

IMPLEMENTATION AND EFFECTIVENESS OF NATIONAL EDUCATION POLICY (NEP): AN ACADEMIC PERSPECTIVE IN GUJARAT

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ABSTRACT

India's National Education Policy (NEP) was recently put into effect with the intention of bringing about a radical transformation in the educational field. The current study's objective is to conduct an academic investigation into the NEP's implementation and efficacy in Gujarat. The study is based on a survey of 217 respondents, who represent a range of ages, occupations, and income levels. In non-parametric tests, SPSS software is used. From an academic standpoint, the study offers insights into the application and efficiency of the NEP in Gujarat. It emphasizes the necessity of ongoing policy monitoring and assessment to ensure its success. The findings of this study can be useful for policymakers and educators to understand the challenges and opportunities in the implementation of the NEP in Gujarat and make necessary changes to improve the quality of education in the state.

Keywords: NEP, Education, Academic, Policy

1) INTRODUCTION

A policy framework known as the National Education Policy (NEP) 2020 intends to change the Indian educational system so that it can fulfil the demands of the twenty-first century. Early childhood education, curriculum and pedagogy, teacher preparation, higher education, and technology in education are some of the primary topics on which the strategy focuses. The implementation of the NEP is a significant challenge for the government, policymakers, educators, and other stakeholders. Gujarat, a western state in India, has taken several initiatives to implement the NEP effectively. However, the effectiveness of these initiatives remains largely unexplored.

This research aims to examine the implementation and effectiveness of the National Education Policy in Gujarat from an academic perspective. The study will explore the policy's impact on students or stakeholders. It will examine the challenges faced by the state government in implementing the policy and identify the strategies adopted to overcome them.

The research paper's findings will contribute to the understanding of the NEP's implementation and effectiveness in Gujarat and provide insights into the challenges and strategies adopted by the state government. The research recommendations will inform policymakers and education practitioners on how to implement the policy effectively and address the challenges in Gujarat and other states in India. Ultimately, the research aims to contribute to the ongoing discourse on education policy and practice in India.

2) LITERATURE REVIEWS

Krishna, R., & Singh, R. (2020). The National Education Policy (NEP) 2020 and Its Implications for Higher Education, Krishna and Singh discussed the implications of the National Education Policy (NEP) 2020 on higher education in India. The authors provide an overview of the policy's objectives and key recommendations, highlighting the shift towards a more interdisciplinary approach and the increased focus on skill development. They

also examine the potential challenges and opportunities for higher education institutions in Gujarat to implement the policy effectively.

Kumar, S., & Singh, A. K. (2021). A Critical Analysis of the National Education Policy 2020: Implications and Challenges for Higher Education in India.,Kumar and Singh analyze the National Education Policy (NEP) 2020 and its implications for higher education in India. They discuss the policy's key recommendations, including the introduction of a multidisciplinary approach and the promotion of research and innovation. The authors also highlight the challenges that may arise during the implementation of the policy and provide suggestions for addressing them.

Mehta, R. (2020). The National Education Policy (NEP) 2020: An Overview. Mehta provides an overview of the National Education Policy (NEP) 2020 and its impact on education in India. The author discusses the policy's key objectives, including the promotion of critical thinking and creativity, and the need for an interdisciplinary approach. Mehta also highlights the challenges that may arise during the implementation of the policy, such as the need for infrastructure and teacher training.

Patel, N. B., & Shah, N. N. (2020). The National Education Policy (NEP) 2020: Implications for Primary Education in Gujarat,Patel and Shah examined the implications of the NEP 2020 on primary education in Gujarat. They provide an overview of the policy's key recommendations, including the emphasis on foundational literacy and numeracy skills, and the need for teacher training and development. The authors also discuss the potential challenges that may arise during the implementation of the policy and provide suggestions for addressing them.

Shah, S. P., & Mehta, R. (2021). National Education Policy (NEP) 2020: A Review of Literature. Shah and Mehta reviewed National Education Policy (NEP) 2020 and provide an overview of the policy's key recommendations and objectives. They also discuss the potential impact of the policy on various aspects of education, including curriculum design and teacher training. The authors highlight the need for effective implementation of the policy to achieve its desired outcomes.

Patel, K. (2021). A Critical Analysis of Implementation and Effectiveness of National Education Policy in Gujarat. This study provided an analysis of the implementation and effectiveness of the National Education Policy in Gujarat. It identifies several challenges, including the lack of adequate funding, infrastructure, and teacher training. The author suggests the need for policy reforms to address these challenges and improve the effectiveness of the NEP in Gujarat.

Jariwala, H., & Patel, N. (2021). A Study on the Implementation and Effectiveness of National Education Policy in Gujarat. This study examines an implementation and effectiveness of the National Education Policy in Gujarat from the perspective of teachers and students. The authors find that while the policy has the potential to transform education in the state, there are significant challenges in its implementation, such as inadequate funding and lack of teacher training.

Patel, A. (2020). Implementation of National Education Policy in Gujarat: Challenges and Opportunities. This article suggest an implementation of the National Education Policy in Gujarat and identifies several challenges and opportunities for its effective implementation. The author suggests that the policy needs to focus on improving access to education, promoting teacher training, and ensuring equitable distribution of resources across the state.

Chauhan, D., & Shah, R. (2020). A Study on the Effectiveness of National Education Policy in Gujarat. This study say that effectiveness of the National Education Policy in Gujarat in achieving its objectives of promoting inclusive education and improving learning outcomes. The authors find that while the policy has made some progress, there is still a long way to go in terms of achieving its goals, particularly in addressing issues of equity and access.

Gadhavi, D. (2021). A Review of the National Education Policy and its Implementation in Gujarat. Paper states and provides a review of the National Education Policy and its implementation in Gujarat. The author highlights the

policy's emphasis on inclusive education, teacher training, and digital learning, but also identifies challenges in its implementation, such as the need for adequate funding and infrastructure.

3) RESEARCH METHODOLOGY

- **Research Design:** This is a Quantitative Research and Descriptive in Nature.
- **Data Collection Sources: Primary Data** is collected through a survey among the students and stakeholders from major cities of Gujarat State using a Questionnaire method with close-ended questions framed according to the objectives of this study and personal interviews method as well. **Secondary Data** is collected from different books, journals, research papers and websites over internet.
- **Data Tools & Techniques:** Various Non-Parametric tests are applied using SPSS software.
- **Sampling Technique:** The Convenience Sampling Method is used for this research.
- **Sampling Area:** The research is based on the respondents of Major cities of Gujarat State.
- **Sample Size:** The sample size is 217 respondents.

4) SCOPE OF THE STUDY

- The study would then assess the implementation of the NEP in Gujarat, including the extent to which its objectives have been achieved and the challenges encountered in the process. This would involve an evaluation of the policies and initiatives introduced by the Gujarat government to implement the NEP, such as the restructuring of the education system, changes in pedagogy, and curriculum reform.
- For data analysis, SPSS software is used and non-parametric tests are applied on the variables to test all the pre-defined hypotheses. Primary research is carried out using a sample of 217 respondents.

5) OBJECTIVES OF THE STUDY

- To analyse the opinions of students and stakeholders has pursued or pursuing any education regarding and its changes.
- To identify the relationship of demographic factor on implementation and quality of NEP.
- To study the effectiveness of application and challenges of NEP.
- To identify Quality of education in Gujarat depending on whether the respondent has noticed any changes due to implementation of NEP.

6) DATA ANALYSIS – INFERENCE STATISTICS

a) **To check the relationship between awareness of NEP and demographic factors.**

➤ Age:

H0: There is no significant relationship between age and awareness of implementation of NEP.

H1: There is significant relationship between age and awareness of implementation of NEP.

		Are you aware of the National Education Policy (NEP) that was implemented in 2020?		Total
		No	Yes	
Age	Below 20	0	14	14
	21 – 30	14	124	138
	31 – 40	12	50	62
	41 – 50	0	2	2
	51 & Above	1	0	1
Total		27	190	217

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.699 ^a	4	.013
Likelihood Ratio	11.508	4	.021
Linear-by-Linear Association	7.689	1	.006
N of Valid Cases	217		

INTERPRETATION: The Chi-Square test is applied on the two variables to check the association between them. Both the variables have returned the Chi-Square p-values of 0.013 which is less than the significance level (0.05). Both the p-values are highly significant and there is statistically significant relationship between both the variables. So the Null Hypothesis is Rejected.

Hence, it can be concluded that there is significant relationship between age and awareness of implementation of NEP.

➤ Education Qualification:

H0: There is no significant relationship between education qualification and familiarity with goals of NEP.

H1: There is significant relationship between education qualification and familiarity with goals of NEP.

Education Qualification * How familiar are you with the specific details and goals of the NEP? Crosstabulation					
		How familiar are you with the specific details and goals of the NEP?			Total
		Very familiar	Somewhat familiar	Not familiar at all	
Education Qualification	Non-Graduate	10	6	1	17
	Graduate	50	25	2	77
	Post-Graduate	74	45	4	123
Total		134	76	7	217

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.896 ^a	4	.925
Likelihood Ratio	.831	4	.934
Linear-by-Linear Association	.039	1	.843
N of Valid Cases	217		

INTERPRETATION: The Chi-Square test is applied on the two variables to check the association between them. Both the variables have returned the Chi-Square p-values of 0.925 which is more than the significance level (0.05). Both the p-values are highly significant and there is statistically significant relationship between both the variables. So we fail to reject Null Hypothesis

Hence, it can be concluded that there is no significant relationship between education and familiarity with goals of NEP.

b) How quality of education affected NEP and satisfaction level of implementation of policies.

H0: There is no significant relationship between quality of education and satisfaction level of implementation of NEP.

H1: There is significant relationship between quality of education and satisfaction level of implementation of NEP.

How has the NEP affected the quality of education in Gujarat? * Overall, how satisfied are you with the implementation of the NEP in Gujarat? Crosstabulation

		Overall, how satisfied are you with the implementation of the NEP in Gujarat?					Total
		Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	
How has the NEP affected the quality of education in Gujarat?	Improved quality	48	23	24	5	5	105
	Decreased quality	24	36	31	7	6	104
	No change in quality	2	1	2	1	2	8
Total		74	60	57	13	13	217

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.786 ^a	8	.016
Likelihood Ratio	16.763	8	.033
Linear-by-Linear Association	8.679	1	.003
N of Valid Cases	217		

INTERPRETATION: The Chi-Square test is applied on the two variables to check the association between them. Both the variables have returned the Chi-Square p-values of 0.16 which is less than the significance level (0.05). Both the p-values are highly significant and there is statistically significant relationship between both the variables. So the Null Hypothesis is Rejected.

Hence, it can be concluded that there is significant relationship between quality of education and satisfaction level of implementation of NEP

7) KEY FINDINGS

- The majority of respondents are male and between the ages of 21 and 30.
- 51% of respondents reported curriculum changes, 41% teaching technique changes, and just 8% assessment method changes as a result of NEP.
- More than half of the respondents (63%) thought that the NEP had a beneficial effect on Gujarat's educational system, whereas 24% and 15% disagreed.
- Reactions to the NEP's impact on educational quality were mixed, with 48% of respondents reporting improvements, 48% reporting declines, and only 4% reporting no change.

8) CONCLUSION

According to the analysis, there is no connection between education level and acquaintance with NEP aims. This suggests that awareness-raising efforts ought to be created to accommodate individuals from all educational backgrounds. The sample size of respondents with lower levels of education was quite small, and a bigger sample may be required to support this finding, it is crucial to emphasise.

The study also discovered a substantial correlation between the standard of education and the degree of NEP implementation satisfaction. The respondents who were pleased with the NEP's implementation noted an improvement in educational quality. This shows that the NEP's successful implementation might improve Gujarat's educational standards.

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