

A Study of Attitude on National Education Policy 2020 Among the Undergraduate Students of Ghanapriya Women's College, Imphal

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Publication Date: 2025/08/30

Abstract: The Indian education system has undergone transformative reforms since independence, with landmark policies in 1968, 1986, and the most recent National Education Policy (NEP) 2020. NEP 2020 marks a paradigm shift toward a holistic, flexible, and multidisciplinary learning framework, replacing the traditional 10+2+3 model with a 5+3+3+4 structure. This study investigates the attitudes of undergraduate students at Ghanapriya Women's College, Manipur, towards NEP 2020, focusing on awareness, perceived benefits, and concerns regarding implementation. Using a Descriptive survey method and a mixed-methods approach, data were collected from 40 randomly selected students through a self-administered questionnaire. Findings reveal that while 85% of respondents are familiar with the policy and 67.5% express a positive attitude—particularly appreciating its emphasis on skill development, multidisciplinary courses, and flexible entry-exit options—significant apprehensions persist. Concerns include infrastructural inadequacies, insufficient faculty preparedness, uncertainty about the 4-year undergraduate program, and doubts over practical execution. The study highlights a gap between policy vision and institutional readiness, suggesting the need for targeted awareness programs, faculty training, resource enhancement, and region-specific implementation strategies. These measures are essential to ensure that NEP 2020's transformative goals translate effectively into improved educational outcomes, particularly in socio-culturally diverse regions like Manipur.

Keywords: National Education Policy 2020, Higher Education, Students Attitude, Multidisciplinary Curriculum.

How to Cite: Dr. Omila Thounaojam; Dr. Yensembam Rajlakshmi Devi (2025) A Study of Attitude on National Education Policy 2020 Among the Undergraduate Students of Ghanapriya Women's College, Imphal. *International Journal of Innovative Science and Research Technology*, 10(8), 1674-1678. <https://doi.org/10.38124/ijisrt/25aug1012>

I. INTRODUCTION

Indian education system has undergone several transformations since independence, with major policy milestones in 1968 and 1986. The 1986 policy emphasized access, equity, and quality but was criticised for its rigidity and lack of adaptation to global and technological changes. Over the decades, rapid socio-economic shifts, globalization, and the digital revolution exposed the limitations of the existing framework, highlighting the needs for a comprehensive overhaul. The evolution of education policy in India reflects the nation's journey from colonial subjugation to independent nationhood and ongoing modernization. During the British colonial era, the British colonial administration fundamentally reshaped India's education system, introducing Western-style institutions and the English language as a medium of instruction. After independence in 1974, India recognised education as central to nation-building, leading to landmark reforms guided by

commissions such as the University Education Commission (1948-1949), Secondary Education Commission (1952-1953), and the comprehensive Kothari Commission (1964-1966), which advocated for a unified national system and equal opportunities. The National Policy on Education (NPE) 1968 was India's first major initiative to reform the education system after independence, aiming to promote social equity, national integration, and scientific advancement (Kotra, 2024). The policy advocated for the three-language formula such as regional language, Hindi, and English to balance linguistic diversity with national unity. Additionally, it called for increased investment in education, targeting 6% of GDP, although this goal was never fully realized. The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. NEP replaced the 10+2+3 curriculum structure in the form of new structure of 5+3+3+4. This policy proposes the revision and revamping of all aspects of the educational

structures, including its regulation and governance. One of the most significant features of the NEP 2020 is its holistic approach to education. The policy emphasises the development of the critical thinking, creativity, and problem-solving skills among students, moving away from rote memorization and exam-centric learning. It introduces a new curriculum structure, replacing the old curriculum system, to better accommodate the cognitive development stages of children from early childhood to adolescence. NEP 2020 also place a strong focus on foundational literacy and numeracy, recognising these as essential building blocks for all future learning. Early childhood care and education (ECCE) is given priority, with the aim of ensuring that every child attains foundational skills by Grade 3. The policy advocates for the integration of vocational education from an early stage, promoting the dignity of labor and preparing students for a rapidly changing job market. India's education policy has evolved from colonial elitism and neglect of mass education to a post-independence focus on equity, access, and modernization. Its major policy shift - from the 1968 and 1986 NPEs to NEP 2020 – reflects the nation's ongoing struggle to balance tradition and modernity, inclusivity and excellence, and national priorities with global trends.

II. ATTITUDE OF UNDERGRADUATE STUDENTS ON NEP 2020

Attitude of undergraduate students on NEP 2020 has brought about significant reforms among students. Undergraduate students generally exhibit a positive attitude towards NEP 2020. These concerns largely come from uncertainties about the implementation process, increased academic pressure, and the challenges of adapting to new curriculum structures. A foundational factor influencing student attitude is their level of awareness and understanding of the policy. While many students are familiar with headline changes such as the introduction of the Common University Test (CUET), the Academic Bank of Credits and Multidisciplinary courses, detailed understanding of the policy's broader or less immediately relevant aspects is often limited. This incomplete understanding is partly due to the main dependency on informal sources like social media, and news outlets for information about NEP 2020, rather than structured communication from educational institution themselves. Universities and colleges have yet to fully make the most on their role as primary facilitators of policy awareness, resulting its gaps that may hinder students' ability to navigate the new educational landscape effectively. Enhancing awareness and understanding is important not only for easing the transition to new education framework but also to forward a more engaged, informed, and confident student community that can fully benefit from the transformative vision of NEP 2020. The implementation of NEP 2020 being new, has made a big impact on the attitude of undergraduate students and its administration. As the education system is new to everyone, every step of implementing the new system comes under great pressure and face various difficulties during the process.

The attitude of undergraduate students towards NEP 2020 can be broadly classified into positive and negative attitudes. The positive attitude of NEP 2020 is that the students appreciate the policy's multidisciplinary approach, which allows them to explore diverse subjects beyond their core discipline, fostering a more holistic education. The emphasis on skill development, vocational training, and internships is also seen as a positive step toward enhancing employability. In addition, the flexibility of the 4-year undergraduate program with multiple entry-exit options appeals to those who seek varied academic pathways, while the shift from high-pressure exams to continuous evaluation is widely welcomed as a stress-relieving measure. The integration of digital education, online learning, and global exposure further resonates with tech-savvy students who prefer modern, accessible learning methods. The negative attitude of NEP 2020 is that, concerns remain regarding the practical implementation of NEP 2020. Students are worried about whether universities and colleges have the necessary infrastructure, trained faculty and resources to effectively adopt the new system. The 4-year undergraduate structure has caused some confusion, particularly among those concerned about global recognition, especially for higher studies abroad. The three-language formula has received mixed reactions—while some view it as inclusive, others fear it may create barriers for English-medium students. Undergraduate students are still uncertain about how employers will perceive the new degree formats, such as the 4-year honours with research and whether it will be valued equally in the job market. While NEP 2020 is progressive and students-friendly in theory, its success depends on effective execution. Undergraduate students remain cautious due to implementation doubts and structural changes. Increase of awareness campaigns and smoother institutional adoption could alleviate student concerns and foster greater acceptance of the reforms. India's diverse socio-cultural and linguistic landscape poses unique challenges for implementing NEP 2020 uniformly across regions and institutions. The North-Eastern region, with its distinct equitable, and linguistic diversity, requires tailored approaches to ensure equitable access to quality education. Likewise, the transition from traditional rote learning to competency-based, experiential education demands significant pedagogical shifts from educators and learners. Addressing the implementation challenges of NEP 2020 requires a coordinated effort from policymakers, institutions, faculty, students, and the broader community. By leveraging the opportunities and learning from ongoing experiences, India can realise the vision of an inclusive, flexible, and globally competitive education system. Manipur is a State where higher education sector is growing in a fast pace. With the implementation of National Education Policy (NEP) 2020, the State is geared up to get higher heights in the field of higher education. The State Government has taken up numerous measures to improve the quality of higher education in the State in the lines of provisions given in NEP 2020.

➤ *Significance of the Study*

The study is significant for a number of important reasons. It attempts to sort out the problems, which hindered in the education process and make appropriate suggestions for their awareness regarding the National Education Policy 2020. It is to reveal the valuable insights into the perspectives of motivations of future leaders and contributors to the society. Understanding the attitudes of students towards NEP 2020 can help educators, policymakers, and other stakeholders to improve the educational policies, program makers and practices to get better understanding on the needs of students and improvise positive attitudes towards the educational system. The previous education policies lay down a good visualization towards building the nation taking into account the prioritized areas of the society approaching towards a developed nation. There is a lot of change in the society now, when compared to 1986, which is having a variation of 34 years with vast modifications, improvements, transformation and many other changes.

➤ *Delimitation of the Study*

The study was delimited to 40 undergraduate students of Ghanapriya Women's College studying in BA 2nd, BA 4th and BA 6th semesters in the age group of 18-23 years from Imphal West District of Manipur.

➤ *Statement of the Problem*

The problem of the study may be stated as "A Study of Attitude on National Education Policy (NEP) 2020 Among the Undergraduate Students of Ghanapriya Women's College, Imphal".

➤ *Objectives of the Study*

- To find out the attitude of college students on NEP 2020
- To find out students' attitude towards NEP 2020 in terms of its implementation strategies
- To find out the effect of implementation of NEP 2020 among undergraduate students

➤ *Research Questions*

- Are you familiar with NEP 2020?
- Do you think there are enough resources for the successful implementation of NEP 2020?
- What is your attitude towards NEP 2020?
- Are you interested in taking multidisciplinary course as suggested by NEP 2020?

III. REVIEW OF LITERATURE

Saikia and Nath (2021) conducted a study on "NEP's Impact on Faculty Development in Manipur's Higher Education". This study examines the NEP's influence on faculty development and capacity-building initiatives in Manipur's higher education sector. The research assesses the strategies adopted by educational institutions to upgrade faculty skills and knowledge in line with the policy's objectives.

Kamlakar Suryavanshi (2024) conducted a study on "National Education Policy 2020: Challenges in Higher Education". The research intends to provide actionable recommendations for policymakers, academic leaders, and stakeholders to facilitate smoother policy execution and achieve the goal of making India a global knowledge hub. Ultimately, the study aims to bridge the gap between NEP 2020's theoretical framework and its practical realization in the diverse and complex landscape of Indian higher education.

Pushpalata Trimukhe (2024) conducted a study on "A Comparative Study Between Traditional and Online Education System in Context with NEP 2020". The study aims to provide insights into how India's education system can leverage the best aspects of both traditional and online learning to meet the policy's vision of a modern, adaptive, and future-ready education framework. The findings may also offer recommendations for policymakers, educators, and institutions on optimizing blended learning approaches to enhance educational delivery in line with NEP 2020's goals.

Dayanand Raje (2024) conducted a study on "National Education Policy: Curriculum Flexibility, Associated Challenges and Potential Solutions". The study aims to critically examine the shift towards a more adaptable and multidisciplinary curriculum as proposed by the National Education Policy (NEP) 2020. The study intends to identify the key challenges in implementing these reforms, including institutional resistance, infrastructural limitations, faculty readiness, and disparities in resource allocation across educational institutions.

IV. RESEARCH METHODOLOGY

➤ *Research Method*

The Descriptive Survey method was used by the researchers. This study was based on a qualitative and quantitative approach (mixed method), to process information relating to the "Attitude of Undergraduate Students Towards NEP 2020". The researchers visited Ghanapriya Women's College physically to administer the questionnaire.

➤ *Sample and Sampling Technique of the Study*

The researcher selected a sample size of 40 students studying in Ghanapriya Women's College from BA 2nd, BA 4th and BA 6th Semesters in the age group of 18-23 years from Imphal West District of Manipur by using Simple Random Sampling Technique method for the present study.

➤ *Tool Used for Data Collection*

Self-administered questionnaire was used by the investigators for the present study.

➤ *Statistical Technique Used*

In bringing proper analysis and interpretation, the collected data were properly organised with the help of statistical techniques. The obtained data were analyzed by using percentage method for the present study.

V. MAIN FINDINGS OF THE STUDY

The findings of the study reveals that the study on the implementation of NEP 2020 at Ghanapriya Women's College presents a complex picture of students' perceptions, revealing both optimistic and significant concerns. While all participants demonstrate awareness of the policy and its key provisions, with 85% claiming familiarity and 67.5% expressing positive attitudes, there remains notable apprehension about its practical implementation. Students unanimously support certain progressive elements like multidisciplinary courses, regional language emphasis, and flexible entry-exit options, and 75% believe it will benefit their field of study. However, the research uncovers substantial challenges that could hinder successful adoption, including widespread concerns about the 4-year undergraduate program (80%), lack of confidence in adapting to the new curriculum (60%), and limited interest in multidisciplinary courses among 45% of the respondents. Most critically, alike participants identified major institutional barriers such as inadequate resources, insufficient teacher training, poor stakeholder coordination, and difficulties in managing India's diverse education system. These findings suggest a paradoxical situation where students conceptually approve of NEP's vision but remain skeptical about both the college's capacity to implement it effectively and its immediate impact on their learning experience. The study underscores the urgent need for comprehensive institutional support, including faculty development programs, infrastructure upgrades, and better student guidance systems to bridge the gap between policy objectives and ground-level execution, ensuring that the transformative potential of NEP 2020 can be fully realized. Majority findings on students' engagement with NEP's flexible curriculum is adopting a student-centric approach that combines choice, guidance, and innovation. By addressing awareness, mentorship, experiential learning, assessment reforms, and infrastructure, educational institutions can significantly boost student engagement with NEP's flexible curriculum, resulting in a more dynamic and fulfilling learning experience. Majority findings on skill development opportunities based on participants' response is that the students demand for more practical, industry-aligned skill development initiatives. By addressing these gaps and aligning with the National Education Policy 2020, Ghanapriya Women's College can significantly improve its skill development framework, thereby empowering students with the competencies needed for future career success.

VI. SUGGESTIONS FOR FURTHER STUDY

➤ *Comparative Regional Analysis*

Conduct similar attitude-based studies across different states or regions of India to compare perceptions of NEP 2020, particularly between urban and rural settings, or resource-rich and resource-constrained institutions.

➤ *Longitudinal Impact Assessment*

Track the same cohort of undergraduate students over multiple years to measure how their attitudes, academic

performance, and employability evolve as NEP 2020 is gradually implemented.

➤ *Faculty Perception and Preparedness*

Investigate the readiness, training needs, and challenges faced by faculty in adapting to NEP 2020's pedagogical shifts, as this significantly influences student experience.

➤ *Infrastructure and Resource Evaluation*

Assess the adequacy of physical, digital, and academic resources in higher education institutions for implementing NEP 2020, focusing on gaps that hinder effective adoption.

➤ *Skill Development and Employability Outcomes*

Examine the real-world impact of vocational integration, internships, and multidisciplinary learning on students' job readiness and career pathways.

➤ *Policy Awareness and Communication*

Study the effectiveness of different awareness-building strategies such as workshops, orientation programs, digital campaigns in improving students' understanding and engagement with NEP 2020.

➤ *Equity and Inclusion Studies*

Explore how NEP 2020 addresses the needs of socially and economically disadvantaged groups (SEDGs), especially in linguistically and culturally diverse areas like the North-East.

VII. RECOMMENDATIONS

➤ *Strengthen Faculty Training Programs*

Implement continuous professional development workshops for faculty to adapt to NEP 2020's emphasis on experiential learning, multidisciplinary curriculum, and competency-based education.

➤ *Upgrade Infrastructure and Digital Readiness*

Allocate targeted funding for ICT-enabled classrooms, library digitization, laboratory facilities, and reliable internet connectivity to support blended and online learning.

➤ *Enhance Student Awareness Campaigns*

Organize orientation sessions, seminars, and interactive Question and Answer forums to improve students' understanding of NEP 2020, reducing misinformation from unverified sources.

➤ *Ensure Region-Specific Implementation*

Tailor NEP 2020 execution plans to local socio-cultural and linguistic contexts, especially in the North-East, to ensure equitable access and relevance.

➤ *Improve Academic and Career Guidance*

Establish dedicated guidance and mentorship cells to help students navigate multiple entry-exit options, multidisciplinary course selection, and career pathways.

➤ *Strengthen Industry-Academia Collaboration*

Partner with local and national industries to provide more internship opportunities, vocational exposure, and skill-based training aligned with NEP 2020's employability goals.

➤ *Monitor and Evaluate Implementation Progress*

Develop a transparent framework for tracking institutional progress on NEP 2020 adoption, including regular feedback loops from students and faculty.

VIII. CONCLUSION

In conclusion, the study presents a nuanced understanding of students' perceptions regarding the implementation of NEP 2020 at Ghanapriya Women's College. While a significant portion of students exhibits a positive outlook towards the policy's potential benefits such as students unanimously support certain progressive elements like multi-disciplinary courses, a regional language emphasis and flexible entry-exit options, underlying concerns regarding its practical execution loom large. The overarching sentiment reflects a wish for innovative curricular changes alongside a deeper skepticism like lack of confidence in adapting to the new curriculum, lingering confusion regarding flexibility in fourth year Undergraduate program with entry and exit options, also about the college's readiness to embrace these reforms. Notably, students have highlighted a strong desire for enhanced institutional support, particularly in faculty training, resource allocation, and stakeholder engagement, which are critical to mitigating identified barriers. Moreover, the findings emphasize the importance of aligning skill development initiatives with industry needs, as students seek practical experiences that will bolster their employability. Moving forward, it is crucial for Ghanapriya Women's College to not only cultivate a student-centric approach that fosters choice and adaptability but also to ensure that the infrastructure and support systems are robust enough to facilitate the aspirations enshrined in the National Education Policy 2020. By addressing these multifaceted challenges comprehensively, the college can propel itself into a new era of educational excellence that fully embraces the transformative vision of NEP while responding effectively to the needs of its student body.

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