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## National Education Policy 2020: In Reference To Teacher Education In Distance Education And, Use Of Digital Educational Portals:

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### Abstract-

Education being the backbone of any society has always been the main subject of that society's rulers, philosophers, and intellectuals. From time to time in every society, there have been arguments, debates, and discussions on how education should be conducted so that the objectives of that society can be achieved. The final task of formulating these arguments, debates, and discussions in the form of policies and implementing them among their students is done by the teachers, who also determine the form of education of that society. With time, along with traditional/conventional mediums, with the help of technology, a large section is being educated according to their social, and professional needs through distance or online mediums. All types of academic education of the society have been included in the National Education Policy 2020, in this, efforts have been made to fulfil the objectives related to education while using the methods of distance education / online mediums. In the NEP 2020, policy efforts and suggestions have also been made regarding professional competence in teacher education for teachers of traditional/ conventional medium, but there seems to be a lack of such efforts in NEP 2020 for teachers and employees working in distance education. Even big education and teacher education platforms like DIKSHA (Digital Infrastructure for Knowledge SHaring) and SWAYAM (Study Webs of Active- learning for Young Aspiring Minds) have not been able to provide any courses in this direction. In this research paper, an attempt has been made to clarify what is there for teacher education in this policy and what kind of provisions have been made for the needs of teacher education, especially for distance education and to suggest solutions from our side.

### Keywords:

National Education Policy 2020, Distance Education, DIKSHA (Digital Initiative for Knowledge SHaring), CPD (Continuous Professional Development), MOOC (Massive Open Online Courses), CRC (Cluster Resource Centre)

### Introduction:

Education is the system that decides the condition and direction of any society, teacher education is the axis that lays the foundation of this system, hence in our newly created New Education Policy 2020, various necessary provisions have been made by giving special attention, place, and importance to teacher education. Based on these, teacher education is sure to get a new direction, but education is not just a one-sided field, it is a complex system that incorporates many sections of society and various aspects of education. This also includes the latest form of education, called distance education. This medium of education is completely different from the traditional education system, which can include aspects such as age, physical distance between teacher and student, non-compulsion to be in one place

at a time, and more importance given to specific branches of knowledge /subject, and due to the lack of these, it comes in the form of free or open education, hence, being different from traditional education, the teachers and staff should also be of the same type, who can understand this form and can give acceptance to its students. Therefore, similar provisions should be made for their teacher education as well. Our New Education Policy 2020 has emerged from the deliberations of many sections of society and intellectuals. What provisions have been made in this regard, which will determine and give direction to the future of distance education and distance teacher education in our country, is the main point of our society. Thus, it seems to be necessary to review the provisions made in the NEP 2020 regarding traditional and distance teacher education and highlight the gaps existing in the NEP 2020.

**Research Question:** Provisions of teacher education in the field of distance education in National Education Policy 2020 and the contribution of DIKSHA and SWAYAM portal in this regard.

### Hypothesis:

1. In the National Education Policy 2020, adequate provisions have been made for teacher education in the field of distance education.
2. In the field of education/training for distance teacher, space has been given on national portals like Diksha and Swayam for teacher education.

### Objective of the study:

The objectives of the present research paper are-

1. To present the provisions made for traditional and distance teacher education in accordance with the objectives of the National Education Policy 2020.
2. To study the gaps in the policies related to 'teacher education/training for providing distance education' in the National Education Policy 2020.

### Data collection:

The present research study has been prepared by collecting data from primary and secondary sources and analysing the study material obtained from these sources.

**1- Primary source:** Under this type of source, the original text of the Hindi and English version of the National Education Policy 2020 issued by the Government of India has been used.

**2- Secondary Source:** This type of source includes similar articles, studies, and research papers based on the National Education Policy 2020. These research papers and articles have been studied in the context of the objectives of this research. As per the main objective of this paper, it is available in a very small number.

### Literature review:

**Isman, A., Altinay, Z., & Altinay, F. (2004):** *This research paper focuses on effectiveness of distance learning methodologies, challenges faced by students and faculty, technological infrastructure and instructional design, future improvements in distance education at EMU and examines the distance education system at Eastern Mediterranean University (EMU).*

*The study highlights that distance education at EMU emphasizes on teacher training, technological upgrades, and improvement in student engagement strategies. The research suggests that a blended learning approach (combining distance/online and traditional face-to-face methods) can become more effective in enhancing educational outcomes.*

**Gangwal, S. (2020, August 22):** *The article concludes that NEP 2020 is a transformative step towards an inclusive, skill-based, and technology-driven education system in India. However, to implement it successfully, it requires strong government support in infrastructural development, and digital inclusion*

strategies. This paper promotes digital & distance education to enhance accessibility and Supports teacher training & professional development through NEP2020.

**Gurupanch, K. S. (2022).** This research paper focuses on the provisions in NEP 2020, and finds Key educational reforms introduced under NEP 2020, Challenges in implementing the policy across different educational levels, and possible solutions and strategies to overcome these challenges.

This paper concludes that for making NEP 2020 a success, it needs effective implementation, to overcome challenges related to infrastructure, to provide effective teacher training, and effective policy execution is crucial. Strong government support, digital advancements, and stakeholder participation are also essential. This paper suggests to strengthen the digital infrastructure, and capacity building of teachers.

**Singh, G. (2020, September 7):** This paper focuses on, Key reforms in school and higher education, Impact on skill development, digital learning, and teacher education. The paper concludes that - i) NEP 2020 is a visionary reform that modernizes Indian education by focusing on skill-based learning, ii) digital education by Integration of EdTech platforms like SWAYAM, DIKSHA, and e-learning modules, and expansion of online degree programs for remote learners, and Use of AI & virtual labs for digital skill development. iii) Teacher Education & Training by New Professional Standards for Teachers (NPST) to improve the quality of teacher training, mandatory B.Ed. degree for teachers by 2030 to enhance teaching standards and Emphasis on continuous professional development (CPD). However, successful implementation depends on infrastructure development, policy monitoring, and stakeholder collaboration.

### **Context of Teacher Education in New Education Policy 2020: An Analysis-**

The National Education Policy (NEP) 2020 in India emphasizes in integration of technology in education including provisions for distance education. NEP 2020 aims to promote flexible learning, usage of new technology, and online education to make education accessible to a wider population. The provisions made in the National Education Policy (NEP) 2020 for teacher education for traditional education as well as teacher education for distance education can be seen as follows:

1. The National Education Policy (NEP) 2020 has the spirit of considering teachers at the centre of the entire education system and re-establishing them as the most respected and essential members of society. For this, it aims to select the most promising people at every level and ensure their livelihood. Quality control and accountability in the system have been recommended along with ensuring respect, dignity, and autonomy.
2. Along with the provision of continuous assessment and CPD (Compulsory Professional Development), systematic training (6 months) and a 1-year diploma in the form of distance education through phone and DTH (Direct to Home) channels to pre-primary teachers and guidance through CRC (Cluster Resource Centre) is recommended. This program is recommended to be done jointly by various ministries.
3. Change in curriculum of teacher education and primary classes and redesign it by making such provisions in CPD so that teachers can provide remedial teaching to children.
4. Establishing a repository of teaching resources and digital libraries on the DIKSHA portal will help both teacher education and teaching.
5. To meet the educational needs of such youth who cannot fulfil their educational needs, the Open and Distance Learning (ODL) program offered to the youth of India by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened.
6. Selection of excellent students for teaching by selecting them based on merit in the four-year integrated B.Ed. program.
7. Provision of various teacher education programs as per the vacancies of teachers in the future.

8. Sensitise teachers to these issues through inputs into their in-service training on safety, health, and the environment.
9. Developing online and offline platforms where teachers can keep themselves updated and develop themselves by sharing their innovations, other ideas, and best practices.
10. In CPD programs: Provision of compulsory participation of 50 hours on an annual basis for teachers.
11. To develop the capacity of institution heads and cluster heads by organizing compulsory online and offline fifty-hour CPD programs every year and programs on leadership and management skills.
12. Providing opportunities for teachers to excel based on multiple parameters developed by the state and central government for salary increment and promotion.
13. Conduct multidisciplinary courses for teachers to prepare them in their subject as well as to gain proficiency in other subjects before or during their service period in universities.
14. Starting teacher education in multidisciplinary universities by the year 2030 and establishing excellent teacher education departments in these universities.
15. 4-year B.Ed. programme for teaching; it has also been recommended to run a 2-year B.Ed. through distance education for graduate students from other subjects, provided necessary provisions and recognition are in place.
16. Necessary provision for practical training in teaching in all B.Ed. programmes.
17. Special short-term teacher education programs can be organized in BIET (Block Institute of Education and Training) and DIET (District Institute of Education and Training).

#### **Analysis of New Education Policy 2020 in the context of teacher education for distance education:**

1. The new education policy recommends transparency and standards in selection to ensure quality control and accountability of teachers, but no such provision has been mentioned for the appointment of a trainer or course coordinator in distance education.
2. In view of the need to remain updated for professional efficiency, in the New Education Policy 2020, responsibilities have been fixed from time to time for conducting and guiding the training of teachers and other professional courses, and it has been suggested to conduct them through distance mode, while such provisions are not clearly visible for distance education (i.e. for distance educators).
3. NEP 2020 has a clear provision for remedial teaching for students of class level, below the average in traditional education; for this, there is a provision for change in the curriculum as well as teacher education, but if we look at distance education, there is not mentioned clearly, the need for remedial education/teaching of distance students and no attempt to make any provision in this regard is visible in the training or curriculum of distance teachers.
4. There is no separate portal for distance teacher education like the DIKSHA portal, or there is no separate space for distance teacher education in the DIKSHA portal itself. There are no instructions available for course coordinators of distance education in the DIKSHA portal, and there is no provision for the same in the New Education Policy 2020 either.
5. Recruiting qualified people in the field of distance/open education or filling up vacancies according to the number of students (as even in distance education students need proper guidance and communication from the coordinators from time to time).
6. There is no provision for proper teacher training programs for working in the field of distance education or scholarships for distance teacher trainees in the New Education Policy 2020.
7. Provision of inputs on safety, health, or environment in distance teacher education programs and in distance education pieces of training is not visible in the New Education Policy 2020 like in traditional education teacher education programs.

8. There is no provision for compulsory CPD courses for officers, employees, or course coordinators working in distance education.
9. There is no provision in the New Education Policy 2020 for giving incentives to distance education course coordinators or trainers based on student performance, student feedback/opinion related to the course, policy like determining excellent performance, or multi-criteria-based evaluation.
10. There is no provision in the New Education Policy 2020 to provide 'distance education' as a subject/ 'distance teacher training course' (at present only one academic course is available for PG-level students in DE) and there is no special distance teacher-training course (e.g. like B.D.Ed.) for teachers/course coordinators working in distance education, like B.Ed. and M.Ed. in its provisions for traditional teachers in multidisciplinary schools.
11. NEP 2020 makes provision for B.Ed. trainees of traditional education programs, for mandatory practical training in nearby schools, but in distance education, first, there are no teacher training programs like B.Ed., and even if there are diploma or degree courses in the field of distance education, they do not provide any practical training to the trainees.
12. Even in the SWAYAM portal ([www.swayam.in](http://www.swayam.in)) there is no course available for distance teachers/course coordinators that can train them in distance education.

### **Conclusion and Suggestions:**

Many important provisions have been made in the New Education Policy 2020 to improve school education, higher education, and teacher education in terms of their expansion and quality. Also, distance education has been made an important medium for the development of these parts of education and achieving their goals, keeping this in mind, suggestions have also been given to use it as a tool/innovation. The National Education Policy 2020 also mentions the establishment of a regulatory body for distance education and other standards for this sector. When we think about distance education, the following points are worth noting:

1. Distance /open education is the most modern form of education that can be effectively used to achieve all the goals of education, but there is still a lack of complete understanding and acceptance of distance /open education.
2. Any traditional school, university, or institute recognized and suitable for running or using distance education as a medium, is a medium where most of the time there is a lack of complete understanding, trained faculty members, and infrastructure for it. Generally, students of distance education are treated like students receiving education through traditional mediums, and teachers of traditional mediums are appointed as coordinators for them too who treat them like traditional students. Distance education institutes will be more effective only when they are established and recognized by having trained persons from this field and have the necessary infrastructure for distance/open education.
3. Creating courses in distance education for working as a teacher/coordinator: There is a need to develop and conduct separate teacher education courses in distance education like B.Ed./M.Ed. etc., as well, relate to distance education, for other employees in this field. At present, dynamic diploma and degree courses on distance education are more suitable as orientation, postgraduate, and academic courses.
4. To encourage distance education teacher trainees, there is a need for separate scholarships and separate year-wise vacancies, and along with theoretical courses, there is a need for compulsory practical training in functioning distance education institutions.
5. To encourage distance education teacher trainees, there is a need for separate scholarships and separate year-wise vacancies, and along with theoretical courses, there is a need for compulsory practical training in functioning distance education institutions.

6. There is a need to create a separate regulatory body along with appropriate technology and infrastructure for distance education, as well as clear and detailed rules/guidelines for recognition, for which the help of experts from the same field should be taken.
7. In distance education also, only trained, and skilled teachers, administrators, and employees should be appointed, or it would be appropriate to plan for traditional teachers to undergo distance education-related courses before appointing them in this field.
8. With the provision of scholarships to distance education teacher trainees, economically weaker boys and girls will also be able to come into this field and talented students will also be able to contribute in this field.
9. A national portal can be created for all distance education courses so that weak students can get additional learning material, remedial teaching, and a platform for redressal through mutual discussions.
10. At present DIKSHA, and SWAYAM are playing a very important and crucial role in Education, Teacher training/CPD, and social empowerment through their content. These portals may become more effective if there made any provision for distance education courses, and education/training of distance teacher /cancelers.

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