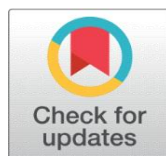


TEACHER'S OPINION ON HOLISTIC AND MULTIDISCIPLINARY EDUCATION IN THE CONTEXT OF NEP-2020

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ABSTRACT

The “Ministry of Human Resource Development (MHRD) of India” has recently introduced the National Education Policy (NEP) 2020, with the objective of providing equitable access to a superior standard of education for all students, via a comprehensive transformation of the country's educational framework. The primary objective of NEP 2020 is to enhance the educational system by making it more comprehensive, adaptive, and multidisciplinary, in order to better equip students for the difficulties of the contemporary world. The primary objective of the survey was to assess the opinions of educators about India's National Education Policy 2020. Furthermore, this research aims to establish the relationship between teachers' perspectives on the qualities of NEP 2020 and criteria like as gender, disciplinary background, and years of teaching experience. This study employs a descriptive research technique. The researcher employed the Purposive Stratified Sampling methodology to collect a total of 354 samples using internet channels. The researcher employed the eight attributes of NEP 2020 to create and establish a questionnaire with a score system consisting of five points. It was ascertained that it was trustworthy and authentic. In this study, statisticians utilized several statistical methods such as Sum, Mean, Percentage, and Chi-Square. The findings indicated a strong consensus among teachers and a little amount of divergence in their views about NEP. Furthermore, the analysis revealed that there was no notable correlation between teachers' endorsement and rejection (viewpoint) of the components of NEP 2020 and their gender or academic field. However, a significant connection was found with teachers' years of teaching experience. If India's educational system undergoes a significant transformation with new rules, all kids in the country will have the opportunity to get a high-quality education. Furthermore, it will promote the comprehensive development of the future residents of the nation.

Keywords: Gender, Teaching Experience, Educational Transformation, Holistic & Multidisciplinary Education, Opportunities

1. INTRODUCTION

The degree of education to an individual and a nation has significantly influences their future outcomes. Gaining knowledge and enhancing one's mindset, personality, principles, behaviours, and other aspects are all advantages of receiving an education. As a consequence, one becomes more adept at managing the pressures of everyday life. Education is essential in today's ever changing and highly competitive society. The NEP is a comprehensive blueprint for the future of the nation's educational system. The recognition of the necessity for a policy occurred in 1964, and in 1968, the first education policy was enacted, following the recommendations of the Kothari Commission. The second education policy underwent adjustments in 1992, following its initial iteration in 1986. Significant transformations have occurred in the field of education in the past 38 years, and it is imperative that the policies implemented align with these advancements. The comprehensive development of our nation's people can only be guaranteed by establishing a strong foundation in education. An affordable, top-notch education should be accessible to all individuals in India. Given these circumstances, the area of education must adapt to meet the demands of the present day. The third iteration of the National Education Policy was finally released on July 29, 2020, following a lengthy 34-year postponement. The updated NEP 2020 suggests making changes to K-12, tertiary, and regulatory institutions. The general population is not inclined to quickly accept any alterations or modifications to policies or systems. Consensus is reached among individuals following the

presentation of compelling arguments and logical scientific explanations. There have been several conflicts among educational sectors, lawmakers, specialists, stakeholders, the general public, and others, during the course of the 34 years since this program was initially introduced. Effective execution of the policy in the educational environment is essential following its formulation. The required adjustments in the educational system will only occur when that happens. The successful implementations of NEP 2020 in schools are facilitated by the collaboration between the teachers and the pupils. In essence, they are the authentic, direct, and prominent participants. In order to guarantee the policy's crucial achievement, it is important to recognize and include the stakeholders in its execution. Gaining insight into their perspectives on the National Education Policy 2020 is equally vital. The purpose of this research is to gather the perspectives of educators about the National Education Policy (NEP) of 2020.

2. NEED OF THE RESEARCH

The "Ministry of Human Resource Development (MHRD) in India" has recently introduced the National Education Policy (NEP) 2020, with the objective of providing equitable access to a superior standard of education for all students via a comprehensive transformation of the country's educational framework. In order to enhance students' readiness for the complexities of the contemporary society, NEP 2020 aims to revamp the educational system to make it more all-encompassing, flexible, and multidisciplinary. The fundamental principles of the NEP 2020 are accessibility, affordability, fairness, quality, and accountability. The objective of this research is to elucidate the sentiments of Indian educators about NEP 2020. The presence or absence of a favourable judgment can have significant and wide-ranging effects for those in positions of authority (MHRD). If there is widespread public support for the present policy, the individuals in positions of authority and those accountable for its design may experience pressure to maintain the status quo. Planning officials have the potential to restructure and enhance the existing policy in the absence of a favourable perspective. Hence, in terms of strategic planning, the ongoing investigation is of utmost importance.

3. RESEARCH OBJECTIVES

- To determine the extent to which educators agree or disagree with the NEP 2020 elements of
- Extent (E1) - Academic Readiness and Primary Level Instruction
- Extent (E2) - Educational Facilities and Assets
- Extent (E3) - Holistic Advancement of the Student
- Extent (E4) - Diversity and inclusion
- Extent (E5) - Performance Evaluations
- Extent (E6) - Instructional Plan and Course Content
- Extent (E7) - Employment & training of educators
- Extent (E8) - Role of Government Agencies

Examining the connection between teachers' views (agreement/disagreement) on NEP 2020 characteristics and their perspectives based on:

- ❖ Gender (Female / Male)
- ❖ Teaching Experience (0- 5 Years / 6 – 10 Years / Above 10 Years)
- ❖ Area (Urban / Rural)

4. RESEARCH HYPOTHESIS

- Regarding the aspects of NEP 2020, instructors have a modest degree of agreement or disagreement.
- The opinion (agreement / disagreement) of instructors about the aspects of NEP 2020 does not show a significant link with respect to:
 - ❖ Gender (Female / Male)
 - ❖ Teaching Experience (0- 5 Years / 6 – 10 Years / Above 10 Years)
 - ❖ Area (Urban / Rural)

5. RESEARCH LIMITATIONS

The research is designed to get opinions solely from teachers.

6. REVIEW OF ASSOCIATED LITERATURE

The impacts of project-based learning on writing instruction were investigated by Argawati & Suryani (2020), who performed research on the topic. Based on the findings of the research, it was found that the utilization of project-based learning as a strategy for instructing students in the art of writing was an effective way. During the process of putting this technique into action, the students' comments made it abundantly evident that they had positive impressions of the methodology and that they were enthusiastically engaged in the learning process.

Boylu & Kardas (2020) conducted a research in which they investigated the perspectives of Turkish English as a Foreign Language (EFL) instructors and students with regard to the employment of slang in educational environments. Based on the findings of the survey, it was determined that the majority of both teachers and students had a favourable impression of the educational experience. In addition to this revelation, professionals in the field of education have voiced concerns over the possible effects that pupils' restricted vocabulary may have on their relationships with other people.

One of the studies that Saloviita (2020) carried out was an investigation of the perspectives of Finnish educators about inclusive education. It is possible that legislative reform may present an opportunity, and the results will shed light on the viewpoints that instructors have toward inclusion.

The research study that was carried out by Virgin & Bharati (2020) focused on the perspectives, techniques, and methods that instructors employ in order to evaluate the written work of their students through the usage of portfolio evaluation. Upon doing an analysis of the study, it was discovered that both of the teachers considered portfolio evaluation to be an effective method for evaluating the work of their pupils. This was demonstrated by the fact that they were in complete agreement with one another and had positive attitudes toward the creation and use of portfolios, that they had confidence in the effectiveness of portfolios as an educational tool, and that they had confidence in the influence that portfolios had on teaching techniques, as well as the responsibilities and roles that students and teachers played throughout the process.

Yasmin & Rumi (2020) carried out a research project with the purpose of examining the effects that pre-primary education has on children in Bangladesh. Based on the findings, it was determined that the majority of individuals believe that pre-primary education is necessary for facilitating the early acquisition of knowledge by young children, enabling them to effectively adjust to a dynamic environment, and fostering the development of robust communication abilities during the formative years of children.

7. RESEARCH METHODOLOGY

A descriptive technique was utilized by the researchers during the course of their examination. The primary educators from Gujarat were the primary focus of this investigation. A total of 354 educators working in educational institutions in the state of Gujarat participated in an online survey. The type of sampling that was utilized in this investigation was known as the Purposive Stratified sample methodology. One of the independent criteria that were included in this study was the gender of the instructors, another was the discipline of the area, and the third was the number of years of experience with teaching. The researcher used a five-point scale to collect data and designed the survey based on the eight elements of the National Environmental Policy 2020 (NEP 2020). In order to ensure that the questionnaire was genuine, the expert panel and the pilot research both conducted investigations. Comments from specialists were integrated into the revised version. The validity and reliability of the questionnaire were validated through the process of standardization. Through the utilization of Cronbach's Alpha as a statistic, we were able to determine that the dependability score was 0.972. Both the face validity and the content validity were verified by the findings they uncovered. In the end, fifty components were selected by employing a scoring approach that included options such as "Strongly agree," "Agree," "Undecided," and "Disagree," amongst others.

8. ANALYSIS OF RESEARCH DATA

Data analysis was conducted using the SPSS software. In this study, statisticians employed several statistical methods such as Sum, Mean, Percentage, and Chi-Square. The gathered data was analyzed utilizing three distinct dimensions: gender, area, & teaching experience.

9. RESEARCH ANALYSIS & RESULTS

Analysis & results of this research are presented herewith:

Table I: Total number of teachers who agreed or disagreed with each of the eight extents made forth by NEP 2020, as well as their respective means and percentages

Features of	N	Sum	Mean	Agreement	Disagreement
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NEP				%	%
E1	354	622	1.785	78.7	21.4
E2	354	634	1.882	86.4	14.7
E3	354	648	1.922	92.6	10.4
E4	354	656	1.879	86.5	9.3
E5	354	628	1.852	82.4	17.6
E6	354	648	1.918	93.4	6.12
E7	354	654	1.886	87.3	12.3
E8	354	642	1.877	84.7	11.7
TOTAL	354	678	1.978	95.3	4.11

It is displayed in the table above that the average score that educators received on the various areas of the NEP 2020. According to the information shown in the table, the ratings that are the most positive and the least favourable for instructors' viewpoints on NEP are visible for E3 (648; 1.922) and E1 (622; 1.785), respectively with regard to the ratings. According to E3, 92.6% of educators are in favour of NEP 2020, however on E1; just 78.7% of educators are in favour of it. 21.4% of teachers on E1 are in disagreement with NEP 2020, whereas just 10.4% of instructors on E3 are in conflict with the plan. According to the data presented above, an overwhelming majority of educators, namely 95.3%, are in agreement with the National Education Policy (NEP), while just 4.11% of educators have a different perspective. Many of the components of the National Education Policy (NEP) have been met with favourable reactions from educators. So, the created hypothesis, regarding the aspects of NEP 2020, instructors has a modest degree of agreement or disagreement is rejected.

The researcher compared the following data sets that showed how much instructors agreed or disagreed with NEP 2020.

ANALYSIS BASED ON GENDER

Table 2: Analysis of Teachers' Agreement and Disagreement on the 8 characteristics of NEP 2020 by Gender and Chi-Square

Features of NEP	Opinion	Gender		df	Chi-square	Significance Level P=0.05 Level
		Female 186	Male 168			
E1	Agreement	146	130	1	4.133	Significant
	Disagreement	36	42			
E2	Agreement	158	146	1	0.128	Non Significant
	Disagreement	28	22			
E3	Agreement	160	152	1	8.754	Significant
	Disagreement	34	8			
E4	Agreement	156	156	1	6.112	Significant
	Disagreement	18	24			
E5	Agreement	142	158	1	8.124	Significant
	Disagreement	12	42			
E6	Agreement	164	146	1	10.276	Significant
	Disagreement	26	18			
E7	Agreement	152	162	1	1.987	Non Significant
	Disagreement	22	38			
E8	Agreement	138	168	1	9.992	Significant
	Disagreement	24	24			
Total	Agreement	172	164	1	2.996	Non Significant
	Disagreement	14	4			

The percentage of female & male instructors that agree or disagree with the aspects of NEP 2020 is shown in the above table. For the purpose of discovering the correlation between the variables, chi-square analyses were also performed for every feature. The table clearly shows that at the 0.05 level (with df = 1), the derived Chi-Square values for E1 (4.133), E3 (8.754), E4 (6.112), E5 (8.124), E6 (10.276), and E8 (9.992) are more than the P value (3.82). Hence, the determined Chi-Square values hold considerable significance. The E2 (0.128), E7 (1.987), and Total (2.996) chi-square values are all less than the P value (3.82) at the 0.05 level (with df = 1). Hence, there is no statistical significance in the measured Chi-Square values. Overall, the results showed that when it came to the characteristics of NEP 2020, there was no statistically significant difference between male and female educators in terms of agreement or disagreement. So, the created hypothesis the opinion (agreement / disagreement) of instructors about the aspects of NEP 2020 does not show a significant link with respect to Gender (Female / Male) is accepted.

ANALYSIS BASED ON AREA

Table 3: Examining the Level of Agreement and Disagreement among Teachers on the 8 Features of NEP 2020 via Area-Wise Analysis and Chi-Square Analysis

Features of NEP	Opinion	Area		df	Chi-square	Significance Level P=0.05 Level
		Rural 166	Urban 188			
E1	Agreement	142	166	5	9.146	Significant
	Disagreement	18	28			
E2	Agreement	156	164	5	24.128	Significant
	Disagreement	18	16			
E3	Agreement	162	158	5	7.954	Non Significant
	Disagreement	24	10			
E4	Agreement	156	168	5	8.112	Non Significant
	Disagreement	8	22			
E5	Agreement	158	142	5	6.124	Non Significant
	Disagreement	42	12			
E6	Agreement	162	148	5	17.076	Significant
	Disagreement	28	16			
E7	Agreement	156	158	5	2.987	Non Significant
	Disagreement	28	12			
E8	Agreement	144	156	5	3.992	Non Significant
	Disagreement	32	22			
Total	Agreement	176	160	5	3.996	Non Significant
	Disagreement	12	6			

Table 3 presents the proportion of agreement or disagreement with the components of NEP 2020. The table covers teachers from urban & rural area, and the total number of participants. At a significance level of 0.05, with degrees of freedom equal to 5, the Chi-Square test results for E1 (9.146), E2 (24.128), and E6 (17.076) exceed the P-value (9.49). The Chi-Square values obtained are statistically significant. Given a degrees of freedom (df) value of 5, the chi-square values for E3, E4, E5, E7, E8, and Total are all lower than the p-value (9.49) at the 0.05 significance level. Specifically, the chi-square values are 7.954, 8.112, 6.124, 2.987, and 3.992, respectively. Therefore, the measured Chi-Square values do not exhibit any statistical significance. Upon examining the components of NEP 2020 through the lens of urban & rural areas, it was found that there is no substantial correlation between agreement and disagreement on the policy. So, the created hypothesis the area (Urban / Rural) of instructors about the aspects of NEP 2020 does not show a significant link with respect to area (Urban / Rural) is accepted.

ANALYSIS BASED ON EXPERIENCE

Table 4: Analysing the teaching experiences of teachers and using chi-square tests to determine their agreement or disagreement on the eight features of NEP 2020

Features of NEP	Opinion	Teachers' Teaching Experience			df	Chi-square	Significance Level P=0.05 Level
		0 - 5 121	6 - 10 107	Above 10 126			
E1	Agreement	106	92	111	2	0.942	Non Significant
	Disagreement	15	15	15			
E2	Agreement	102	98	113	2	2.108	Non Significant
	Disagreement	14	9	13			
E3	Agreement	91	89	102	2	4.978	Non Significant
	Disagreement	30	18	24			
E4	Agreement	96	89	98	2	5.624	Non Significant
	Disagreement	25	18	28			
E5	Agreement	112	99	113	2	7.226	Significant
	Disagreement	9	8	13			
E6	Agreement	104	101	122	2	7.971	Significant
	Disagreement	17	6	4			
E7	Agreement	113	94	117	2	2.987	Non Significant
	Disagreement	8	13	9			
E8	Agreement	116	102	121	2	10.998	Significant

	Disagreement	5	5	5			
Total	Agreement	98	87	104	2	7.996	Significant
	Disagreement	23	20	22			

The percentage of instructors with 0-5 years of experience, 6-10 years of experience, and more than 10 years of experience that agree or disagree with the features of NEP 2020 is displayed in the chart that can be found above. For E5, E6, E8, and Total (7.996), Chi-Square tests were performed at the 0.05 level (with $df = 2$), and the results showed that some of the findings were higher than the P value (5.99). The Chi-Square values that were obtained as a consequence are thus statistically significant. There are E1 (0.942), E2 (2.108), E3 (4.984), E4 (5.624), and E7 (2.987) that all have chi-square values that are lower than the 0.05 threshold (with $df = 2$), and the P value for all of these values is 5.99. It may be concluded that the Chi-Square values that were measured do not possess any statistical significance. It has been demonstrated that the degrees of agreement or disagreement that teachers have with the various parts of NEP 2020 are highly connected with their perspectives on those topics, independent of the number of years that they have spent teaching. So, the created hypothesis the teaching experience (0 – 5, 6 – 10 and above 10 years) of instructors about the aspects of NEP 2020 shows a significant link with respect to experience is rejected.

10. FINDINGS

The results presented in Table 1 demonstrate that the instructors demonstrated a considerably high level of consensus (95.3%), while the degree of difference among them was notably low (4.11%), with regard to the components of NEP 2020. The recently formulated policy has been able to effectively complete the majority of the requirements that have been established by the educational system, therefore demonstrating its uniqueness in contrast to earlier iterations. According to the findings of Nikolic, Mandic, & Kostadinovic's (2017) research, educators were found to have a high level of agreement with assertions that were made regarding the qualities that define a successful institutional setting. Consequently, this is consistent with the results of the current investigation.

Table 2 presents the figures that indicate that there is not a significant difference in the perspectives of male and female educators about the major aspects of the National Education Policy 2020 (NEP 2020). In addition, it reveals that there is a very small amount of disagreement between male teachers (8) and female instructors (2) with regard to NEP 2020; however there is a significant amount of agreement between female instructors (186) and male instructors (168). This demonstrates that the newly released policy does not contain any discriminatory terms or phrases that are directed towards either gender. In addition to this, this demonstrates that the educators have enthusiastically embraced the National Education Policy 2020. According to the findings of this study, which are in line with the findings of Rakesh, Bankim, and Aakash (2021), there is no significant difference in the perspectives of male and female educators on the future of higher education in Pakistan in terms of the degree to which they agree or disagree with the items.

According to the data shown in Table 3, there is no statistically significant correlation between the percentage of teachers who agree or disagree with the contents of NEP 2020 and the different area. In addition, it demonstrates that educators from different areas are in accord with the National Education Policy 2020. They came to this abrupt revelation, and as a consequence, they are absolutely in agreement with the policy. In addition to this, it demonstrates their commitment to actively engaging in the new educational method and ensuring that it is successful. The findings of the research that was carried out by Argawati & Suryani (2020) shown that project-based learning is an effective method for teaching writing education. Our current results provide evidence that supports their conclusions. As an additional point of interest, the students' positive attitudes towards the method and their active participation in the learning process were readily visible in their comments made during the process of putting it into action. According to Rakesh, Bankim, and Aakash (2021), there was no statistically significant difference in the degree of agreement or disagreement among instructors of scientific and social science subjects on the future prospects of higher education in India. This finding is in line with the findings of the current study.

The data presented in Table 4 reveals that there is a considerable correlation between the perspectives of educators who possess varying degrees of experience and the degree to which they agree or disagree with particular aspects of the National Education Policy 2020. The fact that teachers have different perspectives on the NEP 2020 is demonstrated by the fact that the distinct experiences they have experienced during their teaching careers are the source of those viewpoints. The outcomes of this study are consistent with the findings of Sen & Hava's (2020) research, which shown that employing flipped classrooms resulted in increased levels of self-regulation, teamwork, and active involvement among potential instructors. During the process of mathematics training, it was discovered that flipped classes inspired a variety of viewpoints among potential instructors. In keeping with the findings of earlier studies, the current

investigation demonstrated that students and teachers had different points of view about the impact that textbooks have on students' English language skills (Amit & Raza, 2020).

11. RECOMMENDATIONS

The following recommendations are derived from the aforementioned study results:

- The results indicate a significant level of disagreement over the exam statements for grade 3, 5, and 8. Consequently, policymakers should consider various perspectives and modify the policy accordingly.
- The results of the current study demonstrate a significant amount of dispute on the use of testing as a criterion for admission programs. Hence, authorities should elucidate the significance of testing in the admissions process. Ultimately, you will have a comprehensive understanding of the subject matter.
- A significant segment of the public disagrees with the claim that the language spoken at home, the native tongue, or the local language should be used as the primary medium of instruction from kindergarten to eighth grade and beyond. Therefore, it is recommended that the policy maker identifies the root cause of the issue and implements suitable actions to restructure the policy.
- Policymakers should annually assess the existing policy and make necessary modifications, as advised.
- During the implementation phase, officials should assess if individuals' demands and requirements are being met.
- Various issues may occur throughout the installation process. Thus, authorities should guarantee a smooth and uninterrupted process and be ready to tackle any potential problems that may occur.

12. CONCLUSION

A comprehensive reform of the elementary, secondary, and tertiary educational institutions is specified in the National Education Policy, and it is slated to take effect in the year 2020. The National Education Policy 2020 (NEP 2020) is an initiative that aims to revamp India's educational system in order to bring it into line with the demands of modern society. In order to successfully implement any unique policy, it is essential to have a plan that has been meticulously crafted. This research is being conducted with the intention of providing support for the newly proposed policy by providing important input and data that substantiates the policy. In either a direct or indirect manner, the findings of this study have the potential to have an effect on the National Environmental Policy 2020. By enhancing the attributes of the policy that has been produced, this research has the potential to improve its quality. I have high hopes that the relevant authorities will re-evaluate and reorganise it accordingly, taking into account the concerns that have been voiced by those who would benefit from it. To ensure that all students in India have access to an education of the highest possible standard, it is essential that India's educational policy be revised. As a consequence of this, the long-term development of the people who will eventually call this country home will be substantially enhanced.

CONFLICT OF INTERESTS

None.

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