



# National Education Policy- 2020 With Specific Reference To Teacher Education

Dr. Babita Rani

Assistant Professor, National College of Education, Sirsa, Haryana, India.

## Abstract

Education is considered as an index of human development and as the instrument of social change. National Education Policy -2020 is the first policy of the 21<sup>st</sup> century which proposes the revision revamping of all aspects of the education structure including the regulation and governance, to create a new system that is aligned the aspirational goals of 21<sup>st</sup> century education including SDG4, while building upon India's traditions and value system. This article concerned fundamental principles of National Education Policy-2020 and its perspectives regarding teacher education.

**Key words:** Principles of National Education Policy-2020 and Perspectives of Teacher Education

## Introduction

Overall national development of any country highly depends on education system of that country. In promotion of national development, education act as most important attribute. Education is considered as an index of human development and as the instrument of social change. It is also work as an active & live force in the life of an individual which directly influencing his/her physical, mental, emotional and social development. India will have the highest population of young people in the world over the next decade, and our ability to give opportunities of high quality education to them will decide the future of our country.

Hasty changes in the knowledge landscape along with different dramatic, scientific and technological advances have been witnessed by all over the world. In present scenario, rising emergence of epidemics and pandemic will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues demands the need for multi-disciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. The aims must be for India to have an education system by 2040 that is second to none, with equitable access to the highest quality education for all learners regardless of social or economic background.

National Education Policy -2020 is the first policy of the 21<sup>st</sup> century which proposes the revision revamping of all aspects of the education structure, including the regulation and governance, to create a new system that is aligned the aspirational goals of 21<sup>st</sup> century education including SDG4, while building upon India's traditions and value system. The development of the creative potential of each individual is the point of main focusing point in this policy. This policy is based on the principle that education must develop not only cognitive capacities both the foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities and dispositions.

According to this policy, the purpose of the education system is to develop good human being capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exist, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institution and across all stages of education.

Two more educational policies namely National Education Policy [NEP], 1986 and National Policy on Education [NPE], 1986 were adopted. NPE, 1986 was also revised and revamped. The first National Education Policy, 1986 had called for a National School System, irrespective of caste, creed and sex would have access to education of a comparable quality up to a given level and it envisaged common education structure [10+2+3] which was accepted across the country and the most of us have studied under that system. Most of amazing government schemes such as Sarva Shiksha Abhiyan, Mid day Meal Scheme, Navodaya Vidyalayas [NVS Schools], Kendriya Vidyalayas [KV Schools] and use of IT in education were introduced by NPE, 1986. Along with this restructuring the teacher education, early childhood care, women's empowerment and adult literacy became main focusing areas. It also accepted autonomy of universities and colleges. Education was transferred from state list to concurrent list as per the 42<sup>nd</sup> amendment of the constitution.

### Principles of National Education Policy-2020

National Education Policy-2020 is based on the following fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

1. **Principle of recognizing, identifying and fostering the unique capabilities of each student:** this principle calls for sensitization of teachers as well as the parents in order to promote each student's holistic development in both academic and non academic aspects;
2. **Principle of flexibility:** so that the learners have the ability to choose their learning trajectories and programmers, and thereby choose their own paths in life according to their talents and interests;
3. **Principle of no hard separation:** between arts and science, between circular and extra-circular activities, between the vocational and academic streams, etc. for the purpose of eliminate harmful hierarchies among, and silos between area of learning;
4. **Principle of multidisciplinary and holistic education:** across the sciences, social science, arts, humanities, sports for a multidisciplinary world for ensuring the unity and integrity of all knowledge;
5. **Principle of emphasis on conceptual understanding** rather than rote learning and learning-for-exams;
6. **Principle of creativity and critical thinking** to encourage logical decision-making and innovation;
7. **Principle of development of ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;

8. **Principle of promoting multilingualism and the power of language** in teaching and learning;
9. **Principle of development of Life skills** such as communication, cooperation, teamwork and resilience;
10. **Principle of focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';
11. **Principle of extensive use of technology** in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and managements;
12. **Respect for diversity and respect for the local context** in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subjects;
13. **Principle of full equity and inclusion** as the cornerstone of all educational decisions to ensure that all student are able to thrive in the education system;
14. **Principle of synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
15. **Principle of considering teacher and faculty as the heart of the learning process-** their recruitment, continuous professional development, positive working environment and service conditions;
16. Principle of **'light but tight' regulatory framework** to ensure **integrity, transparency, and resource efficiency** of the educational system through audit and public disclosure while encouraging ; innovation and out of the box ideas through **autonomy, good governance, and empowerment**;
17. **Principle of outstanding research** as a co requisite for outstanding educational and development;
18. **Principle of continuous review** of progress based on sustained research and regular assessment by educational experts;
19. **Principle of considering education is a public service**, access to quality education must be considered a basic right of every child;
20. **Principle of substantial investment in a strong, vibrant public education system**

### Perspectives for Teacher Education

- National Education Policy-2020 recommended that teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities due to prerequisite of requiring high quality content knowledge along with pedagogy on teacher's side. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.
- 4-year integrated B.Ed. degree will be considered as minimum degree qualification for teaching by 2030 which will include a wide range of knowledge content & pedagogy and practicum training at local schools. Along with this, two-year B.Ed. Programs will also be offered, by the same multidisciplinary institutions offering 4-year integrated B.Ed. course, and will be planned only for those who have already get Bachelor's degrees in other specialized subjects.
- Further, these B.Ed. programs may also be suitably adapted as 1-year B.Ed. courses, and will be only accessible to those who have completed corresponding of 4-year bachelor's degree or who have obtained a Master's degree and wish to grow to be a subject teacher in that specialty. All such B.Ed. degree would be obtainable only by accredited multidisciplinary higher education institution offering 4-year integrated B.Ed. programs.
- It is also recommended that a multidisciplinary higher education institution who offer 4-year in-class integrated B.Ed. course and accredited for ODL may also offer high-quality B.Ed. programs for in blended form or ODL mode to students in remote or difficult-to-access location. These types of institutions will also offer such type of B.Ed. program for in-service teachers who wish to enhance their qualification, with proper strong arrangement for mentoring and for the practicum-training and student-teaching components of the program.

- All B.Ed. programs will include training in time-tested as well as the most recent techniques in pedagogy and strong practicum training in the form of in-classroom teaching at local schools. It is also recommended that all B.Ed. programs will also highlight the practice of Fundamental Duties [Article 51A] of the Indian Constitution to teaching any subject or performing any activity. Environmental awareness and sensitivity program should also include in school curricula.
- It is recommended that special shorter local teacher education programs will also be made available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as ‘master instructors’, for the propose promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.
- In multidisciplinary colleges and universities, shorter post-B.Ed. certification courses will also be offered for those teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system etc.
- National Education Policy-2020 recommendations states that NCERT will study, research, document, and compile the diverse international pedagogical approaches for teaching different subjects and make recommendations. The recommendation made by NCERT put forward the path that what can be learnt and assimilated from the above said approaches into the pedagogies being practiced in India.
- Keeping in view the fundamental principles of this National Education Policy -2020, a new and comprehensive National Curriculum Framework for Teacher Education, 2021, will be formulated in consultation with NCERT by the year, 2021. The framework formulation will be based on discussions with all stakeholders including State Government, relevant Ministries/Department of Central Government and various expert bodies, and will available in all regional languages. The curriculum framework will be revised once in 5-10 years for the purpose of reflecting the changes in revised NCFs as well as to fulfill the emerging needs in teacher education.
- For the purpose of fully restructuring the integrity of the teacher education system, strict action will be taken against substandard stand-alone Teacher Education Institutions running in the country.

## Conclusion

It may be concluded that NEP-2020 put forward many significant changes in the field of teacher education. It ensures that all students of all levels of school education get opportunity to teach by highly qualified, trained, passionate, motivated and well equipped teachers. It is a landmark document in Indian education system which has very comprehensive and holistic approach. Multidiplinary approach in teacher education ensures the quality improvement as well as restructuring of present status of teacher education also.

## References

Gautam, J.N. and Pandey, Rajesh Kumar (2021). National Education Policy -2020: Perspectives for Higher Education .University News, 59 (32).

GoI (2020). National Education Policy-NEP(2020). MHRD, Government of India.

National Education Policy Report (2020). Retrieved from <https://mhrd.gov.in/>

Rangan, Kasturi,(2019). National Education Policy-2020. New Delhi; MoE Publication.

Sharma, Sunita and Warwal, Singh (2021).National Education Policy-2020: An aaaaappraisal of Innovations, Merits and Challenges. University News, 59(12).

Sharma, Sunita K.(2012). Quality Assurance in Teacher Education. University News, 50(40).

Varghese, M. A.,(2021). National Education Policy-2020 and reforms in curriculum design and development. University News, 59(38).

