

IMPACT OF NATIONAL EDUCATION POLICY IN HIGHER EDUCATION

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ABSTRACT

The New Education Policy 2020 has supplanted a longstanding educational policy, ushering in a holistic, all-encompassing, and participative approach to the education system. Key principles of this transformative cultural shift include fostering equity, ensuring access, promoting affordability, upholding quality, and emphasizing accountability. Embracing an adaptable and interdisciplinary model, the policy aims to leverage the unique qualities and competencies of each student.

Aim of the Paper: This study aims to discern the characteristics of undergraduate and postgraduate students in Chennai city. It also seeks to understand the factors influencing the adoption of the new national education policy and its impact on higher education students.

Methodology: Employing qualitative data analysis techniques, the authors utilized SPSS 21.0 and AMOS software to explore critical aspects of the new education policy. The study targeted college students, distributing a well-structured questionnaire to 300 students in selected Deemed Universities in Chennai using a systematic random sampling method. Out of the distributed questionnaires, 270 were returned and considered for analysis.

Analysis: Various analytical methods, including percentage analysis, descriptive statistics, EFA, CFA and SEM were employed to interpret collected information.

Implications: The NEP 2020 presents inclusive outline for the growth of the national education system, succeeding previous National Education Policy 1986. While it provides a clear pathway for education nationwide, adherence is not mandatory. Under NEP 2020, top-tier global institutions are granted the ability to establish campuses across the country. A significant focus of the policy is the restructuring in the curriculum.

Keywords: National education policy, Transformation, Students, Exploratory Factor Analysis, Confirmatory Factor Analysis, Global Institutions.

INTRODUCTION

Countries intentionally plan for advancement in their educational institutions. The Government of India has created the National Policy on Education in order to promote education throughout all socioeconomic classes and guarantee that the general public is included in mainstream education. This strategy covers a wide range of education, from literacy-focused elementary schooling to specialised postsecondary education in both rural and urban areas. The government of India introduced and distributed the first NPE in 1968. Prime Minister Narendra Modi led the introduction and dissemination of a second policy in 1986 and a third significant reformative policy in 2020. By aligning with the developmental imperatives outlined in the United Nations Sustainable Development Goals, particularly the fourth goal, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030, India's National Educational Policy presents both a challenge and an aim to propel the nation to developed status.

REVIEW OF LITERATURE

According to **Govindharaj et al. (2023)**, NEP 2020 seeks to develop quality and innovation in higher education institutions in order to turn India into a knowledge economy powerhouse. By focusing on industry knowledge and educating students for the digital era, the strategy aims to improve accessibility and fairness in education.

Kaur and Sharma (2023) emphasized that India's extensive schooling system, catering to 250 million students, is the target of NEP's efforts to reshape the academic landscape. The policy seeks to reform curriculum, regulations, and governance to cultivate learners' skills and awareness of social justice, gender equality, biodiversity, sustainable consumption, and poverty eradication.

Kurien et al. (2020) noted in their research that the New Education Policy, which the Indian government introduced in 2020, brought about a positive and unexpected result in light of the Covid-19 pandemic's continued repercussions on the planet.

STATEMENT OF THE PROBLEM

Education plays a crucial role in motivating individuals to embrace sustainable lifestyles and alter their perspectives. In 1990, the Human Development Index (HDI) utilized the standard of living as a metric for development, encompassing factors such as life expectancy, education, and income. Collaborative efforts involving international organizations, governments, NGOs, and civil society are underway to ensure universal access to education, transcending socio-economic and geographical disparities. This collective initiative serves as a proactive approach to addressing global challenges like hunger, poverty, health issues, and economic instability.

OBJECTIVES

- To explore the variables of Regulatory System of Higher Education, Grade Accreditation and Graded Autonomy, Internationalization at Home, Holistic and Multidisciplinary Education, Transformation of higher education students' success.
- To test the significance of Regulatory System of Higher Education, Grade Accreditation and Graded Autonomy, Internationalization at Home, Holistic and Multidisciplinary Education over Transformation of higher education students' success.

HYPOTHESIS

- Ha1. There is a significant effect of Regulatory System of Higher Education over Transformation of higher education students' success.
- Ha2. There is a significant effect of Grade Accreditation and Graded Autonomy over Transformation of higher education students' success.
- Ha3. There is a significant effect of Internationalization at Home over Transformation of higher education students' success.
- Ha4. There is a significant effect of Holistic and Multidisciplinary Education over Transformation of higher education students' success.

RESEARCH METHODOLOGY

This study, aligned with its objectives, takes a descriptive approach and draws upon government and UNESCO reports, as well as secondary data from academic journals related to NEP 2020 and SDG4. The information was gathered from sources such as the Government of India and UNESCO websites, Google Scholar, and Scopus journals. The analysis primarily focused on examining the characteristics and challenges of NEP, specifically how the policy aligns with SDG4 objectives for the year 2030. The authors employed qualitative data analysis techniques and utilized SPSS 21.0 and AMOS software for data analysis. College students were the targeted respondents, and a well-structured questionnaire was distributed to 300 students in selected Deemed Universities located in Chennai city, employing a Systematic random sampling method. Fifty students were chosen from each of the six Deemed universities, and 270 students returned properly filled questionnaires, forming the basis for the study.

STATISTICAL IMPLICATIONS AND DISCUSSION

RELIABILITY ANALYSIS

Reliability Statistics

Table 1 displays the data's reliability analysis using Cronbach's Alpha for additional examination.

Table 1
Reliability Analysis

Cronbach's Alpha	No of Items
0.729	20

Source: According to Nunnally (1978); the dependability value is 0.729, which is higher than the suggested value of 0.50.

DESCRIPTIVE STATISTICS

Table 2
Descriptive Statistics

Statements*	\bar{X} **	SD**	1	2	3	4	5	Alpha**	CR**	AVE**
1	59.37	74.749	0.800	-	-	-	-	.808	0.914	0.640
2	59.35	72.216	-0.024	0.734	-	-	-	.802	0.851	0.538
3	59.37	73.818	0.000	-0.079†	0.893	-	-	.806	0.922	0.798
4	59.46	72.739	0.027	0.008	0.130	0.878	-	.804	0.909	0.771
5	59.46	73.483	-0.032	0.039	-0.045	-0.006	0.857	.805	0.893	0.735

- * 1 - “Regulatory System of Higher Education”, 2 - “Grade Accreditation and Graded Autonomy”,
3 - “Internationalization at Home”, 4 - “Holistic and Multidisciplinary Education”, 5 - “Transformation of higher education students’ success”.

Inference:

The table displays statistical metrics for five statements assessing various dimensions of higher education, including the regulatory system, grade accreditation, internationalization, holistic education, and student success transformation. The mean scale scores (\bar{X}) range from 59.35 to 59.46, capturing the central tendency of responses, while standard deviations (SD) range from 72.216 to 74.749, reflecting the variability in participant ratings. When evaluating internal consistency, Cronbach's Alpha (Alpha) scores fall between 0.802 and 0.808, which denotes strong dependability. Values for Composite Reliability (CR) vary from 0.851 to 0.922, indicating that the measurement model is reliable. Average Variance Extracted (AVE) values, measuring convergent validity, range from 0.538 to 0.798, suggesting satisfactory convergent validity. Overall, the results imply that the measurement instrument demonstrates reliability and validity across the assessed dimensions of higher education.

EXPLORATORY FACTOR ANALYSIS

The degree of correlation between the variables and the appropriateness of the sample are evaluated by the KMO and Bartlett test of sphericity.

The KMO value is between 0 and 1. A KMO score above 0.50 and a substantial Bartlett test of sphericity value (more than 0.000), according to Hair et al. (2006), are deemed desirable.

Table 3
KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.768
Bartlett's Test of Sphericity Approx. Chi-Square	9768.128
Degrees of freedom	190
Significant	.000

A relatively high degree of sampling adequacy is shown by the KMO score of 0.768, indicating that the dataset is appropriate for factor analysis. With 190 degrees of freedom, a significance level of .000, and an estimated chi-square value of 9768.128, the Bartlett's test of sphericity shows that the correlations between the variables in the dataset are substantially different from zero. Given that the variables are connected, this practically implies that there is enough evidence to move further with component analysis. All things considered, the findings bolster the suitability of doing factor analysis on the specified dataset.

Table 4
Rotated Component Matrix

	I	II	III	IV	V
HEGC works for funding	.918				
Funding processes will be taken care by the MHRD	.878				
The Indian Higher Education Commission (HEC) is the umbrella organisation for HE	.867				
GEC sets up a good standard setting	.859				
NAC works for Accreditation	.783				
NHERC works for regulation effectively	.781			.073	
Social Development		.856			.084
Intellectual Development		.783			
Moral Support		.771		.080	
Physical Development		.771			
Emotional well being		.763			-.079
NEP permits international institutions and universities to visit India and raise the standard of instruction they offer.			.951		
It strengthens the capital investment for the education sector			.916	.087	
Foreign their curriculum in alignment with international pedagogy			.905	.080	

Value – based education will improve the universal human value for truth, righteous conduct, love and life skills			.074	.953	
The students will gain the ability to comprehend global challenges and take on the role of active advocates.			.132	.893	
Topics covered in environmental education will include things like pollution, climate change, forest preservation, and wildlife protection.				.889	
Autonomous degree-granting institutions develop become intense research or teaching universities					.908
Institutions aims to showcase multidisciplinary education for the India students					.907
There is potential for curriculum enrichment since independent institutions have more freedom.					.903
Analyzing principal components is the extraction method.					
Varimax with Kaiser Normalization is the rotation method used.					
a. After four repetitions, rotation converged.					

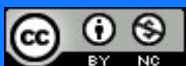
It is clear from the exploratory factor analysis that, Regulatory System of Higher Education has 6 items, Grade Accreditation and Graded Autonomy has 3 items, Internationalization at Home has 3 items, Holistic and Multidisciplinary Education has 3 items, Transformation of higher education students’ success has 5 items, thus exploring 4 factors for the research.

CONFIRMATORY FACTOR ANALYSIS

Confirmatory Factor Analysis (Initial & Modified Model)

Using Amos 22 software, confirmatory factor analysis was performed in the current study to further corroborate the components discovered using Principal Component Analysis (PCA). One type of factor analysis that is unique to social research is CFA (Kline, 2011).

In the measurement model all the construct are treated as same and there is exogenous or endogenous variable. The present model yielded poor fit indices. Therefore, the model requires modification in order to get better fit. The results of present model are shown below. In the revised model, some item is deleted which is problematic in yielding the measurement fit. The modification of the model is done based on the suggestion of Modification Indices (MI).



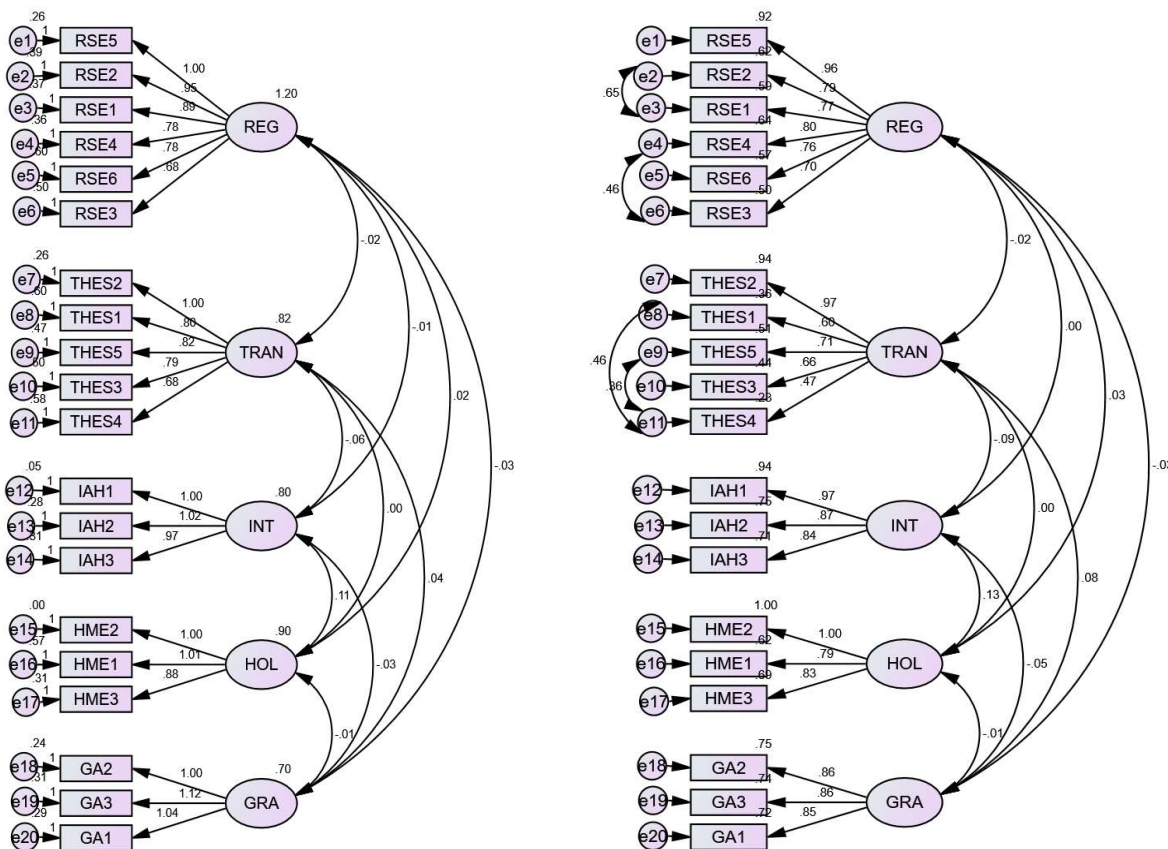


Chart 1

Confirmatory Factor Analysis (Initial & Modified Model)

Table 5
Fit Statistic Change as a Result of Error Correlation

Model	Chi square	Goodness fit index	Adjusted Goodness of Fit Index	Comparative Fit Index	Tucker Lewis Index	Normed Fit Index	Incremental Fit Index	Root Mean Square Error of Approximation	Root Mean Square
Initial Model	6.093	0.882	0.845	0.916	0.900	0.901	0.916	0.084	0.045
Modified Model	2.198	0.955	0.939	0.981	0.976	0.965	0.981	0.041	0.038

Source: Table 5, which is derived from the AMOS output, illustrates that the model that is suggested in this study is an over-identified model with positive degrees of freedom.

STRUCTURAL EQUATIONAL MODELLING

Evaluating the Importance of NEP Aspects on Students' Transformation in Higher Education

Table 6

Significance Testing			Estimate	S.E.	C.R.	P
TRAN	<---	REG	-.018	.031	-.571	.568
TRAN	<---	INT	-.079	.040	-1.962	.040
TRAN	<---	HOL	.018	.037	.489	.025
TRAN	<---	GRA	.037	.044	.834	.004

From the above table, it is evident that Regulatory System of Higher Education is the only construct, that is not significant with Transformation of higher education students' success. All the other constructs namely Grade Accreditation and Graded Autonomy with P = 0.004, Internationalization at Home with P = 0.040, Holistic and Multidisciplinary Education with P = 0.025 are significant to Transformation of higher education students' success.

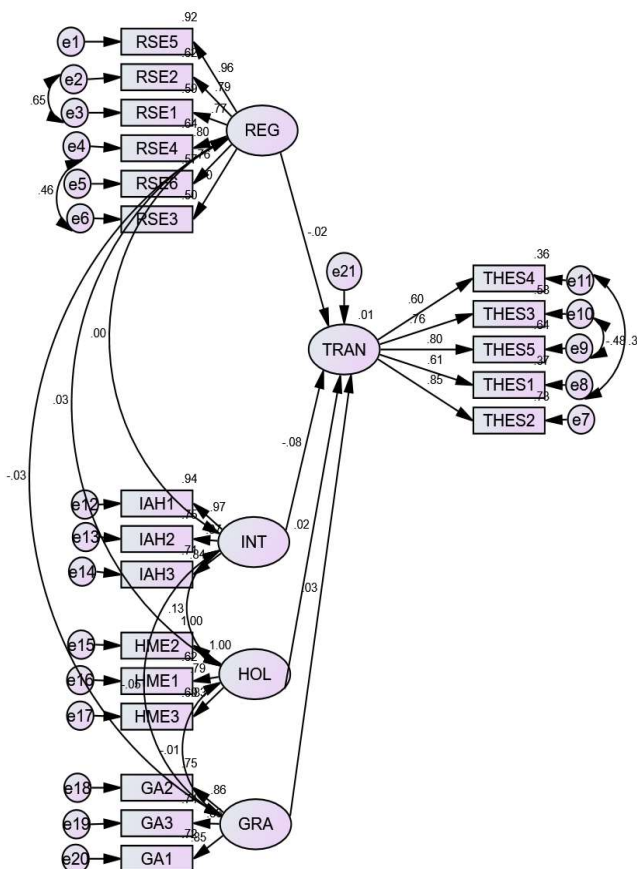


Chart 2

FINDINGS

The research findings highlight the reliability and validity of the measurement instrument, confirming its effectiveness in assessing dimensions of higher education. The exploratory factor analysis revealed four distinct factors, including Regulatory System of Higher Education, Grade Accreditation and Graded Autonomy, Internationalization at Home, and Holistic and Multidisciplinary Education. Graded Autonomy and Graded Accreditation were found by SEM and CFA. Internationalization at Home, and Holistic and Multidisciplinary Education as significant predictors of the transformation of higher education students' success, while the Regulatory System of Higher Education was not found to be significant in the model.

SUGGESTIONS

To enhance the study's precision, researchers may refine the measurement instrument, considering the identified factors. Further investigation into the non-significant role of Regulatory System of Higher Education is warranted. In-depth analyses of significant constructs can provide insights into their specific contributions to student success. Longitudinal studies are recommended to capture the National Education Policy 2020's long-term impact, and policymakers should focus on effective implementation strategies based on the significant predictors. Additionally, ongoing stakeholder engagement can provide valuable feedback for refining and improving the policy to address evolving needs in higher education.

CONCLUSION

The NEP 2020 presents a comprehensive framework for the advancement of a country's educational system, a process that typically spans decades for policy replacement. Serving as the third consecutive policy, succeeding the NEP 1986, it charts a definitive course for the nation's education. NEP 2020 encourages global universities to establish campuses within the country. It places significant emphasis on curriculum restructuring, reforming board examinations, fostering critical thinking, and providing experiential learning.. Addressing diverse fields from agriculture to artificial intelligence, NEP 2020 aims to produce professionals and calls for India's preparedness for the future. Furthermore, NEP 2020 anticipates preparing young, optimistic students with the appropriate skill set, with implementation extending up to grade V. The success of NEP 2020 hinges on its effective execution. Envisaged as a revolutionary force in the education landscape, it is poised to propel India towards superpower status in the future.