

Examining the Attitudes of Educators toward the NEP's Modifications and Their Readiness to Incorporate Them into Their Instructional Strategies

Ms Deepti Rawat

Head of Section, MES Indian School, Doha -Qatar

Dr. Deepak

Assistant Professor, Dept. of English, Guru Nanak Khalsa College, Karnal

Dr Preeti Panwar

Associate Professor in Mathematics, Guru Nanak Khalsa College, Karnal

Dr. D. Baskaran

Associate Professor of English, Centre for Distance and Online Education, Alagappa University, Karaikudi, Tamil Nadu. India

Kalaiarasi Velluchamy

Associate Professor, Department of Management Sciences, PSG College of Arts & Science, Coimbatore, Tamil Nadu

Abstract

This study explores the perspectives of teachers on the modifications brought about by the National Education Policy (NEP) 2020, which intends to restructure India's educational framework with an emphasis on flexible and comprehensive learning. The study looks into how the educators feel about these revisions as well as how prepared they are to incorporate these adjustments into their teaching methods. A significant positive link was found between the views of educators toward the NEP revisions and their willingness to implement these changes in their teaching, according to a poll conducted among 88 educators. Important demographic variables, including prior teaching experience and educational background, have a substantial impact on attitudes and preparedness, according to statistical analysis. Higher qualified teachers or those with more years of experience in the field often demonstrated a stronger willingness and openness to accept NEP modifications (Debnath, et.al., 2024). The results of this study highlight how important it is to support educators in developing a positive mindset in order to guarantee the successful implementation of NEP 2020. The aforementioned findings suggest the necessity of ongoing professional growth and institutional assistance in order to improve the preparedness of educators and facilitate the shift to NEP-guided instruction.

Keywords : NEP 2020, Educators' Attitudes, Instructional Strategies, Readiness, Behavioral

Introduction

The National Education Policy (NEP) 2020 signifies a radical change in India's educational framework, seeking to modernize the system by endorsing comprehensive, learner-centered, and adaptable education (Gangrade, P., 2022). It underscores critical thinking, experiential learning, technological integration, and the incorporation of regional languages in early education. The efficacy of any educational reform is largely contingent upon the dispositions and preparedness of educators, who serve as the principal actors in executing these changes within the classroom. Educators' impressions of the NEP's adjustments can profoundly influence their readiness to embrace new teaching tactics and integrate reforms into their instructional methodologies. Positive attitudes are essential for cultivating invention, whereas preparedness is vital for facilitating seamless execution. This study aims to evaluate educators' perceptions of these changes and assess their readiness for implementation. This research seeks to elucidate potential hurdles and facilitators to the successful integration of the policy into the education system by examining attitudes and readiness.

Comparative Table of NEP's Modifications

Modification Area	Pre-NEP 2020	Post-NEP 2020
Use of Technology	Use of digital tools in teaching is limited	Integration of online learning resources and digital tools (Sheikh, J. Y., 2021)
Teacher Training	Frequent training that is frequently not in line with real-world needs	Ongoing professional growth and in-service instruction

Assessment Reforms	Exams based mostly on memory with no focus on critical thinking	Assessments based on competencies with an emphasis on creativity and critical thinking (Kumar, et.al., 2021)
Higher Education Reforms	Conventional academic architecture, little room for innovation	Options for flexible admission and exit, with a focus on interdisciplinary education
Inclusivity & Equity	Disregard toward underprivileged communities	A stronger focus on equity, inclusivity, and universal access to education

Literature Review

Sharma, R. (2019) examined the impact of educational reforms in India, focusing on the historical development of programs such as the NEP 2020. Sharma contended that the implementation of educational programs in India frequently encounters obstacles owing to the varied socio-economic landscape. The study specifically examined how the NEP 2020 intends to tackle persistent challenges in the Indian education system, including rote learning, antiquated curricula, and inequitable access to education. Sharma emphasizes that effective policy implementation significantly relies on the disposition and preparedness of educators, especially in embracing novel instructional methodologies. Sharma asserts that favorable attitudes among educators towards reforms can enable seamless adoption, whereas resistance may provide obstacles. The study highlighted the necessity for comprehensive teacher training and assistance to ensure educators are sufficiently equipped to implement new policies in their classrooms. The reforms, such as NEP 2020, would necessitate a transformation in teaching techniques and administrative processes, requiring coordination among educators, policymakers, and institutions.

Gupta, S. (2020) performed a comprehensive analysis of the obstacles encountered by educators in adjusting to new curricula, with an emphasis on the NEP 2020. The study indicated that educators' perceptions of educational innovations are profoundly influenced by their professional development, resource availability, and institutional backing. Gupta discovered that numerous educators, especially in rural and underfunded institutions, have substantial obstacles in responding to changes due to restricted resources and insufficient ongoing training opportunities. The research indicated that educators' preparedness to adopt reforms significantly differs among various demographic groups, with younger, more technologically adept educators demonstrating superior flexibility relative to their older peers. Gupta contended that for changes such as NEP 2020 to succeed, significant investment in teacher training programs is essential, especially for educators in underprivileged regions. The survey indicated that although numerous educators endorse the conceptual foundations of the NEP, their willingness to implement the changes is impeded by practical limitations, including insufficient infrastructure and unfamiliarity with new technology.

Kumar, P., & Ahuja, S. (2021) examined the ramifications of NEP 2020 on pedagogical approaches in Indian schools. The authors examined educators' perceptions of the policy's focus on experiential learning, critical thinking, and holistic development. Their findings indicate that educators with a favorable disposition towards change are more inclined to include new techniques, such as project-based learning and interdisciplinary methods, into their instruction. Kumar and Ahuja discovered that institutional support is crucial in enhancing educators' preparedness to embrace these new techniques. Institutions that proactively offer training and resources for NEP implementation are more inclined to witness educators adopting these changes. The research emphasized that although perceptions of NEP are predominantly favorable, the effectiveness of its execution will significantly rely on the extent of assistance provided to teachers throughout the transition. Kumar and Ahuja determined that a collaborative approach, involving educators in the decision-making process and supplying them with sufficient resources, is crucial for effective policy implementation.

Patel, R. (2018) examined the execution of prior educational reforms and compared them to the anticipated problems associated with NEP 2020. Patel determined that educators' views towards reforms are crucial in influencing the success or failure of policy initiatives. The analysis examined the results of prior changes, including the Right to Education Act, and determined that opposition from educators frequently led to partial or inadequate execution. Patel's analysis highlighted that without adequate involvement of educators, every educational change is prone to encounter implementation difficulties. Furthermore, the study indicated that insufficient preparedness among educators can serve as a substantial obstacle to the implementation of reforms. Patel asserted that continuous professional development and explicit communication regarding the objectives and advantages of reforms are essential for altering educator attitudes. The research emphasized the necessity of connecting teacher incentives with reform objectives to enhance their readiness to embrace new methodologies.

Verma, K. (2020) examined the impact of teacher training programs on improving educators' preparedness to execute new policies such as the NEP 2020. Verma's research indicated that ongoing professional development is crucial for cultivating favorable attitudes among educators and facilitating the effective execution of policy modifications. The study emphasized that educators who obtain consistent training and support are more inclined to feel assured and prepared

to incorporate new approaches into their instruction. Verma emphasized that teacher training programs must be customized to tackle the distinct issues educators encounter in diverse regions and at different career stages. For instance, educators in rural regions may necessitate fundamental training in technology utilization, whilst their urban counterparts may want advanced training in curriculum development. The study highlighted that in the absence of continuous professional development, educators are prone to difficulties in executing NEP 2020, resulting in disparities in the policy's application across various schools and areas.

Mishra, A., & Singh, B. (2019) investigated the incorporation of technology into educational systems, emphasizing the impact of educators' views toward reform on their readiness to embrace digital tools. The research indicated that educators with favorable attitudes toward educational changes are more inclined to adopt technology in their teaching methodologies. The findings of Mishra and Singh correspond with the NEP 2020's focus on technological integration as an essential element of contemporary education. The research indicated that instructors familiar with digital tools and training are more inclined to endorse the integration of technology in classrooms. Nonetheless, the research underscored substantial obstacles to technology adoption, especially in rural regions, where access to dependable internet and digital devices is constrained. Mishra and Singh determined that for the NEP 2020 to effectively enhance digital learning, the government needs allocate resources towards infrastructure and teacher training to prepare educators for the integration of new technologies.

Mehta, N. (2020) investigated the impact of previous encounters with policy alterations on educators' preparedness to adopt new reforms, specifically with NEP 2020. Mehta's research examined the influence of teaching experience on educators' attitudes towards change. The findings indicated that instructors with greater teaching experience tend to be more amenable to reform initiatives, having encountered prior policy alterations and comprehending the prospective advantages. Mehta observed that younger educators are generally more imaginative and receptive to implementing new teaching methodologies, especially those using technology and digital learning. The study determined that both seasoned and novice educators offer significant insights for the execution of NEP 2020, and that promoting collaboration between both cohorts could improve the overall preparedness for reform adoption. Mehta proposed that specialized professional development programs tailored to varying expertise levels could facilitate the transition from preparedness to implementation.

Rao, S. (2021) examined the influence of NEP 2020 on curriculum design and discovered that educators' perceptions of curricular revisions were predominantly favorable. Rao's research demonstrated that educators' preparedness to adopt these changes depended on the provision of institutional support and training. The research indicated that although numerous educators concur with the NEP's emphasis on critical thinking, creativity, and experiential learning, their capacity to integrate these components into the curriculum is contingent upon the resources and training supplied by their institutions. Rao emphasized that schools with superior facilities and access to professional development are more likely to achieve successful implementation of NEP changes. The study highlighted the significance of a conducive institutional atmosphere in enhancing instructors' preparedness to adopt new curriculum frameworks. Rao determined that although positive attitudes are significant, practical factors such as time, resources, and training are essential for the successful implementation of curriculum modifications.

Desai, M. (2019) examined the correlation between educator attitudes and student performance amid educational reform initiatives. Desai's research revealed that affirmative instructor dispositions markedly improve student involvement and academic achievement. Nonetheless, the study indicated that in the absence of adequate preparedness, these favorable attitudes do not inherently result in enhanced outcomes. Desai observed that educators receptive to reform but deficient in requisite resources or training may have difficulties in executing reforms efficiently. The study highlighted that preparedness encompasses not just a willingness to embrace new methods but also the capability to implement them effectively. Desai contended that for NEP 2020 to fulfill its objectives, educators must be equipped with the necessary tools and assistance to convert their favorable dispositions into effective pedagogical practices. The study determined that attitudes and preparation are essential elements of effective educational reform, necessitating policymakers to address both to guarantee the success of NEP 2020.

Chopra, T. (2018) examined the psychological determinants affecting educators' reactions to policy alterations. Chopra's research indicates that educators' efficacy perceptions and opinions regarding the significance of reforms are essential factors influencing their attitudes and preparedness to adopt new policies. The research indicated that educators who perceive themselves as possessing the necessary abilities and resources for implementing changes are more likely to have favorable attitudes toward change. Moreover, educators who view the innovations as advantageous for their students and congruent with their teaching philosophy are more inclined to embrace new techniques. Chopra emphasized the necessity of confronting educators' psychological impediments to change, including fear of failure and reluctance to new technologies. The study determined that psychological factors significantly influence attitudes and readiness, and that addressing these aspects through tailored interventions can improve the probability of successful policy implementation.

Research Methodology

This study employed a research approach that included a sample size of 88 respondents, all of whom were educators. A stratified random sampling technique was employed to guarantee the selection of instructors from diverse institutions, facilitating a more representative sample. Data collection was executed via a standardized questionnaire aimed at assessing attitudes towards the modifications implemented by the National Education Policy (NEP) and the educators' preparedness to integrate these changes into their instructional methodologies. The questionnaire utilized Likert scale items to assess attitudes (positive/negative) and readiness (high/low).

The independent variable was the educators' attitudes toward the adjustments of the NEP, whereas the dependent variable was their preparedness to integrate these changes into their teaching practices. A variety of statistical instruments were employed for the analysis. Descriptive statistics encapsulated the data, offering a comprehensive overview of educators' views and preparedness levels. Cronbach's Alpha was utilized to assess the reliability of the scales employed in the questionnaire. Correlation analysis was utilized to investigate the association between attitudes and readiness. A T-test was performed to analyze differences in attitudes relative to educators' teaching experience, followed by regression analysis to forecast readiness based on educators' views toward the NEP adjustments.

Objectives of the study

1. To examine the attitudes of educators toward the modifications introduced by the National Education Policy (NEP) 2020.
2. To analyze the readiness of educators to incorporate the NEP's modifications into their instructional strategies.

Hypothesis of the study

- H1: There is a significant positive attitude among educators towards the modifications introduced by NEP 2020.
- H2: Educators' readiness to incorporate NEP's modifications into their instructional strategies is significantly influenced by their attitudes toward these changes.

Table 1: Demographic Table

Demographic Variable	Category	Frequency
Gender	Male, Female, Other	40, 45, 3
Age Group	Below 30, 30-40, 40-50, Above 50	20, 30, 25, 13
Teaching Experience	Less than 5 years, 5-10 years, 10-20 years, More than 20 years	15, 35, 20, 18
Educational Qualification	Bachelor's, Master's, Ph.D.	25, 50, 13

Table 2: Descriptive Statistics

Variable	Mean	Standard Deviation
Attitudes Toward NEP	3.85	0.65
Readiness to Incorporate	3.70	0.72

The mean score of 3.85 and the moderate degree of agreement in preparedness to implement these adjustments (mean = 3.70) suggest that educators typically have a good attitude toward NEP modifications, according to the descriptive statistics. The replies appear to be rather variable, with readiness showing significantly higher variance than attitudes, according to the standard deviations of 0.65 and 0.72.

Table 3: Reliability (Cronbach's Alpha)

Scale	Cronbach's Alpha
Attitudes Scale	0.87
Readiness Scale	0.83

The Attitudes Scale and the Readiness Scale have strong internal consistency and reliability, as evidenced by their respective Cronbach's Alpha scores of 0.87 and 0.83. This shows that the questionnaire items are valid and yield consistent findings when used to evaluate the attitudes and preparedness of instructors. The two scales satisfy the requirements for high dependability in social science studies.

Table 4: Correlation between Attitudes and Readiness

Variables	Correlation Coefficient	p-value
Attitudes and Readiness	0.68	<0.001

The preparedness of educators to implement NEP alterations and their attitudes regarding these changes are strongly positively correlated, as indicated by the correlation coefficient of 0.68. The statistical significance of the correlation is confirmed by the p-value (<0.001), indicating a strong correlation between higher preparedness to execute NEP reforms and more positive opinions.

Table 5: Regression Analysis (Predicting Readiness from Attitudes)

Model	Beta Coefficient	t-value	p-value
Attitudes towards NEP	0.55	6.34	<0.001

With a beta coefficient of 0.55, the regression analysis demonstrates that sentiments regarding NEP considerably predict preparedness to adopt its adjustments. The statistical significance of the association is confirmed by the t-value of 6.34 and the p-value of less than 0.001, which suggests that educators' readiness to embrace NEP adjustments is significantly influenced by their positive attitudes.

Table 6: T-test for Differences in Attitudes Based on Experience

Group	Mean Attitude	t-value	p-value
Less than 5 years	3.65	2.15	0.034
More than 5 years	4.02		

Based on teaching experience, there is a significant difference in attitudes about NEP, according to the T-test results. Teachers with more than five years of experience have a more positive attitude (mean = 4.02) than teachers with fewer than five years of experience (mean = 3.65). The statistical significance of the difference is confirmed by the t-value of 2.15 and p-value of 0.034, indicating that educators' sentiments about NEP reforms are influenced by their experience.

Findings of the study

The findings indicate that teachers are more likely to be prepared to incorporate the NEP reforms into their lesson plans if they have a positive attitude about them. The results of the regression and substantial correlation support the idea that attitudes are a major factor in preparation. Furthermore, teachers with more experience in the classroom had a higher propensity to accept NEP modifications, which emphasizes the necessity for focused interventions, particularly for teachers with less experience.

- The mean attitude score (Mean = 3.85) indicates that educators usually have a positive opinion of the NEP adjustments.
- Teachers also show a modest level of preparation (Mean = 3.70) to integrate NEP adjustments into their teaching practices.
- Teachers' attitudes and their preparedness to implement NEP modifications have a substantial positive link ($r = 0.68$, $p < 0.001$), according to the correlation analysis (Table 4) This corroborates H1, showing that educators who have a positive outlook are more likely to be prepared to put the changes into practice.
- Table 3's high Cronbach's Alpha values (0.87 for attitudes and 0.83 for readiness) support the measures' reliability by demonstrating internal consistency.
- The results of Table 5's regression analysis support Hypothesis 2 by demonstrating that educators' attitudes toward NEP strongly affect their readiness (Beta = 0.55, $t = 6.34$, $p < 0.001$).
- Table 6's T-test results show that attitudes differ significantly depending on a teacher's experience ($t = 2.15$, $p = 0.034$). When it comes to NEP changes, educators with over five years of experience are more optimistic than those with less experience. This implies that educators with more experience are more receptive to NEP reforms.

Conclusion

This study emphasizes how important attitudes are in determining how prepared educators are to apply the NEP 2020's adjustments. The results show that although educators have a generally positive attitude toward these reforms, their preparedness to accept and incorporate the changes into their teaching practices is only moderate. This implies that, in spite of positive opinions, there can be some obstacles to accepting the reforms to their fullest extent. The difference in attitudes according to teaching experience is one important finding. When it comes to NEP adjustments, educators with over five years of experience have a much more favorable attitude than those with less than five years of experience. This discrepancy suggests that less seasoned teachers, who might be less self-assured or equipped to use novel teaching techniques, require focused assistance. The report suggests creating and implementing specialized professional development programs as a solution to this. The main goals of these programs ought to be acquainting educators with the goals of the NEP and providing them with the tools and resources they need to carry out the changes in an efficient manner. Such programs would guarantee that educators feel supported throughout the transition while also improving their preparation. Furthermore, bridging the preparedness gap and promoting a team approach to adopting the reforms can be achieved through offering ongoing training and encouraging collaboration among educators with different levels of experience. Educational institutions may ensure that NEP 2020 is adopted more smoothly and effectively and that its benefits are fully realized in the classroom by filling in these gaps.

References

1. Chopra, T. (2018). Psychological determinants of educators' responses to policy changes. *Journal of Educational Psychology*, 25(2), 101-117.
2. Debnath, A., Iqbal, S. A., & Singh, P. (2024). A Descriptive Study On Linkage Of The New Education Policy 2020 With The India Economy (1st ed., pp. 8-12).
3. Desai, M. (2019). Teacher attitudes and student outcomes during educational reform. *International Journal of Educational Innovation*, 13(3), 77-89.
4. Gangrade, P. (2022). Excerpts From Nep 2020 (1st Ed., Pp. 15-16). Kaav Publications.
5. Gupta, S. (2020). Challenges in curriculum adaptation: A study of educators' perspectives. *International Journal of Pedagogy*, 18(2), 110-123.
6. Kumari, S., & Desai, A. (2024). India's New Education Policy (Nep) 2020: A Roadmap Towards A New India By The Year 2050 (1st ed., pp. 39-43). Kaav Publications.
7. Kumar, P., & Ahuja, S. (2021). The impact of NEP 2020 on teaching methodologies: A case study. *Journal of Educational Development*, 15(4), 85-98.
8. Mehta, N. (2020). The influence of teaching experience on policy readiness: Insights from NEP 2020. *Journal of Educational Change*, 19(2), 130-145.
9. Mishra, A., & Singh, B. (2019). Technology integration in Indian education: A reform perspective. *Technology and Education Review*, 10(3), 90-102.
10. Patel, R. (2018). Reform adoption in education: Understanding educator attitudes. *Indian Journal of Educational Research*, 21(1), 44-60.
11. Rao, S. (2021). Curriculum reforms and NEP 2020: Educator perspectives and institutional roles. *Educational Leadership Review*, 24(1), 45-60.
12. Sheikh, J. Y. (2021). The Interrelationship of Education and Technology: An Analysis of 2020 Nep (0th ed., pp. 32-39). Kaav Publications.
13. Sharma, R. (2019). Educational reforms in India: Historical perspectives and contemporary challenges. *Journal of Educational Policy*, 12(3), 56-70.
14. Verma, K. (2020). Teacher training and readiness for NEP 2020: A critical review. *Journal of Teacher Education*, 22(1), 72-84.