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### Future Teachers' Perceptions for NEP 2020

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#### ABSTRACT:

The National Education Policy (NEP) 2020 is a landmark initiative aimed at transforming the country's education landscape. Its comprehensive reforms encompass various dimensions, including curriculum, pedagogy, assessment, and teacher education. This research seeks to investigate the perception of prospective teachers towards the NEP 2020. The objective was to study the association between perception of prospective teachers towards NEP 2020 with respect to gender and locale. Through a quantitative approach, this study engages with prospective teachers in educational institutions who are studying in B.Ed. programme of government, government aided, private colleges and universities in Lucknow city considered as a population of the present study. Utilizing purposive sampling, data is collected via self-constructed Scale on Perception of Prospective Teachers on New National Education Policy-2020 (SPPTNEP) to capture the nuanced perspectives of the participants, then the collected data was analysed by using Chi-square test. Significant association of gender and locale with the perception of prospective teachers towards NEP2020 was found.

**Keywords:** Future Teachers and NEP 2020.

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### 1. Introduction

Understanding the perception of prospective teachers towards the National Education Policy (NEP) 2020 is vital in gauging the potential impact and effectiveness of this transformative policy framework. The NEP 2020, unveiled by the Government of India, represents a

comprehensive overhaul of the country's education system aiming to address longstanding challenges, foster holistic development, and align educational practices with the demands of the 21st century. As the custodians of future generations' learning experiences, prospective teachers play a pivotal role in the implementation and realization of the NEP's objectives. Thus, examining their perceptions offers valuable insights into the policy's reception, challenges, and opportunities within the educational landscape. The introduction of NEP 2020 marks a significant departure from the past paradigms reflecting a forward-looking approach that seeks to adapt to the evolving needs of learners and the workforce. With its emphasis on foundational literacy and numeracy, multilingualism, critical thinking, and experiential learning, the policy envisions a more inclusive, equitable, and globally competitive education system. It advocates for a shift from rote memorization towards competency-based learning, aiming to nurture students' creativity, problem-solving skills, and holistic development from an early age. Prospective teachers, as individuals preparing to enter the teaching profession, stand at the forefront of this educational transformation. Their attitudes, beliefs, and perceptions towards the NEP 2020 can offer valuable insights into its potential success and implementation challenges. Understanding how these future educators perceive the policy's objectives, strategies, and implications can inform policymakers, educational institutions, and stakeholders about the necessary adjustments, support mechanisms, and professional development initiatives required to facilitate its effective implementation. Moreover, exploring prospective teachers' perceptions towards the NEP 2020 allows for a nuanced understanding of their readiness, concerns, and aspirations as they embark on their teaching careers. It provides an opportunity to identify areas of alignment or divergence between their educational philosophies, pedagogical approaches, and the policy's principles. By engaging with their perspectives, policymakers can tailor support mechanisms, curriculum frameworks, and teacher training programs to address potential gaps and enhance the policy's relevance and effectiveness in diverse educational contexts.

Furthermore, examining the perceptions of prospective teachers towards the NEP 2020 contributes to the broader discourse on education reform and policy implementation in India. It sheds light on the interplay between macro-level policy initiatives and micro-level educational practices, highlighting the complexities, tensions, and opportunities inherent in translating policy visions into classroom realities. By capturing the voices and experiences of future educators, this research can enrich scholarly discussions, inform policy debates, and foster collaborative efforts towards building a more responsive, inclusive, and learner-centric education system.

### **History of Education System and Policies in India**

The history of the education system and policies in India is a saga of evolution shaped by diverse socio-cultural, political, and economic influences. Traditionally, education in ancient India was imparted through informal means such as Gurukuls and Ashrams, where students received holistic learning encompassing various subjects, including philosophy, literature, science, and arts. During the colonial era, the British introduced formal education to serve their administrative and economic interests. The establishment of English-medium schools and universities aimed at producing a class of clerks and professionals loyal to the colonial administration. The Wood's Despatch of 1854 laid the foundation for a centralized education system, emphasizing the importance of vernacular languages and the need for government intervention in education. Post-independence, India embarked on a quest to democratize education and promote social justice through a series of policy interventions. The Radhakrishnan Commission (1948) laid the groundwork for educational reforms, advocating for universal access to free and compulsory education. The Kothari Commission (1964-66) emphasized the importance of integrating education with national development goals and

proposed a holistic approach to educational planning. The National Policy on Education (NPE) of 1968 aimed at promoting social cohesion, economic equality, and national integration through education. Subsequent revisions of NPE in 1986 and 1992 focused on issues such as quality improvement, vocationalization, and educational technology integration. The Sarva Shiksha Abhiyan (SSA) launched in 2001 aimed at achieving universal elementary education, while the Right to Education Act (2009) made elementary education a fundamental right for children aged 6 to 14. In 2020, India witnessed a significant milestone with the unveiling of the National Education Policy (NEP), which aims at revamping the entire educational landscape. NEP 2020 envisions an education system rooted in Indian ethos, promoting holistic development, critical thinking, and experiential learning. It emphasizes the integration of technology, vocational education, and flexible curriculum frameworks to cater to the diverse needs of learners in the 21st century.

In conclusion, India's education system and policies have traversed a remarkable journey from ancient Gurukuls to the contemporary NEP 2020, reflecting the nation's aspirations for inclusive, equitable, and quality education for all.

### **Review of Related Literature**

Exploring the existing body of knowledge within a specific field is crucial for understanding the context, gaps, and advancements. In this review of related literature, we delve into an array of scholarly works and research findings to illuminate the current landscape surrounding perception of prospective teachers towards NEP 2020. By synthesizing various perspectives, theories, and empirical studies, this review aims to provide a comprehensive overview, identifying key themes, controversies, and areas warranting further investigation. Maruthavanan. M (2020) conducted a study in Madurai district on the awareness of New Education Policy 2020 among the secondary school teachers. The objective was to study the difference in the awareness of secondary school teachers towards NEP, 2020 based on the independent variables like gender, location, type of management, residential status and family type, by adopting survey method researcher prepared an awareness tool on NEP,2020 to collect data from secondary teachers of government, aided and self-finance schools, simple random sampling technique was adopted to select 200 school teachers to collect data and found that there was a significant difference among male and female secondary school teachers on awareness on New National Education Policy, 2020 it was also seen that male were more aware than female counterpart. Murugesan, Vijayalakshmi (2021) study opinion of teachers towards National Education Policy 2020 in India the main objective was to know the agreement and disagreement towards new national education policy features and to attain this research objectives researcher employed descriptive research, where the target population was school and college teachers of Tamil Nadu state and to reach their target population researcher selected samples from the targeted population by using purposive-stratified sampling technique and selects 342 samples for collecting data by using questionnaire of five-point rating scale which was developed by the researcher and validated by the expert and find out that there was a no significant relationship between the opinion of teachers with respect to teacher's discipline. Mahendraprabu & Mookkiah Mani (2021) conducted a study the awareness of New Education Policy (2020) among the primary school teachers in Dindigul district. The researcher adopted survey method to collect data from primary school teachers working in Dindigul district in government and self-financed primary school by randomly selecting 300 participants from 10 primary schools in Dindigul district, Tamil Nadu for his study and then provide personal data sheet and awareness tool prepared by the researcher himself for collecting responses and after the data collected and analysed the result was found that there was a significant difference among primary school teachers on awareness on NEP 2020 with reference to gender and types of management. Ansari, Imran & Ali, Haider (2023) studied teacher Educators' perception

about implementation of Nep-2020 in teacher training institutions by utilizing survey method. The objective was to study awareness of teacher educator regarding remarkable changes in teacher education programme as mentioned in NEP 2020. Researcher created a Google form of five-point rating scale for collecting responses from 30 teacher educator from various teacher training institution in Bihar, Uttar Pradesh, Delhi, Maharashtra, West Bengal, Rajasthan, Punjab, Haryana, Tamil Nadu and Telangana and found that 86.7% participants were aware of the curricular and pedagogical changes of NEP2020.

### **Significance of the Study**

Recently Ministry of Human Resource announced New National Education Policy, 2020 in India in order to provide high quality education to all with a tremendous transformation in the education system. NEP 2020 is a comprehensive framework with an aim to make education system holistic, flexible, and multidisciplinary so that it meets the needs of 21<sup>st</sup> century. The NEP 2020 policy is laid on the foundation pillars such as success, affordability, equity, equality and accountability. Understanding the perception of prospective teachers towards the NEP 2020 is essential for evaluating its potential impact, identifying implementation challenges, and informing policy adjustments. By examining their attitudes, beliefs, and aspirations, this research seeks to illuminate the opportunities and complexities inherent in transforming India's education landscape and empower future educators to contribute meaningfully to this ongoing journey of educational reform and innovation. The present study may be significant for increase in level of awareness in teaching professional in teacher training institute. It may help the teacher educator to choose their role in the implementation of NEP 2020 policy.

### **Statement of the Problem**

Prospective teachers' perceptions towards the National Education Policy (NEP) 2020 are pivotal for understanding its implementation and effectiveness. This study aims to investigate the attitudes, beliefs, and understanding of future educators regarding the NEP 2020. By examining their perspectives, the research seeks to identify potential challenges, opportunities, and areas for improvement in aligning teacher preparation with the objectives outlined in the NEP 2020. In the light of above description, the proposed study carried out under the research topic "Perception of Prospective Teachers towards National Education Policy-2020."

### **Research Questions**

1. Is there any association between gender and perception of prospective teachers towards NEP-2020?
2. Is there any association between locale and perception of prospective teachers towards NEP-2020?

### **Research Objectives**

1. To study the association between gender and perception of prospective teachers towards NEP-2020
2. To study the association between locale and perception of prospective teachers towards NEP-2020

### **Null Hypotheses**

1. There is no significant association between gender and perception of prospective teachers towards NEP-2020
2. There is no significant association between locale and perception of prospective teachers towards NEP-2020

### **Delimitation of the study**

The study is delimited to prospective teachers studying in B.Ed. programme.

The study is delimited only to prospective teachers of Lucknow city of Government, aided and private colleges and universities.

### 3. Research Methodology

1. **Research Method-** Researchers used Descriptive survey method under the study.
2. **Population-** The prospective teachers who are studying in B.Ed. programme of government, aided, private colleges and universities in Lucknow city considered as a population of the present study.
3. **Sample and Sampling Technique-** Researcher selected 110 participants as a sample for data collection by using purposive sampling.

**Tool Used-** Self- constructed scale on Perception of Prospective Teachers on New National Education Policy-2020 (SPPTNEP) was used by the researchers in the present study.

### 4. Variables

1. Criterion Variables
2. Gender
3. Locale
4. Dependent Variables- Perception towards National Education Policy-2020
5. **Collection of the data-** The researchers created and mailed the Google Form for collecting data from the prospective teachers studying in programme B. Ed.

### Analysis

**Objective 1:** To study the association between gender and perception of prospective teachers towards NEP-2020

**Null Hypothesis 1:** There is no significant association between gender and perception of prospective teachers towards NEP-2020

Table 1: Observed frequencies and Chi-Square Value for responses of prospective teachers towards NEP-2020 with respect to gender

Statement	Gender	Response					Chi-Square Value	p-Value	Remark
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			
1.	Male	14	20	24	14	2	5.129	0.274	p > 0.05
	Female	6	16	6	6	2			
2.	Male	6	32	24	10	2	3.398	0.494	p > 0.05
	Female	4	18	6	6	2			
3.	Male	2	16	4	12	2	10.616	.031	p < 0.05
	Female	8	30	22	14	0			
4.	Male	8	12	8	0	8	8.591	.072	p > 0.05
	Female	10	22	26	8	8			
5.	Male	6	14	8	4	4	9.789	.044	p < 0.05
	Female	16	24	24	10	0			

6.	Male	4	18	4	6	4	5.706	.222	p > 0.05
	Female	16	36	12	8	2			
7.	Male	6	16	8	4	2	3.276	.513	p > 0.05
	Female	16	24	16	16	2			
8.	Male	0	10	10	12	4	12.373	.015	p < 0.05
	Female	16	22	18	16	2			
9.	Male	4	12	12	8	4	.035	.998	p > 0.05
	Female	8	24	26	16	2			
10.	Male	2	14	10	8	2	4.737	.315	p > 0.05
	Female	10	18	18	18	10			
11.	Male	0	8	12	12	4	3.207	.524	p > 0.05
	Female	4	10	24	26	10			
12.	Male	0	14	10	8	4	15.244	.004	p < 0.05
	Female	20	26	18	8	2			
13.	Male	4	8	14	4	6	1.935	.748	p > 0.05
	Female	8	16	24	16	10			
14.	Male	4	18	6	4	4	1.809	.771	p > 0.05
	Female	12	32	18	6	6			
15.	Male	4	6	8	14	4	11.999	.017	p < 0.05
	Female	2	32	16	14	10			
16.	Male	6	18	6	6	0	5.604	.231	p > 0.05
	Female	10	32	22	6	4			
17.	Male	6	8	10	8	4	13.733	.008	p < 0.05
	Female	16	38	8	10	2			
18.	Male	6	8	6	14	2	7.539	.110	p > 0.05
	Female	10	16	26	14	8			
19.	Male	2	8	10	14	2	20.766	.000	p < 0.05
	Female	6	34	24	4	6			
20.	Male	2	16	12	4	2	6.679	.154	p > 0.05
	Female	2	22	20	22	8			
21.	Male	6	16	8	0	6	8.936	.063	p > 0.05
	Female	8	24	28	8	6			
22.	Male	6	6	12	10	2	1.748	.782	

	Female	10	10	24	20	10			$p > 0.05$
23.	Male	2	18	10	4	2	7.253	.123	$p > 0.05$
	Female	10	20	22	18	4			
24.	Male	2	10	20	2	2	12.119	.016	$p < 0.05$
	Female	2	10	30	14	18			
25.	Male	2	16	10	4	4	7.160	.128	$p > 0.05$
	Female	14	22	18	16	4			
26.	Male	10	4	10	10	2	26.333	.000	$p < 0.05$
	Female	4	38	14	8	10			
27.	Male	2	14	8	6	6	6.120	.190	$p > 0.05$
	Female	12	24	20	14	4			
28.	Male	6	12	6	6	6	4.899	.298	$p > 0.05$
	Female	6	26	22	10	6			
29.	Male	4	12	8	6	6	5.663	.226	$p > 0.05$
	Female	16	30	12	12	4			

From Table 1 it can be seen that the Chi-Square values with respect to perception of prospective teachers towards NEP-2020 for the Statements 1,2,4,6,7,9, 10,11,13,14,16,18,20,21,22,23,25,27,28 and 29 are respectively 5.129 and 3.398, 8.591, 5.706, 3.276, 12.373, 4.737, 3.207, 1.935, 1.809, 5.604, 7.539, 6.679, 8.936, 1.748, 7.253, 7.160, 6.120, 4.899, 5.663 which are not significant at 0.05 level with  $df=4$ . It shows that responses towards NEP-2020 with respect to these above Statements of male and female prospective teachers do not differ significantly. So, there was no significant association between gender and perception of prospective teachers towards NEP-2020 with respect to these statements. Thus, the null hypothesis that there is no significant association between gender and perception of prospective teachers towards NEP-2020 are accepted for the above statements and these statements were found to be independent.

On the other hand, Chi-Square values for perception of prospective teachers towards NEP-2020 with respect to Statements 3, 5,8,12,15,17,19,24 and 26 are respectively 10.616, 9.789, 12.373, 15.244, 11.999, 13.733, 20.766, 12.119, and 26.333 which are significant at 0.05 level with  $df=4$ . It shows that responses towards NEP-2020 with respect to these above Statements of male and female prospective teachers differ significantly. So, there was significant association between gender and perception of prospective teachers towards NEP-2020 with respect to these statements. Thus, the null hypotheses that there is no significant association between gender and perception of prospective teachers towards NEP-2020 are rejected for the above statements. Result shows that items out of 29 statements, gender is associated with perception of prospective teachers towards NEP-2020 with nine statements but for the rest 20 statements gender is not associated.

**Objective 2:** To study the association between locale and perception of prospective teachers towards NEP-2020

**Null Hypothesis 2:** There is no significant association between locale and perception of prospective teachers towards NEP-2020

Table 2: Observed frequencies and Chi-Square Value for responses of prospective teachers towards NEP-2020 with respect to their locale.

Statement	Locale	Response					Chi-Square Value	p-Value	Remark
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			
1.	Rural	2	6	4	2	2	4.876	.300	p > 0.05
	Urban	18	30	26	18	2			
2.	Rural	0	4	4	6	2	14.289	.006	p < 0.05
	Urban	10	46	26	10	2			
3.	Rural	2	4	4	4	2	13.285	.010	p < 0.05
	Urban	8	42	22	22	0			
4.	Rural	0	4	6	0	6	11.683	.020	p < 0.05
	Urban	18	30	28	8	10			
5.	Rural	4	4	2	4	2	8.761	.067	p > 0.05
	Urban	18	34	30	10	2			
6.	Rural	0	4	6	2	4	25.515	.000	p < 0.05
	Urban	20	50	10	12	2			
7.	Rural	2	6	4	2	2	4.998	.288	p > 0.05
	Urban	20	34	20	18	2			
8.	Rural	1	2	3	4	5	8.333	.080	p > 0.05
	Urban	0	2	6	6	2			
9.	Rural	2	0	6	8		13.034	.005	p < 0.05
	Urban	10	36	32	16	2			
10.	Rural	2	6	2	4	2	1.791	.774	p > 0.05
	Urban	10	26	26	22	10			
11.	Rural	0	2	6	4	4	3.692	.449	p > 0.05
	Urban	4	16	30	34	10			
12.	Rural	2	4	4	6	0	8.803	.066	p > 0.05
	Urban	18	36	24	10	6			
13.	Rural	0	4	6	2	4	3.916	.417	p > 0.05
	Urban	12	20	32	18	12			



14.	<b>Rural</b>	0	8	4	2	2	3.374	.497	p > 0.05
	<b>Urban</b>	16	42	20	8	8			
15.	<b>Rural</b>	0	2	8	4	2	10.473	.033	p < 0.05
	<b>Urban</b>	6	36	16	24	12			
16.	<b>Rural</b>	0	6	4	6	0	15.802	.003	p < 0.05
	<b>Urban</b>	16	44	24	6	4			
17.	<b>Rural</b>	2	6	4	0	4	17.641	.001	p < 0.05
	<b>Urban</b>	20	40	14	18	2			
18.	<b>Rural</b>	2	6	4	4	0	3.976	.409	p > 0.05
	<b>Urban</b>	14	18	28	24	10			
19.	<b>Rural</b>	2	4	4	4	2	3.324	.505	p > 0.05
	<b>Urban</b>	6	38	30	14	6			
20.	<b>Rural</b>	2	10	2	0	2	14.717	.005	p < 0.05
	<b>Urban</b>	2	28	30	26	8			
21.	<b>Rural</b>	4	2	8	0	2	8.260	.083	p > 0.05
	<b>Urban</b>	10	38	28	8	10			
22.	<b>Rural</b>	4	2	2	2	6	17.435	.002	p < 0.05
	<b>Urban</b>	12	14	34	28	6			
23.	<b>Rural</b>	4	4	4	2	2	6.240	.182	p > 0.05
	<b>Urban</b>	8	34	28	20	4			
24.	<b>Rural</b>	2	4	6	2	2	5.171	.270	p > 0.05
	<b>Urban</b>	2	16	44	14	18			
25.	<b>Rural</b>	4	2	4	2	4	12.465	.014	p < 0.05
	<b>Urban</b>	12	36	24	18	4			
26.	<b>Rural</b>	2	4	4	2	4	4.518	.340	p > 0.05
	<b>Urban</b>	12	38	20	16	8			
27.	<b>Rural</b>	4	0	6	2	4	15.296	.004	p < 0.05
	<b>Urban</b>	10	38	22	18	6			
28.	<b>Rural</b>	4	2	2	4	4	11.702	.020	p < 0.05
	<b>Urban</b>	8	36	26	12	8			
29.	<b>Male</b>	2	4	4	2	4	7.047	.133	p > 0.05
	<b>Female</b>	18	38	16	16	6			

From Table 2 it can be seen that the Chi-Square values with respect to perception of prospective teachers towards NEP-2020 with respect to their locale for the Statements 1, 5, 7, 8, 10, 11, 12, 13, 14, 18, 19, 21, 23, 24, 26 and 29 are respectively 4.876, 8.761, 4.998, 8.333, 1.791, 3.692, 8.803, 3.916, 3.374, 3.976, 3.324, 8.260, 6.240, 5.171, 4.518, and 7.047 which are not significant at 0.05 level with  $df=4$ . It shows that responses towards NEP-2020 with respect to these above Statements with reference to locale of prospective teachers do not differ significantly. So, there was no significant association between locale and perception of prospective teachers towards NEP-2020 with respect to these statements. Thus, the null hypothesis that there is no significant association between locale and perception of prospective teachers towards NEP-2020 are accepted for the above statements and these statements were found to be independent.

On the other hand, Chi-Square values for perception of prospective teachers towards NEP-2020 with respect to Statements 2, 3, 4, 6, 9, 15, 16, 17, 20, 22, 25, 27 and 28 are respectively 14.289, 13.285, 11.683, 25.515, 13.034, 10.473, 15.802, 17.641, 14.717, 17.435, 12.465, 15.296, and 11.702 which are significant at 0.05 level with  $df=4$ . It shows that responses towards NEP-2020 with respect to these above Statements of rural and urban prospective teachers differ significantly. So, there was significant association between locale and perception of prospective teachers towards NEP-2020 with respect to these statements. Thus, the null hypotheses that there is no significant association between locale and perception of prospective teachers towards NEP-2020 are rejected for the above statements.

Result shows that items out of 29 statements, locale is associated with perception of prospective teachers towards NEP-2020 with thirteen statements but for the rest 16 statements locale is not associated.

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