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AN EMPIRICAL STUDY ON NEP IN HIGHER EDUCATION: THE WAY FROM TRADITIONAL TO PROFESSIONAL EDUCATION

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ABSTRACT

Education is the essential for the development of the society and the country. Knowledge and information has been the basic requirement for human development and development of society. Now a days, there is a changing scenario in education because of big data, machine learning and artificial intelligence. India is a developing country and has third largest economy in the world so for the development of the country there was a need to do changes in education system. So National Education Policy 2020 was launched. Earlier we had national education policy in 1968 and 1986 which was amended in 1992. As we know higher education plays an important role for the development of social welfare and there is a need of who have a knowledge of science, social science, arts, culture etc. and based on employability, creativity, critical thinking, innovative, analysis based skill, research skills and decision making skills.

This National Education policy fulfill this requirements. So this paper analyses the key points of NEP 2020 in higher education. This paper also focuses on the benefit of NEP 2020 and the way from traditional to professional education. This paper is based on secondary data.

Keywords: NEP 2020, Employability, higher education, critical thinking, creativity, innovative.

INTRODUCTION

Education is the essential need for the development of the society, human and the country. After independence many changes were observed in education system. The first National Education Policy was implemented in 1968. Then NEP 1986 which focused on "approach to education". In 2009 free and compulsory education act was launched, which provide fundamental right of education to the student. In 2001-02 Sarva Shiksha Abhiyan was launched which aim to provide elementary education to all children. In 2020 National Education Policy (NEP) 2020 was introduced which was approved by the cabinet on 20th July 2020. NEP 2020 is the first education policy which has a goal to develop country. It is not only based on to develop fundamental capabilities but also develop logical, creative capabilities, moral and social values. The Old NEP was based on 10+2 system but new NEP is replaced by 5+3+3+4 system. This can be understood from the following chart:

Chart 1 Basic structure of NEP 2020



The higher education system of India is the second largest higher education system in the world after China (MHRD, 2019). The growth of higher education has been slow and inadequate. The Gross Enrolment ratio is still less than the desired level. The drop out tendency has been stated in various level. This policy has suggested many recommendation for the problem faced by the higher education system. This NEP suggested various pedagogies for higher education system like project based learning, case study, portfolio and self-regulated learning. 'Holistic and Multidisciplinary Education' is the central recommendation of the National Education Policy-2020.

As we know that COVID-19 affects not only the economy but also education system of our country, because of lockdown digital learning concept was introduced which was very rare in our country. Online classes, online notes were provided to the students. So NEP 2020 was required for inculcate this changing scenario. The NEP 2020 was made for the development of many stakeholder like students, parents, teachers, education institution and other members who are directly or indirectly interconnected with the education sector. NEP is based on actual understanding instead of rote learning.

The basic aim of this policy to develop the various skills of student like critical thinking, research, innovation, analysis and decision making. This is the only policy which provide different option and flexibility to the students to choose various combination in their subjects. This policy is focused on outcome based education, equality, multidisciplinary education, multiple entry and exit, blended learning, employability. This policy also suggested the formative and summative assessment for the continuous assessment of the students.

The NEP 2020 will change the entire system of education at various level that the quality standard will enhanced, the student learning will increase. NEP 2020 design multidisciplinary and integrated curriculum which will focus on social and life skill including health, environment, cultural, values, employability, research and internships community engagement as compulsory components of academic program. It will enhance the creativity, critical thinking, problem solving abilities as well as emotional, moral values and cognitive capabilities in students

OBJECTIVES

1. To identify the key points of the National Education Policy 2020 in higher education.
2. To analyse the reasons of the drop out students after various level.
3. To discuss the merits of National Education policy 2020.
4. To highlight the way from traditional to professional in higher education.

REVIEW OF LITERATURE

Deepa Ittimani tholath & Ramasubramaniam M, Xavier M.J. (2021), focused in their paper about the comparative study of NEP of India and UNESCO's Education Policy. They also used text analytics methodologies for comparing these policies and identify common and contrast points in their paper.

Bushan, Sudhanshu (2021), presented in his paper about multidisciplinary approach in higher education in National Education Policy 2020. He also presented national and international perspective of multidisciplinary approach, curriculum, multidisciplinary teaching & research and multidisciplinary universities.

Malish, C. (2021), in his paper discussed about indicator of access to higher education, gross enrollment ratio and eligible enrollment ratio. He also compare gross enrollment ratio with eligible enrollment ratio for find the drop out trend of the students.

Anchal Saxena (2021), discussed about the highlight of National Education Policy 2020. she also presented the key points of school education, higher education and professional education. She also focused on technology use and integration.

Dr. Gautam Roy & Dr. Biswambhar Mandal (2021), focused in their paper about major problems faced by the higher education system in India. They also compare National Education Policy 1986 and National Education Policy 2020. They also suggested possibilities of positive impact of NEP 2020 in higher education.

Anindita Mukharjee (2021), analysed the linkage between National Education Policy 2020 and sustainable development goal 4. She also presented the role of education in development, the outcome of SDG 4 and the challenges in implication of NEP 2020.

Nigam D, Ganesh M.P., Rana S. (2020), discussed in his paper about the challenges faced by higher education sector in India. He also focused on the reasons which effects the quality of the education and global ranking which encouraged our young generation to move out in another countries for higher education.

Mathew N.E. (2020), presented in his paper about the advantages and disadvantages of National Education Policy 2020. He also suggested about three language system, multi entry and exit option credit banks etc.

Pawan Kalyani (2020), in his paper discussed about the National education policy 2020 and its effect on the various stakeholders like students, teachers, parents and industry. He also presented future impact of National Education Policy 2020. He also focused on the challenges, opportunities and the benefits to the society.

THE WAY FROM TRADITIONAL TO PROFESSIONAL EDUCATION

Educational institutions are divided into disciplines and departments and students enter and exit as batches. The process of teaching-learning is also top-down, pre-determined set of curriculum, syllabus and learning objectives, which are then evaluated by tests and marks, scores or grades. The NEP 2020 is a replacement of ancient education policy. The NEP 2020 is based on student centric which provides deep learning where student can create new ideas and critical evaluation. This policy suggested to recognize and identify the unique capability of every student. In this policy students will get flexibility to choose various options of the subjects. By this they can enhance their interest, creativity, innovation skills and decision making skills which is essential for the development of every country.

In this policy there is no separation between arts and science, between curricular and co-curricular activities. It will also enhance communication, co-operation and team work strategy at all the level of the education from early childhood care and education to school education to higher education. This policy is completely based on teaching learning pedagogy like blended learning, self-study, face to face and hand on. This policy also recommended about the multi entry and exit in higher education. If student complete the first year and can exit then the student will get certificate. After complete the second year and exit the student will get diploma, after third year degree and after fourth year degree with honours. In this system any time student can exit and re-enter in the education system with credit bank. The accumulate course credits from one's discipline can be deposited in the academic bank of credit.

UGC has also given a guideline for multi entry and exit "Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions" (UGC, 2021)". It is an important implementation after NEP 2020. This policy suggested to provide positive learning environment to every student and enhance their professional skills. This policy has different implementation levels. If we want a change in higher education there is need to do the changes from the basics so this policy suggested Early Childhood Care and Education which is based on multi stage sports and provide activity based education like writing essay, debate, group discussion, projects, lab work and collaborative assignment. It will enhance the learning capabilities of the students. For this trained teachers should be provided.

NEP-2020 provide high-quality higher education, with equity and inclusion. The vision of this policy is synch with UN Sustainable Development Goal 4 which seeks "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". This policy focused on outcome based learning so learning outcome and learning resources should be develop. The learning resources includes text books, self learning material, audio, video, you tube videos, open education resources, web link, MOOC based resources etc. SWAYAM, NPTEL, IITBX, IIMBx are the various platform which provides various online courses to the students based on credits. The learning outcome enhance the knowledge, understanding, analyzing skills, creativity and constructivist of the students through the various activities.

For the teachers the Ministry of Education and National Council for Education Research and Training (NCERT) provide a portal called DIKSHA (Digital Infrastructure for Knowledge Sharing) which provides lesson plans, teaching tools, explanation content, practice and homework, question banks and assessment to students. Teacher should understand an important aspect "Cross boarder Education or Internationalization" of higher education. For this NEP 2020 proposes more collaboration and partnership for attract more students from other countries. Also we can send our teachers and students for exchange program and they can update their research skills. The NEP 2020 also proposes Memorandum of Agreements, through this students and teachers can get the benefits of exchange program and international exposure. Special efforts should be made for promoting research collaboration between Indian and global institution.

The teaching learning process is incomplete without student assessment. NEP 2020 also suggest the formative assessment and summative assessment for the student. Through the continuous assessment of the student, the teachers can identify the weakness and strength of the students and guide them towards the right direction. The main purpose of the formative assessment to increase the quality of teaching learning process. and the main purpose of summative assessment is to analyses the overall performance of the student. It will also reduce the drop out tendency and increase the efficiency in higher education. The NEP 2020 has intensive and extensive imperatives for integration of technology. Now India is able to create a skilled workforce and provide multiskilled employability options.

BENEFITS OF NEW EDUCATION POLICY

1. By 2040 NEP has an aim that all higher education institution become a multidisciplinary Institutions and aim to have larger numbers of enrolled students to reduce the drop out trends.
2. The NEP 2020 promotes multidisciplinary, vocational and professional education which will enhance the capability of every student and it will provides various options of employability.
3. The NEP 2020 provides a facility to the students to choose various option the combination of subjects. ‘
4. The NEP 2020 focuses on the enhancing quality of higher education system.
5. The NEP 2020 provides an important benefit of internationalization of education which will provide the facility of student and teachers exchange program.
6. The NEP 2020 encourages the autonomy system in colleges and universities where teachers are completely free to design their own curriculums and pedagogy to teach effectively in the classroom.
7. This policy solve the language problem and provides the use of Indian languages, art and culture at all the levels of education.

FINDINGS AND SUGGESTION

Current higher education system has many problems like inadequate growth, ineffective regulatory system, limited teachers, limited colleges and universities who teach in local language, lack of leadership ability, less research oriented institution, difficult distribution of subjects, Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders etc. One major problem was stated in the higher education is drop out tendency. The gross enrollment ratio is decline in 9 to 10 and 11 to 12. This policy has a aim to get 100 % GER till 2030. NEP not only focus on mother language and the languages speaks in India but also provide the option to learn French, German, Spanish, Russian and other languages which will enhance the knowledge and the confidence level of students. NEP suggested multidisciplinary colleges and universities where students will get various opportunities of multidisciplinary education, career options and placements.

The NEP suggested the teacher and student ratio should be 30:1. If there is less students then trained teachers should be appointed. The teacher should be knowledge facilitator instead of information provider. The scholarship will be given to the socially and economically backward areas to stop the drop down tendency. There is need of a good regulatory system to ensure integrity, transparency, and resource efficiency of the educational system – through autonomy, good governance and empowerment. The teachers should use three pedagogies like case study based, project based and portfolio based to enhance the quality of student learning.

The decline growth in higher education system is because of different disparities, such as regional, social, gender, economic, etc. The NEP 2020 suggest many solution to overcome on these problems and equal opportunities should be provided to every student. Short term diploma and certificate courses can help the students to enhance their employability skills. For the growth of every country there is need of entrepreneurship and startups. It will create employment and the culture of innovation. There are very few universities and colleges which offer entrepreneurship development programs. The NEP 2020 recommended “Incubation center” should be set up in the campus for encourage innovations.

CONCLUSION

The National Education Policy 2020 proposes a More Holistic and Multidisciplinary Education as well as liberal education which will enhance the knowledge, critical thinking, moral and cultural values. As NEP rightly mentioned curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning." NEP-2020 identifies the potential of new technologies such as artificial intelligence, block chain, machine learning, smart boards, adaptive computer testing, etc. The NEP-2020 focuses on the five pillars of strong education system: accessibility, affordability, quality, equity, and accountability. The NEP 2020 also enhance occupational skills, non-cognitive skills, interpersonal skills, life skills, and application skills.

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