

# **AWARENESS OF COLLEGE STUDENTS REGARDING NATIONAL EDUCATION POLICY (NEP) 2020 : A CRITICAL ANALYSIS**

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**Abstract:** NEP 2020 is the 21st century's first education policy that centres on the national development goal. Under this policy, the creative potential of every individual should be nurtured. The basis of this strategy is the belief that education should support a person's cognitive, logical, and social development in addition to their literacy and moral and emotional growth. The Indian educational system currently faces many problems, such as those related to access, consistency, and curriculum. Despite improvements at the elementary school level, concerns with the current educational system include rote learning, low quality, and high dropout rates. NEP 2020 is an all-encompassing approach that promotes educational relevance, inclusion, and flexibility. As a result, the emphasis of the Indian educational system is changing from teachers to students, from information to knowledge, from grades to skills, from tests to experiments, from learning to research, and from choice to competency. It is impossible to overstate the role and importance of education in the modern world. We can observe the development and advancement when we compare the pre- and post-independence periods. The Indian government is making changes to education in the nation after 34 years, and this is the third modification to the education policy. A number of initiatives that may affect all parties concerned are part of the scheduled National Education Policy 2020. National Education Policy 2020 emphasises how early childhood education fosters pupils' curiosity, collaboration, and teamwork. The policy emphasises technology-enabled, multi-resource, and multidisciplinary education. The five guiding pillars of access, equity, quality, affordability, and accountability form the foundation of NEP 2020. Indian students will be better equipped to handle the challenges of the country and the global community thanks to this approach. The policy makes recommendations on a number of topics, including technological integration, teacher professional development, institutional autonomy, and multidisciplinary and holistic education.

**Keywords:** NEP 2020, Knowledge, Awareness, Education System, College students etc.

## **Introduction**

Ever since the administration introduced the New Education Policy 2020, it has been a major topic of discussion. This policy brought changes in every field of education. So this study will be done to know how much college students are aware of this policy, their awareness and perception. Bringing the new education policy in the field of education was a major change by the Government of India. New Education Policy 2020 is the third education policy implemented by Prime Minister Shri Narendra Modi. The new education policy is a very comprehensive program. The policy lays emphasis on interdisciplinary, multi-resource and technology enabled education. The NEP 2020 is based on the five guiding pillars of access, equity, quality, affordability and accountability. This policy will work to prepare Indian students to face the challenges of the nation and the world. The policy provides its recommendations on several aspects such as: Multidisciplinary and holistic education, institutional autonomy, professional development of teachers, technology integration etc.

The New Education Policy 2020 aims to revive the current education system to meet the demands

of the 21st century. To assess the impact of the New Education Policy 2020 and pinpoint areas that need development, it is essential to understand college students' awareness regarding policy. The main objective of this research is to know the attitudes of college students, what is their level of understanding, how much awareness they have about the key provisions and what their perception about the implications of the policy is. There are many researchers conducted in the area of NEP (2020). Swargiary et. al. (2023), Devi. (2020), Ramasamy et al. (2020) and others have conducted research on awareness of students on NEP 2020 and found that the studies evaluate students' knowledge of main points, goals and implications of the policy.

The success of any policy depends not only on its formulation but also on its implementation and reception by stakeholders, especially students who are at the centre of the education system. Using qualitative and quantitative research methods, the researcher will attempt to understand college students' attitudes towards NEP 2020. College students from various academic backgrounds and Dehradun-based colleges will participate in this study. The research tries to encompass a wide range of viewpoints by guaranteeing a representative sample, taking into account variables like age, gender, academic discipline, and geographic location. The results of this investigation should clarify a number of important issues such as- It will include a brief overview of college student's awareness levels on the NEP 2020, pointing out the places where misinformation or a lack of awareness may exist. Furthermore, this study investigates how well students comprehend the goals of the policy and how it can affect their academic progress, professional opportunities, and overall educational experience. Moreover, the study will explore students' perspectives on the viability and efficiency of NEP 2020 in tackling the obstacles encountered by the educational system.

Through this research, researchers uncover the inner perspectives of the students. As a result of this study, there is a positive hope that it will contribute to all the educational reforms being discussed in India. This research will shed light on the needs and aspirations of the future generation.

## **Significance of the Study**

Assessing student's awareness regarding NEP 2020 aids policy makers in determining how well dissemination campaigns are working and how much the policy's main stakeholders are aware of and supportive of its goals. Student's awareness provides thoughtful analysis on the advantages and disadvantages of NEP 2020, assisting policymakers in improving and modifying the policy to better serve the interests of learners and academic institutions. Studying students' awareness regarding the New Education Policy 2020 provides insight into future educational reforms and whether it is in line with the expectations and ambitions of the future generation. Research on this topic adds empirical data to the body of knowledge resulting from educational policy analysis and evaluation, enabling researchers to examine the relationship between policy awareness perceptions and educational outcomes.

Involving students in the discussion of the New Education Policy 2020 can develop a sense of empowerment among them and encourage their active participation in shaping education in the country. Policymakers can gain a greater understanding of NEP 2020's effects on long-term social progress - including employment, innovation, and social mobility - by looking at students' understanding of the initiative. Students are not only present stakeholders but also future professionals, leaders, and citizens. By examining their knowledge and perspectives on NEP 2020, we may gain insights into how the policy will affect society, the economy, and governance in the long run, influencing the course of the country for years to come.

The goal of NEP 2020 is to give students the skills, knowledge, and abilities required for the workforce of the twenty-first century. Evaluating students' awareness and understanding of the policy can assist in figuring out how well it works to accomplish this objective and point out areas that need improvement. In general, examining college students' awareness, and understanding of NEP 2020 is essential for evaluating the policy's efficacy, enhancing its execution, and influencing the nation's educational future.

## **Literature review**

Devi, L. (2020) undertook A Study on Awareness about the Impact of National Education Policy-

2020 among the Stakeholder of Commerce and Management Disciplinary. This study examines the extent to which stakeholders in the field of commerce and management are aware of the implications of the National Education Policy 2020. This probably goes into figuring out what these stakeholders know, think, and are ready to adjust to the changes the policy brings about.

**Ramasamy, S., & Thangaiah, N. (2020)** conducted a study on awareness of teachers and college students on national education policy 2020. This study investigates the degree of knowledge that college students and teachers have about the National Education Policy 2020. It probably looks at how well they comprehend the goals of the policy, how it might affect the educational system, and how ready they are to adjust to the adjustments it suggests. Additionally, the paper might assess any knowledge gaps and offer solutions for raising student and instructor comprehension.

**Sudhagar, D. P., & TD, M. B. (2022)** undertook a study on understanding stakeholder's perception and awareness of India's National Education Policy 2020—an exploratory study. Through an exploratory study, the research article investigates stakeholders' attitudes and awareness of India's National Education Policy 2020. It probably explores the perspectives, expertise, and comprehension of stakeholders about the policy, illuminating both possible obstacles and advantages in its execution.

**Somani, P., & Gupta, U. (2023)** conducted a study on awareness and relevance towards national education policy 2020. The purpose of this study is probably to investigate stakeholders' understanding of the 2020 national education policy (NEP) and their perception of its applicability to the state of education today. It might explore what influences stakeholders' perspectives, what influences awareness, and what consequences there might be for implementing education policies.

**Swargiary, K., & Roy, K. (2023)** conducted a study assessing the Awareness of Students in India on the National Education Policy 2020. Its goal is to assess how much each student knows and understands about NEP 2020. The study evaluates students' knowledge of the main points, goals, and implications of the policy through surveys, interviews, and other data gathering techniques. It may investigate variables like educational attainment, socioeconomic standing, or exposure to media outlets that affect one's level of awareness. Government agencies, educational institutions, and other interested parties can benefit from the study's conclusions regarding communication effectiveness. To guarantee that students in India have a broad awareness of and participation in the NEP 2020, strategies and areas in need of improvement are considered.

**Gupta, M., & Saini, K. (2024)** conducted a study on National Education Policy (NEP) 2020 and Present Education of India. The main objective of this paper is to study the impact of National Education Policy 2020 on Indian education system. This research Paper is totally based on secondary secures data. According to the findings, NEP 2020 increases the likelihood of teacher growth and raises the standard of the educational system by promoting multidisciplinary education, employability, and institutional autonomy. More studies are required by collecting data from primary sources so that results can be obtained at more realistic level.

**Sethy, M., & Mahapatro, S.R. (2025)** conducted a study on NEP 2020 and Indian Higher Education: Pathways to Holistic, Flexible and Global transformation. This study aims to analyse the initial implementation results of the National Education Policy 2020. Data were obtained from secondary sources, such as government reports, academic literature, and major media sources. A qualitative interpretative synthesis approach was used. The findings reveal significant progress in institutional expansion and student enrolment, while also identifying challenges such as regional disparities, research quality, and lack of collaboration. Therefore, more research is needed in these areas.

## Statement of the Problem

*“Awareness of College Students regarding National Education Policy (NEP) 2020 : A Critical Analysis”*

### Operational Definition of the Key Term Used

**Awareness:** The condition of actually experiencing a task or circumstance and being completely aware of relevant stimuli. To be aware, one must be able to give a task their whole attention.

**College Student:** A college student is a person who is enrolled in an educational institution, typically a university or college, with the goal of receiving an undergraduate, graduate, professional, or diploma in a specific field of study.

**NEP (2020):** It was introduced by the Indian Union Cabinet on July 29, 2020. explains the objectives

of the new educational system in India. The plan aims to transform India's educational system by 2030.

### **Objectives of the Study**

The present study was undertaken with the following objectives: -

- To study the Awareness of UG and PG college students regarding national education policy (NEP) 2020.
- To study the Awareness of male and female college students regarding national education policy (NEP) 2020.
- To study the Awareness of rural and urban college students regarding national education policy (NEP) 2020.

### **Hypotheses of the Study**

The present study was undertaken with the following hypotheses: -

- There is no significant difference between the Awareness of UG and PG college students regarding national education policy (NEP) 2020.
- There is no significant difference between the Awareness of male and female college students regarding national education policy (NEP) 2020.
- There is no significant difference between the Awareness of rural and urban college students regarding national education policy (NEP) 2020.

### **Delimitations of the Study**

1. This study was only focus on raising awareness about NEP 2020.
2. This Study was only Focus on UG & PG college Students.
3. This study was only Focus on the colleges of Dehradun district of U.K.

## **Methodology**

The study's foundation is primary data. To collect primary data, questionnaires are distributed to respondents. Given the descriptive nature of the proposed study, the survey approach was used to collect data. After examining and evaluating the information, an unavoidable conclusion was drawn.

### **Population**

All college students in the Dehradun district of Uttarakhand, both undergraduate and graduate, would make up the population for the study.

### **Sample & Sampling Techniques**

It is impossible to engage the entire population in a systematic manner. As a result, random sampling was used in this investigation. This present study was comprise 200 college students. The sample were include both male and female students in UG and PG.

### **Tool Used**

A Self-made questionnaire was used in this study i.e. "NEP 2020 Awareness scale-2025"

### **Description of the tool**

The sample students were asked to choose one of the five possible answers for each sentence. The current NEP 2020 Awareness scale has 56 elements in total.

### **Scoring Procedure of the Scale**

The scoring procedure of NEP 2020 Awareness scale is as Follows:

Scoring procedure of positive statements

- 5 for Strongly Agree (SA)

- 4 for Agree(A)
- 3 for Undecided (UD)
- 2 for Disagree (D)
- 1 for Strongly Agree (SD)

Scoring for Negative statements

- 1 for Strongly Agree (SA)
- 2 for Agree (A)
- 3 for Undecided (UD)
- 4 for Disagree (D)
- 5 for Strongly Agree (SD)

### Data Analysis

(H-1) There is no significant difference between Awareness of UG and PG college students regarding national education policy (NEP)2020

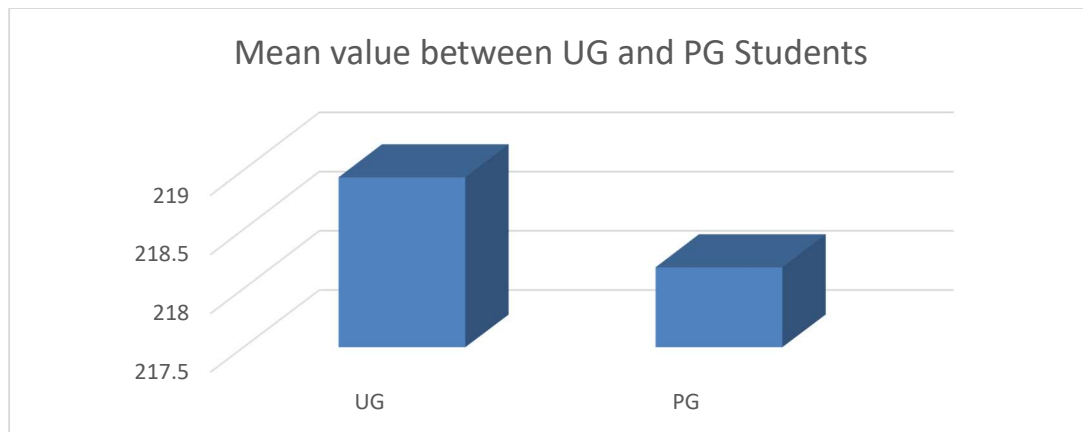
**Table 1: Mean, S.D. & t value of Awareness of UG and PG college students regarding national education policy (NEP)2020**

| College Students | N   | Mean   | S.D.  | S.ED. | t - ratio | Level of Significance |
|------------------|-----|--------|-------|-------|-----------|-----------------------|
| UG               | 100 | 218.94 | 26.79 | 3.91  | 0.1942    | N.S.                  |
| PG               | 100 | 218.18 | 28.54 |       |           |                       |

Not significant at 0.01 and 0.05 level of significance.

### Interpretation-

The mean scores of UG and PG college students are 218.94 and 218.18, respectively, with the standard deviations being 26.79 and 28.54, as indicated in Table 1. The computed t test value of 0.1942 is less than the table value at the 0.05 level of 1.97 and the 0.01 level of 2.60. Therefore, it is determined that there is no significant difference between UG and PG college student's Awareness regarding NEP 2020. Hence the null hypothesis Ho 1 is accepted.



**Figure 1:** shows that the mean value of UG and PG college Students.

(H-2) There is no significant difference between Awareness of male and female college students regarding national education policy (NEP) 2020

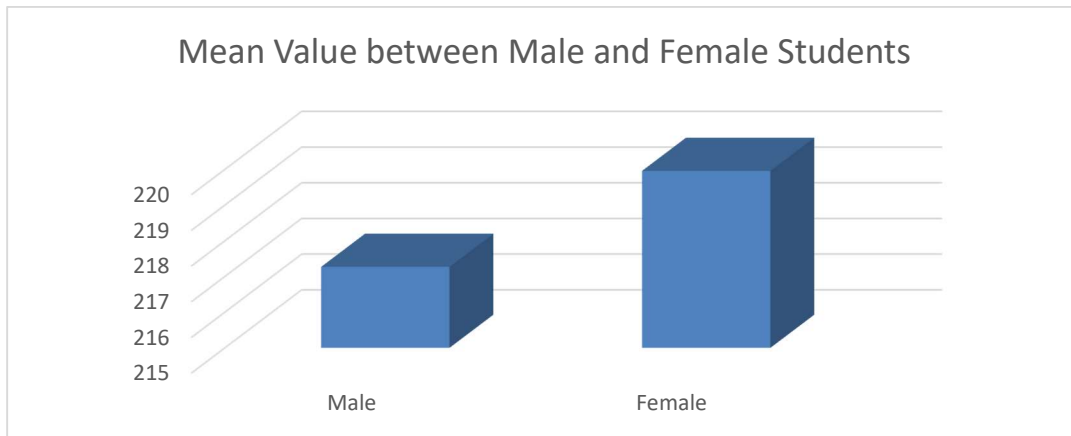
**Table 2: Mean, S.D. & t value of Awareness of male and female college students regarding national education policy (NEP) 2020**

| College students | N   | Mean   | S.D.  | S.ED. | t-Value | Level of significance |
|------------------|-----|--------|-------|-------|---------|-----------------------|
| Male             | 104 | 217.26 | 26.92 | 3.91  | 0.6872  | N.S                   |
| Female           | 96  | 219.95 | 28.41 |       |         |                       |

Not significant at 0.01 and 0.05 level of significance.

### Interpretation

The mean scores of Male and Female college students are 217.26 and 219.95, respectively, with the standard deviations being 26.92 and 28.41, as indicated in Table 2. The computed t test value of 0.6872 is less than the table value at the 0.05 level of 1.97 and the 0.01 level of 2.60. Therefore, it is determined that there is no significant difference between Male and Female college student's Awareness regarding NEP 2020. Hence the null hypothesis  $H_0$  1 is accepted.



**Figure 2:** shows that the mean value of Male and Female college Students.

(H-3) There is no significance difference between Awareness of Rural and Urban college students regarding national education policy (NEP) 2020

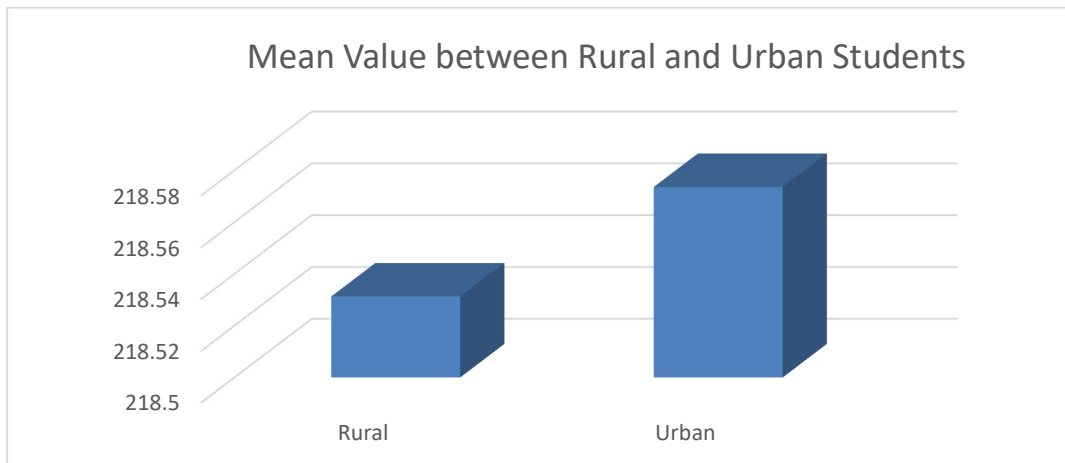
**Table 3:** Mean, S.D. & t value of Awareness of rural and urban college students regarding national education policy (NEP) 2020

| College students | N   | Mean     | S.D.    | S.ED. | t-ratio | Level of significance |
|------------------|-----|----------|---------|-------|---------|-----------------------|
| Rural            | 64  | 218.5313 | 30.3157 | 4.196 | 0.0101  | N.S.                  |
| Urban            | 136 | 218.5735 | 26.3662 |       |         |                       |

Not significant at 0.01 and 0.05 level of significance.

### Interpretation

The mean scores of Rural and Urban college students are 218.53 and 218.57, respectively, with the standard deviations being 30.31 and 26.36, as indicated in Table 3. The computed t test value of 0.0101 is less than the table value at the 0.05 level of 1.97 and the 0.01 level of 2.60. Therefore, it is determined that there is no significant difference between Rural and Urban college student's Awareness regarding NEP 2020. Hence the null hypothesis  $H_0$  1 is accepted.



**Figure 3:** shows that the mean value of Rural and Urban college Students.

### Findings of the Study

An attempt was made in this study to look into college students' Awareness. The data was gathered using Awareness scale, and the students were then divided into various groups based on their Academic level, sex, and location. The following is a quick summary of the study's findings-

- The first hypothesis, there is no significant difference between the Awareness of UG and PG college students regarding national education policy (NEP) 2020 with respect to Academic levels were accepted and results shows that UG and PG college students have not significance difference of Awareness regarding NEP 2020.
- The Second hypothesis, there is no significant difference between the Awareness of Male and Female college students regarding national education policy (NEP) 2020 with respect to gender were accepted and results shows that male and female college students have not significance difference of knowledge regarding NEP 2020.
- The third hypothesis, there is no significant difference between the Awareness of Rural and Urban college students regarding national education policy (NEP) 2020 with respect to locality were accepted and results shows that male and female college students have not significance difference of knowledge regarding NEP 2020.

### Educational Implications

The results show that college student's awareness of NEP 2020 is not significantly different by gender, location, or academic level (UG & PG). This implies that there is an equal distribution of pupil's awareness regarding NEP 2020. Therefore, higher education institutions should focus on improving and broadening student's comprehension through planned curriculum integration, orientation programs, and interactive workshops. To ensure meaningful implementation, faculty development initiatives should also give priority to the effective distribution of NEP provisions. Since Awareness levels are similar, the emphasis should now shift from awareness to practical applications, skill-based learning, and transdisciplinary exposure as outlined in NEP 2020. These actions will guarantee that policy awareness leads to successful educational change and informed engagement.

### Suggestions for Further Research

Research is a continuous process in every field, and no single study can be deemed complete. Each study creates the foundation for future research and expands upon previous findings. The present research was also restricted. Therefore, several recommendations for further research are being made:

1. This research can be expanded to additional states, districts, and educational levels (secondary and higher secondary).

2. Since identical awareness levels may not always imply similar perceptions, this study could be extended to include college students' perceptions.
3. Additional research can be done to overcome implementation issues.
4. Future studies including administrators and educators may be conducted to ascertain the actual status of policy implementation.

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