

EDUCATIONAL TRANSFORMATION IN INDIA: A SWOT ANALYSIS OF NEP-2020 WITH FOCUS ON TEACHER EDUCATION

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The National Education Policy (NEP) 2020 is a landmark initiative by the Government of India to reform the Indian education system. The present policy was approved by the Indian Cabinet on July 29, 2020, and marks the first major overhaul of the Indian education system since the previous National Policy on Education was adopted in 1986. The National Education Policy (NEP) 2020 marks a significant shift in the approach to education in India, aiming to transform the education system in a way that is more inclusive, flexible, and aligned with the needs of the 21st century. The NEP-2020 is designed to address the growing challenges of the education system and aims to make an education system that fosters creativity, critical thinking, and interdisciplinary learning while ensuring that education is accessible to all, irrespective of socio-economic background and location. The National Education Policy (NEP) 2020 emphasizes transforming teacher education in India to ensure that teachers are well-prepared, skilled, and continuously evolving with the changing educational landscape. Keeping the above facts in mind, the investigators aim to achieve following key objectives in this study. First, the study seeks to explore the transformation in teacher education brought about by NEP-2020, specifically examining how the policy is reshaping teacher preparation, professional development, and pedagogical practices in India. Second, the study aims to analyze the NEP-2020 policy using the SWOT technique, assessing its strengths, weaknesses, opportunities, and threats. To gather relevant data, the researchers utilized various databases, including Research Scholar, PubMed, NEP-2020 documentary, and Research-gate, ensuring a comprehensive and diverse set of resources for analysis purpose.

Key words: NEP-2020, SWOT Analysis, Teacher Education

Introduction

The National Education Policy (NEP) 2020, introduced by the Government of India, is a pivotal document that sets forth a vision to revolutionize the Indian education system. It represents a significant departure from previous policies, offering a broad and future-focused approach to enhance the quality and accessibility of education at all levels. The policy aims to address the dynamic needs of the 21st century and aspires to position India as a global leader in education by promoting an inclusive, interdisciplinary, and adaptable learning environment. NEP-2020 adopts a comprehensive approach to education, placing emphasis

not only on academic achievement but also on the holistic development of students, including their cognitive, emotional, social, and ethical growth. It envisions an education system that fosters critical thinking, creativity, and innovation, while ensuring equal opportunities for all students, regardless of their socio-economic backgrounds. A central feature of NEP 2020 is its shift from rote learning to competency-based education. The policy seeks to ease the pressure of examinations by encouraging experiential learning, critical thinking, and problem-solving skills. Additionally, it advocates for the integration of technology in education, with a focus on making digital literacy a key component of the curriculum. The policy also prioritizes equity and inclusion, specifically targeting marginalized and disadvantaged groups. It seeks to bridge disparities in access to quality education, particularly in rural and remote regions, and aims to enhance the learning experience for students from diverse backgrounds. With reforms across school education, higher education, teacher training, and vocational education, NEP 2020 aims to create a flexible, student-centered education system that adapts to the demands of a rapidly evolving world. This policy lays the groundwork for transforming India into a knowledge-driven economy, fostering an education system that empowers individuals, strengthens communities, and contributes to national progress.

The National Education Policy (NEP) 2020 envisions a transformative approach to teacher education, inclusive education, curriculum design, and assessment methodologies. However, its implementation faces several significant challenges. Teacher education institutions, particularly in rural areas, suffer from inadequate infrastructure, outdated resources, and a shortage of qualified faculty, hindering the shift toward competency-based education and technology integration. Moreover, the shortage of trained teachers, especially in underserved areas, coupled with resistance to change, complicates the adoption of new pedagogical methods. In inclusive education, barriers such as limited access to resources, lack of specialized teacher training, and cultural or language disparities remain prevalent, further exacerbating the challenge of providing equitable education to marginalized groups. While NEP-2020 promotes an interdisciplinary curriculum and vocational education, the lack of infrastructure, skilled trainers, and sufficient industry linkages pose hurdles. Additionally, the shift from traditional rote learning to competency-based assessments and technology integration faces logistical and financial challenges, especially in regions with lower economic capacity.

Objectives of the Study:

The objectives of the study are mentioned below:

- 1. Transformation in Teacher Education marked by NEP-2020 Policy.**
- 2. SWOT Analysis of NEP-2020 Policy.**

Methodology:

The present paper is based on secondary data, which are collected from different sources like journals, articles, magazine, periodicals, books, projects, and official document of Ministry of

Education for National Education Policy 2020 etc. The analysis of the present paper is based on the literature review and policy document in concern of NEP 2020.

SWOT Technique is used in this investigation to analysis the Strength, Weakness, Opportunity and Threat of New Education Policy 2020 which are explaining in below.

1. Transformation in Teacher Education:

The National Education Policy (NEP) 2020 outlines several crucial reforms aimed at transforming teacher education in India. Recognizing that quality teaching is essential to improve the education system, NEP-2020 sets out to elevate the role of teachers by enhancing their training, professional development, and overall effectiveness. Here are the key reforms in teacher education under NEP-2020, explained with new terms and approaches:

01. Integrated Teacher Education Program (ITEP): NEP-2020 introduces a 4-year integrated undergraduate teacher education program (B.Ed.) to replace the current one-year postgraduate diploma. This shift aims to provide a more rigorous and comprehensive preparation for teachers, covering both pedagogical knowledge and subject-specific expertise. This integrated approach will help in the holistic development of teachers by blending theoretical and practical aspects of teaching over a longer duration.

02. National Professional Standards for Teachers (NPST): The National Educational Policy-2020 envisions the development of National Professional Standards for Teachers (NPST), a framework that will outline the competencies and expectations from teachers at various stages of their career. This will serve as a benchmark for teacher development, guiding teachers towards continuous growth and professional excellence. The NPST will focus on aspects like classroom management, subject mastery, digital literacy, and pedagogical innovation.

03. Continuous Professional Development (CPD): National Educational Policy-2020 emphasizes the importance of lifelong learning for teachers through Continuous Professional Development (CPD). Teachers are encouraged to engage in ongoing training throughout their careers to stay updated with the latest pedagogical practices, technological advancements, and subject knowledge. CPD programs will be accessible through online platforms, workshops, and collaborations with global institutions, making teacher development more accessible and flexible.

04. Inclusive Education and Differentiated Instruction: NEP-2020 focuses on preparing teachers to handle diverse classrooms by incorporating inclusive education practices into teacher training. Teachers will be trained to cater to students with special educational needs, those from marginalized communities, and children with disabilities. Training will include techniques like differentiated instruction, which helps teachers adapt their teaching methods based on students' diverse learning needs, ensuring equitable access to education for all.

05. Student-Centered Learning and Constructivist Pedagogy: NEP 2020 places a strong emphasis on student-centered learning where teachers will adopt more interactive and participatory teaching methods. This aligns with the constructivist pedagogy, which focuses on active learning where students construct their own understanding through experiences. Teachers will be trained to move away from traditional, rote memorization methods and focus more on critical thinking, problem-solving, and creativity in the classroom.

06. Digital Literacy, EdTech, and Blended Learning: The NEP-2020 advocates for the integration of technology in teacher education. Teachers will be trained in digital literacy and how to effectively use EdTech tools to enhance learning experiences in the classroom. Programs will promote the use of blended learning, combining online education with traditional face-to-face teaching methods, making education more interactive, flexible, and accessible, especially in remote areas.

07. Formative Assessment and Competency-Based Evaluation: National Educational Policy-2020 proposes competency-based evaluation in teacher training, where teachers will be assessed not just on their theoretical knowledge, but also on their practical teaching skills, such as classroom management and their ability to foster student learning. Emphasis will be on formative assessments (ongoing evaluations) that provide feedback to teachers and guide their professional growth, rather than focusing solely on summative assessments (final exams).

08. Multidisciplinary Approach and Flexible Learning Paths: NEP-2020 envisions a multidisciplinary approach to teacher education, where teachers are trained not only in pedagogy but also in a wide range of subjects, enhancing their ability to teach diverse topics and integrate interdisciplinary learning. The policy also promotes flexible learning paths, allowing teachers to pursue training through multiple formats such as online courses, part-time programs, and modular training, enabling them to continuously develop their skills.

09. Higher Standards for Teacher Education Institutions: The NEP calls for higher standards for teacher education institutions (TEIs) and their accreditation processes. Institutions will be assessed on their ability to provide high-quality training through a robust system of accreditation and quality assurance. The aim is to improve the infrastructure, faculty, and teaching resources in TEIs, ensuring that future teachers are well-prepared for the challenges of modern classrooms.

NEP-2020 brings about a comprehensive reform in teacher education, focusing on improving the quality, flexibility, and relevance of teacher training. Through rigorous programs, technology integration, continuous professional development, and an emphasis on inclusive and student-centered teaching, the policy seeks to transform teachers into dynamic educators who can meet the needs of modern classrooms and contribute to the overall educational transformation in India. These reforms are critical to ensure that teachers are equipped with the necessary skills to nurture the next generation of learners effectively.

2. SWOT Analysis of NEP-2020:

The National Education Policy (NEP) 2020 represents a significant shift in India's educational landscape, focusing on reforms that promote inclusivity, flexibility, and innovation. To understand the implications of NEP 2020, we can analyze its strengths, weaknesses, opportunities, and threats (SWOT analysis) in order to evaluate its potential impact on the education system.

A. Strengths:

1. New Structure of Education: The policy has redefined the educational structure by transforming the traditional 10+2 model into a 5+3+3+4 framework to promote the overall development of children. As we know that almost 80% of cognitive development takes place during this period.

2. Holistic and Inclusive Approach: NEP-2020 emphasizes inclusive education, ensuring that marginalized groups, children with disabilities, and those from economically disadvantaged backgrounds are not left behind. The policy promotes multilingualism, ensuring that children learn in their mother tongue or regional languages during the early years, helping improve foundational learning.

3. Multiple Entries and Exits from Any Course: The policy introduces a flexible system that allows students to enter and exit courses multiple times. Students who complete one year will receive a 'basic certificate,' those who finish two years will get a 'diploma certificate,' and a 'degree' will be awarded upon completing the full course. This ensures that no academic time is wasted.

4. Focus on Critical Thinking and Creativity: The policy aims to shift away from rote memorization to a more holistic, student-centered approach. Emphasizing critical thinking, problem-solving, and creativity aligns with the needs of the 21st-century workforce.

5. Teacher Education Reforms: NEP-2020 places strong emphasis on improving teacher education through reforms like the 4-year integrated teacher education program (ITEP), continuous professional development, and setting up the National Professional Standards for Teachers (NPST).

6. Technology Integration: The policy stresses the integration of technology into education, using EdTech tools, digital content, and online learning platforms to increase accessibility, particularly in remote areas.

7. Curriculum Flexibility: NEP-2020 introduces a more flexible curriculum, allowing students to pursue subjects across different streams and enhancing interdisciplinary learning.

8. Freedom of Subject Choice: National Educational Policy (2020) offers a broader range of subject choices, allowing students to learn and progress at their own pace. By offering more flexibility in selecting subjects and breaking down the barriers between different fields like arts, sciences, co-curricular activities, and vocational studies, students can pursue their education without constraints.

9. Allocation of Funds and GER: An increase in funding for education, from 4.43% to 6% of GDP, is a positive step. The policy aims to raise the Gross Enrolment Ratio (GER) in higher education to 50% by 2035, up from the current 26.3%.

B. Weaknesses:

1. Implementation Challenges: The ambitious reforms in NEP-2020 may face significant implementation barriers, especially in rural and remote areas where resources, infrastructure, and teacher training are limited.

2. Lack of Awareness and Resistance to Change: National Educational Policy 2020 requires a cultural shift, and resistance from traditional stakeholders, such as teachers, administrators, and parents, may slow down the adoption of the policy. The policy requires extensive training programs for teachers, which may face challenges due to limited access to resources and a lack of skilled trainers.

3. Underdeveloped Infrastructure: Many educational institutions, particularly in rural areas, lack the necessary infrastructure, such as digital devices, high-speed internet, and modern facilities, which could impede the successful implementation of NEP-2020.

4. Overemphasis on Technology: Although technology is essential, the digital divide between urban and rural areas could widen existing gaps. Not all students have equal access to online platforms, computers, or the internet. According to the India Internet 2019 Report, 99% of users in the country access the internet through mobiles, not laptops or computers. Laptops and desktops usage is only 2% and 1% respectively in rural areas and 6% and 4% respectively in urban areas of the country. Further, internet penetration is still very poor and stands at a mere 27% in rural India. Under the Bharat Net programme, more than 40% of the villages are yet to be connected to the internet grid that creates a disadvantageous situation for rural students.

5. Cost of training among in service Teachers: The cost of training the in-service teachers will also require time, energy, and resources for which the government has to allocate proper resources and infrastructure. □

C. Opportunities

1. Globalization of Education: New education policy-2020 opens doors for international collaborations, making Indian education more globalized. The focus on multidisciplinary education and research can attract foreign universities and promote global partnerships. It is, indeed, a welcoming step for the students as well as authorities to pave the way for foreign universities to set up campuses in the country, which will not only provide more research-based options for students, and increase competency, but can also stop brain drain in the longer run.

2. National Educational Technology Forum (NETF): The National Educational Technology Forum (NETF) will be established as an autonomous body. Its purpose is to create a platform for the open exchange of ideas regarding the use of technology to improve learning, assessment, planning, and administration in both schools and higher education institutions.

3. Skill Development and Vocational Education: New policy-2020 prioritizes vocational education, ensuring that students develop practical skills alongside academic knowledge. This can enhance employability and meet the growing demand for skilled workers in various industries.

4. Holistic Report Card: The present policy (2020) also introduces a holistic report card that evaluates a student's performance across all three areas of learning: cognitive, psycho-motor, and affective. This approach aims to give students a comprehensive understanding of the world from multiple perspectives.

5. Focus on Research and Innovation: The establishment of the National Research Foundation (NRF) and the emphasis on research-based learning in higher education institutes can help drive innovation and contribute to India's position as a knowledge-driven economy.

6. Increased Investment in Education: With the new policy, there is a greater likelihood of increased government funding and investment in education. This can lead to enhanced teacher training, infrastructure development, and learning resources.

7. Digital Locker: A student's academic credits will be stored in a digital locker, similar to a bank account, allowing them to resume their education after a break, as outlined by the Higher Education Commission in the future.

D. Threats:

1. Financial Constraints: The implementation of present policy (NEP-2020) requires substantial investment, and there is a risk that financial constraints might limit the scope of reforms, especially in underfunded sectors like rural education and teacher training.

2. Resistance to Adopting New Policies: Although the policy offers positive outcomes, its success depends on the willingness of institutions, schools, and universities to accept and implement it. If they resist new reforms, the expected results will not be achieved.

3. Inequality and Access Issues: The implementation of NEP-2020 could exacerbate existing inequities in education. Students from lower-income families, rural areas, and marginalized communities may face difficulties accessing quality education, particularly in a rapidly transforming system.

4. Inadequate Funding: The policy presents promising goals, but effective implementation requires proper and adequate funding, which remains a significant challenge.

5. Resistance to Technological Change: Despite the policy's focus on technology, there may be resistance from certain educators and institutions that lack digital literacy and infrastructure. This could delay or hinder the adoption of blended learning or online education.

6. Overburdened Education System: Given the large number of students and institutions in India, there is a risk that the education system could become overburdened with the proposed reforms, leading to issues such as teacher overload, inadequate training, and lack of proper infrastructure.

7. Implementation of the Three Language Formula: Many states, including West Bengal, Andhra Pradesh, and Tamil Nadu, have not embraced the Three Language Formula, particularly the requirement to make Hindi or Sanskrit mandatory. Languages should not be imposed; students should have the freedom to choose which language they wish to learn.

8. Prioritization in Education System: According to the 2016 All India Survey on Higher Education, nearly 22 million students (65%) are enrolled in private institutions across various courses. This indicates a clear trend of India's education system becoming more privatized

and expensive. Another major concern is the lack of a regulatory framework to control the unchecked growth of self-financing colleges.

9. Teacher Shortage: The implementation of the policy depends on having qualified teachers, yet India faces a shortage of them, which hampers the fulfillment of NEP 2020's objectives. Only well-trained educators can effectively carry out the necessary reforms.

National Educational Policy is a bold step towards reforming India's education system, with clear strengths in terms of inclusivity, innovation, and the focus on teacher education and technology. However, its success will heavily depend on addressing challenges such as implementation barriers, digital divides, and resource constraints. With proper execution, the opportunities offered by the policy such as skill development, global collaboration, and research-driven education have the potential to significantly enhance the quality and equity of education in India.

Conclusion:

The National Education Policy (NEP) 2020, approved by the Indian government, aims to reform the country's education system to meet the needs of 21st-century India, positioning India as one of the leading nations globally if implemented successfully. The new policy expands the coverage of the Right to Education Act, 2009, to include children aged 3 to 18. NEP 2020, introduced after 34 years, aims to provide universal access to education, with a focus on making pre-primary education (for children ages 3-6) universally available by 2025. This policy presents a comprehensive framework to advance the education system. It is the third iteration of the education policy, following the NEP of 1986. The NEP 2020 lays down a clear direction for the country's educational future, allowing top international institutions to set up campuses in India. The introduction of new initiatives, such as the Integrated Teacher Education Program (ITEP) and continuous professional development for teachers, highlights the emphasis on improving the quality of education at all levels. However, the success of NEP 2020 will depend on effective implementation, overcoming challenges like resource constraints, regional disparities, and resistance to change. One of the key aspects of NEP 2020 is the restructuring of curricula, where board exams will be revamped to emphasize critical thinking and experiential learning. Additionally, the policy plans to equip young students with essential skills. The success of the NEP 2020 will depend on its effective implementation, particularly in grades up to V. If properly executed, it is expected to significantly transform the educational landscape in the coming years, reinforcing India's aspiration to become a global leader in education.

The National Policy on Education (NPE) 2002 significantly transformed teacher education in India by emphasizing quality, equity, and professional development. It called for continuous teacher training to keep pace with evolving curricula, pedagogy, and technology, alongside integrating modern pedagogical approaches into teacher education. The policy promoted decentralization, giving more autonomy to states and local authorities, while encouraging the use of technology in teaching. It also introduced innovative programs, improved teacher recruitment standards, and focused on inclusive education and special

needs training. Collaboration with NGOs and the private sector further supported the growth of teacher education, laying the foundation for a more effective and responsive education system.

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