



A Study on the awareness of secondary school teachers about national education policy 2020

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Abstract

The National Education Policy 2020 introduced by the Ministry of Human Resource Development (MHRD) represents a significant shift in India's educational framework to transform the education system and ensure universal access to quality education. This policy is founded on five key pillars: access, equity, quality, affordability, and accountability.

The National Education Policy (NEP) 2020 is currently in its initial stages of implementation in the school education sector across most states in India. The implementation of the National Education Policy (NEP) 2020 in secondary schools has led to diverse opinions among teachers. The present study is an attempt to know the awareness level of secondary school teachers about NEP-2020 in the state of Odisha. The researcher used a well prepared and standardized questionnaire as the tool for collection of data from a sample of 150 teachers working in 25 secondary schools located in Ganjam District of Odisha using stratified Random Sampling technique. Mean score values, standard deviations and independent t-tests were used for analysis of data. The study found that the awareness among secondary school teachers about NEP-2020 was moderate, with a considerable proportion of teachers having limited knowledge about the policy. The findings of the study revealed that the demographic variables – gender, location of school have no influence on the awareness level of secondary school teachers towards NEP-2020. However, the type of the school has significant relationship on their awareness on NEP-2020 in school education. The study highlights the importance of improving teachers' awareness of the NEP-2020 and its implications for the education system, particularly for those who are less informed. The findings provide valuable insights for policymakers to develop strategies that can effectively implement the NEP and enhance the quality of education in India

Keywords: National Education Policy-2020, Implementation, Secondary school teachers. Policymakers, school education

Introduction

Education is remarkably the most decisive factors in shaping a nation's economic potential, social richness and success in all international ventures. Since independence the Educational Policies of our country proposed from time to time always focused on imparting quality education to its people. Universal access to quality education is not just a developmental imperative but a strategic necessity for India to achieve sustained growth and global leadership. By investing in education, India can ensure a prosperous, just and inclusive future for all its citizens.

Government of India passed the National Education Policy-2020 (NEP) which is built on the pillars of access, equity, quality, affordability and accountability. NEP -2020 provides a significant opportunity to transform education in India from 'classification and selection' to human development, enabling each student to reach their full potential. NEP-2020 aims to transform the Indian education system to meet the needs of the 21st century and to rectify poor performance in reading, literacy and numeracy relating to primary education, reducing dropout rates in secondary education, adapting interdisciplinary approaches in higher education systems. There is also a focus on investing in early childhood care, curriculum and pedagogy restructuring, assessment and testing reform, teacher training and school board evaluation.

It is crucial that all students and teachers must be aware of the proposed alteration and major changes specified in NEP -2020. Being the prominent stake holders of education system they must be well informed about the focal areas, salient features and key ideas proposed in the policy. To ensure implementation of NEP-2020 in schools, the

teaching and learning community needs to be aware of the its scope. The teacher is expected to perform the roles of a planned organizer of curricula, an innovator of educational ideas, practices and systems, a resource person in the propagation of ever-expanding knowledge and a motivator to learners in many ways. Hence, the teachers are expected to have a positive awareness and right perceptions towards the implementation of the policy in school education for the benefit of their students.

The researcher felt that there is a need to understand the awareness of teachers working in secondary schools towards the implementation of National Education Policy-2020 in school education. The present investigation is an attempt in this direction.

Review of literature

Aithal Sreeramana and Aithal Subhrajyotsana (2020) [1] analyzed various aspects of the New Education Policy-2020 they have also highlighted various merits of the policy along with objectives. They focused on the important highlights of the different stages of education. The study shows the overview and critical analysis of the New Education Policy 2020.

Mahendra Prabu and Mani, Modkkiah (2021) conducted a study on the awareness of New Education Policy-2020 among the Primary school teachers in Dindigul district and concluded that in general, primary school teachers have low awareness of the New Education Policy-2020. Female teachers do not have satisfactory intention to know about new development. Teachers from rural school and self-finance schools are not interested to know about the new updates regarding NEP-2020.

Sharma, Praveen Kumar and Bala, Sanjeevan (2021) conducted a study on National Education Policy-2020 related to awareness among secondary school teachers in district, Kangra, HP. They had analyzed that both Govt. and private school teachers have an average level of awareness about the NEP -2020.

Kumar Harmeet (2022) [6] had conducted a study on teachers' awareness towards New Education Policy-2020 in Meerut district and he found that teachers are aware about NEP-2020 but have superficial knowledge about NEP - 2020.

M Marutharanan (2020) in his paper "A study on the awareness of New Education Policy-2020 among the secondary school teachers in Madurai" said that secondary school teachers generally have low awareness of National Education Policy (2020). In this study he found that there is a significant difference among secondary school teachers on awareness on NEP-2020 based on gender, locality and type of management of school.

M Shobha (2022) [4] conducted a study on awareness of NEP-2020 among secondary school teachers and found out that secondary school teachers have low awareness of the New Education Policy-2020 and female teachers do not have satisfactory intention to know about new development.

Sondhiya Roshan lal (2022) had conducted a study on the awareness of New Education Policy among the school teachers in Jabalpur district and analyzed that there is a significant difference among the school teachers on awareness of New Education Policy-2020 based on gender. But there is no significant difference among school teachers on awareness of New Education Policy in the basis of management.

Objectives of the study

The main objective of the present study is to find out the awareness level of secondary school teachers about NEP - 2020. The study also aims at finding out the influence of certain demographic variables, viz., gender, location of the institution, type of school on the awareness of secondary school teachers regarding NEP-2020. Followings are the objectives of present study:

- To study the levels of awareness among secondary school teachers regarding the NEP-2020.
- To examine the level of awareness about NEP-2020 among male and female secondary school teachers.
- To assess the influence of location of school (Rural or Urban) on teachers' awareness levels about NEP-2020.

- To study the significant difference between government and private secondary school teacher's awareness of NEP-2020.

Hypothesis

- There is an average level of awareness on New Education Policy (2020) among the secondary school teachers.
- There is no significant difference between male and female secondary school teachers' awareness of NEP-2020.
- There is no significant difference between rural and urban secondary school teacher's awareness of NEP-2020.
- There is no significant difference between government and private secondary school teacher's awareness of NEP-2020.

Delimitation of the study

The present study is confined to 150 secondary school teachers living in Ganjam District of Odisha.

Methodology

The investigator used a survey method to collect data from teachers from various schools of Ganjam district of Odisha.

Population and sample

The secondary school teachers working in various schools of Ganjam district, Odisha considered the population for the present study. Both government and private secondary school teachers were selected for this study. Simple random sampling technique used by the investigator for selecting the sample from the population. The sample consists of 150 secondary school teachers (90 Male & 60 Female) from 25 different schools in Ganjam district, Odisha.

Tools used

The researchers used a well-prepared questionnaire as the tool of research for the present investigation. Experts were approached to establish the validity and reliability of the prepared tool. The final tool has been administered to 150 working in 25 Secondary Schools in Ganjam district of Odisha.

Statistical interpretation of data

The data collected has been analyzed using different statistical techniques such as percentage, Mean score values, Standard Deviations and t-ratios and are presented in the following tables.

Table 1: Percentage of level of awareness on NEP-2020 among secondary school teachers

Sl.no	Classification	%	N
1	Highly awareness of NEP-2020	20.66	31
2	Average awareness of NEP-2020	69.33	104
3	Low awareness of NEP-2020	4.0	6
4	Neutral	5.8	9

Table 2: Table showing t-values of different variables relating to the awareness of Secondary School Teachers about NEP-2020.

Sl. No	Variables	N	Mean	SD	t-ratio	Remark
1	Gender				1.47	Not Significant
		Male	90	68.2		
		Female	60	42.5	6.24	
2	Location				2.94	Not significant
		Rural	57	34.2		
		Urban	93	78.8	9.58	
3	Type of School				0.64	Significant
		Government	82	64.0		
		Private	68	42.8	4.64	

Results & Discussion

- From the Table-1 it can be inferred that out of 150 secondary school teachers, 20.66 % of the teachers are highly aware of NEP-2020; 69.33% of the teachers have average awareness on NEP-2020; 4 % of the teachers are having low awareness about NEP-2020 and 5.8 % of the teachers are neutral in giving their response.
- It is inferred from the above Table 2 that the obtained t-value is less than the table value at 5% significance levels. Hence null hypothesis is accepted and there is no significant difference between the awareness of New Education Policy (2020) secondary school teachers with respect to gender (Male or Female)
- It is inferred from the above Table 2 that the calculated value of 't' is greater than the table value of 't' at 5% level of significance. Hence the null hypothesis is rejected and there is a significant difference between the awareness of New Education Policy (2020) secondary school teachers with respect to type of management. (Government or private)
- It is inferred from the above Table 2 that the calculated value of 't' is less than the table value of 't' at 5% level of significance. Hence the null hypothesis is accepted and there is no significant difference between the awareness of New Education Policy (2020) secondary school teachers with respect to location. (rural or Urban)

Findings

- The awareness of secondary school teachers on the New Education Policy-2020 basing on Gender, location, type of management is average.
- There is no significant difference regarding the awareness of New Education Policy-2020 of secondary school teachers with respect to gender.
- There is no significant difference regarding the awareness of New Education Policy -2020 by secondary school teachers with respect to location.
- There is a significant difference between the awareness of New Education Policy-2020 by secondary school teachers with respect to type of management. Government School teachers have more awareness than private school teachers.

Conclusion

The National Education Policy (NEP) 2020 is a comprehensive framework aimed at transforming India's education system. Teachers play a critical role in the successful implementation of this policy. Therefore, it is essential for teachers to be well-informed and aware of the key aspects and implications of the NEP. In the present investigation it was noticed that secondary school teachers have average awareness on the New Education Policy (2020). Comparatively teachers from rural areas have less awareness about NEP-2020 due to location. Self-finance teachers have less awareness on NEP-2020 due to restriction from management and heavy workload. So the investigator suggests for organizing continuous awareness program by the state or central Government to make conscious of the New Education Policy (2020) both in government and private secondary schools in rural as well as urban area. By being well-versed in the NEP 2020, teachers can effectively contribute to the transformation of the educational landscape

in India, ensuring that the policy's goals are met and its benefits are realized for all students.

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