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AN EMPIRICAL STUDY ON THE AWARENESS ON NEP 2020 [NATIONAL EDUCATION POLICY] AND ITS EFFECTS ON THE STAKEHOLDERS

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ABSTRACT

In order to gauge the level of comprehension, knowledge, and perception among the student population, this study examines students' awareness of the New Education Policy (NEP). However, since students are the foundation of the educational system, the NEP's success rests on their awareness and participation. This study intends to determine the degree of student knowledge of the NEP's provisions, goals, and tactics through a thorough analysis. It also aims to investigate the variables, such as demographics and exposure to information sources, that affect students' awareness. The findings of the study will guide targeted activities to raise student understanding and aid in the NEP's successful implementation, resulting in a more forward-thinking and inclusive educational system in India.

Keywords: Awareness, Study, New Education Policy, Students.

INTRODUCTION

The educational landscape of each country is greatly influenced by its education policy. They provide recommendations and instructions to improve the calibre and accessibility of education, acting as a road map for educational institutions, educators, parents, and students. In this regard, a country's adoption of a new education policy represents a critical turning point since it offers the chance to alter and revolutionise its educational system.

With the launch of the New Education Policy (NEP), 2020 saw a turning point for the Indian educational system. By emphasising holistic development, encouraging critical thinking, encouraging innovation, and guaranteeing that everyone has access to high-quality education, the NEP, which has been authorised by the Government of India, aims to revolutionise the Indian educational system. This strategy aims to improve the current educational system by making it more adaptable, inclusive, and in line with the demands of the twenty-first century.

Any education policy's success, though, depends not only on how it is created and put into practise, but also on how well its principal participants—particularly the students—are aware of and comprehend it. As the driving force behind the educational system, students' knowledge and comprehension of the NEP are essential to its successful implementation. As a result, understanding the extent to which pupils are aware of the new educational policy is essential to determining how it will be implemented.

This study attempts to look into how well-informed students are regarding the New Education Policy. We want to know how familiar students are with the main principles, goals, and tactics listed in the NEP, so we've conducted a thorough survey to find out. Additionally, we want to pinpoint the variables that affect people's levels of awareness, like their demographics, educational backgrounds, and exposure to information sources.

With the use of this study, we seek to shed light on how deeply the NEP has impacted the student body and determine how openly they are accepting of the suggested changes. The research will not only give policymakers and educational institutions useful information, but it will also assist students become more aware of their educational options and encourage active participation in their education.

REVIEW OF LITERATURE

There has been an increase in interest in learning more about students' awareness and grasp of the NEP since its adoption in India in 2020. In order to determine how well-informed and how the NEP was perceived by college students, Singh and Gupta (2021) performed a study. Their findings showed that pupils had little knowledge of the major clauses and goals of the policy and had little comprehension of them. In order to increase student knowledge and participation, the study emphasised the necessity for focused awareness campaigns and instructional interventions.



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In addition, a study by Sharma and Sinha (2021) focused on the knowledge and comprehension of the NEP among students in rural schools. They discovered that although students had some awareness of the policy, there were large gaps in their knowledge, especially with relation to the exact improvements that were suggested in the NEP. The study emphasised the significance of accessible and inclusive communication channels for informing students in remote and rural locations about the policy.

Understanding students' knowledge and views of policy changes is crucial, according to research on student awareness of educational policies. Raju and Shukla (2015) discovered that students in India have little understanding of policies and their effects after conducting a study on student awareness of educational policies. The study made clear the necessity for efficient communication tactics to enlighten students about policies.

Understanding students' awareness and comprehension of the policy has become increasingly important as India prepares to implement the NEP in 2020. Arora and Sharma (2020) performed a survey to gauge college students' knowledge of the NEP. They discovered that a sizeable percentage of pupils were either unaware of the policy or had a cursory knowledge of its terms. In order to increase student awareness, the study emphasised the necessity for focused awareness campaigns and instructional initiatives.

In addition, research by Mishra and Vyas (2021) investigated secondary school pupils' knowledge of the NEP. Their findings showed that students' knowledge of the policy's goals, changes, and effects was fairly low. The study emphasised the significance of including NEP-related material in the curriculum and giving students chances for involvement and debate.

The elements that affect students' awareness of educational policies have been the subject of numerous research. Sharma and Vashisth (2021) investigated how sociodemographic factors influenced Indian students' awareness of the NEP. They discovered that students' degrees of awareness were influenced by things including gender, socioeconomic status, and educational background. The study brought attention to the necessity for focused interventions to alleviate awareness gaps among various student groups.

Additionally, the Verma and Singh (2021) study concentrated on how digital media affects students' awareness of educational policies. They discovered that students who used digital platforms frequently were more informed of changes in policy. In order to increase student awareness, the study emphasised the need of using digital media as a communication tool.

OBJECTIVES OF THE STUDY

1. To examine the awareness of New Education Policy among the students.
2. To find out the level of agreement of the students with regards to the reform structure of the New Education policy.

STATEMENT OF THE STUDY

A Study on the Awareness on New Education Policy (2019) among the students in Bangalore.

SCOPE OF THE STUDY

The present investigation aims to find the awareness of New Education policy among Bangalore. It will help teachers, principals, administrators, and policymakers.

THE METHODOLOGY OF THE STUDY

To gather information from the general public in order to study student knowledge of the National Education Policy in Bangalore, the researcher used a survey method.

POPULATION AND SAMPLE

The students of Bangalore mostly from UG degree and PG degree are considered as the population for this study. To gather data, the researcher used a straightforward random sample technique. Totally 100 responses in the form of data were collected from various UG and PG students.

TOOL USED

The author created a questionnaire to understand respondents' knowledge and views on all important items of the 2020 national education policy. The survey was sent to all to collect responses from respondents. The population of survey respondents includes students, and others directly or indirectly.



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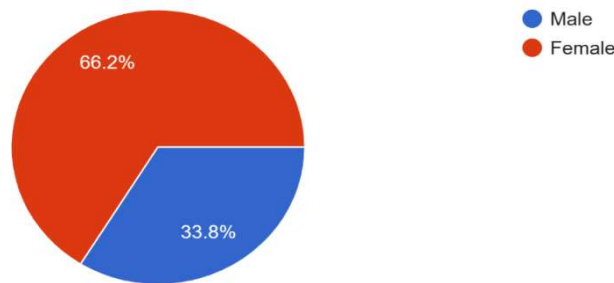
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ANALYSIS AND INTERPRETATION

This is a new topic that many are looking for, but the facts and figures should be studied in detail. NEP 2020 will impact the way students live and teachers work, as well as the change in infrastructure or schools. Parents should prepare their minds based on changes in the experience of the old education system over the last 34 years. In supposition, this is the change that will come in education in the future. To understand this, the author created questions in his research paper and used it through emails, social media channels, etc. spread it everywhere. Get feedback and comments from respondents on their understanding of NEP 2020 and their thoughts on changes to policy.

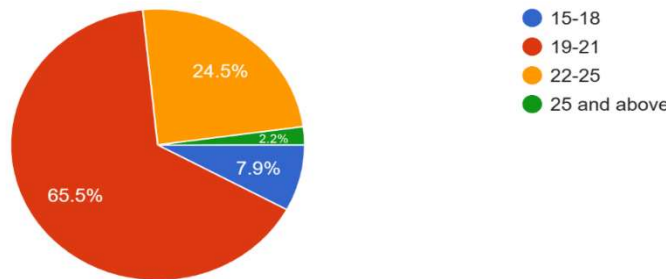
“GENDER” OF THE RESPONDENTS.

The population is divided into men and women. The indicator of gender shows that the respondents were 66.2% female and 33.8% male respondents.



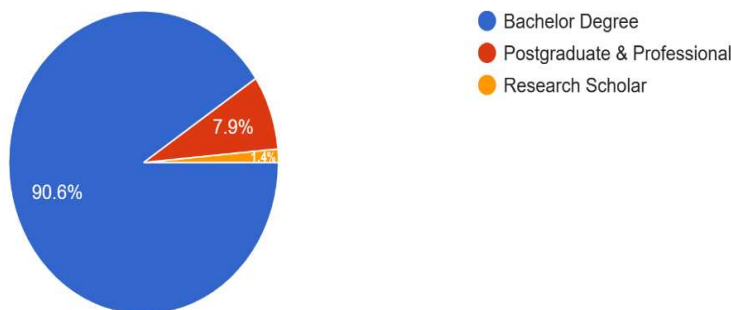
“AGE GROUP” OF THE RESPONDENTS.

The highest number of respondents was in the 19-21 age group (65.5%), 24.5% in the 22-25 age group, 7.9% in the 15-18 age group, 2.2% in the 25 and over age group, and are no responses from under the age of 15. This shows that almost all-important groups have responded, but unfortunately there is no one under the age of 15. However, there may be respondents from the over 25 age group, which includes some parents from the under 15 group. Looking at age groups, the answers appear to be a mix of all groups.



“EDUCATION QUALIFICATION” OF THE RESPONDENTS.

The highest response was from undergraduate students (90.6%), postgraduate and professional qualifications 7.9%, and researchers and parents 1.4%.





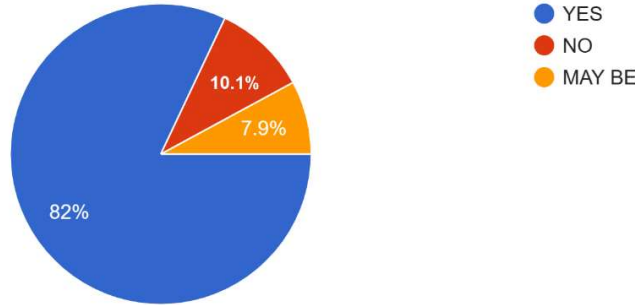
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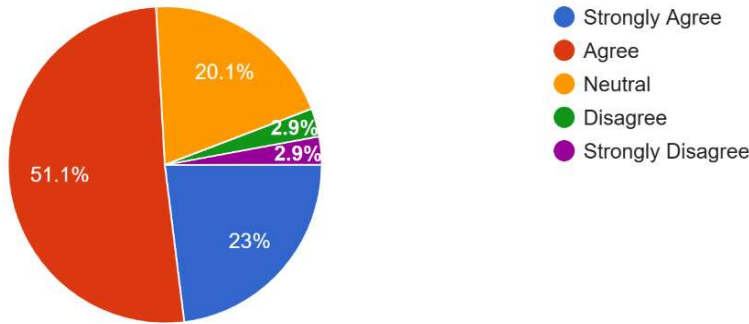
“AWARENESS OF NEW EDUCATION POLICY”

From the responses received from the respondents, 82% of the respondents were aware of the new education policy, 10.1% did not know anything about the new education policy and 7.9% chosen the option “May Be?” to the choice relating to the new education policy.



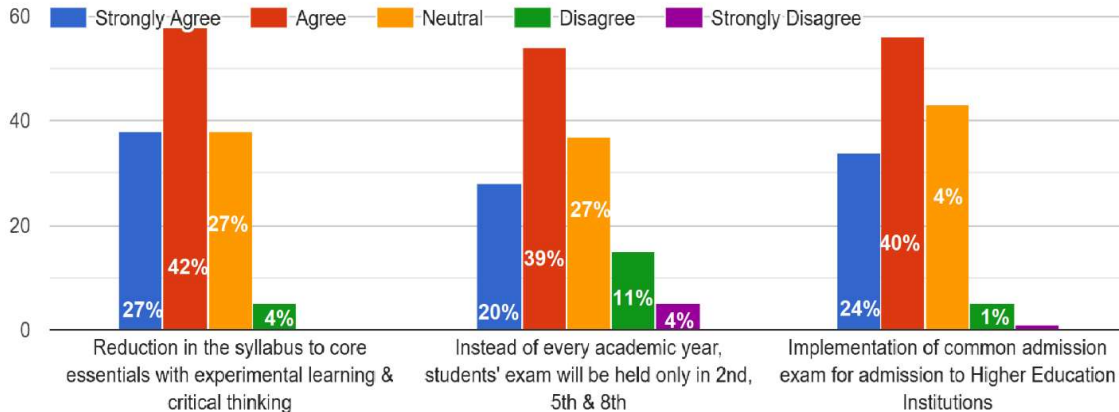
USE OF MOTHER TONGUE AS A FORM OF COMMUNICATION IN TEACHING

Responses from the participants clearly show that 51.1% of the participants agree with the proposal to communicate in their own language, 23% agree, 20.1% are neutral, and 5.8% are against the directive to communicate in their own language.



APPROVAL AS A MAJOR CHANGE UNDER THE NEW ECONOMIC POLICY

The proposal about i) Reduction in the syllabus to core essentials with experimental learning & critical thinking ii) students' exam will be held only in 2nd, 5th & 8th iii) common admission exam for admission to Higher Education Institutions is again a new concept which was not present in old education system. The respondent's response are mostly in favour of these recommendations.





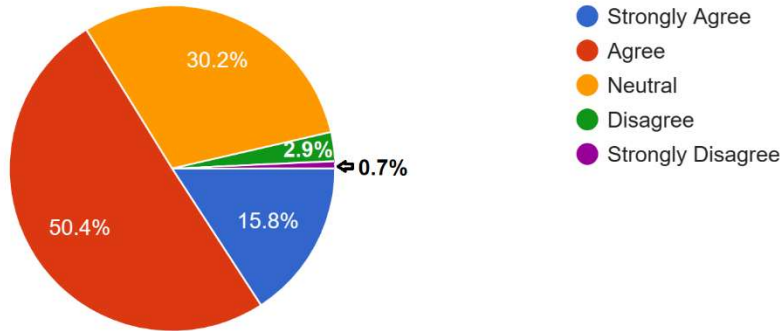
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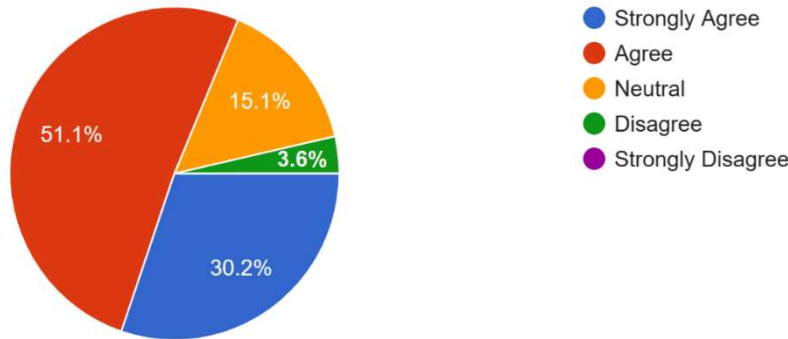
THE NEW EDUCATION POLICY IS MORE OF PRACTICAL THAN CONCEPTUAL

Participants agree that applied training is more important than conceptual and instructional training, 50.4% agree with the New Economic Policy proposal, 15.8% strongly agree with the same, 30.2% have expressed complications in implementing the policy, and only 3.6% did not agree with the recommendation of more practical training.

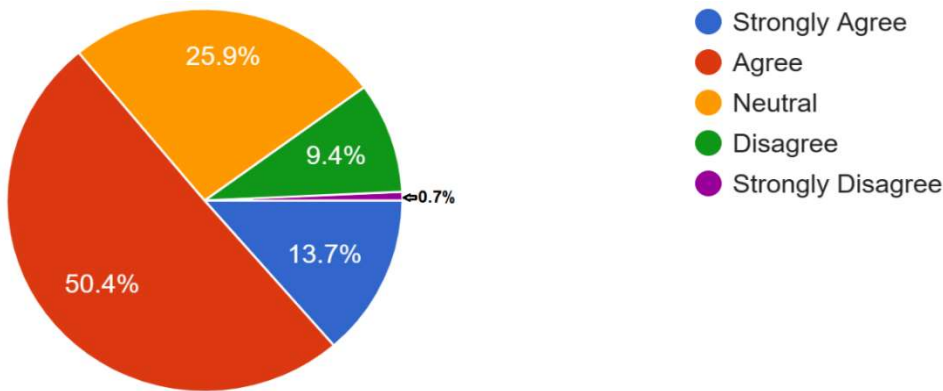


PROPOSAL ON STAFF TRAINING AND AVAILABILITY OF RELEVANT RESOURCES PRIOR TO CHANGE

Responses from participants clearly indicate that they preferred training and staff support prior to the transition and implementation of NEP 2020.



DIFFICULTY ADAPTING TO THE NEW EDUCATION POLICY 2020 IN RURAL AREAS



Most respondents said the implementation of new education policy in rural areas was too early – 64.1% thought it affected the size of traditional education - 25.9% approved for medium level of implementation of the program, the rate of those who think that NEP is easy to implement in rural areas is only 10.1%.

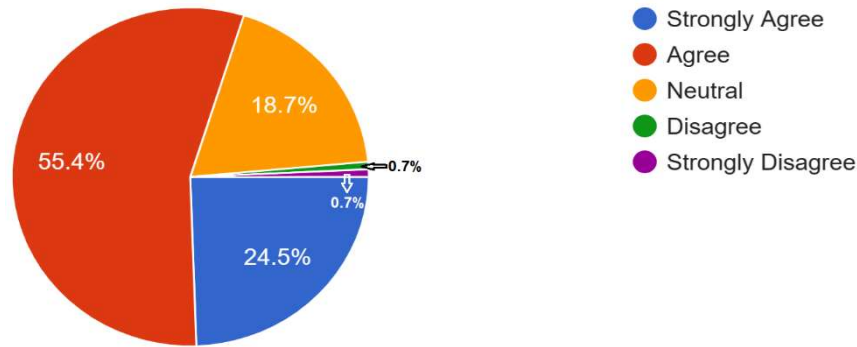


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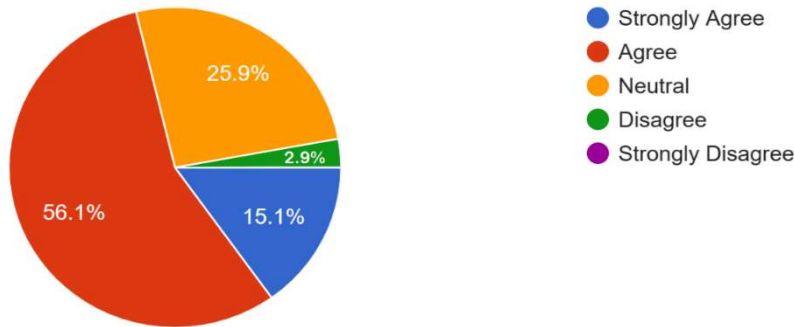
GENDER INCLUSION FUND' TO BUILD THE NATION'S CAPACITY TO PROVIDE EQUITABLE QUALITY EDUCATION FOR ALL GIRLS AS WELL AS TRANSGENDER STUDENTS

The majority of respondents said that the Gender Inclusion Fund created builds national capacity and provides equal education for all girls and transgender students, with 79.9% supporting the same, 18.7% voluntarily believe that it is neither helpful nor beneficial, and 1.4% of respondents disagree with the above thought.



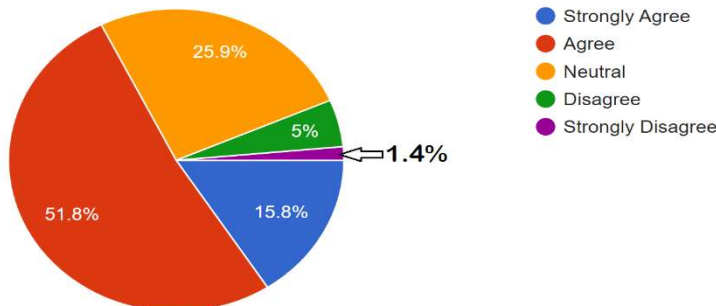
STATES BE FREE TO MAKE CHANGES TO IMPLEMENT THE NEW EDUCATION POLICY DEPENDING ON THE CIRCUMSTANCES

Change in education policy and its practice for NEP 2020 with most respondents agreeing that states are free to make changes to implement NEP 2020, where 71.2 % of agreed, 25.9% do not think so and only 2.9 % of the respondents were in an intention that states has nothing to do with NEP2020



THE ROLE OF UNIVERSITIES CHANGE WHEN THEY BECAME INDEPENDENT AND AUTONOMOUS

The majority of respondents believe that the role of the universities has changed as educational institutions become self-sufficient, 67.6% are aware of the Universities role, 25.9% have no idea and 6.4% feel the role of the universities does not change even if they become independent and self-sufficient.





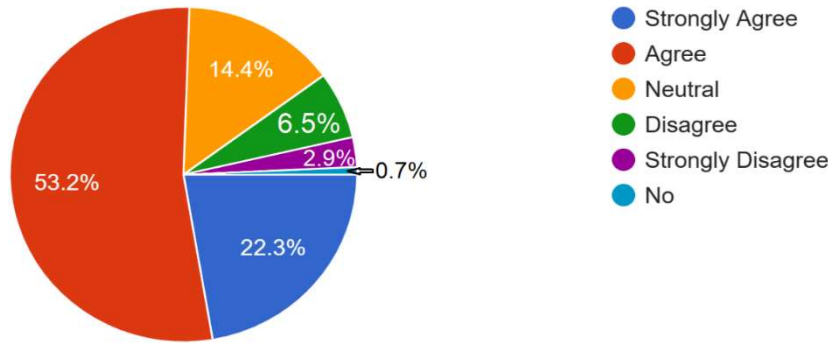
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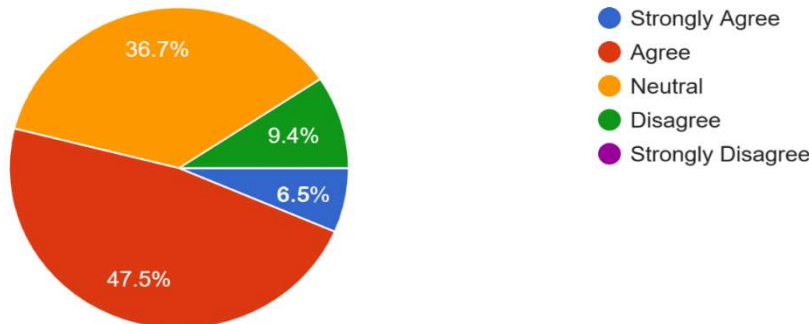
STUDENTS GRADUATING IN 4 YEARS WILL ALLOW THEM TO CONTINUE ON A ONE YEAR PG COURSE.

This is one of the most important change proposed in the NEP 2020, the respondents supporting change with 75.5% agreeing, 14.4% being moderate in their opinion and 10.1% not supporting for the change that will prepare the studentforce for the future that has been brought up by the new education policy



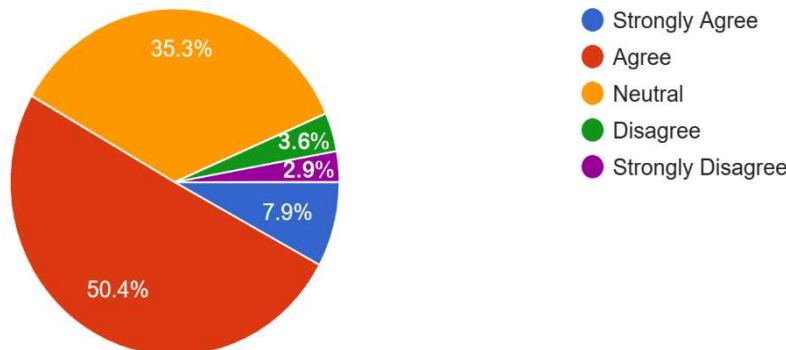
NEP HAS SPECIAL EMPHASIS ON SOCIALLY AND ECONOMICALLY DISADVANTAGE GROUPS

Participants agree with the new economic policy and strongly believe in the new economic policy benefits socially and economically disadvantage groups, with 54.00% of the participants agree, 36.7% think moderately and only 9.4% think that the nep is not beneficial for socially and economically disadvantages groups.



OPENING THE WAY FOR GRADUATE STUDENTS TO RECEIVE DOCTORAL EDUCATION GRADUALLY REMOVING FROM THE M. PHIL PROGRAM ACCORDING TO THE INTEREST OF THE STUDENTS

The participants were in favour of the removal of the M.Phil program according to student preferences, 58.3% agree with the removal of the M.Phil program, 35.3% neutral and 6.5% disagree.





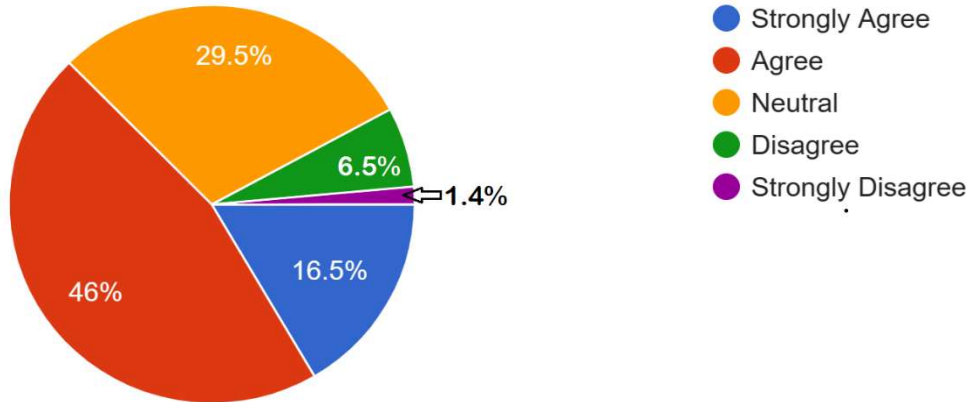
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NEP WILL POSITIVELY IMPACT THE BEHAVIOR OF THE STUDENTS.

Participants choose the following to represent their views - It makes the process better and has a positive impact on student behaviour, 52.5% of respondents agreed that it had a positive effect on students' attitude, 29.5% thought they were neutral and 7.9% disagree with them.



CONCLUSION

In conclusion, this study on students' awareness of the New Education Policy intends to assess students' comprehension, knowledge, and perception of this fundamental educational reform. We hope to add to the ongoing discussion about the NEP's successful implementation and help our nation's transition to a more progressive and inclusive educational system by exploring their viewpoints and experiences.

The New Education Policy in India stands out among the current literature on student awareness of educational policies as it emphasises the importance of knowing students' knowledge, perspectives, and the variables affecting their awareness. However, there is still a large research deficit that especially focuses on student knowledge levels of the NEP in India. By assessing students' knowledge of the NEP and identifying the major factors that affect their knowledge, this study seeks to close that gap. The research will add to the continuing discussion about how to implement policies effectively and offer policymakers, educators, and other stakeholders new information about how to improve student understanding and participation with the NEP in India.

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