

TO STUDY THE STUDENTS' AWARENESS AND PERCEPTIONS REGARDING NEW EDUCATION POLICY-2020 IN THANE REGION

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Abstract:

The New Education Policy [NEP] introduced in 2020 marks a paradigm shifts in the Indian education system, aiming to revitalize and restructure the learning landscape. This research paper delves into the perceptions and awareness of students regarding the New Education Policy [NEP] 2020, seeking to understand the extent to which students are acquainted with the policy and their opinions about its implications on their education. The study employs survey to collect data from a diverse sample of students across different educational levels in Thane Region. The research focuses on key aspects of the NEP-2020, such as the emphasis on holistic education, flexible curriculum structures, and the integration of technology. Additionally, it explores students' awareness of the policy's goals, potential challenges, and the perceived impact on their academic and extracurricular experiences. The research paper aims to provide an in-depth analysis of students' awareness and perception in the context of the implementation of a recently introduced New Education policy. By providing insights into student perspectives on the NEP-2020, this research aims to contribute valuable information to policymakers, educators, and stakeholders involved in the ongoing implementation of the policy. The findings may inform future strategies to enhance awareness, address concerns, and ensure a smoother transition towards the envisioned educational reforms outlined in the NEP-2020.

Keywords: *New education policy, Perception, Awareness, Educational Reforms.*

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Introduction:

The New Education Policy (NEP) of 2020 stands as a transformative blueprint for reshaping the landscape of education in India. Envisaging a comprehensive overhaul of the existing system, the NEP-2020 promises to usher in an era of holistic learning, flexibility, and technological integration. As the education sector undergoes this monumental shift, it becomes imperative to gauge the sentiments and awareness levels of the primary stakeholders – the students.

The NEP-2020 advocates a departure from traditional paradigms, emphasizing holistic education to nurture not just academic excellence but also critical thinking, creativity, and practical skills. It outlines a vision of a flexible curriculum that allows students to tailor their learning paths according to their interests and aptitudes. Moreover, the policy places a strong emphasis on the integration of technology as a catalyst for enhanced and accessible education.

Against this backdrop, it becomes essential to explore how aware students are of the NEP-2020, what aspects of the policy they are familiar with, and their expectations and concerns regarding its implementation. This research employs a mixed-methods approach, combining surveys and interviews, to capture both quantitative and qualitative insights into the multifaceted dimensions of student perspectives.

As the NEP-2020 unfolds, understanding student perceptions becomes crucial for policymakers, educators, and other stakeholders. The findings of this study aim to contribute valuable insights that can inform and guide the ongoing implementation of the NEP-2020, ensuring that the transformative vision outlined in the policy aligns with the expectations and aspirations of the students who are at the heart of the educational ecosystem.

Objectives of the study:

1. To assess students' awareness levels and understanding of key provisions in the New Education Policy-2020
2. To explore and analyze the perceptions of the students' regarding the recently implemented New Education Policy-2020.

Scope of the study:

The research is based on primary and secondary data. The primary data which is collected by the youth by google form which will be really helpful to other researcher who wants to explore more on students' awareness and perceptions of the students for the New Education Policy-2020.

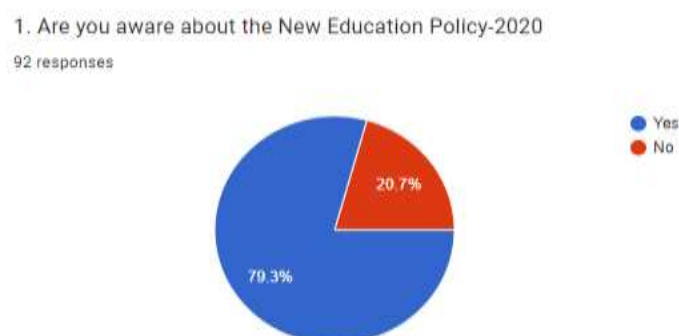
Limitations of the study:

1. The usefulness of the study is restricted to India only.
2. The study is applicable to present scenario only.
3. Students were not ready to share their views for New Education Policy-2020

Research Methodology:

In any research work both the primary as well as secondary data are essential. Here also the research data was collected from primary and secondary source. The primary research data is collected from the 92 respondents from different colleges of Thane region.

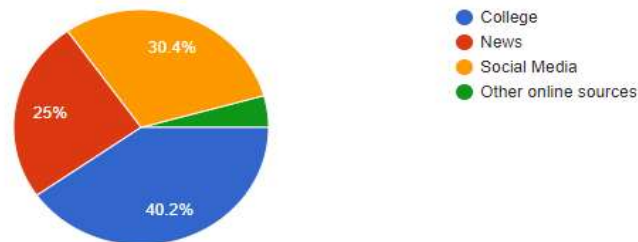
Data Analysis & Findings:



From the above chart it shows that 79.3% students are aware about the New Education Policy-2020 and 20.7% Students are not aware about it.

2. How did you come to know about New Educational policy-2020?

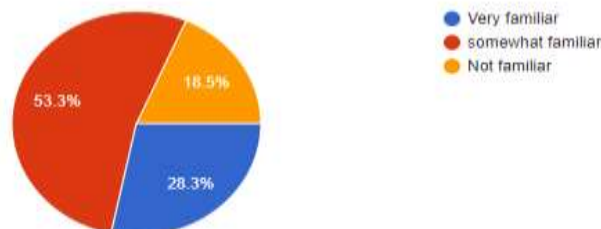
92 responses



From the above chart it shows that the students came to know about New Education Policy from different sources, 40.2% students came to know about New Education Policy-2020 form college itself, 30.4% students got the information from social media, 25% students got the information from News and 4.3% students got the information from other online sources.

3. How familiar are you with the key provisions of the New Education Policy-2020?

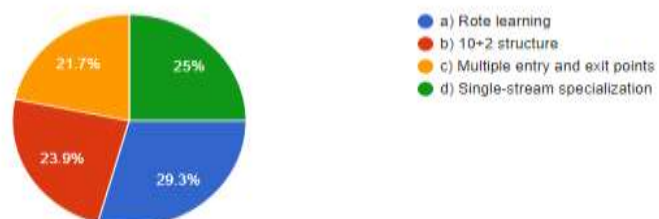
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From the above chart it shows that only 28.3% students are familiar with the key provisions of the New Education Policy, 53.3% are somewhat familiar about the provisions and 18.5% students are completely not familiar with the New Education Policy- 2020.

4. Which of the following is a key feature of NEP 2020 related to higher education?

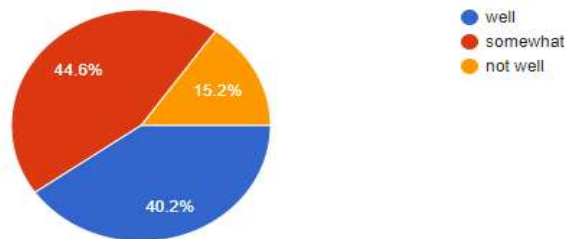
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From the above chart it shows that very few students are aware about the key features of the New Education policy-2020. 29.3% are saying rote learning is the key feature of NEP-2020, 25% are saying single stream specialization, 23.9%are saying that 10+2 is the key feature, 21.7% are saying multiple entry and exit points is the key feature of NEP-2020.

5. How well do you think you understand the goals of the policy?

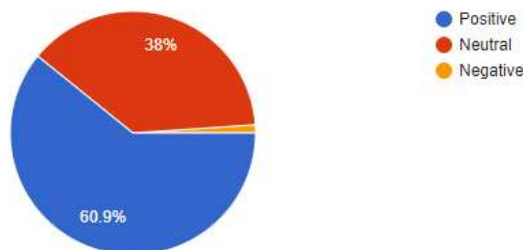
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From the above chart it shows that 44.6% students are thinking that they understand the goal of the policy, 40.2% students are thinking that they are well understand the goals of the policy and 15.2% students are thinking that they are not well understand the goals of the policy.

6. What is your perception about the proposed changes in curriculum and pedagogy in the New Education Policy-2020?

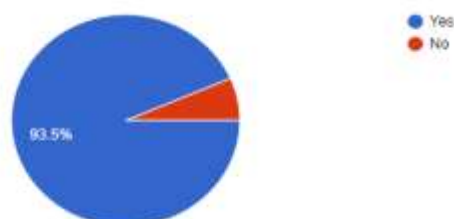
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From the above chart it shows that 60.9% students perception for the proposed changes in curriculum and pedagogy in the New Education Policy -2020 are positive, 38% students perceptions are neutral and 1.1% students perceptions are negative.

7. Do you think a multidisciplinary approach of New Education Policy-2020 is beneficial for your education?

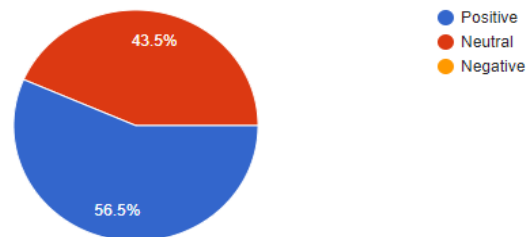
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From the above chart it shows 93.5% students are thinking that multidisciplinary approach of New Education policy-2020 in beneficial for their education and 6.5% students are thinking that it is not beneficial.

8. How do you feel about the shift from rote learning to competency-based evaluation?

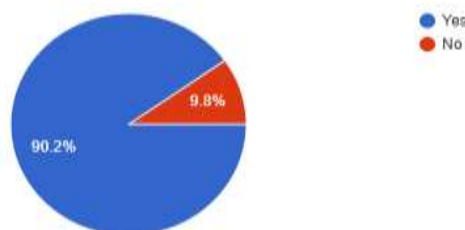
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From the above chart it shows that 56.5% students feeling positive for switching from rote learning to competency based evaluation & 43.5% students are having neutral thinking.

9. Do you believe the policy promotes equal opportunities for all students?

92 responses



From the above chart it shows that 90.2% students are believing that New Education Policy will promotes equal opportunities for students & 9.8% are believing that it is not promote equal opportunities for all students.

Conclusion & Recommendations:

This research highlights a concerning gap between awareness and understanding among students regarding the National Education Policy-2020. Despite approximately 79.3% of the surveyed students being aware of the existence of NEP-2020, the findings reveal a lack of familiarity with its key features.

This disconnect between awareness and understanding suggests a need for targeted educational initiatives to bridge this gap. Educational institutions, policymakers and relevant stakeholders should collaborate to develop comprehensive awareness programs that not only inform students about the existence of NEP-2020 but also provide them with a clear and concise understanding of its fundamental features.

This research underscores the importance of not only disseminating information but also ensuring that students comprehend the implications and benefits of NEP2020 for the educational system. By addressing this knowledge gap, we can empower students to actively engage in the educational reforms proposed by NEP-2020, fostering a more informed and participatory student community. Additionally, future studies could explore the reasons behind the lack of familiarity and assess the effectiveness of educational interventions in enhancing students' understanding of NEP 2020.

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