

A Research Paper on Impact of NEP 2020 on Employment

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Abstract — The aim of the study is to predict how the New Education Policy (NEP) 2020 is going to impact the employment. The New Education Policy introduces various changes in different levels of education, a questionnaire was framed addressing these changes and its impact on various employment sectors. Pilot study was conducted from the initial 30 responses to check reliability. The Cronbach's Alpha was found to be 0.840. Final survey with 11 statements of indicator with 5-point scale was carried on 558 respondents. The reliability was found out to be 0.783. Both descriptive and inferential statistics were obtained. The final average impact index was found out to be 69.814%. The Relative Importance Index (RII) value was calculated for each question and the questions were ranked based on the Indices value and further results are drawn from the ranking. The influence of demographics on impact indices was examined using chi-squared test. It was found out that demographics did not have any influence on the Impact of NEP 2020 on employment.

Keywords: National Education Policy, New Education Policy, NEP 2020, Employability, Employability Index, Survey Analysis, Data Collection, Effect of NEP 2020, Hypothesis, Reliability

I. INTRODUCTION

Effective deployment of human capital has clearly been recognized as a key contributor for organizational effectiveness. The speed with which changes are taking place in the economic environment is forcing organizations to be very flexible and responsive. There is a widening gap between output of higher education institutions and the input demands of corporations. In accordance to this, Government of India framed a New Education Policy 2020 under the chairmanship of Dr. Krishnaswamy Kasturirangan. This policy was drafted with the main motto of "making job creators instead of job seekers".

The first NEP was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The NEP 2020 replaces the old NEP 1986.

Provisions The National Education Policy 2020 has 'emphasized' on the use of mother tongue or local language as the medium of instruction till Class 5 while, recommending its continuance till Class 8 and beyond [1]. Sanskrit and foreign languages will also be given emphasis. The Policy recommends that all students will learn three languages in their school under the 'formula'. At least two of the three languages should be native to India. It also states that no language will be imposed on the students [2].

The "10 + 2" structure will be replaced with "5+3+3+4" model. Instead of exams being held every academic year, school students will only attend three exams,

in classes 2, 5 and 8[3]. Coding will be introduced from class 6 and experiential learning will be adopted[4].

It proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options [5]

- A certificate after completing 1 year of study
- A diploma after completing 2 years of study
- A Bachelor's degree after completion of a 3-year programme
- A 4-year multidisciplinary Bachelor's degree [5]

MPhil (Masters of Philosophy) courses are to be discontinued to align degree education with how it is in Western models[6].

To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030[7].

The policy proposes to internationalize education in India[8] Foreign universities can now set up campuses in India[9].

The new policy introduces various changes in different levels of education. The main aspect of the study was to predict how the New Education Policy (NEP) 2020 is going to impact on the employment.

II. METHODOLOGY

Collection of data Data Collection is an important aspect of any type of research study. Inaccurate data collection can impact the results of study and ultimately lead to invalid results. In this research study, quantitative data collection was used. The Quantitative data collection methods rely on random sampling and structured data collection instruments that fit diverse experiences into predetermined response categories. They produce results that are easy to summarize, compare and generalize. Quantitative research is concerned with testing hypothesis derived from theory and/or being able to estimate the size of a phenomenon of interest.

With the consultation from our guide, it was decided that quantitative method shall be adopted. Thus, the group of 4 students were asked to prepare a questionnaire for review to the guide which shall be used for Surveying.

III. SAMPLE SIZE

In order to achieve the objectives of the project, we had to get a large number of responses. Even though our target audience were mainly students and teacher's category, sample size that shall represent the entire population was decided. For a population of 5000, at 95% confidence level and 4% margin of error, the sample size calculated was 537.

IV. QUESTIONNAIRE

The Questionnaire was entirely based on how the New Education Policy 2020 is going to impact on the employment. The questionnaire addressed the changes made in various

levels of education like, school, pre-university, University and also regarding the relation of these changes with various employment sectors.

V. ANALYSIS

Pilot Data Before doing the actual survey, a pilot survey was conducted. This was to be done in order to know the effectiveness of the questionnaire form, and to do the suitable corrections, if any.

In the pilot survey, a total of 30 audiences were surveyed. The data for the same is as follows:

- No of students = 18
- No of teachers = 6
- No of working = 4
- No of retired = 2

Analysis of Pilot Data The data as obtained above was to be analyzed for its accuracy and reliability.

Reliability test was conducted using “SPSS”. The entire data was fed into the software. It was ensured that the data was fed properly without any flaws or errors. Following to the same, the Cronbach’s Alpha Co-efficient was to be found for the pilot survey. The entire data was selected and the function was applied. The Cronbach’s Alpha Co-efficient was found to be 0.835, which was well above the threshold value of 0.70, Thus, the instrument i.e. The Questionnaire form was found to be reliable.

Case Processing Summary			
Cases	Valid	N	%
	Valid	30	100.0
	Excluded*	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.840	11

Fig. 1: Determination of Cronbach’s Alpha Coefficient for Pilot Data

Final Survey Once the conclusion was drawn from pilot test, the number of questions was fixed to 16 by eliminating the questions which were not contributing to the reliability. In the Final Survey, a total of 558 were surveyed.

Reliability test for final data Reliability test was conducted using “SPSS”. After the final survey, with a sample size of 558 and 16 questions, the Cronbach’s Alpha Value was found out to be 0.783, which is an Acceptable value and hence the final data was considered consistent and reliable.

Case Processing Summary			
Cases	Valid	N	%
	Valid	558	100.0
	Excluded*	0	.0
	Total	558	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.783	11

Item Statistics			
Item	Mean	Std. Deviation	N
five	3.5591	.92594	558
six	3.8620	.98678	558
seven	3.6613	1.05757	558
eight	3.9391	.78350	558
nine	3.6541	.97568	558
ten	3.5538	1.03951	558
eleven	4.0000	.88271	558
twelve	3.8441	.98569	558
thirteen	3.8405	.80484	558
fourteen	3.8333	.91814	558
fifteen	3.9875	.91360	558

Fig. 2: Determination of Cronbach’s Alpha Coefficient for Final Data

The data for 558 responses is as follows:

Female	322	58%
Male	236	42%
Total	558	100%

Table 1: Descriptive Statistics the Survey – Gender Based

Retired	13	2%
Student	446	80%
Teacher/Lecturer	65	12%
Working other than Teaching	34	6%
Total	558	100%

Table 2: Descriptive Statistics of the survey – Category based

15-23	439	79%
24-35	34	6%
36-45	51	9%
Over 45	34	6%
Total	971	100%

Table 3: Descriptive Statistics of the survey – Age based

English	426	76%
Mother Tongue	132	24%
Total	971	100%

Table 4: Descriptive Statistics of the survey – Medium of education based

	Strongly Agree		Agree		No Comment		Disagree		Strongly Disagree	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
5 th	71	12.7%	255	45.7%	161	28.9%	57	10.2%	14	2.5%
6 th	147	26.3%	263	47.1%	87	15.6%	46	8.2%	15	2.7%
7 th	115	20.6%	249	44.6%	108	19.4%	62	11.1%	24	4.3%
8 th	131	23.5%	285	51.1%	120	21.5%	21	3.8%	1	0.2%
9 th	103	18.5%	244	43.7%	140	25.1%	57	10.2%	14	2.5%
10 th	95	17%	232	41.6%	142	25.4%	65	11.6%	24	4.3%
11 th	168	30.1%	262	47%	97	17.4%	22	3.9%	9	1.6%
12 th	138	24.7%	260	46.6%	115	20.6%	25	4.5%	20	3.6%
13 th	110	19.7%	281	50.4%	136	24.4%	30	5.4%	1	0.2%
14 th	128	22.9%	264	47.3%	123	22%	31	5.6%	12	2.2%
15 th	175	31.4%	245	43.9%	104	18.6%	24	4.3%	10	1.8%

Table 5: Descriptive statistics of each question

Impact Index Value Likert scale which was used in the survey questionnaire against each question to get the responses was converted to the numeric form.

Strongly Agree – 5

Agree – 4

No Comment – 3

Disagree – 2

Strongly Disagree – 1

Question number 5th, 6th, 7th, 8th, 9th, 12th, 14th and 15th scores were added for all the 558 responses.

Total scores of minimum values 8 and maximum value of 40 are then based to 1 by using the formula:

$$\frac{(Total\ score - minimum\ value)}{(maximum\ value - minimum\ value)}$$

The average of all the 558 values was calculated to be $\frac{389.5625}{558} = .69814$

Hence, the Impact Index value was calculated to be 69.814%.

VI. LITERATURE REVIEW

This chapter presents a review of the literature data available on the various journals, research papers, case studies we used in our research study and also to frame the questionnaire for data collection or surveying.

Bushra Somaiya, Aijaz Masih India has always laid great importance to education. From the time of independence, the expansion and advancement of education has been a priority of India's development agenda. Several commissions and policies have been molded from time to time to take initiatives. One of the prominent policies on education is the National Policy on Education which was framed in 1986 and modified in 1992. The policy conceived a democratic system of education which implies that "up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparative quality" (NPE, 1986). Since its formulation, the National Policy on Education has focused on refining the quality of education at all stages, inculcating moral and social values, scientific and technological advancement, and to link education with people's life. The present article throws light on certain issues and concerns related to education and it puts forth certain recommendations which need to be considered while devising the New National Policy on Education [10].

Mrs. Mukesh Chahal Education is one of the significant factors' instrumental to the development of a country. It should be transformed to the needs of the time and changing scenario of the world. It provides an opportunity to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity. India needs more efficient and educated people to drive our economy forward. There are many Indians around the corner who known for their capabilities and skills. To develop India as an education hub or to become a prosperous partner in global economy, India has to qualitatively strengthen education in general and higher education with research and development in particular. This paper is mainly focused on the overall performance of higher education system in India. We try to find out the initiatives taken by the government to raise level of education system. This paper aims to identify emerging issues and challenges in the field of Higher Education in India. Finally, the paper concludes here is need of plans requires solutions that combine, employers and youth need of Expectations of from various stakeholders Students, Industry, Educational Institutions, Parents and Government[11].

Sreeramana Aithal, Shubhra Jyotsna Aithal The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all [4]. The first national education policy after independence was announced in the year 1968 and the second national education policy which was improved version of the first was announced in the year 1986. The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are: (1) To highlights and overview the policies of the newly accepted higher education system (NEP 2020) (2) To compare National Education Policy 2020 with the currently adopted policy in India (3) To identify the innovations in new national higher education policy 2020. (4) To predict the implications of NEP 2020 on the Indian higher education system. (5) To discuss the merits of Higher Education Policies of NEP 2020. (6) Suggestions for further improvements for the effective implementation of NEP 2020 to realize its goal [12].

M V Rama Rao The present study tries to focus on the nature of policy formulation in India and it also examines the impact of the debate generated on the document 'Challenge of Education - A Policy Perspective 1985'. For this purpose, the researcher tries to examine the responses of the Union Government, three State Governments ruled by three different political parties (with an objective of having a comparative understanding) and the responses of the people concerned with education. The three State Governments selected for the study are, Uttar Pradesh (ruled by the Indian National Congress), West Bengal ruled by the Communist Party of India (Marxist) and its friendly allies; Andhra Pradesh ruled by a regional political party, the Telugu Desam (During 1985-86 Period). Since public policy formulation should also refer itself to the concerned communities, the researcher has examined whether the responses of these communities like academic community, students and teachers' organizations, political parties and mass-media

were taken into consideration by the government in policy formulation [13].

VII. RELATIVE IMPORTANCE INDEX

Relative Importance Index value was calculated to each question and the questions were ranked among each other based on the Indices value.

$$\text{Relative Importance Index} = (5n_5 + 4n_4 + 3n_3 + 2n_2 + 1n_1) / (A * N)$$

n_5 = Number of respondents for Strongly Agree

n_4 = Number of respondents for Agree

n_3 = Number of respondents for No Comment

n_2 = Number of respondents for Disagree

n_1 = Number of respondents for Strongly Disagree

Question No.	Relative Importance Index value	Importance	Generalized Groups	Relative Importance Index	Importance
5 th	0.7118	9	Early Education Level	0.7421	3
6 th	0.7724	4			
7 th	0.6559	11	Pre-University Level	0.71125	4
8 th	0.7878	3			
9 th	0.7308	8	University Level	0.772	1
10 th	0.7107	10			
11 th	0.8000	1			
12 th	0.7688	5			
13 th	0.7681	6	In relation with various employment sectors	0.7619	2
14 th	0.7666	7			
15 th	0.7974	2			

Table 5.6: Relative Importance Indices question wise

VIII. TESTING OF HYPOTHESIS

For the testing of hypothesis, we used the following tools:

- Software – SPSS
- Technique – Chi-Square test

SPSS statistics is a software package used for interactive, or batched, statistical analysis. The software stands for Statistical Product and Service Solutions. SPSS is a widely used program for statistical analysis in social science. It is also used by market researchers, health researchers, survey companies, government, education researchers.

Chi-Square test

$$\text{Formula: } \chi^2_o = \sum \frac{(O_i - E_i)^2}{E_i}$$

IX. METHOD OF TESTING THE HYPOTHESIS

The Impact indices were divided into 2 class intervals: 0-60%, which implies nil/low impact and 60-100% which implies greater impact.

Null hypothesis and alternate hypothesis are stated

The data required for the hypothesis testing is obtained

Chi-square test is performed

Based on the test results it is decided whether the null hypothesis is supported or refuted

X. VARIOUS HYPOTHESIS UNDER TEST

In order to begin this study with an open mind, we came up with the following null hypothesis:

- Age does not influence the Impact of NEP 2020 on Employment.
- Category does not influence the Impact of NEP 2020 on Employment
- Gender does not influence the Impact of NEP 2020 on Employment

- Medium of Education does not influence the Impact of NEP 2020 on Employment

A. Hypothesis - 1

The Hypothesis under test is “Age does not influence the Impact of NEP 2020 on Employment”

Age	0-60	60-100
15-23	102	337
24-35	14	20
36-45	16	35
Above 45	8	26
Chi-squared	6.600	
P-Value	0.086	
Alpha Value	0.05	

Table 6.1: Inferential Statistics of Age

H0: Age and Opinion on NEP 2020 are independent

H1: Age and Opinion on NEP 2020 are dependent

No suggestive evidence against Ho, hence fail to reject Ho.

Hypothesis – 2

B. The Hypothesis under test is “Category does not influence Impact of NEP 2020 on Employment”

Category	0-60	60-100
Student	107	339
Teacher	16	49
Working (Other than teaching)	11	23
Retired	6	7
Chi-squared	4.318	
P-Value	0.229	
Alpha Value	0.05	

Table 6.2: Inferential Statistics of Category

H0: Category and Chances of NEP 2020 having good impact on employment are independent

H1: Category and Chances of NEP 2020 having good impact on employment are dependent

No suggestive evidence against Ho, hence we fail to reject Ho.

C. Hypothesis - 3

The Hypothesis under test is “Gender does not influence the Impact of NEP 2020 on Employment”

Gender	0-60	60-100
Male	50	186
Female	90	232
Chi-squared	3.315	
P-Value	0.069	
Alpha Value	0.05	

Table 6.3: Inferential Statistics of Gender

HO: Gender and Opinion on NEP 2020 are independent

H1: Gender and Opinion on NEP 2020 are dependent

No suggestive evidence against Ho, hence we fail to reject Ho.

D. Hypothesis - 4

The Hypothesis under test is “Medium of education does not influence Impact of NEP 2020 on Employment”

Medium of Education	0-60	60-100
English	105	321
Mother - Tongue	35	97
Chi-squared	0.187	
P-Value	0.665	
Alpha Value	0.05	

Table 6.4: Inferential Statistics of Medium of Education

HO: Medium of Education and Opinion on NEP 2020 are independent

H1: Medium of Education and Opinion on NEP 2020 are dependent

No evidence against Ho, hence we fail to reject Ho.

XI. RESULTS

- 1) Reliability alpha value 0.789, which is reasonably good.
- 2) Based on the average impact index value of 69.814% it is evident that NEP will have a positive impact on Employment.
- 3) Based on the analysis of Q.5 and Q.6, it is evident that standard early education and interactive school education will have a positive impact on the employability factor and thus affect employment.
- 4) Q.7 has comparatively low importance rating and hence the chances of this initiative having an impact on employment is less.
- 5) Q8 has a high importance index value of 0.7878, i.e., Industry-academia linkage will result in a major impact on employment.
- 6) High importance index value of 0.8 for the initiative to improve both the capacity and quality of agriculture and allied disciplines to increase agricultural productivity through better skilled graduates and technicians.
- 7) 0.7974 high RII value for Q.15 which addresses one of the main focuses of NEP 2020 “Making Job creators instead of Job seekers”.
- 8) Demographics does not influence the Impact index.

XII. SUGGESTIONS

- Subsidizing Professional Courses
- Free early education

- Same syllabus must be followed from class 1st to 10th std irrespective of state and cbse
- Improve government schools for quality and social integration
- In the 1st stage of NEP only KENDRIYA VIDYALAYA Schools are preferred for implementation. All Govt Schools should be considered so that they can be on par with private institutions during the later phases of implementation
- Credit Bank system should be introduced in schools too for flexibility
- More attention/effort required towards maintaining

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