

Student Teachers (B. Ed. Students) Level of Knowledge regarding National Education Policy 2020: A Survey Based Study

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Abstract: From past two years, National Education Policy 2020 (NEP 2020) has attracted a great deal of attention of all stake holders of education system. The NEP 2020 has several key features and is expected to bring radical transformation in entire education domain. Since some of these features are introduced for the first time, both the central and state governments, with the help of universities and institutes of higher education has conducted exhaustive deliberations via workshops, seminars, conferences, and dedicated training programmes. School education is an important part of the entire education system, and for implementation of the NEP 2020 at school level, a key role will be played by the teachers. Despite the painstaking efforts put in for effective implementation of the NEP 2020, it is observed that the teachers and students have lack of understandings, which may hamper its implementation. Since B. Ed. students are the would be teachers in schools, it is essential to assess their understanding about NEP 2020. In this research paper an attempt is made to investigate the level of knowledge and comprehension among students pursuing a Bachelor in Education (B. Ed.) regarding NEP 2020. The study deals with a survey method to collect data, seeking insights into the awareness, understanding, and perceptions of student teachers regarding key aspects of NEP 2020. The findings aim to offer a noticeable contribution via key inputs to educational practitioners, policymakers, and researchers, assisting in the effective implementation of NEP 2020.

Keywords: NEP2020, Student teachers (B. Ed. students), Survey method

1. Introduction

National Education Policy 2020 is the first education policy of the 21st century, substituting the thirty-four year old National Policy on Education 1986. Based on the foundational pillars of *Access, Equity, Quality, Affordability* and *Accountability*, the NEP 2020 is aligned to the 2030 agenda for Sustainable Development, aiming to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education holistic, flexible, multidisciplinary, thereby bringing out the unique capabilities of each student as per the 21st century demands. Its striking features can be corroborated from the vision, as displayed below.

Vision of NEP2020:

- 1) An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.
- 2) The curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.
- 3) To instill a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen [1].

As noted in the policy document, teachers and trainers are the essential units to bring out structural reforms in India's

education system. The NEP 2020 sees teachers and trainers as facilitators, mentors and guides, who are motivated, energized, and capable. Recognizing this significant role of teachers and trainers, the policy has made several recommendations for improving teacher education in India. This includes introduction of a 4-year integrated Bachelor in Education (B.Ed.) programme with mandatory continuous professional development ensuring career management and progression, and leveraging technology in training the trainers and teachers in elevating their skills and capacities.

As envisaged from the draft of NEP 2020, it has several key features that are introduced for the first time. Both the Central and State governments, have formulated Steering Committees and task force for its effective implementation. In this regard, under the leadership of Steering Committees, many universities and institutes of higher education have conducted extensive activities including workshops, seminars, conferences, and dedicated training programmes. School education is an important part of the entire education system. The teachers and trainers are expected to play a key role in the effective implementation of the policy, not just at the grassroots level but also for taking it forward to research and innovation. In the context of NEP 2020, some of the attributes why teachers and trainers will play a critical role in its implementation can be identified as i) Development of new curriculum and implementation, ii) Creating an environment of innovation and creativity, iii) Imparting skills and knowledge aligned to the 21st century, iv) Focus on outcome-based education, and v) Promotion of professional development of teachers [2]

Despite the painstaking efforts put in by the governments, it is observed that the teachers and students have lack of understandings, which may hamper the effective

Volume 11 Issue 8, August 2022

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implementation of NEP 2020. In order to ensure its implementation in the schools, colleges, and universities, the teaching learning community must be aware about the broad spectrum of NEP2020. The students pursuing Bachelor of Education (B. Ed.) programme are the would be teachers in schools, therefore, it is essential and meaningful to assess their understanding of NEP 2020. To address this, an attempt is made to investigate the level of knowledge and comprehension among the student teachers regarding NEP 2020. In this research study, a survey method is used for collecting data, seeking insights into the awareness, understanding, and perceptions of student teachers regarding key features of NEP 2020. The data collection was performed by sending a questionnaire via Google Form to randomly selected 150 students currently doing B. Ed. course. The data was analyzed using statistical tools and the findings of the study reveal that although most of the student teachers are aware of the framework and key features of NEP 2020, additional targeted efforts are necessary in the context of understanding the scope, and limitations of (i) multiple entry and exit, (ii) and (iii) multidisciplinary education, and (iii) flexibility in connection with these features.

In order to ensure implementation of the NEP2020 in the schools, colleges, and universities, the teaching learning community must aware about the broad spectrum of NEP2020. So that researcher has identified the gap and decided to take up the said study which has analyzed the general awareness of college and university teachers about NEP2020.

Operational Definitions:

- 1) **Knowledge:** Awareness, understanding, information, and skills acquired through experience or education. It also refers to understanding of a subject. In the present study, knowledge means knowledge of NEP 2020.
- 2) **Student Teacher:** A student who is studying to be a teacher and who, as part of the training, observes classroom instruction or does closely supervised teaching in an elementary or secondary school. In this study, student teacher refers to student who is pursuing Bachelor of Education (B. Ed.) course

Objectives of the study:

- 1) To study level of knowledge of student teachers in respect of NEP 2020.
- 2) To study the knowledge of student teachers in respect of NEP 2020 on the basis of their place of education (urban and rural).
- 3) To study the level of knowledge of student teachers in respect of NEP 2020 on the basis of their gender (girls and boys).

Hypothesis

- 1) There is no significant difference between the level of knowledge of Girls student teachers and Boys student teacher in respect of NEP 2020.
- 2) There is no significant difference between the level of knowledge of Urban student teachers and Rural student teachers in respect of NEP 2020.

Significance of the Study:

NEP 2020 is an ambitious and revolutionary policy expected to bring radical transformation in the present education system providing means to equip the learners with the knowledge and skills aligned to the demands of 21st century. In order to achieve the targeted goals of NEP 2020 and march a step ahead towards sustainable development, its effective implementation at various levels, schools, colleges, and universities, is very much required. Student teachers represent a unique section, which form a bridge between the school and higher education. Therefore, it is desirable to know their understanding of NEP2020, which will enable to identify the lacunas and accordingly modify the implementation modalities. From the literature survey, it is observed that most of the publications are addressed to popularization of NEP 2020, its uniqueness illustrating scope of academic flexibility, multidisciplinary characteristics, multiple entry and exits, action plan of implementation and so on [3 - 5]. However, there are very few studies revealing understanding of the stakeholders (in particular, teachers and students). Interestingly, the present study aimed to reveal understanding of the student teachers in respect of NEP 2020 is hitherto not attempted.

2. Methodology

For the undertaken study, survey method was used by the researcher. An online survey was conducted via Google Form comprised of 40 multiple choice questions revealing various dimensions of NEP 2020. The sample, 150 students pursuing B. Ed. course in different colleges located in Jalgaon district, was selected by random sampling method of purposive sampling. The Google Form link was sent to these students and was appealed to submit the response. The researcher has received response from 127 students, out of which the number of students from urban and rural areas was 65 and 62, respectively. Furthermore, on gender basis, the number of girls and boys students was found to be 84 and 43, respectively. The collected data was analyzed by using SPSS. For seeking information related to “level of knowledge”, the researcher has used percentage technique, while for calculating the difference t test was used.

3. Data Analysis and interpretation

The analysis and interpretation of the data have been done objective wise.

Objective 1: To study the level of knowledge of student teachers towards NEP 2020.

The levels of knowledge are categorized on the basis of marks obtained by the student teacher in the multiple choice questionnaire. If the marks obtained by the student teacher are greater than 32, his/her level of knowledge is “High”. The “average” level of knowledge refers to range of marks from 23 to 31, “below average” in the range of marks from 14 to 22, and “poor” level is defined in the range from 0 to 13.

Table 1: Level of knowledge of student teachers

S. No.	Level of knowledge	Number of students	Percentage of students
1	High	39	30.70
2	Average	73	57.48
3	Below average	15	11.81
4	Poor	00	00

From the above table it can be inferred that out of total number of 127 students, more than 88% of the student teachers have good understanding of NEP 2020, and very small percentage of students (less than 12%) are not aware of NEP 2020. The data depicted in Table 1 is graphically represented as pi-chart in figure 1.

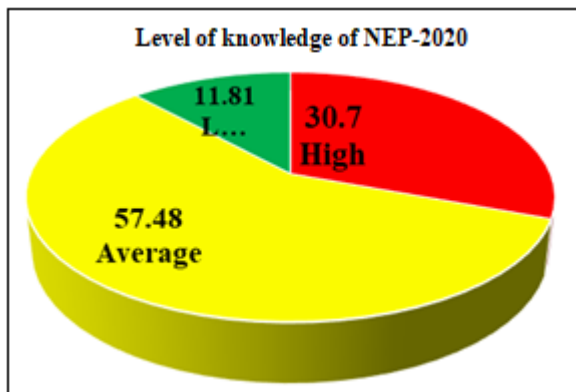


Figure 1: pi-chart describing levels of knowledge and the respective percentage of students

Objective 2: To study the knowledge of student teachers in respect of NEP 2020 on the basis of their place of education (urban and rural).

In order to reveal whether there is difference in the level of knowledge of urban and rural student teachers in respect of NEP 2020, statistical analysis was performed using SSPs. The table 2 presents means, standard deviations, df and t values. It is seen that the mean value of scores (representing the level of knowledge) obtained by the urban student teachers is higher than that of rural student teachers, implying that there is noticeable difference in the level of knowledge of urban and rural student teachers. The urban students have better knowledge and understanding of NEP 2020, which may be due to higher probability of participation in activities related to NEP 2020, enhanced exposure, availability and accessibility to better infrastructure and/or resources.

Table 2: Difference in level of knowledge between Urban and Rural student teachers

Place of education	N	Mean	S.D.	Df	t	Remark
Urban	65	76.9	8.12397	61	6.023	Null hypothesis Accepted
Rural	62	68.3	7.46848			

From the above table it can be inferred that the obtained t-value 6.023 is greater than the table t values 1.99 and 3.45 at 0.05 and 0.01 levels, respectively. Hence null hypothesis is accepted, implying that there is significant difference in the level of knowledge between urban and rural student teachers, in respect of NEP2020. The mean values of level of

knowledge of urban and rural student teachers, in respect of NEP2020, are graphically displayed in figure 2.

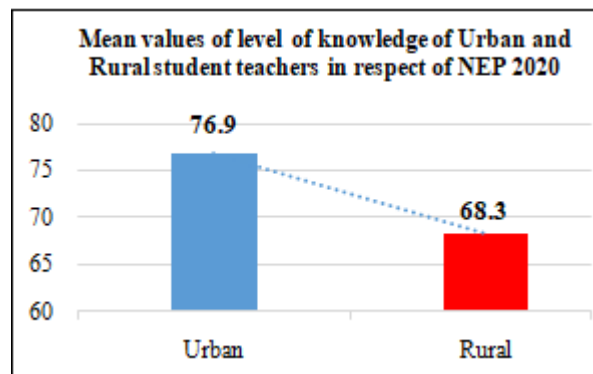


Figure 2: Mean values of level of knowledge of urban and rural student teachers in respect of NEP 2020.

Objective 3: To study the level of knowledge of student teachers in respect of NEP 2020 on the basis of their gender (girls and boys).

In this case too, the difference in the level of knowledge of girls and boys student teachers was revealed from the statistical analysis. The table 3 presents means, standard deviations, df and t values. It is seen that the mean value of scores obtained by the girls student teachers is higher than that of boys student teachers, implying that there is noticeable difference in the level of knowledge of urban and rural student teachers. The girls students have better knowledge and understanding of NEP 2020, which may be attributed to their higher attentiveness.

Table 3: Difference in level of knowledge between Girls and Boys student teachers

Gender	N	Mean	S.D.	df	t	Remark
Girls	84	77.0781	8.03031	63	5.170	Null hypothesis Accepted
Boys	43	66.2344	14.06306			

From the Table 3 it can be inferred that the obtained t-value 5.170 is greater than the table values 1.99 and 3.45 at 0.05 and 0.01 levels, respectively. Hence null hypothesis is accepted, indicating that difference in the level of knowledge between girls and boys student teachers, in respect of NEP2020. The mean values of level of knowledge of girls and boys student teachers, in respect of NEP2020, are graphically displayed in figure 3.

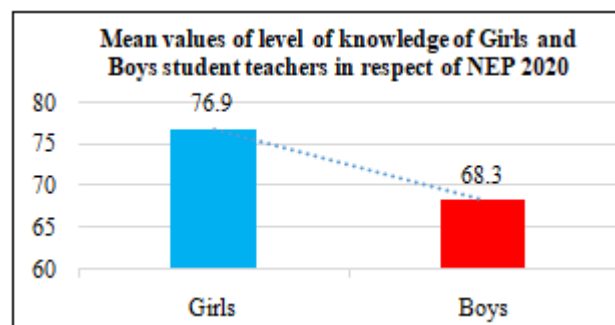


Figure 3: Mean values of level of knowledge of girls and boys student teachers in respect of NEP 2020.

4. Findings

- 1) The level of knowledge of student teachers in Jalgaon district in respect of NEP 2020 is average, as 57.48% of students are in average knowledge group.
- 2) There is difference in the level of knowledge of urban and rural student teachers. The urban student teachers have better understanding and knowledge of NEP 2020, as compared to the rural student teachers of Jalgaon district.
- 3) There is difference in the level of knowledge of girls and boys student teachers. The girl student teachers have better understanding and knowledge of NEP 2020, as compared to the boys student teachers of Jalgaon district.

5. Conclusion

The level of knowledge of student teacher in respect of NEP2020 is average in Jalgaon district. Findings of study indicate that urban student teacher have better level of knowledge and understanding as compared to the rural student teachers. Than rural student teachers. One of the inferences drawn from the findings of present studies indicates that for effective implementation of NEP 2020, a greater number of interactive activities such as seminars, workshops, training programmes be organized preferably in rural areas. As toady's student teachers are tomorrow's school teachers, their role in execution of NEP 2020 is very important and thus requires upgradation in their level of knowledge in respect of NEP2020. Girls showing more level of knowledge than boys are a welcoming signature, reflecting the present employment trend, given an opportunity; girls have more inclination to be school teachers as compared to boys.

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