OPINION OF THE COLLEGE TEACHERS ON NATIONAL EDUCATION POLICY- 2020 IN PURBA MEDINIPUR DISTRICT OF WEST BENGAL – A CASE STUDY.

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Abstract:
The Indian government has placed a strong emphasis on making significant reforms to its educational system in order to raise standards and make it more widely accepted. In an effort to give everyone access to high-quality education, the MHRD recently unveiled the National Education Policy (NEP), which would drastically alter the educational landscape. NEP 2020 seeks to modernise education to meet 21st-century demands while also making it more transdisciplinary, adaptable, and comprehensive. The goal of the current study is to learn what educators think about the National Education Policy 2020 and how their opinions relate to the key elements of the policy, specifically as they relate to gender, teacher discipline, and teaching experience. In this work, descriptive research is used. Here, the technique of purposeful stratified sampling has been applied. A five-point rating scale questionnaire was created based on some of the most notable aspects of NEP 2020. The study's findings indicate that teachers have a high degree of agreement and a low degree of disagreement with NEP. Additionally, it shows that while teaching experience is found to be significant, the relationship between teachers' agreement and disagreement (opinion) on the aspects of NEP 2020 with regard to gender and teacher discipline is found to be non-significant. The adoption of new educational policies in the Indian educational system would undoubtedly result in the comprehensive growth of the country's future inhabitants.

Keywords: National Education Policy, multidisciplinary, descriptive research, stratified sampling, rating scale.

Introduction:

The National Education Policy (NEP) serves as a comprehensive framework that directs the nation's educational progress. First seen as necessary in 1964, the Kothari Commission's recommendations led to the passage of the first education policy in 1968. The second education policy was introduced in 1986 and updated in 1992.

Over the previous 34 years, significant changes have occurred in the field of education, and policies should be adjusted to better meet the demands of the populace and the country. On July 29, 2020, the third National Education Policy was unveiled, marking a 34-year hiatus. The new NEP 2020 calls for structural adjustments in regulatory agencies, higher education, and schooling. After 34

years, the implementation of this programme has sparked debates among professionals, stakeholders, legislators, the education sector, and the general public, among other groups.

The goal of this National Education Policy, which is the first of its kind in the twenty-first century, is to meet the nation's numerous and pressing developmental needs. The National Education Policy places a strong focus on helping each person realise their full creative potential, in all of its complexity and depth. It is founded on the idea that education should foster social and emotional competencies, also known as "soft skills," such as empathy and cultural awareness, grit and perseverance, teamwork, leadership, and communication, in addition to cognitive competencies, such as "foundational skills" like literacy and numeracy and "higher-order" cognitive abilities like critical thinking and problem solving.

Through the teachers in the educational system, NEP 2020 will be successfully implemented. They are the actual, direct, and important parties involved. For the policy to be implemented as effectively as possible, stakeholders must be identified and included in the process. It is imperative to ascertain their viewpoint regarding the NEP 2020. Thus, the purpose of this study is to ascertain teachers' opinions regarding NEP 2020.

Rationale of the study

The NEP 2020 seeks to address the needs and demands of the twenty-first century while also making the educational system comprehensive, adaptable, and multidisciplinary. The foundational pillars of the NEP 2020 are quality, accountability, equity, affordability, and access.

The purpose of the current study is to elucidate teachers' perspectives on NEP 2020. The authorities' perceptions, whether favourable or negative, must have a significant impact (MHRD). Positive feedback on the current policy may assist the decision-makers and planners in keeping it the same and avoiding significant changes. However, the lack of support could aid in the planners' efforts to improve the current policy by restructuring it.

Therefore, the present investigation is very vital from the planning point of view.

Objectives of the study: The present study has mainly two objectives-
1. To identify the level of agreement / disagreement in opinion of College teachers on some selected features of NEP 2020
Features 1 (F1) - Preparation for Higher Education at college Level Features
2 (F2) - College Infrastructure and Resources
3 (F3) - Holistic Development of the Student
4. (F4) - Inclusivity
5 (F5) - Curriculum
6 (F6) - Teacher Recruitment
7 (F7) - Role of Institutions
8 (F8) - Role of Government Departments / Bodies.
2. To find out the relationship between the opinion (agreement / disagreement) of college teachers on the features of NEP 2020 with respect to
▪ Gender (Male / Female)
▪ Discipline of Teachers (Arts and Science)
▪ Teaching Experience of Teachers (Below 5 years / 5 – 10 years / Above 10 years)

Hypotheses of the study:
➢ The level of agreement / disagreement of teachers on the features of NEP 2020 are moderate.
➢ There is no significant relationship between the opinion (agreement / disagreement) of teachers on the features of NEP 2020 with respect to Gender (Male / Female), Discipline of Teachers (Arts & Science), and Teaching Experience of Teachers.

Limitation of the study:
The study is restricted to gathering the viewpoints of college instructors in a single West Bengal district. Another drawback is that only teachers' opinions were gathered.

Methodology:
Design:
The current study is descriptive in nature and includes a few chosen NEP-2020 features on which a survey of opinions has been conducted. Primary data were used in this investigation.

Population:
All of the general degree colleges in West Bengal's Purba Medinipur district make up the study's population.

Sample:
This study has used the Purposive Stratified Sampling technique. The investigation's variables included teacher discipline, gender, and teaching experience.

Size of sample:
Sample consists of 342 respondents (178 Male and 164 Female).

Tools:
Percentage analysis is the analytical tool used. For this investigation, statistical methods including Chi-Square, Mean, Sum, and Percentage have been computed. Analysis of the data collected has been done on the basis of gender, discipline of teachers, and teaching experience of teachers.
Additionally, a five-point rating scale based on the eight NEP 2020 features was developed and administered. The scale uses the following scoring patterns: strongly agree (5), agree (4), disagree (2), and strongly disagree (1).

Analysis of data, discussion and findings:
Table 1: - Sum, Mean and Percentage of overall level of Agreement and Disagreement of teachers on the 8 features of NEP 2020

FEATURES	N	SUM	MEAN	AGREEMENT IN %	DISAGREEMENT IN %
F1	342	614	1.79	79.5	20.5
F2	342	640	1.87	87.1	12.9
F3	342	656	1.91	91.8	8.2
F4	342	644	1.88	88.3	11.7
F5	342	632	1.84	84.5	15.2
F6	342	654	1.91	91.2	8.00
F7	342	648	1.89	89.5	10.5
F8	342	638	1.86	86.5	13.5
TOTAL	342	674	1.97	97.1	2.9

Source: Field Survey
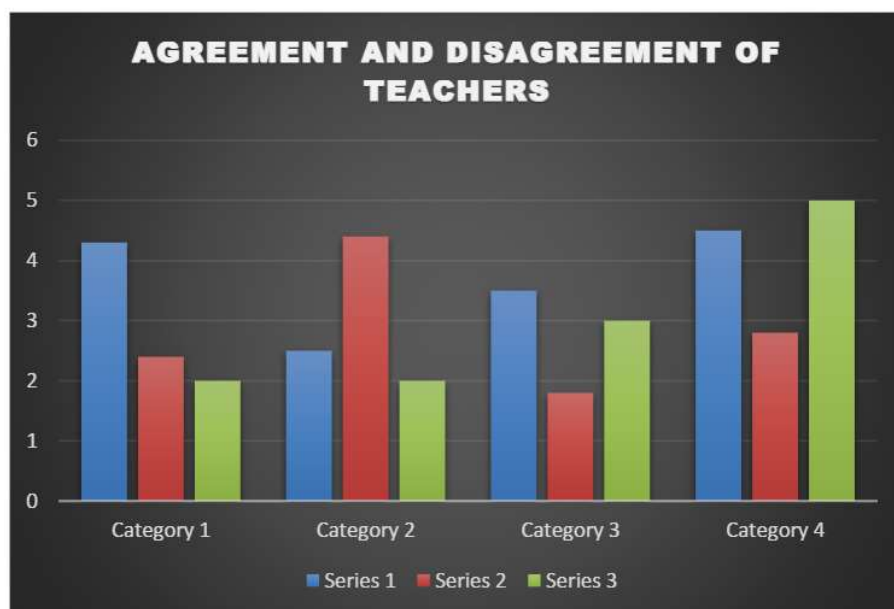
The mean score of teachers for the NEP 2020 features is shown in table NO. 1 above. This table makes it clear that the minimum for F1 (614; 1.795) and maximum for F3 (656; 1.918) in terms of the sum and mean score of teachers' opinions regarding NEP. Teachers' percentage of agreement with NEP 2020 is low on F1 (79.5%) and high on F3 (91.8%). Teachers' percentage of disagreement on NEP 2020 is low on F3 (8.2%) and high on F1 (20.5%). It is clear from the aforementioned data that teachers have a high overall agreement level (97.1%) and a low overall disagreement level (2.9%) with NEP. It demonstrates that teachers accept most of the NEP's features. **Therefore, the framed hypothesis, "The level of agreement / disagreement of teachers on the features of NEP 2020 is moderate" is rejected**.

Comparison between levels of Agreement / Disagreement
The overall level of agreement or disagreement of teachers on NEP 2020 has been analysed and made the following comparison analysis.

Table 2: - Gender-wise Analysis and Chi-Square Analysis of Agreement and Disagreement of teachers on the 8 features of NEP 2020.

Features	Opinion	Gender		Df	Chisquare	Level of significance	
		Male 178	Female 164				
F1	Agree	134	138	1	4.121	Significant	
	Disagree	44	26				
F2	A	154	114	1	0.126	Not Significant	
	Dg	24	20				
F3	A	156	158	1	8.597	Significant	
	Dg	22	6				
F4	A	150	152	1	5.850	Significant	
	Dg	28	12				
F5	A	142	148	1	7.526	Significant	
	Dg	36	16				
F6	A	154	158	1	10.295	Significant	
	Dg	24	6				
F7	A	156	150	1	1.325	Not Significant	
	Dg	22	14				
F8	A	144	152	1	10.182	Significant	
		34	12				
	Dg						
TOTAL	A	170	162	1	3.225	Not Significant	
	Dg	8	2				

Source: Field Survey

The percentage level of agreement or disagreement between male and female teachers regarding the features of NEP 2020 is shown in table no. 2 above. For every feature, a Chi-Square analysis has also been performed to determine the relationship between the variables.

The obtained Chi-Square values for F1 (4.121), F3 (8.597), F4 (5.850), F5 (7.256), F6 (10.295), and F8 (10.182) are clearly higher than the P value (3.84) at the 0.05 level (with df = 1), as can be seen from the table. Consequently, the Chi-Square values that were obtained are noteworthy. At the 0.05 level (with df = 1), the Chi-Square values for F2 (0.126), F7 (1.325), and Total (3.225) are less than the P value (3.84). The Chi-Square values that were obtained are therefore not significant.

The overall outcome verified that there is no statistically significant correlation between the opinions of male and female teachers regarding the features of NEP 2020 that they agree with and disagree with. Because of this, the null hypothesis that was put forth—that there is no meaningful correlation between teachers' opinions (agreement or disagreement) and the features of NEP 2020 with regard to gender—is accepted. The overall outcome verified that there is no statistically significant correlation between the opinions of male and female teachers regarding the features of NEP 2020 that they agree with and disagree with. Hence, **the framed null hypothesis, "There is no significant relationship between the opinion (agreement and disagreement) of teachers on the features of NEP 2020 with respect to Gender" is accepted.**

MAJOR FINDINGS
❖ The National Education Policy 2020 aims to overhaul the higher education system from the ground up. The goal of NEP 2020 is to modernise India's educational system to meet the demands and obstacles of the twenty-first century. Adopting a new policy is a major undertaking that needs a thorough plan of action to be carried out successfully.
❖ The results of this investigation could influence NEP 2020's features directly or indirectly.
❖ The current study's findings indicate a high degree of disagreement with Features 2 and 7. Consequently, it is advised that decision-makers take these viewpoints into account and alter the policy as needed.
❖ The current study's results indicate a significant degree of disagreement with the statement regarding the medium of instruction in higher education. As a result, it is advised that the policy maker be aware of the cause of the disagreement and take the appropriate action to rewrite the policy.
❖ Every year, policy makers should assess the implemented policy and adjust it as needed.
❖ During the implementation process, policy makers should make sure that the needs and demands of the people are met.
❖ Throughout the implementation process, challenges could arise. Therefore, policymakers should ensure that the process runs smoothly and be prepared to offer a solution when needed.

RECOMMENDATIONS
Based on the above research findings following recommendations are made.
➢ The current study's results indicate a significant degree of discrepancy with the examination statements for grades 3, 5, and 8. Consequently, it is advised that decision-makers take these viewpoints into account and alter the policy as needed.
➢ The statement that the M.Phil. degree should be abolished is met with a great deal of disagreement, according to the responses to this opinion survey. It is therefore advised that those in charge of policymaking provide precise and intelligible justifications for this modification.
➢ The current study's results indicate a significant degree of disagreement with the assertion that home language, mother tongue, or local language should be the primary language of instruction up to grade 5, and ideally until grade 8 and beyond. As a result, it is advised that the policy maker be aware of the cause of the disagreement and take the appropriate action to rewrite the policy.

➢ Every year, policymakers should assess the implemented policy and, if necessary, make the appropriate adjustments.

➢ It is the responsibility of policy makers to verify if the demands and needs of the populace are fulfilled during the implementation phase.

➢ Throughout the implementation process, challenges could arise. Therefore, policymakers should ensure that the process runs smoothly and be prepared to offer a solution when needed.

CONCLUSION

The higher education system will undergo a comprehensive overhaul, according to the National Education Policy 2020. The goal of NEP 2020 is to modernise India's educational system to meet the demands and obstacles of the twenty-first century. Adopting a new policy is a major undertaking that needs a thorough plan of action to be carried out successfully. The results of this study could influence NEP 2020's features directly or indirectly.

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