

**A STUDY ON AWARENESS ABOUT NATIONAL EDUCATION POLICY-2020 AMONG
THE MANAGEMENT DISCIPLINARY AT SELECTED COLLEGES**

Dr.T.Mohana Sundari, Assistant Professor, Department of B.Com (CA), Nallamuthu Gounder
Mahalingam College, Pollachi :: mohanasundari688@gmail.com

ABSTRACT

The National Education Policy (NEP) 2020 is a comprehensive framework aimed at Transforming India's education system. Approved by the government of India, it seeks to make education more inclusive, accessible, and equitable, with a strong focus on holistic development. The policy emphasizes the importance of foundational literacy and numeracy, promotes multi-disciplinary learning, and seeks to enhance vocational education and skills. It also introduces significant reforms in curriculum design, teaching methods, and assessment practices to foster critical thinking, creativity, and innovation. The NEP 2020 envisions a more learner-centered approach and strives to make education a tool for national development and global competitiveness.

Keywords: (NEP), foundational literacy, learner-centered, critical thinking, strong focus on holistic development, significant reforms, NEP 2020.

I. INTRODUCTION

Education is essential for realizing human potential, building a just and equitable society, and driving national development. Ensuring universal access to quality education is critical for India's continued progress and global leadership in areas such as economic growth, social justice, equality, scientific innovation, national unity, and cultural heritage. Providing high-quality education for all is the most effective way to harness our country's vast talents and resources for the benefit of individuals, society, the nation, and the world. With India set to have the largest youth population globally in the coming decade, our capacity to offer top-tier educational opportunities will shape the future of the country.

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.

The global educational development agenda, as outlined in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development—adopted by India in 2015—aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Achieving this ambitious goal will require a comprehensive overhaul of the education system to foster and support learning, thus enabling the fulfillment of all critical targets set in the 2030 Agenda.

II. REVIEW OF LITERATURE

Dr. Veena Sachdeva and Dr. Latesh (2023) studied the National Education Policy 2020, mainly concentrating the experiential learning and inquiry-based approaches in higher education. The National Education Policy (NEP) 2020 places a strong emphasis on the value of inquiry-based

learning and experiential learning to help students develop their critical thinking, problem-solving, and practical skills. The policy acknowledges that conventional teaching approaches might not be adequate to deal with the complexity and unpredictability of today's reality. According to NEP 2020, education will become more multidisciplinary and holistic, encouraging students to interact with their environment and get a deeper comprehension of difficult subjects. It highlights the significance of offering chances for experiential, hands-on learning that enable students to apply their knowledge in authentic settings.

Reddy, Rao et al (2023) studied the issues and emerging challenges for National Education Policy 2020. India passed two national education policies: the first in 1968 and the second in 1986. In 1992, the 1986 policy was revised. The third national education policy was adopted in 2020, the most recent year of its existence. The previous education regulations did not include any information regarding the condition of the schools that are run commercially throughout the country by individuals or groups. There is currently no education policy that addresses the differences in educational attainment between children from wealthy and disadvantaged families.

Priyanka (2023) explores the challenges and opportunities for students and institutions in higher education. What potential difficulties might students in higher education face under the National Education Policy 2020, as suggested by the research paper that was presented, and what other chances will they have, and what obstacles might the institutions face in a similar way. Additionally, research has been done on the prospects that await them. What advantages the schools may offer the students, how they will be able to address the issues that they face, etc. What has been the education policy up to this point, what modifications are planned, and how may the education policy as it stands currently be improved. Studies have been done on the potential benefits, potential changes in education, etc.

OBJECTIVES OF THE STUDY

- To understand the National Education policy 2020.
- To analyze the effect of NEP 2020 on Management discipline.
- To compare the outcome of the present education system and NEP 2020.
- To create awareness about NEP 2020 among the stakeholders of the institutions.

III. RESEARCH METHODOLOGY

- a) **Universe of the study:** Coimbatore, Erode, Salem, and Virudhu nagar Districts in Tamil Nadu.
- b) **Population of the study:** The population for this study is Faculty Members in a selected District in Tamilnadu.
- c) **Sample frame:** The respondents are faculty members from the Arts and science and Engineering colleges.
- d) **Sample size:** The sample for the study will be 50 respondents
- e) **Sampling method:** Convenience sampling method.
- f) **Data collection:** Both primary and secondary data will be used for the study.
- g) **Tools and techniques for collecting data:** Structured questionnaire.

IV. DATA ANALYSIS AND INTERPRETATION

TableNo:1-AgeGroup

	Frequency	Percent	Valid Percent	Cumulative Percent
a.>-24years	2	4.0	4.0	4.0
b.25-34years	8	16.0	16.0	20.0

Valid	c.35-44years	32	64.0	64.0	84.0
	d.45-54years	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Interpretation:

The majority of respondents (64%) are in the 35-44 age group, indicating this age range is highly represented in the sample. The younger (<24 years) and older (45-54 years) age groups are equally small, each representing only 4% and 16% respectively. The cumulative percents show that by the 35-44 age.

Table No:2-Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a. Male	23	46.0	46.0	46.0
b. Female	27	54.0	54.0	100.0
Total	50	100.0	100.0	

Interpretation:

The gender distribution is slightly skewed in favor of females, with **54.0%** female and **46.0%** male participants. This suggests a fairly balanced representation of both genders in the study, though females constitute a slight majority.

Table No:3 Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a. Master's Degree	12	24.0	24.0	24.0
b. Doctorate (Ph.D.)	34	68.0	68.0	92.0
c. Professional Certifications	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Interpretation:

The data indicates that **68.0%** of respondents hold a Ph.D., suggesting that a significant majority of the participants are highly educated with advanced research capabilities. Respondents with a **Master's degree** make up **24.0%**, representing a smaller but substantial portion of the sample. Those with **professional certifications** account for only **8.0%** of the sample, indicating that this is the least common qualification among respondents.

Reliability Test:

Case Processing Summary

	N	%
Valid Cases	39	97.5
Excluded ^a	1	2.5
Total	40	100.0

Interpretation:

A **Cronbach's Alpha** of **0.829** indicates good internal consistency or reliability for the scale with 28 items. Here's a detailed interpretation:

- **Cronbach's Alpha** is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. It ranges from 0 to 1.
- **0.829**: This value suggests a high level of reliability. Typically, values between 0.8 and 0.9 are considered **good**, meaning the items on the scale are measuring the same underlying construct with relatively few random errors.
- **N of Items (28)**: This means there are 28 items in your scale. A higher number of items can often increase the Cronbach's Alpha, as more items tend to capture a broader range of the underlying construct.

FINDINGS

- The sample comprised a balanced representation of **54% female** and **46% male** respondents, indicating a diverse gender perspective in the research findings.
- The majority of respondents held a **Doctorate (Ph.D.) degree (68%)**, suggesting that the opinions expressed are grounded in advanced academic experience. A smaller portion had **Master's degrees (24%)** or **Professional certifications (8%)**.
- A significant proportion of respondents were affiliated with **Autonomous Institutions (52%)**, while **Private Universities/Colleges** accounted for **42%**. This may reflect the perspectives of those in more flexible and innovative educational environments.
- Respondents were mainly from **Coimbatore (30%)** and **Virudhunagar and Erode (24% each)**, suggesting a regional focus that may influence the understanding and implementation of NEP 2020.
- A notable majority, **66%**, had **11-20 years of experience** in management, indicating that the findings are based on well-informed opinions from seasoned professionals in the field.
- Most respondents identified as either **Assistant Professors** or **Associate Professors (42% each)**, contributing to a well-rounded perspective from those involved in teaching and curriculum development.
- Respondents displayed varying levels of awareness about NEP 2020, with **40%** being **moderately aware** and **18%** being **very aware**. This suggests a need for enhanced communication and training regarding the policy.
- A strong majority, **60%**, believe that NEP 2020 offers **more flexibility** in curriculum design compared to past NEPs, indicating a positive reception of the policy's adaptive approach to education.

SUGGESTIONS

- **Conduct Workshops and Training**: Organize regular workshops and training sessions to educate faculty, students, and administrative staff about the key provisions and objectives of NEP 2020. This will help in increasing awareness and understanding of the policy.
- **Utilize Multiple Communication Channels**: Leverage various communication channels (e.g., emails, newsletters, seminars, social media) to disseminate information about NEP 2020 and its benefits.
- **Encourage Open Dialogue**: Create platforms for open discussions where faculty and staff can express their concerns and suggestions regarding the changes brought by NEP 2020.
- **Develop Interdisciplinary Programs**: Encourage the development of interdisciplinary courses and programs that integrate different fields of study. This can help foster a more holistic educational experience for students.

V. CONCLUSION

The findings from the research on the National Education Policy (NEP) 2020 indicate a generally positive reception among stakeholders regarding the policy's provisions and their potential impact on management education. A significant majority of respondents perceive NEP 2020 as offering greater flexibility in curriculum design and as being more effective in promoting interdisciplinary learning compared to past policies. This reflects a growing

recognition of the need for adaptable and integrated educational approaches in today's complex and dynamic environment. Despite this positive outlook, the research also identifies some challenges, including varying levels of awareness and resistance to change among stakeholders. While many respondents acknowledge the role of technology and research in successfully implementing NEP2020, there remains a need for effective communication, training, and support to ensure that all stakeholders are aligned with the policy's objectives.

Acknowledgement

This article has been published using the Seed Money granted by the **Management of Nallamuthu Gounder Mahalingam College (Autonomous), Pollachi.**

REFERENCES

1. New Education Policy 2020, Ministry of Human Resource Development, Government of India, English version.
2. D.Nigam, M.P.Ganesh and S.Rana, "Review of The Expansion of Higher Education in India: Cardinal Concerns in the Traverse", Journal of Critical Reviews, vol. 7, no. 2, (2020),pp. 97-102.
3. N.Malik, P.Malikand H.Singh. NEP,2020:"An effort towards transforming India's education landscape parichay", Maharaja Surajmal Institute Journal of applied Research.,vol.491,(2021), pp.33- 38.
4. P.S. Aithal, & A. Shubhrajyotsna, "Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives", International Journal of Management, Technology, and Social Sciences (IJMTS), (2020), 5(2), pp. 19-41.
5. N. Malik, P. Malikand H. Singh. ""NEP,2020: "An effort towards transforming India's educational and scape", Maharaja Suraj mal Institute Journal of applied Research,vol.491,(2021),pp.33- 38.