

# EFFECT OF MULTIDISCIPLINARY STRUCTURE OF NEW EDUCATION POLICY ON ACHIEVEMENT MOTIVATION AMONG UNDERGRADUATE STUDENTS IN INDIA

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## Abstract

The New Education Policy 2020 was finally implemented after a 34-year delay. This study work is fascinated by the New Education Policy 2020, Multidisciplinary aspect has brought many changes in the curriculum of the Undergraduates and especially how it influences their Achievement Motivation and how much they have adopted the new education policy over time. The researcher used two variables: NEP Multidisciplinary Structure as the Independent Variable and Achievement Motivation as the Dependent Variable. The sample included 142 undergraduates. After applying the AMS scale to measure the students' achievement motivation, interview questions were arranged to support the results, and it was discovered that there were no significant differences in the achievement motivation of first- and second-year students. Overall, the results are supported by the interview responses, as they show that, while students appreciate the Multidisciplinary aspect of NEP and prefer undergraduate degrees with multiple exit options, they are having a difficult time adapting, it also indicated that the institutions are unable of offering the appropriate atmosphere and facilities that students require in order to adapt to the interdisciplinary nature of NEP. This might be because the NEP multidisciplinary feature is new for the institutions as well, and they, too, need some time to polish it in their curriculum. As this is a very new approach in the educational field, additional observations and research are needed to assess the amount of growth and adaptability over time.

**Keywords:** New Education Policy, Undergraduate Students, Multidisciplinary Aspect of NEP, Achievement Motivation.

## I. Introduction

For over 34 years, our country has been confined by a strict education system, which has impeded the progress of many notable members of society. A new education policy is introduced to transform the root system of education and bring forth a more practical approach of teaching and learning. It is a step towards a New Education Policy that is based on the core pillars of Access, Equity, Quality, Affordability, and Accountability, and it will prove to be effective. T.S.R. Subramanian's 'Evolution of the New Education Policy' took shape in May 2016, and the entire notion of constructing a Holistic education approach comes into reality. Following the 2019 Lok Sabha elections, the Draft National Education Policy for 2019 was made public and accessible for public comment and review. The NEP, 2020 took shape after careful study of over 2 lakhs out of 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 ULBs, and 676 Districts. The New Education Policy, 2020 is based on the 5+3+3+4 educational framework, with curriculum structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years, respectively.

## New Education Policy 2020

On July 28th, 2020, the Union Cabinet of India adopted the National Education Policy (NEP). Over more than 50 months of discussions and workshops, the Indian government aggregated comments from 2.5 lakh village-level stakeholders to two national parliamentary level committees after a 34-year hiatus. The extent to which the policy has embraced recommendations, however, is uncertain. The then-Ministry of Human Resource Development, which is now the Ministry of Education, issued a Draft New Education Policy 2019 in 2019, which was followed by a series of public discussions. It explores decreasing curricular material in order to improve essential learning, critical thinking, and more holistic experiential, discussion-based, and analysis-based learning. It also discusses a curriculum

and pedagogical structure change from a 10+2 system to a 5+3+3+4 system design in an effort to optimize learning for pupils based on cognitive growth of youngsters. Research Methodology has been introduced to the last year of the graduation course, and students will have the option of dropping the course and receiving a certificate/degree instead.

### **Achievement Motivation in Relation with New Education Policy 2020**

Achievement motivation is not a single construct, but rather a collection of notions such as ability self-concepts, task values, objectives, and achievement motives. Achievement motivation energizes and guides behaviour towards achievement and is thus recognized as a significant predictor of academic success. Students' achievement, motivation and psychological well-being are significant components in their learning process. Students' self-evaluations and socio-emotional functioning are influenced by their environment, studying, and motivation, especially among young people who are self-conscious about their talents. The Ministry of Education and others proposed in their opinions on Further Strengthening and Improving College Students' Mental Health Education that we should vigorously carry out college students' mental health education, promote college students' healthy growth, and cultivate high-quality and qualified talents (The Ministry of Education, the Ministry of Health, and the Central Committee of the Communist Youth League of the People's Republic of China, 2018). College students are a distinct social group that has not yet graduated and entered society. College students' physical and mental health has been the center of attention from all walks of life as a frontier group of new technology and new ideas in society, as well as senior professionals trained by the state. In recent years, achievement motivation has been a major topic of study in the field of psychology. The dynamic mechanism that influences students' learning is motivation. College students' accomplishment drive is the primary motivator that influences their studying. The building of accomplishment motivation is critical to their own growth. Achievement motivation is an internal driving force that drives people to strive for greatness and achievement. The stronger the success drive of college students, the better their professional achievement (Xia and Lirong, 2017). Achievement Motivation in context or with relation to the Multidisciplinary structure of NEP is important to study among the undergraduates of India because this is a new field, and with respect to the undergraduates, very few studies have been conducted. A successful curriculum provides a quantifiable strategy and framework for delivering a quality education to teachers, students, school leaders, and community stakeholders. The curriculum specifies the learning goals, criteria, and basic competencies that students must achieve before progressing to the next level. The curriculum is crucial to students' university experiences. It is the fundamental mechanism by which a university influences what and how students learn, and it helps mold their attitudes, behaviours, and understanding of the world. As the new curriculum design has been introduced to the undergraduates, it has affected the achievement of the students in various ways. This study aims to find out the Effect of multidisciplinary structure of NEP on Achievement Motivation among undergraduate students in India.

The Following Are Some Excerpts from the Review of Literature Rakesh Hareshwar Pathak (2021) Conducted a study on "NATIONAL EDUCATION POLICY 2020: CAN IT IMPROVE FACULTY MOTIVATION AND ACADEMIC OUTCOMES IN INDIA?". The outcomes showed that poor performance in Indian higher education have resulted in low employability and a student exodus to institutions abroad. To make Indian higher education globally competitive, performance-based growth possibilities, desire to advance in skill and hierarchy, and a focused strategy to faculty empowerment, autonomy, and decentralization are required. Demir,S., Kilinc,M.,& Dogan,A.,(2012) conducted research on "The Effect of Curriculum for Developing Efficient Studying Skills on Academic Achievements and Studying Skills of Learners". As a consequence of this research, students may develop efficient studying skills through the Curriculum for Building Efficient Studying Skills and improve their academic performance as a result of these studying habits. In this sense, if the quality of education is to be improved, students with high levels of academic achievement are

intended, and growing youth are expected to compete with the young populations of other states as a result of globalization, it is necessary to teach students efficient studying skills.

## **II. Method**

### **Objective**

The objective of this research is to observe the Effect of Multidisciplinary Structure of NEP on Achievement Motivation among undergraduate students in India.

### **Hypothesis**

There will be no significant difference between First year and Second year student's Achievement Motivation, studying in the Multidisciplinary structure of NEP.

There will be no significant difference between male and female's Achievement Motivation, studying in the Multidisciplinary structure of NEP.

There will be no significant gender difference between first year student's Achievement Motivation, studying in the Multidisciplinary structure of NEP.

There will be no significant gender difference between second year student's Achievement Motivation, studying in the Multidisciplinary structure of NEP.

### **Tools**

#### **Achievement Motivation Scale (n-Ach)**

For data collection, the Deo Mohan Achievement Motivation (n-Ach) scale created by Prathiba Deo (Pune) and Asha Mohan (Chandigarh) was employed. It is intended for males and girls aged 13 to 20 years. The scale has 50 items, 13 of which are negative and 37 of which are positive. The concurrent technique was used to determine the scale's validity. The Deo Mohan exam was developed in the 1950s with foreign input. This was the point at which the notion of motivation entered the picture in a new light, allowing academics to delve further into its influence on life. The test was designed with 15 different categories in mind. The exam originally featured 115 items, which has since been reduced to 50.

#### **Interview Questionnaire**

The questionnaire consists of 5 open ended questions, which will ultimately support the result that can be interpreted via the scores obtained through using the Achievement Motivational Scale (n-Ach).

### **Research Design**

Ex-post Facto Research Design

Variables

Independent Variable

### **Multidisciplinary Structure of NEP**

The Indian government has promoted multidisciplinary education under the new National Education Policy (NEP) 2020. This kind of learning examines how multiple disciplines may interact and overlap to generate a thorough grasp of a subject.

### **Dependent Variable**

#### **Achievement Motivation**

Achievement motivation is a phrase used in social psychology to describe when people feel motivated, inspired, or excited by their triumphs or accomplishments. In the workplace, accomplishment motivation causes some people to be high achievers who want to succeed yet are afraid of failing.

### **Sample**

Sample size: 142 Undergraduate Students (69 First Year students and 73 Second Year students).

A total of 200 undergraduate students were approached, out of which 142 responded.

Sampling technique: Purposive Sampling.

### **Inclusion Criteria**

The participants have to be a 1st and 2nd year student, with the Multidisciplinary Structure of NEP in the curriculum.

The participants should lie in the age range of 17-20 years.

## Procedure

Each participant was informed that the results will be kept confidential and will be used only for research purposes and the results will never be used for any disadvantage to them.

## Achievement Motivation Scale

Achievement Motivation Scale was given to the participants. The scale consists of 50 items, and for every item, the possible response is divided into five categories: Always, Frequently, Sometimes, Rarely, and Never. The participants were asked to read each statement of an item very carefully and select the option that in their opinion best expresses their feelings about the statement.

The researcher contacted each participant and made sure to clear any doubt that came from the side of the participants.

## Interview Questionnaire

The interview questionnaire was attached next to the Achievement Motivation Scale that was given to the participants. This questionnaire consists of 5 open-ended questions, all relevant to the research topic.

The researcher contacted each participant and made sure to clear any doubt that came from the side of the participants.

## Results

Table: 1.1 Mean, SDs and t-values of achievement motivation between first year and second year students

	Class	N	Mean	Std. Deviation	t
Achievement Motivation	First Year	69	140.65	14.416	1.001
	Second Year	73	137.75	19.546	1.009

\*.Significant difference at the 0.05 level

\*\*.Significant difference at the 0.01 level

No significant difference between achievement motivation of first year and achievement motivation of second year at both significant levels.

Table: 1.2 Mean, SDs and t-values of achievement motivation between males and females.

	Gender	N	Mean	Std. Deviation	t
Achievement Motivation	Male	71	135.93	17.504	2.266*
	Female	71	142.39	16.478	2.266*

\*.Significant difference at the 0.05 level

\*\*.Significant difference at the 0.01 level

There is significant difference between achievement motivation of males and females at 0.05 level. Table 1.3: Mean, SDs and t-values of achievement motivation between male and female of first year.

	Gender	N	Mean	Std. Deviation	t
Achievement Motivation	Male	36	138.53	16.044	1.285
	Female	33	142.97	12.226	1.300

\*.Significant difference at the 0.05 level

\*\*.Significant difference at the 0.01 level

There is no significant gender difference between the achievement motivation of first year.

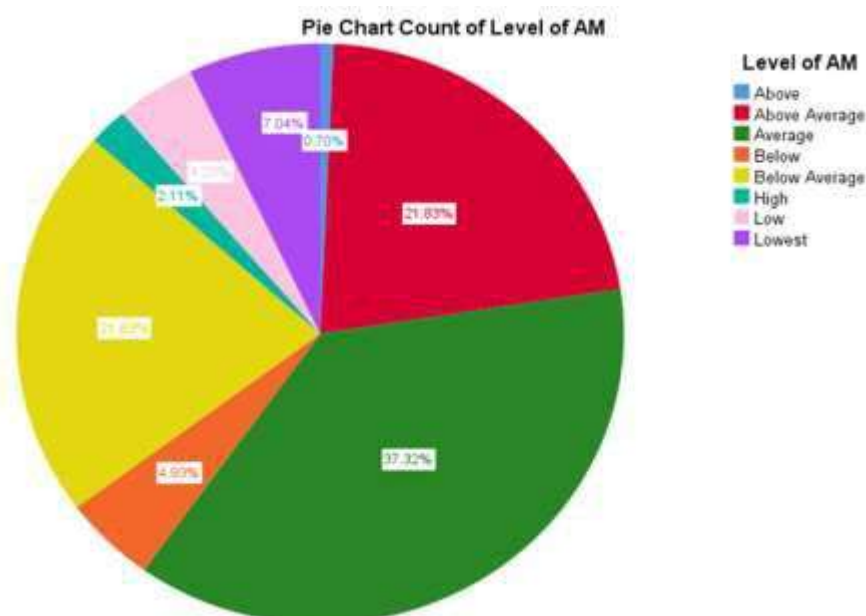
Table 1.4: Mean, SDs and t-values of achievement motivation between male and female of second year.

	Gender	N	Mean	Std. Deviation	t
Achievement Motivation	Male	35	133.26	18.743	1.921
	Female	38	141.89	19.593	1.925

\*.Significant difference at the 0.05 level

\*\*.Significant difference at the 0.01 level

There is no significant gender difference between the achievement motivation of second year.



This pie chart represents the overall level of Achievement motivation of all the participants.

### III. Discussion

This research paper is intrigued by the New Education Policy 2020; Multidisciplinary aspect has brought various changes in the curriculum of the Undergraduates. The change was brought into force in 2021 and since then 2 of the batches has experienced the change in their overall curriculum. The Multidisciplinary aspect says that NEP allows students to enroll in multidisciplinary degrees and to have dual degrees as well. The multiple entry and exit systems in the NEP for higher education are focused on providing more flexible pathways for learning, but to see the effect of this approach on the Achievement Motivation among the students, this research has been conducted.

The two variables that we had taken in this research were Multidisciplinary structure of NEP as the Independent Variable, and Achievement Motivation as the Dependent variable. Achievement motivation is especially important in the context of an educational paradigm change towards more student-centered and personalized learning. Students are encouraged to take control of their learning and create personalized goals that match with their interests, passions, and learning styles in such an atmosphere.

The review of literature suggests that the multidisciplinary aspect of The NEP promotes an interdisciplinary approach, allowing students to investigate topics outside of their chosen field of study, places a premium on hands-on learning and skill development. The NEP provides curriculum flexibility and autonomy that allows students to personalize their education to their interests and professional objectives. It is vital to emphasize that the influence of the NEP's interdisciplinary framework on success motivation will differ depending on individual students' particular interests, aptitudes, and educational experiences. Furthermore, to guarantee that the NEP's anticipated objectives are realized, effective execution and continual review are required and as this is newly introduced in the educational field, the development of the new education policy must be closely studied because it is new and has caused a paradigm change in the educational area, therefore it is too early to indicate any notable results. As a result, additional research on this area is required.

For this research, 142 Undergraduate Students (69 First Year students and 73 Second Year students) from various universities in India were approached, and the results suggests: According to Table 1.1: Mean, SDs and t-values of achievement motivation between first year and second year students.



There is no significant difference between the achievement motivation of first year and second year students at both significant levels.

The fact that there is no significant difference in achievement motivation between first- and second-year students demonstrates that this trait may be rather stable over time.

Other factors, such as modifications in the academic environment or individual experiences, might have impacted these findings.

According to Table 1.2: Mean, SDs and t-values of achievement motivation between males and females. There is significant difference between achievement motivation of males and females at 0.05 level.

The large variation in achievement motivation between males and females shows that gender-related variables may contribute to these discrepancies. These influences might include society expectations, cultural standards, or personal characteristics.

According to Table 1.3: Mean, SDs and t-values of achievement motivation between male and female of first year.

There is no significant gender difference between the achievement motivation of first year. The lack of significant difference between the males and females of first year suggests that gender related traits may have less impact on achievement motivation, compared to other influences such academic factors, personal factors, curriculum impact etc.

According to Table 1.4: Mean, SDs and t-values of achievement motivation between male and female of second year. There is no significant gender difference between the achievement motivations of second year.

The lack of significant difference between the males and females of second year suggests that gender related traits may have less impact on achievement motivation, compared to other influences such academic factors, personal factors, curriculum impact etc.

Furthermore, to Support the Research Findings, Five Interview Questions Were Asked from the Participants.

**Question 1: Does your university give you an opportunity to enhance your creativity as an individual?**

For this question, the participants gave the response in Yes, the university does provide the opportunity, but the provided opportunities are not well structured, or not something that they need as an individual. As, to be studying in an inclusion educational environment, the needs of each student are not being fulfilled and this can be seen by the responses given by participants such as "I think they do but maybe not enough" and "they only support individuals who are already creative and know how to use it well" and "I don't think that we are getting enough of what we need, it's always like if we are on our own."

**Question 2: Do you enjoy the Multidisciplinary aspect of the New Education Policy and how do you adapt it?**

For this question, the participants responded in a positive manner, as they do seem to enjoy the multidisciplinary aspect of the new education policy. However, it has been a little difficult for them to adapt to it, this could be because the multidisciplinary aspect is relatively new right now.

**Question 3: Do you feel that holistic development, with respect to higher education, is beneficial?**

For this question, the participants responded with yes and furthermore explained, why they agree with this as they stated statements like "Yes, because it focuses more on a child's mental physical and overall well-being rather just focusing upon the child's academic advancements and putting them into a rat race." and "Yes, cause it increase in academic achievement mental well-being, builds confidence, creating a dynamic classroom and helps in learning self-confidence."

**Question 4: What do you feel about the undergraduate degree with the multiple exit options, within the graduation time period, with appropriate certifications?**

For this question, the participants showed their support in the favor of that yes, the undergraduate degree with the multiple exit options, within the graduation time period, with appropriate certification, this can be supported by the answers given by the participants, such as "If an individual is not comfortable with course which he/she chooses then that is good as he/she will complete his/her year before the complete of one batch... He /she can go to other courses which suits it will save time."

**Question 5: Does the New curriculum provide an optimal learning environment and support for students?**

For this question, the participants revealed all the problems they are facing in order to learn and understand the new curriculum and how there is lack of optimal learning environment and support for students in their universities, this can be supported by the responses given by the participants such as, "I doubt that, as my institution does not provide all the facilities that we as a student need in order to survive this new curriculum." and "The goals strongly mention that aspect. However, the implementation leaves a lot to be desired." and "No, although the new curriculum is an excellent approach but is not well structured, thus not providing good environment and support as the education system is yet to adapt to it."

**IV. Conclusion**

The aim of the study was to observe the Effect of Multidisciplinary structure of New Education Policy on Achievement Motivation among undergraduate students in India and to assess these variables, achievement motivation tool was used to obtain the results, which was further supported by some interview questions. Overall, the result can be supported by the interview answers, as it suggests that even though the students are really appreciating the Multidisciplinary aspect of NEP and are in favor of the undergraduate degrees with multiple exit options, yet they are facing a lot of difficulties in order to adapt. Hence, the Achievement Motivation remains relatively same for both first- and second-year students. One of the major highlights that was seen as the core problem was that the institutions are incapable of providing the optimal environment and facilities that the students need in order to adapt the multidisciplinary aspect of NEP. It was stated by the students that they are not getting the facilities and opportunities to explore and learn, as the implementation of NEP is not to the desired level of the students and even though the new approach of NEP is really good, but it has not been well structured in their curriculum. This could also be because the NEP multidisciplinary aspect is new for the institutions also, and they too require a little time to perfectly establish it in their curriculum. As this is a very new approach in the educational field, more observations and studies are required in order to see the growth and adaptation level over the period of time.

**Limitations**

The sample size was only taken from the Bachelor of Arts Students, as the multidisciplinary aspect of NEP has only been implemented to this area only which may have influenced the result.

Misunderstanding while reading the terms and items.

Consciously attempting not to provide excessive replies that will skew the outcome.

As the age range of the Achievement Motivation Scale was 17-20, few of the responses has to be eliminated from the final result due to the participants age more than 20.

Influences of academic factors, personal factors, or curriculum impact.

**Suggestions and Implications**

The research paper shows how the lack of resources and opportunities are affecting the Achievement Motivation of the students.

The research paper also suggests that there are certain gaps that need to be filled by the educational institutions in order to enhance student academic productivity.

The results from this research paper can also be used to contribute to the studies of achievement motivation difference between the genders.

As the Multidisciplinary aspect of NEP is quite new in the educational field, the institutes too need some time to adapt and implement it effectively.

The ROL's suggests that there are very few studies on the impact of New Education Policy on the undergraduate students.

As this topic is relatively new, more research is required on this topic.

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