

A Cross-Sectional study on local diversity Craftsmanship program as an institutional learning NEP outcome

Salla Vijay Kumar¹, Harshita Pillai²

Abstract.

Background: The national education policy 2020 is a good policy of the 21st century to contemplate engineering higher education institutions for quality education and excellence. The Policy states that HEIs will transform themselves to provide quality education and get accreditation. The institute's accreditation will give them autonomy, resulting in quality improvement in teaching and research. They will get a higher level of certification, which will result in India a higher level of independence. The HEIs may traverse a path of quality, accreditation, time, and autonomy and become a multi-discipline. Autonomy is the focus for making institutions accountable to the stakeholders, harnessing the institute's full potential, and making them responsive and innovative in due course of time. In this paper, literature on autonomy related to educational institutions in India and overseas is reviewed on different dimensions, perspectives, and levels of independence. Based on the literature review, experiences of the art, hours and interaction with experts working in autonomous institutions, and guidelines for obtaining and sustaining independence are stated.

Significance: The current paper describes the analysis of the requirements for NEP 2020 provisions and management practices at the university level. Recommendations are made for designing and implementing NEPs at national and HEIs (Higher Education levels).

Methods: The research methodology combines quantitative and qualitative approaches to provide additional perspectives and create a richer picture.

Result: Maximum respondents about NEP particulars expected to be advantageous believed that School internships for skill appreciation and craft-centric learning through Integration of Vocational Education with Academic Learning and the majority to produce learners who can self-evolve and adapt to the changing needs of the domestic and the global markets.

¹ Dr. Salla Vijay Kumar,
Sr. Lecturer, Institute of Hotel Management Ahmedabad, Gujarat State, India
E-mail: sallavijaykumar75@gmail.com

² Ms. Harshita Pillay,
Teaching Associate, Institute of Hotel Management Ahmedabad, Gujarat State, India
E-mail: harshitapillay8@gmail.com

Conclusion: This set of Craftmanship students are in the system for a relatively shorter period. Therefore it is imperative to see what effect it does on them if the suggested changes are brought through. One, the language would be beneficially followed by class 9 being a starter for the vocational journey. The advantage is that implementing skills would be a right of every student. The vocational student will also be free to choose a subject with no boundaries in the interdisciplinary/multidisciplinary knowledge-transforming India.

Keywords: National Education Policy 2020, Internship, Vocational, Policy, Self-evolve

1 INTRODUCTION

Education implies that there is a 360* growth and development and learning in the first place and a right of every individual. Developing cognitive capacities at both fronts, namely the basics and higher, would encompass creative thinking, analytical, and other related abilities and dispositions. The literary heritage we possess in Indian knowledge has only been rethought for this Policy. The amalgamation of the three elements - knowledge (Jnan), wisdom (Pragya), and truth (Satya) is considered to be the highest human goal.

The National Education Policy 2020 envisages various development in education at all levels of the Indian education system, including technical education, primary, secondary, and higher education. Details of the salient features of NEP 2020 are open to the stakeholders, both designing and implementing, and to the so-called beneficiaries at all levels of the education strata.

Equipping professionals inculcates integrities in preaching and practicing education. The learning should involve critical and interdisciplinary thought processes and brainstorm on research, development, and innovation aspects. The freedom of choosing a subject with no boundaries would put us on the fast track. Technical education comprises various diplomas and degrees in multiple spheres, including hotel management that would help nation-building. There has been a shortage of skilled workforce and churning them from institutes. The advancement will bridge technical education with other disciplines coming up with a multidisciplinary magnitude. As in Engineering, the hospitality sector should also penetrate industries that will upkeep our global standards, viz., Hospitals, Agro, Rural Tourism, Artificial Intelligence (AI), and machine learning.

1.1 CRAFTSMANSHIP COURSE IN FOOD PRODUCTION

The composite 18-month craftmanship course is designed to equip students to join the hotel brigade/ catering sector. The programme has a theory and practical compo-

nents with core and ancillary subjects of food preparation, Cooking Principles and Practices, Food Safety, and Hygiene. The target studied is a batch of 20 students undergoing this program.

These students come from a 10th-class background from any sect of society. But their skill set is restricted to the core department. Records have proven that the 18 months course has produced semi-skilled employees, most of whom have graduated to higher ranks in the industry. The structured knowledge and skill set provided by the training institutes enables them to abreast them on thorough basics. And that is the key to success in any field. Including the NEP 2020 is likely a win-win situation for this group of individuals.

Statistics show that the credit tally in India is meager. The inadequacy of funding, combined with a long-term vision, contributes a bit to R&D. Basically to train the curious and creative mind at an early age. The salient features of the NEP 2020 have been used to develop the research questions for relevant expectations and outcomes.

2 LITERATURE REVIEW

Table 1. Synoptic Table of literature review

Year of Publication	Author(s)	Literature Support	Name/ Access of the publication	Findings of the Study
2022	Bakshi, Parshant&Bhushan, Bharat &Kour, Kiran& Shah, Rafiq& Joshi, Prashant& Kumar, Rakesh.	National Education Policy (NEP)-2020	https://www.researchgate.net/publication/361195104_National_Education_Policy_NEP-2020/citation/download	Teacher assessment reforms The impartial and inclusive education system Acquire skills in school Uniform standards of education
2021	Verma, Dr& Kumar, Adarsh. (2021).	New Education Policy 2020 of India: A Theoretical Analysis.	International Journal of Business and Management Research. 9. 302-306. 10.37391/IJBMR.090308.	To provide higher education to all students, which aims to Universalize pre-primary education (age range of 3-6 years) by 2025. To provide higher education to all students, which aims to universalize pre-primary education (age range of 3-6 years) by 2025

2020	Aithal, Sreerama&Aithal, Shubhrajyotsna. (2020).	Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives.	5. 19-41. 10.5281/zenodo.3988767.	Well-defined and futuristic education policy is essential for a country at the school and college levels due to the reason that education leads to economic and social progress
2020	Preeta George	National Education Policy (NEP) 2020: A boost to research?	https://www.financialexpress.com/opinion/national-education-policy-nep-2020-a-boost-to-research/2144477/	NEP emphasizes a multidisciplinary approach in education and the need to nurture a curious and creative mind to develop analytical and critical thinking abilities at an early age
2020	National Education Policy 2020	Ministry of Human Resource Development Government of India	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf	The gap between the current state of learning outcomes and what is required must be bridged through major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education to higher education.

3 OBJECTIVES OF THE STUDY

1. To train the students in acquiring all required skills for kitchen personnel
2. To provide knowledge about all sets of the Food Production department
3. To impart knowledge about the regional cuisine of India and day to day working atmosphere of a food production department in a star-category hotel

4 RESEARCH RATIONALE:

- A well-defined and global education foresight is necessary for any nation's economic and social progress
- The gap between the current state of learning outcomes and what is required must be bridged by undertaking major reforms that bring the highest quality, equity, and integrity into the system. The portrayal of the early start of vocational inputs will ensure indiscriminate and high-quality education for all learners.

5 RESEARCH METHODOLOGY

Sample: Non- probability, Convenience sampling technique has been used for the varied sample size from the selected states.

5.1 RESEARCH QUESTIONNAIRE NEP PARAMETERS

Probable outcomes from chosen framed questionnaire options are listed below:

How advantageous will the following particulars be expected to be?

- Integration of Vocational Education with Academic Learning
- Job market orientation with multiple entry and exit options
- Recognition of Prior Learning (RPL) and alignment with International Standards
- School internships for skill appreciation and craft-centric learning
- Technological development and student entrepreneurship

The expected learning outcome in the current skill market

- Companies cannot find enough skilled labor from Indian educational institutions
- It is necessary to provide the provision of horizontal credit transfer
- The need to meet the SDG goals of access and lifelong learning
- To produce learners who can self-evolve and adapt to the changing needs of the domestic and the global markets
- With a growing gig economy, the government needs to revise its labor laws

The concept of NEP 2020 implementation impetus

- More focus on practical learning rather than theoretical learning
- Every student can get quality education no matter caste, gender, or disability
- Freedom of choosing any subjects/streams with no boundary
- Framing Mother Tongue / Regional Language as a means of instructions
- Different learning techniques and experiments used by the teachers

The curriculum scope of NEP 2020

- Implementation of skills, understanding, and new learning methods in every child
- Various options for the students at the Undergraduate level either for 1, 2, 3, or 4 years
- Reduction in the syllabus to core essentials with experimental learning and critical thinking will lessen the burden on students
- Will the multidisciplinary stream access to the students affect the expertise of graduates and their job opportunities
- Along with Yoga, institutions and students should have the choice to pick other similar systems as well

The developmental foresight of NEP 2020

- Implementation of skills, understanding, and new learning methods in every child
- For undergraduate programmes, admission to public higher education institutions will be through an assessment. This should also be for private ones
- Do you believe that New Education Policy would bring some changes at the grass-root level
- As per NEP-2020, the government is also planning to regulate private institutions' fees. Is it the right move to curb high fees
- With the focus on India-centred education, will the global reach, interaction, and exchange of students be affected

The futuristic preview of NEP 2020 implementation

- The top 100 Universities in World can set up their campuses in India, can collaboratively share faculty, twinning programs, or distance education
- The institutional alliance will boost the economy and education standards in India
- The government should ensure jobs after Vocational courses to boost employment
- Would it be easy for educational institutions to run two educational policies simultaneously
- It will ensure a free and fair environment for the faculty members to perform well

5.2 DATA COLLECTION

The primary data have been collected through an exploratory study conducted on the targeted sample enrolled in the craftsmanship course in Food Production at one of the leading institutes of hospitality education under the Ministry of Tourism, Govt. of India. Keeping in mind the study's objectives, structured questionnaires were distributed to the concerned, and one-on-one discussions were held to understand the student's perspectives.

6 DATA TABULATION AND ANALYSIS

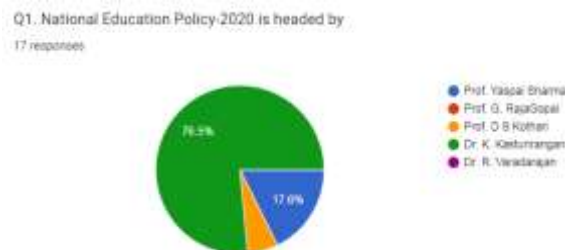


Fig. 1. A maximum number of the respondents agreed that Dr. K Kasturirangan is the head of national education policy

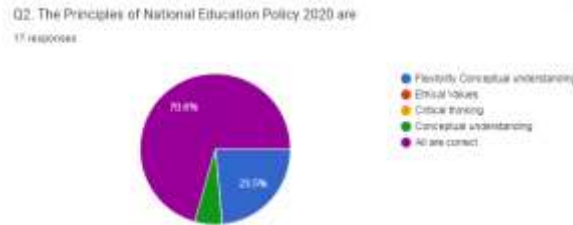


Fig. 2. A maximum number of the respondents agreed that the principles of NEP 2020 are Flexible conceptual understanding, ethical values, Critical thinking, and conceptual understanding

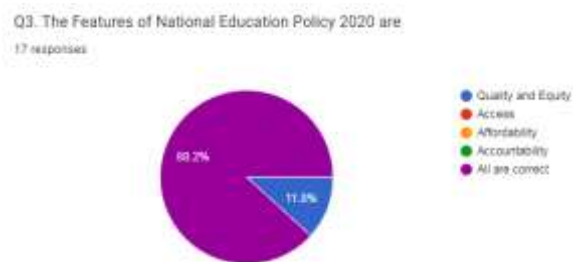


Fig. 3. A maximum number of the respondents agreed that the features of NEP 2020 are quality and equality, access, affordability, and accountability

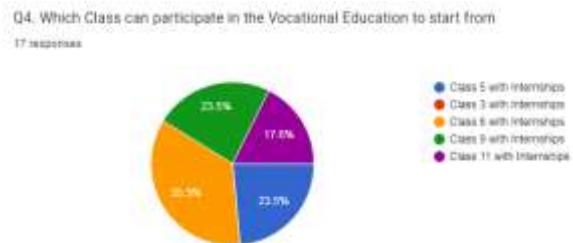


Fig. 4. A maximum number of the respondents agreed that class 9th with internships would be best for participating in vocational education

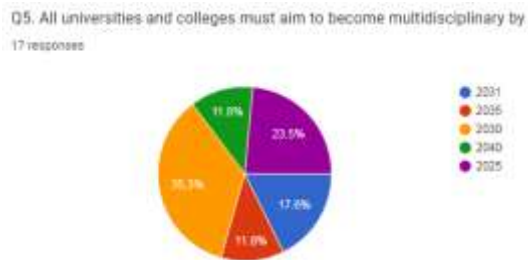


Fig. 5. A maximum number of the respondents agreed that all universities and colleges must aim to become multidisciplinary by 2030

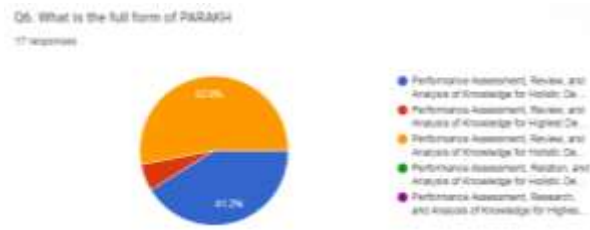


Fig. 6. A maximum number of the respondents agreed to know the complete form of PARAKH is performance assessment, review, and analysis of knowledge

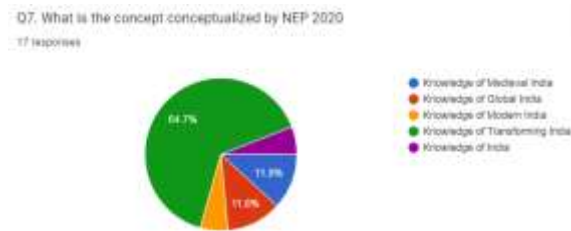


Fig. 7. A maximum number of the respondents agreed to know that the concept conceptualized by NEP 2020 is knowledge of transforming India



Fig. 8. A maximum number of the respondents agreed that the report cards would reflect the innovativeness of each student by 360 degrees

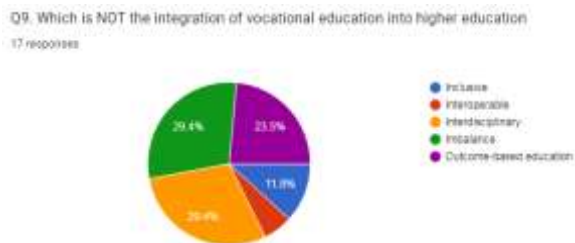


Fig. 9. A maximum number of the respondents agreed that interdisciplinary and imbalance are the integration of vocational education into higher education

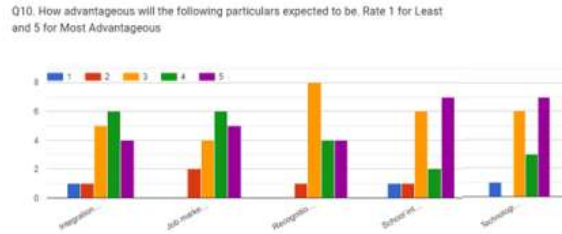


Fig. 10. A maximum number of respondents agreed that the rating from 1 to 5 that the average recognition of prior learning and alignment with international standards is the most advantageous



Fig. 11. A maximum number of the respondents agreed that the need to meet the SDG goals of access and lifelong learning

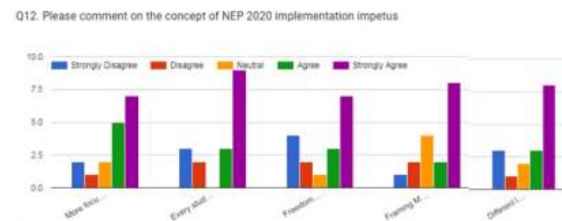


Fig. 12. A maximum number of the respondents agreed to the freedom of choosing any subject/stream with no boundaries

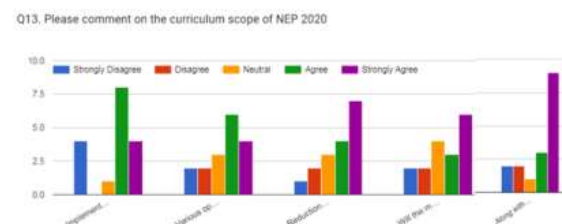


Fig. 13. A maximum number of respondents agreed that the point that the implementation of skills and new learning methods in every child is the scope of NEP 2020

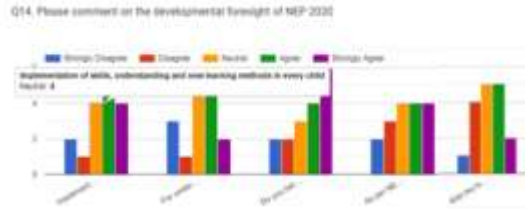


Fig. 14. Maximum respondents, about the developmental foresight of NEP 2020, believed that New Education Policy would bring some changes at the grass-root level, followed by the government planning to regulate private institutions' fees. Is it the right move to curb high prices and implement skills, understanding, and new learning methods in every child?

Q15. World-class Indian institutions set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. Find the name of institution which is not in the list of NEP 2020.

17 responses

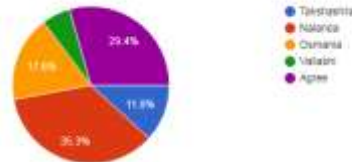


Fig. 15. A maximum number of the respondents agreed that the Nalanda institute is known for the highest standard of multidisciplinary teaching and research that houses distinguished persons across countries

Q16. Please comment on the futuristic preview of NEP 2020 implementation

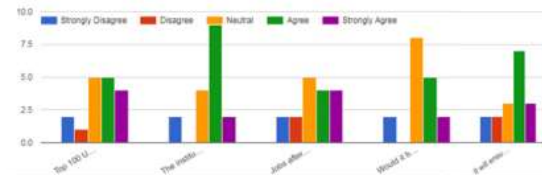


Fig. 16. A maximum number of respondents agreed that the institutional alliance would boost India's economy and education standards

Q17. Vocational Pedagogy is science, art and _____ of teaching and learning

19 responses

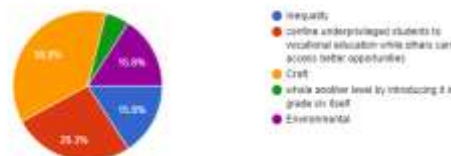


Fig. 17. Maximum respondents filled in the option of Craft followed by confining underprivileged students to vocational education while others can access better opportunities and environment as the definition of vocational pedagogy

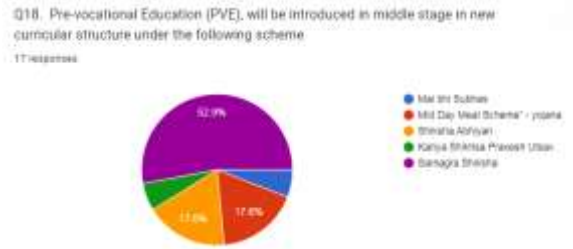


Fig. 18. A maximum number of the respondents agreed that Samagra Shiksha would be introduced in the middle stage of the new curricular structure.

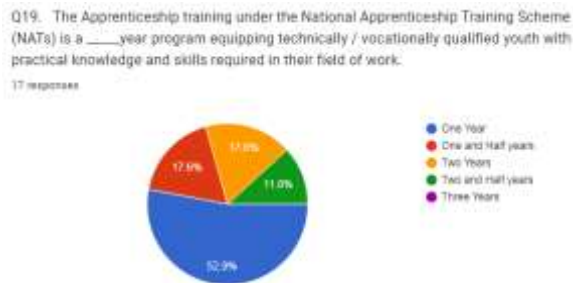


Fig. 19. A maximum number of the respondents agreed that the apprenticeship training under the National Apprenticeship Training scheme is a three years program

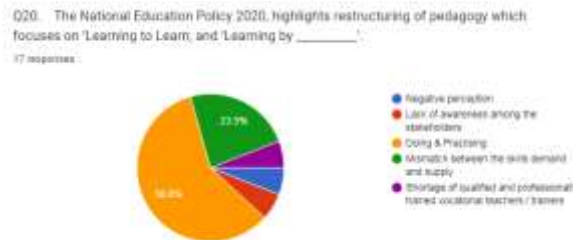


Fig. 20. A maximum number of respondents agreed that the National Education Policy 2020 highlights the restructuring of pedagogy, which focuses on 'learning to learn; and 'learning by doing and practicing

7 RESULT OF THE STUDY

Maximum respondents about NEP particulars expected to be good thought that School internships for skill appreciation and craft-centric learning will be the top priority, followed by Job market orientation with multiple-entry and exit options and then Integration of Vocational Education with Academic Learning. Maximum respondents about the expected learning outcome in the current skill market thought that it was majority to produce learners who can self-evolve and adapt to the changing needs of the domestic and the global markets, followed by the necessity to provide the provision of horizontal

credit transfer and then with a growing gig economy, the government needs to revise its labor laws. Maximum respondents about the concept of NEP 2020 implementation impetus thought that every student could get quality education no matter caste, gender, or disability, followed by different learning techniques and experiments used by the teachers and then framing Mother Tongue / Regional Language as a means of instruction.

Maximum respondents about the curriculum scope of NEP 2020 thought that along with Yoga, institutions and students should have the choice to pick other similar systems as well, followed by a reduction in the syllabus to core essentials with experimental learning. Critical thinking will lessen the burden on students, and then the multidisciplinary stream access to the students affect the expertise of graduates and their job opportunities. Maximum respondents, about the developmental foresight of NEP 2020, believed that National Education Policy would bring some changes at the grass-root level, followed by the government planning to regulate private institutions' fees. Is it the right move to curb high prices and implement skills, understanding, and new learning methods in every child? Maximum respondents to the futuristic preview of NEP 2020 implementation thought that the top 100 Universities in World could set up their campuses in India, can collaboratively share faculty, twinning programs, or distance education followed by jobs after Vocational courses should be assured by the government to boost employment and then it will ensure a free and fair environment for the faculty members to perform well.

8 CONCLUSION

The composite 18-month craftsmanship course is designed to equip students to join the hotel brigade/ catering sector. The system has a theory and practical components with core and ancillary subjects of food preparation, Cooking Principles and Practices, Food Safety, and Hygiene. The target studied is a batch of 20 students undergoing this program. These students come from a 10th-class background from any sect of society. But their skill set is restricted to the core department of Food production. Records have proven that the 18 months course has produced semi-skilled employees in restaurants and Hotels who are immediately absorbed, and most of them have graduated to higher ranks in the industry in the Indian context. The structured knowledge and skill set provided by the training institutes enables them to abreast them on thorough basics. And that is the key to success in any field. Including the NEP 2020 is likely a win-win situation for this group of individuals. This set of Craftsmanship students is in the system for a relatively shorter period. Therefore it is imperative to see what effect it does on them if the suggested changes are brought through. One, the language would be beneficially followed by class 9 being a starter for the vocational journey. The advantage is that implementing skills would be a right of every student. The vocational student will also be free to choose a subject with no boundaries in the interdisciplinary/multidisciplinary knowledge-transforming India. Revision in the syllabus and the structuring of the program keeping the following in mind will enable them to gather knowledge about

the regional cuisine of India and the day-to-day working atmosphere of a food production department in a star-category hotel. The knowledge of cuisines of states and communities, and on the verge of obsolete nature in one's domicile, cannot be over-emphasized and becomes a default for any individual graduating.

9 LIMITATIONS

- The set of Craftmanship students is not well versed with the NEP
- The data collected from resource persons in education is considered in this study
- There is an insistent divergence between the knowledge & skills imparted and the jobs available, affecting the phase of the current education system

10 RECOMMENDATION FOR FURTHER RESEARCH

- Redesigning the school curriculum structure to incorporate early childhood care and education, esp. Class 9 for vocational is going to do good
- Interdisciplinary/ multidisciplinary should be focused on as an upfront task
- In this regard, the management should explore the various venues for imparting training through a need analysis of core and allied sectors
- Like literacy, the skill will come as an inbuilt nation-building tool

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