

A STUDY ON NATIONAL EDUCATION POLICY-2020 AND ITS IMPACT ON STAKEHOLDERS WITH REFERENCE TO HIGHER EDUCATION INSTITUTIONS OF BHAVNAGAR DISTRICT

Mr. Parmar Ajay Upendrabhai*
Dr. Dilip B. Joshi**

ABSTRACT

This research paper delves into the profound implications of the National Education Policy-2020 (NEP-2020) on stakeholders within the higher education landscape of Bhavnagar District. The NEP-2020, a transformative document aimed at revamping the Indian education system, has far-reaching consequences on various stakeholders, including students, educators, administrators, and policymakers. This study focuses on Bhavnagar District higher education institutions to provide localized insights into the implementation challenges, opportunities, and outcomes associated with the NEP-2020. The research employs a mixed-methods approach, incorporating both quantitative and qualitative methodologies. A survey will be conducted among students, faculty members, and administrative staff to gauge their awareness of NEP-2020 and assess its impact on their roles and responsibilities. Additionally, in-depth interviews with key stakeholders and policymakers will be conducted to gather nuanced perspectives on the policy's implementation challenges and successes.

Keywords: NEP-2020, College Education, Stakeholders.

Introduction

The essence of an effective Education Policy lies in its commitment to unlocking the innovative potential inherent in every individual. It extends beyond the conventional cognitive dimensions, encompassing foundational literacy skills, proficiency, and higher-order cognitive abilities such as critical thinking and problem-solving. Moreover, a comprehensive education must cultivate social, ethical, and emotional capacities and dispositions. Recognizing teachers as the cornerstone of society, the National Education Policy (NEP) 2020 places a premium on empowering and supporting educators in their pivotal roles. The policy envisions attracting and retaining talented teachers by ensuring livelihoods, respect, dignity, and autonomy within the education system. In alignment with the NEP 2020, the new education policy must be designed to deliver quality education universally, transcending geographical barriers, historical backgrounds, and addressing the needs of disadvantaged and under-represented groups. Education emerges as a powerful tool for fostering economic growth, social mobility, inclusion, and equality. Providing diverse opportunities for all students to excel in their educational pursuits becomes a paramount objective. The formulation of the education policy should be informed by an awareness of both local and global needs, respecting and embracing the rich diversity and cultural tapestry of the nation. Recognizing the unique social, cultural, and technological requirements of India, the policy emphasizes instilling a sense of national pride, cooperation, and integration among the youth. A key component is imparting knowledge about India's diverse social fabric, cultural richness, technological advancements, unique artistic expressions, linguistic traditions, and strong ethical foundations

* Research Scholar, M.K. Bhavnagar University, Bhavnagar, Gujarat, India.

** Research Guide, Associate Professor, Smt. PNR Shah Arts and Commerce College, Palitana, M.K. Bhavnagar University, Bhavnagar, Gujarat, India.

The paper was presented in the National Multidisciplinary Conference organised by Maharani Shree Nandkuberba Mahila College, Bhavnagar, Gujarat on 21st January, 2024.

Implementing the educational policy successfully requires the active involvement and understanding of all stakeholders. Ensuring that stakeholders possess comprehensive knowledge of the policy is crucial for enhancing the quality of education. Only through such informed engagement can the education system truly align with the objectives outlined in the National Education Policy of 2020.

Review of Literature

Dr. Rahul Pratap Singh Kaurav, 2020 presented a research on " NEW EDUCATION POLICY: QUALITATIVE (CONTENTS) ANALYSIS AND TWITTER MINING (SENTIMENT ANALYSIS)" analyze A significant aspect of NEP 2020 is the insistence on teaching all subjects in students' native languages. This policy addresses the need for professionals across diverse fields, from agriculture to artificial intelligence. India is urged to prepare for the forthcoming changes. The core of this policy lies in introducing multi-disciplinary, inter-disciplinary, and trans-disciplinary approaches to humanize education, particularly emphasizing humanities-related subjects. Unprecedentedly, even students pursuing professional degrees now have the freedom to delve into humanities subjects.

Dr. Ruchi Rani, 2022 published her paper on "National Education Policy-2020: Issues and Challenges" NEP 2020 represents a progressive paradigm aimed at fostering value-based education and scientific learning. It seeks to replace the existing, rigid 'curriculum' system, which has proven resistant to change due to bureaucratic complexities. The core focus of NEP 2020 is on creating a holistic, flexible educational framework that aligns with the dynamic requirements of 21st-century learning. Achieving these objectives, however, requires addressing persistent execution challenges over an extended period. The drafting committee of NEP 2020 has undertaken a comprehensive effort to formulate a policy that incorporates diverse perspectives, global education best practices, practical field experiences, and feedback from stakeholders. While the mission is ambitious, the true measure of success lies in the implementation roadmap. It will determine whether NEP 2020 can genuinely foster an all-inclusive education system that prepares learners for the demands of the industry and the future.

Objectives of the Study

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

Research Methodology

The research is grounded on both primary and secondary data. The primary data is obtained by administering a questionnaire through Google forms to the participants. A total of 100 responses have been received and utilized for the study. On the other hand, the secondary data is gathered from NEP 2020, Ministry of Human Resource Development. Convenience sampling is the method employed for sampling. and data analysis using chi-square for Analyze sample .

Hypothesis

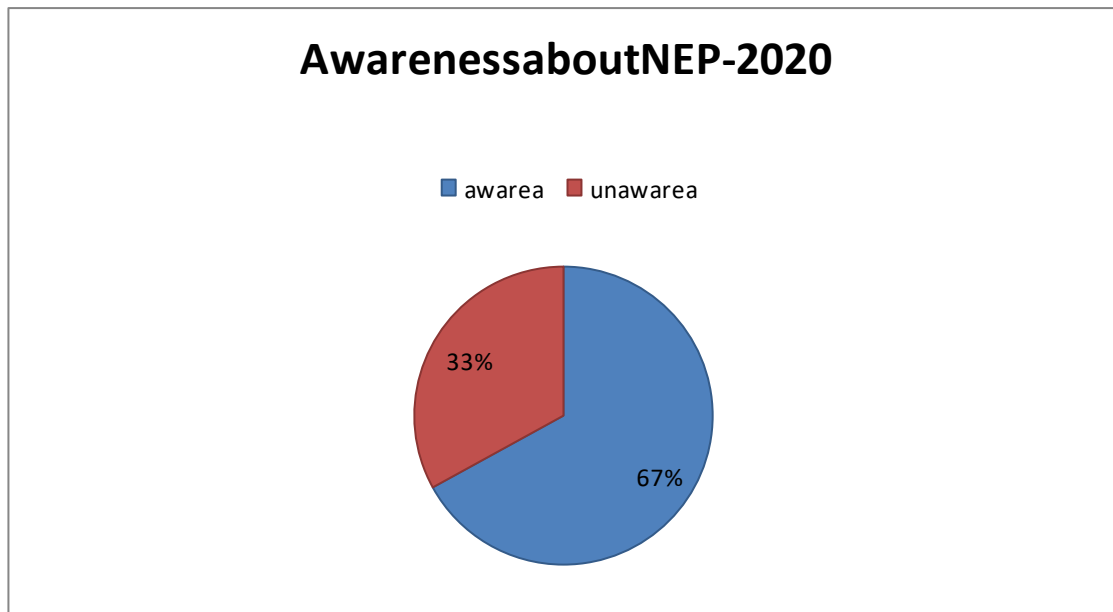
H₀: There is no significant effect of NEP on stakeholders of Higher education.

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

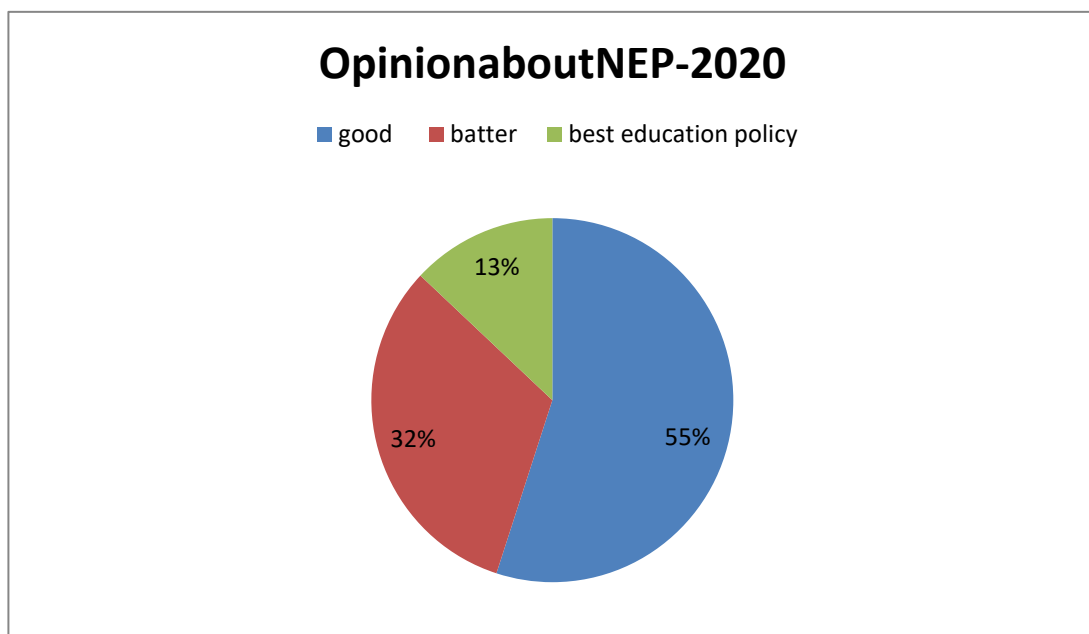
Analysis of the Data

	Particulars	Percentage(%)
Gender	Male	55%
	Female	45%
Educational Qualification	Graduate	10%
	Post Graduate	55%
	Ph.D.	35%
Age	20 -30	59%
	31-40	29%
	41 -50	9%
	>50	3%

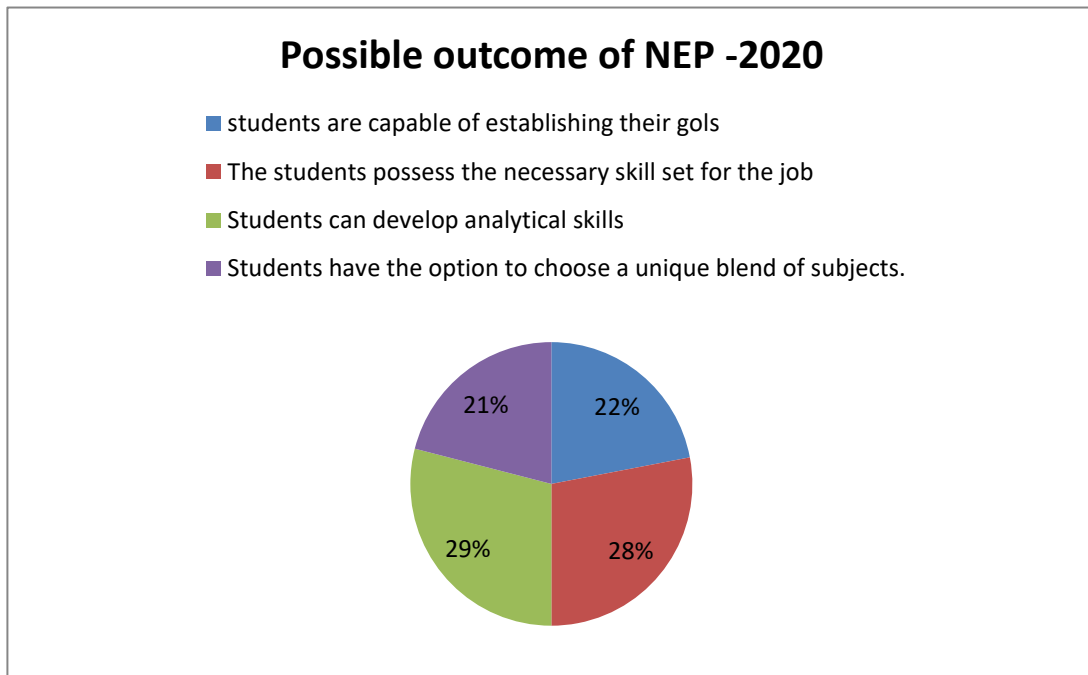
The above Table describes the profile of the stakeholders of the education sectors who are. The table indicates the study has conducted with the total 100 samples, including students and teachers with minimum of 7 years' experience of teaching at Graduation and Post-graduation level.



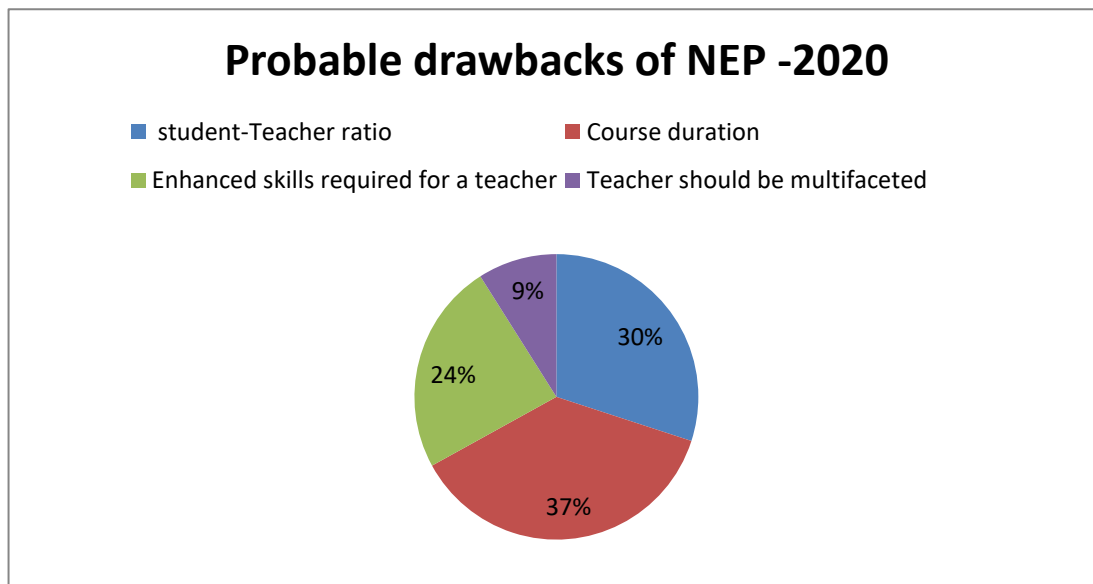
The figure above show the stakeholders' perspective on the awareness of NEP-2020. Out of the 100 respondents, 67% of them are knowledgeable about NEP-2020, while the remaining 33% are unaware of its existence.



The above figure represents the opinion of the stakeholders regarding their opinion on NEP-2020 as compared to current NEP. Among 100 respondents, 55% of respondents said that the NEP-2020 is a good initiative taken by the government towards the education sector. 32% are in opinion that it is better than current NEP and 13% said that it is the best education policy.



From the above graph it is ascertain 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.



The researcher conducted an investigation to identify the potential limitations of NEP-2020 and concluded that while NEP-2020 is a commendable initiative, there are a few possible drawbacks. These include the length of the course and the student-teacher ratio, as indicated by the gathered data. Additionally, teachers may require enhanced skills to effectively navigate both academic and industry demands, and to be versatile in their abilities.

Hypothesis Testing

Chi-Square Analysis

Particulars	O	E	(O-E)	$\frac{(O-E)^2}{E}$
Enhance life skills	43	49	-6	0.735
Enhancement in the quality of education.	45	49	-4	0.327
Global education is within the financial reach of students.	44	49	-5	0.510
optimum use of technology	43	49	-6	0.735
Cultivate the necessary skills to align with industry standards.	46	49	-3	0.184
Extensive research	44	49	-5	0.510
	265			3.001

H₀: There is no significant effect of NEP-2020 on stakeholders of Higher education.

H₁: There is significant effect of NEP-2020 on stakeholders of Higher education.

Critical Value ($\alpha=0.05$ df= 5) = 2.015

Chi Square Value = 3.001

Decision

Chi square value is more than critical value ($3.001 > 2.015$) 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 NEP 2020 should be thoroughly examined by the stakeholders in order to determine the necessary skills for working with it. The stakeholders must take the initiative to acquire the skills needed for the economic growth. Before choosing a course, students should assess their own skills, as aligning their course selection with their skills can help them achieve their goals more quickly. Although there is a vast potential for studying the NEP 2020, many people still lack knowledge about its functioning. Therefore, it is crucial to raise awareness and conduct research in this area to enhance the stakeholders' understanding, which will ultimately accelerate the adoption of NEP 2020 and contribute to the development of the economy.

Conclusion

The NEP 2020 serves as a crucial framework for stakeholders to address industry, national, and global demands, contributing to improved standards of living and overall economic growth. While recognizing that changes may yield both positive and negative impacts, it is imperative to focus on maximizing positive outcomes. Effectively adopting and implementing the NEP 2020 will play a key role in advancing the welfare of the country.

References

1. Malhotra A. K. & Verma P. (2021). Implementation of National Education Policy–2020: Theoretical Model on Pedagogy, University News-A Journal by AIU, Vol 59, No 7, PP 64-69.
2. New Education Policy, Government of India, Ministry of Human Resource Development; 2020. Available from: <https://www.mhrd.gov.in/nepnew>. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf [retrieved on 24th January, 2021]
3. F. Whelan, (2009). Lessons learned: How Good Policies Produce Better Schools. London, Fenton
4. Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: a tool to enhance trustworthiness or merely a nod to validation? Qualitative Health Research, 26(13), 1802-1811.
5. C R Kothari , research methodology new age publication.

