

Useful, Significant and Relevant Provisions are incorporated for Education and Educational Institutions of India drafted under NEP-2020

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Abstract

Skill based education is one of the strong recommendation drafted under NEP-2020, accepted by UGC recently. UGC always encourages the Higher Educational Institutions (HEI) to bridge the gap between conventional and skill based education.

Any college or an educational institution can directly apply to UGC for an autonomy without the permission of the university to which the college/institution belong.

Universities will have to alter or change the admission rules owing to the new educational policy-2020. Even appreciable change is suggested in the time table/time schedule of the colleges/institutions.

Two degrees simultaneously or dual degree course is also suggested

KEYWORDS: NEP-2020, skill based education, autonomy.

Introduction: National policy of education NEP-2020 is being implemented with immediate effect during 2022-23 academic session. NEP is being drafted by an expert committee recommended by ministry of higher education and human resource development ministry.

It is being implemented and workable in being after 36 long years. Earlier it was implemented in 1986 when Shri Rajiv Gandhi was prime minister of India. So it is long way to go for necessary change to be worked and implemented into actual being and actual practise.

National skills qualification framework (NSQF) commission has notified guidelines for providing skill based education. UGC has recommended that Higher Education Institutions (HEI) should design the courses with a focus on learning outcomes and align with NSQF.

Skill based courses will be given special credits according to UGC. All HEI and their affiliated colleges or institutions are requested to interact with leading IT industries for the development and promotion of industry oriented courses or modules. The student who will take these courses will be given due credits. This may help in achieving greater employability.

Lord Macaulay had started British education system in 1826 with opening of Bombay, Madras, and Calcutta Universities. The objective or motive behind the commencement of the university system was very simple, it was to produce English speaking clerks and peons.

Theory: According to NEP-2020, students can pursue two courses simultaneously.

The student can join online courses run by IISc and IITs. After completing the course, and passing the exam with definable marks, a student can apply for desirable jobs. As these courses are equivalent to regular university courses and degrees. Few specialist courses are not available in most of the Indian universities or any institutions of higher studies.

A science student can opt for a subject belongs to arts and humanities. A management student can learn music, a geography student can learn geology as a minor subject.

One online and one offline course makes useful combination for completing the course or a degree. Additional credits are allotted to the students as a sort of hobby or interest. A student can accomplish both his career and hobby courses simultaneously.

A cluster of two or more colleges or institutions of nearby area or a region is also suggested under NEP-2020. An arts college can form a cluster with a science college if it is feasible or possible in a particular region.

A group of two or more college can also form a cluster where more and more students can opt for more courses simultaneously. In other words two or more colleges can work complementarily. Students can be benefitted by seeking admission to more courses belongs to heterogeneous groups.

Students can enjoy the tastes of the variety of subjects which was earlier not possible to pursue. Student can shape his future by pursuing various subjects based on various specialities and special choice based courses.

Choice based credit system (C.B.C.S.): Choice based credit system from school level is also one of the feature of the New Education Policy NEP-2020. From KG to PG and up to Ph.D. degree CBCS is made mandatorily implemented by NEP-2020. Due to CBCS the whole evaluation process is going to change abruptly. Flexibility is fundamental and special feature of these system. The conventional method of evaluation by conducting the written examination of three hours is now age old and outdated and needs to be changed. The NEP is considering the evaluation on the basis of field work, seminars, excursion tours, educational visits, project works, industrial trainings, laboratory projects, outreach activities are also included in the evaluation process.

5+3+3+4 System of School education: According to NEP-2020 the pre-primary to second standard education system (total five years) from third to fifth standard (total three years) from sixth to eighth standard (total three years) and from ninth standard to twelfth standard (total four years)

The first phase includes 800 hours every year of teachings, which includes 27 credits, the second phase/stage includes 1000 hours of teachings every year which includes 3 credits for each year. From sixth standard there shall be 1200 hours each year includes practical, projects, field work, self-study method are expected. Total 200 hours are allotted for self-study. For stage 4/phase four out of 1200 hours, 1080 hours are allotted for teachings 120 hours are allotted for self-study or co-curricular activities

will be the classification of credit system. From sixth standard onwards every year there will be 40 credits and student will have to study at least five subjects. Every subject will be of 8 credits. The class study of individual student, self-study, Olympiad, sports, arts, and extra-curricular activities will be considered. Student participating in sport activities will be given special provisions as per the New Education Policy-2020. Skill-development curriculum has been given special credits.

Advantages: Student can learn the subject of his/her choice/interest. Due credit must be allotted to the student as per his achievement in that particular field. Student can change or alter any subject as per his interest or likings. If any student has left the school in standard fifth and if again if he wish to seek re admission in the eighth standard then without any formalities he can seek admission in the eighth standard. It has been studied in depth that uniformity can be brought in all university education system.

Conclusion: The purpose behind the CBCS pattern is

1-To make syllabus more application oriented and student study applications out of what he has studied.

2-To make student self-reliant, self-sufficient, self-contained

3- To make student employable, confident, courage able, more-hardworking and self-intelligent.

Induction program at entry level, training sessions for student, grades instead of marks to decide academic credit of a student, professionalism of education are few features of CBCS pattern.

A mere knowledge can be transformed into job giving professions is the main motto of the CBCS pattern.

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