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# THE ATTITUDES AND AWARENESS OF PARENTS REGARDING NEP: AN OVERVIEW BASED EXAMINATION



Mr. Shailendra Singh Sainwal\*, Mr.Sandeep Badoni\*,  
Dr. Brij Mohan Prasad\*, Dr. Priyanka Gosain\*

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## **Abstract**

This research paper seeks to better understand how parents feel about and are aware of the National Education Policy (NEP-2020) through a survey-based analysis. The NEP, which was just unveiled, offers a thorough framework for reforming our nation's educational system. However, the acceptance and support of parents as well as the policy's execution in schools are both essential to its success. This study aims to provide useful insights into the alignment of parental attitudes with the policy goals and potential areas for development in parent-school collaboration by examining parental perceptions, expectations, and understanding of the NEP.

**Key words: - NEP-2020, Education Commissions, Attitudes, Perceptions.**

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\*Assistant Professor, School of Management and Commerce,

Shri Guru Ram Rai University, Dehradun 248001. {Uttarakhand} India

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## 1. Introduction

The National Education Policy (NEP) is a thorough policy framework that the government introduced in order to reform the educational system in our nation. The NEP, which will be published in 2020, aspires to meet the changing demands of 21st-century learners, advance holistic development, encourage critical thinking and creativity, and provide universal access to high-quality education.

The NEP outlines a number of measures and changes that should be implemented inside educational institutions, but the success of these projects depends on the active participation and support of numerous stakeholders, including parents. In order to improve learning outcomes, parents work with schools to create a supportive atmosphere at home and to shape their children's educational experiences. In order to ensure efficient policy implementation and to pinpoint areas for improvement in parent-school partnership, it is essential to comprehend parental attitudes and awareness about the NEP. Policymakers, educators, and other stakeholders can learn important information about how parental attitudes align with policy objectives, spot potential obstacles, and develop strategies to increase parent involvement in the educational process by researching parental perceptions, expectations, and concerns regarding the NEP. Additionally, studies on parents' views towards educational reforms have demonstrated that when parents are actively involved and supportive of educational policies, there is a favourable impact on students' academic performance, the climate of the school, and overall educational outcomes. Investigating parental perceptions and knowledge of the NEP can therefore help to improve the policy's effectiveness and promote a favourable learning environment for pupils. Even though parental engagement is important, there is a dearth of empirical research that focuses

on parents' views and awareness of the NEP. The purpose of this study is to close this gap by investigating parental perspectives, attitudes, and levels of awareness about the NEP through a survey-based analysis. The results of this study will give policymakers, educators, and parents themselves useful information that will help them work together more successfully and make decisions that will ensure the NEP is implemented successfully.

### 1.1 Journey of the Indian education system

The history of education policy in India spans from the ancient Gurukul system to the medieval period, with Islamic influence and the introduction of Madrasas. The British East India Company and the British Raj established educational policies aimed at producing clerks and bureaucrats for the colonial administration. The introduction of Western education and its associated policies was influenced by various individuals and factors over several decades. The British educational policies evolved through various committees, reports, and commissions throughout the colonial period.

Post-Independence, the Constitution of India recognized education as a fundamental right and mandated free and compulsory education for all children up to the age of 14. Education commissions, such as Hunter Commission, Sadler Commission, Hartog Committee, Sargeant Plan, Radhakrishnan Commission, and Kothari Commission, have played a crucial role in shaping educational policies and reforms. The National Policy on Education (1986) aimed to achieve universalization of education, promote equality, and strengthen the quality of education at all levels.

In the contemporary period, the Indian government has focused on skill development, vocational education, digital initiatives, and higher education reforms. These efforts have evolved over time,

reflecting the changing needs and aspirations of Indian society.

### 1.2 New Education Policy (NEP-2020)

The New Education Policy (NEP) 2020 is a comprehensive policy document by the Indian government aimed at implementing significant reforms to the education system. Key features include Early Childhood Care and Education (ECCE), a 5+3+3+4 format, promoting mother tongue as the medium of instruction, promoting multidisciplinary education, integrating vocational education, embracing technology, promoting teacher training and professional development, shifting from rote-based learning to competency-based approaches, establishing a single regulator, and promoting research and innovation. The policy also aims to bridge the digital divide and promote flexibility in course choices, multiple entry and exit options, and a credit-based system. India's education system, focusing on structural changes, a multidisciplinary approach, and a focus on holistic development. The policy emphasizes teaching in the mother tongue or regional language up to Grade 5, integrating vocational education, and shifting from a rote-based examination system to a competency-based approach. It also acknowledges the role of technology in education and promotes the use of online resources, digital content, and e-learning platforms. The policy also emphasizes teacher training and professional development, emphasizing the central role of teachers in implementing educational reforms. The NEP 2020 proposes the establishment of the Higher Education Commission of India (HECI) as a single regulatory body for higher education, promoting flexibility in course choices, multiple entry and exit options, and a credit-based system.

The New Education Policy (NEP) 2020 in India aims to promote holistic development, flexibility, choice, multidisciplinary approach, skill

development, technology integration, teacher professional development, inclusion and diversity, and research and innovation. It emphasizes holistic development, flexibility, choice, multidisciplinary approach, skill development, technology integration, teacher professional development, inclusion and diversity, and research and innovation. Both policies prioritize students' cognitive, emotional, social, and physical well-being, fostering a culture of inquiry, curiosity, and critical thinking. The National Education Policy (NEP) 2020 in India emphasizes the importance of parents' active involvement in their child's education and aims to establish a strong partnership between parents, teachers, and schools. Key points include early childhood care and education (ECCE), parental involvement in school governance, school choice and empowerment, parental education and awareness, and technology-enabled parent-teacher communication. The policy promotes play-based and activity-based learning, school management committees, and flexible education systems, empowering parents to make informed decisions about their child's education.

### 2. Review of Literature

The policymakers and other experts provide a very clear explanation of and access to the literature review related to the new education policy. Nevertheless, attempts have been made to evaluate the literature through several research articles published in various research papers, journals, and presentations, which have been briefly discussed herein: -

**B. Venkateshwarlu(2021)** also highlighted that the National Education Policy of India 2020 aims to improve quality, attractiveness, affordability, and supply by opening higher education for private sector and maintaining quality. It encourages merit-based admissions, research-based faculty members, and

technology-based monitoring, with the goal of achieving its objectives by 2030.

**M.Vijayalakshmi (2021)** revealed through her study that the high agreement among teachers on NEP 2020, with low disagreement. The relationship between agreement and disagreement was non-significant, and teachers' teaching experience was significant. Implementing new educational policies in the Indian system would provide high-quality education and promote nation-building.

**Abhishek Sarta (2022)** considered that the National Education Policy (NEP) 2020 aims to transform India's education system and make it an educational hub. However, some recommendations seem less practical and ambitious. To achieve higher goals, it is crucial to focus on basic issues like teacher training, technology penetration, student learning, investment, and ensuring safe dropout rates. Failure to address these issues will leave the country behind in achieving new advancements in education.

**K. Muralidharan, K. Shanmugan and Y. Klochkov (2022)** considered that the NEP 2020 is a popular educational policy aimed at improving the quality of life. However, its implementation in the digitalized world presents challenges. Flexibility in lifelong education and training can lead to better opportunities and employment.

**Gopalan K.R, Nivithra S, Vezhaventhan D (2022)** analyzed that the advanced education significantly impacts the economy, societal position, innovation reception, and human conduct. The Public Training Strategy of India 2020 aims to improve GER by enhancing quality, appeal, affordability, and expanding private education while implementing strict quality control measures.

**Imran Ansari (2023)** revealed through his study and suggested that the NEP-2020 calls for education system reform, emphasizing teacher educators' role in implementing it. It calls for comprehensive

training, continuous professional development, and the establishment of the National Professional Standard for Teachers (NPST) with the help of NCTE, NCERT, and SCERT. The increase in education budget from 3% to 6% of GDP will help resolve the institution's financial crisis and meet the needs for advanced resources in teacher training institutions.

### 3. Research Methodology

In certain ways, the research process or methodology is both exploratory and descriptive. Both primary and secondary sources of data have been used. All relevant information for the review has been gathered from academic papers, publications, and numerous websites online. The information needed for the analysis to address the issues raised by this study was gathered from primary sources including questionnaires and interviews.

#### 3.1 Limitations of the Study

This study seeks to provide quantitative data that can offer a thorough knowledge of parental attitudes and awareness about the NEP by using a survey-based research. The majority of respondents fill out an online questionnaire, making it difficult to properly discern the feelings and intents of the respondents from the data. The contents of NEP are also not discussed deeply because there are so many research articles, government manuals, reports, circulars and guidelines, available in this area.

#### 3.2 Objectives

The following are the main goals of this study on parental perceptions and knowledge of the National Education Policy (NEP):

- To figure out how well-informed parents are about the NEP and its essential elements, such as modifications to the curriculum, assessment procedures, and instructional strategies.

- To investigate how parents feel about the NEP's emphasized holistic development, critical thinking, and diversity, as well as other goals and objectives.
- To determine what parents, anticipate, worry about, and recommend for the NEP's implementation in educational institutions.
- To investigate the association between parental knowledge and attitudes and socioeconomic elements such parental education, income, and other characteristics.

### 3.3 Hypotheses

**H01:** There is no association between socio-economic characteristics of the parents with their awareness about NEP-2020.

**H02:** There is no association between socio-economic characteristics of the parents with their perception about NEP-2020.

**H03:** There is no association between socio-economic characteristics of the parents with their attitude about NEP-2020.

### 3.4 Significance of the study

Understanding parental perceptions and awareness of NEPs is crucial for effective policy implementation. This research aims to strengthen parent-school collaboration by examining attitudes, expectations, and

recommendations, ensuring active parental participation in children's education.

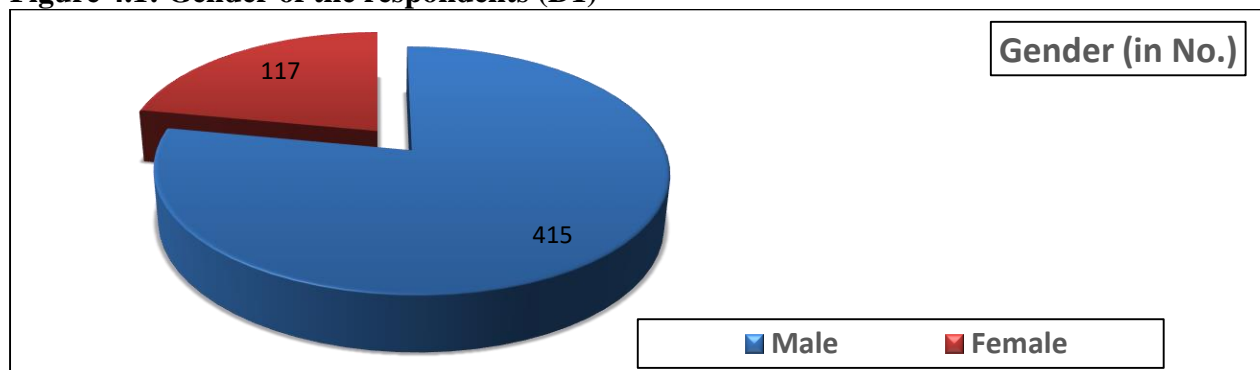
### 3.5 Sample size, Data collection & analytical tools

A representative sample of 532 parents from diverse socioeconomic backgrounds is covered for the study. A structured questionnaire is developed to capture information on parental awareness, attitudes, expectations, and concerns about the National Education Policy (NEP-2020). The responses are recorded by using a Likert scale of 1 to 5, where 5 was strongly disagree and 1 was strongly agree. A pilot study is assessed the questionnaire's clarity, validity, and reliability. Data collection is conducted through face-to-face interviews, online surveys, or a combination of both, with ethical considerations. Data analysis will use descriptive statistics, inferential statistics, and open-ended responses to identify patterns, concerns, and suggestions.

### 4. Analysis and Interpretation of the study

In the first part, the data are collected to describe the demographic characteristics of the respondents and determine their socioeconomic status. Under this part, information like Gender, Age group, religion, educational level, employment type, and monthly household income is collected from the respondents. The responses recorded are here as follows:

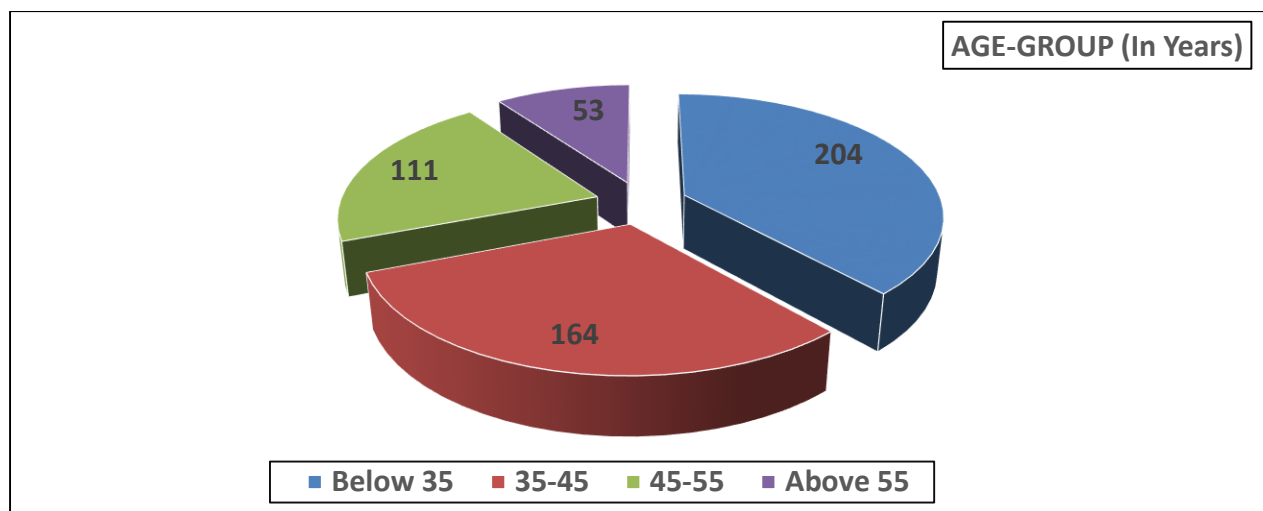
**Figure 4.1: Gender of the respondents (D1)**



**Source: Primary data**

**Interpretation:** Majority of the respondents were Male. The female respondents were 12% only.

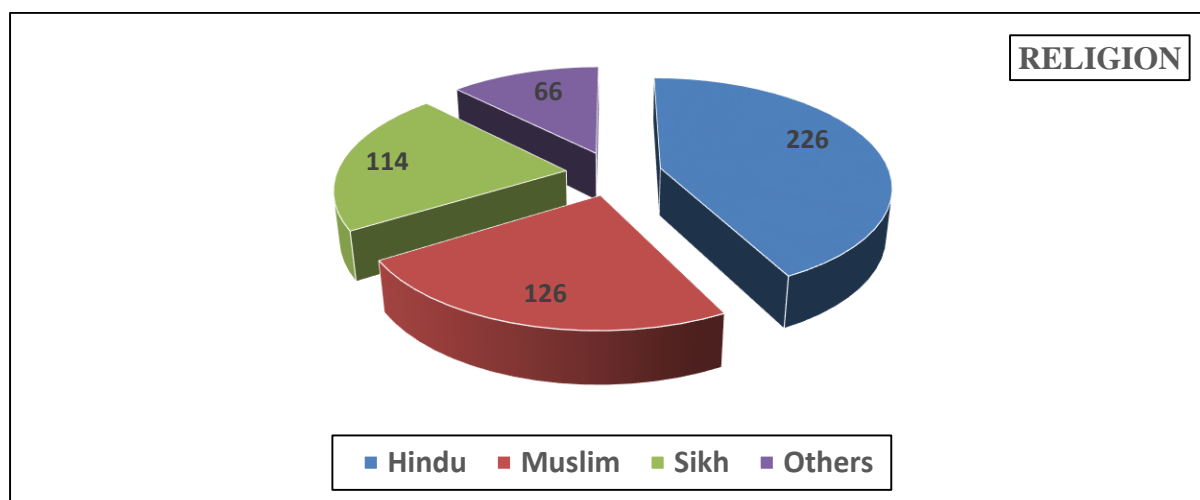
**Figure 4.2: Age wise classification of the respondents (D2)**



**Source: Primary data**

**Interpretation:** Most of the respondents were from the age group of below 35 Years. It is followed by the respondents from the age group of 35-45 years, 45-55 years and above 45 years respectively.

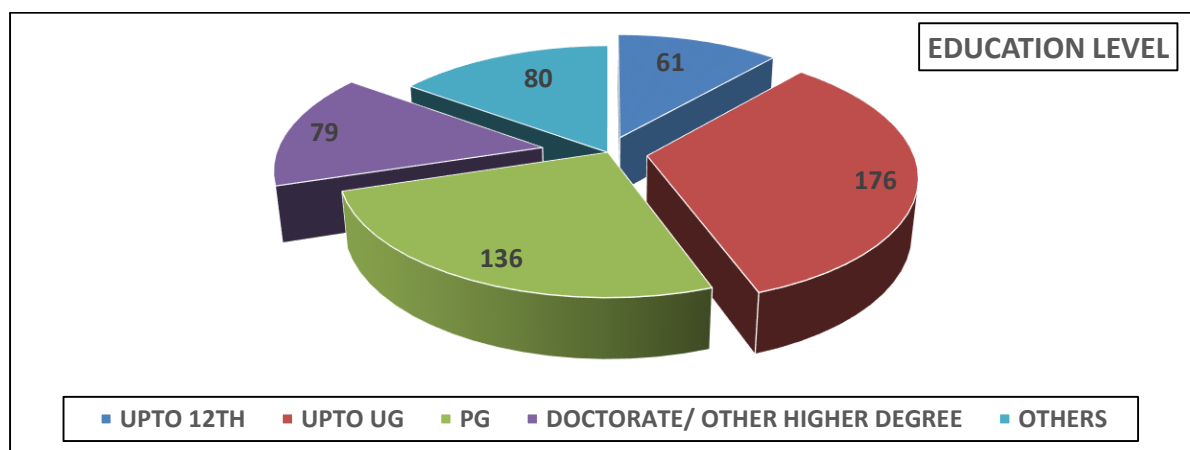
**Figure 4.3: Religion wise classification of the respondents (D3)**



**Source: Primary data**

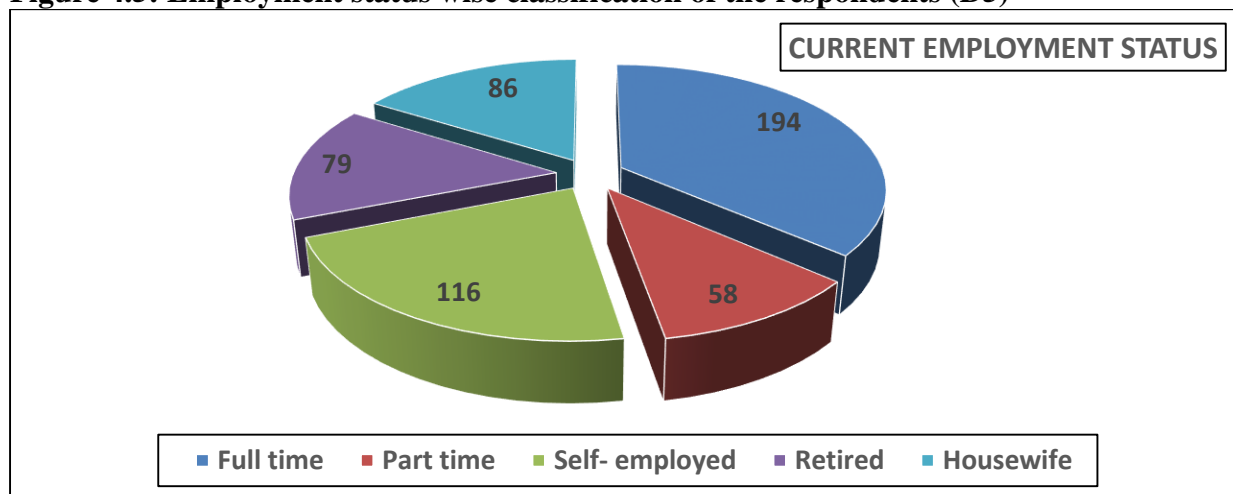
**Interpretation:** As per the responses gathered for this study, most of the respondents were from the Hindu religion. It is followed by the Muslim, Sikh and Other religion. Other includes Christian, Jain & Baudh religion.



**Figure 4.4: Education wise classification of the respondents (D4)**

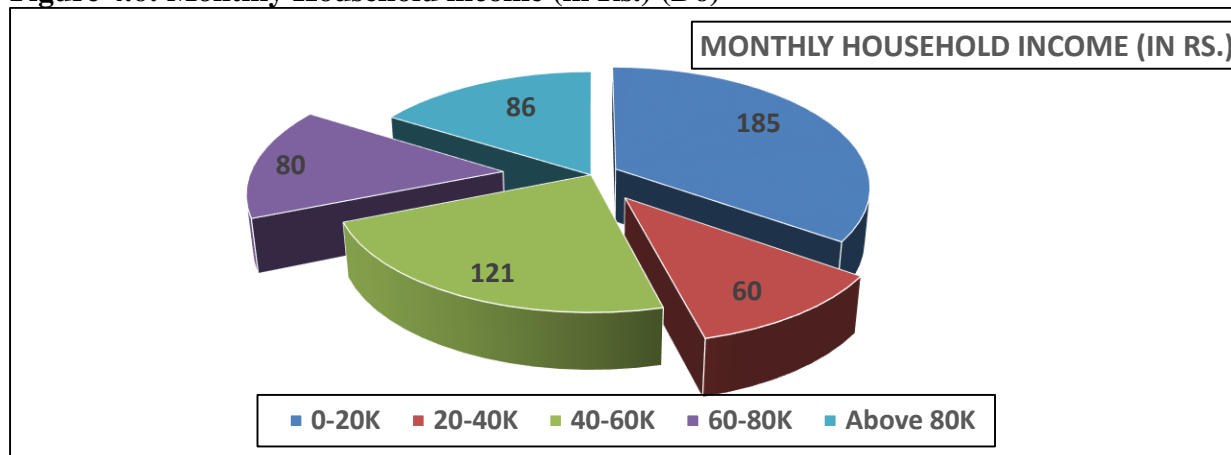
**Source: Primary data**

**Interpretation:** As per the responses received from the respondents, mostly were from the UG category. This number is followed by the respondents from the PG category, other category, Doctorate & higher and Upto 12<sup>th</sup>. The other category includes any diploma, certificate etc.

**Figure 4.5: Employment status wise classification of the respondents (D5)**

**Source: Primary data**

**Interpretation:** Most of the respondents were doing the full-time job. This is followed by the self-employed respondents. Retired respondents were 79, which is followed by the part-time and housewives.

**Figure 4.6: Monthly Household income (in Rs.) (D6)**

**Source: Primary data**

**Interpretation:** As per the data received for the study, respondents from the income group Rs. 0-20 thousand are dominating. This is followed by the respondents of the income group Rs. 40-60 thousand.

In the second part of the questionnaire, questions are asked to evaluate awareness, perception and attitude of the respondents about the implementation of the new education policy- 2020. The questions are also asked to know about the parents' expectation and concern regarding the NEP 2020.

Responses are measured by using a Likert scale of 1 to 5, where 5 was strongly disagree and 1 was strongly agree. The responses recorded are here as follows:

**Table 4a: Chi- Square analysis of the responses to evaluate an association between awareness level and the demographic factors (Socio-Economic characteristics):** The responses are recorded at the Likert scale from 1 to 5. The average of the responses is categorized among 1-2 = Not aware, 3= Somewhat aware and 4-5= Very aware. Therefore, the awareness level of the respondents is categorized among Very aware, somewhat aware and not aware. The demographic characteristics are categorized among D1, D2, D3, D4, D5 and D6 as per the sequence explained above. Further, this awareness level is compared with the demographic factors and the Chi- square test is applied to find an association. The following table which is previously used by V. Murugesan (2021) is used to present data and its interpretation. The responses and the results are as follows:



S.N.	Demographic Factors	Awareness Level			d.f.	Chi-Square Statistic	Level of Significance P=0.05 Level
		Very Aware	Somewhat Aware	Not aware			
D1	Male	104	124	187	2	2.0039	Not Significant
	Female	22	37	58			
D2	Below 35 Years	67	61	76	6	18.7795	Significant
	35-45 Years	32	51	81			
	45-55 Years	16	34	61			
	Above 55 Years	11	15	27			
D3	Hindu	58	72	96	6	17.5454	Significant
	Muslim	19	31	76			
	Sikh	29	42	43			
	Other	20	16	30			
D4	Upto 12 standard	15	14	22	8	15.5496	Significant
	Upto UG	32	63	81			
	Upto PG	43	32	61			
	Doctorate/other higher qualification	23	23	33			
	Other	13	29	38			
D5	Full	43	62	89	8	4.196	Not Significant
	Part- time	11	18	29			
	Self-employed	28	32	56			
	Retired	18	27	34			
	Housewife	26	23	37			
D6	Rs. 0-20K	41	58	86	8	2.1367	Not Significant
	Rs. 20-40K	13	20	27			
	Rs. 40-60K	29	34	58			
	Rs. 60-80K	21	26	33			
	Above 80K	22	23	41			

Source: Primary data

**Interpretation:** The results show that the awareness level as per the Gender, Employment types and Monthly household income is not significantly associated. The Chi-Square statistics for these three are 2.0039, 4.196 and 2.1367 which are lower than the concerned tabulated values. Therefore, it can be described that the awareness level of the parents is not affected as per the Gender, Employment types and income level. On the other hand, as per the Chi-Square statistics for Age-

group, Religion and Qualification level is significantly associated with the awareness level of the parents. The calculated values for the Age- group, Religion and Qualification level are 18.7795, 17.5454 and 15.5496 which are higher than the concerned tabulated values. Therefore, it can be interpreted that the awareness level of the parents is affected as per their age group, religion and qualification level. On the basis of these findings, we can conclude for the **first Null hypothesis**

(H01) which is “There is no association between socio-economic characteristics of the parents with their awareness about NEP-2020” is accepted on the basis of age-group, religion and qualification level and rejected on the basis of gender, employment status and household income level.

**Table 4b: Chi- Square analysis of the responses to evaluate an association between perception level and the demographic factors (Socio-Economic characteristics):** The responses are recorded at the Likert scale from 1 to 5.

The average of the responses is categorized into 1-3 = Negative perception and 4-5 = Positive perception about NEP. Therefore, the perception of the respondents is categorized into positive and negative perception for the NEP. The demographic characteristics are categorized among D1, D2, D3, D4, D5 and D6 as per the sequence explained above. Further, this perception is compared with the demographic factors and the Chi-square test is applied to find an association. The responses and the results are as follows:

S.N.	Demographic Factors	Perception about NEP		d.f.	Chi-Square	Level of Significance P=0.05 Level
		Positive	Negative			
D1	Male	340	75	1	1.2445	Not Significant
	Female	101	16			
D2	Below 35 Years	142	62	3	18.6243	Significant
	35-45 Years	101	63			
	45-55 Years	53	58			
	Above 55 Years	25	28			
D3	Hindu	152	74	3	14.2137	Significant
	Muslim	59	67			
	Sikh	68	46			
	Other	41	25			
D4	Upto 12 standard	23	38	4	19.0648	Significant
	Upto UG	98	78			
	Upto PG	81	55			
	Doctorate/other higher qualification	57	22			
	Other	39	41			
D5	Full	112	82	4	12.5718	Significant
	Part- time	43	15			
	Self-employed	70	46			
	Retired	38	41			
	Housewife	59	27			
D6	Rs. 0-20K	114	71	4	9.6346	Significant
	Rs. 20-40K	41	19			
	Rs. 40-60K	73	48			
	Rs. 60-80K	38	42			
	Above 80K	59	27			

Source: Primary data

**Interpretation:**

The results shows that the parental perception about NEP as per the Gender is not significantly associated. The Chi-Square statistic for this is 1.2445 which is lower than the concerned tabulated value. Therefore, it can be interpreted that the perception about NEP of the parents is not affected as per the Gender. On the other hand, as per the Chi- Square statistics for Age- group, Religion, Qualification level, employment status and household income level are significantly associated with the perception about NEP of the parents. The calculated Chi- Square values for the Age-group, Religion, Qualification level, employment status and household income level are 18.6243, 14.2137, 19.0648, 12.5718 and 9.6346 which are higher than the concerned tabulated values. Therefore, it can be interpreted that the perception of the parents is affected as per their age group, religion, qualification level, employment status and household income level.

On the basis of these findings, we can conclude for the **second Null hypothesis (H02)** which is **“There is no association**

**between socio-economic characteristics of the parents with their perception about NEP-2020”** is accepted on the basis of gender only and rejected on the basis of age- group, religion, qualification level, employment status and household income level.

**Table 4c: Chi- Square analysis of the responses to evaluate an association between Attitude about NEP and the demographic factors (Socio-Economic characteristics):** The responses are recorded at the Likert scale from 1 to 5. The average of the responses is categorized into 1-3 = Negative attitude and 4-5= Positive attitude about NEP. Therefore, the attitude of the respondents is categorized into positive and negative attitude for NEP. The demographic characteristics are categorized among D1, D2, D3, D4, D5 and D6 as per the sequence explained above. Further, this attitude category is compared with the demographic factors and the Chi- square test is applied to find an association. The responses and the results are as follows:

S.N.	Demographic Factors	Attitude about NEP		d.f.	Chi-Square	Level of Significance P=0.05 Level
		Positive	Negative			
D1	Male	340	75	1	0.8007	Not Significant
	Female	100	17			
D2	Below 35 Years	141	63	3	16.6645	Significant
	35-45 Years	99	65			
	45-55 Years	54	57			
	Above 55 Years	25	28			
D3	Hindu	151	75	3	14.0217	Significant
	Muslim	59	67			
	Sikh	66	48			
	Other	42	24			
D4	Upto 12 standard	22	39	4	18.8063	Significant
	Upto UG	97	79			
	Upto PG	81	55			
	Doctorate/other higher	56	23			

	qualification					
	Other	40	40			
<b>D5</b>	Full	110	84	4	16.3478	Significant
	Part- time	43	15			
	Self-employed	70	46			
	Retired	35	44			
	Housewife	59	27			
<b>D6</b>	Rs. 0-20K	112	73	4	10.7316	Significant
	Rs. 20-40K	41	19			
	Rs. 40-60K	72	49			
	Rs. 60-80K	37	43			
	Above 80K	59	27			

**Source: Primary data**

### Interpretation:

The results shows that the parental attitude about NEP as per the Gender is not significantly associated. The Chi-Square statistic for this is 0.8007 which is lower than the concerned tabulated value. Therefore, it can be interpreted that the attitude about NEP of the parents is not affected as per the Gender. On the other hand, as per the Chi- Square statistics calculated for Age- group, Religion, Qualification level, employment status and household income level are significantly associated with the attitude about NEP of the parents. The calculated Chi- Square values for the Age- group, Religion, Qualification level, employment status and household income level are 16.6645, 14.0217, 18.8063, 16.3478 and 10.7316 which are higher than the concerned tabulated values. Therefore, it can be interpreted that the attitude of the parents is affected as per their age group, religion, qualification level, employment status and household income level.

On the basis of these findings, we can conclude for the **third Null hypothesis**

(H03) which is “**There is no association between socio-economic characteristics of the parents with their attitude about NEP-2020**” is accepted on the basis of gender only and rejected on the basis of age- group, religion, qualification level, employment status and household income level.

**Table 4d:**The responses are also taken to know about the expectation of the parents from the implementation of NEP. These are also taken at the Likert scale from 1 to 5. The average of the responses is categorized into 1-3 = Negative expectation and 4-5= Positive expectation about NEP. Some questions were asked to the parents, like whether NEP is expected to improve a child's educational experience by introducing a relevant, skill-oriented curriculum, fostering inclusive learning environments, and enhancing teacher training and professional development. It also encourages parental involvement and collaboration with schools for better educational outcomes. The responses are as follows:

S.N.	Expectations	Positive	Negative
1.	The parents expect that the implementation of the NEP will enhance and improve the overall educational experience of students.	441	91
2.	The parents expect that all students will benefit from a more welcoming and inclusive learning environment because of the NEP's emphasis on inclusive education.	452	80
3.	The parents expect that the NEP's implementation will promote proactive parental involvement and cooperation with schools for their children's educational benefit.	429	103
4.	The parents expect that their children will be better prepared for future challenges because of the NEP's more pertinent and skill-focused curriculum.	443	89
5.	The parents expect that The NEP's focus on professional development for teachers will raise the standard of instruction in classrooms.	409	123

**Source: Primary data**

### Interpretation:

The responses revealed that the parents are expecting that the implementation of the NEP will enhance and improve the overall educational experience for students. They also expect that the inclusive educational environment as per the NEP is good for the students. They also have positive expectation with the fact that the NEP will promote proactive parental involvement and cooperation with schools for their children's educational benefit. Parents also have a positive expectation with the skill-focused curriculum for students and professional development strategies for the teachers. The data also expressed that the

parents are little bit hesitate with their expectation with the proactive parental involvement and cooperation with schools. They are also doubting on the fact that the NEP's focus on professional development for teachers will raise the standard of instruction in classrooms

**Table 4e:** The responses are also taken to know about the concerns of the parents from the implementation of NEP. These are also taken at the Likert scale from 1 to 5. The average of the responses is categorized into 1-3 = Negative concern and 4-5= Positive concern about NEP. The responses are as follows:

S.N.	Concerns	Positive	Negative
1.	Parents are concerned about the accessibility and availability of the tools, facilities, and technology needed to execute the NEP successfully.	383	149
2.	Parents are concerned about the NEP's handling of anticipated problems and roadblocks that might appear during implementation.	472	60
3.	Parents are concerned about whether the NEP will be properly implemented in educational institutions and about how well it will be implemented overall.	458	74
4.	Parents are concerned about the potential effects of the NEP's curriculum and teaching method changes on my child's academic development.	219	313

5.	Parents are concerned about, how the NEP might affect, how affordable and accessible education is, especially for families from lower socioeconomic backgrounds.	423	109
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**Source: Primary data****Interpretation:**

The responses revealed that the parents are more concerned about the proper implementation of the NEP in educational institutions and the handling of anticipated problems during the implementation stage. They are also concerned about the affordable and accessible education for marginalized group. Parents are not that much concerned about the curriculum and teaching methods.

**5. Conclusion**

The Indian government took initiatives to make more dynamic, inclusive, accessible, affordable and internationally acceptable education policy. First the importance of regional languages got importance as a medium of instruction and that is a beauty of this education policy. Indian Government has a big challenge on immediate as well as future basis of providing quality affordable and adequate education according to the needs of a large population which is changing dynamically over a period of time. The target audience and stakeholders have varied interests and to balance them continuously is a difficult ongoing job. The age group, religion and educational qualification affect the awareness of NEP but gender, employment status and house hold income level does not affect the awareness of NEP. Age group, Religion, Qualification level, employment status and household income level affect the perception of parents about the NEP but gender does not affect the same.

Attitude of parents about NEP is not affected by gender but is affected by age group, religion, educational qualification, employment status and household income. The general sentiment of parents towards inclusion of professional content and skill-based education, improvement of learning environment and increased collaboration of parents with schools.

**6. Future suggestions**

Since age group, religion, educational qualification, employment status and household income have emerged as important metrics in the ongoing discussion about NEP, separate surveys over a period of time are recommended.

The change in attitude, awareness and perception of Parents about NEP has to be tracked over the time by a cross sectional research design on the sample.

Feedback loop of Plan Do Check Act is never complete without continuous improvement of the inputs and outputs in educational implementation.

1. The awareness of people should be raised about the NEP and the implementation of the same has to be tracked on various aspects amongst the general public.
2. The awareness of changes also has to be tracked over the time.
3. The effects of public perceptions on the policy formulation has to be studied over a period of time.

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