3 Evaluating the Impact of Blended and Technical Course Integration in Non-Technical Departments: A Study on Career Outcomes Post-NEP Implementation in Tumakuru University Jurisdiction

Manasa K N*
Assistant Professor, Department of Commerce and Management, Seshadripuram College, Tumakuru, Karnataka, India.
*Corresponding Author: mansiraki26@gmail.com

Abstract

In the aftermath of the COVID-19 pandemic-often described as a biological war-educational institutions rapidly adapted to digital platforms and introduced basic technical and skill-based courses across all the departments. This shift, further accelerated by the implementation of the National Education Policy (NEP) 2020, emphasized multidisciplinary and blended learning approaches, even in traditionally non-technical disciplines such as arts, commerce, and social sciences. This study investigates the effectiveness of such blended education models, particularly the integration of technical and digital skill courses into non-technical curricula, and evaluates their impact on students' career opportunities and professional settlement. The research focuses on higher education institutions within the jurisdiction of Tumakuru University. The study employs a mixed-method approach, using primary data collected from final-year undergraduate students and alumni through structured questionnaires and interviews. The analysis aims to identify patterns in employment, skill applicability, and professional adaptability among students exposed to blended and interdisciplinary learning environments. Preliminary findings suggest a positive correlation between the inclusion of basic technical skills in non-technical courses and enhanced employability and job readiness. However, challenges remain in consistent implementation, faculty training, and infrastructural support.

Keywords: Blended Learning, NEP 2020, Non-Technical Courses, Technical Skill Integration, Higher Education, Tumakuru University, Career Outcomes, Alumni Study.

Introduction

National Education Policy (NEP 2020), Vision: To transform India into a vibrant knowledge society with high-quality, equitable education. Key Features: Introduces a 5+3+3+4 school structure (ages 3-18), emphasizes foundational literacy, multilingualism, vocational training, and technology integration. Goals: Increase Gross Enrolment Ratio, promote multidisciplinary learning, allow foreign university collaboration, and reform governance.

NEP 2020 promotes multidisciplinary, skill-oriented education by infusing technical elements into commerce and arts, emphasizing experiential learning and technology integration. This bridges academia-industry gaps, enhancing employability via internships and courses in financial literacy or entrepreneurship. Institutions like those under Tumakuru University adopt these for career readiness in management and commerce

Challenges include initial tech infrastructure costs and training needs, but long-term gains involve cost savings and broader accessibility. Career impacts feature improved job prospects in dynamic sectors, with blended models fostering autonomy and real-world skills. Evidence from higher education shows positive effects on professional development in non-technical fields

Literature Review

Blended and technical course integration in non-technical departments draws from extensive literature on blended learning (BL) effectiveness and NEP 2020's push for skill infusion in commerce and management.Studies highlight improved engagement, retention, and employability, particularly in Indian higher education post-NEP

Dr Sandeep Pandey, JNRID || ISSN 2984-8687 || September 2025, Existing literature highlights blended learning as a central pedagogical strategy proposed under the National Education Policy (NEP) 2020 to enhance flexibility and inclusivity in education (Government of India, 2020). Blended learning, combining face-to-face and digital instruction, is widely recognized for promoting learner-cantered and self-directed learning (Graham, 2013). Studies emphasize the role of emerging technologies such as Artificial Intelligence, Augmented Reality, Virtual Reality, and Learning Management Systems in enabling personalized and immersive learning experiences (Holmes et al., 2019). Researchers suggest that blended learning supports critical thinking and lifelong learning skills aligned with NEP 2020 objectives (Singh & Reed, 2020). However, literature identifies challenges including inadequate digital infrastructure and unequal access to technology across regions (UNESCO, 2021). Teacher preparedness and lack of digital pedagogy training are also cited as major constraints (Koehler & Mishra, 2009). Scholars argue that curriculum flexibility and assessment reforms are essential for effective blended learning implementation (Boelens et al., 2017). Overall, blended learning is viewed as a systemic reform aligned with NEP 2020's vision of quality and inclusive education.

Khawlah Ahmed (2023) Recent studies highlight blended learning as a key pedagogical approach endorsed by the National Education Policy (NEP) 2020 to enhance flexibility and learner-centered education. Blended learning integrates face-to-face instruction with digital platforms to support personalized and active learning environments. Grounded in constructivist learning theory, research indicates its effectiveness in improving student engagement and academic outcomes. Post-pandemic literature underscores its role in ensuring continuity and resilience in higher education. However, challenges such as digital divide, technological constraints, and limited digital literacy among teachers and learners persist. Scholars emphasize the importance of instructional design, alignment of learning modes, and active learning strategies for

effective implementation. Institutional support through infrastructure development and professional training is identified as a critical success factor. Emerging technologies like AI and VR are viewed as promising tools, though their adoption requires ethical policy planning and sustained investment.

Kyei-Akuoko, C. (2025) evaluates blended learning at Takoradi Technical University, finding no significant academic performance drop post-transition but noting workload increases and the need for gender-inclusive support

Kadian (2025) reports improvements in flexibility, retention, and performance in higher education, recommending faculty training to overcome technology barriers

Ahmed (2025) underscores student engagement gains and autonomy but flags digital literacy gaps as implementation hurdles

Research Objective

- This study research objective investigate and evaluate the NEP implementation and their support to the carrier development activities of the students by comparing with SEP, CBCS et
- To examine the conceptual foundations and pedagogical significance of blended learning in the context of carrier opportunity
- To identify the key benefits of blended learning in terms of student engagement, learning outcomes, and learner autonomy.
- To analyse the challenges of NEP and other education policy towards student employability skill and carrier growth and development

Research Methodology

The studies purpose is to provide a comparative theoretical frame work of NEP towards carrier growth and job opportunities of students. The information is derived from primary data of final year and out going students of NEP batches of Tumakuru university premise's

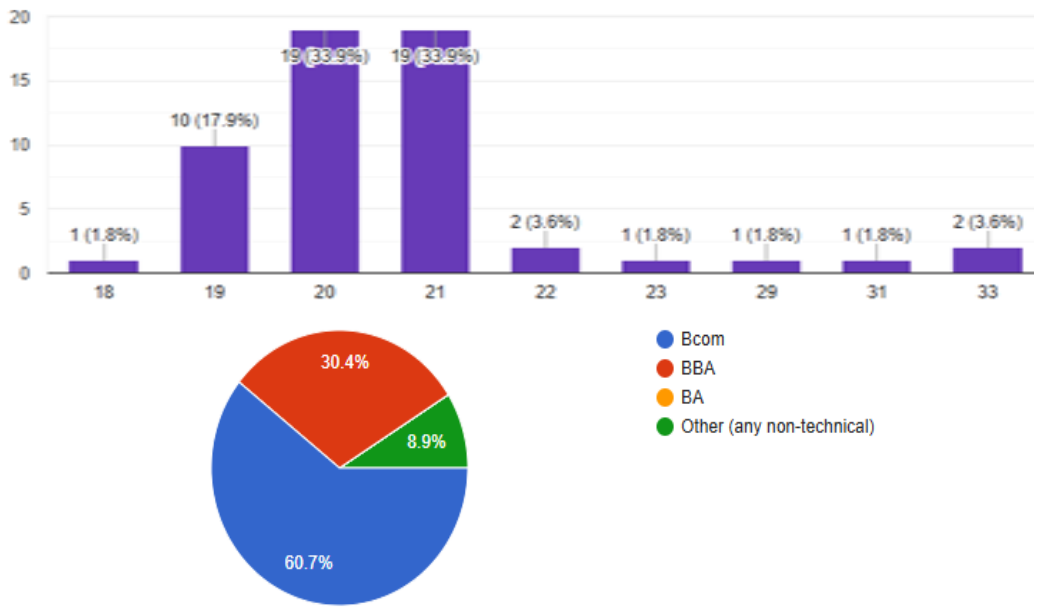
Analysis & Interpretation

NEP stands for the National Education Policy. The National Education Policy 2020 (NEP 2020) is a framework from the Government of India that aims to transform the country's education system. It focuses on making education more holistic, flexible, and multidisciplinary to meet the demands of the 21st century. The policy emphasizes a move away from rote learning towards critical thinking and skills development.

Key Differences between NEP and the Traditional Curriculum

- **Structure:** The NEP replaces the 10+2 system with a 5+3+3+4 model that aligns with the developmental stages of children.
- **Learning approach**: The NEP emphasizes experiential and activity-based learning, critical thinking, and problem-solving, rather than the traditional method of memorization.

- **Subject choice**: The NEP removes the rigid separation between arts, science, and commerce streams, allowing students to choose subjects across disciplines based on their interests.
- **Vocational education**: The policy integrates vocational education from Grade 6 onwards, including a 10-day "bagless" period for students to intern with local experts.
- **Assessment**: The NEP shifts from summative, high-stakes exams to a more regular, formative, and competency-based assessment that evaluates higher-order skills. Board exams are to be redesigned to be "easier" and can be taken twice a year to reduce stress.
- **Vocational Education:** Introducing vocational training and internships from Grade 6 to increase students' employability.
- **Multidisciplinary Learning**: Eliminating rigid separations between arts, science, and commerce streams to allow students to pursue subjects based on their interests and career goals.
- **Skill Development**: A focus on developing higher-order cognitive skills, critical thinking, and 21st-century skills to prepare students for future jobs.



- **Positive feedback:** 42.9% of respondents "Strongly Agree" and 44.6% "Agree," indicating that a combined 87.5% of students view their learning outcomes under the current curriculum positively.
- **Neutral/Negative feedback:** 8.9% of students are "Neutral," and 3.6% "Disagree" or "Strongly Disagree" combined (2.9% Disagree and 0.7% Strongly Disagree, derived from 100% minus 42.9%, 44.6%, and 8.9%).

- **Learning Outcomes:** The survey indicates a strong majority of respondents have a positive view of their learning outcomes under the current curriculum. A combined 87.5% either "Strongly Agree" (42.9%) or "Agree" (44.6%) that the curriculum is effective and efficient. This suggests high satisfaction with the educational content and methods.
- **Career Preparedness:** The responses for career preparedness are less positive. The most common response, at 51.8%, is "Average." This suggests a significant portion of students feel only moderately prepared for their careers. This finding, especially when contrasted with the high satisfaction regarding learning outcomes, could point to a potential gap between what the curriculum delivers and what is needed for post-graduation employment

Conclusion

Preparing for competitive exams requires a structured approach, which includes understanding the exam pattern, creating a study schedule, practicing with mock tests and previous year papers, and regular revision. Consistent effort, good time management, and maintaining a positive mind-sets are also considered key strategies for success.

The curriculum is effective and efficient. This suggests high satisfaction with the educational content and methods. The responses for career preparedness are less positive This indicates a widespread consensus that combining academic and skill-based learning is important for improving career outcomes and opportunities a significant portion of study feel only moderately prepared for their careers.

References

1. Dr Sandeep Pandey, JNRID || ISSN 2984-8687 || September 2025, Existing literature highlights blended learning as a central pedagogical strategy proposed under the National Education Policy (NEP) 2020 to enhance flexibility and inclusivity in education (Government of India, 2020).
2. Khawlah Ahmed (2023) Recent studies highlight blended learning as a key pedagogical approach endorsed by the National Education Policy (NEP) 2020 to enhance flexibility and learner-cantered education.
3. Primary data have been collected from tumakuru university affiliated college students and aluminise through google form with 13 type of question and answer
4. Analysis made with the support of MS –Excel and basic analytical tools in 2013 version.