

Innovation in Higher Education : A Study of NEP 2020

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Abstract:

In this world of eight billion people where 99 percent are job seekers and 1 percent is job creators, the role of higher education institutions is subject to debate and discussion. Not only is there a big gap between demand and supply of employment but the growing mismatch of skills among students to take up the employment opportunities is even worse. What the students possess do not appear to be in great demand in the job market. They find it hard to meet the expectations of the industries. The dots between demand and supply of skilled human resources are to be connected by none other than academic institutions. Conventional approach to prepare students for standardized grades or jobs doesn't define the role of higher educational institutions unless they produce the graduates who can contribute towards innovation, job creation, and enhanced standard of living. This is probably one of the top reasons why commerce education has been gaining attention over the years. It provides them with all analytical, computational, managerial, and higher order thinking skills to ensure that the students can think creatively out of the box. Kudos to NEP-2020 for recognizing the fact that the higher education institutions were creating balance sheets with greater liabilities than assets (in intrinsic terms) and there was a need to pull them out from the depths of failure and push them to the next level of success.

The policy realized that the higher education institutions cannot afford to produce graduates with specific skills to handle only a few things. In cricket, as a case study, every team play with all-rounder's who can bat and can also contribute with the ball. Likewise, the NEP 2020 promises to produce all round students where they can develop expertise in a major subject of his choice and can also have an opportunity to acquaint themselves with minor, multidisciplinary and skill subjects to be able to adjust themselves in the competitive market. The policy brings a variety of skills and attitudes to ensure a strong, sustainable and balanced educated youth. Commerce education has all the ingredients of NEP-2020 to prepare students for the challenges created by the corporate world. With the passage of time, Commerce education was introduced in different urban and rural colleges in the country. The added advantage of commerce education has been that it enjoys immense interface with the industry. Over the years, commerce education has turned out to be the most preferred choice among students across the country. The cut-off score for the commerce honors goes as high as 100% in top DU colleges. Even in rural area itself, the craze of commerce education is worth noticing. Also, the students from remote are showing immense enthusiasm towards this discipline. The fact of the matter is that it empowers a student to become like a 360-degree player to survive in a tight economy and competitive market. The empowerment is such that a student is in a position to turn every challenge into an opportunity to rise to the occasion. However, the huge potential of commerce education to contribute decisively to society and business has remained untapped by and large. For instance, corporate and industries operating in India are still relying on borrowed theories for their business operations. Lack of sophisticated approaches to deal with the unexpected technological advances, business uncertainty, global competitiveness, financial crises, corporate scams and failed startups offer an immense scope for commerce education to engage students in serious research in Accounting, Finance, Taxation and international business. It is pertinent to mention that during the fourth year of graduation, the project work to be pursued by the students should be dealt with all seriousness by the faculty to achieve the desired outcome as envisaged under NEP 2020.

Keywords: NEP 2020, Commerce education, Corporate and Industry

Introduction:

National Education Policy-2020 visualized providing a quality education which is beneficial to meet the growing economy in India. The new policy is aiming to achieve majorly three aspects such as highest quality, equity, and integrity in the education system from schooling to higher education. Commerce education play an important role in the country's economy as it effects all the sectors like manufacturing, service industry, research and development, banking etc. in all the field finance is the nerve system and knowledge to manage finance is dealt with commerce and management. The current education policy existing in India are concentrating majorly on theoretical aspects which lacks the practical training among the students i.e., the

major drawback for meeting the global job opportunities. Therefore, the National Education Policy-2020 is aiming to develop creative potential, skill and analytical thinking which the needs of the global job market are. Hence all the curriculum of commerce and management should be redesigned based on the outcome based education, where the stakeholders can know in prior what they are going to learn and how it is beneficial to develop them to meet the future changes in economy.

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the new NEP-2020 pitches for a “5+3+3+4” scheme corresponding to the age sets 3-8 years (foundational phase), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary). That fetches early childhood education (also familiar as pre-school education intended for children of ages 3 to 5) underneath the influence of formal schooling. The mid-day meal program will be stretched to pre-school children. The NEP declares students till Class 5 should be educated in their mother tongue or regional language.

The policy also recommends phasing out of all organizations offering single streams and that all universities and colleges must aim to become multidisciplinary by 2040.

The National Education Policy 2020 foresees inclusive and justifiable quality education while targeting to address the rising developmental imperatives of India. With the fast-growing employment landscape and universally diverse ecosystem in education sector, it is becoming acute that one should not only learn but it should also know how to learn.

Change in education reforms are engaged in such a way that learning outcomes convey the highest quality, integrity, and equity into the system right from schooling till higher education.

The emphasis of the policy offers multidisciplinary and holistic education by absorbing knowledge of several arts (popularly known as generous arts) in the course. Emphasis needs to be specified on Theoretical understanding through pedagogies that highlight on communication, discussion, debate, research, and cross-disciplinary and interdisciplinary thinking. Commerce and Management education may require continuous revision and revamp of the core curriculum which will progress the creative potential of each student and create new career growth occasions based on changing industrial and societal demands. Education in Commerce required being Outcome-Based Education at Undergraduate and Postgraduate stages with provision for Choice Based Credit System (CBCS). Outcome-based education defines Program Educational Objectives (PEOs), Program Objectives (POs) and Course Objectives (COs) for every program and student progression is assessed based on their achievement status. Core subjects can be a blended form of theory and practical subjects. Practical subjects should give students good exposure using various tools and software applications applicable to commerce and management education. Open elective courses must offer knowledge and skills among diverse areas that creates an opportunity for holistic education and Specialization (major) subjects matters to create a concentration on various functional areas.

Problem Based Learning requests to be integrated into the curriculum for the better understanding of several concepts in business and commerce.

Objectives of the Study:

The NEP 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study are:

1. To highlight the overview of the NEP 2020
2. To identify the challenges of existing educational policy
3. To compare NEP 2020 with the currently adopted policy in India
4. To discuss the merits and drawbacks of NEP 2020

Research Methodology

The article is based on secondary data collected from various journals, newspapers and websites. The methodology consists of a conceptual discussion on the highlights of the NEP 2020 and the focus of this article is on the comparison of NEP 2020 with the current educational policy of India.

Review of Literature

In India, the Social Work Education was commenced in the year 1936, with the establishment of Tata Institute of Social Sciences. In the post-independence reforms, education was given prominence. In the year 1966, first education policy was announced. This was aimed at “Radical Restructuring” and aimed at equal education opportunities in order to achieve complete education with national integration. This policy aimed at promoting the significance of education among the Indians, primary education and secondary education is given priority and the establishment of schools in both rural and urban areas.

National Education Policy (1986) The NEP of 1986 aimed promoting minority education, education for women equality, education of SC, ST and backward sections and emphasis was more given towards equal education opportunities and education 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 meticulously formulated strategies based on micro planning and applied at the grass root 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 emphasized on equal education to all and the NEP of 1986 gave prominence to women education and promoting minority education and reducing dropouts from the schools.

HIGHLIGHTS OF NEW EDUCATION POLICY 2020

- This is the first education policy of the 21st century and will replace the thirty four year old National Policy on Education (NPE), 1986
- The new policy aims for universalization of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50 per cent by 2035
- NEP 2020 will bring two crore out of school children back into the main stream
- The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14 and 14-18 years respectively. It will include 12 years of schooling and three years of Anganwadi and pre-schooling
- NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of eight
- NEP 2020 calls for setting up a National Mission on Foundational Literacy and Numeracy by the Ministry of Education. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025 ☞ A National Book Promotion Policy is to be formulated
- All students will take school examinations in Grades 3, 5 and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim
- A new National Assessment Centre, PARAKH (Performance Assessment, Review and Analysis of knowledge for Holistic Development), will be set up as a standard-setting body
- NEP emphasizes on setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups

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- Every state/district will be encouraged to establish 'Bal-Bhavan' as a special daytime boarding school, to participate in age-related, cancer-related and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras
- A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organisations from across levels and regions
- States/UTs will set up independent State School Standards Authority (SSSA). The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders
- NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent in 2018 to 50 per cent by 2035 and aims to add 3.5 crore new seats to higher education institutions
- The policy envisages broad-based, multidisciplinary, holistic Under Graduate education with flexible curricula, creative combination of subjects, integration of vocational education and multiple entry and exit points with appropriate certification
- An Academic Bank of Credit to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to set up as models of best multidisciplinary education of global standards in the country
- The National Research Foundation will be created as an apex for fostering a strong research culture and building research capacity across higher education
- Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education
- Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards
- Affiliation of colleges is to be phased out in 15 years and a state-wide mechanism is to be established for granting grades autonomy to colleges
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree
- Stringent action will be taken against Teacher Education Institutions (TEIs)
- A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long term mentoring/professional support to university/college teachers
- The National Scholarship Portal will be expanded to track the progress of students receiving scholarships
- Private HEIs will be encouraged to offer larger number of free ships and scholarships to their students
- Measures such as online courses and digital repositories, funding for research, improved student services, credit based recognition of MOOCs, etc., will be taken to ensure distance learning is at par with the highest quality in-class programmes
- A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional modes of education are not possible, has been covered

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- A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the HRD ministry to look after the e-education needs of both school and higher education
- An autonomous body, the National Education Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning and administration
- NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs and use mother tongue/ local language as a medium of instruction in more HEI programmes
- Internationalization of education will be facilitated through both institutional collaborations and student and faculty mobility and allowing entry of top world ranked universities to open campuses in India
- Stand-alone technical universities, health science universities, legal and agricultural universities etc. will aim to become multi-disciplinary institutions
- Policy aims to achieve 100 per cent youth and adult literacy
- The Centre and the State will work together to increase the public investment in Education sector to reach 6 per cent of GDP at the earliest

Comparison between New Education Policy 2020 and National Policy of Education 1986

	New Education Policy 2020	National Policy of Education 1986
1	Ministry of Education	Ministry of Human Resource Development
2	Gross Enrolment Ratio -50% (2035)	Gross Enrolment Ratio -26.3% (2018)
3	5+3+3+4 format	10+2 format
4	Break-up of age: 3-8, 8-4, 11-14, 14-18	Break-up of age: 6-16, 16-18
5	Exam- class 3, 5, 8, 10, 12	Exam- Each year upto class 12
6	Board exam- objective and description, Twice a year	Board exam- Descriptive, Once a year
7	No hard separation of Art, Commerce, Science. All will be mixed with No such policy curriculum	Hard separation- Art, Commerce, Science
8	Curriculum content will be reduced to its core essentials	No such policy
9	One vocational subject is must- class 6 to 8	Not mandatory in existing format
10	Bag- less days encouraged	No such policy
11	Health card and check-up will be done	Health card and supplements programs are already running
12	360 degree holistic report card for students including skills	No such policy
13	Coding to be taught from class 6 onwards	Not mandatory in existing format
14	3 language- by state, region and choice of student	3 language- Hindi, English and the regional

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15	Indian Sign Language students with hearing impairment to be developed by NIO	No such policy
16	Pre- school to be added in KVS	Starts from class 1
17	Preparatory class Balavatika for children below the age of 5- by ECCE qualified teacher	Not mandatory in existing format
18	Report card to have reviewed from teachers, peers and students as well	Report card to have reviewed from teachers
19	Education sector to get 6% of GDP	Education sector to get 4.5% of GDP
20	National scholarship Portal for SC, ST, OBC and SEDG	National scholarship portal for SC, ST, OBC and SEDG
21	IITs will include multidisciplinary like arts, humanities etc.	No such policy
22	National Testing Agency (NTA)- It will conduct aptitude test and exams in the science, humanities, languages, arts and vocational subjects, at least twice every year for university entrance exams	No such policy
23	E-content in total 8 languages	Lack of regional language e-content
24	Multiple entry and exit options for incomplete courses. Their credits will be transferred through Academic Bank of Credits	This is the main difference between both the policies with credit storing for higher studies
25	For Higher studies, 4 options are given: 1- year diploma, 2- year Advanced diploma, 3- year Graduation, 4- year Graduation with research	For Higher studies, 4 options were already there: 1/2- year Diploma, 3- year Graduation, 4- year Graduation with research
26	After graduation, Master’s degree of 1 year and 2 year with research options are given	After graduation, Master’s degree of ½ year were already there
27	M.Phil. is discontinued. Doctorate can be pursued after Master’s	First M.Phil., then Doctorate could be pursued
28	Best Indian universities to set up campuses in other countries and best 100 foreign universities may come to set up in India	No such policy
29	Atleast one large multidisciplinary institution in or near every district by the year 2030	No such policy
30	Controlling Authority- HECI (Higher Education Commission of India) except Medical and Legal. Divided into 4 parts: National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grant’s Council	Controlling Authority- UGC, AICTE (Technical), ICAR (Agriculture), BCI (Legal), CCIM (Medical), ICAI, ICSI, CBSE, NCERT, etc.

(HEGC) for funding and National Accreditation Council (NAC) for accreditation	
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HOW THE NEW EDUCATION POLICY 2020 WILL BE IMPLEMENTED?

- The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic
- The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one
- The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government
- Subject wise committees will be set up with the Government of India both central and state-level ministries for discussing the implementation strategy

NEW EDUCATION POLICY 2020 AND TEACHER’S DEVELOPMENT

- Stand-alone Teacher Education institutions will be converted into multi-disciplinary institutions by 2030 offering 4-year integrated teacher preparation programme
- All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period
- Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose
- A National Mission for Mentoring will be established with a large pool of outstanding senior/retired faculty-including those with the ability to teach in Indian languages to provide mentorship to university/college teachers

Opportunities of New Education Policy

- The Government aims to make schooling available to everyone with the help of NEP 2020
- Approximately two crore school students will be able to come back to educational institutes through this new approach
- According to the NEP 2020, the Education Ministry is to set up a National Mission on Foundation Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025
- One of the merits of NEP 2020 is the formation of National Book Promotion Policy in India
 - This new plan focuses on setting up a Gender Inclusion Fund. Special Education Zones for disadvantaged regions and groups is also in the focused list

Challenges of the New Education Policy 2020

- In the New Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, that is bringing study material in mother languages

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- According to the NEP 2020, students willing to complete their graduation have to study for four years while one can easily complete his/her diploma degree in two years. This might encourage the pupil to leave the course midway
- According to the National Education Policy 2020, students of the private schools will be introduced with English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the society.

CONCLUSION :

The observations and recommendations of NEP 2020 are indeed progressive in nature. It gives a fresh look to the educational system which is inbuilt with flexibility and mark of quality that is capable of molding India to a vibrant society which matches our rich cultural heritage. The NPE 1986, which created a pool of educational system and trained human resources who contributed to the value chain of development but NEP 2020 aspires of creating human resources who will generate value propositions. With the implementation of the new NEP 2020, the Indian education system is poised to become closer to international standards. In an online survey conducted across 1103 students in India, nearly 96.4% were optimistic about the results that come out of the implementation of new policy. The NEP, which is designed to ease the burden of classroom teaching and examination on students, will play an important role in creating the future of the country. Its success, however, lies in uniform and transparent implementation at all levels, with an equitable distribution of resources. This mammoth task can be realized only when there is 100% co-operation and collaboration between all the stakeholders backed by institutional mechanisms.

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