

# A Study on the Impact of NEP 2020 among the Learners of Maharashtra with Reference to Palghar District

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**Abstract:** *The National Education Policy (NEP) 2020, introduced by the Government of India, aims to reform the educational landscape of India by introducing a range of progressive measures, including a focus on holistic learning, digital education, and the integration of vocational skills. The policy also emphasizes the autonomy of higher education institutions (HEIs) to provide them greater flexibility in academic governance. This abstract explores the impact of the NEP 2020 on universities in Maharashtra, assessing both challenges and opportunities presented by the policy's implementation. Maharashtra, being home to several prestigious universities, including the University of Mumbai, Savitribai Phule Pune University, and others, has significant implications for higher education. The NEP 2020 promotes interdisciplinary learning, academic flexibility, and a greater focus on research, which aligns with the existing strengths of many universities in the state. However, the shift to a more flexible and multidisciplinary approach will require substantial reorganization of curricula, faculty training, and infrastructure. The policy's emphasis on regional languages and mother tongue in education is expected to impact both urban and rural universities in Maharashtra differently. While cities with a more cosmopolitan approach to education may find the transition smoother, rural universities may face challenges in adapting to the new language-focused framework. Additionally, the NEP's focus on promoting innovation and entrepreneurship may spur collaboration between universities, industry, and government sectors, potentially leading to enhanced research outputs and technological advancements. Overall, the NEP 2020 promises to provide Maharashtra's universities with opportunities to modernize their academic offerings and align with global educational standards, but its successful implementation will depend on overcoming structural and resource-based challenges. This paper aims to analyze these impacts by examining case studies of various universities in Maharashtra and evaluating their preparedness and response to the new policy framework.*

**Keywords:** NEP 2020, Universities, Maharashtra

## I. INTRODUCTION

Education is the process of acquiring knowledge, skills, and values through learning. It occurs in formal settings like schools and informal environments like daily experiences. Education fosters intellectual, social, and emotional growth. It prepares individuals for personal, professional, and societal roles. Ultimately, it empowers people to think critically, solve problems, and contribute to society. Higher education refers to advanced learning beyond secondary school, typically offered by universities, colleges, and institutions. It includes undergraduate, graduate, and postgraduate programs. Students pursue specialized knowledge in various fields, developing critical thinking and research skills. Higher education prepares individuals for professional careers, leadership roles, and advanced study. It also fosters innovation, intellectual growth, and societal contributions. National Education Policies (NEP) are comprehensive frameworks that outline a country's educational goals, reforms, and strategies. They address various aspects of



education, including curriculum design, teaching methods, and assessment. NEPs aim to improve access, quality, and equity in education.

They often include guidelines for educational institutions, teachers, and students. The policies are periodically revised to adapt to changing societal needs and global trends.

Maharashtra is one of the leading states in India in terms of higher education, with a large number of universities and institutions. The state has a well-established education system, offering diverse courses in science, engineering, arts, business, and humanities. Mumbai and Pune are major educational hubs, hosting top universities and research centers. The state has made significant strides in improving access to higher education, though challenges like affordability and regional disparities remain. Maharashtra continues to focus on research, innovation, and skill development to enhance its higher education landscape.

The implementation of NEP 2020 in Maharashtra's universities has led to significant reforms in curriculum, pedagogy, and assessment methods. Universities are moving toward a multidisciplinary approach, allowing students to choose courses from various fields. The state has encouraged the integration of technology in education, promoting online learning and digital tools. Faculty development programs are being introduced to improve teaching quality and research output. Maharashtra's universities are also working on improving institutional autonomy and fostering research and innovation in alignment with NEP 2020's goals.

The impact of NEP 2020 on Maharashtra's universities has led to curricular reforms, emphasizing flexibility and interdisciplinary learning. Universities like the University of Mumbai and Savitribai Phule Pune University are adopting innovative teaching methods and digital tools. The policy encourages a shift towards research and innovation, with a focus on skill-based education and vocational training. Universities are restructuring their governance to allow more autonomy and improve academic quality. However, challenges such as resource disparities and adaptation to new frameworks continue to be addressed.

## **FEATURES OF NEP :**

### **1. Holistic and Multidisciplinary Learning:**

- NEP 2020 emphasizes a multidisciplinary approach to education, allowing engineering students to explore diverse subjects beyond their core discipline.
- This encourages holistic learning, fostering creativity, critical thinking, problem solving skills and digital literacy.
- Students can pursue degree with minors in fields such as humanities, social sciences, and management, complementing their technical expertise and enhancing their employability in a rapidly evolving job market.
- Students can also opt for degree with Research, Honors or dual degrees.

### **2. MULTIPLE ENTRY AND EXIT OPTION**

Students can enter and exit educational programs at different stages, allowing them to tailor their education to personal needs, interests, and circumstances. This promotes lifelong learning and the ability to return to education at different life stages.

- **Certification at Each Stage:** Students receive certifications, diplomas, or degrees corresponding to the level of education completed, such as a certificate after the first year, a diploma after the second year, B. Voc. Degree after third year and the 2 UG degree after completing the entire program. This ensures that their progress is recognized even if they exit before completing a full degree.
- **Credit Transfer:** The Academic Bank of Credits (ABC) system facilitates the accumulation and transfer of credits across institutions and programs. This ensures that students can resume their education without losing their previously earned credits, enhancing mobility within the education system.
- By allowing students to earn qualifications at various stages, the system enhances employability. Students can enter the workforce at multiple points with relevant credentials and return to education to upgrade their skills as needed.
- The system encourages interdisciplinary learning and provides opportunities for students to pursue a broad-based education. This holistic approach aims to develop well-rounded individuals with diverse skills and knowledge, aligning with the broader goals of NEP 2020.



**3. Education in Mother Tongue/Local Language:**

- The policy emphasizes the importance of education in the mother tongue or local language to enhance understanding, retention, and communication skills among students.

**4. Flexibility and Choice-Based Credit System (CBCS):**

- The policy promotes flexibility in curriculum design through the implementation of a Choice-Based Credit System (CBCS).
- Engineering students can now customize their course load based on their interests, career goals, and learning pace.
- This enables them to delve deeper into specialized areas, undertake interdisciplinary studies, or pursue internships and research projects for practical skill development.
- Such flexibility empowers students to take ownership of their learning journey, making education more engaging and relevant.

**5. Vocational Education and Skill Development:**

- NEP 2020 emphasizes the integration of vocational education and skill development into mainstream education, aligning it with industry needs.
- Engineering students will have access to skill-based courses, apprenticeships, and industry collaborations, enabling them to acquire practical skills and hands-on experience alongside theoretical knowledge.
- It ensures that graduates are not only academically proficient but also industry ready, ready to contribute effectively to the workforce from day one.

**TABLE 1 : COMPARISON OF NEP 2020 with the NEP OF 1986**

NEP 2020	NEP 1986
Ministry of Education	Ministry of HRD
5+3+3+4 format	10+2 format
Break up of age 3-8, 8-11, 11-14,14-18	Break up of age 6-16, 16-18
Exam – Class 3,5,8,10,12	Exam – each year up to class 12

Thus the above table states that NEP has a variations in 1986 as well as of 2020.

**IMPACT :**

- NEP 2020 gives flexibility in choosing the subjects from a wide range. It allows the students to select from a list of courses hence making the learning multidisciplinary .
- It gives the students more choices and opportunity according to their interest and goals.
- The new NEP gives more importance to skill development and practical knowledge.
- NEP encourages research and innovation in Higher education institutions by creating research oriented curriculum
- The interdisciplinary approach encourages the students to become more efficient and gain knowledge from each discipline.
- NEP 2020 seeks to enhance the quality of Higher education which can led to better infrastructure, faculty development , funding for research and thus improving the overall,quality of the research.
- By adopting inter disciplinary approach , focusing on research and enhancing the skill development , the Indian Education can become competitive at global level.
- Emphasizing on skill development and practical knowledge can improve the employability of the graduates.

**NATIONAL EDUCATION POLICY : HIGHER EDUCATION**

- NEP 2020 aims to increase the Gross Enrollment Ratio in higher education from 26.3% in 2018 to 50% (2035).



- Under Graduation can be of 3 to 4 year which will consists of multiple exit options and appropriate certification will be provided .
- Higher Education Institutions will be transformed into large and vibrant multi disciplinary institutions which will be providing high quality teaching, research and community engagement.
- Affiliation of colleges is to be phased out where a stage wise mechanism will be provided for granting grade to the institutions.
- Over a period of time, every college would develop to be either a Autonomous college or affiliated to university.
- An Academic Bank Credit is to be established for digitally storing academic credits earned from different Higher Education Institutions so that thy can be transferred and counted towards final degree earned.

## **II. REVIEW OF LITERATURE**

1. Prof. Indrayani A. Uthale and Prof.Yogendra Dalvi ( 2022), Impact of National Educational Policy 2020 on Higher Education in Covid Pandemic states that in National education policy 2020 the Higher education have become prominent in most of the cities. Students become very choosy about different courses; in that Higher Education system are changing because of Covid Pandemic situation. The Title of this research paper "Impact of National Education Policy 2020 (NEP) On Higher Education in Covid Pandemic".The objectives of this study was to know Impact of NEP 2020 on higher education system in Covid pandemic.

The Hypothesis were H0 = The National Education Policy is Not expected to bring positive and long-lasting impact on the higher education system of the country." and H1 = The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country.". Primary data have been collected using the structured questionnaire with personal interviews to 200 students. Simple Random sampling method was adopted for the study. Secondary data were collected from television, newspapers, magazines, text books and related websites.

2. Dr. Deepa Choudhari(2022).A Study on the National Education Policy and its impact on its stakeholders w.r.t Higher Education Institutions of Nagpur Policy.The author in her article provides to have quality education to meet the growing economy needs of the world. Thus NEP's implementation at school and higher education level can help in social and economic development. It mainly focuses on the impact of NEP 2020 on the stakeholders.

## **III. RESEARCH METHODOLOGY**

This study comprises of Descriptive method of research.

### **OBJECTIVES :**

1. To study the awareness of NEP among the learners of Palghar district.
2. To study the impact of NEP 2020 on learners experience.

### **HYPOTHESIS :**

H0 – there is no significant awareness of NEP 2020 among the learners of Palghar district. H1- there is significant awareness of NEP 2020 among the learners of Palghar district.

H0 – there is no satisfaction impact of NEP 2020 on the experiences of the learners. H1- there is significant impact of NEP 2020 on the experiences of the learners.

### **SCOPE OF THE STUDY :**

The scope of this study will cover the learners of the Palghar district. This district will cover the areas of Vasai – Virar . The learners are those who are seeking education from any institution and are impacted by NEP 2020.

### **LIMITATIONS :**

1. The study is confined to Palghar district.
2. It will focus only on the learners from educational institutions.
3. Due to Time constraints covered limited sample size.



**SAMPLE DESIGN** : it is a plan for selecting a sample from the whole population. For this research 100 learners of the Palghar district will be considered as sample size.

**DATA COLLECTION** : for the above mentioned research data will be collected through primary as well as secondary method .

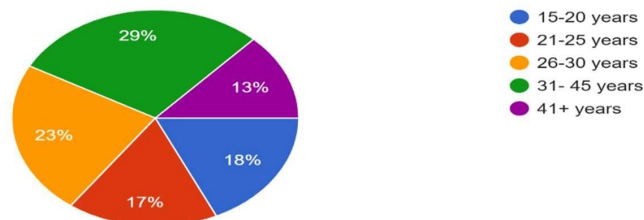
**Primary method of data collection** : it is that information which is collected first handed. This data is collected through a structured questionnaire.

**Secondary method of data collection** : it is that information which is already made available like

- Journals
- Articles
- Websites .

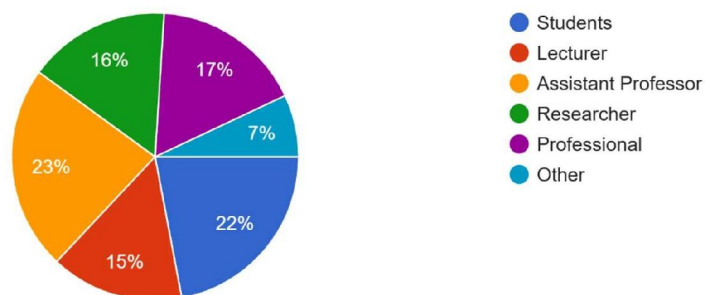
#### IV. DATA ANALYSIS AND INTERPRETATION

**AGE**  
100 responses



As per the above survey 15-20 years comprises of 18% , 21-25 years comprises of 17% , 23% are between the age of 26-30 years and 29% of the respondent are between 31-45 years and 41+ years comprises of 13%.

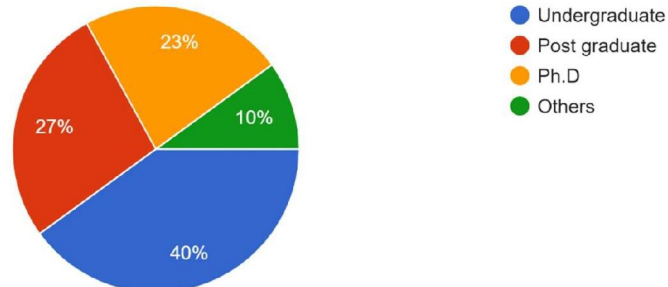
**Designation**  
100 responses



From the above survey 22% constitutes of Students , 15% as Lecturer , 23% as Assistant Professor , 16% were Researchers , 17% were professional and other than the mentioned above 7% constituted of others as the respondents for this research.

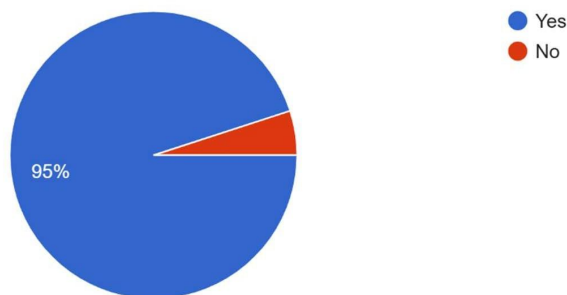


**Education**  
100 responses



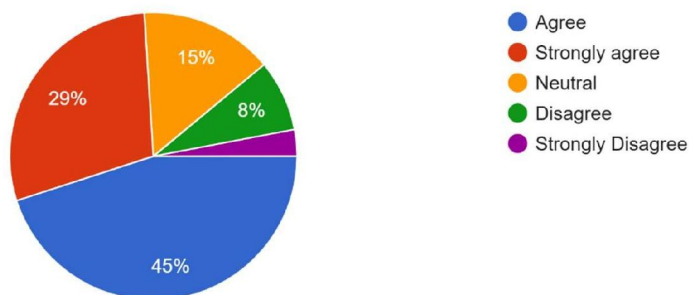
The respondent for the above research were 40% as Undergraduate , 27% as Post graduate and about 23% were Ph.D students and 10% were others than the mentioned above.

**Are you aware of NATIONAL EDUCATION POLICY 2020**  
100 responses



For the above survey, 95% of the respondents were aware of the NATIONAL EDUCATION POLICY 2020 , while very few of them are not aware of this education policy.

**Do you think NEP 2020 will impact the education system?**  
100 responses



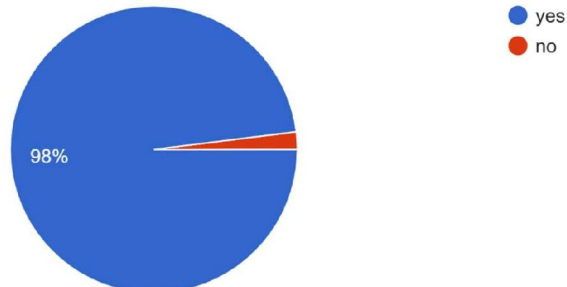
The respondents (45%) strongly agree that NEP 2020 will impact the education system. 29% strongly agree ,15% gave a neutral feedback and 8% of them disagree with its impact and a minor percentage disagree with its impact.





Do you think NEP 2020 will impact your learning experience?

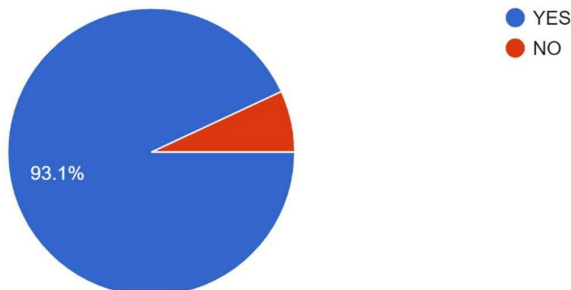
101 responses



The New NEP 2020 had a diverse effect on the learning experience which was agreed by 98% of the respondents.

Are you satisfied with the OPTIONS provided under NEP?

101 responses



Under NEP 2020 93% respondents agree with the options provided for learning.

## V. CONCLUSION

Thus it can be concluded that NEP 2020 has a great impact on the learners. It provides wide range of subjects to be opted by the learner to enhance it skill and career. In addition to it it makes the learners industrial ready and get acquainted with the necessary skills required to get adjusted to the changing environment.

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