

## **Awareness on New Educational Policy 2020 Involved in the Secondary School Teachers of Telangana State**

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**ABSTRACT:** *This article compares the current system to a number of new measures proposed for the higher education sector. Different innovations' benefits and the effects of NEP 2020's predicted changes on India's higher education system are examined. This is followed by a series of advice on how to make it a reality. At its core, NEP 2020 envisions India's long-term development into an equitable and vibrant society rich in knowledge, as well as providing high-quality education to all citizens. This study identifies education as a factor which manipulates the rural to urban migration observed in the particular areas of the city of Telangana and need for the enactment of New Educational Policy. She finds the awareness according to the variable Gender, Location, Type of Institution and types of family. There is significant difference between the awareness of New Educational Policy 2020 secondary school teachers' with respect to gender, type of management.*

**Keywords:** *Awareness of New Educational Policy India 2020, Secondary School Teachers' Gender, Type s of Management and Telangana State.*

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Date of Submission: 04-06-2023

Date of Acceptance: 17-06-2023

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### **I. INTRODUCTION**

The National Education Policy (NEP) 2020 is a crucial reform that aims to transform the education system in India, focusing on quality, equity, and access. The implementation of the NEP 2020 is led by the cohesiveness and synergy across various regulatory bodies, Union and State Governments, and Higher Educational Institutions (HEIs). University Grants Commission (UGC), being the leading organization to implement NEP 2020, calls for collective contribution and commitment from all key stakeholders, such as Vice Chancellors/ Directors/ Principals of Universities/ Institutions and Colleges and, most importantly, students. Students being the centre of these transformative reforms, it is equally crucial that they are involved in implementing NEP 2020. Education is essential for personal growth, the establishment of a just and equitable community, and the national progress. If India wants to maintain its global leadership in economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation, it must ensure its citizens have access to high-quality education. The greatest approach to develop and maximize the many talents and resources available in our country is to ensure that all of its citizens have access to the highest quality education possible. India has the youngest population in the world, thus the success of the next decade will depend in large part on how well we are able to meet the needs of India's youth by providing them with the best educational opportunities available.

Rapid and profound shifts are occurring in the sum total of human knowledge. Concerns have been made that robots would someday replace many low-skilled jobs throughout the world as a result of many key developments in science and technology, including the popularity of big data, machine learning, and artificial intelligence. There will be an increasing demand for workers with interdisciplinary backgrounds in the hard sciences (particularly mathematics, computer science, and data science), as well as the more soft sciences (such as sociology and anthropology). There will be a major transition in how we supply the world's energy, water, food, and sanitation needs as a result of climate change, growing pollution, and limited natural resources. To do this, it will be necessary to recruit additional experts in several fields, particularly the scientific ones (biology, chemistry, physics, agriculture, climate science, and social science). As epidemics and pandemics grow more common and devastating, international cooperation in the research of infectious disease management and vaccine development will become increasingly crucial. The subsequent societal and economic challenges will likewise raise the necessity for a well-rounded education. As India moves closer to becoming one of the world's three main economies and a developed country, the number of people looking for work in the arts and humanities will increase.

The United States has an increasing number of developmental imperatives, and the first education strategy of the 21st century, National Education Policy 2020, aims to meet those needs. In September 2015, the general assembly of the United Nations adopted the 203 agenda for sustainable development that includes 17

sustainable, Development Goal (SDGs) Aithal, (2019). This Policy offers a complete rethinking and reform of the educational structure, including legislation and governance, in order to realize the ideals of education in the twenty-first century, especially SDG4, while also bolstering India's cultural norms and values. Supporting students as they explore and hone their individual creative skills is a top priority of the National Education Policy. It's predicated on the idea that kids need to learn not just how to read and write, but how to interact with others and make moral decisions as well. For instance, reading and mathematics are examples of "fundamental capacity," whereas "higher-order" cognitive talents like problem solving and analysis are examples of "higher-order" cognitive skills.

The right-hand diagram depicts the proposed pedagogical and curricular restructuring that would replace the present 10+2 framework in K-12 education. It covers students aged 3-18. This will be done so that we may act in accordance with the instructions of the appointed representative.

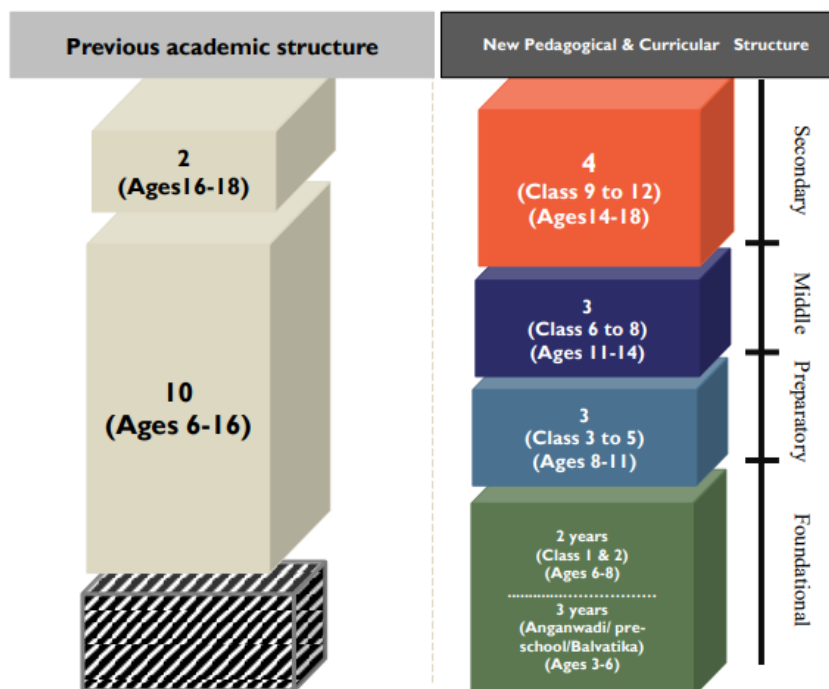


Figure 1: Structure of School Education

Children between the ages of 3 and 6 are no longer included in the 10+2 system because Class 1 does not begin until that age. The new organizational structure of 5+3+3+4 is meant to provide a solid grounding in Early Childhood Care and Education (ECCE) beginning at the age of 3, which in turn promotes better overall learning, growth, and well-being for children. After the NEP is fully implemented, parents of children under the age of eighteen will have the option of enrolling their children in either public or private schools. Providing students with more options for entering and leaving the school system will allow more than 3.22 crores children to begin their formal education who are not currently enrolled. The greatest significant change in education will come from NEP. An increased emphasis on student choice in the secondary grades, together with a shift away from the current system's reliance on memorization and toward an activity-based, experiential learning approach, is supported by current policy in an effort to help students "learn to learn." Increased availability of options is also required under the policy. PS Aithal, Shubhrajyotsna Aithal (2020), Analysis of the Indian Educational Policy 2020 towards achieving its objectives, various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Finally, some suggestions are proposed for its effective implementation towards achieving its objectives. In September 2015, the general assembly of the United Nations adopted the 2030 agenda for sustainable development that includes 17 sustainable, Development Goals (SDGs) Aithal (2019).

The NEP lays forth a variety of plans that will be used to create uniformity in the classroom. There should be a universal benchmark that both public and private institutions must meet to guarantee that they are giving their pupils the greatest education possible.

## II. REVIEW OF LITERATURE

Kaur, Sonpreet (2021). World-class ancient Indian institutions like Takshashila, Nalanda, Vikramshila, and Vallabhi established the highest standards of transdisciplinary teaching and research and attracted academics and students from all over the world to study and teach there. Here, you'll find an outline of what the 2020 education strategy will look like. It emphasized the reasons for the necessity for a new policy and the arguments put up by the administration in support of NEP 2020's adoption. The majority of the chapter was devoted to schooling.

The two of you, **Kalyani and Pawan (2020)**. The future of a country and the fate of its people are largely determined by the quality of its educational system. It will have a long-term effect on the nation's and citizens' growth and development. In today's world, education's significance and relevance are indisputable. There has been a lot of progress and development since the country gained independence. This is the third time in 34 years that the Indian government is changing the way we learn. The new National Education Policy 2020 proposes a wide range of measures that will have an impact on all stakeholders. National Education Policy 2020 and its consequences on stakeholders are examined in this study, as well as an attempt to raise awareness of the policy's long-term impact by asking a series of questions on social media and evaluating the responses.

**Maruthavanan, M. M. (2019)**. Teachers, teacher educators, administrators, and policymakers were given two months by the Government of India to submit their thoughts on the National Education Policy (2019) draught. Secondary school teachers in Madurai District are being asked to participate in a survey on the National Education Policy (2019). As a result of his research, he concludes that the degree of awareness is below average. According to the variables Gender, Location Type, Type of Institution, years in service, and type of family, he discovers the awareness. Ms Sujatha Ramesh, Dr. K. Natarajan 2019, New Educational Policy of India, A comparative study with the Education System of U.S.A.

**P.S. Aithal & Shuhrajyotsna Aithal (2019)**. Systematic education policy is essential for offering school and college education in a country due to the reason that education leads to progress in society. Different countries use different education systems with different stages during its life cycle of school and college education levels. Recently, the Government of India received a draft Education policy suggested by an expert committee headed by Dr. K. Kasturirangan, former chairman of India Space Research Organization (ISRO).

### Objectives:

- To create awareness and promote the initiatives of NEP 2020 among students on campus
- To encourage and motivate students to actively participate in implementing the NEP 2020 initiatives
- To establish a feedback mechanism for the UGC to understand the impact of NEP 2020 initiatives on students and address their concerns.

## III. RESEARCH METHODOLOGY:

### Research Design

An analysis of the national educational policy framework, emphasizing key portions of the NEP 2020 policy, and comparing it to present education policy are the methods used in this study. Identifying the new ideas that came out of focus groups. Predictive analysis is used to examine the policy's effects. Focus group analysis yields a slew of ideas.

### POPULATION AND SAMPLE:

For the purposes of this research, the Primary School teachers working in different regions are taken into account as a population. The aforementioned research focused on government, government-aided and self-financing school instructors. The data was collected using a basic random sampling procedure. Over 200 records were gathered from a variety of elementary school educators.

### QUESTIONNAIRE:

Using a questionnaire created by the author, the responder will be able to share their thoughts and feelings regarding the National Education Policy 2020. To gather replies, the survey was sent through social media and email to everyone who could see it. Students, parents, instructors, and anyone who will be involved in some way are all eligible to participate in this survey.

### TOOLS USED:

The researcher created a platform to raise awareness about the National Educational Policy (2020). It was decided to use a multiple-choice questionnaire to gather data for this investigation. At least twenty-five of the gadget's components are tied to the National Educational Policy (2020). The specialists evaluated and rectified the device's validity and dependability.

### HYPOTHESIS:

It is fairly uncommon for people to be unaware about the New Education Policy (2020). Gender, region, style of management, years of service, and family type had no significant effect on secondary school teachers' understanding of the New Education Policy (2020).

**REVIEW OF LITERATURE:**

Kaur, Sonpreet (2021). World-class ancient Indian institutions like Takshashila, Nalanda, Vikramshila, and Vallabhi established the highest standards of transdisciplinary teaching and research and attracted academics and students from all over the world to study and teach there. Here, you'll find an outline of what the 2020 education strategy will look like. It emphasized the reasons for the necessity for a new policy and the arguments put up by the administration in support of NEP 2020's adoption. The majority of the chapter was devoted to schooling.

**DATA ANALYSIS AND INTERPRETATION:**

This was the latest topic that is heard by many people but the clear facts and figures were still requires a detailed study. NEP 2020 is going to affect the life of students and working style of teachers and changes in infrastructure or facilities in educational institute. Parents have to prepare their mindset according to the changes as they were having the past experiences of the old system of education which was in the pursuit from last 34 years. Altogether this is the being change in the education system that is coming up in near future. To understand it deeply the author has created a series of Statement in the form of survey and floated all over by all possible means like emails, social media channels etc. to get the view and review of the respondents, do they have the awareness about the NEP 2020 and what they think about the changes that were proposed in the policy.

**Hypothesis 1**

The awareness of New Education Policy (2019) is not above average. For the research variables, the mean values of secondary school teachers' knowledge of the National Educational Policy (2019) were determined. There was a table with the findings of the inquiry.

Variables	Specifications	N	M
Gender	Male	50	14.64
	Female	50	20.88
Location	Rural	50	14.64
	Urban	50	20.88
Type of Management	Government	50	23.32
	Self finance	50	23.52
Family type	Joint family	64	30.0
	Single family	64	62.23

The goal of this suggested forum is to provide a platform for the generation of new ideas and the implementation of practical concepts that will deliver positive results. Secondary School Teachers' average understanding of the National Educational Policy (2020) is below 50%, as seen in the chart above. The Null Hypothesis is thus accepted. In other words, there isn't much interest in the National Educational Policy (2020) among the general public.

**Hypothesis 2:**

There is no significant difference among secondary school teachers' awareness of New Educational Policy (2020) based on gender, location, type of management and family type.

For the purpose of testing this hypothesis, we split our second hypothesis in different parts.

**Hypothesis 2a:** There is no significant difference among secondary school teachers' on awareness of New Educational Policy (2020) based on gender.

Variable	Group	N	Mean	S.D.	't' valve	Significance at 0-05 level
Gender	Boys	50	51.24	14.64	1.19	Significant
	Girls	50	52.5	20.88		

The above table reveals that the obtained value of 1.19 was less than theoretical value of 1.98 at 0.05 level of significance with 98 degrees of freedom. Hence, accept the null hypothesis as the value found to be significant.

Accepted of the null hypothesis has made the researcher to formulate on alternate hypothesis as there is significant difference among Secondary School Teachers on awareness on New Educational Policy 2020.

**Hypothesis 2b:** Secondary School Teachers' knowledge of the New Educational Policy (2020) is not affected by their location.

Variable	Type of school	N	Mean	S.D.	T valve	Significance at 0-05 level
Management	Government schools	50	47.7	23.32	2.05	Rejected
	Private schools	50	57.3	23.52		

The above table reveals that the obtained value of 2.05 was greater than the theoretical value of 1.98 at 0.05 level of significance with 98 degrees of freedom. Hence, reject the null hypothesis as the value found to be significant. Rejection of the null hypothesis as there is significant difference among Secondary School Teachers on awareness on New Educational Policy 2020.

Variable	Group	N	Mean	S.D.	't' valve	Significance at 0-05 level
Location	Boys	50	51.24	14.64	1.19	Significant
	Girls	50	52.5	20.88		

The above table reveals that the obtained value of 1.19 was less than theoretical value of 1.98 at 0.05 level of significance with 98 degrees of freedom. Hence, accept the null hypothesis as the value found to be significant. Accepted of the null hypothesis has made the researcher to formulate on alternate hypothesis as there is significant difference among Secondary School Teachers on awareness on New Educational Policy 2020.

Variable	Group	N	Mean	S.D.	't' valve	Significance at 0-05 level
Family Type	Joint Family	64	30.4	11.78	9.06	Rejected
	Single Family	64	62.23	19.56		

The above table shows that the obtained' value is 9.06 which is more than the table value (of 0.05) i.e. 1.98. Hence the null hypothesis is rejected. And an alternative hypothesis is formulated i.e. There is significant difference among Secondary School Teachers on awareness on New Educational Policy 2020.

**Findings:**

1. The awareness of the National Education Policy (2019) is not above average.
2. There is a significant difference among secondary school teachers on awareness on New Education Policy (2019) based on Gender. Male Secondary School teachers have more awareness than female teachers.
3. Urban secondary school teachers have more awareness than rural teachers.
4. Government School teachers have more awareness than Self-finance teachers.
5. There is a significant difference among secondary school teachers on awareness on New
6. Education Policy (2019) based on Years of Service. Those who are having below ten years of service have more awareness than above ten years of service teachers.
7. There is a significant difference among secondary school teachers on awareness on New Education Policy (2019) based on Family type. Those who are living in a joint family have more awareness than nuclear family teachers.

**CONCLUSION:**

It would take a lot of work to implement the Indian government's ambitious plan to enhance the Indian educational system. After 34 years of schooling, there existed a gap between industry and academia that necessitated a major overhaul since the students who were produced as a consequence of this gap were well educated but unable to obtain job in the corporate sector, or were paid inadequately when they were hired. In

both cases, people get irritated, which may lead to despair and other negative emotions. The new education policy is only a suggestion, and it is possible that some adjustments may be required, either before or after it is put into action and its results are seen. Almost all of the NEP 2020 proposals have the potential to succeed for all stakeholders in the future. In addition to the introduction of vocational courses, the board examinations will be lowered, new topics will be introduced and the wall of streams will be reduced. At the very least, the government should create a teacher-only awareness campaign. Females, on the whole, lack the motivation to keep up with current events. However, it is incorrect, and female educators in particular need to be made aware of this. The National Education Policy (2020) has to be taken more seriously by instructors in nuclear families since they lack the opportunity to engage with other individuals.

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Sara Fathima. "Awareness on New Educational Policy 2020 Involved in the Secondary School Teachers of Telangana State". *International Journal of Humanities and Social Science Invention (IJHSSI)*, vol. 12, no. 6, 2023, pp. 108-113. Journal DOI- 10.35629/7722