

Knowledge and Attitude of Parents on and towards School Education as Envisaged in National Education Policy 2020

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Abstract: *In the current study researchers attempted to assess the knowledge and attitude of parents on and towards school education as envisaged in National Education Policy, 2020 in India. The survey method was used for this study. A total of 140 parents in Birbhum district of West Bengal were taken as representative samples of the whole population. A simple random sampling procedure was used for the purpose of choosing the sample. A self-made questionnaire was used to know the knowledge of parents on school education and an attitude scale was constructed by the researchers and used for knowing the attitude of parents towards school education as envisaged in NEP 2020. Percentage, Mean, SD were used to analyze the data and Mann-Whitney U and Kruskal-Wallis Tests were used to verify the hypotheses. It is discovered that knowledge and attitude of parents on and towards secondary education as envisaged in NEP 2020 is average. The study also revealed that there were no appreciable differences in the Knowledge of parents on School Education as envisaged in the NEP 2020 according to their gender, family type, caste and educational qualification. On the other hand, the study revealed that the knowledge of parents on School Education as envisaged in the NEP 2020 was differed significantly depending on their location and occupation. It also found that there were no appreciable differences in the attitude of parents towards School Education as envisaged in the NEP 2020 according to their gender, locality and occupation. In the other hand, it also revealed that the attitudes of parents toward School Education as envisaged in the NEP 2020 were significantly differ according to their family type, caste and educational qualification.*

Keywords: *Knowledge, Attitude, Parents, School Education, National Education Policy 2020.*

Introduction

Education is essential for all children around the globe. It forces everyone to act in a proper manner. Education affords each person with equivalent chances (Neelofar & Bai, 2024). In terms of population, India is among the world's largest nations. Considering this, it is crucial that the emphasis be on improving education and skill development, which are crucial to the human resource development. Education is a fundamental need that serves as the foundation for many other things. It is necessary for fostering national development, establishing equality in society and realizing one's potential. So many endeavors have been made in this respect over time, including the formation of several committees and commissions and the adoption of their suggestions into the education system (Sarta, 2022). The National Education Policy was developed with the goal of enhancing the nation's educational system and ensuring that all citizens have access to educational resources (Kumari, 2020). The National Education Policy (NEP 2020) was created by the Indian government to encourage education for all socioeconomic groups and to integrate every citizen into the main-

stream (Kaurav, et al, 2020). As rightly said by Dr. A. P. J. Abdul Kalam, Indian Education System needs to change completely. A good education provides a stronger basis for the future. Since the education policy had not changed in the previous 34 years, the majority of influential leaders and educational stakeholders believed that new reforms were more urgently needed. As an innovative instrument for reform, NEP (2020) proposes major modifications to the educational system in order to provide subject flexibility based on students' interests and promote self-interested learning, with the goal of achieving a 100 percent gross enrolment ratio in the early grades to secondary school by 2030 (Anitha, 2020). The field of education had undergone considerable changes as due to of the NEP 2020. Its curriculum framework was based on foundational pillars like access, quality, equity, affordability and accountability with various disciplines in schools. The curriculum and instructional aspects were redesigned to meet important objectives. It ensures values and skills that are engaging students in the teaching and learning process. Additionally, it empowers the standards of the students towards competency-based education (Neelofar & Bai, 2024).

School education is very crucial in a society because school education forms the foundation of education. The entire education system depends on the school education as the base construction of a building holds the whole house. To build a knowledgeable society and adapt to a globalized environment, schooling is essential for improving human development. As per National Education Policy 2020, all students should have access to education from primary school through upper secondary by 2030. It also emphasizes getting back the dropped students into the educational system so they can finish their studies. The curriculum is structured in 5+3+3+4. Anganwadi is three years and schooling is twelve years. Much more emphasis is placed on numeracy education and the foundational education. There is substantially less a distinction between the extracurricular and academic programs. It is intended that the vocational classes will begin in the sixth grade. Even until grade 5, the mother tongue is prioritized in instruction. With thorough analysis, the student's progress is monitored more holistically than with traditional monitoring (Shashidharan et al, 2021).

The NEP 2020 acquaints with a transformative approach for India's system of education. NEP focuses on developing all-around proficiency in students, not only for strong academics but also to develop critical and creative thinking. NEP 2020 places emphasis on co-operative engagement by parents with their children's learning. Parents always play a vital role in development their child's success. Parental support, knowledge and attitudes are vital for the success of any educational reform. The quality of education greatly depends on parental engagement. A sound knowledge of parents is essential for the qualitative improvement of education. Also, parents' attitudes affect children's feelings; a parent needs a change in perspective as they have a great responsibility to develop an appropriate direction towards their children. Parents' knowledge and attitude significantly impact the learning outcomes of children. This research is very significant to understand how parents feel and knowledge about the changes brought about by NEP 2020 in school education. Number of parents may not be fully conscious of these changes. If the policy is not understood or if there are misconceptions about it, it can act as a barrier to implement effectively these changes at the local level. That is why it is imperative that it must be clearly understood how much parents actually know about school education under NEP 2020 and whether they support these changes. Parents' level of knowledge and attitude will have a big impact on how successfully these reforms are carried out in schools and communities. When parents are well-informed and on board with the changes, they can better support the reforms and help ensure their children benefit from this new approach to education.

Literature Review

Aithal and Aithal (2020) compared the existing higher education policies with those proposed in NEP 2020. It discussed the benefits of NEP 2020, its key innovations, and the anticipated impact on the Indian higher education sector. The study recommended for the successful implementation of the policy's goals. Singh (2020) explored how the new education policy is designed to facilitate transformational reforms in both school and higher education systems. Chandra (2021) tried to understand the vision of NEP, to know about the principles of NEP. The paper discusses the difficulties encountered in implementing reforms pertaining to Education Policies. Pandey and Tyagi (2021) examined the goals and challenges of the National Education Policy (NEP 2020) and explored ways to make learning more engaging and meaningful. It concentrated on Concept Mapping. The study revealed that concept mapping can be a real tool for improving both teaching and learning. Aggarwal (2022) concentrated on a few methods of instructing and learning that help young students develop their mathematical thinking in accordance with NEP 2020's goal. Khatak et al. (2022) examined the views of educators and students on the National Education Policy. The study found that the weakness and advantages of the recent educational system along with the main ideas of NEP, 2020. Mir (2023) attempted to study the importance and scope of technology in National Education Policy 2020. Radha and Arumugam (2023) discussed the benefits of integrating National Education Policy 2020 and the Sustainable Development Goals. Sainwal et al. (2023) focused on to provide useful insights into the alignment of parental attitudes with the policy goals and potential areas for development in parent-school collaboration by examining parental perceptions, expectations, and understanding of the NEP 2020. Yadav and Yadav (2023) explored the influences of NEP 2020 in higher education English pedagogies and enhancement teaching and learning strategies. The study highlighted the innovative teaching and learning with help of technology intervention. Sharma and Pathak (2024) explored NEP's impact on development of skills. Addressed how NEP's initiative will meet India's evolving skill requirements.

After reviewing related studies, the researcher found that most of studies are carried out on opportunities and challenges of Teacher Education, vision, pedagogical goals and concerns, scope of technology, impact of digitalization as per National Education Policy 2020. Insufficient studies have also been carried out on parental attitudes with the NEP 2020 policy goals, influences of NEP 2020 in higher education English pedagogies and arts integrated education in NEP 2020. There are dearth studies carried out on knowledge on NEP 2020, attitude towards NEP 2020, parental support in school education as envisaged in National Education Policy 2020, awareness of school education envisaged NEP 2020. The topic is timely and necessarily which means National Education Policy 2020 is a new Policy that changes most of the education system for quality education and holistic development of students which comes under recent debates and high time to think it for involvement of people in society. Therefore, the researchers feel that there is a need to explore the knowledge and attitude of parents on and towards school education as envisaged in National Education Policy 2020.

Objectives of the Study

O₁: To study the level of knowledge of parents on School Education as envisaged in the National Education Policy 2020.

O₂: To study the level of attitude of parents towards School Education as envisaged in the National Education Policy 2020.

O₃: To compare the knowledge of parents under different demographics such as gender

(Male and Female), location (Rural and Urban), family type (Nuclear and Joint), caste (General, SC & OBC), Occupation and Educational Qualifications on School Education as envisaged in the National Education Policy 2020.

O₄: To compare the attitude of parent under different demographics such as gender (Male and Female), location (Rural and Urban), family type (Nuclear and Joint), caste (General, SC & OBC), Occupation and Educational Qualifications towards School Education as envisaged in the National Education Policy 2020.

Hypotheses of the Study

H₀₁: There is low level of knowledge of parents on School Education as envisaged in the National Education Policy 2020.

H₀₂: There is low level of attitude of parents on School Education as envisaged in the National Education Policy 2020.

H₀₃: There is no significant difference in the knowledge of parents under different demographics such as gender (Male and Female), location (Rural and Urban), family type (Nuclear and Joint), caste (General, SC, ST & OBC), Occupation and Educational Qualifications on School Education as envisaged in the National Education Policy 2020.

H₀₄: There is no significant difference in the attitude of parents under different demographics such as gender (Male and Female), location (Rural and Urban), family type (Nuclear and Joint), caste (General, SC, ST & OBC), Occupation and Educational Qualifications towards School Education as envisaged in the National Education Policy 2020.

Methodology

The survey method, particularly, the normative survey research method was employed. The study is based on Quantitative approach.

Population

All the parents of Birbhum District of West Bengal were comprised as the population of the whole study.

Sample and Sampling Procedure

A total of 140 parents in Birbhum district of West Bengal were taken as representative samples of the population as a whole. Simple random sampling technique was followed for selecting the sample.

The Tools Used

A questionnaire was constructed and standardized by the researchers and used to know the knowledge of parents on school education as envisaged in NEP 2020. This tool comprises 30 multiple-choice questions (MCQs) that cover various aspects of school education in the NEP 2020. Each MCQ includes four options: A, B, C, and D. One option is correct, and the other three serve as distracters. One (1) scored for correct answer and zero (0) for wrong.

An attitude scale was constructed by the researchers and used for knowing the attitude of parents towards school education as envisaged in NEP 2020. This tool consists of 25 statements (16 favourable and 9 unfavourable items) where respondents indicate their level of agreement with each statement using a Likert (1932) scale: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The scale was designed to have 5 points, where for favourable items, scoring followed as 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. For unfavourable items, reverse scoring was done.

Statistical Techniques

The percentage, mean, SD, Mann-Whitney U test and Kruskal-Wallis Test were used to analyze and verify the hypotheses.

Results & Discussion

The results of the study were interpreted on the basis of the results found from the use of about mentioned statistics on data.

Table 1. Test of Normality

Shapiro-Wilk			
	Statistic	df	Sig.
Knowledge	.932	140	.000

From Table 1, we can see that, the p value of Shapiro-Wilk Test in case knowledge of parents on School Education as envisaged in the National Education Policy 2020 is 0.000 ($p < 0.05$), so we can say that data are non- normal. So, the researchers go for non-parametric statistics.

Table 2. Test of Normality

Shapiro-Wilk			
	Statistic	df	Sig.
Attitude	.908	140	.000

In the above table 2, we can see that, the p value of Shapiro-Wilk Test in case attitude of parents on School Education as envisaged in the National Education Policy 2020 is 0.000 ($p < 0.05$), so we can say that data are non-normal. So, the researchers go for non-parametric statistics.

Testing of H_{01}

Table 3. Number, Mean and SD of Knowledge of Parents on School Education

Category	N	Mean	SD
Parents	140	16.21	6.65

With the help of cut-off point, the investigators verify the H_{01} . Here Cut-off Point is $M + 1\sigma$. It means, Mean=16.21, N=140 and $\sigma=6.65$. Hence $M + 1\sigma$ is $16.21 + 1 \times 6.65 = 22.86$ and $M - 1\sigma$ is $16.21 - 1 \times 6.65 = 9.56$. Most of parents (70 in number) i.e., 50% of parents were lies between 9.56-22.86 scores. Hence, it can be said that the level of knowledge of parents on school education as envisaged in the National Education Policy is moderate. The reason for the limited knowledge of parents about the National Education Policy (NEP) 2020 is the lack of publicity about NEP 2020 in society. Due to their stressful work schedules, many parents are unable to make time to observe their children's education. Information is hard to get by, particularly in low-income communities. Furthermore, an absence of interaction between the school and parents may also be the cause.

Table 4. The Level of Knowledge of Parents on School Education as envisaged in the National Education Policy, 2020

Scores	Frequency	Percentage	Level of Knowledge
Above 22.86	34	24.29	High
Between 9.56-22.86	70	50	Moderate/Average
Below 9.56	36	25.71	Low
Total	140	100%	

Testing of H_{02}

Table 5. Number, Mean and SD of Attitude of Parents towards School Education

Category	N	Mean	SD
Parents	140	79.24	6.87

With the help of cut-off point, the investigators verify the H_{02} . Here Cut-off Point is $M+1\sigma$. It means, $Mean=79.24$, $N=140$ and $\sigma=6.87$. Hence $M+1\sigma$ is $79.24+1\times 6.87=86.11$. And $M-1\sigma$ is $79.24-1\times 6.87=72.37$. Most of parents (103 in number) i.e., 73.57 % of parents were lies between 72.37 to 86.11 scores. Hence, it can be said that the level of attitude of parents on school education as envisaged in the National Education Policy is neither favourable nor unfavourable, it is moderate in level. It can be attributed to many causes. It could be due to schools and authorities not communicating well with parents on the policy's recommendation. Traditional educational perspectives that place more emphasis on memorisation and parents' conservative thought may also cause disagreement with the NEP's flexible, holistic learning strategies. Additionally slow implementation of the policy across regions can also lead to confusion among parents. Furthermore, some parents could be worried about the future effects of these changes on their children.

Table 6. The level of Attitude of Parents towards School Education as envisaged in the National Education Policy, 2020

Scores	Frequency	Percentage	Level of Attitude
Above 86.11	16	11.43	High
Between 72.37-86.11	103	73.57	Moderate/Average
Below 72.37	21	15	Low
Total	140	100%	

Table 7. Mann-Whitney U test for Gender, Locality and Family in relation to Knowledge of Parents on School Education as envisaged in the National Education Policy 2020.

Variables		N	Mean Rank	Mann-Whitney U Value	Z Value	P	Remarks
Gender	Male	46	65.87	1949.000	-0.946	0.344	Not Significant
	Female	94	72.77				
Locality	Rural	119	74.03	829.000	-2.458	0.014	Significant
	Urban	21	50.48				
Family	Nuclear	126	71.99	694.000	-1.308	0.191	Not Significant
	Joint	14	57.07				

Testing of H_{03}

Knowledge of Parents on School Education as envisaged in the National Education Policy 2020 with respect to their Gender (Male & Female)

Here the result shows (Table 7) that the Mann-Whitney U value is 1949.000, Z value is -0.946 and $p = 0.344$ ($p > 0.05$). Hence, H_{03} (Male and Female) is accepted. That means there is no significant difference between the Knowledge of Male and Female parents on School Education as envisaged in the National Education Policy 2020. It is also originated that the mean rank of female parents is greater than that of mean rank of male parents. That is to say that the female parents are more knowledgeable on school education than the male parents. The probable reason for this result may be that mothers guide children's education most of the time, so mothers have more knowledge about school education planned in the NEP 2020.

Knowledge of Parents on School Education as envisaged in the National Education Policy 2020 with respect to their Location (Rural & Urban)

From Table 7, the result shows that the Mann-Whitney U value is 829.000, Z value is -2.458 and $p = 0.014$ ($p < 0.05$). Hence, it is significant at 0.05 level. That means there is a significant difference between the Knowledge of Rural and Urban parents on school Education as envisaged in the National Education Policy 2020. It is also found that the mean rank about knowledge of Rural parents is greater than the mean rank of Urban parents. That is to say that the rural parents are relatively more knowledgeable on school education of National Education Policy 2020 than that of urban parents. This is for there has been larger community engagement and more outreach programs in rural areas. Rural parents often see education as a key tool for social mobility, which invests them even more in understanding policy changes. Urban parents may feel less interest to engage with policy narratives, as their children are typically attending good and reputed schools and may have less inclination to focus on national reform.

Knowledge of Parents on School Education as envisaged in the National Education Policy 2020 with respect to their Family Type (Nuclear & Joint)

Here the result shows from Table 7, that the Mann-Whitney U value is 694.000, Z value is -1.308 and $p = 0.191$ ($p > 0.05$). Hence, it is not significant at 0.05 level. That means there is no significant difference between the Knowledge of Parents on school Education as en-

visaged in the National Education Policy 2020 with respect to their Family Type. It is also discovered that the mean rank about knowledge of the parents from nuclear families is greater than the mean rank of parents from joint families. That is to say that the nuclear family parents are more knowledgeable on school education as envisaged in the NEP 2020 than that of joint family parents. It might be because parents from nuclear families are more focused on their children's education. They have access to online resources and have more time to study policies. Additionally, they decide for themselves what their children should learn, which encourages them to keep up to date. Parents from joint families, on the other hand, could share duties with members of their larger family, which might hinder their direct participation in policy research and their children's education.

Table 8. Kruskal-Wallis Test for Caste, Occupation & Educational Qualifications in relation to Knowledge of Parents on School Education as envisaged in the National Education Policy 2020.

Groups		N	Mean Rank	Chi-square	df	P	Remarks
Caste	UR	128	72.02	4.798	2	.091	Not Significant
	SC	7	38.07				
	OBC	5	77.00				
Occupation	Bus conductor	1	131.50	23.129	12	.027	Significant
	Businessman	1	111.00				
	Drawing	1	19.00				
	Farmer	13	65.35				
	Fisher	2	111.00				
	Government employee	12	72.13				
	Housewife	88	74.06				
	Private job	5	41.10				
	Photographer	1	7.00				
	Pranimitra	1	121.50				
	Shopkeeper	3	8.50				
	Socialist	1	19.00				
	Unemployed	11	70.50				
Educational Qualification	8 th Pass	1	80.50	10.924	6	.091	Not Significant
	Madhyamik	21	46.76				
	H.S.	42	75.00				
	Diploma	1	55.50				
	B.A.	71	74.94				
	M.A.	3	53.17				
	Ph.D.	1	121.50				

Knowledge of Parents on school Education as envisaged in the National Education Policy 2020 with respect to their Caste (General, SC & OBC)

From the table 8, it is found that the Chi-Square value is 4.798, df is 2 and p value is 0.091 ($p > 0.05$). Hence it is not significant. That is to say that there are no significant differences among the knowledge of UR, SC and OBC parents on school Education as envisaged in the NEP 2020. It also found that SC parents are less knowledgeable about school education as envisaged in the National Education Policy 2020 than other castes. The thinkable reason for this result may be that due to economic hardships, limited access to information, and historical educational disadvantages. Many SC families live in rural areas with fewer resources and opportunities to learn about policy changes. Additionally, mistrust of the education system and cultural factors may also add to lower engagement with educational reforms.

Knowledge of Parents on School Education as envisaged in the National Education Policy 2020 with respect to their Occupation

From the table 8, it is found that the Chi-Square value is 23.129, $df=12$, $p=.027$ ($p < 0.05$). Hence it is significant. That is to say that, there are significant differences among the knowledge of parents on School Education as envisaged in the National Education Policy 2020 with respect to their occupation. Hence it can be said the Knowledge of parents on School Education as envisaged in the National Education Policy 2020 influenced by their occupation. It can be because of their differences in unique circumstances at work place as well as the effect of the knowledge of other people who companion with them.

Knowledge of Parents on School Education as envisaged in the National Education Policy 2020 with respect to their Educational Qualifications

From the table 8, it is found that the Chi-Square value is 10.924, $df=6$ and $p=.091$ ($p > 0.05$). Hence, it is not significant. Therefore, it can be said that there are no significant differences among the knowledge of parents on School Education as envisaged in the National Education Policy 2020 with respect to their educational qualification. The mean rank of Ph.D. holder parents is higher than that of the mean rank of other qualifications of parents. The conceivable reason may be that parents who hold a Ph.D. usually have advanced education, research abilities and access to substantial resources, which contribute to their better understanding of educational policies.

Testing of H_{04}

Table 9. Mann-Whitney U test for Gender, Locality and Family in relation to Attitude of Parents towards School Education as envisaged in the National Education Policy 2020.

Variables		N	Mean Rank	Mann-Whitney U Value	Z Value	p	Remarks
Gender	Male	46	65.80	1946.000	-0.961	0.337	Not Significant
	Female	94	72.80				
Locality	Rural	119	68.07	960.500	-1.691	0.091	Not Significant
	Urban	21	84.26				
Family	Nuclear	126	66.88	426.000	-3.176	0.001	Significant
	Joint	14	103.07				

Attitude of Parents towards School Education as envisaged in the National Education Policy 2020 with respect to their Gender (Male & Female)

The above test statistics (Table 9) shows that the Mann-Whitney U value =1946.000, Z value is -0.961, $p=0.337$ ($p>0.05$). Hence, H_{04} (Male and Female) is accepted. Therefore, it can be said that, there is no significant difference between the attitude of Male and Female parents towards School Education as envisaged in the National Education Policy 2020. It is also established that the attitude of female parents is comparatively higher than those of the male parents towards school education as envisaged in NEP2020. The likely reason for this consequence may be that mothers are habitually more directly involved in their children's day to day learning and support their homework. Additionally, women generally place a higher value on education as a tool for empowerment.

Attitude of Parents towards School Education as envisaged in the National Education Policy 2020 with respect to their Location (Rural & Urban)

The above test statistics (Table 9) shows that the Mann-Whitney U value =960.500, Z value =-1.691, $p=0.091$ ($p>0.05$). Therefore, it is not significant. Therefore, it can be said that, there is no significant difference between the attitude of Rural and Urban parents towards School Education as envisaged in the NEP 2020. It is also found that the mean attitude rank of urban parents is comparatively greater than the mean attitude rank of rural parents. The potential reason may be that due to differences in access to educational resources, infrastructure and awareness. Rural parents may not be as liberal for change of educational practices and policies as urban parents, who are normally more conversant with them.

Attitude of Parents towards school education as envisaged in the National Education Policy 2020 with respect to their family type (Nuclear & Joint)

The above test statistics (Table 9) shows that the Mann-Whitney U value =426.000, Z value = -3.176, $P=0.001$ ($p<0.05$). Hence, it is significant and H_{04} (Single and Joint) is not accepted. Therefore, it can be said that, there is a significant difference between the attitude of parents towards School Education as envisaged in the NEP 2020 with respect to their Family type. Hence it can be said that attitude of parents towards School Education as envisaged in the National Education Policy 2020 influenced by their family type. The conceivable reason may be due to factors like household structure, available resources, positivity of families and cultural influences and so on.

Table 10. Kruskal-Wallis Test for Caste, Occupation & Educational Qualifications in relation to Attitude of Parents towards School Education as envisaged in the National Education Policy 2020.

Groups		N	Mean Rank	Chi-square	df	P	Remarks
Caste	UR	128	69.77	7.128	2	.028	Significant
	SC	7	52.86				
	OBC	5	113.90				
	Bus Conductor	1	111.00				
	Businessman	1	111.00				
	Drawing	1	66.50				
	Farmer	13	36.65				
	Fisher	2	75.50				

Occupation	Government employee	12	89.63	20.654	12	.056	Not Significant
	Housewife	88	69.78				
	Private job	5	79.40				
	Photographer	1	81.50				
	Pranimitra	1	133.00				
	Shopkeeper	3	42.67				
	Socialist	1	130.50				
	Unemployed	11	78.91				
Educational Qualification	8 th Pass	1	66.50	27.868	6	.000	Significant
	Madhyamik	21	72.40				
	H.S.	42	49.10				
	Diploma	1	13.00				
	B.A.	71	79.82				
	M.A.	3	133.67				
	Ph.D.	1	140.00				

Attitude of Parents towards school education as envisaged in the National Education Policy 2020 with respect to their Caste (UR, SC & OBC)

The above test statistics (Table 10) shows that the Chi Square value 7.128, $df=2$, $p=.028$ ($p<0.05$). Hence, it is significant, H_{04} (Caste) is rejected. Therefore, it can be said that, there are significant differences among the attitude of UR, SC and OBC parents towards School Education as per the National Education Policy 2020. That means attitude of parents towards school education influenced by their caste. It is also found that the mean rank attitude score of OBC parents is higher than other castes. The probable reason for this outcome is that OBC communities often see education as a path to social and economic progress, which leads them to a more positive attitude.

Attitude of Parents towards school education as envisaged in the National Education Policy 2020 with respect to their Occupation.

The above test statistics (Table 10) shows that the Chi-Square value is 20.654, $df=12$, $p=.056$ ($p>0.05$). Hence, it is not significant, H_{04} (Occupation) is accepted. Therefore, it can be said that, there are no significant differences among the attitude of parents towards School Education as envisaged in the National Education Policy 2020 with respect to their occupation. Additionally, Pranimitra parents' mean rank attitude score is higher than that of parents in other professions. They may be more conscious of educational opportunities because their work is linked to welfare and community development. Their participation in social activities improves their understanding of its significance, which makes them more positive.

Attitude of Parents towards school education as envisaged in the National Education Policy 2020 with respect to their Educational Qualifications.

The above test statistics (Table 10) shows that the Chi-Square value is 27.868, $df=6$, $p=.000$ ($p<0.05$). Hence, it is significant, H_{04} (Educational Qualification) is rejected. There-

fore, it can be said that, there are significant differences among the attitude of parents towards School Education as envisaged in the National Education Policy 2020 with respect to their educational qualification. Also, it can be said that attitude of parents towards school education as envisaged in the NEP 2020 influenced by educational qualification. It can be because of their difference in expectations, feeling and thinking and so on.

Educational Implications

There are several significant educational implications in this study, which are given below—

- The current study will be great assistance to parents, school instructors and policy makers to know the current status of parents Knowledge and Attitude on and towards school education as envisaged in National Education Policy 2020.
- This study will helpful for motivating the Parents and Students also.
- This current result can help educational planners to discover main difficulties with parents and develop solutions to make it better for children' education.
- Special efforts should be provided to improve the knowledge of Male, Urban and SC Parents on School Education as envisaged in National Education Policy 2020.
- Workshops and awareness programs on NEP 2020 can be organized for parents to develop a favorable attitude and knowledge towards it.

Conclusion

In conclusion, the study on knowledge and attitude of parents on and towards school education as envisaged in National Education Policy 2020 reveals great deals of information on the perceptions of parents and their understanding of the NEP 2020 framework. It states that there is general acceptance of the purpose of the policy concerning enhancing educational quality, incorporating holistic development among students. Generally, attitudes of parents towards the policy are largely supportive, but this can be influenced by how articulate and relevant the reform is to them in their surroundings. It is very important that comprehensive informational campaigns and workshops be undertaken to address all the diverse needs of parents. Such reforms should demystify the provisions of the NEP 2020, especially address certain concerns and foster a collaborative relationship between parents and educational systems. Better knowledge on the part of parents and adjusting their attitudes to match those of the policy will also enhance the efficacy and acceptability of the NEP 2020. It is recommended that the schools take the necessary steps to improve the knowledge and attitude of parents on and towards the NEP 2020.

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