

## **National Education Policy 2020 and Teacher Education in India**

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### **Abstract**

Teacher education has an important place in human life. Teacher education has an important contribution to the development of real knowledge, factual information, meaningful learning, positive thinking, quality knowledge, personal cognitive development, attitude, teaching skills development, and various types of life skills. The learning achieved through a skillful teaching process is permanent, practical, and never forgotten. Teacher education is the cornerstone of any level of education, which provides direction to the child to move forward based on his ability and interest according to the immediate time and circumstances. In the National Education Policy 2020, meaningful discussions and initiatives have been taken on the expectations, challenges, and measures to solve them according to the present time in teacher education. Teachers will play an important role in implementing policies related to teacher education and solving various challenges and problems. Keeping these things in mind, overall changes will have to be made in teacher education. In this article, various policies of teacher education and various measures for improvement in teacher education have been discussed in the context of National Education Policy 2020, so that teachers can be prepared according to the aspirations and needs of the future in India.

**Key Words: -Teacher Education, Knowledge, Teaching Skills, Initiatives, and Aspirations**

## Introduction

National Education Policy 2020, the first education policy of the 21st century, which came after 34 years, is a major and historical document in the field of education. This is only the third education policy of India after independence. The first policy for education was promulgated in 1968 and the second was implemented in 1986. Its main objective is to focus on education and learning and to make "India a global knowledge superpower". NEP 2020 aims to create an efficient education system by 2040, in which all learners have equal access to high-quality education, regardless of their socio-economic background. It aims to create a new system that aligns with the aspirational goals of 21st-century education, including SDG-4 while building on India's traditions and value systems. NEP 2020 aims to increase the gross enrolment ratio in higher education including vocational education from 26 percent to 50 percent by 2035. All Higher Education Institutions (HEIs) will aim to be multidisciplinary institutions. In the field of teacher education, by 2030, the minimum degree qualification for teaching is a four-year integrated B.Ed. There will be a degree. Teachers will also be trained in online educational methods relevant to the Indian situation to help bridge the digital divide. It has been said in the Directive Principles of the Constitution of India that compulsory and free education should be arranged for children of 6 to 14 years of age. In 1948, the University Education Commission was formed under the chairmanship of DR. Radhakrishnan. Since then, the formulation of the National Education Policy has also started. In August 1985, a document called 'Challenge of Education' was prepared in which various sections of India (intellectual, social, political, professional, administrative, etc.) gave their comments related to education and in 1986, the Government of India drafted 'New Education Policy 1986'. The most important feature of this policy was that it accepted a uniform educational structure for the whole country and most of the states adopted the

10+2+3 structure. Teacher education policy in India has been formulated over time and is based on the recommendations contained in various reports of education committees/commissions, the important ones being: the Kothari Commission (1966), Chattopadhyay Committee (1985), National Policy on Education (NPE 1986/92), Acharya Ramamurthy Committee (1990), Yashpal Committee (1993) and National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which came into force on April 1, 2010, has important implications for teacher education in the country.

### **The framework of Teacher Education**

In the federal structure of the country, though the broad policy and legal framework on teacher education is provided by the Central Government, the implementation of various programs and schemes is mainly done by the State Governments. The broad objective of improving the educational achievements of school children is a twofold strategy: (a) preparing teachers for the school system (pre-service training), and (b) improving the capacity of existing school teachers (in-service training).

The National Council for Teacher Education (NCTE), a statutory body of the Central Government for pre-service training, is responsible for the planned and coordinated development of teacher education in the country. NCTE lays down the norms and standards of various teacher education courses, minimum qualifications for teacher educators, syllabus and components, and duration and minimum qualifications for admission of student-teachers to various courses. It also recognizes institutions (Government, government-aided, and self-financed) desirous of starting such courses and is in place to regulate and monitor their norms and quality.

For in-service training, there is a large network of state-owned Teacher Training Institutes (TTIs) in the country, which provide in-service training to school

teachers. The spread of these TTIs is both linear and horizontal. At the national level, the National Council of Educational Research and Training along with six Regional Institutes of Education develop a set of modules for various teacher training courses and also undertake specific programs of training of teachers and teacher educators. Institutional support is also provided by the National University of Educational Planning and Administration. Both NCERT and NIEPA are national-level autonomous bodies. At the state level, the State Councils of Educational Research and Training (SCERTs) prepare teacher training modules and conduct specific courses for teacher educators and school teachers. Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) are the lowest-rung institutions in the linear hierarchy for providing in-service training to school teachers. Apart from these, in-service training is also provided with the active involvement of civil society, unaided schools, and other establishments.

### **National Curriculum Framework for Teacher Education**

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework on Teacher Education, which was made operational in March 2009. This framework has been prepared in the backdrop of the NCF, 2005, and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 mandated a changed framework on teacher education, which is in line with the school curriculum recommended in the NCF, 2005. Adapt to the changed philosophy of Explaining the philosophy of teacher education, this framework has some important dimensions of the new approach:

Indian culture and philosophy have had a great influence on the world, this rich heritage not only needs to be preserved and preserved for the generations to come but to keep our education system strong, research work should be promoted and new research should be done. Users should also be considered. Since ancient times, the focal point of the education system in India has been the teacher or guru, without whom it is not possible to understand the meaning of life. Guru is placed in the category of God.

### **Aims of Teacher Education**

Teacher education holds an important place in human and social life. Teacher education has broad objectives. Teacher education is the basis of human development and a strong foundation of society. The main objective of teacher education is to develop students as professionals. Who can contribute to this field? The objective of teacher education is to properly develop all the teaching skills in student teachers. Development of these skills can only be possible through extensive practice during training. Unless Student teachers receive quality training, these skills cannot develop. There are various skills of teaching mainly, which are Introduction Skills, Explanation Skills, Questioning Skills, Blackboard Work Skills, Reinforcement Skills, and Illustration Skills. To make the teaching-learning process effective, Proper development of all the above teaching skills in student teachers is necessary. Through the development of these skills. They are successful in awakening Children's interest in the curriculum, developing lessons with the help of children, increasing children's participation in teaching as well as increasing the learning level of children. Not all children in the class are equal. Understanding the individual differences of children and teaching them according to their abilities and capabilities is a challenge. But unless we plan teaching-learning work based on individual differences of children, success cannot be achieved in increasing the learning capacity of children and developing their teaching performance. One of

the objectives of teacher education Is to make teaching interesting through various types of teaching aids and related educational activities so that Children can learn more and better Through both listening and watching. Due to this, their senses remain more active due to which their learning level can be increased and this learning can also be preserved in the brain for a long time. The following are the main objectives of teacher education that are necessary to be achieved for a quality teaching-learning process: -

- To enable the pupil teachers to solve the problems of students.
- To create a proper discipline in the minds of the pupil-teachers.
- To familiarize the pupil-teachers with the latest knowledge to fulfill the existing needs of society.
- To develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere.
- To develop a capacity to do, observe, infer, and generalize.
- To impart adequate knowledge about the subject.
- To equip pupil-teachers with the necessary teaching skills.
- To develop a proper attitude towards teaching.
- To develop self-confidence in pupilteachers.
- To promote the proper usage of ICT tools.

### **National Education Policy-2020 and teacher education**

At present, the National Education Policy 2020 also places maximum emphasis on the importance of teachers for quality education. This can be achieved only through quality teacher training programs. It is mentioned that to identify and develop the unique abilities of each student, teachers, and parents will have to be sensitive to their abilities. So that the academic and other abilities of the students can be fully developed. Access to experiential areas of higher education can open

doors to immense possibilities that can lift individuals and communities out of the vicious circle. That is why providing opportunities for high-quality teacher education to all should be the topmost priority.

Teachers shape the future of the children and both students and teachers together build our prosperous nation. Meritorious students and qualified teachers have always been respected members of society because of their full contribution. Scholars always make good teachers. According to ancient civilizations, good teachers work to impart prescribed knowledge, skills, and moral values to the students. In the National Education Policy 2020, special attention has been given to the quality of teacher education, recruitment, posting, service conditions, and the status of teachers' rights. Only by paying attention to the above facts, the quality of teacher education and the enthusiasm of the teachers will achieve the desired standard.

The students will also revive the higher status and respect for the teachers according to the ancient civilization. To make our nation the best nation, there is a need for inspiration and empowerment in teachers and students. The lack of good educational institutions in rural areas has been going on for centuries, due to which the young generation lags in studies and teaching. Special attention has been paid to this in the National Education Policy and teacher education. A provision has been made to allow scholarships based on merit to the students studying in the course. Four-year bachelor education program provision is also made for providing assured employment to the students (especially female students) in the local areas after successful completion of the degree so that these students can serve as role models in the local areas and as higher teachers.

Excellent teachers will be encouraged to work in rural areas, especially in areas where there is already a shortage of teachers. A major incentive for teaching students in rural areas has also been the provision of local accommodations in and

around the school. It is the responsibility of the teacher to maintain the relationship among the community so that the student can get role models in an educational environment which is not possible due to frequent transfer of the teacher. Therefore, it has been said that the transfer of the teacher should be done only when it is necessary by the government. Teachers should be selected through special competitive examinations, for this emphasis has been laid on the further development of the Teacher Eligibility Test. Teachers are an integral part of the recruitment process, for this conducting all the interviews in the local language can accurately assess the efficiency of any person. By doing this, special emphasis has also been laid on the fact that the teachers will be able to interact in the prevalent language of the students.

The complete development of the students does not happen only by studying the concerned subject. For complete development, students must have knowledge of arts, physical education, vocational education, and competitive examinations. For this, emphasis has also been laid on the appointment of potential teachers in all states and union territories. There is also talk of quality promotion in the recruitment of teachers as per the requirement. The primary goal is to radically transform the working environment and culture of the school so that both the teacher and the student can grow to the maximum.

Changing environments and cultures will enable teachers, students, parents, principals, and other support staff to become part of an inclusive community. All of these have the same goal of ensuring that all students get a quality education. To ensure decent and enjoyable work in schools, there is a special need for resources such as physical resources, toilets, clean drinking water, clean and attractive places for learning, electricity, computer equipment, internet, libraries, and sports and recreational facilities. Special emphasis has been laid on all these essential things in the National Education Policy 2020. Efforts to impart education by making a



complex consisting of small schools and colleges will also be very effective. This will allow the students to learn with the larger community. To advance teachers and help create effective community environments for learning.

### **Teacher Education and Language**

In the new education policy, it has been said to keep the medium of education in the mother tongue, local or regional language till the fifth class. This can be extended to class eight or beyond. Foreign languages will be taught from the secondary level. However, it has also been said in the new education policy that no language will be imposed.

Language is a powerful medium for the exchange of ideas. Mother is the first educational teacher of any child. It is a universal truth that young children learn and understand meaningful concepts more quickly in their home language or mother tongue. The child first receives the quality of social welfare and intellectual leadership in the form of education from the mother. We the people of India are the conductors of that glorious eternal culture, where the good wishes of goodwill and welfare of every living being are embedded in the people. Definitely, for the overall development of the nation, efforts should be made as much as possible for primary education in the mother tongue.

The National Education Policy 2020 states that at least till grade five but preferably till grade eight and beyond, the medium of instruction would be home language, mother tongue, local language, or regional language. Thereafter the home, local language will continue to be taught as the language wherever possible. Both public and private schools will follow it. Higher quality textbooks in all subjects including science will be made available in-home languages, mother tongue. All efforts will be made expeditiously to ensure that the gap, if any, exists between the language spoken by the children and the medium of instruction itself, is bridged. Teachers

will be encouraged to use a bilingual approach with students whose home language is different from their mother tongue instruction.

Research shows that children acquire language most rapidly between the ages of two and eight and that multilingualism has the greatest cognitive benefits for students at that age. Children will be given exposure to multiple languages (with special emphasis on the mother tongue) right from the beginning of the foundational stage and onwards. It would be a major effort on the part of the Central and State Governments to invest in an adequate number of language teachers in all regional languages across the country, especially in all the languages mentioned in the Eighth Schedule of the Constitution. Bilateral agreements between states, particularly states in different regions of India, to adopt the three-language formula in their respective states as well as appoint an adequate number of teachers to encourage the study of Indian languages across the country. Technology will be used extensively to learn different languages and popularize language teaching.

Teacher education plays an important role in building a team of teachers who will shape the next generation in higher educational institutions. Preparing teachers is a process that requires a very combined approach and knowledge, as well as building beliefs and values under the guidance of the best facts, as well as their practice. It is necessary to ensure that teachers are aware of Indian values, languages, knowledge, ethos, and traditions, including tribal traditions, along with academic progress relating to education and teaching processes.

Teacher education requires multidisciplinary inputs as well as high-quality content and pedagogical processes. Therefore, keeping this in mind, all teacher education programs should be organized in holistic multi-disciplinary institutions only. For this, all multidisciplinary universities, as well as all public universities and large multidisciplinary colleges, will aim to establish and develop excellent education

departments, which promote state-of-the-art research in education, as well as psychology, to educate future teachers will also be conducted in collaboration with departments related to philosophy, sociology, neuroscience, Indian languages, arts, music, etc. and literature as well as other specialized subjects like science and mathematics. Along with this, by the year 2030, all single-teacher education institutions will need to be converted into multidisciplinary institutions, as they will have to conduct four-year integrated teacher training programs.

According to the National Education Policy 2020, diversity in the profile of faculty members in the education department is an essential goal. Social science areas directly related to school education, such as psychology, child development, language, science, sociology, philosophy, economics, and political science, as well as science education, mathematics, education, social science education, and language education. There is a provision to attract and appoint trained faculty members in teacher education institutions in subjects related to the programs, to strengthen the multi-disciplinary education of teachers and their conceptual development.

Continuing professional development training for in-service teachers in colleges and universities to be trained through existing institutional arrangements and ongoing aspects will continue in the National Education Policy. These will be strengthened and expanded to meet the needs of rich teaching and learning processes essential for quality education. The use of technological platforms like Swayam and Diksha for online training of teachers will be encouraged so that standardized training programs can be made available to more teachers within less time.

## **Conclusion**

Thus, it is reflected that the basic objective of the National Education Policy 2020 is to develop good human beings who are capable of rational thought and action

with compassion and empathy, courage and resilience, scientific thinking and creative imagination, moral values, and feelings. Its objective is to prepare such productive people who will contribute in a better way to building an inclusive and pluralistic society as envisaged by its constitution so that India can again play a leading role in the development of humanity by regaining the status of Vishwa-Guru. The NEP 2020 acknowledges the reality of unmotivated and dis-spirited Indian teachers and proposes to completely overhaul the teaching profession to create a robust merit-based structure of tenure, salary, and promotion, that incentivizes and recognizes outstanding teachers. The NEP-2020 is visionary, practical, progressive, and comprehensive. It has a range from early childhood to higher education, professional education to vocational education, and teacher training to professional education.

As policy envisages that teacher education must be the center of the fundamental reforms in the education system, the new education policy must help reestablish teachers, at all levels as the most respected and essential members of our society because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their jobs as effectively as possible.

Regarding the 360-degree assessment of a student, progress cards will include self-assessment, peer-assessment, and teacher assessment. A multi-dimensional report card will be generated that will reflect the progress and uniqueness of each learner in the cognitive, affective, and psychomotor domains. Skill and Vocational training and coding will start from Class Six. Accordingly, all teachers should know about ICT and it will be necessary to identify the skills in every teacher and parents to achieve the same. It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects. NCERT in collaboration with SCERT, NIOS, etc. will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and

make recommendations on what can be learned and assimilated from these approaches into the pedagogies being practiced in India.

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