

## A roadmap to Teacher Education in National Education Policy 2020

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**Abstract:** *Teacher education is no longer a privilege; it is the need of the hour. For a developing country like India, education is the topmost aspect of growth. We will fail as a country if proper quality education is still not being accessible to each and every individual by the best trained teachers in every corner of the country. In the last decade a number of experiments were done with the Teacher Education in India. Over the years, the Government of India came with various policies on teacher education such as the NCFTE – 2009, and NCTE Act - 2014. All the policies emphasized the development and modified the teacher education quality and other so many matters which are related with the same and abilities to access teacher education of all teachers, but still, the disparities and complications continued. After 34 years, finally we have our long waited National Education Policy (1). This paper is an attempt to discuss the new provisional changes for Teacher Education in National Education Policy (NEP) 2020. Now the NEP 2020 has recommended that, a new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) will be formulated by the NCTE in consultation with NCERT in the country taking on board the real stake holders that is the Teacher Educators and the aspiring teachers as well. India being a young country with approximately 247853688 students and 9416895 Teachers and preparing such a big number of teachers is one of the biggest challenges (2). Thanks to the wonderful document of NEP - 2020 we now expect a healthy and strong teacher education system in the country. Teacher education has been the main focus of previous educational policies as well that is why Kothari Commission, way back in 1964-66, has laid great emphasis on teacher education by saying “the destiny of a nation is shaped in its class room”. NEP - 2020 encourages schools to deal with a shortage of teachers by sharing teachers across campuses, especially for disciplines such as art, craft, music, and dance (2).*

**Key Words:** *Teacher Education, NCFTE – 2009, NCTE Act - 2014, NEP - 2020.*

### 1. INTRODUCTION:

“The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers.’ Changes in the education policy is a major way to provide the nation better students, professionals & better human being.”  
– Dr. A.P.J. Abdul Kalam

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India’s traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual (3). It 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, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The vision of the National Education Policy is to in still among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen (4). After Independence Indian Education System goes through various changes, in order to make it accessible to the masses. Numerous commissions, policies and various reservations worked out pretty well for the paradigm shift from focusing solely on the 3R to providing quality education to the masses. Education is a fundamental right of every Indian citizen. All children in the age group of 6-14 years irrespective of any diversity are ensuring to access free and compulsory education by the RTE act 2009 (1).

In the last decade a number of experiments were done with the Teacher Education in India. In 2014 NCTE came with a new Curriculum Framework for Teacher Education in India and all of a sudden the duration of the two main teacher education courses B.Ed. and M.Ed. was changed from one year to two years but the results were the same, there was hardly any improvement in the quality of the output. Now the NEP 2020 has recommended that by 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT in the country taking on board the real stake holders that is the Teacher Educators and the aspiring teachers as well (6-7). I am optimistic that the Two National agencies will conduct brain storming sessions with all gross roots level stakeholders before finalizing the new curriculum for teachers in the country. There is no harm if we take some positives from the countries who have done exceptionally well in the school education like Finland and others (2).

## 2. OBJECTIVES:

- To study an overview of teacher education in India.
- To find out the different policies for the teacher education in India.
- To explain the National Council for Teacher Education and different regulation for teacher education.
- To analyse the teacher education in National Education Policy-2020.

## 3. AN OVERVIEW OF TEACHER EDUCATION IN INDIA:

Teacher education refers to polices and procedure designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider Community. Although ideally it should be Conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages which are (a) **Initial teacher training/education:** A pre-service course before entering the classroom as a fully responsible teacher. (b) **Induction:** The process of providing training and support during the first few years of teaching or the first year in a particular school. (c) **Continuing professional development (CPD):** An in-service process for practicing teachers (5).

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education (10).

**National Curriculum Framework - 2005:** This framework for Curriculum presents a vision of what is desirable for our children. The NCF, 2005 emphasized in the following points - Strengthening a National system of education in a pluralistic society, Reducing the Curriculum lode based on insights provided in learning without Burden, Systematic changes in tune with curricular reforms, Ensuring quality education for all children, Languages, Mathematics, Science, Social Science, Pedagogical Work, Art, Peace, Health and Physical Education should be emphasize considering different levels of education (7).

**National Curriculum Framework for Teacher Education – 2009:** The NCFTE-2009 has given a systematic and comprehending framework of curriculum for the teacher education and also highlights the strategies to implement it. Almost every aspects of teachers' education got preference in this framework. If we take a look on the framework some important points will come out such as follows— (i) This framework ensures every sphere of education e.g. Theoretical, Practical, Psychological, Philosophical and also Socio-Economic aspect. (ii) In this framework Area-C is very crucial and essential part of teacher education programme. This area focused on the practice teaching and

innovative programmes which surely enrich the programmes of teacher education. (iii) The others two areas i.e., Area-A and Area-B are common and already known areas and it is extracted from the earlier frameworks e.g. NCF-2005 (6 & 7). But the significant point is that NCFTE-2009 gave a single paradigm and caught all the features of curriculum to bring a desirable change in teacher education. (iv) The NCFTE-2009 has able to make an impact in the scenario of educational system. According to the view of NCFTE-2009 open and Distance learning (ODL) programme for teachers has also been started in our state. (v) Along with pre-service teacher education programmes, In-service and CPD programmes and its various perspectives are carefully and practically emphasized in the NCFTE-2009. (vi) The NCFTE-2009 paves the way for implementation of curricular areas by giving practical and reasonable strategies. (vii) This framework is much reliable for making professional and humane teachers (5 & 6).

**Regulation by National Council for Teacher Education - 2014:** The NCTE, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to Teacher Education. Now, the main objective of the NCTE is to achieve planned and coordinate development of the Teacher Education system throughout the country and the regulation and proper maintenance of norms and standards the teacher education system. NCTE considered and notified the revised Regulations 2014, along with Norms and Standards for programmes on November 28, 2014 under GOI Gazette Notification following the recommendations of Justice Verma Commission appointed by the govt. the instance of the Honourable Supreme Court of India. The important highlights of Regulation 2014 are as under – (i) For the first time 3 new programmes have been introduced 4 years B.A./B.Sc. B.Ed., 3 years B.Ed. (part-time), and 3 years B.Ed. & M.Ed. programme. (ii) The duration of 3 programmes B.Ed., B.P.Ed., and M.Ed. has been increased to 2 years providing more professional rigorous training and at par with best international standards. (iii) Each programme curriculum comprises 3 components – theory, practicum, internship, and at least 25% of the programme is developed to school based activities and internship. (iv) More integrated Teacher Education programmes are encouraged. (v) ICT, Yoga Education, Gender and Disability/Inclusive Education are integral part of each programme curriculum. (vi) M.Ed. degree can be obtained with specialization in either Elementary Education or in Secondary and senior secondary Education. (vii) In-Service teachers have more options to acquire higher Teacher Education qualifications D.El.Ed. (ODL), B.Ed. (ODL), B.Ed. (Part-Time). (viii) Provision of applying for a course, payment of fees, centralised computerized information about visiting team for transparent use by both HQs and Regional Committees for inspection or monitoring, visiting team reports is all available online (8).

#### 4. TEACHER EDUCATION IN NATIONAL EDUCATION POLICY - 2020:

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. – **National Education Policy-2020** (9).

Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. India being a young country with approximately 247853688 students and 9416895 Teachers and preparing such a big number of teachers is one of the biggest challenges. Thanks to the wonderful document of NEP-2020 we now expect a robust teacher education system in the country (9). Teacher education has been the main focus of previous educational policies as well that is why Kothari commission, way back in 1964-66, has laid great emphasis on teacher education by saying – the destiny of a nation is shaped in its class room. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession (2). The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. The following recommendations can easily be adopted without any burden on the state exchequer.

**Comprehensive Teacher Education Programmes:** The basic teacher education programmes and shorter local teacher education programmes to be made available at BITEs, DIETs, or at school complexes for eminent local persons who can be hired to teach at schools as 'master instructors', for promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts. The B. Ed. programme shall now be a 4 Year integrated comprehensive programme and the students shall be admitted at 10 + 2 Level. All the teacher education institutions shall be converted into multidisciplinary institutions to develop multi-skilled teachers. By 2030, the minimum degree qualification for teaching will be a 4 year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year and 1 year B.Ed. Programmes will also be offered, but only by the same multidisciplinary institutions offering the

4-year integrated B.Ed., for those who have already obtained Bachelor's Degrees in other specialized subjects and to those who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. Provisions for high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers have been advocated (2, 6, & 8).

**Pre-Service Teacher Education:** The NEP-2020 recommends drafting a National Curriculum Framework for Teacher Education or NCFTE-2021 to guide pre-service teacher education and training. The NCFTE will prescribe the best pre-service and in-service education/training practices for teachers working in academic, vocational, and other unique education streams (2 & 7).

**Approach to Teacher Education:** Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. 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 (2).

**Special Educators:** There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities (9).

**Recruitment of Teachers:** Teachers shall now be recruited on the basis of Teacher Eligibility Test (TET) and same test will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language, so that every school/school complex has at least some teachers who can converse with students in the local language (2 & 8).

**Service Conditions:** The NEP has recommended that such a service culture may be developed in which the teachers can utilize their ability to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning (9).

**Professional Development:** For the first time in the history of teacher Education it has been recommended that Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. Each teacher will be expected to participate in at least 50 hours of continuous professional development opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies (2).

**Career Management and Progression (CMP):** The much needed positive feedback for doers in the education that is Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community (2 & 3).

**Professional Standards for Teachers:** A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institution (9).

## 5. CONCLUSION:

It may be concluded that the NPE-2020 is much more relevant in the present scenario of the teacher education in India. The problem is that the area of implementation. India as a country of diversity, always see these diversities as an opportunity similarly now it's time that the mind set of people to change and see every teacher and their teaching methods. It is very hard in our Country to practises any new idea in short time (14). All the people concerning educational field should look into the framework, exchange their ideas, make positive approaches and pave the way for a positive

change in the area of teacher education without which the future generation cannot be groomed properly. We are also hopeful for the positive change. Considering the lacklustre efforts to improve the working conditions and remunerations for teachers in the past, the NEP-2020 for teachers has come as a welcome change. Steps for pre-service teacher education and in-service teacher training programs can help build a better learning experience for students everywhere (9). The New Education Policy 2020 if implemented with proper planning, will be proved as a catalyst for teacher education. This will bring the paradigm shift in teacher education. All the aspects discussed above altogether will give rise to effective and quality education for teacher. This will help in bridging the gap between the expectation and the reality of teacher education. Lastly, if implemented well, the education sector is likely to become a lucrative career option for talented young people in the next few years.

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