



**NATIONAL EDUCATION POLICY 2020 CHALLENGES AND PROSPECTS IN  
ACADEMIA & INDUSTRY**

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**ABSTRACT**

The National Education policy 2020 is welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come. This policy is comprehensive framework for primary education towards higher education and vocational training in rural and urban areas with collaboration of industries to develop the level of education skill.

Teacher Education is a programme that is related to the development of teacher's proficiency and competence which would enable and empower the prospective teachers to meet the requirement of the profession and face the challenges there in the prospective teachers would be able to live up the expectation of the nation only when they pursue a sound, flexible, programmatic and innovative and comprehensive teacher education programme. Today in our country, this education is provided to the prospective teacher in the form of teacher education programme which is inclusive of Pre-Service education induction and in-service education. There is a much scope for enhancement, especially in the qualitative aspects of teacher education. Not only that the curricula should be modified, rather the entire education programme at all the stages should undergo drastic changes as NCTE has suggested. Becoming a teacher education is a complex and challenging endeavour within a pan city of reported professional development, teaching motivation, coaching, facilitation of collaboration between diverse organisation.



System-wide ICT transformation leads to the potential for private sector participation in technology provision, infrastructure setups, and capability development for both academic and administrative aspects. Opportunity for industry participation in research, co-delivery short term skill certificates and partnering in the creation of online universities the private sector to be involved as experts in setting up and operationalizing the NETF (National Educational Technology Forum).

To approach industries to collaborate with universities for making employable skill candidate in future who work to make strong foundation of education system and build a strong nation.

## KEYWORDS

National Education Policy 2020, NEP 2020: Overview and Analysis, Teacher Education, Technical Skill, training program, Challenges and Prospects, Opportunities for NEP2020, drastic transformation, industrial sector.

## CHALLENGES & PROSPECTS IN ACADEMIA

National Education Policy (NEP) is the policy of government by which they formulate laws for the better human development and India is developing nation state in comparison to developed nation state our education system is lacking somewhere and not so modern for the current situation, Indian laws give not only right to education but right to quality education without any discrimination.

To fulfill this NEP is going to open broad way with the aim to increase the gross enrollment ratio in Higher Education like teacher education program including Vocational education. The gap between previous education policies outcomes and required competitive and potential education system new reforms need to be adopted with change in time.

If we see positive sides of NEP, it will build the way to achieve liberal studies, critical thoughts, creativity, visualization etc. NEP will help in overall development not for only bookish knowledge. The main thing about it is syllabus at different levels, it replaced 10+2 system by 5+3+3+4 so, and the syllabus should be designed in that way.

It also focuses on Teacher's Education which is very important in today's curriculum. Teacher preparation is an activity that requires multidisciplinary perspective and knowledge



formation of dispositions and values and development of practice unvalued and development of practice under the best mentors. The recommendation for teacher education restored the high respect and status to this profession hoping that it would eventually attract the best mind and talents to choose teaching as their profession. Teacher will find their inner power and will restore the high respect and status to this profession after implementation of NEP – 2020.

The education of a teacher truly drives the greatest change for community and makes development in achieving societal transformation. Hence, the varied dimensions of teacher education mentioned in NEP- 2020, has to be properly analysed with social concern, responsibility and integrated view for policy implementation. The NEFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFS as well as emerging needs in teacher education, need and problem of human being change time to time and the nature system of education changed with it. In the regard every nation changes their educational goal system and pattern. NEP – 2020 is also a junction of this changing world. The national Education Policy envisions an Indian – Centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The main objective of the NEP is to bring the education provided in India as per with global standards so that India can become a global knowledge superpower. The universalization of effective education is proposed to be done through this policy.

Relevance of education remains as long as maintains its dynamic and contemporary character in accordance to the rapidly changing education scenario globally. Research and innovations activities not only enhance the knowledge but also inculcate dynamism and open-minded approach. Educational system is changing; the learner's expectations and demands are changing too. How much how knowledge need to be imparted in this changing system , how effectiveness of the teaching learning process can be enhanced, how learners with different capabilities can be offered inclusive setting are the questions that need to be constantly answered and researched upon.

Teacher education is a programme that is related to the development of teachers' proficiency and competence which would enable and empower the prospective teachers to meet the requirements of the profession and face the challenges therein. The prospective teachers



would be able to live up the expectations of the nation only when pursue a sound, flexible, pragmatic and innovative comprehensive teacher education programme. Today, in our country, this education is provided to the prospective teachers in the form of teacher education programme which is inclusive of Pre- Service teacher education, induction and in- service teacher education. The reality is that the teachers need to be trained not only in the skills of classroom teaching but also provide the general information about the base of educations, philosophical, psychological, economic, political, technological and scientific. In this way, an insight is developed among them about education and teaching learning activities which helps them to become a good teacher. There is a much scope for enhancement, especially in the qualitative aspects of teacher education. Not only that the curricula should be modified, rather the entire teacher education program at all the stages should undergo drastic changes as envisaged in the NEP. It would be possible only when academicians of forward – looking and visionary perspective are involved in the process of change.

As regard the overall current scenario of teacher education in India, one finds a mixed picture, on the one hand, there exists teacher institution, which have made a mark in the field of teacher education by promoting excellence and nurturing talent and on the other hand there are few training colleges which have minimum physical facilities. Teacher education institutions have given evidence of enormous capacity to meet the challenges of new demands thrown on them by the growing system of school education. Some of them have been engaged in experimentation and innovation to keep place with the new developments in pedagogy and allied sciences. But still there is much scope for improvement, especially in the qualitative aspects of teacher education. Any change in the nature purpose, quality or character of school education throws new demands on teacher education and reinforces the process of program evaluation and re-adjustment, especially in the area of curriculum construction. Not only that the curricula should be modified, rather the entire teacher education programme at all stage should undergo drastic changes.

The National Council for Teacher Education (NCTE) in the year 1978 had emphasized the importance of working with the community and introduced the concept of the socially useful productive work (SUPW). In 1988 and 1996, NCTE highlighted the importance of the field work. It has aptly included ‘work with community’ in teacher education vide “Teacher



education curriculum: A Frame work” of 1991. In fact, they assigned 20% weightage of the whole curriculum to the community work. A very important document on curriculum framework for teacher education was prepared by NCTE in 1996. It painted out the various developments and researches in different knowledge areas such as life sciences, genetic engineering, health issue, environmental concerns, information and communication technologies (ICTs), women/girl education, population studies, stress management, sports and athletics, communication skills etc. A basic training in management techniques is also important as various resources in the institutions require management skills. For instance, the curricular resources, technological resources, human resources – all these require effective and efficient upkeep and management.

### **Relevance, Accountability and Quality Enhancement in Teacher Education**

Quality enhancement in teacher education has risen to the top of the policy agenda in India as well as in many nations and has a growing international salience post - secondary education has to prepare graduate, post - graduates along with teacher educators with new and enhanced skills, a broad knowledge base and a range of competencies to enter a more complex and interdependent world. Agencies throughout the world are struggling to define these goals in terms that can be understood, measured and shared across borders and cultures. Students, scholars have emphasized the need for transparent quality assurance and arrangements that can be understood all over the world. The explosive growth of traditional institutions and new providers - such as distance learning based programs and private colleges and universities raises now methods with regard to the quality enhancement in teacher education. Quite naturally, students, parents, employers and teacher educators are demanding some kind of certification of institutions, they award.

Although quality is a multidimensional concept, a pattern for evaluating, teacher education & higher education has been established in most of the educational activities. In a break from the past, this new pattern tends to rely on peers rather than government authorities. Universities and affiliated institutions are more concern against their own self defined mission as for the quality enhancement in teacher education. An increasing emphasis is also being put on 'outcomes' of higher education as well as teacher education programs. Educationists are looking for new data and indicators that demonstrate, students have



mastered specific objectives as a result of their education. They will require considerable development because the accurate definition and measurement of educational outcomes.

Any individual who enters into the teaching profession undergoes an obligation to conduct in accordance with highest standard of moral behavior. A professional code of conduct is developed by education sector to enhance commitment, dedication and efficiency of teacher educators. The provision which defines the code of conduct can also be incorporated in the code of ethics. NCERT in collaboration with NCTE revisited this code keeping in view the relevant sections of RTE (2009) and thereby revised code of professional ethics in December, 2010 which is applicable for all teaching professionals both at government and private sectors. It consists on total twenty three ideals described in three parts:-

### **I. Teachers obligation towards students**

### **II. Teacher's obligation towards parents, community**

### **III. Teacher's obligations towards profession and colleague.**

This code of conduct has been incorporated with a view to bring massive enhancement with promoting the common ideals of teaching profession and work in a morally permissible way. These ideals work as a guideline for teacher educators as these principles are the spirit of constitution of our republic. Recommendation of various education commissions and committees, view of different educational thinkers has also guided the content of teaching - learning process.

NEP - 1986 had envisaged that the teacher organizations would evolve a suitable mechanism for the observance of the code. But suitable mechanism for its observance is yet to be evolved for which NCERT is providing professional assistance to the teacher's organization. However, NCTE clearly prescribes that at the time of appointment of the teacher - educators should be provided a copy of the " code of the professional ethics " for perusal and newly appointed teachers should take an each in written form so that they may, always, act for the pursuance of quality enhancement in the field of teacher education. Some reforms have been advocated the introduction of certain educational course suited to the modern and technological era, obviously the success of any scheme of reforms depends mostly on selection of motivated teaching professionals as well as trainees. The teacher - educators are



supposed to make their students understand the issues and inspire them to work for the society / community. The reality is that the teachers need to be trained not only the skills of classroom teaching but also provide the general information about the base of education i.e. philosophical, sociological, psychological, political, economic and scientific and technological. In this way, an insight is developed among them about education and teaching learning activities which helps them to become a good and great teacher. There is a much scope for enhancement, especially in qualitative aspects of teacher education.

## CHALLENGES & PROSPECTS IN INDUSTRY

After COVID-19 pandemic there is drastic changes in industrial assets and productivity. The need of highly skilled people in national development has become enormously vital in the new developmental period but it is also an irrefutable fact that the gap in highly skilled personnel is expanding. The organization of technical education and training was introduced to prepare a skilled work force for various industries and sectors. The technical education in general and in particular are suffering from lack of qualified personnel because of a variety of other reasons such as outdated equipment lack of industry connectivity inadequate skills unemployment and so on. In fact, the current state of the institutions is no doubt due to infrastructural issues and a lack of funding. In addition, it is marked by inadequate skills a lack of industry connectivity unemployment insufficient teacher training. The training program where the equipment is not functional will not only suffer in production but also produce unskilled and unemployed personnel. A part from technical expertise and long-term employment skills are the most in-demand abilities in the global industrial sector. According to the World Bank's jobs and productivity skills framework, there is cognitive abilities social behavior skills and technical skill a blend of cognitive and non-cognitive attributes in people schooling contributes to both earnings differentials and the development of acceptable policy options for human capital construction. Higgins stressed on vocational education allows students to find and develop a wide range of talents such as knowing what jobs are accessible and how to acquire the necessary skills. The technical education industry ties are critical because they help innovation both domestically and internationally. They also aid in the development of a competitive market and economy. For a success it must be able to generate workers who are ready for the work force when it is needed. In many countries can stay stuck



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into the role of being a mere supplier of skilled labor to industry as the companies with connections to educational institutions have greater output rate. It is imperative that universities collaborate with industry in order to meet the challenges posed by rapid technology advancements new occupations shifting employment requirements and increased competitiveness. Vocational and technical education faces a slow of issues they need for new talent necessitates that educational institutions provide not only the minimum of occupational training but also the training for scientist's inventors and high-level professionals.

## CONCLUSION

The research concluded that the importance of skill development as a part of education, to promote multidisciplinary learning, in the teachers development skill and to provide students with a strong foundation in technical skills, to stay competitive in the job market. Students with employable skills are likely to find work easily and contribute impactful to the economy, thus playing an important part in building a stronger nation.





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