



Analyzing the Effects of the New Education Policy 2020 on Redefining Teachers' Roles in School Education at Different Levels

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ABSTRACT: In the dynamic system of education, every policy reform has a significant impact, reshaping not only the educational structure but also the essence of teaching and learning. The New Education Policy (NEP) of 2020 is a monumental step forward, designed to overhaul the Indian education system thoroughly. At the core of this change are the various roles that teachers fulfil at all levels of school education. As we explore the NEP 2020, it is crucial to examine its effects on the changing roles of educators. The NEP 2020 reflects the goals of a nation striving for educational excellence, inclusivity, and innovation. These ambitious objectives, such as providing universal access to quality education and promoting critical thinking and creativity, are closely linked to the crucial role of teachers. Teachers are not just transmitters of information but also shapers of intellect and character, guiding future generations. Therefore, comprehending the transformative impact of the NEP 2020 on teachers requires a comprehensive analysis of various aspects of educational practice and philosophy. This shift marks a move away from traditional memorization-based learning to experiential and inquiry-based teaching methods. Consequently, teachers are tasked with nurturing not only academic skills but also vital life skills like critical thinking, problem-solving, and emotional intelligence. The evolving role of teachers extends beyond subject expertise to encompass the promotion of holistic human development.

KEYWORDS: New Education Policy (NEP) 2020, Holistic Development, Pivotal Role, Teachers



INTRODUCTION: The NEP 2020 places a strong emphasis on providing a holistic and multidisciplinary education to develop well-rounded individuals who can excel in a rapidly changing world. It also promotes the use of technology in education to drive innovation and create personalized learning experiences. In today's digital age, teachers not only impart knowledge but also manage virtual classrooms, curate online resources, and guide students in navigating the digital landscape responsibly. The integration of educational technology increases the importance of teachers as intermediaries between students and a wealth of digital resources, highlighting the need for ongoing professional development to effectively leverage technology for teaching and learning. Furthermore, the NEP 2020 envisions a significant shift in assessment methods, moving from traditional exam-focused approaches to a more comprehensive and continuous evaluation system. This change not only redefines how students are assessed but also reshapes the role of teachers as evaluators, mentors, and partners in student development. By prioritizing formative assessment, feedback-driven learning, and competency-based evaluation, teachers play a more active role in understanding individual student requirements, identifying learning gaps, and delivering tailored support to promote holistic growth. Moreover, the NEP 2020 underscores the importance of empowering teachers through continuous professional development, building capacity, and granting autonomy in pedagogical decision-making. Recognizing the crucial role teachers play in driving educational reform, the policy advocates for strong support systems for teacher training, mentorship, and career advancement. By investing in teachers' professional growth and well-being, the NEP 2020 aims to cultivate a group of educators equipped with the necessary knowledge, skills, and mindset to effectively navigate the complexities of modern education. The New Education Policy of 2020 marks a transformative period in Indian education, redefining teachers as change catalysts, empowerment drivers, and champions of holistic development. By examining the NEP 2020 comprehensively, we aim to uncover the various ways in which teachers influence and are influenced by the shifts in education, paving the way for a future where every learner can succeed and prosper.



NEW EDUCATION POLICY 2020: The New Education Policy (NEP) 2020 is a significant document in Indian education, aiming to redefine learning, teaching, and educational governance. It serves as a blueprint for transforming the education landscape toward a knowledge-driven society that fosters creativity, critical thinking, and holistic development. The NEP 2020 addresses challenges of the 21st century by promoting innovation, inclusivity, and excellence while ensuring high-quality education for all learners, regardless of background. By integrating early childhood care and education, the policy lays the groundwork for lifelong learning, recognizing the importance of formative years in cognitive, social, and emotional development. The NEP 2020 advocates a shift from rote-based learning to an experiential and inquiry-driven model, emphasizing critical skills like problem-solving and digital literacy to prepare learners for a rapidly evolving world. It promotes a multidisciplinary approach to break down academic silos and foster creativity and innovation. The policy calls for a systemic overhaul of education, including curriculum reform, assessment practices, teacher training, and governance, empowering institutions to innovate and adapt to diverse learner needs. Embracing technology to enhance learning outcomes and expand access to education is also a key focus. Teacher empowerment and capacity building are prioritized in the NEP 2020, recognizing educators' pivotal role in educational reform. Continuous professional development, mentorship, and career progression opportunities are advocated to equip educators with the necessary knowledge and skills to navigate modern education effectively. Collaboration, creativity, and innovation among teachers are encouraged to create a dynamic learning environment that promotes excellence and inclusivity. Overall, the NEP 2020 marks a transformative moment in Indian education, aiming for excellence, equity, and empowerment. By reimagining the roles of learners, teachers, and institutions, it seeks to empower individuals to reach their full potential and contribute to the nation's development.

HISTORICAL DEVELOPMENT OF EDUCATION POLICY IN INDIA:



- The First National Education Policy was established in 1968 under the administration of Prime Minister Mrs. Indira Gandhi, following the recommendations of the Kothari Commission (1964–1966). This policy aimed to bring radical reforms to provide equal educational opportunities in rural and urban areas, fostering national integration and cultural and economic development. The decision to designate Hindi as a national language sparked controversy. The policy required the promotion and learning of Hindi to establish a common language throughout India. It also emphasized the teaching of Sanskrit, an essential part of India's culture and heritage. The 1968 National Policy on Education also focused on promoting physical education and a culture of sports. It proposed increasing education spending to 6% of the national income.
- In 1986, the ex-Prime Minister Rajiv Gandhi introduced the Second National Policy on Education to improve education across all economic strata. The policy aimed to address inequalities and provide equal educational opportunities regardless of caste (scheduled caste, scheduled tribes), gender (especially for females), and economic status. It aimed to promote social integration through various means such as scholarships, subsidies, allowances, adult education, and other initiatives. The NPE focused on a child-centered approach, particularly in primary education, and implemented the successful 'Operation Blackboard' educational reform to enhance primary education nationally. Additionally, the policy expanded the open and distance university system by establishing the Indira Gandhi National Open University (IGNOU) in 1985. This policy aligns with Mahatma Gandhi's ideology of fostering economic and social development at the grassroots level in rural India (Government of India, 1986).
- The Second National Policy on Education underwent revisions in 1992 and 2005. In 1992, the NEP saw updates under the leadership of former Prime Minister PV Narasimha Rao. This educational policy is known for introducing the Common Entrance Examination (CEE). An updated 'Common Minimum Programme' was implemented by Manmohan Singh, the former Prime Minister of India. The

Programme of Action (POA) in 1992, a component of the National Education Policy (NEP) of 1986, suggested a standardized entrance exam for admissions into vocational and technical training programs nationwide.

- The Third National Policy on Education, 2020 was introduced after the Ministry of Human Resource Development (MHRD) released a Draft on NEP, 2019 in the previous year. This initial draft prompted a series of suggestions and discussions from stakeholders and the general public. The proposed changes in the Draft NEP focus on reducing curricular content to enhance fundamental learning and critical thinking abilities. The main objective is to promote holistic learning experiences through discussions and analysis, as well as to address the primary curriculum reform. One significant alteration involves shifting from the existing 10 + 2 + 3 educational structure to a new 5 + 3 + 3 + 4 framework. The introduction of the NEP in July 29, 2020, by the cabinet marked a pivotal moment in implementing various changes within the Indian education system. The NEP 2020 signifies a substantial step forward for education in India, characterized by its appropriateness and progressiveness.

REVIEW OF RELATED LITERATURE: The literature review clarifies concepts and helps prevent repetition, aiding in problem identification and research methodology formulation. Numerous studies focus on cybercrime's societal impact. The NEP 2020 revamps the NPE 1968 with a 5+3+3+4 framework, emphasizing ECCE over the previous 10+2 structure. Targeting the 3-6 age groups, the policy aims to enhance early childhood development for all backgrounds. Aithal et al. assessed NEP 2020's execution in higher education, impacting the fourth SDG. Belsky et al. highlighted developmental hazards in early child care, endorsing NEP 2020's positive



influence on preschoolers. Tilak et al. critiqued the NEP 2019 draft, analyzing policy inadequacies and long-term educational impacts.

Maruthavanan and colleagues conducted a case study to enhance awareness and understanding of the draft NEP 2019 among secondary school teachers in Madurai district, including those from government, self-financed, and aided schools. The survey included twenty-five characteristics such as population, geography, gender, years of service, management tactics, and family history. Male teachers demonstrated a better understanding of the NEP 2019 draft policy compared to their female counterparts. Urban school teachers and those from government schools exhibited higher levels of awareness than their rural and self-financed school counterparts. Teachers from mixed families showed greater awareness than those from nuclear households due to increased interaction and expression of opinions. Kalyani and team assessed the impact of key concerns of NEP 2020 - quality, equity, affordability, accountability, and access - on stakeholders like students, teachers, and parents. NEP 2020 mandates a four-year B.Ed. degree and Teachers Eligibility Test (TET) certificate for government teacher recruitment to ensure the hiring of skilled professionals to improve preschool learning effectiveness. Pianta and team studied the influence of governmental policies and evidence-based initiatives on preschool education through research and experimental methodologies in head start, public school, and child care programs. Research shows that a preschool program positively impacts the social and cognitive development of young children. Recognizing a problem is believed to empower individuals to seek solutions, as every problem inherently carries the potential for its resolution.

OBJECTIVES:



The objectives of the study are as follows:

- 1) Assessing the perceived changes in teaching methods used by teachers after implementing the New Education Policy (NEP) 2020 at primary, secondary, and higher secondary education levels.
- 2) Evaluate how well professional development programs implemented under NEP 2020 have improved teachers' pedagogical skills and competency levels.
- 3) Analyzing how the technology integration initiatives recommended by NEP 2020 affect teachers' instructional methods and classroom dynamics.

Exploring teachers' viewpoints on how NEP 2020 aligns with inclusive education principles and approaches to meeting the diverse needs of students.

HYPOTHESIS:

The hypotheses for the study are as follows:

- 1) Hypothesis 1: The introduction of NEP 2020, there has been a notable rise in teachers embracing student-centred and competency-based teaching methods as opposed to previous educational policies.
- 2) Hypothesis 2: Attending professional development programs that are in line with NEP 2020 enhances teachers' perceived effectiveness in achieving curriculum objectives.
- 3) Hypothesis 3: Teachers who incorporate technology into their teaching practices in line with NEP 2020 guidelines show increased student engagement and improved learning results.
- 4) Hypothesis 4: Teachers view the NEP 2020 as a positive contribution to inclusive education, resulting in enhanced approaches to meeting the various learning requirements in the classroom.

RESEARCH METHODOLOGY: Research methodology is crucial for scientific investigations as it provides the necessary structure and tools to conduct thorough and organized studies. It includes the methods and processes used for gathering, analyzing, and interpreting data, resulting in the generation of new insights and understanding. This overview of research



methodology will delve into fundamental concepts and key components, underscoring its significance across various disciplines. Research methodology acts as a roadmap for researchers, outlining the process of designing and conducting empirical studies. It entails careful planning and decision-making, starting from formulating research questions to drawing conclusions from empirical evidence. Adhering to a well-defined methodology improves the validity, reliability, and credibility of research findings, thereby contributing to the existing knowledge in respective fields.

Research Design: Research design is a crucial component of methodology, encompassing the overall strategy for carrying out a study. It entails important determinations regarding research techniques, sampling strategies, data collection instruments, and data analysis approaches. The selection of a research design is guided by the research inquiries, goals, and resources at hand, with different designs customized for particular types of research queries.

Data Collection Methods: The research methodology involves choosing data collection methods like surveys, interviews, observations, experiments, archival research, and document analysis. Researchers select methods based on study subjects, audience demographics, and data requirements. Validity, reliability, and ethical factors are important when gathering data from human participants.

Data Analysis Techniques: Researchers use data analysis techniques such as quantitative methods (statistical analysis, regression, factor analysis) and qualitative methods (content analysis, thematic analysis) to make sense of collected data. The selection of analysis techniques is determined by the nature of the data, research questions, and theoretical frameworks informing the study.

Research Ethics and Integrity: Ethical considerations are crucial at every stage of the research process. This includes obtaining informed consent, safeguarding privacy, minimizing risks, and upholding research integrity. Adhering to ethical standards is vital to protect the rights of participants and maintain the credibility of the research.



Sampling Techniques: Selecting samples that accurately represent larger populations involves utilizing techniques such as random sampling, stratified sampling, or convenience sampling, which are determined by research objectives and population characteristics.

Instrumentation: Choosing trustworthy tools and methods for gathering data, to guarantee precision and appropriateness in evaluating research variables.

Operationalization of Variables: Clearly defining and measuring abstract ideas in order to quantify and analyze them efficiently.

Data Management and Quality Assurance: Securing, organizing, and maintaining data to ensure accuracy and reliability during the research process.

Research Validity and Reliability: Assessing the precision and uniformity of research measurements and methods to guarantee reliable and dependable results.

Focusing on these key aspects of research methodology enables researchers to create and carry out top-notch studies that enhance knowledge and understanding in their particular fields. Each element is comprehensively examined, providing precise instructions and recommended practices for researchers to implement in their research endeavours.

FINDINGS AND OUTCOMES:

- The study seeks to offer valuable information on the shifts in teaching methods used by teachers after the introduction of the New Education Policy (NEP) 2020 in primary, secondary, and higher secondary education levels. Through examining data gathered from various stakeholders such as teachers, school administrators, parents, counsellors, and education experts, the research aims to uncover patterns, obstacles, and advancements in teaching practices influenced by NEP reforms.
- This study aims to evaluate how effective the professional development programs introduced under NEP 2020 are in enhancing teachers' pedagogical skills and competencies. Through analyzing feedback and perceptions from educators, the

research seeks to assess the influence of the training initiatives on the quality of teaching, student engagement, and learning results.

- The study aims to examine how the technology integration efforts supported by NEP 2020 are influencing teachers' instructional methods and classroom environment. By using surveys, interviews, and observations, the research will investigate how teachers are using digital tools and resources to promote interactive learning, enhance digital literacy, and adjust to the changing educational environment.
- The study explores teachers' views on how NEP 2020 aligns with inclusive education principles and strategies to meet the needs of diverse students. By analyzing feedback from educators who work with students from various backgrounds, including those with special needs, the research aims to pinpoint strengths, weaknesses, and opportunities for enhancing inclusive practices within the new policy guidelines.
- The research aimed to assess how NEP 2020 affects the evolving role of teachers in school education at all levels. It analyzes data from various sources and use analytical methods to provide evidence-based suggestions for policymakers, educational institutions, and stakeholders to improve education reforms under NEP 2020. Teachers lead by example all day through their actions, words, and behaviour. They guide students through challenging tasks and rigorous learning, taking on extra leadership responsibilities both in and out of the classroom. If the world wants to establish long-term peace, education is key.

CONCLUSION: Teachers play a crucial role in shaping the future of India. The NEP-2020 emphasizes the importance of empowering teachers for the nation's future. They should be rooted in Indian values, languages, and traditions while also staying updated on educational advancements. Well-trained teachers enhance their teaching and assessment skills, fostering practical concepts and strategies. Excellent and motivated teachers drive quality, excellence, and innovation. The goal is to cultivate a skilled and energized faculty in higher education institutions to advance students, institutions, and the profession. Creating a supportive environment for recruitment, professional growth, career advancement, retention,



autonomy, and promoting excellence and innovation in teaching, research, and community engagement are essential for achieving our educational objectives. Teachers play a crucial role in fostering a culture of peace among students and within their institutions, which can then spread peace to the wider community, society, nation, and world. Teacher education programs must integrate knowledge, experiences, and aspirations related to peace-building, collaborating with other educational entities to transform the prevailing culture from war to peace and nonviolence. The National Education Policy acknowledges the valuable contributions, sacrifices, and efforts made by teachers to maintain the dignity, respect, and honour of the profession. Achieving this goal requires policymakers to consider establishing autonomous institutions similar to India's administrative services and state civil servants, streamlining teacher recruitment, which has remained stagnant for more than a decade. Alongside offering incentives and amenities to attract innovative young individuals to this field, it is crucial to maintain vigilance and accountability over their actions to ensure the desired outcomes are realized. The monumental task of nation-building will be undertaken under the guidance of a proficient group of teacher educators and master educators who will train teachers and nurture the creative potential of the vast population of the country. The demand for qualified teachers is substantial and will continue to grow as nations worldwide strive to guarantee that all their citizens have access to education up to at least the high school level and beyond - a commendable objective. India boasts a rich historical legacy of research and knowledge creation across various disciplines such as science, mathematics, arts, literature, phonetics, languages, medicine, and agriculture. This legacy must be further reinforced to position India as a global leader in research and innovation in the 21st century, evolving into a knowledgeable and progressive society and one of the world's top three economies. Consequently, the Policy outlines a comprehensive strategy to enhance the quality and quantity of teacher educators in India.

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