Implementation and Understanding of National Education Policy in Higher Educational Institutions of India

Pawan Singh[1*] and Nishtha Kesswani[2]
Central University of Rajasthan, Ajmer, India[1,2]
pawan.singh@curaj.ac.in and nishtha@curaj.ac.in

Abstract: *The National Education Policy (NEP) was approved in July 2020. It was a major breakthrough in the educational system of India. NEP has replaced the existing education system which was formulated in 1986. NEP-2020 is based on the 5+3+3+4 educational framework. NEP is an effort to revolutionize the education system of the country by bringing in more flexibility and openness in the education system. It has been more than three years since the NEP came into existence. Governing bodies like UGC have been trying to implement it at the grassroots level. At the same time Universities, Institutes, and Colleges are also trying hard to fit NEP in the existing scenario. In this study, we have tried to find out whether there is a basic understanding of the National Education Policy. We have also tried to find out the level at which NEP has been implemented in educational institutions. A diverse group of educationists from government and private educational institutions of India have been covered in this study. Data was acquired via Google Forms to obtain accurate and authentic information from the persons involved. The results of the study will help in understanding the current status of the implementation of NEP in educational institutions.*

Keywords: National Education Policy, Implementation, Policy, Analysis, Education System

I. INTRODUCTION

Different countries adopt different education systems at different levels, from primary to higher education. India's National Education Policy (NEP) 2020 [3] is a comprehensive framework spanning a diverse domain from primary education to higher education and vocational, e-learning, and technical education. India's education policy was formulated in 1986 and modified in 1992. NEP 2020 is expected to bring significant reforms to the Indian education system. NEP 2020 will be a paradigm shift in the country's higher education system [4].

The NEP 2020 encompasses several aspects of school education, like curtailing dropout rates, holistic learning in schools, effective governance, and accreditation of school education. The previous Academic system of 10+2 will be replaced by 5 years of foundational, 3 years of preparatory 3 years of middle, and 4 years of secondary education. Postgraduate degree which as of to years will no be of one year with more focus on vocational courses. If we talk about higher education, the aspects covered include multidisciplinary education, optional learning environments, equity in higher education, and quality academic research. Other areas covered include professional education, adult education, and promoting Indian languages.

While it is a promising transformation that will revolutionize India's entire education system, a lack of awareness will hamper the implementation of the policy. At the same time, India needs a complete overhaul of its education system. In this paper, we have tried to identify the level to which NEP 2020 has been implemented and the level of understanding among the faculty members of higher educational institutions.

Rest of the paper is organized as follows. A literature review has been done in Section 2, the methodology has been discussed in Section 3, and the research Results and findings have been illustrated in Section 4. Section 5 concludes the paper, and the Limitations of the research are mentioned in Section 6.

1.1 Objective of the Survey:

- NEP 2020 is primarily concerned with modernizing the educational framework that existed in the 1980s and addressing the immediate need to keep pace with technological advancements in the twenty-first century. Objectives of this survey-based research are:
- To estimate the awareness of NEP 2020 among its stakeholders from Universities, Colleges, and autonomous institutes.
- To learn about academics' and students' perspectives from higher educational institutes on the NEP 2020.
- To access and compare the understanding of NEP 2020 about the stakeholders from the government-funded and private higher educational institutes.

II. LITERATURE VIEW

Several researchers have tried to address the nitty grits of the NEP. For instance, Aithal et al. [2] have tried to find out the strengths and weaknesses of the NEP. A comparison of the NEP 2020 with the existing education system formulated in 1986 has been done in [3]. While the earlier system focused on the all-round development of the students, NEP 2020 focuses on multidisciplinary and interdisciplinary education. In the earlier system, 10+2 was followed in school education. In contrast, in NEP 2020, 5+3+3+4 is followed [1]. Undergraduate programs are three years in the current education system. Now, it will be 4 years with options to exit with a certificate, diploma, or degree at different levels. Thus, the new policy is more choice-based and more liberal.

Some of the researchers have also conducted studies on specific regions. For example, Maruthavanan [6] studied the awareness of the New EducationPolicy among school teachers in the Madurai district. National education policy for libraries from 1948 to 2020 has been mentioned in research [9]. Jha et al.[5] have mentioned the new education policy as a step toward a self-reliant India. Kumar [7] has mentioned NEP 2020 as a roadmap to India 2.0. NEP 2020 has also been mentioned to empower the internationalization of the nation [10].

Reforms in higher education through NEP 2020 have also been discussed in the literature [8]. Educational institutions, including the government and private ones, have been trying to implement NEP at their level. We have tried to study the current implementation scenario and understanding of the NEP among the faculty members of higher educational institutions.

III. METHODOLOGY

We have developed a questionnaire comprising various questions related to the NEP 2020 and conducted the survey online via Google Form. This questionnaire was circulated on various WhatsApp groups and social media platforms like Facebook and Twitter to collect participant's responses. In Google Form questionnaire participant's responses were collected automatically. Faculties and research scholars from educational institutes in India contributed equally to the survey response. The survey was conducted between two weeks i.e. 25th December 2023 to 09 January 2024 and terminated on 10th January 2024. The questionnaire included eight questions to assess the basic knowledge of the NEP 2020 framework and the challenges in its implementation.

3.1 Participants:

A total of 141 participants submitted the online questionnaire data via Google Form between 25th December 2023 to 10 January 2024. Stakeholders from educational institutes across India like Research Scholars, Assistant Professors/Lecturers, Associate Professors, and Professors have participated in this online questionnaire. The researchers informed participants that their information would be utilized solely for research purposes. There were no correct or incorrect replies.

3.2 Data Collection Tool:

The data from the participants were collected via Google Form through convenient sampling methods. A questionnaire was designed on Google Form and it was circulated among various online platforms like WhatsApp groups, Twitter, and Facebook pages to get a wide variety of responses from various stakeholders from central and state universities and colleges.

3.3 Questions Asked:

The following questions were asked in the survey:

- Are you aware of the National Education Policy (NEP)?
- Do these new educational reforms have many practical consequences and challenges?
- Do you know about the 5+3+3+4 structure which is going to replace the previous 10+2 structure?
- Do you think the NEP will make a difference at the grassroots level?
- Are there multiple entry/ exit options available for courses in your institution?
- Are you aware of the Academic Bank of Credits (ABC)?
- If yes, how much ABC is implemented in your institution
- Would it be easy for educational institutions to run two educational policies simultaneously?

3.4 Statistical analysis:

After collecting the data, it was analyzed with SPSS. Each response's proportion was computed and presented graphically.

IV. RESULT

This section of the manuscript briefly describes the findings and results of the survey conducted in online mode. The following results are shown beneath each associated chart:

4.1 Gender and Age Frequency:

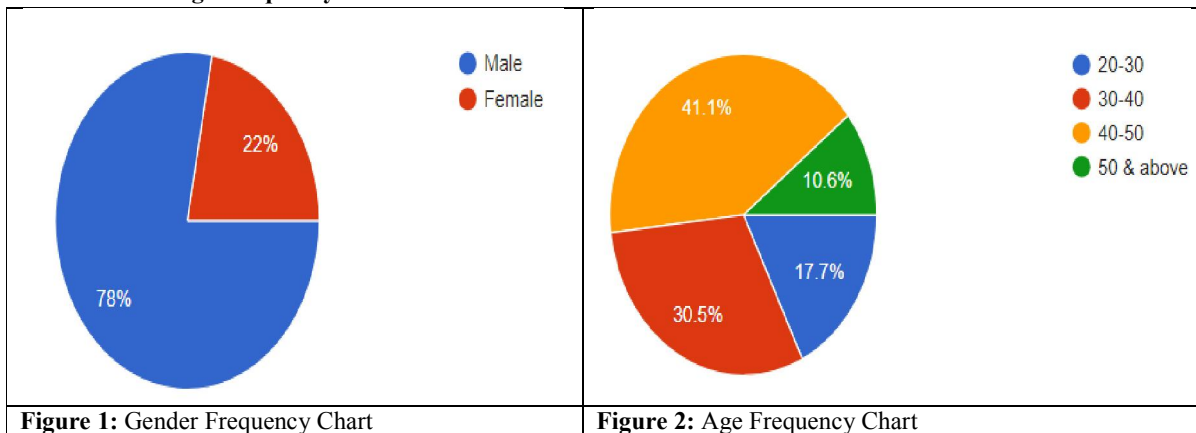| **Figure 1:** Gender Frequency Chart	**Figure 2:** Age Frequency Chart

Figure 1: Gender Frequency Chart and Figure 2: Age Frequency Chart in these survey findings indicate the gender and age of survey responses obtained from a variety of persons. When compared to male samples, the number of female answers is quite low. The sample response from females is 31 (22%) while the response from males is 110 (78%) in number. There were 25 (17.7%) sample replies from people aged 20-30, and 43 (30.5%) sample responses from those aged 30-40. There were 58 (41.1%) sample replies from those aged 40-50, and 15 (10.6%) sample responses from those aged 50 and over for this study. Thus, we received 141 samples from higher educational institutes within 15 days of the period.

4.2 Qualification and Occupation:

Figure 3: Educational Qualification Chart and Figure 4: Occupational Frequency Chartin these survey findings indicate the educational qualification and Occupation of survey responses obtained from a variety of persons.The sample response from M.Phil./Ph.D. degree holders, which is the highest, is 97 (69%) while the response from Ph.D. Pursuing is 2 (1%) and Post Graduate degree holders are 42(30%) in number.The highest participation is from Assistant Professors, there were 69(49%), followed by Associate Professors 27 (19%), Professors 23 (16%), and Research Scholars 22 (16%) in numbers.

Figure 3: Educational Qualification Chart

Figure 4: Occupational Frequency Chart
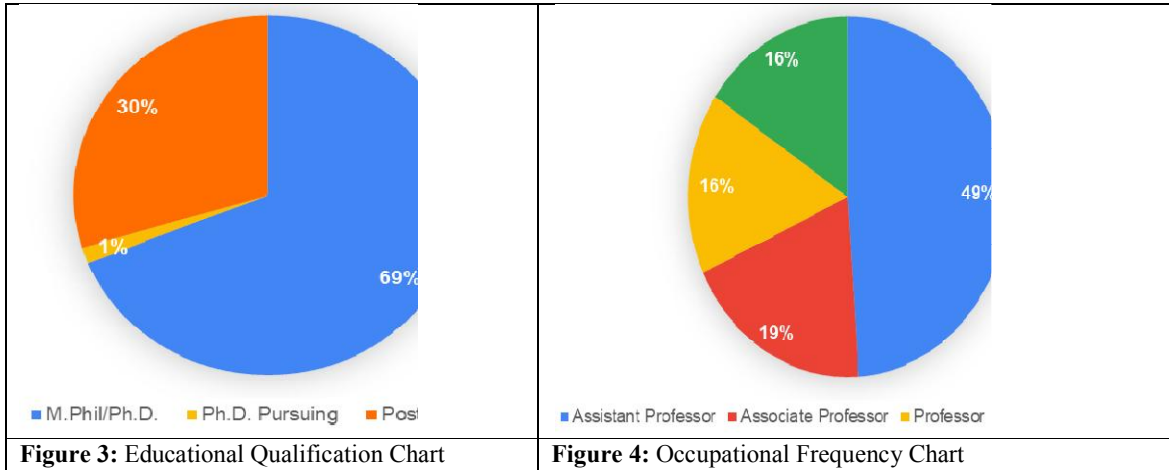
4.3 Educational Institute Type and Category:

Figure 5: Educational Institute Type Chart
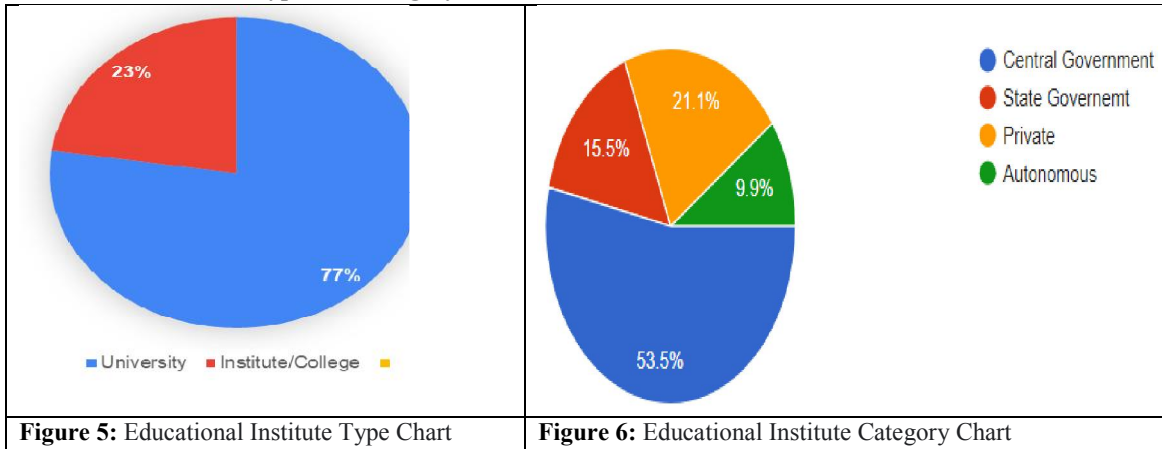

Figure 6: Educational Institute Category Chart

Figure 5: Educational Institute Type Chartand Figure 6: Educational Institute Category Chart in these survey findings indicate the educational institute types(University or Institute/College) and educational institutescategory (Central Government, State Government, Autonomous and Private) of survey responses obtained from a variety of persons.The sample response from universitiesis 109 (77%), which is quite larger than the sample response received from Institutes/Colleges, which is 32 (23%) in number.The highest participation is from Central Government Universities, that is 76 (53.5%), followed by Private 30 (21.1%), State Government 22 (15.5%), Autonomous institutes 14 (9.9%), in numbers.

Question 1: Are you aware of the National Education Policy (NEP)?

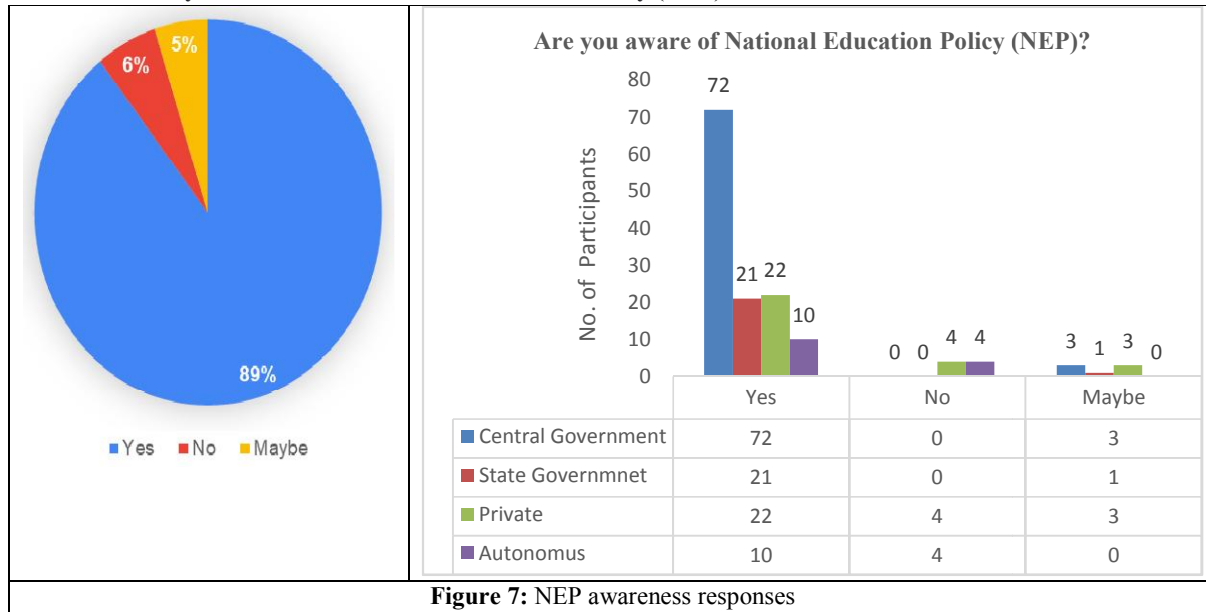|	Yes	No	Maybe
■ Central Government	72	0	3
■ State Governmnet	21	0	1
■ Private	22	4	3
■ Autonomus	10	4	0

Figure 7: NEP awareness responses

Figure 7 exhibits the NEP awareness among its stakeholders. This survey has received a maximum of Yes, 126 (89%) followed by 8(6%) No and 7 (5%) Maybe opinions. It is also confirmed from the same figure that central government and state government institutes are more aware of NEP than Private and Autonomous Institutes.

Question 2: Do these new educational reforms have many practical consequences and challenges?

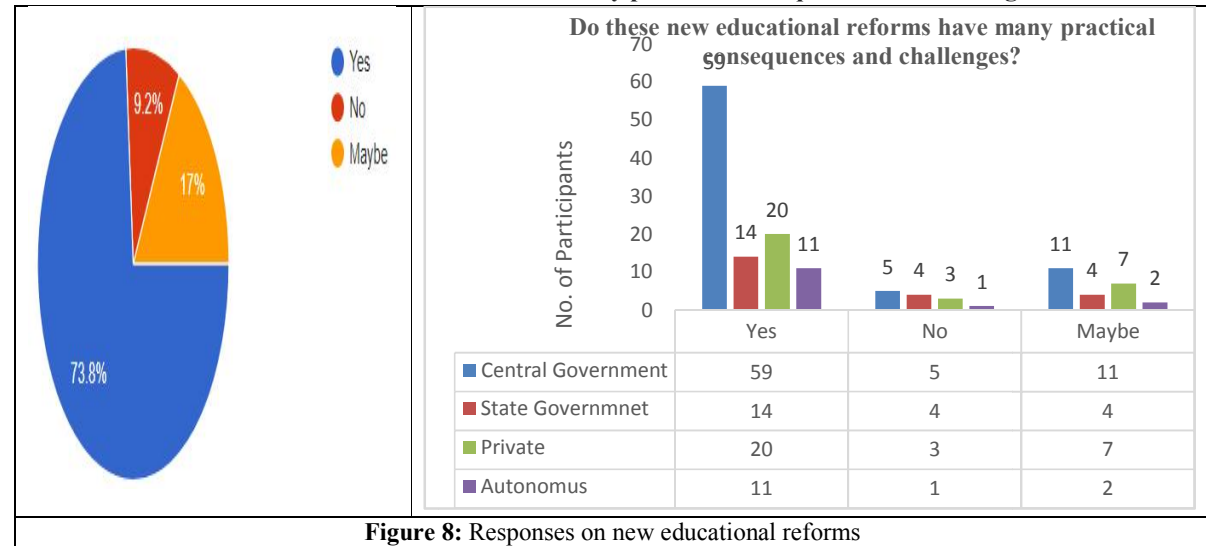|	Yes	No	Maybe
■ Central Government	59	5	11
■ State Governmnet	14	4	4
■ Private	20	3	7
■ Autonomus	11	1	2

Figure 8: Responses on new educational reforms

Figure 8 exhibits the response on new educational reforms among its stakeholders. This survey has received a maximum of Yes, 104 (73.8%) followed by 24 (17%) Maybe and 13 (9.2%) No opinions. It is also confirmed from the same figure thatall educational institutes assume that these new educational reforms have many practical consequences and challenges.

Question 3: Do you know about the 5+3+3+4 structure which is going to replace the previous 10+2 structure?
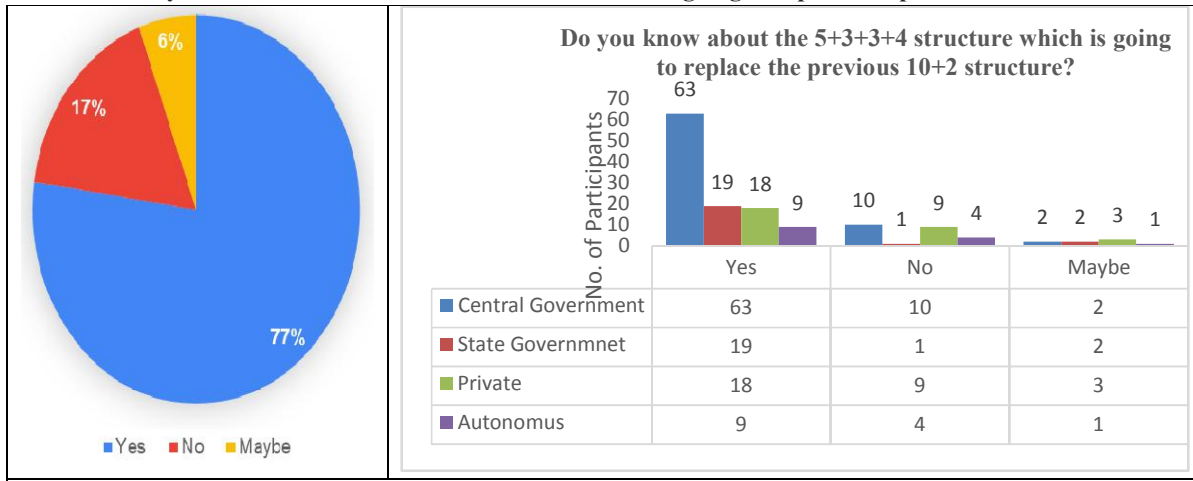

Figure 9: Responses on NEP framework

Figure 9 exhibits the response on NEP framework among its stakeholders. This survey has received a maximum of Yes, 109 (77%) followed by 24 (17%) No and 8 (6%) Maybe opinions. It is also confirmed from the same figure that all educational institutes are aware about the 5+3+3+4 structure of NEP 2020, although private and autonomous institutes are not much aware as compared to central government and state government institutes.

Question 4: Do you think the NEP will make a difference at the grassroots level?

Figure 10 exhibits that the response on NEP will make a difference at the grassroots levelamong its stakeholders. This survey has received a maximum of Yes, 83 (77%) followed by 33 (23.4%) Maybe and No 25 (17.7%) opinions. It is also confirmed from the same figure that all educational institutes assume that NEP will make a difference at the grassroots level however there is some uncertainty (23.4%) among educationists regarding NEP's overall impact on a grassroots level.It may be caused by insufficient resources and poor infrastructure in rural parts of India.
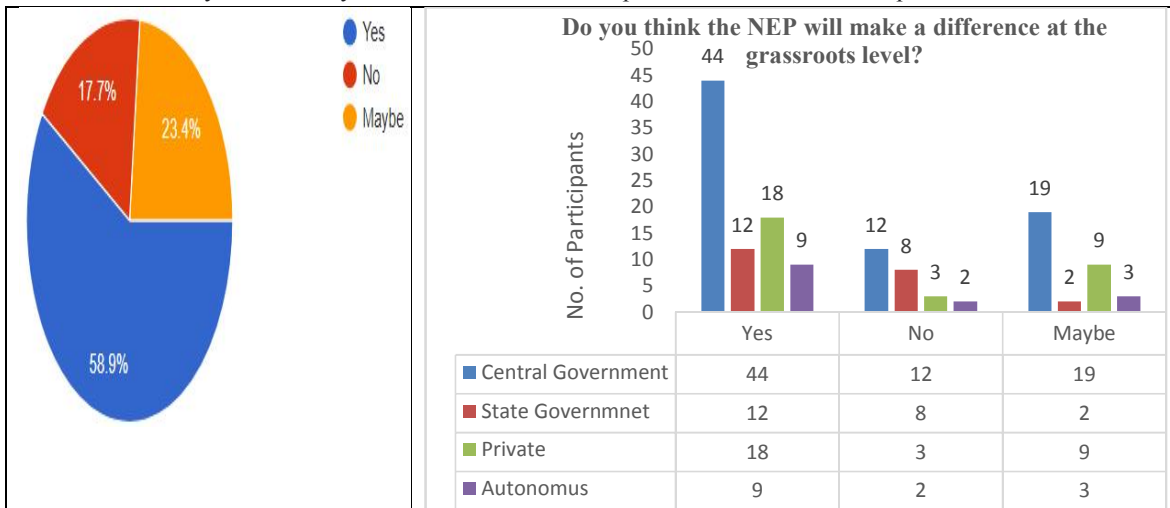

Figure 10: Responses on NEP will make a difference at the grassroots level

Question 5: Are there multiple entry/ exit options available for courses in your institution?

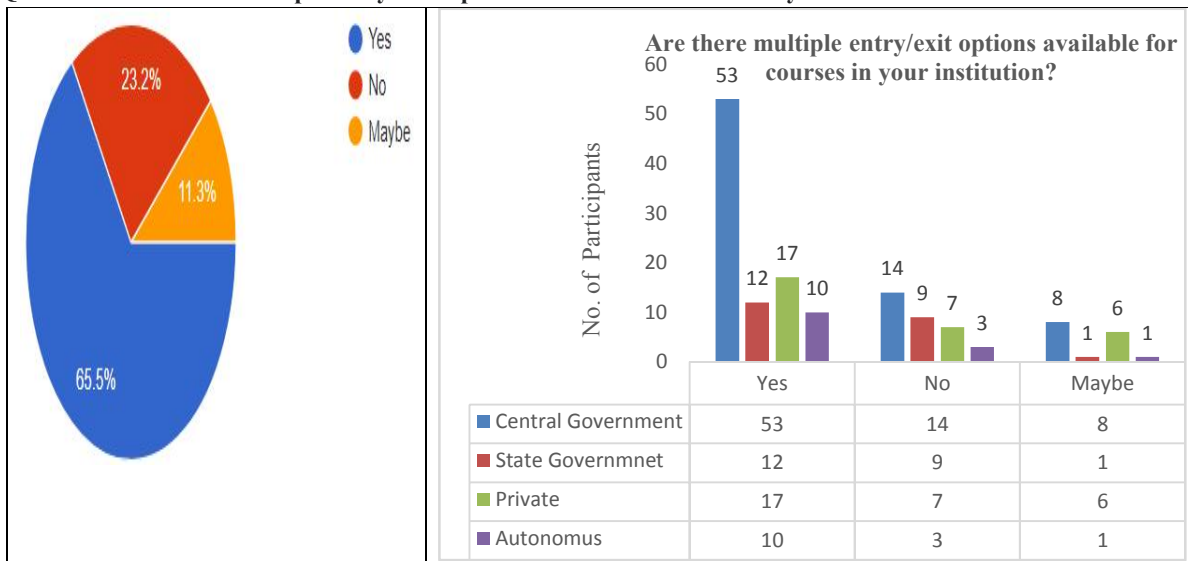|	Yes	No	Maybe
Central Government	53	14	8
State Governmnet	12	9	1
Private	17	7	6
Autonomus	10	3	1

Figure 11: Responses on availability of multiple entry/exit options for courses

Figure 11 exhibits the responseson the availability of multiple entry/exit options for NEP courses among various educational institutes. This survey has received a maximum of Yes, 92 (65.5 %) followed by No 33 (23.2%) and 16 (11.3%) Maybe opinions. It is also confirmed from the same figure that private and autonomous educational institutes have not fully implemented NEP with multiple entry/exit options.

Question 6: Are you aware of the Academic Bank of Credits (ABC)?

Figure 12 exhibits the responseson the awareness of the Academic Bank of Credits (ABC)among various educational institutes. This survey has received a maximum of Yes, 121 (86 %) followed by No 17 (12%) and 3 (2%) Maybe opinions. It is also confirmed from the same figure that private educational institutes are not fully aware of the Academic Bank of Credits.
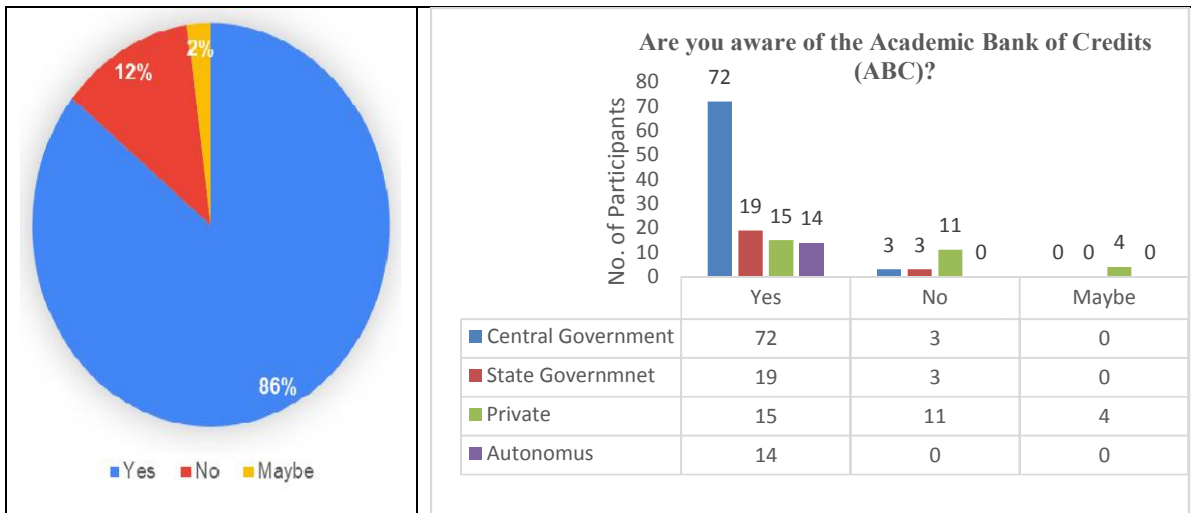

	Yes	No	Maybe
Central Government	72	3	0
State Governmnet	19	3	0
Private	15	11	4
Autonomus	14	0	0

Figure 12: Responses on awareness of ABC

Question 7: If yes, how much ABC is implemented in your institution

Figure 13 exhibits the responses to the ABC implementations in various educational institutes. This survey has received a maximum ofresponses for all courses 63 (45%) followed by for some of the courses 27 (19%),for most of the courses 23 (16%), for none of the courses 24 (17%),and do not know 4(3%) opinions. It is also confirmed from the same figure that private educational institutes have not fully implemented the Academic Bank of Credits yet.
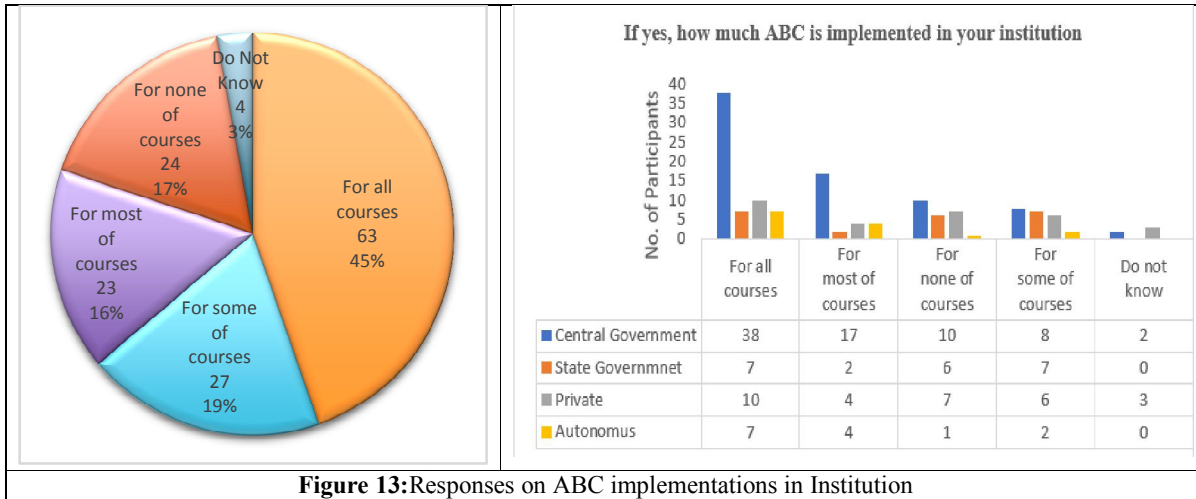

	For all courses	For most of courses	For none of courses	For some of courses	Do not know
Central Government	38	17	10	8	2
State Governmnet	7	2	6	7	0
Private	10	4	7	6	3
Autonomus	7	4	1	2	0

Figure 13: Responses on ABC implementations in Institution

Question 8: Would it be easy for educational institutions to run two educational policies simultaneously?

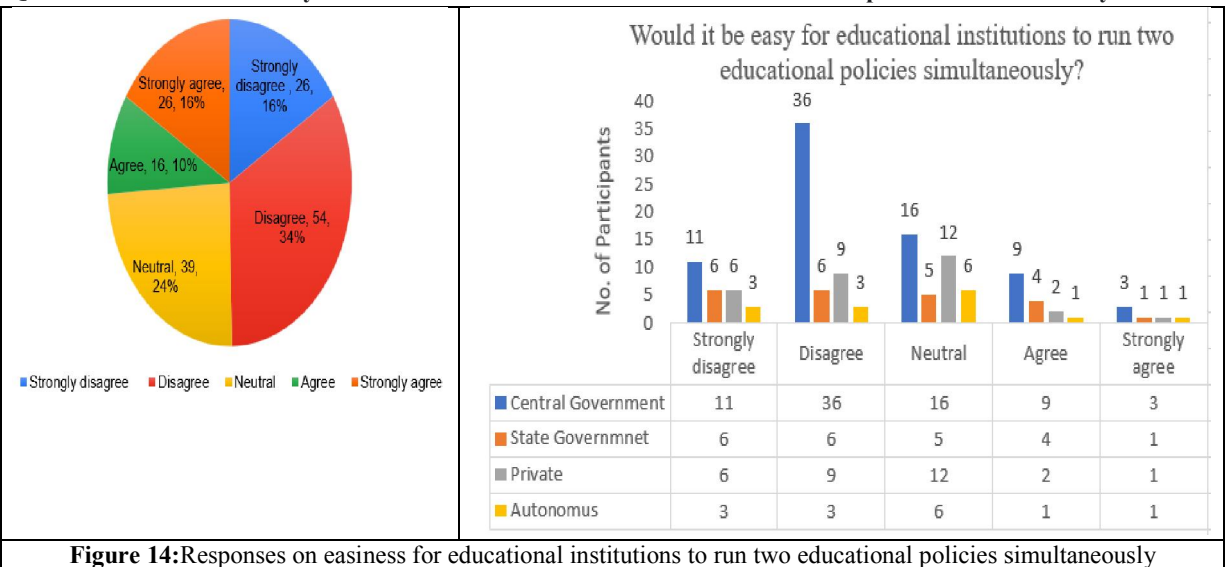|	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Central Government	11	36	16	9	3
State Governmnet	6	6	5	4	1
Private	6	9	12	2	1
Autonomus	3	3	6	1	1

Figure 14: Responses on easiness for educational institutions to run two educational policies simultaneously

Figure 14 exhibits the responseson easiness for educational institutions to run two educational policies simultaneously. This survey has received a maximum ofresponses of disagree 54 (34%) followed by Neutral39 (24%), Strongly disagree 26 (16%),strongly agree26(16%), and agree 16 (10%) opinions. It is also confirmed from the same figure that stakeholders of central government educational institutes assume that it would not be easy for them to run two educational policies simultaneously.

V. CONCLUSION

In this research, we have conducted an extensive survey bout the level of understanding and implementation of NEP 2020 in higher educational institutions in India. The findings revealed several interesting facts. If we talk about the distribution of the respondents, 77% were from universities, 69% were Ph.D. degree holders, and 53% were from

Central Government institutions. It is worthwhile to note that 89% of the respondents were aware of NEP 2020. Also, 65% of the respondents were aware of the Academic Bank of Credits, which was implemented in 45% of the institutions covered in the survey. Overall, the understanding and implementation of NEP 2020 in higher educational institutions in India seem to be on track.

VI. LIMITATIONS OF THE RESEARCH

As samples are collected via online survey i.e. google form, therefore actual field and direct interaction are missing out in this research which could be the major drawback and limitation of this research. Low sample size and restrictive areas of sample selection are major limitations in conducting such a survey. Because the data was acquired by online survey where the responder's identity was unknown, the researcher could only reach on an approximate conclusion of respondent feelings.

Conflicts of Interest:

The authors confirm that there is no conflict of interest to declare for this publication.

REFERENCES

[1]. Kumar, Kishore, Ajai Prakash, and Krishanveer Singh. "How National Education Policy 2020 can be a lodestar to transform future generation in India." Journal of Public affairs 21.3 (2021): e2500.

[2]. Aithal, P. S., and Shubhrajyotsna Aithal. "Implementation strategies of higher education part of national education policy 2020 of India towards achieving its objectives." International Journal of Management, Technology, and Social Sciences (IJMTS) 5.2 (2020): 283-325.

[3]. National Education Policy 2020, Ministry of Human Resource Development, https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf, Accessed 6 January 2024.

[4]. Yenugu, Suresh. "The new National Education Policy (NEP) of India: will it be a paradigm shift in Indian higher education?." Perspectives: Policy and Practice in Higher Education 26.4 (2022): 121-129.

[5]. Jha, Anand Mohan, Amrit Kumar Jha, and Sanjeev Kumar Jha. "National Education Policy 2020: A step towards technology-driven education and self-reliant India." Solid State Technology 63.6 (2020): 9475-9482.

[6]. Maruthavanan, M. "A Study on the Awareness on New Education Policy (2019) among the Secondary School Teachers in Madurai District." Shanlax International Journal of Education 8.3 (2020): 67-71.

[7]. Kumar, Alok. "New education policy (NEP) 2020: A roadmap for India 2.0." University of South Florida M3 Center Publishing 3.2021 (2021): 36.

[8]. Sharma, A., Achanta Ravi Prakash, and R. S. S. Nehru. "Reforms in higher education in India: National Education Policy—2020." Int J Health Sci 6.S5 (2022): 7220-7230.

[9]. More, Sameer P. "The national education policy for libraries in India from 1948 to 2020: An analytical study." Delta National Journal Of Multidisciplinary Research 10. spl (2023): 1-14.

[10]. Joshi, Meeta. "Empowering Internationalization: A Critical Analysis of the National Education Policy (NEP) on Higher Education in India." Journal of Data Acquisition and Processing 38.2 (2023): 4436