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TEACHER'S PERSPECTIVE AND PERCEPTION TOWARDS NEP (2020)

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Abstract

New education policy (NEP 2020) is significant reform to India's educational system which aim's at to improve learner quality, equity, accessibility and holistic development. Many educationists had been waiting for the improvements that NEP 2020 suggested to be implemented. Transforming whole Indian educational system was not easy and hence it faces several challenges and other issues for its implementation. Since teachers are the main stakeholders in charge of putting the policy into practice, assessing its efficacy requires an awareness of their viewpoints and opinions. In relation to the implementation of NEP 2020, this study investigates teacher's awareness, attitudes, expectations and concerns. This research article focuses on "Teacher's Perspective and Perception towards NEP 2020. Population for the present study was undergraduate college teachers and the sample of 101 teachers was chosen by using multistage random sampling. Study analyzed the requirement of NEP and proposes the changes to improve its implementation. This paper not only describes the issues and challenges faced by the college teachers but provides a roadmap for the successful implementation of this policy also suggests the ways how to make Indian educational system for global recognition.

Key Words: NEP 2020, Experiential Based Learning, Holistic, Curricula, Perception, Perspective, Quantitative

I. INTRODUCTION

The government of India's introduction of new education policy NEP 2020 was anticipated amid all the darkness that Covid pandemic had brought on to the world. When the NEP 2020 news was made, a lot of people were taken aback. This policy's suggested revisions caught many educationists off guard. Formalizing system changes from the school to the college/university levels was the aim of the new NEP's implementation. Future instructional materials will focus on important concepts, ideas, applications and methods to problem-solving in light of the evolving situation. It is anticipated that National education policy will positively and persistently affect the nation's higher education system. A renewed emphasis on all subjects including humanities and arts will arise from the policy of creating multidisciplinary institutes. This type of education will assist students in learning and growing historically. Student will therefore have a more solid foundation of knowledge. Another excellent step that will lessen the several competitive tests and burden of preparing for various competitive exams is the introduction of single standard entrance examination. Additionally, it will guarantee equitable opportunity for all future students. The creation of an academic bank of credits is a great way to save the academic credits that students earn by enrolling in courses in several accredited universities. The new regulatory structure for higher will guarantee that unique administrative, accrediting, financial and academic standard setting functions are performed by independent, autonomous and recognized government organizations. The NEP is intended to improve educational quality by providing access, equity and future proofing. Five years after its inception, the policy trajectory, implementation issues and local wings provide a wealth of learning that illuminate its revolutionary potential. Although there has

been a lot of improvement, challenges like the digital divide and the need for improved teacher preparation still exist. The revolutionary potential of NEP 2020 is demonstrated by progressive local initiatives and Jammu & Kashmir highlights the significance of timely implementation of NEP 2020. The goals of parents, educators, students and educationists are reflected in this policy, which aims to address the challenges that the upcoming generation is anticipated to encounter. The local UT government has addressed worries and anxieties over the terms of this policy in recent years, making sure that all essential components of this educational program are carried out on schedule. Although some progress has been made in north India specially in Jammu and Kashmir, but still some issues are still to be addressed in connection with its proper implementation. Policy have changed almost everything, be it structure of education, curriculum, process and pattern of examination and even teacher's are supposed to change conventional approach and methods in connection with teaching and learning. This policy would be beneficial only when teachers are well aware about all aspects and domains wherein changes are made. This study exclusively focuses on teacher's attitude and their perception towards the new changes and challenges that emerged due to the introduction of this NEP 2020.

II. REVIEW

The National Education Policy (NEP 2020) establishes a solid foundation for bringing the nation's educational standards up to par with those of other nations. In recent decades, there has been a dramatic transition in Indian society. The NEP 2020 aims to provide world-class education and enhance the skill sets of teachers and students by reflecting evolving HEI standards and technology breakthroughs that have led to hybrid learning methods (2018 Min Hong). Kalyani (2020) conducted a study wherein he emphasizes how this multidisciplinary framework is changing the Indian educational system by providing a thorough curriculum that incorporates conventional academic topics with abilities and principles. The goal of the strategy is to improve both cognitive and non-cognitive learning outcomes by including courses like physical education, arts, and vocational training, giving children the foundational knowledge and abilities they will need for success in the future. In this study he emphasized that in order to serve the many demands of its populace and modernize India's educational system to meet international standards, the National Education Policy (NEP) 2020 is a revolutionary step. Nitul Sharma & Neelam Kaithal (2024) in their study on the problems and difficulties of NEP (National Education Policy) 2020 in Primary Education, concentrate on the main problems and difficulties associated with NEP 2020's implementation in primary education. They concluded that a number of obstacles must be overcome for this policy to be implemented successfully, such as inadequate infrastructure, a lack of teachers, the complexity of multilingual education, and limited resources. It will need substantial funding, legislative backing and community involvement to address these issues. By removing these obstacles, NEP 2020 can establish the groundwork for a fair and excellent educational system that serves all Indian students. A thorough review of the literature shows that NEP 2020 is still in trial stage and not much research has been done so far with regard to challenges and issues faced by teacher in particular and masses in general. The present study aims to fulfill the significant gap by analyzing the New Indian National Education Policy 2020 with respect to perception, opinion and challenges that college teachers are facing for its implementation.

III. OBJECTIVES OF THE STUDY

1. To study the awareness and understanding of NEP 2020 among college teachers.
2. To examine how policy promotes social integration and diversity and extent to what technological integration has improved after the implementation of NEP.
3. To study the extent to what policy has encouraged collaborative learning & student-centred approach after the introduction of NEP.
4. To determine the extent to which NEP 2020 has encouraged project and research based learning.

IV. NEED FOR THE STUDY

The purpose of this investigation is to establish an information in connection with teacher's view and perception towards various aspects of NEP 2020 and other related challenges they are facing. Apart from this, study will make it easier for all teachers, students, administrators and policy makers to understand the new challenges, issues, opportunities which enable them to contribute to the successful implementation of this NEP 2020.

V. RESEARCH METHODOLOGY

The primary purpose of this research paper is to determine the teacher's perspective and perception towards NEP 2020. A multistage sampling technique is used in the selection of the teachers. For this purpose self made tool "Challenges in successful implementation of NEP 2020 (CSN-NEP2020)" is used. Data is collected via google forms by sending the tool to their email addresses. Furthermore, the data is analyzed by using excel and SPSS software.

5.1 Population

In the present study all the college teachers of Jammu province union territory of Jammu and Kashmir formed the population of the study.

5.2 Sample

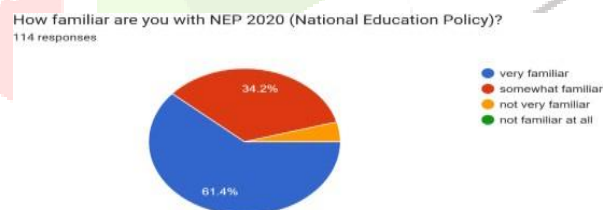
The sample for the current study comprised of 101 college teachers who were randomly selected from Union Territory of Jammu & Kashmir.

VI. DATA ANALYSIS

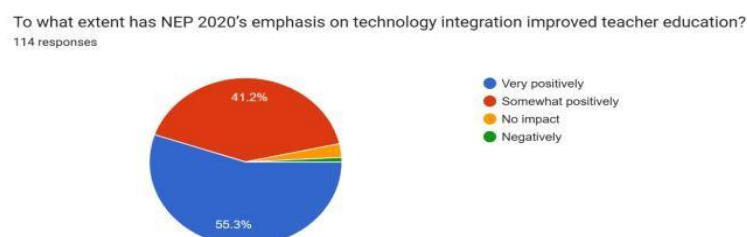
The data has been analyzed with the help of excel and SPSS, wherein the item wise percentage and pie-charts was made.

VII. RESULT

Item wise result of the study is summarized as below.

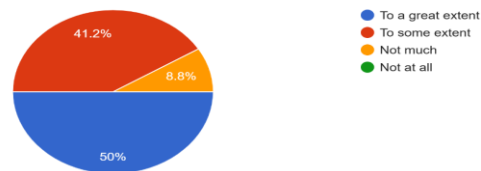


Out of 101 teachers 61.4% are very familiar with NEP 2020, indicating a high level of awareness about the policy whereas 34.2% are somewhat familiar, indicating a significant portion has a general understanding, though they may not be deeply knowledgeable. 4.4% are not very familiar, indicating a small portion of respondents have limited familiarity with NEP 2020; and none of the respondents are "not familiar at all," indicating that everyone is at least somewhat familiar with the policy.



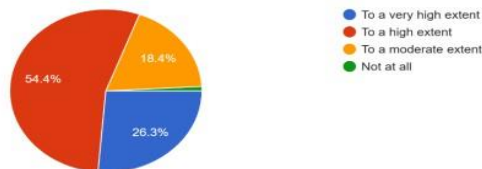
55.8% of college teachers feel that the technology integration under NEP 2020 has had a very positive impact on teachers. This indicates that most people see a significant benefit to the inclusion of technology in teacher training programs. 41.6% believe the impact has been somewhat positive, suggesting that the integration of technology has been beneficial but to a lesser extent whereas 2.7% say there has been no impact at all, which is a small portion of the respondents.

To what extent do you think NEP 2020 has promoted social inclusion and diversity in teacher education?
114 responses



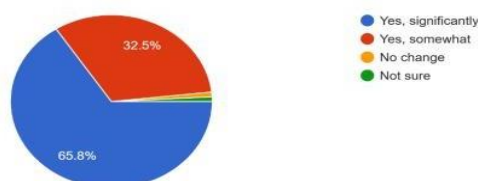
Out of 101 respondents, 50% think that NEP 2020 has greatly advanced diversity and social inclusion, demonstrating substantial support for the policy's efforts in this area. 8.8% think that NEP 2020 has not done much to promote social inclusion and diversity, indicating some dissatisfaction or a perception of limited progress in this area, while 41.2% feel that it has promoted inclusion and diversity to some extent, suggesting that while there have been some efforts, the impact might not be as significant for everyone.

How much has NEP 2020 encouraged collaborative learning among teacher educators?
114 responses



This result of the analysis signifies that 80.7% of respondents (54.4% + 26.3%) feel that NEP 2020 has encouraged collaborative learning either to a high or very high extent, indicating a strong positive perception of the policy's impact on promoting collaboration among teachers whereas 18.4% feel that it has promoted collaborative learning to a moderate extent, meaning some improvements have been made, but the effects might not be as profound or universal. A very small proportion, 0.9%, feel that NEP 2020 has not encouraged collaborative learning at all, suggesting that the policy has largely succeeded in fostering collaboration.

Has NEP 2020 encouraged a more student-centered approach in teacher education?
114 responses



Approximately 98.3% of respondents (65.8% + 32.5%) believe that NEP 2020 has encouraged a more student-centered approach in colleges, with the majority (65.8%) seeing significant change, 32.5% feel that the change has been moderate, which implies that the shift towards a student-centered approach has been noticed but may not have been fully realized or implemented across all teacher education programs and 0.9% feel there has been no change, and another 0.9% are not sure, which is a small percentage overall.

VIII. CONCLUSIONS

National Education Policy (NEP) 2020 in J & K has encountered several issues and challenges, particularly concerning teacher's attitudes. The NEP 2020 aims to bring transformative changes to the education system in India, focusing on holistic, learner-centric education, the integration of technology, and a shift towards more critical thinking and creativity in classrooms. On the bases of analysis it is concluded that sufficient number of teachers in under graduate colleges are well aware and are acquainted with NEP 2020. Although in some domains there is mix type of response, however a good percentage of teachers not only favours this policy but are satisfied with the changes made with regard to collaborated learning, student centered approach, technological integration, project & research based learning and experiential based approach introduced by this policy. Whether it is related to awareness about the policy, introduction of multidisciplinary approaches, technology integration, projects & research-based all the teachers under this quantitative survey show very satisfactory response. Although it is too early to predict the success of this NEP 2020. But if we consider these findings, we hope challenges we are facing in its implementation will be dealt tactfully, because the vision of this policy is appealing and will definitely attract all those who are associated with teaching learning process and are aimed at to change the educational landscape of this country. In sum, while the NEP 2020 holds the potential for significant improvements in the Indian education system, teacher's attitudes and preparedness are critical to its success. Addressing the challenges they face, providing adequate support and fostering a positive attitude towards the policy will be key to ensuring that NEP 2020 delivers on its promise of transformative education.

IX. SUGGESTIONS IN THE LIGHT OF THE CRITICAL ANALYSIS OF THE STUDY

The attitude of teacher's towards the implementation of NEP 2020 plays a critical role in its success. Teachers are the backbone of the education system and their perspective toward new policies directly impacts the effectiveness of these changes. The successful implementation of NEP 2020 largely depends on teacher's attitudes toward the policy. A positive, proactive and open minded approach is crucial to overcoming challenges like resistance to change, lack of training and inadequate resources. It is essential to provide teachers with proper professional development, support and a conducive environment for them to adjust to the new paradigm. Additionally, collaboration between teachers, parents, communities and educational authorities will play a key role in overcoming the challenges and ensuring the smooth implementation of NEP 2020. Some significant points need to be taken care of for the proper implementation of this policy.

1. There is a need to conduct awareness programmes and training workshops for teachers in understanding NEP 2020.
2. For gross root implementations faculty development programmes need to be organized at District level.
3. Faculty at large must understand the mission under NEP 2020. We need to understand the shift from rote learning to more competency based approaches.
4. Establish regular feedback mechanisms to collect teacher's opinion, their perspective to identify implementation issues and make evidence based improvement.
5. More orientation programmes are needed to promote research outlook among college teachers to ensure more progressive based education.

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