

Assessing the Role of Continuous Teacher Feedback Mechanisms in NEP 2020

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Introduction

The National Education Policy (NEP) 2020 emphasizes the professional development of teachers by introducing structured feedback mechanisms to enhance teaching effectiveness. Continuous feedback plays a crucial role in refining pedagogical practices, ensuring quality education, and fostering a culture of lifelong learning among educators. This concept note explores the significance, implementation, challenges, and impact of continuous teacher feedback mechanisms within the NEP 2020 framework.

Background and Rationale

NEP 2020 envisions a transformative shift in Indian education by promoting teacher autonomy, competency-based education, and evidence-based teaching practices. One of its core aspects is establishing robust teacher feedback systems that enable continuous professional growth. By integrating self-reflection, peer reviews, student feedback, and institutional assessments, these mechanisms aim to improve classroom instruction, pedagogical innovations, and student learning outcomes.

Objectives of the Study

The study aims to:

1. Examine the role of continuous feedback mechanisms in enhancing teacher performance.
2. Identify the best practices for implementing feedback in alignment with NEP 2020 guidelines.
3. Analyze the challenges faced in executing systematic teacher feedback.
4. Assess the impact of feedback on professional development and student learning outcomes.
5. Provide recommendations for effective integration of feedback mechanisms in teacher training programs.

Hypotheses of the Study

- **H₁:** Teachers who receive regular feedback are more likely to improve their teaching strategies than those who receive feedback occasionally or never.
- **H₂:** Awareness of the continuous teacher feedback mechanisms under NEP 2020 is positively correlated with the effective utilization of feedback.

Methodology

Research Design

The study follows a descriptive research design with a mixed-methods approach, combining both quantitative and qualitative data to assess the effectiveness of continuous feedback mechanisms for teachers under NEP 2020.

Population and Sample

- **Population:** Teachers from primary, secondary, higher secondary, and college levels.
- **Sample Size:** 30 teachers selected through **purposive sampling** to ensure representation across different experience levels and institutions.

Data Collection Methods

- **Survey Questionnaire:** A structured questionnaire with close-ended and Likert-scale questions to measure teacher feedback experiences.

Data Analysis Techniques

- **Quantitative Analysis:**
 - Descriptive statistics (percentages, mean, standard deviation) to summarize survey responses.

Analysis & Interpretation of Data

1. Teaching Experience

- **Less than 5 years:** 10 teachers (33%)
- **5-10 years:** 12 teachers (40%)
- **More than 10 years:** 8 teachers (27%)
- **Interpretation:** The respondents have a balanced distribution of experience, with the majority having 5-10 years of teaching experience. This indicates a mix of early-career and experienced educators.

2. Education Level Taught

- **Primary:** 8 teachers (27%)
- **Secondary:** 10 teachers (33%)
- **Higher Secondary:** 7 teachers (23%)
- **College:** 5 teachers (17%)
- **Interpretation:** Most respondents teach at the secondary level, followed by primary and higher secondary. College educators form the smallest group.

3. Formal Training on Feedback Mechanisms

- **Yes:** 18 teachers (60%)
- **No:** 12 teachers (40%)
- **Interpretation:** While a majority have received training, a significant proportion (40%) have not, suggesting the need for more structured training programs.

4. Awareness of NEP 2020 Continuous Feedback Mechanisms

- **Yes:** 20 teachers (67%)
- **No:** 10 teachers (33%)
- **Interpretation:** Though awareness is relatively high, one-third of the respondents are unaware of the NEP 2020 recommendations, highlighting a need for increased dissemination of information.

5. Frequency of Receiving Feedback

- **Never:** 3 teachers (10%)
- **Occasionally:** 17 teachers (57%)
- **Regularly:** 10 teachers (33%)
- **Interpretation:** Most teachers receive feedback occasionally, while a smaller percentage receive regular feedback. This indicates that feedback is not a consistent practice for many educators.

6. Types of Feedback Received (Multiple responses possible)

- **Self-assessment:** 15 teachers (50%)
- **Peer feedback:** 10 teachers (33%)
- **Student feedback:** 22 teachers (73%)
- **Administrative feedback:** 12 teachers (40%)
- **Interpretation:** Student feedback is the most common, followed by self-assessment and administrative feedback. Peer feedback is the least common, suggesting a potential area for improvement in collaborative teacher evaluation.

7. Utilization of Feedback for Teaching Improvement

- **Modify lesson plans:** 14 teachers (47%)
- **Adopt new strategies:** 10 teachers (33%)
- **No significant change:** 6 teachers (20%)
- **Interpretation:** Nearly half of the respondents modify their lesson plans based on feedback, while some adopt new strategies. However, a notable 20% do not make significant changes, indicating either resistance or challenges in applying feedback effectively.

8. Effectiveness of Feedback Mechanisms

- **Very effective:** 9 teachers (30%)
- **Somewhat effective:** 15 teachers (50%)
- **Not effective:** 6 teachers (20%)
- **Interpretation:** Most teachers find feedback somewhat effective, though 20% do not find it effective. This suggests room for improvement in the way feedback is provided and implemented.

9. Challenges in Implementing Feedback (Multiple responses possible)

- **Lack of time:** 18 teachers (60%)
- **Limited institutional support:** 10 teachers (33%)
- **Resistance to feedback:** 7 teachers (23%)
- **Technological barriers:** 5 teachers (17%)
- **Interpretation:** Lack of time is the most significant challenge, followed by limited institutional support. Resistance to feedback and technological barriers also exist but are less prominent.

10. Feedback and Professional Development

- **Yes:** 22 teachers (73%)
- **No:** 4 teachers (13%)
- **Not sure:** 4 teachers (13%)
- **Interpretation:** A majority of teachers believe feedback contributes to professional development, but some remain uncertain or do not see its benefits, suggesting a need for more structured follow-up on feedback utilization.

Findings & Recommendations

1. **Increase Awareness and Training:** Since 40% of teachers lack formal training on feedback mechanisms, workshops and professional development programs should be enhanced.
2. **Encourage Peer Feedback:** Peer feedback is the least utilized form of evaluation. Schools and colleges should implement structured peer review systems.
3. **Improve Feedback Consistency:** Since only 33% of teachers receive feedback regularly, institutions should establish periodic feedback cycles.
4. **Address Challenges:** The major challenge is a lack of time. Schools should integrate feedback into existing schedules rather than treating it as an additional task.
5. **Enhance Effectiveness:** As 50% of teachers find feedback only somewhat effective, mechanisms should focus on making feedback actionable with clear implementation strategies.

Conclusion

Continuous teacher feedback mechanisms are a critical component of NEP 2020, ensuring that teachers receive the necessary support and insights for their professional growth. By leveraging structured, technology-driven, and inclusive feedback systems, Indian education can move towards a more dynamic, student-centered, and effective learning environment. Addressing challenges and implementing best practices will be key to the successful realization of NEP 2020’s vision for quality education and empowered educators.

References

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