



## The Effect of National Education Policy 2020 on Teacher Education

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### Abstract

*Guru Brahma, Guru Vishnu, Guru Devo Maheshwaraha*

*Guru Saakshat Para Brahma, Tasmai Sree Gurave Namah*

*India enlightened the country in all periods of its history. The history of teacher education in India is the oldest history of the Indian education system. Saint Kabir explains the eminent personality teacher as a "Guru."Guru Govind Dau Kadhe, Kake Lagoo PaiBalihari Guru Aapne, Govind Deyo Bathai.The responsibility of passing on the knowledge of the 'Vedas,' 'Upanishad,' and other holy writings, as well as the teaching itself, was assigned to Brahmins, who were known as 'Gurus' and passed down from one generation to the next. Only those with the greatest experience and knowledge served in teaching roles. "Enjoying the same social standing and reputation as all individuals who excellently serve society," the World Encyclopedia of Teaching and Teacher Education (1987) said, "Educational programmes and levels should be more and more equivalent with the physician's education. "The National Education Strategy 2020 will characterize society as one in which prominent people are referred to as "gurus" for how they impart their knowledge, skills, and ethics to pupils in the most beneficial and optimum way. There have to be initiatives to encourage the most talented individuals to choose careers in teaching. People who have a high regard for educators and a high regard for the teaching profession as a whole. The most recent developments in teacher education should be more forcefully implemented in training institutions, both in terms of the material they teach and the methodology they use with local languages. Service conditions and the empowerment of teachers should be brought up to the necessary levels in conjunction with the quality of instructors' motivation. The level of education that a teacher needs to have is a factor in both selection and placement decisions.*

**Keywords:** National Education Policy, Recruitment, Deployment, Motivation, Empowerment, National Council of Teacher-Education, Blended and Collaborative Learning; Pedagogy, Practicum.

**Introduction:**

"When you teach a guy, you are educating a single person."

"If you educate a girl, you educate the rest of her family, and if you educate a teacher, you educate the whole community."

"A kid receives his physical birth at the hands of his parents and his second birth at the hands of his instructor," says an ancient proverb in Indian culture. India has always been a very intelligent nation throughout its whole history. The history of the education of teachers in India dates back further than any other aspect of the country's educational system. The teaching of the 'Vedas' was central to the whole educational system of Indian culture. The responsibility of teaching others, known as "guru," was traditionally inherited by Brahmin families and passed down from one generation to the next. There are three time periods that may be characterized in the following way regarding teacher education:

Monitoring and Alarming System (1800–1880)

Instruction for Teachers (1882–1935)

Education for Teachers (1940 until today)

According to Ravindra Nath Tagore, the efficacy of a teacher may be characterized as: "The teacher may be defined as a person who has a certain talent and certain attributes relevant to the teaching profession." "Without the ability to study on his own, a teacher can never fully impart their knowledge to their students. Only while it is still burning with its own flame is a lamp able to kindle the flame of another lamp. The educator who has reached the conclusion of his field, who cannot make a living without his expertise, but who only repeats his lecture to his pupils, can do nothing more than fill their brains with information. He is unable to accelerate in their presence.

"**The Education Commission's** explanation of the teacher-education system from 1964–1966" A sound programme of professional education of teachers is essential for the qualitative improvement of education," which states that "investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions."

**According to UNESCO (1968)**, "Policy governing entry into preparation for the teaching profession should rest on the need of society for teachers who possess the necessary moral, intellectual, and physical qualities, which are essential for professional knowledge and skills, which are essential for developing his personality." Statutory Bodies Involved in the Field of Teacher Education In September of 1961, in New Delhi, an organization known as the National Council of Educational Research and Training (NCERT) was established with the intention of enhancing the quality of education provided in schools. It was an independent agency that served in the capacity of academic consultant to the Ministry of Education. The professionals at NCERT

are responsible for formulating and carrying out the implementation of various policies and programmes in the area of education. In addition to this, it provides assistance and advice to both the federal government and state governments in order to promote education on every level

- To provide the required assistance as well as support research in all areas of education and cooperate with supplementary financial help.
- To arrange an advanced-level training program for both pre-service and in-service staff members.
- Coordinate the provision of supplemental services.
- To spread better practices.

### **The National Council for the Education of Teachers (NCTE)**

On May 21, 1973, the Ministry of Education and the Government of India passed a draught that presents the status of Teacher-Education in the country. This status is referred to by recommendations made by the Indian Education Commission (1946-66), and various bodies stressed the urgent need for a national body to look after the planning, coordination, and effective execution of policies regarding teachers' education programmes. One representative from each state's Department of Education, the Union Grant Commission (U.G.C.), the All India Council for Technical Education (AICTE), the Central Advisory Board of Education (CABE), and the Planning Commission are among the members of the National Council for Education Research and Training (NCERT). There were a total of twelve individuals nominated, all of whom were considered to be specialists in their respective fields of preschool teacher education, primary teacher education, secondary teacher education, and technical and vocational education, respectively.

### **Objective of Teacher-Education**

The acquisition of the capacity to support oneself independently

- Accommodating oneself to the existing bodily state.
- A balanced adaptation to the requirements of the institutional setting.
- Acclimatization to one's new environment and circumstances.
- To use his life to pursue satisfaction in some way.

**The skill of Profession Development** is an instinctual activity that is designed to inspire experience in teaching while taking place in an artificially creative setting. This skill relies less on material resources and more on an imaginative atmosphere.

- The Philosophy of Education
- The Technique of Teaching

- Educational Psychology and Classroom Teaching
- Educational Assessment and Measurement
- The Basis of Education

### **Understanding the Objective of Education**

- An understanding of the structure, function, and relationships within society.
- A comprehension of the manner in which children develop and acquire knowledge.
- Comprehension of the challenges faced by adolescents and young adults.
- A comprehension of the examination process and its application to evaluation criteria.

### **Skill goal**

- Capability and experience in using a variety of instructional approaches.
- Improving one's pedagogical abilities and subject-matter expertise to cope with the issue.
- Capability of encouraging pupils and having excellent communication with them.
- Capacity for the organization of extracurricular activities.

### **Attitude Skills**

- Physically and mentally sound, with a constructive attitude toward the teaching profession.
- To cultivate a scientific and objective perspective on the way in which problems should be solved.
- Possessing a perspective that is both Republican and patriotic.
- A caring demeanor towards pupils, with an emphasis on problem-solving and providing the appropriate level of guidance.

Teacher education should be organised and structured to develop the necessary abilities, attitudes, knowledge, interests, skills, values, and understanding to effectively play the roles of teachers. The goal of teacher education should be to meet new challenges, and it should be arranged to accomplish this goal. Teacher encourages democratic values to guide, ego-supportive among students so that they can develop their own sense of self, a guide, a friend, a facilitator in learning, a judge to evaluate the performance of students, an initiator with new technology of teaching-learning as an inspirer, an ethical educator, a philosopher, a rationalist, a reducer of anxiety, a reformer secularist, socialist, and an upholder of human values among the students.

### **National Education Policy 2020 on Teacher-Education**

Teachers are sometimes referred to as "Gurus" in society because of their role in imparting information, skills, and ethics to pupils in the most beneficial manner. The quality of teacher education is dependent on the recruitment, deployment, service conditions, and empowerment of teachers, none of which are where they should be; as a result, the quality of instructors and their motivation do not achieve the levels that are wanted. The great respect that is due to teachers and the high prestige that is accorded to the teaching profession need to be brought back in order to

attract the most qualified individuals to the teaching workforce.

**According to the National Education Policy**, recruiting and deployment on merit-based scholarships should be institutionalised all across the nation for the purpose of pursuing a quality-based, four-year integrated B.Ed programme. It should be given that local students, particularly those from rural regions and female students, have access to local work prospects so that they may act as role models in the local area. These highly skilled instructors, who are also able to speak the local language, are providing an incentive to fill the void left by a lack of quality educators in the community's immediate vicinity.

According to the **National Education Policy, the Teacher Eligibility Test (TET)** should be expanded so that it encompasses the curricula and training for all stages (foundational, preparatory, middle, and secondary) of a student's schooling in order to ensure that the best possible content and pedagogy is being taught. The recruiting process needs to centre on candidates' enthusiasm and drive for the field of education, as well as on classroom demonstrations, interviews for access alleviation, and prior experience teaching in the native tongue. The Teachers Examination for Teaching (TET), a demonstration or interview, and a working knowledge of the area's languages are all requirements for employment at private schools. A technology-based, incomprehensive teacher requirement planning forecasting exercise will be carried out by each state over the course of the next two decades in order to evaluate the anticipated vacancies among teachers in each subject area. Every available teaching position need to be filled by a competent individual, maybe even a resident teacher, and an appropriate incentive ought to be provided in the form of additional facilities for career management and growth.

States That Have A National Education Policy The National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education (NCTE), which will be restructured in a new form as the Professional Standard Setting Body (PSSB) under the General Education Council (G.E.C.). This will be done in consultation with NCERT and SCERT teachers from across all levels and regions, expert organisations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standard would contain the abilities that are expected of teachers at various levels of competence and stages, as well as the expectations placed on teachers at those stages. In addition to this, the NPST will establish a pre-service teacher education curriculum with the goal of determining all facets of teacher career management, including the promotion of professional development activities and other accolades. On the basis of a thorough empirical examination of the system's effectiveness, the professional standard will be evaluated and amended in the year 2030, as well as after every ten years.

### **Methodology:**

In order to determine the effect that N.E.P. 2020 will have on teacher education, the researchers employed a technique called descriptive research. The purpose of this study is to provide a comprehensive and methodical analysis of the phenomena known as Teacher Education. The observational technique, the survey method, and the case study method are the three methodologies that are employed in descriptive research. In light of the fact that the researcher has access to relevant information and content, they have decided to use the observation technique in order to comprehend the Teacher Education system in relation to the pattern and trend of the National Education Policy 2020. The findings and conclusions drawn from the aforementioned information constitute the research paper's end product.

### **Major Findings of the Research**

Why There should be an Integrated Bachelor of Education degree that lasts for four years and covers a wide variety of subject matter, pedagogy, and expertise, for the programme to be successful, it has to involve intensive instruction in the form of practicum, which might take the form of student teaching at local schools.

- For this Integrated Bachelor of Education programme to be successful, it has to be taught in a classroom setting at a higher education institution that teaches a variety of subjects.
- Schools that have received accreditation for Open and Distance Learning (O.D.L.) may also be able to provide a high-quality Bachelor of Education degree to students using either the blended or O.D.L. learning format. Which of these will be beneficial in locations that are difficult to reach or that are located in distant areas.
- The O.D.L. programme should be made available to in-service teachers with the goal of improving their qualifications in accordance with their chosen profession and elevating them at each level and state.
- Educational technology should incorporate learner-centered and collaborative learning, as well as modern teaching techniques such as multi-level teaching and evaluation, teaching students with disabilities, teaching students with special interests or talents, and teaching literacy and numeracy as foundational skills.
- The B.Ed programme will also involve intensive practicum training, which will take the form of in-classroom teaching at various locations around the community.
- The programme will also effectively integrate environmental awareness and sensitivity towards conservation and sustainable development, making environmental education an intrinsic element of the curriculum that is taught in schools.

### **Conclusion:**

The conclusion is that teachers will be expected to complete training that includes both high-

quality material and the most recent developments in pedagogy. By the year 2030, the majority of teacher education will have been transferred to multidisciplinary colleges and universities. In the middle school and secondary school levels, students who have impairments or Divyang are required to meet particular standards, including receiving instruction for specific learning difficulties. For the goal of developing local professions, knowledge, and abilities such as local art, music, agriculture, business, sports, carpentry, and other vocational craft, a special programme will be accessible at BITE, DITE, or school complexes in the role of "Master teachers." The National Council for Teacher Education (NCTE) will work with the National Council for Educational Research and Training (NCERT) to develop a comprehensive National Curriculum Framework for Teacher Education (NCFTE 2021) based on the principles of the National Education Policy (N.E.P.) 2020 to fulfill the requirement of Teacher Education Curriculum for Vocational Education. Every five to ten years, the National Council for the Accreditation of Teacher Education (NCATE) will undergo a revision that takes into account both established and developing demands in the field of teacher education, as well as current and emerging trends.

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