STUDENT PERCEPTION AND SATISFACTION TOWARDS

NEP 2020: A STUDY OF UNDERGRADUATE STUDENTS OF DELHI

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ABSTRACT

The National Education Policy (NEP) 2020 introduced comprehensive reforms aimed at improving the quality, flexibility, and relevance of higher education in India. While the policy outlines broad objectives, understanding student satisfaction with its implementation is essential to evaluate its effectiveness at the institutional level. This study examines the level of student satisfaction with the implementation of NEP 2020 among undergraduate students in higher education institutions in the Delhi region.

The study is based on both Primary data and Secondary data. The data were collected from 63 undergraduate students through a structured questionnaire. A descriptive research design was employed, and the data were analysed using percentages, mean scores, and graphical representations. The study assessed students' awareness of NEP 2020, their perceptions of curriculum flexibility, skill-based learning, assessment practices, and overall academic experience.

The findings reveal that most undergraduate students are aware of NEP 2020 and perceive several positive changes in curriculum structure, practical exposure, and assessment methods. The overall level of student satisfaction with the implementation of the New Education Policy was found to be moderately high. However, the study also highlights concerns related to uneven implementation across institutions, limited clarity regarding reforms, and the need for better academic guidance.

The study concludes that while NEP 2020 has positively influenced the undergraduate learning experience in the Delhi region, consistent implementation and stronger institutional support are necessary to enhance student satisfaction and fully achieve the policy's objectives.

Keywords: National Education Policy 2020, student satisfaction, higher education, undergraduate students, curriculum flexibility, Delhi region.

INTRODUCTION

Education plays a vital role in shaping a nation's social and economic development, and higher education serves as a key driver in building skilled human capital. Recognising the need to reform the existing education system to meet contemporary global and national demands, the Government of India introduced the National Education Policy (NEP) 2020**,** replacing the earlier National Policy on Education, 1986. NEP 2020 aims to transform India's education system by promoting quality, equity, flexibility, and multidisciplinary learning across all levels of education, with a strong focus on higher education.

In the context of higher education, NEP 2020 emphasises student-centric learning, academic flexibility, skill-based education, and outcome-oriented assessment practices. Key reforms include the introduction of multidisciplinary curricula, multiple entry and exit options, a choice-based credit system, emphasis on internships and experiential learning, and the integration of technology to enhance teaching and learning processes. These reforms aim to enhance employability, foster critical thinking, and align higher education with the evolving needs of society and the economy.

While NEP 2020 presents a comprehensive policy framework, the effectiveness of its implementation largely depends on how these reforms are adopted and experienced by students at the institutional level. Student satisfaction is therefore an important indicator in assessing the success of educational reforms, as it reflects students' perceptions of curriculum relevance, learning environment, assessment methods, and academic support systems. Understanding student satisfaction provides valuable insights into the practical outcomes of policy implementation.

The Delhi region, being a major hub of higher education institutions, provides a suitable context to examine the implementation of the National Education Policy (NEP) 2020. This study focuses on undergraduate students in Delhi to assess their awareness, perceptions, and level of satisfaction with the implementation of NEP 2020. By analysing student responses, the study seeks to evaluate the extent to which the objectives of NEP 2020 are being translated into practice. In particular, the study examines students' views on curriculum flexibility, skill-based and practical learning, and changes in assessment and evaluation methods introduced under the policy. Additionally, the research aims to measure the overall level of student satisfaction with NEP 2020 implementation and to identify key challenges faced by students, thereby suggesting measures to improve the effectiveness of the policy at the institutional level.

REVIEW OF LITERATURE

The implementation of educational reforms often requires continuous evaluation to assess their impact on key stakeholders, particularly students. The National Education Policy (NEP) 2020 has attracted significant attention from researchers, educators, and policymakers due to its comprehensive approach toward restructuring higher education in India. Existing literature provides valuable insights into the objectives and proposed outcomes of NEP 2020; however, empirical studies focusing on student satisfaction remain limited.

The National Education Policy document released by the Government of India (2020)

outlines major reforms such as multidisciplinary education, flexible degree structures, multiple entry and exit options, and a renewed emphasis on skill development and experiential learning. While the policy framework highlights student-centric learning as a core principle, it largely focuses on structural changes and long-term goals rather than immediate student experiences during implementation.

Rao and Verma (2021) examined the implications of NEP 2020 on undergraduate education and suggested that the policy has the potential to improve learning outcomes by reducing academic rigidity and encouraging holistic development. However, their study was primarily analytical and based on secondary data, with minimal focus on student feedback or satisfaction levels. This indicates a need for primary data–based studies that capture students' perspectives.

A study conducted by Mishra (2022) explored students' awareness and understanding of NEP 2020 across selected higher education institutions. The findings revealed that while students were generally aware of the policy, many lacked clarity regarding its practical implications, such as changes in curriculum design, assessment patterns, and academic progression. The study emphasized that awareness alone does not guarantee satisfaction, highlighting the importance of evaluating student perceptions alongside policy awareness.

Sharma and Kaur (2022) analysed challenges in the implementation of NEP 2020 and identified issues such as inconsistent adoption across institutions, lack of faculty training, and limited institutional preparedness. Their study suggested that the success of NEP reforms depends not only on policy design but also on effective execution at the institutional level. However, the study focused largely on administrative challenges, leaving student satisfaction underexplored.

A related study by Iyer (2023) examined factors influencing student satisfaction in higher education reforms and found that curriculum relevance, assessment transparency, academic support, and institutional communication significantly affect students' overall satisfaction. Although the study did not focus exclusively on NEP 2020, it provides a useful framework for understanding how policy-driven changes can influence student experiences.

The review of literature indicates that existing studies predominantly emphasise policy objectives, institutional readiness, and administrative perspectives. There is a noticeable lack of empirical research focusing on undergraduate students' satisfaction with the implementation of NEP 2020, particularly at the regional level. Therefore, the present study seeks to fill this gap by analysing undergraduate students' satisfaction with NEP 2020 implementation in higher education institutions in the Delhi region, using primary data to capture real student experiences.

RESEARCH METHODOLOGY

The present study adopts a descriptive research design to examine the level of student satisfaction with the implementation of the National Education Policy (NEP) 2020 among undergraduate students in the Delhi region. A descriptive approach was considered appropriate as the study aims to analyse students' awareness, perceptions, and overall satisfaction without manipulating any variables. The research focuses on understanding the opinions and experiences of students as they relate to recent policy-driven changes in higher education.

The study is quantitative in nature and is based on both primary and secondary sources of data. Primary data were collected directly from undergraduate students using a structured questionnaire designed to capture information on awareness of NEP 2020, perceptions of curriculum flexibility, skill-based learning, assessment methods, and overall satisfaction with the policy's implementation. The questionnaire was administered through Google Forms to ensure wider reach and ease of response. Secondary data were collected from relevant government publications, the NEP 2020 policy document, academic journals, research articles, books, and credible online sources to support the theoretical background of the study.

The geographical scope of the study is limited to the Delhi region, which was selected due to its significance as a major hub of higher education institutions. The population of the study comprises undergraduate students enrolled in various higher education institutions in Delhi. Over 60 undergraduate students participated in the survey, and this sample size was considered adequate for a descriptive study at the undergraduate level.

Convenience sampling was used to select respondents, as participants were chosen based on accessibility and willingness to respond within the given time frame. Although this sampling technique has certain limitations in terms of generalisation, it was suitable for the scope and objectives of the present study.

The collected data were analysed using simple statistical tools such as percentages and mean scores. The results were presented in the form of tables and graphical representations, including bar charts and pie charts, to facilitate easy understanding and interpretation of the findings. The analysis focused on identifying trends, patterns, and key insights related to student satisfaction with NEP 2020 implementation.

The study was conducted over a period of approximately one to two months, which included the stages of questionnaire design, data collection, data analysis, and interpretation. While the study provides valuable insights into undergraduate students' perceptions, it is subject to certain limitations such as a restricted geographical area, reliance on self-reported responses, and the use of convenience sampling. Despite these limitations, the methodology adopted ensures that the findings are relevant and reflective of student experiences with NEP 2020 in the Delhi region.

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected from undergraduate students to examine their level of satisfaction with the implementation of the National Education Policy (NEP) 2020 in higher education institutions in the Delhi region. The data were collected through a structured questionnaire and analysed using simple statistical tools such as percentages, tables, and graphical representations. The purpose of this analysis is to identify trends, patterns, and key insights based on student responses, which form the basis for drawing meaningful findings in the subsequent chapter.

4.1 Course-wise Distribution of Undergraduate Students

The course of study pursued by the respondents was analysed to understand the academic background of undergraduate students participating in the survey.

Table 4.1: Course-wise Distribution of Respondents

Course	Number of Students	Percentage
BBA	30	47.6%
B.Com	20	31.7%
B.Tech	13	20.6%
Total	63	100%

Figure 4.1: Course-wise Distribution of Undergraduate Students (n = 63)
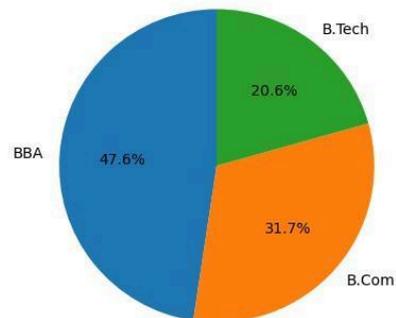
Interpretation:

The pie chart shows that the majority of respondents belong to the BBA programme (47.6%)**,** followed by B.Com students (31.7%)**,** while B.Tech students (20.6%) form the smallest group. This distribution indicates that the study largely reflects the perspectives of students from management and commerce backgrounds, who are actively experiencing curriculum and policy changes introduced under NEP 2020.
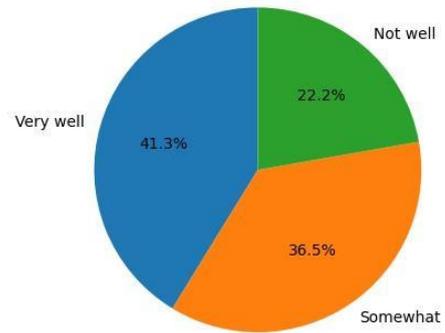
4.2 Understanding of Reforms Introduced under NEP 2020

To assess the depth of students' understanding of the reforms introduced under the National Education Policy (NEP) 2020, respondents were asked to indicate how well they understand the changes brought by the policy.

Table 4.2: Level of Understanding of NEP 2020 Reforms

Level of Understanding	Number of Students	Percentage
Very well	26	41.3%
Somewhat	23	36.5%
Not well	14	22.2%
Total	63	100%

Figure 4.2: Understanding of NEP 2020 Reforms (n = 63)

Interpretation:

The analysis indicates that **41.3%** of undergraduate students understand the reforms introduced under NEP 2020 very well, while **36.5%** have a moderate level of understanding. However, **22.2%** of students reported that they do not understand the reforms well. This suggests that although a majority of students have a reasonable understanding of NEP 2020, there remains a need for clearer communication and orientation programmes at the institutional level to enhance students' comprehension of policy reforms.
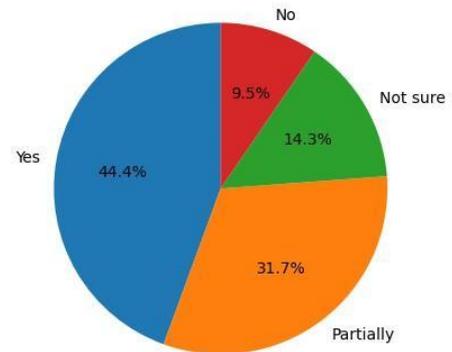
4.3 Implementation of NEP 2020 in Colleges

To understand the extent to which the National Education Policy (NEP) 2020 has been implemented at the institutional level, students were asked whether their college has started implementing the policy.

4.3: Status of NEP 2020 Implementation in Colleges

Response	Number of Students	Percentage
Yes	28	44.4%
Partially	20	31.7%
Not sure	9	14.3%
No	6	9.5%
Total	63	100%

Figure 4.3: Implementation of NEP 2020 in Colleges (n = 63)

Interpretation:

The analysis reveals that **44.4%** of students reported that their colleges have started implementing NEP 2020, while **31.7%** indicated partial implementation. However, **14.3%** of students were unsure about the implementation status, and **9.5%** stated that their colleges have not yet begun implementation. This suggests that while NEP 2020 implementation has commenced in several institutions, it remains uneven and lacks clarity among a significant proportion of students.

4.4 Perception of Curriculum Flexibility and Student-Friendliness under NEP 2020

To examine students' perceptions regarding curriculum changes, respondents were asked whether NEP 2020 has made the curriculum more flexible and student-friendly.

Table 4.4: Perception of Curriculum Flexibility under NEP 2020

Response	Number of Students	Percentage
Strongly Agree	18	28.6%
Agree	24	38.1%
Neutral	12	19.0%
Disagree	6	9.5%
Strongly Disagree	3	4.8%
Total	63	100%

Interpretation:

The findings indicate that a significant majority of undergraduate students perceive NEP 2020 as having made the curriculum more flexible and student-friendly. Around 66.7% of respondents either agree or strongly agree with the statement, reflecting a positive response towards curriculum reforms. However, 19% of students remain neutral, and a smaller proportion expressed disagreement, suggesting that the benefits of curriculum flexibility may not yet be uniformly experienced across institutions.

Figure 4.4: Perception of Curriculum Flexibility under NEP 2020 (n = 63)
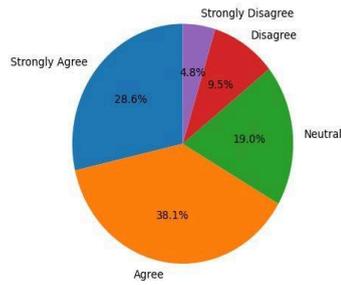
4.5 Availability of Course Choices under NEP 2020

To examine whether institutions are providing greater academic flexibility as envisioned under NEP 2020, students were asked whether their college offers them a choice of courses.

Table 4.5: Availability of Course Choices in Colleges

Response	Number of Students	Percentage
Yes	35	55.6%
To some extent	18	28.6%
No	10	15.9%
Total	63	100%

Figure 4.5: Availability of Course Choices under NEP 2020 (n = 63)
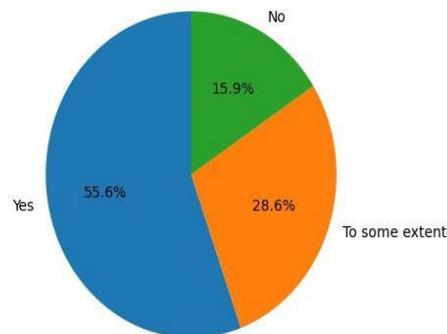
Interpretation:

The analysis shows that **55.6%** of undergraduate students reported that their colleges provide them with a choice of courses, reflecting progress towards academic flexibility under NEP 2020. However, **28.6%** indicated that such choices are available only to some extent, while **15.9%** stated that no course choice is provided. This suggests that although course flexibility has been introduced in many institutions, its implementation is still partial and not uniform across all colleges.

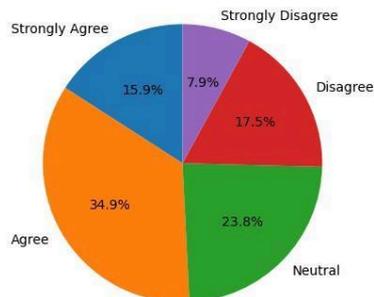## 4.6 Adequacy of Faculty Training for Effective Implementation of NEP 2020

To assess institutional preparedness for the effective implementation of NEP 2020,

respondents were asked whether faculty members in their colleges are sufficiently trained to implement the policy.

Table 4.6: Perception of Faculty Training for NEP 2020 Implementation

Response	Number of Students	Percentage
Strongly Agree	10	15.9%
Agree	22	34.9%
Neutral	15	23.8%
Disagree	11	17.5%
Strongly Disagree	5	7.9%
Total	63	100%

Figure 4.6: Faculty Training for Effective Implementation of NEP 2020 (n = 63)

Interpretation:

The analysis reveals mixed perceptions regarding the adequacy of faculty training for implementing NEP 2020. While 50.8% of students either agree or strongly agree that faculty members are sufficiently trained, a considerable proportion (23.8%) remain neutral. Additionally, 25.4% of respondents expressed disagreement, indicating concerns about the preparedness of faculty. This suggests that although training initiatives may have begun, there is scope for further capacity-building programmes to ensure effective and consistent implementation of NEP 2020 across institutions.

4.7 Adequacy of Digital Infrastructure for Effective Implementation of NEP 2020

To evaluate institutional readiness for the effective implementation of NEP 2020, students were asked whether the digital infrastructure facilities available in their colleges are sufficient to support the policy.

Table 4.7: Adequacy of Digital Infrastructure Facilities

Response	Number of Students	Percentage
Strongly Agree	12	19.0%
Agree	21	33.3%
Neutral	14	22.2%
Disagree	10	15.9%
Strongly Disagree	6	9.5%
Total	63	100%

Figure 4.7: Adequacy of Digital Infrastructure for NEP 2020 (n = 63)
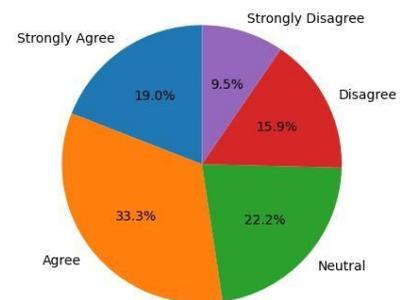
Interpretation:

The findings indicate that 52.3% of undergraduate students either agree or strongly agree that their colleges possess sufficient digital infrastructure to support the implementation of NEP 2020. However, 22.2% of respondents expressed a neutral opinion, while 25.4% disagreed or strongly disagreed. This suggests that although digital infrastructure has improved in many institutions, significant gaps still exist, which may affect the uniform and effective implementation of NEP 2020 across colleges.

**4.8 Overall Satisfaction of Undergraduate Students with NEP 2020**

To assess the overall effectiveness of the National Education Policy (NEP) 2020 from the students' perspective, respondents were asked to indicate their overall level of satisfaction with the policy.

Table 4.8: Overall Satisfaction with NEP 2020

Level of Satisfaction	Number of Students	Percentage
Very Satisfied	16	25.4%
Satisfied	24	38.1%
Neutral	13	20.6%
Dissatisfied	7	11.1%

Very Dissatisfied	3	4.8%
Total	63	100%

Figure 4.8: Overall Student Satisfaction with NEP 2020 (n = 63)
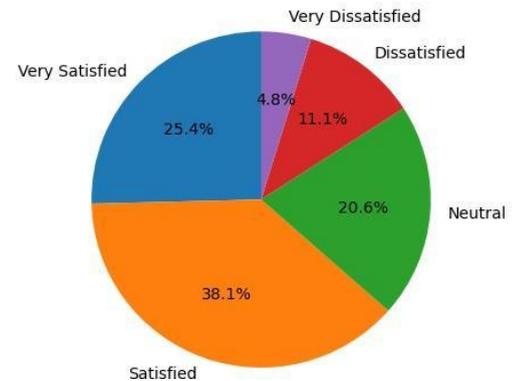
Interpretation:

The findings indicate that a majority of undergraduate students hold a positive perception of NEP 2020. Approximately 63.5% of respondents reported being either satisfied or very satisfied with the policy, reflecting general acceptance of the reforms introduced. However, 20.6% of students expressed a neutral opinion, while 15.9% reported dissatisfaction. This suggests that although NEP 2020 has been positively received by most students, certain challenges in implementation remain and need to be addressed to enhance overall student satisfaction.

The analysis and interpretation of data highlight varied perceptions among undergraduate students regarding the implementation of NEP 2020 in higher education institutions. While the majority of students expressed positive views towards curriculum flexibility, course choices, and overall satisfaction, concerns related to faculty preparedness and digital infrastructure were also observed. These findings provide a clear basis for summarising key results and drawing conclusions, which are discussed in the following chapter.

FINDINGS

This section presents the major findings of the study based on the analysis and interpretation of data collected from undergraduate students in higher education institutions in the Delhi region. The findings are directly drawn from the primary data and reflect students' awareness, perceptions, and level of satisfaction with the implementation of the National Education Policy (NEP) 2020.

Key Findings of the Study

1. The study found that the majority of respondents belonged to management and commerce streams, with BBA students forming the largest group, followed by B.Com and B.Tech students. This indicates a strong representation of students from disciplines where curriculum flexibility and skill-based learning are particularly relevant.
2. A significant proportion of undergraduate students were aware of NEP 2020 and

reported a reasonable understanding of the reforms introduced under the policy. However, a noticeable section of students exhibited limited or moderate understanding, highlighting the need for improved communication and awareness initiatives at the institutional level.

3. The findings reveal that NEP 2020 has been implemented in several colleges in the Delhi region, either fully or partially. At the same time, a considerable number of students were unsure about the implementation status, indicating a lack of clarity regarding policy execution within institutions.

4. Most students perceived that NEP 2020 has made the curriculum more flexible and student-friendly. The emphasis on multidisciplinary learning and flexibility in course structure was viewed positively by a majority of respondents.

5. The study found that more than half of the students reported being offered choices in courses by their colleges, which reflects progress towards the academic flexibility envisioned under NEP 2020. However, the availability of such choices was found to be uneven across institutions.

6. Regarding faculty preparedness, the findings indicate mixed perceptions among students. While a considerable proportion of respondents believed that faculty members are sufficiently trained to implement NEP 2020, a significant number of students expressed neutrality or dissatisfaction, suggesting scope for enhanced faculty training and capacity-building programmes.

7. The adequacy of digital infrastructure facilities also received varied responses. Although many students agreed that their institutions possess sufficient digital infrastructure to support NEP 2020, a notable proportion of respondents expressed concerns, indicating infrastructural gaps in certain colleges.

8. Overall, the majority of undergraduate students reported being satisfied with the implementation of NEP 2020. However, a segment of students remained neutral or dissatisfied, suggesting that while the policy has been positively received, challenges related to implementation consistency and institutional readiness persist.

Summary of Findings

The findings of the study suggest that NEP 2020 has been positively received by undergraduate students in the Delhi region, particularly in terms of curriculum flexibility and overall satisfaction. At the same time, issues related to awareness, faculty training, digital infrastructure, and clarity of implementation continue to affect students' experiences. These findings provide a strong foundation for drawing conclusions and suggesting measures to improve the effective implementation of NEP 2020 in higher education institutions.

CONCLUSION

The present study was undertaken to examine the level of student satisfaction with the implementation of the National Education Policy (NEP) 2020 among undergraduate students in higher education institutions in the Delhi region. By analysing students' awareness, perceptions, and experiences, the study aimed to assess whether the objectives of NEP 2020 are being effectively translated into practice at the institutional level.

The findings of the study indicate that NEP 2020 has been received positively by a majority of undergraduate students. Most respondents were aware of the policy and demonstrated a reasonable understanding of the reforms introduced under NEP 2020. The emphasis on curriculum flexibility, multidisciplinary learning, and availability of course choices was viewed favourably, suggesting that the policy has contributed to a more student-centric approach in higher education.

The study also reveals that several institutions in the Delhi region have initiated the implementation of NEP 2020, either fully or partially. However, the presence of students who were unsure about the implementation status indicates that clarity and communication regarding policy execution remain areas of concern. Effective implementation requires not only institutional adoption but also clear dissemination of information to students.

With respect to institutional readiness, mixed responses were observed regarding faculty training and digital infrastructure. While a significant proportion of students believed that faculty members are adequately trained and that digital facilities are sufficient, a considerable number expressed neutrality or dissatisfaction. This suggests that although progress has been made, further efforts are required to strengthen faculty capacity and technological infrastructure to ensure uniform implementation of NEP 2020.

Overall, the study concludes that NEP 2020 has made a positive impact on undergraduate education in the Delhi region, particularly in terms of flexibility and overall student satisfaction. Nevertheless, challenges related to awareness, faculty preparedness, digital infrastructure, and consistency in implementation continue to affect students' experiences. Addressing these challenges is essential for achieving the broader goals of NEP 2020 and for enhancing the effectiveness of higher education reforms in India.

LIMITATIONS OF THE STUDY

Despite the systematic approach adopted in this study, certain limitations must be acknowledged. First, the study is based on a relatively limited sample size of undergraduate students, which may restrict the generalisation of the findings to the entire student population. Although the sample provides meaningful insights into student perceptions, a larger sample could offer more comprehensive results.

Second, the geographical scope of the study is confined to higher education institutions in the Delhi region. As educational practices and levels of NEP 2020 implementation may vary across different regions of India, the findings may not fully represent the experiences of students from other states or regions.

Third, the study relies on primary data collected through a self-reported questionnaire. As a result, the responses may be influenced by personal bias, individual perceptions, or limited understanding of NEP 2020 among some respondents. This may affect the accuracy of certain responses.

Finally, the study focuses only on undergraduate students and does not include the perspectives of postgraduate students, faculty members, or administrators. Inclusion of these stakeholders could provide a more holistic understanding of NEP 2020 implementation.

Despite these limitations, the study offers valuable insights into undergraduate students' satisfaction with NEP 2020 and serves as a useful reference for further academic research.

SUGGESTIONS

Based on the findings of the study and the conclusions drawn regarding student satisfaction with the implementation of the National Education Policy (NEP) 2020 in higher education institutions in the Delhi region, the following suggestions are proposed to improve the

effectiveness of the policy at the institutional level:

1. **Strengthening Awareness and Communication**

   Institutions should conduct regular orientation programmes, workshops, and information sessions to enhance students' awareness and understanding of NEP 2020. Clear communication regarding policy objectives, structural changes, and academic benefits will help reduce confusion and improve student engagement with the reforms.

2. **Improved Clarity in Policy Implementation**

   Colleges should ensure transparency in the implementation process of NEP 2020 by clearly outlining changes related to curriculum structure, course choices, and assessment methods. Timely dissemination of information through official channels such as academic handbooks, websites, and student portals can improve clarity among students.

3. **Enhancement of Faculty Training Programmes**

   Continuous professional development and training programmes should be organised for faculty members to equip them with the necessary skills and knowledge required for effective implementation of NEP 2020. Faculty training should focus on multidisciplinary teaching approaches, outcome-based education, and student-centric pedagogical methods.

4. **Strengthening Digital Infrastructure**

   Institutions should invest in upgrading digital infrastructure, including learning management systems, online resources, and classroom technology, to support the digital and blended learning components envisaged under NEP 2020. Ensuring equal access to digital facilities for all students is essential for inclusive implementation.

5. **Uniform Implementation Across Institutions**

   Efforts should be made to ensure that the implementation of NEP 2020 is consistent across higher education institutions. Regulatory bodies and university authorities should monitor progress regularly and provide necessary guidance to institutions lagging in implementation.

6. **Student Feedback Mechanisms**

   Institutions should establish regular feedback mechanisms to capture students' views on NEP 2020 implementation. Incorporating student feedback into academic planning and decision-making can help address challenges at an early stage and enhance overall student satisfaction.

7. **Focus on Practical and Skill-Based Learning**

   Greater emphasis should be placed on experiential learning, internships, and skill-based courses to align academic programmes with the objectives of NEP 2020. Strengthening industry–academia collaboration can further enhance the employability outcomes of undergraduate students.

Concluding Note on Suggestions

The effective implementation of NEP 2020 requires coordinated efforts from policymakers, institutions, faculty members, and students. By addressing the identified challenges and adopting the above suggestions, higher education institutions in the Delhi region can enhance student satisfaction and ensure that the objectives of NEP 2020 are achieved in both letter and spirit.

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