

A STUDY ON THE AWARENESS OF NEW EDUCATION POLICY (2020) AMONG THE PRIMARY SCHOOL TEACHERS IN DINDIGUL DISTRICT

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Abstract

The New Education Policy (2020) Draft Act released from the Government of India. They gave two month's for Teacher Educators, Principals, and Policymakers to submit their insight. Objective: to find the Awareness on New Education Policy (2020) among the Primary School Teachers in Dindigul District. Methods: The investigator used the survey method for the present study. Sample: Three Hundred teachers from primary schools. The total sample was selected through a simple random sampling technique. Tool: the tool used to test the National Education Policy 2020. Analysis and discussion: It is inferred from the above table that 21.9 % male primary school teacher have low level, 63.1 % of them have moderate and 15 % of them have high level of New Education Policy in Gender. Regarding female primary school teacher 27.9 % of them have low level, 62.1% of them have moderate level and 10 % of them have high level of New Education Policy in Gender. There is a significant difference between the awareness of New Education Policy (2020) primary school teachers' with respect to gender, type of management.

Keywords: Awareness, New Education Policy (2020), Primary School Teachers, Gender, Management.

INTRODUCTION

Education is vital to the achievement of maximum human potential, the development of a just and equal society and the promotion of national development. Providing universal access to quality education is the cornerstone to India's continued rise and global leadership in terms of economic development, social justice and scientific progress, equality, national integration and preservation of culture.

The 21st century's first education strategy which seeks to solve our country's many rising developmental imperatives. This Policy recommends that all facets of the education framework, including its legislation and governance, be updated and redesigned to establish a modern paradigm that is consistent with the aspiring aspirations of education in the 21st century, including SDG4, thus drawing on the values and value systems of India. It is founded on the idea that schooling must improve not only cognitive capacities, but also ethical, mental, and emotional capacities and dispositions, both the “foundational capacities” of literacy and numeracy and “higher-order” cognitive capacities, such as logical thought and problem solving.

REVIEW OF LITERATURE

They compared the National Education Policy (2019) with the American Education system, Ms. Sujatha Ramesh, Dr. K. Natarajan (2019). The National Education Policy has approved the switchover to Uh, like the USA course. The modular strategies are equivalent to those of the

USA. Kalervo N Gulson, seller of Sam (2018), concludes that Allowing fresh private and public links through policy topologies. Aithal P.S, Shybhrajyotsna Aithal (2019) Nikil Govind (2019) evaluated the proposal's positive and negative and some recommendations for future changes.

OBJECTIVES OF THE STUDY

1. To find out the level of awareness of National Education Policy 2020.
2. To find out the significant difference between the awareness of New Education Policy (2020) among the primary school teachers with respect to background variables, such as gender, location, type of management.

HYPOTHESIS OF THE STUDY

1. The level of awareness of New Education Policy (2020) is average.
2. There is no significant difference between the awareness of New Education Policy (2020) primary school teachers' with respect to background variables, such as gender, location, type of management.

DELIMITATION OF THE STUDY

1. The present study is confined to 300 primary school teachers
2. The study is limited to primary school teachers who are living in Dindigul District only.
3. The investigator has used only survey method.

METHODOLOGY OF THE STUDY

The investigator adopted a survey method to collect data from the population for studying the New Education Policy (2020) awareness among primary school teachers in Dindigul District.

POPULATION AND SAMPLE

The primary School teachers who are working in Dindigul District considered as a population for the present study. The Government and Self-Finance Primary School Teachers were selected for the above study. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 300 primary schools teacher from 10 schools in Dindigul Educational Districts, Tamil Nadu.

TOOL USED

1) Personal data sheet

The respondents were asked to fill up a personal data form in order to seek information about them like Gender, Location, and Type of management.

2) National Educational Policy (2020)

The investigator prepared the National Educational Policy (2020) awareness tool. The investigator designated multiple-choice type questionnaire as a tool for gathering data in the present study. The device includes 30 items related to National Educational Policy (2020) awareness. To establish the validity and reliability, the prepared tool was given to experts in the field of education.

RESULTS AND DISCUSSION

H1: The level of awareness of New Education Policy (2020) is average.

Variable	Category	Low		Moderate		High	
		No.	%	No.	%	No.	%

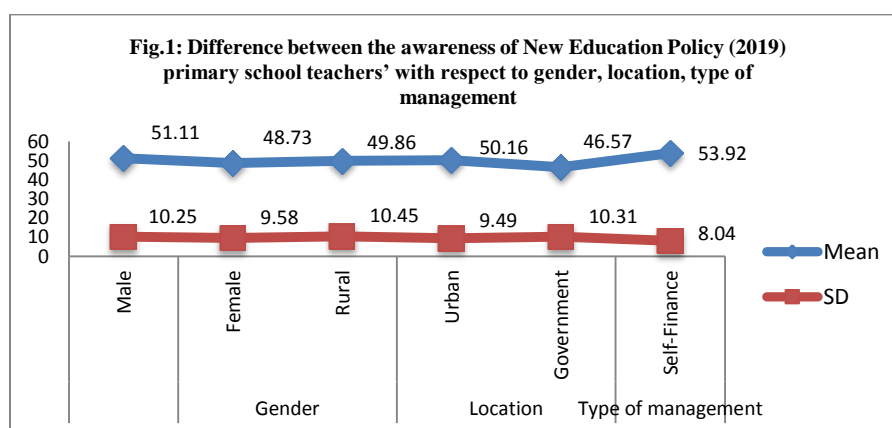
Gender	Male	35	21.9	101	63.1	24	15.0
	Female	39	27.9	087	62.1	14	10.0
Location	Rural	20	12.5	093	58.1	47	29.4
	Urban	13	9.30	086	61.4	41	29.3
Type of management	Government	32	20.0	092	57.5	36	22.5
	Self-Finance	22	15.7	111	79.3	07	5.00

It is inferred from the above table that 21.9 % male primary school teacher have low level, 63.1 % of them have moderate and 15 % of them have high level of New Education Policy in Gender. Regarding female primary school teacher 21.9 % of them have low level, 63.1% of them have moderate level and 10 % of them have high level of New Education Policy in Gender. The above table reveals that 12.5 % of rural primary school teacher have low level, 58.1 % of them have moderate level and 29.4 % of them have high level of New Education Policy in location. Regarding Urban primary school teacher 9.3 % of them have low level, 61.4 % of them have moderate level and 29.3 % of them have high level of New Education Policy in location. The above table reveals that 20 % of Government primary school teacher have low level, 57.5 % of them have moderate level and 22.5 % of them have high level of New Education Policy in type of management. Regarding Self-Finance primary school teacher 20 % of them have low level, 79.3 % of them have moderate level and 5 % of them have high level of New Education Policy in type of management.

H2: There is no significant difference between the awareness of New Education Policy (2020) primary school teachers' with respect to gender, location, type of management.

Variable	Category	Mean	SD	Calculated 't' value	Remarks
Gender	Male	51.11	10.25	2.08	S
	Female	48.73	9.58		
Location	Rural	49.86	10.45	0.26	NS
	Urban	50.16	09.49		
Type of management	Government	46.57	10.31	6.92	S
	Self-Finance	53.92	08.04		

(At 5% level of significance, the table value of 't' is 1.96)



It is inferred from the above table 2 and Fig.1 that the calculated value of 't' is greater than the table value of 't' at 5% level of significance. Hence the null hypothesis is rejected and there is a significant difference between the awareness of New Education Policy (2020) primary school teachers' with respect to gender. It is inferred from the above table 2 and Fig.1 that the calculated value of 't' is less than the table value of 't' at 5% level of significance. Hence the null hypothesis is accepted and there is no significant difference between the awareness of New

Education Policy (2020) primary school teachers' with respect to location. It is inferred from the above table 2 and Fig.1 that the calculated value of 't' is greater than the table value of 't' at 5% level of significance. Hence the null hypothesis is rejected and there is a significant difference between the awareness of New Education Policy (2020) primary school teachers' with respect to type of management.

FINDINGS

1. The according to Mahalakshmi "21.9 % male primary school teacher have low level, 63.1 % of them have moderate and 15 % of them have high level of New Education Policy in Gender. Regarding female primary school teacher 21.9 % of them have low level, 63.1% of them have moderate level and 10 % of them have high level of New Education Policy in Gender".
2. The awareness of the New Education Policy (2020) Gender, location, type of management is average.
3. There is a significant difference between the awareness of New Education Policy (2020) primary school teachers' with respect to gender. Male Secondary School teachers have more awareness than female teachers.
4. There is no significant difference between the awareness of New Education Policy (2020) primary school teachers' with respect to location. Urban secondary school teachers have more awareness than rural teachers.
5. There is a significant difference between the awareness of New Education Policy (2020) primary school teachers' with respect to type of management. Government School teachers have more awareness than Self-finance teachers.

CONCLUSION

In general, primary school teachers have low awareness of the New Education Policy (2020). The awareness program must be organized by the state or central Government, at least for teachers only. In general, females do not have satisfactory intention to know about new development. But it is not correct we must make awareness for, particularly female teachers. Additional than rural teachers are not interested to know about the new updates due to location. Self-finance teachers have no way to interact with other peoples, so they have low awareness; the state or central Government must organize awareness programs to make conscious of the New Education Policy (2020) extremely.

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