Secondary School Teachers' Pathway to Transformational Education System

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Abstract

The National Education Policy 2020 aims to transform the Educations System in India. The suggestion and recommendations about school education have been varied. The school teachers are the torch bearers of NEP 2020 and it is important to understand their perception towards NEP 2020. With this objective in mind, this study aimed to study school teachers' perception towards NEP 2020 by sharing a booklet on NEP 2020 covering four areas which were – NEP suggestions on Assessment, Multilingualism, Integrating Language, arts and culture in education and Equitable and Inclusive education. The sample for the study consisted of 42 teachers within the Mumbai region of various boards (SSC, CBSE, ICSE). The findings of the study revealed no significant difference in the perception of teachers for the four areas on the basis of age.

Keywords: NEP 2020, Multilingualism, Multiculturalism, Art Education, Inclusive Education

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Introduction

Education has to be revamped and transformed. This transformation is similar to the cocoon that turns into a butterfly. Why is this transformation required? The demands and needs of society are changing which requires that we change our education patterns and systems. The different stakeholders of the education system ensure that the best kind of education is provided to help students make meaning of their life. For this it is essential that the different stakeholders work in consensus with one another towards the implementation of the Policy. (Bhikhubhai, 2022)[1] focusing on the National Policy on Education (NPE The National Education Policy 2020 was drafted and finalized keeping these objectives in mind.

NEP 2020

The NEP 2020 is a road map to ensure that school education is changes and suits the children's needs. It has come after 34 years as a much more reformed and refined version of the previous NEP 1986 and NEP 1992 policies. The policy suggestions and recommendations are in line with the UN Sustainable development goals. The policy's vision aligns with UN Sustainable Development Goal 4 (Sharma, 2024)[2] which ensures the provision of quality education by ensuring inclusive and equitable education to all and thus promote life long learning. The very objective of the Policy is to create India as a knowledge hub by adopting its roots of culture, value and diversity into education (Athial & Athial, 2020)[3]. The current NEP 2020 Policy focuses on many aspects of school education, few of the many are as follows

- Providing holistic development to match 21st Century Skills
- Competency-based evaluation.
- Focus on different skills like critical thinking, creative thinking
- Multidisciplinary approach of teaching
- Integration of Art Education into teaching
- Promote multicultural and multilingual education
- Create a more inclusive environment that prepares students for diversity.

Across the Nation, NEP reforms are implemented in different ways. After the implementation of NEP 2020, a number of workshops, seminars and conferences were conducted with an idea to sensitize teachers about NEP 2020. NEP 2020 was a new buzzword in the teaching fraternity. It is very essential that teachers are knowledgeable about the different aspects of NEP and understand and learn to use the suggestions effectively (Rana, 2024)[4]. The teaching base has to shift from teacher-centered to student-centered learning (Bhikhubhai, 2022). In one of the studies conducted by (Ansari & Haider, 2022)[5] it was suggested that teachers should be provided with necessary training on different aspects of NEP 2020 . With this in mind, the present research focuses on providing a curated pdf on the recommendations given by NEP 2020 and understanding school teachers' perception about NEP 2020. This will help the school teachers be aware of the recommendations suggested in the abovementioned four areas of NEP 2020. The curated booklet will also reveal their perceptions about the above mentioned four areas suggested in NEP 2020 Policy. It will help teachers to think of ways of integrating the above mentioned areas recommended through the curated pdf. Such simple ways would certainly ensure the execution of NEP 2020 which will help the education system to move one step closer to building a transformed society.

Objectives of the Study

1. To measure 'In-service teachers' perception towards NEP 2020 based on the booklet prepared on the recommendations of NEP 2020 on the basis of years of experience of teaching
   - 9 months – 9 years
   - 10 years – 18 years
   - 19 years and above

2. To measure 'In-service teachers' perception towards NEP 2020 based on the booklet prepared on the recommendations of NEP 2020 on the basis of age
   - 21-30 years
   - 31-41 years
   - 41 years and above

Hypothesis of the Study

1. There is no significant difference in the perception of In-service teachers' perception towards the recommendations suggested about school education on NEP 2020 on the basis of years of experience of teaching.
   - 9 months – 9 years
   - 10 years – 18 years
   - 19 years and above
2. There is no significant difference in the perception of In-service teachers' perception towards the recommendations suggested about school education on NEP 2020 on the basis of age
   - 21-30 years
   - 31-41 years
   - 41 years and above

Booklet on NEP 2020[6]

A booklet was prepared on certain aspects of NEP 2020 covering areas on NEP suggestions of Reforms in Assessment, Multilingualism, Integrating Language, arts and culture in education and equitable and inclusive education. The NEP based booklet was circulated among the different teachers of different schools, after which the perception questionnaire was shared as a google form among the school teachers. The school teachers went through the booklet highlighting the areas in detail and then filled the perception tool based on the areas mentioned in the booklet.

The booklet covered the following areas as suggested in the NEP 2020 Policy

NEP Reforms in Assessment

Assessment to be competency-based, to foster critical and creative thinking skills, 360 degree multidimensional Holistic report card, use of AI software to track students' progress report card, assessment to include self- assessment, peer assessment and teacher assessment, reduced stress of board exams by including multiple choice and objective type questions along with descriptive questions, subject selection for board exams to be based on students interest and assessment to include all kinds of learners.

Multilingualism

Language preservation is essential and important. Students to be exposed to wide variety of languages and different linguistic viewpoints. Good quality books in the form of textbooks on different languages to be made available to students. Indian languages to be integrated in all sections of schools. Training to be provided to teachers in different languages, more focus to be given to conversational skills and real-life application of languages.

Integrating Language Arts and Culture in Education

Art integration is important to preserve the rich and diverse culture of India. Students to embrace and celebrate different cultures and languages, teachers to be trained in handling multicultural classrooms, local artists, writers, and craft persons to act as resource persons to orient students about the rich cultural ethos of India. Use of online resources to preserve India's culture. Culture to be integrated in all sections of schools through music arts and crafts.

Equitable and Inclusive Education

Ensure every citizen has a right to be educated, cater to the needs of diverse children through tailored accommodations and support mechanisms, intensive inclusion training program to be offered to different stakeholders, and children with disabilities to be included in regular schools. NIOS to develop learning modules to teach Indian Sign Language in different subjects. Early identification of children with learning difficulties, Barrier free access to education. Home based education to be provided to children with severe disabilities.

Tool for the Study

The researcher designed a tool to study the school teacher's perception about four main areas NEP suggestions on Assessment, Multilingualism, Integrating Language, arts and culture in education and equitable and inclusive education. The tool was a 5 point Likert scale comprised of 41 statements which included positive and negative items. Positive items were coded with 5 strongly agree, 4 agree, 3 neutral, 2 disagree and 1 strongly disagree. Negative items were reverse-coded.

Methodology of the Study

The methodology used for the study was the descriptive survey method.

Sample for the Study

The sample for the study consisted of 43 school teachers from SSC, ICSE and CBSE board from Mumbai School.

Analysis of the Study

To study the perception of school teachers towards the recommendations suggested on school education in the four areas of NEP 2020, on the basis of years of experience of teaching, a one-way ANOVA was conducted to measure the difference in the perception among pre-service teachers. Statistical analysis for the study included descriptive analysis by calculating the mean and standard deviation (Khan, 2007). Inferential analysis was conducted by calculating ANOVA (Khan, 2007)[7] to determine if there was a significant difference in the mean scores among school teachers.

Hypothesis 1

1. There is no significant difference in the perception of In-service teachers' perception towards the recommendations suggested about school education on NEP 2020 on the basis of years of experience of teaching.
   - 9 months – 9 years
   - 10 years – 18 years
   - 19 years and above

From the table 1.1 it can be seen that the mean scores of teachers with 9 months to 9 years of experience is the highest and there is no much difference in the mean scores of teachers with teaching experience of 10- 18 years and 19 years and above.

Interpretation

Since the P-value is greater than 0.05, we accept the hypothesis, which means there is no statistically significant difference in the total scores among the three groups. Since the F-value (1.41) is smaller than the critical F-value (3.23), it confirms that the differences between group means are not significant.

Hypothesis 2

There is no significant difference in the perception of In-service teachers' perception towards the recommendations suggested about school education on NEP 2020 on the basis of age

Table 1.1: shows the number of participants per group, mean scores and scores for standard deviation

Group (Years of Teaching Experience	N = 43	Mean Score	Standard Deviation
9 months 9 years	22	160.64	16.69
10-18 years	12	153.67	10.67
19 years and above	9	153.33	8.65

- 21-30 years
- 31-41 years
- 41 years and above

From the table 1.3 it can be seen that the mean scores of teachers in the age group of 21-31 years is 3.23, mean scores of teachers in the age group of 31-40 years is 152.33 and the mean scores of teachers in the age group of 40 years and above is 161.37. There is 3.53 difference in the mean scores of school teachers in the age group of 21-31 years. The standard deviation for the three age groups are 3.23, 2.76 and 4.06, respectively.

Interpretation

Since the P-value is greater than 0.05, we accept the hypothesis, which means there is no statistically significant difference in the total scores among the school teachers on the basis of age. Since the F-value (3.23) is smaller than the critical F-value (3.23), it confirms that the differences between group means are not significant.

Discussion on the Findings

The findings reveal that there is no significant difference in the school teachers' perception towards National Education Policy 2020 based on the four areas recommended in the NEP 2020, on the basis of on the basis of years of experience of teaching and on the basis of school teachers' age. A one-way ANOVA was conducted to measure the difference in the perception among pre-service teachers. This is similar to the findings found in another study (Raju & Priya, 2023; Mishra, 2024)[8,9] where no significant difference was found in the in the attitude of secondary school teachers on the basis of teaching experience of 10 years and below 10 years and above. This could be because of the impact the curated booklet might have created, which may have resulted in the similar perceptions scores among school teachers in spite of differences in the years of teaching. This matches where it was suggested that NEP brings lot of changes in the working of teachers (Harimani & Narang, 2024)[10]. This is supported in one of the studies conducted by (Das, 2024)[11] which reveals that teachers were interested and agreed to implement art integration in their teaching. Teachers might have been positive and favorable towards the different changes which would help to bring a positive change in the education system. In one more study (Chourdhary & Gosain, 2024)[12] it was found that 66% of teachers knew about ways and techniques to implement multilingualism. Teachers might have attended conferences, workshops and seminars on NEP 2020. This may have led to increase school teachers awareness about the NEP 2020 policy. This is evident in one study where it is stressed that sensitization awareness programs on NEP 2020 should be conducted to improve the relevance of the policy (Gupta & Somani, 24)[14] One of the studies also mentions that professional training of teachers in areas highlighted in the NEP 2020 is essential to prepare the future teachers. (Jain, 2021)[14] This is supported in a research conducted by where it was found that 90% of teachers had average awareness about NEP (Shobha, 2022)[15]

Table 1.2: shows statistical values obtained from ANOVA test - In-service teachers' perception towards recommendations suggested about school education on NEP 2020 on the basis of years of experience of teaching.

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	544.1029	2	272.0514	1.412932	0.255316	3.231727
Within Groups	7701.758	40	192.5439			
Total	8245.86	42				

Table 1.3: shows the number of participants per group, mean scores and scores for standard deviation

Group (Age)	N = 43	Mean Score	Standard Deviation
21- 30 years	22	155.83	3.23
31 – 40 years	12	152.33	2.76
40 years and above	9	161.37	4.06

Table 1.4: shows statistical values obtained from ANOVA test - In-service teachers' perception towards recommendations suggested about school education on NEP 2020 on the basis of age.

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	525.6105	2	262.8052	1.361641	0.26786	3.231727
Within Groups	7720.25	40	193.0063			
Total	8245.86	42				

The school teachers irrespective of different age groups would would be looking forward to implementing the NEP 2020 policy.

CONCLUSION

2040 is the deadline for the implementation of NEP 2020 (Saroha & Anand, 2020)[16]. In one of the papers by (Dhokare & Jadhav, 2023)[17] it states that the multilingual and cultural diversity approach is sure to create and transform the education system with a holistic development among learners. Though many research articles speak about the change in the role of teachers with new responsibilities and learning (Kalyani, 2020)[18] not much is spoken about teachers who are trained in incorporating art, culture and lingualisim in the curriculum. This paper leaves a thought to the readers that though the teachers' perceptions do not differ in terms of years of teaching and age, a lot of deliberation is to be carried out among the different stakeholders on ways to integrate the four suggested areas in a more meaningful way.

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