

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

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ABSTRACT

Education plays a key role in shaping and developing student's intellect and skill set that leads them to be independent thinkers and prepares them for future challenges. The changes that NEP 2020 has recommended were something that many educationists never noticed. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. The National Education Policy 2020 has presented itself as the advanced version over the previous policies on Education. 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. 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 study was executed to identify awareness of the students as a community towards National Education Policy and further identify its relevance for the student community. Information for the research purpose was collected using both first hand as well as through secondary sources. 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, New Education Policy 2020, Higher education, Educational Reforms, Stakeholders.

I. INTRODUCTION

The educational landscape of each country is greatly influenced by its education policy. They provide recommendations and instructions to improve the caliber 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 revolutionize its educational system. With the launch of the New Education Policy (NEP), 2020 saw a turning point for the Indian educational system. By emphasizing holistic development, encouraging critical thinking, encouraging innovation, and guaranteeing that everyone has access to high-quality education, the NEP, which has been authorized by the Government of India, aims to revolutionize 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 practice, 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.

II. REVIEW OF LITERATURE

Venkateshwar (2021) The growth of the country along with the destiny of its citizens are determined by the quality of education being put on offer for them, which is a key component in the nation building activity. In terms of the growth potential of the country and looking at the current growth and development, the influence will be long-lasting. envisage that the current NEP envisions India as a

center of an educational environment which would serve as a contribution towards transforming the country into a fair & engaged educational culture by ensuring the topnotch education to each one concerned. Given the present surroundings and situation, the importance of education and its functions cannot be underestimated. In order to ensure India as a country achieve the critical target of Sustainable Development Goals (SDGs 4.4) by 2030, we seek to ensure universal and fair educational excellence to ensure educational prospects for all the stakeholders by redesigning and restructuring the entire education system so that the same can be fostered to reach our targets and goals.

The study by **Banerjee and Krishnagar (2023)** provided insights into the implementation phase of NEP 2020, focusing on the adoption of a new curriculum aimed at transforming the Indian education system. The NEP 2020 curriculum prioritized flexibility, holism, and learner-centricity, aiming to foster critical thinking, creativity, and problem-solving skills among learners. While the implementation of the NEP 2020 curriculum presented challenges such as resource deficiencies and the need for a cultural shift in educational practices, it also unveiled numerous opportunities for the advancement of education in India. The curriculum's flexible and multidisciplinary approach could stimulate creativity and innovation, bridging the gap between education and the job market. Additionally, the emphasis on vocational education and 21st-century skills could enhance learners' employability and adaptability. Leveraging technology to enhance education's quality and accessibility was another key aspect of the NEP 2020 implementation, empowering learners with diverse resources and learning opportunities. Overall, the study highlighted the transformative potential of the NEP 2020 curriculum in shaping the future of education in India.

STATEMENT OF THE PROBLEM

The National Educational Policy 2020 poses various challenges for the universities, colleges, teaching faculty and students. College and university students may find difficult to adapt to the changes made in the higher education system. Hence, this study aims to analyse the attitude of college students towards National education policy 2020.

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.

SCOPE OF THE STUDY

The present investigation aims to find the awareness of New Education policy among Students in and around Coimbatore District.

THE METHODOLOGY OF THE STUDY

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

POPULATION AND SAMPLE

The students of Coimbatore 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. Simple percentage Tools analysis used for the research study.

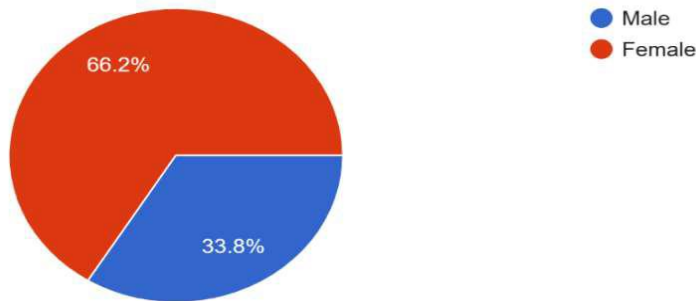
IV.ANALYSIS AND INTERPRETATION

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.

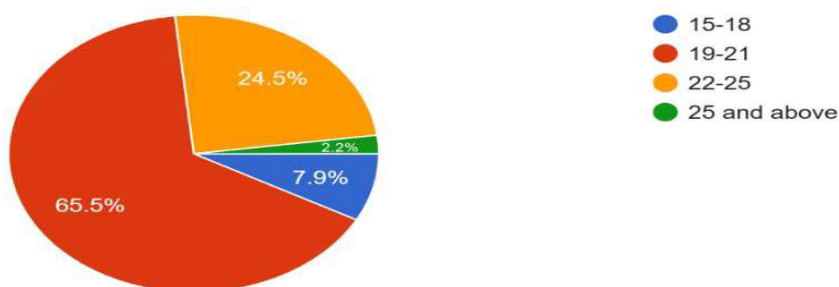
“GENDER” OF THE RESPONDENTS.

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.



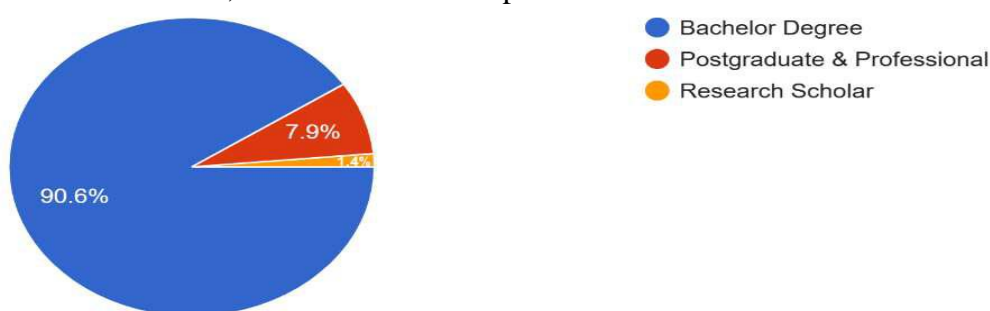
“AGE GROUP” OF THE RESPONDENTS.

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.



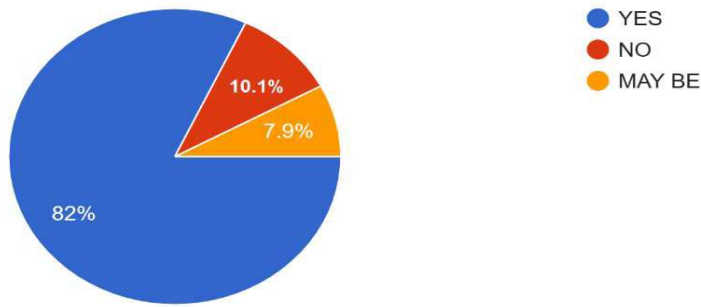
“EDUCATION QUALIFICATION” OF THE RESPONDENTS.

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



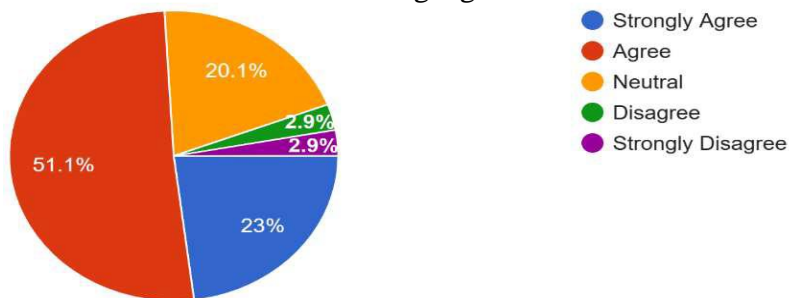
“AWARENESS OF NEW EDUCATION POLICY”

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.



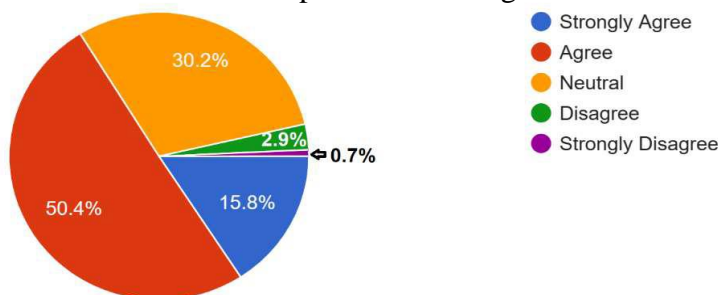
USE OF MOTHER TONGUE AS A FORM OF COMMUNICATION IN TEACHING

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.



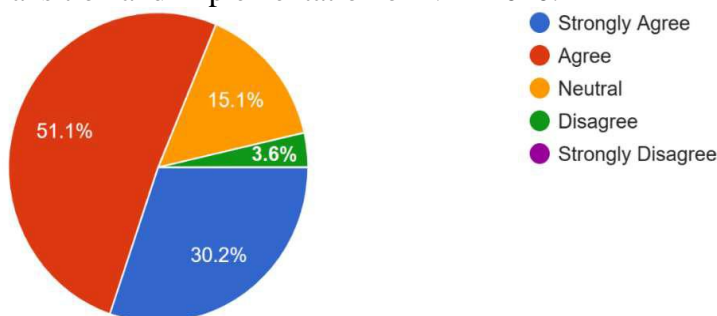
THE NEW EDUCATION POLICY IS MORE OF PRACTICAL THAN CONCEPTUAL

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.



V.CONCLUSION

The new education policy has a laudable vision, but its strength will depend on whether it can effectively integrate with the other policy initiatives of the government like Digital India, Skill India, and the New Industrial Policy to name a few, to effect a coherent structural transformation. Hence,

policy linkages can ensure that education policy addresses and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

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