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AN ANALYTICAL VIEW ON NEW EDUCATION POLICY 2020

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Abstract

The paper aims to examine the evolving education policies in post-independence India and explores the responses of the State, academia, and civil society to the evolving priorities over the past five decades. Education consistently plays a crucial role in the enhancement, advancement, and prosperity of a nation and its populace. Undoubtedly, given the dynamic nature of the labour market and the global ecological system, there is a growing imperative for children to acquire not only knowledge, but also the skills necessary for effective learning. Education should therefore shift its focus from a content-centric approach to one that emphasizes the development of critical thinking and problem-solving skills, fostering creativity and interdisciplinary knowledge, and cultivating the ability to innovate, adapt, and assimilate new information in dynamic and evolving domains. Although there are certain situations where memorization can be advantageous, it is imperative for pedagogy to progress towards a more experiential and holistic approach in order to enhance education. Enjoyable. The curriculum should encompass fundamental disciplines such as visual arts, handicrafts, humanities, recreational activities, and athletic pursuits. The primary objective of education should be to cultivate moral character and equip learners with the necessary skills to secure meaningful and ethical employment opportunities. This research paper aims to analyze and compare education policies in countries where education plays a pivotal role.

Teachers are one of the important factors of education. Since the inception of education, teachers are taking care of the all-round development of the students in the best possible way. Modern global education also depends on the skilled teachers. Across the time, the role as well as the required skill and knowledge of the teacher have been changing. Now, it has become more challenging task for them. Today teacher does not only teach in the class or participate in co-curricular activities, but they have to be multitasking. With the technological advancement and pandemic education has been affected greatly. It is not restricted to the educational institutions. ICT, AI, Virtual Reality , technology-based programmes have greatly influenced education system. teachers have to cope with this kind of fast change and always be ready to assimilate the new changes in the sector of education. India has got its new education policy after 34 years. The NEP 2020 has been a major change and advanced step towards



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globalized education. successful implementation of this policy requires best output from the teachers. The present paper aims to discuss about various aspects of teacher education in the light of NEP 2020.

Education is the most significant requirement for an individual to expand mental horizons and come out of ignorance. It is important for both men and women as both have an essential role in the development of a healthy, equitable and just society. Education is a fundamental right for every individual irrespective of their caste, class and gender as enshrined in the Constitution of India. Women's education is as important as that of men. Women have a substantial role in the development process of a nation. NEP 2020 of India is the most important education policy of this century which focusses in directing many developmental necessities of India. Here it seems like an important time to examine how far this New Education Policy of India is able to focus on bridging gender gaps regarding education at all levels. Secondary sources are the important base of this analysis, which is based on description.

Keywords: NEP 2020, New Education Policy 2020, Education, Reforms, Teacher, Teacher Education, Recommendations, Role.

INTRODUCTION

Teacher education is part and parcel of entire education system. with pedagogical shifts in education, change in curriculum and other factors of education, there should be modifications in teacher education system. The newly introduced National Education Policy 2020 has taken care of this issue and has recommended various steps for betterment of teaching and learning. during this skill age, it is not only the students who will be trained in different skill based, technology-based courses. Teachers will also have to undergo such training or skill development courses so that they can guide students towards global education. Today teacher does not only teach in the class or participate in co-curricular activities, but they have to be multitasking. With the technological advancement and pandemic education has been affected greatly. It is not restricted to the educational institutions. ICT, AI, Virtual Reality , technology-based programmes have greatly influenced education system. teachers have to cope with this kind of fast change and always be ready to assimilate the new changes in the sector of education. India has got its new education policy after 34 years. The NEP 2020 has been a major change and advanced step towards globalized education. successful implementation of this policy requires best output from the teachers.



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Education is an essential and fundamental human endeavor that commences from the moment of birth and endures until the cessation of life. The term possesses a diverse array of intricate connotations. It encompasses the entirety of an individual's accumulated knowledge and experiential growth throughout their lifetime. Education is not only crucial for basic survival, but also plays a significant role in enhancing one's quality of life, promoting societal progress, and fostering cultural development. Every nation necessitates a well-defined, future-oriented Education policy that plays a pivotal role in driving both social and economic progress, as education serves as a primary catalyst for advancement in these domains. Various countries possess different societies that have implemented diverse educational systems that are rooted in their respective traditions and cultures. In recent times, the Government of India made progress by introducing its new education policy for the year 2020, which was implemented in 2023. The motto of the institution is "To educate, encourage, and enlighten". However, a significant disparity exists between formulating a policy in written form and implementing it in practice. The successful implementation of the National Education Policy (NEP) 2020 hinges upon the ability of governmental bodies, universities, and schools to effectively address and surmount the challenges associated with its execution. The present enquiry focuses on the practical challenges that are encountered in a given context. The National Education Policy 2020 represents a commendable and innovative initiative for the Indian education system. The topic of discussion is the education system. The primary aim of this study is to analyze the most notable reforms and alterations.

Education is a fundamental entitlement for achieving a more equitable and unbiased society. Therefore, we should not discriminate based on caste, class, religion, race, gender etc. Women's education is a broad umbrella term which refers to education till the higher level for all girls and women. For the development of any nation women as men play an important role. So, it is the first step for any country, be it developed, developing or underdeveloped to improve the condition of women's education. But it is disheartening to see female literacy rate as that to men in India. Even today a large number of parents prefer son's education than that of daughters because of some traditional customs, expectation of economic support during old age and widely prevailed dowry system in daughter's marriage.

This kind of narrow mindset and traditional practices lower the chances of girls in a family to get a fair education. According to 2011, the total literacy rate in India was 74.1 percent. If we see the comparison between male literacy



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and female literacy, we can find a large gap of 16.7 percent, where male literacy rate was 82.1 percent and that of female was only 65.5 percent 1 Lecturer in Sociology, Balasore College, Balasore, Odisha, India. 2 Assistant Professor, Department of Sociology, Fakir Mohan University, Balasore, Odisha, India. (Census of India, 2011). Similarly National Statistical Commission 2017-18 surveyed a wide gender disparity in the literacy rate in India. It was 84.7 percent for men and 70.3 percent for women having a gap of 14.4 percent.

Among all the fundamental rights, there is a right to equality granted to every citizen by constitution to protect them from discrimination and other gender equality issues which women face in society. Our government has taken various steps to give equal rights to women. This New Education Policy of 2020 is a desirable step focussing on the issues of access and equity. This has gender inclusive perspective apart from many initiatives.

The Policy has set up a Gender Inclusion Fund (GIF) which build our country's capacity to provide equal education to all irrespective of any gender differences. Specific provisions under 'Samagra Siksha' have been implemented by allocating dedicated resources for Socio- Economic Disadvantaged Groups. Genesis of Educational Policies in India: The National Policy on Education has been formulated by the Government of India to encourage and regulate education in India. It covers primary education to higher education in both rural and urban areas of different regions of India. The government led by Smt. Indira Gandhi introduced National Education Policy in 1968 based on recommendations from Kothari Commission. For the first time it highlights three language formula in secondary education such as English, Hindi and Regional languages. This policy recommended the government to spend 6 percentage of national income on education. It made education compulsory for all children up to 14 years of age.

National Education Policy 1986 was introduced by the government led by Shri Rajiv Gandhi. This policy focussed on equal opportunity in education for Women, Scheduled Castes and Scheduled Tribes. It introduced child-centred approach in primary education. This approach focuses the child as the centre point for lesson plans and curriculum development. It broadly encompasses methods of teaching which shift its focus from teacher to the student and includes learning activities that are individually relevant to the learners. This policy also introduced Operation Blackboard scheme to improve primary education in schools. The purpose of the scheme was to provide the necessary institutional equipment and educational material for students studying in primary schools. Accordingly different states were directed to make provisions for replacement of broken equipment.



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It suggested that at least 50 percent of the appointed teachers should be women to have a positive impact on retention and enrolment of girl students. The Programme of Action (POA)- 1992 was the modification and reformulation of 1986 Education Policy. It was led by Govt. of P.V Narasimha Rao. It envisaged opening of Navodaya Vidyalayas across India. These schools were planned to help the high achievers irrespective of their socio-economic backgrounds. This proposal was quite beneficial to improve the quality of schooling for the masses. It also suggested to conduct a common entrance examination on all India basis for admission to professional and technical programmes in the country. It suggested a coordinated functioning of the government and non-government agencies to meet the goals of Early Childhood Care and Education programs. Another aim of the POA was to achieve the targets for Universalization of Elementary Education.

It suggested many innovations and revised schemes like the 'Non- Formal Education' for students who can not attend full-time schools. Other than this, it also focused on educationally backward states, where the shared responsibility was between the centre and state government in the ratio of 50-50. POA 1992 increased the autonomy of the Boards of Secondary Education and recognised them. The main objectives were universal enrolment and retention of children and reducing rural-urban disparities. It also emphasised women's education by implementing more programs and aimed at enhancing their literacy. National Curriculum Framework (NCF) 2005 has based its framework on National Education Policy 1986-1992.

It served as a guideline for syllabus, textbooks and teaching practices for the schools in India. It envisaged key themes like inclusion, equity, equality, learning processes and assessment to guide the development of education policies and programs at the school. NCF was critical of the perception about the child as a passive receiver of knowledge and emphasizes that the child can be made an active participant in the construction of knowledge. This framework prioritised gender-sensitive education as a means to achieve quality education in schools and for the first time CBSE acting under NCERT's directives, designed a kit on gender sensitivity (Borkar, 2021). Right to Education Act 2009 gave a new dimension to the vision of education policies in India. It made education a fundamental right and made the government directly responsible for education of students in defined age group.

This is stated as per 86 th Constitutional amendment Act via Article 21A. It addressed the issues of quality education for students from weaker sections of society through 25 percent reservation. According to this Act no



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child should be retained or held back until the completion of elementary education. Unlike previous educational policies and plans, National Policy on Education, 2020 standardized early childhood education. It also focused on improving the gross enrolment ratios for high grades, which were not given much importance in earlier policies. Its suggestion to improve educational alternatives such as virtual schooling platforms is a legendary step. It envisions a student-centric learning system with advantages of flexible learning. However. We need to Remap the new Education Policy from a gender perspective.

NEP AT A GLANCE

The impact of the National Education Policy (NEP) 2020 on both K-12 and higher education is notable for instance after class 10, our educational system tries to group students into three groups: science, commerce, and humanities. This is really troublesome practice which aims to make a student expert in one field by restricting him from exposure from various other fields for example, if you choose one stream, you can't study anything from the other stream. The students however have curiosity to learn from a wide range of subjects. For instance, in the eleventh grade, I selected the science stream, but my interest also to study biology and history, as a result of choosing the science track, I was not able to study things diversity in living world and plant physiology.

The government has now modified this, and made effort to rectify such problems, the students now have more freedom to select their topics, once this regulation is in place, a student can choose the subjects they want to study like combining History and social science with biology and Chemistry. As a child of the 1990s, I'm envious since we had to pick one of the three options. The Students now would be far freer in gaining knowledge from various fields. The government also made the significant step of replacing the 10+2 academic structure with the 5+3+3+4 system. Now it is more closely resembles the educational system of the advanced Western nations. Education in the 10+2 system started at the age of six. Under this new method, children would now begin school at age 3. Preschool is for children ages 3 to 6 and then for the following two years, classes 1 and 2. The following would be the "Preparatory Stage" over the following three years, when the emphasis would be on learning in the classroom is built on activities, discovery, and play. Middle school, or classes 6 to 8, is a stage where experimental learning takes place. Class 9's secondary stage would come next. Students would be given more flexibility and options in 12 where multidisciplinary studies will be in the focus.



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In industrialized nations, vocational training is highly valued because it prepares people for vocations like carpentry, welding, and plumbing. These positions are considered to be on par with the other skilled positions. These jobs are viewed with contempt in India. This is a way of thinking that needs to alter. To alter this mentality, the government has implemented various structural adjustments. For instance, starting in class 6, students would be required to complete internships in businesses that provide practical training. Students would receive instruction and knowledge of such occupations. There would be a 10-day bag-free period during which kids would not bring bags to school but would instead studied about jobs including welding, gardening, and carpentry. Even later, the emphasis would shift to vocational learning in the classroom.

Critical thinking is an essential component that involves self-evaluation and introspection to assess one's actions and critically analyze personal decision making processes. In the coming future we are going to be analyzed by our performance it is imperative to instill this cognitive process in students at an early developmental phase, enabling them to assess their own abilities and solicit external perspectives on their self-perception. Another significant alteration is the government's increased allocation of funds towards education, indicating a newfound responsiveness on their part the government aimed that a minimum allocation of 6% of the Gross Domestic Product (GDP) will be dedicated to expenditures in the field of education. Currently, the prevailing percentage stands at 3%. India's expenditure on education is comparatively inadequate when compared to both developed nations and other developing countries. When considering the proportion of the Gross Domestic Product (GDP), a target of 6% is deemed highly favorable. However, the success of the endeavor is contingent upon effective implementation. The timeliness of the implementation is a crucial factor to consider. The government has the capacity to accomplish it. However, it is evident that establishing a goal of 6% is praiseworthy as an initial measure.

The Indian education system faced a challenge pertaining to the prevalence of rote learning. The majority of examinations are structured in a manner that necessitates Engage in the process of committing information to memory. The knowledge acquired dissipates within a brief timeframe due to the utilization of memorization-based examination techniques. Therefore, the government additionally, has been stated that efforts will be made to modify this situation. The examinations would be structured in a manner that minimizes the need for excessive effort. The method of memorization or rote learning is discussed, but the specific approach to achieving this is



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not explicitly stated. The outcome is yet to be determined, but I maintain a sense of optimism positive changes will also be implemented in the coming future.

Discussion

Objective 1: focus on the recommendations of NEP 2020 regarding teacher education

The NEP 2020 stresses on recruiting skilled, bright personnel as a teacher who can take care of quality, control of entire education system. NEP 2020 recommends 4 years integrated B.Ed. degree as minimum qualification of a teacher by next ten years. For ensuring this, this policy also worked on moving teacher education into various multidisciplinary colleges and universities by 2030. It has been stated that only multidisciplinary, integrated and educationally sound teacher education institutions will be in action by 2030 Apart from the integrated B.Ed. for this every university should maintain inter-relation with other departments of education. programme, there will also be 2 years B.Ed. for graduate students of other subjects. Also, there will be one year B.Ed. course for those who have completed 4 years bachelor degree or have completed masters and wants to become teacher. For all these types of B.Ed. programmes, institutions must be accredited, multidisciplinary higher educational institutions; ODL mode will also be in frame for the same. Special short time programmes will be available at BITE, DIET centers. For admission in these courses, National Testing Agency will conduct standardized subject and aptitude test. With the view of increasing the Gross Enrolment Ratio in all sectors of education, this new policy stresses on amalgamation of knowledge with skill, expertise with experience, peace with non-violence and education with empowerment. In the primary and secondary sector attaining 100% GRE is the target. On the other hand, this policy has emphasized on the development and increase of vocational education in higher level. Attaining 100% GRE is itself a tedious job in which teachers must be involved fully. This policy recommends of creating a pool of teachers from schools who will be leading the new generation towards a better future. With this, there has been a rapid increase in the number of aspiring teachers. Thus, the need of quality teacher education has been put forward. The new policy recommended for the revival of high status, honor and respect towards teachers. For this advanced pedagogical knowledge has to be attained by in-service or would be teachers. NCERT will be authority to prepare, compile various documents related to teacher education of world class quality. For in service teacher training the new policy has reserved its confidence on the pre-existing arrangements with more focus to SWAYAM, DIKSHA or other technology-based platforms. Teacher Eligibility Test (TETs) for teachers of all levels, certificate course for training teachers to teach special children, 50 hours CPD for in service pedagogical training are other features of NEP 2020 in both offline, online, blended mode.



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Objective 2: To reflect on teachers' role as envisaged in NEP 2020

Teacher's role has always been the most important factor of successful education system. though it has changed across times in terms of degree, responsibility, quality and skill, the focus is still on their effective teaching and skilled efficacy. The new education policy has jotted down several roles of teachers such as:

1. Teacher must be a person of clear and good thought and ideas regarding classroom teaching, pedagogy, skill to maintain the class and making classroom teaching enjoyable.
2. Teacher must engage themselves in research and innovation keeping with the pace of global phenomena.
3. Teachers should have sound technological knowledge and its application. They must be aware of different online programmes not only for themselves but also for the students.
4. Teachers must enrich themselves with modern advancements in subject area, teaching method, innovations and prospects of productivity.
5. NEP has stressed on multidisciplinary knowledge of the teachers as it is one of its main thrust areas. Multicultural and multi-lingual classroom management is another feature of modern teachers.

Post Class 12th scenario in NEP:

In the context of post-secondary education, it is worth noting that there exists a system characterized by multiple entry and exit points. This refers to a scenario in which an individual embarks upon a Bachelor of Technology (B.Tech) degree programme, but subsequently determines, after one year of study, that they no longer wish to pursue the degree due to a lack of personal interest or affinity for the subject matter. One has the ability to discontinue or terminate an activity or process at an intermediate point. The credits earned from the subjects studied within a one-year timeframe can be transferred to another degree programme. This phenomenon is highly beneficial and prevalent in the majority of developed nations. The availability of this option in India is highly commendable. This particular option now encompasses an additional attribute, wherein if an individual withdraws from the programme after completing one year out of the total four-year duration, they will be awarded a certificate. If a student withdraws from their academic programme after completing the second year, they will be awarded a diploma. Upon completion of a three-year programme, students will be awarded a bachelor's degree. Subsequently, upon completion of a four-year programme, students will be awarded a bachelor's research degree.



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If an individual has already completed a four-year bachelor's degree, pursuing an A and M.Sc. degree would require a time commitment of one year. However, if the individual holds a three-year bachelor's degree, the A and M.Sc. degrees would require a time commitment of two years. This aligns with the established international standard once more. A total of 100 international educational institutions have been granted authorization to establish their campuses within the borders of India.

Vocational Education:

The government has announced plans to gradually incorporate vocational education into all schools and higher education institutions over the course of the next decade. The objective is to ensure that by the year 2025, half of the student population in both primary and tertiary educational institutions will have been exposed to vocational education. By the year 2022, a comprehensive set of standardized professional standards will be established for teachers at the national level. By the year 2030, it is anticipated that a minimum requirement for individuals aspiring to become teachers would be the completion of a four-year integrated Bachelor of Arts degree. In my perspective, the government has introduced several positive aspects through the implementation of this new policy.

DOWNSIDE OF NEP:

The primary criticism of this newly implemented policy primarily revolves around the aspect of language. The policy stipulates that, whenever feasible, the medium of instruction up until the fifth grade and preferably till the eighth grade should be the native language, local language or regional language. There is no explicit requirement stated for the necessity of engaging in such action. However, detractors argue that this policy may compel educational institutions to prioritize regional languages over English, potentially disadvantaging a significant portion of the population. For instance, in the scenario where an individual resides in the state of Kerala and their child has completed their education up to the fourth grade within the same state. Subsequently, upon relocating to Maharashtra, it is noteworthy that a significant number of schools in the region primarily utilize the Marathi language as the medium of instruction. Consequently, it is plausible to anticipate that a child transitioning to this educational environment may encounter challenges in adapting to the linguistic context. The implementation of



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such a measure would impose limitations on individuals' mobility between states, potentially resulting in negative consequences.

According to the policy, there will be no imposition of any language. However it has been suggested that efforts will be made to incorporate Sanskrit and other classical languages into the curriculum at all educational levels, alongside the existing foreign language options. This inclusion is expected to continue beyond the ninth grade.

The policy in question has faced criticism from various student and teacher organizations on the grounds of being anti-democratic. This criticism stems from the provision within the policy that establishes a centralized teachers training board for all educators nationwide, thereby preventing any individual state from altering this arrangement. The authority previously held by individual states has been transferred to the federal government. The powers have been established. The proposal suggests a greater degree of centralization in the decision-making process pertaining to education, with the intention of shifting decision-making authority to a central governing body.

Certain critiques have asserted that this policy exhibits a pronounced inclination towards theoretical frameworks. Theoretical changes do occur. However, the practical implementation of these ideas in real-life scenarios poses significant challenges due to the extensive and arduous nature of the process. This is primarily attributed to the prevalent lack of teachers and inadequate infrastructure in numerous government schools, where students in the fifth grade are deprived of educational guidance and proper facilities. The students' educational attainment is inadequate, resulting in premature discontinuation of their studies. Numerous government schools face a significant shortage of qualified teachers, thereby raising concerns about their ability to effectively provide vocational training and offer a diverse range of subjects to students.

CONCLUSION:

The National Education Policy (NEP) of 2020 is designed to establish a comprehensive educational framework that takes into account a range of perspectives, international benchmarks, and practical knowledge gained from the field, and input from various stakeholders. The efficacy of this approach in cultivating a learning environment that is both suitable for industry demands and prepared for future developments will be determined by the implementation roadmap. The NEP 2020 aims for an all-inclusive education policy considering diverse



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viewpoints, global best practices, field experiences, and stakeholder feedback. The implementation roadmap will determine if this approach truly fosters an industry-ready and future-ready learning environment

NEP 2020 has given education a new shape which creates newer responsibilities and workload on teachers. Teachers have to work harder and dream for a better globalized system. Teachers will face various challenges in doing so. Government should also focus on the challenges of the teachers so that proper and quick implementation of the new policy becomes easier.

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