

A Study on Awareness about the Impact of National Education Policy - 2020 Among the Stakeholder of Science

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Abstract: *To provide a quality education that is beneficial for the economic growth of India is the main aim of the National Education Policy-2020. The highest quality, equity, and integrity in the education system from schooling to higher education is the main aim of the new policy. Science education plays an important role in all sectors of a country's development like manufacturing, service industry, research, and development forming the backbone of India. The ongoing education policy in India is mainly concentrating on theoretical aspects and lacks skill among the students which is the major drawback for meeting the global job opportunities. The National Education policy - 2020 is aiming to develop creative potential, skill, and scientific thinking among students which is the need for global competitiveness. Hence all the curricula of science should be outcome-oriented wherein the stakeholder can know in prior what they are going to learn and how it is beneficial to them to achieve their goals.*

Keywords: NEP (National Educational Policy-2020), Education Sector, Science, Goals

I. INTRODUCTION

The development of education in India is provided by a comprehensive structure of the National Education Policy. An Education Commission was formed consisting of 17 members, which was led by UGC Chairperson D.S. Kothari in 1968. This Commission was founded to draft a National and Harmonized Policy on Education and the first education policy was approved by Parliament in 1968. There are three in India to date.

- The first policy came in 1968.
- It was reformed in 1986, under Indira Gandhi and Rajiv Gandhi and the NEP of 1986 had been revised in 1992 during the period of P V Narasimha Rao as a Prime Minister.
- The third NEP was announced on 29th July 2020, Wednesday under the Prime Ministership of Narendra Modi.

Sweeping changes are recommended by NEP that includes starting up of the Indian higher education sector to foreign universities which will help UGC and AICTE to establish a four-year multidisciplinary undergraduate program with various exit options and also discontinuation of M.Phil. To concentrate on overhauling the core curriculum to make Board exams "Easier", a reduction in the syllabus to maintain "Core Essentials" and drive on "Experiential Learning and Critical Thinking" is the policy in school education. In a life-changing shift from the 1986 policy, which bind for a 10+2 structure of school education, the new NEP-2020 modulates for a "5+3+3+4" scheme commensurate to the age sets 3-8 years (foundational phase), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary) (L. Devi and Cheluvvaraju, 2020).

Early childhood education (familiar as pre-school education intended for children of ages 3 to 5) to be provided under the influence of formal schooling along with a mid-day meal program. The NEP declares students till Class 5 should be educated in their mother tongue or regional language. By 2040 all universities and colleges must aim to become multidisciplinary and phasing out of all organizations offering single streams as per the policy recommendation.

Science education may require continuous revision and revamp of the core curriculum which will progress the creative potential of each student and create new career growth occasions based on changing industrial and societal

demands. The curriculum necessities to be periodically revisited over Curriculum Conclaves through the involvement of various stakeholders to capture their varying expectations and also to encounter the requirements of the education policy (L. Devi and Cheluvvaraju, 2020).

Education in Science required to be Outcome-Based Education at Undergraduate and Postgraduate stages with provision for Choice Based Credit System (CBCS). Outcome-based education defines Program Educational Objectives (PEOs), Program Objectives (POs), and Course Objectives (COs) for every program, and student progression is assessed based on their achievement status. Core subjects are a blend of theory and practical subjects. Practical subjects should give students good exposure to student fraternity. Open elective courses must offer knowledge and skills among diverse areas that create an opportunity for holistic education and Specialization (major) subjects matters to create a concentration on various functional areas (L. Devi and Cheluvvaraju, 2020).

II. RESEARCH METHODOLOGY

The study includes the stakeholders of various educational institutions located in Mumbai and was conducted on a sample size of a hundred. The data was collected through a structured questionnaire from the respondents. A convenient sampling technique was used to select the respondents for the study. The data collected has been analyzed using simple percentage analysis. A Chi-square test was applied to find the effectiveness of the new education policy among the teaching faculties and students.

2.1 Hypothesis

- H0: There is no significant impact of NEP 2020 on stakeholders of the science discipline.
- H1: There is a significant impact of NEP 2020 on stakeholders of the science discipline.

Two hypotheses have been framed to identify the relation between dependent and independent variables.

III. RESULTS AND DISCUSSION

Table 1 describes the profile of the stakeholders of the education sectors who are majorly affected by the NEP-2020. The table signifies the study has been conducted with a total of 100 samples, including students, Assistant professors, Ph.D., and parents who are well educated. Hence the findings drawn from this study would be beneficial for the acquisition of NEP-2020 without frequent complications. A Similar study was carried out by L. Devi and Cheluvvaraju, 2020.

Table 1: Demographic Profile of Respondents

Sr. No	Particulars	Percentage
1.	Females	79
2.	Males	21
3.	Age: 15-30	75
4.	Age: 31-45	25
5.	Assistant Professor	34
6.	Students	47
7.	Parents	19
8.	Post Graduate	30
9.	Undergraduate	60
10.	Ph.D.	8
11.	Others	2

Fig. 1 represents the opinion of the stakeholders regarding awareness of NEP 2020 and working with NEP 2020. Among 100 respondents 68 respondents are aware of the National Educational Policy 2020 out of which 62 respondents feel that working with NEP 2020 is easier than Current NEP. The 32 respondents who are not aware of NEP 2020 even among these 15 respondents have an opinion working with NEP 2020 may be easier but still, 23 respondents feel difficult with NEP 2020. Similar results were obtained by L. Devi and Cheluvvaraju, 2020.

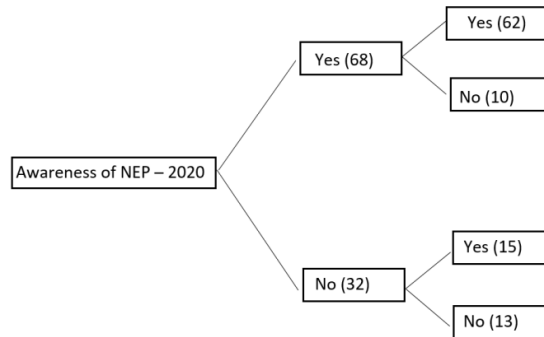


Figure 1: Opinion of Respondents on working with NEP 2020

Fig. 2 represents the opinion of stakeholders regarding the requirement of a set of skill development among the stakeholders of science discipline-based of NEP 2020. Figure signifies 13% of the overall samples strongly believe the skills must be developed to work with NEP 2020. 29% of the overall sample stands neutral in disclosing their opinion due to lack of knowledge. 19% of the overall sample believe that we can work efficiently with the present skill with the NEP 2020. Similar results were obtained by L. Devi and Cheluvraju, 2020.

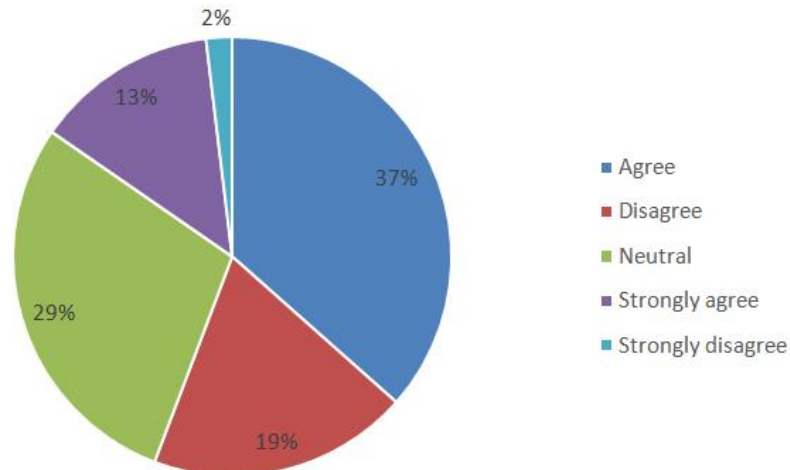


Figure 2: NEP requires a set of skill development among the stakeholders.

Table 2: Respondent’s opinion on the drawback of the current NEP

Particulars	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
It is lacking to focus on students carrier growth?	2	20	30	38	10	100
It is mainly subject-oriented?	2	6	30	56	6	100
Current education policy outcome is based on memorizing?	2	12	28	48	10	100
It is not meeting the practical aspect among students?	4	18	22	42	14	100
It is not much attractive for foreign students?	4	20	24	42	10	100
It doesn’t allow students to opt courses of various discipline?	6	26	26	34	8	100
The curriculum is based on Choice Based Credit System?	2	6	20	60	12	100

Table 2 represents the respondent's opinion on the drawback of the current National Education Policy. It indicates 48 respondents had accepted that current NEP is not much concentrating on the carrier growth of students. 62 respondents had felt NEP at present is majorly subject-oriented. 72 respondents had recognized curricula under NEP are based on CBCS. 58 respondents have a view that the current NEP is based on memorizing capacity of students. 56 stakeholders felt NEP at present is not meeting the requirements of the industry. 52 respondents have an opinion NEP is not attracting foreign students. 42 respondents acknowledged NEP is rigid and it is not allowing students to opt for courses of many disciplines. A Similar study was carried out by L. Devi and Cheluvvaraju, 2020.

Table 3: Chi-Square Analysis Table

Particulars	Observed Value	Expected value	Chi-square value
NEP- 2020 aims to develop analytical skills among the students	48	56	1.0681
NEP-2020 aims to bring conceptualize learning	62	56	0.7092
NEP -2020 develops skillset among the students that meets industrial demands	58	56	0.0938
NEP - 2020 will be outcome-based learning	56	56	0.0015
NEP - 2020 opens a market for the educational sector at global level	52	56	0.2476
NEP - 2020 allows students to opt Creative combination of subjects	42	56	3.3758
NEP - 2020 builds road map for students to choose their carrier field in early age	72	56	4.7604
	390		10.25

H0: There is no significant impact of NEP 2020 on stakeholders of science discipline.

H1: There is a significant impact of NEP 2020 on stakeholders of the science discipline.

$\alpha = 0.05$

$1-\alpha = 0.95$

Degree of freedom= 7-1 = 6

Chi-square value= 10.25

Critical value ($\alpha=0.05$ d.f= 6) = 1.943

Decision: Chi-square value is more than critical value (10.25>1.635) hence H0 is rejected.

Table 3 represents the chi-square analysis, a nonprobability test that is conducted to test the hypothesis of independent variables. The chi-square analysis proved that NEP 2020 is going to impact the stakeholders of the science discipline majorly. Hence all the stakeholders must undergo a study to enhance the knowledge of NEP 2020 working so that they can adopt the NEP 2020 easily without much error and work effectively for the growth of the Indian economy. Similar results were obtained by L. Devi and Cheluvvaraju, 2020.

IV. CONCLUSION

NEP 2020 affects the growth of the Indian economy and affects the youths in achieving their goals. The NEP 2020 leads all the stakeholders to meet the industrial demands at the national and global levels so that the standard of living and the overall economic growth will be achieved significantly. Any changes in the present scenario will have both positive and negative impacts hence we must concentrate more on the positive impacts and adopt them effectively and work efficiently for the welfare of the country. Hence the study had enhanced the knowledge on NEP 2020 impact on the stakeholders of the science discipline in a broader sense.

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