

CHAPTER- V

SUMMARY, FINDINGS AND CONCLUSIONS

5.1 INTRODUCTION

Introduction and the review of research are presented in chapter I and chapter II. The methodology employed for the study along with the technique of sample selection, tools, procedure of data collection and the statistical technique for the analysis of the data are presented in the chapter III. The result and interpretation are presented in the chapter IV. In the present chapter, summary and conclusion are presented in the following captions.

5.2 SUMMARY

Summary is an overview of content that provides a reader with the overarching theme but does not expand on specific details. A summary describes a large work (such as an entire book, speech, or research projects) and should include noticeably less content than the original work. Since, the future of our nation is molded in our classrooms, teachers are the real makers. Teachers with rich teacher aptitude can create wonders in the minds of their children and can lead the, to a world of reality, practicability, and accountability. Now-a-days teaching goes beyond traditional classroom instruction. Effective teachers embrace the extra tasks and strive to improve their knowledge and skills in teaching while working to make significant contributions to their institution and community. They work to become true professionals. They implement new instructional techniques that will captivate the interest of students and motivate them to learn what is the purpose of education. Careful consideration of this question should be one of the first concerns of an effective teacher. Rousseau, Pestalozzi, Herbart, Dewey, Russell, Mahatma Gandhi, Vivekananda, all have given an extended meaning of education which direct a prospective teacher to vast world of teaching. All these agreed that the effective teaching-learning strategies should be centered on the needs and disposition of the learners. That is why; changes methodology of teaching has undergone drastic changes. The child should be engaged in learning the principles of science through familiar experiences, working with hands to design simple technological units and modules (e.g., designing and making a working model of a windmill to lift weights) and continuing to learn more about the environment and health, through activities and survey. Scientific concepts are to be arrived at mainly from activities and experiments. Group activities, discussions with peers

and teachers, survey, organization of data and their display through exhibition in institutions and the neighborhood should be important components of pedagogy.

The findings from the mixed-methods approach provided valuable insights into the understanding of teachers about NEP 2020 objectives, key features, and potential implications for teaching practices and student outcomes. The main conclusions drawn from this research are as follows:

Moderate Awareness Level: The study found that the overall awareness level among teachers regarding NEP 2020 was moderate. While some teachers demonstrated a strong understanding of the policy's objectives and key features, others showed limited awareness.

Knowledge Gaps: Specific knowledge gaps were identified, particularly concerning the intricacies of NEP- 2020, such as the changes in assessment patterns, the implementation timeline, and the ways to integrate experiential learning into the curriculum.

Implications for Teaching Practices: Teachers who were aware of the NEP -2020 showed enthusiasm for the potential benefits it could bring to teaching practices. They recognized the importance of promoting critical thinking, creativity, and problem-solving skills among students.

Need for Teacher Training: The study emphasized the need for targeted teacher training and professional development programs to enhance teachers' awareness and understanding of NEP - 2020. Continuous support and resources will be essential for successful policy implementation.

Role of Educational Institutions: Educational institutions have a crucial role in disseminating information about NEP 2020 to their faculty members. Regular workshops, seminars, and discussions should be organized to promote better understanding and adoption of the policy.

Government Initiatives: The government should take proactive measures to communicate NEP 2020 effectively to teachers. Engaging with teacher associations and leveraging digital platforms can play a vital role in achieving this objective.

Monitoring and Evaluation: A systematic monitoring and evaluation mechanism should be put in place to assess the progress of NEP 2020 implementation. Regular feedback from teachers can help identify challenges and areas for improvement.

Overall, this study highlights the importance of creating widespread awareness among teachers about the NEP 2020. By empowering teachers with comprehensive knowledge of the policy's objectives and strategies, they can effectively play their part in transforming the education system. Bridging the knowledge gaps and providing adequate support through training and resources will be pivotal in successful implementation. Ultimately, a well-informed and empowered teaching community can contribute significantly to the success of NEP 2020's vision of providing a holistic and learner-centric education system in India.

5.3 OBJECTIVES OF THE STUDY

Following objectives are formulated for the proposed study.

1. To study the awareness on NEP-2020 of Govt. institution teachers. To study the awareness on NEP-2020 of Private Institution teacher of Bhopal.
2. To study the awareness on NEP-2020 of govt. institution B.SC. B.ED. of Bhopal. To study the awareness on NEP-2020 of govt. institution B.A. B.ED. of Bhopal.
3. To study the awareness on NEP-2020 of Private institution B.SC. B.ED. of Bhopal.
4. To study the awareness on NEP-2020 of Private institution B.A. B.ED. of Bhopal. To study the significant difference in the awareness levels on NEP-2020 among govt. institution and Private institution teachers of Bhopal.
5. To study the significant difference in the awareness levels on NEP-2020 among Govt. institution Male and Private institution Male teachers of Bhopal.
6. To study the significant difference in the awareness levels on NEP 2020 among Govt. institution Female and Private institution Female teachers of Bhopal.
7. 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.
8. 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.

5.4 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 NEP2020 between Govt. institutions B.SC. B.ED. and Private institution B.SC. B.ED.
5. There is no significant difference in the awareness level of NCE-2020 between Govt. institutions B.A. B.ED. and Private institution B.A. B.ED.

5.5 DESCRIPTION OF THE TOOL

The variables measured in the study were awareness of teachers on NEP-2020. The influence of other demographic variables on the teachers' perception on NEP-2020 was also studied. Therefore, only the tool entitled "Awareness on NEP-2020" was used by the investigator for the present study.

5.6 ADMINISTRATION OF THE TOOL

For assessing the awareness of teachers on NEP-2020, a Questionnaire was developed by the investigator. The questionnaire was related to the NEP-2020. There were forty-seven questions in the questionnaire. There were three options for each statement, Le, "agree", "undecided" and "disagree" For the positive statement the score for "agree", "undecided" and "disagree" was 3, 2 and 1 respectively and for the negative statement the score was reverse. Therefore, the maximum total score would be 141 and the lowest score would be 47. The final score of the questionnaire demonstrates that how much a teacher knows about the NEP-2020 and how the teacher is well versed with the NE-200f and its principles as well as its philosophy. There was no time limit to complete the questions.

5.7 RESULT OF THE STUDY

Followings are the findings of the study.

- The awareness level on NEP-2020 Govt. institution teachers of Bhopal city is more than the average.
- The awareness level on NEP-2020 Private institution teachers of Bhopal city is average.

- The awareness level on NEP-2020 B.SC. B.ED. of govt. institution of Bhopal city is more than the average.
- The awareness level on NEP-2020 B.A. B.ED. of govt. institutions of Bhopal city is average.
- The awareness level on NEP-2020 B.SC. B.ED. of Private institutions of Bhopal city is average.
- The awareness level on NEP-2020 B.A. B.ED. of Private institutions of Bhopal city is the average.
- There is significant difference in awareness level on NEP-2020 of teachers of Govt. institution and the teachers of Private institutions.
- There is significant difference in in awareness level NEP-2020 of male teachers of Govt. institution and the male teachers on of Private institutions.
- There is significant difference in awareness level on NEP-2020 of female teachers of Govt. institution and the female teachers of Private institutions.
- There is no significant difference in awareness level on NEP-2020 of B.SC. B. ED's. of Govt. institutions and the B.SC. B. ED's of Private institutions.
- There is significant difference in awareness level on NEP-2020 of B.A. B. ED's of Govt. institutions and the B.A. B. Ed of Private institutions.

5.8 CONCLUSION

The present study on teachers' awareness level on NEP-2020, Findings of the study suggested that teachers' perception on NEP- 2020 of rural areas is less than the perception of urban areas teachers.

The study reveals that the government institution teachers had better awareness on NEP-2020 than the private institution teachers. The reason may be that the govt. organized many different training and orientation programs for the teachers. The study also reveals that most of the teachers were not aware of the NEP-2020. Although, NEP-2020 is a national document for the curriculum development of the institution education in the country, but the teachers are not aware of its importance. Many funds were invested for the training/orientation of the teachers since 2006, in the state as well as the country, but it seems to be futile. So, there is a need to re-orient the teachers of all levels on NEP-2020 with a missionary zeal and strict mechanism should be developed for

the follow-up, then only the words of the Kothari Commission, "The destiny of India is being shaped in her classrooms" can be realized.

5.9 EDUCATIONAL IMPLICATIONS

- The govt. should take steps to teachers on NEP-2020.
- Training and orientation programs may be organized for teachers to bring awareness on NEP-2020.
- The curriculum designer needs to design the curriculum as per the philosophy of NEP-2020.
- The administrator of govt. I as well as the private institutions should take steps to enrich the knowledge of NEP-2020 of teacher.

5.10 SUGGESTIONS FOR THE FURTHER STUDY

1. Similar study can be done over the same sample by taking awareness a variable.
2. Study can be done over the larger sample.
3. Study can be done over the larger sample by taking educational values as a variable.
4. To replicate the present study similar study can conduct over a larger population of teachers and teachers in other city or other states.
5. Similar study can also be done with the different types of courses.