



## Education for Teachers: Considering the Significance of NEP 2020

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### ABSTRACT

*The content and essence of the research paper are derived from the National Education Policy 2020, relevant studies, research papers, articles, and the author's personal experience on teacher education titled "Teacher Education: in the Light of NEP2020". The paper aims to showcase the vision and mission of Teacher Education in NEP 2020, as well as analyze the core principles of Teacher Education as defined by NEP 2020. Through critical review, this research paper delves into different concerns, obstacles, and hindrances in the implementation of NEP 2020's recommendations for Teacher Education.*

**Keywords:** NEP 2020, TEACHER EDUCATION, EMPOWERING THE TEACHER, SPECIAL EDUCATORS, TEACHER EDUCATION PROGRAMMES.

### Introduction:

"The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in a critical measure upon the quality of their education; the quality of their education depends more than upon any single factor, upon the quality of their teacher". (Teacher's Talk, 2021.)

To enhance the overall development of India and improve the standard of living of its people, quality education must be made available to all. This can be achieved by focusing on creating quality teachers. The National Education Policy (2020) of India was created 34 years after the introduction of the National Education Policy in 1986. The draft report for the new policy was submitted by former ISRO Chief K. Kasturirangan in December 2018. The Union Cabinet approved this draft on July 29, 2020, making it legally recognized as the National Education Policy 2020.

The development of NEP 2020 aims to revolutionize and revitalize our approach to educating future generations. This involves a major overhaul of our education system, starting from early childhood education up to higher education. (Mohon & Shri, 2021.)

The recommendations of NEP 2020 prioritize the individual development of students, including the cultivation of conceptual understanding, creativity, and critical thinking through a multidisciplinary and holistic approach to experiential learning. The ultimate objective of NEP 2020 is to meet Sustainable Development Goal 4 (SDG 4) by 2030, which entails providing inclusive and equitable quality education to all students and preparing them for lifelong learning. To achieve these goals, teacher education is of utmost importance. Because "Teachers Truly shape the future of our children, and, therefore, the future of our nation." (NEP-2020, P-20.)

Teaching is a highly respected profession that is closely tied to social advancement around the world. In the past, only the most knowledgeable and learned individuals were chosen to become teachers, making them the most respected members of society. They played a central role in the education system, passing on their knowledge, skills, and values to students. As the education system has evolved, teacher quality has become crucial for sustainable nation-building. Professional teaching standards aim to improve the teaching profession and contribute to the country's progress. Despite employing nearly 9.7 million teachers in India, there is still a shortage of 1 million teachers, and the demand for high-quality teachers continues to rise. To attract and retain talented individuals, significant changes are needed in the way the profession is viewed and practiced. (NPST 2020.)

The Justice J.S. Verma Commission (2012) found that over 10,000 teacher education institutions in India offer degrees without proper training for future teachers. Consequently, teachers are only trained on paper and lack the proper psychological methods to effectively teach students. This not only hinders the students' potential but also lowers the quality of the teaching profession. However, throughout India's history, teachers have held a position of respect and dignity in society since the ancient Brahmanical education system. The teacher is now considered a friend and philosopher guide to the student thanks to the continuous improvement of the education system. Providing quality training for teachers is crucial for the overall development of students. Therefore, it is urgent to revitalize the teacher education system through radical action to raise standards and restore integrity, credibility, efficacy, and high quality, as NEP 2020 points out. (NEP 2020.)

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## Objectives of the Study:

The paper aims:

- To study the fundamental essence of Teacher Education in India according to NEP2020.
- To highlight the vision and mission of Teacher Education in NPE-2020.
- To critically review issues and challenges in the way of Teacher Education.

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## Methodology:

The present study is a qualitative analysis of Teacher Education according to NEP 2020 based on secondary data and information in the form of reviews, books, journals, policy, drafts, internet, etc. The article is descriptive in nature and an amalgamation of related ideas is done to conclude.

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## Strengthening and Empowering the Teacher:

"Teachers Truly Save the Future of Our Children, and Therefore the Future of Our Nation" (NEP 2020.). In essence, teachers play the most crucial role in developing a country. Therefore, the National Education Policy 2020 emphasizes the need to elevate the teaching profession to a high-quality and appealing occupation. Empowering teachers involves giving them the authority to contribute to the establishment of school objectives and policies, as well as the freedom to use their professional discretion in deciding what and how to teach. The National Professional Standards for Teachers (NPST) is expected to be developed in NEP 2020 to support teacher empowerment. The NPST will identify the responsibilities of educators at different academic levels and the competencies required to teach at those levels. Additionally, it will streamline performance evaluations, which will be conducted regularly for each stage. Also, NPST will discuss the tenure of teachers, professional development efforts, promotions, salary increments, etc. Teachers' promotions and salaries will be determined based on their appraisal, not on their age or length of tenure. To enrich the teaching-learning system, teachers need to enrich the service environment and culture. For this reason, NEP 2020 states that the service environment of a school or school complex will be such that teachers can work properly without any hindrance. And they become part of the Vibrant, Caring, and Inclusive communities.

The NEP 2020 pertains to school complexes, which are vast areas owned by schools or universities. These complexes serve as spaces for academic studies and also accommodate administrative offices, student residential facilities, and other amenities such as libraries, gyms, auditoriums, athletic fields, and swimming pools. Classroom buildings are just one of the many facilities that can be found in a school complex. Emphasis has been laid on building a vibrant teacher community by constructing school complexes in NEP 2020.

As per the recommendation of NEP 2020, arrangements will be made for the teachers who have leadership and management skills to go to the administrative position of the school and school complex as per their wishes.

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## Structure of Teacher Education Programmes:

By 2030, teacher education will be transferred to multidisciplinary colleges and universities, as recommended by NEP 2020. This means that all colleges and universities will become multidisciplinary, offering courses in B.Ed., M.Ed., and Ph.D. in education. To become a teacher by 2030, individuals must complete a 4-year integrated B.Ed. degree. Those who already have a Bachelor's degree in a specialized subject will follow the old rules and complete a two-year B.Ed. program. Students who have a degree equivalent to a four-year multidisciplinary bachelor's degree or a master's degree in a specific subject must complete a one-year B.Ed. course if they wish to teach in their school or school complex. It is important to note that all B.Ed. programs will only be offered by accredited multidisciplinary higher education institutions. In B.Ed. programs, aspiring teachers will receive training in teaching through the latest technologies. They will also learn about foundation literacy and numeracy, teaching children with disabilities, educational technology, multilevel teaching and evaluation, and learner-centered and collaborative learning pedagogies.

In addition, future teachers will be taught about integrated environmental awareness and sensitivity toward conservation and sustainable development through various programs. Efforts are underway to include environmental education in the B.Ed. curriculum in NEP 2020.

For in-service teachers who want to teach in their area of specialization or any other area from the foundation to the secondary stage, multidisciplinary colleges and universities will offer shorter post-B.Ed. certification courses.

While different pedagogical approaches are applied internationally to teach a subject, NCERT will decide which approach is most suitable for different subjects in the context of the Indian education system, according to the NEP 2020 recommendations.

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## Criteria for Teacher Recruitment and Development:

In NEP 2020, it is believed that only highly skilled students are fit to become teachers. Therefore, a 4-Year Integrated B.Ed. program will be introduced, with Special Merit-based Scholarships offered to rural students, especially female students, so that they have the opportunity to complete a quality

Integrated B.Ed. Program and become good teachers in their respective areas. This will not only provide students with highly qualified teachers but also local area role models.

Teachers who will be engaged in teaching in rural areas, especially in areas where there is a shortage of quality teachers, will be provided with special facilities. However, to teach in rural areas, every teacher must be able to speak the local language fluently.

The recommendation in NEP 2020 focuses on multilingual education to solve the problem of school dropouts due to language barriers. TET examination will be made compulsory for teachers to verify their subject knowledge and teaching methodology.

For recruitment of subject teachers at all levels of school education, i.e., foundation, preparatory, middle, and secondary levels, teachers will be recruited based on the score of TET or NTA in that subject. Teacher recruitment in schools and school complexes will emphasize interviews and demonstrations.

According to NEP 2020, to improve teacher recruitment and development, it is necessary to hire enough teachers for Art, Physical Education, Vocational Education, and Language. However, additional teachers will also need to be recruited to teach at various educational institutions within the State or Union Territory Government.

Moreover, some individuals from the local area could be appointed as "Master Instructors" to teach in the school complex. These instructors would specialize in traditional local arts, vocational crafts, entrepreneurship, agriculture, or other subjects. By working with these "Master Instructors," students can learn about their local knowledge and professions and keep these traditions alive.

Additionally, NEP 2020 recommends placing special emphasis on recruiting Technology-Based Comprehensive Teachers. This will help students acquire technical education skills.

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### **Curriculum Implementation in Teacher Education:**

"Curriculum is a tool in the hand of the artist (teacher) to mold his material (pupils) according to his ideas (aim and objectives) in his studio (school)". (Cunningham, 2022)

Education is comprised of many important elements, with the curriculum playing a crucial role in reflecting the aims of education. The draft of the National Education Policy (NEP) emphasizes the need for research aptitude among teaching aspirants to be included in the curriculum, and for educational research to be promoted to the highest level of ingenuity. By incorporating research and innovation into teaching, theory and practices can be kept up-to-date and relevant to both school and higher education.

In regards to the curriculum of teacher education, it is recommended that a comprehensive National Curriculum Framework for Teacher Education (NCFTE 2021) be developed based on the principles of the National Education Policy 2020 by 2021. The responsibility of creating NCFTE 2021 falls on the National Council for Teacher Education (NCTE), with consultation from the National Council of Educational Research and Training (NCERT) recommended to assist in this task. The State Government, relevant ministers and departments of the Central Government, and various expert bodies have been consulted to formulate this framework.

According to NEP2020, NCFTE 2021 will be responsible for creating curricula for both general education teachers and vocational education teachers.

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### **Evaluation in Teacher Education:**

Muffat says – "Evaluation is a continuous process and is concerned with than the formal academic achievement of pupils".

It is recommended to offer ample opportunities for teachers in NEP 2020 to evaluate their teaching skills, enhance their abilities, and learn advanced teaching techniques. As a result, there is an emphasis on online teacher development models and workshops at the local, regional, state, national, and international levels.

Continuous Professional Development (CPD) of teachers is given importance through different online and offline workshops and seminars. This helps to assess teacher learning and enhance their professional qualifications. The CPD program in NEP2020 provides competency-based learning, experiential learning, art-integrated learning, sports-integrated learning, storytelling-based learning pedagogy, and formative adaptive assessment.

To ensure that every teacher participates in the CPD program, they are required to dedicate at least 50 hours per year based on their interests. Teacher audits or performance appraisals are conducted regularly, and standards for performance appraisal will be established. Promotions and salary increases will no longer be based on seniority or length of tenure but only on performance appraisal.

To accurately evaluate teacher performance, versatile parameters will be developed based on peer review, attendance, commitment, and other school work. In NEP 2020, there is a strong focus on providing ample opportunities for teachers to enhance their teaching skills, engage in self-improvement, and adopt advanced teaching-learning methods. Therefore, the emphasis is on online teacher development models and workshops at local, regional, state, national, and international levels.

The emphasis is on Continuous Professional Development of Teachers (CPD) through various online and offline workshops and seminars to evaluate teacher learning and improve their professional qualifications. The CPD program in NEP2020 offers competency-based learning, experiential learning, art-integrated learning, sports-integrated learning, storytelling-based learning pedagogy, formative adaptive assessment, and more.

It is mandatory for every teacher to participate in the CPD program for at least 50 hours a year based on their interests. Furthermore, regular teacher audits or performance appraisals will be conducted. Performance appraisal standards will also be developed, and promotions and salary increases will not depend on tenure or seniority but on appraisal results.

Versatile parameters will be used to evaluate teacher performance, including peer review, attendance, commitment, and other school work. This will ensure accurate evaluation of teacher performance.

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### **Provision for Special Educators:**

Creating an inclusive and equitable society is a top priority for NEP 2020. The aim is to establish social justice and equality by offering appropriate education to all students in society, including those with special needs. To achieve this, NEP 2020 proposes the appointment of "special educators" who will be responsible for teaching specially-abled students at middle and secondary levels.

These special educators will undergo appropriate training to teach students with subject knowledge as well as specific learning disabilities. The focus will always be on the unique needs of these students. To support continuous professional development (CPD), full-time, part-time/blended courses, and various types of certificate programs will be provided for in-service and pre-service teachers.

NCTE and RCI will be responsible for ensuring the proper training of special educators. The goal is to create a supportive and inclusive learning environment that provides equal opportunities for all students.

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### **Critical Appraisal:**

The National Education Policy 2020 aims to bring about significant changes in the Indian education system, from early childhood education to higher education. One proposed change is to implement a 5 + 3 + 3 + 4 education structure instead of the current 10 + 2 structure. However, this poses a challenge for a developing country like India, where education funding is lower than in developed countries. Consequently, schools, colleges, and universities face issues such as inadequate infrastructure, teaching materials, and qualified teachers. The lack of quality teacher education institutions is another hindrance to improving education standards. The recommendation to integrate B.Ed. programs with general degree courses would require significant efforts from the government, including the development of infrastructure and recruitment of quality teachers, which may be impeded by financial constraints.

It has been identified by experts that by 2030, it will be a challenging task for the government to connect teacher education courses with multidisciplinary colleges and universities. Additionally, the future of private teacher education institutions that currently offer courses such as D. Ed, B.Ed., and M.Ed. is uncertain. It is a daunting task to restructure the curriculum of these courses as teachers are expected to focus on multilingual languages and Indigenous Knowledge. Moreover, providing technical education to each student using various assistive devices, and educating students with special needs is a costly affair. In order to tackle these challenges, NEP 2020 has proposed blended courses for all in-service and pre-service teachers. However, to make this work, the government needs to have the willingness to cooperate.

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### **Conclusion:**

The National Education Policy 2020 has played a crucial role in implementing significant changes in the Indian education system's structure and function. Regarding teacher education, NEP 2020 emphasizes the importance of continuous professional development for teachers to enhance their personal and professional growth. NEP 2020 introduces several innovative ideas in teacher education, including technology-based comprehensive teacher training, professional standards for teachers, continuous professional development programs for teachers, special educators, and master instructors.

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