

A research Study on Awareness towards National Education Policy (NEP) 2020 among The Colleges and The Universities Teachers of Jammu District Of JKUT

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Abstract:

The Main aim of study was to assess the awareness towards National Education Policy (NEP) 2020 among the colleges and the Universities of Jammu District of JKUT. In this research Paper the study is descriptive in nature. Specifically, it aims to assess awareness level of college teachers in Jammu toward NEP 2020. Study target to collect quantitative data that will help establish existing knowledge, perceptions and attitudes toward this important policy change among teachers. The subjects were including contract and full-time teachers working in educational institutions in Jammu that are government, privately, or govt. aided. To ensure that each subgroup is proportionately Statistical techniques for Analysis of data. The research method is used stratified random sampling to select sample of approximately 76 Teachers. Both a Likert scale and questionnaire, which is structured, were used to get respondent's information. The questionnaire was distributed in printed form as well as online using Google Forms. The collected data will be statistically analysed to uncover patterns, growth trends, and interdependencies between specific variables, such as demographic factors (gender and types of institution), and the level of awareness and attitudes toward the NEP 2020. The result of research will be helpful for policy makers, educational administrators along institutional leaders of JKUT to implement efficient training and sustainable resources for teachers while adhering to NEP 2020 policies.

Keywords: Education, NEP2020, Teachers, Awareness, Policy etc.

Introduction:

NEP-2020 is a policy of education of India which focuses on radical reforms in the education system. This step, which came into effect on July 29, 2020, become a milestone in development of India education. NEP-2020 has set a huge target to make about a exemplar shift in country education-system and put India on map of knowledge republics. It has been prepared under supervision of the MoE Govt of India.

NEP 2020 is a turning point in education planning, that will reshape education for new era and actively renovate India in global education hub. Thus, policy target at realizing an education system based on Indian values to have a direct positive impact on sustainably transforming India into a prosperous and culturally diverse knowledge society. These include changes in school curriculum and its implementation, vocational education at the centre of all levels of education, multilingualism, use of technology in education, etc

Important features of NEP-2020 are:

- National Education-Policy gives utmost importance to computational and communicative learning to eradicating the sharp ideological gulf between academic, vocational and recreational activities. For its effectiveness, it encourages a mix of arts, h, science, Humanities, vocational sports subjects in the curriculum and enhance critical thinking, innovation and creative thinking in students.
- Early Childhood Care and Education (ECCE): Main focus of this policy is ECCE, as developmental abilities are high in the initial years of a child's development. Efforts are being made to advance the provision for qualitative ECCE for all. This includes opening of Anganwadi centres and pre-schools.
- The NEP give focus on development of basic skills like literacy with numeracy in learners up to the third grade. The set recommendation calls for considering it mission for nation that focuses at early literacy with numeracy. It is act for addressing learning deficits through corrective programs and specific focused intervention.
- The policy focus on use of learning with flexibility structures that will enable each learner to learn their intended subject and course. It focuses on the effectiveness of using technology and internet tools for student-centred and unique learning.

OBJECTIVES OF THE STUDY:

- To study the awareness of teachers on National Education Policy (NEP) 2020.
- To study the awareness of colleges teachers towards the National Education Policy (NEP) 2020.
- To study the awareness of university teacher's Towards the National Education Policy (NEP) 2020.
- To study the awareness of government teachers towards the National Education Policy (NEP) 2020. .

DELIMITATION OF STUDY:

- This study is limited to colleges and universities located only in the District Jammu, JKUT.
- With regard to the target group of teachers, this study specifically targets teachers from colleges and universities.
- NEP 2020 is central action policy about which this study is being done. This does not include the stand or stance adopted towards earlier education policies or reforms, where relevant significant changes were not made by NEP 2020.

RESEARCH METHODOLOGY

The Study uses a descriptive survey approach to observe level of awareness of university and college teacher in Jammu regarding (NEP) 2020. Target audience includes contract and full-time teachers working in educational institutions in Jammu that are government, privately, or govt. aided. To ensure that each subgroup is proportionately Statistical techniques for Analysis of data and stratified random sampling was used to select sample of approximately 70 Teachers. Both a Likert scale and questionnaire, which is structured, were used to get respondent's information. The questionnaire was distributed in printed form as well as online using Google Forms.

POPULATIONS AND SAMPLE OF THE STUDY:

Population: The present research covers teachers engaged in teaching in higher education institutions including college and universities operating in the Jammu. Acc. to most recent data published by University Grants Commission (UGC), there are 123(Approx.) recognised universities and Colleges located in different regions of Jammu. A detailed list of these universities and Colleges was prepared and later categorized according to the administrative divisions of the Jammu.

Table No. 01:Details of Teachers selected from higher education institution

Name of District	Name of College/ University	No. of Teachers
Jammu	1. University of Jammu	20
	2. MAM College Jammu	12
	3. GGM Science College Jammu	12
	4. GCW Gandhi Nagar Jammu	12
	5. SPMR College, Jammu	10
	6. GOVT. College of Education , Jammu	10
		Total -76

TOOLS USED FOR THE STUDY:

In our study, a self-developed and standardized tools were used to gather information from participants. i.e. National Education Policy 2020 Teacher Awareness Test. The tool used in this study is the "National Education Policy 2020 Teacher Awareness Test," it is designed for assessing the level of awareness among college and university teachers about different aspects of the NEP-2020. The tool consisted of multiple choice or objective type questions which covers the different key features, provisions and implementation strategies of the policy. The expert feedback is considering to make certain reliability and validity of tool.

The tool is designed to evaluate awareness of teacher for NEP-2020. National Education Policy 2020 teacher awareness test provides six dimensions, i.e. general awareness, quality education, multidisciplinary education, institutional restructuring consolidation, changes into regulatory system of higher education.

Table No. 02:Dimensions of the National Education Policy 2020 Teacher Awareness Test along with items.

S.No	Dimensions	No. of Items in second draft
1.	General Awareness.	9
2.	Quality Education	6
3.	Multidisciplinary Education	5
4.	Institutional Restructuring and consolidation	6
5.	Transforming the regulatory system of higher education	8
6.	Others	4
7.	Total	38

Scoring: Scoring process of the test is easy and objective. Each item is followed by marks either 1 (for right answer) or 0 (for wrong answer). The total score of test varies (0-38) showing awareness at low level to awareness at extremely high level.

Reliability:

The reliability of NEP-2020 Teacher awareness test is established on basis of:

1. Split half Reliability: Reliability of test is determined by using split-half method. To do this, the test items were divided into two parts using the odd-even method. Using the Spearman-Brown efficiency formula, the split-half reliability coefficient was 0.915.
2. Cronbach's Alpha Reliability: Cronbach's alpha is used to measures internal consistency of tool. Reliability-coefficient comes 0.894.

Table-03:Reliability of National Education Policy 2020 Teacher Awareness Test

Teacher Awareness Test	N	Split half Reliability	N	Cronbach's Alpha Reliability:
	70	0.914	70	0.894

Validity: Validity of test is assessed using construct and face validity. For face validity, items were submitted to education experts and IQAC cell coordinators from various colleges and universities. Expert consensus on the items was considered an indicator of the scale's face validity. Construct validity was assessed by calculating the inter-correlations between items. Correlation-coefficients were found to be significant on 0.05 as well 0.01 levels and are shown in the table.

Table-04:Inter correlation of the items.

S.No.	Pearson coefficient correlation	S.No.	Pearson coefficient correlation	S.No.	Pearson coefficient correlation
1.	.317	14.	.636	27.	.329
2.	.440	15.	.516	28.	.385
3.	.503	16.	.482	29.	.458
4.	.579	17.	.476	30.	.413
5.	.563	18.	.500	31.	.454
6.	.324	19.	.569	32.	.520
7.	.576	20.	.289	33.	.542
8.	.381	21.	.348	34.	.365
9.	.332	22.	.391	35.	.679
10.	.462	23.	.476	36.	.315
11.	.509	24.	.390	37.	.436
12.	.393	25.	.503	38.	.453
13.	.573	26.	.467		

** significant at 0.01 level

*significant at 0.05 level.

Norms

Z-scores corresponding to the obtained raw scores, the criteria for interpreting the z-scores and raw score's range for measuring the level of awareness of teacher are presented below:

TABLE No. 05
Z-Score Norms of National Education Policy 2020 Teachers awareness test (N=76)
Mean- 18.33 SD- 8.77

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
1.	-1.98	14	-0.49	27	0.99
2.	-1.86	15	-0.38	28	1.10
3.	-1.75	16	-0.27	29	1.22
4.	-1.63	17	-0.15	30	1.33
5.	-1.52	18	-0.04	31	1.44
6.	-1.41	19	0.08	32	1.56

7.	-1.29	20	0.19	33	1.67
8.	-1.18	21	0.30	34	1.79
9.	-1.06	22	0.42	35	1.90
10.	-0.95	23	0.53	36	2.01
11.	-0.84	24	0.65	37	2.13
12.	-0.72	25	0.76	38	2.24
13.	-0.61	26	0.87		

TABLE- 05: Norms for interpretation of Level of Teachers Awareness

S.NO.	Score	z-score Range	Level of Teacher Awareness
1.	33 & above	1.67 & above	Very High Awareness
2.	25 to 32	0.76 to 1.56	High Awareness
3.	17 to 24	-0.15 to 0.65	Average Awareness
4.	9 to 16	-1.06 to -0.27	Low Awareness
5.	8 & below	-1.18 & Below	Very Low Awareness

STATISTICAL TECHNIQUES AND SOFTWARE USED

To analyse the data meaningfully and draw valid conclusions, a range of statistical techniques were used, carefully chosen in alignment with the study objectives, design and nature of the data.

1) **Descriptive statistics:** Initially this Descriptive statistics is used to know/understand basic characteristics and distribution of the data. Measures such as mean along with standard-deviation (SD) and t-value are calculated to summarize total scores and describe central tendency and variability.

- Mean (Average): Mean is the sum of all values divided by the total number of observations, showing the central tendency of the data set.

- Standard Deviation (SD): SD measures how much values spread from the mean; a higher SD shows more variation, while a lower SD indicates consistency.

- t-Value: t-Value compares sample mean differences relative to variability; it helps determine whether observed differences are statistically significant in hypothesis testing.

Together, these statistical tools provided a comprehensive framework for analyzing the data and establishing validity of research results.

ANALYSIS AND INTERPRETATION OF DATA

The collected data are systematically analysed and interpreted by appropriate statistical techniques to draw meaningful conclusions aligned with research objective. Researcher employed a mixing of descriptive and inferential statistical methods, like mean, S.D, percentage, z-score, and T-test. Two statistical tools were applied to assess and interpret levels of awareness and attitudes of college and universities teachers toward implementation of National Educational Policy (NEP) 2020.

Teacher's Awareness data Analysis:

Table – 4.4 :Teacher's Awareness towards National Education Policy 2020 (For All Teacher's N= 76)

S. No	Scores	Awareness of Teacher's	Teacher's Count	Percentage
1.	33 & above	Very High Awareness	3	3.94
2.	25 to 32	High Awareness	22	28.94
3.	17 to 24	Average Awareness	24	31.57
4.	9 to 16	Low Awareness	20	26.31
5.	8 & below	Very Low Awareness	7	9.21

Interpretation of All Teachers' Awareness towards NEP 2020:

The data gives a complete overview of the awareness levels of all teacher's (N =76) toward the National Education Policy (NEP) 2020, segmented into five categories: Very High awareness, High, Average, Low, and Very Low Awareness. The results show that only 3.94% (n = 3) of teacher's have Very High Awareness, which scores the 33 and above. Only a few educators possess an advanced understanding of NEP 2020. A substantial group of 28.94% (n = 22) lies into the High Awareness category (scores 25 to 32), which indicate that nearly one-third of the teaching population has a well-grounded knowledge of the policy which make them capable of engaging with its core principles and strategies. The largest proportion of respondents that is 31.57% (n = 24) scored (17 to 24) which can be placed in the average awareness category. These teachers are somewhat aware and familiar with the general principles of NEP 2020, but they may have a little understanding of policy details such as outcome-based learning, multidisciplinary integration and flexibility in higher education and digital pedagogy or assessment reforms. A significant 26.31% (n = 20) of teachers fall in the low awareness category (score of 9 to 16), which suggests that a substantial number of teachers are under-informed or only vaguely aware of the NEP 2020. Further, 9.21% (n = 7) teachers have been categorized under very low awareness because their score lies between- (score 8 and below).

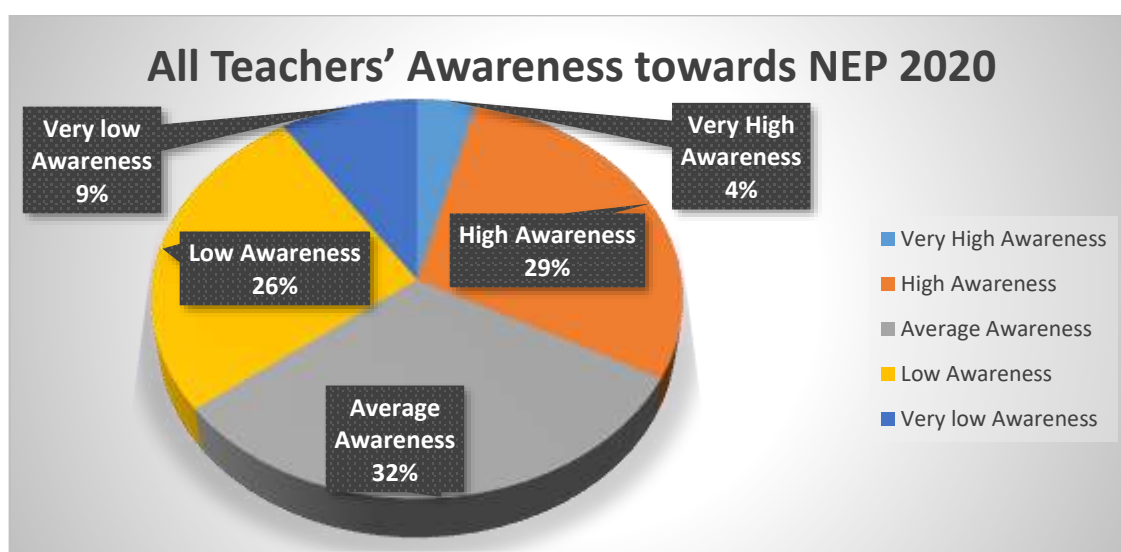


Fig-01 Teacher's level of Awareness

Similarly, graph shows the distribution of overall teacher awareness regarding NEP- 2020. A significant percentage of teachers fall under the 'Average' (around 32%) and 'High' (approximately 29%) awareness levels. The 'Very Low' and 'Very High' awareness categories have the lowest percentages, with 'Very Low' around 9% and 'Very High' below 4%. This suggests that while a large portion of teachers are moderately to highly aware of NEP 2020, very few have either extremely low or extremely high awareness.

Conclusion

The objectives of research is to assess and analyse teachers' awareness toward National Educational Policy 2020, Quantitative methods and statistical tests, including mean score, S.D, and T-tests, were used to identify significant patterns in the data.

All Teachers Awareness Level: As seen by the distribution, there exist significant differences in how people interact with NEP 2020, ranging from people who fully understand it to people who have no idea what NEP 2020 is. The data shows that more than half of teachers are events aware, but the presence of almost one-third with low or very low awareness may slow down the equal and proper Awareness of NEP 2020. The results are significant. Since teachers lead educational change, knowing how policies should work helps guide how change is brought to local schools. Because so many teachers are unaware of these priorities, the institutions may not be fully prepared to achieve what NEP aims for without quick and thorough training.

In the study, it was found that 63.96% of all teachers in the total sample (N = 76) exhibited a moderate to high levels of awareness towards NEP- 2020. Specifically, 3.94% of teacher demonstrated Very High Awareness, 28.94% had High Awareness and 31.57% exhibited Average Awareness. However, 36.04% of the total sample reflected Low or Very Low Awareness, with 26.31% falling in the Low Awareness category and 9.21% in the Very Low Awareness group.

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