



Awareness and preparedness among pre-service teachers to implement NEP 2020 in schools

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Abstract: The study examines the awareness among pre-service teachers about India's National Educational Policy, 2020 (NEP). The NEP 2020 introduced a comprehensive holistic multidisciplinary learning environment, early childhood education, technology integration, and vocational education. The study assesses the awareness and readiness of pre-service teachers in current teacher education programs to implement NEP 2020's recommendations, particularly in terms of pedagogical practices across the four stages of the new curriculum framework. The sample is selected from three institutions in Greater Noida. Data is collected from 146 pre-service teachers via a self-constructed competency test on NEP 2020. A structured interview is created to explore the teacher educator's outlook on the changes suggested in the NEP 2020 with respect to teacher education. Overall, Pre-service teachers showed moderate awareness of the NEP 2020 recommendations, scoring an average of 14.72 out of 30 in the competency test.

keywords- National education policy 2020, Pre-service teachers, awareness

I. INTRODUCTION

The Indian education system has undergone significant changes, with the National Education Policy 2020 (NEP 2020) aiming to transform the school education's structure completely. The curriculum structure has been drastically changed, with a 5+3+3+4 curriculum framework for school education. This is designed to ensure a more comprehensive and age-appropriate learning experience. The policy emphasizes a holistic and multidisciplinary approach to learning, moving away from rote memorization towards experiential and critical thinking-based methods. It promotes flexibility in the curriculum, encouraging students to choose subjects across streams and fostering a more well-rounded skill. The NEP 2020 also emphasizes the integration of technology in education, making it more accessible and engaging. The policy emphasizes the importance of mother tongue as the medium of instruction in early years schooling, developing a deeper understanding of concepts and cultural roots.

The NEP 2020 has introduced four stages: foundational (5 years), preparatory (3 years), middle (3 years), and secondary (4 years). The foundational stage focuses on play-based learning, while the preparatory stage focuses on language, numeracy, and social-emotional learning. The middle stage encourages students to explore a wide range of subjects before making more specialized choices in higher classes. The secondary stage allows students to choose subjects based on their interests and career goals, emphasizing critical thinking, analytical skills, and deeper understanding of subjects. The purpose of this study is to explore the awareness and preparedness of prospective teachers in implementing the above-mentioned transformed pedagogical practices in schools.

II. RESEARCH OBJECTIVES

The research objectives of the study are as follows-

- 1.To determine the extent of awareness among pre-service teachers towards changes recommended by the NEP2020 in school curriculum and pedagogy.
- 2.To explore the awareness among pre-service teachers with respect to institution, gender and type of programme.
- 3.To explore the perception of teacher educators towards the changes recommended by NEP2020 with regard to teacher education.

III. NEED OF THE STUDY

The national education policy 2020 emphasizes not only structural changes but also significant pedagogical transformations in the Indian education system. The policy recognizes the need to shift from rote learning to a more holistic and experiential approach. One of the key pedagogical changes by the NEP 2020 is the enhancement of critical thinking, creativity problem -solving among students. The policy encourages a multidisciplinary and flexible curriculum that allows students to choose subjects based on their interest and aptitudes. This departure from a rigid subject-based structure aims to foster a deeper understanding of concepts and promotes a more integrated and interconnected learning experience. The policy emphasizes the use of technology in education to make learning more attractive and engaging, it enhances the quality of education and provides students with a more personalized learning experience.

Since there is distinction in pedagogical practices at 4 stages, the aim of the research is to find whether the pre-services teachers have awareness and will be able to implement the same.

IV. RESEARCH METHODOLOGY

The study is descriptive in nature and adopted a survey design that aims to describe the level of awareness and preparedness among pre-service teachers towards the implementation of NEP 2020.

4.1 Population and Sample

The study is placed in Greater Noida region of Delhi NCR. Greater Noida is a district in Uttar Pradesh with a maximum number of teacher training institutions. There are around 15-20 teacher training institutes in this region. The population for this study comprises all the students enrolled in 2 year B.Ed. or 4-year Integrated B.Ed. programmes. Out of these 15-20 teacher training institutions the researcher selected 3 teacher training institutes on the basis of convenient sampling.

4.2 Data and Sources of Data

The investigator selected three institutions running teacher training programmes in the Greater Noida region who gave permission to collect data. The three institutions are School of Education, Sharda University, Mangalmay Group of Institutions, Lloyd College of Education. The pre-service teachers from each institution are selected and enrolled in the final year is selected on the basis of random sampling. The data is collected via a self-constructed competency test comprised of 30 MCQ. The researcher visits the institutions after due permissions and administers the test on the final year pre-service teachers. The total number of pre-service teachers who undertook the test are 146. The distribution of sample according to gender, institutions and programme is given below;

Table 4.1: Distribution of data according to Institution and gender

		Gender		Total
		female	male	
Institution	Sharda University	44	8	52
	Mangalmay	47	2	49
	Llyod	39	6	45
Total		130	16	146

Table 4.2: Distribution of sample with respect to the Programme

		Programme			Total
		B.Ed.	B.A. B.Ed.	B.Sc. B.Ed.	
Institution	Sharda university	10	35	7	52
	Mangalmay	0	49	0	49
	Llyod	45	0	0	45
Total		54	84	8	146

4.3 Tools for data collection

1. A competency test is constructed to test the awareness and readiness of the pre-service teachers to implement the NEP2020. The Test contains 30 items distributed in six categories- awareness, pedagogy, school structure, curriculum, preparedness, technology integration. The distribution of items is given in table below;

Table 4.3. Distribution of Items

Categories	Description	Number of Items
Aims	Cognizance regarding aims of the NEP2020	3
Pedagogy	Understanding of the changed pedagogical requirements at different levels of Education	7
School Structure	Awareness regarding the structural change at school level	4

Curriculum	Alignment with changes made in the curriculum	7
Preparedness	Ability to understand the new pedagogical demands recommended by NEP2020	4
Technology Integration	Understanding the areas where policy suggest integrating technology	5

The reliability analysis for the tool is given below:

Table 4.4. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.719	.717	30

The coefficient of reliability is .719 which is acceptable.

2. Interview Schedule: A structured interview is created to explore the teacher educator's outlook on the changes suggested in the NEP2020 with respect to teacher education.

4.5. Data Analysis

The data is analysed objective wise quantitatively and well as qualitatively. Descriptive statistics is used to explore the level of awareness among pre-service teachers.

V. RESULTS AND DISCUSSION

Analysis of objective 1: Objective 1: To determine the extent of awareness among pre-service teachers towards changes recommended by the NEP2020 in school curriculum and pedagogy.

Table 5.1 Percentage of correct responses on awareness on Aims of NEP 2020

QUESTIONS	NUMBER OF CORRECT RESPONSE	PERCENTAGE
1. What is the primary aim of NEP2020?	115	76.7%
2. Which educational philosophy resonates with the objectives of NEP 2020, emphasizing the development of critical thinking and problem-solving skills?	73	48.7%
3. Which among the following is the fundamental principal only for School Education according to NEP 2020?	61	40.7%

Table 5.2: Percentage of correct responses on awareness on pedagogy of NEP 2020

QUESTIONS	NUMBER OF CORRECT RESPONSE	PERCENTAGE
1. Which of the following pedagogy gives active and stimulating learning opportunities to children?	47	31.3%
2. Which teaching approach aligns most with the principles of NEP 2020?	91	60.7%
3. According to NEP 2020, what role does assessment play in the teaching-learning process?	58	38.7%
4. What does NEP 2020 emphasize regarding the role of the teacher?	85	56.7%
5. How does NEP 2020 advocate for inclusive pedagogy?	90	60%
6. Which teaching strategy aligns with the principle of NEP 2020 fostering creativity and innovation?	84	53.3%
7. How does NEP 2020 suggest adapting pedagogy to address diverse learning needs?	51	34%

Table 5.3: Percentage of correct responses on awareness on school structure of NEP 2020

QUESTIONS	NUMBER OF CORRECT RESPONSE	PERCENTAGE
1. The new school education structure proposed by NEP2020 is?	119	79.3%
2. What is the primary aim of the structural reforms introduced in the national education policy?	97	64.7%
3. How does the NEP 2020 propose to promote multilingualism in education?	99	66%
4. Which aspects of NEP 2020 aims to promote flexibility and choice in education?	86	57.3%

Table 5.4: Percentage of correct responses on awareness on curriculum of NEP 2020

QUESTIONS	NUMBER OF CORRECT RESPONSE	PERCENTAGE
1. Which of the following is a key objective of the national education policy NEP 2020 regarding curriculum?	70	46.7%
2. According to NEP 2020, what is the recommended duration for internship during pre-service teacher training programs?	51	34%
3. NEP 2020 emphasizes the integration of which skills into the curriculum?	68	45.3%
4. What is the proposed medium of instruction for schools under NEP 2020?	81	54%
5. What does NEP 2020 recommend regarding the inclusion of vocational education in schools?	59	39.3%
6. According to NEP 2020, what is the purpose of the National Curriculum framework (NCF)?	74	49.3%
7. how does NEP 2020 address the issue of curriculum load?	56	37.3%

Table 5.5: Percentage of correct responses on awareness on preparedness of NEP 2020

QUESTIONS	NUMBER OF CORRECT RESPONSE	PERCENTAGE
1. Which of the following is the correct sequence for the five-step learning process - 'Panchaadi	5	36.7%
2. Discussions, projects and experimentations are suggested pedagogies at which stage?	50	33.3%
3. Children under what age tend not to follow linear, age-based educational trajectories?	30	20%
4. Which of the following is NOT the part of Panchkosha Vikas or fivefold development?	49	32.7%

Table 5.6: Percentage of correct responses on awareness on technology integration of NEP 2020

QUESTIONS	NUMBER OF CORRECT RESPONSE	PERCENTAGE
1. In the context of NEP 2020, what is the significance of integrating technology in pedagogy?	50	33.3%
2. According to NEP 2020, what is the primary aim of integrating technology in education?	99	66%
3. What is one of the key principles emphasized in NEP 2020 regarding the use of technology in education?	69	46%
4. What is the significance of the proposed National Education Technology Forum (NETF) in the NEP 2020 structural reforms?	78	52%
5. Which of the following is NOT a recommended use of technology in education as per NEP 2020?	54	36%

The awareness among pre-service teachers towards the changes recommended by the NEP2020 in school curriculum and pedagogy is explored through the competency test. Overall, pre-service teachers showed moderate awareness of the NEP 2020 recommendations, scoring an average of 14.72 out of 30 in the awareness test. This implies that pre-services teachers have partial

awareness towards the recommendations suggested by NEP 2020 with respect to school and teacher education, indicating a need for further education and training on NEP 2020.

Awareness varied across different dimensions of NEP 2020, with the highest awareness observed in the domain of school structure and the lowest in preparedness.

The dimension wise awareness are as follows;

- i) Only 54.6% of the pre-service teachers are aware about the aims of NEP2020 with respect to school education.
- ii) 47.6% of the pre-service teachers are aware about the pedagogy of NEP2020 with respect to school education.
- iii) 66.5% of the pre-service teachers are aware about the school structure of NEP2020 with respect to school education.
- iv) 43.6% of the pre-service teachers are aware about the curriculum of NEP2020 with respect to school education.
- v) 30.5% of the pre-service teachers are aware about the preparedness of NEP2020 with respect to school education.
- vi) 46.6% of the pre-service teachers are aware about the technology integration of NEP2020 with respect to school education.

Analysis of objective 2:

Objective 2: To explore the awareness among pre-service teachers with respect to institution, gender and type of programme.

- i. There was no significant difference in awareness between male ($M= 16.44$) and female ($M = 14.51$) pre-service teachers.
- ii. There is a significant difference in the means of pre-service teachers belonging to three institutions from where the data is collected. The mean value of pre-service teachers belonging to Sharda University on the awareness of NEP 2020 is 18.04, which is more than the mean score ($M=14$) of pre-service teachers at Mangalmay Institute of Technology and Management and Lloyd College of Education ($M=11.67$).
- iii. There are three types of teacher education programmes; 2 year B.Ed. and 4 year B.A. B.Ed., or B.Sc. B.Ed. The significant difference in the awareness of NEP 2020 is found among the pre-service teachers enrolled in B.Ed. ($M= 13.09$) and B.A B.ED ($M= 15.69$) only.

Analysis of Objective 3

Objective 3: To explore the perception of teacher educators towards the changes recommended by NEP2020 with regard to teacher education.

The views of teacher educators towards the recommendations of NEP2020 are;

- i. Teacher educators expressed generally positive views regarding the changes recommended by NEP 2020. They emphasized the relevance of structural changes in school education and the need for age-appropriate pedagogical practices. There was consensus on the importance of updating teacher training curricula to align with NEP 2020 recommendations, including the integration of technology. Teacher educators recognized the challenges in implementing NEP 2020 but also highlighted its flexibility and potential for improving educational outcomes.
- ii. Recommendations for Improvement: Teacher educators suggested enhancements to NEP 2020 recommendations, including more emphasis on practical classroom exposure, digital pedagogies, and community-based learning initiatives. They also highlighted the importance of addressing socio-economic development, promoting positive relationships, and supporting students' mental health and resilience in teacher education programs

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