

NATIONAL EDUCATION POLICY 2020

AN OVERVIEW OF TEACHER EDUCATION



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CONTENTS

Preface	<i>xi</i>
NEP 2020: Early Childhood Care, Curriculum and Role of a Teacher <i>Dr. Vidhi Bhalla</i>	<i>1</i>
NEP-2020: Initiatives for Better Quality Research <i>Dr. Harvinder Kaur</i>	<i>6</i>
NEP 2020: Pedagogical Approaches to Teacher Education and Modes of Teaching and Learning <i>Dr. Naresh Kumar</i>	<i>12</i>
Changing the Role of Teacher Educators: Initiatives of NEP-2020 <i>Priya Sharma</i>	<i>20</i>
Transforming Higher Education System in the Light of NEP-2020 <i>Dr. Shally</i>	<i>24</i>
Role of Teachers and Teachers Training in NEP 2020 <i>Isha, Megha Dua and Pooja</i>	<i>30</i>
Recommendations and Challenges of Teacher Education in NEP 2020 <i>Sakshi</i>	<i>34</i>
Skill Development Initiatives for NEP Implementation: Experimental Guidelines from Berger Paints <i>Dr. Sachin Kumar</i>	<i>38</i>
Reinventing Teacher Education Program in Relation to Global and Local Perspective <i>Dr. Kiran Duggal and Amarjit Kaur</i>	<i>42</i>
NEP- 2020: Concerns and Challenges for Integrated Teaching Education Programme <i>Dr. Sarbjit</i>	<i>46</i>
Salient Features of NEP 2020 with Respect to Teacher Education <i>Dr. Geeta Kundi</i>	<i>49</i>
NEP 2020: Role of Teacher in National Development <i>Dr. Harwinder Kaur</i>	<i>53</i>
Salient Features of NEP 2020 with Respect to Teacher Education <i>Gurpreet Kaur</i>	<i>59</i>

Role of Teachers and Teachers Training in NEP 2020

Isha,* Megha Dua** and Pooja***

ABSTRACT

The goal of the NEP system is to provide fundamental benefits to students at all educational levels, from elementary school to university. The system was created and released with the belief that, when it comes to addressing fundamental components, all facets of academic disciplines and education should be valued and given the best opportunities. These consist of responsibility, equity, accessibility, affordability, and quality. Raising the bar for effective teacher preparation, changing the way exams are now administered, providing early childhood care and revamping the educational system's regulatory structure are the main goals of the NEP system. NEP also aims to add value to elements such as government funding for education, the establishment of the National Education Commission (NEC), improved technology utilization, and programs for adult and vocational education. This paper is an attempt to study the role of teacher and teacher training as per NEP 2020 because Student performance and achievement are significantly impacted by high-quality instruction and teachers' level of knowledge.

Keywords: Teacher, Training, Education Sector, National Education Policy.

INTRODUCTION

Prime Minister Narendra Modi unveiled a new national education policy, sparking a flurry of conversation about education and the role of teachers in the nation on September 5, which is Teachers' Day nationwide (people celebrate the birthday of Dr. Sarvapalli Radhakrishnan, the famous philosopher and educationist who served as president of India). Aside from the educational system, the new Indian education strategy has placed a special emphasis on the qualifications and training of teachers. The entire nation will concentrate on developing a policy centred on "equal teachers and equal education."

OBJECTIVES OF THE STUDY

1. To discuss the Features of NEP 2020
2. To discuss the role of teacher in the NEP 2020.

RESEARCH METHODOLOGY

This research study is entirely dependent on secondary data that was gathered from books, journals, articles, reviews, websites, and newspapers.

Features of NEP 2020

A number of changes to higher education, including technical education, are suggested by the National Education Policy 2020. The National Education Policy 2020 mentions a number of initiatives

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and action items that should be implemented in both higher education and schools. The following are specifics of NEP 2020's key components:

- Ensuring equal access to education at all levels, from pre-kindergarten to grade 12;
- Ensuring that every kid aged three to six receives high-quality early childhood care and instruction;
- A Novel Pedagogical and Curricular Framework (5+3+3+4);
- No strict divisions exist between the academic and professional streams, between extracurricular and curricular activities, or between the arts and sciences;
- Launching a national initiative on numeracy and foundational literacy;
- A focus on advancing Indian languages and multilingualism; until at least Grade 5, but ideally up to and including Grade 8, the home language, mother tongue, local language, or regional language will be the medium of teaching.
- Assessment reforms include the following: up to two Board Exams per school year, one for the main course and one for improvement, if requested;
- Creation of PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), a new national assessment centre;
- Education that is inclusive and equitable, with a focus on Socially and Economically Disadvantaged Groups (SEDGs);
- Special Education Zones for underprivileged areas and populations, as well as a distinct fund for gender inclusion;
- Strong and open hiring procedures for educators and merit-based performance evaluations;
- Ensuring that all resources are accessible via school clusters and complexes;
- the State School Standards Authority (SSSA) was established;
- The use of vocational education in the system of higher education and in schools;
- Raising the GER to 50% in postsecondary education;
- A multimodal, holistic education with various entrance and exit points;
- NTA will provide a common entrance exam for HEI admission; the Academic Bank of Credit will be established; Multidisciplinary Education and Research Universities (MERUs) will be established;
- National Research Foundation (NRF) establishment;
- "Light but Tight" regulation;

Higher Education Commission of India (HECI) is the single umbrella organization for the promotion of the higher education sector, which includes teacher education but excludes medical and legal education. It is complemented by independent bodies that set standards, such as the General Education Council, Higher Education Grants Council (HEGC), National Accreditation Council (NAC), National Higher Education Regulatory Council (NHERC), and funding. The 2020 NEP aims to raise the GER from 26.3% (2018) to 50% by 2035 in higher education, including vocational education, while the GER in preschool to secondary education is to reach 100% by 2030.

Role of Teachers as Per NEP 2020

India's National Education strategy (NEP), 2020 seeks to improve the country's prior education strategy to develop the country. The NEP aims to give kids 21st-century skills and improve the inclusiveness and flexibility of the nation's educational system. It highlights the need to raise the standard of education in India and acknowledges the critical role teachers play in accomplishing these objectives. A teacher has a crucial function in the National Education Policy 2020 framework. The policy emphasizes how educators actively shape students' lives in addition to their academic careers.

Incorporating cutting-edge teaching strategies, encouraging critical thinking, and creating a happy learning atmosphere are all made possible by teachers. The policy recognizes the importance of educators and their role in fostering creativity and deepening students' understanding of the subjects they teach. When it comes to designing inclusive classrooms and adjusting to the changing needs of students, the opinions of instructors are greatly valued. Teachers significantly contribute to the wider goals of the National Education Policy as knowledge and value facilitators, actively shaping the direction of education in the country. Here are some pointers on how important teachers' roles are to the National Education Policy of India.

- The destiny of our country is shaped by the teachers who work with our youngsters. In India, the teacher held the highest regard in society due to their noble profession. Teachers were not only the best and most learned of people. The resources instructors, or gurus, needed to impart information, skills, and ethics to students in the best possible way were provided by society. To encourage the best people to pursue careers in teaching, the profession's high standing and the high regard for teachers must be reinstated. To guarantee the brightest future possible for our children and our country, teachers must be empowered and motivated.
- The government will stop the destructive practice of mass teacher turnover so that pupils can continue in their educational surroundings and with their role models. Transfers will only take place under extremely specific conditions, as adequately and formally outlined by the State and UT administrations. Moreover, transfers will be carried out using an online automated system that guarantees openness.
- Strengthening Teacher Eligibility Tests (TETs) aims to improve pedagogy and content, cover all schooling levels, and consider relevant test results for subject teacher employment. Classroom demonstrations or interviews will be crucial in hiring processes.
- Teachers should be recruited to schools or school complexes, with sharing based on State and UT governments' grouping-of-schools to ensure adequate teacher numbers across subjects like art, physical education, vocational education, and languages.
- In order to benefit students and support the preservation and advancement of local knowledge and professions, schools and school complexes will be encouraged to hire eminent local individuals or experts as "master instructors" in a variety of subjects, such as traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists.
- Each State shall undertake a technology-based comprehensive teacher-requirement planning and forecasting exercise to determine the anticipated number of subject-specific teacher vacancies over the following 20 years. The recruitment and deployment efforts mentioned above will be scaled as necessary over time to fill all openings with quality teachers, including local teachers, and provide appropriate incentives for career management and advancement.
- Redesigning the school's service environment and culture will primarily aim to increase teachers' effectiveness in the classroom and make sure they are a part of inclusive, vibrant communities of educators, parents, students, and other support staff who are all working toward the same objective: making sure our kids are learning.
- State/UT governments may use cutting-edge models for efficient school management, resource sharing, and community development, such as school complexes and school rationalization, without compromising accessibility in any manner. The development of dynamic teacher communities may be greatly aided by the construction of school complexes. The employment of teachers to school complexes might naturally foster links between the schools within the complex. It would also help guarantee a good allocation of teachers among subjects, resulting in a more dynamic body of teacher knowledge.

- Teachers will be more involved in school governance, working with parents and other local stakeholders, including serving as members of the School Board.
- Teachers will no longer be involved in work that is not directly related to teaching to prevent the significant amounts of time they currently spend on non-teaching activities. Specifically, teachers will not be involved in administrative tasks that require a lot of effort or in work related to midday meals that requires more time than a rationalized minimum, allowing them to focus entirely on their teaching-learning responsibilities.
- The role expectations of administrators and teachers will specifically include creating a caring and inclusive culture at their schools, for the benefit of all stakeholders and effective learning, to help ensure that schools have positive learning environments.
- More freedom in selecting pedagogical elements will be granted to teachers, enabling them to instruct their students in the way that best suits their needs. Instructors will also emphasize socio-emotional learning, which is an essential component of every student's overall growth. Instructors that implement cutting-edge teaching strategies that enhance student learning will receive recognition.
- Teachers will receive continuous opportunities for self-improvement through workshops, online modules, and online platforms. They are required to participate in at least 50 hours of professional development (CPD) annually, covering foundational literacy, numeracy, assessment, competency-based learning, and related pedagogies like experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches.
- To encourage all teachers to perform at their highest level, exceptional teachers should be rewarded with promotions and compensation increases. As a result, a strong merit-based system of remuneration, tenure, and promotion will be created, with several tiers inside each teaching stage to encourage and honor exceptional educators. State and UT governments will create a system with several parameters for accurate performance evaluation.

CONCLUSION

Student performance and achievement are significantly impacted by high-quality instruction and teachers. The development of quality in students should be the responsibility of teacher preparation and professional competencies. The Ministry of Human Resource Development has grand plans to build a teacher education university of its own. There is an immediate need to focus on enhancing teacher education since a teacher who lacks quality can be compared to a man that lacks intelligence.

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About the College

D.A.V. College of Education, Hoshiarpur, is a premier college of the Punjab running under the aegis of D.A.V. College Managing Committee, Hoshiarpur with a venerable legacy and national acclaim for highest academic standards, diverse educational programmes, distinguished faculty, illustrious alumni, varied curricular and co-curricular activities along with modern hi-tech infrastructure. Our college is constantly evolving, improving and updating itself under the dynamic leadership of our worthy President Dr. Anoop Kumar, a renowned surgeon by profession and Managing Director of P.K.R.M. Modern Hospital, Hoshiarpur and our Honb'le Secretary Sh. D.L. Anand (Retd. Principal), whose valuable guidance and inspiration has motivated us to excel in all spheres of teacher education.

Our college is permanently affiliated to Panjab University, Chandigarh and Recognized by NCTE and UGC under Section 2(f) and 12B of the UGC Act, 1956. The College is also covered under 95% deficit Grant-in-Aid scheme of the Punjab Government.

The College came into existence in August, 1966 and stands a living monument to the memory of the great martyr Ch. Balbir Singh Ji (Ex-MP), who laid down his life for the unity and integrity of the nation. Initially, College had started its journey with two units (100 Seats) of B.Ed. Course and presently, the College has a sanctioned strength of 300 seats for two years B.Ed. Course and 50 Seats for two years M.Ed. course. Its long-term commitment to nation building and unflinching adherence to universal human values are reflected in its motto: "Tamaso Ma Jyotir Gamaya" (From Darkness, lead me to the Light).

D.A.V. College of Education, Hoshiarpur has always remained committed to fulfill its social responsibility of producing value driven quality teachers to fulfill the challenging demands of the modern era. College imparts modern education along with the Vedic traditions to the youth of the contemporary India. Drawing students and faculty from across India, the College has emerged as a symbol of excellence, integrity and openness. College believes in holistic development of the teacher-trainees and is committed to update knowledge by using new technologies and best practices in the teaching-learning process along with highly qualified & skilled work force. College envisages teacher-trainees to be quality teachers with integrity, good values and positive attitude and maintained highest standards & created a benchmark in the field of Teacher Education.

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