

**“Techno Social Excellence”**  
**Marathwada Mitra Mandal’s Institute of Technology**  
S. N. 35, Vadgaon Shinde Road, Lohgaon, Pune-411047  
*Accredited with “A” grade by NAAC*

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**Report of NEP Workshop from Financial Assistance under QIP Scheme of SPPU**

**Title of the Workshop:** Establishment of R&D Cell in Institutions

**Dates:** From 7<sup>th</sup> Feb 2023 to 8<sup>th</sup> Feb 2023

**Application ID No:** SCW221387005

**Name of the College:** Marathwada Mitra Mandal’s Institute of Technology, Lohgaon, Pune

**PUN CODE:** CEGP013870

**Name of the Principal:** Dr. Rupesh V. Bhortake

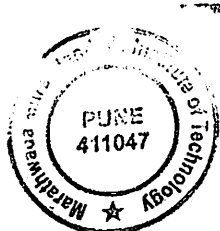
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**Objective of Workshop:**

- To create a conducive environment for enhanced research productivity
- To encourage collaboration across industry, government, community- based organizations, and agencies at the local, national, and international levels
- To facilitate greater access to research through mobilization of resources and funding
- To Promote Research Fellowships and Chairs
- To Balance Research Excellence and Relevance
- To Devise and Implement a Research Credits System



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### Brief of the Workshop:

The first day session was headed by Dr. Arvind Shaligram who is the Head of Research Park Foundation, SPPU, Pune. He guided us to a facility provided by the Research Park Foundation for innovation, incubation and linkages. fosters innovation, research, and entrepreneurial activities in technology-based areas. He explains that It provides a platform for start-ups by budding entrepreneurs and intrapreneurs to convert their innovative ideas into commercially viable products. It also provides services related to patenting and commercialization. The HEIs can foster the human elements (faculty, staff, scholars, and students), logistics (land, buildings, and facilities), knowledge resources (research equipment, project utilities, and consumables), fund flow, etc. through a steady, proficient, effective governance (Rules, Norms, and Policies) and financial (Grants and Funds) management. Dedicated leadership and administrative structure for research, led by experienced researchers, are essential for establishing an effective and robust Research Governance in RDC at HEIs. A vibrant research ecosystem in HEI aims to provide meaningful thrust for sustainable research and innovation and promote collaboration between government, universities, research institutes and industries. HEIs need to build a sustainable research ecosystem that leads to consistent quality research outcomes and enhanced productivity. In order to make RDC functionality viable, the HEIs that are relatively new or not so well

established should develop a connection with RDCs of already well-known/established HEIs for their research.

Research Guidance from RDC will aim to encourage faculties to conceive ideas through enhanced industry-academia interactions and prepare research proposals for funding from various agencies. Organizing events like capacity- building programs (Research & Methodology and Research Techniques) and specific research theme-based workshops and Research Internships will motivate the end-users (students, scholars, and faculties) to participate actively in the process of ideation and innovative research in emerging areas.

The Dr. Nilesh Uke, Principal, KJEI Trinity Academy of Engineering and BOS Member of Computer Engineering delivered the session on writing the research paper in proper way. HEIs need to formulate and adhere to specific quality benchmarks for research to meet the global/international standards. The proposed RDC should conduct a quality review (SWOC Analysis) or internal evaluation of the research papers and suggest Scopus Indexed, Web of Science (WoS), or UGC-CARE recognized journals for appropriate publications. R & D Cell of HEIs must ensure that all the Research Labs in the institution fulfill the norms of Good Laboratory Practices (GLP) and Safety (Bio and Chemical) measures, recognized as QIP center and by the National Accreditation Board of Laboratories (NABL).

The first day was concluded with last session of Dr. Sanjay Lakade, Director of Nayan Mechatronics LLP, Pune for availing the different funds of research. He guided to setup to promote innovation and entrepreneurship by converting and translating technology ideas and innovation in various disciplines of science and engineering into products, processes and services for commercial exploitation and the benefit of society to accomplish its goal. He also explained about major activities to be carried out by R&D cell such as

1. Creating a collaborative environment between industry and academia through joint research projects and consulting assignments.
2. Incubating early stage technology based innovative entrepreneurial ventures.
3. Encouraging and enabling the alignment of R&D activities to potential needs of the industry. o Identifying technologies/innovations which have potential for commercial ventures.

4. Physical infrastructure and support systems creation for business incubation activities. Foster and promote entrepreneurship spirit.

5. Facilitate knowledge creation, innovation and entrepreneurship activities.

6. Facilitate networking with professional resources, which include mentors, experts, consultants and advisors for the incubate companies.

7. Enabling development of high quality personnel and motivating researchers to grow professionally within organizations

He informed about the various funding agencies and Institutions that currently fund research at some level, such as the Department of Science and Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technology (DBT), Indian Council of Agriculture Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC), as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities and needs. However, NRF will carefully coordinate with other funding agencies and will work with science, engineering, and other academies to ensure synergy of purpose and avoid duplication of efforts. The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

On the second day, Dr. Devidas Golhar, Member of the task force, NEP 2020, Government of Maharashtra, shared his experience of designing the policy of NEP. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. He explained the role of teacher in NEP. The teacher must be at the center of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers

and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability. Further He focused on Principles of this Policy.

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. His thought on higher education is that 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. The ancient Indian universities Takshashila, Nalanda, Vallabhi, and Vikramshila, which had thousands of students from India and

the world studying in vibrant multidisciplinary environments, amply demonstrated the type of great success that large multidisciplinary research and teaching universities could bring. India urgently needs to bring back this great Indian tradition to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically. The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same. He concluded the session with motivation towards acceptance to the NEP 2020 and research aspects to develop the students and to inculcate research culture in institutions.

Finally, Dr. Parikshit Mahalle, Professor, VIIT, Pune guided us on implementation of NEP 2020 by sharing his personal experience doctorate program from Aalborg University, Denmark. He explained Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach. Large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. This will be encouraged by increased faculty and institutional autonomy in setting curricula. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for

cross-disciplinary and interdisciplinary thinking. He focused on the robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g., in the realm of climate change, population dynamics and management, biotechnology, an expanding digital marketplace, and the rise of machine learning and artificial intelligence. If India is to become a leader in these disparate areas, and truly achieve the potential of its vast talent pool to again become a leading knowledge society in the coming years and decades, the nation will require a significant expansion of its research capabilities and output across disciplines. Today, the criticality of research is more than ever before, for the economic, intellectual, societal, environmental, and technological health and progress of a nation. Research and innovation at education institutions in India, particularly those that are engaged in higher education, is critical. Evidence from the world's best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings. A holistic and multidisciplinary education, as described so beautifully in India's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.

Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning. Graduate-level, master's and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.

The second day concluded by certificate distribution to participants.

#### **Outcome of the Workshop:**

The participants were able to

- Enhance their research skills

- Encourage collaboration across industry, government, community- based organizations, and agencies at the local, national, and international levels
- Apply the research culture in NEP 2020
- Outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

### **Opportunities:**

In NEP 2020, there are lots of opportunities for students, Institutions and Employers. The students can opt for multiple skills that make them ready for a job. to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. The employers who expect multidisciplinary knowledge in his employees will get satisfied. The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen.

### **Problem Raised during the Workshop:**

The following problems were raised during the workshop

- How to implement NEP 2020 that require multi skill knowledge
- Time required to create infrastructure for academic credit bank
- Credit transformation from one university to another
- Forming the cluster of the institutions

### **Challenges of Implementation of NEP:**

The first challenge is to create infrastructure for credit transformation of student. . First, the sheer size and diversity of India's education sector makes implementation an uphill task. For example, sample the size of the school education system alone. With more than 15 lakh schools, 25 crore students, and 89 lakh teachers, India remains the second largest education system in the world. The size of the higher education system is massive too.

forming the clusters of institutions. The policy has come at the right time and the objective is very noble. But there lies a world of difference between laying down a policy on paper and following



it in spirit. The success of NEP 2020 and the pace of its implementation depends to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it.

**Overall Suggestions:**

The suggestion received from experts that the teachers should be ready to opt for multidisciplinary knowledge. To sum up, the NEP 2020 is truly a pathbreaking document in every sense. The policy, amongst others, aims to address pedagogical issues, structural inequities, broadening of access apart from making the learners future ready while meeting the demands of a 21<sup>st</sup> century India. Simultaneously, the NEP has the most challenging task of addressing multiple crises in the education system. Its effective implementation is critical if India wants to reap the demographic dividends and capitalize the opportunities from a rapidly growing knowledge economy. Given its transformative potentials, the Centre has shown urgency and a sense of purpose by launching a series of initiatives in the recent months notwithstanding the challenges of the pandemic. A number of states have officially launched the policy and many others are in the process to do the same. Yet, there is a long road ahead of the NEP. Given its scale and the kind of complexity involved in its execution, particularly securing coordination and cooperation amongst diverse stakeholders at state, district, private sector amongst others, makes it a daunting exercise. Apart from this, one has to deal with weak state capacity, availability of financial resources and, most importantly, the education ecosystem that acts as a drag on new ideas and innovation. Yet, the most critical challenge before NEP is building consensus and getting states to own the first omnibus programme after 1986. In short, the success of the NEP largely hinges on cooperative federalism and states taking ownership of the reforms.



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27	Subarna Karanikal	D.Y. Patil school, Pune	7385099749 Subarna.Karanikal@dpu.edu.in		
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30	Poi Tamsakar	D.Y. Patil Biotech & Bioinformatics Inst.	8830112771 poitamsakar@dpu.edu.in		
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32	Anel Khade	V3 Data solution	7721073639 anel.khade@gmail.com		

Name & Sign. of Co-ordinator  
Dimesh B. Satre

Name & Signature of Principal  
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Institute of Technology,  
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### Participants' Attendance List (Outside SPPU)

Sr.No	Name of the Participant	Address	Contact No. / Mobile No & E-mail	Signature	
				1st Day	2nd Day
33	Dr.M.V. Sarode	Govt. Poly Yavatmal	9763271802 m.lind.sarode@gmail.com	D.V. S. K. D. V. S. S. S.	
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36	Supriya Thembore	IOET, Thane	9428864021	Supriya	Supriya
37	RAJU K. SINGH	Bhimabai Sawant Poly	Supriya Thembore @ jspmbespolu. 9720756966 edu.in Rajk. singh@pkpbb.org.	Supriya	Supriya
38	Dr. Nilam Upasani	P. K. TECHNICAL CAMPUS	9881300235 nilom.upasani@gmail.com	Dr. Nilam	Dr. Nilam
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**Name & Sign. of Co-ordinator**  
 Dinesh B. Sathre

**Principal**  
 Name & Signature of Principal/Director  
 Institute of Technology,  
 Lohgaon, Pune-47  
**Dr. R.V. Shetty**