1. INTRODUCTION

"Education is the most powerful weapon which you can use to change the world"

– Nelson Mandela

Education is a backbone of every individual and it determines the destiny of a Nation. Education enhances one's knowledge, skills, attitude, personality, values, habits, etc. It prepares a person to face challenges in everyday life. Education plays a vital role in this modern and competitive world.

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

After framing the policy, it should be properly implemented in the educational set up. Then only it will make the desirable changes in the educational system. NEP 2020 is going to be implemented in the educational system successfully through the teachers. They are the real, direct and significant stakeholders. While implementing the policy, the stakeholders should be recognized and included in the process for its crucial effectiveness. It is essential also, to know their opinion about the NEP 2020. Hence, this study tries to find out the opinion of teachers on NEP 2020.

1.1 PREVIOUS EDUCATIONAL POLICIES OF INDIA

National Education Policy (NEP) is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 and by the suggestions of Kothari Commission first education policy was passed in 1968.

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

1.2 THE NATIONAL EDUCATION POLICY(NEP) 2020

The NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NEP), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from

2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received."

1.3 HIGHLIGHTS OF THE NATIONAL EDUCATION POLICY 2020

The National Education Policy 2020 envisions an India centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built.

1.3.1 Higher Education

- HE monitoring and controlling institutions like UGC, AICTE, MCI, DCI, INC, etc. will be merged with the Higher Education Commission of India (HECI) as a single regulator for HEI.
- The current Accreditation Institutions like NAAC and NAB will be replaced by a robust National Accreditation Council (NAC).
- Establishment of a National Research Foundation (NRF) to fund research in universities and colleges.
- Consolidation of existing fragmented HEIs into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more than 3,000 students. The Timeline to become multi-disciplinary is by 2030 and to have 3,000 and more students by 2040.
- Every existing College will develop into either degree granting autonomous College or migrated into a Constituent College of University and becomes fully a part of the University.

- The Gross Enrolment Ratio in HE including Vocational education will increase from current 26.3% (2018) to 50% by 2035.
- All existing affiliated Colleges will eventually grow autonomous degree-granting colleges with the mentoring support of affiliated University by improving and securing the prescribed accreditation level.
- The various nomenclatures used currently such as deemed to be university, affiliating university, central university, affiliating technical university, unitary university, etc. will be replaced by 'University' after fulfilling the required criteria as per norms.
- Research will be included in UG, PG, level and have a holistic and multidisciplinary education approach.
- Four years Bachelor degree with multiple exit options, one to two years Master's degree based on the number of years spent in Bachelor degree as four or three respectively, and option to do Ph.D. for four years Bachelor degree with research are possible.
- Two years Master degree with full research in the second year, One year Master degree for four years Bachelor degree holders, and Five years integrated Bachelor/Master degree.
- Student Centered teaching & learning process instead of Teacher centered teaching model.
- Choice Based Credit System is revised by an innovative and flexible Competency Based Credit System.
- Examination system will change from high-stakes examinations (Semester End system) towards a more continuous and comprehensive evaluation examination system.
- Encouragement for Online Distance Learning (ODL) courses as a part of degree programs to include the credit system.

1.3.2 Teachers Education

- All stand-alone Teachers Education Institutions should convert themselves as Multi-disciplinary HETs by 2030 to offer only four years integrated B.Ed. programme.
- All schools of foundation, preparatory, middle, and secondary level should appoint 4-years integrated B.Ed. degree holders as teachers with dual major specialization (Education & Subject).
- Till 2030, there will be two years B.Ed. programme for 3 years UG and one-year B.Ed. for four years UG and those who have Master's degree in other subjects.
- M.Ed. will be one year with research focus. The faculty profile in Departments of Education will be diverse with Ph.D.'s in different areas.
- All interested senior or retired faculty will be utilized short or long term for guiding, mentoring, or professional support for research/training/innovation. A separate National Mission for Mentoring will be established.

1.3.3 Professional Education

- All stand-alone professional education institutions in any field shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education by 2030.
- HEIs will be encouraged to prepare professionals in agriculture and veterinary sciences through programmes integrated with general education. HEIs offering agricultural education must focus on the local community and involvement in setting up Agricultural Technology Parks in the region to promote technology incubation and dissemination.
- Universities/institutions offering law education must prefer to offer bilingual education for future lawyers and judges - in English and State language.
- Healthcare education system must be integrated in such a way that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa.

Greater emphasis should be given in all forms of healthcare education to preventive healthcare and community medicine.

- Technical education should be offered within multidisciplinary education institutions and should focus on opportunities to engage deeply with other disciplines. The focus should be on offering Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with applications to health, environment, and sustainable living.

1.3.4 Private Institutions

- All private universities are eligible for graded autonomy based on their accreditation status.
- All HEIs have autonomy in deciding their fees structure and surplus if any should be reinvested in the expansion projects with a transparent accounting system.
- All private HEIs should offer 20% free-ship and 30% scholarship in the course fee for meritorious students in every course which they offer during a given academic year and this should be checked and confirmed by the accreditation process.
- National Research Foundation will treat all private HEIs in par with public HEIs for granting research finds which is only based on the merit of the proposals.

1.4 VARIOUS EDUCATIONAL STAGES TO BE IMPLEMENTED AS PER NATIONAL EDUCATION POLICY 2020

The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035. The various educational lifecycle stages announced in the policy are listed below along with their special features.

1.4.1 Foundation Stage

Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery-based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.

1.4.2 Preparatory Stage

Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.

1.4.3 Middle school education Stage

Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialized subjects with subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.

1.4.4 Secondary education Stage

Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.

1.4.5 Under-graduation Education Stage

The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.

1.4.6 Post-graduation Education Stage

The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.

1.4.7 Research Stage

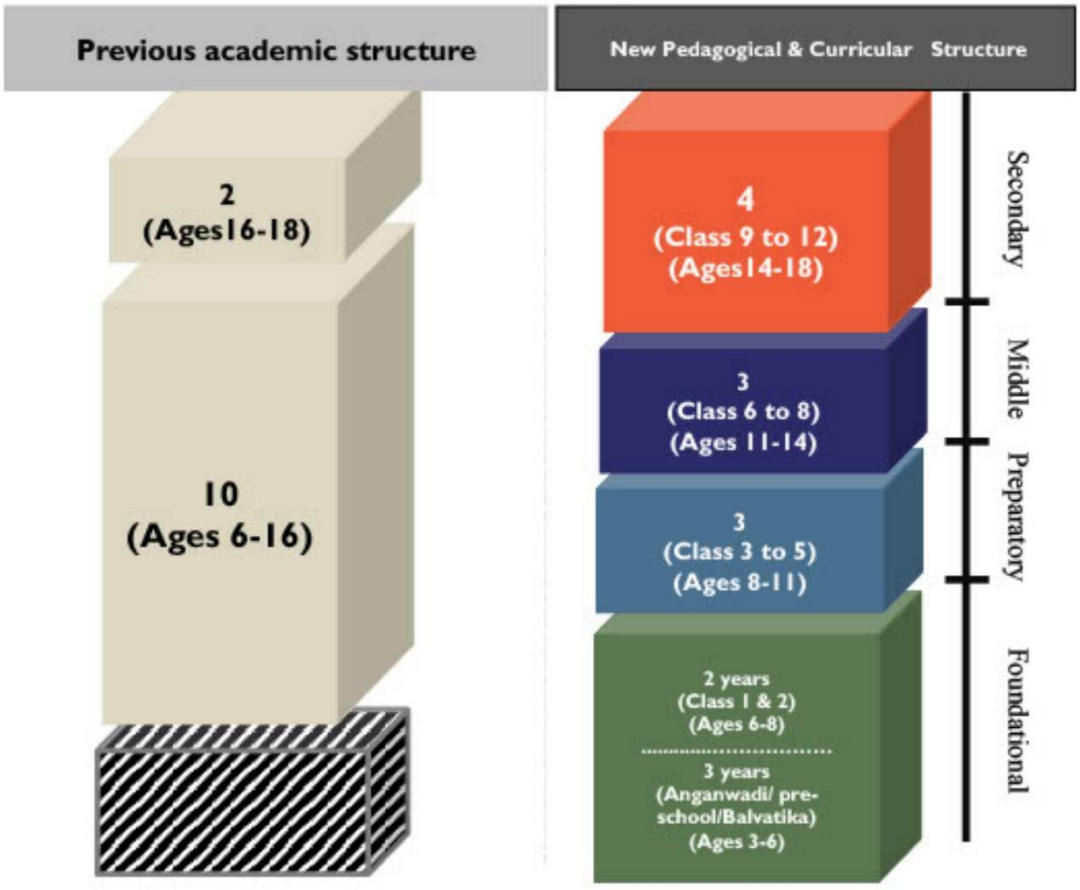
Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.

1.4.8 Lifelong Learning

The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

1.5 COMPARISON OF NEW NEP 2020 WITH EXISTING NEP

The 1986 National Education policy focused on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment, and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications. To compensate for the failure of previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and post-graduation levels. The below table compares the improvements of some of the features of National Education policy 2020 with its previous National Education policy 1986.



Sl. No.	NEP 1986	NEP 2020
1.	Common education structure of (10+2) +3+2 is followed.	Common education structure of (5+3+3+4) +4+1 is suggested.
2.	The first preliminary education starts at 6th year of a child as Primary school level.	The first preliminary education starts at 3rd year of a child as a Foundation stage.
3.	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.
4.	All UG and PG admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges.	All UG and PG admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level.
5.	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project-based degree.
6.	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
7.	Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.

8.	In the higher education system, the expected student-faculty ratio is 20:1.	In higher education system, the expected student-faculty ratio is 30:1.
9.	A one-year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research.	A one-year research degree leading to M.Phil. in any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate and post-graduate courses.
10.	Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs.	Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.
11.	Choice based credit system.	Liberal education based on STEAM & Competency based credit system.
12.	Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education.	All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL.
13.	Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programme unless they acquire Master's degree.	Four years of Bachelor degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Master's degree in both types of HEIs
14.	Lateral entry is offered in some programmes. But no Multiple entries and Multiple exit facilities are available in under graduation	Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.

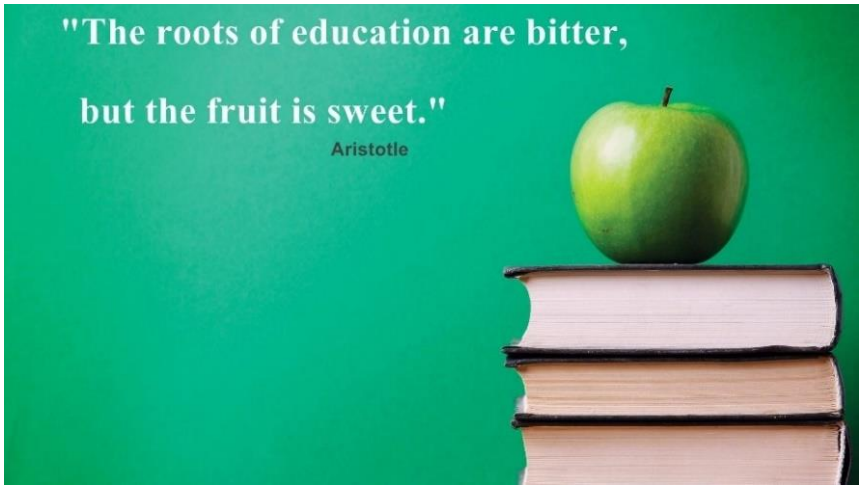
	including medical and paramedical courses.	
15.	Undergraduate programmes of 3 years to 4 years depending on the type of the programme.	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.
16.	Currently, teacher's education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level.	The proposed teacher's education comprises of four years integrated B.Ed. This degree is a compulsory requirement to become faculty in School education Stages.
17.	Suggestion for improving physical library facility including books & journals.	Suggestion for improving online library memberships including online books & online journals.
18.	Both single discipline and multidiscipline colleges are promoted.	Only multidisciplinary colleges and universities are promoted. All single discipline colleges have to convert themselves autonomous multidisciplinary colleges or will be closed and converted into monuments or public libraries.
19.	No foreign universities are allowed to function directly in India.	About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities.
20.	No systematic and authentic funding agencies for University and College research.	National Research Foundation (NRF) will be formed to fund for competitive and innovative research proposals of all types and across all disciplines.

1.6 IMPLEMENTATION OF NEP 2020

- In early August 2021, Karnataka became the first state to issue an order with regard to implementing NEP 2020.
- On 26th August 2021, Madhya Pradesh implemented NEP 2020.
- Uttar Pradesh Chief Minister Yogi Adityanath said that "The National Education Policy 2020 will be implemented in phases by 2022".
- The Telangana State government has decided to implement the newly announced National Education Policy 2020 (NEP 2020) in the State.
- Maharashtra CM Uddhav Thackeray directs to appoint experts' committee for implementation of new education policy.
- Andhra Chief Minister Y.S. Jagan Mohan Reddy has directed officials of the Education Department to implement the National Education Policy 2020 in letter and spirit across the State.
- Rajasthan Governor Kalraj Mishra said that NEP 2020 will be implemented in phased manner.
- The Chief Minister of Assam, Himanta Biswa Sarma said that NEP 2020 will be implemented from 1st April 2022.
- Former UGC chairman Prof. D. P. Singh said that arrangements are being made to ensure that the NEP 2020 gets implemented by July 2022 across the country.
- On February 12 2022, as per vision of NEP 2020, the Government has approved the New India Literacy Program (NILP) aiming at providing education for all, covering all aspects of education for non-literates 15 years and above.
- On March 25 2022, UGC announced that: As per NEP 2020, UGC is concluding MPhil from this academic year 2022-23.
- Under the NEP 2020, universities and colleges will now offer four-year undergraduate degrees with multiple exit and entry options. Several universities, including the Jawaharlal Nehru University and Delhi University, have decided to adopt these programmes from this year (2022-23).

- As per proposed norms by the UGC, candidates having a four-year bachelor's degree with 7.5 or above CGPA will be eligible for admission to PhD programmes.
- With the rapid increase in demand for higher education and limited availability of seats in regular stream, several Higher Education Institutions (HEIS) have started a number of programmes in Open and Distance Learning (ODL) mode to meet the aspirations of students. It has also led to the emergence of online education programmes which a student can pursue within the comforts of her / his home. The issue of allowing the students to pursue two academic programmes simultaneously has been examined by the Commission keeping in view the provisions envisaged in the National Education Policy - NEP 2020 which emphasizes the need to facilitate multiple pathways to learning involving both formal and non-formal education modes.

  In view of above, UGC has framed the guidelines for pursuing two academic programmes simultaneously, Dated 13th April 2022.



OBJECTIVES

- To find out how many school teachers are aware of NEP 2020.
- To find out the opinions of the school teachers on the NEP 2020.
- To check whether there is any significance difference between Gender and awareness about NEP 2020.
- To check whether there is any significance difference between Locality and awareness about NEP 2020.
- To check whether there is any significance difference between Age and awareness about NEP 2020.
- To check whether there is any significance difference between Discipline and awareness about NEP 2020.
- To check whether there is any significance difference between Experience and awareness about NEP 2020.
- To check whether there is any significance difference between Board of teaching and awareness about NEP 2020.
- To check whether there is any significance difference between Level of teaching and awareness about NEP 2020.
- To check whether any association is there between Experience of school teachers and their opinions regarding NEP 2020.
- To check whether any association is there between Sector of school teachers and their opinions regarding NEP 2020.
- To check whether any association is there between Level of teaching of school teachers and their opinions regarding NEP 2020.

2. METHODOLOGY

Methodology refers to the various sequential step adopted by a researcher in studying a problem with certain objectives in view. In the present chapter discuss in detail about the various methodologies such as collection of data, sampling procedure and testing of hypothesis for the statistical analysis of our study.

2.1 COLLECTION OF DATA

The first step in any enquiry investigations is collection of data. The data may be collected for the whole population or for a sample only. It is mostly collected on sample basis. Collection of data is very difficult job. The enumerator or investigator is the well-trained person who collects the statistical data. The respondents (information) are the persons whom the information is collected Collection odd at is the process of t together with the proper recording of results. The success of an enquiry is based upon the proper collection of data.

Statistical data is classified as:

1. Primary Data
2. Secondary Data

2.1.1 PRIMARY DATA

The primary data are the first hand information collected, compiled and published by organization for some purpose. They are most original data in character and have not undergone any sort of statistical treatment. For example: Population census reports are primary data because these are collected, complied and published by the population on organization.

2.2 DATA COLLECTION

Data collection is defined as the procedure of collecting, measuring and analyzing accurate insights for research using standard validated techniques. A researcher can evaluate their hypothesis on the basis of collected data. In most cases, data collection is the primary and most important step for research, irrespective of the field of research.

2.2.1 QUESTIONNAIRE METHOD

This is the process of collecting data through an instrument consisting of a series of questions and prompts to receive a response from individuals it is administered to. Questionnaires are designed to collect data from a group.

2.3 SAMPLING PROCEDURE

Sampling is a technique used to create subsets of smaller data sets, to study it and apply its inferences on the entire volume of data. Using sampling techniques to derive insights drastically reduces the time and cost for analysis, as compared to analyzing the entire volume of data as a whole.

2.3.1 POPULATION

A population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. In statistics, a population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped by a common feature can be said to be a population.

For our project we have chosen Government, Private & Government Aided School teachers. We have got the permission from The DIRECTORATE OF SCHOOL EDUCATION to collect the data for our project from Seven schools. Total number of school Teachers (N) = 270.

2.3.2 SAMPLE SIZE

A sample is a statistically significant portion of a population, not an entire population. In this project the sample size is determined by using the formula:

n = N/1+N(e^2)

Where,

N = 270(Population size)

n = Sample size

e = 0.05(Level of Significance)

Here, the sample size is determined as n =161.

2.3.3 STRATIFIED RANDOM SAMPLING

Stratified sampling is appropriate when you want to ensure that specific characteristics are proportionally represented in the sample. You split your population into strata (for example, divided by gender or race), and then randomly select from each of these subgroups.

In stratified sampling the population of N units is subdivided into K sub population called strata, they it sub population having N; units. These sub populations are non-overlapping so that they comprise the whole population such that,

$$N_1 + N_2 + N_3 + \ldots + N_k = N$$

A sample is drawn each stratum independently the sample size within the i^{th} stratum being n_i such that $n_1 + n_2 + n_3 + t \ldots n_k = n$. The procedure of taking sample in this way is known as stratified sampling. If the sample is taken randomly from each stratum, the procedure is known as stratified random sampling.

The main objective of stratification is to given a better cross section of the population so as to gain higher of degree of relative precision. To achieve this, following points are to be examined carefully.

1. Formation of strata.

2. Number of strata to be made.

3. Allocation of sample data from a stratified design

In our project the Population N is subdivided into Three strata namely Government, Private & Government Aided Teachers.

2.3.4 ALLOCATION OF SAMPLE SIZE IN DIFFERENT STRATA

In stratified sampling the allocation of sample to different is done by consideration of three factors.

1. The total number of unite in the stratum.

2. The variability within the stratum.

3. The cost in taking the observation per sampling unit in the stratum.

A group allocation is one where maximum precision is obtained with minimum resources.

In other words, the criterion for allocation is to minimize the budget for a given variance or minimize the variance for a fixed budget.

There are three method of allocation of sample size to different strata in a stratified sample procedure.

They are,

1. Equal allocation

2. Proportional allocation

3. Optimum allocation

2.3.5 PROPORTIONAL ALLOCATION

Frames are allocated to each process according to the process size. For a process p_i of size s_i, the number of allocated frames is $\mathbf{a_i = (s_i/S)*m}$, where S is the sum of the sizes of all the processes and m is the number of frames in the system.

In our Project we allocated the sample size for each stratum using the Proportional Allocation formula:

$$ni=nNi/N$$

2.4 DIAGRAMMATIC REPRESENTATION

2.4.1 BAR CHART

A bar chart or bar graph is a chart with rectangular Bars with lengths proportional to the values that they represent the bars can be plotted vertically or horizontally. A vertical bar chart is sometimes called a column bar chart, Other words, a bar graph display data visually and is sometimes called a bar chart or a bar graph. Data is displayed either horizontally or vertically and allows viewers to compare items displayed. Data displayed will relate to things like amounts, characteristics, times and frequency etc.

A bar graph displays information in a way that helps us to make generalizations and conclusions quickly and easily. A typical bar graph will have a label, axis, scales and bars.

Bar graphs are used to display all kinds of information such as, numbers of females versus males in a school. sales of items during particular times of a year. Bar graphs are ideal for comparing two be more values. Like line diagrams these figures are also used where only single dimension. length can present the data. Procedure is almost the same, only one thickness of lines measured.

These can also be drawn either vertically or horizontally, Breadth of these lines or bars should be equal. Similarly, distance between these bars should be equal. The breadth and distance between them should be taken according to space available on the paper.

2.4.2 PIE CHART

A pie chart is a type of graph used to represent data. It is a type of pictorial representation of data. It requires a list of categorical variables and numerical variables. In the term pie chart, pie represents a whole and the slices in the pie chart represent the parts of a whole.

A pie diagram is also known as a circle chart. It divides the statistical data into slices or sectors. Each sector in a pie diagram represents a proportionate part of the whole. Pie diagrams work best in order to find the composition of something. Pie diagrams also replace other graphs such as bar graphs, line graphs, line plots, histograms, etc.

2.4.2.1 ADVANTAGES OF USING PIE CHART

As already discussed, pie charts are considered a convenient graphical representation because of their ease of understanding data at one glance. This is possible as the pie is broken down into sectors representing the portion of the whole. Some of its advantages are listed below:

1. The data is simple and in an easy to understand form.
2. Data is represented visually
3. To add on a few points, we can manipulate pieces of data in the form of sectors in a pie chart.
4. No underlying numbers are required to read the data, as all information is presented in a pie chart.
5. It provides a data comparison at a glance. The immediate analysis is possible by just looking at the pictorial presentation of Pie chart.
6. It is also considered the best communication tool even to the unaware or uninformed readers.

2.5 DESCRIPTIVE STATISTICS

Descriptive statistics provide simple summaries about the sample and about the observations that have been made. Such summaries may be either quantitative, i.e. summary statistics, or visual, i.e. simple-to-understand graphs, and Univariate & Bivariate analysis tables.

These summaries may either form the basis of the initial description of the data as part of a more extensive statistical analysis, or they may be sufficient in and of themselves for a particular investigation.

2.5.1 FREQUENCY DISTRIBUTION

A frequency distribution or frequency table is simply a table in which the data grouped into classes and the numbers of cases which fall in each class are recorded. The numbers in each class are referred to as 'frequencies'.

A frequency distribution refers to data classified on the basis of some variable that can be measured such as prices, wages, age, number of units produced or consumed; The term 'variable' refers to the characteristic that varies in amount or magnitude in a frequency distribution.

A variable may be either continuous random variable, capable of manifesting every conceivable fractional value within the range of possibilities, such as the height or weight of persons or the weight of a product. In a continuous variable, data are obtained by a numerical measurement rather than counting.

2.5.2 BIVARIATE FREQUENCY DISTRIBUTION

The distribution is known as a bivariate frequency distribution when the data is classified based on two variables. Its goal is to figure out how the two variables are related empirically.

Another name for Bivariate analysis is **two-way frequency distribution**. A distribution that depicts the frequency of each possible combination of two categorical variables.

A bivariate frequency distribution, for example, can be used to show how many male and female students at a university are majoring in different fields of study. In statistics, it is vastly important. A well-structured frequency distribution also allows for a detailed analysis of the population's structure in relation to specific characteristics.

2.6 NON-PARAMETRIC TESTS

Most of the statistical tests described to require an important assumption to be if they are to be correctly applied. This assumption is that population of data from which a sample or samples are drawn is normally distributed. These statistical tests allow considerable latitude and deviation from normality. The central limit theorem, for instance, allows the normality assumption to be by passed for samples sufficiently large. If the distribution from which a sample is drawn is badly skewed or is otherwise grossly non-normal, however, for smaller these statistical tests will not yield meaningful results.

A second assumption upon which most of the tests rest is that meaningful sample statics, such as the mean and standard deviation, can be derived from the sample(s) and used to estimate the corresponding population parameters. Data which are nominal in nature (such as" increase, decrease, no change"). Or ordinal (ranked) do not yield such meaningful results.

Statisticians have devised alternate procedures which can be used to test hypothesis about data which are non -normal or which meaningful sample statistics

cannot be calculated. Since these tests do not depend on the shape of the distribution, they are called distribution-free tests. These tests do not depend upon the population parameter, such as the mean and the variance they are also called non parametric tests. We have already discussed one of the most important non-parametric techniques; the **Chi-square test** formulated by **Karl Pearson** in 1900. The true beginning of this theory however was Spearman's rank correlation coefficient test for co-variability popularized by Harold Hotelling in 1936. However, it was only after 1945 when Wilcoxen proposed tests for the two sample cases, the wide adoption and continuous growth of the non-parametric theory started. Most experimental situations yield data which can be tested in the usual way. If the data comes from a distribution which is bounded on one end, however, there is a good chance the distribution will not be normal.

For example, income distributions are bounded at their lower end, at zero, while they are practically unlimited at their upper end. Distribution of incomes tends to bunch up around the lower, limited end. If you are working with data to construct, a histogram from the sample before conducting any statistical tests. If the histogram shows that the data is non-normal. If may also be useful to use Pearson's index of skewness to check for the degrees of skewing. For samples of less than 50 for which the population standard deviation is not known parametric tests are not appropriate for non-normal data. Ranked data also require non parametric tests. Large number of non-parametric tests exit. Few of the better know and more widely used non parametric tests are,

1. Chi-square test
2. The Kruskal-Wallis Test

2.6.1 Advantages of Non-Parametric Tests

- Non-parametric tests are distribution free, i.e.; they do not require any assumption to be made about population following normal or any other distribution.
- Generally, they are simple to understand and easy apply when the sample sizes are small.

- Most non-parametric tests do not require lengthy and laborious computations and hence are less Time-consuming. If significant results are obtained, no further work is necessary.
- Non-parametric tests are applicable to all types of data-qualitative (nominal scaling) data in rank form (ordinary scaling) as well as data that have been measured more precisely (internal or ratio scaling).
- Many non-parametric methods make it possible to work with very small samples. This is particularly helpful to the researcher collecting pilot study data or to medical researcher working with a rare disease.
- Non-parametric methods make fewer and less stringent assumption (that are more easily met) than do the classical procedures.

2.7 TESTING OF HYPOTHESES

Hypothesis testing begins with an assumption or hypothesized value that we make about the unknown population parameter. The samples data are collected, and sample statistics are obtained from it. These statistics are used to test the assumption about the parameter whether we made is correct. The difference between the hypothesized value and actual value of the sample statistics is determined. Then we decide whether the difference is significant or not.

The smaller the difference, the greater the likelihood, that our hypothesized value is correct. We cannot accept or reject the hypothesized value about a population parameter simply by intuition. The statistical tests for testing the significance of the difference between the hypothesized value and the actual of the sample statistic or the difference between any set of sample statistics are called tests of significance.

2.7.1 NULL HYPOTHESIS

It is a tentative statement about the unknown population parameter. It is to be tested based on the sample data. It is to be tested, for possible rejection under the assumption that it is true. It is usually denoted by $\mathbf{H_0}$.

2.7.2 ALTERNATIVE HYPOTHESIS

Any hypothesis, which is complementary to the null hypothesis, is called an alternative hypothesis. It is usually denoted by $\mathbf{H_1}$.

2.8 CHI SQUARE TEST

2.8.1 ASSUMPTIONS FOR CHI-SQUARE TEST

- The sample size N, should be sufficiently large.
- Each cell frequencies Oij should be independent.
- Each cell frequencies Oij should be at least 5.
- All the event must be mutually exclusive.

NULL HYPOTHESIS (Ho)

Ho: The two attributes are independent.

ALTERNATIVE HYPOTHESIS (H_1)

H_1: The two attributes are dependent.

LEVEL OF SIGNIFICANCE AND CRITICAL REGION

$\varkappa^2 > \varkappa^2_{\alpha,(r-1)(c-1)}$such that

P $\{\varkappa^2 > \varkappa^2_{\alpha,(r-1)(c-1)}\} = \alpha$

TEST STATISTIC

$$\varkappa^2 = \sum\sum \frac{(Oij - Eij)^2}{Eij}$$

Eij= $\frac{Oi.*O.j}{N}$

Where,

$O_{i.}$ – ithrow total

O.j - jth column total

The statistics $\varkappa^2 \sim \varkappa^2$distribution with (r-1) *(c-1) degrees of freedom.

2.8.2 PROPERTIES OF CHI-SQUARE DISTRIBUTION

- Chi-square distribution is not symmetric.
- Ranges from 0 to infinity-no negative values.
- Skewed to the right.
- Total area under the curve=1.
- Family of distribution - different chi-square distribution for each value of the degree of freedom.
- Degrees of freedom=(rows-1) * (columns-1).

2.8.3 APPLICATIONS OF CHI-SQUARE TEST

Chi-square distribution has a large number of applications in statistics, some of which are enumerated below:

- To test if the hypothetical value of the population variance $\sigma^2 = \sigma_0^2$(say).
- To test the goodness of fit.
- To test the independence of attributes.
- To test the homogeneity of independence, estimate of the population variance.
- To combine various probabilities obtained from independence experiments to give a single test of significance.
- To test the homogeneity of independent estimate of the population.
- Correlation coefficient.

2.9 MANN-WHITNEY U TEST

The Mann-Whitney U test is used to compare whether there is a difference in the dependent variable for two independent groups.

2.9.1 Assumptions of Mann-Whitney U Test

- All the observations from both groups are independent of each other,
- The responses are at least ordinal (i.e., one can at least say, of any two observations, which is the greater),
- Under the null hypothesis H_0, the distributions of both populations are identical & H_1 is the distributions are not identical.

2.10 KRUSKAL-WALLIS TEST

Kruskal-Wallis test is one of the most frequently used method in non-parametric statistics for analyzing data in one-way classification. It is equivalent to one-way analysis of variance in parametric methods. There is no restriction on sample sizes.

2.10.1 Assumptions of Kruskal-Wallis Test

- The observations are independent within and between samples.
- The variable under study is continuous.
- The populations are identical except possibility in respect of median.

2.10.2 Application of Kruskal-Wallis Test

The Kruskal-Wallis H test (sometimes also called the "one-way ANOVA on ranks") is a rank-based non parametric test that can be used to determine if there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable.

3. STATISTICAL ANALYSIS

This chapter provide statistical analysis carried out from collected sample data such as diagrammatic representation, frequency table, Bivariate-frequency distribution, Mann-Whitney U test, Kruskal-Wallis test and Chi-square test.

We carried out statistical study on Awareness about National Education Policy (NEP) 2020 among various school teachers on different aspects like Gender, Locality, Age, Experience, Sector, Discipline, Board and Level of teaching.

We are also interested in knowing the Opinion about National Education Policy (NEP) 2020. And find out any association is there between Opinion on various stages of NEP 2020. Such as Foundational, Preparatory, Middle & Secondary school on different aspects like Sector, Discipline and Level of teaching.

Approximately 161 samples were collected from various school teachers using Stratified Random Sampling technique.

Further, we adopted various statistical techniques such as Graphical representation, Frequency table, Bivariate analysis and Mann-Whitney U test in order to find the association between Awareness on two aspects such as Gender and Locality. And Kruskal-Wallis test to find out the difference between awareness on various aspects such as Age, Experience, Sector, Board and Level of teaching. Also, Chi-square test to study the association between the various factors such as Sector, Discipline and Level of teaching.

3.1 DIAGRAMMATIC REPRESENTATION

Fig 3.1.1 Do you aware of NEP 2020

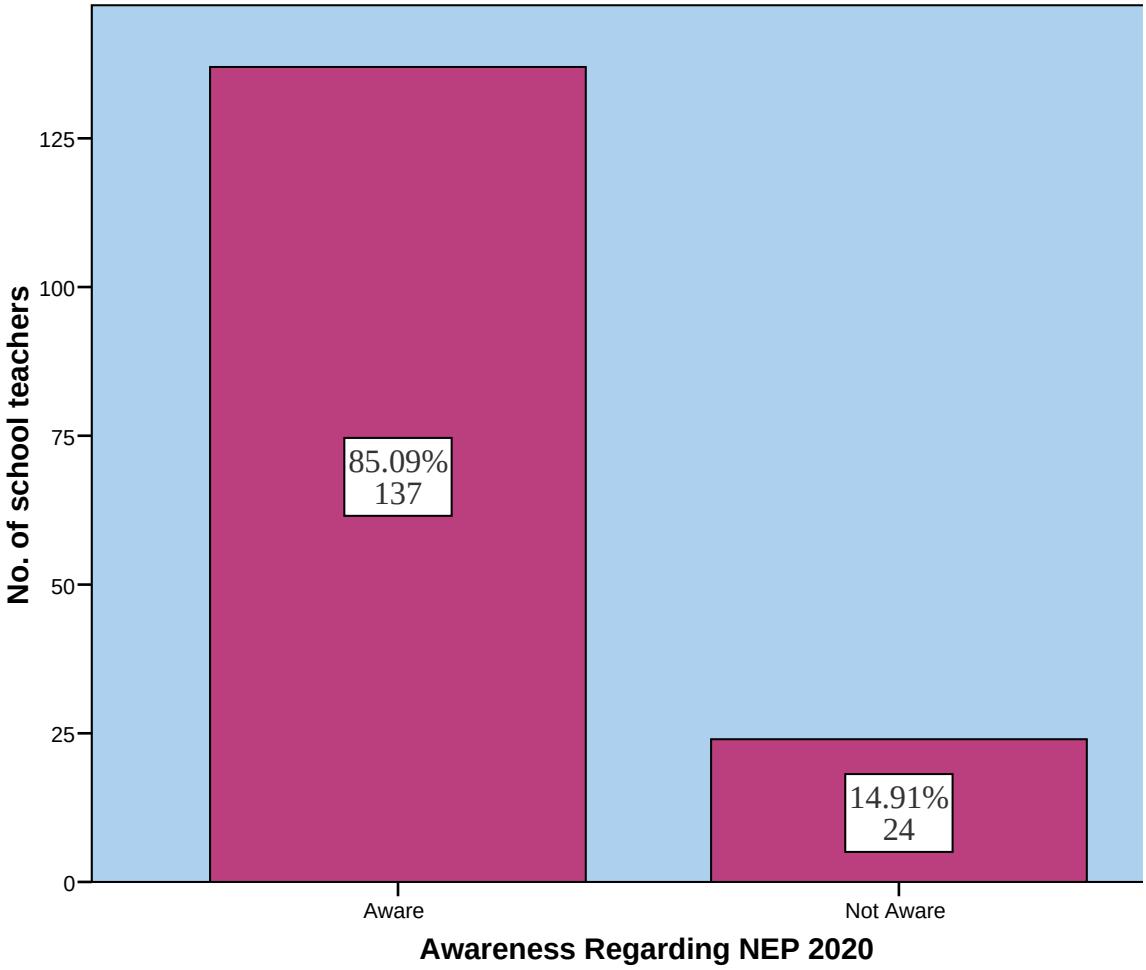


Figure 1: Awareness regarding NEP 2020 among the school teachers

Figure 1 reveals that 85% of the school teachers are aware of the NEP 2020, only 15% of the school teachers doesn't aware of the NEP 2020.

Fig 3.1.2 Do you Welcome NEP 2020

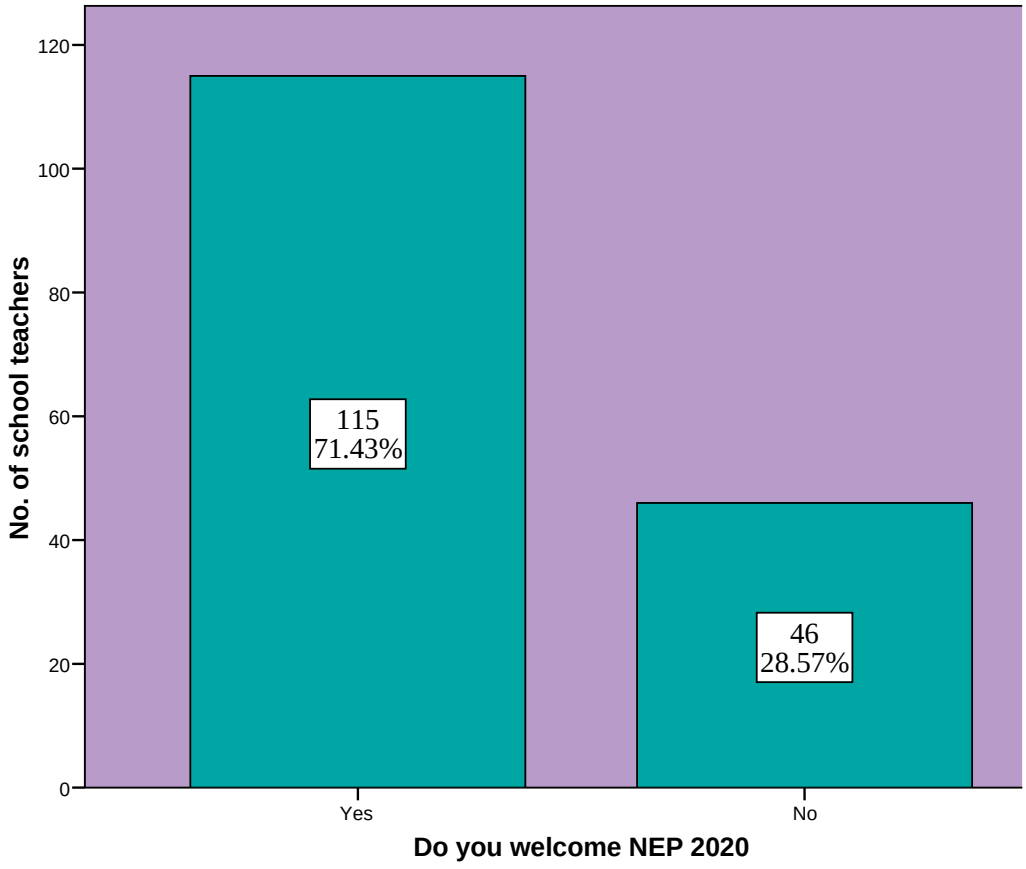


Figure 2: Opinion of NEP 2020 among the school teachers

Figure 2 indicates that out of 161 respondents, 115 school teachers welcoming the NEP 2020 and 46 school teachers not welcoming the NEP 2020.

Fig 3.1.3 Overall opinion on the NEP 2020

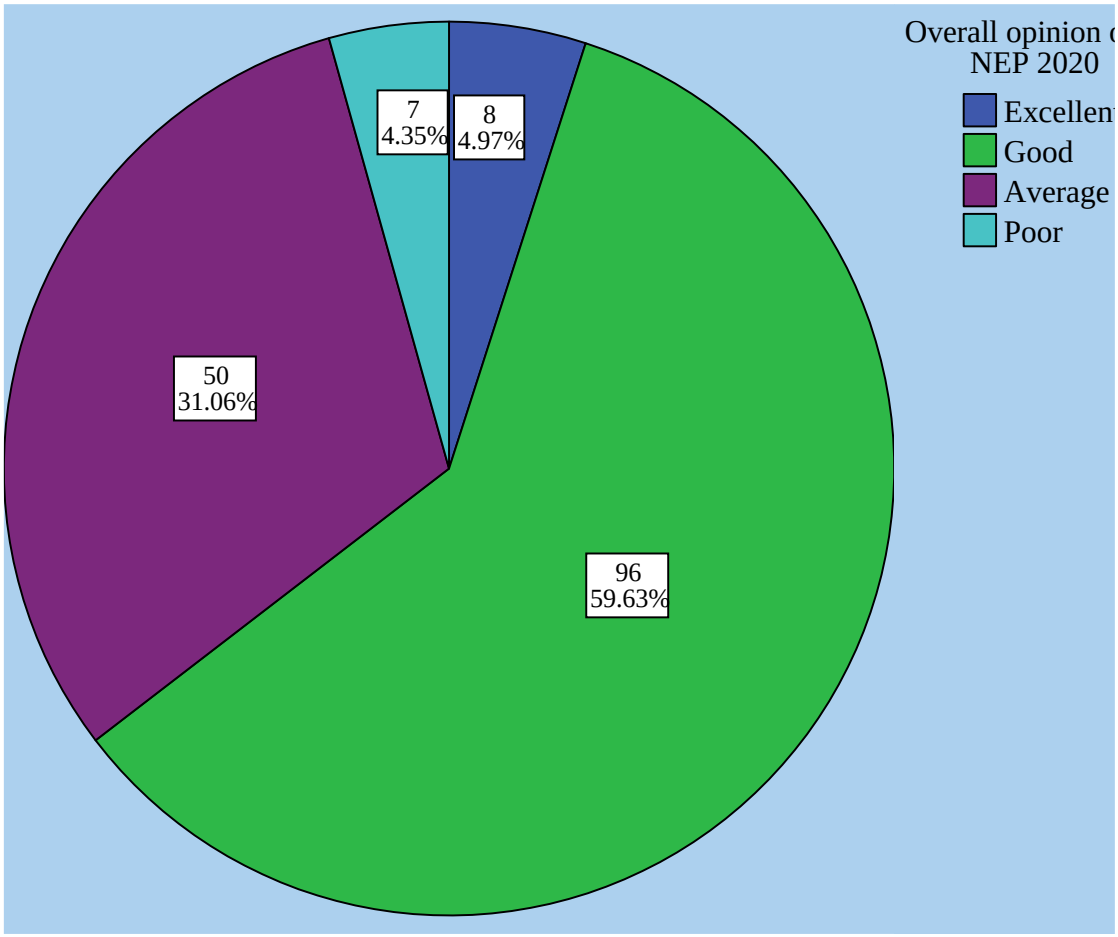


Figure 3: Teachers overall opinion on the NEP 2020

In figure 3 the pie chart reveals that out of 161 respondents, 96 school teachers opinion is Good, 50 school teachers opinion is Average and very meagerly responded Excellent & Poor about the NEP 2020.

3.2 FREQUENCY TABLE

3.2.1 Awareness Regarding NEP 2020

Table 1: Awareness Regarding NEP 2020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Aware	137	85.1	85.1	85.1
	Not Aware	24	14.9	14.9	100.0
	Total	161	100.0	100.0	

From table 1 we infer that out of 161 respondents, 137 school teachers are aware of the NEP 2020 only 24 school teachers are not aware of the NEP 2020.

3.2.2 Do you welcome NEP 2020

Table 2: Opinion regarding NEP 2020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	115	71.4	71.4	71.4
	No	46	28.6	28.6	100.0
	Total	161	100.0	100.0	

From table 2 we infer that out of 161 respondents, 115 school teachers responded in favour of the NEP 2020 and remaining 46 responded not in favour of the NEP 2020.

3.2.3 Opinion on Foundational Education stage

Table 3: Foundational Education stage (F1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	82	50.9	50.9	50.9
	Disagree	79	49.1	49.1	100.0
	Total	161	100.0	100.0	

From table 3 we infer that out of 161 respondents, 82 school teachers responded in favour & 79 school teachers responded not in the favour of the Foundational education stage in the NEP 2020.

3.2.4 Opinion on Preparatory & Middle school stage

Table 4: Preparatory & Middle school stage (F2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	100	62.1	62.1	62.1
	Disagree	61	37.9	37.9	100.0
	Total	161	100.0	100.0	

From table 4 we infer that out of 161 respondents, 100 school teachers responded in favour of the Preparatory & Middle school stage in the NEP 2020.

3.2.5 Opinion on Secondary school stage

Table 5: Secondary school stage (F3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	121	75.2	75.2	75.2
	Disagree	40	24.8	24.8	100.0
	Total	161	100.0	100.0	

From table 5 we infer that out of 161 respondents, 121 school teachers responded in favour of the Secondary school education stage in the NEP 2020.

Table: 3.2.6 Opinion on UG, PG & Research stage

Table 6: UG, PG & Research stage (F4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	102	63.4	63.4	63.4
	Disagree	59	36.6	36.6	100.0
	Total	161	100.0	100.0	

From table 6 we infer that out of 161 respondents, 102 school teachers responded in favour of the UG, PG & Research stage in the NEP 2020.

Table: 3.2.7 Opinion on Vision of NEP 2020

Table 7: Vision of NEP 2020 (F5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	126	78.3	78.3	78.3
	Disagree	35	21.7	21.7	100.0
	Total	161	100.0	100.0	

From table 7 we infer that out of 161 respondents, 126 school teachers responded in favour of the Vision of the NEP 2020.

Table: 3.2.8 Overall opinion on the NEP 2020

Table 8: Overall opinion on the NEP 2020 (F6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	5.0	5.0	5.0
	Good	96	59.6	59.6	64.6
	Average	50	31.1	31.1	95.7
	Poor	7	4.3	4.3	100.0
	Total	161	100.0	100.0	

From table 8 we infer that out of 161 respondents, most of the school teachers opinion is Good & Average about the NEP 2020. And very meager number of school teachers opinion is Excellent & Poor about the NEP 2020.

3.3 BIVARIATE FREQUENCY DISTRIBUTION

3.3.1 Gender and Awareness

Table 9: Gender vs Awareness Regarding NEP 2020

		Gender		Total
		Male	Female	
Awareness Regarding NEP 2020	Aware	15	122	137
	Not Aware	3	21	24
Total		18	143	161

In Table 9 the Bivariate frequency distribution shows that out of 18 male and 143 female teachers 15 male and 122 female teachers are aware of NEP 2020.

3.3.2 Gender and Opinion

Table 10: Gender vs Do you welcome NEP 2020

		Gender		Total
		Male	Female	
Do you welcome NEP 2020	Yes	16	99	115
	No	2	44	46
Total		18	143	161

In Table 10 the Bivariate frequency distribution shows that out of 18 male and 143 female teachers 15 male and 99 female teachers opinions are in favour of NEP 2020.

3.3.3 Age and Awareness

Table 11: Age Group vs Awareness Regarding NEP 2020

		Age Group					Total
		<25	25-35	35-45	45-55	>55	
Awareness Regarding NEP 2020	Aware	3	46	54	31	3	137
	Not Aware	0	6	11	4	3	24
Total		3	52	65	35	6	161

Table 11 shows the Bivariate frequency distribution for the two variables Age Group and Awareness of the school teachers regarding NEP 2020. From the bivariate table we infer that all the age group of school teachers are mostly aware of NEP 2020.

3.3.4 Age and Opinion

Table 12: Age Group vs Do you welcome NEP 2020

		Age Group					Total
		<25	25-35	35-45	45-55	>55	
Do you welcome NEP 2020	Yes	2	40	46	24	3	115
	No	1	12	19	11	3	46
Total		3	52	65	35	6	161

Table 12 shows the Bivariate frequency distribution for the two variables Age Group and Opinion of the school teachers regarding NEP 2020. From the bivariate table we infer that all the age group of school teachers are mostly welcoming the NEP 2020.

3.3.5 Locality and Awareness

Table 13: Locality vs Awareness Regarding NEP 2020

		Locality		Total
		Urban	Rural	
Awareness Regarding NEP 2020	Aware	121	16	137
	Not Aware	22	2	24
Total		143	18	161

In Table 13 the Bivariate frequency distribution shows that out of 18 Rural and 143 Urban school teachers 16 Rural and 121 Urban school teachers are aware of NEP 2020. From the bivariate table we infer that both urban and rural school teachers are mostly aware of NEP 2020.

3.3.6 Locality and Opinion

Table 14: Locality vs Do you welcome NEP 2020

		Locality		Total
		Urban	Rural	
Do you welcome NEP 2020	Yes	102	13	115
	No	41	5	46
Total		143	18	161

In Table 14 the Bivariate frequency distribution shows that out of 18 Rural and 143 Urban school teachers 13 Rural and 102 Urban school teachers opinions are aware in favour of NEP 2020. From the bivariate table we infer that both urban and rural school teachers are mostly welcoming the NEP 2020.

3.3.7 Discipline and Awareness

Table 15: Discipline vs Awareness Regarding NEP 2020

		Discipline			Total
		Arts	Science	Commerce	
Awareness Regarding NEP 2020	Aware	59	64	14	137
	Not Aware	16	7	1	24
Total		75	71	15	161

Table 15 shows the Bivariate frequency distribution for the two variables Discipline and Awareness of the school teachers regarding NEP 2020. From the bivariate table we infer that all the Discipline school of teachers are mostly aware of NEP 2020.

3.3.8 Discipline and Opinion

Table 16: Discipline vs Do you welcome NEP 2020

		Discipline			Total
		Arts	Science	Commerce	
Do you welcome NEP 2020	Yes	51	54	10	115
	No	24	17	5	46
Total		75	71	15	161

Table 16 shows the Bivariate frequency distribution for the two variables Discipline and Opinion of the school teachers regarding NEP 2020. From the bivariate table we infer that all the Discipline of school teachers are mostly welcoming the NEP 2020.

3.3.9 Experience and Awareness

Table 17: Experience vs Awareness Regarding NEP 2020

		Experience					Total
		<5	5-10	10-15	15-20	>20	
Awareness Regarding NEP 2020	Aware	21	40	19	33	24	137
	Not Aware	4	6	5	2	7	24
Total		25	46	24	35	31	161

Table 17 shows the Bivariate frequency distribution for the two variables Experience and Awareness of the school teachers regarding NEP 2020. From the bivariate table we infer that both the experienced and inexperienced school teachers are mostly aware of NEP 2020.

3.3.10 Experience and Opinion

Table 18: Experience vs Do you welcome NEP 2020

		Experience					Total
		<5	5-10	10-15	15-20	>20	
Do you welcome NEP 2020	Yes	22	34	14	28	17	115
	No	3	12	10	7	14	46
Total		25	46	24	35	31	161

Table 18 shows the Bivariate frequency distribution for the two variables Experience and Opinion of the school teachers regarding NEP 2020. From the bivariate table we infer that both the experienced and inexperienced school teachers are mostly welcoming the NEP 2020.

3.3.11 Sector and Awareness

Table 19: Sector vs Awareness Regarding NEP 2020

		Sector			Total
		Government	Private	Govt. Aided	
Awareness Regarding NEP 2020	Aware	56	57	24	137
	Not Aware	7	11	6	24
Total		63	68	30	161

Table 19 shows the Bivariate frequency distribution for the two variables Sector and Awareness of the school teachers regarding NEP 2020. From the bivariate table we infer that all the Sector of school teachers are mostly aware of NEP 2020.

3.3.12 Sector and Opinion

Table 20: Sector vs Do you welcome NEP 2020

		Sector			Total
		Government	Private	Govt. Aided	
Do you welcome NEP 2020	Yes	45	52	18	115
	No	18	16	12	46
Total		63	68	30	161

Table 20 shows the Bivariate frequency distribution for the two variables Sector and opinion of the school teachers regarding NEP 2020. From the bivariate table we infer that among the three sectors Private sector teachers are most welcoming the NEP 2020.

3.3.13 Board of teaching and Awareness

Table 21: Board of Teaching vs Awareness Regarding NEP 2020

		Board of Teaching				Total
		State Board	CBSE	ICSE	NCERT	
Awareness Regarding NEP 2020	Aware	72	57	4	4	137
	Not Aware	13	8	0	3	24
Total		85	65	4	7	161

Table 21 shows the Bivariate frequency distribution for the two variables Board of teaching and Awareness of the school teachers regarding NEP 2020. From the bivariate table we infer that all Board of school teachers are mostly aware of NEP 2020.

3.3.14 Board of teaching and Opinion

Table 22: Board of Teaching vs Do you welcome NEP 2020

		Board of Teaching				Total
		State Board	CBSE	ICSE	NCERT	
Do you welcome NEP 2020	Yes	55	54	1	5	115
	No	30	11	3	2	46
Total		85	65	4	7	161

Table 22 shows the Bivariate frequency distribution for the two variables Board of teaching and opinion of the school teachers regarding NEP 2020. From the bivariate table we infer that among the four boards CBSE teachers are most welcoming the NEP 2020.

3.3.15 Level of teaching and Awareness

Table 23: Level of Teaching vs Awareness Regarding NEP 2020

		Level of Teaching				Total
		Primary	Middle	High	Higher Secondary	
Awareness Regarding NEP 2020	Aware	39	22	56	20	137
	Not Aware	8	4	10	2	24
Total		47	26	66	22	161

Table 23 shows the Bivariate frequency distribution for the two variables Level of teaching and Awareness of the school teachers regarding NEP 2020. From the bivariate table we infer that all the Level teachers are mostly aware of NEP 2020.

3.3.16 Level of teaching and Opinion

Table 24: Level of Teaching vs Do you welcome NEP 2020

		Level of Teaching				Total
		Primary	Middle	High	Higher Secondary	
Do you welcome NEP 2020	Yes	32	18	47	18	115
	No	15	8	19	4	46
Total		47	26	66	22	161

Table 24 shows the Bivariate frequency distribution for the two variables Level of teaching and opinion of the school teachers regarding NEP 2020. From the bivariate table we infer that all the Level teachers are mostly welcoming the NEP 2020.

3.4 MANN-WHITNEY U TEST

3.4.1 Gender and Awareness

HYPOTHESIS

H_0: There is no difference between Gender and Awareness regarding NEP 2020.

H_1: There is difference between Gender and Awareness regarding NEP 2020.

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Awareness Regarding NEP 2020	Male	18	82.42	1483.50
	Female	143	80.82	11557.50
	Total	161		

Test Statistics(a)

	Awareness Regarding NEP 2020
Mann-Whitney U	1261.500
Wilcoxon W	11557.500
Z	-.222
Asymp. Sig. (2-tailed)	.825
a Grouping Variable: Gender	

From Table 3.4.1 we infer that, the test statistic value is -0.222 and the corresponding significant value is 0.825, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no difference between Gender and Awareness regarding NEP 2020.

3.4.2 Gender and Opinion

HYPOTHESIS

H_0: There is no difference between Gender and Opinion regarding NEP 2020.

H_1: There is difference between Gender and Opinion regarding NEP 2020.

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Do you welcome NEP 2020	Male	18	66.94	1205.00
	Female	143	82.77	11836.00
	Total	161		

Test Statistics(a)

	Do you welcome NEP 2020
Mann-Whitney U	1034.000
Wilcoxon W	1205.000
Z	-1.735
Asymp. Sig. (2-tailed)	.083
a Grouping Variable: Gender	

From Table 3.4.2 we infer that, the test statistic value is -1.735 and the corresponding significant value is 0.083, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no difference between Gender and Opinion regarding NEP 2020.

3.4.3 Locality and Awareness

HYPOTHESIS

H_0: There is no difference between Locality and Awareness regarding NEP 2020.

H_1: There is difference between Locality and Awareness regarding NEP 2020.

Ranks

	Locality	N	Mean Rank	Sum of Ranks
Awareness Regarding NEP 2020	Urban	143	81.38	11638.00
	Rural	18	77.94	1403.00
	Total	161		

Test Statistics(a)

	Awareness Regarding NEP 2020
Mann-Whitney U	1232.000
Wilcoxon W	1403.000
Z	-.478
Asymp. Sig. (2-tailed)	.632
a Grouping Variable: Locality	

From Table 3.4.3 we infer that, the test statistic value is -0.478 and the corresponding significant value is 0.632, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no difference between Locality and Awareness regarding NEP 2020.

3.4.4 Locality and Opinion

HYPOTHESIS

H_0: There is no difference between Locality and Opinion regarding NEP 2020.

H_1: There is difference between Locality and Opinion regarding NEP 2020.

Ranks

	Locality	N	Mean Rank	Sum of Ranks
Do you welcome NEP 2020	Urban	143	81.08	11594.50
	Rural	18	80.36	1446.50
	Total	161		

Test Statistics(a)

	Do you welcome NEP 2020
Mann-Whitney U	1275.500
Wilcoxon W	1446.500
Z	-.079
Asymp. Sig. (2-tailed)	.937
a Grouping Variable: Locality	

From Table 3.4.4 we infer that, the test statistic value is -0.079 and the corresponding significant value is 0.937, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no difference between Locality and Opinion regarding NEP 2020.

3.5 KRUSKAL-WALLIS TEST

3.5.1 Age Group and Awareness

HYPOTHESIS

H_0: There is no difference between Age Group and Awareness regarding NEP 2020.

H_1: There is difference between Age Group and Awareness regarding NEP 2020.

Ranks

	Age Group	N	Mean Rank
Awareness Regarding NEP 2020	<25	3	69.00
	25-35	52	78.29
	35-45	65	82.62
	45-55	35	78.20
	>55	6	109.25
	Total	161	

Test Statistics(a,b)

	Awareness Regarding NEP 2020
Chi-Square	7.312
df	4
Asymp. Sig.	.120
a Kruskal Wallis Test	
b Grouping Variable: Age Group	

From Table 3.5.1 we infer that, the test statistic value is 7.312 and the corresponding significant value is 0.120, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no difference between Age group and Awareness regarding NEP 2020.

3.5.2 Discipline and Awareness

HYPOTHESIS

H_0: There is no difference between Discipline and Awareness regarding NEP 2020.

H_1: There is difference between Discipline and Awareness regarding NEP 2020.

Ranks

	Discipline	N	Mean Rank
Awareness Regarding NEP 2020	Arts	75	86.17
	Science	71	76.94
	Commerce	15	74.37
	Total	161	

Test Statistics(a,b)

	Awareness Regarding NEP 2020
Chi-Square	4.642
df	2
Asymp. Sig.	.098
a Kruskal Wallis Test	
b Grouping Variable: Discipline	

From Table 3.5.2 we infer that, the test statistic value is 4.642 and the corresponding significant value is 0.098, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no difference between Discipline and Awareness regarding NEP 2020.

3.5.3 Experience and Awareness

HYPOTHESIS

H_0: There is no difference between Experience and Awareness regarding NEP 2020.

H_1: There is difference between Experience and Awareness regarding NEP 2020.

Ranks

	Experience	N	Mean Rank
Awareness Regarding NEP 2020	<5	25	81.88
	5-10	46	79.50
	10-15	24	85.77
	15-20	35	73.60
	>20	31	87.18
	Total	161	

Test Statistics(a,b)

	Awareness Regarding NEP 2020
Chi-Square	4.556
df	4
Asymp. Sig.	.336
a Kruskal Wallis Test	
b Grouping Variable: Experience	

From Table 3.5.3 we infer that, the test statistic value is 4.556 and the corresponding significant value is 0.336, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no difference between Experience and Awareness regarding NEP 2020.

3.5.4 Board of teaching and Awareness

HYPOTHESIS

H_0: There is no difference between Board of teaching and Awareness regarding NEP 2020.

H_1: There is difference between Board of teaching and Awareness regarding NEP 2020.

Ranks

	Board of Teaching	N	Mean Rank
Awareness Regarding NEP 2020	State Board	85	81.31
	CBSE	65	78.91
	ICSE	4	69.00
	NCERT	7	103.50
	Total	161	

Test Statistics(a,b)

	Awareness Regarding NEP 2020
Chi-Square	5.335
df	3
Asymp. Sig.	.149
a Kruskal Wallis Test	
b Grouping Variable: Board of Teaching	

From the Table 3.5.4 we infer that, the test statistic value is 5.335 and the corresponding significant value is 0.149, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no difference between Board of teaching and Awareness regarding NEP 2020.

3.5.5 Level of teaching and Awareness

HYPOTHESIS

H_0: There is no difference between Level of teaching and Awareness regarding NEP 2020.

H_1: There is difference between Level of teaching and Awareness regarding NEP 2020.

Ranks

	Level of Teaching	N	Mean Rank
Awareness Regarding NEP 2020	Primary	47	82.70
	Middle	26	81.38
	High	66	81.20
	Higher Secondary	22	76.32
	Total	161	

Test Statistics(a,b)

	Awareness Regarding NEP 2020
Chi-Square	.755
df	3
Asymp. Sig.	.860
a Kruskal Wallis Test	
b Grouping Variable: Level of Teaching	

From Table 3.5.5 we infer that, the test statistic value is 0.755 and the corresponding significant value is 0.860, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no difference between Level of teaching and Awareness regarding NEP 2020.

3.6 CHI-SQUARE TEST FOR INDEPENDENCE OF ATTRIBUTES

3.6.1 EXPERIENCE VS OPINION (Foundational Stage)

HYPOTHESIS

H_0: There is no association between Experience and Opinion regarding Foundational Education stage of NEP 2020.

H_1: There is association between Experience and Opinion regarding Foundational Education stage of NEP 2020.

Experience vs Foundational Education stage Crosstabulation

		Foundational Education stage		Total
		Agree	Disagree	
Experience	<5	15	10	25
	5-10	25	21	46
	10-15	11	13	24
	15-20	17	18	35
	>20	14	17	31
Total		82	79	161

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.778(a)	4	.776
Likelihood Ratio	1.785	4	.775
Linear-by-Linear Association	1.440	1	.230
N of Valid Cases	161		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.78.

From Table 3.6.1 we infer that, the test statistic value is 1.778 and the corresponding significant value is 0.776, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no association between Experience and Opinion regarding Foundational Education stage of NEP 2020.

3.6.2 EXPERIENCE VS OPINION (Preparatory & Middle School stage)

HYPOTHESIS

H_0: There is no association between Experience and Opinion regarding Preparatory & Middle School stage of NEP 2020.

H_1: There is association between Experience and Opinion regarding Preparatory & Middle School stage of NEP 2020.

Experience vs Preparatory & Middle school stage Crosstabulation

		Preparatory & Middle school stage		Total
		Agree	Disagree	
Experience	<5	17	8	25
	5-10	20	26	46
	10-15	17	7	24
	15-20	29	6	35
	>20	17	14	31
Total		100	61	161

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.029(a)	4	.005
Likelihood Ratio	15.594	4	.004
Linear-by-Linear Association	.972	1	.324
N of Valid Cases	161		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.09.

From Table 3.6.2 we infer that, the test statistic value is 15.029 and the corresponding significant value is 0.005, which is less than the significance level of 0.05, so we reject the null hypothesis. Hence, we conclude that there is association between Experience and Opinion regarding Preparatory & Middle school stage of NEP 2020.

3.6.3 EXPERIENCE VS OPINION (Secondary school stage)

HYPOTHESIS

H_0: There is no association between Experience and Opinion regarding Secondary school stage of NEP 2020.

H_1: There is association between Experience and Opinion regarding Secondary school stage of NEP 2020.

Experience vs Secondary school stage Crosstabulation

		Secondary school stage		Total
		Agree	Disagree	
Experience	<5	19	6	25
	5-10	33	13	46
	10-15	19	5	24
	15-20	28	7	35
	>20	22	9	31
Total		121	40	161

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.235(a)	4	.872
Likelihood Ratio	1.247	4	.870
Linear-by-Linear Association	.001	1	.974
N of Valid Cases	161		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.96.

From Table 3.6.3 we infer that, the test statistic value is 1.235 and the corresponding significant value is 0.872, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no association between Experience and Opinion regarding Secondary school stage of NEP 2020.

3.6.4 SECTOR VS OPINION (Foundational Stage)

HYPOTHESIS

H_0: There is no association between Sector and Opinion regarding Foundational Education stage of NEP 2020.

H_1: There is association between Sector and Opinion regarding Foundational Education stage of NEP 2020.

Sector vs Foundational Education stage Crosstabulation

		Foundational Education stage		Total
		Agree	Disagree	
Sector	Government	29	34	63
	Private	42	26	68
	Govt. Aided	11	19	30
Total		82	79	161

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.241(a)	2	.044
Likelihood Ratio	6.301	2	.043
Linear-by-Linear Association	.066	1	.798
N of Valid Cases	161		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.72.

From Table 3.6.4 we infer that, the test statistic value is 6.241 and the corresponding significant value is 0.044, which is less than the significance level of 0.05, so we reject the null hypothesis. Hence, we conclude that there is association between Sector and Opinion regarding Foundational Education stage of NEP 2020.

3.6.5 SECTOR VS OPINION (Preparatory & Middle School stage)

HYPOTHESIS

H_0: There is no association between Sector and Opinion regarding Preparatory & Middle School stage of NEP 2020.

H_1: There is association between Sector and Opinion regarding Preparatory & Middle School stage of NEP 2020.

Sector vs Preparatory & Middle school stage Crosstabulation

		Preparatory & Middle school stage		Total
		Agree	Disagree	
Sector	Government	52	11	63
	Private	42	26	68
	Govt. Aided	6	24	30
Total		100	61	161

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.782(a)	2	.000
Likelihood Ratio	34.808	2	.000
Linear-by-Linear Association	31.850	1	.000
N of Valid Cases	161		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.37.

From Table 3.6.5 we infer that, the test statistic value is 33.782 and the corresponding significant value is 0.000, which is less than the significance level of 0.05, we reject the null hypothesis. Hence, we conclude that there is association between Sector and Opinion regarding Preparatory & Middle school stage of NEP 2020.

3.6.6 SECTOR VS OPINION (Secondary school stage)

HYPOTHESIS

H_0: There is no association between Sector and Opinion regarding Secondary school stage of NEP 2020.

H_1: There is association between Sector and Opinion regarding Secondary school stage of NEP 2020.

Sector vs Secondary school stage Crosstabulation

		Secondary school stage		Total
		Agree	Disagree	
Sector	Government	55	8	63
	Private	59	9	68
	Govt. Aided	7	23	30
Total		121	40	161

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.034(a)	2	.000
Likelihood Ratio	46.813	2	.000
Linear-by-Linear Association	33.216	1	.000
N of Valid Cases	161		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.45.

From Table 3.6.6 we infer that, the test statistic value is 53.034 and the corresponding significant value is 0.000, which is less than the significance level of 0.05, so we reject the null hypothesis. Hence, we conclude that there is association between Sector and Opinion regarding Secondary school stage of NEP 2020.

3.6.7 LEVEL OF TEACHING VS OPINION (Foundational Stage)

HYPOTHESIS

H_0: There is no association between Level of teaching and Opinion regarding Foundational Education stage of NEP 2020.

H_1: There is association between Level of teaching and Opinion regarding Foundational Education stage of NEP 2020.

Level of Teaching vs Foundational Education stage Crosstabulation

		Foundational Education stage		Total
		Agree	Disagree	
Level of Teaching	Primary	24	23	47
	Middle	17	9	26
	High	26	40	66
	Higher Secondary	15	7	22
Total		82	79	161

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.309(a)	3	.040
Likelihood Ratio	8.437	3	.038
Linear-by-Linear Association	.000	1	.990
N of Valid Cases	161		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.80.

From Table 3.6.7 we infer that, the test statistic value is 8.309 and the corresponding significant value is 0.040, which is less than the significance level of 0.05, so we reject the null hypothesis. Hence, we conclude that there is association between Level of teaching and Opinion regarding Foundational Education stage of NEP 2020.

3.6.8 LEVEL OF TEACHING VS OPINION (Preparatory & Middle School stage)

HYPOTHESIS

H_0: There is no association between Level of teaching and Opinion regarding Preparatory & Middle School stage of NEP 2020.

H_1: There is association between Level of teaching and Opinion regarding Preparatory & Middle School stage of NEP 2020.

Level of Teaching vs Preparatory & Middle school stage Crosstabulation

		Preparatory & Middle school stage		Total
		Agree	Disagree	
Level of Teaching	Primary	31	16	47
	Middle	16	10	26
	High	37	29	66
	Higher Secondary	16	6	22
Total		100	61	161

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.379(a)	3	.497
Likelihood Ratio	2.416	3	.491
Linear-by-Linear Association	.031	1	.861
N of Valid Cases	161		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.34.

From Table 3.6.8 we infer that, the test statistic value is 2.379 and the corresponding significant value is 0.497, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no association between Level of teaching and Opinion regarding Preparatory & Middle school stage of NEP 2020.

3.6.9 LEVEL OF TEACHING VS OPINION (Secondary school stage)

HYPOTHESIS

H_0: There is no association between Level of teaching and Opinion regarding Secondary school stage of NEP 2020.

H_1: There is association between Level of teaching and Opinion regarding Secondary school stage of NEP 2020.

Level of Teaching vs Secondary school stage Crosstabulation

		Secondary school stage		Total
		Agree	Disagree	
Level of Teaching	Primary	37	10	47
	Middle	18	8	26
	High	46	20	66
	Higher Secondary	20	2	22
Total		121	40	161

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.786(a)	3	.188
Likelihood Ratio	5.396	3	.145
Linear-by-Linear Association	.082	1	.774
N of Valid Cases	161		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.47.

From Table 3.6.9 we infer that, the test statistic value is 4.786 and the corresponding significant value is 0.188, which is greater than the significance level of 0.05, so we accept the null hypothesis. Hence, we conclude that there is no association between Level of teaching and Opinion regarding Secondary school stage of NEP 2020.

4. CONCLUSION

In this chapter final conclusion were given and some more suggestions are listed out.

- The Statistical Study on Awareness and Opinion of the School Teachers on The National Education Policy (NEP) 2020 was carried out, many of the findings are very interested and more informative to the Government about awareness and opinion of the school teachers on the NEP 2020.
- Our study reveals that, out of 161 respondents **85%** of the school teachers are **aware of NEP 2020**. Only, 15% school teachers are not aware of NEP 2020 as of now.
- From our study we infer that, most of the school teachers **welcoming the NEP 2020 (71%)**. Only 29% of the school teachers opinions are not in favour of NEP 2020.
- We also infer that, **60%** school teachers are feeling **"Good"** about the features of NEP 2020, and **30%** of the teachers feels it is **"Average"**. Only, remaining 10% of the school teachers feels it "Excellent" & "Poor".

4.1 Mann-Whitney U Test reveals that,

- There is no difference between Gender and Awareness regarding NEP 2020.
- There is no difference between Locality and Awareness regarding NEP 2020.
- There is no difference between Gender and Opinion regarding NEP 2020.
- There is no difference between Locality and Opinion regarding NEP 2020.

4.2 Kruskal-Wallis Test reveals that,

- There is no difference between Age Group and Awareness regarding NEP 2020.
- There is no difference between Discipline and Awareness regarding NEP 2020.
- There is no difference between Experience and Awareness regarding NEP 2020.
- There is no difference between Board of Teaching and Awareness regarding NEP 2020.
- There is no difference between Level of Teaching and Awareness regarding NEP 2020.

4.3 Chi-Square Test reveals that,

4.3.1 Experience vs Opinions on various educational stages of NEP 2020

- There is no association between Experience and Opinion regarding Foundational Education stage of NEP 2020.
- There is association between Experience and Opinion regarding Preparatory & Middle school stage of NEP 2020.
- There is no association between Experience and Opinion regarding Secondary school stage of NEP 2020.

From the chi-square tests of Experience vs Opinion we conclude that, “There is significant relationship between the opinion (Agree and Disagree) of teachers on the Preparatory & Middle school education stage of NEP 2020 with respect to Experience of the school Teachers”.

4.3.2 Sector vs Opinions on various educational stages of NEP 2020

- There is association between Sector and Opinion regarding Foundational Education stage of NEP 2020.
- There is association between Sector and Opinion regarding Preparatory & Middle school stage of NEP 2020.
- There is association between Sector and Opinion regarding Secondary school stage of NEP 2020.

From the chi-square tests of Sector vs Opinion we conclude that, "There is significant relationship between the opinion (Agree and Disagree) of teachers on all the school educational stages of NEP 2020 with respect to Sector (Govt., Private & Govt. Aided) of the school Teachers".

4.3.3 Level of teaching vs Opinions on various educational stages of NEP 2020

- There is association between Level of teaching and Opinion regarding Foundational Education stage of NEP 2020.
- There is no association between Level of teaching and Opinion regarding Preparatory & Middle school stage of NEP 2020.
- There is no association between Level of teaching and Opinion regarding Secondary school stage of NEP 2020.

From the chi-square tests of Level of teaching vs Opinion we conclude that, "There is significant relationship between the opinion (Agree and Disagree) of teachers on the Foundational Educational stage of NEP 2020 with respect to Level of teaching (Primary, Middle, High & Higher Secondary) of the school Teachers".

No.660/DSE/EE/AC/2022/59
GOVERNMENT OF PUDUCHERRY
DIRECTORATE OF SCHOOL EDUCATION

Puducherry, dt: 04/05/2022

ORDER

Sub: DSE-EE- Conducting of project work among the Govt./Aided/Private school Teachers in the Puducherry Region – Permission Accorded – Reg.

Ref: Letter No.310/IGCAS/Aca./Certi/2022/166, dt.20/04/2022 of the Principal, IGCAS., Kathirkamam, Puducherry.

***

Permission is hereby accorded to the Final year students of B.Sc(Statistics) Course of Indira Gandhi College of Arts and Science, Kathirkamam, Puducherry, for conducting a survey among the Teachers of Government/Government Aided and Private School of the Puducherry Region, under the title **"NEP 2020"** without affecting the regular academic activities of the school.

The study would be conducted among the school teachers working in the below mentioned Government/Government Aided and Private Schools functioning in Puducherry region.

01. GGHSS., Kathirkamam, Puducherry
02. Thillaiyadi Valliammai High School, Kathirkamam, Puducherry.
03. IGGHSS., Indra Nagar, Puducherry.
04. GPS., Thilasupet, Puducherry.
05. Immaculate Heart of Mary GHSS., Puducherry.
06. Fathima GAHSS., Puducherry.
07. Billabong High International School, Puducherry.
08. St.Joseph of Cluny HSS., Puducherry.
09. Seventh Day HSS., Puducherry.
10. Blue Star HSS., Arumparthapuram, Puducherry.

Further, it is hereby instructed to mandatorily submit the report to the Director of School Education after conducting the survey..

Hence, the Heads of Institutions of the above said Schools of Puducherry region, are hereby requested to extend their fullest co-operation and guidance to the students for conducting the survey among the teachers, without affecting the activities of the school.

//BY ORDER//

4/5/2022

(M. THANASELVANE NEHRU)
DEPUTY DIRECTOR (ELEMENTARY EDUCATION)

To

The Principal, Indira Gandhi College of Arts and Science, Kathirkamam, Puducherry.
Copy to :

1. The Joint Director (S.E), DSE, Puducherry
2. The Deputy Director(Women), Puducherry

with a request to communicate the Order to the Heads of Schools, Puducherry under their control.

*scm4/5

A STATISTICAL STUDY ON THE AWARENESS AND OPINION OF THE SCHOOL TEACHERS ON THE NATIONAL EDUCATION POLICY(NEP) 2020

- Name: _____
- Gender: o Male o Female
- Age: _____
- Locality: o Urban o Rural
- Discipline: o Arts o Science o Commerce
- Experience: _____ Years
- Are you working in: o Government o Private o Govt. Aided
- Board of teaching:

o State Board o CBSE o ICSE o NCERT

- Level of teaching:

o Primary o Middle o High o Higher secondary

AWARENESS REGARDING NEP 2020:

1. Are you aware of NEP 2020? o Yes o No

If Yes, Do you welcome NEP 2020? o Yes o No

2. When did the Union Cabinet approved the new NEP 2020?

o 29 June 2020 o 29 July 2020

o 29 August 2020 o 29 January 2020

3. Who was the chairman of NEP 2020 drafting committee?

- o Kailasavadivoo Sivan
- o Prof. Yaspal Sharma
- o Dr. K. Kasturirangan
- o Prof. G. RajaGopa

4. Are you aware that 'The 10+2 structure in school education will be modified with a new curriculum restructuring of 5+3+3+4 covering ages 3-18'.

- o Yes
- o No

5. Are you aware that 'UGC is going to implement NEP 2020 by July 2022'.

- o Yes
- o No

OPINIONS REGARDING NEP 2020:

6. Is it necessary to bring 3-language system in the foundational stage?

- o Yes
- o No

7. Do you beleive that 'NEP 2020 would really bring some changes at the grass-root level'.

- o Strongly agree
- o Agree
- o Disagree
- o Strongly Disagree

8. Your opinion regarding 'The students upto class V will study only in their mother tongue as their medium, it will help students to learn faster'.

- o Strongly agree
- o Agree
- o Disagree
- o Strongly Disagree

9. Your opinion regarding 'A national level common exam will be conducted in class II,V & VIII, it helps to improve the quality of education'.

- o Strongly agree
- o Agree
- o Disagree
- o Strongly disagree

10. Your opinion regarding 'From class VI onwards vocational education will be taught to the students'.

- o Essential
- o Essential to some extent
- o Not at all essential

11. Your opinion regarding 'In class IX the students are allowed to choose their preferred courses'.

- o Essential
- o Essential to some extent
- o Not at all essential

12. Your opinion regarding 'From classes IX to XII exams will be conducted in the semester basis'.

- o Essential
- o Essential to some extent
- o Not at all essential

13. Your opinion regarding 'Universities and colleges will offer 4-year UG degree with multiple exit and entry options'.

- o Essential
- o Essential to some extent
- o Not at all essential

14. Your opinion regarding 'Candidates having 4-year bachelor degree with 7.5 or above CGPA will be eligible for admission to PhD programmes'.

- o Essential
- o Essential to some extent
- o Not at all essential

15. Your opinion regarding 'From the academic year 2022-23 MPhil has been discontinued as part of the NEP 2020 and it is not eligible for teaching'.

- o Essential
- o Essential to some extent
- o Not at all essential

16. Is it possible to implement one education policy across the country, having "Unity in diversity".

- o Yes
- o No

17. Your opinion on 'NEP 2020 will affect the expertise of current people and job opportunities'.

- o Strongly agree
- o Agree
- o Disagree
- o Strongly disagree

18. Your opinion regarding 'NEP 2020 says that top 100 universities in the world can setup their campuses in India, it would boost the economy & standard of our education'.

- o Strongly agree
- o Agree
- o Disagree
- o Strongly disagree

19. What will be the effect of NEP 2020 on private coaching centres.

- o Increase in number number of coaching centres
- o Decrease in number number of coaching centres

20. Your opinion regarding 'Government aims to make schooling available to everyone with the help of NEP 2020'.

- o Strongly agree
- o Agree
- o Disagree
- o Strongly disagree

21. Your opinion regarding 'NEP 2020 aims to increase the gross enrolment ratio in higher education from 26.3% (2018) to 50% by 2035'.

- o Strongly agree
- o Agree
- o Disagree
- o Strongly disagree

22. Some educationalist say's that, NEP 2020 will increase the dropout percentage at the schooling level.

- o Strongly agree
- o Agree
- o Disagree
- o Strongly disagree

23. The new NEP 2020 is having,

- o More advantages & less drawbacks
- o More drawbacks & less advantages

24. Is it necessary to change the salient features of NEP 2020?

- o Yes
- o No

25. Your overall opinion on the New NEP 2020.

- o Excellent
- o Good
- o Average
- o Poor

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