



NEP 2020: Features, Importance in Education and Role of Teacher

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ABSTRACT

NEP 2020 is the first education of the twenty first century and replace the Thirty four years old. Some feature of NEP 2020- As per NEP draft propose new curriculum and pedagogical structure with 5+3+3+4 design covering the children in the age group 3-18 years. As the NEP draft for pre primary and grades 1-2 is considered as fundamental stage Grade 3-5 as preparatory stage. Grade 6-8 as middle stage and Grade 9-12 as secondary stage. NEP 2020 Role of Teacher : (1) Passionate and Motivated (2) Creating Classroom (3) Well Qualified and Trained Content (4) Mentoring and Facilitator (5) Pedagogy and Practice. Parameters of Quality Concerns the Topic: (1) Knowledge about the subject. (2) Teaching Learning environment. (3) Curriculum and Teaching Learning material. (4) Teachers participation with demands and changing society. (5) Management and curriculum support. (6) Develop quality culture in the institution. (7) Teachers accountability and responsibility. (8) Positive reinforcement.

Keywords: New Education Policy 2020, Higher Education, innovative, futuristic, implementation, multidisciplinary, regulatory, density, age structure

The national Education policy 2020 envisions an Indian centered Education system that contributes directly to transforming our Nation sustainably into an aquitable vibrant knowledge in education. The New Education Policy 2020 (NEP) announced by the Ministry of Human Resource Development is to bring in changes in the current, dying 34-year-old policy in schools and higher education systems in the country. The new policy is more practical in

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approach and is based on the ground reality of the country's education scenario that puts more emphasis on the creativity and innovation as well as personality development of the students rather than expecting them to score high and mock up the content without getting

The policy process: Limited consultation and transparency

It has taken the government four years and as many draft reports, ranging from 55 to 484 pages to come up with a new National Education Policy. Even so, this policy, unlike its predecessors of 1968 and 1986, has not been through an extensive consultative process with experts, parliamentarians, and the states.

In 1967, the central government constituted a committee of 30 members of parliament (MPs), representing all political parties, to prepare a draft of the National Policy of Education based on the 1966 Kothari Commission's recommendations. The commission's recommendation of selective admission to universities was rejected by the committee of MPs, with Jagjivan Ram even threatening to launch a *satyagraha* if it was accepted. Nine members wrote minutes of dissent, running into 23 pages appended to a 26-page report. This report was considered by the Central Advisory Board of Education (CABE) and by the Vice-Chancellors' Conference. Most vice-chancellors opposed Kothari's idea of developing half a dozen universities as major universities comparable to the best in the world. Opposition to what were perceived to be elitist tendencies resulted in the rejection of some and stymying of other aspects of the policy's implementation. This was enabled by the very effort of building consensus around it in an incredibly democratic process (Naik 1982, 34-40).

Both the 1968 and the 1986 policies ... were thus put through extensive consultative processes. By contrast, the consultative process of NEP 2020 appears to have been limited and anodyne.

The 1986 National Policy on Education had a strong policy champion in Prime Minister Rajiv Gandhi, who wanted the new policy drafted in one month and, if possible, for implementation to begin even before it had been completely formulated. This impatience derived from his vision of propelling India into the 21st century and the age of information technology. This techno-managerial vision, in no small measure informed by the World Bank's advocacy of education as human resource development, found expression in the renaming of the Ministry of Education as the Ministry of Human Resource Development. (The rollback of this nomenclature in the NEP 2020 would be a welcome step, if only name changes—for which the ruling dispensation has a special fondness—could produce real change.)

NEP 2020 in Higher Education

1. The fundamental Principles of the policy.
2. The vision of this policy for role of educator

3. Quality for higher education
4. Student activity and participation
5. Financial support for Student.
6. Institutional Restructuring and Consolidation.

The NEP 2020 offers a diagnosis of the challenges in the field of higher education and a vision for overhauling and re-energising it. The lists of 10 problems and 9 solutions are wide-ranging: the educational ecosystem is fragmented, hence large multidisciplinary universities are called for; there is too much specialisation, hence a multidisciplinary undergraduate education is needed; there is a lack of access to higher education in socio-economically disadvantaged areas, hence a range of measures for increased access and inclusion are required; the lack of emphasis on research in colleges and universities calls for the creation of a National Research Foundation to actively seed research and to fund outstanding peer-reviewed research; and so on.

The responses to some deficiencies are manifestly meaningless: the solution to the problem of limited teacher and institutional autonomy is “moving towards faculty and institutional autonomy”; to “inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders” is “reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service”; and to “an ineffective regulatory system” is “‘light but tight’ regulation by a single regulator for higher education” (NEP 2020, 33-34).

The core of the plan for the overhaul of higher education is its structural reorganisation into large, multidisciplinary universities and colleges (at least one in or near every district), many of these offering instruction in local languages. In an effort to streamline the plurality of nomenclatures, such as ‘deemed to be universities’ or ‘affiliating technical universities,’ it proposes to have only three types of universities: Research-intensive Universities, Teaching-intensive Universities and Autonomous degree-granting Colleges.

There is a cheerful anticipation that existing problems will magically vanish by just restructuring and reorganising the edifice, out of which will emerge an altogether new and creative higher education system in a mere 15 years.

Existing colleges (a daunting 40,000) will gradually become Autonomous Colleges or else get phased out. It is not clear whether some of these or altogether different institutions will become Model Education and Research Universities, or MERUs, on which little detail is offered beyond stating that they will set the highest standards for multidisciplinary education and attain the highest global standards in quality education (NEP 2020, 38). Or might these be the grown-up form of the much-vaunted ‘Institutes of Eminence’?

The policy is similarly short on specifics for the Higher Education Institution (HEI) clusters or the Knowledge Hubs that it envisages as buzzing with artistic and creative energies in “vibrant multidisciplinary environments,” and as harbingers of a fundamental change in the “conceptual perception/understanding of what constitutes a higher education institution” (NEP 2020,34). Some of these clichés recur with a grating regularity that is suspiciously evocative of empty vessels.

On the whole, the recommendations are less about fixing the problems in existing institutions and repurposing them; they are more in the nature of reimagining the entire system. There is a cheerful anticipation that existing problems will magically vanish by just restructuring and reorganising the edifice, out of which will emerge an altogether new and creative higher education system in a mere 15 years. This is a bit like putting an unhappy joint family in a glitzy new building and expecting its tensions, accumulated over generations, to dissolve and disappear.

Many of the structural problems that plague higher education are altogether ignored. For instance, the policy ignores the large number of faculty vacancies: 77,912 in the central and state universities. In the central universities alone, there are 6,688 vacancies, approximately one-third of a total of 18,243 sanctioned teaching posts. In the Indian Institutes of Management and Indian Institutes of Technology, vacancies stand at 22% and 41%, respectively. The University of Delhi presently has reportedly 5,000 teachers without tenure—the labels of ‘*ad hoc* teacher’ or ‘guest lecturer’ are clear pointers to casualization. Across India, the exploitative conditions in private colleges, where teachers are present on multiple payrolls and actually paid by none, are well known.

It does not take a lot of imagination to estimate the impact of these working conditions on the quality of education imparted or on sustaining a full-time academic programme, but they are evidently unworthy of the attention of the NEP 2020. Unless the plan is for all teaching to be robotically delivered, where will the appropriately trained teachers be conjured up from for these vibrant multidisciplinary clusters and Knowledge Hubs?

NEP 2020 Role of Teacher : (1) Passionate and Motivated (2) Creating Classroom (3) Well Qualified and Trained Content (4) Mentoring and Facilitator (5) Pedagogy And Practice.

Parameters of Quality Concerns the Topic: (1) Knowledge about the subject. (2) Teaching Learning environment. (3) Curriculum and Teaching Learning material. (4) Teachers participation with demands and changing society. (5) Management and curriculum support. (6) Develop quality culture in the institution. (7) Teachers accountability and responsibility. (8) Positive reinforcement.

Qualification for Teacher NEP 2020

The Teacher would require training in high quality content in addition as pedagogy, teacher education will gradually be moved by 2030 in to multidisciplinary college and universities. As college and universities all move towards becoming multidisciplinary, they are going to also aim to deal with outstanding education departments that provide B.Ed., M.Ed. and Ph.D. Degrees in education .

By 2030, the minimum degree qualification for teaching are going to be a 4- years integrated B.Ed degree that teacher a verify of knowledge content and pedagogy and include strong training within responsibility of student-teacher at regional school. The two year B.Ed programmes are offered , by the identical multidisciplinary institutions providing the 4- year integrated B.Ed and may be intended only for those that have already obtained Bachelor degree in several specialized subjects.

All B.Ed. programme will include training in time tested as well as the latest techniques in pedagogy , including pedagogy with relevance foundational literacy and numeracy , multilevel teaching and evaluation ,teaching children disabilities,teaching children with special interest or talents, use of educational technology and learner centered and collaborative learning . All B.Ed. programme will include strong practicum training with in kind of in classroom teaching at local school. All B.Ed programmes will the practice of the fundamental duties of the Indian constitution along with other constitutional provisions while teaching any subject performing any activity.

Local teacher education programmes also will available at BITEs, DIETs, or in school and colleges complexes as master instructors for the aim of promoting local professions, knowledge, and skills, local art, agriculture, business, sports, and other vocational crafts.

By 2021, a new and comprehensive national curriculum framework for teacher education, NCFTE 2021,will formulated by the NCTE in consultation with NCERT , support the principles of this national education policy 2020.

A basic grasp of concepts the curriculum is an outcome of good preparation and rigorous research and, upon implementation, will minimise the stress on young students and help reduce the annual school dropout rates drastically. It will also produce skilled personnel who would be self-sustained as per '*Aatma Nirbhar Bharat*' and will eventually lead to quality improvement in services. With this reformation, the education system will play a big role in some of the elite sectors such as police, administration and political system where quality of education matters a lot. Let us look at some of the important features of the NEP 2020 in simple terms:

1. The idea of 10+2 board examination structure has been dropped and it will reduce the dropout rates of students from the schools.

2. The new structures that will be implemented in place of point 1 will be 5+3+3+4, which is comes as a big relief and would prove revolutionary.
3. The levels of studies have been put in simple and focused categories:
 - (a) Pre-school: Upto Class 5
 - (b) Middle School: Class 6 to 8 (as before)
 - (c) High school: Class 9 to 12
 - (d) Degree: Class 12 onwards
4. The vocational training will start from Class 6 and will give more exposure to the students from an early age.
5. The students can choose their respective favourite subjects from Class 8 to 12 and it will provide them with a platform to do specialisation in subjects they have choosen.
6. The duration of all graduation courses would be four years, thus giving ample time students to master their respective subjects.
7. All graduate courses will have one major course which will be their core subject and one minor subject which will be additional in order to enhance the students' interest in the subjects by giving flexibility. For example, for science students, a student with mathematics as major subject can opt for music as the minor subject.
8. All higher education systems would be governed by a single authority and UGC and AICTE will merge as one body.
9. All universities – government, private, deemed/deemed to be, open universities and vocational training institutes – will have the same grading pattern and regulations.
10. One teacher training board will be set up for all teachers in the country, irrespective of the subjects.
11. The accreditation of the institutes will be based on similar criteria and they will be able to avail autonomous rights and central funds based on their ratings.
12. A new program of basic learning will be launched for parents of children aged up to three years in their respective homes, and pre-school will start for children from three to six years of age.
13. Multiple entries and exits from the chosen course are possible for the students.
14. The credits earned by students in any semester in their graduation courses can be continued and utilised by them when they rejoin the course after study breaks.
15. All school examinations will run semester wise and thus two exams will be held annually.

16. The entire school syllabus will be limited to their respective core knowledge level only.
17. The focused will be on practical and application based knowledge.
18. If a student completes one year in any graduation course, then he/she will get the basic education certificate or diploma certificate upon the completion of second year and degree on completion of the entire course. This way, the student will not waste any year if he drops out from the course in between.
19. The National Curriculum Framework for School Education (NCFSE) 2020-21 has been formulated and undertaken by NCERT based on NEP 2020 after consultation with stakeholders, ministries and other relevant central departments whose objective is to inclusion of local contents and flavours in the national books. Like in context of Arunachal Pradesh the local folklores, festivals, places, history, freedom fighters, etc. would be included in the national framework and may get revised after every five to 10 years.

In order to implement the said revolutionary NEP 2020 effectively, we must assess the following areas:

1. We must see whether our students are mentally prepared for the changes that have been made as our entire education system had got hampered by the Covid-19 pandemic.
2. According to Sl. No. 3, 4 and 7 of the NEP's 2020, we may fall shortages of subject experts apart from regular subjects (Hindi, English, Mathematics, etc.) as students can choose their subjects from middle school onwards, that is Class 6 for vocational courses such as arts, crafts, music, sports (perhaps different sports teachers for the a variety of sports), physical education, etc. and a good number of teachers for languages like Sanskrit, regional languages and the local mother tongue (in Arunachal nearly 22 major tribal languages are their such as Nyshis, Apatani, Adi, Galo, Tagin, Monpa, etc.) which means it requires around 18 to 20 teachers in middle-school sections only, apart from additional various teaching position higher secondary and graduation level.
3. Assess to meet a minimum standard of infrastructures and study materials such as the availability of school buildings, classrooms, science lab, musical instruments, sports items, etc.
4. Accessibility of internet facilities for online classes in the remotely located schools, especially in Arunachal Pradesh.
5. To meet the challenges to train subject teachers other than the regular subjects.
6. Taken care of the confusion of the students due to multiple subject entries and exits as mentioned in the Sl. No. 13 above of the NEPs.
7. Taken care of the possibilities of burdens that may arise due to major and minor courses.

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Criteria of NEP 2020

The vision of this policy: An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat.

The curriculum of pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and constitutional values, bonding with one country, and a conscious awareness of one's role and responsibilities in a changing world.

The instill a deep rooted pride in being Indian, not only in thought, but also in spirit and deeds, as well as to develop knowledge, skills, values, that support responsible commitment to human right.

Quality universities and colleges

Some of the major problems currently faced by the higher education system in India include:

1. A severely fragmented higher education ecosystem;
2. A rigid separation of discipline, with early specialization and straining of student in to narrow areas of study;
3. Limited access particularly and socio economically disadvantages areas, with few HELs that teach in local language;
4. Mechanism for marriage based career management and progression of faculty and institutional leaders;
5. An affective leadership and regulatory system.

CONCLUSION

Quality teaching and teachers are an important factor in affecting student performance and achievement. Teacher education and professional skills should be accountable for developing quality among students. The Human Resource Development Ministry is all so planning to establish an exclusive university for teacher education. Teacher without quality can be judged as a man without mind so the urgent need to attention on improving the teacher education.

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