

## AWARENESS ON NATIONAL EDUCATION POLICY 2020 WITH REFERENCE TO HIGHER EDUCATION AMONG TEACHER EDUCATORS

BY

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### Abstract

*The NEP 2020 has outlined an ambitious task of nearly doubling the Gross Enrollment Ratio in higher education from 26.3 per cent (2018) to 50 per cent by 2035 while improving quality of Higher Education Institutions (HEI) and positioning India as a global education hub. The focus is on providing a flexible curriculum through an interdisciplinary approach, creating multiple exit points in what would be a four- year undergraduate programme, catalysing research, improving faculty support and encouraging internationalisation. One of the paradigmatic shifts will be the setting up of the Higher Education Commission of India (HECI) for the entire higher education segment. The HECI will act as a single regulator and several functions, including accreditation, funding and academic standard setting, will be carried out by independent verticals. These entities will eventually replace other regulatory bodies like the University Grants Commission (UGC) or the All India Council for Technical Education. The primary objective of the study was to find out awareness on National Education Policy (2020) among the Teacher Educators in Tenkasi District.*

**Keywords:** *awareness, national education policy 2020, higher education, teacher educators.*

### Introduction

Education is the most significant requirement for an individual to grow and progress. Education is a powerful weapon that could transform an unproductive an individual into a productive member of society. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality and scientific advancement,

national integration and cultural preservation.

Education policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities both the 'foundational capacities' of literacy and numeracy and 'high order' cognitive capacities such as critical thinking and problem solving but also social, ethical and emotional capacities and disposition (NEP 2020).

In the history of education, in the independent India, the first National Education Policy (1968) marked significant steps. The Government of India introduced a New Education Policy in 1986. India's New National Education Policy 2023 wants to make the country a global knowledge leader. It does this through a big and meaningful plan. The plan has four important parts: Access, Fairness, Good Quality, and Responsibility. It brings new ideas to schools and higher education to help students develop in all ways and learn about many subjects.

### **The Goals of NEP-2020**

The National Education Policy-2020 envisions - India centred education system by incorporating its tradition, culture, values, and ethos to transform the country into an equitable, sustainable, and vibrant knowledge society. The NEP-2020 is developed wide and deep historical heritage of the country and the contributions of many scholars to different subjects as the founding stone to build high quality multi-disciplinary liberal education at both school and higher & professional education level. With the objective to increase the gross enrollment ratio (GER) of school education enrollment and higher & professional education enrollment to increase from 28% and 05% to 50% and 20% respectively by 2030, by means of radical changes in the existing education policies and governance systems by

introducing accountability in each stakeholder. The New Education policy emphasized equal opportunities for marginalized sections and the removal of disparity through scholarships adult education and open universities. NEP 2020 seeks to pave the way for flexible and lifelong learning and encourages students to choose their academic path leading to the award of a certificate, diploma, and degree. Hence, the Multiple Entry and Exit System (MEES) is the cornerstone of the new National Education Policy in Higher Education.

### **Significance of the Study**

The National Education Policy (2020) provides for reforms at the levels of education from school to higher education. The newly formed NEP 2020 insists on teachers having a central role to play. It also focuses on empowering the teachers. NEP aims to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education. The new 4 year integrated B.Ed program is seen as a paradigm shift by many as it will focus on teaching pedagogy parallel to the subject matter being taught in the college. The teaching community must coordinate, work well together and be driven by a desire to change student's lives via the development of their skills and character, as the NEP is implemented on the ground.

The National Education Policy lays particular emphasis on the development of the creative potential of each individual will also increase focus on the skill improvement and competency development of the student. This policy made the Government of India to make their teachers more skilled and equipped with futuristic teaching skills. So the teacher educators must have some knowledge about the National education policy because the purpose of the education system is to develop good human being capable of rational thought and action.

### Review of Related Studies

Maruthavanan (2020), made a study on the Awareness on New Education Policy among the secondary school teachers in Madurai District. The study shows that the Awareness of National Education Policy based on the independent variables like gender, location types of management, years of service and type of family. The investigator adopted a survey method to collect data from the population. The investigator selected 200 secondary teachers by giving proper representation from Government-Aided, Self Finance School from Madurai District. The investigator adopted a simple random sampling method to collect data. He selected multiple choice type questionnaires as a tool for collecting data. The finding revealed that the low awareness among secondary school teachers about NEP.

Devi and Cheluvvaraju (2020) made a study on Awareness about the impact of National Education Policy 2020 among the stakeholder of Commerce and Management Disciplinary. The study aimed to understand the National Education Policy 2020 and analyzed the effect of NEP 2020 on commerce and Management disciplinary. The research design used in this study is empirical type of research. The researcher made a study to compare the outcome of existing NEP and NEP 2020 based on the stakeholders of various educational institutions located in Bangalore. The study was conducted on a sample size of hundred respondents. A convenient sampling technique was used to select the respondents' for the study. The study also analyzed the data using chi-square test. The finding revealed that The NEP 2020 leads all the stakeholders to meet the industrial demands at national and global level and the current education policy existing in India are concentrating majorly on theoretical aspects which lacks the practical training among the students.

### Objectives of the Study

- To find out the level of awareness on National Education Policy 2020 with reference to higher education among teacher educators.
- To find out the level of awareness on National Education Policy 2020 among Teacher Educators with regard to gender.

- To find out the level of awareness on National Education Policy 2020 among Teacher Educators with regard to age
- To find out the significant association between educational qualification of teacher educators with regards to awareness on National Education Policy 2020.

### Hypotheses

- There is no significant difference between male and female teacher educators in awareness on National Education Policy 2020.
- There is no significant difference between educational qualifications of teacher educators in awareness on National Education Policy 2020.

### Method Used

The investigator has adopted survey method to study awareness on National Education Policy 2020 with reference to higher education among teacher educators.”

**Table 1. Level of awareness on National Education Policy 2020 with reference to higher education among teacher educators**

Dimensions	N	Level of awareness of teacher educators					
		Low		Average		High	
		N	%	N	%	N	%
General Aspects of NEP-2020	43	3	7	37	86	3	7
Holistic and Multidisciplinary Education	43	4	9.3	35	81.4	4	9.3

### Population and Sample

It refers to the totality of objects or individuals regarding which inference are to be made in a sampling study Reddy (2017). The population consist of all the teacher educators who are working in colleges of education in Tenkasi district.

The investigator used simple random sampling technique. Thus the sample size consist of 43 teacher educators from Colleges of Education in Tenkasi District.

### Data Analysis

Data analysis is a process for obtaining raw data, and subsequently converting it into information useful for decision-making by users. Data was collected and analyzed to answer questions, test hypotheses, or disprove theories.

### Percentage analysis

Objective 1: To find out the level of awareness on National Education Policy 2020 with reference to higher education among teacher educators.

Optimal Learning Environment NEP	43	7	16.3	23	53.5	13	30.2
Teachers Education	43	6	14	32	74.4	5	11.6
New National Research Foundation	43	7	16.3	0.0	0.0	36	83.7
Overall (Awareness)	43	6	14	35	81.4	2	4.7

It is inferred from the above table 1 that majority of the teacher educators have an average level of awareness in the dimensions namely holistic and multi-disciplinary education, optimal learning environment NEP, teachers education and new national research foundation. The level of awareness is higher (83.7%) only in the dimension of teachers

education. As a whole 81.4% of teacher educators have average level of awareness on National Education Policy 2020.

Objective 2: To find out the level of awareness on National Education Policy 2020 among Teacher Educators with regard to gender.

**Table 2. Level of awareness on National Education Policy 2020 among Teacher Educators with regard to gender**

Dimensions	Gender	Low		Moderate		High	
		N	%	N	%	N	%
General Aspects of NEP-2020	Male	2	15.4	11	84.6	0	0
	Female	1	3.3	26	86.7	3	10
Holistic and Multi disciplinary Education	Male	0	0	13	100	0	0
	Female	4	13.3	22	73.3	4	13.3
Optimal Learning Environment NEP	Male	1	7.7	11	84.6	1	7.7
	Female	6	20	12	40	12	40
Teachers Education	Male	0	0	12	92.3	1	7.7
	Female	6	20	20	66.7	4	13.3
New National Research	Male	1	7.7	12	92.3	0.0	0.0

Foundation	Female	6	20	24	80	0.0	0.0
	Male	1	7.7	12	92.3	0.0	0.0
Awareness (Overall)	Female	5	16.7	23	76.7	2	6.7

It is inferred from the above table 2 that with regard to gender. The Majority of teacher educators both male and female have an average level of awareness on National Education Policy 2020.

Hypothesis 1 : There is no significant association between age of teacher educators with regards to awareness on National Education Policy 2020.

**Table 3. There is no significant association between age of teacher educators with regards to awareness on National Education Policy 2020.**

Dimensions	Age	N	Mean	S D	t-Value	P-Value	
General Aspects NEP-2020	Above 35	13	23.5385	1.56074	2.053	0.047	S
	Below 35	30	25.3667	4.26278			
Holistic and Multi disciplinary Education	Above 35	13	32.3077	1.93152	1.730	0.091	NS
	Below 35	30	30.5667	4.66597			
Optimal Learning Environment NEP	Above 35	13	10.6154	.76795	0.269	0.789	NS
	Below 35	30	10.7000	1.26355			
Teachers Education	Above 35	13	16.6154	1.32530	1.327	0.193	NS
	Below 35	30	15.8667	2.34496			
New National Research Foundation	Above 35	13	15.5385	1.50640	0.963	0.343	NS
	Below 35	30	15.0000	2.03419			
Overall Awareness (Variable)	Above 35	13	98.6154	4.23357	0.578	0.567	NS
	Below 35	30	97.5000	8.39027			

S - Significant at 5% level

NS - Not Significant at 5% level

It is inferred from the above table that p values are greater than 0.05 for awareness of teacher educators as a

whole and all its dimensions namely, holistic and multi- disciplinary education, optimal learning environment NEP,

teachers education and new national research foundation. It shows that there is no significant difference in awareness of teacher educators as a whole, and its dimensions, holistic and multi-disciplinary education, optimal learning environment NEP, teachers education, and new national research foundation with regard to gender. But p-value is greater than 0.05 for the general aspects

of NEP-2020. It shows that there is significant difference in the dimension of general aspects of NEP-2020 with regard to gender.

Hypothesis 4 : There is no significant association between Educational Qualification of teacher educators with regards to awareness on National Education Policy 2020.

**Table 4. There is no significant association between Educational Qualification of Teacher Educators with regards to awareness on National Education Policy 2020.**

Dimensions	Background Variable	Calculated Chi-square value	Df	Table Value	Remarks at 5% level
General Aspects of NEP-2020	Educational Qualification	1.697	4	9.488	NS*
Holistic and Multidisciplinary Education		3.164			NS*
Optimal Learning Environment NEP		5.474			NS*
Teachers Education		3.628			NS*
New National Research Foundation		1.133			NS*
Awareness		1.600			NS*

\*NS – Not significant at 5% level of significance

It is inferred from the above table that, the calculated chi-square values are less than table value (9.488) for df (4) at 5% level is significance. Hence the null hypothesis is accepted. It shows that there is no significant association between awareness on National

Education Policy-2020 and educational qualification of teacher educators.

### Findings

1. The teacher educators have average(81.4) level of awareness in the dimensions namely holistic and

multi disciplinary education ,optimal learning environment NEP, teachers education and new national research foundation.

2. There is no significant difference among teacher educators on awareness on New Education Policy (2020) based on gender.
3. There is no significant association between awareness and qualification of teacher educators.
4. There is a significant difference in dimension of general aspects of National Education Policy-2020 with regard to gender.
5. There is no significant difference among teacher educators on awareness on New Education Policy -2020 based on educational qualification.

### Recommendations for Enhancing Awareness

Collaborate with educational institutions: Partner with educational

institutions to integrate NEP 2020 provisions into the curriculum and facilitate teacher training programs that focus on promoting awareness and understanding among Teacher Educators. Awareness program must be organized for Teacher Educators.

### Conclusion

According to the research done on National Education Policy (2020), it has been noted that there is no significant difference in awareness of the new Education Policy (2020) among secondary school teachers based on gender. It has been also noted that there is no significant difference among Teacher Educators on the basis of the Qualification about the awareness of the New Education Policy (2020). It is recommended that the Educational Institutions must Organise Orientation programme of NEP 2020 to their Teacher Educators to ensure quality Education in new set up.

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