

Impact of NEP 2020 on Future of Teacher Education in India

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The highest education is that does not merely give us information but makes our life in harmony with all existence."

- Rabindernath Tagore

Abstract-Education Policies determine the social and economic development of the Nation. After a long wait of 34 years, a committee under Cabinet Secretary T.S.R. Subramanian started the consultation process for the NEP. After 1968 and 1986 Education Policy the NEP 2020 is the new policy that aims to reform the teacher's quality as well as student's quality. The current 'concern of the nation' is effective implementation of NEP 2020 across the wide spectrum of educational institutions in India- big /small, private/public, urban/rural, academic/vocational, schools/ colleges, IITs/ITIs etc. The purpose of the NEP is the Universalization of education from pre-school to secondary level with 100% Gross Enrolment Ratio in school education by 2030 and to empower students with global knowledge. The study is an attempt to analyses, what Government is doing or want to do to examine what the National Education Policy 2020 has in store for teachers to lift them out their current uninspiring job profile.

Keywords: Policy, Quality Education, Reforms, Students Empowerment, Teachers.

INTRODUCTION

Quality education is necessary for achieving full human potential and promoting national development. For India's leadership on global platform in terms of economic growth, social justice and equality, scientific and technology advancement, national integration and preservation of culture, universal high quality education is very necessary. At

present, the world is undergoing rapid change in terms of knowledge, technology and employment landscape. In this scenario, an education system is required to shape the learner to be rational, caring, compassionate and ethical and prepare them for gainful employment. It is noted that there is a gap between current education policy and required outcomes. This can be bridged through reforms in education policy. Therefore it was necessary to introduce new education systems that bring equity to access high quality education for all learners regardless of social and economic background. Through this new education system more than 2 crore students bring into the mainstream to achieve 100% GER (Gross Enrollment Ratio). The aim of this policy is to make India a "Global Knowledge Superpower" and it will be only done by making education system for schools and colleges more flexible, holistic and multi-disciplinary which will bring out their unique capabilities.

OBJECTIVE OF THE STUDY

- To understand the amendments in National Education Policy for the betterment of teachers.
- To compare the outcomes of existing NEP and NEP 2020.
- To find out the New Quality Reforms in NEP over Existing Policy.
- To bring out the changes in NEP for the empowerment of teachers

The former Prime Minister of India, Manmohan Singh, introduced a revised "Common Minimum Program" policy. The Program of Action (PoA) 1992, under the NEP, 1986, planned a common entrance examination for all India-based vocational and technical training admissions. In 2019, the Ministry of Human Resource Development (MHRD) released a

Draft on NEP, 2019, which was trailed by several ideas and consultations offered by the stakeholders and public. The National Education Policy (NEP) 2020 aims to revolutionize India's education system with a focus on holistic learning. This means students will engage in experiential activities, discussions, and analysis to develop critical thinking skills. The NEP also introduces the first major curriculum revision, making it more relevant. A significant change is the shift from a 10+2+3 to a 5+3+3+4 pedagogical structure, better aligned with children's cognitive development at different stages. This comprehensive approach signifies a progressive step towards a more well-rounded and effective education system in India.

RESEARCH METHODOLOGY

The documents which are available on public platforms, like websites, newspaper, repositories, mission statements, annual reports, policy manuals, student handbooks, strategic plans, annual budget, syllabi, etc.

REFORMS IN HIGHER EDUCATION

In February 2022, the Higher Education Regulators has implemented a number of thorough reforms:

- *Allowing graduate students to pursue doctorate degree.
- *Eliminating the mandatory PhD requirement to teach central universities.
- *Conducting Common University Entrance Test (CUET) for admission to UG Courses in Central Universities.

These reforms are in line with the New Education Policy published in 2020. Which the UGC is working hard on implementing

Establishing R&D Unit – the UGC issued guidelines for the establishment of R&D units in all Higher Education Institution. The goal of this R&D cell is to assist faculty members in identifying funding sources and to provide seminars to teach new faculty members on how to prepare effective research proposals. Some institute and IIT's already have R&D departments. The UGC will ensure that other institutes learn and benefit from peers.

Permitted 900 autonomous colleges to offer online degree – students who are unable to take admission to their first choice university due to high cut-off should not be discouraged. Over 900 autonomous colleges will be permitted to offer courses remotely. There will be no application deadline for students applying to online programs. Only 12th Class completion certificate is needed to apply for admission to their preferred program.

ABC scheme – The UGC has also established the Academic Bank of Credit (ABC). It is a virtual organization which will keep track of all students enrolled in HE Institutions. It is designed with the objective of allowing students to relocate between institutes while pursuing a single degree, but also to quit a course and return to it after taking time off from the point where they left.

Ed-tech tie up to offer e-courses– Ed-tech businesses will soon be allowed to collaborate with Higher Education schools offering online undergraduate and post graduate degree to curate course content and undertake student assessment. It aims to provide schools and universities a greater independence while making use of digital tools available in the fast growing Ed-tech industry.

Human Values and Professional Ethics – The revised guidelines advise all the universities to start a foundation course on human values and professional ethics for the UG level as well as an advance course for PG students. The revised version talks about multiple moral lessons for the students that they should follow at institutions, public places and home. NEP 2020 advocating the fundamental and constitutional duties among students so that they become aware of their nation and responsible in making it a better country.

Quality Reforms in Education Policy during Timeline:

Education Policy Timeline	Prime Ministers Education	Quality Reforms in Policy
1968	Indira Gandhi	<ul style="list-style-type: none"> • Promoting higher education among rural and urban
1986	Rajiv Gandhi	<ul style="list-style-type: none"> • Adult education and the empowerment of minorities

1992	PV Narasimha Rao	<ul style="list-style-type: none"> • Common entrance examination for professional and technical education
2005	Manmohan Singh	<ul style="list-style-type: none"> • Common minimum program
2016	Narendra Modi	<ul style="list-style-type: none"> • Addressing the gender discrimination, formation of the educational tribunal, the common curriculum for Science, Mathematics, Environmental Studies, and English
2020	Narendra Modi	<ul style="list-style-type: none"> • Reimagining vocational education • Catalyzing quality academic research in all fields by introducing the regulatory mechanism • Curbing commercialization of education • Effective governance and leadership for higher education • Promotion of Indian languages, arts, and culture

ROLE OF TEACHERS IN EDUCATION

It is well known that teachers play a big and important role in shaping the life of man and has power to shape the whole world. They help every student in many ways to achieve success, such as increasing the level of knowledge, skill, confidence etc. and make life in the right shape. The Missile Man of India, former President Dr. A.P.J. Abdul Kalam has once said:

“If a country is corruption free and has become a nation of beautiful minds, I strongly feel that there are three major social members for it who can make a difference; they are father, mother and teacher.”

The above magnificent quote of Dr. Kalam symbolizes the influence of teachers on the mind and society of every individual as a whole. Teachers who stand immediately after the parents shape and develop a person’s talents and hidden abilities. They have the most inspiring work and a great responsibility in this world. In fact they are a repository of knowledge who believes in imparting their knowledge to their disciples which will help their disciples to improve the world in

future. According to Dr. Radhakrishnan, “teachers play an important role in the creation of the country and that is why they deserve more respect.” In these contexts, the new education policy requires efforts to be a teacher for a masterly position, to create such an environment. It is required that education should be a mission for the teacher, not a profession.

As Mahatma Gandhi said – if one school opens, then 100 jails will be closed. But today it is going upside down. As the number of schools increases, the locations of jails are getting smaller. The number of prisons is also increasing in the same proportion. The current education system and teachers are also responsible for the increase in violence and crime. Educated and intelligent are committing more crimes than uneducated and foolish. They can think of more tips to cover their sins and faults.

In the midst of all these discussions, we will see what is the reason that such errors are happening in the minds of new generation? Why are the teachers not able to create a generation with all-round qualities? What such shortcomings were left in the education policy of 1986, which needed to be brought to the new National Education Council to address it. Also, will this new national education policy be able to fulfill the objectives that Mahatma Gandhi and Swami Vivekananda dreamed of? Now education system has become a business rather than a mission. There is great expectation from the new education policy in getting teachers out of these situations.

ANALYSIS OF NEP IN EMPOWERMENT OF TEACHERS

- A National Curriculum Framework for Teacher Education, NCFTE 2021 will be drafted to guide all teacher education, pre-service and in-service, of teachers.
- The 4-year integrated B.Ed., the minimal degree qualification for school teachers, is conceived as a multidisciplinary and integrated dual-major bachelor’s degree.
- All multidisciplinary Universities have been directed to set-up an education department and run B.Ed. programmes in collaboration with their other departments.

- The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training.
- Shorter post-B.Ed. certification courses will also be available for career growth of teachers who wish to move into more specialized areas of teaching.
- All fresh Ph.D. entrants, will be required to take credit-based courses in teaching /education/ writing related to their chosen Ph.D. subject.

TEACHER RECRUITMENT & EMPLOYMENT IN NEP

- For recruitment in private or government schools the teacher must qualify through TET, give a demonstration class, pass the interview, and have knowledge of local language(s).
- Teacher Eligibility Tests (TETs) will now be extended to cover teachers across all the new stages (Foundational, Preparatory, Middle and Secondary) of school education.
- NEP 2020 promotes the idea of recruiting teachers to a school complex and sharing them across the group of schools to deal with shortage of teacher.
- The NEP 2020 also encourages school complexes to hire local eminent persons or experts as ‘master instructors’ in various subjects.

TEACHING CAREER & PROFESSIONALISM

- The NEP 2020 talks of creating performance standards for teachers clearly spelling out the role of the teacher at different levels of expertise/stage and competencies required for that stage. A set of National Professional Standards for Teachers (NPST) will be created that will determine all aspects of teacher career management.
- NEP 2020 also talks of Teacher Audit or Performance Appraisals that will be carried at regular intervals. These standards for performance appraisal will also be formulated. Henceforth, promotions and salary increases will not occur based on the length of tenure or seniority.
- School teachers must undergo 50 hours of CPD opportunities every year to keep themselves by

attending workshops or online teacher development modules.

- School Principals too must undergo CPD in modules related to leadership, school management and for implementing competency based learning.

ENCULTURATION OF TEACHER EMPOWERMENT

- Teachers’ autonomy: The NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them also to ensure socio-emotional learning of their students.
- Innovative teaching methods: Innovative teaching methods adopted by teachers to improve the learning outcomes will be recognised, documented, and shared widely as recommended practices. Close collaboration is recommended among schools within a School Complex as it will reduce teacher isolation experienced by teachers working in smaller schools.

In view of these conditions, there should be extensive brainstorming and thinking about the role of the teacher in the new education policy. Recruitment of well-qualified teachers into the schooling system is the first prerequisite to ensure that students receive quality education. However, teacher recruitment processes in the country are not adequately streamlined. There are diverse recruitment processes across regions, school stages, and school types — central, state, and private schools. This, in turn, leads to multiple criteria and processes for hiring teachers, thereby bringing a wide disparity in teacher quality across institutions and regions. Many of the processes are also sub-optimal in measuring the competency of a candidate.

One of the most common and widely-taken tests to ensure eligibility for recruitment is the Teacher Eligibility Test (TET), conducted at both the state (STET) and central levels (CTET). However, in India, the test is required only for government school teacher recruitment at the elementary stage (Class 1-8). TET has been critiqued time and again for various reasons. These include low pass percentages, poor test quality, lengthy test papers and a serious lack of alignment with teacher preparation programmes. The test was in the news recently because of the teachers’ recruitment scam in West Bengal.

To mitigate the longstanding gaps, the NEP 2020 recommends not only a revision of the existing test but also supplementing it with other processes such as classroom demonstrations and interviews to gauge the passion and motivation of individuals towards teaching.

There will be multiple long-term benefits for adopting such a holistic model of teacher recruitment. To begin with, it will ensure recruitment of quality of teachers in the country. This, in turn, will contribute to equitable education for students from diverse sections of society. The recruitment process will also become credible if it is rooted in a framework that outlines the core competencies of becoming a teacher. At the systemic level, this may also lead to a reduction in coaching centres as the assessment processes will be non-standardised and cannot be easily gleaned from coaching materials and guidebooks.

Teachers with a passion for the profession are foundational to the positive educational change envisaged by the NEP. Setting up clear benchmarks of quality and well-designed recruitment processes hold the key to ensuring better teaching-learning outcomes.

The present system of Teacher Education Institute is deeply problematic. All possible forms of malpractices are prevalent and agents and middlemen flourish there. The existing model of a teacher Education Institute having 100 to 200 students drawn from/ nominated from an entrance examination conducted by the Government attending a classroom learning of two years is financially nonviable. Often there is a fee cap, that the promoters are prompted to adopt unethical practices. Like many of the engineering colleges where teaching faculty has no industry or business experience, TEIs are also staffed by people who have seen schools only when they were students there. It is not surprising therefore that both these sets of institutions produce more than 85% non-employable graduates. There is a very good chance that all these maladies will be removed if our teacher education model is redesigned as suggested by NEP 2020.

Conclusion: In nutshell the status and image of teachers in society is another area that attracted attention in NEP in para 5.1 to 5.7. They are so passionate about it that the words “outstanding teacher” appears six times in seven short paras. Need

for good training and skilling has been dealt with. Status in terms of remuneration has also been partly touched. Use of teachers for every odd job, be it Corona survey, polio drive, census, polling duty, for anything and everything it is the teacher. Use of Teachers for such duties must be the last resort after the entire bureaucracy has been exhausted. Restoring the self-concept, self-respect, and self-confidence of the teachers as well as their position and status in the society and the immediate community they operate, is the first requirement. Benjamin Disraeli had said, *‘The secret of success is to be ready when your opportunity comes!’* For Indian teachers’ time has come to seize the opportunity and become makers of their own destiny and for this dream and work hard to achieve your dreams. Become an aware, enthusiastic, and empowered practitioner. Share your ideas, grow by experimenting and researching. Gain insights also from the thoughts, beliefs, and experiences of your peer-practitioners. Enjoy your journey by forging beautiful relationships with generations of learners who transition through your classrooms and remain a life-long learner. Understanding the gap and trying to ensure teachers have all resources, The NEP 2020 has beautifully laid down a series of empowering and comprehensive frameworks for our teaching force.

NEP 2020 is aimed to overhaul higher education in India. Higher education provided in Indian universities and colleges under NEP2020 will incorporate ICT to suit the need of the education in new normal post-COVID era. It has become meaningless to continue with outdated education system. On the part of the Indian government a lot of changes would be required to be brought to the curriculum of higher education absorbing the global demand for receiving skilled human. Thus implementation of NEP2020 will be a great challenge. Higher educational institutions will come under ambit of one regulator from present regime of multiple regulators. There will be liberal environment on innovation. There will an opportunity of foreign university to start its campuses in India and there won’t be any bottleneck to Indian university for setting up its campuses abroad. NEP2020 will give big thrust to skilling in India as it provide multiple entry and exit option to student and to pursue their higher education after taking break for employment. This policy highlights the integration of professional education in HEI for skilling and employment generation. It won’t be wrong to conclude that NEP

2020 has laid a concrete roadmap for India 2.0. and if implemented properly; then it has got everything to make India global hub in education by 2030.

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