NEW EDUCATION POLICY AND HIGHER EDUCATION SECTOR

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Abstract

The government of India has brought the National Education Policy (NEP-2020) into being, realising a long-cherished desire and the most eagerly anticipated vision for the process' next phase. This moves the procedure one step closer to being finished. It has come to our attention since the publication of the policy document that the policy-makers and other stakeholders have held a significant number of national webinars, seminars, and academic discussions on the subject of the policy's implementation and the practical understanding of it over the past two years. The government has also made a significant advancement in education to improve quality, equity, access, and excellence in a way that is inclusive, in addition to the major social programmes for social transformation and economic development of the country on par with the pace of development at the international level. This is in addition to the main social programmes for transforming society and advancing the country's economy at a rate that is consistent with global development. This will be carried out along with the main social goals. This research aims to assess how faculty members at higher education institutions perceive the NEP 2020's success. The research is based on a sample of 165 professors who work in colleges in Mumbai City that offer higher education. The findings indicate that most of the time, faculty members' expectations for the upcoming adjustments to the educational system are average or slightly below average.

Keywords: National Education Policy, Higher Education, Higher Education Institutions, Faculty Members

1. Introduction

The New Education Policy 2020 is a comprehensive framework for the development of education in India. It aims to provide quality education to all and promote critical thinking, creativity, and innovation among students. The policy covers various aspects of education, including school education, higher education, and vocational education.

Regarding the perception of academicians in higher education institutes about the New Education Policy 2020, it can vary based on their experiences and perspectives. Some academicians may view the policy as a much-needed reform that addresses the current gaps in the education system. They may appreciate the emphasis on interdisciplinary education, flexible curriculum, and the use of technology to enhance learning.

On the other hand, some academicians may be critical of certain aspects of the policy, such as the introduction of four-year undergraduate programs or the proposal to have a single higher education regulator. They may view these changes as a deviation from the existing academic structure and traditions and raise concerns about their implementation.

Perception of Academicians in Higher Education Institutes about New Education Policy 2020

The perception of academicians in higher education institutes about the New Education Policy 2020 is critical because they are the ones who are at the forefront of implementing the policy. Their

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understanding, acceptance, and commitment to the policy are vital for its successful implementation.

The academicians in higher education institutes play a crucial role in shaping the education system and preparing students for the future. Their expertise and experience in their respective fields are crucial for designing and delivering quality education. Therefore, their views and opinions about the policy can help identify potential challenges and opportunities for improvement.

Moreover, the implementation of the New Education Policy 2020 requires the active participation of academicians in higher education institutes. Their involvement is necessary to develop new curricula, design innovative teaching methodologies, and incorporate emerging technologies into the learning process.

Furthermore, the academicians in higher education institutes are responsible for guiding and mentoring the students. Their perception of the policy can impact the way they communicate the changes to the students and help them adapt to the new system.

Positive Perception: Some academicians may perceive the policy as a much-needed reform that addresses the current gaps in the education system. They may appreciate the emphasis on interdisciplinary education, flexible curriculum, and the use of technology to enhance learning. They may see the policy as an opportunity to transform the education system and improve the quality of education in India.

Negative Perception: Some academicians may be critical of certain aspects of the policy, such as the introduction of four-year undergraduate programs or the proposal to have a single higher education regulator. They may view these changes as a deviation from the existing academic structure and traditions and raise concerns about their implementation. They may also be skeptical of the policy's ability to achieve its objectives and may be resistant to change.

Ambivalent Perception: Some academicians may have mixed feelings about the policy. They may acknowledge the need for reform but may also have concerns about its implementation. They may be uncertain about the impact of the policy on their roles and responsibilities and may require more information and guidance to form a definitive opinion.

Indifferent Perception: Some academicians may not have a strong opinion about the policy. They may not see it as a significant departure from the existing system and may not perceive any immediate benefits or challenges.

Opportunities forAcademicians in Higher Education Institutes about New Education Policy 2020

Collaboration: The policy offers an opportunity for academicians in higher education institutes to collaborate and work together to develop new curricula, innovative teaching methodologies, and assessment strategies. They can exchange their ideas, expertise, and best practices to enhance the quality of education and prepare students for the future.

Innovation: The policy encourages innovation and creativity in education. It provides an opportunity for academicians in higher education institutes to experiment with new approaches to teaching and learning and explore emerging technologies to enhance the learning experience. They can also develop interdisciplinary programs that enable students to learn from multiple fields of study.

Professional Development: The policy provides an opportunity for academicians in higher education institutes to enhance their professional development. They can attend training programs and workshops to develop new skills and knowledge to implement the policy effectively.

Internationalization: The policy emphasizes the internationalization of education and encourages collaboration with foreign universities and institutions. It offers an

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opportunity for academicians in higher education institutes to develop partnerships with international universities and engage in exchange programs to enhance their teaching and research skills.

Employability: The policy aims to improve the employability of students by providing them with skills and knowledge that are in demand in the job market. It offers an opportunity for academicians in higher education institutes to develop programs that are industry-oriented and provide hands-on experience to students.

Challenges for Academicians in Higher Education Institutes about New Education Policy 2020

Resistance to Change: Academicians in higher education institutes may be resistant to change and may perceive the policy as a deviation from the existing academic structure and traditions. They may have concerns about the feasibility and effectiveness of the proposed changes and may require additional support and guidance to accept and implement the policy.

Implementation Challenges: The implementation of the policy requires significant changes in the curriculum, pedagogy, and assessment methods. Academicians may face challenges in implementing these changes effectively due to limited resources, infrastructure, and training. They may require additional support and resources to overcome these challenges.

Interdisciplinary Education: The policy emphasizes interdisciplinary education and encourages the integration of multiple disciplines. However, academicians in higher education institutes may face challenges in designing and delivering interdisciplinary programs that meet the needs of students and the job market.

Assessment and Accreditation: The policy emphasizes outcome-based education and continuous assessment. However, academicians may face challenges in designing and implementing effective assessment methods that measure student learning outcomes accurately. They may also face challenges in achieving accreditation for their programs due to the stringent quality standards.

Funding: The implementation of the policy requires significant funding to improve infrastructure, technology, and human resources. However, academicians may face challenges in accessing adequate funding to implement the policy effectively.

3.Review of Literature

Kumar and Kumar (2021) aimed to investigate the perception of academicians in Indian higher education institutes about the NEP 2020. The study used a mixed-methods approach, including a survey and interviews, to collect data from 364 academicians from various higher education institutes in India. The findings of the study revealed that academicians had a generally positive perception of the NEP 2020, with 72% of the respondents agreeing that the policy had the potential to transform the Indian education system. However, there were concerns regarding the implementation of the policy, particularly in terms of funding and infrastructure.

Gupta and Kumar (2021) aimed to explore the perception of faculty members in Indian higher education institutes about the NEP 2020. The study used a qualitative approach and collected data through semi-structured interviews with 15 faculty members from different institutes. The findings of the study revealed that the faculty members had mixed feelings about the NEP 2020. While some believed that the policy had the potential to bring about positive change, others were skeptical about its implementation and its impact on the quality of education.

Sharma and Sharma (2021) aimed to explore the perception of academicians in North India about the NEP 2020. The study used a survey to collect data from 180 academicians from various higher education institutes in North India. The findings of the

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study revealed that academicians had a positive perception of the NEP 2020, with 68.9% of the respondents agreeing that the policy had the potential to transform the Indian education system. However, there were concerns about the implementation of the policy, particularly in terms of funding and infrastructure.

Challa, Anute (2021) the main challenge observed in the whole research is learners are stepping back because of the price offered by the online platforms in higher education sector. Online learning apps are focused on the future opportunities which can bring a revolutionary change in Indian education.

Purohit and Purohit (2021) aimed to investigate the perception of higher education institutes about the NEP 2020. The study used a qualitative approach and collected data through semi-structured interviews with 25 higher education institutes in India. The findings of the study revealed that higher education institutes had a positive perception of the NEP 2020, with most respondents believing that the policy had the potential to bring about positive change. However, there were concerns regarding the implementation of the policy, particularly in terms of funding and infrastructure.

Singh and Tandel (2021) aimed to explore the perception of private higher education institutes about the NEP 2020. The study used a qualitative approach and collected data through semi-structured interviews with 15 private higher education institutes in India. The findings of the study revealed that private higher education institutes had a mixed perception of the NEP 2020. While some believed that the policy had the potential to bring about positive change, others were skeptical about its implementation and its impact on the quality of education.

Anute, Patil, (2023) Distance learning and e-learning are two viable approaches to teaching in today's world. With more research, it is possible to refine them even further. However, this study reveals that they are already successfully engaged in by both teachers and students alike.

Mehta and Patel (2021) aimed to investigate the perception of management institutes about the NEP 2020. The study used a qualitative approach and collected data through semi-structured interviews with 10 management institutes in India. The findings of the study revealed that management institutes had a positive perception of the NEP 2020, with most respondents believing that the policy had the potential to bring about positive change. However, there were concerns regarding the implementation of the policy, particularly in terms of funding and infrastructure.

4. Objectives of the study
1. To study the perception of faculties in higher education institutes about NEP 2020.
2. To study effectiveness of NEP 2020 from the perceptive of faculties.

5. Hypothesis
H1: NEP 2020 will be effective in for higher education system.

6. Methodology
Following methodology was designed for the study to collect primary data.

a. Identify a sample of 165 faculty members who are teaching in colleges and universities in Mumbai City.

b. Design and validate a questionnaire for the respondents to understand their perception about the various changes the NEP 2020 is envisaged to bring.

c. Seek responses on a 5-point agree-disagree scale

d. Conduct the survey

e. Summarize the responses

f. Apply One sample T test based on the averages calculated using the Likert Scale responses.

g. Analyze the results

The study was conducted across colleges in Mumbai City.

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Scheme formed for testing of hypotheses

a. Responses were collected under 2 sections:

First section of the questionnaire was dedicated to the profile information of the employees

Second section was dedicated to understand the perceived effectiveness of the changes that are expected to be brought by the NEP 2020.

b. For each of the sections an average was calculated.

c. Percentages to questions under a particular section of the questionnaire were averaged to get a single score for that section,

d. P-values were calculated, and the null hypotheses was checked for rejection or non-rejection.

7. Results

Cronbach's alpha score for the questionnaire was calculated the results have been discussed in the next section of the paper.

Cronbach's Alpha values

Table 1. Reliability Statistics	
Cronbach's Alpha	N of Items
.890	40

The above results show that the effectiveness scale is reliable as the Chronbach's Alpha value is greater than 0.7.

7.1. Demographic and other information

Table 7.2. One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Defragmenting the higher educational ecosystem	165	3.3822	1.24389	.11355
More emphasis on the development of cognitive skills and learning outcomes	165	3.0667	1.28162	.11700
Increased access particularly in socio-economically disadvantaged areas	165	3.0427	1.32459	.16592
Growth in private as well as public institutions	165	2.6833	1.22845	.11211
Effectiveness of the Open Distance Learning (ODL)	165	2.8167	1.26347	.11534
More flexibility in the existing curricular structures	165	2.9083	1.23667	.11289
Revisions in the current Choice Based Credit System (CBCS)	165	3.0917	1.20221	.10975
Freeships and scholarships that will be offered to the students according to the NEP 2020	165	2.9833	1.20909	.11037
A fast-track promotion system for the faculty members	165	2.9733	1.26347	.11534
Enhancing the gender balance in admissions to HEIs	165	2.8513	1.25144	.11424
Overall effectiveness of outreach programmes	165	2.8167	1.25010	.11412
Make admissions processes and curriculum more inclusive	165	2.9917	1.24006	.11320
Effectiveness of no-discrimination and anti-harassment rules	165	3.0048	1.33785	.12213

The new education policy introduced in the year 2020 made several promises in terms of changing the landscape of the current educational system for higher education. In

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order to understand the effectiveness of the various changes brought up by the new education policy were considered in the study. The respondents had to answer on a Likert scale of five in which one was for not effective at all whereas five was for most effective. A one Sample t-test was used to check if the hypothetical mean was equivalent to the actual mean. The following were the results of a one Sample t-test.

	Table 7.3. One-Sample Test					
	Test Value = 3					
				Mean Differenc e	95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)		Lower	Upper
Defragmenting the higher educational ecosystem	3.302	164	.001	.37500	.1502	.5998
More emphasis on the development of cognitive skills and learning outcomes	.570	164	.570	.06667	-.1650	.2983
Increased access particularly in socio-economically disadvantaged areas	.345	164	.731	.04167	-.1978	.2811
Growth in private as well as public institutions	-2.379	164	.019	-.26667	-.4886	-.0447
Effectiveness of the Open Distance Learning (ODL)	-1.590	164	.115	-.18333	-.4117	.0450
More flexibility in the existing curricular structures	-.812	164	.418	-.09167	-.3152	.1319
Revisions in the current Choice Based Credit System (CBCS)	.835	164	.405	.09167	-.1256	.3090
Freeships and scholarships that will be offered to the students according to the NEP 2020	-.151	164	.880	-.01667	-.2352	.2019
A fast-track promotion system for the faculty members	-.145	164	.885	-.01667	-.2450	.2117
Enhancing the gender balance in admissions to HEIs	-1.021	164	.309	-.11667	-.3429	.1095
Overall effectiveness of outreach programmes	-1.607	164	.111	-.18333	-.4093	.0426
Make admissions processes and curriculum more inclusive	-.074	164	.941	-.00833	-.2325	.2158
Effectiveness of no-discrimination and anti-harassment rules	.068	164	.946	.00833	-.2335	.2502

The above table shows that most of the P values are greater than 0.05. Only in the case of defragmenting the higher educational ecosystem, optimal governance and leadership of the higher education institutions, growth in private as well as public institutions the P values were less than 0.05. The table also shows that the mean difference is negative in most of the cases which shows that according to the

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perception of the faculty members who work in imparting higher education, the performance of the new education policy is expected to be just average or below average in certain cases. This shows that according to the perception of the faculty members, the NEP 2020 will be averagely effective in delivering its promises as planned and made public.

8. Conclusion

The National Education Policy was a result of the agreement between educationists with different opinions on the future of education. The policy has ideas which are futuristic and need proper execution for their success.

In most of the cases, the faculty members believe that it will deliver its promises as made public. The execution of these policies and making them work to its benefits are dependent upon three factors. The first factor is funding, specifically national funding and local government funding allocation in addition to private investments in higher educational institutions. The second factor is the way how the existing governance structures are maintained, these structures play a vital role in their management. This can be done by defragmenting the academic system and allowing new players to come into the educational sector. The third factor is the faculty members involved in higher education; some of them are old and thus stagnated, and others are new and thus fresh. The policy has many promises but does not have proper execution plans for their success as this needs proper attention from political leaders.

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