

## Necessity of Trained Teachers for The Improvement of Teacher Learning Process in School Level As Per NEP 2020

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### Abstract

**Background:** Trained teachers play a vital role in the education system, serving as catalysts for student learning and development. Their expertise and dedication are essential for creating an effective and engaging learning environment. A well-trained teacher possesses the knowledge, skills, and pedagogical strategies necessary to deliver quality education, cater to diverse student needs, and foster positive academic and personal growth.

**Objectives:** Trained teachers understand the importance of learner-centered approaches in the NEP 2020. The present investigation will highlight on the necessity of Trained Teacher Education Programme for the improvement of Teacher Learning Process in School Level as per NEP 2020.

**Methodology:** The study is qualitative type. The researcher selected various articles and documents related to teacher education programme at secondary education. It is concerned with capturing the richness, complexity, and contextual details of the subject matter under investigation.

**Conclusion:** The NEP 2020 places significant importance on the role of trained teachers and acknowledges their pivotal role in implementing the policy's objectives effectively. Trained teachers are essential in implementing active learning methodologies, facilitating multidisciplinary integration, promoting holistic development, integrating technology, and engaging in continuous professional development. By valuing and investing in trained teachers, the NEP 2020 aims to create a high-quality education system that fosters meaningful and effective teaching and learning experiences for all students.

**Keywords:** Trained Teacher, NEP 2020, Teaching Learning Process, School Level.

### 1. Introduction

Trained teachers play a vital role in the education system, serving as catalysts for student learning and development. Their expertise and dedication are essential for creating an effective and engaging learning environment. A well-trained teacher possesses the knowledge, skills, and pedagogical strategies necessary to deliver quality education, cater to diverse student needs, and foster positive academic and personal growth. In the ever-evolving landscape of education, trained teachers stand as the cornerstone of effective teaching and learning. Their expertise, acquired through comprehensive training and professional development, is crucial for

creating a dynamic and successful teaching-learning process. This introduction will delve into the necessity of trained teachers, highlighting their impact on student engagement, instructional strategies, classroom management, and overall educational advancement. By recognizing the importance of trained teachers in the teaching-learning process, researcher can grasp the significant role they play in nurturing young minds, fostering a love for learning, and preparing students for a future filled with opportunities. By examining the importance of trained teachers, we can appreciate their vital role in shaping the future generations and building a strong foundation for lifelong learning. The National Education Policy (NEP) 2020

gives utmost importance to trained teachers due to their significant impact on the overall quality of education. Trained teachers are better equipped to deliver high-quality education to students. The present investigation will highlight the necessity of Trained Teacher Education Programme for the improvement of Teacher Learning Process in School Level as per NEP 2020.

### 1.1. Statement of the Problem

This study entitled as “**Necessity of Trained Teachers for the Improvement of Teacher Learning Process in School Level as per NEP 2020.**”

### 1.2. Objectives of the Study

The research objectives of the study were delineated below:

1. To determine the role of trained teacher in inculcating holistic development of learners in teaching learning process as per NEP 2020.
2. To analyse the necessity of trained teacher in facilitating active learning in teaching learning process as per NEP 2020.
3. To explore the function of trained teachers in creating multidisciplinary and integrated system in teaching learning process as per NEP 2020.

## 2. The Review of Related Literature

**Shukla, B., Joshi, M., Sujatha, R., Beena, T., & Kumar, H. (2022).** Demystifying Approaches of Holistic and Multidisciplinary Education for Diverse Career Opportunities: NEP 2020. *Indian Journal of Science and Technology*, 15(14), 603–607. Deliberations and questions arose at the group discussions regarding the various Action Plans of educational heads for the introduction

of Holistic and Multidisciplinary education in their institutions brought to light that many of the implementations suggested were in line with the execution of the major implementations already undertaken at Amity University. The focus group discussions brought forth the fact that several schools have a robust system of Career Counselling to achieve the Goals enlisted in NEP 2020.

**Kalyani, P. (2020).** An empirical study on NEP 2020 [National Education Policy] with special reference to the future of Indian education system and its effects on the Stakeholders. *Journal of Management Engineering and Information Technology*, 7(5), 1–17. In this paper the author is going to explore about National Education Policy 2020 and its effects on the stakeholders and also try to bring awareness and future impact of National Education Policy 2020 by asking a series of questions floated on all the available social media and analyzing the same.

**Smitha, S. (2020).** National education policy (NEP) 2020— Opportunities and challenges in teacher education. *International Journal of Management (IJM)*, 11(11). The main objectives of NEP is to “ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the 4-year integrated B. Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers”. While analyzing the NEP 2020 more

deeply, it is a curious combination of opportunities and at the same time challenges for Teacher education scenario.

**Kumar, K., Prakash, A., & Singh, K. (2021).** How National Education Policy 2020 can be a good start to transform future generation in India. *Journal of Public Affairs*, 21(3), e2500. This paper provides insights into various contours of NEP 2020 and how it aligns with the UN Sustainable Development Goals (SDGs)

2030 targets. This paper looks at how India should step up with caution to achieve the objectives. The paper presents some major loopholes and execution challenges that need to be addressed to truly foster “quality education for all” with the objective of providing value to the globe.

### 2.1. Research Gap

There is a dearth of research related to “**Necessity of Trained Teachers for the Improvement of Teacher Learning Process in School Level as per NEP 2020.**” Therefore, researchers conducted investigation related to such statements to find a problem.

### 3. Methodology of Study

The study is qualitative type. The researcher selected various articles and documents related to pre-service teacher education programme at secondary education. It is concerned with capturing the richness, complexity, and contextual details of the subject matter under investigation. The study uncovers underlying meanings, social processes, and theoretical explanations that can enhance our understanding of the necessity of trained teachers in the teaching learning process. The perspectives and experiences of stakeholders can contribute to the ongoing discussion and efforts to enhance teacher education and ultimately improve the quality of education provided in schools.

### 4. Analysis and Interpretation

The analysis and interpretation of the study were conducted based on the objectives of the study.

#### Pertaining to Objective 1:

***O1: To determine the role of trained teachers in inculcating holistic development of learners in the teaching learning process as per NEP 2020.***

Trained teachers play a crucial role in nurturing the holistic development of students. They are trained to address the

cognitive, social, emotional, and ethical dimensions of education. Trained teachers can create a positive and inclusive learning environment that fosters students' overall growth, including their values, character, and life skills. Trained teachers play a crucial role in inculcating holistic development of learners in the teaching-learning process, aligning with the vision of the National Education Policy (NEP) 2020. Here are some key roles of trained teachers in fostering holistic development:

**Creating a Supportive and Nurturing Environment:** Trained teachers establish a positive and inclusive classroom environment that supports the holistic development of learners. They foster a sense of belonging, respect, and emotional safety, allowing students to express themselves freely and engage in learning without fear or judgment. Trained teachers cultivate positive relationships, provide encouragement, and create opportunities for collaboration and mutual understanding among students.

**Promoting Social and Emotional Development:** Trained teachers recognize the significance of social and emotional development in learners' holistic growth. They facilitate activities and discussions that promote empathy, self-regulation, and interpersonal skills. Trained teachers create opportunities for students to develop emotional intelligence, understand their own emotions, and build healthy relationships with others.

**Nurturing Values, Ethics, and Life Skills:** Trained teachers are instrumental in instilling values, ethics, and life skills in learners. They integrate value-based education into their teaching and model positive behavior and ethical conduct. Trained teachers engage students in discussions and activities that promote empathy, integrity, responsibility, and civic consciousness. They also focus on developing essential life skills such as critical thinking, problem-solving, communication, and collaboration.

**Encouraging Physical Well-being and**

**Health:** Trained teachers understand the importance of physical well-being in the holistic development of learners. They promote healthy habits, physical fitness, and active lifestyles. Trained teachers incorporate physical education, sports, and fitness activities into the curriculum to enhance learners' physical health, motor skills, and overall well-being.

**Fostering Creativity and Aesthetic Sensibilities:** Trained teachers nurture learners' creativity and aesthetic sensibilities through various means. They encourage artistic expression, imaginative thinking, and appreciation of diverse art forms. Trained teachers provide opportunities for learners to engage in visual arts, performing arts, music, dance, and other creative activities. They foster an environment that values and celebrates individual expression and innovation.

**Encouraging Career and Vocational Guidance:** Trained teachers guide learners in exploring their interests, talents, and career aspirations. They provide career counseling, expose students to various career options, and help them make informed decisions. Trained teachers identify and nurture students' unique strengths, talents, and potential career paths, ensuring that learners are well-prepared for their future endeavors.

**Collaborating with Stakeholders:** Trained teachers collaborate with parents, guardians, and the community to support learners' holistic development. They establish effective communication channels, involve parents in the learning process, and seek their input. Trained teachers engage community resources and partnerships to provide enriching experiences, mentorship, and exposure to diverse perspectives.

By fulfilling these roles, trained teachers contribute to the holistic development of learners as envisioned by the NEP 2020. They create a nurturing, inclusive, and engaging learning environment that goes beyond academic excellence and equips learners with the skills, values, and competencies needed for personal fulfillment, responsible citizenship, and success in the

21st century.

**Pertaining to Objective 2:**

***O2: To analyse the necessity of trained teacher in facilitating active learning in teaching learning process as per NEP 2020.***

The National Education Policy (NEP) 2020 recognizes the necessity of trained teachers in facilitating active learning in the teaching-learning process. Active learning places the student at the center of the learning process. It recognizes that students have unique interests, abilities, and learning styles, and it tailors instruction to meet their individual needs. Active learning encourages students to take ownership of their learning and become active contributors to the learning community. Here are some reasons why trained teachers are essential in this regard:

**Knowledge of Active Learning Strategies:** Trained teachers are equipped with the knowledge and understanding of various active learning strategies. They are familiar with instructional techniques that promote student engagement, critical thinking, and problem-solving skills. Trained teachers can implement methods such as group discussions, project-based learning, experiential learning, and collaborative activities to actively involve students in the learning process.

**Adaptability to Learner-Centered Approaches:** Trained teachers understand the importance of learner-centered approaches in the NEP 2020. They shift the focus from a teacher-centric model to one that emphasizes student participation and active engagement. Trained teachers facilitate student-led discussions, encourage inquiry-based learning, and create opportunities for students to take ownership of their learning. They adapt their teaching methods to accommodate diverse learning styles and cater to the individual needs of students.

**Creation of Interactive Learning Environments:** Trained teachers are skilled in creating interactive learning environments that foster active participation. They utilize various resources, including technology, manipulatives, and multimedia materials, to make lessons more interactive and engaging. Trained teachers encourage students to ask questions, explore ideas, and apply knowledge in real-

world contexts. They facilitate hands-on activities and experiments that enable students to connect theory with practical experiences.

**Facilitation of Critical Thinking Skills:** Trained teachers promote critical thinking skills through active learning approaches. They guide students to analyze information, evaluate evidence, and develop independent thinking. Trained teachers pose thought-provoking questions, encourage students to seek multiple perspectives, and provide opportunities for problem-solving and decision-making. They create a supportive environment where students can express their ideas, challenge assumptions, and engage in meaningful discussions.

**Integration of Technology for Active Learning:** The NEP 2020 emphasizes the integration of technology in education. Trained teachers are adept at utilizing educational technology tools and digital resources to facilitate active learning. They leverage multimedia presentations, online platforms, simulations, and virtual collaborations to enhance student engagement and promote active participation. Trained teachers help students develop digital literacy skills and harness technology as a tool for active learning.

**Assessment of Learning Outcomes:** Trained teachers employ formative assessment methods to evaluate student learning outcomes in active learning environments. They design assessments that go beyond rote memorization and focus on students' ability to apply knowledge, think critically, and solve problems. Trained

teachers provide timely and constructive feedback to guide students' progress and help them reflect on their learning process.

By having trained teachers who understand the principles and techniques of active learning, the NEP 2020 aims to foster a learning environment that promotes student engagement, creativity, and higher-order thinking skills. Trained teachers are instrumental in implementing active learning strategies, creating interactive classrooms, and facilitating meaningful learning experiences that empower students to become active participants in their own education.

### **Pertaining to Objective 3:**

***O3: To explore the function of trained teachers in creating multidisciplinary and integrated system in teaching learning process as per NEP 2020.***

Trained teachers have a crucial function in creating a multidisciplinary and integrated system in the teaching-learning process, in line with the objectives of the National Education Policy (NEP) 2020. A multidisciplinary and integrated system in the teaching-learning process refers to an approach that incorporates multiple disciplines and subjects and seeks to create meaningful connections and integration between them. It goes beyond the traditional siloed approach of teaching subjects in isolation and aims to provide a more comprehensive and interconnected learning experience for students. Here are the key functions of trained teachers in this regard:

**Curriculum Design and Integration:** Trained teachers play an active role in designing and integrating the curriculum across different subjects and disciplines. They identify opportunities for cross-curricular connections and align learning outcomes to create a cohesive and integrated learning experience for students. Trained teachers collaborate with colleagues to develop interdisciplinary units, projects, or themes that

span multiple subjects, allowing students to explore connections and apply knowledge across different domains.

**Coordinated Planning and Collaboration:** Trained teachers engage in coordinated planning and collaboration to ensure the effective implementation of a multidisciplinary and integrated

system. They work together with other subject teachers and stakeholders to align instructional goals, share resources, and develop strategies for seamless integration. Trained teachers engage in regular communication and professional development opportunities to enhance their interdisciplinary teaching practices.

**Facilitating Interdisciplinary Learning Experiences:** Trained teachers create opportunities

for students to engage in interdisciplinary learning experiences. They design lessons and activities that require the application of knowledge and skills from multiple subjects. Trained teachers

guide students in making connections between different disciplines, encouraging them to think critically, solve complex problems, and develop a holistic understanding of concepts. They foster a learning environment where students can explore diverse perspectives and draw from various disciplines to deepen their learning.

**Using Contextual Examples and Real-World Connections:** Trained teachers use contextual examples and real-world connections to demonstrate the relevance and interconnectedness

of different subjects. They provide meaningful and authentic learning experiences that allow students to see the practical application of knowledge in various contexts. Trained teachers make use of current events, case studies, and project-based learning to help students understand how different subjects are interconnected and applicable in real-life situations.

**Integration of Technology and Resources:** Trained teachers leverage technology and

resources to support multidisciplinary and integrated learning. They incorporate digital tools, online platforms, and educational resources that facilitate collaboration and exploration across subjects. Trained teachers encourage students to use technology to gather information, analyze data, and present their findings in a multidisciplinary context. They help students access a wide range of resources and materials that promote interdisciplinary exploration.

**Assessment and Evaluation:** Trained teachers employ assessment strategies that measure students' understanding and application of knowledge across different subjects. They design assessments that allow students to demonstrate their interdisciplinary learning and critical thinking skills. Trained teachers use rubrics, portfolios, performance tasks, and project-based assessments to evaluate students' progress and provide feedback on their multidisciplinary learning outcomes.

Through these functions, trained teachers create a multidisciplinary and integrated system in the teaching-learning process, enabling students to develop a holistic understanding of concepts, make connections between different subjects, and apply knowledge in diverse contexts. By fostering interdisciplinary learning, trained teachers help students develop critical thinking skills, creativity, and a broader perspective that prepares them for the complex challenges of the modern world.

### **Conclusion**

In conclusion, the National Education Policy (NEP) 2020 recognizes the necessity of trained teachers for the improvement of the teacher learning process in school. The NEP 2020 places significant importance on the role of trained teachers and acknowledges their pivotal role in implementing the policy's objectives effectively. Trained teachers are essential in implementing active learning methodologies, facilitating multidisciplinary integration, promoting holistic development, and integrating

technology, and engaging in continuous professional development. By valuing and investing in trained teachers, the NEP 2020 aims to create a high-quality education system that fosters meaningful and effective teaching and learning experiences for all students.

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