



## OPINION OF TEACHER TRAINEES ON NATIONAL EDUCATION POLICY 2020: A STUDY IN PUNE CITY

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### **Abstract**

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*The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. Recognizing the 'power of teacher' NEP 2020 has put in place systemic reforms that would help 'teaching' emerge as an attractive profession of choice for bright and talented young minds.*

*The present study aims at analyzing the opinion of teacher trainees on National Education Policy 2020 in India. A descriptive survey method was used for study. The purposive sampling technique was used to select the sample for study. A questionnaire based on five-point rating scale was given through google forms prepared by the researcher to recognize the opinion of the trainee teacher about the National Education Policy 2020.*

*The results reveals that the opinion of the teacher trainees on NEP 2020 is found significantly favorable. The newly framed policy is different from the previous policies and it has fulfilled the most of the required criteria of the educational system. The teacher trainees believed that NEP 2020 would really bring some changes in education system in India. The use of mother tongue in lower classes will retain students' interest more than English medium school. Further they also believed that Information Communication Technology (ICT) is needed to enhance our education system. The teaching task will become more motivating to the teachers for effective and purposeful teaching. Finally, they opined that NEP 2020 will successfully enhance the quality of school education. Implementing new educational policy in the Indian educational system will make a drastic change and provide a high-quality education to all. Then it will also produce an all-round development of the future citizens to the nation.*

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**Key words:** *Opinion of Teacher Trainees, National Education Policy 2020*

## **Introduction:**

Education is a backbone of every individual and it determines the destiny of a Nation. Education enhances one's knowledge, skills, attitude, personality, values, habits, etc. It prepares a person to face challenges in everyday life. Education plays a vital role in this modern and competitive world.

The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. The teacher must be at the centre of the fundamental reforms in the education system.

According to the National Education Policy More focus on practical learning rather than theoretical learning. The Teacher will require training in high quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and university all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B. Ed, M. Ed, Ph.D. degree in education. The way students are being taught today is very different from the teaching methods that were adopted a few decades back. Technology has brought about various changes in the way education is delivered and received. From self-learning to flipped classroom approach, we have seen technology make a considerable impact on the learning and teaching methodologies. With numerous benefits to offer, digital learning has become an important part of the education system. Information and communication technology (ICT) brings in multiple benefits for digital learning and student-centric engagement. The ICT trends in education shaped the schools and universities to implement the latest in education technology in order to improve the teaching and learning process. Many a time, kids go to school without knowing the purpose and students go to college without any clear objectives in mind. Bringing in huge transformations within the short span of time becomes highly challenging for the institutions and the individual tutors within the given scope of time. The need for sustainability in terms of

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processes and business leads to a lot of shortcuts, and ready reckoners come into picture. The core concept clarity gets lost in this trial-and-error approach and the products fail to perform well even under normal conditions.

Recognizing the 'power of teacher' NEP 2020 has put in place systemic reforms that would help 'teaching' emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and 'restore the high respect and status to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession. The policy aims to ensure that all students at all levels of school education are taught by passionate motivated, highly qualified, professionally trained and well-equipped teachers. After framing the policy, it should be properly implemented in the educational set up. Then only it will make the desirable changes in the educational system. NEP 2020 is going to be implemented in the educational system successfully through the future teachers also. They are the real, direct and significant stakeholders. While implementing the policy, the future teachers should be recognized and included in the process for its crucial effectiveness. It is essential also, to know their opinion about the NEP 2020. Hence, this study tries to find out the opinion of teacher trainees on NEP 2020.

### **Need for the Research:**

In India, National Education Policy (NEP) 2020 is announced recently by the MHRD, with a tremendous transformation in the education system and in order to provide high quality education to all. NEP 2020 aims at making the education system holistic, flexible, multidisciplinary and also to meet the needs and demands of 21st century. The NEP 2020 is based on the foundation pillars such as access, affordability, equity, quality and accountability. The National Education Policy 2020 aims to address the many growing developmental imperatives of our country. The National Education Policy lays particular emphasis on the development of the creative potential of each individual.

It also emphasizes on the following points:

- Preparation for Schooling and Elementary Schooling Level, Early Childhood Care and Education
- Curtailing Dropout Rates
- Holistic, Integrated, Enjoyable, and Engaging Learning
- Holistic development of learners
- Curriculum content and pedagogical framework to enhance essential learning, experimental learning and critical thinking.

- Assessments
- Equitable and Inclusive Education
- Motivated, Energized, and Capable Faculty
- Professional Education
- Technology Use and Integration

The present study aims at analyzing the opinion of teacher trainees on National Education Policy 2020 in India. The presence of the positive opinion or the absence of the same may have profound implication in the part of authorities (MHRD). Being future teacher, the teacher trainees have to take a responsibility for betterment of school students by deciding their role in upcoming changes in education system. The favorable opinion on the present policy might help the authorities and planners, who involved in making, to continue the same without making and drastic change in it. But the absence of the favorable opinion might help the planners to restructure the present policy in order to refine it. Therefore, the present investigation is very vital from the planning point of view.

#### **Objectives of the Research:**

- i. To recognize the opinion of teacher trainee on the National Education Policy 2020.
- ii. To analyze the opinion of teacher trainee on the National Education Policy 2020.

#### **Hypotheses of the Research:**

1. there is no difference between the level of agreement and disagreement of teacher trainees on the features of NEP 2020

#### **Limitations of the Research:**

- The study was limited to the teacher trainees of integrated B.Ed. degree course colleges of Education in Pune District. 52 teacher trainees participated in the current study.
- The study is delimited to the opinion of the teacher trainees at campus level only in education sector.

#### **Review of Related Researches**

**Verma Hemlata and Adarsh Kumar, (2021)**, published a paper on New Education Policy, the paper focused on the new National Education Policy, 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India, if it is implemented successfully, this new system will make India one of the world's leading countries. Equivalent Under the new education policy, 2020, children from 3 years to 18 years have been placed under the Right to Education Act, 2009. The aim of this new

education policy, which came after 34 years, is to provide higher education to all students, which aims to universalize pre-primary education (age range of 3-6 years) by 2025.

**Sharma, Parveen Kumar and Bala Sanjeevan, (2021)**, conducted a study on A study of national education policy 2020, awareness among secondary school teachers in district Kangra. The study suggested that education is an important aspect in deciding the economy social status, Technology adaptation and healthy human behaviour in every country. Improving ger include every citizen of the country in education offering is the responsibility of the education department of the country national education of the India 2020 is marching toward achieving such objective by making the innovative policies to improve. The attractiveness, affordability and increasing the supply by opening the education for private sector and the same time with the strict control to maintain the quality in every educational institution.

**Boylu and Kardas (2020)** conducted a study on the views of teachers and students on slang in teaching Turkish as a foreign language. Based on the findings of the study, it was concluded that the majority of teachers and students generally had a positive opinion about the learning. In addition to this result, teachers stated that this situation which students use without knowing the meaning of some words may cause problems in their social environment.

**Argawati and Suryani (2020)** conducted a study on Project-based learning in teaching writing: the implementation and students' opinion. The results of the study were found that the implementation of project-based learning in teaching writing were worked well. It could be seen from the student's responses during the implementation of this method as they gave positive opinion toward the method used; they actively involved in learning process.

**Virgin and Bharati (2020)** conducted a study on teachers' perception, plan, and implementation of portfolio assessment in students' writing assessment. From the results of analysis, the study revealed that both teachers had positive perception of portfolio assessment in students' writing assessment. That was indicated from their agreement and positive thoughts on portfolio development and implementation, its effectiveness as an educational tool and its influence on the instructional practices, teacher and students' roles and responsibilities during the portfolio development.

**Sarika Kumari, (2020)** published a paper on NEP 2020 challenges to teachers' education. The paper focus on the various problems faced by teacher education in India. Unfortunately, still there are several loopholes in the system. Centre and States Governments should join the hands to bring the quality and improvement in the teacher education, then bright future of teacher education is possible. The study recommended that the quality of teacher education programme

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needs to be up graded. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. Teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society.

### Methodology of the Research

A descriptive survey method was used for study. The purposive sampling technique was used to select the sample for study. The study was limited to the teacher trainees of integrated B.Ed. degree course of colleges of education in Pune District. A total of 52 teacher trainees participated in the present study. The research tool of this study was questionnaire through google forms prepared by the student researcher related to the opinion of trainee teacher on the National Education Policy 2020. To recognize the opinion of the trainee teacher about the National Education Policy 2020, each question with five-point rating scale was provided through google forms. The questionnaire was validated through pilot study and by the panel of experts. It was modified according to the opinion of experts. Face and content validity were found. 15. items were finalized with the scoring pattern such as Strongly agree “5”, Agree “4”, Undecided “3”, Disagree “2” and Strongly Disagree “1”. Statistical techniques such as percentage and Chi-Square were calculated for this study and the collected data was analyzed and interpreted for drawing the results.

### Analysis and Interpretation of the Data:

**Table -1: The opinion of Teacher Trainees on NEP 2020 (N=52)**

Statement	N	Sum	Mean	Agreement %	Disagreement %	Not Sure %
1	52	194	3.73	61.54	3.85	34.62
4	52	205	3.94	75.00	7.69	17.31
5	52	204	3.92	76.92	1.92	21.15
6	52	202	3.88	67.31	9.62	23.08
7	52	210	4.04	78.85	3.85	17.31
8	52	211	4.06	78.85	5.77	15.38
9	52	209	4.02	75.00	1.92	23.08
10	52	206	3.96	82.69	3.85	13.46
11	52	218	4.19	86.54	3.85	9.62
12	52	208	4.00	80.77	3.85	15.38
13	52	210	4.04	82.69	3.85	13.46
14	52	220	4.23	90.38	5.77	3.85
15	52	187	3.60	50.00	3.85	46.15

Ref: The fact and figures in the above table are based on the collected field data.

Above table depicts the mean score of teacher trainees on NEP 2020. From this table, it is evident that the sum and mean score of opinion of teacher trainees on NEP is maximum for  
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statement 14 (220; 4.23) and minimum for statement 15 (187; 3.60). Percentage of agreement level of teacher trainees on NEP 2020 is high on statement 14 (90.38%) and low on statement 15 (50.00%) whereas percentage of disagreement level of teacher trainees on NEP 2020 is high on statement 6 (9.62%) and low on statement 5 and 9 (1.92%) respectively. However, Percentage of undecided i.e., not sure level of teacher trainees on NEP 2020 is high on statement 14 (46.15%) and low on statement 14 (3.85%).

From the above results, it reveals that the majority of features of NEP are accepted by the teacher trainees. Therefore, the framed hypothesis, there is no difference between the level of agreement and disagreement of teacher trainees on the features of NEP 2020 is rejected. It means that the level of agreement is higher than the level of disagreement of teacher trainees on the features of NEP 2020.

**Table-2: Analysis of the rating of response of the opinion of teacher trainees on NEP 2020 (N=52)**

The investigator analysed the overall level of agreement or disagreement of teacher trainees on NEP 2020 as follows;

The table-2 portrays the percentage level of agreement / disagreement of teacher trainees on the features of NEP 2020. Chi-Square analysis were also done for each statement in order to analyse the opinion of teacher trainees on NEP 2020.

Statement	Response of Student	%	Chi Square	Significance
1. Rate yourself on the scale of 5 points, if you knew about New Education Policy (NEP) 2020 before?	Strongly Disagree	00 0.00	41.077	Significant
	Disagree	02 3.85		
	Not Sure	18 34.62		
	Agree	24 46.15		
	Strongly Agree	08 15.38		
4. Rate on the scale of 5 points, if you think that the education system needs to be updated.	Strongly Disagree	01 1.92	33.769	Significant
	Disagree	03 5.77		
	Not Sure	09 17.31		
	Agree	24 46.15		
	Strongly Agree	15 28.85		
5. Rate on the scale of 5 points, if you believe that NEP 2020 would really bring some changes in education system in India.	Strongly Disagree	00 0.00	59.923	Significant
	Disagree	01 1.92		
	Not Sure	11 21.15		
	Agree	31 59.62		
	Strongly Agree	09 17.31		
6. Rate on the scale of 5 points, if you agree that use of mother tongue in lower classes will retain students' interest more than English medium school.	Strongly Disagree	00 0.00	23.577	Significant
	Disagree	05 9.62		
	Not Sure	12 23.08		
	Agree	19 36.54		
	Strongly Agree	16 30.77		
	Strongly Disagree	01 1.92	40.692	

7. Rate on the scale of 5 points, if you agree that NEP -2020 would create individuals who will know all the trades but without expertise in any field.	Disagree	01	1.92	38.192	Significant
	Not Sure	09	17.31		
	Agree	25	48.08		
	Strongly Agree	16	30.77		
8. Rate on the scale of 5 points, if you agree that reduction of syllabus to core essential with experiential learning and critical thinking will lessen the burden on students.	Strongly Disagree	0	0.00	38.962	Significant
	Disagree	3	5.77		
	Not Sure	8	15.38		
	Agree	24	46.15		
9. Rate on the scale of 5 points, if you agree that if the less burden on students will achieve higher academic performance.	Strongly Agree	17	32.69	63.192	Significant
	Strongly Disagree	00	0.00		
	Disagree	01	1.92		
	Not Sure	12	23.08		
10. Rate on the scale of 5 points if you agree that reduction in syllabus will reduce mishaps such as suicide and depression due to stress of studies.	Agree	24	46.15	49.154	Significant
	Strongly Agree	15	28.85		
	Strongly Disagree	02	3.85		
	Disagree	00	0.00		
11. Rate on the scale of 5 points, if you think that multiple exist in four years of bachelors will help the students who are financially weak and can't continue studies. (If you leave graduation after one year you get certificate, after two years diploma, three years degree and research in fourth year)	Not Sure	07	13.46	55.885	Significant
	Agree	32	61.54		
	Strongly Agree	11	21.15		
	Strongly Disagree	01	1.92		
12. Rate on the scale of 5 points, if you feel that Information Communication Technology (ICT) is needed to enhance our education system.	Disagree	01	1.92	55.500	Significant
	Not Sure	05	9.62		
	Agree	25	48.08		
	Strongly Agree	20	38.46		
13. Rate on the scale of 5 points, if you agree that a proper training is needed for teachers with respect to the use of ICT tools for teaching.	Strongly Disagree	01	1.92	43.192	Significant
	Disagree	01	1.92		
	Not Sure	08	15.38		
	Agree	29	55.77		
14. Rate on the scale of 5 points, if you agree that the teaching task will become more motivating to the teachers	Strongly Agree	13	25.00	43.192	Significant
	Strongly Disagree	00	0.00		
	Disagree	02	3.85		
	Not Sure	07	13.46		
15. Rate on the scale of 5, if you agree that NEP 2020 will successfully enhance the quality of school education.	Agree	30	57.69	43.192	Significant
	Strongly Agree	13	25.00		
	Strongly Disagree	02	3.85		
	Disagree	01	1.92		
	Not Sure	02	3.85	43.192	Significant
	Agree	25	48.08		
	Strongly Agree	22	42.31		
	Strongly Disagree	00	0.00		
	Disagree	02	3.85	43.192	Significant
	Not Sure	24	46.15		
	Agree	19	36.54		
	Strongly Agree	07	13.46		

Ref: The fact and figures in the above table are based on the collected field data.



From the table-2, it is evident that the obtained Chi-Square values for all the statements are higher than the P value (13.277) at 0.01 significance level (with  $df = 4$ ). The obtained Chi-Square values are found significant) at 0.01 significance level (with  $df = 4$ ). Therefore, the framed hypothesis, there is no difference between the level of agreement and disagreement of teacher trainees on the features of NEP 2020 is rejected for all the statements. Thus, it revealed that the opinion of the teacher trainees on NEP 2020 is found favorable.

In addition to above response, teacher trainees also gave the comments on NEP 2020 as follows

- Schools need to follow and implement NEP 2020 effectively. Teachers needs to be more focused on learning by doing i.e., experiential learning.
- Its success or failure will wholly depend on its implementation.
- The foremost thing to implement NEP will be to improve teacher student ratio and reduce burden on teachers with more recruitments as it's hard to expect innovation from teachers with work overload.
- A special training should be given to the teachers about NEP, more focus should be given on Mental, Physical Health, Financial education and Sex Education along with other subjects.

The investigators also agreed the opinion of the teacher trainees and take these comments for recommendations for successful implementation of NEP for quality education.

### **Results:**

Table 1 reveals that the percentage of agreement level (90.38%) of teachers on features of NEP 2020 was very high and disagreement level (9.62%) is very low. This shows that the newly framed policy is different from the previous policies and it has fulfilled the most of the required criteria of the educational system. The present study findings fall in line with the findings of Sharma, Parveen Kumar and Bala Sanjeevan, (2021), Virgin and Bharati (2020) Sarika Kumari, (2020), the results show that the teacher trainees show a high degree of agreement with the statements that refer to the characteristics of an efficient school education and teacher training and the teaching task will become more motivating to the teachers.

Table 2 reveals that the obtained Chi-Square values are found significant) at 0.01 significance level (with  $df = 4$ ) for all the statements. This shows that the opinion of the it teacher trainees on NEP 2020 is found significantly favorable. The teacher trainees believed that NEP 2020 would really bring some changes in education system in India. The use of mother tongue in lower classes will retain students' interest more than English medium school. The NEP -2020

would create individuals who will know all the trades but without expertise in any field. Multiple exist in four years of bachelors will help the students who are financially weak and can't continue studies.

Further they also believed that Information Communication Technology (ICT) is needed to enhance our education system. But a proper training is needed for teachers with respect to the use of ICT tools for teaching. The teaching task will become more motivating to the teachers for effective and purposeful teaching. Reduction of syllabus to core essential with experiential learning and critical thinking will also lessen the burden on students. If the less burden on students will achieve higher academic performance and reduction in syllabus will reduce mishaps such as suicide and depression due to stress of studies. Finally, they opined that NEP 2020 will successfully enhance the quality of school education.

### **Recommendations:**

Based on the above research findings following recommendations are made.

1. Schools need to follow and implement NEP 2020 effectively. Teachers needs to be more focused on learning by doing i.e., experiential learning.
2. A special training should be given to the teachers about NEP, more focus should be given on Mental, Physical Health, Financial education and Sex Education along with other subjects.
3. For the successful framing the curriculum in the medium of home language/ mother-tongue/ local language. Therefore, it is recommended that the teacher and policy makers should take care of authenticity of content and necessary steps should be taken to restructure the policy.
4. A proper training is needed for teachers with respect to the use of ICT tools for teaching. Policy makers should review annually and make suitable changes, if necessary, in the implemented policy.
5. Policy makers should ensure whether the needs and demands of students are met during the implementation process.
6. During implementation process, there may be some difficulties. So, the policy makers should take care for smooth process and ready to provide solution to the problem.

### **Conclusion:**

The National Education Policy 2020 anticipates for a complete renovation of the school and higher education system. NEP 2020 is designed for transforming the Indian education system to meet the needs and challenges of 21st century. Implementing a new policy is a big task and  
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it requires a detailed plan for smooth execution. This study tries to contribute a valuable suggestion and support for the newly framed policy.

Findings of this study may have direct or indirect impact on the features of NEP 2020. This study also helps in modifying the features of framed policy. May the authorities concerned will reconsider and restructure it on the basis of the demands raised by the people who derives benefit from it. Implementing new educational policy in the Indian educational system will make a drastic change and provide a high-quality education to all. Then it will also produce an all-round development of the future citizens to the nation.

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