

# NEP-2020's Vision for the Role of Educators

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## Abstract

*With the recent celebration of Teacher's Day, let's analyse the National Education Policy 2020's vision for the role of educators to elevate them out of their boring work profile, widespread exploitation, and disincentive service circumstances. The NEP 2020 recognises the reality of uninspired and dis-spirited Indian teachers and wants to revamp the teaching profession to build a solid merit-based tenure, remuneration, and promotion framework that incentivises and honours great teachers. The present concern of the nation is an efficient implementation of NEP 2020 throughout the entire range of educational institutions in India- schools/colleges, IITs/ITIs, private/public, urban/rural, academic/vocational, etc. While this vision of an empowered teacher can pull out all the stops, the reality of the situation is very different. In 2012, Justice JS Verma Committee Report noted, 'a dysfunctional teacher education system is putting over 3700 lakh students in danger upon examination scores of private or non-public Teacher Education Institutes were discovered to have merely a monolith in the wake of improvement and over 99% passing rate.' The survey also found that, on average, 85% of instructors failed to pass the post-qualification competence exam – Central Teacher Eligibility Test or the C-TET. The obstacles and concerns post-employment vary from exploitative job circumstances, exhibited by adhocism in addition to inadequate remuneration on one side, to absentee-ism, outmoded teaching skills, and lack of professionalism and dedication. The National Curriculum Framework for Teacher Education will oversee all preliminary plus in-service teacher education for educators working in the academic, vocational, and unique education streams based on the guidelines of the National Education Policy on teacher education as well as training.*

**Keywords:** Compulsory Education Act, Professional Standards, Nationwide Curriculum Framework

## Introduction

"Education encompasses a person's overall development, not just their intellectual development. Gurudev Rabindranath Tagore emphasises the psychological, moral, and spiritual dimensions of human nature".<sup>1</sup> Similar to Tagore, contemporary education focuses a high priority on students' complete development. On July 29, 2020, the Indian government presented a new education strategy developed with input from a group of

specialists under Dr K. Kasturirangan, former head of ISRO.

The 2020 National Education Policy is the first of its kind of education policy of the twenty-first century. The Ministry of Education, as it is presently known, aims to introduce the numerous expanding developmental requirements in India. The Ministry of Human Resource Development was once called (MHRD). Another goal of this approach is to encourage each person's creative

potential. The NEP calls for reconstructing every aspect of the educational system, including its governance and rules, to forge a new relationship with the aspirational SDG4 goals of 21st-century education.

Prior national educational plans (1968, 1979, 1986, 1992) that were put into practice primarily addressed access and social inclusion. The unfinished business of NPE-1986, which was amended in 1992 and treated as a Programme of Action, is fully addressed by this strategy.

A notable advance over the preceding strategy of 1986–1992 was made by the Children's Right to Free & Compulsory Education Act of 2009, or the RTE Act, which laid the legislative groundwork for attaining universal primary education.

According to the 2020 National Education Policy, which mainly focuses on disadvantaged and marginalised populations, all pupils must have access to any credible educational system, regardless of how poor they are or where they reside. Furthermore, the advanced initiatives must respect and consider the lively variety and culture of the country and its regional and international demands.

### **Childhood Care & Education**

NEP ensures better childhood care and education for all children between ages 3 and 6. National Education Policy also possesses the Right to Education from the 6-14 age groups to the 3-18 age groups. Aiming to get 100% of children 'school-ready' by 2030, the draft pushes for the universalisation of the ECCE<sup>2</sup>. More investment in developing infrastructure like play equipment and a children-friendly campus, moreover, Continuous Professional Development of ECCE educators and Anganwadi professionals through a 6 monthly course with online components.

### **Foundational Literacy, as well as Numeracy**

National Education Policy establishes National Mission on Foundational Literacy and Numeracy, a 3 months preparatory workshop for children. It is regarded as an Urgent and Necessary Prerequisite to Learning. Moreover, it is contingent on a digital curriculum through energised textbooks.

NEP is student-led learning, and community instruction is endorsed to gain a 100 % foundational level, i.e. till Grade third of education by the year 2025. Educator vacancies are also directed to be filled on time, prioritising underdeveloped areas and fragments of society.

**Quality Universities & Institutions:** Courses like M. Phil. would be disbanded, and all bachelor's, master's, and PhD courses would be made multidisciplinary. NEP epitomises a more advanced, holistic, interdisciplinary Education System for setting up multifaceted Education plus Research Universities<sup>3</sup>. NEP 2020 aims for optimal teaching, learning and a supportive ecosystem for students to deliver an inclusive, deliberative and comprehensive approach in view of practical knowledge, empiric research, ally feedback, and lectures from the finest practices.

**Reshaping Vocational Education:** NEP aspires to start vocational courses from grade 6 onwards, including internships. In addition, by 2030, all such institutions that provide general or professional instruction will attempt to develop organically into organisations or clusters that efficiently and cohesively deliver services. Further education will certainly inevitably incorporate employment professional education.

- Farming Education
- Skill Education
- Teacher Education
- Applied Education

**Building a New State Research Council to Advance Top-notch Academic Research in every discipline:** A National Research Foundation shall be founded as a premier entity to foster a strapping research environment and advance research across higher education. Furthermore, as models for the finest cross-disciplinary education in the country, Multidisciplinary Education and Research Universities, tantamount to IITs and IIMs, would be established.

**Dual-Degree Programme:** The Dual-degree provision in the New Education Policy states that universities will provide four-year integrated programmes like B.Ed. Clubbed with any spe-

cialised subject of choice (B.Ed. is a pre-service preparation for educators). The dual degree will include courses for both disciplinary plus Teacher preparation<sup>4</sup>. It is an appealing option, but caution should be made to avert dropouts from the educational system, given India's growing unemployment rate and the lack of devoted professionals in the schooling industry.

**Higher Education Institutions:** HECI, or Higher Education Commission of India, except for medical and legal programmes, will oversee the entirety of India's higher learning system. The same rules for governance, accreditation, and academic parameters will govern both non-public and public higher education colleges and universities.

**HECI will be made of four autonomous entities:** NHERC- National Higher Education Regulatory Council, GEC- General Education Council, HEGC- Higher Education Grants Council and NAC- National Accreditation Council

### **NEP 2020: Integrated Teacher Education Programme**

The NEP stresses the significance of early childhood education and care and advocates for developing a nationwide curriculum framework for pre-primary education. It is also proposed that the primary school system incorporate pre-primary education. The NEP promotes a comprehensive overhaul of the school system in schools, focusing on experiential learning and critical thinking skills. A flexible curriculum that enables students to select from a variety of academic and non-academic (vocational) subjects, as well as the launch of a 5+3+3+4 education system, in which the first 5 years of schooling focus on foundational learning, followed by 3 years in the middle school, 3 years in the high school, and 4 years in the higher education, are also advised.

The National Education Policy also proposes establishing a standard higher education structure with only one regulator for both public and non-public institutions. It also endorses promoting research plus innovation in higher education & establishing a National Research Foundation to throttle this effort. The National Education Policy focuses on the significance towards teacher

education & professional development and hails for the formation of National Professional Standards for Indian Teachers. It also recommends integrating technology into teacher education & establishing a National Teachers' Portal to give access to resources for teacher support.

The NEP also recognises the significance of multilingual education's role in promoting unity and diversity. Therefore, it recommends using the mother tongue or local language as the medium of education up to fifth grade and promoting learning Indian classical languages. The National Education Policy aspires to broaden the ingress to higher education by bolstering the frequency of universities and colleges and providing more flexible and varied degree programs. As a result, students will have more opportunities<sup>5</sup>. As a result, to seek higher education further to accomplish their academic as well as professional goals.

The NEP aims to improve educational access for all pupils, particularly those from underprivileged families. It urges creating a new National Scholarship Portal to help students who require financial aid find it and increase educational infrastructure in underprivileged regions. This will facilitate more fairness in the educational system and assist in lowering obstacles to education. The National Education Policy states that India's linguistic as well as cultural diversity must be protected and fostered. The use of the mother tongue and local language only as primary teaching medium throughout the premature years of education is encouraged, as is the learning of Indian languages and cultures at all educational levels. This will aid in promoting and protecting India's extensive cultural heritage.

### **NEP 2020: Attribute For Teachers**

The National Education Policy states that beginning in 2030, ITEP would be the sole factor considered when selecting educators. Admission to this program is based on the NCET or National Common Entrance Test results. Forty-five multidisciplinary institutions in India are offering the program. Instead of blaming educators for low classroom learning results, the National Education Policy holds these abysmal circumstances of

teacher training, recruitment, employment, and service terms accountable for the lack of teacher attributes and enthusiasm. Recognising the 'power of the teacher,' National Education Policy focuses on institutional changes that would assist 'teaching' in emerging as a desirable profession for bright plus gifted young minds. It suggests many changes to empower educators and restore the respect plus status of the job, believing that it will ultimately entice the brightest brains and flair to pick teaching as their primary vocation.

For recruiting in non-public and government schools, the Teacher has to qualify via TET, present a demo class, clear the interview, and understand the local language(s). The National Education Policy speaks about setting a teacher's performance standards, precisely stating the function of the educator at various stages of expertise and the competencies necessary for that level.

'The key to victory is to be prepared when your moment comes!' For Indian teachers' their time has arrived to grasp the chance and become creators of destinies for themselves. To accomplish this- Aim and work smart to realise your true ambitions. Some other necessary modifications to teacher education implemented by NEP are listed below:

**Preparation of Aspiring Teachers:** The National Education Policy envisions developing a Nationwide Curriculum Framework for Teacher Education, or NCFTE, to guide pre-service teacher education and training. The NCFTE will suggest the best pre-service and in-service education/training methods for teachers working in academic, vocational, and other specialised education streams.

**Teacher Recruitment and Employment:** To be employed in a non-public or public school, the Teacher has to pass the Teacher Eligibility Tests or the TETs administered through the National Testing Agency. To solve the teacher shortage, NEP encourages institutions to exchange instructors across campuses, particularly for disciplines like art, craft, dance, and music. Furthermore, the project advises contacting well-known people or

regional authorities to act as "master instructors" in conventional arts.

**Education Careers & Professionalism:** The objective of the NEP is to design a National Professional Standards for Teachers, which will regulate all kinds of teacher career management, professional development programs, wage hikes, etc. Teacher audits and white-collar assessments are other essential elements of the National Education Policy for teachers. NCERT will conduct an in-depth inquiry on foreign pedagogical techniques, and the findings will be included in the CPD programs for teacher training. NEP 2020 mandates that teachers complete a certain amount of CPD or continuous professional development hours each year<sup>6</sup>.

**To Build A Culture of Teacher Empowerment:** It explained how important a role teachers would play in National Education Policy. Teachers will be permitted to contribute to setting educational objectives and regulations in the distant future. Giving teachers the liberty to decide how and what to teach would give them ownership of their work, control it, and include them in the reforming process. It is believed that empowering teachers and inspiring them to carry out better is an inevitable part of educator autonomy. The strategy also aspires to recognise, archive, and share creative pedagogies and to instruct methodologies created by Indian educators. As part of the enculturation of educator empowerment, NEP 2020 will also toil to develop engaged teacher communities.

### **Evolving Roles of Educators and Teacher Education**

As our understanding of the best ways for students to learn grows, so must the role of educators and teacher education. Formerly, teachers had a significant role in educating kids. But as we can now see, kids learn best when actively participating in their education. Therefore, teachers must now act as facilitators by helping students independently discover and understand new concepts. To adjust to this transformation, educators will need to acquire new skills. Not only must they be experts in their subject, but they also

must be capable of critical thought. The capacity to critically analyse any problem and provide innovative solutions to help their students critically evaluate the concepts they are learning, teachers must have this skill.

### Conclusion

The NEP offers an opportunity for the Indian educational system to evolve into a top-notch education system and develop the nation into a hub of innovation and knowledge. The policy also presents an opportunity to create a more diverse and inclusive educational system that satisfies the needs of all students. One of the risks of the NEP is the potential for the policy to only exist on paper and not be put into practice. Infrastructure, funding, and Teacher preparation—all crucial educational system components—are all concerned with the policy.

Given the ineffective prior attempts to better the working environment and remuneration for educators, the NEP is a good step. Moreover, supporting projects before joining teacher education and after joining NEP teacher training workshops may help create a finer learning environment for

students worldwide. As a result, the education system and sector can transform into a lucrative career choice for talented youth in the following years.

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