

OPINION OF TEACHERS ON NATIONAL EDUCATION POLICY 2020 IN INDIA

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Abstract

In India, National Education Policy (NEP) 2020 is announced recently by the MHRD, with a tremendous transformation in the education system and in order to provide high quality education to all. NEP 2020 aims at making the education system holistic, flexible, multidisciplinary and also to meet the needs and demands of 21st century. The main objective of this study was to find out the opinion of teachers on National Education Policy 2020 in India. It also tries to find out the relationship between the opinion of teachers on the features of NEP 2020 with respect to Gender, Discipline of Teachers, Teaching Experience of Teachers. Descriptive research is adopted in this study. By using Purposive Stratified Sampling technique 342 samples were collected through online. Questionnaire with five-point rating scale was developed and standardised by the investigator based on the 8 features of NEP 2020. Reliability and validity were established. Statistical techniques such as Sum, Mean, Percentage and Chi-Square were calculated for this study. Results showed that the agreement level of teachers on NEP was high and disagreement level was low. It also found that the relationship between the agreement and disagreement (opinion) of teachers on the features of NEP 2020 with respect to Gender and Discipline of Teachers were found to be non-significant and Teaching Experience of Teachers were found to be significant. Implementing new educational policy in the Indian educational system will make a drastic change and provide a high-quality education to all. Then it will also produce an all-round development of the future citizens to the nation.

Keywords: New Education Policy 2020, NEP, New Features of NEP

Introduction

“Education is the most powerful weapon which you can use to change the world” –

Nelson Mandela.

Education is a backbone of every individual and it determines the destiny of a Nation. Education enhances one’s knowledge, skills, attitude, personality, values, habits, etc. It prepares a person to face challenges in everyday life. Education plays a vital role in this modern and competitive world.

National Education Policy (NEP) is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 and by the suggestions of Kothari Commission first education policy was passed in 1968. The second policy for education came in 1986 and it was revised in 1992.

Drastic changes had happened in the educational field in the past 34 years and the policies framed should be modified according to the needs of the people and the nation. Strong foundation should be laid in Education and then only it will produce an all-round development of future citizens. All Indians should receive a quality education at an affordable prize. In this context, education sector needs to drive itself towards the need and demands of 21st century.

After 34 years, third National Education Policy was released in 29.07.2020. The new NEP 2020 suggests structural changes right from school education to higher education and regulatory bodies.

Any change in the system or policy is not directly accepted by the people. After a strong arguments and empirical reasons, it is accepted by all. Implementation of this policy after 34 years, has given rise to several arguments among the educational sectors, politicians, experts, stakeholders, common people, etc.

After framing the policy, it should be properly implemented in the educational set up. Then only it will make the desirable changes in the educational system. NEP 2020 is going to be implemented in the educational system successfully through the teachers. They are the real, direct and significant stakeholders. While implementing the policy, the stakeholders should be recognized and included in the process for its crucial effectiveness. It is essential also, to know their opinion about the NEP 2020. Hence, this study tries to find out the opinion of teachers on NEP 2020.

Need for the study

In India, National Education Policy (NEP) 2020 is announced recently by the MHRD, with a tremendous transformation in the education system and in order to provide high quality education to all. NEP 2020 aims at making the education system holistic, flexible, multidisciplinary and also to meet the needs and demands of 21st century. The NEP 2020 is based on the foundation pillars such as access, affordability, equity, quality and accountability.

The present study aims at explaining the opinion of teachers on NEP 2020 in India. The presence of the positive opinion or the absence of the same may have profound implication in the part of authorities (MHRD). The favourable opinion on the present policy might help the authorities and planners, who involved in making, to continue the same without making and drastic change in it. But the absence of the favourable opinion might help the planners to restructure the present policy in order to refine it. Therefore, the present investigation is very vital from the planning point of view.

Objectives of the study

- To identify the level of agreement / disagreement of teachers on NEP 2020 features of
Features 1 (F1) - Preparation for Schooling and Elementary Schooling Level
Features 2 (F2) - School Infrastructure and Resources

Features 3 (F3) - Holistic Development of the Student

Features 4 (F4) - Inclusivity

Features 5 (F5) - Assessments

Features 6 (F6) - Curriculum and Pedagogical Framework

Features 7 (F7) - Teacher Recruitments / Teacher Education

Features 8 (F8) - Role of Government Departments / Bodies / Institutions

To find out the relationship between the opinion (agreement / disagreement) of teachers on the features of NEP 2020 with respect to

- Gender (Male / Female)
- Discipline of Teachers (Arts & Science / Engineering / Teacher Education / School Teachers / Others)
- Teaching Experience of Teachers (Below 5 years / 5 – 10 years / Above 10 years)

Hypotheses of the study

- The level of agreement / disagreement of teachers on the features of NEP 2020 is moderate.
- There is no significant relationship between the opinion (agreement / disagreement) of teachers on the features of NEP 2020 with respect to
 - Gender (Male / Female)
 - Discipline of Teachers (Arts & Science / Engineering / Teacher Education / School Teachers / Others)
 - Teaching Experience of Teachers (Below 5 years / 5 – 10 years / Above 10 years)

Limitations of the study

The study is limited to collect the opinion from teachers only.

Review of related literature

Boylu and Kardas (2020) conducted a study on the views of teachers and students on slang in teaching Turkish as a foreign language. Based on the findings of the study, it was concluded that the majority of teachers and students generally had a positive opinion about the learning. In addition to this result, teachers stated that this situation which students use without knowing the meaning of some words may cause problems in their social environment.

Yasmin and Rumi (2020) conducted a study on impact of Pre-primary Education on Children in Bangladesh. Results delineated that majority of the respondents consider that pre-primary education is important for children's early age learning to compete in this changing world and ensure better communication for young children.

Saloviita (2020) conducted a study on attitudes of teachers towards inclusive education in Finland. The results illustrate the attitudinal climate of teachers towards inclusion and indicate the existing potential for policy change.

Argawati and Suryani (2020) conducted a study on Project-based learning in teaching writing: the implementation and students' opinion. The results of the study were found that the implementation of project-based learning in teaching writing were worked well. It could be seen from the student's responses during the implementation of this method as they gave positive opinion toward the method used; they actively involved in learning process.

Virgin and Bharati (2020) conducted a study on teachers' perception, plan, and implementation of portfolio assessment in students' writing assessment. From the results of analysis, the study revealed that both teachers had positive perception of portfolio assessment in students' writing assessment. That was indicated from their agreement and positive thoughts on portfolio development and implementation, its effectiveness as an educational tool and its influence on the instructional practices, teacher and students' roles and responsibilities during the portfolio development.

Methodology

In this investigation, descriptive research was adopted. The target population for this study were teachers in Tamil Nadu. 342 samples were collected through online from the teachers of Schools and Colleges in Tamil Nadu. The sampling technique adopted in this study was Purposive Stratified Sampling Technique. Variables used for this investigation were Gender, Discipline of teachers and Teaching experience of teachers.

To collect data, questionnaire with five-point rating scale was developed by the investigator based on the 8 features of NEP 2020. The questionnaire was validated through pilot study and by the panel of experts. It was modified according to the opinion of experts. Questionnaire was standardised and reliability and validity were established. To estimate the reliability Cronbach's Alpha Reliability method was adopted and the score was found to be 0.972. Face and content validity were found. 50 items were finalised with the scoring pattern such as Strongly agree "5", Agree "4", Undecided "3", Disagree "2" and Strongly Disagree "1".

Statistical Analysis of data

The data was analysed with help of SPSS package. Statistical techniques such as Sum, Mean, Percentage and Chi-Square were calculated for this study. From the collected data, Gender-wise analysis, Discipline of Teachers-wise analysis and Teaching Experience of Teachers-wise analysis were done.

Analysis and Interpretation of the study

Table 1 - Sum, Mean and Percentage of overall level of Agreement and Disagreement of teachers on the 8 features of NEP 2020

Features of NEP	N	Sum	Mean	Agreement %	Disagreement %
F1	342	614	1.795	79.5	20.5
F2	342	640	1.871	87.1	12.9
F3	342	656	1.918	91.8	8.2
F4	342	644	1.883	88.3	11.7
F5	342	632	1.848	84.8	15.2
F6	342	654	1.912	91.2	8.8
F7	342	648	1.894	89.5	10.5
F8	342	638	1.865	86.5	13.5
TOTAL	342	674	1.970	97.1	2.9

Above table depicts the mean score of teachers for the features of NEP 2020. From this table, it is evident that the sum and mean score of opinion of teachers on NEP is maximum for F3 (656; 1.918) and minimum for F1 (614; 1.795). Percentage of agreement level of teachers on NEP 2020 is high on F3 (91.8%) and low on F1 (79.5%). Percentage of disagreement level of teachers on NEP 2020 is high on F1 (20.5%) and low on F3 (8.2%). From the above results, it is understood that the total agreement level of teachers on NEP is high (97.1%) and disagreement level is low (2.9%). It reveals that the majority of features of NEP are accepted by the teachers. **Therefore, the framed hypothesis, “The level of agreement / disagreement of teachers on the features of NEP 2020 is moderate” is rejected.**

Comparison between levels of Agreement / Disagreement

The investigator analysed the overall level of agreement or disagreement of teachers on NEP 2020 and made the following comparison analysis.

Gender-wise Analysis

Table 2 - Gender-wise Analysis and Chi-Square Analysis of Agreement and Disagreement of teachers on the 8 features of NEP 2020

Features of NEP	Opinion	Gender		df	Chi-Square	Level of Significance P=0.05 level
		Male 178	Female 164			
F1	Agreement	134	138	1	4.121	Significant
	Disagreement	44	26			
F2	Agreement	154	144	1	0.126	Not Significant
	Disagreement	24	20			
F3	Agreement	156	158	1	8.597	Significant
	Disagreement	22	6			
F4	Agreement	150	152	1	5.850	Significant
	Disagreement	28	12			
F5	Agreement	142	148	1	7.256	Significant
	Disagreement	36	16			
F6	Agreement	154	158	1	10.295	Significant
	Disagreement	24	6			
F7	Agreement	156	150	1	1.325	Not Significant
	Disagreement	22	14			
F8	Agreement	144	152	1	10.182	Significant
	Disagreement	34	12			
TOTAL	Agreement	170	162	1	3.225	Not Significant
	Disagreement	8	2			

Above table portrays the percentage level of agreement / disagreement of male and female teachers on the features of NEP 2020. Chi-Square analysis were also done for each feature in order to find the association between the variables.

From the table, it is evident that the obtained Chi-Square value for F1 (4.121), F3 (8.597), F4 (5.850), F5 (7.256), F6 (10.295) and F8 (10.182) are higher than the P value (3.84) at 0.05 level (with df = 1). Therefore, the obtained Chi-Square values are significant. Chi-Square value for F2 (0.126), F7 (1.325) and Total (3.225) are lower than the P value (3.84) at 0.05 level (with df = 1). Therefore, the obtained Chi-Square values are non-significant.

The total result confirmed that there is no significant relationship between the agreement and disagreement (opinion) of male and female teachers on the features of NEP 2020. **Hence, the framed null hypothesis, “There is no significant relationship between the opinion (agreement and disagreement) of teachers on the features of NEP 2020 with respect to Gender” is accepted.**

Table 3 – Discipline of Teachers-wise Analysis and Chi-Square Analysis of Agreement and Disagreement of teachers on the 8 features of NEP 2020

Features of NEP	Opinion	Discipline of Teachers					df	Chi-Square	Level of Significance P=0.05 level
		Arts & Science	Engineering	Teacher Education	School Teachers	Others			
		N= 150	N= 32	N = 78	N = 52	N = 30			
F1	Agreement	120	24	70	38	20	4	9.802	Significant
	Disagreement	30	8	8	14	10			
F2	Agreement	124	22	74	52	26	4	24.168	Significant
	Disagreement	26	10	4	0	4			
F3	Agreement	138	26	74	50	26	4	8.088	Not Significant
	Disagreement	12	6	4	2	4			
F4	Agreement	132	24	74	46	26	4	8.834	Not Significant
	Disagreement	18	8	4	6	4			
F5	Agreement	126	26	72	44	22	4	6.858	Not Significant
	Disagreement	24	6	6	8	6			
F6	Agreement	134	24	76	50	28	4	16.703	Significant
	Disagreement	16	8	2	2	2			

F7	Agreement	132	28	74	46	26	4	3.199	Not Significant
	Disagreement	18	4	4	6	4			
F8	Agreement	130	26	72	44	24	4	4.268	Not Significant
	Disagreement	20	6	6	8				
TOTAL	Agreement	146	30	76	52	6	4	4.364	Not Significant
	Disagreement	4	2	2	0	2			

Table 3 describes the percentage level of agreement / disagreement of different disciplines (Arts & Science, Engineering, Teacher Education, School Teachers, Others and Total) of teachers on the features of NEP 2020. The results of Chi-Square analysis for F1 (9.802), F2 (24.168) and F6 (16.703) are higher than the P value (9.49) at 0.05 level (with df = 4). Hence, the obtained Chi-Square values are significant. Chi-Square value for F3 (8.088), F4 (8.834) F5 (6.858), F7 (3.199), F8 (4.268) and Total (4.364) are lower than the P value (9.49) at 0.05 level (with df = 4). Therefore, the obtained Chi-Square values are non-significant.

The total result proved that there is no significant relationship between the agreement and disagreement (opinion) of different Discipline of Teachers on the features of NEP 2020. **Hence, the null hypothesis, “There is no significant relationship between the opinion (agreement and disagreement) of teachers on the features of NEP 2020 with respect to Discipline of Teachers” is accepted.**

Teaching Experience of Teachers-wise Analysis

Table 4 – Teaching Experience of Teachers-wise Analysis and Chi-Square Analysis of Agreement and Disagreement of teachers on the 8 features of NEP 2020

Features of NEP	Opinion	Teaching Experience of Teachers			df	Chi-Square	Level of Significance P=0.05 level
		Below 5yrs N=102	5 – 10 yrs N=86	Above 10 years N=154			
F1	Agreement	82	66	124	2	0.549	Not Significant
	Disagreement	20	20	30			
F2	Agreement	88	72	138	2	1.803	Not Significant
	Disagreement	14	14	16			
F3	Agreement	94	74	146	2	5.655	Not Significant
	Disagreement	8	12	8			
F4	Agreement	92	70	140	2	5.340	Not Significant
	Disagreement	10	16	14			
F5	Agreement	92	66	132	2	6.732	Significant
	Disagreement	10	20	22			

F6	Agreement	96	72	144	2	8.120	Significant
	Disagreement	6	14	10			
F7	Agreement	94	72	140	2	4.138	Not Significant
	Disagreement	8	14	14			
F8	Agreement	88	66	142	2	11.345	Significant
	Disagreement	14	20	12			
TOTAL	Agreement	102	80	150	2	8.107	Significant
	Disagreement	0	6	4			

Above table shows the percentage level of agreement / disagreement of Teaching experience of Teachers (Below 5 years, 5 – 10 years and Above 10 years) on the features of NEP 2020. The results of Chi-Square analysis for F5 (6.732), F6 (8.120), F8 (11.345) and Total (8.107) are higher than the P value (5.99) at 0.05 level (with df = 2). Hence, the obtained Chi-Square values are significant. Chi-Square value for F1 (0.549), F2 (1.803), F3 (5.655), F4 (5.340) and F7 (4.138) are lower than the P value (5.99) at 0.05 level (with df = 2). Therefore, the obtained Chi-Square values are non-significant.

The total result indicated that there is significant relationship between the agreement and disagreement (opinion) of teachers (with different years of Teaching experience) on the features of NEP 2020. **Hence, the null hypothesis, “There is no significant relationship between the opinion (agreement and disagreement) of teachers on the features of NEP 2020 with respect to Teaching Experience of Teachers” is rejected.**

Discussion

Table 1 reveals that the percentage of agreement level (97.1%) of teachers on features of NEP 2020 was very high and disagreement level (2.9%) is very low. This shows that the newly framed policy is different from the previous policies and it has fulfilled the most of the required criteria of the educational system. The present study findings fall in line with the findings of Nikolic, Mandic and Kostadinovic (2017) whose results show that the teachers show a high degree of agreement with the statements that refer to the characteristics of an efficient school.

From the results of Table 2, it is inferred that there is no significant relationship between the agreement and disagreement (opinion) of male and female teachers on the features of NEP 2020. And it also shows that there is a high level of agreement of male (170) and female (162) teachers and low level of disagreement of male (8) and female (2) teachers on NEP 2020. This shows that the newly announced policy is free from gender-based difference of opinion. And paves a way to realize that the teachers have accepted the NEP 2020 wholeheartedly. The present study accords with the findings of Rasul, Bukhsh and Akram (2010) whose results shows that there is no significant difference in the level

of agreement/disagreement about the items between the male and female teachers' perception about future of higher education about future of higher education in Pakistan.

Table 3 shows that there is no significant relationship between the agreement and disagreement (opinion) of different Discipline of Teachers on the features of NEP 2020. And it also shows that there is a high level of agreement of different discipline of teachers on NEP 2020. This indicates that different discipline of teachers had realised the positive side and the holistic and flexible nature of the newly framed policy. This realisation leads them to give high level of agreement about the policy. And it also shows that they will participate actively in the new education policy and make it successful. The present finding supports the earlier findings of Argawati and Suryani (2020) who concluded that the implementation of project-based learning in teaching writing worked well. And also added that it could be seen from the student's responses during the implementation of this method as they gave positive opinion toward the method used; they actively involved in learning process. The present study findings are also coinciding with the findings of Rasul, Bukhsh and Akram (2010) whose results shows that there is no significant difference in the level of agreement/disagreement about the items between science and social science teacher's perception about future perspectives of higher education in Pakistan.

From the table 4, it is concluded that the there is significant relationship between the agreement and disagreement (opinion) of teachers (with different years of Teaching experience) on the features of NEP 2020. This shows that experiences gained in the teaching job made the teachers to felt some difference of opinion about the NEP 2020. The present study findings associate with the findings of Sen and Hava (2020) whose findings showed that flipped classrooms had positive effects on prospective teachers' active participation in the lesson, self-regulation and teamwork skills. It was also found that prospective teachers had different opinions on the use of flipped classrooms in mathematics teaching. The present study findings also fall in line with the findings of Khan, Khan, Hayat, Ahmad and Raza (2020) whose study showed significant differences in students' and teachers' perceptions about the textbooks and their role in affecting students' proficiency in English.

Recommendations

Based on the above research findings following recommendations are made.

- ❖ Findings of the present study shows high level of disagreement with the statement of examinations in grade 3, 5, 8. Therefore, it is recommended that policy makers should consider these opinions and should make necessary changes in the policy.
- ❖ Results of the present study depicts high level disagreement with the statement of NTA testing for admission to B.Ed. Hence, it is recommended that the policy makers should explain the

importance of the NTA testing in admission procedure. So, it will lead to have clear concept about this issue.

- ❖ Responses of this opinion questionnaire reveals high level of disagreement with the statement of abolition of M.Phil. Degree. So, it is recommended that the policy makers should give clear and accurate explanations for this change.
- ❖ Results of the present study portrays high level of disagreement with the statement of medium of instruction up to grade 5, and preferably till Grade 8 and beyond, will be home language/ mother-tongue/ local language. Therefore, it is recommended that the policy maker should know the reason for the disagreement and necessary steps should be taken to restructure the policy.
- ❖ Policy makers should review annually and make suitable changes, if necessary, in the implemented policy.
- ❖ Policy makers should ensure whether the needs and demands of people are met during the implementation process.
- ❖ During implementation process, there may be some difficulties. So, the policy makers should take care for smooth process and ready to provide solution to the problem.

Conclusion

The National Education Policy 2020 anticipates for a complete renovation of the school and higher education system. NEP 2020 is designed for transforming the Indian education system to meet the needs and challenges of 21st century. Implementing a new policy is a big task and it requires a detailed plan for smooth execution. This study tries to contribute a valuable suggestion and support for the newly framed policy. Findings of this study may have direct or indirect impact on the features of NEP 2020. This study also helps in modifying the features of framed policy. May the authorities concerned will reconsider and restructure it on the basis of the demands raised by the people who derives benefit from it. Implementing new educational policy in the Indian educational system will make a drastic change and provide a high-quality education to all. Then it will also produce an all-round development of the future citizens to the nation.

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