

## **Indian National Education Policy: The Knowledge and Understanding of Secondary School Teachers in West Tripura District.**

### **Abstract:**

The quality of a nation depends on the quality of its people and the quality of education the people receive. Education is the main structure of the country's socio-economic development. The development of society and the education system are closely related. A democratic and modern welfare state has considered the responsibility of spreading education as a national task because democracy is based on the development of the education of the people of a country. Different countries provide different education based on tradition and culture and adopt different stages of school and college education to be effective.

India's National Education Policy (NEP 2020), approved by the Indian Union Cabinet on July 29, 2020 based on the recommendations of an expert committee headed by Dr. Kasturirangan, former Chairman of the Indian Space Research Organization (ISRO). It replaced the National Policy on Education of 1986. The aim of the policy was to create an education system rooted in Indian values that would directly contribute to the transformation of India by providing quality education to all, thus making India a global educational power.

The current study is conducted in West Tripura District High School to analyze the perception of NEP -2020 among teachers. This study will help to increase awareness of NEP-2020 among secondary school teachers and provide teachers NEP 2020 awareness program accordingly for its successful implementation.

**Key words:-** National Education Policy – 2020, Education, Secondary School, Teachers

## **Introduction:**

Education in its broadest, general sense in the means through which the aim and habits of a group of people lives on from one generation to the next. Generally it occurs through any experience that has a formative effect on the way one thinks, feels or acts. There are no boundary or age bar to acquire knowledge and education. Igniting minds', this is what he aimed for all his life and that's what he did till his last breath (President Dr Avul Pakir Jainulabdeen Abdul Kalam, 2015). So, it is absolutely right that also is an indispensable matter like water and air in human life.

“Education is the social process by which individual learns the things necessary to fit him to the social life of his society. Education is primarily deliberate learning which fits the individual for his adult role in society. As Counts and Mead phrase it, education is an induction into the learner’s culture.” (Mandal, 2023) Human society introduced education system for their existence. Both the progress of a society and the system of education is highly correlated. According to Samuel Koenig, Education may also be defined as the process whereby the social heritage of a group is passed on from one generation to another as well as the process whereby the child becomes socialised, i.e. learns the rules of behaviour of the group into which he is born.

“Education system of a country is the indicator of its modern democratic and welfare state took the responsibility to spread education as a national duty, because democracy is based upon the development of education of the people of a country” (Sha, 2020). As we know that in a democracy the Government is composed of the elected representatives of people and if the people are uneducated they can never elect the right leader and consequently can never create the right kind of Government.

Swift (1969) treated education as “the process by which the individual acquires the many physical, moral social capacities demanded of him by the group into which he is born and within which he must function”. It is impossible even to hope for democracy in the absence of education. In words, it can be said that the condition of a successful democracy depends on how much education is spread and utilized for the upliftment of the masses of a country. The first Education Policy of 21<sup>st</sup> century, it aims to address the many growing imperatives of our country. Any education policy is an important tool to provide quality education to all who want it, rich or poor, by providing low-cost higher education.

The main motto of NEP – “Equity and Inclusive Education” ensures that no child should be denied the right to quality education because of their socio-cultural background. Issues raised by Socio-Economic Weaker Groups (SEDGs) including women, transgenders, people belonging to Scheduled Castes and Tribes, Other Backward Classes (OBC), minorities and other groups have been addressed in the NEP2020.

The policy is a comprehensive and complete overhaul of the education system. It has led to a paradigm shift in the Indian education sector, making education and learning more accessible and inclusive

for all. The transformative reforms will not only improve the quality of education but also position India as an educational powerhouse in the world. Hence, the awareness among teachers is highly important to maximize their contribution. In this regard, present study is to find out the awareness and content knowledge on NEP 2020 among secondary school teachers in West Tripura District.

### **Review of Literature:**

1. Aithal Sreeramana and Aithal Shubhrajyotsana. They have examined various policies of the New Education Policy 2020. They have also emphasized various merit of the policy along with objectives. They focused on the important highlights of the various stage of education. The study shows the overview and critical analysis of new education policy 2020.
2. Deep Kumar (Assistant Professor, Research Scholar, Aryabhata Knowledge University, Patna 2020). Analyzed all the key point of the New Education Policy that should be known by a teacher, a student and higher educators. He highlighted on every aspect of the policy. he said that the policy is nothing new but is centered around the basic concept of Gandhiji who talked of education that helps a person to earn his livelihood. He considered that his policy focuses on the skill development of a person so that he is suitable to earn his bread and butter.
3. Mr. Maruthavanan (Assistant Professor, Thiagarajar College of Preceptors) in his paper “A Study on the Awareness of New education Policy 2020 among the Secondary School Teachers in Madurai” said that Secondary School Teachers have low awareness of National Education Policy 2020. The awareness program must be organized by the Government, at lease for teachers only. In this study he

finds that the National Education Policy 2020 is not above average. There is a significant difference among Secondary School teachers on awareness on New Education Policy 2020 based on Gender. Male Secondary School teachers have more awareness than Female Teachers. Urban school teachers have more awareness than rural teachers. Government school teachers have more awareness than self-finance teachers.

### **Scope of The Study:**

The present investigation aims to find the awareness and content knowledge on New Education Policy 2020 among Secondary School teacher in the West Tripura District. It will help teachers, Principals, administrators and policy makers to plan future activities like conduct of seminar, workshop etc.

### **Objectives of the Study:**

1. To find out the awareness on National Education Policy 2020 among secondary school teachers.
2. To find out the awareness on National Education Policy 2020 between Male and Female secondary teachers.
3. To analyse awareness on NEP-2020 between Graduate and Post Graduate secondary teachers.
4. To study content knowledge on National Education Policy 2020 between Male and Female secondary teachers.
5. To study content knowledge on National Education Policy 2020 between Graduate and Post Graduate secondary teachers.

### **Hypothesis:**

Following are the null hypothesis of the present study:

**H01:** There is no significant difference between Male and Female secondary school teachers on awareness on NEP-2020.

**H02:** There is no significant difference between Graduate and Post Graduate secondary school teachers on awareness on NEP-2020.

### **Delimitation:**

Present study is delimited to Secondary School Teachers of West Tripura District of Tripura State.

**Variables:**

Independent Variable: Gender and Educational Qualification

Dependent Variable: Awareness and content knowledge on NEP-2020.

**Research Method:**

Descriptive survey method adopted for the present study. As the present study tries to determine secondary school teachers awareness and content knowledge on NEP-2020.

**Population:**

There are total 27 number of Secondary schools in the West Tripura District of Tripura State, of which 7 are Private and 20 are Government managed schools.

**Sample:**

For the present study, investigator has used stratified random sampling of 110 Secondary school Teachers.

**Tool Used:**

The investigator has adopted with modification of the tool developed by Roshan lal Sondhiya on NEP-2020 in the year 2022.

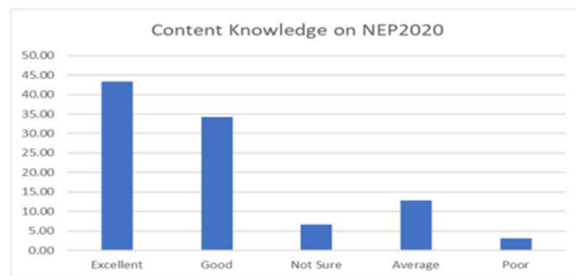
**Data Analysis:**

**Objective-1:** Awareness on National Education Policy 2020 among secondary school teachers.

**Table 1: Overall teachers Awareness**

Category	Excellent	Good	Not Sure	Average	Poor
%	43.33	34.17	6.67	12.78	3.06

**Fig 1: Overall teachers Awareness**



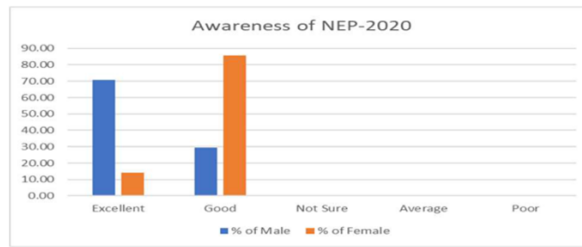
Over all 43% of secondary school teachers have awareness on NEP-2020. Still, 3.06 % of the teachers have poor or no knowledge on NEP-2020 (*Table-1*).

**Objective-2:** Awareness on National Education Policy 2020 between Male and Female secondary teachers.

**Table-2: Male & Female teachers Awareness**

Category	Excellent	Good	Not Sure	Average	Poor
% of Male	70.59	29.41	0.00	0.00	0.00
% of Female	14.29	85.71	0.00	0.00	0.00

**Fig-2: Male & Female teachers Awareness**



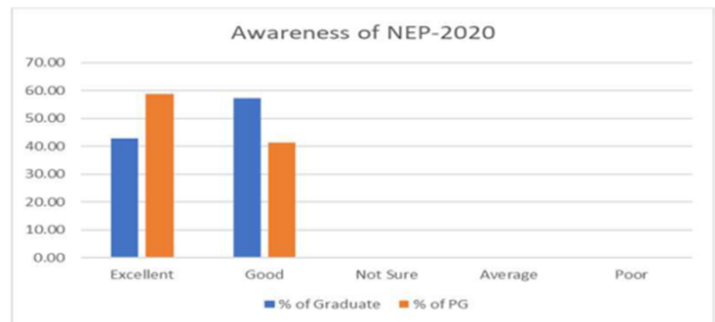
*Table-2*, reflects that 70% and above male teachers have excellent and more than 85.71% of Female have Good Awareness on National Education Policy 2020.

**Objective-3:** Awareness on NEP-2020 between Graduate and Post graduate secondary teachers.

**Table-3: Graduate & PG teachers Awareness**

Category	Excellent	Good	Not Sure	Average	Poor
% of Graduate	42.86	57.14	0.00	0.00	0.00
% of PG	58.82	41.18	0.00	0.00	0.00

**Fig-3: Graduate & PG teachers Awareness**



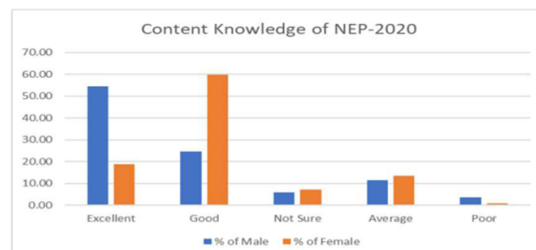
*Table-3*, reflects that more than 57.14 % of Graduate Teachers have Good awareness more than 58.82% of PG teachers have Excellent awareness on National Education Policy 2020.

**Objective-4 and Hypothesis-1:** Content knowledge on National Education Policy 2020 between Male and Female secondary teachers.

**Table-4: Male & Female teachers Content knowledge**

Category	Excellent	Good	Not Sure	Average	Poor
% of Male	54.41	24.63	5.88	11.40	3.68
% of Female	18.75	59.82	7.14	13.39	0.89

**Fig-4: Male & Female teachers Content knowledge**



**Table-4**, reflects that more than 54.41 % of Male Teachers have Excellent content knowledge and more than 59.82% of Female teachers have good content knowledge on National Education Policy 2020.

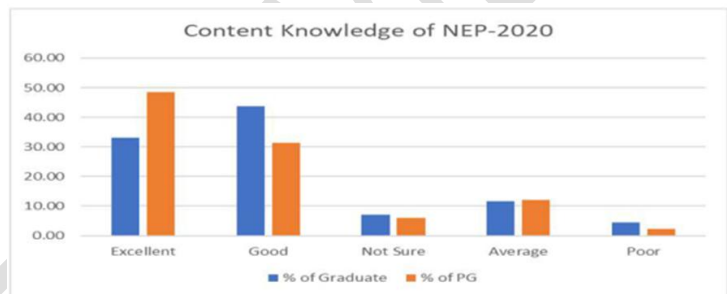
Using *Chi-square test*,  $p= 0.214242793$ ; Which is greater than 0.05,  $H_0$  is failed to Reject. That is, There is no significant difference between Male and Female secondary school teachers on awareness on NEP-2020.

**Objective-5 and Hypothesis-2:** Content knowledge on National Education Policy 2020 between Graduate and Post Graduate secondary teachers.

**Table-5: Graduate & PG teachers Content knowledge**

Category	Excellent	Good	Not Sure	Average	Poor
% of Graduate	33.04	43.75	7.14	11.61	4.46
% of PG	48.53	31.25	5.88	12.13	2.21

**Fig-5: Graduate & PG teachers Content knowledge**



More than 43.75 % of the with Graduate degree Teachers have Good content knowledge and more than 48.53 % of teachers with PG degree have Excellent content knowledge on National Education Policy 2020 (**Table-5**). Using Chi-square test,  $p=0.902815529$ ; Which is greater than 0.05,  $H_0$  is failed to Reject. That is, there is no significant difference between Graduate and Post Graduate secondary school teachers on awareness on NEP-2020.

### Findings

- Over all 43% of secondary school teachers have awareness on NEP-2020. Still, 3.06 % of the teachers have poor or no knowledge on NEP-2020.
- 70% and above male teachers have excellent and more than 85.71% of Female have Good Awareness on National Education Policy 2020.
- 57.14 % of Graduate Teachers have Good awareness more than 58.82% of PG teachers have Excellent awareness on National Education Policy 2020.
- 54.41 % of Male Teachers have Excellent content knowledge and more than 59.82% of Female teachers have Good content knowledge on National Education Policy 2020.

- 43.75 % of the with Graduate degree Teachers have Good content knowledge and more than 48.53 % of teachers with PG degree have Excellent content knowledge on National Education Policy 2020.
- There is no significant difference between Male and Female secondary school teachers on awareness on NEP-2020.
- There is no significant difference between Graduate and Post Graduate secondary school teachers on awareness on NEP-2020.

### **Discussion, Recommendation and Conclusions:**

A maximum number of respondents has expressed that giving importance in vocational training to students, introduction to Art & Craft, Different levels/structure of schooling, Experiential learning, blended form of teaching-learning will surely help students in a greater extent. The respondent also expressed doubtful about the implantation of the policy as it will require a huge human resource.

Overall respondent has expressed about aware about the NEP-2020. Out of all respondent, Male teachers and teachers having educational qualification of post graduate had educate content knowledge on NEP-2020. In respect to content knowledge on NEP-2020, there is no difference among different groups. To hence awareness and content knowledge on NEP-2020, government, NGO, School administration may conduct, seminar, workshop, discussion with the secondary school teachers so that implantation of NEP-2020 be a successful.

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