Insights on NEP 2020: From the Lens of In-service teachers across Delhi NCR

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Abstract: *The implementation of the National Education Policy (NEP-2020) in schools is a significant step towards transforming the education landscape in India. This study aims to assess the awareness of NEP-2020 among in-service teachers and also investigates the challenges, and opportunities associated with the implementation of the NEP-2020 among in-service teachers in schools across Delhi NCR. A descriptive survey research approach was used to gather empirical data from 72 in-service teachers. Participants were randomly selected from schools across Delhi National Capital Region (NCR), representing a diverse range of teaching backgrounds and experiences. The findings of the study indicate that while the majority of teachers are familiar with NEP 2020, their understanding of its key components varied. Holistic education, multidisciplinary approaches, assessment and evaluation reforms emerged as the most recognized aspects of NEP 2020 among the participants. The study highlights both challenges and opportunities arising from the implementation of NEP-2020 in schools. Teachers expressed concerns regarding the lack of resources, resistance to change among stakeholders, and difficulties in curriculum adaptation. However, they also identified opportunities for professional growth, including enhanced training programs, collaborative learning initiatives, and the incorporation of new teaching methodologies. The study suggests the need for resources, teacher training programs, and supportive policies, to facilitate a smoother transition towards NEP 2020 objectives in schools across Delhi NCR.*

Key Words: *NEP-2020, in-service teachers, multidisciplinary approach, assessment and evaluation reforms, holistic education.*

1. INTRODUCTION :

Imagine a blueprint for revolutionizing education, a roadmap designed to propel India's learning landscape into the 21st century. Enter the National Education Policy (NEP) of 2020, a visionary document that not only reimagines education but also sets the stage for a transformative journey toward holistic, multidisciplinary learning. At its essence, NEP 2020 is not just about textbooks and exams but it's about nurturing individuals holistically. NEP 2020 champions a shift in educational philosophy, advocating for an approach that goes beyond rote memorization to foster critical thinking and experiential learning. NPE-2020 emphasizes integration of technology in classroom teaching. Multidisciplinary teaching methods in education for students' holistic development are being introduced to empower them to explore the interconnectedness of knowledge (Khatak, S. et. al., 2022). Teachers are turning challenges into opportunities with passion and perseverance through collaboration and professional development. By embracing the use of technology, teachers create inclusive, dynamic learning environments.

The vision of NEP 2020 is to create spaces where students are encouraged to develop independent living skills by prioritizing not just book smarts, but also emotional intelligence, creativity, and empathy. The policy aims to prepare learners for the complexities of real life by emphasis on vocational education for skill development. (Khatak, S. et. al., 2022). NEP-2020 also emphasizes revision of curriculum to ensure balance between specialization and multidisciplinary approach. (Biswas, S., 2021) Imagine a science lesson that incorporates elements of history, or an art project that delves into mathematical concepts which blurs the lines between subjects that encourage students to apply their knowledge

across the subjects. By weaving together diverse disciplines, the policy fosters a more holistic understanding of the world, by sparking curiosity and igniting a passion for learning. NEP 2020 embraces the idea of personalized learning, where education is tailored to fit the unique needs and interests of each learner. Teachers should also be trained to identify learning difficulties in children at an early stage and help learners in achieving success in all areas of learning experiences including socio-emotional and interpersonal skills (Kumar & Singh, 2022). NEP 2020 advocating experiential learning that goes beyond textbooks and tests. By engaging students in real-world experiences, the policy fosters a deeper understanding of concepts and cultivates practical skills that are invaluable in life. NEP 2020 recognizes the pivotal role of teachers in shaping the future generation and invests in their professional development accordingly. From ongoing training to mentorship programs, the policy equips teachers with the tools and support they need to thrive in an ever-evolving educational landscape. Focusing on teaching people how to read and do math, making schools better and getting more kids involved, lightening backpacks, having good books in local languages, offering counseling, keeping an eye on students who stop coming to school and helping them return, giving financial help like scholarships, telling disadvantaged groups about chances they have, and making sure smart kids get what they need. This isn't the main thing about NEP (Sidharth, 2022).

2. OPPORTUNITIES IN IMPLEMENTING THE NEP-2020

Holistic Development: NEP 2020 emphasizes holistic development, aiming to nurture not just academic skills but also critical thinking, creativity, and socio-emotional learning. Teachers need to adopt innovative teaching methodologies that cater to the diverse needs and talents of students, fostering a more well-rounded education experience (Kumar & Singh, 2022; Jain, P. et. al., 2021).

Integration of Technology: The policy advocates for the integration of technology in education to enhance teaching and learning outcomes. This opens up opportunities for the development and adoption of digital learning resources, online courses, and interactive platforms, enabling greater access to quality education, especially in remote areas (Biswas, 2021, Chowdhury, 2023).

Promoting Multilingualism: NEP-2020 advocates for the use of mother tongue or regional language as the medium of instruction up to at least Grade 5, alongside the promotion of multilingualism. This presents an opportunity to preserve and celebrate linguistic diversity while also enhancing cognitive development and cultural understanding among students.

Early Childhood Education: The policy underscores the importance of early childhood care and education, recognizing it as a critical foundation for lifelong learning and development. This creates opportunities for investment in early childhood education programs, infrastructure, and teacher training to ensure every child has access to quality early learning experiences that set them up for success in school and beyond.

Flexible Curriculum: The policy advocates for a flexible curriculum framework that allows students to choose from a wide range of subjects and pursue interdisciplinary studies. This offers an opportunity to tailor education to individual interests and career aspirations, promoting a deeper engagement with learning and potentially reducing dropout rates.(Gaur, 2022)

Promotion of Experiential Learning: The policy advocates for experiential and hands-on learning experiences, such as internships, apprenticeships, and community service projects, to complement classroom instruction and enhance real-world skills. This creates opportunities for schools to forge partnerships with local businesses, industries, and community organizations to provide students with practical learning opportunities and exposure to diverse career pathways.

3. CHALLENGE IN IMPLEMENTING NEP 2020

Lack of Resources: Implementing NEP 2020 requires significant resources, including funding for infrastructure upgrades, teacher training programs, and curriculum development. However, many educational institutions may struggle with limited budgets and inadequate facilities, making it difficult to fully realize the objectives outlined in the policy (Khatak, S., et al., 2022; Kumar & Singh, 2022).

Resistance to Change: When there are major changes suggested in education policy, there is a resistance observed from various stakeholders, including teachers, administrators, and even parents. People are comfortable with the old ways of doing things and reluctant to embrace something new. (Khatak, S., et. al., 2022).

Inequities in Access: NEP 2020 aims to promote equitable access to education for all, regardless of socio-economic background or geographic location. However, achieving this goal requires addressing existing disparities in access to

educational opportunities, including disparities related to gender, ethnicity, and socio-economic status. (Chowdhury, 2023)

Unavailability of Technology: Many schools, particularly those in rural and economically disadvantaged areas, may lack access to reliable internet connectivity, digital devices, and educational software. Bridging the digital divide and providing equitable access to technology infrastructure is crucial for realizing the vision of NEP 2020. (Kakodhar, P., et. al., 2024)

Parent and Community Engagement: Engaging parents and communities in the educational process is essential for the success of NEP 2020. However, cultural attitudes towards education, parental involvement, and community participation may vary widely across different regions and social groups. (Shamim, 2023)

4. METHODOLOGY :

The present research is a descriptive survey research. After reviewing the related literature, a self developed questionnaire was used to collect the data. MS Excel was used to analyze the collected data.

Objectives of the Study
1.   To study the awareness of NEP-2020 among school teachers in Delhi NCR.
2.   To study the challenges encountered by school teachers in implementing the NEP-2020.
3.   To study the opportunities seized by school teachers in implementing the NEP-2020.
4.   To study the experience of school teachers in implementing the NEP-2020.

Sample
The total sample size is 72 teachers from different schools of Delhi. The sample comprises 72.2% female teachers and 27.8% male teachers. Among the sample, 50% are Post Graduate Teachers (PGT), 22.2% are Trained Graduate Teachers (TGT), and 27.8% are Primary Teachers (PRT). In terms of school types, 63.9% of the teachers are from private schools, 22.2% are from government schools, and 13.9% are from semi-government schools.

5. RESULTS AND DISCUSSION

Teachers' Awareness about NEP-2020
97.2% of respondents are aware of the NEP-2020, while 2.8% are not. This indicates a high level of awareness among teachers regarding NEP-2020 but only 66.7% of respondents have accessed or read, while 33.3% have not accessed/read the official document of NEP-2020. Despite being aware of the policy, a significant portion of respondents have not engaged directly with the official document of NEP-2020. 66.7% of respondents have attended workshops, seminars, or training sessions related to NEP-2020, while 33.3% have not attended yet. 91.7% of respondents are aware of proposed changes in the schools' curricular structure under NEP-2020, while 8.3% are not. When the researcher asked about the proposed curricular structure then 22.8% of respondents did not answer correctly as proposed by NEP-2020. 97.2% of respondents believe that NEP-2020 will impact the teaching and learning process in schools and higher education institutions. The overwhelming majority foresee a significant influence of the policy on educational practices. 86.1% of respondents believe that NEP-2020 adequately addresses the challenges and needs of the education sector in India, while 13.9% do not. 88.9% of respondents view the emphasis on mother tongue or regional language as the

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medium of instruction up to Grade 5 in NEP-2020 as a positive step, while 11.1% do not agree with the statement.
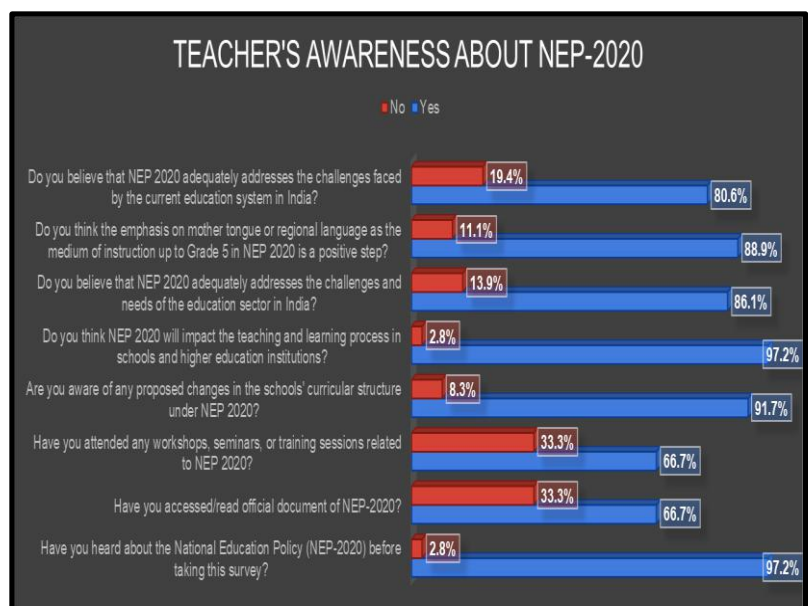
80.6% of respondents believe that NEP-2020 adequately addresses the challenges faced by the current education system in India, while 19.4% do not.

Opportunities in Implementing of NEP-2020

In the context of implementing NEP-2020, numerous opportunities emerge for enhancing the quality of education across various dimensions. At the forefront, 72.2% of respondents responded that multidisciplinary approaches stand out as one of the major opportunities. This approach encourages teachers to integrate diverse disciplines, fostering a more comprehensive understanding of concepts and promoting critical thinking skills among students. Additionally, curriculum flexibility, cited by 61.1% of respondents, presents an opportunity to tailor educational pathways to individual student needs, promoting personalized learning experiences. Emphasis on skill development, also highlighted by 61.1% of respondents, underscores the importance of nurturing practical

competencies alongside academic knowledge, equipping students with essential skills for the future workforce. Furthermore, holistic education and collaborative learning, each acknowledged by 58.3% of respondents, offer opportunities to address the socio-emotional and cognitive aspects of student development while fostering teamwork and communication skills. Integration of technology, recognized by 55.6% of respondents, presents opportunities for innovative teaching methods and access to a wealth of educational resources.

Moreover, early childhood and care education (ECCE), valued by 52.8% of respondents, emphasizes the significance of laying a strong foundation for learning in the early years, setting the stage for lifelong educational success. Multi-linguistic education, valued by half of the respondents, underscores the importance of linguistic diversity and cultural understanding in the educational landscape. Lastly, vocational education, identified by 47.2% of respondents, offers opportunities for practical skill development and aligning education with industry needs. Overall, these findings highlight a spectrum of opportunities within NEP-2020 for fostering a more inclusive, innovative, and quality-oriented education system.
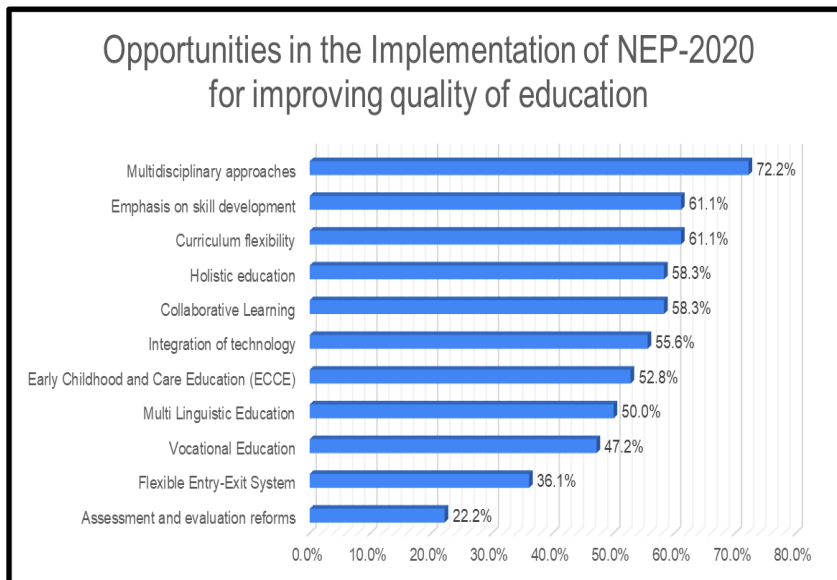
Challenges faced by Teachers in implementing NEP-2020

The survey data shows that the teachers encounter several challenges in implementing NEP-2020, with the most prominent being the lack of resources responded by a substantial majority of 63.90% of respondents. This indicates a critical need for adequate funding and infrastructure to effectively execute the policy's objectives. Following closely behind are issues related to insufficient training, with 72.20% of respondents highlighting this concern. This underscores the importance of comprehensive training programs to equip teachers with the necessary skills and knowledge to implement NEP-2020 effectively. Difficulties in curriculum adaptation and the perceived lack of innovation and creativity among teachers are also

significant challenges, each mentioned by 41.70% of respondents. These findings suggest a need for curriculum development strategies that are flexible and conducive to fostering creativity in teaching practices. Moreover,
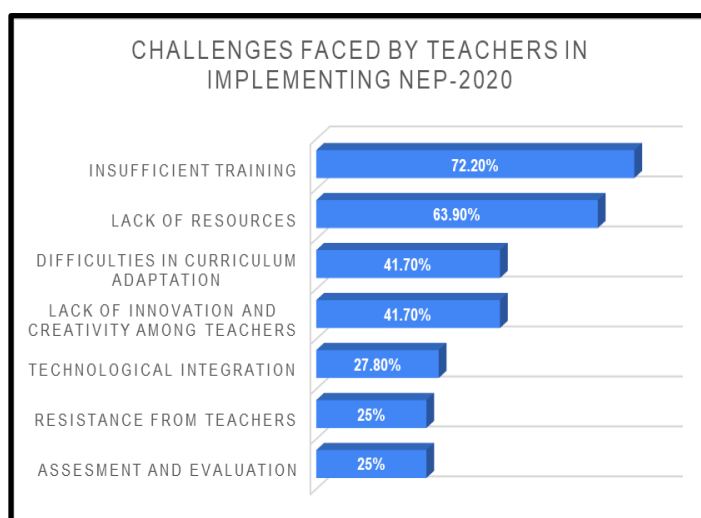
technological integration emerges as a notable challenge, with 27.80% of respondents identifying this as an obstacle. This underscores the importance of providing adequate support and resources for integrating technology into educational practices. Finally, resistance from teachers and challenges related to assessment and evaluation are cited by 25% of respondents each, indicating potential barriers stemming from attitudes towards change and the need for appropriate assessment frameworks aligned with the objectives of NEP-2020. Overall, addressing these challenges is crucial to ensure the successful implementation of NEP-2020 and the realization of its goals in transforming the Indian education system.

Implementation of NEP-2020

The implementation of NEP-2020 presents a multitude of opportunities for enhancing the quality of education in schools. A significant majority of 72.2% of respondents recognize the potential of multidisciplinary approaches, indicating a shift towards a more holistic and interconnected learning experience. Moreover, 61.1% of respondents see opportunities in curriculum flexibility, suggesting a move towards adaptable and personalized learning pathways that cater to individual student needs. Emphasis on skill development is also highlighted by 61.1% of respondents, indicating a recognition of the importance of nurturing practical skills alongside academic knowledge.
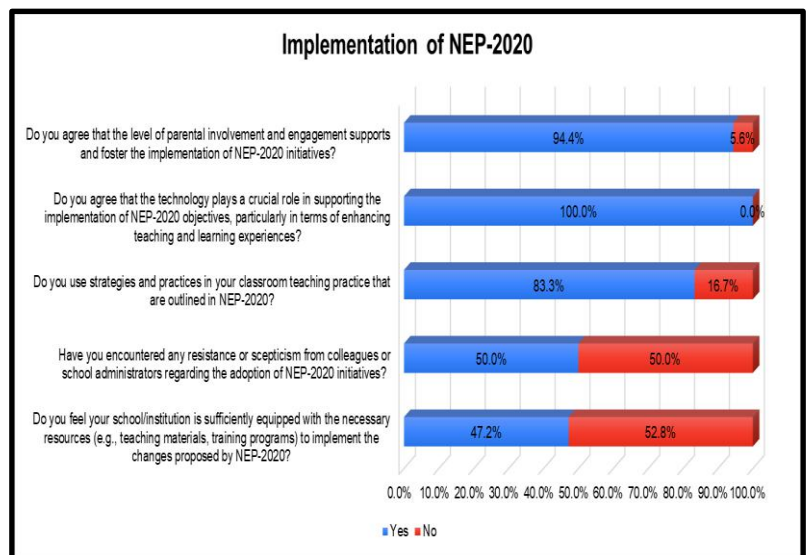
Collaborative learning, valued by 58.3% of respondents, offers opportunities for fostering teamwork, communication, and critical thinking skills among students. Additionally, the concept of holistic education is embraced by another 58.3% of respondents, indicating a desire to address the socio-emotional, physical, and cognitive development of students. Integration of technology, recognized by 55.6% of respondents, presents opportunities for innovative teaching methods and access to a wealth of educational resources. Early Childhood and Care Education (ECCE) is seen as important by 52.8% of respondents, highlighting the significance of laying a strong foundation for learning in the early years. Multilinguistic education, valued by half of the respondents, underscores the importance of linguistic diversity and cultural understanding. Vocational education, acknowledged by 47.2% of respondents, presents opportunities for practical skill development and career readiness. The flexible entry-exit system, identified by 36.1% of respondents, offers opportunities for personalized learning pathways and accommodating diverse learning needs. Lastly, assessment and evaluation reforms, though recognized by a smaller proportion of respondents at 22.2%, indicate opportunities for adopting more effective and equitable assessment practices aligned with the objectives of NEP-2020. Overall, these responses reflect a collective recognition of the diverse opportunities presented by NEP-2020 for fostering a more inclusive, innovative, and quality-oriented education system.

6. CONCLUSION

Teachers implementing NEP 2020 face various hurdles like changing teaching styles, blending subjects, revamping assessments, embracing technology, and ensuring inclusive education. To overcome these challenges, schools can offer training workshops, create interdisciplinary curriculum teams, provide assessment guidelines, offer tech support, and implement inclusive policies. Collaboration among stakeholders is key for successful implementation. Collaboration with industries for internships and practical training. Teachers who are trying to follow the new education policy of 2020 are encountering a lot of difficulties. They have to change how they teach, mix different subjects together, change how they test students, use technology more, and make sure all students are included. To deal with these problems, schools can organize training sessions for teachers, make teams of teachers to create lessons that combine different subjects, give guidelines for testing, help with technology, and make sure everyone is included. Working together with everyone involved, like parents, students, and other organizations, is really important to make sure the new policy works well. It's also important for schools to work with businesses to give students opportunities to learn through internships and practical experience.

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