inculcated today through use of activities, training workshops to bond with the students.

Conclusion: Overall the idea of inculcating values of Gurukul education system in NEP 2020 is just to assist the students in understanding the concept of a balanced life. The New Education policy has crux of gurukul system blended with of technological integration. The overall focus is to groom multidimensional individuals having sound domain knowledge and strong value system.

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NEP 2020's: A Tool for Promoting Innovation and Sustainable Growth

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Abstract: This paper aimed to study the role of NEP 2020s in innovation and sustainable development, as the key features and changes proposed by NEP 2020 and compares it to the previous education policy in India. The research has used secondary data. The study has provided a thorough understanding of the new policy and its implications for the education system in India, including a shift from rote learning to critical thinking, a focus on multilingual education and vocational education, the introduction of early childhood education, greater autonomy for educational institutions, and increased allocation of funds for education. The study found that NEP 2020 has a significant role in promoting innovation and sustainable growth, also the NEP 2020 has the potential to bring about significant improvements to the education system in India, but its success will depend on addressing the challenges and obstacles facing its implementation.

Keywords: NEP 2020, Innovation, Education, Sustainable, India

Introduction: India has set its sights on becoming a $5 trillion economy, and it's no small feat. But with an innovative and entrepreneurial mindset, it's a goal that can be achieved. In a world where the COVID-19 pandemic has caused many countries to turn inward, India is looking at this as an opportunity to build and bolster its internal innovation capabilities. The goal is to meet the future demands of the global market by developing innovative processes, products, and services that can compete on the world stage. To pave the way for this new era of innovation and development, the Indian government has launched several initiatives such as "National Education Policy 2020" (NEP 2020), "Aatmanirbhar Bharat" and "Make in India". To strengthen the domestic manufacturing industry and increase India's production capacity, several strategies have been carefully put in place. India will be able to create new goods and services at reasonable prices. The "Make in India," "Startup India," and NEP 2020 programmes in India all prioritise innovation. The goal is to revolutionise the Indian economy and innovate there as well as to create items locally. This is a bold and ambitious vision for India's future, and one that will require a lot of hard work, determination, and collaboration. But if there's one thing that India has in abundance, it's the potential to achieve great things.

Theoretical Background

The NEP 2020's is a set of policy initiatives proposed by the Indian Government in 2020 to promote innovation and sustainable growth. The NEP 2020's focuses on a number of areas, including

improving access to quality education, enhancing the use of technology in teaching, and encouraging innovative approaches in both research and development. The NEP 2020 also seeks to promote collaboration among different stakeholders, including universities, industry, and government, in order to foster innovation and growth.

In order to understand the theoretical background of the NEP 2020s, it is important to consider the literature on innovation and sustainable growth. For instance, a study by Yogo, T. U. (2017) discovered that providing education assistance can be a powerful tool for reaching "the fourth Sustainable Development Goal (SDG)" of inclusive and high-quality education for all and encouraging lifelong learning. The study's findings suggest that education aid can play a crucial role in helping to bridge the gap between disadvantaged

communities and those with more access to education opportunities. Based on the findings, Zhu, X. (2014) suggests specific policy proposals for boosting expenditure in education as a means of advancing sustainable economic growth.

Galabova, L. P. (2012) suggests that in order to establish a "developed knowledge-based economy (KBE)", it is necessary to implement policies that are cohesive and comprehensive, covering education, research, and innovation. These policies should be grounded in and reflective of the unique cultures and traditions of the respective nations. Gough, A. (2018) concurs with this viewpoint and goes on to argue the importance of governments taking a more active role in promoting education for "sustainable development" and global citizenship. Gough also highlights that with the increasing global inequalities, it is even more crucial for governments to take action in achieving "Sustainable Development Goals". This includes promoting education for all and providing opportunities for lifelong learning, which are crucial for achieving a sustainable future.

The NEP 2020's is a set of policy initiatives designed to promote innovation and sustainable growth. Research into the topic suggests that policy initiatives that support innovation and collaboration between stakeholders, as well as initiatives to reduce inequality and promote social inclusion, can be effective tools for achieving sustainable growth. Furthermore, the use of technology can be an important part of this process, as it can help to facilitate innovative research, create new opportunities for economic development, and reduce poverty.

Methodology

The article is an in-depth examination of the New "National Education Policy (NEP) 2020" in India, utilizing secondary data sources such as journals, newspapers, and websites. The research methodology includes a comprehensive analysis of the key features and changes proposed by NEP 2020, and the main focus of the article is to examine the role of NEP 2020

in fostering innovation and promoting sustainable growth and compare and contrast NEP 2020 with the existing education policy in India.

Objective

1. To study compare India's previous policy with NEP 2020
2. To identify the NEP 2020 concerns
3. To explore NEP 2020's contribution to innovation and sustainable development

Comparing the Changes in the NEP 2020 to the Previous Policy.

The New "National Education Policy" (NEP) 2020 has brought about significant changes to the education system in India, compared to the existing "National Education Policy" (NEP) of 1986. Some of the key differences between the two policies include:

Shift from rote learning to critical thinking: The NEP 2020 emphasizes the use of technology and innovative teaching methods to promote critical thinking, creativity, and problem-solving skills among students. This is a marked departure from the traditional approach of rote learning that was prevalent in the earlier NEP.

*Focus on multilingual education***:** The new NEP promotes the use of the mother tongue or regional language as the medium of instruction in primary and secondary education. This is in contrast to the earlier NEP, which placed a greater emphasis on English as the medium of instruction.

Emphasis on vocational education: The NEP 2020 places a greater emphasis on vocational education and skill development, with the aim of preparing students for the workforce. This is a significant change from the earlier NEP, which focused primarily on academic education.

Introduction of early childhood education: The NEP 2020 includes early childhood education as part of mainstream education for the first time. This is a major change from the earlier NEP, which did not have a separate provision for early childhood education.

Greater autonomy for educational institutions: The NEP 2020 grants greater autonomy to educational institutions, allowing them to design their own curriculum, syllabus and assessments. This is a change from the earlier NEP, which had a more centralized approach to curriculum and assessment.

Higher allocation of funds for education: The NEP 2020 aims to increase the allocation of funds for education from 4.6% to 6% of the total national GDP. This is a significant increase from the earlier NEP, which did not have a specific target for education expenditure.

Greater focus on technology and digitalization: The NEP 2020 places a strong emphasis on the use of technology and digitalization in education, with a view to making education more accessible, equitable and efficient. This is a change from the earlier NEP

NEP 2020 Implementation Challenges

The adoption of India's New "National Education Policy" (NEP) is widely regarded to have the ability to significantly improve the country's educational system. However, it is also acknowledged that changing such a sizable and diversified educational system won't be without its difficulties. Every stakeholder in the nation's educational system is currently considering the difficulties presented by such a significant change. Despite certain setbacks brought on by the epidemic, there have already been some encouraging improvements over the previous sixteen months, and it is reasonable to state that the vision and objective of the policy have already been effectively communicated to the relevant parties. The following are the main difficulties that the NEP's implementation will encounter:

India's education system is enormous and extremely diverse, which presents a significant problem. The nation's education system is the second biggest in the world with about 1.5 lakh schools, 25 crore pupils, and 89 lakh instructors. This large and complex system, with schools located in remote and diverse geographical areas, requires significant effort and coordination to reform effectively.

Another challenge is the lack of funding and capacity for innovation and scaling up in the education sector, as pointed out by the NEP drafting committee. It will be necessary to redesign the ministry's current organizational structure and its ecosystem in order to handle the suggested adjustments and get over these challenges.

Collaboration between the federal and state governments must be effective if the NEP is to be implemented successfully. Despite the fact that the NEP was created by the federal government, it needs the participation and assistance of all state governments, regardless of their political leanings.

A key component of the NEP's success is the private education industry. Private schools may provide crucial financial resources and cutting-edge technology if the government as well as other regulatory agencies accept them as equal participants in the NEP process.

Furthermore, a large increase in spending will be necessary to meet the NEP's objectives, with at least 6% of the nation's GDP going toward investments in infrastructure and training. This includes investments in teacher training and development, as well as in technology and digital infrastructure. While this sum may seem high, it is necessary to ensure the success of the NEP and bring the education sector in line with global standards

NEP 2020 Consequences for the Indian Higher Education System

Top-level decision-making positions are only open to qualified role models: The "National Education Policy" (NEP) 2020 aims to address the issue of individuals without relevant qualifications and experiences holding key decision-making positions in "the higher education system in India". Under the current system, it is possible for individuals without a record of scholarly publications or patents to hold positions such as "Chairman of UGC, AICTE, MCI, DCI, and Vice-

Chancellors of various universities", which can result in poor policy-making decisions and ineffective implementation of policies. The NEP 2020 addresses this problem by implementing strict criteria for appointments, such as requiring a minimum number of scholarly publications or patents, to ensure that only qualified and accomplished individuals are appointed to these positions. This will help to ensure that the higher education system is led by individuals who possess the necessary qualifications, experiences and a track record of excellence and achievement.

System of higher education bureaucracy cleaning*:* Selecting institutional leaders in Research & Innovations based on merit. Under this approach, individuals lacking a minimum of five first-author scholarly publications or patents in the last five years would not be considered for leadership positions such as Director or Vice-Chancellor.

Conversion of single-discipline Colleges into Multi-Disciplinary Automated Degree-Granting Colleges*:* Once more, this will aid in the reduction of lobbying as well as corruption in institutions. Due to the rigorous bureaucratic standards of the affiliating University, many institutions are unable to set their own direction. All of this seriously undermines the idea of local governance as well as regional efforts to innovate and flourish. Urgent action must be taken to resolve this. Additionally, this produces more responsible leaders who may engage in HE administration and research to improve the way higher education is delivered.

The Board of Governors is responsible for upholding standards of quality*:* Through open disclosure of pertinent records, the BoG shall be accountable to the stakeholders for the achievements of the HEI. BOG must adhere to all regulations imposed by "the National Higher Education Regulatory Authority (NHERA)".

Reduction of Education Commercialization: To prevent the co-multiplication of learning, HEIs, both public as well as private, should make sure that they are not for profit and that any excess is reinvested in the growth of the institution with the guidance of BoG members.

Private "higher education institutions" obligations to support philanthropy education: Private HEIs are allowed to determine their own costs as long as they provide at least 30% in scholarships as well as 20% in free tuition. This approach enables them to appropriately recover their costs while fulfilling their social duties.

The private universities will overcome public universities: Due to 20% free-ship and 30% scholarships, bright as well as intelligent students—regardless of their socioeconomic standing, religion, or gender—will have the chance to attend private HEIs for free, mobilising intelligent as well as self-motivated educators to private colleges as well as causing overcrowding of deserving students in private universities.

NEP 2020's Role in Promoting Innovation And Sustainable Growth

Innovation and sustainable growth are important components of India's educational system, according to the "National Education Policy" (NEP) 2020. It tries to provide an environment that encourages students' critical thinking, creativity, and problem-solving abilities. The NEP also places a strong emphasis on incorporating sustainable development objectives into the curriculum and motivating students to get involved in solving environmental and social problems. The NEP also encourages business and educational institutions to work together to guarantee that students have the information and skills necessary for the workforce of the future.

- ***Focusing on a multidisciplinary and holistic approach to education:*** NEP 2020 recognizes that innovation and sustainable growth require a broad-based education that integrates multiple disciplines, including the sciences, arts, humanities, and social sciences. It also encourages the integration of technology and

digital resources in the classroom to foster creativity and innovation among students.

- *Emphasizing 21st-century skills:* NEP 2020 focuses on developing 21st-century skills like critical thinking, problem-solving, creativity, emotional intelligence, and digital literacy among students. This will help students become more adaptable and resilient in a rapidly changing world.

- *Prioritizing STEM education:* NEP 2020 aims to promote innovation and sustainable growth in key industries such as technology, engineering, and the environment by emphasizing STEM education. It also encourages the integration of vocational and practical skills training in the curriculum to prepare students for industry-relevant careers.

- *Promoting research and innovation:* The NEP 2020 aims to increase investment in research and development and to promote innovation in the education sector. It also supports research and innovation through the establishment of research universities and the encouragement of public-private partnerships in education.

- *Encouraging entrepreneurship:* NEP 2020 encourages students to take up entrepreneurship as a career option and provides various support mechanisms to promote entrepreneurship education.

- *Promoting sustainable development:* The NEP 2020 aims to create a sustainable future by including sustainable development and environmental education as core components of the curriculum.

Conclusion

The "National Education Policy (NEP,2020)" in India aims to promote innovation and sustainable growth in the country's education system. The new policy brings significant changes compared to the previous policy from 1986, such as a shift from rote learning to critical thinking, a focus on multilingual education, emphasis

on vocational education and early childhood education, greater autonomy for educational institutions, higher allocation of funds for education, and a greater focus on technology and digitalization. However, the implementation of the NEP 2020 will face challenges such as the sheer size and diversity of India's education sector, lack of funding and capacity for innovation and scaling up, effective collaboration between the central government and state governments, and the role of the private education sector. The NEP 2020 also has consequences for the Indian higher education system, such as strict criteria for appointments to key decision-making positions, emphasis on research and innovation, and a new four-year undergraduate program. Generally, the NEP 2020 has the potential to bring about significant improvements to the education system in India, but its success will depend on addressing the challenges and obstacles facing its implementation.

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THANKING NOTE TO RESOURCE PERSONS / AUTHORS

we are highly indebted to all the eminent
resource persons for sharing their insights.

Please accept our very special thanks and congratulations on successful publication of your valuable research paper during our 12th National Conference titled "National Education Policy-2020". Your literary contribution has indeed instilled fresh thought processes and we hope this humble initiation from AIMS Baramati shall go long way to achieve quality pursuits of HEIs all across the country.
With Warm Regards,

Dr.Pravin V. Yadav

Conference Sequel 2024

"Future Nexus: Technology Enhanced Learning"

Dear Academicians/ Researchers/Edupreneurs and all the concerned,

We are happy to announce hereby the Theme of Next National Conference i.e.,"Future Nexus : Technology Enhanced Learning" Tentatively scheduled in January 2024.

Following is an outline of the event:

Scope and area to be covered:

Technology Enhanced Learning (TEL) is transforming education and educational institutions beyond recognition. Therefore, it is impossible to be ignored! The proposed National Conference shall explore what (TEL) is, and why is it important for educators.

Further, the future generations of teachers and students will not be content- driven but are likely to be

focused on learning by doing. In such a scenario, leveraging cutting technology to facilitate the education ecosystem.

The tentative objectives of the conference are:

1. To discuss on various technological possibilities that will shape the future curriculum.
2. To discuss the challenges in adaptation to changing pedagogy.

We invite with great anticipation your valuable research papers for the Conference.

Dr. U. S. Kollimath

GLIMPSES OF PREVIOUS CONFERENCES

IT & Management : Innovations & Inventions; Global perspectives
October 2013

Indian Ethos in management Practices:The Catalyst for Entrepreunership
October 2014

Science,Technology & Management:New Horizons
October 2015

Management Perspectives on Changing Socio-Economic
Environment :Vision & Challenges
October 2016

Skill Convergence:Amanagement Path for Sustainable Development
October 2017

Reconnect to Basics:Mantra to Value Based Learning & Transformation
October 2018

Higher Eucation Metamorphosis :Quest for Quality
October 2019

Digital Era:Emerging Opportunities
March 2021

Fostering Human Resilience- Catalyst for Management, Science and Technology
October 2021

" Innovative Practices for Quality Enhancement in Higher Education Institutions "
October 2022