

A STUDY OF KNOWLEDGE OF COLLEGE STUDENTS REGARDING NATIONAL EDUCATION POLICY (NEP) 2020

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Abstract

In order to meet India's growing developmental needs, the National Education Policy 2020 aims to provide inclusive, reasonably priced, high-quality education. It is becoming increasingly clear that one should not only learn but also know how to learn given the rapidly expanding job market and the widely varied educational environment. Reforms in education are implemented in a way that ensures learning outcomes from elementary school through higher education reflect the highest standards of quality, integrity and equity.

The focus of the policy is on providing a holistic and multidisciplinary education through the study of several arts, also referred to as generous arts. Pedagogies that emphasise communication, debate, conversation, research, and cross-disciplinary and multidisciplinary thought are necessary to specify the emphasis on conceptual understanding.

National Education Policy 2020 is the first education policy of the 21st century which aims to meet the rapidly growing developmental needs of our country and make the education system more effective, inclusive and future-ready. This policy has been formulated to empower the youth of the country with knowledge, skills and moral values as well as to make India a leader in the field of global education. To establish a new system in line with the aspirational objectives of 21st century education, including SDG-4, the policy suggests revising and rebuilding every element of the education system, including its administration and regulation, while preserving India's traditions and value systems. The National Education Policy envisions a person who is encouraged to reach his or her full creative potential. This person is not only proficient in literacy and numeracy, but also possesses advanced cognitive abilities such as critical thinking and problem solving beyond intellectual development. This person embodies strong moral and emotional qualities, making them well-rounded and empathetic, and capable of understanding the complexity of life in a non-negative way.

The New Education Policy 2020 has been an important topic of conversation ever since the administration unveiled it. All areas of education saw modifications as a result of this approach. In order to determine college students' awareness and perception of this policy, this study will be conducted. The Government of India made a significant shift in the sphere of education by introducing the new education policy. Prime Minister Shri Narendra Modi's third education strategy is called New Education strategy 2020. The new policy on education is a fairly extensive program.

Key words: NEP 2020, Knowledge, Education System, College students etc.

Introduction

A practical ability, a familiarity with people and situations, or an awareness of facts are all considered forms of knowledge. In present times, improvements are made in the education system to fulfil the needs as per social requirements. The Indian education system is set to undergo a transformation with the implementation of National Education Policy 2020, which seeks to adapt education to the demands of the modern day by making it more comprehensive, adaptable, and multidisciplinary. This policy has an impact at all levels. This research paper examines the knowledge of students about National Education Policy 2020. Through this research paper, an attempt has been made to determine the level of college

students' knowledge of the National Education Policy 2020's provisions and modifications, as well as their attitudes towards them, their experiences with them, and the implications for their future. This research paper attempts to contribute to the ongoing discussion on educational reform in India to ensure the successful implementation of the National Education Policy 2020.

Significance of the Study

This descriptive study on college student's knowledge on NEP 2020 is the most important in India at the present time. This is the third education policy announced by the Indian government after independence. Students' knowledge about National Education Policy 2020 can be measured, which provides insight into how well educational institutions and policy makers are disseminating information. This will identify where more efforts are needed to inform all stakeholders. This study will reveal how well the National Education Policy 2020 is understood by those directly affected by it and how much change is required in it. In a study on student's knowledge of the National Education Policy (2020), Chatterjee et al. (2023) found that college students understand the policy well and care about it. Choudhari (2022) conducted "A Study on National Education Policy – 2020 and its Impact on Stakeholders w.r.t Higher Education Institutions of Nagpur City". It is essential to concentrate on beneficial outcomes and productive work for the wellbeing of the nation. Sawant et al. (2021) carried a study on "National education policy 2020 and higher education: A brief review". According to the study, India's Education Policy 2020 seeks to provide an accessible, equitable, high-quality, affordable, and accountable education system.

NEP 2020 aims to equip students with the competencies, expertise, and understanding needed for the workforce of the twenty-first century. Assessing pupil comprehension of the policy can help determine how well it achieves this goal and highlight areas that require improvement. In general, assessing college pupil's knowledge of NEP 2020 is critical to determining the effectiveness of the policy, improving its implementation, and impacting the future of education in the country.

Literature review

Kalyani, P. (2020) undertook A Study on an empirical study on NEP 2020 [National Education Policy] with special reference to the future of Indian education system and its effects on the Stakeholders. It looks at how India's educational system has been affected by the National Education Policy (NEP) 2020. The policy's potential to change the educational system is examined in the study, with particular attention paid to how it would affect different stakeholders such as students, teachers, institutions, and legislators. It examines the expected benefits and difficulties of NEP 2020, including the modifications to curricula, pedagogical adjustments, and the emphasis on multidisciplinary and holistic education. The report most likely also examines the knowledge, understanding, preparedness, and long-term impacts of the policy on Indian educational results among stakeholders. According to the paper's findings, stakeholders generally view National Education Policy 2020—which is likely to drastically alter India's educational system—as a positive development. Nonetheless, difficulties with implementation, resource distribution, and training were brought to light. According to the study, although National education policy 2020 has the potential to be revolutionary, its success will rely on how well it is implemented and how stakeholders work together.

Sundaram, K.M. (2020) conducted a study on National Education Policy 1986 vs National Education Policy 2020 – A Comparative Study. In this research paper, a comparison of National Education Policy 1986 and 2020 has been done. For the purpose of comparison, changes, opportunities etc. in both the policies have been reviewed. On the basis of

comparison made between both the policies, it can be said that the scope of National Education Policy 2020 is more comprehensive which strengthens the Indian education system. In future, Indian education policy can be compared with the education policy of other countries of the world and suggestions can be given on how the National Education Policy 2020 can be made better.

Chatterjee, A., Das, T., & Nandi, A. (2023) conducted a study on Student's knowledge on National education policy 2020 at higher education level. The study articles investigate how well higher education students comprehend and are aware of the National education policy 2020. It probably looks at how well students understand the main ideas, goals, and implications of the policy, as well as how they feel about its application and how it might affect their academic path. In this research paper, only postgraduate students were included and only one questionnaire was used. In future, this research can be done on undergraduate students, in other states and can also be studied using other research methods. This research paper will be a useful reference for future researchers.

Tayade, M. P. (2024) conducted a study on Paradigm Shift in Higher Education: National Education Policy (NEP 2020). The main objective of this research paper is to highlight the various recommendations of NEP 2020 in the context of various suggestions listed in the policy for higher education. Apart from this, it is to find out how the National Education Policy 2020 is being implemented in higher education institutions and what can be the results as a result of the changes. This research is mainly based on data taken from secondary sources. This research paper does not specifically discuss the challenges in finance and implementation, which require detailed study.

Prajapati, A. B. (2024) conducted a study on Reform and reality: NEP 2020 vs NEP 1986 in the context of Indian Education. The main objective of this research paper is to do a comparative study of the National Education Policy 2020 and 1986 by publishing the main features and to make aware of the benefits and shortcomings of the National Education Policy 2020. In this research paper, the study has been done by collecting data from secondary sources. More studies are required to do the actual study at the ground level and by collecting data from primary sources, results can be obtained at a more realistic level.

Gupta, M., & Saini, K. (2024) conducted a study on National Education Policy (NEP) 2020 and Present Education of India. This paper's primary goal is to examine how the National Education Policy 2020 has affected the Indian educational sector. The entire foundation of this study paper is secondary secure data. The results show that by encouraging multidisciplinary education, employability, and institutional autonomy, NEP 2020 boosts the standard of the educational system and increases the possibility of teacher growth. To get more accurate results, more research using data from primary sources is needed.

Sethy, M., & Mahapatro, S.R. (2025) conducted a study on NEP 2020 and Indian Higher Education: Pathways to Holistic, Flexible and Global transformation. This study aims to analyse the initial implementation results of the National Education Policy 2020. Data were obtained from secondary sources, such as government reports, academic literature, and major media sources. A qualitative interpretative synthesis approach was used. The findings reveal significant progress in institutional expansion and student enrolment, while also identifying challenges such as regional disparities, research quality, and lack of collaboration. Therefore, more research is needed in these areas.

Statement of the Problem

"A study of Knowledge of College Students regarding National Education Policy (NEP) 2020"

Operational Definition of the Key Term Used

KNOWLEDGE: - knowledge is the state of being informed about a specific fact or circumstance. It can also refer to information, comprehension, and abilities that you have acquired by education and experience.

COLLEGE STUDENT: - A person enrolled at an institution of higher learning, usually a university or college, with the intention of obtaining an undergraduate, post graduate, professional or diploma in a particular field of study is known as a college student.

NEP (2020): -On July 29, 2020, the Indian Union Cabinet launched it. Outlines the goals of India's new educational system. By 2030, the initiative hopes to change India's educational system.

Objectives of the Study

The present study was undertaken with the following objectives:-

- To study the knowledge of UG and PG college students regarding National education policy (NEP) 2020.
- To study the knowledge of male and female college students regarding National education policy (NEP) 2020.
- To study the knowledge of rural and urban college students regarding National education policy (NEP) 2020.

Hypotheses of the Study

The present study was undertaken with the following hypotheses:-

- There is no significant difference between the knowledge of UG and PG college students regarding National education policy (NEP) 2020.
- There is no significant difference between the knowledge of male and female college students regarding National education policy (NEP) 2020.
- There is no significant difference between the knowledge of rural and urban college students regarding National education policy (NEP) 2020.

Delimitations of the Study

1. This study was confined only to knowledge regarding NEP 2020.
2. This study was confined only to UG - PG, Male-female & Rural - urban college students.
3. This study was confined only to the colleges of Dehradun district of U.K.

Methodology

The study was based on primary data. Respondents were given questionnaires in order to gather primary data. Since the present study was descriptive in nature, data was gathered using the survey approach. After reviewing and analysing the facts, an inescapable conclusion was reached.

Population

All the students who were studying at UG and PG level of college in Dehradun district of Uttarakhand would constitute the population for present investigation.

Sample & Sampling Techniques

Systematic involvement with the entire population is impossible. Consequently, this study employed random sampling technique. Here 200 college students were included in this proposed study. Students in UG & PG, both boys and girls were included in the sample.

Tool Used

A Self-made questionnaire was used in this study i.e. "NEP 2020 Knowledge scale-2025"

Description of the tool

For each statement, the sample students were instructed to select one response from the five available options. There was total 48 items in the present NEP 2020 Knowledge scale.

Scoring Procedure of the Scale

The scoring procedure of NEP 2020 Knowledge scale is as Follows:

Scoring procedure of positive statements

- 5 for Strongly Agree(SA)
- 4 for Agree(A)
- 3 for Undecided (UD)
- 2 for Disagree (D)
- 1 for Strongly Agree (SD)

Scoring for Negative statements

- 1 for Strongly Agree (SA)
- 2 for Agree (A)
- 3 for Undecided (UD)
- 4 for Disagree (D)
- 5 for Strongly Agree (SD)

DATA ANALYSIS

(H-1) There is no significant difference between knowledge of UG and PG college students regarding National education policy (NEP)2020

Table-1

Mean, S.D. & t value of knowledge of UG and PG college students regarding national education policy (NEP) 2020

College Students	N	Mean	S.D.	S.ED	t- ratio	Level of Significance
UG	100	195.38	21.43	2.99	0.0934	N.S.
PG	100	196.55	20.96			

- Not significant at 0.01 and 0.05 level of significance.

Interpretation-

The mean scores of UG and PG college students are 195.38 and 196.55, respectively, with the standard deviations being 21.43 and 20.96, as indicated in Table 1. The computed t test value of 0.0934 is less than the table value at the 0.05 level of 1.97 and the 0.01 level of 2.60. Therefore, it is determined that there is no significant difference between UG and PG college student's knowledge towards NEP 2020. Hence the null hypothesis H_0 1 is accepted.

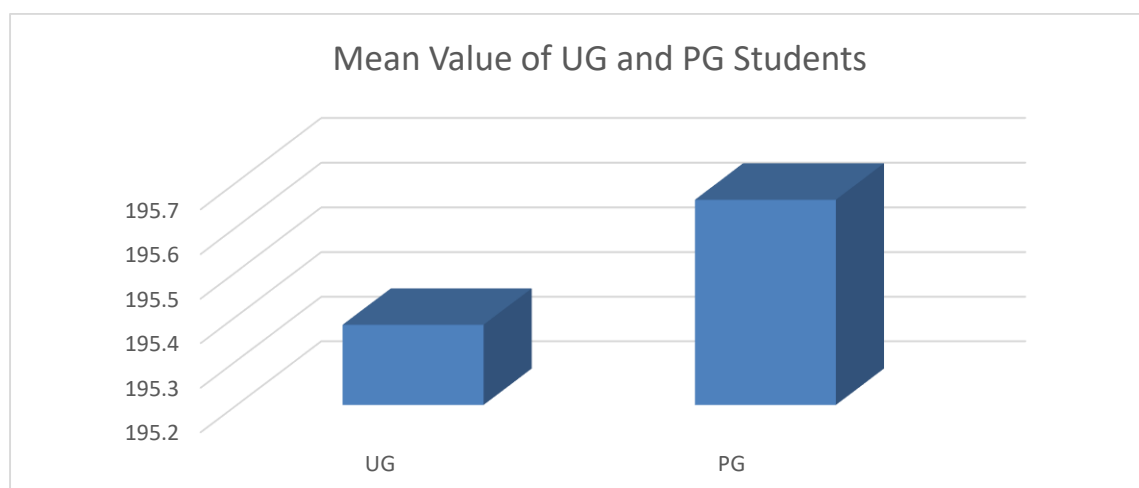


Figure:-1 shows that the mean value of UG and PG college Students.

(H-2) There is no significant difference between Knowledge of male and female college students regarding National education policy (NEP)2020

Table:2

Mean, S.D. & t value of knowledge of male and female college students regarding national education policy (NEP) 2020

College students	N	Mean	S.D.	SED	t-Value	Level of significance
Male	104	194.49	19.74	2.86	0.74	NS
Female	96	196.63	22.62			

- **Not significant at 0.01 and 0.05 level of significance.**

Interpretation

The mean scores of Male and Female college students are 194.49 and 196.63, respectively, with the standard deviations being 19.74 and 22.62, as indicated in Table 2. The computed t test value of 0.74 is less than the table value at the 0.05 level of 1.97 and the 0.01 level of 2.60. Therefore, it is determined that there is no significant difference between Male and Female college student's knowledge towards NEP 2020. Hence the null hypothesis H_0 1 is accepted.

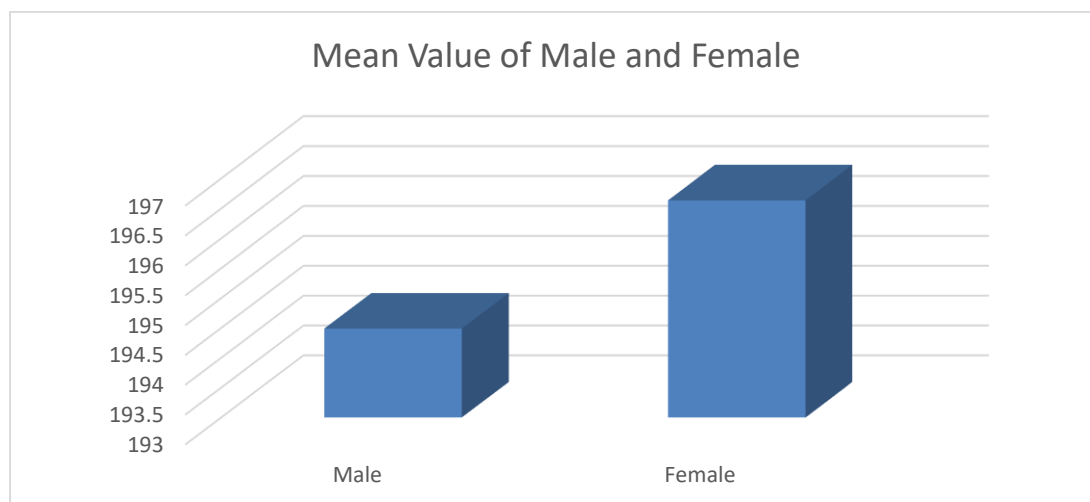


Figure:-2 shows that the mean value of Male and Female college Students.

(H-3) There is no significance difference between Knowledge of Rural and Urban college students regarding National education policy (NEP) 2020

Table:3

Mean, S.D. & t value of knowledge of Rural and Urban college students regarding national education policy (NEP) 2020

College students	N	Mean	S.D.	S.E.D.	t- ratio	Level of significance
Rural	64	195.5	23.90	3.21	0.0062	N.S
Urban	136	195.52	19.81			

- Not significant at 0.01 and 0.05 level of significance.

Interpretation

The mean scores of Rural and Urban college students are 195.5 and 195.52, respectively, with the standard deviations being 23.90 and 19.81, as indicated in Table 3. The computed t test value of 0.0062 is less than the table value at the 0.05 level of 1.97 and the 0.01 level of 2.60. Therefore, it is determined that there is no significant difference between Rural and Urban college student's knowledge towards NEP 2020. Hence the null hypothesis H_0 1 is accepted.

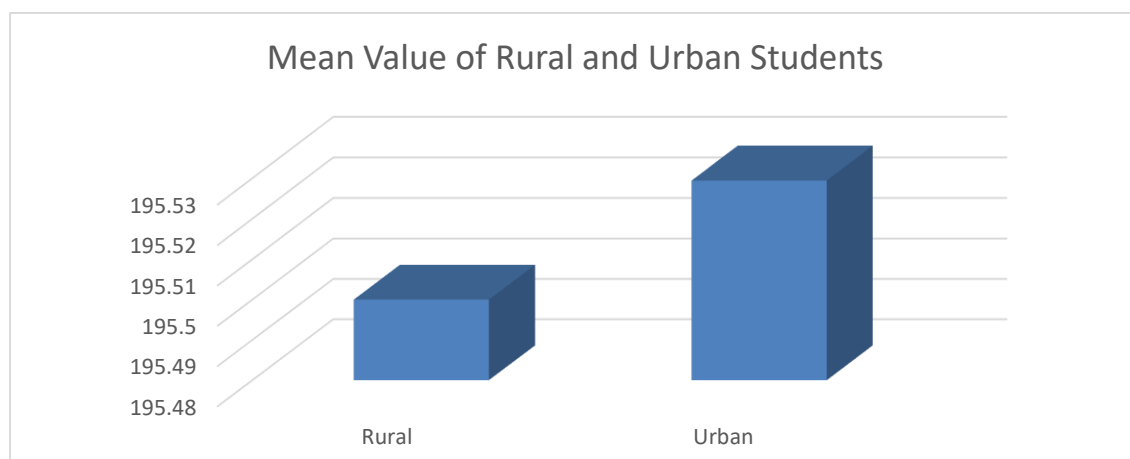


Figure:-3 shows that the mean value of Rural and Urban college Students.

Findings of the study:

An attempt was made in this study to look into college students' knowledge. The data was gathered using a knowledge scale, and the students were then divided into various groups based on their group, sex, and location. The following is a quick summary of the study's findings-

- The first hypothesis, there is no significant difference between the knowledge of UG and PG college students regarding National education policy (NEP) 2020 with respect to Academic levels were accepted and results shows that UG and PG college students have not significance difference of knowledge regarding NEP 2020.
- The Second hypothesis, there is no significant difference between the knowledge of Male and Female college students regarding National education policy (NEP) 2020 with respect to gender were accepted and results shows that male and female college students have not significance difference of knowledge regarding NEP 2020.
- The third hypothesis, there is no significant difference between the knowledge of Rural and Urban college students regarding National education policy (NEP) 2020 with respect to locality were accepted and results shows that male and female college students have not significance difference of knowledge regarding NEP 2020.

Educational Implications-

The finding reveal that there is no significant difference in the knowledge of college students regarding NEP 2020 across academic level(UG & PG), gender and locality. This suggests that students' knowledge about NEP 2020 is evenly divided. Therefore, through organised curricular integration, orientation programs, and interactive workshops, higher education institutions should concentrate on enhancing and expanding the comprehension of students. Initiatives for faculty development should also prioritise the efficient distribution of NEP provisions in order to make sure significant implementation. The focus should now shift from knowledge to practical applications, skill-based learning, and transdisciplinary exposure as envisioned in NEP 2020 because knowledge levels are similar. These steps is going to ensure that policy knowledge results in informed engagement and successful educational reform.

Suggestions for Further Research-

In any discipline, research is an ongoing process, and no single study can be considered finished. Every study builds upon earlier research and establishes the framework for further investigations. Additionally, the current investigation was delimited. Thus, a few suggestions for additional investigation are being made-

1. This study can be extended to other districts and different states as well as to the school level (Secondary/Higher Secondary).
2. This study could be expanded to include perception and awareness of college students because similar levels of knowledge do not necessarily mean that perception and awareness are also similar.
3. Further studies can be conducted to address implementation challenges.
4. Research involving educators and administrators may be carried out in the future to determine the true state of policy implementation.

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