

AWARENESS OF CBCS IN RURAL FEMALES (SEDGS) UNDER NEP-2020 INTRODUCED IN HIGHER EDUCATION INSTITUTES (HEIS): AN EXPLORATORY ANALYSIS

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Abstract: *In this paper, an attempt has been made to explore the awareness of CBCS system in Rural Females (SEDGs) under NEP-2020 in higher education institutes (HEIs). The study is mainly based on the primary source of data by administering direct questionnaire of about 162 rural females' college going students from SEDGs groups in government girls' college, Rajgarh, (Churu). The result showed/revealed that these females are unaware of the reforms introduced by UGC under NEP-2020. They are not aware of the benefits of choice-based credit system (CBCS), Grade points and continuous evaluation etc. introduced in semester system program. For making them aware regarding the above different issues confronted by these rural SEDGs females first important step is to provide adequate education/knowledge/awareness to all these young girls/females about the benefits of new education policy 2020 (NEP-2020) because it is considered as important step to make them skilled for 21st century. If they are aware then they are considered as the potent factor of social change as women are the mirror of a society, so they need to be empowered by providing adequate information.*

Keywords: Higher Education, NEP-2020, CBCS, SEDGs

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Introduction

National Education policy-2020 has been approved by the central Government to change the Indian education system to meet the new demands of the 21st century. Nep-2020 replaces the previous NEP-1986 which states that higher education provides people with an opportunity to reflect on the critical, socio-economic, socio-cultural, moral and spiritual issues facing humanity. It was focused largely on the issue of access and equity and unfortunately failed to achieve it. On the other hand, new education policy is based on the motto of Educate, encourage, enlighten and it is built on the foundation of three pillars - Research, Innovation and quality. Its main aim is to prepare the children of India with 21st century skills. In other words, NEP-2020, main function is to achieve human potential, promoting national development, providing universal access to quality, scientific advancement, national integration, cultural preservation and economic growth etc. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. In 21st century no one can ignore the necessity and urgency of higher education of women especially SEDGs groups. According to the all-India survey of higher education report AISHE(2021-22,) India's higher education landscape is a mix of progression and challenges. It has stretched to all parts of the country with the establishment of 1162 universities, 42825 colleges and 10576 stand stone universities making it one of the largest higher educational sectors. Higher education means beyond the level of secondary education i.e. in the age group of 18-23. Higher education for women is important not only for equal education opportunities for sexes but also of equal substantial economic returns. It enhances women's status, health and educational income of the families. Higher education is the gateway to economic security and opportunities particularly for women in India. The government has initiated various policies and programs with the aim of sensitize, acknowledge gender equity and take steps to increase women enrolment in higher education.

Recently NEP-20 was introduced by the center government and it is directed to the state governments to implement it in their respective states as early as possible. Rajasthan government has initiated in this direction and asked the higher education department to implement it in all the universities and colleges. Universities have already implemented it from the last academic session i.e. 2023-2024.

Conceptual Definition

1. Higher Education

Any of various types of education given in post-secondary institutions of learning and usually affording, at the end of a course of study, a named degree, diploma, or certificate of higher studies. Higher-educational institutions include not only universities and colleges but also various professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology. The basic entrance requirement for most higher-educational institutions is the completion of secondary education, and the usual entrance age is about 18 years. (*Britannica*)

2. New Education Policy (NEP-2020)

NEP -2020 is a comprehensive framework formulated by the government of India to guide the development of education in the country. It aims to transform India's education system by promoting holistic development inclusivity and lifelong learning. The main objectives of this policy are to shift from rote learning to develop critical thinking, problem-solving, and creative skills, ensuring inclusivity and equity in education. Integrating technology in education and promoting multidisciplinary and holistic education. It aspires to boost the higher education

sector's gross enrollment ratio (GER) offer a variety of entry and exit points and let students select the classes that best suit their interests and abilities. The goal of the policy is to develop a comprehensive, adaptable education system that can meet the demands of the 21st century.

3. Choice based credit system (CBCS)

UGC has initiated CBCS in the national higher education system to bring about qualitative improvements. The main feature of CBCS to make undergraduate education student centric as compare to system centric i.e. teacher centric. This model offers a great opportunity for students to learn course and subjects of their choice.-core, elective courses, open or global elective and skill based cources.in other words this system offers an effective learning platform for students by broadening the horizons of education. This system in higher education provides the flexibility in preparing the curriculum and granting credits based on the course intensity and teaching hours. This helps students to pursue course of their choice, study at their own place, learn extra course, and acquire more than the required credits.

4. SEDGs - Socio Economically Disadvanged Group

The Socio-Economically Disadvantaged Groups (SEDGs) are those who, for historical reasons and the causes of their prevailing disadvantaged social, economic, educational, vocational, and locational conditions, cannot have equal access to the various facilities and opportunities available for higher education. (NEP-20) In India, there are several disadvantaged groups, such as women, minorities, SCs and STs, OBCs, PwDs, EWSs, who lag behind others in the field of education. Taking all together in the development of the nation is the prime goal of the Government of India. Accordingly, the National Education Policy (NEP) 2020 emphasizes the need to address the issues of students belonging to Socio-Economically Disadvantaged Groups (SEDGs).

Present Status of Higher education in Rajasthan

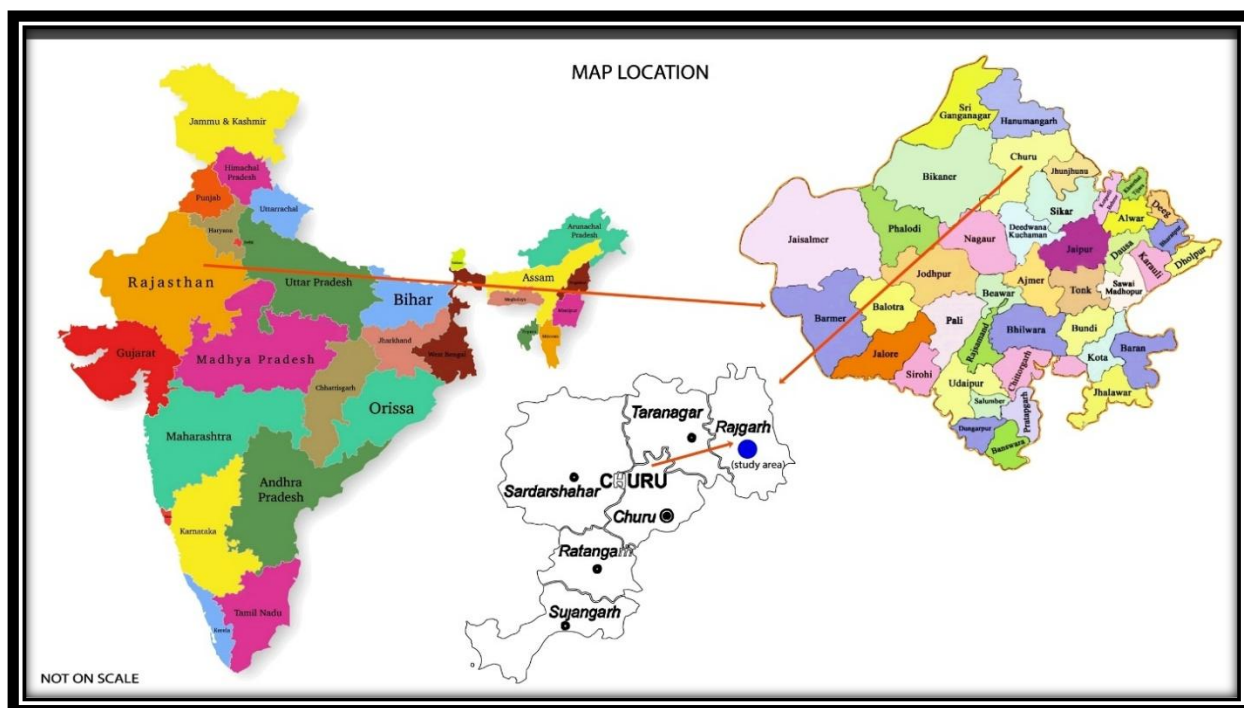
According to the latest AISHE India survey of higher education AISHE-(2021-22) state is having one central university, 49 private universities, 26 state universities and 3521 colleges. The number of higher education institutions has expanded enormously from 1955-56.this shows the reviving of higher education in the state and this sector is growing very fast, however a more important and pertinent question/concern is to go beyond numbers and examine the issues related to RURAL women's especially SEDGs group participation, opportunities, awareness in higher education at micro level especially in the context of NEP-20.Present study is an attempt to explore the awareness regarding NEP-2020 and the Choice based credit system (CBCS) in government colleges/universities in higher education institutions (HEIs).For this purpose government girls college Rajgarh (Churu) has been taken into consideration for the micro level study. This college is affiliated to MGSU, BIKANER and situated in Rajgarh Tehsil which is rural in nature of Churu district. MGSU Bikaner has jurisdiction in districts of Churu, Ganganager and Hanumangarh.

Study Area

Government Girls College is situated in the Rajgarh Tehsil of Churu District.(Fig-1). In 2019 Government Girls College was established in Rajgarh Tehsil with the aim to boost the girl's education in the area. Tehsil is known by high degree of structural disparity in terms of caste, ethnicity, gender, religion, class and various other forms of social taboos. educational status of this tehsil is not better especially in terms of females/the literacy rate according to census of India 2011 is as follows. Overall literacy rate of the tehsil is 69.85 and male literacy rate is 74 percent while female literacy rate is 49 percent. This rate also shows great disparity when we analyse in terms of rural and urban embankments. Rural literacy rate is 68.4 percent and urban literacy rate is 7202 percent. This shows a wide gap in the society. Rajgarh tehsil is

having 217 villages and 1 town constitutes a population of 362582 as per the census 2011 out of which 18693 are males and 173889 are females. With a total of 67817 households/families residing in the Rajgarh tehsil. The average sex ratio of Rajgarh tehsil is 922 compared to 928 which is average of Rajasthan state. According to 2011 census and 16.3 people live in urban areas while 83.77 people live in rural areas. The average literacy rate in urban area is 72.7 percent while that in rural area is 68.4 percent. Also, sex ratio of urban area in Rajgarh tehsil is 927 while that of rural area is 920. schedule caste(SC) constitutes 23.6 percent and while ST were of total population is 1.1 percent.

Figure 01: Key Map



Source: Open Domain

Research Design

The descriptive research design has been considered for this research to receive and perceive the depth of the topic that is being explored by the researcher. The nature of the research objectives can also be attended in a better way through this research design by both the primary and secondary sources are used for collecting appropriate evidences, government policies, acts, journals, research papers, books, magazines, newspapers, blogs etc. These are the sources used for collecting proper evidences of the study.

Instrument for the Research: present research has been carried on with the use of survey questionnaire as the instrument of research for data collection. This will help to provide accurate information, which will make the research success.

Method of the Data collection: This research used primary method of data collection as the research requires correct and authenticated data for the fulfillment of the objectives and the aims laid down in the research proposal.

Statistical Tool for data Analysis: The present research has used tables, charts and graphs in excel format for analysis of the statistically generated data as it would help in a proper and accurate representation of the analysis of the collected data through the survey.

Sample Size: In the present research a sample size of 162 Resondentents rural females from SEDGs Group College going students from Government Girls College, Rajgarh (Churu), and Rajasthan has been taken into a consideration.

Research Question

- what is the awareness level regarding NEP-2020 and the CBCS system introduced recently by the Centre/state government (the educational provisions provided in NEP-2020) for rural females(SEDGs) in Higher Educational institutes (HEIs)

Objectives

1. To examine the awareness regarding NEP-2020 Introduced by UGC and implemented by the department of higher education, Jaipur in Rajasthan
1. To examine the Awareness regarding CBCS in higher education introduced by the universities/UGC,
2. To examine whether the rural female's college going students from SEDGs group know its benefit /advantages of CBCS etc.

Relevance of the Study

Generally, it is said that all kind of development are dependent on the education of the common masses/people. Since Rajgarh tehsil is having a setup of rural in nature it becomes necessary to examine how women of this area i.e. rural in nature take over the formal education. If they take it properly then their other developments can be possible and their economic growth, social upliftment, mental development, cultural development, political awareness, decision making, enjoying legal rights and taking responsibilities all are dependent on their education. That is why as a new government policy the role of NEP-2020 to understand it thoroughly becomes significant because issues of women especially SEDGs rural females/women development is associated with education.

Review of Literature

This research paper is based on some literature reviews which provide a view of woman's education in higher institutions and the draft prepared by Kasturi Rangan committee on NEP-2020. Venkateseswarlu (2021)in his study a critical study of NEP-2020 issues, approaches, challenges, opportunities and criticism has said that it is difficult to achieve the goals such as lack of access to higher education, lack of institutional autonomy, lack of research in higher education. Sharma (2020) on socio cultural barriers to women's education implication for NEP-2020 this paper investigates that socio-cultural variables impede women's access to education.

Policy documents of government of India like Kothari (1964-66), national policy on education 1986 have great emphasis on promotion of gender equity in education, **Beti Bacho, Beti Paradho** is a nationwide effort to gain awareness on the girl child and enabling their education. similarly New Education Policy (NEP-2020) whose main objectives is to shift from rote learning to develop critical thinking, problem-solving, and creative skills, ensuring inclusivity and equity in education. The goal of the policy is to develop a comprehensive, adaptable education system that can meet the demands of the 21st century.

Delimitation of the Study

The study is delimited to Government Girls college ,Rajgarh (Churu) for the sake of making the study more manageable. The study is delimited to the following factors

1. **Level of education:** the study is delimited to only UG level students.
2. **Sample size:** the study is restricted to only a selected sample size.
3. **Area of the study:** the study is delimited only in Rajgarh tehsil of Churu district of Rajasthan
4. **Tool:** the study uses only one self-prepared questionnaire as a tool for data collection.

5. **Approach of the study:** the study delimited only qualitative approach and simple percentage Calculation done by the researcher.
6. In sample size social groups like OBC, SC, ST, EWS, Minority, even few General candidates have been taken in to a consideration.

Data Presentation: Data Analysis, Interpretation/Results and Discussions

In the present study the Results/themes emerging from the analysis of participants regarding awareness of Nep-2020, CBCS Grade points and continuous evaluation etc. are illustrated below. The following themes/results with participant's response/statement are depicted in the following tables and figures which are prepared based on the requirement and the problem/issues type to be examined in context of NEP-2020 Introduced in Higher educational institutes (HEIs)

Table 1 gives the demographic profile which provides data concerning research participants and it is required if the people in a specific study/analysis are a representative sample of the target population for generalization purposes. Profiles of the respondents which are categorized under different parameter/indicators are as follows:-

Table 01: Demographic Profile of the Respondent (Female Students From SEDGs)

Sr. No.	Indicators/Parameters			
1	Institution	Government Girls College Rajgarh (Churu)		
			No. of Respondents	Percent of Respondents
2	Area	Rural	146	90
		Urban/Semi Urban	16	10
		Total	162	100
3	Age-wise	15-17	71	44
		18-20	87	54
		21-23	4	2
		Total	162	100
4	Educational Level	B.A (Semester-1)	102	63
		B.A (Semester-3)	50	31
		B.A Part-3rd	10	6
		Total	162	100
5	Marital Status	Unmarried		
6	Family Occupation	Agriculture Background	141	87
		Business Background	7	4
		Service Background	14	9
		Total	162	
7	SEDGs/Social Groups	General	10	6
		OBC	106	65
		SC	37	23
		ST	2	1
		EWS	6	4
		Minority	1	1
		Total	162	

Figure 01: Demographic Profile of the Respondents (Female students From SEDGs)

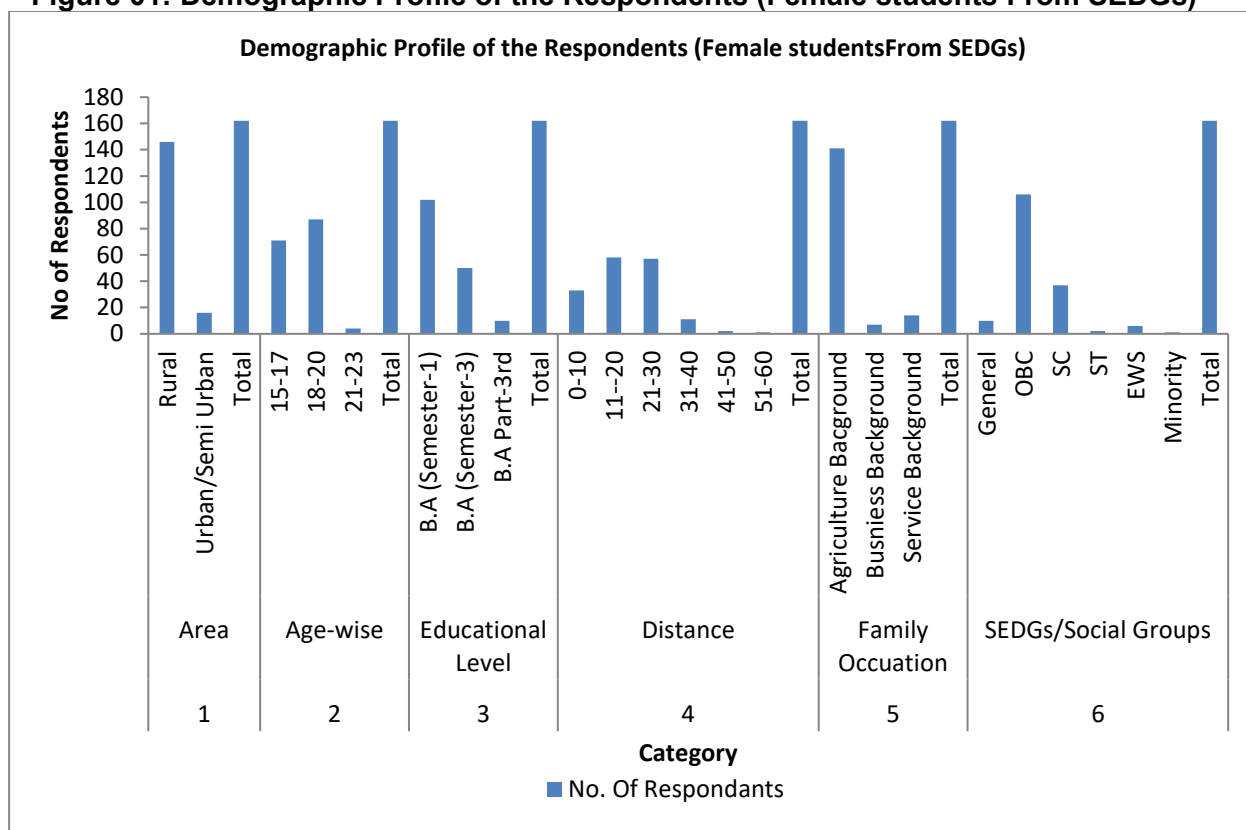
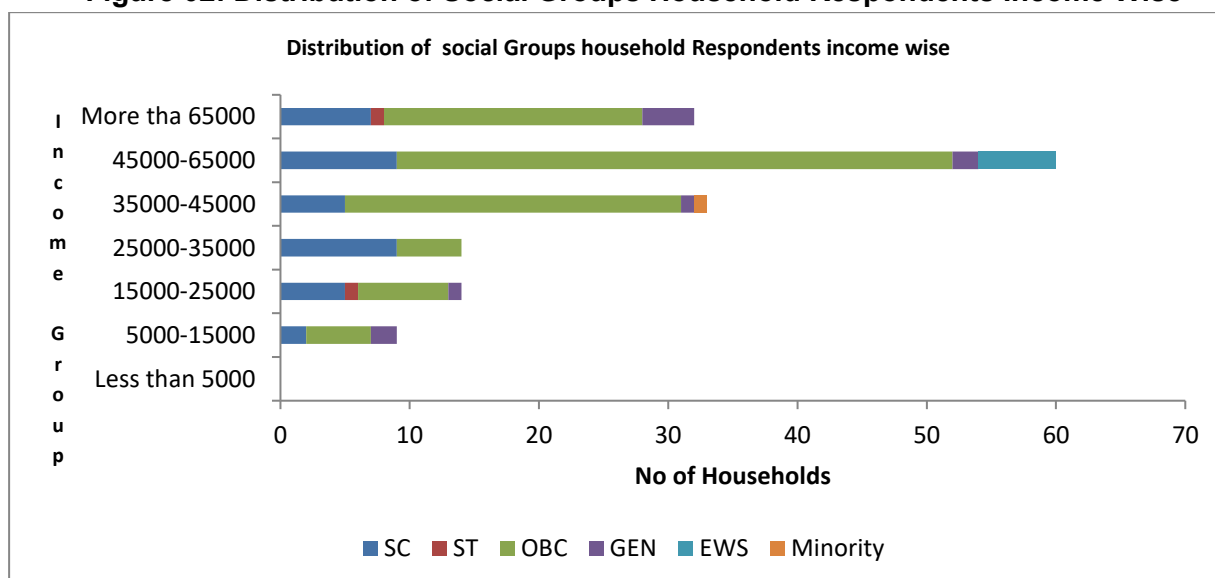


Table 02: Distribution of Household Family member wise of the Respondents

Members	No of Families	percent of Respondent
3 Member	09	06
4 Member	31	19
5 Member	35	22
6 Member	31	19
7 Member	25	15
8 Member	18	11
9 Member	06	04
10 Member	07	04

Figure 02: Distribution of Social Groups Household Respondents Income Wise



The Table 1-4 shows the response of the respondents related to the demographic profile of the respondents. The sample for the present research is related to the government girl's college, Rajgarh. Mostly girls are unmarried and 90 percent girls belong to rural area, only 16 percent belong to municipality area /semi urban in the sample. The girls age group is 15-23 and in this age group 54 percent girls belong to the age group of 18-20 and 63 percent girls are studying in BA. Part -1 (Semester -1) and 31 percent girls are from the semester -3rd.only 6 percent girls belong to B.A part-3rdyear .65 percent college going students belongs to OBC community and 23 percent belong to SC community.87 percent respondents belong to agricultural background. 9 percent belong to service class and 4 percent business background. Mostly female students/respondents belong to agricultural family background.87 percent females belong to that families where occupation is agriculture and allied .9 percent female come from the families of service background.22 percent respondents belong to those families whose family members are 5. And! 9 percent respondents belong to 6-member family and 15 percent belong to 7-member family.37 percent respondents come from the income group of 45000-65000 per annum.20 percent belongs to the income bracket of 35000-45000 per annum and more than 65000 in each category. Very few come from the bracket of 5000-15000. In social group (SC-9, OBC - 43 GEN.-2, EWS-6 --Total 60 HH) 37 percent belong to those household whose per annum income is 45000-65000 (Fig 2-5)

Figure 03: Awareness Regarding New Education Policy

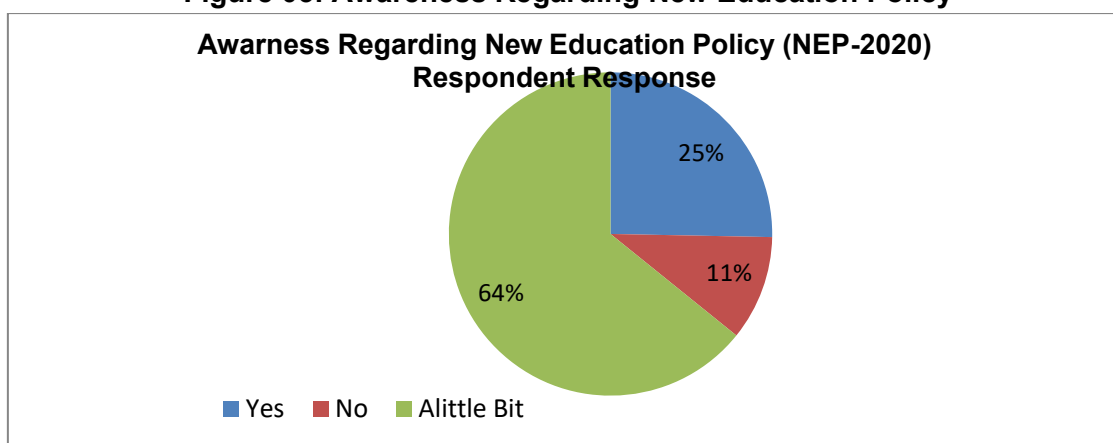


Table 5 represents the response of our research question 1.out of 162 sample size only 25 percent girls said that they know or aware about the NEP-2020,64 percent girls said that they have heard a little bit about the new education policy i.e. NEP-2020.17 percent showed the ignorance about this NEP-20. (Fig-5)

Figure 04: Awareness Regarding Choice Based Credit System (CBCS) Respondent Response

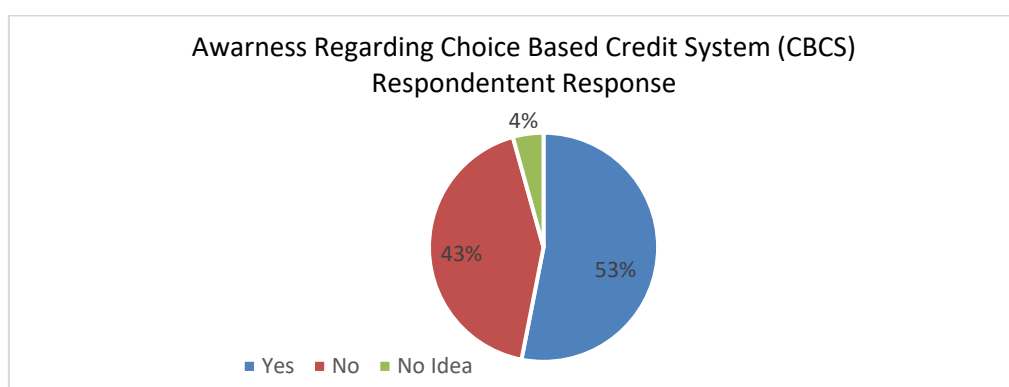
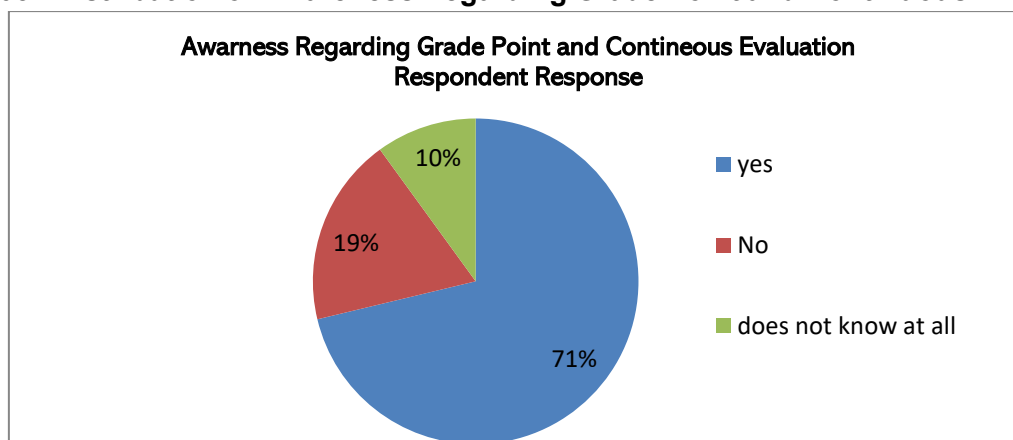


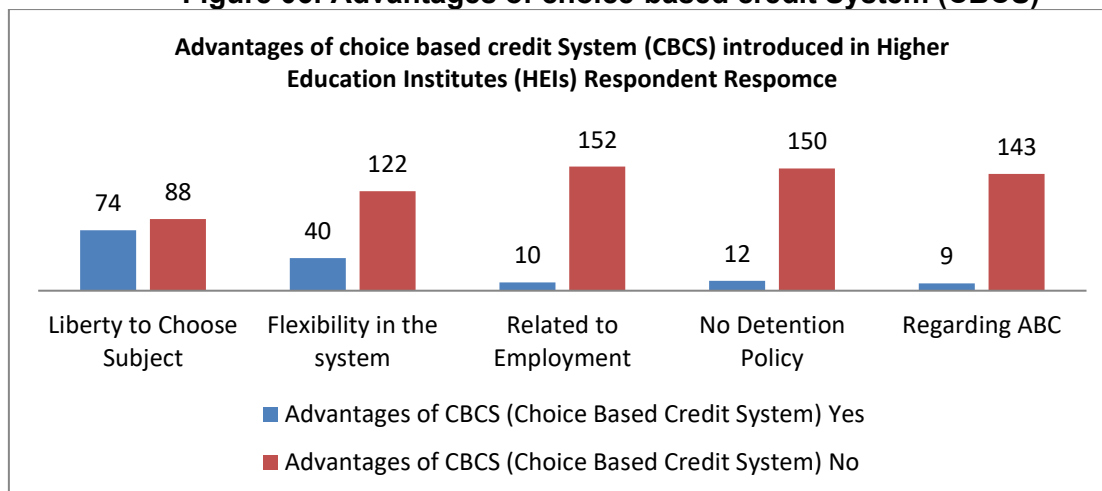
Table 6 is related to the awareness regarding choice-based credit system (CBCS).53 percent Students said that they have the knowledge about CBCS on the other hand 43 percent said they are not aware of the CBCS.6 percent said that they do not know about this at all.(Fig-6)

Table 05: Distribution of Awareness Regarding Grade Point and Continuous Evaluation



This table no 07 is related to our research question whether they are aware of grade point and continuous evaluation under this CBCS system ,the 70 percent girls answered in a positive way and 18 percent answered in negative and around 10 percent said that they are not aware.(fig-8). Table 8 This table is related to our research question whether the students have any idea/knowledge/advantages/benefit of the new system i.e. CBCS. The response was very fascinating which is shown in the table. Mostly said that they do not have any idea that this new education system will lead to employment, it has the curriculum flexibility and it has no detention approach. (Fig-9)

Figure 06: Advantages of choice-based credit System (CBCS)



Major Findings

1. The students belong to Government girls' college Rajgarh,(Churu) and all are unmarried females.
2. Females' students belong mostly from rural background SEDGs group.
3. 54 percent female college going students come from the age group of 18-20.
4. 63 percent female students are presently studying in BA. Part-I semester—1 and 31 percent belong to semester 3rd.
5. In sample survey 65 percent respondents belong to OBC community and 23 percent belong to SC Community and 6 percent respondents are general in social group representation.

6. mostly female students/respondents belong to agricultural family background.87 percent females belong to that families where occupation is agriculture and allied .9 percent female come from the families of service background.
7. 22 percent respondents belong to those families whose family members are 5. And! 9 percent respondents belong to 6-member family and 15 percent belong to 7-member family.
8. 37 percent respondents come from the income group of 45000-65000 per annum.20 percent belongs to the income bracket of 35000-45000 per annum and more than 65000 in each category. Very few only come from the bracket of 5000-15000. In social group (SC-9, OBC - 43 GEN.-2, EWS-6 --Total 60 HH) 37 percent belong to those household whose per annum income is 45000-65000.
9. 64.1 percent Respondents says that they have a very little knowledge regarding New Education Policy (NEP-20).
10. Regarding CBCS choice-based credit system 53 percent respondents are aware about this system and 43 percent respondents say that they are not aware of this system.
11. 70 percent respondents have the awareness of grade point and continuous evaluation under this system.

Regarding benefits/advantage of CBCS system like

- to choose subject -54 percent say no
- Flexibility means when to enter and when to quit -75 percent say no
- Regarding employment attached to this system – 94 percent say no
- No detention policy – 92 percent say no
- Regarding ABC account – 88 percent

Conclusion

The study aims to understand the awareness among the rural females belonging to SEDGs Group College going students regarding NEP-20 and CBCS System Introduced by the Rajasthan Government in the Colleges. The above results shows that these rural college going students from SEDGs group are not very much aware of this New education policy-2020 and even they are not aware of this CBCS system which has already been implemented in their college from MGSU, Bikaner/department of higher education of Rajasthan government. Basically, higher education students must have knowledge about various educational plan, policy, committee commissions' etc. .National educational policy is game changing policy into higher education, and knowledge of this policy introduced in higher education system must be acknowledged by students studying in UG and PG classes. NEP-2020 is very important for these students because they are the future teachers of the society and back bone of social change. This study will help faculty members, academicians and parents to understand the new education system introduced in the HEIs and efforts must be made to make this policy/system aware to the society .one of the most significant accomplishments of NEP-2020 is its dedication to improving educational access for women, particularly those from the underprivileged and rural region.

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