



STUDENTS' KNOWLEDGE ON NATIONAL EDUCATION POLICY 2020 AT HIGHER EDUCATION LEVEL

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ABSTRACT

National Education Policy 2020 is one of the most important issues in the history of education in India. This educational policy has brought about a holistic change in all levels of education which we all need to be knowledgeable of especially the students. Hence this research was to study the knowledge of higher education level students towards National Education Policy (NEP) 2020. A descriptive type survey method of research and a qualitative approach was used. 200 higher education students as samples through a Convenience Sampling technique were taken and data were collected through a self-developed standardized questionnaire contained with close-ended questions. The qualitative analysis method was used for data analysis, and percentage calculation was done. It was found that 35.71 % of HEI students have Low knowledge 32.46 % have high knowledge, 29.22% have average knowledge, and 2.59 % have Very Low and Very High knowledge of National Education Policy 2020.

KEYWORDS: Knowledge, National Education Policy 2020, Students, Higher Education.

INTRODUCTION

The National Policy on Education (NPE) was launched by the Government of India for fostering education among the citizens of India. The policy extends from primary school through college education in both rural and urban India. Prime Minister Indira Gandhi issued the first NPE in 1968, Prime Minister Rajiv Gandhi issued the second in 1986, and Prime Minister Narendra Modi issued the third in 2020.

After over thirty years, the release of the National Education Policy (NEP) 2020 has been one of the most major events in Indian education. It is a comprehensive program that emphasizes interdisciplinary and multimode methods at universities, as well as education supported by technology. The new NEP has radically changed the administrative organization of India's educational sector. It emphasizes character and skill development to help pupils thrive in life. Because of India's variety, considerable changes and flexibility in the educational system are required to execute policy in a way that suits the demands of the varied people. As a result, a multidisciplinary approach is required.

India is preparing to apply the recommendations of National Education Policy 2020 all over the country in order to reform and make radical changes in school education and higher education with the goal of creating a new education system that should empower young people and boost their confidence in order to create new knowledge, new skills, and human values in order to solve current and future problems and challenges of civilized society through their enhanced innovative ability. It is well understood that technology, as an application of scientific reasoning, has the potential to improve the quality of life for everyone in the universe, and that great education is the basis for this. The new education policy has many intrinsic propositions to improve the quality of school and higher education to create interest in their chosen area to find challenges and convert them into opportunities by discovering innovative solutions to make life comfortable and successful with expected happiness, with the goal of providing value-based, knowledge-based, and skill-based higher education for everyone in the country. Quality higher education aims to produce individuals who are obligated to develop a better society via increased human value-based discipline and mutual respect for progress and prosperity. Quality higher education also encourages everyone to participate in the discovery, adoption, or promotion of new technologies that can help society advance.



REVIEW OF RELATED LITERATURE

Choudhari (2022) conducted “A Study on National Education Policy – 2020 and its Impact on Stakeholders w.r.t Higher Education Institutions of Nagpur City”. NEP 2020 aims to meet industrial, national, and global needs, ensuring quality of life and economic growth. Focusing on positive effects and efficient work for the country’s welfare is crucial.

Sawant and Sankpal (2021) conducted a study on “National education policy 2020 and higher education: A brief review”. The study reveals India's Education Policy 2020 aims for a modern, progressive, and equitable education system, based on Access, Equity, Quality, Affordability, and Accountability.

Devi and Chelubaraju (2020) conducted a study “A Study on Awareness about the Impact of National Education Policy-2020 Among the Stakeholder of Commerce and Management Disciplinary”. The study highlights the impact of NEP 2020 on commerce and management stakeholders, highlighting drawbacks and promoting the need for effective implementation to achieve economic growth and improve living standards. It emphasizes the importance of focusing on positive impacts and efficient work for the country's welfare.

Kurien and Chandramana (2020) Conducted a study on the “Impact of New Education Policy 2020 on Higher Education”. The study reveals a progressive policy addressing the socioeconomic landscape and future uncertainty. It focuses on education for a new generation, addressing dematerialization and digitalization, and empowering the system to constantly reform itself, avoiding a yearly policy shift in curriculum.

Manivasakan (2021) conducted a study on “National Education Policy 2020 – A Viewpoint with Respect to Higher Education”. The National Scholarship Portal will expand to provide financial support, outreach to higher education opportunities, and develop technology tools. The NHERA will be a single regulating body, focusing on accreditation norms, disclosure, governance, and outcomes.

By reviewing so far researcher came to know that no work has been done on my topic “Knowledge of Higher Education Level Students Towards National Education Policy 2020”. So, this issue of National Educational Policy 2020 is a research gap.

STATEMENT OF THE PROBLEM

The problem has been stated as: “Students’ Knowledge on National Education Policy 2020 at Higher Education Level.”

RATIONALE OF THE STUDY

At present, West Bengal as well as India is far behind in the field of education compared to other developed countries of the world. Therefore, to improve the education system more structurally and effectively, the Indian Government led by the current Prime Minister Narendra Modi formulated a new National Education Policy in 2020. It is hoped that this New Educational Policy will be able to establish the Indian Education system in an important place in the court of the world. This New Education Policy is based on four pillars- i) School Education, ii) Higher Education, iii) Other key Area focus, iv) Make it Happen. Among these four pillars, Higher education has undergone radical changes compared to the earlier NEP. The researcher has chosen this subject because of how aware the students are of the changes that have been made in the National Education Policy for students in higher education.

Currently, various seminars, workshops are being held focusing on NEP2020. Also, National Education Policy 2020 is now a much-debated topic. So, the researcher chose this topic for research.

OBJECTIVES OF THE STUDY

Objectives of the study were-

1. To study the knowledge of higher education level students towards National Education Policy (NEP) 2020.
2. To study the knowledge of higher education level students towards National Education Policy (NEP) 2020 in terms of their Gender.
3. To study the knowledge of higher education level students towards National Education Policy (NEP) 2020 in terms of their locality.
4. To study the knowledge of higher education level students towards National Education Policy (NEP) 2020 in terms of selected dimensions.

OPERATIONAL DEFINITION OF TERMS USED IN THE STUDY

- **Knowledge:** Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject. In this study, knowledge means knowledge of NEP 2020. In this study, knowledge has been measured on the basis of knowledge of the following aspects of NEP 2020- School Education, Higher Education, Other key Areas, Make it Happen.



- **Higher Education:** Higher education is tertiary-level of education. Students entered in higher education after passing school education. It consists of undergraduate and post-graduate programs. In this study, postgraduate students are considered as higher education students.
- **Selected dimension:** In this study dimensions refer to used parameters mentioned in NEP 2020. These are School Education, Higher Education, Others key Area, Make it Happen.

METHODOLOGY

- **Method and Approach of the Study:** The researcher has applied a descriptive type survey method of research and a qualitative approach.
- **Population and Sample:** All the Male and female post-graduate students in the Education Department of West Bengal were included in the population. Out of all the Postgraduate students in the Education, department were selected as samples
- **Sample and Sampling procedures:** Researcher took 200 samples through a Convenience Sampling technique used in this study for collecting data from the sample.
- **Instrument for data collection:** A self-developed standardized questionnaire was used for data collection in this present study.
- **Procedure of data collection:** This study collected data through both online and as well as online modes. Firstly, some data is collected offline mode by using the self-made questionnaire. Some data were collected online in the mode through a Google form.
- **Statistical techniques used:** Percentage Analysis was used to be done from the collected through close-ended questions analyzed using qualitative analysis.

DELIMITATIONS OF THE STUDY

The present study was delimited from the following aspects -

- **Level of Education:** The study was delimited to only PG-level students.
- **Sample Size:** The study was restricted to only a selected sample size.
- **Area of the study:** The study was delimited only in West Bengal.
- **Tool:** The study uses only one self-develop questionnaire as a tool (“Knowledge of Higher Education Level Students towards National Education Policy 2020.”) for data collection.
- **Approach of the study:** The study delimited only the qualitative approach and Simple Percentage calculation done by the researcher.

DATA ANALYSIS AND INTERPRETATION

The analysis and interpretation of the data have been done objective-wise.

Objective 1: To study the knowledge of higher education students towards National Education Policy (NEP) 2020.

Table 01: Percentage of levels of knowledge of higher education levels Students towards National Education Policy (NEP) 2020.

Levels of Knowledge	Ratio	No of respondent	Percentage (%)
Very High	25 & above	0	0
High	19-24	50	32.46
Average	13-18	45	29.22
Low	7-12	55	35.71
Very Low	below 7	4	2.59
Total		154	100%

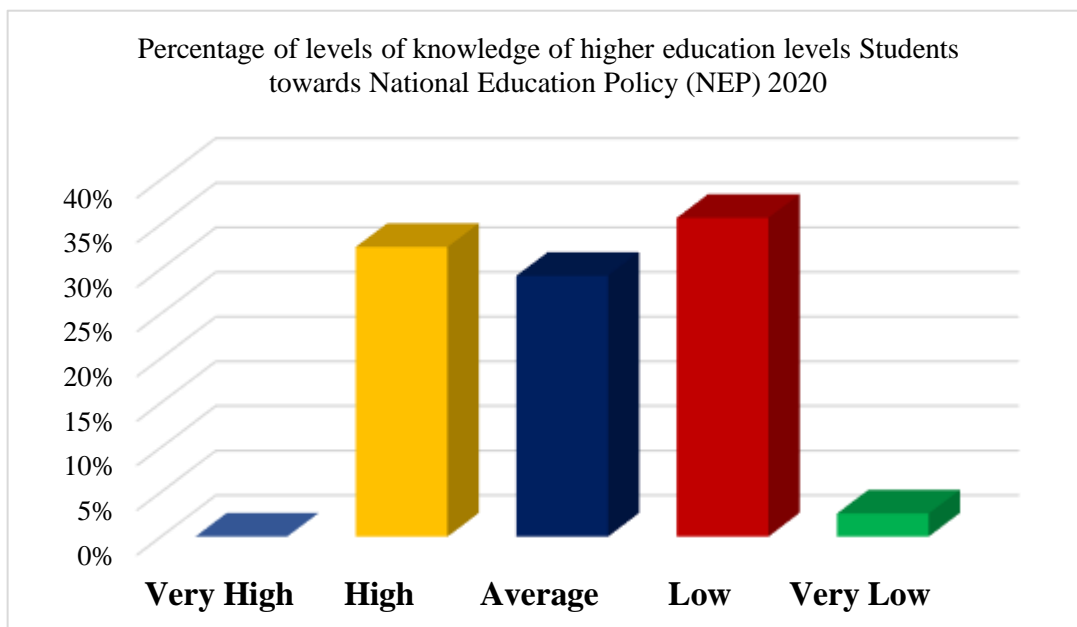


Figure 01: Percentage of levels of knowledge of higher education levels Students towards National Education Policy (NEP) 2020.

Interpretation: A survey of 154 higher education level students had been done to study the knowledge of higher education level students towards NEP-2020. This table had been studied based on 30 questions out of a total of students 154, 50 students (32.46%) have high knowledge, 45 students (29.46%) have average knowledge, 55 students (35.71%) have low knowledge, 4 students (2.59%) have very low knowledge.

Objective 2: To study the knowledge of higher education students towards National Education Policy (NEP) 2020 in terms of their Gender.

Table 2: Percentage of levels of knowledge of higher education level students towards National Education Policy (NEP) 2020 in terms of Gender

Levels of Knowledge	Ratio	No of respondent		Percentage (%)	
		Male	Female	Male	Female
Very High	25 & above	0	0	0	0
High	19-24	9	41	5.84	26.62
Average	13-18	15	30	9.74	19.48
Low	7-12	16	39	10.38	25.32
Very Low	below 7	0	4	0	2.59
Total				100%	100%
		154			

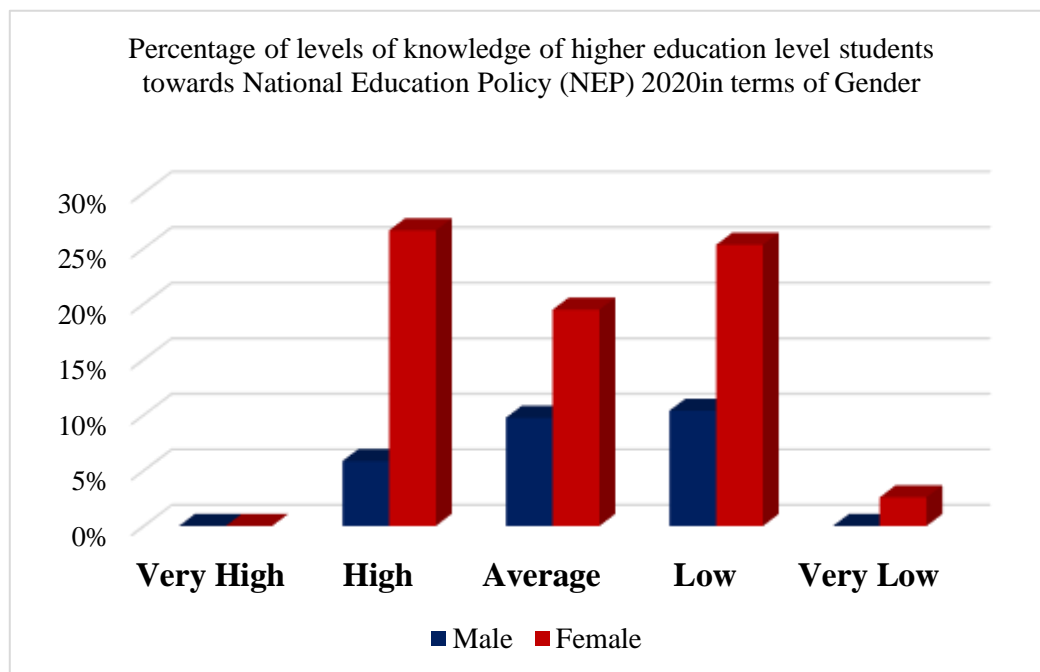


Figure 2: Percentage of levels of knowledge of higher education level students towards National Education Policy (NEP) 2020 in terms of Gender

Interpretation: A survey of 154 higher education level students in terms of Gender had been done to study the knowledge of higher education level students towards NEP2020. This table had been studied based on 30 questions out of total students, 9 Male (5.84%) and 41 Female (26.62%) students have high knowledge, 15 Male (9.74%) and 30 Female (19.48%) students have average knowledge, 16 Male (10.38%) and 39 Female (25.32%) students have low knowledge, 0 Male and 4 Female (2.59%) students have very low knowledge.

Objective 3: To study the knowledge of higher education students towards National Education Policy (NEP) 2020 in terms of their Locality.

Table 3: Percentage of levels of knowledge of higher education level students towards National Education Policy (NEP) 2020 in terms of Locality

Levels of Knowledge	No of respondent		Percentage (%)	
	Rural	Urban	Rural	Urban
Very High (25 & above)	0	0	0	0
High (19-24)	42	8	27.27	5.19
Average (13-18)	33	12	21.42	7.79
Low (7-12)	38	17	24.67	11.03
Very Low (below 7)	3	1	1.94	0.64
Total	154		100%	100%

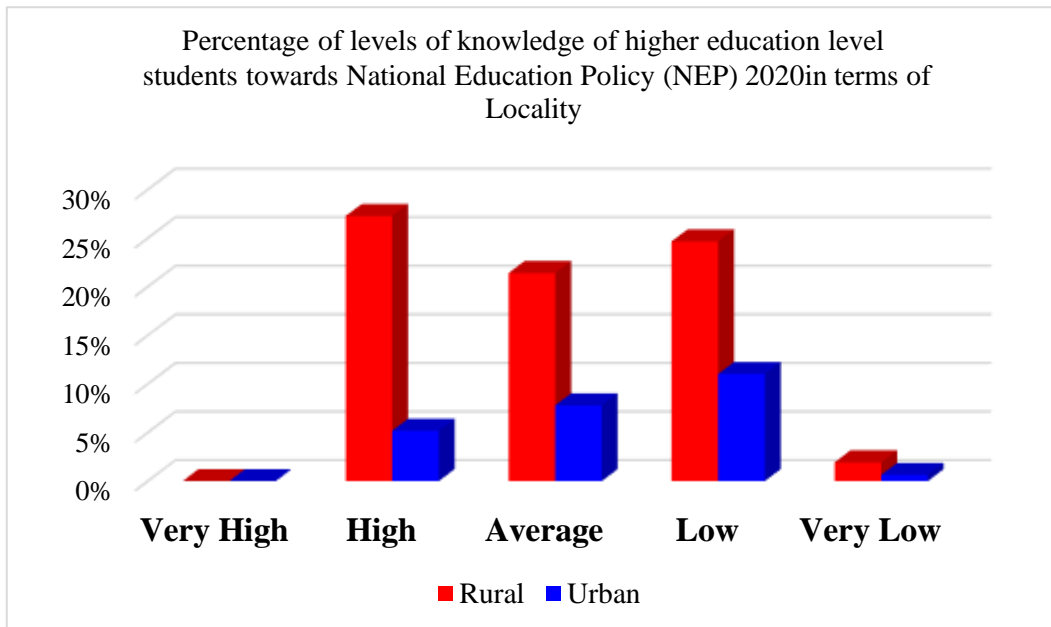


Figure 3: Percentage of levels of knowledge of higher education level students towards National Education Policy (NEP) 2020 in terms of Locality

Interpretation: A survey of 154 higher education level students in terms of Locality had been done to study the knowledge of higher education level students towards NEP2020. This table had been studied based on 30 questions out of total students, 42 Rural (27.27%) and 8 Urban (5.19%) students have high knowledge, 33 Rural (21.42%) and 12 Urban (7.79%) students have average knowledge, 38 Rural (24.67%) and 17 Urban (11.03%) students have low knowledge, 3 Rural (1.94%) and 1 Urban (0.64%) students have very low knowledge.

Objective 4: To study the knowledge of higher education level students towards National Education Policy (NEP) 2020 in terms of selected dimensions.

Table 4: Dimensions-wise mean score of knowledge of higher education level students towards National Education Policy (NEP) 2020.

Name of the Dimension	No of Item	Mean
Overall viewpoint	10	99.4
School Education	6	77.5
Higher Education	7	66.57
Make it Happen	7	54.42

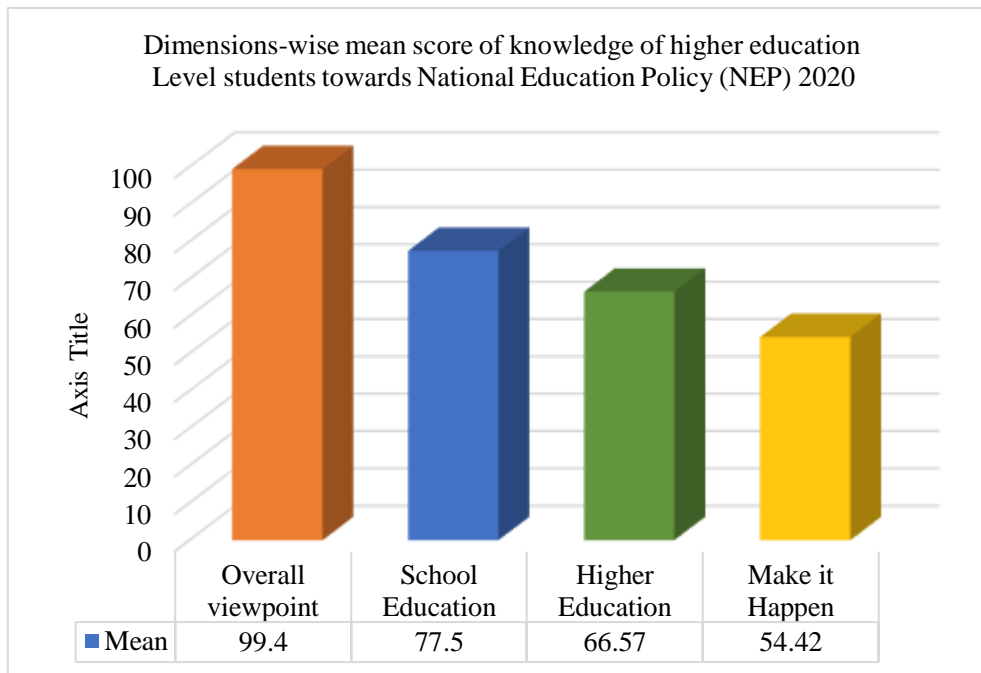


Figure 4: Dimensions-wise mean score of knowledge of higher education Level students towards National Education Policy (NEP) 2020.

Table 5: Item-wise percentage of the responses of knowledge of higher education levels Students in 1st Dimension (Overall viewpoint) with reference to the National Education Policy (NEP) 2020.

Item No	Items	Total right response	% of the right response
1	What is the full name of NEP?	150	97
2	How many NEPs have been formulated so far?	63	41
3	What is the full name of NRF in Education?	116	75
4	After how many years the NEP 2020 was formulated?	102	66
5	NEP 2020 was formulated under the supervision of which Prime Minister?	134	87
6	Who has prepared the NEP 2020?	79	51
7	Who is the chairman of NEP 2020?	100	65
8	What percentage of GDP is spent by the Union Government in the NEP 2020?	94	61
9	When was 1st NEP formed?	118	77
10	How long did the consultation process of NEP 2020 last?	38	25

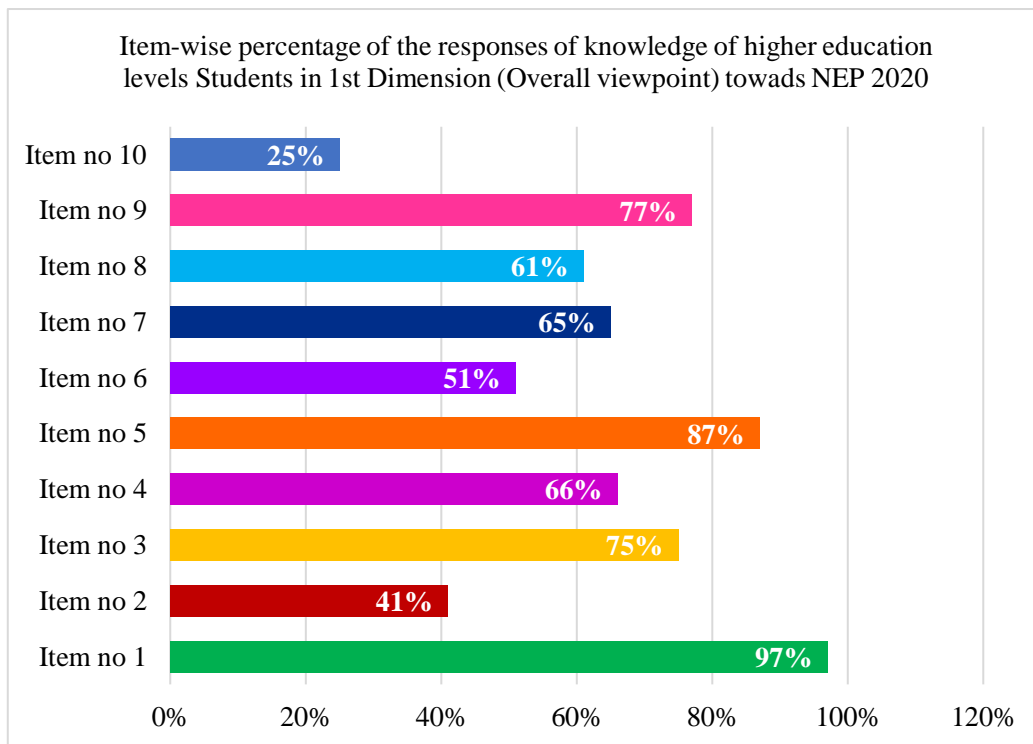


Figure 5: Item-wise percentage of the responses of knowledge of higher education levels Students in 1st Dimension (Overall viewpoint) with reference to the National Education Policy (NEP) 2020.

Interpretation: A survey of 154 higher education level students had been done to study the Knowledge of Students in Higher Level Institutions towards NEP-2020 based on the Overall viewpoint dimension. This dimension had been studied based on 10 questions. Out of total students, 150 students (97%) right response in the first item, 63 students(41%) right response in the second item, 116 students (75%) right response in the third item, 102 students (66%) right response in fourth item, 134 students (87%) right response in the fifth item, 79 students (51%)right response in the sixth item, 100 students (65%) right response in the seventh item, 94 students (61%) right response in the eighth item, 118 students (77%) right response in the ninth item, 38 students (25%)in the tenth item. Total correct response 64.5% in 1st dimension.

Table 6: Item-wise percentage of the responses of knowledge of higher education levels Students in 2nd Dimension (School Education) of reference to National Education Policy (NEP) 2020

Item No	Items	Total right response	% of the right response
11	According to the NEP 2020, Children aged 3-18 years belong to which education framework?	118	77
12	According to NEP 2020 over 85% of the brain gradually develops before what age?	84	55
13	What is the student-teacher ratio at the school level proposed by NEP 2020?	91	59
14	What is the quality repository for basic literacy and numeracy?	52	34
15	What is called the period of 8-11 years of age of school education?	51	33
16	In which grades, according to NEP 2020, should all children learn basic literacy and numeracy skills?	69	45

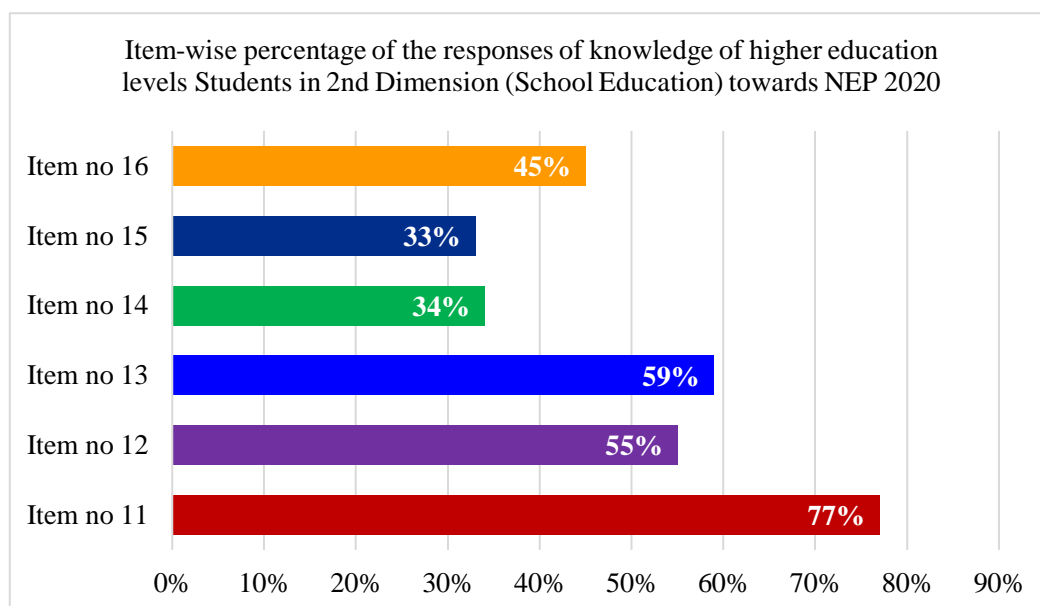


Figure 6: Item-wise percentage of the responses of knowledge of higher education levels Students in 2nd Dimension (School Education) of reference to National Education Policy (NEP) 2020

Interpretation: A survey of 154 higher education level students had been done to study the Knowledge of Students in Higher Level Institutions towards NEP2020 based on the School Education dimension. This dimension had been studied based on 6 questions. Out of the total students, 118 students (77%) right response in the eleventh item, 84 students (55%) right response in the twelfth item, 91 students (59%) right response in the thirteenth item, 52 students (34%) right response in a fourteenth item, 51 students (33%) right response in the fifteenth item, 69 students (45%) right response in the sixteenth item. Total correct response 30.3% in 2nd dimension.

Table 7: Item-wise percentage of the responses of knowledge of higher education levels Students in 3rd Dimension (Higher Education) of reference to National Education Policy (NEP) 2020.

Item No	Items	Total right response	% of the right response
17	According to NEP-2020, it will outline a uniform national curriculum and teaching methodology for early care and education of children up to the age of eight?	18	12
18	From which class vocational classes will start according to NEP 2020?	30	19
19	What is the duration of the year of basic education proposed by NEP 2020?	77	50
20	According to NEP 2020, how many years for the M.A. program are said to be taken after completing 4 years of a bachelor's degree?	85	55
21	Which type of certificate is to be provided after completion of the second year of college-level education as per NEP 2020?	51	33
22	Which course has been abolished in the NEP 2020?	110	71
23	What is now required to do Ph.D. according to NEP 2020?	95	62

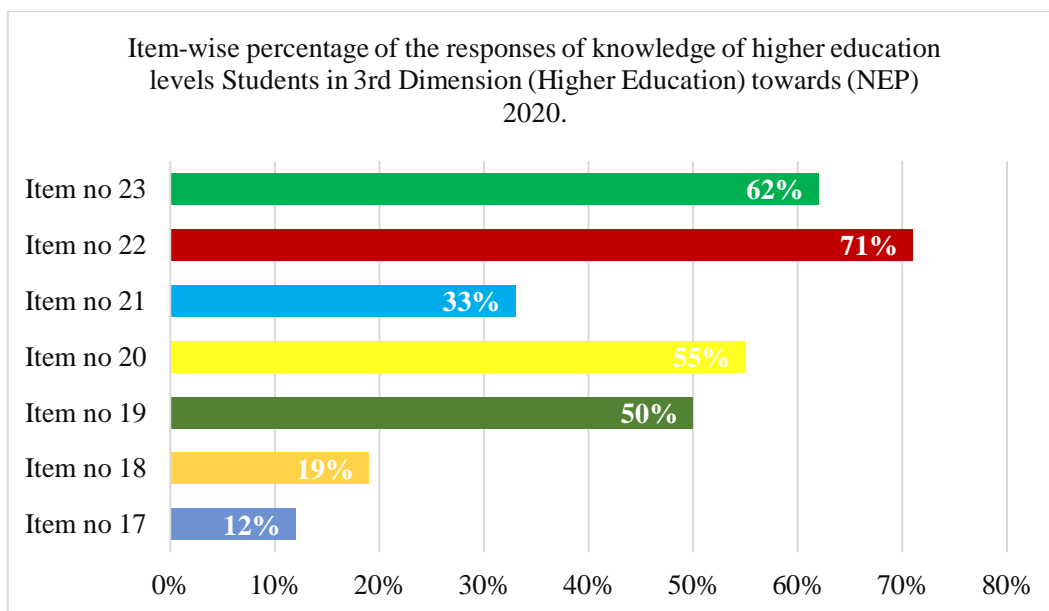


Figure 7: Item-wise percentage of the responses of knowledge of higher education levels Students in 3rd Dimension (Higher Education) of reference to National Education Policy (NEP) 2020.

Interpretation: A survey of 154 higher education level students had been done to study the Knowledge of Students in Higher Level Institutions towards NEP2020 based on the Higher Education dimension. This dimension had been studied based on 7 questions. Out of the total students, 18 students (12%) right response in the seventeenth item, 30 students (19%) right response in the eighteenth item, 77 students (50%) right response in the nineteenth item, 85 students (55%) right response in twenty items, 51 students (33%) right response in the twenty-first item, 110 students (71% out of total) right response in the twenty-second item, 95students (65%) right response in the twenty-third items. Total correct response 43.14% in 3rd dimension.

Table 8: Item-wise percentage of the responses of knowledge of higher education levels Students in 4th Dimension (Make it Happen) of reference to National Education Policy (NEP) 2020.

Item No	Items	Total right response	% of the right response
24	What is the duration of granting a diploma degree in a professional field?	52	34
25	What is the Academic Bank of Credit in NEP 2020?	21	14
26	Which is the target year of reaching 50% GER in Higher Education in India?	87	56
27	How many languages in India UNESCO has been declared as calamitous languages?	51	33
28	What was renamed to the Ministry of Human Resource Development?	93	60
29	Which organization is discussed every year for the implementation of the NEP?	50	32
30	Approximately what is the current public spending on education in India?	27	18

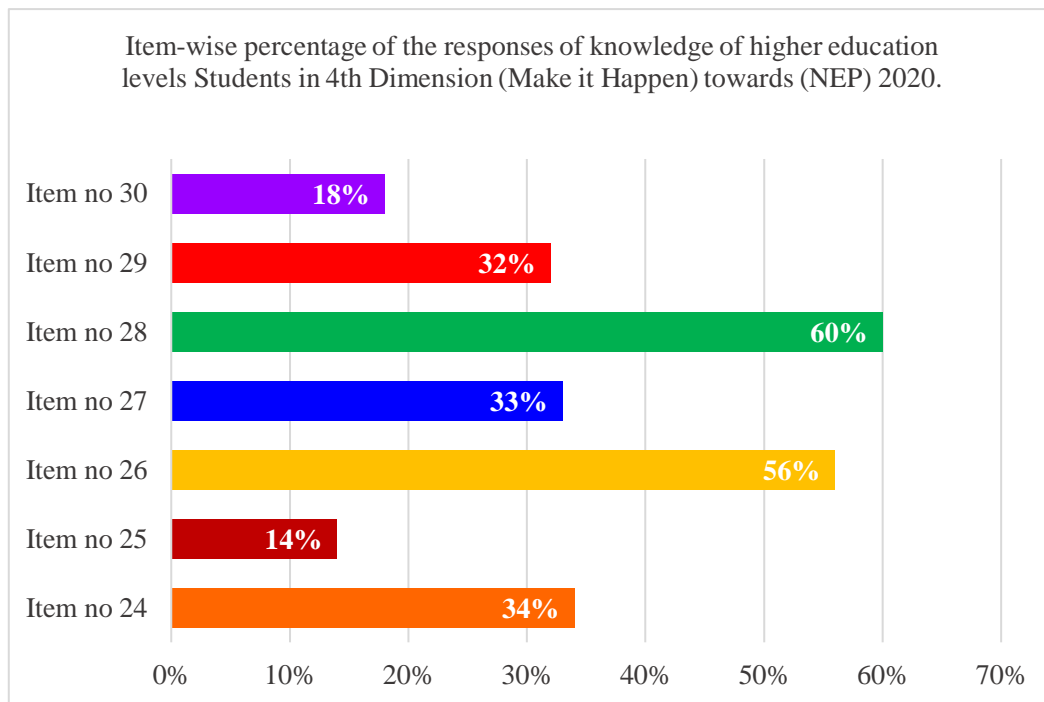


Table 8: Item-wise percentage of the responses of knowledge of higher education levels Students in 4th Dimension (Make it Happen) of reference to National Education Policy (NEP) 2020.

Interpretation: A survey of 154 higher education level students had been done to study the Knowledge of Students in Higher Level Institutions towards NEP2020 based on the Higher Education dimension. This dimension had been studied based on 7 questions. Out of total students, 52 students (34%) right response in the twenty-fourth item, 21 students (14%) right response in the twenty-fifth item, 87students (56%) right response in the twenty- six-item, 51 students (33%) right response in twenty- seven-item, 93 students (60%) right response in the twenty-eight item, 50 students (32%) right response in the twenty –nine-item, 27students (18%) right response in the thirtieth. The total correct response is 35.28 in the 4th dimension.

Table 9: Dimension-wise overall percentage of the responses of knowledge of higher education levels Students towards National Education Policy (NEP) 2020.

Name of the Dimension	No of Item	Total percentage of responses
Overall viewpoint	10	64.5
School Education	6	30.03
Higher Education	7	43.14
Make it Happen	7	35.28

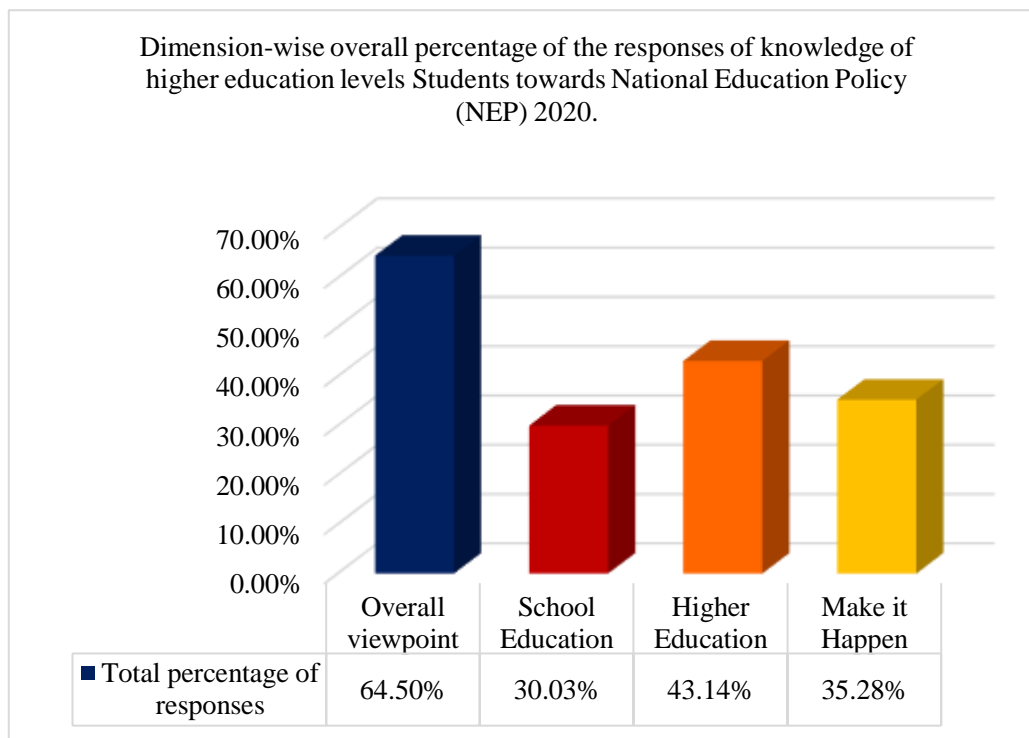


Figure 9: Dimension-wise overall percentage of the responses of knowledge of higher education levels Students towards National Education Policy (NEP) 2020.

Interpretation: Tabular presentation showed dimension-wise overall percentage of responses of knowledge towards NEP 2020. 64.5 % of respondents respond to the ‘Overall viewpoint,’ 30.03% of respondents respond on the ‘School Education’ dimension, 43.14 % of respondents respond to the ‘Higher Education’ dimension, and 35.28 % respondents respond to the ‘Make it Happen, dimension.

FINDINGS OF THE STUDY

The findings of the study are presented objectively-

- It was found that 35.71 % of HEI students have Low knowledge 32.46 % have high knowledge, 29.22% have average knowledge, and 2.59 % have Very Low and Very High knowledge of National Education Policy 2020.
- It has been revealed that female HEI students have a greater high level, an average level of knowledge of National Education Policy 2020. Also found very low knowledge and low knowledge about National Education Policy 2020 among female higher education students is greater as compared to males.
- It has been revealed that rural HEI students have a greater high level, average level of knowledge of National Education Policy 2020. Also found very low knowledge and low knowledge about National Education Policy 2020 among rural higher education students is greater as compared to urban.
- It has been found that 64.5 % of respondents made correct responses on the 1st dimension, 43.14 % of respondents made correct responses on the 3rd dimension, 35.28 % of respondents made correct responses on the 4th dimension, and 30.03 % of respondents made correct responses on the 2nd dimension.

CONCLUSION

Education is essential for a sustainable society. Everyday Life- Knowledge is important and useful in day-to-day events. Basically, higher education students must have knowledge about various educational plan policy committee commissions. In the history of Indian education, National Education Policy is a game-changing policy that radically transforms school students into higher education, and knowledge of higher education students towards NEP 2020 is very important because they are the future teachers of the society and the backbone of social change.

IMPLICATION OF THE STUDY

According to the researcher, the importance of this investigation is mentioned below-

- Additional research on awareness towards NEP 2020 is anticipated by this investigation.



- This study will encourage future researchers to conduct research on undergraduate students.
- The result of this research enriched the field of policy and planning.
- The result of the study will add knowledge to the existing field of study.
- The result of the study acts as a review of the literature for future research.
- The result of the study will be helpful for the welfare of society.

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