



A Study On Awareness Towards NEP 2020 Among Post Graduate Students

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Abstract : The National Educational Policy (NEP) of 2020 is the first of its kind to focus on the holistic development of an individual along with vocational education which marks a changing point in the Indian education system. This paper studied the awareness levels of students pursuing post graduate courses in the arts and the science disciplines about NEP 2020, and tries to analyze what factors shape their awareness. A structured questionnaire was designed to capture the various dimensions of the respondents' awareness which included general awareness, equity, inclusion, research, innovation, technology integration. Out of the 200 students sampled from HNB Garhwal University, a quantitative approach was taken to analyze their level of awareness towards NEP 2020 policies. The results differ for students that take postgraduate courses as they seem to be aware and accepting of these curriculum changes, but have not openly expressed concern of alignment of the educational policy with their academic objectives. This study focused on Indian education framework aims to understand how NEP 2020 will impact the existing structure and provide recommendations on how to optimize policy frameworks to better respond to the students' realities and demands.

Keywords: National Education Policy (NEP) 2020, Awareness, Post Graduate Students, Higher Education, Indian Education System.

I.INTRODUCTION

Education in India evolved through ages and had its earliest form in the Gurukul system under which a student took shelter to learn with a teacher (guru) and learned various subjects by word of mouth. It is one of the most powerful weapons for national development that molds the intellectual, social, and economic future of any country. Over the years, higher education in India has undergone significant reforms, and a plethora of policies are developed to enhance the quality, accessibility, and inclusivity in higher education (Singh & Baghel, 2020; Aithal, 2020). Singh et al. (2022) highlighted that NEP 2020 is designed to support Goal 4 of the UN Sustainable Development Goals (SDG) by ensuring inclusive, equitable, and quality education for all. It promotes foundational learning, improved teaching, and systemic reforms, aiming to transform education in India and foster lifelong learning opportunities across all levels. The National Education Policy (NEP) 2020, for which the Government of India made a historic shift in policy to transform the Indian education system under the Chairmanship of Dr.K.Kasturirangan, is flexibility, and multi-disciplinary learning through skill development and research-oriented education. Kurien, A., & Chandramana, B. S. (2022) explained NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset. However, a major challenge to work on policy implementation is student awareness regarding the changes and reforms. Chandvekar et al. (2023) and Swargiary (2023) found significant awareness gaps, especially among undergraduate and postgraduate students. Higher education plays a major role in doing this concerning postgraduate students those who are already at some advanced stage of their educational travel and could contribute much in terms of research and innovation as well as generation of knowledge. If students are not aware of their new academic structures, they will not be able fully to reap the benefits of the policy. Being

informed about the opportunities and changes those policies will make it possible for them to make better academic decisions, grasp new research and career prospects, and implement that policy in meaningful ways.

The NEP 2020 aims at a monumental transformation of India's higher education system through the following transformations:

- **Multidisciplinary Approach:** All universities and colleges will avail themselves of multidisciplinary courses which shall encourage students to simultaneously explore topics beyond their main options.
- **Introduction of liberal education models** where students can combine humanities, sciences, and vocational courses.
- **Multiple Entry and Exit System:** Students shall exit and be readmitted at different stages of their education with a recognized certification. There is a one-year completion for a certificate, a two-year completion for a diploma, and a Bachelor's degree after completing three to four years of study.
- **Academic Bank of Credits (ABC):** It provides for an electronic storage of credits enabling students to accrue and transfer credits from one institution to another.
- **Develop skills and take vocational courses:** It will create courses which will merge vocational courses into degree programs and make them easy for employability. More emphasis will be given to experiential learning, internships, and collaboration with the industry.
- **Technology Integration in Higher Education:** Expand existing online learning platforms such as SWAYAM, MOOCs, and virtual labs. Promote blended learning models that combine offline and online education. Nithish (2023) emphasized the role of technology in enhancing learning and assessment, supporting NEP 2020's digital integration goals.
- **Internationalization of Higher Education:** Encourage global collaborations, student exchange programs, and joint research initiatives in foreign universities.
- **Research and Innovation:** Anusandhan National Research Foundation (ANRF) has been established under Anusandhan National Research Foundation Act, 2023 to nurture a research culture. Special funding and grants for innovative research projects ranging from science to social sciences and humanities.

Despite the ambitious objectives of NEP 2020, ensuring widespread awareness among students presents a chance for development. To ensure effective policy implementation, there is an urgent need for targeted, level-specific communication and educational outreach that fosters comprehensive understanding and meaningful engagement with the reforms among all student groups. Since postgraduate students are at the forefront of these transformations experiencing curriculum adjustments, credit-based learning, and broadened research opportunities improving their understanding of NEP 2020 will enable them to fully take advantage of its benefits. This study, therefore, aims to investigate postgraduate students' awareness levels and pinpoint ways to boost their engagement, ensuring they are well-equipped to navigate the changing educational landscape. As the policy reforms India's education system, increasing student involvement in discussions about NEP 2020 can empower them to make informed academic and career choices.

II.OBJECTIVE

This study seeks to determine the degree of awareness pertaining to the National Education Policy (NEP) 2020 amongst postgraduate students. It aims to assess the different genders, localities of residence, and academic streams for the level of awareness amongst the postgraduates. With these goals in mind, the study aims to construct a comprehensive picture of the differing levels of awareness of NEP 2020 among various student groups. Moreover, it tries to analyze the results with regard to available literature, thus contributing rational explanations and interpretations concerning the logical relations of the facts studied.

III.METHODOLOGY

The research utilized a quantitative and descriptive design to evaluate the awareness of the National Education Policy (NEP) 2020. The target population comprises students enrolled in M.A. and M.Sc. programs at HNB Garhwal University, Srinagar (Garhwal), Uttarakhand. Stratified random sampling technique was used to select the sample of 200 students out of the population. The research was conducted during the academic session 2023–2024. The research tool used for data collection was a self-constructed questionnaire titled NEP 2020 Awareness Scale, under the supervision of the research guide. It investigated awareness levels in relation to gender, locality, and academic discipline, consisting of 30 statements. The questionnaire covered various dimensions, including general awareness, equity, inclusion, research, innovation, and technology integration. Data collection was conducted via Google Forms, and respondents were briefed about the objectives of the

study before participation. Responses were reviewed and tabulated meticulously. The scoring process involved assigning values based on student performance, with the data being rechecked and entered systematically for computerized analysis. For data analysis, statistical techniques such as mean, standard deviation, and t-test were employed to describe, summarize, and evaluate the findings in alignment with the objectives of the study.

IV.FINDINGS

The study analyzed the awareness of postgraduate students of NEP 2020 at HNB Garhwal University, Srinagar, using t-tests for determining the statistical significant findings to examine differences in students' awareness based on gender, geographical area, and academic stream. Female students manifested significantly higher awareness than that of male counterparts. The much-disparate mean (Females: 110.02, Males: 103.12) indicates that female students read and engage more with NEP 2020 discussions and reforms. There is significant difference towards NEP 2020 among different genders of post graduate students. Urban students were found to be significantly more aware than rural students, with mean scores of 110.01 and 103.48, respectively. It also necessitates clear outreach programs in the rural areas. There is no significant difference towards NEP 2020 among post graduate students of different streams. The awareness among the arts stream (Mean = 107.08) and the science stream (Mean = 106.28) revealed no statistically significant difference. This indicates that the awareness of NEP 2020 is pretty evenly distributed with respect to the disciplines. This indicates an effective dissemination of the policy-related information across academic streams. The t-value supports the statistical significance of this finding, underlining the influence of geographical location on student performance.

Table 1.1 Awareness towards NEP 2020 among post graduate students

Basis		Mean	SD	t-value
Gender	Male	103.12	10.83	4.207
	Female	110.02	12.25	
Locality	Rural	103.48	11.39	3.967
	Urban	110.01	11.89	
stream	Arts	107.08	12.93	0.466
	Science	106.28	11.02	

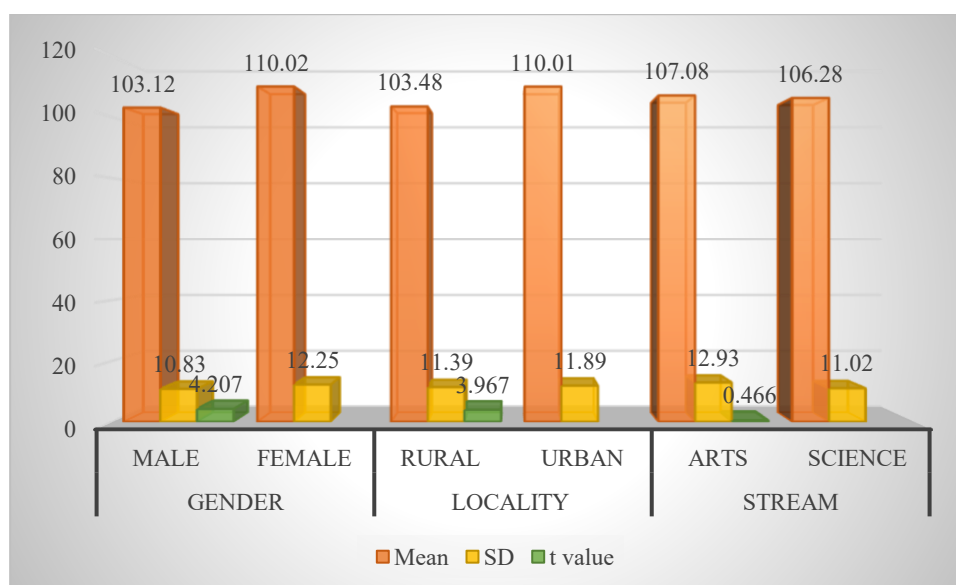


Figure 1.1 Graphical representation of awareness level towards NEP 2020 among post graduate students

In contrast, the comparison between Arts and Science stream students revealed only a marginal difference in their mean scores. The low t-value indicates that the academic stream does not significantly affect the awareness level among postgraduate students. This suggests that students' performance is relatively independent of their chosen stream.

V.DISCUSSION

The examination of the data indicates that there are differences concerning the awareness of NEP 2020 amongst different groups of postgraduate students. A difference of interest was found for the female and male students which showed that female students were more aware. This is evidenced by the mean scores which indicated that females scored 110.02 while males scored 103.12, and the t-value of 4.207 verified that the difference was statistically significant at the 0.05 level. Also, a noteworthy difference was found with respect to students' place of residence. Urban students were more aware of NEP 2020 relative to rural counterparts, as demonstrated by their mean scores of 110.01 and 103.48 respectively, supported by a t-value of 3.967 which confirms statistical significance at 0.05 level. On the other hand, intra group comparisons of students from different academic streams, that is, arts and science, showed that there was no difference in awareness. There was however a slight difference in means where the arts group had a higher mean score of 107.08 while the sciences scored 106.28. However, the t-value of 0.466 indicates that this difference is not statistically significant. This suggests that stream of study does not significantly affect the awareness on NEP 2020 among postgraduate students.

VI.SUGGESTIONS

Expanding the research enables to explore new perspectives and provide updated insights into evolving topics like the NEP 2020. This continuous inquiry contributes to informed decision-making by educators and policymakers, helping to improve the effectiveness of implementations. Moreover, it allows researchers to adapt the changing needs in their field, ensuring their work remains relevant and impactful in shaping the future of education. For further research on the NEP2020 among postgraduate students, there are several potential avenues. These suggestions can provide deeper insights into the policy's impact, uncover specific challenges, and offer targeted recommendations for its implementation. Overall, the study highlights a positive trajectory in NEP 2020 awareness, with potential for further enhancement through inclusive and interactive educational strategies. These insights can guide policymakers and educators in strengthening awareness programs to ensure that all students, regardless of gender, locality, or stream, fully benefit from the transformative vision of NEP 2020.

VII.CONCLUSION

Research on the students' awareness on NEP 2020 at HNB Garhwal University suggests that there is better awareness among urban area and female students, and there is a deficiency among rural area and male students. The awareness levels of the science and arts students were equally good which points to adequate dissemination. By focusing on outreach through specific initiatives and bolstering faculty support, we can amplify its influence even further. With a commitment to inclusive implementation and ongoing awareness campaigns, NEP 2020 has the potential to empower students, broaden learning opportunities, and foster a more vibrant and research-oriented higher education landscape.

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