

# A NEW DAWN IN EDUCATION: STUDENT PERSPECTIVES ON NEP 2020

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## Abstract

*The purpose of this study is to learn what students think about NEP2020. The syllabus will undergo significant modifications in NEP-2020, which students must comprehend. In this study, we will examine how students responded to the implementation of NEP and examine the opportunities and difficulties of the program from their perspective. The design for this study was the use of explanatory research, whereby primary data were gathered using a structured questionnaire on a Google form from a total of 180 respondents representing various educational levels and institution types. In the analysis of the students' perceptions regarding NEP 2020, the impacts of the policy on their learning and skills development, and career readiness, descriptive statistics and chi-square tests were used in IBM SPSS Statistics 20. It was established that the students have moderate awareness regarding NEP 2020, and that most of them regard the policy as positive towards improving education and skill-based learning. On the other hand, the students have access to few information sources and face many challenges in implementation such as lack of awareness, inadequate career guidance, and adaptability. No statistically significant relationship was found between the age of the students and their awareness of NEP 2020 and no significant association between educational level and challenges in implementation.*

## Keywords:

NEP 2020, Students Perception, Education, Skill Development, Institutions

## 1. INTRODUCTION

### 1.1 FACTS ABOUT NEED FOR NATIONAL EDUCATION POLICY 2020

The sustainable educational Goal (SDG4) was adapted in India since 2015 with aim to develop global education system. This sustainable development provides inclusive equal education opportunities and lifelong learning environment for everyone by the year 2030.

For attainment of all the aims and sustainable development goal 2030 reconstruction of entire education system will be necessary provide enrich promoting education. (1) Today education system Not only focused on kid to literate but also to make them think, adapt, acquire new skill from various domain which are new and evolving. Kids should now about changes in global environment and market conditions. Education should be multidisciplinary. Education should be flexible, Learner centric, interactive, holistic inquiry based and informative [1].

### 1.2 WHAT IS THE NATIONAL EDUCATION POLICY?

Indian government introduced national education policy with broad coverage from elementary school to college from both rural and urban areas of India. The first national policy on education was introduced in 1986 by Indira Gandhi government. Second national education policy with aim to promote education at all

economic level was introduced by Prime Minister Rajiv Gandhi. After that some revision was with some new initiatives live Common Entrance Examination (CEE) and "Common Minimum Program" Policy in the year 1992 and 2005. The third national education policy was introduced 2020 by government of prime minister Narendra Modi with aims of holistic development and critical thinking [2].

National Education Policy (NEP) 2020 has drawn considerable interest among academics and policymakers owing to its radical vision for the Indian education system. National Education Policy 2020 Abhinandan Kulal et al. (2024) studied the perception of students, teachers, and experts about NEP 2020 and found out that NEP 2020 is all about multidisciplinary education, flexibility, and skills-based education, along with issues relating to the implementation and preparation. Deepto Banerjee analyzed the progress and reforms expected from NEP 2025, stressing the need for curriculum modernization and digital transformation. Lalit Kumar Awasthi considered NEP 2020 a great catalyst to rebuild the education system of India by promoting innovation, employability, and holistic approaches to learning. Likewise, Meeta Sengupta noted that NEP 2020 emphasizes learner-oriented education, vocational training, and increased competitiveness of Indian learners. News reports in India Today and The Times of India also stressed the importance of NEP 2020 in modernizing the education system via flexible learning, digital education, and multidisciplinary learning. Nevertheless, previous research has largely concentrated on theoretical aspects of NEP 2020, and not on the experience of students.

There has been very limited empirical research conducted on whether there is any difference between awareness and challenges posed by NEP 2020 among different demographic groups and educational levels. Moreover, there has not been enough focus on the issue of institutional readiness, accessibility of technology, and adaptability issues among students.

### 1.3 EXPERT'S OPINION ON NATIONAL EDUCATION POLICY

- The significance of early childhood care and education (ECCE) as a basis for lifelong learning and wellbeing is emphasized in India's National Education Policy. There must be resources for teaching and learning in a variety of languages, including indigenous languages. The NEP emphasizes the value of a play based, multifaceted curriculum and a pedagogical framework that emphasizes early scientific aptitude development.
- Higher education is anticipated to become more democratic as a result of India's National Education Policy, which extended the right to education to 18 years old.
- India's National Education Policy emphasizes a child's early growth and instilling important traits like curiosity, reasoning, and social skill.

- Expert has opinion that by 2030, the NEP wants to raise the Gross Enrollment Ratio (GER) from 25.7% to 50.0% by creating the Higher Education Council of India (HECI), a single regulator for higher education.
- As all the credits earn by student are stored in student's Academic Bank Credit (ABC) students can plan their education which will reduce dropout rates and promote universal education.
- In addition to improving India's gross enrollment ratio, these policies will allow students to pursue degrees while working, advancing the idea of building one's own degree.
- Expert say that the main focus of NEP is to follow ancient "Gurukul Pedagogy" where student are get knowledge from various discipline i.e. multidimensional so that student can decide their pathway.
- This strategy emphasis on technological based learning where learning material available in multiple language such as online learning and disable friendly software.
- The decision to permit multinational colleges to open campuses in India will raise educational standards and introduce global norms. Local businesses should support vocational training in schools and introduce students to new career pathways and technologies; non-profits should mobilize the necessary resources; and volunteers should step up to fill in any learning gaps as the country builds the necessary infrastructure and capacity for NEP.
- NEP 2020 is a move in the right direction toward modernizing, advancing, and equitably altering India's educational system [3].

#### 1.4 MEDIA COVERAGE OF NEP 2020 IMPLEMENTATION:

Students are introduced to Indian culture and 21st century skills through NEP 2020. Four years after it was put into effect, the NEP has changed both schools and higher education. because NEP AICTE has approved regional language courses in engineering and medicine. More than 105 universities and 19 central institutes provide four-year undergraduate programs that have been changed. Leading the way in IITs' global expansion is the NEP. High quality education is accessible to everybody because to digital and multimodal learning platforms like PM e vidya and Diksha. NEP also has several challenges, such as being the only regulator of higher education and not having a consistent monitoring mechanism. The removing the strict stream based education system is another significant feature of NEP 2020. Rather, it promises [4].

As per the article published in India Today NEP aspect will provide student freedom to choose subject of their choice but it will be very much challenging for existing institute to change or adapt itself as per the new aspect by evolving new methods in entrance examination for the seek of admission in various streams of professional education [5].

In actuality, standard setting, funding, accreditation, and regulation will all be carried out by independent organizations through distinct verticals. Conflicts of interest and power concentration will end as a result of this [5].

This strategy promotes a new era of learning and personal development by taking a comprehensive approach to education. Building character, integrity, moral values, respect for others, cleanliness, courtesy, a spirit of service, liberty, and improving scientific temper, responsibility, etiquette, fairness, and equality in all areas are the primary goals of NEP [6].

Flexibility, ease of study, entry-exit system, ABC, smooth scholar mobility (credit transfer), online course inclusion, integration of many knowledge streams, and emphasis on internationalization, quality, ranking, and so forth are some of the numerous advantages of this education policy [6].

The Academic Bank of Credits (ABC) is another NEP pillar that offers the student a great deal of freedom. This bank functions similarly to digital banks for money, but it will keeps track of the learner's credit details in a secure online ledger [6].

In an online show video, Meeta Sengupta, an education strategist for Economic Times, discussed NEP 2020: What effects will the new policy have on students and the Indian educational system? After 34 years, India has a new education policy, she stated. Students' Choice is at the heart of NEP in this policy. Language mobility is necessary for higher education, because studying various languages promotes growth and mobility. She went on to say that school language policies are problematic because India is a multireligious country with a wide variety of languages spoken there, making it difficult for students to select their home tongue at the school level. Although the NEP vision is overly idealistic, there is a training vacuum for staff in higher education. In this instance, the instructor must lead by example and demonstrate [7].

## 2. RESEARCH APPROACH AND DESIGN

This explanatory study was carried out to determine the students' comprehension level of NEP 2020 as well as the issues and difficulties they are facing. Using a Google form, main data for this study was gathered from student surveys. A total of 180 students took part in this survey-based analysis.

- *Student Perception Scale*: This scale consists of five items with sixteen dimensions.
- *General Information*: used to collect data about personal information of students.
- *Awareness and Understanding of NEP 2020*: Consists of two item used to find out level of NEP understanding.
- *Impact of NEP 2020 on Learning and Academics*: This dimension consists of four items to understand learning outcomes and academic improvement due to NEP.
- *Skills and Career Readiness*: This consists of 4 points to understand the skill and career readiness.
- *Challenges and Suggestions*: This part consists of 3 items to observe the challenges that student facing and suggestions from their side.

## 3. OBJECTIVES

- To study student perspectives on NEP 2020.
- To determine whether NEP 2020 understanding is age dependent.

- To determine whether challenges faced by student are educational level dependent.

#### 4. DATA ANALYSIS

Data Analysis was done in IBM SPSS statistics 20.

##### 4.1 OBJECTIVE 1: TO STUDY STUDENT PERSPECTIVES ON NEP 2020

The descriptive analysis of all factors from Table.1.

Table.1. Descriptive statistics

	N	Min	Max	Mean	SD	Var
Age Group	180	2	4	2.66	.572	.328
Education Level	180	2	5	3.00	.280	.078
Institution Type	180	1	4	1.82	.584	.341
How familiar are you with NEP 2020?	180	1	4	1.84	.935	.873
From where did you learn about NEP 2020?	180	1	5	1.39	1.022	1.045
Do you think NEP 2020 has improved the learning experience for students?	180	1	4	1.58	1.003	1.005
Which aspect of NEP 2020 do you find most beneficial? (Select all that apply)	180	1	6	3.44	1.847	3.410
Have you experienced any changes in your 1 due to NEP 2020?	180	1	4	1.92	1.043	1.089
Do you feel more motivated to learn because of the new reforms?	180	1	4	1.50	.815	.665
Do you think NEP 2020's focus on vocational and skill-based education will help students in future careers?	180	1	4	1.48	.868	.754
Under NEP 2020, students can take multiple entry-exit options in college. Do you think this flexibility is useful?	180	1	4	1.46	.821	.674
Has your 1 introduced any new digital learning tools or online education methods after NEP 2020?	180	1	4	1.62	.947	.897
What challenges do you face with the new NEP 2020 reforms? (Select all that apply)	180	1	5	2.28	1.450	2.101
Valid N (listwise)	180					

Source: Collected from primary data

Overall, the descriptive study of variables based on responses provides detailed information about students' perceptions of the NEP 2020. The study found that moderate students are aware of

the National Education Policy 2020, its outcomes, benefits, and challenges.

- The mean score for age group (M=2.66,SD=0.57) indicates that maximum respondent are belong to same age group with relatively low dispersion.
- The educational variable with a mean score (M=3.00, SD=0.58) indicate that most of students belong to higher studies and low standard deviation confirms homogeneity.
- The Mean score (M=1.82, SD=0.58) indicate moderate representation across different institutions representing perception was drawn from diverse institutes.
- Familiarity with NEP a mean low score (M=1.84, SD=0.94) indicate that there is moderate awareness among the students and higher standard deviation indicate that there is variation in level of understanding mean some are well informed and some had minimum understanding about NEP 2020.
- Source of information with mean score of (M=1.32, SD=1.00) indicates that students are dependent on limited number of resources for getting information while high standard deviation indicate that there is inconsistency among the spread of information about policy.
- There is mixed approach toward teaching and learning process with mean score for learning experience (M=1.58, SD=1.00) indicates that student show low to moderate improvement with variety of experience and benefits of NEP are not uniformly realized.
- A high Mean score (M=3.44, SD=1.84) indicate that student appreciated the benefits of NEP 2020 but large standard deviation show that there is difference between assumed and actual implementation benefits.
- Experience changes in school and college premises with mean value of (M=1.92, SD=1.04) indicates that students experience changes but there experience was widely spread.
- Low mean value (M=1.50, SD=0.82) indicates that NEP 2020 not yet successfully strongly motivated learners.
- Perceived challenges associated with NEP 2020 have moderate mean value (m=2.28, Sd=1.45) suggesting that students are facing various problems while NEP implementation while higher standard deviation indicate that these challenges may be due to lack of resources, institution support or individual adaptability capacity.

##### 4.2 OBJECTIVE 2: TO DETERMINES WHETHER NEP 2020 UNDERSTANDING IS AGE DEPENDENT

Cross tab analysis was conducted (Table.2) to find whether the understanding of NEP 2020 is age dependent. A chi-square test of independence was conducted to examine the association between the age of the student and familiarity with NEP 2020. The results indicated that the association was not statistically significant ( $\chi^2(6, N = 180) = 5.59, p = .47$ ). Similarly, the likelihood ratio test was non-significant,  $\chi^2(6) = 5.79, p = .45$ . The linear-by-linear association was also not significant ( $\chi^2(1) = 1.25, p = .26$ ). These findings suggest that there is no statistically meaningful relationship between age and level of understanding of NEP 2020.

Table.2. Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age Group: * How familiar are you with NEP 2020?	180	100.0%	0	0.0%	180	100.0%

Source: collected through primary data.

Table.3. Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.593 <sup>a</sup>	6	.470
Likelihood Ratio	5.786	6	.448
Linear-by-Linear Association	1.246	1	.264
N of Valid Cases	180		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .55.

Table.5. Education Level: What challenges do you face with the new NEP 2020 reforms? (Select all that apply) Cross tabulation

		Count					Total
		What challenges do you face with the new NEP 2020 reforms? (Select all that apply)					
		Lack of awareness about changes	Difficulty in adapting to new subjects/courses	Not enough career guidance for new options	Internet and digital access issues	All the above	
Education Level	Higher Secondary (Grade 11-12)	4	2	0	0	0	6
	Undergraduate	66	49	21	2	31	169
	Postgraduate	2	0	1	0	1	4
	Vocational/Skill-based Education	0	1	0	0	0	1
Total		72	52	22	2	32	180

Source: collected through primary data.

Table.6 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.470 <sup>a</sup>	12	.825
Likelihood Ratio	10.230	12	.596
Linear-by-Linear Association	1.224	1	.269
N of Valid Cases	180		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

Source: Collected from Primary Data

A chi-square test of independence was performed to examine the associations between the variables. The results indicated that the association was not statistically significant ( $\chi^2(12, N = 180) = 7.47$ ). The likelihood ratio was also non-significant ( $\chi^2(12) = 10.23$ ). In addition, the linear-by-linear association was not statistically significant ( $\chi^2(1) = 1.22$ ).

Source: collected through primary data

### 4.3 OBJECTIVE 3: TO DETERMINES WHETHER THE CHALLENGES FACED BY STUDENTS ARE DEPENDENT ON THEIR EDUCATIONAL LEVEL.

Cross tab analysis was conducted (Table.4) to find whether challenges faced by student are educational level dependant.

Table.4. Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Education Level: * What challenges do you face with the new NEP 2020 reforms? (Select all that apply)	180	100.0%	0	0.0%	180	100.0%

Source: From primary data collected

## 5. CONCLUSION

The above discussion shows that moderate students have awareness about NEP 2020, but students are using limited resources to obtain information about NEP 2020. It was also observed that students know that the NEP 2020 is beneficial for them, but the assumed benefits and actual benefits differ. Students face various problems during NEP implementation, but these challenges may be due to a lack of resources, institutional support, or individual adaptability capacity. It can also be concluded that there is no significant relationship between NEP understanding and age group. However, the results also indicate that students rely on minimal information sources, which results in unequal awareness and comprehension of policy reforms. There are several issues related to the implementation of the policies such as unawareness, lack of institutional support, career guidance problems, and digital access barriers that keep affecting students. Chi-square analysis shows that there is no significant relationship

between age and students' awareness about NEP 2020. Likewise, no significant relationship was found between education level and challenges of policy implementation. This indicates that the challenges faced by students are the same irrespective of their education levels. Thus, educational institutions and policymakers should ensure that awareness campaigns, career guidance, digital access, and other implementation issues are sorted out for achieving desired educational outcomes from NEP 2020.

In future research, the study can be undertaken with a greater sample size of students from various states and educational institutions within India. Research that compares rural and urban students' attitudes towards NEP 2020 is another avenue that can lead to interesting findings. Teachers, parents, and administrators can also be included as participants in future research to analyze their perspectives about NEP 2020. Longitudinal studies can be undertaken to see the long-term impact of NEP 2020 on the academic performance and employability of students. Statistical methods such as regression analysis, factor analysis, and structural equation modeling can be used to identify important factors that affect students' attitudes toward NEP 2020 and related challenges. Another area for future research could be the effect of NEP 2020 on digital learning initiatives and vocational training programs.

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