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A Study of Impact of Knowledge on Awareness of National Education Policy (NEP) 2020 among College Students

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Abstract
The present study has used descriptive survey method to study the impact of knowledge on the awareness of NEP 2020 among college students. 120 college students selected randomly from Dehradun district, Uttarakhand as a sample for the study. Self-developed tools (NEP 2020 Knowledge Scale and NEP 2020 Awareness Scale) were used to measure knowledge and awareness of college students. Data was analysed using Pearson's product moment correlation and regression analysis. The findings of the study show a strong positive and statistically significant correlation between knowledge and awareness. Knowledge is also found to be a strong positive predictor of Awareness among the participants. The finding highlights the significance of enhancing student's knowledge and understanding of NEP 2020.

Keywords: Knowledge, Awareness, College Students, Correlation, Regression analysis

Introduction

Education is considered the foundation of any country's development and social transformation. In a rapidly changing environment, education is expected to prepare students to meet the demands of the 21st century, equipping them not only with essential knowledge but also with skills, values, creativity, and critical thinking. The Government of India launched the New Education Policy 2020 after 34 years to address changing needs and rectify the shortcomings of the previous education policy. The objective of the National Education Policy 2020 is to transform the Indian education system through reforms in both school and higher education. The National Education Policy 2020 is a comprehensive policy that aims to make education learner-centric—capable of addressing global challenges—by focusing on holistic development, creativity, critical thinking, technology, inclusivity, accessibility, multiple entry and exit options, teacher education, vocational integration, and research and innovation. The success of the education policy depends not merely on its formulation but also on the effectiveness of its implementation and the extent to which the people involved understand and are familiar with its provisions. College students are key stakeholders and direct beneficiaries of the policy; therefore, their knowledge about the policy's provisions and stratagems plays a crucial role in its successful execution. This includes their understanding of the concepts, rules, and reforms outlined in the policy. 'Knowledge' refers to the extent to which people understand the ideas, goals, rules, and reforms outlined in NEP 2020. This includes factual, conceptual, procedural, and analytical knowledge about the various aspects of the policy. On the other hand, the level of people's knowledge regarding the existence, significance, implementation, and practical impact of this policy in higher education is named 'awareness'. Despite their deep connection, these two elements represent different aspects of understanding. Even if a student is aware of the facts of a policy, they may not fully grasp its practical implementation and educational implications. An appropriate statistical technique to investigate the connection between these two variables is correlation analysis. Educational institutions, legislators, and teacher educators can create orientation programs, awareness campaigns, and curriculum modifications that improve student's comprehension of the policy by having a better knowledge of the nature and strength of this link.

Thus, the purpose of this study is to investigate the relationship between college students' awareness and understanding of the National Education Policy (NEP) 2020. The results of this study are expected to add to the body of knowledge already available on awareness of education policy and provide helpful suggestions for the successful implementation of NEP 2020 in higher education institutions.

Literature review

The Significant Shift in the Education Policy of India mainly does a comparative study of the National Education Policy 2020 with the old Education Policy 1986 and analyses the changes in the Indian education system. It is descriptive in nature and data has been collected from secondary sources. Research shows that NEP 2020 represents a significant transformation in India's education system by emphasizing holistic, multidisciplinary, flexible, and skill-based education. However, its success depends on effective implementation, adequate financial resources, and the ability to address educational inequalities (Chaturvedi, 2020).

A Study on Awareness about the Impact of National Education Policy-2020 among the Stakeholder of Commerce and Management Disciplinary 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. (Devi, 2020).

Awareness of teachers and college students on national education policy 2020 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. (Ramasamy, & Thangaiah, 2020).

Student's knowledge on national education policy 2020 at higher education level investigate how well higher education students comprehend and are aware of the national education policy 2020. It probably looks at how well students understand the main ideas, goals, and implications of the policy, as well as how they feel about its application and how it might affect their academic path (Chatterjee, Das, & Nandi, 2022).

Another study on National Education Policy (NEP) 2020 and Present Education System of India to examine how the National Education Policy 2020 has affected the Indian education sector, show that by encouraging multidisciplinary education, employability and institutional autonomy NEP 2020 boots the standard of the education system and increases the possibility of teacher growth (Gupta, & Saini, 2024)

Awareness of college students regarding National Education Policy (NEP) 2020: A critical analysis reveal that students possessed a moderate level of awareness about the policy (Gupta, & Saini, 2026).

An investigation into the college student's perceptions of the National Education Policy (NEP) 2020 reveal that student's held a positive attitude about the policy (Gupta, & Saini, 2026).

Significance of the Study

This study is significant because it studies the relationship between college student's awareness and their understanding of the National Education Policy (NEP) 2020. College students are key stakeholders in the implementation of educational modifications, and their contribution in the system may depend on the scope to which they comprehend this policy.

This study will help determine whether there is a significant relationship between student's awareness and their knowledge regarding NEP 2020. It may also expose what additional information and guidance students require concerning the policy's goals, provisions, and potential changes. Teachers, college administrators, legislators, and educational institutions can utilize these findings to organize awareness campaigns, seminars, workshops, and other programs, enabling students to better understand NEP 2020. Subsequently, this study can help cultivate informed and aware students who possess a better understanding of the educational reforms taking place in India.

Research Questions

What is the impact of knowledge on awareness about NEP 2020 among college students.

Research Hypothesis

1. There is no significant relationship between knowledge and Awareness among College students towards National Education Policy (NEP) 2020.
2. There is no significant regression effect of knowledge on awareness of college students towards National Education Policy (NEP) 2020.

Methodology

The study's foundation was primary data. To collect primary data, questionnaires were distributed to respondents. The survey approach was used to collect data because the current study was descriptive in nature. An unavoidable conclusion was reached when the facts were examined and analysed.

Population

The population for the current study would be all college students enrolled in undergraduate and Post graduate programs in the Dehradun district of Uttarakhand.

Sample & Sampling Techniques

It is impossible to involve the entire population in a systematic manner. As a result, the random sampling strategy was used in this examination. This suggested study involved 120 college students. The sample involved 60 males and 60 females UG and PG students.

Delimitation of the Study

1. Study is limited to the Dehradun district only.
2. Gender perspective is not considered in this study.

Tools Used

Self-made questionnaires were used in this study i.e. **"NEP 2020 Knowledge scale-2025" and "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 Knowledge scale has 48 elements in total and 56 elements in NEP 2020 Awareness scale in total.

Scoring Procedure of the Scale

The scoring procedure 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

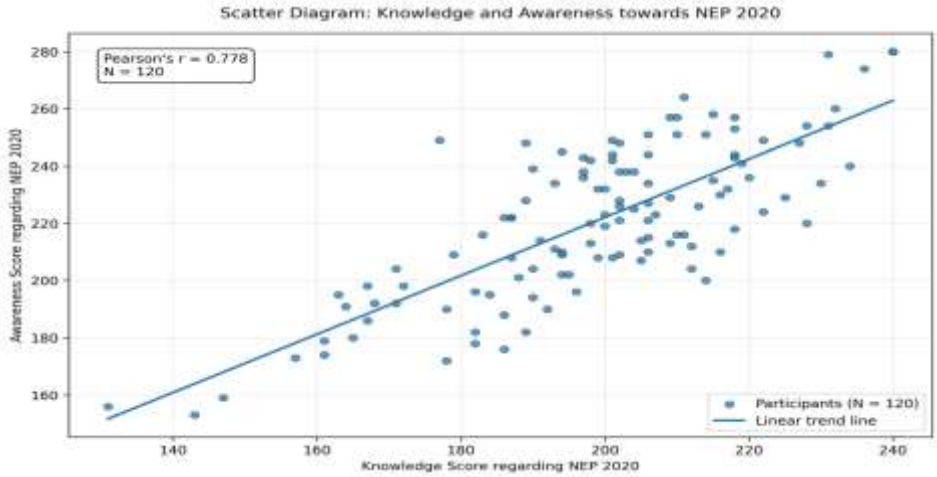
Table:1 Correlation Coefficient (r) between Knowledge and Awareness of College Students regarding NEP 2020.

Correlation Coefficient (r)	Knowledge regarding NEP 2020	Awareness regarding NEP 2020
Knowledge Total	1	.778**
Awareness Total	.778**	1

**. Correlation is significant at the 0.001 level (2-tailed).

Interpretation

Table 1 presents the Pearson product-moment correlation between knowledge and awareness of college students towards NEP 2020. The results reveal a strong positive and statistically significant correlation between knowledge and awareness ((r = 0.778), (N = 120), (p < .001)). This indicates that students with higher knowledge scores tended to have higher awareness scores regarding NEP 2020. The statistically significant relationship suggests that knowledge and awareness are positively associated among the participants.



The Scatter diagram revealed a strong positive relationship between knowledge and Awareness regarding NEP 2020 among college students. The upward-sloping trend line shows that higher knowledge scores tend to be associated with higher awareness scores. Therefore, the null hypothesis stating that there is no significant relationship between knowledge and awareness of college students towards NEP 2020 is rejected, and the alternative hypothesis is supported.

Table:2 Regression Analysis of Knowledge on Awareness regarding NEP 2020.

Predictor Variable	R	R Square	Adjusted R Square	Standardized Coefficient (Beta)	R Square Change	F Change	Sig. F Change
Knowledge	0.778	0.605	0.602	0.778	0.605	180.700	< 0.001

Note. Dependent variable: Awareness Score. Predictor variable: Knowledge Score. Sample size (N) = 120. Significance is reported as p < .001.

Interpretation

The regression analysis revealed that Knowledge significantly and positively predicts Awareness among the 120 participants. The R value (.778) indicates a strong positive relationship between Knowledge and Awareness. The R Square value (.605) shows that Knowledge explains 60.5% of the variance in Awareness scores. The Adjusted R Square value (.602) indicates that approximately 60.2% of the variance is explained after adjustment. The F-change value of 180.700 is statistically significant (p < .001). Thus, Knowledge is a significant positive predictor of Awareness.

Major Findings

- A strong positive correlation (r = .778) has been found between knowledge and awareness of NEP 2020 among college students.

- Knowledge has been found as statistically significant positive predictor of awareness regarding NEP 2020. The regression model described 60.5% of the variance in awareness scores (R^2 = 0.605), while the adjusted (R^2) was 0.602.

Discussion

The relationship of knowledge and awareness of the National Education Policy (NEP) 2020 among college students has been studied in the present study. It was revealed through the findings of the study that there is a strong positive and statistically significant relationship between knowledge and awareness among college students ($r = 0.778$, $P < 0.001$).

This finding indicates that students who score high in knowledge about NEP 2020 also tended to score high in awareness. The results show that the development of a sound knowledge and understanding of the policy's objectives, provisions and proposed educational reform is very important. Knowledge of NEP 2020 may facilitate the students in becoming more accustomed with its implications for higher education along with multidisciplinary learning, flexibility in educational choices, development of skill and holistic development.

It was revealed through regression analysis that knowledge is a statistically significant positive predictor of awareness. It was found that knowledge accounted for 60.5% of the variance (R^2 = 0.605) in awareness scores among the college students. It is also indicated by the adjusted R^2 value of 0.602, that the model sustained considerable explanatory power after adjustment. These findings showed that knowledge is a significant statistical predictor of awareness regarding NEP 2020. However, the remaining 39.5% of the variance may be due to some other factors not studied in the present study.
The findings emphasize the need for systematic efforts to improve student's knowledge of the policy.

Educational Implication

- Institution should provide appropriate opportunities to the college students to understand the NEP 2020 and its practical implication since as a stakeholder college student plays an important role in the implementation of any policy.
- Knowledge and awareness about NEP 2020 will help the students understand educational changes so they can express their opinions, make informed decisions and contribute meaningfully to improving education.

Suggestions for further research

- Future studies can be conducted with a larger sample size.
- Future researchers may conduct the study on basis of gender.
- Longitudinal studies may be conducted to study changes in student's knowledge and awareness of NEP 2020 overtime.
- Comparative studies may be conducted to compare the knowledge and awareness of NEP 2020 of students belonging to different states.

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