

# TEACHERS PERCEPTION TOWARDS IMPLEMENTATION OF NEP 2020: SPECIAL REFERENCE TO DEGREE COLLEGES

## Abstract

Education is one of the important goals of SDG 2030. Time to time updation of education policies is certainly necessary for accepting new changes in the field of education and acquiring new skills. In this regard New Education Policy 2020 was announced after 34 years by the Indian government on July 2020. This policy intended to transform the old education system with new one. In this regard, Karnataka state has recognized as the first state in India to implement NEP 2020. Here, researcher has aimed to know the implementation status of NEP 2020 in study region. For this, researcher relied on both the primary and secondary data for its analysis. Results of the study revealed the mixed opinion about the implementation of NEP 2020 in the study region.

**Keywords:** NEP 2020, Performance evaluation, Karnataka, Belthangady, Degree College.

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## I. INTRODUCTION

Potentiality of human, the creation of an equal society, and the advancement of national development all depend on education. The term economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation and so forth are highly required to access to high-quality education. India is now the youngest country in the world, and the future of our nation depends upon our capacity to offer high-quality education young minds.

The first and second education policies were implemented in 1968 and 1986 respectively. The third education policy was implemented by the Indian government on July 2020, i.e., a 34-year-old education policy that is now in place is losing effectiveness due to the shifting circumstances. NEP, which the Indian government unveiled in 2020, was well-received by practically all facets of society. After 1986, there was a significant shift in educational policy. Because of this, everyone viewed the government's decision as a hopeful and constructive move that not only represents a significant shift in the educational landscape but also is suitable in light of the difficulties that the current global education system faces. This educational system's progress did not occur overnight; it took a lot of planning. However, it was not what may had anticipated that this transition would occur so rapidly. Although both college and school education were impacted by this education strategy, higher education was more severely affected. This study examines NEPs in general and examines teachers' attitudes regarding NEP implementation. Developing thoughtful, creative, and well-rounded people should be the goal of high quality higher education. Additionally, it helps students develop their moral, character, and constitutional principles as well as their scientific temperament, intellectual curiosity, and creativity.

## II. REVIEW OF LITERATURE

- 1. Aithal P.S. and Shubhrajyotsna Aithal (2020)** identifies the policy's strengths and weaknesses in the higher education and research sectors, evaluates the implementation recommendations made in the policy, and identifies and analyses potential generic strategies for NEP-2020 implementation to achieve its goals based on focus group discussions. An investigation on the insights and perspectives of NEP in improving higher education in India was conducted by Uma S. Singh and Sanjay Singh Baghel in 2020. The results of this study are important for understanding the impact of the new structure, its future significance in fulfilling global requirements, and expanding the role of technology and automation in the education sector for both the government and private sectors of higher education.
- 2. A study on the New Education Policy 2020 of India:** A theoretical Analysis was conducted in the year 2021 by Hemlata Verma and Adarsh Kumar. The examination of the NEP 2020 provisions and management practises at the university level is covered in the current paper. At the national and higher education levels, recommendations are made for the creation and implementation of NEPs. Asha Gupta (2021) conducted a study on Focus on Quality in Higher Education in India. The current essay examines the shifting perceptions of quality in higher education in India. Analytical, comparative, and empirical methodologies were used. Zubiya Main (2022) conducted a study on Higher Education in

India: The Status Quo & the road map ahead. This article examines the National Education Policy 2020 from the standpoint of higher education. NEP 2020 is determined to have unrealistically lofty goals, although it has the ability to alter the Indian higher education sector. The New National Education Policy on Teacher Education will improve the quality of teacher education and present the teacher education system in a world-class context, according to Ankur Nandi et al.'s article from 2022, "A Critical Analysis of Recommendations of NEP 2020 To Reform Teacher Education in India." The researchers also made some helpful suggestions for putting the recommendations of the teacher education into practice.

**3. Navneet Kaur and M D Safikul Islam (2020)**, in their article on an extensive get through into the new education policy, 2020, studied a few NEP components as well as some possible design constraints. NEP 2020: A Critical Examination was the subject of research by Govind R. in 2020. The goal of the paper is to critically analyse and provide some of the NEP 2020's missing components. The numerous helpful suggestions it contains are in no way diminished by it. Instead, it emphasises the difficulties and hazards that come with writing a comprehensive, ambitious document. In his research study on the Importance of National Education Policy-2020, Abhay Kumar (2022) Determine the strengths and weaknesses of the policy at the higher education and research segment as it is initially portrayed in Imparting Education's outline of the NEP-2020. The document also offers numerous prognostications on topics like creating high-quality colleges and universities, institutional consolidation and restructuring, etc. A study entitled A Critical Analysis of Recommendations of NEP 2020 to Reform Teacher Education in India was undertaken by Ankur Nandi, et al. in the year 2202. This essay primarily focuses on providing a critical analysis of NEP 2020's recommendations for teacher preparation while also making a few of its own.

### **III. STATEMENT OF THE PROBLEM**

The investigation relied on both descriptive and analytical in nature. Because it is recently adopted, the concept of NEP is more relevant these days. The perspectives of Degree College students and professors on the implementation of the NEP in the research region have studied.

### **IV. SCOPE & LIMITATIONS**

The current study is geographically limited to degree colleges in the Belthangady taluk. This study examines the state of NEP implementation in Karnataka. In addition, instructors' awareness and opinions of teachers about the implementation of NEP at Belthangady taluk degree colleges has considered for the study.

### **V. OBJECTIVES**

- To assess the NEP implementation in Karnataka.
- To craft the comparative analysis of the Old and New Education Policy.
- To understand the need for changes in the NEP.
- To know about the strength and weakness of the NEP.

## VI. RESEARCH METHOD

This study has geographically limited to degree colleges of Belthangady taluk of Dakshina Kannada District, Karnataka. This study has relied on both the primary and secondary data. Secondary data have been collected through published and unpublished sources. Secondary data were collected through published and unpublished sources like books, journals, and periodicals, annual reports of the government, magazines, research articles, news papers and so forth. Recent data regarding the issue were collected through internet sources. Primary data have originally collected through field by using predetermined interview schedule for the lecturers of Degree colleges in Belthangady Taluk. The samples have chosen through employing random sampling method. Totally 40 samples selected for the study and same investigated during the time of field investigation. Analytical technique used to draw inferences and to variety hypothesis set for the study. Data have gathered from primary and secondary sources have been presented with aids of appropriate tables, figures, charts. Further data extracted from the primary levels study have been explored by using simple statistical tools like averages, percentage at the time of discussion and interpretation.

## VII. RESEARCH RESULTS, DISCUSSION AND INTERPRETATION

This study is devoted to analyse research result along with the discussion and interpretation of field data which were gathered through structured interview schedules in the study region. Total 40 respondents from different degree colleges of Belthangady taluk of Dakshina Kannada district have been randomly selected for the field survey.

- 1. General Information of Respondents:** Sixty percent of the total sample responses came from male respondents, with the remaining 40 percent coming from female respondents. It is evidenced from the primary level study that of the total respondents interviewed about 32.5 percent of the respondents was from the department of commerce, 12.5 per cent of the respondents were from the department of English, and 10 per cent were from the departments of Hindi and political science. The remaining respondents were from Biotechnology, Botany, Business Administration, Computer Science, Economics, History, Kannada, and Sociology, in that order. Primary level investigation also displays the respondents' educational qualifications. It is revealed that the bulk of respondents (22.5 percent) have obtained an M.A degree, 20 per cent were M.Com graduates, 12.5 percent are M.A with SLET/NET, 10 per cent were M.SC graduates, and 5.0 percent were M.A & Ph.D. and M.Com, M.Phil., & SLET/NET correspondingly. Each remaining qualification was held by 2.5 percent of respondents.
- 2. Respondent's Awareness Status about NEP-2020:** The NEP was approved by the Indian Union Cabinet on July 29, 2020. It is focused on a wide range of educational reform issues. In the years 2021—2022, Karnataka was the first state in the nation to put the NEP into effect. The data in Table 3.6 show teachers' awareness of the year of NEP implementation in Karnataka. According to the primary level investigation, 60 per cent of the total respondents interviewed were aware of the year of NEP implementation in Karnataka, while the remaining 40 per cent were unaware of its implementation in the study region. The structure of the NEP is comprised of four pillars, and the educational system will be 5+3+3+4. The foundational stage will last for five years, followed by the

preparation stage for three years and the secondary stage for three years. Primary level investigation has demonstrated instructors' awareness of the new circular structure advocated by the NEP 2020. According to this, high of about 77.5 per cent of respondents have fully educated about the new circular structure, while the remaining 22.5 have had no idea about circular structure of NEP in the study location.

A number of significant modifications to India's educational system are suggested in NEP 2020. One of the main goals of this policy was the creation of the General Education Council (GEC). In order to create academic standards for every heights of education, from elementary discipline to higher learning, the General Education Council is seen as a crucial organization. These standards should represent the best pedagogical, instructional, and assessment practices. The data from the field revealed that around 80 per cent of the total respondents interviewed were aware of the function of the general education council, while the remaining 20 per cent were unaware of its operation in the study region. There are five pillars of the NEP such are Access, Equity, Quality, Affordability, and Accountability. According to the primary level investigation, half of the respondents were aware of the NEP's five pillars, while the other half (the remaining 50%) were not.

The recommendation NEP 2020 is multilingualism suggestion. According to the primary level investigation, approximately half of the total respondents interviewed were aware of the NEP's multilingualism suggestion, while the remaining half was unaware of its recommendation in the study region. NEP-2020 laid an emphasis on conceptual comprehension rather than rote memory, encourages critical thinking, problem solving, and knowledge application to create a deeper understanding of subjects. According to the primary level investigation, around 47.5 per cent of the total respondents interviewed were aware of conceptual comprehension of the subjects, while the remaining 20 per cent were unaware of it in the study location. The intention of the pedagogical change from rote learning to conceptual understanding in the NEP 2020 is conceptual understanding and supporting students' entire development. According to the primary level inquiry, 50 per cent of the respondents were aware of the NEP recommended rote learning, conceptual comprehension, and half (the remaining 50%) were not. NCERT is responsible for developing the framework for adult education, concentrating on lifelong learning, skill enhancement, and adults continuing their education and skill development, according to NEP 2020. According to the primary level investigation, 45 percent of respondents were aware of the NCERT educational framework, with the remaining half (50%) unaware.

### 3. Teachers Acceptance Level about the Changes brought up in Education:

<b>Table 1: Do you agree with the new changes that were brought up in education?</b>			
<b>Particulars</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
Strongly agree	08	20.0	20.0
Agree	21	52.5	72.5
Neutral	07	17.5	90.0
Disagree	03	07.5	97.5

Strongly disagree	01	02.5	100.0
Total	40	100.0	
Source: Data gathered from Primary investigation, July 2023			

According to the above table-01, about 21 (52.5%) respondents simply agree with the new changes implemented in education by adopting the NEP. Twenty percent of respondents strongly agree with the new changes included in the new school system. And 52.2 percent of respondents approved, 17.5 percent were neutral, and 7.5 percent strongly disagreed with the new changes brought about in education through the adoption of NEP.

NEP is successful in determining the practical consequences as well as challenges associated with higher education. It was discovered that 37.5 percent (15) of the total respondents believed that NEP has not successful in bringing out the practical implications and challenges in higher education, while the remaining percentage of respondents, 62.7 percent, believed that NEP is successful in bringing out the practical implications and challenges in higher education.

#### 4. Respondents Opinion about Retaining of the Old Education System:

<b>Table 2: Do you want the old education system to continue?</b>			
<b>Particulars</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percent</b>
No	27	67.5	67.5
Yes	13	32.5	100.0
Total	40	100.0	
Source: Data gathered from Primary investigation, July 2023			

The table-02 is evidenced the fact that whether respondents require old education policies in their academic system or not. According to the primary level inquiry, 32.5 percent (13) of the total respondents interviewed require outdated education policies in their academic system, while the rest 67.5 percent (27) are satisfied with the current education system NEP-2020.

#### 5. Respondents Satisfaction Level about Implementation of NEP-2020:

<b>Table 3: Are you satisfied with the implementation of NEP as its current form?</b>			
<b>Particulars</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
Highly satisfied	5	12.5	12.5
Satisfied	12	30.0	42.5
Moderately satisfied	11	27.5	70.0
Not satisfied	12	30.0	100.0
Total	40	100.0	
Source: Data gathered from Primary investigation, July 2023			

According to the table-03 about 30 per cent (12) of total respondents were dissatisfied with the implementation of NEP in its current form (5+3+3+4 model), 11

(27.5%) were moderately satisfied, 12(30%) were satisfied, and 5(12.5%) were highly satisfied with the implementation of NEP in its current form (5+3+3+4 model).

#### 6. Respondents View about the Skill Enhancement of Students Under NEP:

<b>Table 4: Do you agree that NEP will enhance the higher education skills of the students?</b>			
	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percent</b>
No	10	25.0	25.0
Yes	30	75.0	100.0
Total	40	100.0	
Source: Data gathered from Primary investigation, July 2023			

The table-04 illustrates whether respondents favor of NEP for improving students' higher education skills or not. The National Education Policy 2020 intends to improve higher education by emphasizing critical thinking, trans-disciplinary learning, and vocational education. It encourages curriculum flexibility, research, and innovative teaching approaches, supporting holistic skill development in pupils. According to the above data, about 75 per cent (30) of the total respondents agreed that NEP will be improved students' higher education skills, while the remaining 25% (10) disagreed.

#### 7. Respondents Opening about the Syllabus Introduced by the NEP-2020:

<b>Table 5: Do you feel syllabus offered under NEP is helpful in skill enhancement of the students?</b>			
	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
No	10	25.0	25.0
Yes	30	75.0	100.0
Total	40	100.0	
Source: Data gathered from Primary investigation, July 2023			

Data in table-05 shows whether respondents agreed or disagreed that the NEP syllabus is beneficial to students' skill development. NEP has a new curriculum that emphasizes holistic learning, critical thinking, and skill development. It focuses on basic courses, vocational training, and hands-on experience. The NEP aspires to promote a well-rounded education system by encouraging students' creativity and innovation.

According to the primary level inquiry, 75 percent (30) of the total respondents interviewed agreed that the NEP syllabus is helpful in the skill enhancement of students, while the remaining 25 percent (10) disagreed.

#### 8. Respondents Satisfaction Level with the Syllabus which is Framed by the NEP Implementation Committee:

The table-06 shows whether respondents are satisfied with the syllabus developed by the NEP Implementation Committee or not. The NEP implementation committee

developed a curriculum that prioritized holistic education, critical thinking, and practical skills. It intended to decrease rote learning and enhance experiential learning, digital literacy, and a multidisciplinary approach in order to foster students' well-rounded growth. According to the primary level inquiry, 30 percent (12) of the total respondents were unsatisfied with the NEP committee's syllabus, while the same percentages were only satisfied and moderately in favour of the committee. Furthermore, just roughly 10% of them were extremely satisfied with the NEP committee that designed the syllabus for the degree courses.

<b>Table 6: Are you satisfied with the syllabus which is framed by the NEP implementation committee</b>			
	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percent</b>
Highly satisfied	4	10.0	10.0
Moderately satisfied	12	30.0	40.0
Satisfied	12	30.0	70.0
Dissatisfied	12	30.0	100.0
Total	40	100.0	
Source: Data gathered from Primary investigation, July 2023			

## VIII. FINDINGS OF THE STUDY

Based on the discussion of primary data in the previous chapter, the researcher discovered some noteworthy conclusions of the study, which are given below.

- The majority of the employees expressed the opinion that, despite the NEP's many advantages, it cannot be effectively implemented in educational institutions due to a lack of sufficient infrastructure.
- The level of NEP 2020 awareness among teachers is moderate.
- The majority of the teaching team supports to reduce syllabus.
- Teachers' opinions on the NEP's implementation are frequently conflicted. While some instructors may see the changes as a chance to enhance teaching strategies and student outcomes, others may find the changes to be overwhelming.
- A lot of teachers indicated a lack of thorough knowledge of the NEP's numerous components, including its pedagogical changes, new evaluation techniques, and the introduction of multidisciplinary education.
- Concerns about the viability and practicality of implementing a multidisciplinary approach were voiced by some professors, particularly in degree-granting institutions where topic specialization has long been the rule.
- Those surveyed agreed that teaching strategies should alter and that problem-solving and critical thinking should be emphasized. However, they acknowledged that changing their teaching methods to fit the objectives of the NEP would be difficult.
- While most teachers supported the NEP's emphasis on student-centered education, several voiced concerns about how to manage greater class sizes while still providing individualized attention.
- The difficulties of implementing a flexible language strategy for instruction, particularly in areas with different linguistic traditions, were discussed.



- Teachers acknowledged the potential advantages of interdisciplinary collaboration but emphasized the necessity for specific rules and assistance in order to carry out such collaborations successfully.
- A few educators emphasized the significance of matching evaluation procedures with learning objectives and giving students ongoing feedback.
- Teachers expressed appreciation for the focus on institutional autonomy but also expressed concern about possible administrative difficulties that might occur.
- To stay current on the altering educational scene and successfully carry out NEP efforts, teachers voiced a desire for regular workshops, seminars, and training programmes.

## IX. SUGGESTIONS

Based on the above findings, researcher offered some suggestions which are helpful for the effective implementation of NEP-2020.

- Include educators in the policy-making process to ensure that their viewpoints and insights are taken into account. This can strengthen their will to carry it out successfully.
- Ensure that the tools required to enable policy implementation are easily accessible, such as instructional materials and technology. Potential obstacles can be lessened with adequate resource allocation.
- Appropriate planning and on-the-ground implementation are necessary to achieve the challenging objectives outlined in NEP 2020.
- The suggested NEP must have less political interference in order to operate the system impartially and fearlessly.
- Since critical, rational, and creative thinking form the basis of contemporary teaching and learning, NEP 2020 must be appropriately implemented with these objectives.

## X. CONCLUSION

The National Education Policy 2020 (NEP 2020) is a well-defined and well-thought-out policy statement that has remained India's higher education system as advanced, progressive, and equal. As a result, it must be implemented with sincere efforts on the stakes of entrance, fairness, eminence, affordability, and liability. Because, based on the perceptions of various teachers of degree colleges in Belthangady taluk, it can be stated that, in order to truly transform from the current system of higher education, the government must investigate system flaws and focus on teacher quality improvement at the UG level. Higher education should be more holistic, flexible, and multidisciplinary in order to develop India into a dynamic knowledge society and global knowledge superpower. The proper implementation of the NEP 2020 in the Indian educational system will result in a significant shift and the provision of high-quality education to all. Then it will result in the overall development of future citizens to the nation.

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