

New Education Policy 2020 Reforms in Management Education System using Online Education in India

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Abstract

Technology is the key innovation of 21st century which has a great influence upon every sector of human life. People in the last few decades have been getting the benefits of using technology in education. Covid-19 has forced the authorities to introduce online education at all levels. Today Information and Communication Technologies (ICT) is a modern and effective tool for increasing the competitiveness of educational institutions. The New Education Policy (NEP-2020) has also focused on digital and online education using ICT. It does provide a framework for the overall improvement of education in India, which includes management education. Online education breaks down geographical barriers, making education accessible to a wider audience. It allows students from remote areas or those with physical disabilities to access quality educational resources. Learners can access course materials and participate in activities at times that suit their schedules. This flexibility is particularly beneficial for working professionals and non-traditional students. As we are moving towards online learning and education, at the same time we need to be cautious about the key challenges that it brings along. The online system of education or the E-learning also poses a challenge in terms of adaptability as both the students, teachers even parents are not used to this platform. NEP-2020's focus on digital education aligns with the broader trend of adapting to the digital age. This emphasis is critical for preparing students for the challenges and opportunities presented by advancements in technology and the evolving global landscape. Despite all the challenges, the New Education policy has stressed on the growing need of online education in India, because of the numerous benefits of it. The use of technology in education aligns with the demands of the modern workforce. Integrating digital tools and platforms prepares

students for a technology-driven future and enhances their digital literacy skills. So, this paper aims to find out the scope of online education in New Education Policy 2020. It also explores the challenges or the difficulties in implementation of online education system in India. Online education has emerged as a powerful tool for enhancing the competitiveness of educational institutions, aligning with the goals outlined in the New Education Policy (NEP-2020) and addressing the evolving needs of learners in the digital era. This paper also finds out the suggestions to remove the difficulties in implementation plan of online education system in context of new education policy (NEP-2020), as it could be an alternative education system in the coming years, because it's essential to acknowledge challenges like the digital divide, ensuring quality standards in online education and creating an inclusive learning environment for all students regardless of their access to technology.

Keywords

Management Education, New Education Policy, Online Education, Digital learning, ICT.

INTRODUCTION

Education is the most important part of our life. Today there is such an easy way to get education that we do not need to go anywhere. We can get education from the teacher just sitting at home from the online mode. In today's time, facilities like the internet are available at home. Online education has proved to be very effective at the times of Corona. We can join online education anywhere in the country or abroad. Today online education is proving to be very beneficial for students. The pandemic has severely affected education and educational systems across the world. Educational institutions around the world were temporarily closed in an attempt to reduce the impact of Corona. 1.077 billion learners have been affected due to school closures. Now the biggest question was that how students get education? Many big organizations have found only one solution for this, which is online education. The effect of which can be seen everywhere. Online education is being achieved through computers in a way with the facility of the internet. Computers and many types of gadgets are used for online education. But for this the quality of the internet should be good, we have to pay attention to this.

Online education is an innovative instructional paradigm supported with advanced applications of internet and instructional technologies i.e. Learning Management System. Online or Virtual education is defined, instructions in a learning environment where teacher and students are separated by time and/or space and the teacher provides course content through ICT based methods

such as Internet, multimedia resources and videoconferencing. Students get the content and communicate with the teacher via the same media” (Tavakol, 2012). Online education has many benefits, such as portability, ease of access, reduced need for physical infrastructure, lowered costs and greater flexibility. The rapid growth of the use of online education is fast becoming a substitute for the traditional classroom setting. It has proven to be the second teacher in periods of unrest, pandemic, natural disaster. It can also replace the normal classroom for internally displaced persons and individuals with busy schedule.

Online education is not a new phenomenon. It has its roots in the correspondence courses that emerged in the 19th century, which allowed students to study by mail. With the development of radio, television and computer technologies, online education evolved into various forms of distance learning, such as audio and video courses, webinars and e-learning platforms. The internet and the digital revolution have enabled online education to expand its reach, diversity and quality, offering learners access to a wide range of courses, programs and resources from anywhere in the world.

The National Education Policy (NEP) in India was introduced in 2020 with the aim of transforming the education system across various levels. The NEP emphasizes flexibility, creativity and a more holistic approach to learning. While it doesn't specifically focus solely on management education, it does provide a framework for the overall improvement of education in India, which includes management education. Some key reforms from the NEP for the Management Education System are as under:

Interdisciplinary Approach : The NEP encourages an interdisciplinary approach to education. This could mean that management education may integrate with other disciplines, allowing students to gain a broader understanding of the business environment and its interactions with various fields.

Flexibility and Choice : The NEP promotes flexibility in the education system, allowing students to choose their subjects of interest. This flexibility could extend to management education, enabling students to tailor their courses based on their career goals and interests.

Skill Development : The policy emphasizes the development of critical thinking, problem-solving and practical skills. This focus on skill development is crucial for management education, as it aligns with the need for graduates to be equipped with not just theoretical knowledge but also practical skills required in the business world.

Quality and Research : The NEP emphasizes the importance of

quality education and research. This could lead to improvements in the quality of management education programs, encouraging research and innovation in the field.

Global Exposure : The policy acknowledges the importance of providing students with a global perspective. Management education may benefit from this by incorporating global case studies, collaborations with international institutions and exposure to global business practices.

LITERATURE REVIEW

With the growth of computer-based instruction there is a drift towards E-learning along with classroom learning and experiential learning. (Renee Wallace, 1996). Several factors were found to make online teaching more effective such as time management, application of various online platforms such as LMS, Asynchronous, e-learning, course design presentation, blended courses (Barbara Slater Stern, 2004). There is a need to focus on factors affecting teachers' motivation, social roles, interpersonal roles of teachers, adopting partially or fully online classes (Doris U. Bolliger & Oksana Wasilik, 2009). To encourage the blending of technology and learning, professional development of teachers, listening to teachers' voices, leadership support team and community-based interaction and feedback become essential (Barr, Betty A.; Miller, Sonya F, 2013). Academic improvement for achieving desirable results, the academic department should include teacher committee for the integration of information by faculty and students

OBJECTIVES OF THE STUDY

1. To study the scope NEP 2020 in Management Education System
2. To find out the difficulties in implementation of online education system
3. To find out the suggestions for the implementation plan of online education system in India

RESEARCH METHODOLOGY

The secondary data is used for study. The data is collected from various journals, newspapers and other sources.

Scope of NEP 2020 in Management Education System

The New Education Policy (NEP) 2020 has been released by the newly renamed Ministry of Education (formerly Ministry of Human Resource

Development) and approved by the Union Cabinet of India in July 2020. The vision of NEP 2020 is to reshape and transform the education system and structure in the country. It aims at universalization of education from pre-school to secondary level.

The NEP 2020 has a special focus on online education. Universities and institutions like NIITs and IGNOU will be conducting pilot research studies for maximizing the benefits of digital learning in India. Online tools and platforms like DIKSHA and SWAYAM (Study Webs of Active learning for Young Aspiring Minds) will be upgraded with new insight to training content, in-class resources, assessment aids, profiles, etc. that will allow seamless interaction. It also focuses on creation of public digital and interoperable infrastructure that can be utilized by multiple platforms.

NEP 2020 emphasizes the creation of virtual labs wherein students can practice their theoretical knowledge and make course content available in different languages. The newly renamed Ministry of Education proposes to set up a dedicated unit for promotion of digital learning. The dedicated unit will comprise experts from the field of education, educational technology, administration and e-governance who will focus on online learning needs of both the school and higher education. More emphasis will be given to online assessment and examinations.

The present age is driven by digital technology and whole globe come under the influence of internet and World Wide Web. The internet equipped both the education seeker as well as education provider and laid them together under the virtual roof. Due to which the concept of virtual classroom is already popularized across the globe. Therefore, in the modern era, the role of online technology in providing the education is vital and with its flexible nature the online educational technology has gained popularity. The online education is now more accessible to the less privileged groups in comparison to the centralized classroom education system.

The National Education Policy (NEP) in India, is designed to bring about comprehensive changes across various levels of education. While it doesn't specifically focus solely on management education, there are several potential benefits that management students may derive from the implementation of the NEP:

Multidisciplinary Learning

The NEP promotes an interdisciplinary approach, encouraging students to explore subjects beyond their immediate field of study. This can benefit

management students by providing a broader understanding of various disciplines, fostering creativity and adaptability.

National Educational Technology Forum (NETF)

The policy proposes the establishment of the National Educational Technology Forum (NETF) to facilitate the use of technology in education. NETF is expected to provide a platform for the free exchange of ideas and best practices related to technology-enabled learning.

Online Courses and Credit Transfer

The NEP encourages higher education institutions to offer a significant proportion of their courses online. It also promotes the use of online platforms for credit transfer and accumulation, allowing students greater flexibility in choosing courses and institutions.

SWAYAM and Online Resources

The NEP underscores the importance of platforms like SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds), which provides online courses across various subjects. It encourages the use of such platforms to supplement classroom teaching.

Entrepreneurship Focus

The NEP highlights the importance of fostering an entrepreneurial mindset. Management students may benefit from programs that encourage entrepreneurship, startup incubators and practical experiences that prepare them for the dynamic and innovative nature of the business world.

Teacher Training for Online Education

The NEP recognizes the need for teacher training in the effective use of technology for online education. It emphasizes the importance of preparing educators to navigate the digital landscape and deliver high-quality online instruction.

Quality Education

The NEP emphasizes the importance of quality education. Management students may benefit from improvements in the quality of curriculum design, teaching methodologies and infrastructure in educational institutions, enhancing the overall learning experience.

Promotion of Open and Distance Learning

The NEP recognizes the role of open and distance learning in providing

education to a diverse student population. Online and digital learning methods are expected to play a crucial role in expanding the reach of distance education.

Credit Bank

NEP 2020 introduces the concept of a National Academic Credit Bank (NACB), which allows students to accumulate credits from various institutions and use them towards the completion of a degree. This could be facilitated through online courses and credits.

Global Collaboration

NEP 2020 encourages the use of online platforms for global collaboration and the exchange of ideas. It envisions Indian higher education institutions becoming global players and online education can facilitate international collaborations.

Difficulties in Implementation of Effective Online Education System in India

Online education in India has been experiencing significant growth and evolution. Online education has made learning more accessible to a broader audience, especially in remote areas where traditional educational infrastructure may be lacking. While online education in India has seen significant growth, it also faces several challenges.

Digital Divide

Not all students have equal access to digital devices and high-speed internet, creating a digital divide. Students in rural areas or economically disadvantaged backgrounds may face challenges in participating in online learning.

Technology Dependent

Learners will need access to a machine of minimum specification as dictated by the e-learning supplier or access to a service with a high bandwidth to transfer the course materials in a timely way. Before any online program can hope to succeed, it must have students who are able to access the online learning environment. Lack of access, whether it be for economic or logistic reasons, will exclude otherwise eligible students from the course. This is a significant issue in rural and lower socio-economic neighborhoods. Furthermore, speaking from an administrative point of view, if students cannot afford the technology the institution employs, they are lost as customers. As far as Internet accessibility is concerned, it is not universal and in some areas of the United States and other countries, Internet access poses a significant cost to the user.

Some users pay a fixed monthly rate for their Internet connection, while others are charged for the time they spend online. If the participants' time online is limited by the amount of Internet access they can afford, then instruction and participation in the online program will not be equitable for all students in the course.

Insufficient Digital Infrastructure

Inadequate technology infrastructure, including a lack of reliable electricity and internet connectivity, can hinder the effectiveness of online education in certain regions. Although Government of India is taking initiative to develop digital infrastructure but a lot need to be done in this direction. High speed internet and stable power supply are the biggest problem. India stands 89th worldwide on internet speed and stability. According to the report of World Economic Forum, only 15 percent of the households have access to the Internet and mobile broadband remains accessible to very few i.e. only 5.5 subscriptions for every 100 people. Further, currently reach of broadband is just about 600 corridors, largely in and around the top 50 to 100 Indian cities, leaving rural areas with poor connectivity. 5G networks technology is the requirement of today's which will increase the speed of downloading the data.

Digital Content

Using the internet for online classes is a big challenge. Ensuring the quality of online course content and assessments is crucial. Some critics argue that not all online courses maintain the same standards as traditional educational programs. Teachers may not be well versed in creating digital content and conveying it effectively online. A sudden expectation from them to upgrade and from students to adapt is unfair.

Teacher Training

Many educators may not be adequately trained to effectively conduct online classes. Training programs for teachers in online pedagogy and technology use are essential for the success of online education.

Assessment Integrity

Ensuring the integrity of assessments in an online setting is a concern. Cheating and plagiarism may be more difficult to monitor compared to traditional classrooms

Limited Practical Learning

Some disciplines, especially those requiring hands-on or practical training, may find it challenging to deliver the same level of experiential learning in an online format.

Language Barriers

While efforts are made to provide online content in multiple languages, language barriers can still be a challenge, particularly for students who are not proficient in the language of instruction.

Recognition and Accreditation

There may be scepticism regarding the recognition and accreditation of online degrees and certifications. Some employers may be hesitant to accept online credentials as equivalent to traditional degrees.

Adaptation to New Technologies

Both educators and students may face challenges in adapting to new technologies and learning platforms. Technical issues and a lack of familiarity with online tools can hinder the learning experience.

Social and Emotional Impact

Online education may lack the social interactions and emotional connections that are often part of traditional classroom settings. This can impact students' mental health and overall well-being.

Distraction

Many students seem to value the, in class physical learning experience much more than a virtual one. Many acknowledge that phones can be very distracting.

Hinders the Social Skills Development

Education is not just about subject knowledge but also about developing social skills and sportsmanship among the students, which is built over years. Relying solely on online education may hinder the holistic development of children and many may underperform later in their professional and personal lives.

Gender Gap

In India the girls students have less smartphones than boys students. In a recent survey of 733 students studying in govt. schools in Bihar, only 28% of the girls had smartphones in their homes, in contrast to 36% of the boys.

These smartphones almost always belong to male adults, often being lesser accessible to girls than boys. Such gaps in education could worsen the already wide gender gap in employment in India.

Difficulty to Students with Disabilities

Students having disabilities are among the most dependent on in-person education and hence least likely to benefit from online learning.

Mental health of students

It's a mental strain on children of young age group as their period for concentrating is small and it needs physical activities to keep them engaged.

It's worth noting that these challenges are not unique to India and are faced by online education systems worldwide. Efforts are continuously being made to address these issues and improve the overall effectiveness and inclusiveness of online education.

Suggestions to Remove the Difficulties in Implementation Plan of Online Education System in Context of NEP 2020

The implementation of online education in the National Education Policy (NEP) 2020 in India involves a multi-faceted approach that encompasses various stakeholders, infrastructure development, policy adjustments and capacity building. Here's an outline of the potential components of an implementation plan for online education in the context of NEP 2020.

Digital Infrastructure Development

Internet Connectivity : Ensure widespread and reliable internet connectivity, especially in rural and remote areas, through infrastructure development and partnerships with internet service providers.

Access to Devices : Facilitate access to digital devices for students and teachers, potentially through government schemes or collaborations with technology providers.

E-Content Creation and Curation

Content Development : Develop high-quality, interactive and engaging digital content that aligns with the curriculum. Encourage educators to create and share content on digital platforms.

Multilingual Content : Ensure the availability of e-content in regional languages to cater to the linguistic diversity in the country.

Teacher Training and Professional Development

Digital Literacy Training : Implement comprehensive digital literacy programs for teachers to equip them with the skills needed for effective online teaching.

Pedagogical Training : Provide training on innovative pedagogical approaches for online and blended learning.

Technology Integration : Offer workshops and ongoing support for teachers to integrate technology seamlessly into their teaching practices.

Blended Learning Models

Policy Support : Develop and communicate policies that encourage the adoption of blended learning models, combining traditional classroom teaching with online resources.

Infrastructure Support : Ensure that educational institutions have the necessary infrastructure to facilitate blended learning.

Open and Distance Learning (ODL)

Expansion of ODL Programs : Strengthen and expand open and distance learning programs, including the development of online courses and degree programs.

Credit Transfer System : Implement and promote the National Academic Credit Bank (NACB) to facilitate the transfer of credits earned through online courses.

Assessment and Evaluation Reforms

Online Assessment Platforms : Develop secure and reliable online assessment platforms to conduct exams and evaluate student performance.

Continuous Evaluation : Promote continuous and formative assessment methods that can be easily conducted online.

Global Collaboration and Partnerships

International Partnerships : Foster collaborations with international institutions through online platforms for academic exchange, joint research projects and collaborative programs.

Research and Innovation in Ed-tech

Funding for Ed-tech Research : Allocate resources for research and development in educational technology, encouraging innovation and the adoption of emerging technologies.

Pilot Programs : Implement pilot programs to test the effectiveness of

new technologies and approaches before scaling up.

Monitoring and Evaluation

Quality Assurance : Establish mechanisms for quality assurance in online education, including regular audits and evaluations of digital content, platforms and teaching methods.

Feedback Mechanisms : Implement feedback systems to gather input from students, teachers and other stakeholders for continuous improvement.

Public Awareness and Outreach

Communication Campaigns : Conduct awareness campaigns to inform students, parents and educators about the benefits of online education and how to access digital resources.

Community Engagement : Involve local communities in the implementation process, addressing concerns and obtaining feedback.

Inclusive Education

Accessibility Measures : Implement measures to ensure that online education is accessible to all, including students with disabilities. This may involve designing platforms and content that is universally accessible.

CONCLUSION

The NEP 2020 places a strong emphasis on the development of critical thinking, problem-solving and practical skills. Management education is not just about theoretical knowledge; it requires practical application of skills in real-world business scenarios. It focus on skill development that can make management graduates more industry-ready. In our opinion, remarkable progress on the quality of life can be made possible with flexibility in proper life-long education and training, which can culminate skill, experience, quality of education and rigidity of the segmented labor market into better opportunities and employment. The NEP's provisions create a conducive environment for the growth of online education in India. However, addressing challenges like the digital divide, ensuring quality standards and implementing effective regulatory frameworks will be crucial for realizing the full potential of online education as envisioned in the policy. Collaborative efforts between government, educational institutions, technology providers and communities will be essential in navigating these challenges and leveraging the prospects outlined in the NEP to transform and enhance the landscape of online

education in India. Regular assessments and adaptive strategies will be necessary to ensure that the policy objectives align with the evolving needs of students and educators in the digital era. The actual impact of the NEP on management students will depend on the effective implementation of the policy by educational institutions and authorities. Additionally, students and educational institutions should stay updated on any subsequent guidelines or reforms related to management education that may be introduced in response to the NEP.

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