

CHAPTER- I

INTRODUCTION

1.1 Introduction

The National Education Policy (NEP) 2020 is a comprehensive framework that outlines the vision and goals for the development of education in India. It aims to bring about significant reforms in the education system, catering to the needs of the 21st-century learners and addressing the challenges faced by the education sector. The NEP 2020 covers various aspects, including curriculum, pedagogy, assessment, teacher training, and the use of technology in education.

One of the critical stakeholders in the successful implementation of the NEP 2020 is the teaching community. Teachers play a crucial role in shaping the education landscape and translating the policy's objectives into practice. Therefore, it is essential to assess the awareness level of teachers regarding the NEP 2020 to understand their understanding, readiness, and potential challenges in its implementation. This study aims to evaluate the awareness level of teachers in Bhopal, a city in Madhya Pradesh, regarding the NEP 2020. Bhopal is known for its rich educational heritage, with numerous institutions and educational institutions. By examining the awareness level of teachers in Bhopal, we can gain insights into the extent to which they are familiar with the NEP 2020 and its key provisions. The findings of this study will not only contribute to the existing body of knowledge but also serve as a basis for identifying areas of improvement and designing targeted interventions to enhance teacher awareness and preparedness for the effective implementation of the NEP 2020. The study outcomes can assist policymakers, educational institutions, and teacher training organizations in tailoring professional development programs, workshops, and resources to address the specific needs and gaps identified among teachers in Bhopal.

It is important to note that this study focuses solely on assessing the awareness level of teachers and does not aim to evaluate the overall effectiveness or impact of the NEP 2020. The results will provide valuable insights into the initial stage of awareness among teachers in Bhopal and pave the way for further research and evaluation studies to track the progress and impact of the NEP 2020 in the future.

By bridging the gap between policy objectives and on-ground implementation, this study seeks to contribute to the ongoing efforts in transforming the education system in India and promoting quality education for all learners.

1.2 THE SALIENT FEATURES OF NEP 2020 ARE AS FOLLOWS-

The National Education Policy (NEP) 2020 introduced several salient features aimed at transforming the education system in India. Some of the key features of the NEP 2020 include:

Holistic and Multidisciplinary Education: The NEP 2020 emphasizes the importance of holistic and multidisciplinary education, promoting the overall development of students. It encourages the integration of various subjects, including arts, humanities, sports, and vocational skills, into the curriculum.

Flexible Curricular Choices: The NEP 2020 provides students with increased flexibility in choosing subjects based on their interests and aptitudes. It promotes a multidisciplinary approach and offers a wide range of electives, allowing students to explore diverse areas of knowledge.

Early Childhood Care and Education: The policy recognizes the significance of early childhood care and education (ECCE) in a child's development. It focuses on providing quality ECCE for children aged 3 to 6 years, promoting their cognitive, social, and emotional growth.

Foundational Literacy and Numeracy: The NEP 2020 emphasizes the importance of foundational literacy and numeracy for all students. It aims to ensure that every child achieves basic proficiency in reading, writing, and mathematics by Grade 3 through dedicated efforts and remedial interventions.

Integration: The policy acknowledges the role of technology in education and promotes its effective integration. It emphasizes the use of digital resources, e-learning platforms, and online teaching methods to enhance the learning experience and expand access to quality education.

Teacher Training and Professional Development: The NEP 2020 recognizes the critical role of teachers and emphasizes the need for their continuous professional development. It focuses on improving the quality of teacher training programs, promoting innovative teaching practices, and providing opportunities for their up skilling and re skilling.

Assessment Reforms: The policy advocates for a shift in assessment practices from rote memorization and high-stakes examinations to a more comprehensive and competency-based evaluation system. It encourages formative and continuous assessment methods that assess a student's overall development and critical thinking abilities.

Promoting Indian Languages: The NEP 2020 emphasizes the preservation and promotion of regional languages and mother tongue as the medium of instruction in early education. It recognizes the importance of linguistic diversity and aims to create a multilingual society that appreciates and values different languages.

Higher Education Reforms: The policy proposes several reforms in the higher education sector, including the establishment of a single regulatory authority, flexible undergraduate programs, multidisciplinary education, and increased focus on research and innovation.

Equity and Inclusion: The NEP 2020 places a strong emphasis on promoting equity, inclusion, and access to education for all. It aims to bridge the gender gap, reduce disparities among different social and economic groups, and provide equal educational opportunities to children with disabilities.

These salient features of the NEP 2020 reflect a comprehensive approach towards transforming the education system in India, fostering a learner-centric, inclusive, and holistic environment that prepares students for the challenges of the 21st century.

1.3 NEED OF THE STUDY

The study on the awareness level of teachers in Bhopal regarding the National Education Policy (NEP) 2020 is important for several reasons:

Policy Implementation: The NEP 2020 introduces significant reforms in the education system, and the effective implementation of these reforms depends on the awareness and understanding of teachers. Assessing the awareness level of teachers in Bhopal will provide insights into their preparedness, knowledge gaps, and potential challenges in translating the policy objectives into classroom practices.

Teacher Professional Development: Understanding the awareness level of teachers regarding the NEP 2020 can help identify the specific areas where they require further training and professional development. The findings of the study can guide policymakers, educational institutions, and teacher training organizations in designing targeted programs and resources to enhance teachers' knowledge and skills related to the policy.

Identifying Gaps and Misconceptions: The study can reveal any misconceptions or gaps in teachers' understanding of the NEP 2020. Identifying these gaps is crucial for addressing misconceptions, clarifying doubts, and providing accurate information about the policy. This can prevent the implementation of the policy from being hindered by misinformation or incomplete understanding.

Policy Feedback and Refinement: By studying the awareness level of teachers, the findings can serve as valuable feedback for policymakers and education authorities. The insights gained from the study can contribute to the ongoing process of refining and improving the NEP- 2020. It can help policymakers identify areas that require further clarification, modification, or support to ensure successful implementation of the policy.

Enhancing Stakeholder Engagement: The study can foster greater engagement and collaboration among stakeholders involved in the education sector. By assessing the awareness level of teachers, the study provides an opportunity to initiate conversations, discussions, and knowledge-sharing sessions among teachers, policymakers, and education experts. This engagement can facilitate a better understanding of the policy, promote collaboration, and encourage a collective effort towards achieving the goals of the NEP- 2020.

Informing Policy Advocacy: The study's findings can be utilized in advocacy efforts to raise awareness about the NEP-2020 among teachers and other stakeholders in the education sector. It can serve as evidence to highlight the importance of providing adequate support, resources, and professional development opportunities for teachers to effectively implement the policy.

Overall, the study on the awareness level of teachers in Bhopal regarding the NEP- 2020 is essential for ensuring a smooth and successful implementation of the policy. It can contribute to the improvement of teacher preparation, policy refinement, and stakeholder engagement,

ultimately leading to the desired transformation in the education system as envisioned by the NEP-2020.

1.4 STATEMENT OF THE PROBLEM

STUDY OF AWARENESS LEVEL OF NEP-2020 AMONG THE TEACHERS OF BHOPAL

1.5 OPERATIONAL DEFINITIONS OF THE TERMS USED

Awareness: Awareness or knowledge of the facts mentioned in NEP-2020

The **National Education Policy of India 2020 (NEP 2020)**, which was started by the Union cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030.¹

Shortly after the release of the policy, the government clarified that no one will be forced to study any language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and institutions to decide on the implementation. Education in India is a Concurrent List subject.

On 1 August 2022, the Press Information Bureau informed that according to the "Unified District Information System for Education Plus" (UDISE+) 2020–21, over 28 languages are to be used in teaching and learning in grades (1–5). the languages Oare Assamese, Bengali, Gujarati, Hindi, Kannada, Konkani, Malayalam, Meitei (Manipuri), Marathi, Nepali, Maithili, Odia, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, English, Bodo, Khasi, Garo, Mizo, French, Hmar, Karbi, Santhali, Bhodi and New education policy is based on general formula (5+3+3+4). It is based on the student and is not dependent on government jobs for starting their own business. The major change of the student is learning one foreign language and choosing the different stream after 8th class.

TEACHERS: Student trainee teachers at regional institute of education and the students at the Bhopal school of social sciences Bhopal city.

1.6 OBJECTIVES OF THE STUDY

Following objectives are formulated for the proposed study:

1. To study the awareness on NEP-2020 among B.Sc. B.Ed. of Regional Institute of Education Bhopal and the Bhopal Institution of Social Sciences.
2. To study the awareness on NEP-2020 among B.A. B.Ed. of Regional Institute of Education Bhopal and the Bhopal Institution of Social Sciences.
3. To study the significant difference in the awareness levels on NEP-2020 among Govt. institution and Private institution teachers of Bhopal.
4. To study the significant difference in the awareness levels on NEP -2020 among Govt. institution Male and Private school Male teachers of Bhopal.
5. To study the significant difference in the awareness levels on NEP-2020 among Govt. institution Female and Private institution Female teachers of Bhopal.
6. To study the significant difference in the awareness levels on NEP-2020 among Govt. institution B.Sc. B.Ed. and Private institution B.Sc. B.Ed.
7. To study the significant difference in the awareness levels on NEP-2020 among Govt. institution B.A. B.Ed. and Private institution B.A. B.Ed. among Govt. institution and Private institution teachers of Bhopal.

1.7 HYPOTHESES

Following hypotheses are formulated for the proposed study.

1. There is no significant difference in the awareness level of NEP-2020 between Govt. institution teachers and Private institution teachers of Bhopal.
2. There is no significant difference in the awareness level of NEP-2020 between Govt. institution male teachers and Private Institution male teachers of Bhopal.
3. There is no significant difference in the awareness level of NEP-2020 between Govt. institution Female teachers and Private institution Female teachers of Bhopal.
4. There is no significant difference in the awareness level of NEP-2020 between Govt. institution B.Sc. B.Ed. and Private institution B.Sc. B.Ed.
5. There is no significance difference in the awareness level of NEP-2020 between govt. Institution and Private institution B.A.B.ED.

1.8 DELIMITATIONS OF THE STUDY

The proposed study was conducted under the following constraints.

1. Only student teachers were selected for the study
2. Only Madhya Pradesh state was selected for the study.