

# International Journal of Statistics and Applied Mathematics

ISSN: 2456-1452  
Maths 2024; 9(2): 108-112  
© 2024 Stats & Maths  
[www.mathsjournal.com](http://www.mathsjournal.com)  
Received: 11-01-2024  
Accepted: 13-02-2024

**Dr. Mithu Bhattacharya**  
Associate Professor, Department  
of Mathematics and Statistics,  
GN Khalsa College of Arts,  
Science and Commerce,  
Matunga, Mumbai, Maharashtra,  
India

**Dr. Manoj Kumar L Mishra**  
Associate Professor, Department  
of Mathematics and Statistics,  
GN Khalsa College of Arts,  
Science and Commerce,  
Matunga, Mumbai, Maharashtra,  
India

**Corresponding Author:**  
**Dr. Manoj Kumar L Mishra**  
Associate Professor, Department  
of Mathematics and Statistics,  
GN Khalsa College of Arts,  
Science and Commerce,  
Matunga, Mumbai, Maharashtra,  
India

## Student's perception on implementation of new education policy-2020: A statistical view

**Dr. Mithu Bhattacharya and Dr. Manoj Kumar L Mishra**

**DOI:** <https://dx.doi.org/10.22271/maths.2024.v9.i2b.1687>

### Abstract

In this paper, we have considered a wide range of factors of New Education policy (NEP) 2020 and discussed the pros and cons of it according to the view of the students who are at present under this policy. The questionnaire is prepared to pass them proper information about the factors of NEP and to get the opinion from them. A detail statistical analysis on their view is given using SPSS software. The pictorial representations and hypothetical analysis gave a clear idea about it.

**Keywords:** National education policy, under graduate and post graduate students, data analysis, chi-square test, significant association

### Introduction

The National Education Policy (NEP) is formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NEP was introduced by the Government of India in 1968, the second in 1986, and the third after thirty-four long years in 2020. The new policy replaces the previous NEP, 1986.

According to the policy makers, NEP 2020 emphasizes the development of student's intellectual, creative, and social skills. The multidisciplinary nature of the curriculum would encourage students to explore a range of subjects. Students will have the flexibility to pick subjects across different streams as per their interests and career goals. This would break the rigid walls of subject-stream limitations and encourage cross-disciplinary learning. NEP places a strong emphasis on vocational education and aims to integrate skill development programs within the curriculum to provide students with practical skills which would be helpful for their employment. NEP recognizes the integration of technology in education and promotes innovative teaching methods using digital platform. To cultivate a strong research culture in higher education institutions, it proposes to set up a National Research Foundation. NEP encourages collaborations with foreign institutions. This will allow students to have access to global platforms for learning, exchange programs, internships, which can immensely add to their educational experience and global outlook.

There are also some drawbacks of this policy. Students willing to complete their graduation and to pursue higher studies have to study for four years while one can easily complete his/ her diploma in two years and degree in three years according to NEP 2020. This might encourage students to leave the course midway. Also, the policy may face challenges in implementation, especially in terms of funding and infrastructure. The increased use of technology in the classroom may pose technical barriers for some students and teachers, especially in rural and remote areas. The policy's emphasis on private and community participation in education may lead to a lack of quality control and standardization. Vocational Education with Traditional Academic subjects may shift the focus of the students from the core subjects. Establishing foreign universities in India may bring disparity between students according to their affordability, not according to their level of intelligence.

**Literature survey:** NEP 2020 focuses on education for sustainable development and global citizenship (Aithal, 2019) <sup>[1]</sup>.

The policy signifies a huge milestone for India’s education system, which will certainly make India an attractive destination for higher education world-wide (Sawant and Sankpal, 2021) [5] compared the previous NEP with present. Lukose and Sharma (2023) [4] studied the role of NEP 2020 on perspectives of different stakeholders for skill enhancement. Kumar (2022) [2] investigated that there was a critical need for the Technical and Vocational Training for economic development of India. Pathak (2020) [7] discussed that the new education policy had given importance to vocational education to boost the employability skills. In this paper we have considered the perspective of undergraduate and post graduate students who are in the first batch under this new policy. The questionnaires itself was an awareness drive for the students on different factors of NEP and was given them an opportunity to present their opinions on it.

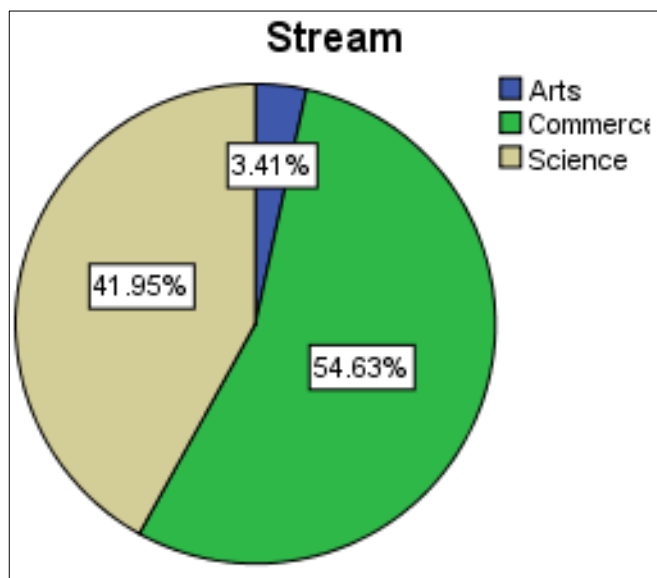
**Research Methodology**

An online survey was conducted by using Google form to collect the primary data for this research purpose. Target respondents were under graduate and post graduate Arts, Science and Commerce first year students who are the first batch under NEP 2020. There were 205 students participated in this survey. SPSS software is used to analyses the data. Descriptive statistics and Chi-Square test has been used to analysis the data.

**Results and Discussion**

**Table 1:** Stream wise distribution of students

Stream	Frequency	Percent
Arts	7	3.4
Commerce	112	54.6
Science	86	42.0
Total	205	100.0



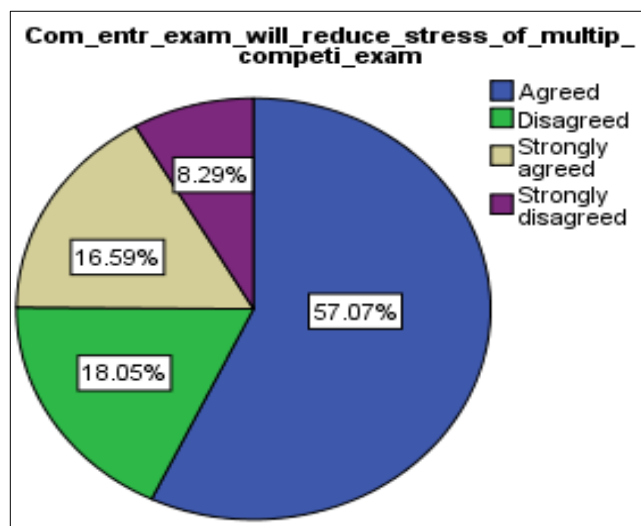
**Fig 1:** Show Stream wise distribution of students

Do you feel that common entrance exam to get admission in Under Graduate (UG) and Post Graduate (PG) courses will reduce the stress of multiple competitive examinations (Presently introduced for the colleges under central universities as a trial basis)?

**Table 2:** Showing students feel Frequency and Percent

	Frequency	Percent
Agreed	117	57.1
Disagreed	37	18.0
Strongly agreed	34	16.6
Strongly disagreed	17	8.3
Total	205	100.0

Majority of students feel that common entrance exam like CUET to get admission in undergraduate and postgraduate courses will reduce their stress of multiple competitive examination.

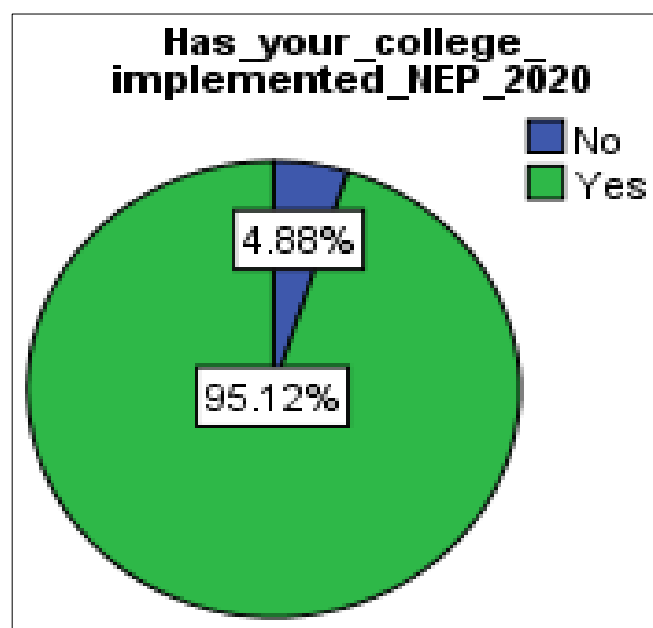


**Fig 2:** Show comment exam reduce stress of multiple complete exam

**Has your college implemented NEP 2020?**

**Table 2:** Showing frequency and Percent College implemented NEP 2020

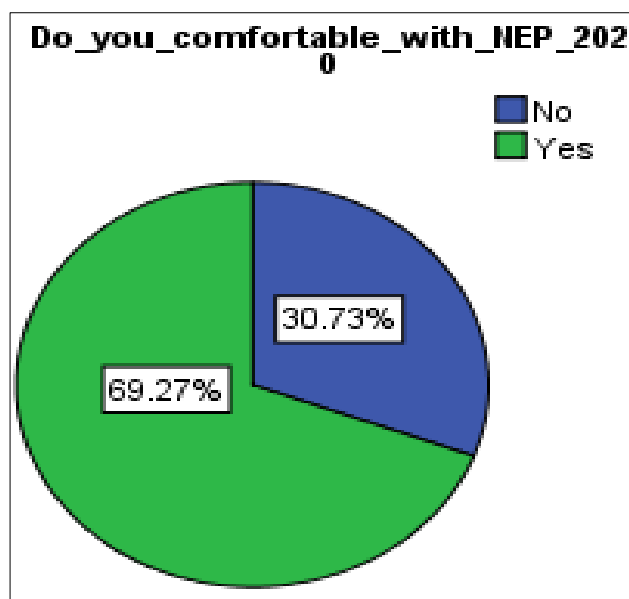
	Frequency	Percent
No	10	4.9
Yes	195	95.1
Total	205	100.0



**Fig 3:** Show has your college implemented NEP 2020

**Do you comfortable with NEP 2020 at first year level?**

Majority of the students (70%) are comfortable with New Education Policy 2020 at first year level of undergraduate and postgraduate courses.



**Fig 3:** Show do you comfortable with NEP 2020

Did your teachers discuss about various Subjects/papers under NEP 2020 as Major, Minor, OE, VSC, SEC, IKS AEC, etc when your lecture started at the beginning of Semester I?

Majority of the students (90%) have accepted that their teachers had discussed about various subjects / papers like Major, Minor, OE, VSC, SEC, IKS AEC, etc when their lecture started at the beginning of Semester I.

Are you familiar about various Subjects/papers under NEP 2020 as Major, Minor, OE, VSC, SEC, IKS AEC, etc.?

Majority of the students (84%) are familiar about various Subjects/papers under NEP 2020 as Major, Minor, OE, VSC, SEC, IKS AEC, etc.

Do your college use laboratory for teaching skilled courses like SEC, VSC?

63% students have accepted that their colleges use laboratory to teach skilled courses like Skilled Enhancement Course (SEC) and Vocational Skilled Course (VSC) while 37% colleges are not using laboratory to teach such type of courses.

Do you believe that Skill Enhancement Course (SEC) and Vocational Skill Course (VSC) aimed at imparting practical skills, hands on training and soft skills to increase student's employability?

83% students considered that Skill Enhancement Course (SEC) and Vocational Skill Course (VSC) aimed at imparting practical skills, hands on training and soft skills to increase student's employability

Are you satisfied by teaching of skilled courses like SEC and VSC in your college?

80% of the students are satisfied by teaching of skilled courses like Skill Enhancement Course (SEC) and Vocational Skill Course (VSC) in their colleges.

Do you believe that promoting interdisciplinary education through Open Elective (OE) courses is required for the students to explore to the domains other than their core discipline?

84% students believe that by promoting interdisciplinary education through Open Elective (OE) courses is required for

the students to explore to the domains other than their core discipline.

Do you believe that by introducing IKS into higher education, institutions can aid students in developing a sense of social accountability, compassion, and ethical decision-making?

74% students believe that introduction of Indian Knowledge System (IKS) in higher education will develop a sense of social accountability, compassion, and ethical decision-making in students.

Do you feel that introduction of more subjects may make the students more confused?

80% students believe that introduction of more subjects under NEP 2020 may confuse the students.

Are you aware about Multiple Entry and Multiple Exit under NEP 2020?

Only 42% students are aware about Multiple Entry and Multiple Exist (MEME) during undergraduate courses of four years. Students can exist after first year, second year and third year.

Do you feel Multiple Entry and Exit System (MEES) will reduce dropout rates by allowing students to leave a program temporarily without losing their credits?

77% students feel that Multiple Entry and Multiple Exist (MEME) during undergraduate courses of four years will reduce the dropout rates of students. Students can leave the program temporarily but they can complete the course at their own pace.

Do you feel Multiple Entry and Exit System (MEES) might encourage student to leave the course midway?

63% students feel that MEES during undergraduate courses of four years will encourage the students to leave the course midway.

Are you aware that your course is structured as One Year Certificate course, Two years Diploma course, Three years Degree course and Four years course with Honours degree?

80% of the students are aware of this new structure of the course.

Are you aware about "Students can do Ph.D. directly after four years Honors Degree"?

64% students are aware that they will be eligible to register for Ph.D. course directly after completing four years honours degree.

Do you feel that four years Honours degree in UG expanded the prospects for Indian students seeking higher education in abroad?

84% students feel that they will have advantage to get admission in higher education in abroad after completing four years honours degree under NEP 2020.

Are you aware that students can swap major to minor and minor to major after first year in Under Graduate?

Only 64% students are aware that they can swap from major subject to minor subject or from minor subject to major subject after completion of first year of undergraduate course under NEP 2020.

Are you satisfied by teaching of Major and Minor subjects in your college?

81% students are satisfied by teaching of major and minor subjects in their colleges.

Do you feel that the Academic Bank of Credit (ABC) which will store the academic credits earned by the students of higher education within the country promotes a student centric education system?

84% students feel that academic credit earned by students in their Academic Credit Bank (ABC) in higher education will promote the student centric education.

Do you feel that ABC will lead to the dilution of the degree and ignore the quality of education as student can earn credits by any online/offline courses approved by UGC to acquire the degree?

73% students feel that academic credit earned by students in their Academic Bank of Credit (ABC) by any online / offline courses approved by UGC will dilute the quality of education in future.

Do you feel that allowing foreign universities to set campuses in India will enable world class education available locally?

90% students feel that students will be able to do higher education from foreign universities if foreign universities are allowed to set campus of India.

Do you feel that establishing foreign universities in India will reduce the cost for the similar courses compared to travelling and staying in foreign country?

86% students feel that establishing foreign universities in India will reduce the cost for similar courses compared to travelling and staying in foreign country.

Do you feel that establishing foreign universities in India will bring disparity between students according to their affordability, not according to their level of intelligence?

86% students feel that establishing foreign universities in India will bring disparity between students according to their affordability, not according to their level of intelligence.

#### **Chi-square tests at 5% Level of Significance to test the association between various factors**

**Chi-square Test 1:** To test the null hypothesis

$H_{01}$ : There is no significant association between Stream of students and their comfort with New Education Policy 2020 in higher education.

Here,  $p$  value = 0.014 which is less than 0.05. So, null hypothesis  $H_{01}$  may be rejected at 5% level of significance and conclude that there is a significant association between stream of students and their comfort with New Education Policy 2020 in higher education at 5% level of significance.

**Chi-square Test 2:** To test the null hypothesis

$H_{02}$ : There is no significant association between Stream of students and their familiarities with various subjects / papers under New Education Policy 2020 in higher education at 5% level of significance.

Here,  $p$  value = 0.013 which is less than 0.05, so, null hypothesis  $H_{02}$  may be rejected at 5% level of significance and conclude that there is a significant association between Stream of students and their familiarities with various subjects / papers under New Education Policy 2020 in higher education at 5% level of significance.

**Chi-square Test 3:** To test the null hypothesis

$H_{03}$ : There is no significant association between Stream of students and use of laboratory to teach skilled courses like Skilled Enhancement Courses (SEC) and Vocational Skilled Courses (VSC) in their colleges under New Education Policy 2020 in higher education at 5% level of significance.

Here,  $p$  value = 0.000003 which is less than 0.05, so, null hypothesis  $H_{03}$  may be rejected at 5% level of significance and conclude that there is a significant association between Stream of students and use of laboratory to teach skilled courses like Skilled Enhancement Courses (SEC) and Vocational Skilled Courses (VSC) in their colleges under New Education Policy 2020 in higher education at 5% level of significance.

**Chi-square Test 4:** To test the null hypothesis

$H_{04}$ : There is no significant association between Stream of students and their satisfaction level by teaching of Major and Minor subjects in their colleges under New Education Policy 2020 in higher education at 5% level of significance.

Here,  $p$  value = 0.036 which is less than 0.05, so, null hypothesis  $H_{04}$  may be rejected at 5% level of significance and conclude that there is a significant association between Stream of students and their satisfaction level by teaching of Major and Minor subjects in their colleges under New Education Policy 2020 in higher education at 5% level of significance.

#### **Conclusion**

**From the above analysis we can conclude certain things as follows**

1. Most of the students (70%) are comfortable with the New Education Policy 2020 at first year level of undergraduate and postgraduate courses.
2. 63% students accepted that their colleges use laboratory to teach skilled courses like Skilled Enhancement Course (SEC) and Vocational Skilled Course (VSC) while 37% colleges are not using laboratory to teach such type of courses.
3. 83% students consider that Skill Enhancement Course (SEC) and Vocational Skill Course (VSC) aimed at imparting practical skills, hands on training and soft skills to increase students' employability.
4. 80% of the students are satisfied by teaching of skilled courses like Skill Enhancement Course (SEC) and Vocational Skill Course (VSC) in their colleges.
5. 74% students believe that introduction of Indian Knowledge System (IKS) in higher education will develop a sense of social accountability, compassion, and ethical decision-making in students.
6. There is a significant association between Stream of students and
  - Their comfort level with the New Education Policy 2020 in higher education.
  - Their familiarities with various subjects / papers.
  - Using laboratory to teach skilled courses like Skilled Enhancement Courses (SEC) and Vocational Skilled Courses (VSC) in their colleges.
  - Their satisfaction level by teaching major and minor subjects in their colleges under the New Education Policy 2020 in higher education at 5% level of significance.

So, we can have the overall conclusion that though students welcome the new changes through NEP-2020 and consider this as a gateway of opportunities for their future, but they are little confused to have many different subjects together. Also, there is a substantial number of colleges where skilled based subjects are not laboratory oriented. So, there is a lack of infrastructural facilities in many colleges which should be improved for proper implementation of new NEP.

#### **References**

1. Aithal S. Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges. International Journal of Applied Engineering and Management Letters. 2019;3(2):1-35. SSRN: 3417517.
2. Kumar S. Vocational education and skill enhancement in NEP 2020. International Journal of Creative Research Thought. 2022;10:5.

3. Kurien A, Chadramana S. Impact of new education policy 2020 on higher education. In: Atma Nirbhar Bharat: A roadmap to self-reliant India; c2020 Nov.
4. Lukose M, Sharma P. A Study of the Role of NEP2020: Skill Development of Students. International Journal of Teachers Education. 2023;9:1.
5. Sawant RG, Sankpal UB. National Education Policy 2020 and Higher Education: A Brief Review. IJCRT, 2021;9:1.
6. Naidu MV. The New Education Policy 2020 is set to be a landmark in India's history of education. Times of India Blog; c2020 Aug 8.
7. Dhama K, Patel SK, Sharun K, Pathak M, Tiwari R, Yatoo MI, *et al.* SARS-CoV-2 jumping the species barrier: Zoonotic lessons from SARS, MERS and recent advances to combat this pandemic virus. Travel medicine and infectious disease. 2020 Sep 1;37:101830.