Perceived Opportunities of National Education Policy-2020

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ABSTRACT

The National Education Policy (NEP) 2020 aims to transform education, keeping the learner at the centre. It helps to build strong foundational skills and quality of learning across all levels of education, shift in the ways of assessment and, finally, need for systemic transformation. The NEP stressed on creating a national curricular and pedagogical framework, which is competency-based, inclusive, innovative and focuses on comprehensive development of children. The salient features of the policy principles, aims, vision, opportunities and solutions have been dealt with in this article. The policy has opportunities for the students and the teachers. The present study focused on the perception of college students in India about NEP, 2020 concerning opportunities like flexibility in course choices, integration of vocational education, multidisciplinary approach, pairing schools, internationalization.

Key words: *Opportunities of National Education Policy- 2020; Students; Perception.*

Quality education is of fundamental importance for achieving full human potential, developing an equiTable and promoting national development (*Arunachalam, 2020*). And universal high-quality education is the key to India's continued ascent and leadership on the global platform in terms of economic growth, social justice and equality; scientific and technological advancement; national integration and preservation of culture as well. At present, the world is undergoing rapid changes in knowledge and employment landscapes (*Kumar, 2020*). In this scenario, an education system must build and shape character; enable learners to be ethical, rational, compassionate and caring; while at the same time prepare them for gainful employment (*Gupta, 2021*). In this context, India has adopted 2030 Agenda for Sustainable Development (SD), which seeks to ensure inclusive and equiTable quality education; and promote lifelong learning opportunities for all. And such a dreamy goal will require the entire education system to be reconfigured to support and foster process of education, so that all of the critical targets and goals i.e. Sustainable Development Goals (SDGs 4.4) of

the 2030 agenda can be achieved (*Devi, 2022*). So as to bring about reformation in the existing education system the Government of India decided to revamp it by introducing a comprehensive National Education Policy 2020 (NEP-2020) (*Govt. of India, 2020*). The foundational pillars of this policy are access, equity, quality, affordability and accountability. The policy strongly believes in the thought that the purpose of education is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values (*Devi, 2020*). Thus, it aims at producing engaged, productive, and contributing citizens for building an equiTable, inclusive and plural society as envisaged by our Constitution.

Statement of the problem : The new education policy is emerging as challenge for the stakeholders which include, students, universities, Colleges, Schools, Teaching faculty, etc. the entire educational system is going to be revamped in the current year based on the NEP 2020, the students may find it difficult to adapt to the changes since they are not aware of the functioning

of NEP 2020. The students must understand the opportunities and challenges which are listed with the NEP 2020. Hence this study aims to analyze the perceived opportunities and challenges of students with following objectives.

i. To analyse the perceived opportunities of National Educational Policy, 2020 by college students.

ii. To identify the major factors which influenced National Educational Policy, 2020.

METHODOLOGY

The ex-post facto design was followed for the study. The study was conducted on Graduate, Postgraduate and Doctoral degree students. Total 120 college students were selected randomly. The survey was created to respond to the research questions that guided this study. The survey questions included multiple response formats i.e Likert scale. A simple random sampling technique was used to select the respondents for the study. The data collected has been analyzed using percentage and factor analysis. To assess the components' reliability, Chronbach's alpha coefficient was considered equal to 0.869 for the components of perceived opportunities respectively suggesting that the research tool is accepTable enough to be used in data collection. The responses for perceived opportunities were recorded on a five-point continuum representing Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree with scores of 5, 4, 3, 2, and 1, respectively. The perceived opportunities score of each respondent was calculated by adding up the scores obtained by respondents on all the components. The overall perception of opportunities score on this scale ranges from a minimum of 40 to a maximum of 52. Based on their scores respondents were divided into three categories *viz.* high, medium, and low. The higher score indicated that the respondent had perceived more opportunities about NEP,2020.

To find whether the selected components of opportunities work independently to affect overall difficulties or rather act as part of broad factors the factor analysis method was adopted. The components were global exposure for Indian students through exchange programmes, internationalization, increased demand for trained vocational instructors, opportunity for Ed-tech players to collaborate with schools, foreign universities to set up campuses in the country, dignity and respect for other professions, flexibility in course choices, integration of vocational education,

multidisciplinary approach, flexible curricular structure and pairing schools. To alleviate the dilemma factor analysis (Principal Component Analysis) with *Oblimin rotation and Kaiser Normalization method* was employed (SPSS 20). The eigenvalue of a component represents the amount of the total variance explained by that component. In factor analysis, the remarkable factors having eigenvalue greater than one are retained. Furthermore, Varimax method developed by *Kaiser (1958)* is used to minimize the number of components that have high loadings on each factor. Varimax tends to focus on maximizing the differences between the squared pattern structure coefficients on a factor.

RESULTS AND DISCUSSION

To analyse the perceived opportunities of National Educational Policy, 2020 by college students : Table 1 showed the perceived opportunities of NEP, 2020 by the college students. The responses were categorized and ranked by using total weighted score and weighted mean score. This technique was applied to show a comparative analysis between the components.

The data revealed that among the total eleven components "flexibility in course choices." was found the major perceived opportunity with weighted mean 5.00 and ranked 1st. The component "multidisciplinary approach enhanced student's cognitive development as well as social and physical awareness" ranked 2nd with weighted mean 4.38. The component "integration of vocational education within higher education" with weighted mean 4.32 ranked 3rd followed by vocational training will brings up dignity and respect for other professions, global exposure for Indian students through exchange programmes, flexible curricular structure, increased demand for trained vocational instructors, increased demand for trained vocational instructors, opportunity for Ed-tech players to collaborate with schools for imparting skill courses, pairing schools which enables the students to see the different aspects of learning by doing, internationalization i.e holistic research in collaboration with international universities, it provides way for foreign universities to set up campuses in the country with weighted mean scores 4.30, 4.25, 4.24, 4.21, 4.18, 4.10, 4.07, 4.00 ranked 4th, 5th , 6th , 7th ,8th , 9th , 10th and 11th respectively. It is evident from the Table 3. that "flexibility in course choices", "multidisciplinary approach enhanced student's cognitive development as well as social and physical awareness", "integration of vocational

Table 1. Perceived Opportunities of National Educational Policy, 2020 by College Students

| Components | Extent of Agreement | | | | | TWS | WMS | Rank |
| | SA | A | UD | D | SD | | | |
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)			
Flexibility in course choices.	59 (49.16)	53 (44.16)	07 (05.83)	00 (00.00)	01 (00.08)	600	5.00	1
Multidisciplinary approach enhanced student's cognitive development as well as social and physical awareness.	61 (50.83)	50 (41.66)	04 (03.33)	04 (03.33)	01 (00.08)	526	4.38	2
Integration of vocational education within higher education.	56 (46.66)	53 (44.16)	05 (04.16)	05 (04.16)	00 (00.00)	519	4.32	3
Vocational training will brings up dignity and respect for other professions.	63 (52.50)	37 (30.83)	15 (12.50)	03 (02.50)	02 (01.66)	516	4.30	4
Global exposure for Indian students through exchange programmes.	57 (47.50)	42 (35.00)	17 (14.16)	03 (02.50)	01 (00.83)	511	4.25	5
Flexible curricular structure.	46 (38.33)	63 (52.50)	07 (05.83)	02 (01.66)	02 (01.66)	509	4.24	6
Increased demand for trained vocational instructors.	49 (40.83)	55 (45.83)	11 (09.16)	03 (02.50)	02 (01.66)	506	4.21	7
Opportunity for Ed-tech players to collaborate with schools for imparting skill courses.	49 (40.83)	51 (42.50)	14 (11.66)	05	01 (00.83)	502	4.18	8
Pairing Schools which enables the students to see the different aspects of learning by doing.	39 (32.50)	63 (52.50)	12 (10.00)	04 (03.33)	02 (01.66)	493	4.10	9
Internationalization i.e holistic research in collaboration with international universities.	45 (37.50)	50 (41.66)	15 (12.50)	09 (07.50)	01 (00.83)	489	4.07	10
It provides way for foreign universities to set up campuses in the country.	39 (32.50)	46 (38.33)	31 (25.83)	04 (03.33)	00 (00.00)	480	4.00	11

SA=Strongly Agree; A=Agree; UD=Undecided; D=Disagree; SD=Strongly Disagree
*TWS - Total Weighted Score *WMS - Weighted Mean Score

Table 2. Overall perceived opportunities (N = 120)

Categories	No.	%
Low (<40)	15	12.50
Medium (41 to 51)	77	64.16
High (52<)	28	23.33
Mean: 46.4; SD: 5.98		

Table 3. KMO and Bartlett's test of sphericity

Kaiser-meyer-olkin measure of sampling adequacy		.838
Bartlett's test of sphericity	Approx. χ^2	498.244
	df	55
	Sig.	.000

education within higher education" perceived as major opportunities of NEP-2020 by the college students.

The overall level of perception of the respondents has been presented in the Table 2 and Fig 1. The study indicated that out of 120 respondents, 77(64.16%) belonged to medium (41-51) level of opportunities, 28(23.33%) and 15(12.50%) perceived high and low

level of opportunities about NEP-2020.

To identify the major factors which influenced NEP-2020 : In the present study the KMO measure is .838 thus confirming the appropriateness of factor analysis. Bartlett's test of sphericity indicates whether a given correlation matrix is an identity matrix, which would indicate that the variables are unrelated. The significance level has a very small value i.e. .000 which is less than .05 thus suggesting that the variables are highly correlated.

Table 4 indicates the total variance distribution model for extracted factors. In this case, we have taken first two factors as eigen value for them is more than one (1) and account for a cumulative variance of 54.657% which shows that the eleven components of perceived opportunities actually working as two factors to affect students' perceived opportunities. The initial 2 components which poses characteristic values greater than 1 can be extracted.

The Table 5 displayed rotated component matrix and reports the factor loadings for each variable on the

Table 4. Total variance distribution model for extracted factors

Factors	Initial eigenvalues			ESSL			RSSL[a]
	Total	% of variance	Cumu-lative %	Total	% of variance	Cumu-lative %	Total
Flexibility in course choices.	4.781	43.468	43.468	4.781	43.468	43.468	4.226
Multidisciplinary approach enhanced student's cognitive development as well as social and physical awareness.	1.231	11.189	54.657	1.231	11.189	54.657	3.504
Integration of vocational education within higher education.	0.966	8.778	63.435				
Vocational training will brings up dignity and respect for other professions.	0.780	7.091	70.526				
Global exposure for Indian students through exchange programmes.	0.719	6.533	77.059				
Flexible curricular structure.	0.652	5.931	82.990				
Increased demand for trained vocational instructors.	0.517	4.700	87.690				
Opportunity for Ed-tech players to collaborate with schools for imparting skill courses.	0.456	4.147	91.837				
Pairing Schools which enables the students to see the different aspects of learning by doing.	0.346	3.144	94.981				
Internationalization i.e holistic research in collaboration with international universities.	0.289	2.625	97.607				
It provides way for foreign universities to set up campuses in the country.	0.263	2.393	100.000				

Extraction method: Principal component analysis; ESSL: Extraction sums of squared loadings; RSSL[a]=Rotation sums of squared loadings[a];

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 5. Extracted pattern matrix for identified factor of perceived opportunities of NEP, 2020 by the students

Component	Factors	
	1	2
Global exposure for Indian students through exchange programmes	0.925	
Internationalization	0.797	
Increased demand for trained vocational instructors.	0.741	
Opportunity for Ed-tech players to collaborate with schools	0.717	
Foreign universities to set up campuses in the country.	0.538	
Dignity and respect for other professions	0.532	
Flexibility in course choices		0.895
Integration of vocational education		0.711
Multidisciplinary approach		0.635
Flexible curricular structure		0.590
Pairing Schools		0.437

Extraction Method: Principal component analysis.
Rotation method: Oblimin with Kaiser normalization.

a. Rotation converged in 6 iterations.

components after rotation. Each number represents the partial correlation between the item and the rotated factor. These correlations can help us formulate an interpretation of the components. This is done by looking for a common thread among the components that have large loadings for a particular factor.

Eleven components relating to perceived opportunities of NEP-2020 were factor analyzed using principal component analysis with Oblimin rotation. The analysis yielded two factors explaining a total of 54.657% of the variance for the entire set of components. Factor l was labeled as "Globalization and Technological adaptation in education" due to the high loadings by the following components: global exposure for Indian students through exchange programmes, internationalization, increased demand for trained vocational instructors, opportunity for Ed-tech players to collaborate with schools, foreign universities to set up campuses in the country, dignity and respect for other professions. This first factor explained 43.468% of the variance. The second factor derived was labeled as "Dynamic and Flexible education". This factor

was labelled as such due to the high loadings by the following components: flexibility in course choices, integration of vocational education, multidisciplinary approach, flexible curricular structure and pairing Schools. The variance explained by this factor was 11.189%.

This means that the study identified two clear opportunities of NEP-2020 among students that are "Globalization and Technological adaptation in education" and "Dynamic and Flexible education". These two factors are independent of one another (i.e. they are not correlated).

CONCLUSION

A well-defined, well-designed and comprehensive education policy is essential for a country at school, college, and university levels due to the reason that education leads to economic and social progress. Even today, adoption of appropriate education system is necessary in consideration of the prevailing conditions. Thus, to be precise, it is well accepted fact that a good education policy always leads to good and quality education in a country. The study enhanced the knowledge on perception of opportunities of NEP-2020 by the students. The study investigated eleven opportunistic components of NEP-2020 and from among the eleven components two major opportunistic factors were extracted. These factors were labelled as "Globalization and technological adaptation in education" and "Dynamism and flexibility in education" respectively.

CONFLICTS OF INTEREST

The authors have no conflicts of interest.

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