

Impact of National Education Policy 2020 on Teacher's Diversity and Student Achievement

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Impact of National Education Policy 2020 on Teacher's Diversity and Student Achievement

Rohan Sankar¹

Abstract:

As Chanakya once said, "teachers are not ordinary; they are the ones who make a nation's foundation strong," which is even relevant today. In our culture, we say Mata, Pita, Guru, and Devam, where the Teacher is above god. Teachers are the reason that we are where we are; whatever we have achieved in life, it is because of the letters that were taught to us where the letters evolved into sentences, where sentences evolved into subjects, and where subjects evolved into specialization. A teacher's teaching from their subject knowledge and experience helps a student make decisions properly because he will avoid mistakes and, in turn, save time and move ahead.

This study aims at focusing on the impact that NEP (National Education Policy) 2020 has created on the teacher's diversity and its impact on student's achievement before and after its implementation. The NEP 2020 was a much-needed change in the Indian education policy that focuses more on practical oriented teaching when compared to the present policy where students are thought methodically without any real time impact.

This policy is more comprehensive not only teaching wise but the inclusion of teachers from various background and having a good experience in the particular subject and expertise in that industry, this is a boon for students since they will have access to industry specialist which will enhance their further knowledge and in turn can achieve many things by applying that knowledge to push himself in the market.

Keywords: NEP 2020, Teacher Diversity, industry experts.

¹ Final Year, Department of Accounting and Finance, Ramakrishna Mission Vivekananda College Evening College (Autonomous), Mylapore, Chennai-600004.

INTRODUCTION

The purpose of this study is to explore the relationship between teacher's diversity and student achievements pre and post NEP (National Educational Policy). Researches have shown that, in the United States Charter schools tended to have more diverse teaching staffs than traditional public schools, particularly in urban areas. Additionally, the study found that charter schools had a positive impact on student achievement, particularly for students from low-income and minority backgrounds. There is also another study that found that having teachers from diverse backgrounds can lead to improved academic outcomes for students from underrepresented groups, as teachers from similar backgrounds can serve as role models and provide culturally responsive teaching practices. This introduction sets the stage for exploring the complex relationship between teacher diversity and student achievement pre and post implementation of NEP (National Educational Policy) 2020 of India and the significance of this research for future studies on impact of National Education Policy 2020 on teacher diversity and student achievements. Research has shown that having a diverse teacher workforce can lead to positive student outcomes and achievements, such as improved cultural competence, increased motivation to learn, and higher academic achievement. However, the relationship between teacher diversity and student outcomes is complex and requires further exploration. The reason for this research to be done extensively is that to find whether there is any significant impact of teacher diversity and its effect on student achievement before and after NEP (National Education Policy) ,2020. Moreover, implementing a proper education policy will positively impact the student's achievement both physically and psychologically. A teacher's performance can also be one of the factors in a student's achievements.

OBJECTIVES OF THE STUDY

1. Has the NEP 2020 had any impact on student achievement, particularly in terms of academic performance, socio-emotional development, and inclusivity?
2. What are the factors that mediate the relationship between teacher diversity and student achievement?
3. To assess the extent to which the NEP has influenced teacher diversity in Chennai.
4. To examine the experiences of teachers from diverse backgrounds in Chennai under the NEP.

NEED FOR THE STUDY:

The Implementation of NEP 2020 is very necessary for the future generation to enhance their ability to use the knowledge they have gained through the practical based approach and this study provides the information on what students feel before the implementation and after the implementation of NEP 2020.

- This study is needed to examine the impact of education policy and practice on the impact of relationship between teacher diversity and student outcomes.
- By examining the relationship between teacher diversity and student outcomes, this study will inform about the efforts required to increase teacher diversity and promote equity in education.
- This study is needed because it has the potential to contribute to a more culturally responsive and inclusive education system.

- This study will contribute to a better understanding of the significance of teacher diversity in education and will inform efforts to promote diversity and equity in the teaching profession.

SCOPE OF THE STUDY:

In this study, even though the topic covers a variety of sub topics and events, the scope of this study is limited to “Impact of NEP 2020 pre and post on teacher’s diversity and student achievements”. This study:

- Aims to find the impact of NEP 2020 on students before and after its implementation.
- Starts from the perspective of students whether they have achieved or the position they are in is because of their teacher.
- Whether having a diverse teaching workforce will have a positive impact on students.
- It ends with the analysing of the school life of the students.
- It is for policy makers to understand the impact of NEP 2020 and the need to make it more comprehensive.

RESEARCH METHODOLOGY:

This research is done to a diverse population of students whether their achievements have been impacted by teacher’s diversity before and after introduction of NEP 2020. This research is done. The structured questionnaire form was designed on google forms and links were sent to people who are and where students once in their life. The data was collected through survey method with the use of self-designed questionnaire. To analyse the data collected from various students, the data based on questionnaire ANNOVA, CHI-SQUARE TEST and CORRELATION have been used. The responses received were 130, and the data were extracted and imported to SPSS software. The quantitative method used to understand trends and statistical truth in research.

REVIEW OF LITERATURE:

1. Emmanuel O Acquah, Madhavi Tandon & Sonia Lempinen:

This study examined awareness of and knowledge of how to address increasing linguistic and cultural diversity among 89 teachers in an ethnically and racially diverse school located in Southwest Finland. These findings have important implications for the training of practising and preservice teachers and for curriculum development in Finland, as well as for school systems, the selection of teachers into teacher education programmes, mentorship for teachers and professional learning communities. There is a need to build Finnish teachers’ understandings of the importance of cultural characteristics, experiences and perspectives in teaching.

2. William L. Sanders and June C. Rivers:

The availability of this data affords the unique opportunity to investigate the cumulative effects of teachers on student academic achievement over grade levels. In other words, does the influence of a teacher’s effectiveness in facilitating academic growth for his/her students continue when these students advance to future grades?

It was found that when parents and students complained about inadequate teachers, in many instances the inadequate teachers were transferred to schools where no one was likely to complain about their performance. Typically, the teachers were transferred to schools with one

or more of the following characteristics: schools with high student transfer rates, schools with large numbers of students receiving free or reduced priced meals, schools with high numbers of minority students, schools with high numbers of students who were considered to be “disadvantaged” in some way by the educational community.

3. Linda Darling-Hammond:

Analysing data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. This analysis triangulates data from surveys of state policies, case study analyses of state policymaking, and quantitative examination of the distribution of state achievement scores and resources, taking student characteristics into account. Some findings are particularly noteworthy. First, while student demographic characteristics are strongly related to student outcomes at the state level, they are less influential in predicting achievement levels than variables assessing the quality of the teaching force. Second, when aggregated at the state level, teacher quality variables appear to be more strongly related to student achievement than class sizes, overall spending levels, teacher salaries (at least when unadjusted for cost-of-living differentials), or such factors as the state wide proportion of staff who are teachers.

4. Matthew Ohlson, Anne Swanson, Andrea Adams-Manning & Anna Byrd

This study is a report of the relationship between a collaborative school culture, teacher quality and the influence these variables have upon student attendance and suspensions. The research is based upon data gathered from 50 public schools throughout the south-eastern United States. Surveys were administered to examine teacher quality characteristics, elements of educational leadership, and components of a collaborative school culture. The role of school culture within this research may well have a lasting and wide-ranging influence on school improvement and school reform initiatives. Working collaboratively with school leadership and teachers to strengthen the culture of the school, with the intent of improving teaching practice and student learning, is a promising school reform strategy (Vescio, Ross, & Adams, 2007). It is the unique characteristics of school culture that were analysed as part of this study that will enrich the future work of school reform initiatives.

DATA ANALYSIS AND INTERPRETATION:

TABLE: 1 Majority gender composition of the teachers and Relationship with the teacher:

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.008 ^a	3	.072
Likelihood Ratio	7.053	3	.070
Linear-by-Linear Association	.018	1	.893
N of Valid Cases	129		
a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .05.			

INTERPRETATION:

From the above table it is clear that the significant value is 0.072 which is greater than 0.05. Hence, the null hypothesis is accepted. This reveals that there is no significant difference between the gender of the teacher and the relationship with them.

TABLE 2: Diverse teaching staff And The type of relationship with your teachers?

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.900 ^a	3	.117
Likelihood Ratio	5.313	3	.150
Linear-by-Linear Association	3.738	1	.053
N of Valid Cases	129		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.09.

INTERPRETATION:

Table 2 shows that the significant value 0.117 which is greater than 0.05, hence the null hypothesis is accepted. This reveals that there is no significant difference between a diverse teaching staff and the type of relationship with them.

Table 3: Handling of adolescent students by teachers and the majority composition of teachers:

Independent Samples Test

	Significance					9.5% Confidence Interval of the Difference			
	SIG	t	df	One-sided p	Two-sided p	Mean Difference	Std error difference	Lower	Upper
Equal variances not assumed	.656	1.262	127	.105	.209	.264	.210	-.150	.679
		1.231	50.896	.112	.224	.265	.215	-.167	.696

INTERPRETATION:

Table 3 portrays that the significant value of 0.656 is greater than 0.05, hence the null hypothesis is accepted. This reveals that there is no significant difference between handling of adolescent by teachers and the gender composition of the teachers.

TABLE 4: WHETHER STUDENTS ARE AWARE OF NEP 2020 AND WHETHER NEP 2020 HAS INCREASED THE TEACHER DIVERSITY IN THEIR RESPECTIVE INSTITUTIONS:

ANOVA

Are you aware of National Education Policy 2020

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.765	4	.691	1.017	.401
Within Groups	84.273	124	.680		
Total	87.039	128			

INTERPRETATION:

Table 4 brings out the significant value 0.656 which is greater than 0.05, hence the null hypothesis is accepted. This reveals that there is no significant difference between awareness of NEP 2020 among students and whether it has increased the teacher diversity in their institutions.

FINDINGS AND SUGGESTIONS:

- In this study, we found out that, there is no significant difference between the gender of the teacher and the relationship with them.
- In this study, we found out that, there is no significant difference between a diverse teaching staff and the type of relationship with them.
- In this study, we found out that, there is no significant difference between handling of adolescent by teachers and the gender composition of the teachers.
- In this study, we found out that, there is no significant difference between awareness of NEP 2020 among students and whether it has increased the teacher diversity in their institutions.
- The relationship between the teacher and the student is not based on the gender but the connection that the student has with the teacher.
- Students whether or not they are aware of NEP 2020, they know that the diversity of teachers is increasing in their institutions.
- The gender of the teacher does not matter in the way they handle the adolescent students.

CONCLUSION:

This study is key for policy makers and educational policy makers, since it studies the impact of NEP in the pre and post its implementation and its impact on teacher diversity and student achievements. The policymakers should ensure there are proper guidelines made available so that the implementation can be seamless and hassle free and the future generations i.e., students can reap the benefits of this policy as well as educational institutions.

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