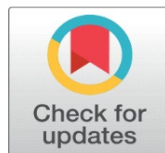
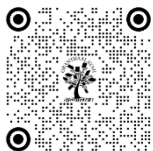


ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS NEP 2020 WITH REFERENCE TO COMPONENTS OF SCHOOL EDUCATION

Neelofar ¹, G. Suneetha Bai ¹

¹ Research Scholar, Department of Education, Sri Padmavati Mahila Visvavidyalayam (Women's University), Tirupati – 517502, India



DOI
[10.29121/shodhkosh.v5.i1.2024.5966](https://doi.org/10.29121/shodhkosh.v5.i1.2024.5966)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



ABSTRACT

The article was focused to investigate teachers' attitude towards NEP 2020 with reference to components in School Education sector and also to get about the Teachers practices to execute NEP 2020 in schools, survey method was adopted for the investigation on a sample of 180 and Likert type questionnaire developed to collect data. It is analyzed statistically computing such as Mean, SD and t- test. The investigation revealed insignificant difference in the attitude among secondary school teachers towards NEP 2020 with respect to locality and management. Whereas variation was significant with gender.

Keywords: Attitude, NEP 2020, School Education, Secondary School Teachers

1. INTRODUCTION

National Education Policy 2020 transforms education system in a new direction which may lead education system to adopt a new strategies, approaches and shall empower education system constantly in reforming new education policy with better implementation of school curriculum frame work with potentialities, growth of vocational education in number of schools and colleges to enhance teaching and learning process in class rooms with professional and skilled trained teachers through which they can be planned over our educational programs into main stream educational process.

The Educationists and policy framers were conscious of the fact that while had inherited a rich legacy that addressed issues of equality and equity in education, for full filling the justice for students providing education to all age groups of 6-14 years with out gender bias, therefore an achievable target need to make a conscious effort for strengthening common school system based on principles and values enshrined in the constitution and provides education of a comparable quality to all irrespective of caste, gender, class and location. This can be done by evolving innovative pedagogical processes that encourage participatory teaching learning process which strengthens primary

and secondary agents of socialization for making equity and equality for being achievable goal for bringing systematic changes in education in a meaningful way.

2. NEED FOR THE STUDY

Teachers are the best educators for students future, they have enormous power to prepare a child for their best future with related abilities and capabilities. Teachers emphasizes upon qualitative education for learners thus it is a challenge for teachers to cope up different streams of disciplines by implementing different projects in school educational system. NEP2020 emphasizes upon structure of school, curriculum framework, 21st century skills, literacy and numerical skills for holistic development of the child.

3. STATEMENT OF THE PROBLEM

The problem is entitled “Attitude of Secondary School Teachers towards NEP 2020 with reference to components of school education”.

4. OPERATIONAL DEFINITIONS

1) ATTITUDE

Attitude is an expressed opinion of the individual on certain components/factors or individual's interest to respond the behavior or character is provided in a specific way.

2) SCHOOL EDUCATION

School education is an important part of child's life which moulds their future and establish the ground work for both intellectual and personal development.

4.1. OBJECTIVE

- To know about the teachers attitude towards components of school education in NEP 2020 with respect to gender, management and locality.

4.2. HYPOTHESES

- There is no significant difference in the attitude of secondary school teachers towards the components of school education in NEP 2020 with respect to gender.
- There is no significant difference in the attitude of secondary school teachers towards the components of school education in NEP2020 with respect to management.
- There is no significant difference in the attitude of secondary school teachers towards the components of school education in NEP 2020 with respect to locality.

5. REVIEW OF RELATED LITERATURE

- Kishore Kumar, Krishnaveer Singh, Ajai Prakash, (2020), The study emphasized upon the Indian education system with quality education goal of 5 principles which are main determinants for achieving as quality education. It also emphasized upon the challenges which is facing by our country as quality education and also a challenge envisaged with achieving 50 percent enrolment of higher education by 2035. The new education policy 2020 has introduced a new curriculum structure 5+3+3+4 as curriculum frame work is a challenging aspect as well as different streams of subjects with multiple performing tasks with lesser academics and more administration. Many more challenges should be faced by NEP 2020 which is really a big task for teachers, stake holders, students, policy makers, administrators, educationists which can provide quality education by up grading with more challenges for future holistic development of students.

- Suresh, Anuradha Parasan, (2023), The study has been done through qualitative research process with an open ended research approach for collecting an information based on secondary data they have analyzed that NEP 2020 mainly focused on curriculum frame work to improve the academic structure in 4 phases and a proposal to increase 6% GDP for educational investment with flexibility to chose their career options with all the knowledge in educational institutes which even can work effectively with digital and online education to promote GER which creates an impact on the economic development of India through which students can get a proper opportunity for their successful development of their future.
- Harmeet Kumar, (2022), The study has conducted an online survey method for 100 teachers as a sample in Meerut district with simple random sampling technique through Google forms as self-made questionnaire as a tool. Most of the teachers are responded through online Google forms. 82 percent of sample have participated and are aware of NEP 2020 and rest of the percentage of sample are unaware about NEP 2020. Most of the teaching faculty, professors, policy makers, lecturers, principals, teacher educators, stake holders etc. have participated in this on line survey through Google.
- Md.Afroz Alam, (2021), The study has conducted a descriptive survey method with purposive sampling process with a sample of 200 high school teachers for measuring awareness of NEP 2020 among high school teachers with a self-prepared tool which was standardized by calculating validity and reliability of the questionnaire containing 40 items and was analyzed through statistical technique by calculating mean of the study percentage of the study and t- test by which the students have found that there is a significant difference among high school teachers based on the gender, locality, type of management family, years of service of the teachers of high school.
- Teja shwinik.C. (2022), The study have included conceptual examination on NEP 2020 with predictive analysis technique with the gross enrolment ratio in higher education with encouraging open institutes emphasizing upon the trans disciplinary education system with deep teaching and learning benefits of quality education in all institutions, colleges online programs distance learning programs with even research institutions which van be result in 100 percentile gross enrolment ratio till 2030. With an innovative and adaptable competency based education along with choice based credit system of education.
- Pritesh Pradeep Somani, ushmita Gupta, (2024), The study was explored and conducted through survey method with related questionnaire and executed to identify the awareness of Nep 2020 with relevance towards the policy NEP 2020. The study have analyzed with quantitative method using Mann Whitney U- test saying insignificant difference in awareness and relevance towards NEP 2020 for gender age, and course pursued but there is a strong positive correlation between awareness of NEP 2020 for the student community in order to make the policy most appropriate for the students who are pursuing education and more relevant towards NEP 2020 for effective improvement in higher education.
- Kunnummal Muralidharan, Kulandaivel Shanmugan, yuryklochkov, (2022), The Study have conducted a survey on 750 sample of units with a questionnaire and received a response of 523 to understand the level of awareness of NEP 2020 among cross section of different age groups on digitalization for their analysis and found that 98 percent of respondents are aware of NEP 2020, digitalization process with optimistic scenario favors for the futuristic implementation of policy and pessimistic scenario turns for negative feedback and negative sentiments in the society. The significance and respondents have common perception towards national education policy 2020 and can be evaluated as a future changes and amendments which have been incorporating the framework of policy in schools, colleges and universities. The new provision of NEP 2020 with multiple entry and exist system of education have been cherishing with a proper academic flexibility with many opportunities with a positive impact among schools and colleges even emphasizing upon the accessibility of information for progress of students which makes them to avail holistic development.
- Kavitha Chahal, and Naveen K.Chourasia, (2021), The study emphasizes the significance upon the research and innovations which incorporated o develop new solutions across colleges and universities, The national research foundation encourages to research among colleges to improve research in sciences, social sciences, technology, arts, and humanities which also encourages for funding the research and innovation programs for higher education institutions which have been increased in digital technology quality publication for improving their scores which is accountable for the study and has emphasized upon the comparison between NPE 1986 and NEP 2020 which motivates the students to change their mind set in science and research.

- Mamidala Jagdesh Kumar,(2020), has been emphasized upon NEP 2020 by promoting critical thinking encouraging competency and learning through experiential learning. NEP 2020 is progressing across school education to higher education with better infrastructure holistic and multidisciplinary education with science, technology, engineering, arts, and mathematics to enhance creativity, innovation critical thinking, higher order thinking capacities, team work, collaborative learning, communicative skills, problem solving skills, strengthen research and innovative skills, quality of academic research tool for two way video and two way audio interface for holding online classes with the advantage of flexibility and opportunities in NEP 2020.

6. METHODOLOGY

1) METHOD ADOPTED

Survey method was employed in the present research to collect the data. The collected data were analyzed and interpreted from the sample and was scored and subjected to statistical processing for the verification of the hypotheses.

2) SAMPLE OF THE STUDY

A sample of 180 secondary school teachers was selected adopting simple random sampling technique from different secondary schools of Warangal district.

3) TOOL USED

A tool was developed by the investigators to measure the attitude of secondary school teachers, with 30 items, each has been rated on 3 options as 'Always, sometimes, and never', and the tool was standardized by experts.

4) VARIABLES

The following variables studied in the present study.

5) DEPENDENT VARIABLE

Attitude of secondary school teachers towards components of school education in NEP 2020

6) INDEPENDENT VARIABLES

Gender, locality and management.

7. DATA COLLECTION

The researcher took the permission from the Head of the selected institutions for collection of data. Before distributing the questionnaire of attitude scale, the purpose of the study was conveyed to the teachers, detailed instructions were given, and doubts are clarified, after data collection, the responses of teachers are quantified by assigning scale values to the items and the scores are systematically organized for tabulation of data using statistical techniques.

7.1. STATISTICAL TECHNIQUES

Data collected through the tool was subjected to the statistical analysis and results were drawn out with the application of mean, standard deviation and t-test for the data.

8. RESULTS AND DISCUSSION

Hypothesis 1

There is no significant difference in attitude of secondary school teachers towards components of school education in NEP 2020 with respect to gender.

TABLE 1 Significant difference in the attitude of teachers on NEP2020 components of school education with respect to Gender

Variable	Category	N	Mean	S.D.	t-Value	Level of significance
Gender	Male	90	53.6	25.73869	3.3249	0.01

	Female	90	64.6	17.96051		
--	--------	----	------	----------	--	--

Table 1 reveals that there is a significant difference in attitude of secondary school teachers towards the components of school education in NEP 2020 with respect to gender. The obtained t- value 3.3249 for the variable gender was significant at 0.01 level. It indicates significant difference was found in the attitude of secondary school teachers towards components of school education in NEP 2020 with respect to gender. Hence formulated hypothesis was rejected. The findings of the present study was collaborated with earlier studies of Md. Afroz Alam (2021) and Sara Fatima (2023) also found that there was a significant difference in attitudes of teachers towards NEP 2020 in secondary schools with respect to gender.

Hypothesis 2

There would be no significant difference in attitude of teachers towards the components of school education in NEP 2020 among secondary schools with respect to management.

TABLE 2 Significant difference in the attitude of teachers on NEP2020 components of school education with respect to type of management

Variable	Group	N	Mean	S.D	t- Value	Significance level
Type of Management	Government	90	59.45	21.60211	0.1845	@
	Private	90	58.85	22.02638		

Table 2 reveals that there is a significant difference in attitude of teachers towards NEP 2020 in secondary schools with respect to management. The obtained t-value 0.1845 for the variable type of management was not significant at any level which indicates that there was no significant difference in the attitude of teachers towards NEP 2020 components of school education with respect to management. Hence formulated hypothesis was accepted.

The finding of the present study contradicts with earlier study of Md.Afroz Alam (2021) found that there was a significant difference in the attitude of teachers on NEP 2020 with respect to management,

HYPOTHESIS 3

There could be no significant difference in the attitude of teachers towards NEP 2020 components of school education with respect to locality.

TABLE 3 Significant difference in the attitude of teachers on NEP2020 components of school education with respect to locality

Variable	Group	N	Mean	S.D.	t-Value	Significance level
Locality	Rural	90	59.43	21.6162	0.1783	@
	Urban	90	58.85	22.0264		

'@' not significant

Table 3 reveals that there is a significant difference in attitude of teachers towards NEP 2020 in secondary schools with respect to locality. The obtained t- value 0.1783 for the variable locality was not significant at any level which indicates that there is no significant difference in attitude of teachers towards NEP 2020 in secondary schools with respect to locality. Hence formulated hypothesis was accepted. The finding was contradicted Md.Afroz Alam (2021) that of insignificant difference in the attitude of teachers towards NEP 2020 in secondary schools with respect to locality.

9. FINDINGS OF THE STUDY

- Significant difference existed in the attitude of teachers towards school education components of NEP 2020 with respect to gender.
- Insignificant difference existed in the attitude of secondary school teachers towards school education components of NEP 2020 with respect to management and locality.

10. CONCLUSION

Findings could be concluded that there is a significant difference in the attitude of teachers towards NEP 2020 components of school education with respect to gender. Whereas no significant difference was found in respect to management and locality. NEP 2020 prepares teachers and students to be creative, innovative and meaningful learning to realize with various teaching learning skills, approaches and strategies with a flexible holistic development which ultimately reflects our day to day behavior of teachers in the classroom with inevitable insights for more generations which provide us to strengthen our national capacities between students for national development.

11. EDUCATIONAL IMPLICATIONS

- The study reveals that attitude is the unique quality of every student by sensitizing teachers and parents to promote students academic and non-academic areas for holistic development of student towards NEP 2020.
- The study identifies a favorable attitude in promoting power of language in academic areas of learning to bring out unity and integrity towards the component of locality in urban areas.
- The study identifies that attitude brings a change in teachers to implement a continuous progress in their profession to carry out innovative, explorative, experiential, discussion-oriented, learner-centric, aspects for full filling a gain full learning outcomes as per NEP 2020.
- The study reveals that attitude reaches out secondary school teachers to emphasize upon conceptual understanding in order to decrease rote learning among students and increase innovation, creativity, critical thinking among learners at all stages of education.
- The study reveals that attitude develops in promoting quality education as well as equitable and inclusive learning society among the institutions in producing a diversified state of mind for complete development of a learner.
- The study reveals that attitude ensure teachers to increase universal access among students in order to develop multidisciplinary aspects of subjects as per component of management in study was not significant to achieve highest priority grades in their curricular activities.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

REFERENCES

- Kishore Kumar, Krishna veer Singh, Ajai Prakash, (2020), How national education policy 2020 can be a lodestar to transform future generation in India, Journal of public Affairs 21(2).
- Tejashwinik.C. (2022), Impact of national education policy 2020on higher education, Sumedha Journal of Management, vol.2, issue.2.
- Md.Afroz Alam, (2021), Awareness on National Education policy 2020 among the high school teacher in Darbhanga district, The impact of National education policy (2020) on the higher sector, Aditi publication.
- Harmeet Kumar, (2022), A study on teachers awareness towards new education policy 2020, International journal of Applied Research, vol.8, issue.9, pg.93-100.
- Suresh, Anuradha parasar, (2023), National Education Policy, 2020 in India: A search.
- Pritesh Pradeep Somani, Ushmita Gupta, (2024), A study on awareness and relevance towards National Education policy, 2020, The online journal of Distance Education and e- learning, vol.11, issue.2.
- Mamidala Jagdesh Kumar, (2020), National education policy: How does it effect Education in India? IETE Technical Review, 37:4, 327-328. DOI: 10,1080/0256402.2020.1806491.

- Kunnummal Muralidharan, Kulandaivel Shanmugan, Yuryklochkov, (2022), The New Education policy 2020, Digitalization and quality of life in India: some reflections, Education sciences 12(2): 75.
- Kavitha Chahal, and Naveen k.Chourasia, (2021), NEP 2020: Quality policy for quality Academic Research, International Journal of Multidisciplinary Educational Research, vol.10,issue:8(2).
- Maruthavanan.M,(2020),A study on the awareness of New Education Policy(2019) among the secondary school teachers in Madurai District,Shanlax International Journal of Education,vol.8,no.3,2020,pp.67-71.