



TRANSFORMING TEACHER EDUCATION IN INDIA: THE ROLE OF NEP 2020 IN A DYNAMIC SOCIO-ECONOMIC CONTEXT

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RESEARCH ARTICLE



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Abstract

This study examines the potential impact of India's New Education Policy (NEP) 2020 on teacher education within the contemporary socio-economic landscape. The research focuses on assessing whether the NEP's proposed reforms – such as curriculum modifications, a heightened emphasis on skill development, and inclusivity measures – align with the demands of an increasingly dynamic society and economy. By analyzing key aspects such as access to quality education, teacher readiness for modern instructional methods, and the policy's responsiveness to diverse local socio-economic contexts, this study aims to provide valuable insights into the practical implications of NEP 2020. Ultimately, the findings will shed light on the effectiveness of NEP 2020 in cultivating a teacher education system that is both responsive and relevant to India's evolving educational needs.

Keywords: *Teacher Education, Modern Pedagogies, Socio Economic, Indian Education System*

General Background

Historically, India had a rich and well-established tradition of spreading knowledge and imparting education for centuries gone. On record, there were at least 15 universities or centres of higher learning in existence in ancient India such as, Takshashila, Nalanda and Mithila to mention a few. Under the constant incursions of barbaric invaders and attackers, they fell apart and were completely denotions persisted under the “Gurukul” system.

Under the British Empire, the new era of establishment of universities with English dominance came into existence. Especially under the skewed policies of Macaulay and his vested strategies of creating the generations of bureaucrats and clerical workforce, who would unhesitatingly and loyally serve their masters, of the British Raj! A system of mediocrity and servitude was created and perpetuated. The values such as scholarship, innovative thinking and critical analytical attitude were shunned and brutally suppressed. Successive administrators furthered this mentality/plan and artificially transplanted this system, side-lining and replacing the traditional, cultural and indigenously valid ideology. After the independence, in 1948, a commission headed by the second president of Independent India and one of the greatest teachers (in fact, the Teacher's day is celebrated on the occasion of his birth anniversary); Dr. S. Radhakrishnan commission, tried to revamp the old policies and tried to align them for the present and future.[9] After a long gap of nearly 18 years, Kothari commission in 1966, National Education Policy 1968 and then in 1986, which was modified in 1992 (1986/92), Yashpal Committee of 1993, National Knowledge Commission of 2006, Tandon Committee of 2009 and 3rd NEP of 2019, were the major milestones in the evolution of educational reforms in India to shape the policies in correlation with the evolving challenges.

The National Education Policy 2020(NEP2020), which was approved by the Union Cabinet of India on 29 July 2020, outline the vision of India's new education system. The new policy replaces the previous National policy on Education,1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021.The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and advisory in nature; and it is up to the states, institutions, and school to decide on the implementation. The NEP 2020enacts numerous changes in India's education policy.it aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

In January 2015, a committee under former cabinet secretary T.S.R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The draft New education policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP

had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: “over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6000 Urban Local Bodies (ULBs), 676 districts were received”.

The Vision of National Policy is:

- An education system that contributes to an equitable and vibrant knowledge society, by high – quality education to all.
- Develop a deep sense of respect toward the fundamental rights, duties and constitutional value, bonding with one’s country, and a conscious awareness of one’s role and responsibilities in a changing world.
- Instils skill, values, and dispositions that support responsible commitment to human rights, sustainable development and leaving, and global will- being, thereby reflection a truly global citizen.

It means we speak that “National Education Policy 2020 envisions an India- centric education system that contributes directly to transforming our Nation sustainably in to an equitable and vibrant knowledge society by providing high- quality education to all”.

In India, from the beginning, education is not considered as an investment. Education’s role is of utmost importance in today’s world as it leads to the overall development of an individual. as education provides human resources that lead to economic development, it is now a practical reality that much has to be done to upfill this sector towards new horizontal of change. The Government of India came up with various educational policies that give importance to the universalization of education, raising the illiteracy level through the implementation of various programs, which is a great job. In recent times, the Government’s new policy, i.e., National Education Policy 2020, has aimed to bring changes education field. In this article, school education reforms are given prominence.

Quality high education must aim to develop individuals who are excellent, through, well-round, and creative. It must enable a person to study one or more specialized areas of interest at an in- depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skill of the 21st century across a range of field, including sciences, social sciences, the art, humanities, language, personal, technological and vocational subjects. The NEP brings some fundamental changes to current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or new in or near every district, revamping student curricula, pedagogy, evaluation, and support enhance student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and college.

Rationale of the Study

The study aims to assess the potential impact of the New Education Policy (NEP) 2020 on teacher education within the current socio-economic landscape. It seeks to evaluate whether the policy’s reforms, including curriculum changes, skill development emphasis, and inclusivity measures, are aligned with the needs of a rapidly evolving society and economy. Additionally, the study may investigate the policy’s ability to address challenges such as access to quality education, teacher preparedness for modern teaching methods, and responsiveness to local socio-economic contexts. The research endeavors to provide insights into the practical implications and effectiveness of NEP 2020 in shaping a more responsive and relevant teacher education system.

Statement of the Problem

The statement of the problem raises several critical issues regarding the effectiveness of the new teacher education policy, NEP 2020, in the present socio-economic context. For that the researcher conducted a study on “Transforming Teacher Education in India: The Role of NEP 2020 in a Dynamic Socio-Economic Context.”

Objectives of the Study

1. To analyse new teacher education system prescribed in NEP 2020.
2. To compare between NEP – 2020 & NPE – 1986 Teacher Education System.

Research Questions

- How effective will the new teacher education Policy (NEP 2020) be in the present socio economic context?
- What are the differences between NEP – 2020 & NPE – 1986 Teacher Education System?

Review of Literature

Aithal & Aithal (2020) worked on “Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives”. Objective of the study are, To compare National Education Policy 2020 with the currently adopted policy in India. To identify the innovations in new national higher education policy 2020. To predict the implications of NEP 2020 on the Indian higher education system. To discuss the merits of Higher Education Policies of NEP 2020. He completed his research work through descriptive study. He founded that in this way, Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country.

Kaur & Islam (2020) Conduct a study on “An Extensive get through into The New Education Policy, 2020”. objective of this paper is to analysis certain aspects of the NEP and certain limitations which can be taken while devising the New Education Policy on Education. He completed his research work through Descriptive study method. He founded that in this way, NEP 2020 is a pragmatic shift towards making education more scientific.

Kaur, Simran (2020) worked on “SWOT Analysis of New Education Policy, 2020”. Objective of the study, To address the many growing developmental imperatives of our country and is aligned to the 2030 Agenda for Sustainable Development. He completed his research work through survey method. He founded that in this way, NEP 2020 may, further, lead to a hike in the unemployment rate of the country. Though this policy seems efficient on paper, its poor implementation can backfire the overall education framework of the nation.

Maurya & Ahmed (2020) complete a study on “The New Education Policy 2020: Addressing the Challenges of Education in Modern India”. The objective of this study is confined to understand the loopholes in the existing system of education and to suggest remedial measures. He completed his research work through descriptive study method. He founded that in this way, The New Education Policy 2020 will also home the learner into responsible citizen who are committed to human rights and being in sustainable, development making them truly global citizen.

Muhammedali (2020) conduct a study on “National Education Policy 2020: Some reflections”. Objective of this study to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. He completed his research work through survey method. He founded that in this way, NEP 2020 is clear that a meaningful continuum to the controversial policies of selling public sector shares and opening agricultural economy to the free play of private sector through Farm Bills.

Nagarani & Kumar (2020) worked on the study of “New Education Policy 2020”. The objective are to study key point of school education. To analyse the higher education. He completed his research work through descriptive study method. He found that in this way, new education policy 2020 will open New horizons of Indian education.

Rachol, G (2020) conduct a study on “National Education Policy: A Critical Analysis”. Objective of the study To highlight the higher education system. He completed his research work through Historical method. He founded that in this way, NEP 2020 is Will create a new educational outline of society.

Ravikiran (2020) study on “New National Education Policy (NEP) 2020”. Objective of the study, To make India a knowledge superpower, the policy proposes some fundamental changes within the education system. He completed his research work through survey method. He founded that in this way, NPE 2020 is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development.

Rai & Sanjeev (2020) worked on “A critical look at NEP-2020”. Objective of the study, To try new ways of learning. He completed his research work through descriptive method. He founded that in this way, NEP 2020 depends on the political will and the system to welcome ‘quality’ human resources.

Newspaper Articles

Chopra (2020, July). The National Education Policy 2020. THE HINDU. Retrieved from: <https://www.thehindu.com/opinion/editorial/a-long-road-the-hindu-editorial-on-national-education-policy-2020/article32233472.ece>

Madhukar & Siddesh (2020, August). NEP 2020: Hits and misses. TOI. Retrieved from: <https://timesofindia.indiatimes.com/blogs/developing-contemporary-india/nep-2020-hits-and-misses/>

Meghwal (2020, August). NEP 2020 is a milestone in India’s journey to becoming a knowledge superpower. The Indian Express. Retrieved from: <https://indianexpress.com/article/opinion/columns/national-education-policy-2020-india-eduaction-system-6576627/>

Sahoo (2020, October). NEP 2020: Implementation of New Education Policy in our education system. Hindustan Times. Retrieved from: <https://www.hindustantimes.com/education/nep-2020-implementation-of-new-education-policy-in-our-education-system/story-bw4OiekFCamI7NPoNkgAoJ.html>

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Research Gap

The method and the tool of the investigation for the previous researches and the present research is the same. But the objectives are different from the previous studies. The researcher saw many other types of works of NEP 2020. there is requirement of some improvement and spread awareness through Teacher Education. The researcher went to work with Teacher Education.

Research Methodology

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. Research method is most important thing in research work. “Method is only in the abstract as logical entitles that we can distinguish between matter and methods. In reality they form an organic whole and matter determines analogously as objective determines, means and content and spirit determine style and form in literature”. P29. -----
- M. Verma (2004)

The methodology consist of a conceptual discussion on Teacher Education prescribed on NEP-2020 and compare with previous policy (1986,1992). The necessary data was collected from various website including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

Delimitation of the Study

The current work is limited to a certain area due to lack of time or various other difficulties.

Boundaries of study:

- The present study is limited to the background of school Education teaching system.
- The present study is limited to the compare between NEP 2020 and NEP 1986.

❖ How effective will the new teacher education Policy (NEP 2020) be in the present socio economic context?

Teachers are significant pillars of societal development. There was a time when teacher education meant that any person who knows the subject matter could be a teacher. These people will take a short course in mechanics of classroom management, record keeping, reciting communication and become teachers.

Now a days, a sound teacher must have knowledge about, pedagogy, attitude, traits, personality and exceptionality of children. Thus, teacher education is the professional preparation of a person into teacher.

The quality and the extent of learners achievement are determined by the competence of teacher and the motivation provided by him. It is formal program that have been established for the preparation of teachers at the elementary and secondary school levels. It refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills require to perform their tasks effectively in the school and classroom.

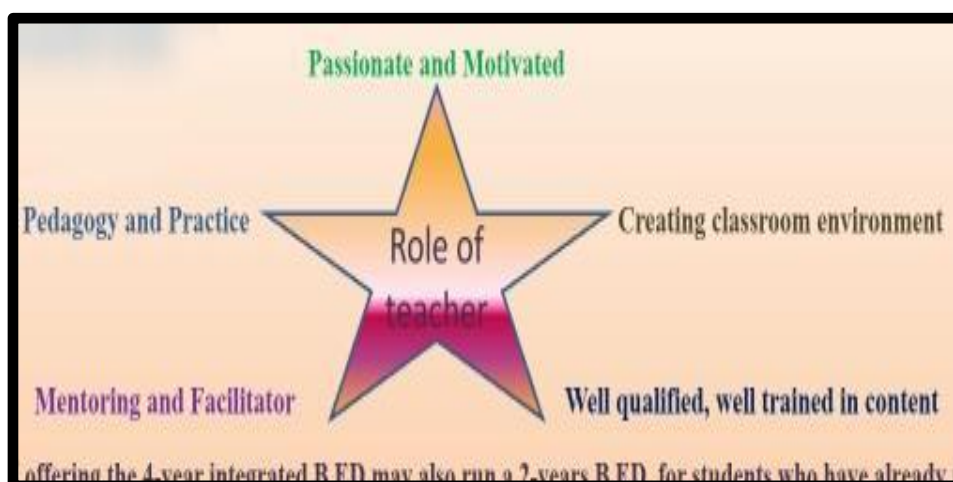
Teacher Education helps in development of teachers proficiency and competency. This would enable the teachers to meet the requirement of the profession.

Between 1906-1956, teacher education was called 'teacher training.' But, it was not a broad subject and prepared the teacher as mechanics of technicians. The focus was on skill training, only.

According to NEP 2020:

- In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.
- As teacher education requires multidisciplinary inputs, and education in high- quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institution. To this end, all multidisciplinary university and colleges- will aim to establish, education departments which, besides carrying out cutting- edge research in various aspects of education , will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, Indian language, arts, music, history etc. moreover all stand-alone TEIs will be required to convert to multidisciplinary institution by 2030, since they will have to offer the 4- years integrated teacher preparation programme.

In this present socio- economic context teacher can play this type of role:

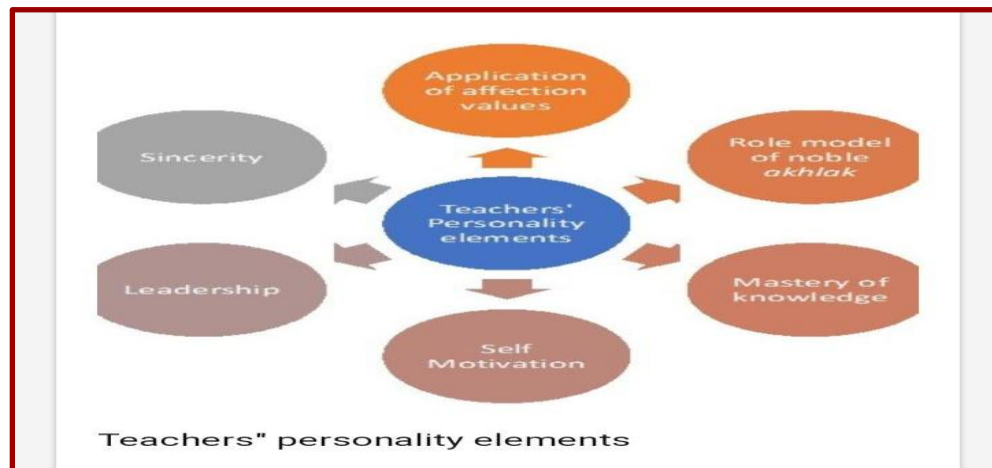


The reasons the HEI offering the integrated B.Ed. may also run a 2 year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1 year B.Ed. may also be offered for candidate who have received a 4 year

undergraduate degree in a specialized subject. Scholarship for meritorious students will be established for the purpose of attracting outstanding candidates to the 4 years, 2 years, and 1 year B.Ed. programme.

- In service teacher education for college and university teachers will continue through the existing institutional arrangements.
- In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subjects and aptitude test conducted by the NTA, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

So I speak that all teacher personal elements like; applications of affections values, role model of noble work, mastery of knowledge, self motivation, Leadership and sincerity etc could be developed here. Here it is presented with the help of graphis.



NEP 2020 Helps to Developed Teacher Personality Elements

In the New Education Policy (NEP) 2020, there are four categories of teachers outlined:

Professional Teacher: This refers to a well-trained and qualified educator who has completed the requisite teacher education program and possesses the necessary skills and knowledge to effectively teach students.

Expert Teacher: An expert teacher is a highly skilled and experienced educator who has demonstrated exceptional proficiency in their subject matter and pedagogy. They may serve as mentors or resource persons for other teachers.

Beginner Teacher: This category pertains to newly appointed teachers who are in the initial stages of their teaching careers. They may require additional support, training, and mentorship to become proficient educators.

Lead Teacher: A lead teacher is a distinguished educator who takes on a leadership role within a school or educational institution. They may provide guidance to other teachers, contribute to curriculum development, and play a key role in school improvement efforts.

These categories are defined in NEP 2020 to recognize and address the diverse needs and roles of teachers within the education system. It also emphasizes the importance of ongoing professional development and mentorship to enhance the quality of education provided to students.

New Education Policy (NEP) 2020 outlines a vision for teacher education in India, including the establishment of National Professional Standards for Teachers (NPST). These standards are intended to serve as benchmarks for evaluating the proficiency and quality of teachers.

While the NEP 2020 provides a broad framework, specific details about the National Professional Standards for Teachers (NPST) were not extensively elaborated in the policy document itself. The policy indicates that these standards will be developed by a multidisciplinary National Committee for the standard-setting process.

The NPST is expected to encompass various dimensions of teaching, including:

1. **Subject Knowledge and Pedagogy:** Ensuring that teachers possess a deep understanding of their subjects and effective pedagogical practices.
2. **Inclusivity and Diversity:** Emphasizing the ability of teachers to create inclusive learning environments that cater to the diverse needs of all students, including those with special needs.
3. **Innovative and Learner-Centric Practices:** Encouraging teachers to adopt innovative teaching methods that foster critical thinking, problem-solving, and creativity among students.
4. **Ethical and Professional Conduct:** Promoting ethical behavior, professionalism, and a commitment to the well-being and development of students.
5. **Professional Development and Continuous Learning:** Encouraging teachers to engage in ongoing professional development to stay updated with best practices and emerging trends in education.

6. Integration of Technology: Recognizing the importance of integrating technology in teaching to enhance learning outcomes.

It's important to note that specific details about the National Professional Standards for Teachers (NPST) may be further outlined in subsequent documents, guidelines, or frameworks released by relevant education authorities in India. For the most accurate and up-to-date information, I recommend consulting official government sources or educational bodies responsible for implementing the NEP.

❖ **The National Policy on Education (NPE) 1986 and the New Education Policy (NEP) 2020 both have significant implications for teacher education in India. Here are some key differences between the teacher education aspects of the two policies:**

Structural Changes

NPE 1986: The NPE 1986 emphasized the establishment of District Institutes of Education and Training (DIETs) and Colleges of Education (CoEs) to enhance teacher training.

NEP 2020: The NEP 2020 suggests the creation of multidisciplinary teacher education universities and the gradual phasing out of standalone teacher education institutions. It envisions a four-year integrated B.Ed. program by 2030.

Duration of Teacher Education Programs

NPE 1986: The NPE recommended a one-year Bachelor of Education (B.Ed.) program for teacher training.

NEP 2020: The NEP proposes a four-year integrated B.Ed. program that combines subject knowledge with pedagogical training, aiming to produce more well-rounded and professionally equipped teachers.

Inclusion of Early Childhood Education

NPE 1986: The NPE did not explicitly focus on early childhood education as a part of teacher education.

NEP 2020: The NEP emphasizes the integration of early childhood care and education within the teacher education framework, recognizing its critical role in foundational learning.

Continuous Professional Development

NPE 1986: The NPE advocated for in-service training and professional development of teachers to keep them updated with new teaching methodologies and content.

NEP 2020: The NEP highlights the importance of continuous professional development and the establishment of a National Mission for Mentoring to support and nurture teachers throughout their careers.

Role of Technology

NPE 1986: The NPE did not address the integration of technology in teacher education explicitly, as technology was not as prevalent in education at that time.

NEP 2020: The NEP acknowledges the critical role of technology in education and encourages its integration into teacher education to prepare teachers for modern teaching methodologies.

Focus on Multidisciplinary and Holistic Development

NEP 2020: The NEP places a strong emphasis on multidisciplinary education and the integration of vocational skills, arts, and sports in teacher education programs to foster a more holistic development of teachers.

Flexibility and Choice in Education

NEP 2020: The NEP advocates for a more flexible and student-centric education system, allowing learners to choose their subjects of interest, which could potentially influence how teachers are trained and educated.

It's important to note that while these are the stated policies, the actual implementation and impact can vary based on various factors, including regional and institutional contexts, resources available, and the commitment to policy execution.

Criticism

1. There is no proper guidelines about D.El.Ed. course.
2. Future of all DIET is not particularly clear.
3. Currently honorable Supreme court quashed and sat aside NCTE 2018 guideline, So B.Ed. is not particular Qualification for teaching primary level (1-5).

Conclusion

The effectiveness of the new teacher education policy, NEP 2020, in the present socio-economic context is a complex and multifaceted issue. While it holds the potential to bring about positive changes in the education system, there are several factors that will determine its ultimate impact.

Firstly, the emphasis on foundational learning, early childhood education, and experiential learning methods aligns with modern educational principles and could contribute significantly to a more holistic and effective teaching approach. Additionally, the focus on multidisciplinary education and the integration of vocational training is a progressive step towards preparing students for the demands of the contemporary job market. However, the successful implementation of NEP 2020 depends heavily on the allocation of adequate resources, both financial and infrastructural, as well as ensuring the availability of well-trained educators. The policy's emphasis on the mother tongue as the medium of instruction may face challenges in regions with linguistic diversity, potentially impacting accessibility and inclusivity. Furthermore, the policy's approach to assessment and evaluation, as well as its digital learning initiatives, need to account for the existing digital divide and varying learning capacities of students across different socio-economic backgrounds. In light of these considerations, while NEP 2020 holds promise for transforming teacher education, its true effectiveness will hinge on the meticulous execution of its provisions, addressing potential challenges, and adapting to the specific needs and realities of the diverse socio-economic landscape in India. Only through careful monitoring, continuous evaluation, and timely adjustments can the policy be expected to bring about meaningful and sustainable improvements in teacher education in the current socio-economic context.

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