

National Education Policy 2020: Transforming the Vision for Teacher Education in India

Dr. Jayanta Kumar Mete

Professor, Department of Education, University of Kalyani, West Bengal, India

Orcid id: 0000-0002-9409-2983

Email id: jayanta_135@yahoo.co.in

Somdyuti Rakshit

Research Scholar, Department Of Education, University of Kalyani, West Bengal, India

Orcid id: 0000-0003-2926-2955

Email id: rakshitsomdyuti@gmail.com

Arnab Chowdhury

Research Scholar, Amity Institute of Education, Amity University, Lucknow, India

Orcid id: 0000-0002-6870-3488

Email id: arnab.chowdhury1@s.amity.edu

Abstract:

No mention is made of modern skills in National Education Policy 2020, which shares a lot in common with the venerable Kothari Commission report, widely regarded as the first national education policy. An reform of the Indian teaching profession is proposed by NEP 2020, which recognises the reality of disgruntled and unmotivated Indian teachers and suggests that tenure, remuneration and advancement be based on merit. The focus has been on the implementation of higher education. Some other topics, such as vocational education and research, have also been given emphasis. As a whole, it's a noteworthy and quite encouraging development.

Keywords: NEP 2020; Teacher; Education; Teacher Education; Teacher Education Vision; Transforming Teacher Education.

Introduction:

Indian students will play an important part in the country's transformation towards an equal knowledge society, according to NEP 2020. As a result, students may expect to play a more active role in shaping national policy. India has a huge number of unskilled/semi-skilled labourers because to its undereducated and overcrowded population. In addition, the absence of infrastructure, facilities, skilled personnel, family support, and other issues continue to deny rural children access to high-quality education. NEP 2020 should be able to handle these difficulties with zest and vigour, as we all hope they can.

The "2030 Agenda for Sustainable Development (SD)" was adopted by India in 2015. "Encourage lifelong learning for everyone by 2030," says this plan's fourth goal. Access, equity, quality, affordability, and accountability are the five pillars of NEP2020, which aligns with the 2030 Agenda for Sustainable Development. Human beings will soon be outsourced to machines as we move toward an ICT and artificial intelligence-dependent civilization, while the demand for computer/mathematics- and technical-based occupations will rise. As pollution, climate change, food shortages, and the ever-present threat of pandemics continue to grow, there will be a growing need for physicists and biologists, as well as social scientists and infectious disease researchers. It is clear that a multidisciplinary approach to teaching and learning is essential in this context.

Consequently, it becomes important to guarantee that education incorporates less "material" and more "thinking process," critical evaluation and problem-solving methodologies. Because of this, the learner is expected to become more creative, inventive, adaptable, and multidimensional. According to the methodology, education should be more "experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, adaptable, and, of course, pleasurable," as stated in the statement. It is essential that students have a well-rounded education that encompasses all elements of their talents and interests, not just math and science. This includes the study of languages, literature, culture, and morals, as well as other traditional subjects like arts and crafts. Students need to learn how to be ethical, reasonable, and caring, and they need to be prepared for the future by receiving an education that fosters these virtues. New Education Policy 2020 (NEP2020) aims to "revision" all elements of education, including governance, in order to establish a 21st-century educational system that also draws on India's traditional values and emphasises the development of each individual's creative potential.

Education is a process that is constantly evolving. Educator performance is the most critical factor in the success of students. Both the individual and the nation are reshaped by education. Changing the social, economic, and political landscape of a society begins with educating its citizens. When people are educated, they learn how to make the right decisions at the right time through the process of learning. Teachers who are capable of providing this kind of instruction are essential. This well-known saying holds true: A teacher builds a country. It is the teacher who occupies the position of central authority in the system of formal education. A teacher's influence on a student's life can be life-changing. To undervalue the value of a teacher is to do so at one's peril. Papers on teacher education in India address a wide range of concerns. As things are, the system as a whole has a lot of flaws. Teacher training can have a bright future if the federal and state governments cooperate together.

There are many issues affecting teacher education in India that this paper will address. The system, despite its best efforts, still has a few flaws in it. With federal and state governments working together, teacher education has a chance for a bright future.

The Vision of the Policy

Bharat, as it is known in Hindi, is the name given to the country of origin of the National Education Policy 2020. This initiative's objective of conserving and expanding today's flourishing knowledge society relies heavily on making high-quality education available to everyone, regardless of race, gender, class, or religion. Consequently, India is making strides toward becoming a worldwide leader in the field of knowledge. Through a common curriculum and methodology, the Policy intends to instil a feeling of patriotism and self-awareness in our students as they confront global change in the face of their constitutional obligations. As a global citizen, it is important to acquire a strong sense of national pride and a passion for the country you live in. It is also important to have information, skills, beliefs, and attitudes that promote a responsible commitment to issues such as human rights and sustainable development.

Objectives:

Reforms proposed by the India's National Education Policy 2020 will help enhance education standards and scope. Among the objectives of the National Education Policy 2020 are the following:

1. To offer an overview of the recently recognised policies of the Teacher Education System (NEP 2020)
2. The National Education Strategy 2020 is a sharp contrast to the existing policy in India.
3. Identification of innovative improvements in national teacher education policy for 2020.
4. As a way to forecast how NEP 2020 may affect teacher education in India
5. NEP 2020 Higher Education Policies will be discussed in depth.
6. Additional suggestions for ways to make NEP 2020 more effective in achieving its aim.

Research Methodology:

NEP 2020 is compared to current education policy in a conceptual discussion outlining the national educational policy framework, highlighting major portions of NEP 2020 and comparing it to existing policy. Determined innovations are discovered by conducting a focus group discussion. Analyzing the policy's ramifications makes use of the predictive analysis method. [1]

Result and Discussion:

1. Principles of NEP2020 [2,3]

In order to ensure that the whole educational system and its particular institutions are operating in accordance with these essential principles:

- Each student's unique qualities and abilities should be recognised and cultivated. As a first step, educators and parents must understand the importance of encouraging a student's total well-being, which includes academics as well as extracurricular activities.
- Grade 3 reading and numeracy proficiency is the most important goal for all pupils.
- Students can pick their own learning courses and programmes, as well as their own life paths, depending on their talents and interests, thanks to the flexibility of the learning process.
- For the sake of avoiding harmful hierarchies and silos between different fields of study, there are no formal divides between arts and sciences, academics and extracurriculars, or career paths and academic tracks, for example.
- It is essential that students have a broad education in the arts, sciences, social sciences, and sports in order to keep all information consistent.
- Instead of rote memorization and exam preparation, the focus is on conceptual comprehension.
- Thinking critically and creatively to encourage rational decision-making and new ideas
- These include empathy, respect for others, cleanliness, civility, democracy, concern for the public good, scientific temper, responsibility, pluralism, justice, and freedom.
- creating an environment where students are encouraged to learn languages other than their native one
- Other life skills include the capacity to communicate and collaborate with others and the ability to bounce back from adversity.
- Regular formative evaluation for learning is recommended over summative assessment in today's "coaching culture."
- Technology is being used extensively in the classroom to reduce language barriers, improve access for Divyang students, and organise and manage instruction.
- With an idea that education is a concurrent topic that must be respected in all aspects of curriculum, pedagogy, and policy
- If all students have equal access to quality education, then every educational decision must be made with that in mind.
- Curriculum coordination at all educational levels, from pre-schools and childcare centres to colleges and universities.
- Faculty members are at the heart of the educational process, and ensuring that they are well-recruited, well-trained, and working in conducive environments is essential.
- Education must be audited and publically disclosed to maintain its integrity and efficiency while allowing for innovation to thrive via autonomy, good governance and empowerment.
- For great education and growth, there must be a constant examination of progress through continuing study and regular evaluation by educational specialists.
- pride in one's Indian heritage, including one's deep ties to the country's historic and present customs as well as its wealth of information and knowledge.
- A high-quality education should be a basic entitlement for every kid, and it should be provided as a public service.
- Investment in public education and charity involvement by business and community partners are essential.

Teacher Recruitment & Employment

The TET, a demonstration class, an interview, and fluency in the local language are all requirements for a teacher to be recruited in a private or public school (s). According to [4] the NEP 2020,

- Teacher Eligibility Tests (TETs) will be compulsory for all new teachers at all levels of education (Foundational, Preparatory, Middle, and Secondary).
- Subject teachers' TET and NTA exam results will be taken into consideration during hiring.
- NEP 2020 suggests recruiting teachers to a school complex and then dispersing them throughout a group of schools as a solution to the problem of teacher shortage. In addition to counsellors and coaches, vocational educators, language instructors, social workers, technical and maintenance employees, and teachers in the arts, such as art and craft teachers, are included.
- Teachers for classical languages and vocational and skill classes are in high demand, so NEP 2020 encourages schools to hire "master instructors" who are experts in a variety of fields including traditional local arts, vocational crafts, entrepreneurship, and agriculture. This will help meet the demand.

Teaching Career & Professionalism

As part of the NEP 2020, teachers will be required to meet performance criteria that outline their responsibilities and the skills they need to succeed at various levels of competence. [4]

- Teachers will be held to a set of National Professional Standards for Teachers (NPST) by 2022 that governs everything from tenure to pay increases to promotions and other honours.
- Regular teacher audits or evaluations are also included in NEP 2020. These criteria for evaluating employee performance will also be created. Only merit-based promotions and raises in compensation will be given, and not based on time served or seniority.
- Continuing professional development (CPD) is a requirement for all teachers in the United States, and it can take the form of seminars or online courses.
- Continuing professional development (CPD) is required for all school principals, including those in leadership, school administration, and competency-based learning (CBL) roles.
- In addition, NCERT will do research, identify educational techniques from throughout the world, and make recommendations for their inclusion into Indian educational practises through CPD.
- **NEP 2020 and Higher Education:** The National Education Policy 2020 aims to change education by reimagining it and putting students first (NEP 2020). Included are those of the Education Commission (1964-1966) and the Verma Commission (1976-1978). (2012). A decent education has never been more accessible than it is now. In order to ensure that all students have equal access to quality education, this technique places a high priority on the development of each individual student. Some of the policy's benefits accrue to people working in the education sector. Early childhood care and education are intertwined with schooling and postsecondary education in an effort to improve student achievement. Strategy #1 is aimed at improving educational results. Additionally, the long-overdue implementation of evaluation changes is a major priority area. As part of India's 2030 Agenda for Sustainable Development,

the National Education Policy 2020 (NEP 2020) intends to provide everyone with access to lifelong learning opportunities. [5]

According to the statement, "Higher Education (HE) is an essential part of the Education System (ES) in determining the economy, social status, technological adoption, and healthy human behaviour in every country." In order to make India a global education centre, the policy's principal purpose is to increase the quality of HEIs. It's all about offering various departure points in a four-year undergraduate degree, promoting research, enhancing faculty support, and expanding internationalisation.

Teacher Appointment and Requirements

There is a clear emphasis on teachers' reputations in the NEP-2020. More and more university and college teaching positions remain empty, with many of these positions being replaced by part-time professors. How can we expect part-time instructors to give us their best if they aren't even getting compensated for their efforts? The government is unsure about what it thinks of teachers and how it feels about them. Having cash on hand to subsidise their own MPs and MLAs for other facilities is a concern when states tell the Supreme Court of India that they lack the funds to pay teachers' salaries. When it comes to hiring new teachers, the governing boards and universities that accredit them have tight criteria. However, when it comes to setting teacher salaries, these same organisations and universities seem indifferent. In spite of this, teachers put their all into their work because they believe they have a direct impact on India's future within the four walls of the classroom. [6]

National Education Policy 2020 for Teacher Education [7]

1. The future generation of educators will be shaped in large part by the quality of the current crop of educators. Educator preparation is a multimodal endeavour that calls for the development of character traits and values, along with hands-on experience under the leadership of highly qualified teachers and other educational leaders in the field. As a result, teachers must have a thorough understanding of Indian cultural norms, as well as the most recent developments in education and pedagogy.
2. The majority of independent TEIs, according to the Justice J. S. Verma Commission (2012), do not even carry out real teacher education but rather sell degrees. Over 10,000 TEIs are already available for usage on their own. Instead of preventing systemic malpractices, strict quality standards have actually stifled innovation and excellence. Urgent effort is needed to return teacher education in the sector to its former integrity, credibility, efficacy, and high quality.
3. If the teaching profession is to regain its former lustre, it is imperative that the Regulatory System be given the authority to take strict action against teacher education institutes (TEIs) that fail to satisfy fundamental educational standards after giving them a year to correct any violations. Teachers will only be educated in a manner that is educationally sound, interdisciplinary, and integrated by the year 2030.
4. Interdisciplinary inputs and high-quality instruction can only be delivered by composite multidisciplinary institutions when it comes to teacher education. Education departments in multidisciplinary universities and colleges aim to conduct cutting-edge research in various aspects of education and collaborate with other departments, such as psychology, philosophy;

Indian languages; arts and music; history and literature, as well as physical education, to achieve this goal. By 2030, all stand-alone TEIs must transform into multifunctional institutions in order to participate in the integrated four-year teacher training programme.

5. By 2030, all prospective school teachers will be required to earn a four-year integrated B.Ed. from one of these interdisciplinary HEIs. Bachelor of Arts in Education and one of the following specialisations are available in the four-year integrated B.Ed programme: Bachelor of Arts the study of a foreign language, history, music, or mathematics, etc. Additionally, teachers will learn about a wide range of subjects, such as anthropology, physics, and even psychology. They will have a strong foundation in early childhood care and education, as well as in reading and math basics. Undergraduates with comparable bachelor's degrees may be able to apply to two-year B.Ed. programmes at various universities. One-year B.Ed. programmes are open to students who have completed four years of undergraduate study in a specific area of education or education-related courses. In order to attract the best and brightest students, scholarships will be awarded for the four-, two-, and one-year B.Ed. programmes.

6. Because of this, universities that offer programmes in teacher education will have access to a wide range of experts in the area and in related fields. Colleges and universities will work closely with public and private schools to provide student teaching opportunities and other educational opportunities for future teachers.

7. The National Testing Agency will conduct relevant subject and aptitude examinations, which will be standardised in light of the country's linguistic and cultural diversity, for admission to pre-service teacher training programmes.

8. In education departments, a diverse staff is inevitable, but teaching/field/research experience will be a major factor in hiring decisions. There will be a greater emphasis on attracting and retaining educators with backgrounds in social science fields that have a direct bearing on the teaching profession, such as those in the humanities, such as anthropology and linguistics, or philosophy and economics, as well as those who have a background in education.

9. Students who apply for a Ph.D. in teaching, education, pedagogy, or writing will be required to complete credit-based courses throughout their doctorate programme. Pedagogical practises, curriculum design, and trustworthy assessment methodologies will be discussed because many study researchers will go on to become professors or public representatives in the near future. As part of the requirements for a Ph.D., students will be expected to teach a set number of hours. Ph.D. programmes across the United States will have to be reformed as a result of these changes in policy.

10. In-service Teaching and learning in higher education will be improved and developed to fulfil the demands of a better education by bolstering and expanding the current institutional arrangements and ongoing activities. On-demand online teacher training using platforms like SWAYAM/DIKSHA will be promoted, making it possible to train a large number of instructors quickly and uniformly.

11. A National Mentorship Mission will be established to help university and college teachers in the short and long term by utilising a large pool of great senior/retired academics, including those who are proficient in Indian languages.

Conclusion:

The unveiling of the NEP2020 by the Indian government has generated a lot of interest and speculation. A comprehensive and all-encompassing educational delivery system is impossible to exaggerate. As a result, the parts are not well defined. Much longer than the present projection is feasible in the future, nearly two decades or more. It begins in elementary school and progresses through high school and beyond. Because that's what's planned, the primary focus will be on interdisciplinary, integrative, and all-encompassing training. The early start of the school year is meant to be a major component of vocational education as well. One part of the policy is for each level of learner, and a fourth part deals with how the policy will be put into action. Secondary and post-secondary education are separated into three stages: elementary, middle, and high school.

It sets the stage for corrective action that gives resources for all people, starting with their impressionable youths, to study, think and grow critically and creatively. A world-class education system is envisioned for India, where all students, regardless of social or economic background, have equal access to a world-class education. Even while this is a lofty objective that calls for a reexamination of the educational system as a whole, the following measures represent a step forward in the right direction.

References:

1. Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International journal of qualitative methods*, 8(3), 1-21
2. New Education Policy, 2020 Highlights: School and Higher Education to See Major Changes. 2020. *Hindustan Times*. Available from: <https://www.hindustantimes.com/education/new-education-policy-2020-live-updates-important-takeaways/story-yYm1QaeNyFW4uTTU3g9bJO.html> [Last accessed on 2020 Oct 04]
3. New Education Policy, Government of India, Ministry of Human Resource Development. 2020. Available from: <https://www.mhrd.gov.in/nep-new> [Last accessed on 2020 Oct 05]
4. Rashmi Chari in *Edutrends India*, India, TOI; NEP 2020: Empowering the teacher; <https://timesofindia.indiatimes.com/blogs/edutrends-india/nep-2020-empowering-the-teacher/>
5. B. L. Gupta and A. K. Choubey. 2021. Higher Education Institutions – Some Guidelines for Obtaining and Sustaining Autonomy in the Context of NEP 2020. *International Journal of All Research Education and Scientific Methods (IJARESM)*, Vol. 9, Issue 1, January, 2021, ISSN: 2455-6211, Impact Factor: 7.429. Pp. 72-84 Available online at: www.ijaresm.com
6. New Education Policy 2020, Ministry of Human Resource Development, Government of India, English version. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf retrieved on 30th August 2020.
7. National Education Policy 2020 at Ministry of Education, India website. (<https://shikshan.org/nep-2020/teacher-education/>)