



A Study on National Education Policy – 2020 and its Impact on Stakeholders w.r.t Higher Education Institutions of Nagpur City

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ABSTRACT:

National Education Policy-2020 envisaged to provide a quality education which is beneficial to meet the growing economy and also for thriving innovative education policy at school and college levels for the reason that education enhances social and economic development. In 2020, one of the important changes that took place in India was the development of the New Education Policy (NEP) 2020. This paper highlights about National Education Policy -2020 which is majorly concentrated on practical training among the students to develop creative potential, skill and analytical thinking to meet the industry requirements apart. This study focuses on NEP 2020 and its impact on stakeholders especially related to college who are aware about the NEP-2020 and their opinion regarding the policy. The paper also discusses the outcomes and possible drawbacks of the NEP-2020.

Key words: College Education, Stakeholders, NEP-2020

1.Introduction:

Education Policy sets importance on the development of the innovative potential of all individual. Education must develop not only cognitive dimensions such as foundational dimension of literacy, proficiency and higher order cognitive dimensions as critical thinking and problem solving, but also social, ethical and emotional capacities and dispositions.

The teachers are the most respected and essential members of society so there is need to empower teachers and assist them to do their jobs effectively and efficiently. With NEP 2020, the talented teachers enter the education system by ensuring livelihood, respect, dignity and autonomy.

The new education policy must provide quality education to all students, irrespective of their place of residence, historical background, disadvantaged and under-represented groups. Education is a great tool for achieving economic, social mobility, inclusion and equality. All students must be provided with various opportunities to excel in the field of education. These elements must be incorporated taking into account the local and global needs of the country and with a respect for and deference to its rich diversity and culture. Divulging knowledge of India along with its diverse social, cultural and technological needs, inimitable artistic, language and knowledge traditions and its strong ethics in India's young people is considered essential for being a national pride, co-operation and national integration.

To implement the Educational policy successfully, the stakeholders must know it. If the stakeholders have complete knowledge of it, then only there is enhance in quality education.

2.Review of Literature:

Ms.Sujatha Ramesh, Dr. K. Natarajan (2019) had compared the NEP(2019) with the American Education system. According to them the flexible approaches are same as the approach adopted by USA.

Kalervo N Gulson, Sam seller (2018), they come to one conclusion that allowing new private and public connections across policy topologies. NikilGovind (2019) Aithal P.S, ShybrajyotsnaAithal(2019) had analyzed the positive and negative side and suggested for further improvement in Education Policy.

National Education Policy (1966):In India, the commencement of Social Work Education was in the year 1936, with the establishment of Tata Institute of Social Sciences. Education was given prominence during post-independence reforms, education was given prominence. The first education policy was announced in India in year 1996. This was aimed at "Radical Restructuring" and at equal education opportunities in order to achieve complete education with national integration. This policy aimed at promoting the significance of both primary & secondary education among the Indians along with establishment of schools in both rural and urban areas were given priority.

National Education Policy (1986): The National Education Policy of 1986 aimed at promoting minority education, education for women equality, education of SC, ST and backward sections The importance was given to equal education opportunity to all sections of the society. This new education policy has given highest priority in solving the problem of school dropouts and adopts an array of precisely formulated strategies based on micro planning and applied at the grassroot levels of all over the country. A national mission was launched for the achievement of this NEP 1986. Based on

the literature review of education policy of 1966 and 1986, it is observed that, the NEP of 1966 emphasized on equal education to all and the NEP of 1986 gave prominence to women education and promoting minorities education and reducing dropouts from the schools.

3. Research Gap:

The previous education policies lay down a good visualization towards building the nation taking into account the prioritized areas of the society approaching towards a developed nation. There is a lot of change in the society now, when compared to 1986, which is having a variation of 34 years with vast modifications, improvements, transformation and many other changes w.r.t. technology, business, education, competition, attitudes of people towards job opportunities and so on. In this regard, the focus should be given to analyze the effect and outcomes of the New Education Policy – 2020.

4. Statement of the Problem:

The emphasis is on the study of NEP 2020, to study the changes that has taken place right in higher education. The priorities given at these levels and the scope widened in the area of practical approach and job orientation.

5. Objectives of the Study:

Based on the research gap and the statement of problem, the following objectives are taken for the purpose of study:

1. To study the effect of NEP 2020 on Higher Education.
2. To know about the possible outcomes of NEP 2020 on Higher Education.
3. To be aware of the possible drawbacks of NEP 2020 on Higher Education.

6. Research Methodology:

The study is based on primary as well as secondary data. The primary data is collected by questionnaire through Google forms from the respondents. 52 responses have been received through and taken for the purpose of study. Secondary data is collected through NEP 2020, Ministry of Human Resource Development. The method of sampling used is Convenience sampling.

7. Hypothesis

H0: There is no significant effect of NEP on stakeholders of Higher education.

H1: There is significant effect of NEP on stakeholders of Higher education.

8. Analysis of the data:

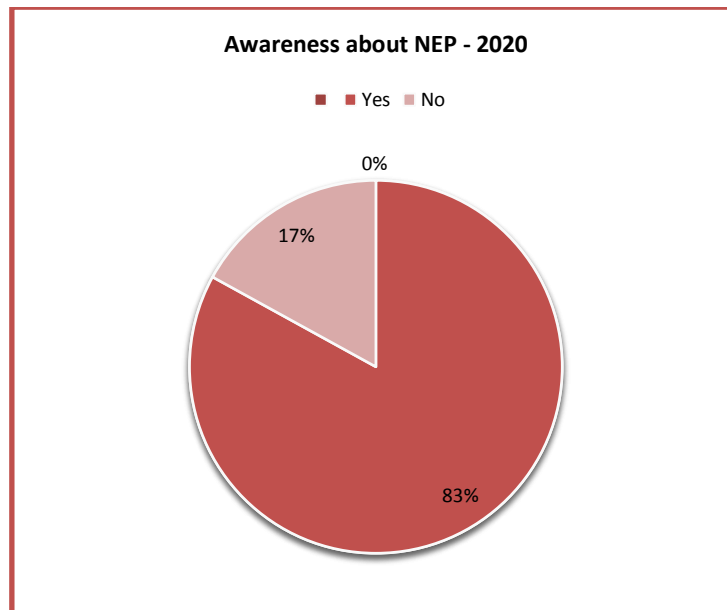
8.1: Demographic distribution of Respondents

| Particulars | | Percentage (%) |
|---------------------------|---------------|----------------|
| Gender | Male | 25% |
| | Female | 75% |
| Educational Qualification | Graduate | 11% |
| | Post Graduate | 70% |
| | Ph.D. | 19% |
| Age | 20 - 30 | 89% |
| | 31 - 40 | 7% |
| | 41 - 50 | 3% |
| | > 50 | 1% |

Source: Primary Data

The above Table 8.1 describes the profile of the stakeholders of the education sectors who are majorly affected by the NEP - 2020. The table indicates the study has conducted with the total 100 samples, including students and teachers with minimum of 5 years' experience of teaching at Graduation and Post-graduation level.

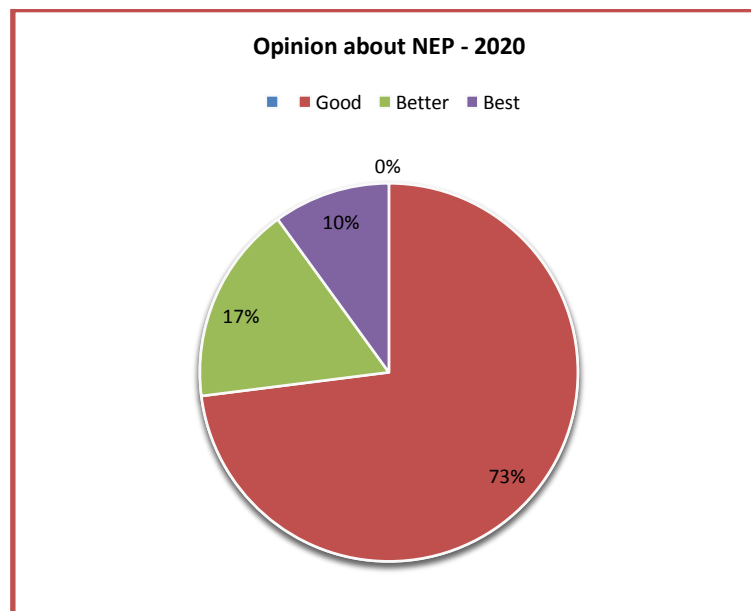
8.2: Awareness about NEP – 2020



Source: Primary Data

The above figure represents the opinion of the stakeholders regarding awareness of NEP-2020. Among 100 respondents, 83% of respondents are aware about the NEP-2020 and 17% are unaware about NEP – 2020.

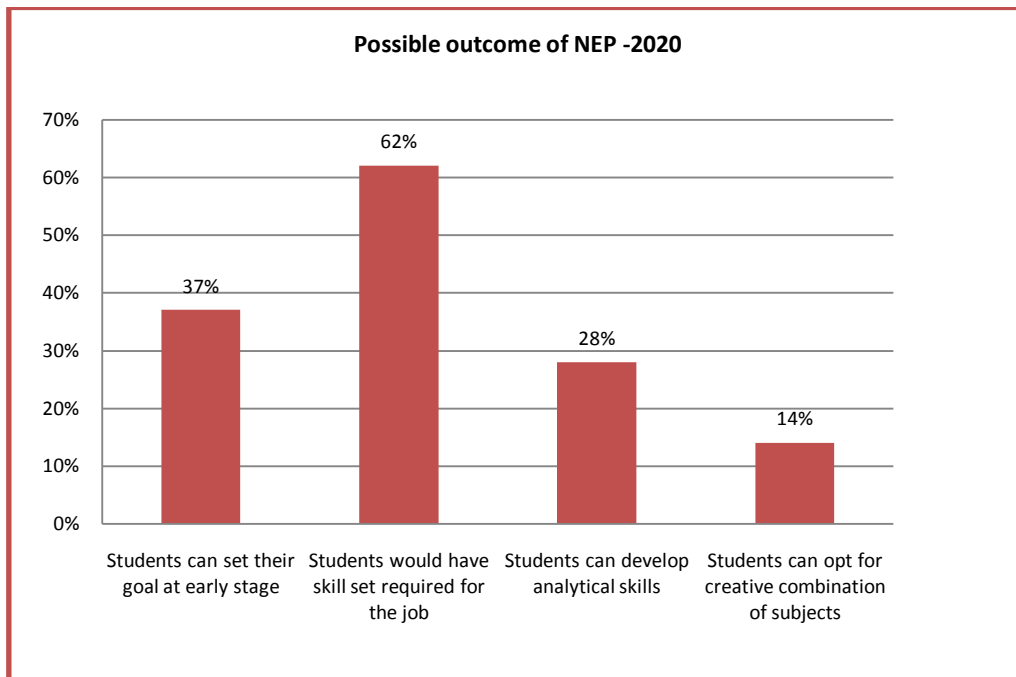
8.3: Opinion about NEP -2020



Source: Primary Data

The above figure represents the opinion of the stakeholders regarding their opinion on NEP-2020 as compared to current NEP. Among 100 respondents, 73% of respondents said that the NEP -2020 is a good initiative taken by the government towards the education sector. 17% are in opinion that it is better than current NEP and 10% said that it is the best education policy.

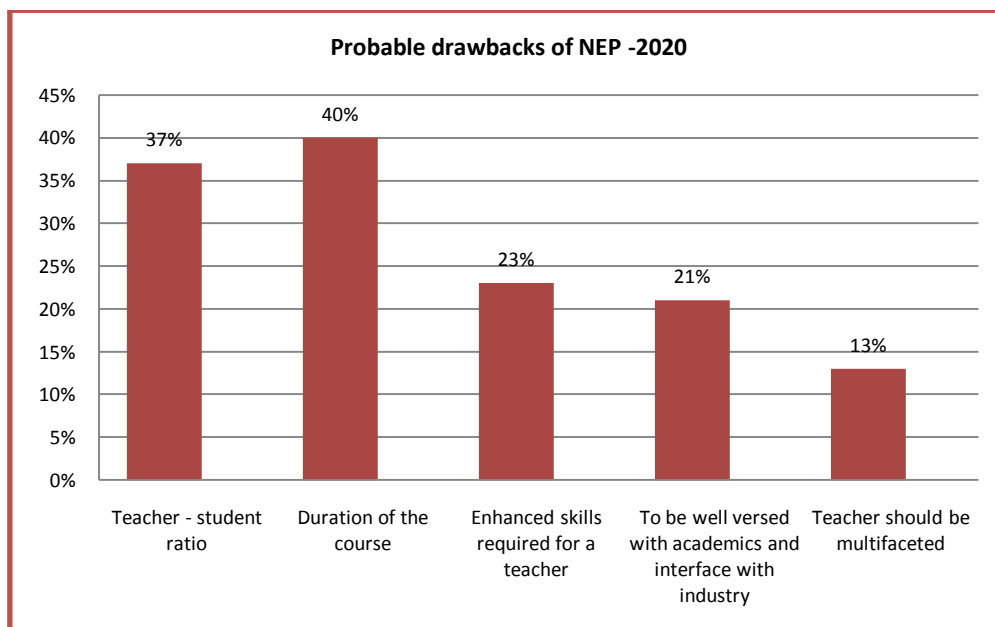
8.4: Possible outcome of NEP-2020



Source: Primary data

From the above graph it is ascertained that NEP-2020 has a positive outcome i.e. impact on students as per the study. With the implementation of NEP-2020 students would have a hands on creative combination of subjects and they would be very clear about their goal at an early age so that they can upgrade their skills set accordingly.

8.5: Probable drawbacks of NEP-2020



Source: Primary data

Here the researcher tried to find out the probable drawbacks of NEP -2020 and found that NEP-2020 is a good initiative taken but the few probable drawback may be the duration of the course and student teacher ratio as per the data collected followed by enhanced skills required for a teacher and to be well versed with academics and industry and to be multifaceted.

Hypothesis testing

8.6: Chi-Square Analysis

| Particulars | O | E | (O-E) | $\frac{(O - E)^2}{E}$ |
|---|------------|----|-------|-----------------------|
| Enhancelife skills | 45 | 49 | -4 | 0.327 |
| Improvement in education standard | 43 | 49 | -6 | 0.735 |
| Student can afford global education | 46 | 49 | -3 | 0.184 |
| optimum use of technology | 45 | 49 | -4 | 0.327 |
| Develop skills to meet industry requirement | 44 | 49 | -5 | 0.510 |
| Extensive research | 46 | 49 | -3 | 0.184 |
| | 269 | | | 2.265 |

Source: Primary Data

H0: There is no significant effect of NEP on stakeholders of Higher education.

H1: There is significant effect of NEP on stakeholders of Higher education.

Critical value ($\alpha=0.05$ d.f= 5) = 2.015

Chi square value= 2.265

Decision: Chi square value is more than critical value (2.265>2.015) hence H0 is rejected and alternate hypothesis is accepted. Therefore we can say that NEP has a significant impact on stakeholders of Higher Education.

The stakeholders must recoil the NEP 2020 so that it aids to identify the skills required for working with NEP 2020. The stakeholders should start to initiate for the skills required for the growth of the economy. Students must analyze their skills before opting for the course because if they opt the course based on their skills then they can achieve their goals faster. There is a wide scope for the study on NEP 2020 but maximum people are still lacking the knowledge on the working of NEP 2020 hence there should be awareness and research carried under this area in order to improve the knowledge among the stakeholders which ultimately leads to adoption of NEP 2020 at greater speed and leads to development of economy.

Conclusion:

The NEP 2020 leads all the stakeholders to meet the demand at industry, national and global level and ensuring for standard of living and overall economic growth. Any changes in the present scenario will have both positive and negative impacts hence the concentration should be more on the positive impacts and adopt it effectively and work efficiently for the welfare of the country.

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