

Assessing Stakeholder Awareness and Perception of NEP-2020: A Study on Policy Implementation and challenges

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Abstract: The National Education Policy (NEP) 2020 aims to reform India's education system by introducing progressive changes. However, its success depends on stakeholder awareness and acceptance. This study investigates parental awareness and perception of NEP-2020, given that parents play a crucial role in their children's education. Using a quantitative approach, data was collected from 300 parents through a structured survey. The findings reveal a low level of awareness and mixed perceptions regarding the policy. The study suggests targeted awareness programs and parental engagement initiatives for effective policy implementation.

Keywords: NEP-2020, Parental Awareness, Stakeholder Perception.

Introduction

The National Education Policy (NEP) 2020 is a landmark reform aimed at revamping the Indian education system. Despite its significance, successful implementation requires strong stakeholder engagement, including that of parents. Parents influence educational decisions and need to be aware of policy changes to support their children's learning journey. This study examines the extent of parental awareness and their perception of NEP-2020. To implement any policy the stakeholders should be aware for smooth dissemination of the policy. As National Education Policy 2020 is wide in nature and to implement this policy every stakeholder should be aware of this new policy.

Parental awareness of education policies plays a significant role in their successful implementation (Kumar, 2021). Studies indicate that many parents lack sufficient knowledge of policy changes due to inadequate dissemination efforts (Sharma, 2022). Mishra and Verma (2023) emphasize the importance of digital tools in increasing parental awareness. Research also suggests that informed parents contribute more effectively to their children's academic growth (Patel, 2021). According to (The Hindu,2024) 58.33% have positive impact on awareness of NEP-2020 and 41.67% had negative views regarding NEP-2020.

Despite efforts to educate stakeholders, parents remain one of the least informed groups regarding NEP-2020 (Verma & Shah, 2022). Barriers such as limited access to policy materials, lack of engagement

initiatives, and complex policy language contribute to this gap (Kumar & Das, 2023). This study builds on existing research by quantitatively assessing parental awareness and perception of NEP-2020.

Kumar (2005) envisions a dynamic, cohesive, and inclusive approach to education—one that aligns with global benchmarks India aspires to meet. Emphasizing both formal and informal learning frameworks, the policy seeks to revamp the educational landscape holistically. Traditionally, books and teacher-led lectures have served as the primary sources of knowledge. However, this policy shifts the focus toward experiential learning, encouraging students to engage with real-world applications beyond classroom confines. With India projected to rank among the world's top three economies by 2030, this transformation will be driven by the nation's vast intellectual capital and innovative educational strategies. (Aithal & Shubrajyotsna, 2019) The National Education Policy 2020 is designed to position India as a global leader in education, aligning with international benchmarks. By prioritizing excellence and inclusivity, the policy serves as a catalyst for national sustainability, ensuring access to top-tier education for all. Through this transformative approach, India aims to strengthen its intellectual foundation and drive long-term progress on a global scale. The research paper aims to find out the awareness level of the most important stakeholder i.e. parents regarding National Education Policy-2020.

Research Objectives

- To assess parental awareness of NEP-2020.
- To analyze parental perceptions regarding its benefits and challenges.
- To identify gaps in policy dissemination and understanding among parents.

Research Methodology

This study adopts a quantitative research approach using a survey-based method to collect data. The data was collected from Aurangabad district from both rural and urban school parents. Around data of 300 parents (Male-178; Female 122) were collected through floating the google forms and through questionnaire. A structured questionnaire was administered through both online (Google Forms) and offline channels.

Data Analysis:

Descriptive Statistics were used for analysis of data.

1. Parents Awareness in Urban Area

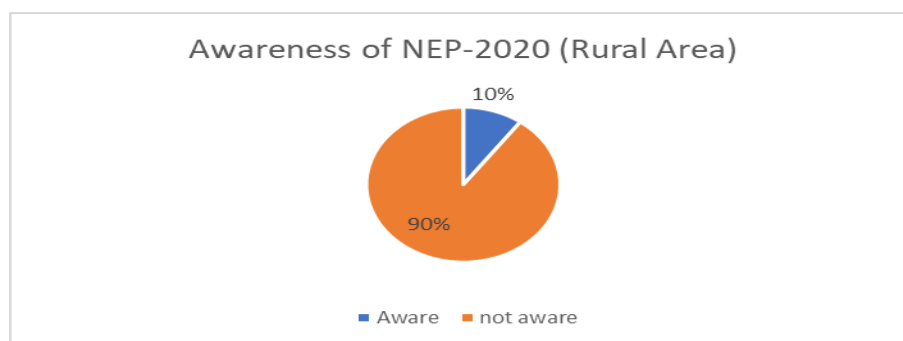


Fig 1. Awareness Of National Education Policy 2020 among Urban Parents

THE GRAPH 1 shows that 32% of the respondents are aware of the policy and 68% were not aware. This means that Urban school parents awareness level is low.

shows that respondents are unaware of the policy, this means that awareness level of NEP-2020 in rural area is very low.

3. Level of Awareness and Understanding of NEP-2020 Among Urban

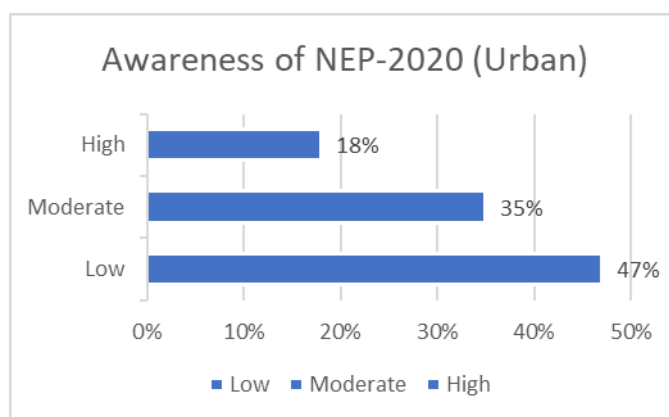


Fig 2. Level of awareness Of NEP-2020 among Urban Parents

The graph 3 shows That Awareness and understanding of NEP-2020 among Urban Parents is low 47% , Moderate 35% and 18% High aware parents. This means that Understanding of the policy is very low in urban parents.

4. Level of Awareness and understanding of NEP-2020 Among Rural parent.

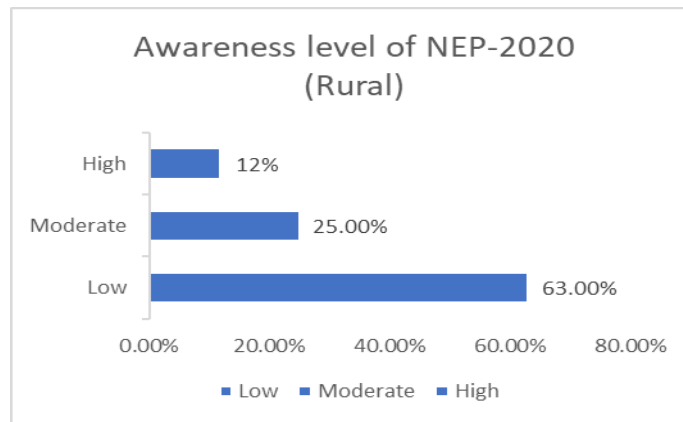


Fig 3: Level of awareness Of NEP-2020 among Rural Parents.

THE GRAPH 4 SHOWS THE Awareness and understanding Of National Education Policy 2020 among rural Parents is low 63%, Moderate 25% and 12% High awareness, this means that there is poor understanding of NEP-2020 among rural parents.

5. Overall Awareness Of NEP-2020 in both Rural and Urban Areas:

- 70% of parents reported **low awareness** of NEP-2020.
- 20% of parents had **moderate awareness**.
- Only 10% exhibited **high awareness**.

6. Parental Perception of NEP-2020 Implementation

Parental Group	Positive Perception (%)	Neutral (%)	Negative (%)
Low Awareness	25%	40%	35%
Moderate Awareness	50%	30%	20%
High Awareness	70%	20%	10%

Table 1: Perception of NEP-2020 among Parents

Table 1 shows that Positive perceptions of NEP-2020 is 25% are low and 40% respondents are neutral, whereas 35% respondents are negative towards the policy. The moderate awareness level is 50% are positive , 30% are neutral and 20% are negative towards policy, whereas the respondents those who possess high perceptions are 70 % , neutral 20% and 10% respondents are negative toward policy.

7. Challenges in Parental Awareness of NEP-2020

- 85% of respondents cited **lack of clear communication**.
- 65% reported **difficulty in understanding policy documents**.
- 93% noted **limited accessibility to policy information**.

Conclusion:

The study reveals that parental awareness of NEP-2020 is significantly low, which affects their perception and engagement with the policy. The existing approach to education at the primary, secondary, and professional levels is no longer sustainable, necessitating a complete paradigm shift in the learning framework. A comprehensive transformation is essential to address the evolving needs of students and the demands of a rapidly changing world. Decision-makers hold a pivotal responsibility in ensuring the seamless and efficient implementation of educational policies, fostering a system that is both effective and free from inconsistencies across all levels. The policy places significant emphasis on skill development at various educational levels by introducing flexible entry and exit options, empowering students to explore courses and subjects of their choice. A key focus of this initiative is the integration of professional education across higher educational institutions, fostering both skill enhancement and the creation of new job opportunities. Undoubtedly, this policy lays a well-defined foundation for India's educational transformation. If implemented effectively, it holds the potential to position India as a global educational powerhouse by 2035, equipping the nation with the right tools for academic and professional excellence. As this policy is a changemaker in India's landscape of education so for proper implementation parents as a stakeholder should be known with the policy. With initiatives like the Madan Mohan Malaviya Teacher Training Program and UGC actively working to educate teachers and students about NEP-2020, it is equally essential to involve parents in this transformative journey. Educating parents about the policy will ensure a more comprehensive and effective implementation, fostering a collaborative learning ecosystem where students receive the necessary support both in and outside the classroom. Addressing this gap requires targeted awareness campaigns and simplified communication strategies.

Recommendations:

1. **Parental Awareness Programs:** Organizing school-led workshops and digital campaigns.
2. **Simplified Policy Dissemination:** Providing easy-to-understand summaries in multiple languages.
3. **Enhanced School-Parent Communication:** Strengthening interactions between educators and parents to bridge the awareness gap.

Limitations and Future Research

- The study focuses only on parents; future research could include teachers and students for a broader perspective.

- Further studies could employ a mixed-method approach to explore qualitative insights.

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