

# Issues and Challenges of National Education Policy (NEP) 2020 implementation in Teacher Education

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## ABSTRACT

National Education Policy is one of the important educational phenomenon for which India was eagerly waiting. NEP 2020 is the first education policy of the contemporary century which replaces National Policy on Education (NPE), 1986. It brings many fundamental changes in education system and teacher education too. One of the changes is the change in structure of education system the change in teacher education also. The process of convergence will create some issues which should be catered with more academic manners. All these issues are discussed in the paper.

*Keywords – teacher-education, policy of education, pedagogical structure, teacher training in India*

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## INTRODUCTION

The National Education Policy (NEP) was approved by the Union Cabinet of India on 28th, July 2020. After 34 years, the government of India collected feedback from more than 2 lakh rural stakeholders to two national parliamentary level committees, over more than 4 years of discussions and workshops.

NEP 2020 is the first education policy of the contemporary century which replaces National Policy on Education (NPE), 1986. The pillars of this policy are Access, Equity, Quality, Affordability and Accountability. It is associated with the 2030 Agenda for Sustainable Development. It aims to change the nation into a knowledge society and worldwide superpower by making school and college education more holistic, flexible, multidisciplinary. It focuses on fulfilling the needs of 21st century and aims at bringing out the unique capabilities of each student. NEP 2020 allows education to be available to all hence it will change the education system in India.

Teacher education or teacher training talks about policies, procedures that are designed to equip teachers with knowledge, skills, behaviors they require to perform their tasks efficiently in the classroom, school and community at large. Teacher education is also providing the educator with the conceptual and theoretical framework that they can use to understand their profession. Teachers require a curriculum, to be taught in schools.

The spectrum of this content includes lessons, assignments and material to be used to teach a particular subject or a Course.

The purpose of a curriculum is to enable each child to be a confident, successful learner, a responsible citizen and an effective social changer.

### Major Features of NEP 2020

#### **New Curricular and Pedagogical Structure:**

The curricular and pedagogical structure of school education: guided by a 5+3+3+4 design corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 Years, respectively. It will consist of Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8): with flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE.

Preparatory Stage (Grades 3-5, covering ages 8-11): with the introduction Experiential learning across the sciences, mathematics, arts, social sciences, and humanities.

Middle Stage (Grades 6-8, covering ages 11-14): with a subject-oriented pedagogical and curricular style.  
Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18) : with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects, and option to exit at grade 10 and re-enter at a later stage in grade 11.

#### **Multi-disciplinary approach:**

The policy envisions a broad-based multi-disciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields having imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points. A holistic and multidisciplinary education will help develop well-rounded individuals who possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications- a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. Model public universities for holistic and multidisciplinary education, Multidisciplinary Education and Research Universities (MERUs) will be set up and will aim to attain the highest standards for multidisciplinary education across India.

#### **Optimal learning environments:**

A number of initiatives will be taken to ensure optimal learning environments are created that are engaging and supportive, and enable all students to succeed. All institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and the traditional 'in-class' modes. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, and also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

#### **High-quality support centers:**

Universities and colleges will set up high-quality support centers and will be given adequate funds and academic resources to encourage and support students from socio-economically disadvantaged backgrounds. Professional academic and career counselling will be available to all students, as well as counsellors to ensure physical, psychological and emotional wellbeing.

### **Issues and Challenges to implement NEP 2020 In Teacher Education**

#### **Accepting Change in Teaching – Learning Styles**

The new NEP has suggested many new methods of dealing with children of different age groups right from preprimary stage to higher education. Making such arrangements at each schools and colleges to adopt such a holistic development for teachers might become an obstacle as they were used to old methods of delivering lectures. So this shift from old methods to modern scenario may prove a problem for both students and teachers. The students also in our country cannot afford such grasping knowledge and lack of resources would prove a burden on them and their parents.

#### **The multi entry and exit concept**

The concept is very interesting but it can create an issue for maintaining IA record of the students who will join the education at any time and leave at any level will create a problem for keeping the track record of those as it is seen when stream system too dissolved, as it was easy to recognize from looking at the score card whether which student will belong to which stream. This problem may trouble the higher educational institutes to implement such a policy.

#### **Trained teacher educators**

These multidisciplinary institutions will need to hire specific subject professors and teacher educators depending upon the requirement. Teacher educators need to teach specific age group (Std.-12 passed teen agers). Reduction in entry-level qualification (graduate level to std 12th) needs to be considered and training should be given accordingly to teacher educators.

### **Availability of Employment Opportunities**

The NEP 2020 implementation will also be a slight create a challenge in employment industry as all new young people who are graduated post graduated will rush into the market for seeking jobs with high expected packages. So the industry too should be able to create jobs in variety to fulfil their dreams, otherwise educated people's unemployment ratio might increase which will also harm nation's progress.

### **Well equipped infrastructure**

To facilitate the 4-year integrated Bachelor of Education program proper infrastructure is required as B.Ed. College will be merged with senior colleges.

### **Curriculum**

Proper designing of curriculum for 4-year integrated Bachelor of Education program is necessary. The curriculum required for the 4-year integrated Bachelor of Education program must be designed at multidisciplinary institutions.

### **Choice of students**

A person will have to choose the teaching profession at the age of 17 i.e. immediate after standard 12 even if he/she might not have any clarity about choosing a career path at that age. The teaching field fails to attract youngsters because, it's not a fascinating field as compared to other fields like IT, Management, Medical etc.

### **Need of teachers teaching in multiple languages**

Since schools will need teachers who can teach in multiple languages and have knowledge of new-age courses like computational thinking, coding etc., introduced at the school level under the NEP, B.Ed. course will also be changed accordingly.

## **RECOMMENDATIONS**

- The NEP 2020 teaches us whether we are a teacher or a student or anybody we should always be ready to learn and move according to the circumstances also we can learn out of the box and can present ourselves with an ocean of knowledge worldwide and broaden our thinking as try to grab knowledge by any means to survive in competition and also make a healthy youth. NEP teaches us knowledge is not trapped in walls or cage but our sight should be ready to grasp it.
- The multi entry – exit concept in absence of stream system can prove to be a boon for a candidate as he can learn the skills while earning and can support the family too. The candidate previously had to take a job in particular field in which he had taken education like Commerce, Science, Arts and become a professional. But now he can take subject knowledge according to his wish and even engage himself / her in various hobbies and choose career likewise.
- "Practice makes man perfect" is a well-known saying. It is a fact applicable for preparing all-rounder teachers, students and all individuals. Education is a field where all these things can happen very easily as we know education can make our life creative we can think out of the box. So NEP 2020 is also a step taken towards it, but to implement it successfully we have to focus our attention towards the goal of making our coming youth to make them practically strong, give them real world experiences and technologically sound so this can be done by continuous trainings, webinars and expert talks.  
The Government of India should be doing some efforts to create new employment opportunities along with private sectors and engage the educated people according to their choice in various fields. For example the I.T department should be given more impetus, schools should be opened, businesses should be boosted so all the youth can contribute to the nation.
- Integration of location/campus must be taken care of. The infrastructure required for micro-teaching, practical labs and guidance rooms for every subject is to be provided.
- The curriculum must aim to train teachers from pre-school to secondary (class 12th). A broader based curriculum can include all academic subjects, arts, sports, vocational education such as carpentry, electrician, car mechanic, ITI courses etc. It is necessary to include foreign languages, Spoken English, Public Speaking and Communication skills. Teacher Training Modules (TTM) for students should be designed. TTM must be activity and skill-based program. These must cater to needs of specially abled children from gifted to slow learners.
- Proper designing of 4-year integrated bachelor of education program. Multidisciplinary institutes should consider the following points while designing the course:
  - a. Number of seats
  - b. Student-teacher ratio
  - c. Different streams and subjects
  - d. Age



- e. Medium of instruction
- f. Freedom to select subject combinations or pre-designed sets by institutes.
- Educators must be trained to interact with students of 18+ years. Short term courses should be arranged for educators to make them prepare for different age group that they are not used to.

### **CONCLUSION**

From the above discussion we come to know how NEP 2020 is going to be helpful for our nation India, how it will create our performance of youth in front of world. Every good event happening to transform the future has some problems, but we should be ready as educators to face them and also resolve them peacefully through knowledge only and not get demoralized from it but struggle to solve it. Never the less the NEP 2020 will surely take us on a path of hope.

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