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UNDERSTANDING THE SIGNIFICANCE OF NEP 2020 AND TEACHER EDUCATION IN VIKSIT BHARAT@2047

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ABSTRACT
Teachers play a significant role in bringing a positive transformation in the whole education system. The skill and competencies of teachers greatly influence the quality of education imparted to the students to shape their future into desired outcomes. The National Education Policy (NEP) 2020 envisages the need and significance of capacity-building of the teachers with the vision to Viksit Bharat which advocates an advanced India by the year 2047. The NEP 2020 proposes some of the essential conditions of teacher education programmes that tend to empower teachers through proper professional development so that better learning outcomes may be achieved by the students. The present paper aims to discuss the significance of the National Education Policy (NEP) 2020, its recommendation for teacher education and role of teachers in building a Viksit Bharat by addressing effectively the country's diverse educational needs.

KEYWORDS: *National Education Policy (NEP) 2020, Teacher Education and Recommendations on it by NEP 2020, Role of Teachers in Viksit Bharat, Significance of NEP 2020 and Teacher Education in Viksit Bharat*

INTRODUCTION
The National Education Policy (NEP) 2020 of India was approved on 29th July, 2020 by the Union Cabinet of India. The main aim of the policy is to transform the education system of the country for bridging the gap of regional disparities and bringing about the overall development of the society as well as nation. The NEP 2020 provides a visionary approach for achieving foundational literacy as well as numeracy, inclusive education, early childhood care and education, vocation training and skill development, innovation, and creativity to promote socio-economic transformation of the nation. This new approach is primarily based on five major pillars of foundation such as access, equity, quality, affordability, and accountability.

The new policy also is aligned to the Sustainable Development Goals of Agenda 2030. The NEP 2020 prioritizes restructuring and revamping of the teacher education programmes to create highly knowledgeable, compassionate, and professionally trained teachers who may act as a pivotal figure in the whole teaching-learning process. The new policy implemented by the Government of India aims to strive towards quality education for personal as well as professional development of all individuals so that emerging demands of the country may be fulfilled by empowering the citizens adequately and addressing the prevailing social issues effectively.

The guidelines provided by the new policy with the vision to Viksit Bharat may be achieved only through by producing high-quality, creative, and innovative human resources. Hence, this policy advocates for multidisciplinary approach, quality knowledge generation, subject expertise. If the recommendations are considered and implemented effectively, it may be possible to create competent and high-quality teachers acting as contributors to capacity- building for development of the nation align to the perspectives of Viksit Bharat.

Teacher Education in the Light of National Education Policy (NEP) 2020
Teacher education is a programme that aims to develop teaching proficiency and competencies by imparting training to the prospective teachers. It is a training programme that help to equip the individuals to acquire desirable knowledge, necessary skills, and behaviors to execute certain given tasks and perform effectively in the classroom. Teachers must be recognized for their innovative and creative approaches to teaching that may foster effective classroom learning. NEP 2020 laid adequate stress on teacher education with the vision to Viksit Bharat to address several challenging issues related to this field. The policy took a strong initiative in creating well-equipped teachers with necessary knowledge, skills, and attributes for making the teaching-learning process successful. The new policy enforces the basis standards for maintain the quality of teachers and thus emphasizes on the preparation of teachers on various aspects that essentially demands multidisciplinary approach and knowledge, creation of values, ethics, integration of technology, mentoring of inexperienced teachers, perspectives on education and pedagogy, promotion of Indian languages and traditions.

NEP 2020 primarily focuses on three major pillars to achieve consistency in learning.
a) Quality Teacher Education,
b) Quality in Teaching,
c) Quality Assurance.

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The fundamental features of teacher education programme as proposed by NEP 2020 are discussed below:

1. The NEP 2020 promises to make reformatory measures to foster modernization and upgradation in the existing education system of the country.
2. NEP 2020 tried to determine the poor conditions of teacher education programme, recruitment, service conditions, that seem to be responsible for lowering the quality of teaching and competencies of teachers adversely.
3. The NCTE will formulate the new and comprehensive National Curriculum Framework for Teacher Education, 2021 in prior consultation with the NCERT.
4. For the sake of desirable learning outcomes of the students, the policy emphasizes upon the needs and importance of updating the quality of teacher education.
5. The main aim of the policy is to introduce numerous systematic and comprehensive reforms that can motivate the young and fresh minds to select the teaching profession.
6. The new policy stresses on introduction of four-year ITEP in multidisciplinary universities across the country specifically designed for the school teachers. This course tends to integrate any BA or BSC degrees with B.ED. for formulating a dual-major bachelor degree programme. This may enable the candidates who wants to take up teaching profession to save a year.
7. According to NEP 2020, by the year 2030, the recruitment of teachers will be based on Integrated Teacher Education Programme (ITEP) according to the guidelines of NEP 2020.
8. The policy gives stress on teacher's autonomy in recognizing and adopting relevant pedagogy for identifying the socio-emotional learning needs of the students.
9. The new policy tried to focus on core essentials of teaching-learning process.
10. The policy aims to encourage teachers to stress on foundational literacy skills and numeracy skills.

Hence, the holistic development of the learners is possible by selecting the necessary learner-oriented pedagogy by the teachers.

Recommendations on Teacher Education by NEP 2020

The National Education Policy (NEP) 2020 has made some important recommendations in the field of Teacher Education for solving the major problems related to teacher education, selection and recruitment procedures, deployment, quality of teachers, their service conditions, governance, and leadership of the training institutes. Some of the important recommendations of NEP 2020 particularly on teacher education and training are enumerated under the following heads:

1. Related to Pre-service Teacher Education:

i. The minimum degree qualification for teaching profession must be a 4-year integrated B.Ed. degree. Convenient subject and aptitude tests by the National Testing Agency are to be administered for ensuring admission for the course.

ii. According to the new policy, the universities that are multidisciplinary in character are required to establish an education department and continue B.Ed. programmes in association and collaboration with other arts, science, social science departments. These universities are also directed to perform cutting-edge research in different fields of education for enhancing the standard of B.Ed. Programme.

iii. The curriculum of B.Ed. programme must include powerful and well-built practicum as well as training opportunities. It must encompass a wide range of effective pedagogical techniques to teach foundational literacy and numeracy to all students, incorporate essential strategies for collaborative learning and multilevel teaching, provide useful application of educational technology and offer strong assessment procedures.

iv. For the professional growth of the teachers, there must be a provision for post-B.Ed. certificate courses. These are relatively shorter courses where one can move into the domain of more focused and specific teaching.

v. The new policy envisages the provision of pursuing credit-based courses by all new Ph.D. candidates in various aspects of teaching and education related to their subject of research during the period of their doctoral training.

vi. In case otherwise, stringent action against the substandard standalone Teacher Education Institutions (TEIs) may be taken as per situation.

2. Related to Recruitment of Teachers

The NEP 2020 outlines the following recommendations for teacher recruitment in both the government and private school. Candidates to get employed as a teacher are required to have the knowledge of local languages, qualify the TET exam, deliver a demonstration class, and get through the interview successfully.

i. Teacher Eligibility Tests are required to conduct for selecting teachers across different stages of school education such as foundational stage, preparatory stage, middle stage, and secondary stage.

ii. Both the TET score and respective subject NTA scores must be considered for the recruitment of the subject teachers.

iii. This new policy encourages sharing of competent and experienced teachers to deal with the problem of shortage of teachers particularly for the subjects such as art and craft, music and dance, school counsellors, vocational trainers, teachers for classical language teaching.

iv. The NEP 2020 also encourages the idea of hiring local experts as master instructor in different subjects specially in vocational and skill-based subjects to meet the growing demand of the teachers.

3. Related to Career in Teaching and Professionalism

i. NEP 2020 provides a clear recommendation regarding the performance, competencies, and role of teachers at different stages of education. To assess the continuous professional development of the teachers and various other related aspects of teaching career, it proposes to

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create the National Professional Standards for Teachers (NPST).

ii. Performance Appraisal is required to be conducted to determine the performance and standards of teachers on a regular basis. According to the guidelines of NEP 2020, based on such appraisal, promotion, and increment of the salary of teachers may be determined.

iii. As per NEP 2020 guidelines, 50 hours of CPD opportunities must be undertaken by the school teachers every year through observation of workshops and various online development modules for teachers. To acquire desirable skills for good leadership and proper management to conduct competency-based learning in the schools, the school principals must undergo through CPD.

iv. Issues concerning with International Pedagogical Approaches are required to be recognized and assimilated in pedagogical practices by undergoing CPD in the country.

v. According to the guidelines of the new policy, there will be a vertical mobility of all teachers based on their merit which will enable the experienced and talented teachers to acquire skills through proper training. Such training may help them for engaging in any leadership positions in the academic world such as positions in schools, BRCs, CRCs, DIETs, and other government prestigious departments.

vi. The NEP 2020 discusses about the need of special educators in school education to teach the children with disabilities at the middle and secondary level of schooling. Such teachers will be offered as certificate courses in pre-service or in-service period, either as a full-time or as part-time courses.

vii. Greater coordination and cooperation between among the educational stakeholders are needed to develop the course curriculum provided by NCTE and RCI. This may ensure the availability of special educators along with other subject teachers for addressing properly the diverse learning needs of all students.

4. Related to Fostering Empowerment of Teachers

It is necessary to provide freedom to practice professional judgement in any reform process in education. Empowerment enables teachers to participate as well as regulate their own teaching activities and thereby motivates them in teaching-learning process.

i. For determining and selecting appropriate curriculum and pedagogy, the NEP 2020 aims to provide greater autonomy to the teachers. These are needed for overall development of the learners.

ii. Applying of innovative teaching strategies and methods by teachers for bringing about better learning outcomes of the students as the fundamental relevant practices in education.

iii. For creating strong teacher communities, the new policy proposes for fostering collaboration among schools and thereby lowering teacher isolation in work environment.

iv. Encouraging the school managements to ensure basic and adequate infrastructures for establishing inclusive set-up.

Role of Teachers in Viksit Bharat

Teachers may be considered as the real architects of Viksit Bharat@2047. The role of teachers is pivotal in shaping the students into responsible, sensible, informed citizens for building a developed nation. The teachers play a significant role in imparting quality education, sharing their experiences, fostering essential values and life-skills, infusing moral principles, and enhancing well-being of the students to a huge extent. They contribute immensely for growth and development of nation by addressing various social issues. The Government has adopted several initiatives to upgrade the skills and competencies of the teachers and thereby empower them in their respective field of teaching. Such initiatives include National Education Policy (NEP) 2020, Digital Education Platforms, Several Innovative Information and Communication Technologies, Various Teacher Training Programmes etc. These initiatives may provide the teachers with ample opportunities in conducting technology-mediated teaching learning process, fostering community engagement, adopting collaborative teaching strategies, encouraging innovation and creativity of students in learning activities.

The key roles of teachers in achieving a developed nation i.e., Viksit Bharat@2047 are discussed below:

1. **Transmission of knowledge**: Teachers play a very crucial role in imparting quality education and subject expertise for cognitive development of the students.
2. **Building character of students**: Teachers instill essential values, moral and ethical principles among the students so that they may grow up as an empathetic and responsible citizen of the country.
3. **Molding the future of the students**: Teachers provide necessary guidance to shape the future of the students by fostering skills required to enhance their innovation, creativity, employability.
4. **Fostering inclusion and addressing diverse learning needs**: The fundamental aim of teaching to achieve Vikshit Bharat is to foster full inclusion irrespective of any diverse background of students. this may enable the teachers to maintain inclusive environment in the educational institutions for ensuring full and equal participation of all students in learning activities.
5. **Enhancing the human knowledge capital**: The teachers of any nation play a very active role in preparing the students for the future workforce by instilling essential skills, knowledge, and training of innovation and entrepreneurship. And thus, teachers help to build a knowledgeable and productive society by increasing students work efficiency.
6. **Acting as active social agent**: Teachers contribute immensely in the growth and development of any nation by addressing the prevalent social issues such as inequality, social exclusion, inaccessibility to education and other spheres, discrimination, marginalization, degradation of the quality of

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environment etc. By imparting necessary knowledge and skills, strengthening values of democratic ideals, providing guidance and leadership, promoting the principles of full inclusion and social justice, teachers usually bring positive and desirable transformation of the society.

7. **Developing essential life skills among students**: The teachers help students to develop various life skills necessary to cope with the varied challenges in different spheres of their life. Teachers provide support and help students to increase their confidence, motivation, self-esteem, capabilities of critical thinking and reasoning, skills of problem-solving.
8. **Integrating appropriate technology in teaching-learning process:** This may enable the teachers in using digital tools and technologies for imparting individualized instruction, collaborative teaching-learning process, students' assessment etc.
9. **Reducing the impact of digital divide:** Adoption of necessary pedagogical knowledge, organization of workshops, increasing awareness, conducting community outreach events for more community engagement, collective efforts of various educational stakeholders may help to reduces the negative impact of digital divide prevailing in different regions of the country.
10. **Achieving the United Nations Sustainable Development Goals:** The guidelines of teacher education and role of teachers aligned to NEP 2020 advocates the principles and goals of sustainable development for promoting inclusive education, advancement of technologies and creating effective teaching practices.

Significance of NEP 2020 and Teacher Education in Vikshit Bharat

The National Education Policy (NEP) 2020 and its recommendation on Teacher Education are very much significant to achieve Viksit Bharat@2047 or a developed India. Hence, for transforming the country's societal aspects into more prosperous, inclusive, equitable one and thereby for achieving the goals of sustainable development, all the stakeholders of the country are required to provide their efforts collectively to address the various social issues. The significance of the new policy and its guidelines for teacher education are discussed below:

1. Leveraging **digital educational platforms** and developing necessary **pedagogical skills** with the vision to Viksit Bharat by imparting quality education and skills are required for the holistic development of any individual. The new policy recognizes the physical, emotional, social, cultural, cognitive dimensions of the individuals' development.
2. The NEP 2020 advocates for **Early Childhood Care and Education** for molding the future learning outcomes, development, and achievement of any student. Thus, the new policy emphasizes on **universalization of educational opportunities** and access to quality education at early childhood levels of education for providing them with strong foundation in learning.
3. **Increasing enrolment and retention** of students at different stages of education and bringing better learning outcomes of the students with the vision to Viksit Bharat may be possible by following the guidelines of the new policy in educational spheres of the country.
4. Enhancing **professional development and subject expertise** through capacity building programmes and training of teachers with the vision to Viksit Bharat, NEP 2020 provides guidelines for establishment of adequate teacher training institutes and conduction of appropriate training programmes. By this, the new policy aims to increase the quality, effectiveness as well as engagement of teachers in teaching process.
5. The new policy emphasizes **on foundational literacy as well as numeracy** to attain the aspects of continuous and lifelong learning with the vision to Viksit Bharat@2047. Thus, it enables individuals to fully participate in any social and economic affairs of the state.
6. **Integrating technology** in teaching-learning process with the vision to Viksit Bharat helps to equip the learners with essential skills and competencies for performing effectively in any interconnected productive world.
7. **Fostering inclusion** in educational institutions with the vision to Viksit Bharat@2047 ensures equal access and participation of all students, addresses educational disparities for establishing social justice, equity and equality in educational access and opportunities.
8. **Promoting multilingualism** and addressing the **diverse educational requirement** of all students effectively with the vision to Viksit Bharat are the fundamental aims of NEP 2020 to recognize the rich cultural and linguistic diversity of all communities. Through promotion of multilingualism, the new policy tends to foster full inclusion, social cohesion, cooperation, collaboration, and unity in educational spheres for addressing learning needs of all students.
9. **Integrating vocational education** for skill development of the students to achieve Viksit Bharat@2047 is one of the important aims of NEP 2020. By imparting vocational skills, the employability, work efficiency and entrepreneurship skills of the students may get enhanced and thereby develop the entrepreneurial attitude of students gradually. Thus, it may be possible to prepare the students into highly skilled future economic workforce for nation's development.
10. The NEP 2020 aims **to establish a knowledge-driven society** in India. Thus, it envisages education as a driving force for the transformation of the society into more prosperous and productive in nature. According to the new policy, Viksit Bharat may be achieved through proper and adequate investment in education, socio-economic development human capital formation, innovation, research, and resource development.

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CONCLUSION

The teachers play a vital role to upgrade the quality of education and shaping the future of the students for accomplishing various context-specific pedagogical issues and problems. According to the growing demands of the society, the teacher education programme requires a comprehensive reform to meet the requisite standards for teaching profession. Therefore, the new policy has prescribed major recommendations to address different critical issues related to the curriculum framework, process of selection, quality of teachers, method of teaching, integration of technologies, supervision, and control over training institutes for promoting socio-economic development and inclusive atmosphere across the country. Such radical and effective regulatory measures may ensure full integrity, efficiency, sustainability, credibility, and overall quality of the teacher education system in the country. Thus, the recommendations on teacher education programmes and role of teachers as outlined in the NEP 2020 hold a very significant position to achieve Vikshit Bharat.

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