

10. The Impact of NEP 2020 on Transforming Indian Education: A Focus on the Evolving Role of Teachers

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Abstract

This study uses a mixed-methods approach to examine how the National Education Policy (NEP) 2020 affects teachers by combining quantitative and qualitative data. An online survey of one hundred teachers revealed information about their awareness of NEP 2020, as well as how they felt about perceived changes in their responsibilities and implementation issues. The results show that instructors are very aware of the substantial changes in their teaching responsibilities and workload. Stakeholder resistance, insufficient training, and a lack of resources are major obstacles. Teachers nonetheless show a great desire for professional development in spite of these challenges, especially in the areas of digital literacy and technology integration. The study comes to the conclusion that for NEP 2020 to be implemented successfully, specific assistance, more resources, and unambiguous guidelines are required.

Keywords:NEP ,Teacher Awareness ,Educational Reform, Implementation Challenges,Digital Literacy,Teaching Methodologies

Introduction:

Building on decades of policy advancements and educational reforms, the National Education Policy (NEP) 2020 represents a turning point in the development of India's educational system. NEP 2020, which was created by the Indian government, is the first significant revision to the country's education policy since NEP 1986, which was then updated in 1992. With the NEP 2020, the nation's educational practices will undergo a significant makeover aimed at addressing enduring difficulties.

Contextual Background

The NEP of 1986 and its 1992 revision set the stage for the education system's modernization in India. It brought forth changes meant to increase educational accessibility, place a premium on quality, and encourage vocational training. But in spite of these initiatives, the Indian educational

system was still beset by issues including out-of-date curricula, memorization, and insufficient teacher preparation. The government recognized these problems and launched a review and consultation process that resulted in the creation of NEP 2020.

Current Policy Overview

NEP 2020 is intended to rectify the flaws in earlier regulations and adjust to the evolving nature of education. It sees a change to a multidisciplinary, inclusive, and comprehensive approach. Some of NEP 2020's salient aspects are:

1. **Curriculum Reforms:** The policy advocates for a competency-based curriculum that prioritizes problem-solving abilities, creativity, and critical thinking above memorization. It promotes a curriculum that is adaptable to students' requirements as well as the demands of the twenty-first century.
2. **Technology Integration:** One of NEP 2020's main goals is to incorporate technology into education. In order to improve learning opportunities and get students ready for a digital future, it encourages the use of digital tools and online resources.
3. **Teacher Training and Development:** NEP 2020 advocates for improved teacher training programs and professional development, acknowledging the vital role that teachers play in society. It seeks to give educators the knowledge and tools necessary to successfully adopt innovative teaching strategies.
4. **Multidisciplinary Learning:** The policy promotes a change in education to include more disciplines, giving students the opportunity to learn about a variety of topics and build a broad knowledge base.
5. **Reforms to Assessment Practices:** NEP 2020 suggests modifying assessment procedures so that learning objectives and competencies rather than conventional rote memorization are the main focus. It seeks to develop an assessment system that is more inclusive and thorough.

Impact on Teachers

NEP 2020 places a lot of emphasis on changing the roles and duties of teachers. The policy mandates that teachers create a learning environment that promotes holistic development, embrace new teaching approaches, and use technology in the classroom. For educators, this change has important ramifications that include:

1. **Increasing Workload:** Teachers now have to create and carry out transdisciplinary lesson plans, include digital resources, and use cutting-edge teaching techniques, which adds to their workload.
2. **Needs for Professional Development:** To assist teachers in implementing new pedagogical strategies and efficiently integrating technology into their lessons, there is an urgent need for organized training and support.
3. **Adaptation Challenges:** Teachers, especially those in areas with weak infrastructure and little resources, may find it difficult to adjust to the new curriculum and assessment procedures.

Purpose of the Study

This research aims to explore the impact of NEP 2020 on teachers by examining their awareness of the policy, the changes they have experienced in their roles, and the challenges they face in its implementation. By providing a detailed analysis of these aspects, the study seeks to contribute to the understanding of how NEP 2020 is reshaping the teaching profession and offer recommendations for improving the effectiveness of the policy.

Review of Literature

Kuldeep Singh Tomar (July 2024): The National Education Policy (NEP) 2020 marks a pivotal transformation in India's education system, emphasizing substantial reforms in teacher education and training. The policy envisions a multidisciplinary, inclusive, and technology-integrated approach to teacher preparation, aiming to elevate the quality of education. Key reforms include the introduction of a four-year integrated B.Ed. degree, the establishment of multidisciplinary institutions, continuous professional development, and a focus on inclusive education. This paper explores these reforms, their potential impact, and the challenges in their implementation. By examining the current literature, this study provides insights into the opportunities and obstacles presented by NEP 2020 in transforming teacher education and enhancing the overall educational landscape in India.

Priyajit Mondal (Jun 2024): NEP 2020 rekindles the Indian Education System after a prolonged 34-year hiatus. This policy states that the primary goals of the education system are to foster a greater sense of humanity within humans and to raise students in a way that will enable them to think critically and creatively. This approach aims to not only increase knowledge but also to establish a strong, profound character and all-encompassing development, giving our mother India yet another reason to be proud of herself as a prosperous, equitable, and intellectually advanced nation. According to NEP 2020, educators serve as society's idealized role models. The whole

study has a grandiose explanation regarding the role of teachers towards making an impeccable society by the holistic development of students. Therefore, the researcher has tried to give an outline about the role of teachers which is reflected in NEP 2020, to make a glorious India by giving profound knowledge as well as worthy principles to the students

Pradnya Kakodkar, Parag R. Rishi pathak Jyotsna Sriranga (Jan 2024): In order to advance societal and individual well-being and build India according to its constitution, higher education is crucial. The National Education Policy (NEP) 2020 addresses how to provide aspiring educators with cutting-edge methodology and tools for improving the teaching-learning process. The role of a teacher is crucial in the formal teaching-learning process, as their guidance will determine students' future success. This paper's objective is to offer strategic recommendations for changing higher education institutions' professors and instructors in accordance with NEP 2020 standards, as bolstered by relevant literature. Multidisciplinary, student participation, leadership, lifelong learning, technology, and faculty as curriculum designers and scientists are the essential aspects for teacher transformation that are taken into consideration. Scientific databases were searched using the terms "NEP 2020, teacher, transformation, curriculum, and higher education."

Objective :

1. To evaluate the main pedagogical and learning aspects of NEP 2020.
2. To evaluate how NEP 2020 will affect the function of teachers in the Indian educational system.
3. To determine the chances and difficulties that instructors will have in putting NEP 2020 into practice.
4. To make recommendations for tactics to help educators in their changing roles.

Methodology:

Primary Data

Survey Participants: Teachers from various educational institutions 100

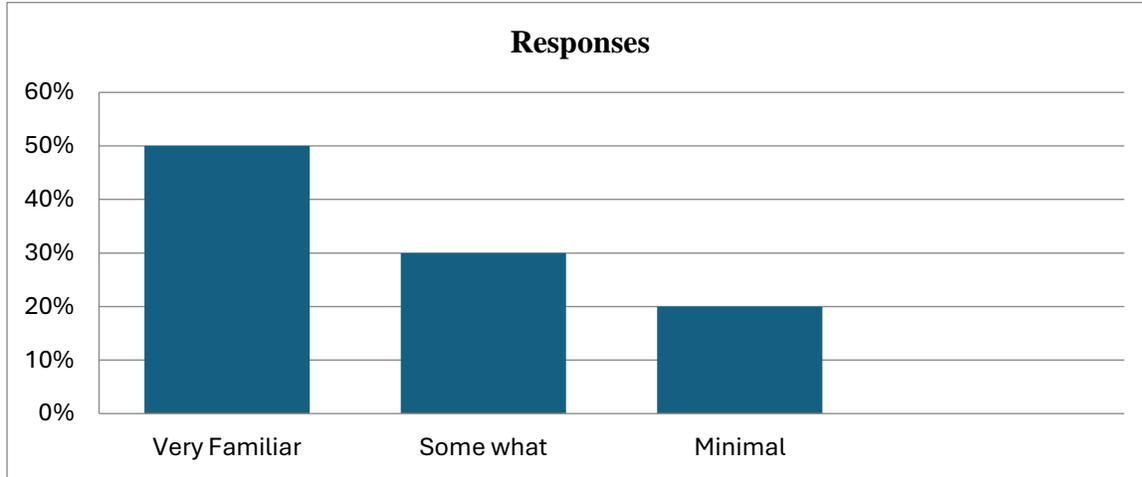
Purposive Sampling

Secondary Data: NEP related Research Journals, Research Papers, Government Websites, and Newspaper etc.

Data Analysis and Interpretation

1. Awareness and Familiarity with NEP 2020

Figure 1

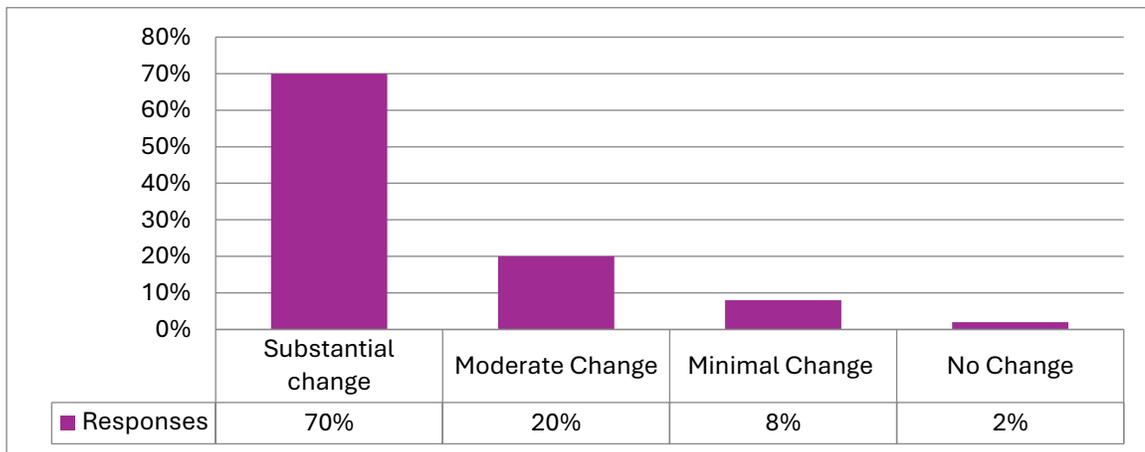


The survey results show a high level of awareness among teachers regarding NEP 2020, with 50% of respondents indicating that they are very familiar with the policy, and another 30% reporting they are somewhat familiar. This demonstrates that educational institutions and media outlets have been relatively successful in disseminating information about the policy. However, 20% of respondents have only a minimal understanding or no familiarity with NEP 2020, indicating a gap in outreach efforts, particularly in regions with fewer institutional resources.

2. Changes in Teachers’ Roles and Responsibilities

To What Extent has NEP 2020 changed your roles and responsibilities as a Teacher?

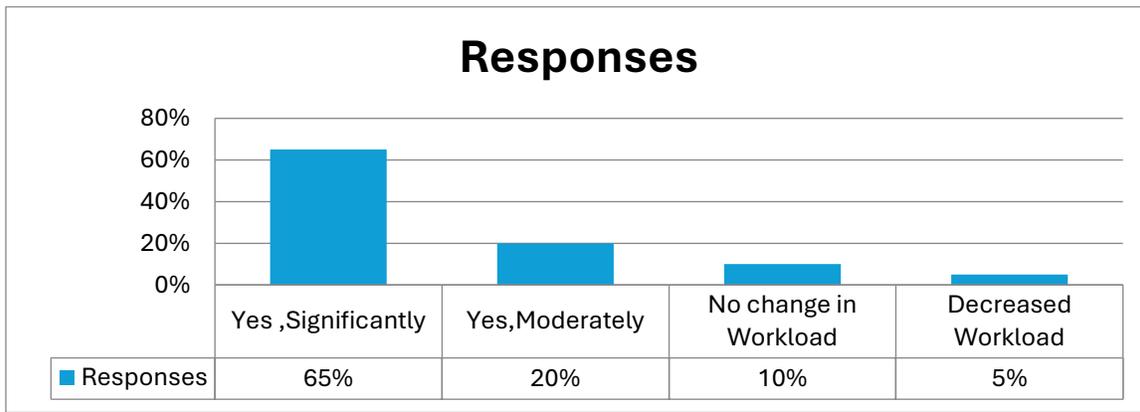
Figure 2.1



A significant 70% of teachers reported that their roles and responsibilities have changed substantially due to the implementation of NEP 2020. They are now required to focus on skill-based education, adopt new teaching methodologies, and integrate digital tools into their classrooms.

Has the Implementation of NEP 2020 increased your workload?

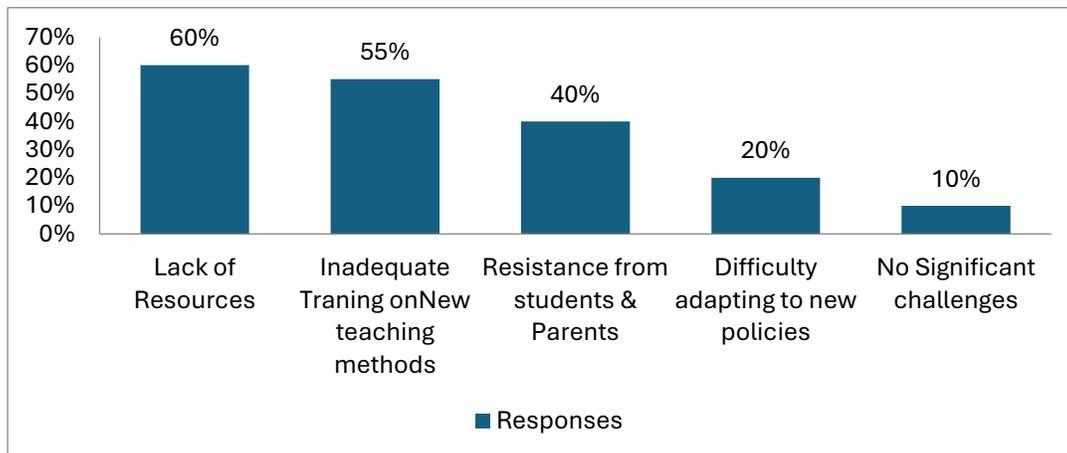
Figure 2.2



This role evolution has placed additional demands on teachers, as evidenced by 65% of respondents who reported an increase in their workload, driven largely by the need to develop multidisciplinary lesson plans and incorporate technology.

3. Challenges in Implementing NEP 2020

Figure 3



The study identified several key challenges faced by teachers in implementing NEP 2020. The most prominent challenge, cited by 60% of respondents, is the lack of resources, particularly digital tools and teaching materials. This issue is more pronounced in rural and public schools, where infrastructure and access to technology are often limited. Additionally, 55% of respondents reported inadequate training on new pedagogical methods and technology integration, further compounding their difficulties. Resistance from students and parents, particularly regarding the use of local languages and a shift from rote learning, was noted by 40% of respondents.

4. Opportunities for Professional Development

Are you interested in further professional development in the context of NEP 2020?

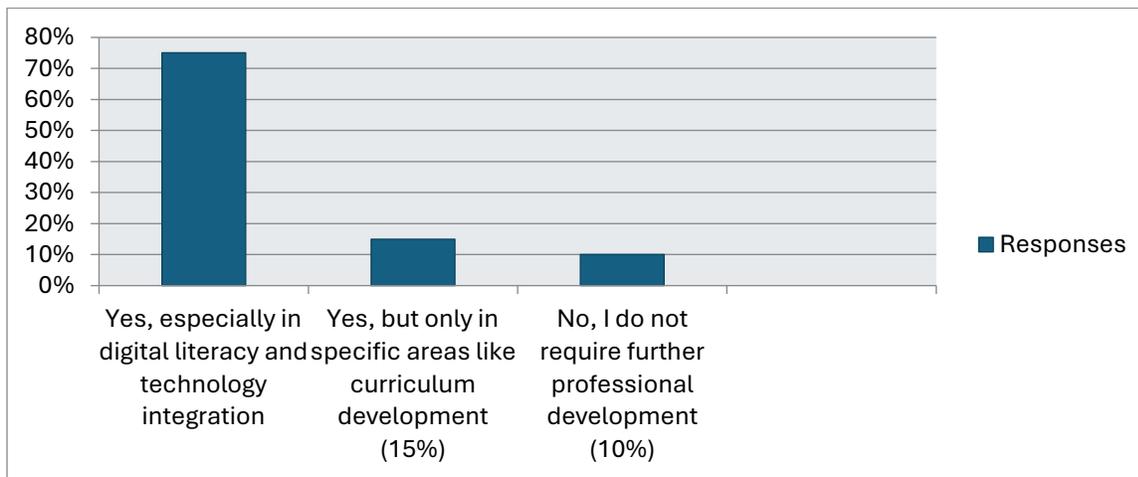


Figure 4.1

The data reveals a strong interest among respondents in pursuing further professional development within the context of NEP 2020. A significant majority, 75%, expressed a particular interest in enhancing their skills in digital literacy and technology integration, indicating a growing recognition of the importance of technology in modern education. Additionally, 15% of respondents are interested in specific areas such as curriculum development, suggesting a more targeted approach to their professional growth. Only 10% of respondents felt they did not require further professional development, highlighting the overall positive reception towards continued learning and adaptation to new educational standards introduced by NEP 2020.

How valuable do you find peer collaboration and professional learning networks?

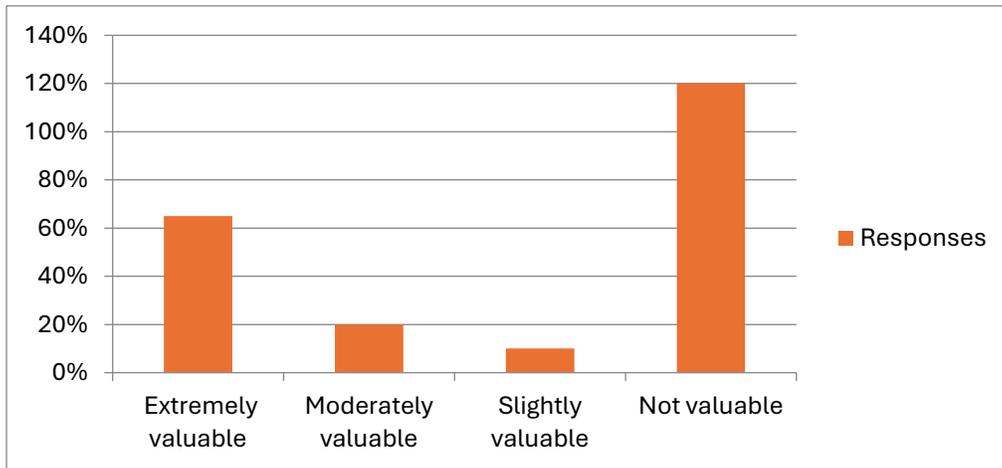


Figure 4.2

The data reveals that 65% of respondents find peer collaboration and professional learning networks extremely valuable, highlighting their importance in professional development. 20% view them as moderately valuable, indicating a recognition of their benefits, while 10% find them only slightly valuable. A small minority of 5% consider them not valuable, suggesting limited reliance on these networks for their growth.

5. Support and Development Needs

What support do you believe would help you implement NEP 2020 more effectively?

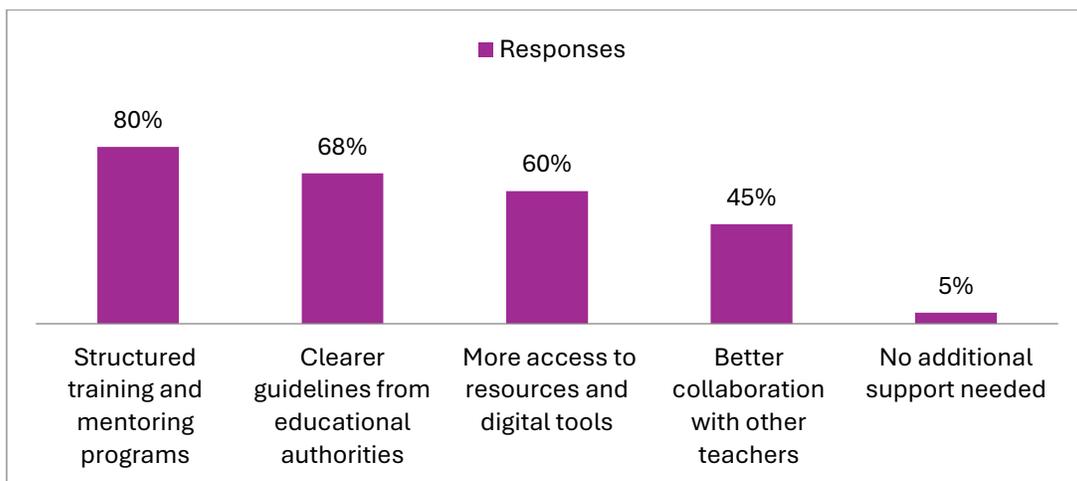


Figure 5

A majority of respondents (80%) expressed a need for more structured training and mentoring programs to help them implement NEP 2020 effectively. Additionally, 68% of teachers believe that clearer guidelines from educational authorities and institutions would facilitate smoother policy implementation. These findings suggest that teachers are eager for more institutional support to navigate the demands of NEP 2020.

Findings

1. Awareness and Familiarity with NEP 2020

- 50% of teachers are very familiar with NEP 2020.
- 30% are somewhat familiar with the policy.
- 20% have minimal or no familiarity with NEP 2020, indicating a gap in outreach efforts.

2. Changes in Teachers' Roles and Responsibilities

- 70% of teachers reported substantial changes in their roles due to NEP 2020.
- 65% of teachers have experienced an increase in workload, driven by new responsibilities such as developing multidisciplinary lesson plans and integrating technology.

3. Challenges in Implementing NEP 2020

- 60% of teachers face a lack of resources, including digital tools and teaching materials.
- 55% reported inadequate training on new pedagogical methods and technology integration.
- 40% of teachers noted resistance from students and parents, particularly regarding changes in teaching methods and the use of local languages.

4. Opportunities for Professional Development

- 75% of teachers are interested in further professional development, especially in digital literacy and technology integration.
- 65% of teachers value peer collaboration and professional learning networks.

5. Support and Development Needs

- 80% of teachers expressed a need for more structured training and mentoring programs.
- 68% of teachers believe clearer guidelines from educational authorities would facilitate smoother policy implementation.

Suggestions

1. Awareness and Familiarity with NEP 2020

- Implement targeted outreach and educational campaigns to improve awareness, particularly in regions with limited resources.
- Enhance dissemination of information through local educational bodies and community engagement.

2. Changes in Teachers' Roles and Responsibilities

- Provide support structures to help teachers manage increased demands, including additional resources and training for new teaching methodologies and technology.

3. Challenges in Implementing NEP 2020

- Address the lack of resources by providing digital tools and teaching materials, especially in under-resourced and rural schools.
- Develop and offer comprehensive training programs to equip teachers with the necessary skills and knowledge.
- Engage students and parents through awareness programs to reduce resistance to changes in teaching methods.

4. Opportunities for Professional Development

- Invest in professional development opportunities that focus on digital literacy and technology integration.
- Facilitate peer collaboration and the creation of professional learning networks to enhance the sharing of best practices among teachers.

5. Support and Development Needs

- Develop and implement structured training and mentoring programs tailored to the needs of teachers.
- Provide clear, actionable guidelines and ongoing support from educational authorities to aid in the effective implementation of NEP 2020.

Conclusion:

According to the survey, NEP 2020 has had a big impact on teachers; most of them show that they are well-versed in the policy and recognize its potential advantages. NEP 2020, however, has significantly altered the tasks of educators, adding to their burden and necessitating the adoption of new techniques and technology. The absence of resources, inadequate training, and opposition from parents and students are among the main issues noted. Notwithstanding these obstacles, instructors show a discernible desire for additional professional development, particularly in the areas of peer collaboration and digital literacy. In order to improve NEP 2020's efficacy, these issues must be addressed by offering specialized assistance, materials, and training. Teachers will be better able to adjust and carry out the policy if established mentoring programs and explicit rules are developed. Educational authorities can better support teachers and ensure the successful achievement of NEP 2020's goals by concentrating on these areas.

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