

Critically examine the impact of National Education Policy 2020 on Stakeholders with special reference to Higher Education in Maharashtra

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Introduction:

With the objectives of change in current education system the Government of India has introduced the National Education Policy 2020. As per the instructions received Government of India all the states have to implement it in their state. The Government decided to replace the present structure of 10+2 with the 5+3+3+4 model for the education which will be common with nationwide. As per this model the students will devote their first 5 years for the foundation stage, in this first 3 years will be for the pre-school and next two years for the class 1 and 2 in primary school. The second stage is preparatory stage in which students will learn class 3 to class 5. In middle stage students will learn for the class 6 to class 8 and at last the secondary stage students will learn for class 9 to class 12. After completing all these stages, the students will be able to take admission in 4 years multi-disciplinary bachelor's degree in undergraduate programme with multiple entry and multiple exit options. After completing the first year of UG programme the students will get a certificate. A diploma will be offered to those who completed their second year of UG Programme. After completing the third year of UG Programme the students will be awarded as Bachelor degree. The fourth year will be optional for the students, if they want to continue the fourth year, they will get bachelor degree with honors after successfully completing the fourth year. The students who have completed their fourth year in UG can take admission in one year PG programme, but those who have completed their three years UG degree need to take admission in two years PG programme.

After introduction of the NEP-2020 the government of Maharashtra is facing problems about the implementation of it. The replacement of current education system in short period

of time is very Hercules task. In the year 2022-2023 the Government of Maharashtra issued one GR dated on 20.03.2023 regarding the guidelines of the implementing the NEP-2020 in Universities and Autonomous colleges at UG Level. After that on 16.05.2023 the Government of Maharashtra again issued a GR about the guidelines for implementation of NEP-2020 at PG Level. After these GR all the Universities of the State and Autonomous colleges prepared the draft of implementing NEP-2020. The colleges and universities faced various problems at the time of implementation of the NEP-2020 as per the Government Resolutions dated on 20.03.2023 and 16.05.2023. All the problems faced by the Universities and autonomous colleges discussed with the Sukanu Samiti formed to address the issues of NEP 2020. After hearing all the issues, the Samiti and Government of Maharashtra decided to implement the NEP 2020 from the session 2023-2024 to all autonomous colleges at UG and PG level and in Universities and affiliated college of Universities at PG level only.

Features of NEP – 2020:

1. Increase Gross Enrollment Ratio: The key feature of National Education Policy 2020 is to increase the Gross Enrollment Ratio of the country. Presently the Gross Enrollment Ratio of country is 23%. The Government wants to increase it to 50% till 2047.
2. Provide Multidisciplinary Education: The feature of NEP is to provide the knowledge of multidisciplinary subjects to the students. Accordingly, the students of science faculty can opt the subjects from the commerce or art faculty.
3. Provide Interdisciplinary education: According to NEP the students can opt for the interdisciplinary subjects also. The students of science faculty can opt any subject of other faculty have some relevance with the major subject of faculty.
4. Promote Indian Languages: The aim of National Education Policy is to promote Indian as well Local Languages by providing the higher education in local and regional languages. The technical and medical education is also promoting in local and regional languages.
5. Participation of Students in Co-curricular Activities: Under NEP curricular the students have to take part in the co-curricular activities conducted by the college. These activities may be sports, yoga, NSS, NCC, cultural events etc.
6. Multiple Entry and Multiple Exits: The students who have taken the admission in level 4.5 i.e., first year of UG programme can

7. On-the Job training: As a part of curricular the students have to undergo an on-the job-training programme to get practical knowledge from the industry which help them in their study and also help to make students employable.
8. Field Projects: Similarly on-the-job training the students mandatorily go for the field project as part of NEP curriculum to enhance their skills and practical knowledge.
9. Research Projects: The students who opted for the Honors with Research has to undertake the research project on the topic of student's interest. After the completing the Honors with Research the students can directly opt for the Ph.D.
10. Community Engagement Programmes: To teach the lesson of community engagement and develop the sense of society belongingness the NEP introduced the Community Engagement Programme.
11. Choice of Selection of Major Subjects: The subject a student compulsorily undergone as specialization is consider as major subject.
12. Choice of Selection of Minor Subjects: The subject a student will select from the options provided by the higher education institute other than the major subject is consider as minor subject. Selection and study of minor subject is compulsory for the students.
13. Choice of Selects of generic electives and open electives: Under the NEP curriculum the students get chance to learn some subjects which are not related to their major subjects. It helps students to learn some multidisciplinary approach.
14. Open and Distance learning: Open and Distance Learning (ODL) helps students to provide the flexibility and various opportunities to learn various subjects of their interest through variety of media, including print, electronic, online etc.
15. Conversion of UG degree from three years to four years: Traditionally the universities and autonomous colleges offers the three years UG degree to the students but under NEP the UG degree will be four years.
16. Credit based: The NEP focused on the credit-based education rather the marking and percentage system. The NEP suggested each semester of the programme of 20 to 22 credit and the UG degree of 160 to 168 credits. Whereas the PG degree is of 80 to 84 credits.
17. Transfer of Credit: The credit earned by the students from any other institution or through the online mode is transfer to the student's ABC Id. This will benefit to the students to keep proper record of their credit earned from the different places and different mode of learnings.

18. Requirement of ABC ID: The students need to generate the Academic Banks of Credit (ABC). All the credit earned by the students will automatically transfer on students ABC Id.
19. Determination of Levels: The NEP curriculum decided the levels of education. Level 4.5 is first year of degree programme, Level 5.0 is second year of degree programme, Level 5.5 is third year of degree programme, Level 6.0 is fourth year of degree programme.
20. Knowledge of IKS: The main and key feature of NEP is to provide the Ancient Knowledge of student's major subjects. It helps to discover the ancient knowledge of particular field and the use of that knowledge to develop the current knowledge.

Objectives of Study:

1. To study the National Education Policy 2020 in detail pertaining to Higher Education.
2. To compare the National Education Policy 2020 with existing education policy.
3. To consider the views of various stakeholders over the National Education Policy 2020.
4. To study the benefits of National Education Policy 2020 to Various Stakeholders.
5. To study the difficulties, faced by universities and college while implementing the National Education Policy 2020.
6. To study the role of Government in implementation of National Education Policy 2020.

Hypothesis of Study:

1. National Education Policy 2020 will bring revolutionary change in education system.
2. National Education Policy 2020 will be helpful to solve the problems of current education system.
3. National Education Policy 2020 will change the role of teachers and students.
4. National Education Policy 2020 will change the teaching, learning and examination pattern.
5. National Education Policy 2020 will increase the administrative and clerical work.

Research Methodology:

The present research paper is based on the both primary and secondary data:

1. Primary Data: The primary data is collected in forms of opinions and interviews of the students, teachers, administrative staff, management, industrialist etc. about the National Education Policy 2020.

2. Secondary Data: The secondary data is collected in forms of Government GRs, Press Notes of Governments, UGC's Circulars etc.

Views of Stakeholders on NEP -2020

1. Students Viewpoints:

- a. **No Awareness:** The students who have taken the admission in Colleges and Universities where the National Education Policy – 2020 is implemented are rarely aware about the change in education policy. They are not aware about the exact difference between the existing and new education policy.
- b. **Difficulties in Selection Major Subjects:** The students are not in the position of selecting the major subject of their choice because the college where students want to take admission is not offering the major subject of their choice and where the major subject is available their students do not want to take admission.
- c. **Difficulties in Selecting Minor Subjects:** The students face the same problem of selecting major subjects is with the selection of minor subject also. The minor subjects of choice of students may not available with the college.
- d. **Field Project:** The new content in National Education Policy 2020 is introduction of field Project as compulsory part of their curriculum. The students from the rural and semi-urban areas definitely face the problems while completing the field project.
- e. **Multiple entry and Multiple Exist:** The National Education Policy 2020 offers the multiple entry and multiple exits to the students. It means the students can leave the college after completing the first, second and third years and also come back to the same or different college till seven years. This feature of NEP 2020 is creating little confusion and opportunities to the students.

2. Teachers Viewpoints:

- a. **Requirement of Training:** The National Education Policy is new for the teachers as well. They are also not in position to understand the proper mechanism of NEP 2020. To understand the NEP 2020 for themselves and for making students understand the proper training to the teacher is required.
- b. **Problem of Workload:** As per the existing education policy the workload of teachers was standardized by the competent authority. But after introduction of NEP

2020 with feature of Major and Minor Subjects the teachers of various department are worry about their teaching workload in the college.

- c. **Weightage to the co-curricular activities:** The NEP 2020 focuses on the overall development of students. The NEP offers the co-curricular courses (CC) like music, yoga, sports, NSS, NCC etc. as per the choice of the students. This weightage to CC affects the actual teaching.
- d. **Focus of Online and Distance Learning:** The importance of online and distance learning has increase in National Education Policy 2020. The students have option to undertake minimum 40% of total courses through online and distance mode. Such students will get the exemption from the learning these courses physically and taking examination. This will lead the administrative work of the teachers of keeping the record of such students.

3. Parent's Viewpoints:

- a. **Difficult to understand:** The change in education system due to introduction NEP 2020 is little different from the current education system hence, it is quite difficult for the parent to easily acquaint with NEP 2020.
- b. **Vocational Courses:** The NEP 2020 provides the opportunity to learn vocational courses to the students. After learning the vocational courses like value education, the students inculcate the little values and moral along with the education to the students.
- c. **Major and Minor Selection:** The parents are quite happy that the students can learn the subjects of their ward's interest along with the major subjects where career opportunities are available. It means the students of mathematics can learn political science or history. This feature of NEP helps the students and parents to realize the tension and make study interesting.

4. Management Viewpoints:

- a. **Appointment of Staff:** As per the NEP 2020 the college has to offer various Major subjects of interdisciplinary and multidisciplinary. For running these courses, the management of college has to appoint the staff as per the subjects offered and subjects opted by the students.
- b. **Requirement of more Class-Rooms:** As per NEP 2020 the UG degree of traditionally three years now offer for the four years. Similarly, the PG program must offer for one and two years. It leads to increase the Programme and sections

in the college. Every increase in section requires the class room to conduct the classes. The management needs to construct the new classrooms in coming future.

- c. **Investment in Software's and AI System:** To keep the track record of students regarding the examination, attendance, online courses, distance learning course, field project etc. manually is very difficult for the college. Hence, the management of college and universities require to spend the amount on purchase of software and suitable AI systems.

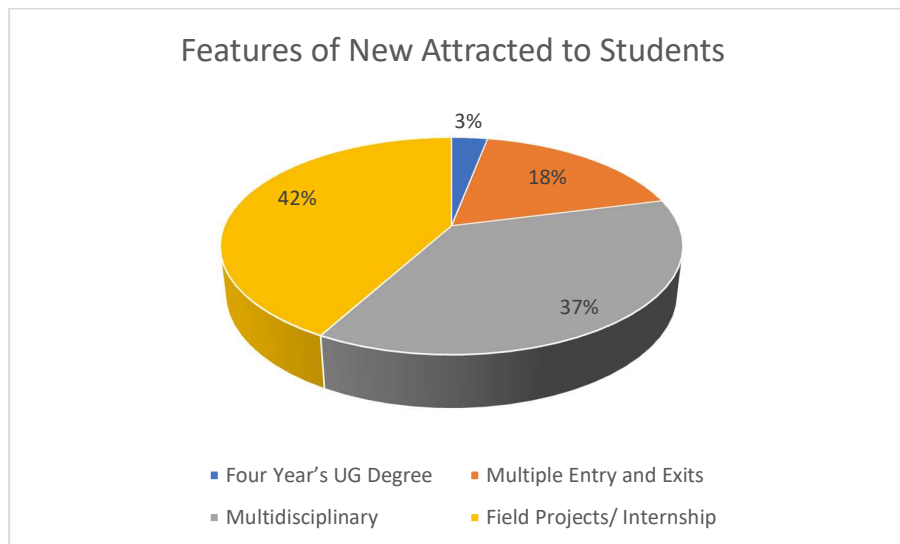
5. Industrial Viewpoints:

- a. **Employable Youth:** As per the contents of field project, on-the-job training, research project, internship etc. in NEP 2020 the students must acquire the practical knowledge along with the theoretical knowledge. This practical knowledge of students during their study helps students to be employable and also help industry to get employable youth.
- b. **Vocational Training:** Due to introduction of vocational courses under NEP 2020 the industry will get the students from campus for placement who have some practical and hands on training knowledge.
- c. **Skill and Ability Enhancement:** After learning the skill and ability enhancement courses under the curriculum of NEP 2020 the skill and ability of students will increase. It directly helps to industry to get skillful and able manpower from the colleges. It will save their training cost up to some extents.

Data Analysis:

1. What are the Key Features of the NEP-2020

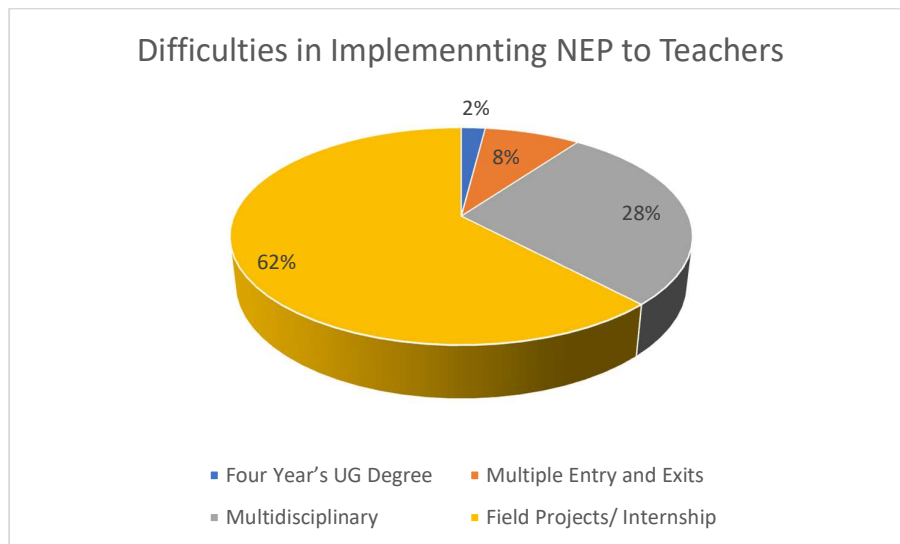
Features	Respondents (Students)
Four Year's UG Degree	03%
Multiple Entry and Exits	18%
Multidisciplinary	37%
Field Projects/ Internship	42%



Interpretation: The students are aware about the changes happened in the higher education system after introduction of NEP-2020. As per the views of the students the field projects and internship will be the key features which help them to learn practically and keep them ready for the employment. The students are also happy for introduction of multidisciplinary approach in higher education which help them to learn other subjects of their interest which are not the part of their stream. The students are quite happy with the multiple entry and exit options because it is little use for the students. The students are not at all happy with the feature of conversion of the UG degree from three years to four years.

2. What are the practical difficulties in implementing NEP-2020?

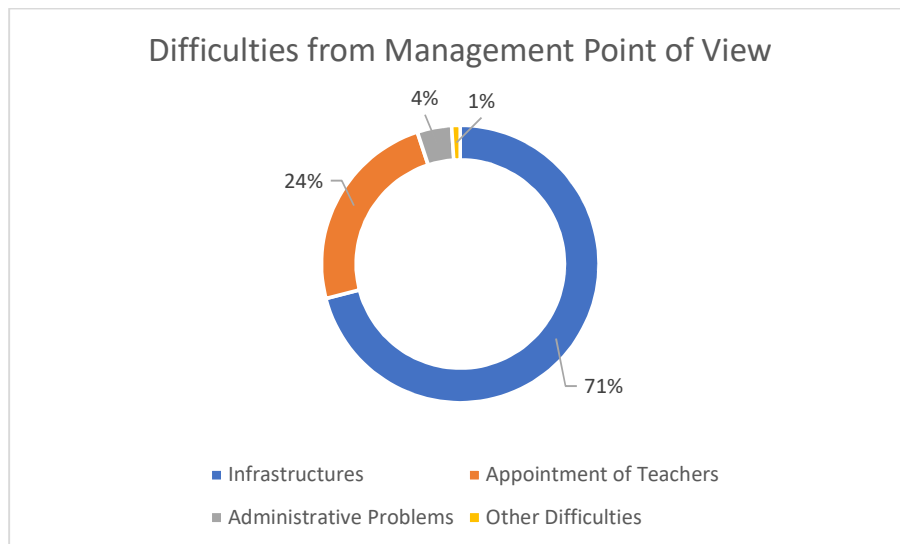
Difficulties to Teachers	Respondents (Teachers)
Four Year's UG Degree	02%
Multiple Entry and Exits	08%
Multidisciplinary	28%
Field Projects/ Internship	62%



Interpretation: The teachers are the force who are actually implementing the NEP-2020 as per the guidelines given by the Government. But at the time implementation the NEP-2020 effectively the teachers are facing various difficulties like keeping the record of students who are going for the internship and field project. After that difficulty, offering multidisciplinary courses to the students as per their choice and maintaining its record for conducting the examination and declaration of results. Afterwards the recordkeeping of those students who will leave the college after first year or second year of UG Programme. Some of the teachers think the conversion of the three years UG Programme into the four year will also the problem for them.

3. What are the practical difficulties in implementing NEP-2020?

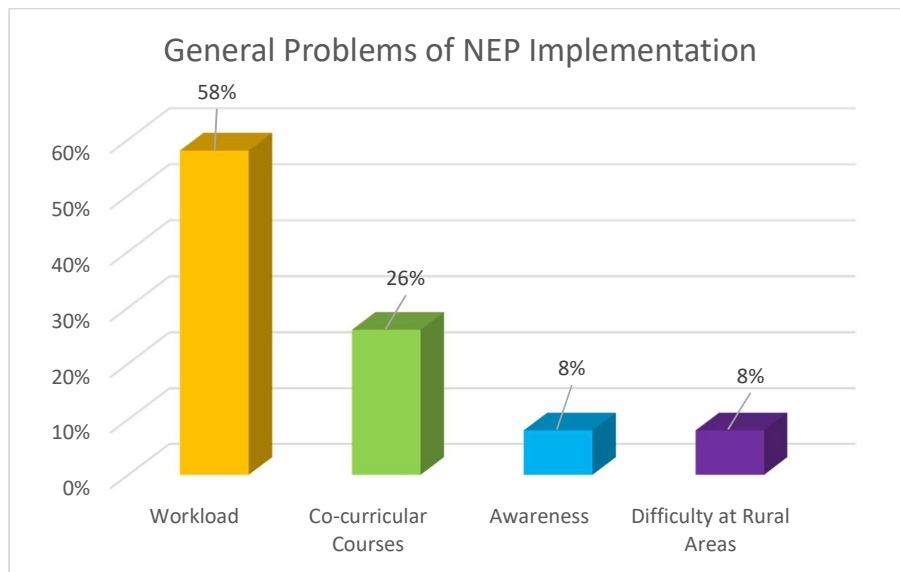
Difficulties to Management	Respondents (Management)
Infrastructures	71%
Appointment of Teachers	24%
Administrative Problems	04%
Other Difficulties	01%



Interpretation: The role of college management is also vital in implementing the NEP-2020 smoothly. But at the time of implementing, it the college management facing the problems developing infrastructure like class rooms, computer labs, seating arrangements, library etc. in their respective colleges. This is the major issue that all the management are facing. After the infrastructure development another issue is to appoint the staff for the subjects which are offering as multidisciplinary and vocational courses to the students. The payment of salary of such staff is key concern from the point of view of management. Some management is also facing the problems of administration like appointment of non-teaching staff, training of teaching and non-teaching staff, recordkeeping etc. All these problems from the management view point may lead to create obstacles for the successful implementation of the NEP-2020.

4. What are the general problems for NEP-2020?

General Problems	Respondents (Management)
Workload	58%
Co-curricular Courses	26%
Awareness	08%
Difficulty at Rural Areas	08%



Interpretation: Apart from the problems of Teachers, Students and Management there are some common problems towards the implementation of NEP-2020. The first common problem is the calculation of workload of the teachers. In NEP there are high weightage to major courses and low weightage to the minor and electives courses. Due to the change in weightage the teaching hours and number of lectures are reducing in some cases and increasing in other cases. Another common problem is the management of co-curricular courses and their evaluation. As per guidelines of Government the Co-curricular courses are mandatory up to the four semesters, which courses to be offer in category of co-curricular courses is little difficult to identify and implement. Another general problem in implementation the NEP-2020 is the awareness about the NEP-2020 to the prospective students and society. It is also difficult situation in rural area where the facilities of the internship and offering multidisciplinary courses due to less number of colleges and faculties.

Conclusion:

The National Education policy 2020 brought revolutionary changes in entire education from the school level to higher education. Because of these changes the education will be the effective and balancing between the education and co-curricular activities. The students can select the minor subjects of their choice along with the major courses, which create the interest in their learning. The current education system is focusing on the single specialization degree, but the National Education Policy is providing the due specialization degree in terms of major and minor. The students of undergraduates have liberty to continue the same course till fourth years which will be helpful to get deepest knowledge of same field with practical exposure in terms of research projects. After implementing the NEP 2020 the existing role of the students as well

as the teachers will change drastically. In current education system the students are more focused on the classroom activities rather getting the practical exposure. But in NEP 2020 the students have to mandatorily undergo with the field project, research projects, on-the job training etc. it helps to get practical knowledge to the students. Similarly, the teachers also need to change their role from mere teaching to provide practical exposure to students. The teaching methodology and examination pattern will be changed in NEP-2020. The teachers need to adopt the new role assigned by the National Education Policy positively for the betterment and development of the students. The teaching role of the teachers will definitely change under NEP-2020 but it also increases the responsibility of the teachers to maintain the records of students who are going for the internship, students who wants exemption from the physical examination due to completion of the credit through online mode, categorized the students as per their major and minor subjects. All these factors definitely increase the administrative responsibility and clerical work of the teachers.