

Teacher Awareness of the National Education Policy (NEP)2020 in Higher Secondary School of Pasighat Town, Arunachal Pradesh

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Abstract: The National Education Policy 2020 introduced by the Ministry of Human Resource Development (MHRD) represents a significant shift in India's educational framework to transform the education system and ensure universal access to quality education. This policy is founded on five key pillars: access, equity, quality, affordability, and accountability. The school has significant relationship on their awareness on NEP-2020 in school education. The study highlights the importance of improving teachers' awareness of the NEP-2020 and its implications for the education system, particularly for those who are less informed. The findings provide valuable insights for policymakers to develop strategies that can effectively implement the NEP and enhance the quality of education.

Index Terms - New Education Policy 2020, Higher Education, innovative, implementation, multidisciplinary, *Skill development*.

INTRODUCTION

By imparting knowledge to pupils and creating an environment conducive to learning, teachers serve the purpose of assisting students in learning. With a positive outlook on life, the New Education policy- 2020 will Mold the next generation into responsible citizens of the nation. Sports, the arts, music, and other activities can help children reach their full potential. The NEP 2020 also highlights the role that teachers play in upholding the dignity, respect, and honor of their profession.

NEP 2020 encourages students to choose subjects based on their interests and aptitudes, and establishes dedicated skill development centres nationwide. NEP 2020 is designed to be inclusive, ensuring that education reaches every section of society. the higher education section of NEP-2020 replaces teacher centric education system to student centric system. The teachers must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible.

LITERATURE REVIEW

Devika and Dilip (2019) found that school teachers in Coimbatore were aware of professional ethics, through there was a need for updating them in the current context. Alam (2021) reported that high school teachers in Darbhanga had low overall knowledge of NEP 2020, with awareness varying based on factors like experience and family background. Teachers with less experience and those from joint families showed relatively higher awareness of the policy.

Nanda and Meenia (2021) emphasized that professional education should integrate ethics, discipline, and practical learning while promoting critical and interdisciplinary thinking, discussion, and innovation. Joseph (2025) found that Indian teachers have moderate awareness of NEP 2020, with many lacking clarities on its details. The study highlights the need to

improve teachers' understanding of the policy to support its effective implementation and enhance the quality of education in India.

NEED OF THE STUDY.

The National Education Policy (NEP) 2020 has introduced several important reforms in the Indian education system, such as the 5+3+3+4 school structure, holistic development, experiential learning, flexible subject choice, and vocational education. The successful implementation of these changes largely depends on teachers, as they are the key agents who apply the policy in classrooms.

Therefore, it is essential for teachers to have proper knowledge and awareness of NEP 2020 so that they can adopt student-centered teaching methods and promote conceptual understanding and skill development.

IGJ Government Higher Secondary School Pasighat, is one of the leading educational institutions in east Siang district. However, no research study has yet been conducted to examine the level of awareness of NEP 2020 among its teachers.

Hence, this study is needed to assess the awareness level of teachers of IGJ Government Higher Secondary School regarding NEP2020, which will help in understanding how effectively the policy can be implemented in the school.

RESEARCH METHODOLOGY

1. The study was conducted in IGJ Government Higher Secondary Pasighat, East Siang District, Arunachal Pradesh.

2. Research Design Descriptive survey method was adopted for the study. Population and sampling Technique the population of the study consisted of teacher of IGJ Government Higher Secondary school Pasighat. Out of the total population, 30 teachers were selected as the sample using random sampling technique.

3. Tool for Data Collection a self –made questionnaire was used to collect the required data from the respondents.

4. Method of Data Analysis the collected data were analysis using percentage, mean and standard deviation.

RESULTS AND INTERPRETATION OF DATA

Table 1: To study the level of awareness of teachers regarding the National Education Policy (NEP) 2020

S.No	Item	Response	Frequency	Percentage
1	Heard about NEP 2020	Yes	30	100%
		No	0	0%
2	NEP 2020 replaced the National Policy on Education 1986	Yes	25	83.33%
		No	5	16.66%
3		Fully aware	6	20%

	Awareness of 5+3+3+4 structure	Partially aware	21	70%
		Not aware	3	10%
4	Multidisciplinary education approach	Fully aware	14	46.66%
		Partially aware	15	50%
		Not aware	1	3.33%
5	Flexible subject choice at higher secondary level	Fully aware	19	63.66%
		Partially aware	10	33.33%
		Not aware	1	3.33%
6	Vocational education integration in schools	Yes	27	90%
		No	3	10%
7	Reduction in curriculum content load	Yes	23	76.66%
		No	7	23.33%
8	Experiential and activity-based learning	Yes	29	96.66%
		No	1	3.33%
9	Emphasis on conceptual understanding	Yes	29	96.66%
		No	1	3.33%
10	Inclusive and equitable education provisions	Yes	27	90%
		No	3	10%
11	Promotion of life skills education	Yes	22	73.33%
		No	8	26.66%
12	Integration of arts, sports and co-curricular activities	Yes	29	96.66%
		No	1	3.33%
13	Critical thinking and problem-solving focus	Yes	29	96.66%
		No	1	3.33%
14	Holistic development focus of NEP 2020	Strongly agree	18	60%
		Agree	12	40%
15	Flexibility in subject and stream selection	Yes	24	80%
		No	6	20%
16	Language policy (mother tongue/regional language emphasis)	Yes	28	93.33%
		No	2	6.66%
17	Student-centric and personalized learning approach	Yes	30	100%
		No	0	0%

Table 1. The above table presents the level of teachers' awareness regarding various provisions of the National Education Policy 2020 related to school education. The findings reveal that all the teachers (100%) have heard about NEP 2020, indicating universal familiarity with the policy. A majority of teachers (83.33%) are aware that NEP 2020 replaced the National Policy on Education 1986, while only a small proportion (16.66%) are not aware of this change.

With regard to the new 5+3+3+4 school structure, 70% of teachers are partially aware, 20% are fully aware, and 10% are not aware. Awareness of the multidisciplinary education approach is relatively high, with 46.66% fully aware and 50% partially aware.

A considerable number of teachers (63.66%) are fully aware of flexible subject choice at the higher secondary level. Awareness about vocational education integration is also high (90%). Similarly, 76.66% of teachers are aware of the reduction in curriculum content load. The results further show that an overwhelming majority of teachers (96.66%) are aware of experiential and activity-based learning, conceptual understanding, integration of arts and sports, and the emphasis on critical thinking and problem-solving. In addition, 90% of teachers are aware of inclusive and equitable education provisions, while 73.33% are aware of the promotion of life skills education. Regarding the holistic development focus of NEP 2020, 60% strongly agree and 40% agree with this statement. Furthermore, 80% of teachers are aware of flexibility in subject and stream selection, and 93.33% are aware of the language policy emphasizing the use of mother tongue or regional language in early education. Notably, all teachers (100%) are aware of the student-centric and personalized learning approach promoted by NEP 2020.

CONCLUSION

It encourages interdisciplinary research, giving students the chance to understand and apply ideas from a variety of disciplines. Teachers play a critical role in the successful implementation of this policy. It is concluded that the high school teachers have average level awareness of the National Education Policy 2020. The awareness and training program must be organized by the Government, training institutions, human resource development centres on different components and aspects of NEP 2020. More than ten years of serviced teachers are not interested to know about the recent updates due to some reasons behind it or behaviour. Nuclear family teachers have no way to interact with other peoples, so they have low awareness; the Government must arrange awareness programs to make aware of the National Education Policy 2020. Overall, based on the adopted criteria for awareness levels, the findings indicate that teachers possess a high level of awareness regarding the major provisions of the National Education Policy 2020 related to school education, although a few areas such as the structural framework and multidisciplinary approach show only moderate or partial awareness among some teachers.

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