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Reinventing Curriculum for Teacher Education in pursuance of NEP 2020: Concerns and Prospects

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Abstract

Education is a flagship term which plays an important role in building future of society, state, individual, and nation. The role of teacher education and its need can't be ignored in today's scenario. Knowledge, dedication, professional growth, and motivation of teachers are the factors responsible for quality education and learners' achievement. Producing such kinds of teachers is a big challenge for government of our country. So, teacher education is the most important agent of developing individual, society, state, and nation. Today we face a lot of challenges in teacher education system. Therefore, we need to reinvent curriculum for teacher education system so that, the education system develops fruitfully. National Education Policy 2020 aims to bring a lot of changes in teacher education system. After 34 years Indian Government has changed the scenario of teacher education. There are many changes proposed in newly accepted policy (NEP, 2020). The present paper focuses on drawing out comparison between National Education Policy (NEP 2020) & National Policy on Education (NPE 1986), bringing out highlights of NEP 2020, and also study the concerns and prospects of teacher educators in teacher education institutions B.Ed., D.El.Ed (Government, Private) regarding curriculum prescribed for teacher training institutions.

Keywords: Teacher Education, Policies, highlights, concerns, prospects.

Background: National Education Policy 2020 reconstitutes National Policy on Education of 1986, which was once modified in the year 1992. In January 2015, a committee under former cabinet secretary T.S.R.Subramanian started the consultation process for the New Education Policy, based on the committee report, in June 2017, Efforts for a new education policy had been started since 2015, and in May 2016, the committee for evolution of the New Education Policy submitted its report, based on which the then MHRD prepared some inputs for the draft National Education Policy was constituted under the chairmanship of Dr. K Kasturirangan, former chief of the Indian space research organisation (ISRO). This submitted the Draft National Education Policy 2019 to Dr. Ramesh Pokhriyal on 31st may 2019. After, he took charge of the ministry. The Draft had earlier been submitted in

December 2018. The NEP 2020 was approved by the Union Government of India on 29th July 2020. The policy document says that it aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society. The Draft NEP 2020 was 484 pages. The ministry undertook a rigorous consultation process in formulating the draft policy. “over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban local Bodies (ULBs), 676 districts were received” (Venkateshwarlu, B. 2021, p191).

Introduction: “The impact of the mind on mind and character on character counts for so much that the most important element in the educational service after the child himself, is the teacher”.

By Sir Ronald Gould, 1957

Teacher education programmes at all stages should provide opportunities to the teacher for understanding the self and others, develop sensibilities, the ability for self-analysis and the capacity to reflect (NCFTE, Document 2009, p54). India was a well-known name in the world in reference to the education system from ancient time. The Gurukul system of imparting education is very well known to all of us. As the time of changes there are some changes in the Indian education system has been observed after post- independence. After independence there are some policies and commissions played a big role for the development of educational system in India. The first education policy was formed in 1968 there later on in 1986 with small amendment in 1992. Since, then we are following the same education pattern for the last 34 years, a new education policy has been prepared by the Indian Government in the year 2020. This proposed system bears the acceptance of the cabinet and soon it will be passed by two houses and president consent to attain the shape of a law to apply all over the educational system (Kalyani., P 2020). After a gap of 34 years, the National Education Policy NEP2020 is the first new education policy to be introduced in India in the 21st century. Himachal Pradesh has become the first state to implement New Education Policy 2020. The national educational policy should be implemented in all schools over India by 2022.

Review of Related Literature:

Baber, et.al (2020): Conducted a study on New Education Policy: Qualitative analysis and witter mining (sentiment Analysis). The main aim of the study was to identify three crucial aspects, of the policy- course, languages, and students for higher education sector. The study also discusses the sentiments analysis related to NEP 2020. The study revealed that, it was found that most of people consider the policy as a positive and welcoming step.

Shubhrajyotsna, et.al (2020): Conducted a study on analysis of the Indian National Education Policy 2020 toward achieving its objectives. The study highlights on the various policies announced in the higher education system and compare with the currently adopted system. The study

revealed that NEP2020 is marching toward achieving such objectives by making innovative policies to improve the quality, attractiveness, affordability and increasing the supply of opening up the higher education institution.

Chandramana, B., S., & kurien, A., (2020): Conducted a study on impact of New Education Policy 2020 on higher education. The main focus was NEP 2020 its impact on Higher education and outlines the silent features of NEP 2020 and analysis how they affect the existing education system. The study revealed that NEP 2020 addresses the need to develop professionals in a variety of fields ranging from agriculture to artificial intelligence. India needs to be ready for the future and aspiring students to be equipped with the right skill set.

Venkateshwarlu, B., (2021): Conducted a study on impact on NEP 2020, issues, approaches, challenges, opportunities and criticism. The main aim of the study was to transform Indian Education system by 2021. The study revealed that NEP 2020 marching toward achieving such objectives by making innovative policies to improve the quality of attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and same time with the strict control to maintain the quality in every higher education institution.

Objectives of the study:

- 1) To compare NPE 1986 with the currently adopted policy in India.
- 2) To study the highlights of NEP 2020 with regard to Teacher Education curriculum.
- 3) To study the concerns and prospects of teacher education.
- 4) To suggest remedial measure to overcome the problems of teacher education in J&K.

Research Methodology: The present study has Historical cum Descriptive in nature. Historical research is a meaningful and an organised record of past events. Historical research is not based upon experimentation, but upon reports of observation which can be repeated (Koul, L., 2013, p93). Descriptive research involves events that have already taken place and are related to a present condition.

Before achieving the first objective, the investigator highlights some important commissions with regard to teacher education. But some of the most important commissions are;

1. After independence of India, several commissions on Teacher education have submitted their reports. University Education Commission (1948-49) recognised the importance of teachers training and recommended the raising of standards in teacher education.
2. Secondary Education commission (1952-53) also stressed the need for quantitative and qualitative improvement in teacher education. Teacher trainees should receive

training in one or more of various extra- curricular activities. During the period of training all pupil teachers should be given suitable stipend by the state and no fees should be charged in training colleges.

3. **NCERT 1961:** National Council of Educational Research and Training was establishment on 1961 for the development of teacher education. It was also recommended that, to revamp elementary and secondary teacher education curriculum and to focus on continuing education teachers through establishment centres of continuing education.
4. **Kothari Education Commission (1964-66):** The commission was given various recommendations on Teacher education in detail and observe that a sound programme of professional education of teachers is essential for quality improvement of education. It also recommends that, to establish a state Board of Teacher Education to be responsible for all functions related to teacher education at all levels and in all fields. The commission recommended that; pre-primary education -1-3 years, lower primary education- 4-5 years, upper primary education- up to a duration of 4 years, secondary education- 2 years, higher secondary education- up to 2 years, undergraduate education- up to 3 years, masters education – up to 2-3 years and research education -2 or 3 years.
5. **National Council for Teacher Education (1973):** The NCTE drafted a curriculum that envisaged the role of teacher as a leader inside and outside the classroom. The main focus was to improve the administration of teacher education, and to make the curriculum relevant to the needs of children, the needs of society and the needs of the country.
6. **National Council of Teacher Education 1993:** the main objective of National Council of Teacher Education is achieving planned and coordinated development of the teacher education system in the country. NCTE was entrusted to undertake several responsibilities.
7. To formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development
8. To lay down standards in respect of examinations leading to teacher education qualifications, criteria for admissions to such examinations and schemes of courses
9. In 1998, a curriculum Framework for quality teacher education was proposed by NCTE under the chairmanship of Prof. J.S. Rajput that provided a comprehensive base development of various teacher education programmes in India. In 2009 National Curriculum Framework of Teacher was played a big role for the development of teacher education in our country. (Choudhury, M., 2017, p319-322).

Teacher Training bodies and agencies:

State level	National level	International level
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State Council of Educational Research and Training (SCERT)	Ministry of Human Resource Development Central Advisory Board of Education CABE-MHRD	UNESCO
Government Colleges of Education 1	National Institutes of Educational Planning and Administration (NIEPA/NUEPA)	
State Board of Education (SBTE)	National Council of Teacher Education (NCTE)	
University Department of Education (UDE) & its affiliation	National Council of Educational Research and Training (NCERT)	
District Institutes of Education and Training (DIET)		
Elementary Teacher Training (ETT) D.El.Ed.		

These bodies or agencies of teacher education are on the State, National, International level, the goals and objectives of these agencies or bodies are different. But they have one important goal, which is focused upon leading to improvements in the quality of education. The teachers are considered to render an inseparable contribution in leading to improvement in the overall system of education as well as in encouraging progression of the students (Kapur, R 2018).

NEP 2020 revamping and developing the teacher education system: Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Based on the recommendations of NEP2020 on teacher education and training, a National Curriculum Framework for Teacher Education, NCFTE 2021 will be drafted to guide all teacher education, pre-service and in-service, of teacher working in academic, vocational and special education streams (Chari, R 2020). Following recommendations are given in NEP 2020 for teacher education: -

1. 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.
2. According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone teacher education institutions - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. There is 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.

3. 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 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 programmes shall be in force.
4. All teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics.
5. The 4-year integrated B.Ed. offered by such multidisciplinary higher education institutions 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 a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include 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 higher education institutions 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. programmes.
6. Higher education institutions offering teacher education programmes 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.
7. In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency.
8. 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 programmes will be

attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers.

9. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.
10. A 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 – which would be willing to provide short and long-term mentoring/professional support to university/college teachers. Based on the recommendations of NEP 2020 on teacher education and training, a National Curriculum Framework for Teacher Education, NCFTE, 2021 will be drafted to guide all teacher education, working in academic, vocational & special education streams.
11. The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training. The curriculum will also include effective techniques in pedagogy on foundational literacy and numeracy. Teaching children with disabilities, use of educational technology, and learner centred and collaborative learning.
12. All multidisciplinary universities have been directed to set up an Education Department and run B.Ed. programmes in collaboration with other departments such as psychology, sociology, philosophy, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics (<https://timesofindia.indiatimes.com/blogs/edutrends-india/nep-2020-empowering-the-teacher>)

In 2015, India adopted what is called as “2030 Agenda for sustainable Development (SD)”. Under this agenda, Goal 4 (SDG 4) seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities to all by 2030”. Based on five main foundation pillars, namely, access, equity, quality, affordability and accountability, NEP 2020 has been aligned to 2030 agenda for Sustainable Development. The fundamental and paradigm shift between NEP 2020 and previous policies is, “revision and revamping” of all the aspects of educational structure including its regulation and governance to create a new system, that is aligned with the 21st century aspired educational goals while building on the Indian traditional value system with more stress on developing the creative potential of each individual, (Panditrao, M., M., & Panditrao, M., M (2020). Retrieved from <https://aujmsr.com/national-education-policy-2020-what-is-in-it-for-a-student-a-parent-a-teacher-or-us-a-higher-education-institution-university/>

For achieving the first objective to compare of NPE 1986 with newly adopted policy on education NEP 2020. The investigator has drawn following analysis:

S.	Focus	National Education Policy	National Policy on
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No		2020	Education 1986
1	Objective	To provide multidisciplinary & interdisciplinary education.	To develop all-round development of an individual
2	Starting stage of education	The first preliminary education starts at 3 rd year of child as a foundation stage.	The first preliminary education starts at 6 th year of age at pre-primary school level.
3	Pattern	The new pattern of school curriculum are 5+3+3+4+4+1 is incorporated	Common education structure are (5+3+2) +2+3+2 or 10+2+3+2 is followed
4	Levels of education	Four year secondary education stage is designated by clubbing two year higher secondary level and two years pre-university levels. Exams. Are suggested at the school level except for board level exams at 10 th and 12 th .	Two years higher secondary level and two years pre-university level were separately board examination.
5	Specialization	Four years secondary education stage contains common subjects and elective subjects. Choice is based on liberal education policy.	Two years of secondary level, students choose specialization areas and subjects streams like science subjects, Arts subjects, & Commerce subjects.
6	Admission procedure	All undergraduates and post-graduates admissions of public higher education institution are based on (NTA) scores conducted by the national level.	All undergraduate and post-graduate admissions are based on the entrance examination conducted at the college level, or state level except NITs & Medical colleges.
7	Programmes	Undergraduate programmes are four year integrated course programme with a provision to exit and entry after one year course get with a certificate, after two year get Diploma, or a Bachelor's degree after a three programme and after four years get with project based degree.	Undergraduate programmes are three years B.A/ BSC/ B.COM/ etc.
8	Research	One year research degree	A one year research degree

		leading to M.Phil in any subjects is discontinued due to the fact that students are exposed preliminary research in their undergraduate stage.	leading to M.Phil. in any subjects is offered to provide preliminary experience to do research .
9	Essential qualification	Ph.D degree is mandatory along with NET/ JRF as an essential qualification to become an Assistant professor in teacher education institutions.	Pass in NET/ SET along with respective master degree as an essential qualification to become an assistant professor in teacher education institutions.
10	Research funding	Funding by National Research Foundation (NRF)	Funded by UGC or any other agencies are mainly for universities than colleges.
11	Accreditation	Binary accreditation model will be followed which is yes/no system instead of various grades for institutions	Graded accreditations model was followed
12	Approach	The proposed teacher education comprises of four year integrated B.Ed. this degree is compulsory requirement to become faculty in school education stages.	Teacher education programme comprises of two year B.Ed. after graduation. So secondary school teacher have to spend 5 years after their higher secondary education to teach at higher the secondary level.

Source: - NEP 2020 and National Education Policy 1986 online Document

For achieving the second objective it shows the important highlights of NEP 2020 with regard to Teacher Education curriculum. The investigator has drawn following analysis on the basis of secondary sources: After revealed NEP 2020 documents it has been found that this policy focus on traditions, culture, values and ethos to contribute directly to transform the country into equitable, sustainable and knowledge vibrant society. The main target of NEP 2020 is to provide multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035. There are various highlights announced in the policy are listed below:

Sl No.	Important Highlights NEP 2020	Characteristics
1.	Foundation stage	The duration of foundational stage of education is 5 years. It is also known as basic education stage which is flexible, multilevel,

		activity based, play way based, and discovery based learning. This stage is continuously improved by research & innovation for cognitive and emotional stimulation of children.
2.	Preparatory stage	The duration of this stage is three years which consists of building play- way discovery and activity based learning. This stage gradually introduces formal classroom learning with textbooks and also focuses on the students to develop deeper insights.
3.	Middle school education stage	The duration of this stage is three years which focus on more abstract concepts in each subject like sciences, mathematics, social sciences and humanities, Arts etc. and also focuses on experiential learning is the method to be adopted. Students are exposed to the semester system and yearly two class level examination will be conducted.
4.	Secondary education stage	The main duration of this stage are four years of secondary school education. This stage focuses on multidisciplinary subjects including liberal arts education. This stage will be built on the subject oriented pedagogical and curricular style with greater depth critical thinking, flexibility and attention to life aspiration. There will be board examination at the end of 10 th and 12 th standard.
5.	Under graduation stage	The duration of stage are four years integrated course with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor degree after passing third year. The four year undergraduate degree programme is preferred with major, minors, and research projects.
6.	Post graduation Education stage	Duration of this stage is one year for four year integrated course students. A two year degree for three years bachelor degree students. Its main focuses on strong research component to strengthen competence in the professional area and to prepare students for research degree.
7.	Research stage	The period of this stage is 3-4 years for full time and part time research respectively. During Ph.D. they should undergo 8 credit coursework in teaching education pedagogy related to their chosen Ph.D subject.

Sources: - Document NEP 2020 & National Policy on Education 1986 Pdf \

After achieving the third objectives of Concerns and prospects of teacher education in the union territory of Jammu and Kashmir. The investigator has drawn following analysis: On the basis of review of related literature, the investigator reviewed many researches in J&K and outside in J&K had found that teacher education is an integral part of teacher education system. Few points which highlight the concerns related to teacher education are given as under:

- 1) Foundational level: The foundational level of teacher education in J&K is inadequate. Because limited numbers of training courses are there to prepare teachers for foundational classes. Therefore, foundational stage of children is very critical they learn so many things during this stage. In the words of Ignacio Estrada, “if a child can’t learn the way we teach, we should teach the way they learn” (Web link: <https://www.nordangliaeducation.com>>.
- 2) Teacher professional development: Professional Development is one of the most important aspects in teacher education. The study revealed that a lot of teacher education institutions do not have their own infrastructure; they are being run in rented buildings. It leads to the deterioration in the sound professionalization of teachers. They are lacking in good skills, good judgement, punctuality, regularity, & polite behaviour etc.
- 3) Curriculum and pedagogy: The curriculum followed in colleges of teacher education institutions is not student centric and does not prepare teachers to face new challenges. Curriculum of teacher education institutions is outdated and its needs to be reframed and special focus on practical work less theoretical work needs to be laid.
- 4) Internship: in the teacher education institutions programme there are inadequate internship, school experiences, mentoring to trainees in the training period at the different level of teacher education institutions. So, therefore Time duration is the biggest factor for conducting during internship components.
- 5) Higher level: there are no specially designed courses for higher education level teacher both in-service and pre-service teachers.
- 6) No scope of re-skilling and up-skilling of required competencies among teachers in government, private. Teacher education institutions.
- 7) No research opportunities to school teachers and teacher educators
- 8) Collaboration: no proper collaboration between school education, higher education and teacher education.
- 9) Lack of regulation in demand and supply: the investigator observed that non-participation of school units in the curriculum process of teacher education and absenteeism of students, lack of interest, and lack of specialized well trained teacher like ICT teacher is a big challenge.
- 10) Social issues: Today we have facing lot of social problems. These are population explosion, diversity and communal tension, unemployment. Teacher can preserve students against these social problems if they are insightful towards these issues. In J&K students faces lot of difficulties towards their placement due to SAC decision. So the teacher should guide the students to face such kinds of difficulties.
- 11) Lack of proper facility: In the teacher education institutions has no proper facility. They lack in basic facilities such as laboratories, smart classroom, digital library, latest books, online journal, AC, Room heater etc.
- 12) Lack of facilities for professional development: Most of the teacher education programmes are being conducted in a routine and unimaginative manner. During

professional development networking opportunity there should be lack of support of school management, Funding Issues, transport issues, selective reporting, and lack of interest by some educators. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.

Few highlights of Prospects regarding to teacher education are as given below: The investigator investigates some important points are as under:

- 1) Preparing a uniform curriculum across the country for different levels of pre-service teacher education
- 2) Designing the curriculum for teacher education for different levels by mapping with school education.
- 3) Curriculum must be child centric and related to the current phenomena.
- 4) During conducting internship component students face lot of problems, like administrative, financial, and some other problems.
- 5) The central and state government agencies concerned must take immediate effective measures to prevent rapid deterioration in teacher education.
- 6) Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration, faculty qualification and services, qualification of management and timings of the programmes.
- 7) More emphasis on practice teaching and community welfare by the pupil teachers till mastery is reached with appropriate feedback.
- 8) Refresher course should be organised frequently for teacher educators and management of institutions by NCTE, UGC and university.
- 9) Research in teacher education should be encouraged through central entrance examination like NEET.

Suggestions: There are some important suggestions here for improving the condition of teacher education:

1. The two key agents in teacher education are the pupil teachers and teacher educators. The selection of both is very important for making successful teachers, who are responsible for the education of millions across the country. So it must be centralized like C.TET and NEET.
2. Teacher educators to be trained for digital and smart classroom along with traditions.
3. The stumpy teacher education institutions should be reformed or closed.
4. Regular inspections by NCTE and UGC.
5. Evaluation in teacher education should be objective, reliable and valid.
6. Focus should be on refresher courses, seminars and workshops.
7. Research in teacher education should be encouraged.
8. Teacher educators must be well experienced with language efficiency.

Conclusion: In the light of above discussions we can says that a well-defined, well planned and comprehensive education policy is essential for a country at school, college, and

university levels due to the reason that education leads to economic and social progress. Even today, adoption of appropriate education system is necessary in consideration of the prevailing conditions. Thus, to be precise, it is well accepted that a good education policy always leads to good and quality education in a country. Nation Education Policy 2020 is a most welcome and ambitious re-imagination of Indian education system into a modern, progressive, and equitable one. It plays a big role for the development of whole education system in our country. Built on the fundamental pillars of Access, Equity, Quality, Affordability and Accountability (AEQAA). The success of NEP 2020 and the pace of execution depend to a large extent on how successfully the government, universities, and schools can tide over the practical challenges facing it. In simple word we says, this policy is nothing new as it is centered on the concept of ‘Basic Education’ of Gandhi ji who talked of education that helps a person to earn his livelihood. Just as Gandhi ji said that education should be job oriented that provides money to live. Education means bread and butter. So when this policy talks of skill development, multiple exit entry at any stage during a course if a person is eligible to earn his bread and butter he should be allowed to exit with a proper certificate or a degree even if he has achieved the minimum level of learning (Kumar, D., 2020, p 252).

“Experience is the only teacher we have. We may talk and reason all our lives, but we shall not understand a word of truth until we experience it ourselves”.

Swami Vivekananda

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