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Teacher education in tune with national education policy 2020 at the primary level in West Bengal: A study

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Abstract

The National Education Policy 2020 in India aims to address the country's growing developmental needs by revamping and reconstructing the entire educational structure, from standards to governance. The policy is a collaborative effort between the federal government and each state's government, involving academic, technological, training, and manufacturing divisions in open communication. The policy outlines the role of teacher education, the NEP Guidelines for Teaching Faculty in West Bengal, major problems and challenges of Primary Teacher Education in West Bengal, and the pedagogy and curriculum of schools. The policy also coordinates academic protests and requires appropriate resources at all levels. The researcher evaluated NEP 2020 using a qualitative approach, assessing the document and participating in a conceptual discussion based on secondary sources. The policy aims to raise the bar in terms of school and university accessibility, affordability, suitability, and quality education.

Keywords: National education policy, NEP guidelines, curriculum, West Bengal etc.

Introductions

Education is crucial for progress in life, and India must ensure equal access to high-quality education for its global leadership in economic development, social fairness, scientific advancement, national integration, and cultural preservation. With India's youngest population in the next decade, scientists must consider how to educate this young generation for India's future.

The Indian government has adopted the New Education Strategy (NEP 2020) to improve access to high-standard public schools. The strategy was developed in 2015 and adopted on July 28, 2020, after extensive consultation with nearly two lakh recommendations from various local bodies and districts. The BJP campaigned for the policy in 2014 and 2015. Education is constantly evolving, with the quality of teachers being crucial. Education impacts economic, political, and social progress, empowering individuals to make wise decisions. However, there is a shortage of trained professionals in this field, making teachers essential for students' future prospects. Future teachers' education needs to be reconsidered, as they lack critical thinking and problem-solving skills. Curriculums in teacher education programs need major overhauls to adapt to societal needs.

Education Policy for the Nation in 2020

The National Education Policy 2020 (NEP 2020) in India aims to improve lifelong learning and access to high-quality education by 2040, in line with the 2030 Sustainable Development Goals. The policy replaces the 1986 National Policy on Education and focuses on skills like transdisciplinary reasoning, technical clarity, English language proficiency, problem-solving, and professional experience. It modernizes the education system, providing a holistic framework for primary, secondary, and vocational education in urban and rural areas. The policy emphasizes individual development and aims to help individuals achieve emotional and intellectual skills like reading and writing.

The Goal of the Policy

The National Education Policy aims to establish an Indian education system, promoting a

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prosperous, just knowledge society, ensuring quality education, instilling national pride, respecting the Constitution, global citizenship, human rights, and sustainable development.

National Education Policy 2020: Teacher Education

The National Education Policy 2020 aims to reform India's education system, focusing on reclaiming teachers' status as professionals and providing resources, salary, and autonomy. The policy also aims to establish an expert Standard Setting Body, enabling aspiring educators to develop classes and conduct professional standards reviews.

The NEP lays emphasis on teacher education

The New Education Policy 2020 focuses on career advancement for educators, promoting flexibility and professional conduct. Interdisciplinary institutions will offer a Bachelor of Education program, with a minimum requirement of a B.Ed., and a comprehensive National Curriculum Framework. The policy encourages the best educators, provides living income, respect, dignity, autonomy, and quality assurance, and prioritizes native, competent teachers in economically depressed regions.

Over the next 20 years, every state will conduct a technologically-based teacher-requirement planning exercise, increase recruitment and deployment strategies, and provide career planning and development incentives.

Teacher Qualifications (NEP 2020)

By 2030, teacher education will primarily focus on universities offering courses in various disciplines, with a minimum requirement of a four-year integrated Bachelor of Education (B.Ed.) degree. This program covers pedagogy, multi-level teaching, and digital learning. Environmental education will be integrated, and community-based programs will be available. The National Curriculum Framework for Teacher Education (NCFTE 2021) will be developed in collaboration with NCTE and NCERT, with strict penalties for non-compliance.

West Bengal's NEP Guidelines for Teaching Faculty (NEP 2020)

The following tasks have been taken to enhance educational standards and integrate the curriculum:

- The curriculum of a four-year B.Ed. will highlight a variety of academic disciplines.
- The B.Ed. programmes require one year for students who already obtain a master's or four-year bachelor's degree.
- Under the area of B.Ed, both B.Ed and D.El.Ed will be studied.
- Academic institutions will design teacher education curriculum for each potential teacher's proposed educational elementary school.
- Teachers are prepared to instruct arts and vocational courses, as well as regional art, literature, and crafts during the academic year.
- The Bachelor of Education curriculum includes FLN, transdisciplinary teaching and evaluation, tutoring special needs children.

Guidelines for elementary education (Irshad Ahmad Wani, 2021)

- The smooth development of a learner's career requires the resolution of a crisis. The Ministry of Human Resource Development (MHRD) should establish a National Mission on Foundational Literacy and Numeracy as a top priority, according to the New Education Policy 2020, which recommends several crucial reforms.
- In order to attain universal basic reading and numeracy in all primary schools, a state or UT project proposal must be made, along with stage-by-stage targets and goals that must be met by 2025
- The national PTR would jump to 30:1, while the PTR in low-income areas would rise to 25:1 if the present teaching vacancy were filled.
- The continuing professional development (CPD) of a teacher covers different aspects such as training, guidance, and enthusiasm.
- A comprehensive system of on-going formative/adaptive testing is being implemented to measure, create customized, and confirm each student's progress in reading and mathematics.
- It is essential to create books that are both informative and motivating for learners of all ages.
- Schools must provide a hearty breakfast in addition to lunch to get students ready for the day.
- West Bengal must implement immediate measures to ensure fundamental literacy and numeracy acquisition by third grade, reducing dropout rates and improving literacy rates, in line with the New Education Policy 2020, and implement appropriate procedures to achieve these objectives.
- The University of Texas' rationalization and revitalization can enhance its objectives by consolidating SSA schools and establishing model primary schools using their resources and personnel.
- The SSA allowed primary schools to be one kilometer away from residences and have one classroom per teacher or grade, sacrificing instruction and quality. Schools must have an administration building and five classrooms.

The Primary Teacher Education System in West Bengal: Key Issues and Challenges (K. Viswanathan. 2020)

There are the following main issues or difficulties facing West Bengal's teacher education today:

- **Incompetent teacher educators:** The teaching profession is facing a shortage of educated professionals, leading to unsatisfactory pre-service teachers' abilities and inability to regulate classroom practices and student-teacher relationships due to ignorance.
- **Insufficient use of science and technology:** Advancements in science and technology have transformed the world into a global village, but traditional, theoretical approaches are still prevalent in teacher education and training programs.
- **Inadequate monitoring of teacher education institutions:** The National Council on Teacher Quality (NCTE) ensures the integrity of the teaching profession and quality of teacher education, despite the rise of profit-driven institutions in recent years.

- **Three-dimensional isolation issues:** Separating training institutions from universities, limiting their regular school hours, and separating them from one another reduces the larger community of higher learning institutions that train educators.
- **Unable to develop practical skills:** To develop and improve individually, people need to have a variety of life skills. Man's ability to conquer life's obstacles is enhanced by these skills.
- **Concerning design:** A teacher's work must be of a high standard to have a considerable influence on their students. This is considered to be educational quality. The standards aren't being fulfilled without teacher education.
- **International and the Loss of Values:** The world is now more manageable as a process of globalization and advances in science and technology. It takes absolutely little effort to obtain information of any kind. There is currently internet access available throughout the rest of the country.
- **Inadequate Evaluation:** The educational system faces challenges in evaluation, with inconsistent external and internal assessments, and institutions often prioritize high grades for eligible students to achieve optimal results.
- **Not enough resources available:** Academic institutions face economic challenges due to lack of necessary infrastructure, including decent facilities like libraries, dorms, and research facilities, leading some to operate in rented structures.
- **Unsatisfactory Guidance:** Trainees undergo rigorous monitoring at all levels to gain essential experience and attitude adjustments, focusing on addressing classroom problems for their professional development as educators.
- **Explosive Technology:** Bloom transformed the advanced cognitive order's objectives to prioritize innovation, crucial for civilization's advancement, as discovering innovative aspects is an essential aspect of every endeavor.
- **Elimination of Extracurricular Programs:** Poor time management often leads to a delay in teacher education's extracurricular activities due to the lack of structure and materials.
- **Misshapen curriculum:** The curriculum is conventional, primarily theoretical, with little practical application, weak correlation between theory and practice, and detached from real life and native inhabitants.
- **Dilemma of selection:** The current system for assessing teacher education coursework lacks an open admissions policy, with no qualifications or standardized tests, allowing any group of participants to enroll.
- **The Length of Time:** Debate surrounds the duration of teacher education programs, with theoretical, practical, and internship aspects needing more time. The National Curriculum Framework suggests a two-year program, but implementation is lacking.

Research Methodology

The methodology of this study is a conceptual analysis using descriptive research and analytical strategies based on

a wide range of secondary information and the primary document, National Education Policy 2020.

Data-gathering sources

The information has been gathered from many secondary sources, such as previously published research studies and articles.

Analysis of the study

NEP 2020 Core Values

The overall goal of the National Education Policy 2020 attempts to revamp the country's educational system by reconsidering the objective of education.

NEP 2020's curriculum and educational framework: The National Education Policy 2020 introduces a 5+3+3+4 curriculum for 3-18-year-olds, replacing the outdated 10+2 model. The policy outlines various education levels, with each benchmark accompanied by potential learning outcomes for students.

- **Grades 1 and 2 compose the fundamental phase:** The 'Foundational Stage' of the educational system focuses on young children's care and education. NEP 2020 recommends a play-participate-discovery-based, flexible approach to teach local languages, alphabets, numbers, shapes, colors, drawing, painting, music, and local arts. It also teaches social and emotional skills like curiosity, patience, and cooperation, popularizing interaction and empathy.
- **Grades 3-5 in the preparatory phase:** Research shows that many students struggle academically due to a lack of strong foundation in reading and mathematics, leading to a lack of meaningful change. Students spend three years developing fundamental skills in various subjects.
- **6th and 7th graders are in the Middle Grades:** Over the next three years, students will experience a disciplined learning environment with teachers specializing in specific subjects, focusing on theoretical understanding and communication to reveal interconnectedness.
- **Level of Secondary (class: 9-10):** The National Education Policy 2020 aims to end secondary school education, focusing on general knowledge and skills. Effectiveness requires pedagogy knowledge, curriculum in-depth approach, creative thinking, and adaptability. Students must complete board exams for higher education.

Curriculum and pedagogy of India's NEP 2020

An education system involves teachers, students, and executives collaborating to achieve common goals using strategies, objectives, materials, and assessment techniques. The new approach allows students to choose courses based on individual preferences.

Improvements to Curriculum and Pedagogical Practices

- Advancement in the fundamental development of the pupils
- A limitation of the curriculum's general scope in order to place greater focus on quality education and analytical reasoning
- The Importance of Practical Experience Curriculum Collection by Pupils.

- The importance of being able to communicate in various languages
- The curriculum should incorporate fundamental skills, knowledge, and abilities.
- Textbooks that are used nationally to teach about the value of indigenous culture
- Assessment is being redesigned for children's development.

Modern Strategies to School-Based Education in NEP 2020 (Aithal, s., 2020)

- The National Education Policy 2020 emphasizes teaching students respect for fundamental obligations, democratic norms, and understanding their roles and responsibilities in an evolving landscape.
- The second aspect of the plan entails putting into place a new instructional framework for students from the ages of 3 to 18 that is centred on the "5+3+3+4" paradigm.
- By 2025, the primary objective of the entire educational system will be to guarantee that every student leaves primary school able to read, write, and perform simple math.
- The goals of NEP 2020 are to remain faithful to India's values and traditions while also achieving the emerging needs of development, especially SDG4.
- A curriculum focused on local and regional languages has to be developed to be implemented in primary education. The usage of a learner's native language is desirable for children.
- The target for 2030 is a Gross Enrollment Ratio (GER) of 100% in early childhood education, elementary school, and secondary education.
- Academic institutions are implementing "smart classrooms" with smartphones and computers, allowing students to take tests, participate in quizzes, and interact in internet communities.
- Education requires the most qualified candidates for a bright future. To ensure this, four-year B.Ed. programs should be established nationwide, allowing students to obtain a Bachelor of Education degree in just two years at liberal arts colleges.
- Drinking water, sanitation, internet access, electricity, classrooms, computers, libraries, recreational and sports programmes, and other basic amenities will be available at all institutions.
- Under the guideline of the General Education Council (GEC), the National Council for Teachers of English (NCTE) will develop a framework for the National Professional Standards for Teachers (NPST) by 2022.
- The National Council for Teacher Education (NCTE) will cooperate with the National Council for Educational Research and the State Council for Educational Research and Training (SCERT) to design the National Curriculum Framework for Teacher Education (NCFTE) 2021.
- The principle of a school complex or cluster is given a lot of significance in the NEP 2020. The cluster of schools is shifting into this new location to better coordinate their activities and enhance their collaboration, supervision, and administration.
- In collaboration with the appropriate parties, the SCERT will develop an SQAAF (School Quality

Assessment and Accreditation Framework) and the abovementioned new National Assessment Centre will occasionally perform 'a health check-up' of the integrated structure. At all levels of learners' learning, this will involve a sample-based National Achievement Survey (NAS).

Conclusion

India's National Education Policy 2020 aims to enhance access to K-12 and higher education in both public and private sectors, ensuring quality, accessibility, attraction, and availability. The policy will be implemented from the 2021-22 academic year to the 2030-31 academic year, aiming to improve the education system and ensure the effectiveness of primary and secondary schools. The NEP 2020's promising policies could be the most progressive in education history if improved, but poorly thought-out policies could have disastrous effects, similar to a mad king abused by nepotism, deceit, and influence. The National Education Policy Plan (NEP) 2020 aims to strengthen the educational system and labour force by adapting programs to individual student needs. A revived information campaign has boosted literacy rates in India. The quality of a teacher's classroom directly impacts a student's academic achievement.

Suggestions

The above study provides various proposals for enhancing the existing system of teacher education:

- It is essential to enhance teachers' economic position so that there is a larger pool of qualified candidates.
- Education systems must develop a culture of academic achievement in order to reduce the burden of pupils on teachers. With this technology, they will be able to evaluate their activities and generate fresh suggestions for action.
- In order to help their learners deal with anxiety and adequately navigate this stage of social alienation, family pressure, and healthy rivalry, teachers should provide stress-reduction training. The educational system should provide teachers with the resources they need to support pupils to enhance their remedial skills.
- In order to facilitate the transfer of knowledge, innovative strategies for teachers' education should be implemented. The curriculum must be updated to better prepare prospective teachers to confront the obstacles posed by technological advancement.
- >Teachers ought to be capable of thinking critically, making wise decisions, and interacting with others in a positive way.

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