



CHETANA
International Journal of Education (CIJE)

Peer Reviewed/Refereed Journal
ISSN : 2455-8279 (E)/2231-3613 (P)

Impact Factor
SJIF 2024 - 8.029



Prof. A.P. Sharma
Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

Perception of School Teachers towards the Provisions of National Education Policy (NEP) 2020

Sagar Kumar Dalnaik

Teacher Educator (Mathematics)

District Institute of Education & Training (DIET)

Baripada, Mayurbhanj, Odisha, India, PIN-757002

E-mail : dalnaik.sagarkumar@gmail.com, Mobile: 9040588417

First draft received: 12.05.2024, Reviewed: 25.05.2024, Final proof received: 24.05.2024, Accepted: 22.06.2024

Abstract

Education refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit in us. - NPE (1986/92).

Education acts as a vehicle for economic as well as holistic growth and development of a country. To make people more dynamic and to bring them to the mainstream of national development, govt. has taken several steps at different points of time. In India, different educational policies are implemented for the purpose of advancement of pedagogical approaches, innovations, technology to equipping equitable and quality education for all. NEP-2020 is an innovative strategy to universalize elementary education, but its success depends on upon the missionary zeal of educational practitioners, like teachers, teacher educators, head masters, etc. The teachers are the real stakeholders who are directly involved in implementation of the policy at institutional level, they faced the challenges and issues to implement these at the grassroots level. The study was conducted on 120 school teachers of Mayurbhanj district of Odisha, India. The researcher adopted the descriptive survey research design to explore the perception of school teachers towards the provisions of NEP-2020 in Mayurbhanj district of Odisha. For the collection of samples, simple random sampling technique was adopted. The finding of the study revealed that there is no significant difference in perception of male and female school teacher as well as high qualified and low qualified school teachers towards the provision of NEP-2020. Further, most of the teachers suggested that more awareness and training programs are required to cognizant the stakeholders about the provisions of NEP-2020. In addition to this, educational implications and recommendations were given on the basis of obtained outcomes of the study.

Keywords : *Perception, School Teachers, Provisions, National Education Policy (NEP)-2020, Continuous Professional Development (CPD) etc.*

Introduction

Education refers the process of acquisition of knowledge, integrity, skill, values, wisdom, morality, beliefs and personal development. Education is not just learning theories, but it means putting this acquired knowledge into practical sense that enrich culture, values, heritage, ethics, morality and personality. Education empowers human being to live fully in this age of science and technology. Education up grades human skill and knowledge. By virtue of education man has conquered time and space. To make people more dynamic and to bring them to the mainstream of national development government has taken several steps at different points of time. The new national education policy came into existence in the aim of advocates of 21st century skills among the learners like problem solving ability, creativity, critical thinking, logical thinking, collaboration, leadership and

productivity. Investigating the needs and importance of NEP-2020, it is inevitable to create awareness among the teachers from primary to higher secondary level school.

National Education Policy (NEP)-2020:

After 34 years of the National Education Policy (1986), NEP-2020 vision is to transform India into a global knowledge superpower by providing high quality education to all. National Education Policy (NEP)-2020 is a comprehensive document that emphasizes the need for restructuring and revitalization of the Indian education system. The policy has advocated a big structural change in the design of curricular and pedagogy of school education system, i.e., 5+3+3+4. It is for quality education, economic growth, social justice, social equality, scientific advancement, national integration,

cultural preservation and universal access to quality education.

Fundamental Principles of NEP-2020:

The following are the fundamental principles of National Education Policy (NEP)-2020:

- Recognizing, identifying and the unique capabilities of each student.
- Highest priority to get fundamental Foundational Literacy, highest foundational Numeracy,
- Flexibility for learners to choose own paths as it interests
- No hard separations in curriculum (arts/science/commerce)
- Activities of curriculum and extracurricular, streams of vocational and academic studies.
- Multidisciplinary and holistic education to ensure the unity and integrity of all knowledge,
- Focus on conceptual understanding
- Focus on creativity and critical thinking
- Promoting multilingualism in the education system
- Focus on value education - ethics, human value and constitutional values.
- Focus on life skills of the learner
- Focus on formative assessment for learning.
- Focus on maximum use of technology in education.
- Focus on quality of teachers and faculties.
- Encouraging innovation and out of box ideas.
- Encouraging outstanding research.
- Focus on regular assessment for educational progress.
- Early Childhood Care Education (ECCE) to Higher Education.
- Continuous Professional Development (CPD) of the teachers.

Role of Teachers in Implementing NEP-2020 in School Education:

Teacher plays a vital role in implementing NEP-2020 in the school education. We can make a lot of rules and regulations but its success depends on the positive attitude and missionary zeal of its implementers. No doubt NEP-2020 is an innovative strategy to equipped students equitable, accessible and quality education for all but its success depends on upon the efforts of educational practitioners like teacher, headmaster, teacher educator etc. The duty of teachers should be making the students competent through nurturing their potentiality. Therefore, NEP-2020 recommends competency-based evaluation to make the child more efficient. To evaluate students' progress teachers can gather evidence by observing their specific skills, knowledge behaviour. These attributes can uplift students' efficiency at the utmost level. In this connection, CPD plays integral role in realizing the NEP-2020's vision of a more dynamic, inclusive, and effective education system for the country.

Literature Review

Abraham, Pai, & Preetha (2022) ^[2] conducted a study on the perception of teachers towards NEP-2020 and obtained that establishing NPST, providing training, conceptualizing theories, providing internship during under graduate course, teaching students through regional language etc. had a good and better impact on education system of our country. Phulari, Pawar, Pal, & Singh (2022) ^[15] conducted a study on the perception of teachers in National Education Policy-2020 and revealed that teacher is considered as Learning resource, Planner, Assessor, Facilitator and Information provider. NEP-2020 made certain provision for development of teacher as a role model. NEP-2020 proposed detail outline for

recruitment of teachers, service environment and culture for teacher, Continuous Professional Development (CPD) for teacher, Career Management and Progression of teacher, Professional Standards for Teachers, Special educators, focus on Teacher education. Ansari & Haider (2023) ^[3] conducted a study on teacher educators' perception about implementation of NEP-2020 in Teacher Training Institutions (TEIs) and obtained that that infrastructure, funding, clear guidelines etc., were major challenges for educational institutions. Aarora & Azad (2023) ^[1] conducted a study on teacher's awareness of National Education Policy (2020) relate to the demographic factor and revealed that the study could be used by policymakers to develop strategies to effectively implement the NEP-2020 and enhance the quality of education in India. Later, Mondal (2024) ^[14] conducted a study on the role of teachers in NEP-2020 and found that role of teachers which is reflected in NEP-2020, to make a glorious India by giving profound knowledge as well as worthy principles to the students.

Rationale of the Study

Education is the prime importance for the individual. Realizing the importance of education our government had implemented NEP-2020 focusing on development of 21st century skills among the learners like problem solving ability, creativity, critical thinking, logical thinking, collaboration, leadership and productivity. The vision of the policy is to make a sustainable, equitable, knowledgeable society to give a new shape to our Bharat. To achieve this mission the govt., provide high quality education to all individuals through innovative pedagogical practices with a flexible, enjoyable, inclusive, conducive learning friendly environment. The policy recognizes teachers' pivotal role in fostering 21st century skills among students to make a well-rounded global citizen. The vision of this policy can be fruitful by the contribution of teachers' participation. In this whole journey, transformation of vision to mission and then action is interlinked with one another where teachers play crucial role. So, the vision of policy can be achieved the success by the utmost effort of teachers in order to make a holistic learner. The NEP-2020 represents a significant shift in the Indian education system, and it is essential to evaluate the level of awareness of the stakeholders, particularly it. In this regard, CPD help teachers stay updated with the latest educational practices, technologies, innovations and pedagogical strategies that ensures the teaching methods remain effective and relevant, directly improving student learning outcomes. Hence, there is a need to understand the extent to which teachers are aware of the new policy, its provisions, and the implications for their teaching practice. The present study was an attempt to investigate into the perception of school teachers towards provisions of NEP-2020 in Mayurbhanj district of Odisha.

Objectives of the Study

The objectives of the research work are:

1. To study the level of male and female school teachers' perception towards the provisions of NEP-2020.
2. To study the level of high qualified and low qualified school teachers' perception towards the provisions of NEP-2020.

Hypotheses of the Study

The hypotheses of the research work are:

1. There is no significant difference between the perception male and female secondary school teachers towards the provisions of NEP-2020.

2. There is no significant difference between the perception high qualified and low qualified secondary school teachers towards the provisions of NEP-2020.

Delimitation of the Study

- **The population of the study delimited to school teachers only (primary and secondary). The study delimited to 120 school teachers as sample. The present study has been confined to the teachers’ of primary and secondary schools of Mayurbhanj district, Odisha, India. The study is delimited to two variables i.e. sex and qualification.**

Methodology

Taking into consideration the nature of study the investigator adopted the descriptive survey research design to explore the perception of school teachers towards the provisions of NEP-2020 in Mayurbhanj district of Odisha. In the present study, the population constituted out of primary and secondary school teachers of Mayurbhanj district, Odisha, India. For the collection of samples for the study simple random sampling technique was used. For the present study a total number of 120 school teachers were selected as sample by aforementioned sampling technique. The following table depicts the details of sample for the study.

Table 1: Description of the Sample of the Study

Groups/Variables	High qualified teachers	Low qualified teachers	Total
Male teachers	30	30	60
Female teachers	30	30	60
Total	60	60	120

Tools and Techniques

Tools and techniques are key components of research work as they play significant role in collection, analysis and interpretation of data. In the present study, the investigator used a self-develop perception scale for the purpose of data collection; it was a five-point scale such as Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Reliability of the scale is calculated by split half method and found to be 0.72 which is reliable. The content of the tool was checked by the language and subject expert to find out the content validity of the tools. Another tool is informal discussion with teachers and headmasters of school regarding the implementation of NEP-2020 in the school education.

Analysis and Interpretation

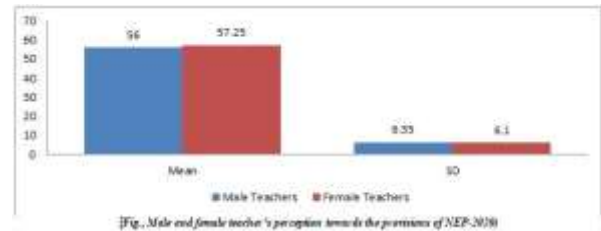
(Table 2: Mean score difference of male and female school teachers’ perception towards the provisions of NEP-2020)

Groups	N	Mean	SD	SED	t-value	Level of Significance
Male teachers	60	56.00	6.35	1.13	1.10	Not Significant
Female teachers	60	57.25	6.10			

(Degree of freedom=118, at 0.05 level= 1.98 and at 0.01 level= 2.63)

It is shown from above table that the mean score of male and female teacher’s perception towards the provisions of NEP-2020 are 56 and 57.25 with SDs 6.35 and 6.10 respectively. The calculated t-value found to be 1.10 which is less than the tabled t-value at both level of significance (0.05 level and 0.01 levels). So, null hypotheses is accepted. Hence, there is no significant difference between the male and female teachers’ perception about the provisions of NEP-2020.

Graphical Representation: The mean and SDs score of male and female teacher’s perception towards Provision of NEP-2020 as depicted in the above table is represented by the bar diagram.



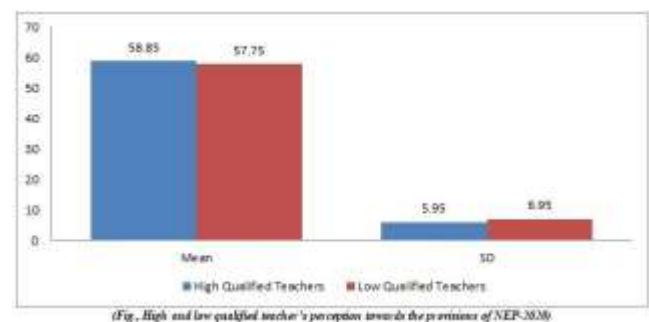
(Table 3: Mean score difference of high qualified and low qualified school teachers’ perception towards the provisions of NEP-2020)

Groups	N	Mean	SD	SED	t-value	Level of Significance
High qualified teachers	60	58.85	5.95	1.18	0.93	Not significant
Low qualified teachers	60	57.75	6.95			

(Degree of freedom=118, at 0.05 level= 1.98 and at 0.01 level= 2.63)

It is shown from table that the mean score of high qualified and low qualified teacher’s perception towards the provisions of NEP-2020 are 58.85 and 57.75 with SDs 5.95 and 6.95 respectively. The above table reveals that the calculated ‘t’-value come out to be 0.93 which is less than tabled t-value at both level of significance (0.05 level and 0.01 levels). So, Null Hypothesis is accepted. Hence there is no significant difference between the high qualified and low qualified teachers’ perception about the provisions of NEP-2020.

Graphical Representation: The mean and SDs score of high and low qualified teacher’s perception towards the provisions of NEP-2020 as depicted in the above table is represented by the bar diagram.



Findings and Educational Implications

Every study provides some meaningful information and knowledge to the related field and this study also has some systematic, organized and meaningful information. There is no significant difference in perception of male and female school teachers towards the provision of NEP-2020. Further, there is no significant difference in perception of high qualified and low qualified school teachers towards the provisions of NEP-2020 in the school education system. There are several educational implications of the study such as:

1. The study has a greater relevance for stake holders like schools, teachers, students, parents and community members.
2. The study will help the teacher to make teaching learning process more effective, adopted the updated teaching methods, techniques and approaches.
3. The study will help the coordinators and supervisors to arrange a greater number of teaching training programs.
4. The findings of the study will help the policy maker to modify the policy with relation to quality improvement of education.
5. The study will help for quality improvement of education.

Recommendations

The recommendations of the research work are:

1. In this study, the investigator conducted a descriptive survey research on school teacher's perception towards the provisions of NEP-2020; it is advised to conduct research on other areas like issues and challenges to implementation of NEP-2020.
2. In this study, the sample was delimited to Mayurbhanj district only; it is advised to explore the sample in other districts of Odisha as well as other states of India.
3. It is suggested that the alike type of research work may be administered on higher secondary school and higher education also.

Conclusion

Based on the results of research work it was concluded that there is no significant difference in perception of male and female school teachers towards the provisions of NEP-2020. The study also revealed that there is no significant difference in perception of high qualified and low qualified school teachers towards the provisions of NEP-2020. Teacher plays a vital role in implementing of NEP-2020 in the school education system. We can make a lot of rules and regulations but its success depends on the positive attitude and missionary zeal of its implementers. No doubt NEP-2020 is an innovative strategy to equipped students equitable, accessible and quality education for all but its success depends on upon the efforts of educational practitioners like teacher, headmaster, teacher, teacher educators etc.

References

- [1] Aarora, S. & Azad, M. (2023). A study of teachers' awareness of National Education Policy (2020) to the Demographic factor, *Journal of Emerging Technology and Innovative Research*, 10(3), 615-616.
- [2] Abraham, M. S., Pai, D. K. V., & Preetha, R. (2022). Perception of teachers towards NEP 2020, *International Journal of Health Sciences*, 6(S2), 14314-14326.
- [3] Ansari, I. & Haider, A. (2023). Teacher Educators' Perception about Implementation of NEP-2020 in

Teacher Training Institutions, *Electronic International Interdisciplinary Research Journal*, 12(1a), 86-91.

- [4] Dalnaik, S.K. & Banerjee, A. (2022). Attitude of post graduate students towards research, *Juni Khyat*, 12(12), No.2, December, 15-22.
- [5] Dalnaik, S.K. (2022). A study on mathematics anxiety among secondary level students in relation to their academic achievement, *International Journal of Innovative Science and Research Technology*, 7(11), 723-726.
- [6] Dalnaik, S.K. (2022). A study on problems of teachers in teaching mathematics at higher secondary level of Mayurbhanj district, Odisha, *International Journal for Research in Applied Science & Engineering Technology*, 10(12), 421-427.
- [7] Dalnaik, S.K. (2022). Effect of remedial teaching on mathematics achievement among secondary school students, *International Journal of Applied Research*, 8(11), 100-102.
- [8] Dalnaik, S.K. (2022). Perception and concern of post graduate students towards Mobile Learning, *International Journal of Research Publication and Reviews*, 3(7), 1589-1590.
- [9] Dalnaik, S.K. (2022). Usefulness of instructional materials on academic achievement in mathematics among higher secondary school students of Mayurbhanj district, Odisha, *International Journal of Advances in Engineering and Management*, 4(12), Dec., 581-586.
- [10] Dalnaik, S.K. (2022). Values and effects of mathematics among secondary level students of Mayurbhanj district, Odisha: An analytical study, *International Journal of Science and Research*, 11(12), December, 807-814.
- [11] Kumar, D. (2020). A Critical Analysis and a Glimpse of New Education Policy-2020, *International Journal of Scientific & Engineering Research*, 11(10), 20-25.
- [12] Kurien, Ajay & Chandramana, Sudeep, (2020), Impact of New Education Policy 2020 on Higher Education. 10.6084/m9.figshare.13332413.v1.