

How to Cite:

Abraham, M. S., Pai, D. K. V., & Preetha, R. (2022). Perception of teachers towards NEP 2020. *International Journal of Health Sciences*, 6(S2), 14314–14326.
<https://doi.org/10.53730/ijhs.v6nS2.8754>

Perception of teachers towards NEP 2020

Mathew Saji Abraham

M.Com student, Department of commerce and Management, Amrita School of Arts and Sciences, Kochi, Amrita Vishwa Vidyapeetham, India

Devika Krishna V. Pai

M.Com student, Department of commerce and Management, Amrita School of Arts and Sciences, Kochi, Amrita Vishwa Vidyapeetham, India

Preetha R.

Asst. Professor, Department of commerce and Management, Amrita School of Arts and Sciences, Kochi, Amrita Vishwa Vidyapeetham, India

Abstract---The NEP 2020 is a visionary policy of the Government of India that promises to transform education for all. NEP 2020 lays impartial to potential of each and every individual and to cultivate ingenuity and skills development. Education is necessary in all aspect of the economy to ensure better growth, employment opportunities, promote innovation, democratic progress, strengthen rule of law, invigorate civic values etc. Teachers are one of the major stakeholders in education. This research is a descriptive study on the perception of college teachers towards the important features of NEP 2020 and brings out suggestions thereby. This study analyses the agreement and disagreement of teachers towards the highlighted features of NEP 2020 on Indian Higher education. Quantitative techniques were used in this analysis and draw conclusion. This research paper analyses the crucial part of policy that aim Indian higher education system like – research culture, use of regional language, privatisation, workload, Establishment of NPST (National Professional Standards for Teachers), training etc. Study is focused on college teachers of southern Kerala and sampling was done through stratified sampling technique.

Keywords---higher education, Kerala, national education policy, NEP 2020, teachers.

Introduction

Education means the process of acquisition of knowledge, skill, values, moral, beliefs and personal development. Education is not just learning theories it is putting the acquired knowledge into practical sense that enrich culture, values

and personality. It is critical to the country's growth. In Macroeconomic perspective it reduce the social inequalities, generate more employment opportunities, invigorate civic values, promote social mobility, encourage innovation in science and technology, and thereby achieve better level of social and economic growth. Hence promoting proper education is an important and essential element as it helps in development of a country.

History of Education System and Policies in India

India has a distinct educational system. The Indian education system was created to instil the culture, history, values, and customs of the nation. Gurukul was India's original educational institution, dating back to roughly 5000 BC. Students were forced to live with teachers. This method emphasised a child's holistic development, which covered mental, cognitive, physical, and spiritual well-being. Medicine, the Holy Scriptures, philosophy, warfare, astrology, and other subjects were taught. This system mainly focused on giving a practical sense to the knowledge acquired that will help the student to solve real life problems.

Colonials of India introduced an advanced method of studying i.e., printing books. In 19th century English language was introduced in modern schools and as 2nd language in pre modern school that taught Arabic, Sanskrit, and Persian literature. Introduction of Macaulayism policy by British forced Indian students to learn according to the English education system. The motive behind this was to create a class of Indians who would serve as a cultural medium between British and Indians. They also focused on improving quality of teaching, increasing teacher's stipend, printing text books, building infrastructure, etc. in a motive to earn income through tuition fees. Despite bringing these changes in the education system there showed no drastic changes and there was no uniformity in the growth of education as British just focused more on expansion of higher schools. When India got independence in 1947 the literacy rate of an independent India was just 12%. There was a need to bring out reforms and policies that would boost education sector. Soon after independence there was a remarkable improvement in science and technology also in research but still illiteracy rate was high as education then was available to the elite. Post-independence government ensured that education to be accessible to all the classes irrespective of their background. Hence implementing and coordinating education and health facilities became prime responsibility of both central and state government. The policies put in place at the time to encourage education created the groundwork for the Republic of India's education system.

Subsequently, government appointed planning commissions with a motive to promote education at all levels, modernise education system, provide training, facilitate high quality teaching etc. these commissions evaluate the condition or problem faced in the education sectors and bring out major suggestions and solutions to overcome the problem. These suggestions and solutions help in formulating education policies that will govern and rule the education system in the country.

Major Educational Policies and suggestions put forward by different commission before NEP 2020 were:

- **University education committee (1948)**
It was the first commission established by independent India, and it was also known as the Radhakrishnan commission. Sir Radhakrishnan was appointed as the commission's chairman. The commission's major goal was to construct universities and emphasise the significance of individual development. Sir Radhakrishnan recognised the necessity of educating students who comprehend the goals of social order and who would be able to generate kids who will make improvements to society by developing persons who appreciate India's culture and history.
- **Secondary education commission 1952**
Mudaliar Commission is another name for the Secondary Education Commission. The government of India chose Dr. A Laxman Swami Mudaliar as the head of the Secondary Education Commission in 1952. It was founded in order to assess the present educational system and propose reforms. The panel investigated India's secondary education system and proposed modifications such as curriculum, vocational programmes, and assessment procedures. Secondary school students should be taught in their native language or a regional language, according to the Commission.
- **National Education Commission :(1964-66)**
The Government of India established the Kothari Commission to study and correct flaws in the education system at the time. This commission intended to establish new educational goals and patterns. In June 1966, the panel delivered its findings, which was eventually utilised to develop India's first education policy in 1968. The group emphasised the benefits of a unified educational framework across the country. The pattern of the country's educational framework was to be 10 + 2 + 3. The commission emphasised the importance of increasing education investment to a level of 6% of national income spent on education.
- **National Education Policy 1968:**
The Kothari Commission's recommendations served as the foundation for the country's education policy. The govt. of India decided to implement the Kothari Commission Findings across all states which were found to be essential for the development of the economy and culture and social integration of the country. Increasing the quality of the education and provide wider opportunities to the students and gave more importance to science and technology
- **National Education Policy 1986:**
The 1986 policy was announced during Rajiv Gandhi's term as Prime Minister, and it was modified in 1992 during PV Narsimha Rao's tenure as Prime Minister. This policy looked into the overall development of individuals providing equal opportunities for all. Started Open universities gave more importance to teacher's education. Curriculum should be based on national curriculum framework giving more emphasis on research and development. Education of women and minorities. Increased financial and organizational support was setup.

Formal education in India is often divided into phases such as kindergarten, primary school, secondary school, and finally college or university. There is a movement for education reform, such as improving the quality and efficiency of education in order to make it more relevant in students' lives and to address

issues more effectively in today's or tomorrow's society at large. In 1964-66, the National Education Commission conducted a thorough examination of the whole subject of education. It established a national framework for all levels of education. In July 1968, the government of India formally adopted a resolution on a national policy for education based on the findings of the committee. The central government developed school that offer quality education to high achievers, irrespective of their background. The 7th 5 year plan (1985-1990) proposed setting up of a vidhyalaya for each district that satisfy the above need. The state government is responsible for primary and secondary education and higher education is provided by universities and colleges.

National Education Policy 2020

On July 19th 2020 government of India launched a new education policy, National Education Policy 2020 that focuses on improving quality of education and meet the current employment needs by helping students acquire new skill and knowledge other than the theoretical knowledge. It focuses on increasing the productivity and to provide more opportunities for the young talents. This policy will succeed the 1986 National Policy on Education by changing both primary and secondary education in India. This policy was created to satisfy the current demands of the new digital era. It stresses on multidisciplinary, technical knowledge, problem solving, logical reasoning and vocational exposure of students. NEP 2020 focuses to eliminate the defects of current education system by formulating plans and suggestions for a better productive and efficient education system in India . Effective implementation of NEP 2020 will transform India to a global knowledge superpower in a long term view.

Some of the salient features of NEP 2020 are:

- ❖ Free access to education for all irrespective of their background. This policy also provides a section for students who drop out from schools to resume their studies from where they stopped. Infrastructure facilities will be provided accordingly
- ❖ Replacement of old curricula 10 + 2 with a new curricula 5+3+3+4. This policy focuses to shape the young minds at early stage of education teaching them social responsibilities and value by establishing National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children upto age 8.
- ❖ Giving importance of languages in India. Regional languages or mother tongue to be used as medium of instruction in school at least upto grade 5. 3 language formula will be initiated where Sanskrit and other foreign languages are given as options that help our students to get more exposure.
- ❖ PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be established to set standards for assessment. Critical thinking ability, conceptual clarity, high order thinking skills etc will be assessed it would be more of formative assessment than previous summative assessment.
- ❖ National Professional standards for teachers will be introduced to set standards for teachers and to provide better career opportunities for teachers.

- ❖ There will be accreditation of educational institution depending on their quality of education they provide.
- ❖ Research culture will be promoted.
- ❖ Setting minimum degree qualification of teachers teaching in higher education.
- ❖ Introducing scholarships for students based on merit and also give financial support for student belonging to low income group.
- ❖ Promotion of open, distance and online education.
- ❖ Provide technical knowledge based on the current needs to the students.
- ❖ Increase public expenditure on education also introducing private investment in education sectors.

National Education Policy 2020 on Higher Education

The development of decent and creative persons is one of the fundamental goals of education. Where one has the freedom to pursue one or more of one's passions. A good education allows for personal development as well as a positive contribution to society. Higher education not only improves education, but it also strengthens social bonds, enhances openness and tolerance, and preserves and develops democratic principles. The present system has a number of issues that NEP 2020 will assist to address, including a lack of infrastructure, poor learning results, lack of access to education, university-related issues, and bad leadership, to name a few.

The following modifications are included in the policy visions:

- ❖ To establish major multidisciplinary universities, with at least one in each district.
- ❖ expand undergraduate education to include more disciplines.
- ❖ By offering more seats to higher education institutions, this policy aims to increase the gross enrolment ratio in higher education to 50% by 2035.
- ❖ promoting faculty and institutional autonomy; improving student experience and support; and revising curriculum.
- ❖ The establishment of a national research foundation to promote peer-reviewed research and aggressively encourage university-based research.
- ❖ By 2040, all HEIs (Higher Education Institutions) will have evolved into big interdisciplinary institutions with programmes spanning subjects and fields. If they are recognised, all sorts of institutions will be able to provide ODL and online courses.
- ❖ In the next 15 years, colleges will be granted graded autonomy and affiliation will be phased down.
- ❖ The whole higher education sector will be merged into a single system.

A flexible curricular framework will allow for a creative mix of subjects to be studied, as well as different entry and departure points. The undergraduate degree will last three or four years, with multiple exit choices available during that time. The four-year curriculum may potentially lead to a research degree. After one year, a student can get a diploma, an advanced diploma after two years, and a bachelor's degree after three years. HEIs (Higher Education Institutions) will have the freedom to offer a variety of master's programme designs. A two-year

programme that includes research, a one-year programme for students who have earned a four-year bachelor's degree or an integrated five-year bachelor's/degree, master's and the MPhil programme will be phased down.

MERUs (Multidisciplinary Education and Research Institutions) will be established as model public universities for holistic education on par with IITs, IIMs, and others, with the goal of achieving worldwide stature. HEIs will concentrate on research and innovation by establishing start-up incubation centres, technological development centres, and so on. Curriculum would be updated on a regular basis to reflect current knowledge demands and to satisfy particular learning goals. High-performing Indian colleges will be encouraged to establish campuses in other countries, and chosen universities would be allowed to operate in India. Students will participate in decision-making bodies and committees in order to enrich their educational experience.

Review of Literature

Higher education has a huge impact on a country's economy, social status, technical skills, and human behaviour. NEP 2020 is making progress toward its objective by establishing new policies to increase quality, competitiveness, affordability, and accessibility of higher education by opening it up to the private sector while retaining strict quality control in all educational institutions. With the opportunity to choose core and associated studies inside and across fields, this will become more student-centered.

(Subhrajyostna Aithal & Sreeramana Aithal, 2019). Within the policy framework, faculty members also have the freedom to determine curricula, techniques, pedagogy, and evaluation approaches. From teacher-centric to student-centric, from information-centric to knowledge-centric, from mark-centric to skill-centric, from examination-centric to experimental-centric, from learning-centric to research-centric, and from choice-centric to competency-centric, this platform is evolving. The different characteristics and variables that comprise and shape a teacher's function, hence forming their professional identity and influencing their professional growth (Dr.DanijelaMakovec, 2018). The latter begins with their schooling and progresses through their work path, changing and upgrading along the way. As a result, it is critical to provide prospective teachers with the required teaching and pedagogical abilities at the university level. For instructors' success, all three aspects are equally crucial. For the same reason, while researching teachers' professional growth, all three factors should be given equal weight. The suggested policies are exceedingly broad-based, cautious, and all-inclusive (Mridul Panditrao&Minnu Panditrao, 2020). There are no clearly defined sections, boundaries, or divisions. It starts with primary school, then moves on to secondary school, undergrad, and even higher degrees of education. Multidisciplinary, comprehensive, and wide ranging education is the major focus and attention. The curriculum is being changed as part of the NEP 2020 initiative. The board examination will be overhauled, and there will be a strong emphasis on developing critical thinking in pupils and providing them with experiential learning opportunities (Dr Rahul Pratap Singh Kaurav , Prof KG Suresh, Dr Sumit Narula, Raturaj Baber, 2020). The shortcomings of the present NEP, which were impeding the growth of the Indian economy and preventing

youngsters from attaining their aspirations, were highlighted in a comparison study of the current policy and new policy. The new policy encourages all stakeholders to satisfy industrial needs on a national and global scale, resulting in major improvements in living standards and overall economic growth (L Devi & Cheluvaraju, 2020).

Objectives

- To highlight and understand the changes brought in by NEP 2020
- To study the perception of teachers towards NEP 2020 and its impact on higher education
- To discuss how to effectively implement NEP 2020 and recommending further suggestions

Statement of Problem

Education is carried in different stages from KG to job training. Education policies introduced directly affect people engaged in this process. These policies include privatisation, setting eligibility and qualification for teachers, certification, and infrastructural investment. Teachers pay, teaching methods, values they are expected to uphold etc. Introduction of NEP 2020 brought out a drastic change in the education system in the country. Teachers being one of the major stakeholders of education are directly affected by the policy. There are probabilities of agreement and disagreement of teachers on different features of this policy. If teachers have a positive perception towards this policy it will affect positively to the education system as a satisfied teacher will contribute more towards the development and only then the set objectives of the policy can be achieved effectively. The purpose of this study is to evaluate perception of college teachers on policies that affect Indian higher education.

Hypothesis

- a) There is significant difference in opinion of teachers with respect to their
 - Gender
 - Designation
 - Teaching Experience
- b) Teachers show positive attitude towards highlighted features of NEP 2020.

Research Methodology

This study highlights the perception of teachers towards 6 main features of NEP 2020 that focus on higher education.. Teachers teaching in college were targeted through stratified sampling for the study. The study is limited to South Kerala. The source of data for the study was purely from the primary source. Questionnaire method was adopted for the study. 120 questionnaires were sent to the respondents and only 83 duly filled questionnaires were received. Suggestions are put forward based on the conclusion of this analysis.

Analysis

SPSS was used for statistical Analysis of this research. The homogeneity of the opinion was analysed using Levene's test for equality of variances. t test and one way ANOVA test was performed by comparing the means of factors like Gender, Designation and teaching experience with dependent variable features of NEP 2020.

Main Features of NEP 2020 on higher education was analysed for this test namely:

- Establishment of NPST to enhance the quality of teaching
- Privatization of education system
- Free entry and exit
- Extending the course of UG from 3 to 4 years
- Flexibility of choosing subjects for students
- Introducing 50 hours of continuous professional training programme

a) There is significant difference in opinion of teachers with respect to their:

Gender

t-test:

H1 = There is a significant difference in opinion of teachers with respect to their gender towards the features of NEP 2020.

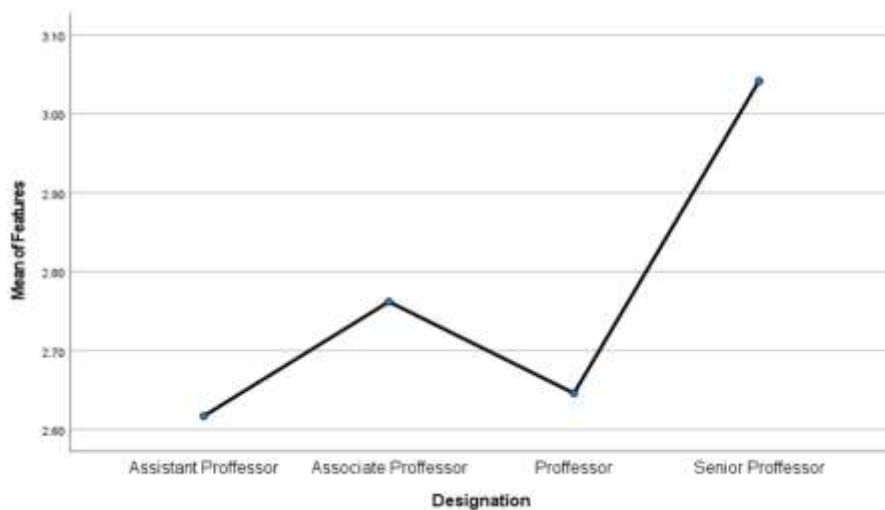
Gender	N	Mean	t	Significance at 5% one sided p
Male	37	2.8063	1.793	0.038
Female	46	2.5507		

P value ≤ 0.05 is considered statistically significant and we accept the hypothesis (H1) "there is significant difference in opinion of teachers with respect to their gender towards features of NEP 2020".

Designation

H1= There is a significant difference in opinion of teachers with respect to their designation towards the features of NEP 2020

ANOVA					
Features					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.833	3	.278	.641	.591
Within Groups	34.250	79	.434		
Total	35.083	82			

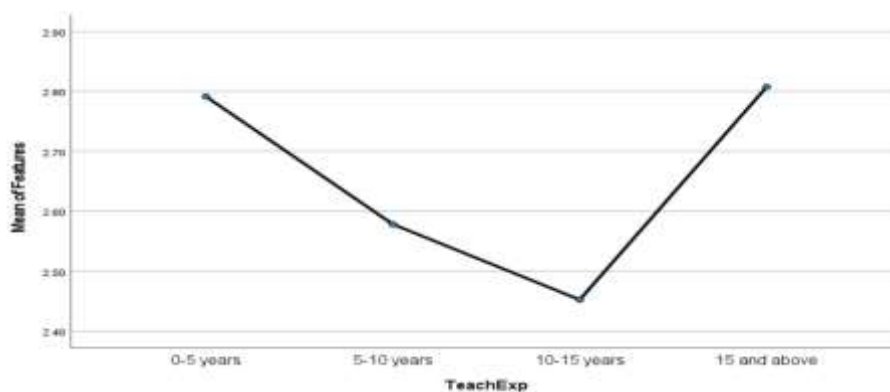


While performing One way ANOVA test significance level was 0.591, therefore we accept the null hypothesis (H_0) “there is no difference in opinion in teachers with respect to their designation towards NEP 2020’. And while testing the homogeneity of variances between the means of 2 variables Features and designation the significance level p value was at 0.141 with df 3, hence we can conclude that there is a homogeneity between these 2 variables.

Teaching Experience

H_1 = There is a significant difference in opinion of teachers with respect to their teaching experience.

ANOVA					
Features					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.855	3	.618	1.470	.229
Within Groups	33.228	79	.421		
Total	35.083	82			



Therefore Null hypothesis (H0) is accepted “There is no significant difference in opinion of teachers with respect to their teaching experience towards NEP 2020” . While testing the homogeneity of variance between the 2 variables Teaching experience and features it was found that their significance level was 0.184 with df 3, hence we can conclude that there is a homogeneity between the variables.

b) Teachers show positive attitude towards highlighted features of NEP 2020:

Frequency Table:

Features	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Teachers must go through continuous 50 hours training	30	36	13	3	1	83
Is increasing UG course from 3 to 4 years an effective method?	32	17	20	8	6	83
Do you think Privatization will have bad impact on Indian education system	13	8	20	31	11	83
Do you agree that establishment of NPST will increase the quality of teaching	40	28	11	2	2	83
Do you agree that Free Entry and Exit will lead to more dropout rates and meaningless degree	10	17	26	19	11	83
Do you agree that it is easier for teachers to adapt when flexibility in choosing subjects is given to the students	21	29	20	9	4	83

Table 1: Frequency table showing Agreement and Disagreement of teachers towards features of NEP 2020 (based on Mode Frequencies)

From the table above it is obvious that teachers respond positively towards the highlighted features of NEP 2020. Thus we accept the hypothesis (H1) “Teachers show positive attitude towards the highlighted features of NEP 2020”.

Findings

Other than features of NEP 2020 other variables like, workload, training, effectiveness of policy, use of regional language in teaching, awareness of this policy, increase of quality of teaching through this policy, research culture, availability of teaching force etc. was studied through means of questionnaire. And during our study it was concluded that:

- 43.4 % of teachers agree with the statement that at least 50 hours of professional development workshop should be attended by the teachers. And a good percentage of total respondents i.e., 36.1% strongly agree with this statement.
- 38.6% of teachers strongly agree that extending the course of UG from 3 to 4 years is effective and will enhance the quality of teaching as well as education.
- 40% of teachers agree that it is easier for teachers to adopt if students are given the flexibility to choose subjects.
- Teachers were asked if the option for free entry and exit would increase the dropout rate and lead to meaningless degree. 31.3% did not comment on this statement. 22.9% disagree with this statement and 20.5% agree with this statement.
- 48.2 percent agree with the assertion that NPST will improve teaching quality in the country.
- 37.3 disagreed the fact that privatization will have bad impact on education system.
- 42.2 percent of teachers feel NEP 2020 will improve education quality in the country.
- There was a significant relationship between mother tongue and teachers comfortable in teaching in regional language. Chi Square P value= 0.15. 47% strongly agreed with the fact that they are comfortable in teaching in regional languages.

Suggestions

Based on our study we would like to conclude that:

- A majority of teachers around 97% of teachers were aware about the NEP 2020 policy. But they lack the knowledge about the main features and new programs NEP 2020 has put forward hence a significant number of teachers did not comment on the questions asked. We would put forward a suggestion to make aware teachers from the bottom about the new policies put forth by the government.
- More research institutions should be set up to carry forward this policy.
- Around 53% of teachers responded that they haven't received training before being a teacher. Teaching should be considered like any other profession and apt training for teachers should be given before appointing them as teachers. This can increase the quality of teaching
- Currently few institutions lack the availability of teachers for particular subject mostly teachers end up teaching more than 2 subjects. NEP 2020 should focus on making available necessary teaching force for teaching subjects.
- Professional workshops to be conducted to discuss on the latest and current needs of employment.
- Technical training must be given to teachers that will help students to conceptualize the theories.
- As proposed NEP 2020 must be able to give proper recognition and payment to all teachers irrespective of their institution or level they are working in.

- Training should be done in phased manner that should not cause burden for teachers and as a result they will respond to it negatively.
- Privatization must be done only for few sectors of education system but main sectors should be in hands of government.

Conclusion

NEP 2020 is a visionary policy of government that focuses on transformation of education system in the country. This study focuses on perception of teachers towards main features of NEP 2020 on higher education. It was a descriptive study and teachers responded positively and they believe NEP 2020 will enhance the quality of education in the country. The major criticism of this policy was:

- Option for free entry and exit would increase the dropout rate and would lead to a meaningless degree.
- Training and workshop might increase the burden for teachers.
- Privatizing all the sectors would have a bad impact on education system as there will be chances that it will increase the disparity.

Despite of these 3 major criticisms of this policy teachers believe that NEP 2020 will increase the effectiveness of the education system. Establishing NPST, providing training, conceptualizing theories, providing internship during UG course, teaching students through regional language etc. will have a good and better impact on education system of our country. In long term point of view by taking these minor suggestions from the teaching force now and then NEP 2020 will be able to achieve its set vision and objectives.

References

1. P. S. Aithal, ShubhrajyotsnaAithal, 2019, "Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges" International Journal of Applied Engineering and Management Letters (IJAEML), 3(2), 1-35. (2019). ISSN: 2581-7000.
2. Kurien, Ajay & Chandramana, Sudeep, (2020), "Impact of New Education Policy 2020 on Higher Education." 10.6084/m9.figshare.13332413.v1.
3. Deep Kumar, (2020), "A Critical Analysis and a Glimpse of New Education Policy -2020", International Journal of Scientific & Engineering Research Volume 11, Issue 10, October-2020 ISSN 2229-5518
4. L. Devi and Cheluvaraju, (2020), "A Study on Awareness about the Impact of National Education Policy-2020 Among the Stakeholder of Commerce and Management Disciplinary", EJBMR, European Journal of Business and Management Research, Vol. 5, No.6
5. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
6. Maruthavanan, M., (2020), "A Study on the Awareness on New Education Policy (2019) among the Secondary School Teachers in Madurai District", Shanlax International Journal of Education, 8(3), 67-71.
7. Panditrao, Mridul & Panditrao, Minnu. (2020), "National Education Policy 2020: What is in it for a student, a parent, a teacher, or us, as a Higher

- Education Institution/University?.”, Adesh University Journal of Medical Sciences & Research. 2. 1-10.10.25259/AUJMSR_32_2020.
8. Pankaj Thakur &Dr. Rakesh Kumar, (2021), “EDUCATIONAL POLICIES, COMPARATIVE ANALYSIS OF NATIONAL EDUCATION POLICIES OF INDIA AND CHALLENGES”, INTERNATIONAL JOURNAL OFMULTIDISCIPLINARY EDUCATIONAL RESEARCH, VOLUME:10, ISSUE:3(5), March:2021
 9. Kalyani, Pawan. (2020), “An Empirical Study on NEP 2020 [National Education Policy] with Special Reference to the Future of Indian Education System and Its effects on the Stakeholders”, JMEIT volume7, issue 5. ISSN : 2394-8124.
 10. Kaurav, Rahul & Suresh, K &Narula, Sumit. (2020),“NEW EDUCATION POLICY, 2020: QUALITATIVE (CONTENTS) ANALYSIS AND TWITTER MINING (SENTIMENT) ANALYSIS.”Journal of Content Community and Communication.Volume 12. 4-13. 10.31620/JCCC.12.20/02.
 11. Widana, I.K., Dewi, G.A.O.C., Suryasa, W. (2020). Ergonomics approach to improve student concentration on learning process of professional ethics. *Journal of Advanced Research in Dynamical and Control Systems*, 12(7), 429-445.
 12. Widana, I.K., Sumetri, N.W., Sutapa, I.K., Suryasa, W. (2021). Anthropometric measures for better cardiovascular and musculoskeletal health. *Computer Applications in Engineering Education*, 29(3), 550–561. <https://doi.org/10.1002/cae.22202>