



## NEP2020 THE ROADMAP OF TEACHER EDUCATION FOR NEXT-GENERATION LEARNERS AS GURU

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**Abstract:** National Education Policy 2020 is a document showing the Enlightened path to the entire education system for the next generation of learners. NEP2020 is we can say the constitution of the education system enrooted by glorious ancient Indian tradition and flourished by aspirations of new India celebrating "Azadi Ka Amrit Mahotsav." This is the foundation step to kick out the Education system created by Thomas Babington Macaulay and his Macaulayism. Where the aim of education was to create Clerks for the British government and not focused on the all-round development of the child and our nation. This is the time to become GURU from TEACHER by multidisciplinary approach in all aspects of teacher education for the development of competencies and skills. The NEP2020 Document is divided into four parts whereas part one SCHOOL EDUCATION chapter 5 is dedicated to TEACHERS. Further, it is elaborated in para 5.1 to 5.29 (pg. no. 20 to 24). Again, part two HIGHER EDUCATION chapter 15 is dedicated to TEACHER EDUCATION. Where all the practical aspects are disclosed for the teacher's education system. This chapter is concluded in 15.1 to 15.11 para. (pg no 42 to 43).

**Keywords:** Teacher, Teacher Education, Continuous Professional Development (CPD), Career Management and Progression (CMP), Professional Standards for Teachers (PST)

### Introduction:

Guru Brahma Guru Vishnu Guru Devo Maheshwara |

Guru Sakshat Param Brahma Tasmai Shri Gurave Namaha ||

गुरुब्रह्मा गुरुर्विष्णुः गुरुर्देवो महेश्वरः ।

गुरुः साक्षात् परं ब्रह्म तस्मै श्री गुरवे नमः ॥

Prayers to you, Oh my Guru who is the Brahma (The Creator),

Who is the Vishnu (The Preserver),

Who is the Maheshwara (The Destroyer),

With this knowledge, Guru you are the Parabrahma (Supreme God or the Absolute Truth),

My Salutations and obeisance to you Shri Guru

**Guru** in Sanskrit refers to a teacher or a guide. Guru is derived from two words namely,

- “**Gu**” which means darkness and
- “**Ru**” which means light

Gu and Ru combine to form “**Guru**” which means the one who brings darkness to light. A Guru is one who has immense knowledge, wisdom, and commands over a subject and makes use of it to guide his disciples. Teachers or Gurus are the building blocks of society, they educate people and help them become better Human Beings.

Guru Brahma Guru Vishnu Sloka is a prayer to the teacher or Guru who helps us in solving all the troubles that we encounter on the path of learning and wellness. The Guru Brahma Guru Vishnu Sloka is a well-known prayer that explains the greatness of the Guru and is recited every day by students in India. The National Education Policy 2020 is showing a road map for us to regain the respect and desired quality through small stepping steps in the field of teacher education.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21<sup>st</sup>-century education, including SDG4, while building upon India’s traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the ‘foundational capacities’ of literacy and numeracy and ‘higher-order’ cognitive capacities, such as critical thinking and problem-solving – but also social, ethical, and emotional capacities and dispositions. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (**Jnan**), wisdom (**Pragyaa**), and truth (**Satya**) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, and Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system. The teacher must be at the center of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The National Education Policy 2020 is a national written document of sixty-six pages divided into four major parts. The four major parts of the document are School Education, Higher Education, Other Key Areas of Focus, and Making it Happen. In part one School Education Chapter fifth is dedicated to Teachers. And in part two higher education, chapter 15 is based on teacher education.

Table: Teacher and Teacher Education in NEP2020

Sno.	Content Covered	Part of Document	Chapter	Total paragraphs	Pg No
1.	Teachers	School Education (part 1)	5th	5.1 to 5.29	20 to 24
2.	Teacher Education	Higher Education (part 11)	15th	15.1 to 15.11	42 to 43

In NEP 2020 teacher education is an important point of discussion and aimful recommendations are made for implementation. First of all, we will go through what is all about teachers mentioned in chapter fifth which is totally dedicated to teachers.

## National Education Policy2020 and Teacher:

The noblest role of the teacher in India is described in this document. The most respected member of society is the Teacher. In para 5.1. in NEP2020 it is said that Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently, the quality and motivation of teachers do not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

### Recruitment and Deployment:

In para 5.2. is To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. programs. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programs. Such scholarships will provide local job opportunities to local students, especially female students so that these students serve as local-area role models and as highly qualified teachers who speak the local language. Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing an acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances.

It is said in para 5.3. that the harmful practice of excessive teacher transfers will be halted so that students have continuity in their role models and educational environments. Transfers will occur in very special circumstances, as suitably laid down in a structured manner by State/UT governments. Furthermore, transfers will be conducted through an online computerized system that ensures transparency.

In para 5.4. said that the Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle, and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language so that every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students. Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of the local language(s).

In the 5.5. para is to ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school

complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments.

Para 5.6. said that Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.

In para 5.7. it is clearly mentioned that the technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The above-described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described below. Teacher education programs and offerings will also align with the vacancies thus projected.

### **Service Environment and Culture:**

Service Environment and culture-related ideas are discussed in para 5.8. The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning.

In para 5.9. mention that the first requirement in this direction will be to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. In-service training will have inputs on safety, health, and environment at the workplace in schools to ensure that all teachers are sensitized to these requirements.

For Effective learning environment in Para 5.10. it is mentioned that State/UT Governments may adopt innovative formats, such as school complexes, and rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. The creation of school complexes could go a long way toward building vibrant teacher communities. The hiring of teachers to school complexes could automatically create relationships among schools across the school complex; it would also help ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge base. Teachers at very small schools will not remain isolated any longer and may become part of and work with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School complexes could also share counselors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment.

Regarding taking society's contribution in para 5.11. it is mentioned that, In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees.

For reducing the unwanted burden from teachers para 5.12. said that to prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged in work that is not directly related to teaching; in particular, teachers will not be involved in strenuous administrative tasks and more than a rationalized minimum time for mid-day meal related work, so that they may fully concentrate on their teaching-learning duties.

Para 5.13. is to help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and the benefit of all stakeholders.

Regarding teachers' wisdom para5.14. said that teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

### **Continuous Professional Development (CPD):**

In para 5.15. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

Para 5.16. said that School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.

### **Career Management and Progression (CMP):**

Para 5.17. mention that Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST given in Para

Para 5.18., in the context of careers, 'tenure' refers to confirmation for permanent employment, after due assessment of performance and contribution, while 'tenure track' refers to the period of probation preceding tenure. 5.18. Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary) and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move). This is to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other.

Para 5.19. said that Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

### **Professional Standards for Teachers:**

PST is mentioned in para 5.20. A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a

Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programs. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

### **Special educators:**

For the Inclusive Education in para 5.21. it is mentioned that there is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education but also the relevant skills for the understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full-time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.

### **Approach to Teacher Education:**

For Quality Education in para 5.22. Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.

Para 5.23. said that By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. the degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programs will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. These B.Ed. programs may also be suitably adapted as 1-year B.Ed. programs, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programs. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. program and having accreditation for ODL may also offer high-quality B.Ed. programs in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum training and student-teaching components of the program.

Regarding Teacher education para 5.24. said that All B.Ed. programs will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programs will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programs will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution

along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development so that environmental education becomes an integral part of school curricula. 5.25. Special shorter local teacher education programs will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts. 5.26. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or move from one stage to another between foundational, preparatory, middle, and secondary stages. 5.27. It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learned and assimilated from these approaches into the pedagogies being practiced in India. 5.28. By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government, and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education. 5.29. Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

### **National Education Policy 2020 and Teacher Education:**

In the NEP 2020-part, two Higher Education Chapter 15 is related to Teacher Education where all the issues and ideas are clearly mentioned. In the First para 15.1. it is said that Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

In para 15.2. it is said that According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality and in fact, have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system. 15.3. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programs shall be in force.

In Para 15.4. it is clear that As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programs must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments that, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programs, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science, and mathematics.

Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation program.

Para 15.5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond teaching cutting-edge pedagogy, teacher education will include a grounding in sociology, history, science, psychology, early childhood care, and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programs.

In para 15.6. HEIs offering teacher education programs will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.

Para 15.7. In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programs shall be through suitable subject and aptitude tests conducted by the National Testing Agency and shall be standardized keeping in view the linguistic and cultural diversity of the country.

Para 15.8. said that The faculty profile in the Departments of Education will necessarily aim to be diverse, but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programs will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigor in conceptual development.

Related to the Highest degree in para 15.9. it is clear that All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programs at universities around the country will be re-oriented for this purpose.

Para 15.10. mention that In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged so that standardized training programs can be administered to large numbers of teachers within a short span of time.

And para 15.11. conclude that the National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

## Conclusions:

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