

A Case Study of New Education Policy 2020 System in Higher Education

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Abstract: *The institutions of higher education are in need of the infusion of a new model of education in order to keep the curriculum in pace with changing environment which includes technology adoption, changing industry requirement, changing aspiration of students and changing expectations of society. It is expected that two models and two systems of higher education are going to get importance in this changing environment. The two models of higher education which are going to be relevant in future days are-*

(1) Conventional classroom-based education model

(2) Technology supported online education model.

The two higher education systems which are expected to be attractive to the learners are Choice Based Credit System and Competency Based Credit System. University Grants Commission has come up with the Choice Based Credit or new Education policy System programme in which the students have a choice to choose from the prescribed courses, which are referred as major core, elective or minor or soft skill courses and they can learn at their own pace and the entire assessment is graded based on a credit system. The basic idea is to look into the needs of the students so as to keep up-to-date with the development of higher education in India and abroad.

NEP2020 aims to redefine the curriculum keeping pace with the liberalisation and globalisation in education. NEP 2020 allows students an easy mode of mobility to various educational institutions spread across the world along with the facility of transfer of credits earned by students. In this paper, we have attempted to make a comparative analysis of "New Education policy System" using SWOC analysis

Keywords: NEP2020

I. INTRODUCTION

NEP system provides ample scope to expand one's vision. A plethora of subjects are offered to students. Besides, the benefit of diversified likings can be availed through this system. Interests and liking of students is the base of NEP system. For example, a science student can study psychology at the same time. This there is a scope for opting for a specialized subject along with the subject of one's choice. Of course, the core subjects and the choice based subjects have different weight age, rightly termed as 'credits'. In short, the system paves way for flexibility in education.

A national aspiration that every graduate should not only have disciplinary knowledge but also be armed with a set of core competencies and switchable skills is the need of the hour. Acquiring skills in numeracy (quantitative/ analytical thinking), language, communication and networking, human relationships, accessing and managing information, and imbibing the spirit of competitiveness and innovation (out-of-the-box view of things) are necessary for successful careers in the 21st century. This portfolio of 'core skills' is a great enabler for employment, entrepreneurship, good citizenry, knowledge and wealth creation and should be viewed as inherently complementary to learning for scholarship, disciplinary expertise and intellectual enrichment.

This system, if implemented effective, can create ample job opportunities, post graduate candidates from various streams can get an opportunity to become teachers and built up their careers. NEP, supported by semester system instead of annual examinations is more advantageous to students. Students are benefited more from syllabus point of view. Curtailed syllabus with the same weight age implies that students have less scope to leave the questions as 'optional questions'. The corner questions also have to be taken heed of. Thus, less but detailed syllabus is the motto of NEP system. This system may thus, pave way for 'quality education' if implemented effectively.

This system will facilitate inter institution transfer of student after completion of a semester. Thus, part completion of an academic program will be done in the institution of enrolment and part completion in the specialized institution. This is a flexible and pragmatic approach.

- NEP is uniformly implemented in all central, state, and other recognized universities in India.
- NEP consists of three types of main courses categorised as Core courses, Elective courses and Foundation courses.
- NEP also has non-credit courses to be chosen from a pool which will be assessed as ‘Satisfactory’ or ‘unsatisfactory’. Non-credit courses are not included in the computation of SGPA/CGPA.
- All the three main courses will be evaluated and assessed for calculation of total credit and grade to provide for an effective and balanced result.
- Core course consists of compulsory subjects to be studied by a student to get the specified degree.
- NEP Comprises Following Basic Features:
- **Semesters:** Each year is divided into two semesters and the assessment of students is done semester wise. A student progress is calculated on the basis of the courses taken rather than time taken to complete the course like three years for science, arts, commerce or four years for engineering etc. Each semester will have 15–18 weeks of academic training and assessment which is equal to 90 teaching days. There is flexibility in creating the curriculum and assigning credits based on the course content and hours of teaching.
- **Credit System:** Each course is assigned a certain credit. When the student passes that course, he earns the credits which are based on that course. If a student passes a single course in a semester, he does not have to repeat that course later. The students can earn credits according to his pace by taking any amount of time.

SWOC Analysis:- the Strength, Weakness, Opportunities and Challenges (SWOC)

Strength:-

- Student centric
- Focus on continuous assessment
- More elective courses
- Opportunity to choose Dissertation/Project
- Opportunity to transfer credit between universities and Colleges.

Weakness:-

- Less focus and credits for core area or main subjects.
- Students are compelled to study languages in higher education level
- The option to take courses according to their ability and pace is limited. There is no freedom for the first year student to take an advanced course or a third year student to take an introductory course.
- Students are compelled to be inside the classroom for the entire five hour per day schedule leaving no scope for independent study. Opportunities for NEP:
- Students can choose papers outside of their core area so that they can be specialized in multi-discipline.

Opportunities:-

- Students can choose papers outside of their core area so that they can be specialised in multi-discipline.
- Students have opportunity to take extra credits more than minimum requirement to complete the course which will give weightage to encasing further opportunities.
- Higher education grading are acceptable internationally so that students can compete international opportunities.
- Credit-transfer opportunity and possibility of taking different courses in different colleges simultaneously to complete the total credit requirement within minimum period.

Challenges:-

- For any new system, usually there will be a strong resistance to change from every quarter of the academic world.

- Accepting grade points in subject instead of marks and letter grade instead of exact total marks is difficult due to the fact that allotment of individual ranking is not possible by merely referring grade points and letter grades.
- Opportunity to take credits outside the Major or minor core subject area may dilute the depth in core area of studies.
- Students may face dilemma in choosing the subjects due to their inexperience in predicting future demand.

Major problem in Implementation of NEP 2020:-

There are some barriers associated with the implementation of the said system, which if not corrected in time, may cause serious problems.

- The major issue to be contemplating here is the practical applicability of NEP system.
- A question that arises in mind is that, is it practically feasible to hire so many teachers for self-financed institutions?
- In many cases, there is very little choice being offered to students. It is possible to have a huge infrastructure with modern hi-fi teaching aids, latest teaching gadgets, laboratories and equipment necessary for teaching different subjects. A class of 8 to 10 students needs all facilities that a class of 60 to 80 students need, it is economical unsociable.
- In practice, there is no inter-disciplinary option. All students in a department have to opt for the same 'elective'. The education institution cannot afford to offer any real choice. At the most they can offer industrial chemistry for chemistry students or industrial statistics for statistics students. The government does not understand the strain on faculty workload.
- The educational systems of the foreign universities are not going to bring satisfactory results in the India education set up. It is a known fact that quality and quantity can rarely go together. The system planned out for a definite 'class' is being implemented on the 'mass'. This has rather increased the complexities of the system.

Suggestions:-

The above discussion makes it clear that the NEP has a list of pros and cons. If a mechanism is evolved which would deal with the serious issues discussed above it would help bring a radical change in the present system of commerce education. It is essential that in the knowledge age, commerce education system should be dynamic and adaptive to the changing times.

- Today the entire world looking India with some hopes and aspirations. Making education meaningful in true sense is a challenging task.
- The internal evaluation should be the sum total of written examination, workshops, field exercises, presentations, overall class participation and so on.
- The syllabus and its detailing should be done by commerce Departments of the Universities of course, the members of the committee should be highly experienced.
- All the curricular contents should be specified, and sub-divided into units and if needed into sub-units which are subsequently assigned numerical values and termed as 'credits'. Syllabus should be revised at regular intervals to meet to the needs of the changing times.
- There are several areas which needs special attention. The concept of autonomy needs to be promoted and an apex body on commerce education needs to be set up.

II. CONCLUSION

The UGC has always initiated measures to bring efficiency and excellence in the Higher Education System of India. The basic motive is to expand academic quality in all aspects, right from the curriculum to the learning-teaching process to examination and evaluation systems. However, multiple methods are followed by different universities across the country in examination, evaluation and grading system. Considering this diversity, the implementation of the choice based credit system seems to be qualitatively superior although it is not to be considered as ultimate. The best

way is the way forward and it is obvious to have unseen, unexpected twists, turns, some bumps and some ditches too. We need to make our way in spite of these hurdles. To conclude, we can say that NEP& commerce education is a modern approach. There has been a paradigm shift in the pattern of commerce education during the post independence period in India. Many trends are putting new pressures on the conventional commerce education system, forcing many institutions to review and amend their existing policies and procedures.

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