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Teachers in the perspective of National Education Policy 2020: An Analysis

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Abstract:

The National Education Policy 2020 built on the foundational pillars of easy access, equity, quality and accountability for all, is in line with the 2030 Agenda for Sustainable Development and aims to meet the essential needs for the development of our country. This education policy is such an education policy with Indian constitutional values and fundamental obligations, which emphasizes on connecting with the country and creating awareness of the role and responsibilities of the citizen in the changing world. According to the vision of this policy, students should take pride in being Indian not only in thought but in behaviour, intelligence and actions as well as in the knowledge, skills, values and thinking that is committed to human rights, sustainable development and living, and global well-being so that they can become truly global citizens. This education policy, on the one hand, lays special emphasis on the development of the creative abilities inherent in each individual as a whole; on the other hand, it emphasizes the central role of the teacher in the context of fundamental changes being made in the education system. The National Education Policy 2020 recognizes the importance of the basic and essential role of qualified, competent and dedicated teachers and quality research in the context of national development and it gives special importance to the indispensable need and role of the teacher in the context of achieving the goals of education and teaching-learning process.

Keywords: National Education Policy, Sustainable Professional Development, Special Teachers, Teacher Education, School Complexes, Recruitment and Placement, Career Management, Work Culture and Environment

“Teachers truly shape the future of our children - and, therefore, the future of our nation.”-

National Education Policy 2020, Page-18

Introduction:

India's National Education Policy 2020 is the first education policy of the 21st century which was announced by the Government of India on July 29, 2020 and whose goal is to meet the essential

requirements for the development of our country. Built on the pillars of easy access, equity, quality and accountability for all, this new education policy is in line with the 2030 Agenda for Sustainable Development and aims to make school and college education more holistic and resilient to the needs of the 21st century in India. It aims to transform India into a vibrant knowledge society and a global superpower of knowledge by making school and college education more inclusive and resilient to the needs of the 21st century and to bring out the unique abilities inherent in every student. This policy proposes reform and restructuring of all aspects of the education system, including its regulation and governance, in conjunction with aspirational goals for 21st century education, including SDG 4, while maintaining the foundation of India's tradition and cultural values. The National Education Policy 2020 lays special emphasis on the development of the creative abilities inherent in every individual and is based on the principle that education should not only lead to 'basic abilities' like literacy and numeracy, but also 'higher level' reasoning skills and develop cognitive abilities related to problem-solving; Rather, it is necessary to develop a person at the moral, social and emotional level as well.

The National Education Policy 2020 seeks to divide the educational curriculum on the basis of 5+3+3+4 system in place of the currently active 10+2 educational model. The 10+2 structure of the school curriculum with emphasis on early childhood care and education will be replaced by a new curriculum structure of 5+3+3+4 which is 3-8, 8-11, 11-14, and 14-18 respectively. In this, there is a provision to bring children of 3-6 years who have been kept away so far under the school curriculum. In this education policy, emphasis has been given to promote the use of technology in the context of technical education, removing linguistic barriers, facilitating education for students with disabilities, etc. Apart from this, emphasis has also been laid on encouraging creative thinking, logical judgment, the art of continuous learning and the spirit of innovation in the students. The National Education Policy 2020 has been replaced by the 34 year old National Education Policy 1986. In fact, the National Education Policy, 2020 is such an education policy with Indian constitutional values and fundamental obligations to create awareness of the role and responsibilities of the citizen in the changing world and connect with the country. According to the vision of this policy, students should be proud of being Indian not only in thought but also in their behaviour, intelligence and actions, skills, values and thinking etc.

National Education Policy 2020 and Teachers:

National Education Policy 2020 recognizes the importance of basic and essential role of qualified, competent and dedicated teachers and quality research in the context of national development as well as the achievement of goals of education and teaching-learning process. It gives special importance to the unavoidable need of the teacher and its role in the context of In other words, it can be said that the teacher has a central and important role in the context of any kind of

education. Teachers are the builders of the future of any nation and they prepare a strong foundation for the nation. In this context it has been mentioned in this policy that –“*Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed in order to pass on their knowledge, skills, and ethics optimally to students. Today, however, the status of the teacher has undoubtedly and unfortunately dropped. The quality of training, recruitment, deployment, service conditions and empowerment of teachers is not where it should be, and consequently, the quality and motivation of teachers does not reach the standards where it could be. The high respect for teachers and the high status of the teaching profession must be revived and restored for the very best to be inspired to enter the profession, for teachers to be well-motivated and empowered to innovate, and for education to therefore reach the heights and levels that are truly required to ensure the best possible future for our children and our nation.*”– **National Education Policy, 2020 Page-18**

Keeping the above context in mind, in the context of the National Education Policy, 2020, the discussion and analysis related to the teacher can be presented through the following grounds-

1. Recruitment and Posting: With reference to Teacher Recruitment and Posting, National Education Policy 2020 emphasizes that an excellent 4-year integrated approach to ensure that only outstanding students, especially from rural areas, enter the teaching profession B.Ed. In the context of studies in the program, a large number of merit based scholarships will be implemented or established across the country, under which 4-year integrated B.Ed. Successful completion of the degree will also include assured employment in local areas. Incentives will be provided for excellent teachers to take up teaching work in rural environment or areas, especially in such areas which are facing the greatest teacher shortage at present and there is the greatest need for excellent teachers. A major incentive for teaching in rural schools would be the provision of local accommodation in or near the school premises and in this context the increase in housing allowance. In this context it has been mentioned in this policy that-“*The harmful practice of excessive teacher transfers will be halted, to ensure that teachers can build relationships with and become invested in their communities so that students have continuity in their role models and educational environments. Transfers will occur in very special circumstances, e.g., for promotions of outstanding teachers and administrators to leadership positions, as suitably laid down in a structured manner by State/UT governments.*”– **National Education Policy, 2020 Page-19.** Simultaneously, better test material will be developed and strengthened both in terms of teacher eligibility test material and pedagogy and teacher eligibility test will also be expanded to include teachers at all levels of school (basic, elementary, middle and secondary) with reference to the recruitment process of subject teachers, the marks obtained

in the TET or NTA examination in their respective subject will also be taken into account as well as interview or class teaching performance in the context of testing the enthusiasm and enthusiasm towards teaching, school or school. Teachers in the complex will be an integral part of the recruitment process; On the other hand, teachers may be recruited in a school or school complex to ensure adequate number of teachers in subjects, especially in subjects such as arts, physical education, vocational education and languages etc. In addition various subjects in the context of promoting local knowledge and expertise to benefit the students of schools or school complexes; For example, in traditional local arts, entrepreneurship, commercial crafts, agriculture or any other subject where local expertise exists, local eminent persons or experts will be encouraged to be engaged as special trainers.

- 2. Work Culture and Environment During Service:** The National Policy on Education, 2020 clearly states that the primary goal of bringing about a paradigm shift in work environments and cultures in schools would be to maximize the capacity of teachers so that so that they can do their jobs effectively and be part of an inclusive community of teachers, students, parents, principals and other support staff who have a common goal of ensuring that all children are learning. The first requirement in this direction will be to ensure decent and pleasant working conditions in the schools in terms of work culture and environment during the service period. To ensure that schools provide adequate and safe physical resources, toilets, clean drinking water, clean and attractive learning spaces, electricity, computing equipment, internet, libraries and sports and entertainment facilities, so that school teachers and students To achieve a safe, inclusive and effective learning environment, including students of all genders and children with disabilities. In addition, for effective school administration, resource sharing and community building, state/UT governments can adopt innovative models such as school complexes or scientificisation of schools. As an example in this context the construction of school complexes can go a long way towards building vibrant teacher communities; on the other hand, school complexes can also share counsellors, trained social workers, technical and maintenance staff, etc. to help teachers create an effective community environment for further learning and learning. This policy emphasizes that-*“Teachers will be given more autonomy in choosing finer aspects of pedagogy, so that they may teach in the manner that they find most effective for the students in their classrooms and communities. Teachers will focus on socio-emotional learning, which is a critical factor in any student’s holistic development. Teachers will be recognised for novel approaches to teaching that improve learning outcomes in their classrooms.”*– **National Education Policy, 2020 Page-20**. In addition, the policy would not allow teachers to perform tasks that are not directly related to teaching, in order to prevent teachers from spending most of their time in non-teaching activities. Teachers in particular shall not be involved in more than a reasonable

minimum time for complex administrative work, work related to mid-day meal, so that they can give proper attention to the work related to teaching-learning as a whole and at the same time ensure that In the context of a positive learning environment in a school, the expected role of principals and teachers will clearly include creating a responsive and inclusive culture in their schools for effective learning and for the benefit of all stakeholders.

- 3. Sustainable Professional Development:** Under this policy, in the context of sustainable professional development, it has been emphasized that the teacher will be given continuous opportunities to improve himself and learn the latest ideas and innovations related to the profession. These will be offered in multiple ways in the form of local, regional, state, national and international workshops as well as online teacher development modules and in this context online platforms will be specially developed so that teachers can share ideas and best practices. Also, every teacher will be required to voluntarily participate in a continuous professional development program of about 50 hours every year for their own professional development. Opportunities for continuing professional development, especially in the latest pedagogy of basic literacy and numerical knowledge, constructive and adaptive assessment of learning outcomes, competency-based learning and related pedagogy; Such as experiential learning, arts-integrated, game-integrated and story-based approaches etc. will be included in a sequential manner. In addition, there will be common modular leadership/management workshops and online development opportunities for school principals and school complex heads to continuously develop their leadership and management skills so that they can share their best practices with each other. In addition, these Heads of Institutions are also expected to participate in a continuous professional development program of 50 hours per year with a focus on the preparation and implementation of educational plans based on competency and outcome based learning and leadership and management. Simultaneously, programs related to content and pedagogy will be included.
- 4. Career Management and Progression:** In the context of Career Management and Progression in the National Education Policy 2020 it has been clearly mentioned that outstanding performing teachers should be identified and given promotion and increment so that All the teachers should be encouraged to do their best work. In this context, a strong merit-based tenure, promotion and salary system will be created, in which each level of teachers will be multi-level, which will encourage and recognize the best and best teachers, as well as the State and Union Territories for the correct assessment of the performance of the teachers. A system of multiple parameters will be put in place by the State and Union Territory Governments based on peer review, attendance, dedication, CPD hours, and other service performed in the school and community, etc. Apart from this, there will also be vertical mobility of teachers on the basis of merit. Outstanding

teachers who have demonstrated leadership and management skills will be trained over a period of time to lead academically in schools, school complexes, BRC, CRC, BITE, DIET as well as in relevant government departments and ministries.

- 5. Vocational Standards for Teachers:** With reference to professional standards for teachers, it has been mentioned or mentioned in this policy that the National Council of Educational Research and Training, State Council of Educational Research and Training, State Councils of Educational Research and Training at all levels and areas are A common guiding set of National Occupational Standards for Teachers to be developed by 2022 in its new form reconstituted as vocational standards setting body under the Common Standards Council in consultation with Institutions for Teacher Preparation and Development and Higher Educational Institutions And the standards will cover the role of the teacher at different levels of the specialization/rank and the requirements for the competencies required for that rank. It will also include parameters for evaluation of performance in each rank which will be done from time to time and based on these parameters; there will be career management of teachers including tenure, professional development efforts, salary increments, promotions and other identifications. Will be Instead of tenure or seniority, there will be promotion and increase in pay only on the basis of prescribed standards. Occupational standards will be reviewed and revised at the national level in 2030, followed by rigorous empirical analysis of the quality of the system every ten years.
- 6. Specialized Teachers:** According to the National Education Policy2020, there is a great need for additional teachers in some areas of school education. Some examples of these specific needs include the teaching of subjects for the education of children with disabilities/disabilities at the middle and secondary levels, including students with learning disabilities. These teachers should not only possess subject-learning knowledge and understanding of subject-related teaching objectives but also have the appropriate skills to understand the special needs of the students. Therefore, in these areas, subject teachers and general teachers can be developed secondary specialties in their early stages or after pre-service teacher preparation. In this context, full-time or part-time/mixed courses will be provided to teachers in in-service and pre-service mode or mode by multi-disciplinary colleges and universities as well as ensuring adequate availability of qualified special teachers who can handle subject teaching as well. The broad synergy between NCTE and RCI's curricula will be strengthened or created.
- 7. Approach to Teacher Education:** According to this policy, teacher education will be gradually included in multidisciplinary colleges and universities by the year 2030; as all the colleges and universities move towards becoming multi-disciplinary and their goal will be to establish such excellent education departments which offer B.Ed., M.Ed. in education. and Ph.D. degree as well as the minimum qualification for teaching by the year 2030 is 4-year integrated B.Ed. degree in

which teaching will be made with detailed knowledge material and teaching material, it will also include practical practice training in the form of student-teaching in local schools. It is through these multidisciplinary institutions that award the degree that the 2-year B.Ed. programs will also be offered and will be required only for those who have already obtained a bachelor's degree in other specialized subjects. in B.Ed. programs for one year B.Ed. Programs can also be developed in a suitable manner or manner which will be offered only to those persons who have obtained 4-year multidisciplinary bachelor's degree or master's degree in any specialty and wish to become a teacher in that particular subject. Ho. All such B.Ed. Degrees only four years integrated B.Ed. may be provided by recognized multidisciplinary higher education institutions. The National Education Policy, 2020 has been described as- *“All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multilevel teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centred and collaborative learning. All B.Ed. programmes will also include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will emphasise the inclusion of Fundamental Duties (Article 51 A) of the Indian Constitution while teaching any subject or performing any activity.”*– **National Education Policy, 2020 Page-22**. Apart from this, those teachers in multi-disciplinary colleges and universities are given B.Ed. After that some short-term certificate courses will also be made widely available in specific areas of teaching; Such as teaching students with special needs, seeking leadership and management positions in the school education system or moving from one level to another between basic, elementary, upper primary and secondary levels. On the other hand, in the context of maintaining the integrity of the teacher-education system, strict action will be taken against the sub-standard stand-alone teacher education institutions running in the country and if necessary, they will be closed. It is clearly mentioned in this policy that- *“The NCF for Teacher Education, 2009 (NCFTE 2009) outlines many excellent approaches that are still relevant for accomplishing effective teacher education. This document will be revisited and updated by NCTE by the end of 2021, taking into account the new NCF 2020, the changing context of teacher education today and, in particular, all the above Policy points, and will be made available in all regional languages. NCFTE will thereafter be revised and adapted once in every five years by reflecting the changes in revised NCFs and emerging needs in Teacher Education.”***National Education Policy, 2020 Page-23**

Apart from the above, it has also been accepted in the National Education Policy, 2020 that there can be many teaching methods at the international level for the teaching of special subjects. The National Council of Educational Research and Training will study, research,

document and integrate various methods of teaching various subjects and also recommend which of these should be included or incorporated into the methods being learned and applied in practice or application in India.

Conclusion:

On the basis of above discussion and description, it can be said that the National Education Policy, 2020 has been prepared in the light of the rich tradition of ancient and eternal Indian knowledge and thought. It is based on the fundamental pillars of easy access, equity, quality and accountability for all and aims to transform India into a knowledge-based vibrant society and a global superpower of knowledge, while making school and college education more inclusive and resilient to the needs of the 21st century and bring out the unique abilities inherent in each student. The policy proposes reform and restructuring of the education system, including its regulation and governance, in all aspects, in conjunction with aspirational goals for 21st century education, while maintaining the foundation of India's tradition and cultural values. The vision of the National Policy on Education, 2020 is an education system developed from Indian values that will contribute directly to transform India into a vibrant and equitable knowledge society by providing higher quality education to all and making India a global knowledge superpower; on the other hand, many important things and facts in the context of this policy teacher; Emphasis is placed on recruitment and posting, work culture and environment during service, sustainable professional development, career management and progress, professional standards for teachers, specialized teachers, approach to teacher education, etc. make policy. Therefore, in the end, in the context of this policy, in the context of the teacher, it can be said that the teachers must be at the centre of the changes being made in the education system and this new policy of education must be implemented by the teachers at every level. It has to be helped to regain our place as the most respected and essential member in the society because it is the teachers who truly shape our citizens and the next generation. All possible steps need to be taken by this policy to enable the teachers so that they can do their work effectively. Apart from this, the policy will have to help in selecting the most promising people in the teaching profession at every level and ensure their livelihood, dignity and autonomy as well as establish basic processes of quality control and accountability in the system only then we will be able to give good, qualified and learned teachers to the country and revive their status and the sense of respect and respect for them.

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