

# A Study on Understanding of Elementary School Head Teachers on NEP-2020

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## ABSTRACT

The present study explores the understanding of elementary school head teachers regarding NEP-2020 for ensuring quality education. NEP-2020 fosters holistic development in students by integrating co-curricular activities, sports, arts, and vocational education into the curriculum. It acknowledges that education goes beyond academics and aims to nurture well-rounded individuals. In this study, the investigator aimed to identify the understanding of head teachers regarding NEP-2020 in terms of nine different aspects. To achieve this objective, a descriptive survey method was adopted, and questionnaires were supplied to 20 elementary school head teachers for data collection. Data were analyzed using the simple percentage method. The following major findings emerged from the study:

- Head teachers showed varying levels of understanding regarding NEP-2020 components, with 100% grasping assessment and foundational literacy, 90% understanding Developmental Goal 3, and 80% familiar with NEP-2020 formation and brain development.
- However, gaps existed in understanding student-teacher ratio, household surveys, and pedagogical approaches, with less than 50% showing understanding.

**Keywords:** Understanding, Elementary School Heads, Quality Education, NEP- 2020, and Sustainable Development Goals

## Introduction

The National Education Policy 2020 aims to transform India's education system by 2040 to provide equitable access to high-quality education for all, regardless of background. The policy seeks to develop each individual's creative potential, building on India's traditions and value systems while aligning with 21st-century goals. It emphasizes the development of cognitive, social, ethical, and emotional capacities and dispositions. Teachers are central to the reforms, and the policy aims to empower and respect them, ensuring they are equipped to shape the next generation of citizens. The policy also focuses on recruiting and retaining top talent in teaching, with quality control and accountability measures in place.

## Vision of and Mission of NEP-2020

The National Education Policy aims to transform India into a knowledge superpower by providing high-quality education rooted in Indian values. It seeks to instill respect for constitutional values, pride in being Indian, and global citizenship among students. The policy's purpose is to develop well-rounded individuals with rational thought, compassion, and ethical values, who can contribute to an inclusive and

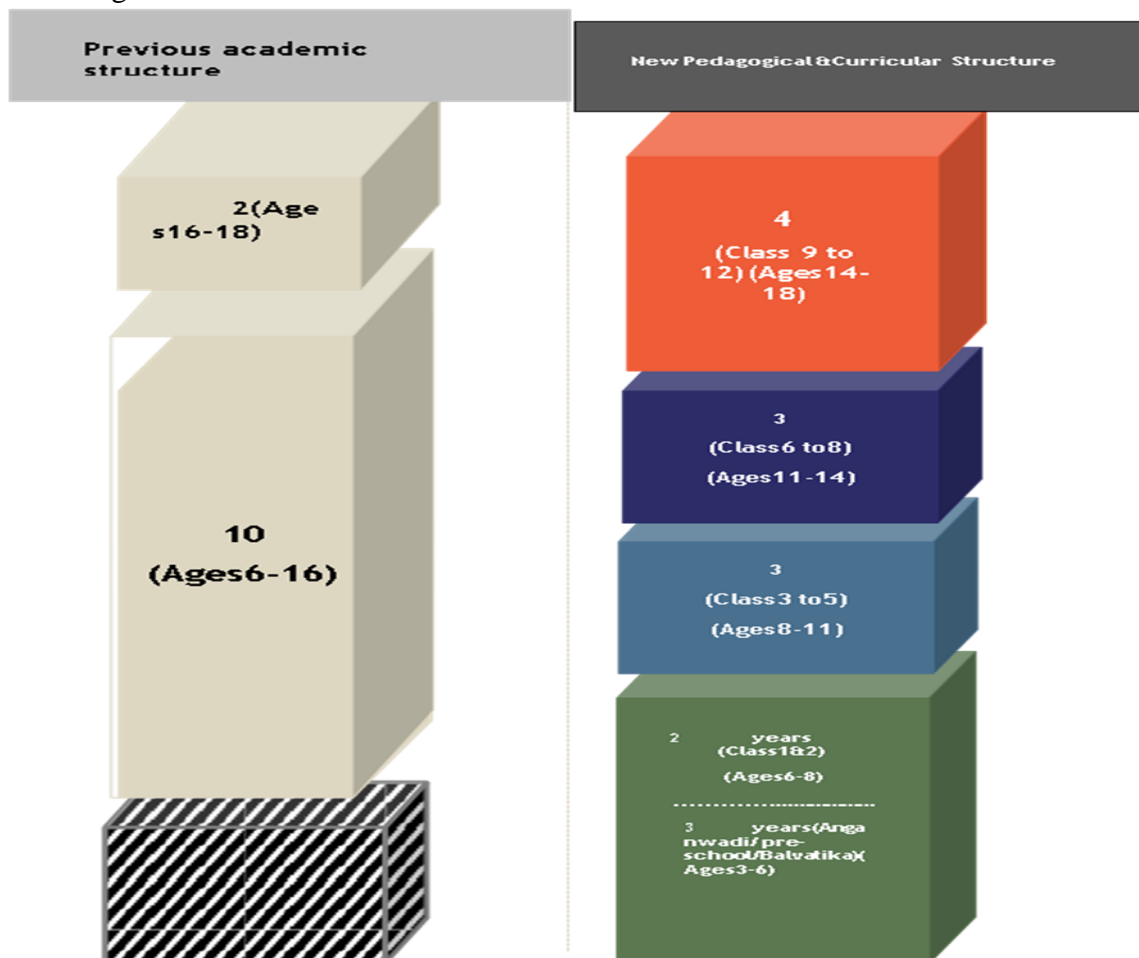
plural society. It envisions education institutions as welcoming, safe, and stimulating environments that foster holistic learning and seamless integration across all stages of education.

**Fundamental Principles of NEP-2020 :**

The education system is guided by fundamental principles that prioritize individual student development, inclusivity, and flexibility. Recognizing each student's unique capabilities, promoting holistic development, and achieving foundational literacy and numeracy by Grade 3 are key focus areas. The system encourages flexibility in learning trajectories, eliminates hierarchies between different areas of learning, and integrates arts, sciences, and vocational streams. Emphasis is placed on conceptual understanding, creativity, critical thinking, ethics, and human values, alongside multilingualism and technology integration. Equity, inclusion, and respect for diversity are cornerstones, with a strong public education system and philanthropic private participation. Teachers are at the heart of the learning process, with ongoing development and support. These principles aim to create a transformative education system that prepares students for a multidisciplinary world, fosters innovation, and upholds India's rich cultural heritage.

**New Structure of School Education**

This policy (NEP-2020) envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure.



The traditional 10+2 education structure has a significant gap, as it doesn't cater to children between the ages of 3-6, with formal education starting only at age 6 in Class 1. In contrast, the new 5+3+3+4 structure introduces a comprehensive Early Childhood Care and Education (ECCE) program, commencing from age 3. This foundational stage is meticulously designed to foster holistic development, laying a strong base for future learning, and encompassing crucial aspects of overall growth and well-being.

### **Rationale of the Study:**

The primary objective of the National Education Policy (NEP) 2020 is to make education universally accessible from primary to secondary level by 2030, fostering a relationship between learners and society. School head teachers play a crucial role in developing and maintaining effective educational programs, promoting teaching-learning improvements, and fostering students' and teachers' growth. Therefore, it is essential for head teachers to understand NEP 2020 to enhance school performance and suggest remedial measures for addressing challenges.

Despite significant progress in primary school education, critical challenges persist in areas like enrollment, retention, quality management, and equitable opportunities. Quality management is a fundamental requirement of our education system. To achieve this goal, teacher training organizations aim to develop competencies among teachers, particularly head teachers.

Research findings in India highlight the importance of understanding NEP 2020 among school heads. Studies by Kaurav et al. (2020), Sundaram (2020), Kalyani (2020), Shashidharan et al. (2021), Sharma and Bala (2022), Sondhiya (2022), and Choudhari (2022) have explored various aspects of NEP 2020, including its impact on stakeholders, career opportunities, and awareness among teachers.

This study aims to investigate the understanding of elementary school head teachers about NEP 2020, working under government elementary schools. The research seeks to determine the level of understanding among head teachers and address the research questions that have arisen.

### **Research Questions:**

1. What are the key aspects of NEP-2020 that elementary school head teachers understand or misunderstand?
2. What changes do elementary school head teachers anticipate or expect in the education system after implementing NEP-2020?
3. How the head teachers react to the changes brought by NEP-2020 in the education system?

### **Statement of The Problem**

A STUDY ON UNDERSTANDING OF ELEMENTARY SCHOOL HEAD TEACHERS ON NEP-2020

### **Objective (s):**

1. To explore the understanding of elementary school Head Teachers regarding the National Education Policy (NEP)-2020

### **Operational Definitions**

**Understanding:** Here understanding refers to the knowledge that somebody has on NEP-2020.

**Elementary School:** a school that provides the first part of a child's education, usually for children between five and eleven years old and that consists from class-I to class-VIII.

**Head Teacher:** the teacher in charge of a school who is called Headmaster or Head Teacher.

**DELIMITATION OF THE STUDY:**

The present study was delimited only to the government elementary schools of Nuapada Sadar Block of Nuapada district functioning under school & mass education Dept. Govt. of Odisha, India. The study again delimited to the understanding of NEP-2020 by the elementary school head teachers.

**Population**

The population of the study consisted of all the heads of government elementary schools (770) of Nuapada district of Odisha, and the Sadar Block Nuapada district has 177 elementary schools.

**Sample**

Out of 177 elementary schools in Nuapada Sadar Block, a total number of 20 elementary school heads were selected through simple random sampling technique from Nuapada Sadar block of Nuapada district.

**Tools**

The investigators used a set of self-made questionnaires for data collection.

**Method**

Descriptive survey method was used for this study.

**Process of data collection**

The data for the study was collected in one phase. The investigators used questionnaire and personally visited the selected elementary school through clustered random sampling, met the head teachers and got the permission from the heads for data collection. According to the ease of the head teachers the investigators distributed the self-made questionnaires on understanding of head teachers on NEP-2020 to the head teachers and data were collected.

**Data presentation and analysis**

The investigators collected the data and were presented in a tabular form and analysed accordingly with the help of non-parametric statics.

Opinion of head teachers on different aspects of NEP-2020 were presented below in tabular form.

**Table: A**  
**The total number of respondents are 20 (100%) Total No. of Items-45**

Sl.No A	<b>Early Childhood Care and Education: The Foundation of Learning</b>	No.of Qns (05)	No. of response for Yes	No. of response for No
1	Formation of NEP-2020	1	16 (80)	4 (20)
2	Chairmanship	1	12(60)	8 (40)
3	NEP Structure	1	12(60)	8 (40)
4	School Education	1	10(50)	10(50)
5	Nipun Bharat Mission	1	10(50)	10(50)
Total		Total-05		
B	<b>Foundational Literacy and Numeracy: An Urgent &amp; Necessary Prerequisite</b>	No. of Qns (05)	No. of response for Yes	No. of response for

	<b>to Learning</b>			No
1	ECCE Curriculum	1	12 (60)	8 (40)
2	ECCE Pattern of Education	1	14 (70)	6 (30)
3	Brain development of the child	1	16 (80)	4 (20)
4	Balvatika	1	12 (60)	8 (40)
5	Language Development	1	14 (70)	6 (30)
Total		Total-05		
<b>C</b>	<b>Curtailling Dropout Rates and Ensuring Universal Access to Education at All Levels</b>	No. of Qns (05)	No. of response for Yes	No. of response for No
1	Ratio of students	1	8 (40)	12 (60)
2	FLN	1	20 (100)	-
3	GD-3	1	18 (90)	2 (10)
4	GD-2	1	16 (80)	4 (20)
5	DIKSHA Portal	1	12 (60)	8 (40)
Total		Total-05		
<b>D</b>	<b>Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging</b>	No. of Qns (05)	No. of response for Yes	No. of response for No
1	GER	1	12 (60)	8 (40)
2	Household survey	1	8 (40)	12 (60)
3	GER of VI to VIIth	1	12 (60)	8 (40)
4	School system	1	14 (70)	6 (30)
5	Reducing Dropout	1	16 (80)	4 (20)
Total		Total-05		
<b>E</b>	<b>Teachers</b>	No. of Qns (05)	No. of response for Yes	No. of response for No
1	PARAKH	1	10 (50)	10 (50)
2	NAC	1	10 (50)	10 (50)
3	NCFSC	1	8 (40)	12 (60)
4	SBA	1	20 (100)	-
5	Assessment process	1	20 (100)	-
Total		Total-05		
<b>F</b>	<b>Equitable and Inclusive Education: Learning for All</b>	No. of Qns (05)	No. of response for Yes	No. of response for No
1	NCFTE	1	8 (40)	12 (60)
2	NCERT	1	8 (40)	12 (60)
3	Article-51(a)	1	8 (40)	12 (60)
4	CPD Training	1	10 (50)	10 (50)

5	Selection of teachership	1	12 (60)	8 (40)
Total		Total-05		
I	<b>Efficient Resourcing and Effective Governance through School Complexes/Clusters</b>	No. of Qns (05)	No. of response for Yes	No. of response for No
1	RPWD 2016 act	1	10 (50)	10 (50)
2	Gender inclusion fund	1	10 (50)	10 (50)
3	NCF in inclusive education	1	10 (50)	10 (50)
4	SEZ	1	10 (50)	10 (50)
5	Enhancement of attendance	1	12 (60)	8 (40)
Total		Total-05		
J	<b>Standard-setting and Accreditation for School Education</b>	No. of Qns (05)	No. of response for Yes	No. of response for No
1	School cluster	1	10 (50)	10 (50)
2	Student updated at UDISE	1	10 (50)	10 (50)
3	Balbhanban	1	10 (50)	10 (50)
4	Function of Balbhaban	1	10 (50)	10 (50)
5	DSE	1	8 (40)	12 (60)
Total		Total-05		
K	<b>Background of NEP 2020</b>	No. of Qns (05)	No. of response for Yes	No. of response for No
1	SSSA	1	12 (60)	8 (40)
2	SCERT	1	10 (50)	10 (50)
3	SQAFF	1	8 (40)	12 (60)
4	SAS	1	10 (50)	10 (50)
5	DG-4	1	16 (80)	4 (20)
Total		Total-05		

**Note: Figure within parentheses indicate Percentages**

The Table-A revealed that hundred percent (100%) of Head Teachers have an idea on School Based Assessment, the Assessment process, idea on the Assessment as Learning and have the clear idea of FLN. Whereas, 90 percent of Head Teachers have the clear idea on the developmental goal-3 .

There are 80 percent Head Teachers have the understanding on the Formation of NEP-2020 as it is framed after 34 Years of NEP 1986, the knowledge regarding the age of development of brain of the child, the vision on the developmental goal 2, the understanding about the steps taken to stop the dropout rates of the students and the idea on Developmental goal 4.

More than fifty percent (70 %) Head Teachers have the understanding of why ECCE have been included in the pattern of Education, the idea of Early age of the child is very responsive to learner various language easily and quickly and have the idea regarding the school system.

About sixty (60%) percent of Head Teachers are aware about the name of the chairman of NEP 2020,



the structure and pattern of education system recommended at NEP-2020, the curriculum and methodology of ECCE, the curriculum of ECCE, the knowledge on Bal Vatika Class, the DIKSHA Portal for the quality education, the knowledge regarding GER, the date line to achieve the 100 percent GER, about the present status of GER from class VI th to VII th, the requirement process of Teachers for the selection of Teacher ship, the enhancement of attendance and development in the area of learning outcome and have the knowledge regarding the SSSA.

The Head Teachers have the less understanding on the ratio of student Teacher regarding the area where large numbers of socio economically disadvantaged students are residing, 75th round household survey had been surveyed by NSSO, idea about NCFSE, NCFTE documents and restructuring of NCFTE, various teaching pedagogical approaches for teaching different subjects are under NCERT, the B.Ed. programmes emphasize the practice of the Fundamental duties Art 51 (A) of the Indian Constitution along with other constitutional provision while teaching any subject or performing any activity and role of DSE at School Cluster.

### Major Findings

The study on the understanding of National Education Policy (NEP)-2020 among elementary school Head Teachers revealed varying levels of understanding, with both strengths and weaknesses. The major findings indicate that:

- Cent percent Head Teachers (100%) have a clear understanding of School-Based Assessment, the Assessment process, Assessment as Learning, and Foundational Literacy and Numeracy (FLN).
- The majority of Head Teachers (90%) have a clear understanding of Developmental Goal 3.
- A significant proportion of Head Teachers (80%) understand the Formation of NEP 2020, brain development, Developmental Goal 2, steps to reduce dropout rates, and Developmental Goal-4
- However, there are gaps in understanding regarding the student-teacher ratio in socio-economically disadvantaged areas, household surveys, NCFSE, NCFTE documents, and teaching pedagogical approaches, with less than 50% of Head Teachers demonstrating understanding in these areas.

Overall, while Head Teachers demonstrate a good understanding on key components of NEP 2020, there are areas that require further clarification and training to ensure effective policy implementation.

### Conclusion:

The National Education Policy (NEP) 2020 revolutionizes India's education system, focusing on experiential learning, equity, and discovery-based teaching. Our school adopts this approach through peer tutoring, creative activities, and modern gurukul system, emphasizing 21st-century skills and technology integration. We prioritize mother tongue instruction until grade 5 and promote inclusive education by appointing special educators, aligning with NEP 2020's vision for a holistic and supportive learning environment.

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