



NATIONAL EDUCATION POLICY 2020 IMPACT ON INDIAN EDUCATION SYSTEM

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Abstract

The chief target of the National Education Policy (NEP) 2020 is to totally and totally change India's educational system, from fundamental for high level training, at all levels. The NEP has made and dispersed its principles, approaches, modules, and course educational projects to help with achieving Objective 4 of the 2030 arrangement for prudent development, which calls for ensuring that everyone moves toward an incredible education that is exhaustive and fair as well as any entryways for durable learning for what's to come. Furthermore, the ongoing education policy centers fundamentally around four regions: further developing instructing and learning results at every single educational level, from essential to advanced education; changing the ongoing examples of appraisal and assessment; guaranteeing a foundational and progressive change of the whole education framework; and encouraging the improvement of solid primary abilities in understudies through curricular and groundbreaking changes. The justification for this investigation study is to assess the effects of the new education policy on Indian educators and students, since it has become more indispensable to understand what the 2020 education policy will mean for the country's educational system. A sample of 300 respondents—200 children and 100 teachers—was gathered from different Indian schools and subjected to statistical and scientific research. Appropriate remarks and suggestions were also given in light of the findings.

Keywords: *National Education Policy (NEP), Indian Education System, Sustainable Development.*

1. Introduction

A significant milestone in the evolution of India's educational system has been reached with the National Education Policy (NEP) 2020, which aims to update ideal models of learning and tackle current issues. It has a tremendous impact on the Indian educational landscape by promoting a comprehensive turn of events, fostering critical thinking, and embracing innovation to improve accessibility and quality.



Figure 1:Indian Education System

The NEP 2020 aims to include students, teachers, and organizations in a way that emphasizes flexibility, transdisciplinary learning, and professional education. This will propel India towards becoming an information-driven society that is ready to thrive in the twenty-first century.

1.1.Indian old Education Policy

The government of India has been attempting to combat illiteracy in both rural and urban regions ever since the country's independence in 1947. Maulana Abul Kalam Azad envisioned a powerful central government role in education, which prompted the creation of many commissions tasked with bringing the system up to date. The administration of Jawaharlal Nehru encouraged the establishment of top-notch scientific education establishments. The National Council of Educational Research and Training (NCERT) was laid out in 1961 to give policy council on education to the central government as well as state legislatures. The main National Policy on Education, gave by Head of the state Indira Gandhi in 1968, ordered

provincial dialects, particular educator preparing, and mandatory education for all youngsters up to the age of 14. A new policy that prioritized equitable educational opportunities for Scheduled Tribes, Scheduled Caste populations, and Indian women was adopted in 1986.

1.2.Overview of NEP

India's future education system is outlined in the National Education Policy of India 2020 (NEP 2020), which was introduced by the Affiliation Department of India on July 29, 2020. The National Education Policy from 1986 is displaced by the updated one. In both country and metropolitan India, the procedure tends to rudimentary, auxiliary, and professional education. By 2030, the project aims to reform India's educational system.

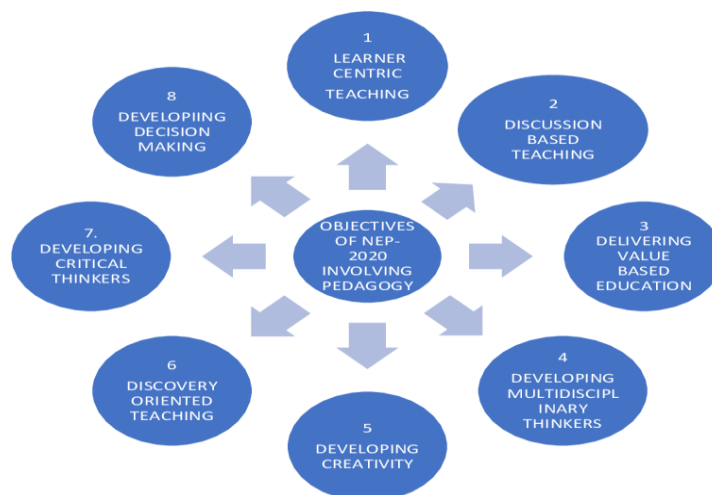


Figure 2:Graphical view of the objectives of NEP

Following the proposition's declaration, the public authority proclaimed that nobody would be forced to get familiar with a language and that local dialects wouldn't replace English. State run administrations, associations, and educational foundations select how to execute the far reaching and consultative NEP language policy. Simultaneous rundown education is utilized in India.



2. Literature Review

Aithal and Aithal (2019) Inspect the Indian National Education Policy Proposition 2019's items and execution issues fundamentally, really focusing on what they mean for advanced education. The essayists look at all features of the policy proposition, including objectives, strategies, and wanted results, through an intensive assessment. They additionally look at expected hardships and detours that might emerge during the execution stage, enlightening the challenges related with rebuilding India's advanced education framework. This exploration adds to the group of information by giving savvy investigation of the National Education Policy Proposition 2019's benefits and impediments as well as viable ideas for its effective execution.

Al-Samarrai, Bennell, and Colclough (2002) The study offers a thorough evaluation of British funding for elementary education between 1988 and 2001. In order to assess the efficacy and influence of British aid programs on primary education, the paper looks at the shift in educational development from traditional project-based support to Sector-Wide Approaches (SWAPs). By means of meticulous examination and assessment techniques, the writers appraise the successes, obstacles, and insights gained from the execution of assistance initiatives. Insights into the development of assistance modalities and their consequences for enhancing primary education results are provided by this paper, which will help shape future international development cooperation policy and practice.

seminar, Ayyar (2003) investigated the District Primary Education Programme (DPEP) in order to find out what insights it may provide on how it affects primary education. The goal of the conference, which took place from June 5–7 at Jamia Milia Islamia in New Delhi, was to critically examine the efficacy and ramifications of the DPEP. By analyzing the educational policies and initiatives put in place to improve primary education in India, with a particular focus on the results and lessons gained from the DPEP, this research adds to the body of current material.

Bashir and Ayyar (2003) presented an intensive examination of the District Primary Education Program (DPEP) to the Reference book of Indian Education. Their review endeavors to give an



exhaustive information on this significant undertaking in Indian education by revealing insight into the objectives, design, and consequences of the DPEP. Their work, which is highlighted in the Reference book of Indian Education, is an extremely valuable device for scholastics, chiefs, and teachers who need to grasp the turn of events and meaning of educational drives in India.

Degnbol-Martinussen, Engberg-Pedersen, and Bille (2003) in their book *Aid: Understanding International Development Cooperation*, offer a thorough examination of international development cooperation. The writers go into the intricacies of help processes, examining many facets of aid delivery, efficacy, and obstacles. Their research illuminates the complex dynamics of aid interactions between beneficiaries and donors, highlighting the diversity of development assistance. Through an analysis of the historical development of assistance policies and practices, Degnbol-Martinussen et al. provide insightful viewpoints on how the field of international help is changing. Their research advances knowledge about the function of aid in advancing sustainable development and tackling global issues.

3. Methodology

The exploration technique utilized in this study included a methodical way to deal with research the effects of the National Education Policy 2020 (NEP 2020) on understudies and educators in India. To accomplish the targets of the review, a quantitative examination configuration was embraced.

An example of 200 students and 100 teachers, right off the bat, was gathered from different schools and universities across India utilizing a basic irregular testing method. Information assortment was led through the organization of a survey in light of a five-point Likert scale, zeroing in on perspectives connected with the ease of use, viability, change, and vocation building valuable open doors originating from NEP 2020. Accordingly, factual investigations, including one-example t-tests and Hole examination, were performed to assess the insight and fulfillment levels of the two understudies and educators with respect to the effect of NEP 2020. The got results were introduced in tables, delineating mean scores, standard deviations, mean contrasts, t-proportions, and p-values. Moreover, region diagrams were used to address the



conveyance of mean scores across various degrees of discernment and fulfillment among understudies and educators outwardly. In general, the exploration strategy gave an organized way to deal with evaluate the effects of NEP 2020 on understudies and educators, working with the fulfillment of examination goals and the testing of hypotheses.

3.1.Objectives of the study

1. To investigate how India's students are affected by the National Education Policy 2020.
2. To assess how the National Education Policy 2020 has affected Indian teachers.

3.2.hypothesis of the study

H01The National Education Policy 2020 has no appreciable effect on Indian students.

H2The National Education Policy 2020 has a big effect on Indian teachers.

4. Analysis And Interpretation

The going with objectives and hypotheses have been made to assess the effects of National Education Policy 2020 on teachers and students: To test the invalid hypothesis, "H01: There is no tremendous impact of National Education Policy 2020 on students in India," and to achieve the looking at objective, "To focus on the impacts of National Education Policy 2020 on students in India," an illustration of 200 students has been browsed different Indian schools and colleges using an essential unpredictable analyzing methodology. The National Education Policy 2020 elements and questions on a five-point Likert scale were used to gather the necessary data. These things have to do with the students' abilities to create their professions and their use, effectiveness, and change. Additionally, the researcher performed a gap analysis and a sample t-test in order to analyze the data that was gathered; the findings are computed in Table 1.



Table 1: Findings from a single sample t-test regarding students' perceptions of and satisfaction with the National Educational Policy's influence

Group	N	Hypothesized Mean	Mean	Standard Deviation	Mean Difference	t-ratio	p-value
Students	200	30	33.7	0.731	2.4	90.33	0.000**

As can be displayed in Table 1, the example mean of the understudies' discernment and fulfillment is 33.70, the worth of the speculation or populace mean is 30, and the mean distinction between them is 0.40. Furthermore, the standard deviation, t-proportion, and p esteem are 0.731, 90.33, and 0.000 in like manner.

Thusly, the p regard is 0.000 ($p=0.000 < 0.01$), which is under 0.01 and 0.05. This exhibits that there is a basic mean differentiation between the model and the speculation or the general population mean of students (N=200) tantamount with the impact of National Education Policy 2020.

In this manner, the proposed invalid hypothesis, which communicates that "There is no immense impact of National Education Policy 2020 on students in India," has been excused. Furthermore, the objective of the audit, which was to investigate the impacts of National Education Policy 2020 on students in India, has moreover been accomplished.

Also, with the assistance of the area diagram, it is in like manner clear that the model mean of students falls inside the degree of wisdom and satisfaction pack practically identical with the impacts of the National Education Policy, as shown by table 2.

Table 2:Students' levels of perception and satisfaction in regard to the implications of the National Education Policy 2020

Mean Scores	Level of Perception & Satisfaction
6-11	Low
12-17	Average
17-22	High
23-28	Very High

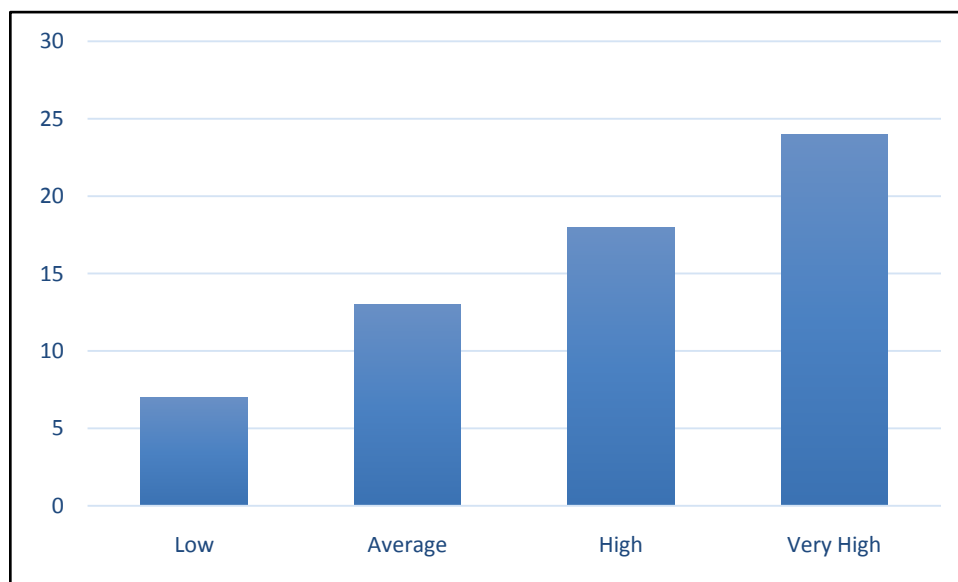


Figure 3:The level of perception and satisfaction category of pupils with regard to the implications of NEP 2020 is presented graphically throughout this presentation.

Taking into account that the model mean (33.70) falls into the uncommonly raised level of knowledge and satisfaction range (23-28), clear from table 2 students have extremely raised levels of positive acumen and satisfaction with the effect of National Education Policy 2020 on their educational and capable potential outcomes.



An illustration of 100 teachers was picked using an essential unpredictable looking at system from changed Indian schools and colleges to overview students' perspective on and satisfaction with the impact of National Education Policy 2020 on their callings, test the invalid hypothesis, "H2 There is basic impact of National Education Policy 2020 on instructors in India," and achieve the contrasting goal, "To focus on the impacts of National Education Policy 2020 on teachers in India." The National Education Policy 2020 parts and requests on a five-point Likert scale were used to gather the significant data.

These things have to do with the students' abilities to create their professions and their use, effectiveness, and change. Additionally, the researcher performed a gap analysis and one sample t-test in order to analyze the data that was gathered; the findings are computed in table 3.

Table 3: Findings from a single sample t-test on teachers' perceptions of and satisfaction with the National Educational Policy's influence

Group	N	Hypothesized Mean	Mean	Standard Deviation	Mean Difference	t-ratio	p-value
Teachers	100	30	34.92	0.561	1.20	99.15	0.000**

Table 3 shows the model mean of educators' (100) satisfaction and understanding at 34.92, the test worth of 30 for the hypothesis or people mean, the mean differentiation between them at 01.20, and the potential gains of the S.D., t-extent, and p regard at 0.61, 99.15, and 0.000, separately. Since $p=0.000 < 0.01$), the p regard is 0.000, which is under 0.01 and 0.05. The proposed elective hypothesis, "H2 There is enormous impact of National Education Policy 2020 on teachers in India," has been recognized, and its looking at objective, "To focus on the impacts of National Education Policy 2020 on instructors in India," has also been accomplished. Thus, there is a huge mean distinction between the example and the speculation, or the populace mean of instructors (1=100), in regards to the effect of National Education Policy 2020.

Additionally, based on table 4, it is evident from the area graph which group the sample mean of teachers falls into for perception and satisfaction with the effects of the National Education Policy.

Table 4: Level of discernment and fulfillment classification of teachers as with the impacts of the National Education Policy 2020

Mean Scores	Level of Perception & Satisfaction
6-11	Low
12-17	Average
17-22	High
23-28	Very High

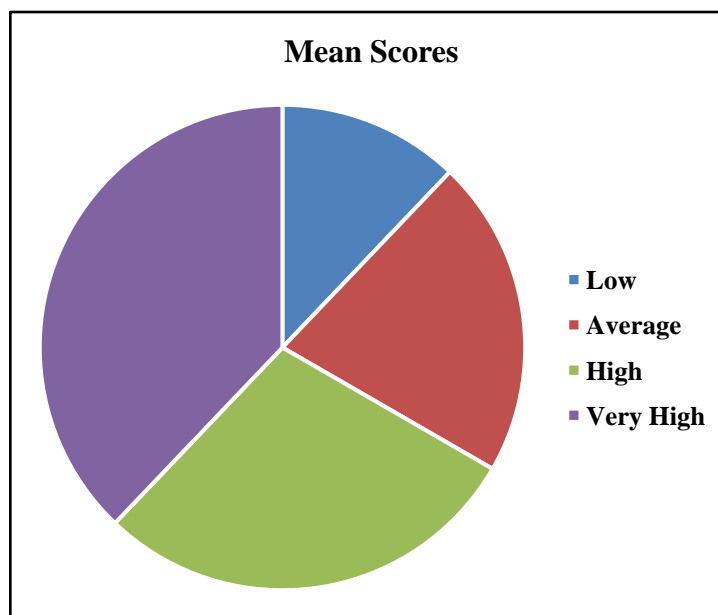


Figure 4: Provide a graphical representation of the level of perception and satisfaction that instructors have regarding the effects of the National Education Policy 2020.

Considering the data showed in table 4, clearly teachers have a very raised level of positive wisdom and satisfaction about the effect of National Education Policy 2020 on their educational



and capable conceivable outcomes. This is affirmed by the way that the model mean (34.92) falls into the gathering of uncommonly unquestionable level wisdom and satisfaction (23-28).

4.1. Findings And Recommendations

1. It was observed that there was a huge difference between the model mean (33.70) and people (or assessed mean) of students on how the National Education Policy 2020 will impact their educational and calling chances in India. Since the new educational policy organizes the full and complete advancement of education and students, it follows that students have a particularly certain appraisal of the effect of National Education Policy 2020 on their education and business prospects.
2. It was seen that there was a huge qualification between the model mean (34.92) and people mean (30) of the teachers in light of National Education Policy 2020 on their educational and calling chances in India. Consequently, it could be said that teachers' perspective on the effect of National Education Policy 2020 are dominantly positive in light of the fact that the new policy has guaranteed educators' master new development and work satisfaction at all levels.
3. The results showed that teachers were more joyful with the effect of the National Education Policy 2020 on the Indian educational framework than students were. This is sensible as a result of how instructors are more found out about the NEP 2020 and its rules, changes, plans, and tasks than students are all.
4. It is provoked that all teachers, from primary school to high level training, center around the intensive and authentic utilization of the educational policy.
5. All schools, universities, and colleges should send off a mindfulness mission to make sense of the benefits and ethics of the new education policy 2020.

5. Conclusion

Significant experiences are uncovered by the investigation of how the National Education Policy 2020 (NEP 2020) affects the Indian educational system. It was evident from a



quantitative analysis including 200 students and 100 teachers that NEP 2020 had an effect on both students and teachers. The findings reveal that understudies have a high level of favorable perception and satisfaction with the policy, reflecting its potential to provide opportunities for education and employment. Teachers also shared their areas of strength for a decision, emphasizing the role of the policy in promoting professional growth and teacher contentment. The analysis also suggests that teachers, who are more informed about NEP 2020, demonstrate greater fulfillment when compared to students, highlighting the need for mindfulness across all educational levels. The ideas emphasize how important it is to focus on the effective implementation of the policy and support mindfulness missions in order to maximize its benefits across the education sector, from entry-level to higher levels. Overall, the investigation clearly shows how revolutionary NEP 2020 may be in transforming the Indian educational landscape.

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