

Original Article

National Education Policy 2020 on Professional Development of Teachers

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Abstract - The National Education Policy, 2020, has provided further details on the qualities that teachers must possess in order to be effective educators and meet the goals of the policy. Today, we see that the concept of education is changing very fast. New ideas and innovations are being incorporated to make education useful and meaningful for the students and society. So, the education being imparted in the classrooms should be quite effective, and the teachers imparting the education should be competent and effective. It is possible only when teachers are resourceful in their knowledge and the different roles they play in the educational institutions, as well as in society. This report identifies areas for policy refinement and proposes measures for enhancing teacher education outcomes by conducting a comparative analysis of worldwide best practices and policy execution in India. The findings emphasize the importance of increased industry-academia partnerships, improved teacher preparation, and governmental changes to address systemic issues. This analysis suggests that, while NEP-2020 provides a solid platform for teacher education reform, its success is dependent on effective implementation. NEP-2020 could change the educational system to become more inclusive and skill-oriented if it is executed well.

Keywords - NEP, Teacher, Professional, Development, Institution, Empower.

1. Introduction

According to NEP 2020, to empower the teachers, there is a need for preparation that makes them all-round in all aspects, i.e., in terms of knowledge, content, values, professional ethics, etc. It requires that teachers have a strong basis in Indian values, languages, knowledge, ethos, and traditions, in addition to being up to date on the latest advancements in pedagogy and education. (Pg. 43, NEP 2020, Para. 15.1) It is true that the teacher is the primary determinant of education in any given society. The core of any nation's educational system is the teacher. For instance, the Secondary Education Commission (1952–1953), Education Commission (1964–66), and National Commission on Teachers (1983–85) have all emphasized the importance of the teacher's role in education. It is clear from the Commonwealth Conference Report (1974) that educators, whether they approach their work actively or passively, are crucial to the development of education. As a result, everyone, at all levels, acknowledges the importance of teachers in the educational system. The significance and function of the teacher have been underlined by the Education Commission of India (1964–66). The Commission's remarks are significant. The Commission believes that of all the several factors influencing the quality of education and its contribution to national development, the quality, competence, and character of teachers are without a doubt the most significant.

Professional development is defined as both official and informal measures to enhance educators' abilities to perform

their designated responsibilities and to better themselves as individuals, professionals, and educated persons (Joyce et al., 1976). More precisely, professional development refers to initiatives aimed at enhancing teachers' ability to work as productive professionals by teaching them new skills, knowledge, and attitudes (Gall and Renchler 1985). According to Fullan (1995), professional development is the culmination of all the formal and informal learning that an educator pursues and experiences in a stimulating learning environment amid complicated and ever-changing circumstances. All organic learning experiences, as well as deliberate, planned activities that are meant to directly or indirectly benefit the individual, group, or school, make up professional development, which in turn contributes to the standard of instruction in the classroom (Day 1999). Because it empowers people and gives them hope, optimism, and enthusiasm while defining a vision of productivity as they achieve goals, transformational leadership can be a good fit for the educational field (Litz, 2021). Since teachers are the most productive component of the educational system, professional development for them can enhance their subject-matter expertise and enhance classroom practice (De Monte, 2013). Teacher professional development, including training, induction, and mentorship programs, can be implemented more successfully by teachers who have finished it than by those who have not (Soe, 2018). According to Chu et al. (2017), professional development for teachers enables them to satisfy new standards for promoting the development of 21st-century abilities in student-centered learning. Teaching practice and



learning can be addressed by efficient professional development techniques (Yue, 2019). The problem of professional development for teachers using a methodology that is predicated on their capacity to create courses that equip students with 21st-century abilities (Koh et al., 2015).

2. Research Gap

A key element of almost every contemporary plan for enhancing education is the provision of high-quality professional development for educators. Programs for teachers' professional development are methodical attempts to improve student learning results, teachers' attitudes and beliefs, and their classroom practices. For many classroom teachers, the term "effective professional development" may seem contradictory. Professional development is essential when done correctly. Numerous good professional development programs are available that concentrate on developing important knowledge and abilities. It is impossible to expect teachers to acquire and use the new skills and knowledge required to raise student achievement unless professional learning is reinforced. Teachers and their pupils must perform better as a result of professional development. Professional learning is more effective than any video, presentation, or workshop catalogue when it is systemic, ongoing, experiential, collaborative, and linked to students inside an institution. Teaching has never been more complicated. In order to guarantee that kids learn, teachers must constantly overcome new obstacles while working with them and improve their methods. There is a lot of demand to raise student achievement in order to keep up with the latest classroom technology and deal with behavioural concerns.

This is true for both seasoned educators and those who are new to the field and require the guidance and instruction necessary to become excellent educators. The necessity to re-evaluate what we were doing has become more and more apparent to the profession. The need for professional development to be a benefit of work is pressing. It is now necessary for improvement. Reforming professional learning must be a top priority given the rising national emphasis on teacher quality and improving student success, as well as the objective of creating a new vision of the profession that is led by teachers and guarantees teacher and instructional effectiveness. In the end, delivering more efficient professional development is about helping kids, not instructors. We must fund professional development initiatives that are grounded in research if we are genuinely committed to assisting every student in achieving success. The study demonstrates that teachers feel less isolated and have higher levels of confidence and job satisfaction in schools where professional development focuses on job-embedded collaboration, with an emphasis on student outcomes. This is essentially the opposite of professional development that takes place outside of the school, away from actual instruction, and away from students.

3. Objectives of Study

The study's primary goal is to support teachers' professional growth by analyzing the National Education Policy 2020.

4. Literature Review

The National Education Policy offers teachers professional development opportunities, improved teaching practices, less curriculum burden, and empowerment as facilitators, while students benefit from holistic development, flexible learning pathways, inclusive education, and skill development (Sahu, 2024). By reducing the amount of curriculum content and emphasizing 21st-century abilities like creativity, experiential learning, and analytical and critical thinking, the NEP-2020 seeks to give students a comprehensive and adaptable educational experience (Mondal, 2024). Pre-schoolers' acquisition of fundamental skills, routines, and personal hygiene conditions is an important aspect of the National Education Policy 2020 (Gandhi, 2021).

One significant GOI program that teaches individuals to enhance vocational education is Aatmanirbhar Bharat (Patel & Agrawal, 2024). When education reaches every Indian, the Indian educational system looks forward to a bright future. Every nation's economy, social standing, acceptance of technology, and healthy human behaviour are all significantly influenced by higher education (Venkateshwarlu, 2021). This policy envisions a revised curriculum for schools. Schools and relevant authorities must, however, train teachers and comprehend the pedagogical criteria to ensure a seamless transition to the new educational system in order for the curriculum to be effective (Pareek, 2023).

5. NPST (National Professional Standards for Teachers)

The NEP has gone into detail on the qualities that teachers must possess in order to be effective educators and meet the program's goals. Qualities and attributes such as punctuality, adherence to professional ethics, lifelong learning, passion for knowledge, and the capacity to engage students with empathy make a teacher an ideal teacher. In order to empower teachers, inspire the best and brightest to pursue teaching, and help them perform their jobs as effectively as possible, the National Education Policy has instructed the National Council for Teacher Education (NCTE), in its reorganized new form as a Professional Standard Setting Body (PSSB), to develop National Professional Standards for Teachers (NPST). Four career stages and professional criteria for teachers at each step are proposed in the current NPST document. These are as follows:

- Beginner Teacher (Pragammi Shikshak)
- Proficient Teacher (Praveen Shikshak)
- Expert Teacher (Kushal Shikshak)
- Lead Teacher (Pramukh Shikshak)

The framework is organized into four interconnected regions and standards that span several different domains.

- Core Values & Ethics
- Professional Knowledge & Understanding
- Professional Competence & Practice
- Professional Development & Growth

6. NMM (National Mission for Mentoring)

NCTE will operationalize the National Mission for Mentoring by building a sizable pool of exceptional senior and retired professionals who are willing to mentor those in need of direction and assistance. These prospective mentors, irrespective of their age or position, will help our country achieve its developmental objectives for the twenty-first century. The primary players involved in this mentoring mission are mentors and mentees, as stated in the NCTE Mentoring Blue Book.

- Mentees are members of the education sector's cadre who are looking to advance their careers.
- Mentors are people who have been looking for professional development in the same field for a time and are from the same cadre or higher.
- Individual or unit administrators are in charge of consistently enhancing the calibre and volume of all contacts between mentors and mentees. Furthermore, they guarantee the mentoring structure's ongoing advancement and the Ecosystem's institutionalization of it.

The main focus of the interactions between these sectors will be on enhancing the calibre and value of the knowledge, skills, and mindsets that are shared. Four components—the Promise, Bargain, Rules, and Tools—direct the interaction's worth.

- Promise - A promise of guided, customized professional development guaranteed for the mentee by the mentor.
- Bargain - A bargain of investment of time and effort towards the learning exchange between mentor and mentee.
- Rules - The rules followed in the interaction, like roles by actors, modes used for interaction, etc.
- Tools - The tools used during the interaction, like the platform, technology, progress tracking mechanisms, etc.

7. CPD (Continuous Professional Development)

Teachers strive to improve their knowledge, abilities, and practice as well as their personal and professional traits through the planned, ongoing, and lifelong process of Continuing Professional Development (CPD). This approach empowers teachers and improves their agency, organization, and students. CPD integrates a variety of learning approaches, including newsletters, e-learning programs, training workshops, conferences and events, summarizing articles from international educational journals, online resources, and videos, as well as email, best practice techniques, and idea sharing, all of which are aimed at helping individuals advance and have successful professional development.

In 2009–10, the National Curriculum Framework for Teacher Education (NCFTE), published by the National Council for Teacher Education (NCTE), provided a framework for teacher professional development in India.

The District Institutes of Education and Training (DIETs), University Departments of Education, and Institutes of Advanced Studies in Education (IASEs) are among the entities tasked with delivering CPD for teachers in close collaboration with SCERTs. Academic Staff Colleges (ASE) frequently provide “refresher” training to teachers.

8. Discussion

The various facets of NEP2020 include vocational education, higher education, school education, ECCE, and many more. It enables students to become lifelong learners and global citizens (Bhar, 2023). Better learning outcomes, more employable skills, and enhanced capacity for innovation are all encouraged by the new educational system, which is centred on creativity and conception. The scientific viewpoints of interdisciplinary thinking, creative combinations, multidisciplinary models, research and innovation, industrial links, and all-around development for multidisciplinary and holistic futuristic education of youth are discussed in Pedagogical Innovation towards a New Direction for Multidisciplinary and Holistic Futuristic Education in the light of NEP 2020 (Biswas, 2023). The integration of vocational education within the regular curriculum is comparable to Germany's dual education system, according to the education policies of Finland, India, Germany, the United States, and the United Kingdom.

Both UNESCO's and India's educational strategies share the commonality of lifelong learning and holistic education (Tholath et al., 2021). Making “India a global knowledge superpower” is the purpose of NEP 2020, which encompasses a number of objectives, guiding principles, implementation plans, and other elements. When implemented, the goals of NEP 2020 may be an unrivalled soft power that helps India secure its place in the new global order.

In the context of NEP 2020, quality parameters for futuristic education are as follows: NEP 2020's quality guidelines offer creative, cutting-edge, and visionary education (Pareek, 2023). NEP 2020 was created with the demands of the twenty-first century in mind. Because it incorporates technology-based learning, vocational education, flexible curriculum and assessment, and other significant advances, it satisfies international standards for education (Mahali, 2023).

9. Conclusion

Programs for teacher professional development are a methodical attempt to improve student learning outcomes, instructors' attitudes and beliefs, and their classroom practices. For many classroom instructors, the phase of effective professional development may seem out of place. Professional development is essential if done correctly. Numerous good professional development programs are available that concentrate on developing important knowledge and abilities. Teachers cannot be expected to acquire and use the new skills and information required to raise student achievement unless professional learning is reinforced. Professional learning is more effective when it

is methodical, ongoing, experimental, collaborative, and student-centered. It is also more effective when carried out as a continuous process within an institution. Teachers can participate in a variety of professional learning activities as

part of a professional growth plan, such as reading scholarly publications, experimenting in the classroom, and joining organizations for educators.

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