



NEW EDUCATION POLICY 2020 WITH REFERENCE TO TEACHER EDUCATION

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ABSTRACT

Education is necessary for fully realizing the potential of the human race, creating a society that is more equitable, and making forward on the path toward national growth. To a large extent, India's continued ascent and leadership on the international stage in terms of economic progress and growth, social justice and equality, scientific advancement, national cohesion, and cultural preservation can be attributed to the country's commitment to making access to education of a high quality available to all of its citizens. In addition, India's continued ascent and leadership on the international stage can be attributed to the country's commitment to preserving its culture. In addition, India's success may be attributed to the country's commitment to issues of social justice and equality, as well as to the advancement of science, the maintenance of national cohesion, and the protection of cultural traditions. When there is strong teacher education, the educational system is provided with both a solid foundation and a driving force to drive it forward, which is essential for its continued success. The current system for the education of teachers is beset with a number of obstacles that are caused by the variety of its many different components. These issues are preventing the system from reaching its full potential. The brand-new and all-encompassing National Education Policy, 2020 (NEP2020) lays out the goals and objectives that are intended to be accomplished by the redesigned educational system that will be implemented in India. Not only does it bring this exciting new dimension to the education of teachers specifically, but it also delivers this new dimension to the education of students in general. This new dimension gives the education system as a whole an exciting new dimension.

Keywords: *Teacher, Student, School, NEP 2020.*

INTRODUCTION

Teacher education refers to Policy of Education 2020

"Teacher education" is a word that refers to the rules and processes that are supposed to equip prospective educators with the information, attitude, and conduct in addition to the skills they need to properly carry out their responsibilities in classrooms, within the school, and outside of the school. These rules and procedures are referred to as "the teacher education standards." The collective name for these regulations and procedures is "standards and practices." All of these different guidelines and procedures are grouped together under the umbrella term "teacher education." The field of education has coined the phrase "teacher education" to refer to the set of guiding principles and professional requirements that must be met by educators.



The National Policy of Education 2020 was developed with the purpose of boosting the overall quality of the educational opportunities that are accessible to children located in all parts of the country. This was the motivation for the formation of the policy. This was the fundamental impetus for the formulation of this policy in the first place. Its primary purpose was to ensure that all citizens and permanent residents of the country, including those who were born and raised in the nation as well as those who had relocated there permanently, had access to the required educational resources. This included people who had migrated there permanently after having been born and raised in the nation. The new educational strategy has to make it feasible to tempt people with the highest levels of education and competence in order to guarantee that the teaching profession is afforded the respect and authority that is justly its at each and every step. This will ensure that the teaching profession is granted the respect and authority that is justly its. Because of this, we may be confident that the teaching profession will continue to flourish in the future. Education for those who will be responsible for shaping future generations is an essential component in the construction of a work force that will consist of individuals. Education for those who will be responsible for molding future generations. Because of this, it is crucial for educators to take part in continual professional development opportunities. It is needed to have knowledge in a range of academic disciplines as well as a point of view on each of those areas in order to efficiently fulfill the task of training teachers in an effective manner. In addition, it is important to have knowledge in a variety of academic disciplines.

Teaching staff at the educational institution improves quality of education

This is because the duty of training teachers covers a wide range of academic fields, which is the primary reason for this fact. In the process of educating children, a strategy is utilized that is one that is open to being molded in response to ongoing development and change. The effectiveness of the instructors and other members of the teaching staff at the educational institution in which a student is enrolled have a direct bearing on the quality of the education the student receives at that institution. Education has the power to affect not just the lives of individual people but also the path that history has followed for a whole nation. This is because education may help people develop their potential. When considering a community's capacity for social change, along with its potential for economic and political growth, one of the most important factors to consider is education. Other factors are economic growth and political growth. Education instills in individuals the mindsets and behaviors that are appropriate for the conditions that they find themselves in at the appropriate times in their life. In order to deliver such an education, it is vitally necessary to have professors who are well-versed in their respective fields.

The figure of the instructor is essential to the learning and teaching process, and the process revolves primarily around this figure. Both learning and teaching are dependent on this figure. The presence of the teacher is necessary for both learning and teaching to take place successfully. Teaching and learning are both activities that may be found taking place within the limits of a classroom. After students leave their classrooms, instructors assume a



significant amount of responsibility for the rest of their lives, including the lives of the students they taught. This obligation extends to the students' lives as well. This commitment extends to include the lives of the students as well. It is of the utmost importance that the quality of the program that is now being supplied in order to educate teachers be brought up to a higher standard in order for it to be improved. This can be accomplished by increasing the standard. There has been insufficient progress made toward meeting the needed standard in terms of the level of education that is made accessible to teachers. This lack of development has been a barrier to meeting the requirement. This is a challenge given that the requirement stipulates that teachers must have attained a particular degree of education. It is not possible for teachers to participate in critical thinking and generate answers to questions that are essential to many parts of the process of teaching and learning, such as teaching strategies, material, organization, and so on. This is because it is not yet viable for instructors to engage in critical thinking and devise solutions. The reason for this is because certain facets have not yet reached their full potential of development. At this point in time, this skill has not even come close to attaining its full potential. Because these problems might have an effect on such a wide range of different businesses, this should give rise to some concerns and fears.

The teacher education program is in desperate need of a complete makeover, and the curriculum of the teacher education program has to be reconstructed and altered in order to keep up with the changing times and the growing demands that society makes on the members of the society. There is an urgent requirement for an immediate and thorough revamp of the program that is responsible for the education of teachers. At this point, there is an urgent requirement for a thorough rethinking of the course material that is used in the education of future teachers. The fact that educator training is still afflicted by a wide array of difficulties and deficiencies is truly depressing to watch. This is a significant contributor to the melancholy we experience. The National Education Policy 2020, which was just recently made available to the public, gives an idea of a framework within which the governments of the Center and the States may work together to improve the overall quality of teacher education and bring about reforms that are desperately needed. The National Education Policy 2020 was just recently made available to the public. It is only under these conditions that it will be feasible to conceive of a future for teacher education that has any degree of promise. Neither of these preconditions can currently be met.

Teachers' Important Views

Service Environment and Work Efficiency:

In order to make sure that teachers become a part of an inclusive community that consists of students, parents, principal teachers, and other supporting staff, with the only goal of being a learner, the primary objective of making positive changes in the work environment and cultures in schools is to raise the abilities of teachers to the maximum level so that they can do their job effectively. This is done in order to make sure that teachers become a part of an



inclusive community that consists of students, parents, principal teachers, and other supporting staff. This is done in order to ensure that instructors become a part of a community that is welcoming to all members, including students, parents, principle teachers, and any other staff members who provide assistance. As a result of this, it will be ensured that the teachers will become a part of an inclusive community that includes the students, the parents, the primary teachers, and the other staff members who provide assistance. As a direct result of this, teachers will be able to carry out their duties in a more efficient manner, which will make it more likely that significant advancements will be made. It is conceivable for state or union territory governments to adopt a progressive model without having to make any effort whatsoever into the construction of a school complex or school building so long as there is effective school administration, cooperation of resources, and community development. This is achievable so long as there is an effective school administration, collaboration of resources, and community development. This is a possibility so long as there is continued growth in the neighborhood. This will continue to be the case so long as there is a paradigm that can be considered progressive.

Placement/Recruitment Policy:

It is feasible for the participation of teachers in schools to be carried out in accordance with the system of grouping schools that has been agreed upon by the governments of the state or of the territory. This would make it possible for the involvement of teachers in schools to be carried out in a more efficient manner. Individuals have the opportunity to find employment as educators inside a particular school or school complex. This is done in order to guarantee that there are sufficient instructors available to instruct each and every topic, notably in the fields of arts education, physical education, vocational education, and teaching in foreign languages. This will be a good initiative to ensure, as it will be a good initiative to guarantee, that each state government takes on the work of estimating the number of unfilled seats occupied by subject-specific teachers in the following several decades. It is important to make sure that this endeavor is successful.

Career Development:

Vertical mobility of teachers based on competency would also be the best, including outstanding teachers who have demonstrated the skills of leadership and management and trained them over time so that they can lead academic leadership in the school, school complex, D.I.E.T., B.I.T.E., as well as the concerned government departments and ministries for schooling. Vertical mobility of teachers based on competency would also be the best because it would include outstanding teachers who have demonstrated the skills of leadership and management. A vertical mobility of teachers based on competency would also be the best because it would include excellent instructors who have exhibited the qualities of leadership and management. Vertical mobility of teachers would also be the best because it would include vertical mobility of teachers based on competency. Because it would include great teachers who have demonstrated the abilities of leadership and management, a vertical



mobility of teachers based on competency would also be the best option. Vertical mobility of teachers would also be the greatest since it would include vertical mobility of instructors based on competency. Vertical mobility of teachers would thus be the best. A vertical mobility of teachers based on competency would also be the optimal choice because it would include exceptional educators who have proved the abilities of leadership and management.

This would be the perfect option because it would include good educators. Because it would include moving instructors up or down the ranks according to their level of proficiency, vertical mobility of teachers would likewise be at its highest level. Therefore, career advancement opportunities for educators would be ideal. Educators who routinely go above and beyond the responsibilities of their employment should be picked out, recognized with promotions, and compensated more generously for the extra work they put in as a result of their efforts. This would act as inspiration for other teachers to perform their jobs to the very best of their ability, which would be beneficial for everyone involved. The policy should have a fair career in terms of which is meant to result in permanent employment after evaluation for performance and contribution and build up wage arrangements on the basis of high merit of teachers. Additionally, the policy should have a fair career in terms of which is meant to result in permanent employment after assessment for performance and contribution. In addition, the policy need to include a fair career path, the end goal of which is to result in permanent employment following evaluation of performance and contribution. In addition, the policy needs to contain a just career path, with the end aim being permanent employment based on performance and contribution evaluations. This is something that needs to be included in the policy. If the policy provides an equal opportunity for professional advancement that is designed to culminate in a position of permanent employment as its goal, then this is the outcome that should be anticipated as the likely outcome. If the policy allows for an equal opportunity for professional progress, then this is the correct interpretation of the situation.

Career Sustainability:

Online teacher development courses and in-person seminars held at the local, regional, state, and national levels provide teachers with ongoing opportunity to further their knowledge of and understanding of contemporary concepts and innovations connected to their profession. It is important for educators to provide online platforms where students may occasionally express their most innovative concepts. Participation in orientation and faculty development programs, which support the most recent pedagogy as well as competency-based learning, is something that every teacher ought to do. A standard modular leadership workshop, management program, and online development program has to be provided by the school principal and the head of the school complex in order to improve participants' abilities in the areas of leadership and management.



Teacher Standards:

A general guide set of NPST for teachers has already been prepared by the national council of teacher education, SCERT, in consultation with teachers of all levels and regions, institutions for teacher preparation and development, and institutions of higher learning as set up in its new form as a committee for professional standards setting under the general standards council in consultation with institutions of higher learning as set up in its new form as a committee for professional standards setting under the general standards council in consultation with general standards setting up and institutions of higher learning as set up. It is possible to manage instructors according to these standards, which would encompass career management of teachers based on tenure, professional development efforts, wage enhancement, post promotion, and several other identifying criteria. The NPST cannot be implemented by the state government until it is made aware of the pre-teacher education programs that are available.

Teaching Method:

Education in pedagogy will be required of teachers, and educational institutions offering multidisciplinary programs will need to find ways to incorporate newly developed teaching materials into already established curricula. Many educational institutions have the goal of becoming multidisciplinary, and one of their goals is to build an exceptional education department from which students may get the degrees of Bachelor of Education, Master of Education, or Doctor of Philosophy in education. Incorporating training in the great majority of new approaches together with prospectively tested ways of instruction throughout all bod courses is one example of a reform strategy that may be used. Reading and mathematics fundamentals, multi-level education and evaluation, educating children with disabilities, teaching children with specific interests and skills, utilizing educational technology, and teaching in a way that emphasizes child-centered, collaborative learning are all potential components of this reform.

Education for Teachers As Part Of Higher Learning / College

As an integral component of the educational program, universities in some nations, such as Finland, which is often regarded as having the greatest programs for teacher education anywhere in the world, are responsible for supervising all areas of teacher education. According to the NCTE Regulation 2014, colleges are the home of nine of the country's fifteen recognized teacher training programs. These programs are all located in the United States. In 2012, the Honorable Justice Verma Commission provided the argument that universities should be the only institutions in control of all areas of teacher education. This was utilized as the foundation for the Regulation in 2014, and it was first submitted in 2012. Should we desire to have it? Is it even possible, and if so, how? Why is it impossible for something to take place given these conditions?



OBJECTIVES OF THE STUDY :

- 1) To study on the Changing Role of Teacher Educators in view of NEP2020.
- 2) To study on the teaching staff at the educational institution improves quality of education

RESEARCH METHODOLOGY

In this particular investigation, we make use of a methodology known as quantitative research. When discussing the training of teachers, who are training in makes a reference to the newly proposed education policy for the year 2020. In order to achieve this objective, the population was determined by counting the people who live in New Delhi. A technique known as random sampling was utilized throughout the process of data collecting for this investigation. Teachers were interviewed in order to obtain data and responses. Served as a research instrument for the aim of data collecting and functioned in that capacity. The initial phase in the process of designing this instrument was adopting and changing the existing scales. The instrument was then presented for approval once this step was completed. The distribution of survey questionnaires and the collection of the responses on the same day constituted the data collection process that was carried out. This was done so that the participants would be able to respond more rapidly and so that the information could be acquired in a more timely fashion.

DATA ANALYSIS

Descriptive Analysis

Table 1: Mean and SD of All Variables

Variable	N	Minimum	Maximum	Mean	S.D
Gender	90	1	2	1.43	.495
Age	90	1	4	2.5	.749
Highest Qualification	90	1	4	1.71	.650
Professional Qualification	90	1	2	1.27	.446
TT	90	20	70	93.06	1.371
SL	90	10	80	141.03	11.292
OP	90	10	80	141.69	11.349

The lowest, maximum, mean, and standard deviation of the descriptive statistics are shown in the table above as N, minimum, and maximum. For TT, a minimum of 20 is needed, whilst the minimums for gender, age, highest education level, professional qualification, and district are one. The lowest possible SL is 10, while the lowest possible OP is 10. In the descriptive statistics, the maximum values for district, age, and highest qualification are all 4, whereas the maximum values for gender and professional qualification are both 2. The maximum values for the TT, SL, and OP are 70, 80, and 80, respectively.

Correlation Analysis

Table:2 Correlational

			TT	SL	OP
Spearman's rho	TT	Correlation Coefficient	1.000		
		Sig (2-tailed)	.		
		N	300		
	SL	Correlation Coefficient	.963**	1.000	
		Sig (2-tailed)	.000	.	
		N	300	300	
	OP	Correlation Coefficient	.783**	.909**	1.000
		Sig (2-tailed)	.000	.000	.
		N	90	90	90

The results of the correlation studies using Spearman's rho between teacher preparation (TT), student perspective on learning (SL), and organizational effectiveness (OP) are presented in the table that can be seen above. The table presents each key level together with the degree to which the aforementioned criteria are connected to one another.

The TT and SL pair have been shown to have a correlation coefficient (r) of 0.963, which is statistically significant at the 0.000 level (1-tailed), but not at the 0.01 level (2-tailed). The correlation value of 1.000 demonstrates that there is an exact and substantial link between TT and itself. This association is noteworthy. The relationship between TT and itself is seamless.



This demonstrates that there is a significant relationship between the SL variable and the TT variable.

Because a positive r value shows a positive correlation, we may believe that TT and SL are related to one another because this is the only logical conclusion we can reach. The significance value of 0.000 that exists between the two variables may provide an explanation for both the perfect positive correlation as well as the perfect correlation that exists on its own. This demonstrates that an increase in TT leads to a corresponding increase in SL. A fall in TT will also bring about a decrease in SL since TT and SL are connected, hence a decrease in TT will bring about a decrease in SL.

In a similar vein, the TT value of r for OP is lower than 0.000, coming in at 0.783**. This not only demonstrates that the value is statistically significant when using a two-tailed test, but it also demonstrates that it is less than 0.000. The results of the correlation coefficient (r) calculations between TT and OP imply that there is a positive relationship between the two variables.

The findings that were obtained for the correlation between OP and SL are likewise positive: $r = 0.909^{**}$ and $p = 0.000$, which indicates that the correlation is statistically significant at the level of 0.01%. This demonstrates that there is a relationship between OP and SL that is mutually beneficial.

The positive correlation and statistical significance among all variables is demonstrated by the r and p values that were obtained for each variable, which are shown above. It also demonstrates that there is a link between the variables and that it is a constructive connection, which means that modifying the value of one variable can have a favorable affect on the others if there is a connection between them and that relationship is positive.

Discussion

When it is tested using a variety of quantitative approaches, the hypothetical system produces varying results. These findings provide light on the influence that the training of instructors had on the effectiveness of publicly supported schools in Lahore, Punjab, as well as the quality of education that was provided to the pupils who attended such schools.

The fact that TT and SL are connected to one another was demonstrated by the findings of a study that looked at the associations and relapses between the two. In addition, the results of the Correlation Table demonstrate that the two variables that were investigated—Student Learning and Teacher Training—have a significant connection with one another ($r = 0.963^{**}$, $p = 0.000$).

Taking the value of p to be 0.000 reveals that there is a positive and direct association between instructors' professional improvement and students' academic advancement, as seen



in the table. This conclusion can be drawn from the fact that the value of p was taken to be 0.000.

Given this context, it is acceptable to draw the conclusion that the educational outcomes of a teacher's pupils are impacted by the teacher's professional growth. These findings demonstrated that students benefited educationally from participating in TT since the centrality level values they gained via this method are reliable.

The outcomes of the link and relapse tests that were carried out in order to ascertain the impact that TT has had on OP and SL. Based on the information shown in the table, it appears that an estimate of $r=0.783^{**}$ is accurate for both TT and OP, and an estimate of $p=0.000$ indicates that a significant (Sig0.01) association does exist between the two variables. The table may be used to compute the values of $r = 0.909^{**}$ and $p = 0.000$ for SL and OP, respectively. This relationship also has a significant favorable influence on the quality of the contact that takes place between SL and TT, as seen by OP's ability to attest to this fact.

As a consequence of this, the findings indicate that both students and instructors can benefit from increased levels of training for one another: greater training for students benefits both groups. As a result, it is clear from what has been discussed so far that increasing levels of both TT and SL may contribute to improvements in the performance of an organization.

The recurrence diagrams that were previously released have now been updated to include data on a broad variety of statistical hypotheses. In addition to this, it provides information on SL and TT from the perspective of an OP. According to the findings of Vratskikh et al. (2016), educators with a greater number of trainings are better at reading the emotions of their pupils. According to Palmer et al.'s 2001 research, another one of their many strengths is their ability to remain calm in high-pressure circumstances while still producing high-quality work. This research will also make an effort to fill in some of the gaps that were left by studies that were conducted in the past.

CONCLUSION

It is anticipated that India's educational system would make significant strides forward as a result of the National Education Policy 2020 (NEP 2020). The current expectation is that it will assist India in making the most of the opportunities presented by its demographic dividend. The National Education Policy (NEP) will play a significant role in the expansion of India's educational system at all levels, from primary school to higher education. This research investigated the ways in which national policies impact persons who work in educational settings. In addition, the focus of this research was on the function that teachers play in the classroom, as the dissemination of knowledge to students is the primary objective of any educational establishment. Communication is more important than ever before in



today's educational system, particularly between students and their teachers. In addition to that, the findings of NEP 2020 should be taken into consideration.

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