



Abstract of the Thesis



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Abstract

Public policy reforms are instrumental in strengthening governance, improving institutional performance, and promoting sustainable national development. This research empirically evaluates the implementation and impact of two major Government of India policy reforms, the National Education Policy (NEP) 2020 and the National Mineral Policy (NMP) 2019, through independent but interconnected studies. Despite the transformative objectives of NEP-2020 and NMP-2019, limited empirical evidence exists regarding their implementation effectiveness, stakeholder acceptance, institutional preparedness, and practical outcomes. This study addresses this gap by systematically examining how these policy reforms have influenced higher education institutions and the mining sector. The first study investigate NEP-2020 implementation in higher and technical education institutions in Gujarat using primary data collected from 360 faculty members through a structured five-point Likert scale questionnaire. Instrument reliability was established using Cronbach's Alpha, while data normality was assessed through the Kolmogorov-Smirnov and Shapiro-Wilk tests. As the data were non-normally distributed, the One-Sample Wilcoxon Signed Rank Test was applied for hypothesis testing. The second study evaluates stakeholder perceptions of NMP-2019 using responses from 142 mining professionals, geologists, academicians, managers, and technical experts. Descriptive statistics and Chi-square tests were employed to analyse stakeholder perspectives on policy implementation and its socio-economic implications. The findings indicate statistically significant positive perceptions ($p < 0.001$) regarding NEP-2020 across curriculum flexibility, pedagogy and assessment reforms, governance, institutional autonomy, research and innovation, student-centric initiatives, and overall policy effectiveness. The policy has positively influenced academics, students, faculty, employability, research, and educational institutions by promoting multidisciplinary education, technology-enabled learning, vocational education, institutional autonomy, and industry-academia collaboration. However, successful long-term implementation requires institutional capacity building, faculty development, and sustained governmental support. The NMP-2019 study reveals that stakeholders recognize improvements in regulatory transparency, investment opportunities, sustainability, and private sector participation. Nevertheless, concerns persist regarding private sector dominance, reduced public sector opportunities, environmental accountability, and the need for greater awareness and professional skill development. Effective stakeholder engagement and continuous policy awareness are identified as essential for successful implementation.

Application: The research provides evidence-based insights for policymakers, educational institutions, regulatory authorities, and industry stakeholders to strengthen policy implementation frameworks, enhance institutional readiness, improve stakeholder participation, and support sustainable governance. The findings contribute to the literature on public policy evaluation and offer practical recommendations for improving future policy design, implementation, monitoring, and evidence-based decision-making across the education and mineral sectors.

List of Publication(s):

1. Ghanshyam T. Pandya, Nikhil Kumar Singh, Sachin P. Parikh (2024). Impact of Technical Education Policy Amendment: NEP 2020. Shodhkosh: Journal of Visual and Performing Arts, Vol. 5, No. 4, pp. 1292 - 1305.
2. Ghanshyam T. Pandya, Nikhil Kumar Singh, Sachin P. Parikh (2025). Impact of National Mineral Policy Amendment: NMP-19. Mining Engineer's Journal, Vol 26, No. 8, pp. 13-24.
3. Ghanshyam T. Pandya, Nikhil Kumar Singh, Dr. Vinay S. Purani, Sachin P. Parikh (2022). Impact and Implementation of NEP-2020 in Business Schools of Higher Education, Affiliated to the State Universities. International Journal of Humanities, Law and Social Sciences, Vol. 9, No. 1, pp. 878-885, DOI: 11.54560/KL.9.2.04599.91154.
4. Ghanshyam T. Pandya, Dr. Nikhil Kumar Singh, Dr. Pankajray Patel, Dr. Sachin P. Parikh (2026). Evaluating the Impact of the National Education Policy 2020 on Higher Education Institutions in Gujarat. Educational Studies, Taylor and Francis. [Submitted: Submission ID-268854180]