

# **A Study on the Attitude of Secondary School Teachers Towards Implementation of National Education Policy-2020 In Andhra Pradesh**

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## **ABSTRACT**

Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation. In this context, it is felt that the education system of the country should aim at developing in the young minds the necessary skills such as critical thinking, creative thinking, logical thinking, reasoning and problem-solving. The Government of India has taken an initiative to revamp the existing system; and to provide universal access to quality education on the foundational pillars of access, equity, quality, affordability and accountability in education with the introduction of National Education Policy (NEP) -2020 in the country.

In most of the states in the country, including the state of Andhra Pradesh, the policy is in its initial stage of implementation in school education. It is observed that the teachers have differences in their opinion with regard to the implementation of the policy in secondary schools. The present study is an attempt to know the attitude of teachers working in secondary schools towards implementation of National Education Policy-2020 in school education in the state of Andhra Pradesh. The researchers used a well prepared and standardized questionnaire as the tool for collection of data from a sample of 300 teachers (30 Headmasters and 270 School Assistants) working in 30 secondary schools located in Srikakulam District of Andhra Pradesh using Stratified Random Sampling technique. Mean score values, standard deviations and independent t-tests were used for analysis of data. The findings of the study revealed that the demographic variables - 'gender', 'age' and 'teaching experience' have no influence on the attitude of secondary school teachers towards implementation of NEP-2020 in school education. However, the 'location of the institution' has significant relationship on their attitude towards implementation of NEP-2020 in school education.

**Key words: National Education Policy-2020, Implementation, Secondary school teachers.**

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## **I. INTRODUCTION**

Education system has a tremendous responsibility to transform a child into a fully developed individual. Over the ages, academicians and educationists of the country have been persistently working to develop a system of education which can express and promote its social and cultural identity; and accomplish the requirement of the time. Research studies are being conducted continuously in education field for the improvement of the existing system; and to establish a system wherein students can be equipped with necessary skills to face the challenges of the 21<sup>st</sup> century learning needs. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation. In this context, it is felt that the education system of the country should aim at developing in the young minds the necessary skills such as critical thinking, creative thinking, logical thinking, reasoning and problem-solving. The Government of India has taken an initiative to revamp the existing system; and to provide universal access to quality education on the foundational pillars of access, equity, quality, affordability and accountability in education with the introduction of National Education Policy (NEP) -2020 in the country.

## **NATIONAL EDUCATION POLICY-2020**

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 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. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions.

The document on National Education Policy-2020 clearly says that the rich heritage of ancient and eternal Indian knowledge and thought has been a guiding force for the development of the policy. The pursuit of knowledge (*Gnyan*), wisdom (*Pragnya*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling; but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made several contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, ship building and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced and put to new uses through our education system. These legacies have been taken care of while drafting the policy. Further, the Government of India had taken the opinion of the educationists, teachers, students, parents and other visionaries from different walks of life in making the policy. The pros and cons of the policy have been discussed thoroughly in various conferences organized at different levels before giving it a concrete shape. It is the need of the hour to bring about awareness on different aspects of the National Education Policy-2020 among teachers, students, parents, educationists, administrators and all other stake holders associated with the noble cause of education. The policy is in its early stage of implementation in different states of the nation including the state of Andhra Pradesh.

## **NEED FOR THE PRESENT INVESTIGATION**

The teachers play a very significant role in the teaching-learning process. The successful running of any educational system depends mainly on factors like the teacher, the pupil, the curriculum, the teaching equipment etc. Of these, the teacher is the pivot on whom the entire educational structure rests. For the successful implementation of any policy in education, the teachers' involvement is highly required. Referring to the importance of a teacher in the educational structure, the Indian Education Commission (1964-66) rightly remarked: "*Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant*" (**Report of the Indian Education Commission, 1964-66, p.84**). The teacher is expected to perform the roles of a planned organizer of curricula, an innovator of educational ideas, practices and systems, a resource person in the propagation of ever expanding knowledge and a motivator to learners in many ways. Hence, the teachers are expected to have a positive attitude and right perceptions towards the implementation of the policy in school education for the benefit of their students. The researchers felt that there is a need to understand the attitude of teachers working in secondary schools towards the implementation of National Education Policy-2020 in school education. The present investigation is an attempt in this direction.

## **OBJECTIVES OF THE STUDY**

The main objective of the present study is to find out the attitude of secondary school teachers towards the implementation of National Education Policy (NEP) - 2020 in the state of Andhra Pradesh.

The study also aims at finding out the influence of certain demographic variables, viz., gender, age, teaching experience and location of the institution on the attitude of secondary school teachers towards the implementation of NEP-2020 in school education programme.

### **HYPOTHESES OF THE STUDY**

The following hypotheses have been formulated for the present investigation:

- (i) There is no significant difference in the attitude of male and female teachers working in secondary schools towards implementation of NEP-2020 in school education.
- (ii) There is no significant difference in the attitude of secondary school teachers aged below 40 years and those aged 40 years and above towards implementation of NEP-2020 in school education.
- (iii) There is no significant difference in the attitude of secondary school teachers with an experience of less than 10 years and those with 10 years and above towards implementation of NEP-2020 in school education.
- (iv) There is no significant difference in the attitude of teachers working in rural and urban secondary schools towards implementation of NEP-2020 in school education.

### **LIMITATIONS OF THE STUDY**

The study is limited to find out the influence of four demographic variables, viz., gender, age, teaching experience and location of the institution on the attitude of teachers working in secondary schools towards implementation of NEP-2020 in school education. Further, the study is confined to 300 teachers (30 Headmasters and 270 School Assistants) working in 30 secondary schools located in Srikakulam district of Andhra Pradesh.

## **II. METHODOLOGY**

### **(a) Method of investigation**

Since the present study involves collecting data with the help of survey, the investigators used Descriptive survey method for the present investigation.

### **(b) Sample**

The sample of the study consisting of 300 teachers (30 Headmasters and 270 School Assistants) has been selected from 30 secondary schools located in Srikakulam district of Andhra Pradesh using Stratified Random Sampling technique.

### **(c) Research Tool**

The researchers used a well prepared questionnaire consisting of 38 items as the tool of research for the present investigation.

### **(d) Administration of the Tool**

The tool was initially administered to 30 teachers (10 Headmasters and 20 School Assistants) under Pilot study. The measures of reliability, validity and objectivity of the tool have been calculated. Further, the researchers conducted item analysis for the items included in the tool. Out of 38 items selected for the tool, the discriminating power of 35 items has been found positive and is negative in respect of 3 items. The items whose discriminating power is negative have been removed; and the final tool consists of 35 items, which are fool proof in all respects. The final tool has been administered to 300 teachers (30 Headmasters and 270 School Assistants) working in 30 Secondary Schools in Srikakulam district of Andhra Pradesh.

### **STATISTICAL INTERPRETATION OF DATA**

The data collected has been analyzed using different statistical techniques such as Mean score values, Standard Deviations and t-ratios; and are presented in the following table.

**Table showing t-values of different variables relating to the attitude of Secondary School Teachers towards implementation of NEP-2020 in school education**

S. No.	Variable		N	Mean	S.D.	t-ratio	Result
1	Gender	Male	130	108.96	28.24	1.47*	*Not Significant at 0.05 and 0.01 levels
		Female	170	113.91	29.59		
2	Age	Below 40 years	160	111.70	32.08	0.36*	*Not Significant at 0.05 and 0.01 levels
		40 yrs. & above	140	112.36	32.42		
3	Teaching	Less than 10 yrs	180	111.94	34.13	0.02*	*Not Significant at 0.05 and 0.01 levels
		10 yrs. & above	120	112.00	31.75		

	Experience						levels
4	Location of the institution	Rural Urban	190 110	107.13 118.14	32.59 30.39	2.94*	* Significant at 0.05 and 0.01 levels

### III. FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

1. There is no significant difference in the attitude of secondary school teachers towards implementation of NEP-2020 in school education.
2. There is no significant difference in the attitude of secondary school teachers aged below 40 years and those aged 40 years and above towards implementation of NEP-2020 in school education.
3. There is no significant difference in the attitude of secondary school teachers with an experience of below 10 years and those with an experience of 10 years and above towards implementation of NEP-2020 in school education.
4. There is significant difference in the attitude of teachers working in rural and urban secondary schools towards implementation of NEP-2020 in school education.

The teachers working in urban secondary schools have exhibited better attitude towards implementation of NEP-2020 in school education as compared to their counterparts working in rural schools.

### IV. CONCLUSIONS

From the findings of the study, it is concluded that gender, age and teaching experience have no influence on the attitude of secondary school teachers towards implementation of NEP-2020 in school education. However, teachers working in urban secondary schools have shown better attitude towards implementation of NEP-2020 in school education as compared to their counterparts working in rural schools.

### EDUCATIONAL IMPLICATIONS

- (i) The study would bring about awareness among secondary school teachers on different aspects of NEP-2020.
- (ii) The study would help the secondary school teachers develop a positive attitude towards NEP-2020.
- (iii) The present study helps the teachers take initiative in the effective implementation of NEP-2020 in school education.
- (iv) The study would help the government and policy makers to take necessary steps for developing strategies in the effective implementation of the policy.
- (v) The study would help the Academic Organizations like SCERTs, IASEs and the State Departments of Education work hand-in-hand in the effective implementation of National Education Policy-2020 in school education in the state of Andhra Pradesh.

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