

Awareness and Perception of National Education Policy 2020: A Study of Students and Educators of Gujarat

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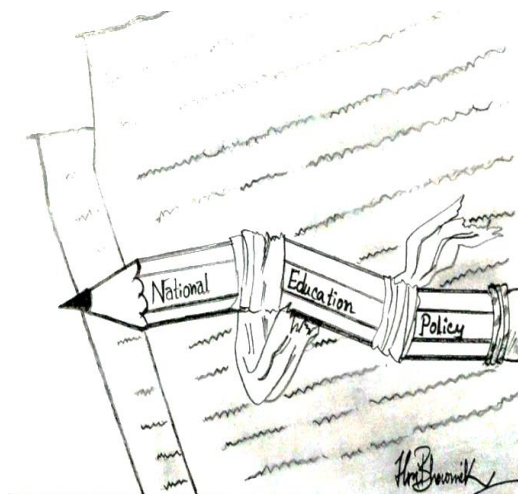
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Abstract

National Education Policy (NEP) was approved by the Union Cabinet of India on July 29, 2020,—to reform the existing education system from elementary to higher education.

By incorporating existing teaching pedagogy with the inclusion of vocational training and training in India, the NEP aims to provide industry-ready manpower and to develop the student's academic and non-academic spheres through holistic development. The study examines the level of awareness and perception among teachers and students from the Indian state of Gujarat with the help of a structured questionnaire from more than 100 respondents.

The awareness is measured using MCQ questions related to several aspects of NEP 2020, while the perception is measured with a 5-point Likert scale. The study is descriptive and uses convenient purposive sampling, the responses of which



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are collected from students and teachers of Gujarat. The study observes a significant difference in the awareness level of NEP 2020 among male and female teachers and students. Additionally, we observe that teachers with more than 15 years of experience are more aware and have a positive perception of NEP 2020. Similarly, PG and other higher degrees are more aware and positive towards the NEP 2020.

Keywords: National Education Policy, Gujarat, Educators, India

Introduction

“We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet.”

– **Swami Vivekananda**

National Education Policy was approved by the Union Cabinet of India on 29 July 2020 to reform the existing education system from elementary to higher education by incorporating existing teaching pedagogy with the inclusion of vocational training and training in India, to provide industry-ready workforce and to develop the students' academic and non-academic spheres through holistic development (Panditrao & Panditrao, 2020). Looking back, India has implemented three education policy reforms: the first in 1968, the second in 1986 (updated in 1992), and the third in 2020 (Devi & Cheluvvaraju, 2020). The aim behind the NEP is to create decent people capable of logical thought and action, compassion and empathy, courage and resilience, scientific temper and creative imagination, and strong ethical moorings and values. The goal is to produce active, productive, and contributing citizens to construct an egalitarian, inclusive, and plural society as envisioned by our Constitution (Ministry of Human Resource Development, 2020). However, this aim cannot be fulfilled if the policy stakeholders are not aware of it or have a negative perception of it.

The present study will observe the awareness of the NEP 2020 and its key areas and how two significant stakeholders of NEP 2020, educators and students, perceive it. The study addresses the awareness of the different educators, i.e. teachers from the school, and professors from colleges and universities, about the fundamental principles, multidimensional assessment, key changes in school education, and key changes in higher education. Similar variables are also asked of the students of various courses. For perception, changes in education policy, the requirement of

staff training, practical implications of NEP 2020, the implication of NEP 2020 in the rural areas, and the way of teaching and learning environment are observed by educators and students. These variables are key topics of the New Education Policy 2020 that will enable us to understand what to expect in the future.

Review of Literature

(Maruthavanan, 2020) Data was collected from secondary school teachers in Madurai district utilizing a quiz using a multiple-choice questionnaire with 25 topics relevant to NEP 2020. An independent t-test was used to examine the difference in knowledge of the NEP 2020 among secondary school teachers depending on demographic characteristics. The findings show a significant difference in NEP 2020 awareness among secondary school teachers based on gender, years of service, and family type, while there is a significant difference in NEP 2020 awareness among secondary school teachers based on location and school management type.

(Devi & Cheluvvaraju, 2020) Examined the awareness of various stakeholders about the impact of National Education Policy 2020 on commerce and management discipline in Bengaluru using a structured questionnaire. The result of the study showed that awareness of NEP 2020 among stakeholders is limited, but they feel that NEP 2020 is a needed hour as the present education policy fails to generate industry-ready masses. It was suggested that the stakeholders begin evaluating the NEP 2020 working parameters to determine the abilities needed to operate with NEP 2020.

(Aithal & Aithal, 2020) Investigated the efficacy of the National Education Policy 2020 in meeting its objectives. The study emphasized the overview of National Education Policy 2020 and compared it to a current education policy, through which they discovered the shortcomings aligned with an existing education policy and trends that would be developed in the future with the new education policy 2020. The research also made critical recommendations for educational departments on implementing the new education policy 2020, such as giving incentives for article publishing, faculty training, and Ph.D. requirements, among other things.

(Devi & Cheluvvaraju, 2020) Using a structured questionnaire, explored the perceptions of various stakeholders on the impact of the 2020 National Education Policy on the trade and management sector in Bengaluru. The results of this survey show limited awareness of NEP 2020

among stakeholders, but the inability of current education policies to create a crowd that can handle the industry means that NEP 2020 feels it is the time they need. It was suggested that stakeholders should begin evaluating the operational parameters of NEP 2020 to determine the functionality required to operate on NEP 2020.

(Khan & Bhatnagar, 2019) Conducted a study on education reform in Patna and its impact on higher education. This study used a survey method that observed high school students' perceptions of teaching practices and learning environments. Results showed significant differences in high school students' perceptions of classroom teaching practices and learning environments based on gender, family income, school type (public vs. private), and school board (CBSE vs. BSEB). but no significant differences were found based on family type.

(Matsumoto, 2019) has done a Literature Review on Education Reform in the UAE. According to him, existing studies show that the country struggles to align market-driven academic goals with dominant cultural paradigms. A transition away from a reliance on a formerly lucrative petroleum industry raises the stakes of their academic outcomes. This literature review used terms explored in Comparative Education, such as policy borrowing, to explain the government's approach to reform and a areas for future research.

(Alves, 2018) did a study on The Transnational Phenomenon of Individual Planning in Response to Pupil Diversity as a Paradox in Educational Reform. The study found that customized planning permits school structures and procedures to remain constant in the face of a shifting population. According to the findings, students who 'struggle' to learn are generally met with pre-established add-on solutions in an unchanging system. While personalized planning may be conceived of as part of an educational reform to build more inclusive educational systems, it is generally a means to avoid a genuine reform to develop better responses to student variety.

Research Methodology

Objectives

- To determine if gender differences in NEP 2020 awareness and perception exist among educators and students.
- To investigate whether there is any relationship between awareness level and perception of NEP 2020 and Education Qualification of Teachers and Educational Level of Students.

Hypotheses

- H₀₁: Awareness of NEP 2020 and Perception of NEP 2020 do not differ due to gender differences among teachers (educators).
- H₀₂: Teaching experience does not have any linkage with awareness of NEP 2020 and perception of NEP 2020.
- H₀₃: The awareness of NEP 2020 and Perception of NEP 2020 does not differ due to gender diversity among students.
- H₀₄: The level of education of students does not have any linkage with awareness of NEP 2020 and perception of NEP 2020.

Methodology

The present study has been conducted via a structured questionnaire that includes demographic information of respondents and 28 statements related to various topics of NEP 2020 including Awareness of Fundamental Principles, Multidimensional Assessment, Key changes in School Education, Key changes in Higher Education, and Perception on Changes in education policy, Requirement of training in staff, Practical implications, Implication of NEP 2020 in the rural area, the way of teaching and Learning environment using Google forms. The questionnaire for students was sent to selected colleges, and the questionnaire for teachers was sent to selected areas of Gujarat due to limited time. Non-probability convenient sampling has been used as the study is conducted as a pilot study where the teachers from commerce science and arts faculty and students from UG, PG and other higher education from commerce and management are taken as samples. A total of 72 students and 54 teachers have been considered for the study. To know the difference in the awareness level and perception among male and female teachers and students, an independent two-sample t-test was employed. At the same time, a chi-square test was taken to know the association of teaching experience with awareness and perception among teachers and the association of level of education with awareness and perception among students.

Test of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0.834	10

For the reliability test, we have conducted Cronbach's Alpha test using SPSS which showed 0.834 co-efficient indicating good consistency of the statements.

Results and Discussion

The Government of India had visioned creating the national education policy to put Indian students on same level as students around the world.-However, the success of it is based on how much the teachers and students are aware of the NEP 2020. While conducting the study, we observed that the university educators had more awareness of the fundamental principles of NEP 2020, multidimensional assessment and key changes in higher education, while the school teachers had moderated awareness of it. We also got feedback from teachers that they find it difficult to understand the NEP 2020 as the NEP 2020 is not available in the regional language. We also observed that the majority of the respondents - teachers and students have a positive perception toward NEP 2020 and its implementation regardless of their gender, except for the implementation of NEP 2020 in rural areas as many school teachers were skeptical of it.

H₀₁: Awareness of NEP 2020 and Perception on NEP 2020 do not Differ Due to Gender Differences (educators).

Independent Samples Test						
Variables	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Difference	Results
Awareness on fundamental principles in NEP 2020	0.052	52	0.959	0.01433	0.27793	Insignificant difference
Awareness on multidimensional assessment	-0.713	52	0.479	-0.19067	0.26736	Insignificant difference
Awareness on key changes in school education	-1.881	52	0.066	-0.52017	0.2766	Insignificant difference
Awareness on key changes in higher education	0.48	52	0.633	0.12167	0.25355	Insignificant difference
Perception on changes in education policy	-0.258	52	0.798	-0.0335	0.12997	Insignificant difference
Perception on requirement of training in staff	-0.242	52	0.809	-0.07267	0.2998	Insignificant difference
Perception on practical implications	-0.551	52	0.584	-0.05033	0.09127	Insignificant difference
Perception on implication of NEP 2020 in the rural area	2.012	52	0.049	0.421	0.20922	Significant difference
Perception on the way of teaching	-0.894	52	0.375	-0.19567	0.21875	Insignificant difference
Perception on learning environment	0.768	52	0.446	0.133	0.17327	Insignificant difference

The above table examined the difference in the male and female teachers' awareness and perception of NEP 2020. The two sample t-test observes that the awareness of NEP 2020 among male and female educators does not differ significantly for fundamental principles, multidimensional assessment, changes in school education and higher education as the majority of the respondents were aware a NEP 2020 while the perception of the male and female respondents also showed insignificant difference except in the perception of Implicating NEP 2020 in a rural area as the male teachers had less positive perception.

H₀₂: Teaching Experience does not have any Linkage with Awareness of NEP 2020 and Perception on NEP 2020.

Variables	Pearson Chi-Square	d.f.	Asymp. Sig. (2-sided)	Results
Awareness on fundamental principles in NEP 2020	49.011	24	0.002	Significant Association
Awareness on multidimensional assessment	48.758	30	0.017	Significant Association
Awareness on key changes in school education	45.189	30	0.037	Significant Association
Awareness on key changes in higher education	71.432	30	0.000	Significant Association
Perception on changes in education policy	48.126	18	0.000	Significant Association
Perception on requirement of training in staff	36.221	22	0.029	Significant Association
Perception on practical implications	15.374	8	0.052	Significant Association
Perception on implication of NEP 2020 in the rural area	37.429	14	0.001	Significant Association
Perception on the way of teaching	36.663	16	0.002	Significant Association
Perception on learning environment	22.949	14	0.061	Insignificant Association

The above table examines the association between teaching experience and the awareness and perception of NEP 2020 among educators. The chi-square test was conducted, which shows that educators with an experience more than 15 years of experience have a significant association with awareness on fundamental principles, awareness of multidimensional assessment, awareness of key changes in school education, and awareness of key changes in higher education in NEP 2020 as the p-value is less than 0.05. Similarly, the perception of changes in education policy, perception of the requirement of training in staff, perception of practical implications, perception of the implication of NEP 2020 in the rural area and, perception of the way of teaching have a significant association with the teaching experience while perception on learning environment has insignificant association.

H₀₃: The Awareness of NEP 2020 and Perception on NEP 2020 does not differ due to gender diversity among students.

Independent Samples Test						
Variables	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Results
Awareness on fundamental principles in NEP 2020	2.017	70	0.048	0.4	0.198	Significant Difference
Awareness on multidimensional assessment	2.405	70	0.019	0.434	0.181	Significant Difference
Awareness on key changes in school education	-0.25	70	0.803	-0.053	0.212	Insignificant Difference
Awareness on key changes in higher education	-0.356	70	0.723	-0.072	0.204	Insignificant Difference
Perception on changes in education policy	1.829	70	0.072	0.355	0.194	Insignificant Difference
Perception on requirement of training in staff	-0.235	70	0.815	-0.046	0.196	Insignificant Difference
Perception on practical implications	1.616	70	0.111	0.145	0.09	Insignificant Difference
Perception on implication of NEP 2020 in the rural area	-0.992	70	0.325	-0.261	0.263	Insignificant Difference
Perception on the way of teaching	1.927	70	0.058	0.407	0.211	Significant Difference
Perception on learning environment	0.002	70	0.999	0.000	0.275	Insignificant Difference

Above table shows the independent two sample t-test on the awareness and perception of NEP 2020 among the male and female students. The results shows that the awareness among the male and female students does not differ significantly in the awareness on key changes in school education and awareness on key changes in higher education, while the male students are more aware about the fundament policies and multidimensional assessment compared to female as the p value are less than 0.05. The perception also does not differ significantly in male and female students except in the perception on the way of teaching as per NEP 2020.

H₀₄: Level of Education of Students does not have any Linkage with Awareness of NEP 2020 and Perception on NEP 2020.

Variables	Pearson Chi-Square	d.f.	Asymp. Sig. (2-sided)	Hypothesis testing
Awareness on fundamental principles in NEP 2020	50.472	24	0.001	May Reject
Awareness on multidimensional assessment	66.854	32	0.000	May Reject
Awareness on key changes in school education	70.479	26	0.000	May Reject
Awareness on key changes in higher education	122.021	32	0.000	May Reject
Perception on changes in education policy	23.123	16	0.11	May Reject
Perception on requirement of training in staff	50.122	18	0.000	May Reject
Perception on practical implications	31.666	8	0.000	May Reject
Perception on implication of NEP 2020 in the rural area	63.986	20	0.000	May Reject
Perception on the way of teaching	43.258	18	0.001	May Reject
Perception on learning environment	28.545	20	0.097	Failed to Reject

The above table examines the association between students' level of education (UG, PG and Higher studies) and the awareness and perception of NEP 2020 among students. The chi-square test was conducted, which shows that students from PG and higher Education have a significant association with awareness of fundamental principles, awareness of multidimensional assessment, awareness of key changes in school education, and awareness of key changes in higher education in NEP 2020 as the p-value is less than 0.05. Similarly, the perception of changes in education policy, perception of the requirement of training in staff, perception of practical implications, perception of the implication of NEP 2020 in rural areas, and perception of the way of teaching has a significant association with the level of education while perception on learning environment has an insignificant association.

Conclusion

The previous studies conducted in India after the NEP 2020 was approved suggested that the stakeholders were not very aware (moderated awareness) (Saraswathy & Nagavalli) (Maruthavanan, 2020) about the National Education Policy 2020 which is alarming as the successful implementation is somewhat based on the awareness and positive awareness of NEP 2020 in the stakeholders. The study observed that the awareness of NEP 2020 among the educators was higher, and they had a more positive perception toward the implementation of NEP 2020. Similarly, the students also have moderate awareness about NEP 2020, but their perception is also somewhat positive as they expect the NEP 2020 will bring industry-ready students. Still, only a positive perception will not guarantee successful implementation. Instead, continuous evaluation and monitoring are necessary to bring out the positive results of NEP 2020. The study can be a bridge for future researchers on how current educators and students envision NEP 2020, which can be a base for conducting future training sessions for educators to learn about NEP 2020 in detail. For students, the authorities can organise seminars to understand better how NEP 2020 will help shape their future.

Limitation of the Study

- The study's responses are limited to 72 students and 54 educators.
- The study's focus is solely on NEP 2020 awareness and perception.
- The study is only focused on Gujarat.

Future Scope of the Study

- In future investigations, the researchers can include more students and educators.
- Other crucial aspects of NEP 2020 can also be observed by the researchers.
- The researchers can broaden their investigation to include additional states as well as the entire country.

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