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# An Analysis of the New Educational Policy: Inspired Schooling Pattern: Teachers' Perspectives

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**Abstract:**

The last benches in the classroom are home to some of the nation's sharpest minds. – APJ Abdul Kalam. The National Education Policy (NEP), designed by the Indian government, aims to promote education among its populace. The policy covers primary and secondary education in both urban and rural India. By 2030–2022, India's economy is expected to be the third largest in the world, with a $10 trillion GDP. Knowledge resources would power the $10 trillion economy instead of the nation's natural resources. The government resolved to reform the Indian educational system by enacting the comprehensive National Education Policy 2020. The Prime Minister's recent appeal for India to gain from the Fourth Industrial Revolution is consistent. (Aithal&Aithal, 2020) It aims to increase public spending on education from around 4% of the GDP to 6% as soon as possible (Kurien & Chandramana, 2020). The policy document was analyzed as the foundation for the current study. (NEP, 2020). It emphasizes some significant policy goals for school education and creating an independent India by giving kids a solid foundational education through schooling to improve India's capacity and infrastructure (Soy, 2021).

**Introduction**

American philosopher and educator John Dewey once said that education is not life's preparation but life itself. Education is the best investment a nation can make in its citizens and future. Access to education is crucial for a nation's advancement on all fronts—human, social, and economic—in addition to being a fundamental human right. It is essential for ending gender inequity, reducing poverty, and creating a sustainable planet. Education also acts as a new form of money and a catalyst for sustaining a country's ability to compete globally and thrive economically. In today's knowledge-driven culture, having access to high-quality education and the chance of national progress are two sides of the same coin. (Brenda, 2015).

It also enhances people's living standards and encourages tolerance, respect, and equality among all members of society. Education is effective because it allows people to grow personally, expand their perspectives, and encounter new ideas. Education's overarching objective is to produce socially responsible global citizens. Because of the crucial role that education plays in a nation's growth, the eradication of poverty, and the improvement of our lives, it is imperative that we have a strong education plan.

Because education fosters social and economic progression, a country's educational systems at the secondary and tertiary levels must be transparent and forward-thinking. Countries use various secondary and postsecondary educational systems based on tradition and culture and use various periods of their life cycles to assure efficacy. The National Education Policy 2020 lays forth the objectives for India's new educational system. (NEP, 2020), which the Union Cabinet approved on July 29, 2020. The previous National Education Policy, established in 1986, has been replaced with the current policy. The strategy offers a comprehensive framework for K -12, postsecondary, higher education, and vocational education. English would continue to be the primary language of instruction; the administration quickly clarified in its explanation of the proposal, which claimed that no one would be obliged to study a particular language. Governments, organizations, and educational institutions are responsible for implementing the NEP's expansive and advisory language policy.

The goal of the approach is to transform India's educational sector radically. The future educational system in India is envisioned in the NEP-2020 as being based on the

principles of independence and tenacity. The NEP-2020 is more student-friendly and gives much flexibility regarding credit transfers, curriculum, skills, access, and a distinctive multidisciplinary approach. The new structure of school education, the paradigm shift from rote to active learning recommended by NEP, systematic preschooling, an early start to learning, and other commendable outcomes are all examined in this study (Kaur Sarna et al., 2022).

**NEP benchmarks for 2020**

By providing high-quality education to everyone, the National Education Policy 2020 envisions an education system focused on India that "directly helps to build our country sustainably into an equal and prosperous knowledge society." Recognizing that India's generation-Z youth will surpass other countries' youth populations in the subsequent years, the government of India's Ministry of Education announced the NEP-2020 with the Union Cabinet's assent (Sakhare, 2020).

**Essential NEP Components for School Education**

A new NEP has been created to formally implement systemic changes at all educational levels, from K–12 to college and beyond. The teaching material will concentrate on crucial concepts, ideas, applications, and problem-solving techniques while considering the environment's constant change. The country's educational system is expected to benefit greatly and sustainably from the National Education Policy. (Kurien & Chandramana, 2020).

The NEP version suggests a brand-new pedagogical and curricular framework. The educational Framework needs to be rearranged to meet the developmental needs of children. The structure would be 5-3-3-4, with five years of foundational stage, three years of pre-primary school (classes 1 and 2), three years of preparatory stage (classes 3–5), three years of middle stage (classes 6–8), and four years of secondary stage (classes 9 to 12). The curriculum and methodology for the pre-primary years will be changed. The formerly untaught age range of 3-6 years will now be included in the school curriculum because it is widely recognized as essential for a child's mental skill development. Previously disregarded and marginally mentioned in education policy documentation, this represents a significant advancement.

Education in early childhood care is crucial for a child's growth. Anganwadis and private preschools provide it. The importance of early childhood education has decreased. The National Education Policy suggests a two-part early childhood care and education curriculum. The NCERT will concentrate on creating new curricular and pedagogical structures for ECCE. Anganwadi trainers are developed and taught through both short- and long-term programs. Formalization is taking place about ECCE delivery and structure. By the time they reach the third grade, students should be skilled in the fundamentals of reading and numeracy. The Ministry of Education will strengthen and manage it as a national mission (MoE).

NCERT will develop the National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for kids as young as eight. An expanded and enhanced network of institutions, including preschools and Anganwadis, will provide ECCE with instructors and Anganwadi staff members educated in ECCE methodology and curriculum. On ECCE planning and implementation, the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs will work together. For kids that age, ECCE would encourage play and inquiry-based learning. It must prioritize education in the mother tongue and oral language development.

According to the NEP document, multilingualism has substantial cognitive benefits for kids. Children learn languages most quickly between the ages of 2 and 8. For some reason, the portion about the type of instruction received a lot more attention. Furthermore, the section must still be explained to prevent conflicts. A clouded understanding might explain this flexibility, a market push toward English, and a paternal concept of "quality." Aside from that, the policy promotes learning various languages and opposes using one language over another. The result is a three-language formula.

Along with Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, the NEP philosophy also encourages teaching other classical languages and literature in schools. It also supports instructing secondary pupils in Russian, French, German, Spanish, Thai, Korean, Japanese, and other languages. According to the NEP proposal, by 2025, every person should have completed pre-primary school and possess basic literacy and numeracy abilities. Instead of the 6 to 14 years stated by the current RTE Act, the NEP calls for education for children ages 3 to 18. Together with the Ministry of Social Justice and Empowerment, NEP produces numerous programs to address the dropout problem.

Student-centered teaching and learning are the main goals of the NEP. It needs to be formative and keep track of students' progress reports throughout their academic careers. The NEP suggests rearranging board examinations to assess only core competencies and higher-order cap exams that span a variety of topics. Students can take these board exams in any semester, and they can select the subjects they want to study. These board tests may replace the in-class final exams. A distinct national book policy intends to create libraries nationwide and instill in children a love of reading. Public libraries are hard to find in India. It would be beneficial if National education policy could help to strengthen this.

• The nutritional value of midday meals will be improved, and local substitutes will be offered where feasible. Policymakers are playing it safe by avoiding needless controversy as eggs continue to be a divisive topic.

• SDGs is a new phrase created by policy (socio-economically disadvantaged groups). Technical texts have never before utilized this term as a social category. Even yet, later sections briefly mention the term minority while highlighting caste, tribe, disability, and transgender issues. Aside from technical critique, policy foresees additional nutrition and retention measures geared toward these groups.

• PARAKH is a brand-new company that conducts co-organizational assessments like the NAS (National Achievement Survey) and SAS (State Achievement Survey). To pinpoint distinct ministry objectives and programs, PARAKH may be a valuable tool for locating learning gaps.

The NEP document stresses online learning as a replacement for traditional teacher-student interaction in the classroom for program knowledge. NEP likewise helps the combined objectives of decreased costs and higher enrollment. Through a proposed national research fund, the NEP addresses ways to involve the private sector better and prepare for government financing of R&D initiatives. to establish a brand-new State School Regulatory Authority that is independent (SSRA).

Increasing viewpoints via adaptable streams: The new academic structure will eliminate the obstacles to streaming, enabling students to choose classes relevant to numerous areas—a long-awaited advancement. Flexibility in topic selection would provide students with more options for professional paths and allow them to focus on their hobbies or areas of

strength. Students are more motivated to learn and advance their performance and knowledge while studying subjects they are particularly interested in and find enjoyable. Since this would align with procedures used throughout the industrialized world, it would also be helpful for the educational system.

A paradigm shift from rote to active learning: The NEP-2020 aims to break away from the typical rote-learning paradigm. The change from 10+2 to 5+3+3+4 was adopted to develop a curriculum and pedagogical Framework emphasizing active learning. It aims to teach children holistically by emphasizing critical thinking, communication, and teamwork skills. Including co-curricular activities in the curriculum and introducing vocational courses, internships, and research projects beginning in the sixth grade will transform the public's perception of education in our nation. The proposed structure will give kids more opportunities for hands-on learning and better conceptual growth (Lal, 2020). Through its structure and ideas, the NEP seeks to shift the paradigm away from studying for grades and toward studying for personal betterment.

**Literature Review:**

Subra Jyothsna A. and Aithal S. conducted a study to determine how well the new 2020 education policy achieves its goals. The study concentrated on the overview of National Education Policy 2020. It compared a new education policy to an existing one to find the flaws and trends it would introduce. The report included essential recommendations for the educational departments' implementation of the new education plan 2020, such as praising faculty growth, requiring a Ph.D., and others.

Mr. Praveen J. and Pooja P. reviewed the Ministry of Education's three previously revised educational policies. It also questioned the factors supporting the sector's overall development. The study concentrated on the changes colleges, universities, and other educational institutions needed to implement the National Education Policy 2020.

S. Muskan emphasized the national education policy. Examined were the effects of the education sector as a whole on the economy. The study mainly focused on the national education policy from when the prime minister highlighted the challenges educational institutions would face in changing their working environments based on the National Education Policy 2020. Devi and Cheluvaju 2020.

## Problem Statement

The teaching faculty will face several challenges due to the new education policy that will be adopted. Given the existing circumstances, a complete overhaul of the educational environment is necessary to implement the NEP 2020; moreover, teachers may need help adjusting to the changes since they must get familiar with how the NEP 2020 operates. They must be aware of the advantages mentioned in the NEP 2020. To help the teaching community comprehend the outcome and effectively collaborate with the NEP 2020 to achieve the goal, this study intends to explore the advantages of the NEP 2020 for school education.

## The Study's Objectives

The National Education Policy 2020 includes several measures to improve the standard and breadth of the Indian educational system. The following are the goals of this study on National Education Policy 2020:

• To recognize the updated educational model based on the New Education Policy 2020;

• To reiterate the guiding principles of the recently established school system.

• Analyse the impact of the NEP 2020 on India's educational system.

• From a teacher's perspective, describe the advantages of NEP 2020's school education policies.

• Teacher suggestions for more NEP 2020 implementation improvements to reach the objective.

## Approach to Research

The researchers used a theoretical approach and secondary materials, such as reports, articles, and research papers, to complete the study. Various websites, including those run by the Indian government and periodicals, journals, and other publications, were used to collect secondary data. This data was evaluated and reanalyzed to make inferences and come to conclusions.

**Study Sample and Approach:**

The survey includes teachers from several educational institutions in Karaikal. The study's sample size is 50 respondents. The study's respondents were chosen using a reasonable sampling method. The study made use of both primary and secondary data. The respondents' primary information was gathered via a structured questionnaire. The second opinion was generated with the use of several web resources and expert judgment.

A Google form was used to produce the survey. Fifty people in total voluntarily participated in the poll. Preferably, the volunteers were educators with at least five years of continuous employment in educational institutions. They taught in various institutions in the Indian districts of Karaikal and Puducherry. Participants were asked about their knowledge of the NEP 2020, their feelings about the regulation, and their plans to incorporate it into future classroom instruction.

Ten items on a teachers' questionnaire were created for this study and distributed among the teachers. The statements addressed NEP 2020 and its potential impending adoption in schools. Participants were asked to rate each topic on a scale of 1 to 5, with the following notations: Strongly Agree=1 to significantly Disagree=5. This pattern represents the teachers' thoughts based on their experiences and attitudes on the efficacy of using NEP techniques in schools.

**Findings:**

Abbreviations Used in Table in Likert Scale 1 to 5:

(Strongly agree =SA, agree= A, neutral= N, disagree= DA, and strongly disagree= SD)

| SL | Statements | SA (%) | A (%) | N (%) | D (%) | SD (%) |
|----|-----------|--------|-------|-------|-------|--------|
| 1 | Is NEP 2020 an ideal solution to all of today's educational needs? | 20 | 30 | 10 | 20 | 20 |
| 2. | I am delighted with the new 5+3+3+4 school structure. | 15 | 50 | 0 | 16 | 26 |
| 3. | Current textbooks must be improved in order to satisfy the NEP 2020 objectives. | 0 | 5 | 2 | 40 | 53 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4. | Teachers are highly qualified and effective enough to implement NEP 2020. | 5 | 12 | 3 | 60 | 20 |
| 5. | It is entirely feasible to restructure education and educate India by 2030. | 25 | 30 | 7 | 28 | 10 |
| 6. | The NEP makes a good point about vocational training. | 52 | 32 | 2 | 4 | 10 |
| 7. | The current educational system is predicated primarily on memorization. | 80 | 10 | 0 | 5 | 5 |
| 8. | Using technology in the classroom is a positive step towards better educating our children. | 40 | 30 | 5 | 15 | 10 |
| 9. | A three-language policy would break down language barriers and broaden youth minds. | 24 | 35 | 6 | 21 | 14 |
| 10. | Continuous assessment would reduce exam anxiety and encourage students to learn more effectively. | 29 | 21 | 10 | 30 | 10 |

Table 01:Questionnaire on Teachers' Attitudes towards NEP 2020

**Data Analysis and Findings:**

The participants' questionnaire replies were analyzed. The percentages for each statement from what was tabulated from what was analyzed are shown in the table below. The survey results will assess teachers' perspectives on the National Education Policy 2020 and its implementation. The following graph depicts the percentage of Teachers who have Agreed (A), Strongly agreed (SA), and Averaged agreement (AV) to all the statements,
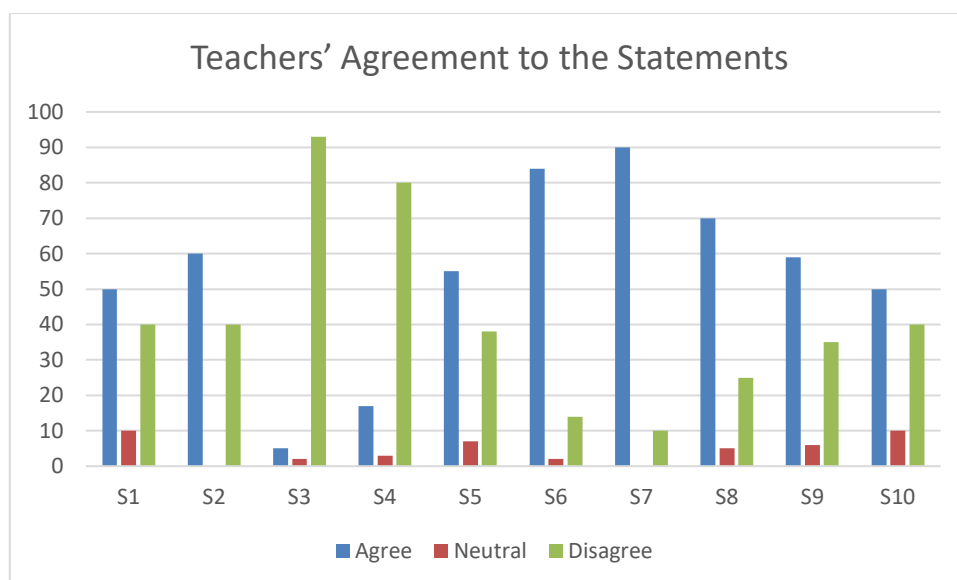
*Fig 01: Teachers' Agreement to the Statements*

For the first claim, more than half of teachers agree that NEP is the ideal response to the demands of the modern classroom. The second claim states that the NEP's proposed new school organization has the support of 65% of teachers. The third claim is contested by more than 70% of educators, proving that textbooks now fall short of meeting the educational demands of today's youth. Only 17% of teachers say they must be prepared to deal with today's tech-savvy youth regarding NEP 2020 implementation. As a result, teachers will require comprehensive training, practical internships, and service-learning opportunities. This fifth claim is only endorsed by 50% of the population, implying that considerable efforts must be made to achieve 100% Indian literacy by 2030. In the sixth assertion, more than 80% of instructors support including technical education in the curriculum.

According to the seventh claim, 90% of educators concur that quality-based education is crucial because the existing educational system primarily relies on memorization and rote learning, which is bad for students' futures. The eighth claim indicates that more than 70% of teachers support the use of technology in education, which may result from the post-covid age. They also support providing instructors with the proper training so they can employ technological tools to benefit the kids. Through the ninth statement, more than 59% of respondents concur that studying more than two languages would extend their knowledge base and provide more opportunities for the country's young to better themselves and promote its growth. The final claim, backed by 50% of teachers, would assist the pupils' continuous development and growth.

## Combining teachers' feedback to address the difficulties of adopting NEP 2020 initiatives

The NEP aspires to change the current 10+2 Framework to a 5+3+3+4 one, incorporating early childhood education into formal education. The NEP 2020 also emphasizes curricula content reduction to make way for critical thinking and, as a result, develops persons with 21st-century abilities ingrained in them. The curriculum and pedagogy must be revised entirely to meet the goals. Modifying the curriculum to fit the new curricular Framework is one of the difficulties in adequately implementing these changes. Teachers should also reexamine the learning content rubric and adjust the textbooks if necessary (Govinda, 2020).

The policy calls for a reform of the educational curriculum. Schools and associated authorities must train instructors and comprehend pedagogical needs to guarantee a seamless transition to the new educational system. They must also shift the emphasis from teacher-centered to student-centered learning to encourage young people's creative capacities, critical thinking, problem-solving, and decision-making. By 2030, per one study, India's K–12 student population is projected to reach over 250 million. To accommodate the growing student population, we will require hiring an additional 7 million instructors.

Leveraging technology to prepare youngsters for the future is a critical component of NEP 2020. However, because most schools only require essential equipment, creating digital infrastructures such as digital classrooms, remote expertise-driven teaching models, AR/VR tools to fill in gaps in physical education, and laboratory infrastructure is a huge task. Additionally, creating digital infrastructure might be too expensive for all institutions nationwide. Additionally, the need for Internet connectivity in remote locations makes it impossible to deploy digital learning tools there. The government should, therefore, concentrate on enhancing the basic infrastructure that will support digital infrastructure across the board.

The NEP stresses formative assessment for learning rather than summative assessment. Changes are being made to the assessment system to encourage continuous observation of learning objectives. However, schools and teachers must use new evaluation techniques and assignments for ongoing assessment. These methods demand the use of technology and active participation from teachers and students. According to survey results,

75% of the 1.5 million schools in India are under government management. Nearly 400,000 of the remaining private schools are "budget private schools." Therefore, it is challenging to develop a continuous assessment framework in these schools (Venkateshwarlu, 2021).

**The Study's Limitations**

• The study is limited to Karaikal and has just 50 participants.

• It is impossible to generalize the study's findings.

**Conclusion**

The policy is a very forward-thinking text that fully understands both the socioeconomic climate of the present and the likelihood of future unpredictability. A new generation of learners will need an education that engages with a new set of competencies to stay up with the economies' accelerating dematerialization. With the epidemic hastening the trend toward digitalization and automation, it is now an even more urgent demand. Overall, from agriculture to artificial intelligence, the NEP 2020 meets the demand for professional development. India needs to be future-ready. Furthermore, the NEP 2020 allows many young aspirant students to acquire the required skills. (Jain, 2021)

The new education policy has a commendable vision. The extent to which it can successfully connect with other government policy programs, such as Digital India, Skill India, and the New Industrial Policy, to bring about a cogent structural transformation will determine its strength. As a result, policy links can ensure that education policy takes into account and benefits from Skill India's experience working more actively with the corporate sector to create successful vocational education curricula. More evidence-based decision-making is also necessary to adjust to the quickly evolving transmutations and disruptions. NEP reassuringly provides real-time evaluation techniques and a review framework that will allow the educational system to continually develop rather than having a new education strategy or curriculum shift every ten years. That in and of itself will be a fantastic accomplishment. The NEP 2020 represents a turning point for higher education. It will be genuinely revolutionary if it is done well and on schedule.

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