



## A CRITICAL ANALYSIS OF RECOMMENDATIONS OF NEP 2020 TO REFORM TEACHER EDUCATION IN INDIA

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### Abstract

National Education Policy 2020 is the third national education policy launched by the government of India on July 29, 2020. The key of this new policy is to provide quality education to every learner as well as the whole country and to highlight India's education in a world-class context. Draft of this policy has divided into four parts namely part-I (school education), part II (higher education), part III (another key area of focus) & Part IV (making it happen). The present paper focuses on teacher education which is included in part II in the area of higher education. The present study aims to critically analyze the recommendation of NPE 2020 regarding teacher education. The present study is qualitative in nature. The study ends with the conclusion that the New National Education Policy on Teacher Education will enhance the quality of teacher education and present the teacher education system in a world-class context and some constructive suggestions by the researchers for implementing the recommendations of teacher education.

**Key Words:** NEP 2020, Teacher Education, Quality aspect

### Introduction

Since India's independence in 1947, there have been numerous policy interventions directed at improving the 'quality' aspect of teacher education for providing quality education to all citizens of India. These include the National Policy on Education 1968 (NPE, 1968); and its subsequent

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reforms in 1986 (NPE, 1986) and in 1992. After long-time approximately twenty-seven years Indian government launched the third National Education Policy on July 29, 2020. This new National Education Policy (NPE 2020) gives an outline and comprehensive view of the education system (Pre-primary to Higher Education) of India. The Government of India has decided to fulfill the recommendation of this policy by 2030. The key to this new policy is to provide quality education to the learners as well as the whole country and to highlight India's education in a world-class context. The NEP-2020 document addresses two key issues: Transforming all TEIs into integrated TE (ITE) programs by 2030 and undertaking a comprehensive planning project for teacher provision and training education, on which the number of ITE universities and colleges will be determined. It is true that teachers are the backbone of our society. Teaching is a non-binding activity at school but also outside the school. They bring changes and make reforms in our society. The quality of education depends a lot on the teacher especially the teacher teaching and the teaching of teachers depends on the teachers' education program. Qualities for teachers can be born or can be found in the right way through education and training by developing knowledge, attitude, morality, and ability. For this reason, teacher education is paid a keen eye to various commissions and committees in collaboration with the government for different presentation policies, recommendations, and drafts. It was formerly known as teacher training but is now known as teacher education. There is a big difference between the word 'training' literally a little concept and the word 'education' broadly the idea. In the present context teachers' education programs in being emphasized throughout the world. Aiming at the quality of teacher education, various committees and commissions have made various recommendations, of which the National Education Policy 2020 has made different recommendations and brought various formations. This research paper intends to review what the National Education Policy on Teacher Education has recommended in 2020 and consider the advantages and disadvantages of that recommendations.

**Fig: Key 01: Principles of National Education Policy 2020**

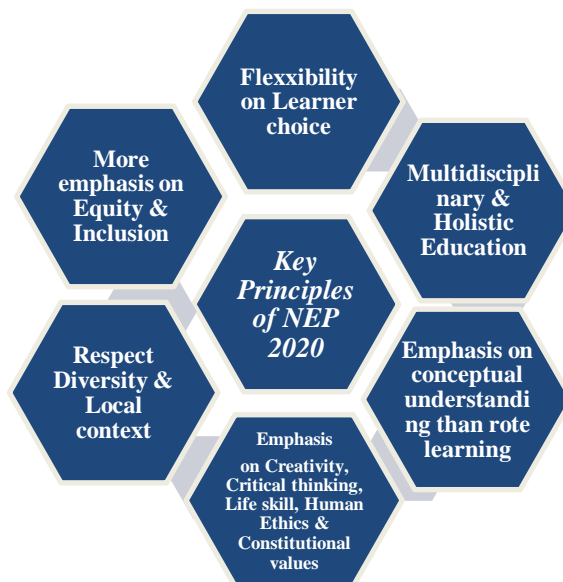


Fig 02: Different parts of NPE-2020

Prerequisite to Learning		
2	Curtailling Dropout Rates and Ensuring Universal Access to Education at All Levels	10
4	Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable and Engaging	11
5	Teachers	20
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PART II. HIGHER EDUCATION		
9	Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System	33
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National Education Policy 2020		
19	Effective Governance and Leadership for Higher Education Institutions	49
PART III. OTHER KEY AREAS OF FOCUS		
20	Professional Education	50
21	Adult Education and Life Long Learning	51
22	Promotion of Indian Languages, Arts and Culture	53
23	Technology Use and Integration	56
24	Online and Digital Education: Ensuring Equitable Use of Technology	58

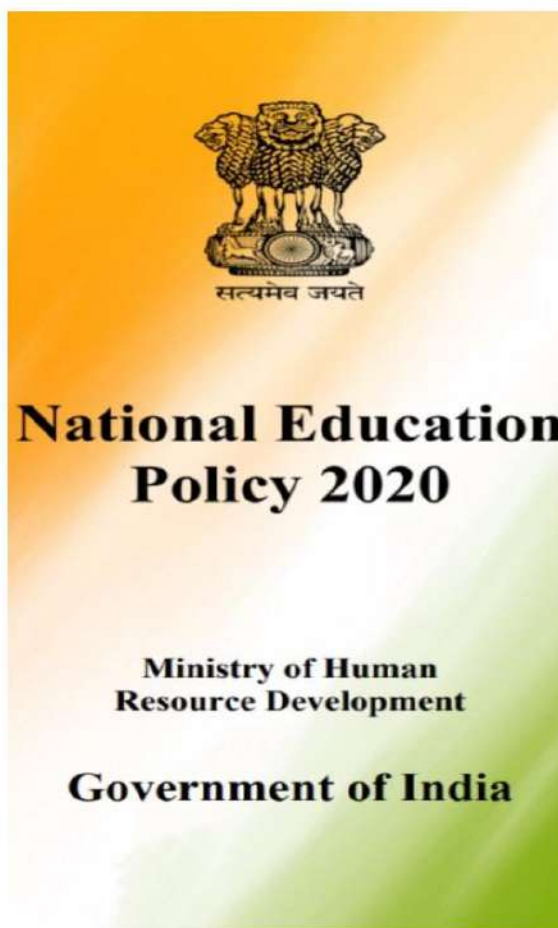


Table 01: Different National Education Policy at a glance

Year	Prime Minister	Main theme
1968	Indira Gandhi	The policy called for compulsory education for all children up to the age of 14, and the NPE of 1968 called for an increase in education spending by up to 6 percent of national income.
1986	Rajib Gandhi	Special emphasis on eliminating inequality and equalizing educational opportunities, ", especially for Indian women, the United Nations (ST), and the Scheduled Caste (SC) communities.
1992	PV Narasimha	Establishing a national education system means that all students regardless of race; creeds, gender, and religion have the same access to education.
2020	Narendra Modi	NEP 2020 aims to increase the Gross Enrolment

Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. 3.5 new seats will be added to the tertiary institutions

**Table 02: No. of different Teachers Training Institution (up to 31.05.2015)**

<b>Level of TE</b>	<b>No of Institution</b>	<b>Intake</b>
<b>D.El.Ed.</b>	7929	415933
<b>B.Ed.</b>	8584	902682
<b>M.Ed.</b>	967	29200
<b>Others</b>	1359	83547
<b>Total-Government</b>	1623	124378
<b>Total-Private</b>	17,216	13,06,984
<b>Grand Total</b>	18,839	14,31,362

(Source: NCTE, 2015)

**Table 03: Percentage (%) of Trained Teachers**

<i>Year</i>	<i>Government</i>	<i>Government Aided</i>	<i>Private Unaided</i>	<i>Others</i>	<i>Total</i>
<b>2013-14</b>	81.41	89.79	74.39	40.31	79.03
<b>2014-15</b>	83.82	90.09	74.28	40.56	80.31
<b>2016-17</b>	85.39	90.23	74.62	41.29	81.13

(Source: NIEPA, 2018)

## **Objectives of the Study**

1. To examine the recommendation of NPE 2020 regarding teacher education.
2. To discuss the role of the teacher according to NPE 2020.
3. To discuss the merits of the recommendation of the policy.
4. To discuss the limitations of the recommendation of the policy.
5. To provide some suggestions.

## **Research Questions of the Study**

1. What are the recommendations of the National Education Policy 2020 regarding teacher education?
2. What is the role of teacher according to National Education Policy 2020?
3. What are the benefits of National Education Policy 2020?
4. What are the limitations of National Education Policy 2020?
5. What are the suggestions for implementing the National Education Policy 2020?

## **Methodology**

The present paper is a documentary study and qualitative and theoretical research in nature. The content analysis method was used by the researchers. This research work mainly based on official documentary evidence and also various sources of information like books, e-books, journals, articles, websites, reports of various organizations, the internet, blogs, and written documents.

### ***Analysis of the Recommendation of NPE 2020 regarding teacher education***

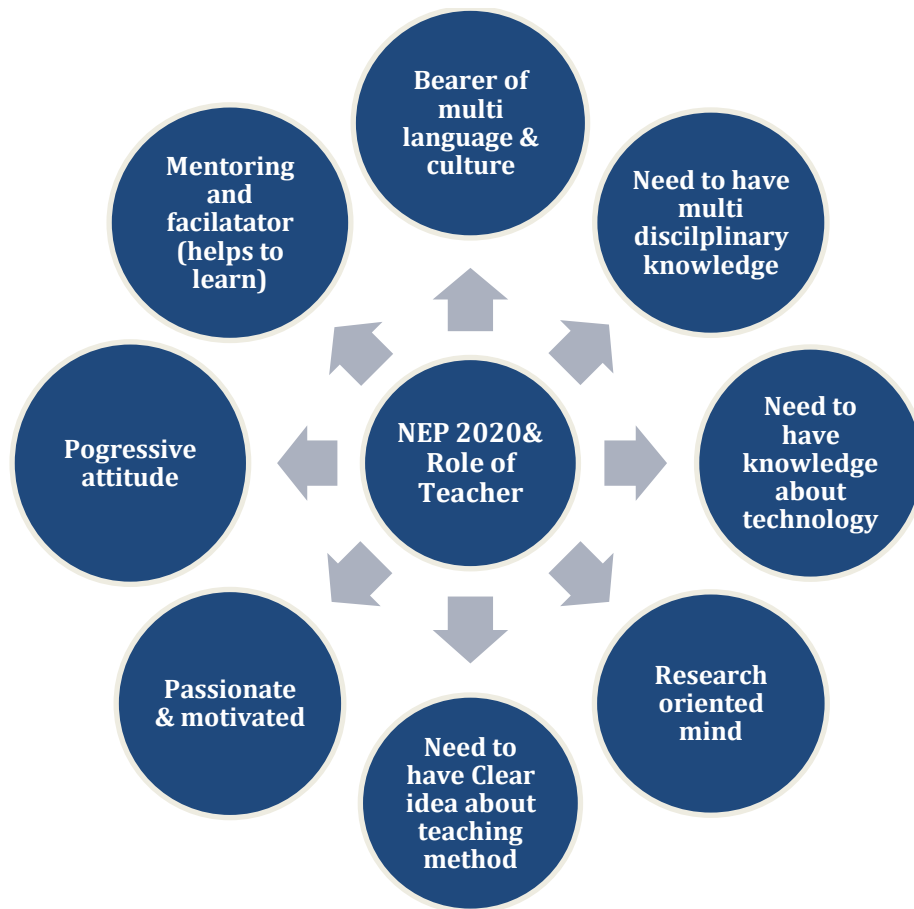
- Emphasis on multidisciplinary perspectives, values, language, and ethos including tribal tradition.
- Improving the quality of teacher education and measures have been taken to stop commercialization in the field of teacher education.
- Special emphasis has been laid on the introduction of Integrated Teachers Training.
- To maintain the quality of teacher education steps have been taken in the new national education policy to improve the infrastructure of educational institutions.
- To maintain the quality of teacher education, it has been proposed to introduce an entrance examination in the admission of students in press service teacher education.
- In faculty profile department of education with necessarily aim to be diverse and but research experience highly valued.
- Special emphasis has been placed on research work in the field of teacher education.
- Emphasis is placed on the use of technology platform platforms such as SWAYAM/DIKSHA to anchor in-service teacher education.

Overall analysis shows that the recommendations made in the new National Education Policy on Teacher Education will help to enhance the quality of Teacher Education. Multidisciplinary will be introduced in the field of teacher education which will open a new horizon in the field of teacher teaching. The practice has been mentioned in the practice of Indian Value and Culture and special emphasis has been laid on research work in the field of teacher education, diversity and multi-talented, competent, experienced, and expert research faculty have to be maintained in the faculty profile of teacher education institutions. And the use of platforms such as online learning platforms. All recommendations in the new National Education Policy on Teacher Education will enhance the quality of teacher education and present the teacher education system in a world-class context.

### ***Role of teacher according to NPE 2020***

One of the most important elements in the education system is the teacher. Considering education as a three-pronged process, it is possible to realize the importance of the teacher's place. Although teacher-centered education has changed from the old-fashioned teacher-centered education to more student-centered education today, the place of the teacher is always undeniable. It is through the teacher that the whole process of teaching and learning progresses. Not only this, the effectiveness of the teaching-learning process depends on the skill of the teacher. John Adams said the teacher is the “Maker of Man”. So as a director of the academy society, the teacher helps the students to move forward desirably. According to the National Education Policy 2000, teachers need to be-

**Fig 03:Role of teacher according to NPE 2020**



- ◇ **Research-oriented mind:** With the changing world of knowledge and new things happening all the time, the teacher should keep pace with the times and unveil new knowledge. For this, an ideal teacher should have a research mind. He will constantly inspire the students in this work.

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- ◇ **Progressive attitude:** With the change in age and society, a teacher has to have a progressive mindset because it is essential for a teacher to have a progressive mindset to keep abreast of the changes that are constantly taking place in the world society and human thinking.
- ◇ **Need to have technology knowledge:** At present, modern technology is constantly influencing the field of education and various inventions of technology are enriching the field of education. So, it is important for a teacher to have the knowledge and stay up to date with technology. The new education policy has made special recommendations for the application of technology in education.
- ◇ **Need to have a Clear idea about teaching method:** A teacher needs to have a clear idea about the classroom teaching method and pedagogy and knowledge of the content because it is important to know which teaching method will make learning enjoyable according to the needs and abilities of the students in the classroom.
- ◇ **Passionate & Motivated:** Motivation is needed to instill and maintain appropriate interest in students in the classroom. The teacher can inspire the students before the lesson through his inspirational speech so that the teaching becomes understandable.
- ◇ **Need to have multidisciplinary knowledge:** A teacher needs to have knowledge in various subjects besides thematic knowledge in addition to just thematic knowledge because in the current education system multidisciplinary approach has been given importance where a teacher cannot impart knowledge to students in other subjects, especially in new National Education Policy.
- ◇ **Knowledge about multicultural and multi-language:** The diversity of students in a classroom can be seen in which students are coming from one religion or speech culture or another student is coming from another religion or culture. The teacher has to communicate and interact with all the students so a teacher must have knowledge of multicultural and multi-language.

### **Merits**

- ❖ This education policy will enhance the quality of teacher education and prevent the commercialization that has begun in the field of teacher education.
- ❖ Teacher education institutions will be enriched in various aspects like teaching staff, materials, and infrastructure. As it is stated in NEP 2020 that all educational institutions which do not have proper infrastructure as per NCTE rules will be given a one-year time frame or fulfilling the criteria either tough action will be taken against those teacher education institutions.
- ❖ Multidisciplinary input will be made in the field of teacher education, which will open new horizons in the field of education and will build a world-class education system in India.
- ❖ Introducing an integrated four-year bachelor's degree will open new horizons in the field of education that will enable the production of more well-educated future teachers.

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- ❖ Coordination will be made between public and private teacher education institutions.
- ❖ There is talk of taking entrance exams and aptitude tests from the National Testing Agency at the time of admission in pre-service teacher training so that the quality of education can be maintained.

### ***Limitations***

- The new education policy has made various recommendations to reform teacher education but no new curriculum has been developed in that. The current curriculum of teacher education is traditional and the theoretical curriculum lacks practical prospects.
- For admission to pre-service teacher education, this policy does not provide specific guidelines on what will be the entrance test for student selection and what will be the minimum qualification for students.
- Most of the teacher training institutions are infrastructurally inadequate and they are very weak financially in case the implementation of the plan mentioned in the new national education policy is a problem.
- The one-year period of teacher education in the new education policy is being especially criticized. During this one-year period, the theoretical and practical aspects of the teacher education curriculum will fall and the students will face problems regarding the internship. The national curriculum framework (1998) also recommends the two-year duration of teacher education programs but could not implement them. So, there is a need to extend the time period of the present teacher education programme.
- The new national education policy places special emphasis on technology but in India where the literacy rate is much lower than in other countries. (Only 38% of households in India are digitally literate). In that case, it is impossible to implement the technological input which is recommended in this new education policy because India has no sufficient infrastructural facilities and also lacks knowledge about technology.

### ***Suggestions***

- According to the new education policy, it is necessary to frame a specific syllabus of teacher education.
- It is important to have a clear idea about the duration of the teacher training and the internship.
- In the case of pre-service teachers' training, students need to have a clear idea about the subject of their entrance examination.
- There is a need for a specific time frame for the improvement of private teacher education institutes and those teacher educational institutions which are weak in terms of infrastructure and teaching equipment.



## **Conclusion**

The National Education Policy will play an important role in taking the education system to a new level and is extremely important in maintaining the quality of the education system. It will help to present the education system of India in a world-class context. However, it is important to emphasize how quickly the implementation of the new education policy is possible and how the new education policy can be implemented by solving the various problems of the previous education before implementing it.

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