NEP-2020 Awareness among Teachers: A Study of Knowledge, Perceptions and Challenges

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ABSTRACT

New Education Policy 2020 has been announced by honorable Prime Minister of India, Shri Narendra Modi Ji to make India a knowledgeable vibrant country which is a current need of 21st century. The policy aims to promote the role of teachers in Indian society and culture and to develop fundamental skills in students as well as social, ethical, emotional and critical thinking skills in all students. However, there is no sufficient implementation of NEP -2020 yet. This study was conducted to explore the knowledge of teachers about NEP-2020. It was a questionnaire based study consisting of 10 questions. All data were analyzed in MS-Excel, SPSS. A significant proportion of teachers (68%) have foundational knowledge of current educational policy, indicating a basic knowledge that is essential for effective implementation. However, 52% of teachers were not aware about the role of NEP in higher education system, national education schemes. Only 20% of educators express confidence in using these frameworks. Most of the respondents deny to be benefited from National Education Schemes due to lack of awareness, highlighting the critical need for targeted professional development and support. Key gaps in technology integration and policy understanding were identified, highlighting areas where teachers need additional training and resources. Seminars should be organized regularly to keep teachers informed about national programmes and their implementation.

Keywords- NEP, National Education Schemes, Technology Integration.

I. INTRODUCTION

The National Education Policy (NEP) is a policy made by the Government of India to promote education for the people of India. It is a set of laws relating to primary to higher education in urban and rural India. The first NEP was announced by the Government of India in 1968 by Prime Minister Indira Gandhi, the second by Prime Minister Rajiv Gandhi in 1986 and the third by Prime Minister Narendra Modi in 2020. [1] The aim is to promote knowledge-based, discussion-based and analysis-based learning. It also discussed the revision of the curriculum for the first time. The main change is the shift from 10+2+3 system of education to 5+3+3+4 system. It is an effort to improve education based on the intellectual development of children. On July 29, 2020, the Cabinet (Senate) approved a new Commerce bill that calls for many changes in education in India. NEP 2020 is reasonable and independent and has brought significant improvements to our education system. NEP 2020 brings numerous changes to India's education policy Ministry of Human Resource Development (MHRD) has been renamed as Ministry of Education (MOE). The Higher Education Commission of India (HECI) will oversee all higher education. It aims to rapidly increase government spending on education from around 3% of GDP to 6%. And to Transform India into a vibrant knowledge society [2]

II. FUNDAMENTAL PRINCIPLES

➢ To recognize, uncover and encourage the unique abilities of each student by sensitizing teachers and parents to promote the holistic development of each student in both academic and non-academic areas.[3]

➤ As part of the NEP, disability inclusion is reflected throughout the policy document, including a dedicated chapter on equitable and inclusive education that focuses on issues, challenges and recommendations to close the gap and reduce inequalities in access and participation for all students.[4]

➤ The policy takes into account the urgent need to promote India as a global learning hub that will help restore India's role as Vishwa Guru by providing quality education at affordable prices.[5]

➤ Creativity is one of the most in-demand learning skills of the 21st century. The development of creativity is considered a prerequisite for achieving effective and high-quality learning.[6]

➤ This policy considers language to be an important aspect of the teaching and learning process and proposes specific measures to encourage a multilingual approach to education in which students learn their local/home/regional language alongside their mother tongue or another language.[7]

➤ NEP 2020 emphasizes the use of technology in education to improve the teaching-learning process, increase access to education, and improve the quality of education. The policy recognizes that technology has the potential to transform the way education is delivered and encourages secondary schools to use digital tools and resources to create interactive and engaging learning environments.[8]

Pillars: Access, Equity, Quality, Affordability, Accountability are the foundational pillars of this Policy.

Access: All children should have access to quality education, regardless of location, gender, caste, or creed.

Equity: Students should receive equal opportunities to receive quality education.

**Quality:** High standards should be set for educational institutions and educators.

Affordability: Education should be affordable for all.

Accountability: Educators and educational institutions should be held accountable for results

III. MAJOR REFORMS IN HIGHER EDUCATION SYSTEM

Academic Credit Bank (ABC): This is a digital repository of student academic credits that allows students to move between higher education institutions and integrate their skills and experience into a credit-based system. Only credits submitted by an authorized institution are accepted for storage and validation by the ABC [9]

Higher Education Structure in NEP-2020
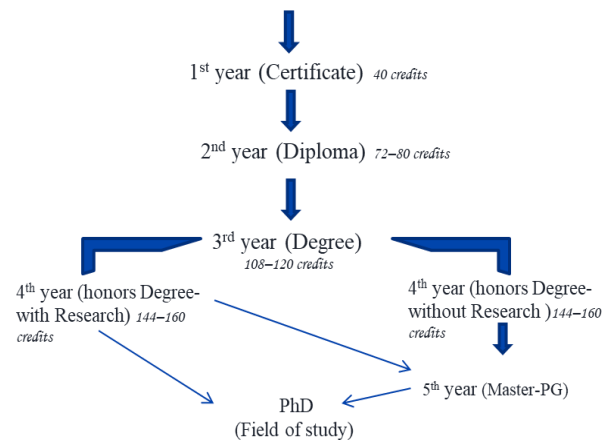
Role of teacher in implementing NEP: Teachers play a vital role in shaping India's future, and NEP 2020 emphasizes that teacher empowerment is vital for the country's future. Teachers should be rooted in the spirit of Indian values, language, knowledge and traditions and at the same time be well aware of advances in education and pedagogy. A trained teacher will develop the best range of concepts, skills and practical strategies for teaching and assessment. The presence of outstanding and enthusiastic teachers that cultivate excellence and innovation is the core determinant of quality.

IV. MATERIAL AND METHODS

It was a cross-sectional questionnaire-based study carried out in online mode. The aim of the study is "NEP-2020 Awareness among Teachers: A Study of Knowledge, Perceptions, and Challenges" having three objectives as following

1. To assess teachers' knowledge and understanding of NEP-2020.
2. To explore teachers' attitudes and perceptions towards NEP-2020.
3. To identify challenges and gaps in implementing NEP-2020 recommendations.

40 faculties were willing to fill the questionnaire were included in study. The questionnaire contains 10 question to test knowledge Out of which 57% of faculty was completed their post-graduation where 43% was undergraduate peoples. The questionnaire was handed to the teachers after explaining the purpose of the study. Any doubts regarding the questionnaire were clarified by the investigator. Data were compiled and analyzed by descriptive statistics. .

Basic Knowledge Prevalence

A significant 68% of teachers possess fundamental knowledge about current education schemes; however, 52% of teachers were not aware about the role of NEP in higher education system,

national education schemes indicating a foundational awareness that is crucial for effective implementation.
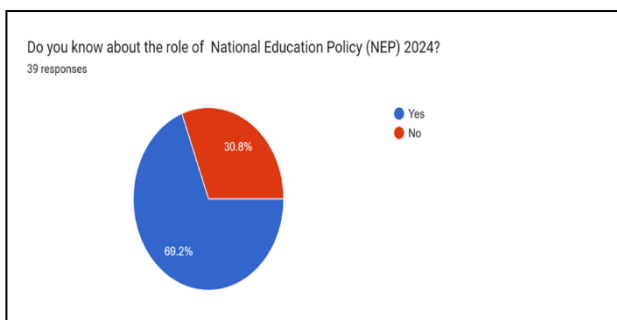

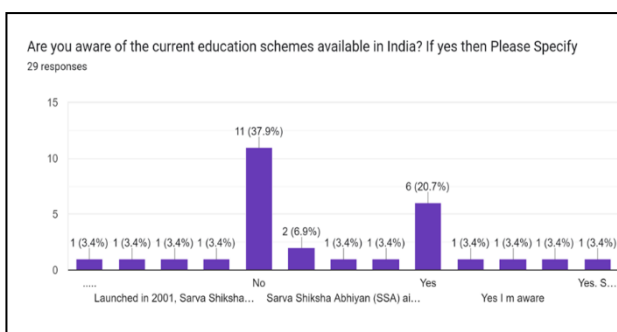**Figure 1 : Representing the prevelance of knowledge about NEP among participants.**

Figure 2: Representing the awareness of participants about current education schemes available in India.

V. CONFIDENCE IN IMPLEMENTATION

Only 20% of educators express confidence in applying these schemes, highlighting a critical need for targeted professional development and support.
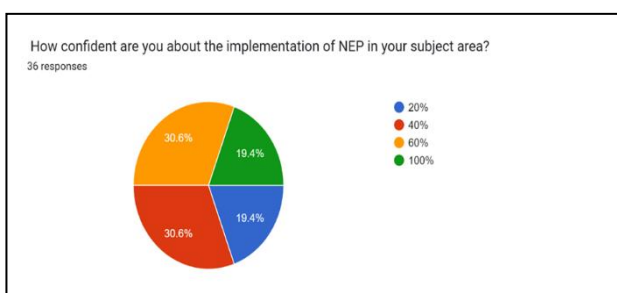

Figure 3: Representing the confidence level of participants about the implementation of NEP-2020 in their respected subject areas.

VI. IDENTIFIED GAP

Key gaps have been pinpointed in technology integration and policy understanding, suggesting areas where further training and resources are necessary for teachers.
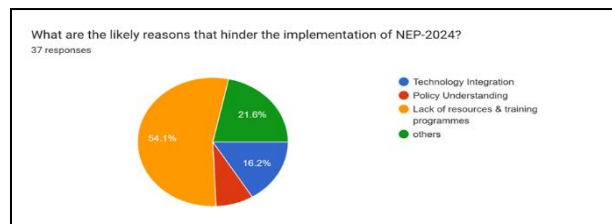

Figure 4 Representing the likely reason that hinder the implementation of NEP-2024 among study participants.

Analysis of Knowledge Gaps:

Identifying Key Areas for Teacher Development in Education Schemes are as follows:-

➢ Limited Understanding of Technological Tools: Many teachers lack proficiency in essential educational technologies, hindering effective teaching.

➢ Insufficient Training on Policy Implementation: Teachers often receive inadequate training on the latest education policies, affecting their application in practice.

➢ Lack of Awareness about Funding Opportunities: Educators frequently miss out on scholarships and funding due to limited information and outreach
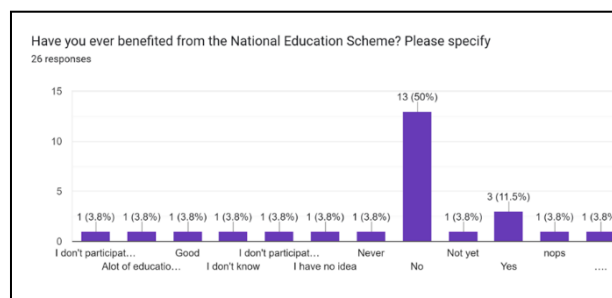

Figure 5 Representing the prevalence of participants benefited from National Education System.

VII. CONCLUSION

Key gaps in technology integration and policy understanding were identified, highlighting areas where teachers need additional training and resources. Seminars should be organized regularly to keep teachers informed about national programmes and their implementation. Identifying and bridging knowledge gaps can lead to improved educational practices. Adopting proven strategies enhances the effectiveness of educational frameworks. Deepening teachers' grasp of national schemes is vital for effective implementation. Focused efforts can significantly boost student performance and learning experiences. Future study focused on large sample size is need to be done.

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