

NEP 2020: Boost for Industry -Higher Education Linkage Program (I-HELP)

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Abstract

India has a long tradition of skill and experienced education which revealed from education systems that were exists since ancient to modern age. Along with religious education there are strong evidences of practicing skill education among the students to make them self reliant that is 'Atmanirbhar'. In ancient days there were no structural system existed for industry links due to less industrialization, however intents are seen for collaborative approach. NEP-2020 envisages for skill education along with traditional degree programmes in a structured way and allows for exit at each level of education for employment. This is revolutionary academic reform in NEP-2020 based on Indian Knowledge System (IKS).This encourages and mandates for strengthening academia-industry links. This study is an attempt to focus on the background for academia-industry linkages, its benefits and how NEP-2020 boosts for strengthening academia-industry links.

Key words: NEP, I-HELP, skill education, IKS, industry, HEI.

Review

Contemporary Education in India: The term education is derived from different Latin words as-

Educare - It means "to bring up" "to nourish" "to raise" "to train" to mould" into desirable form which suggests, teaching and training of the mind, behaviour, character and personality of the learners through education

Educo- 'E' means out of and 'duco' means to lead. E+Duco means making internal abilities external.

Overall, education is leading out what is within man through knowledge and experience. It is development of man from within. Education is drawing out and leading out something from within the individual by bringing up, nourishing, raising and training. Education is the development of individual skill, value and talents which is leading out what is within man, through knowledge and experience.

Inter-relationship of Education in India

Ancient Period

Rig veda: Education is that makes a man self-reliant and self-less. It is regarded as creating confidence in the person as the only function of education.

Medieval Period

Swami Vivekananda: Education is the manifestation of divine perfection.

Modern Period

Jawaharlal Nehru: Education is that which enable a producer as well as a good citizen.

System of Education during Ancient Period

The Gurukula System: The Gurukula System of Education was dedicated to the highest ideals of all round human development, namely, physical (practical), mental (intellectual) and spiritual (religious), leading to self-realization.

Vedic School: The system of education is well-organized. It is best suited to the needs of the society.

Aims of Education

The aims of education were to provide good training to young men and women in the performance of their social, economic and religious duties. Also, enrichment of culture, character and personality development, cultivation of noble ideal were the other aims of education in ancient India.

Holistic approach: It aims at holistic approaches to preservation of good health and development of human potential, which lead to natural state of well-being and concord in life. It emphasizes living in accord with natural law and environmental-friendly economic activities.

Emphasis upon Knowledge and Experience: Tamsoma-Jyotirgamaya means knowledge should dispel doubts, dogmas and darkness. The Gurukuls have

laid emphasis upon knowledge and obtaining of experience. During the Vedic period, the practice of distributing degrees did not exist. Students have exhibited the knowledge obtained through experiences, discourses and discussions conducted in a concourse of scholars.

Famous Educational Institution

Takshasila : This was a chief center of learning in 6th century BC. Here sixteen branches of learning were taught in different schools; each presided by a special master. There were schools of painting, sculpture, image making and handicrafts, etc.

Education at higher Level : Learning at a higher level had to be in Sanskrit only. Tradition mentions sixty-four arts a person had to learn and Jains added eight more to the list. Special mention may be made of chemistry, science (vijñāna) and manufacture of small machines. Perhaps the merchant class the main patrons of Jainism-encouraged the study of these for the promotion of different arts and crafts.

Buddhist System of Education.

Vocational Education: Vocational education was not ignored during the Buddhist system. The monks of Vihara were taught spinning, weaving and sewing in that they meet their clothing requirement. They were taught architecture, Education in architecture enabled them to build up new Vihars or repair old ones.

Preparation for life: In this system of education, there was a provision for imparting wordly and practical knowledge along with religious education so that

when the students entered normal life they may be able to earn their livelihood.

Emphasis on Manual skills: Training of manual skills like spinning and weaving was emphasized to enable men to earn for living. The manual skills are spinning, weaving, printing of the clothes, tailoring, sketching, accountancy, medicines, surgery and coinage for earning for living.

The education system in ancient India was very rich in terms of human development and contributed to the growth of Indian civilization. As India progressed from ancient to medieval, and from medieval to modern, its education system was influenced by different aspects of society as prevailed during those periods. The Indian education system helped in preserving ancient culture and promoting cultural and infused a sense of responsibility and social values.

NEP-1986: Reorienting the content and process of Education

Work experiences: Work experience, viewed as purposive and meaningful manual work, organised as an integral part of the learning.

Curricular Reforms: The Yashpal committee has strongly advocated curricular reforms to complement theoretical course content with on field practical exposure in the form of summer jobs or internships.

Integrating skill development in higher education: India has a demographic advantage of the largest youth population in the world. Integrating skills within the higher education holds the key to reaping the demographic dividend.

Engagement with industry to link education to employability: Employability of students is a matter of concern. At the other end of the spectrum is the need for greater investment in research. Industry academia linkages are essential to meet both these ends.

Recent Initiatives

Bringing required changes to the knowledge and skills of teaching-learning communities is the primary responsibility of academic organisations. In this post-COVID era, emerging deemed universities promote cost-effective and long-term consulting services to various institutes and industries. These measures of budding deemed universities are well tapped by the teaching-learning communities.

The major reason for this existing gap is due to the limitations of the consultants (especially the teaching community). To get started on this path, emerging academic institutions (particularly newly inducted deemed universities) are now encouraging their faculties to lead consultancy services. Furthermore, this measure has widely started to address the needs of their clients, the learning communities; in terms of their employability index. These trends are also compelling budding organisations to keep their specific consultancy doors wide open.

Prospects

It is widely accepted that any industry-academic interaction will impart benefits to the institute, the industry, the teaching community, the learning

community, the nation, etc. In nutshell, it will contribute to the lives of our global community in many ways.

The patterns of collaborative agreements between industry and institutes has to change. This is due to the industries' desire for a specific and timely resolution to their concerns. In reverse the teaching-learning communities of the budding academic organizations will get much more exposure, (unrestricted opportunities) to impart the required employability skills to them.

The new-era learners are not fascinated with any type of general rank and certification of the learning center but appreciate the type of collaboration they have with leading industries, institutes, and organizations.

Bridge courses lasting for two months (10 credits) by the end of two semesters at 4.5,5.0 & 5.5 levels of four year multidisciplinary UG programme is prescribed in NEP-2020. These bridge courses includes job specific internship/apprenticeship that will help the graduates to acquire job-ready competencies.

Skill based/vocational studies corresponding to the Major/Core subjects (12-18 credits) and Field projects/internships/apprenticeship/community engagement and service corresponding to the Major/Core subject (24-32 credits) will be the integral part of degree programmes as per

NEP-2020 for 3-4 year UG programme. This has opened the gateway for strengthening academia-industry links.

The multidisciplinary HEI's has to provide room for every

student and to assure for necessary arrangements for internship/apprenticeship in the industry in the proximity of HEI. Off-course this is a big challenge for the HEI's situated in rural and semi-urban areas.

I-HELP

1. Survey of industries in proximity of HEI.

1. Registration of industry on the portal of the university / multidisciplinary HEI with detail profile of the industry.

2. Reservation of seats in the concern industry for internship/apprenticeship up to 20% (few seats for students of tribal/hilly region) of the total employee of the industry.

3. Uploading of requirements for internships/apprenticeship by the industry on the portal of the university / multidisciplinary HEI.

4. MoU's with industry by the multidisciplinary HEI .

5. Seeking support of industries established and run by alumni of the HEI.

6. Co-ordination between state higher education and industry ministry/department to monitor internship/apprenticeship in the HEI.

7. Reservation of few funds for internship/apprenticeship from CSR funds.

8. Industry representatives on HEI's relevant authorities such as BoS,

Academic, etc. for academic reforms as desired by the industry.

Conclusion

It is revealed from education systems of ancient to modern age that, the skill/vocational education during formal education was necessary for holistic development of student. Despite of many initiatives in the past it is seen that, no satisfactory results have been seen yet, as far as the academia-industry relationships is concerned. Some recent initiatives by Deemed Universities as a consultant for filling knowledge-skill gaps are seen. It is needed that, industry-academic interaction has to be strengthened to shorten the existing knowledge-skill gaps. The new-era learners are not fascinated with any type of general rank and certification of the learning center but appreciate the type of collaboration they have with leading industries, institutes, and organizations. NEP-2020 enable for short term bridge courses/internships/apprenticeship at the end of each level of education of four-year multidisciplinary UG programme. These bridge courses include job specific internship/apprenticeship that will help the graduates to acquire job-ready competencies. This demand of NEP-2020 cannot be fulfilled without industrial support. On the backdrop, NEP-2020 boosts for strengthening academia-industry links and therefore implementation of **Industry -Higher Education Linkage Program (I-HELP)** is the responsibility of educational institutes.

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