



## A Comparative Discussion Between the National Education Policy of India 1968, 1986 and 2020 on Teacher Education System and Inclusive Education

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### Abstract:

*India's New Education Policy NEP 2020 is planned keeping in mind the holistic development of students. This new education policy has recommendations on almost all aspects of education, so the teacher education system is also not out of this plan. The plan also makes specific recommendations on inclusive education. In the present discussion various issues related to teacher education and inclusive education system mentioned in NEP 2020 and some recommendations for the same have been discussed. The present paper compares NEP 1968, 1986 and 2020. Along with this comparative discussion, this discussion chapter makes recommendations on teacher education and inclusive education to be implemented in real classrooms in India today. So that India can be made suitable for the current globalization. Discussions have been held on how India can compete and cooperate with the developed countries of the world.*

**Keywords:** *NEP, Inclusive Education, Globalisation, Teacher Education, Recommendation.*

### Introduction:

Teachers are the builders of society, so many researches are currently being done to improve and improve the teacher education system, as a result of which many new trends have been discovered in the world of education. Just as a teacher has the ability to impart knowledge about his subject and make countless students interested in that subject, a social reformer skilled teacher can welcome all types of people in a classroom to create a distinctive society. Inclusive education is now a significant issue to integrate all types of people in the society to build this diverse society. India's recently completed National Education Policy NEP 2020 has made several significant recommendations on inclusive education and teacher education. In the present chapter, a comparative discussion of teacher education system and inclusive education system policies has been discussed among the various national education policies that have been completed in India. And the current education policy recommendations for inclusive education and teacher education system are discussed extensively

### Statement of the Study:

A comparative discussion between teacher education policies and policies on inclusive education in the completed national education policies of India will provide a clear understanding of the issues under discussion. And discussing the previous topics will develop insight into the topics and effective ways to apply them in the classroom will become clear. So the topic's title is "A COMPARATIVE DISCUSSION

### **Operational Definition of terms used:**

**NEP-** Stands for National Education Policy. The national education policy aims for India’s future educational system.

**Inclusive Education-** Inclusive Education means all children in the same classroom in the same schools. It means real learning opportunities for groups who have traditionally been excluded not only children with disabilities but speakers of minority language too.

**Globalisation-** Globalisation is a term used to describe how trade and technology have made the world into a more connected and interdependent place. Globalisation also captures in its scope the economic and social change that have come about a result.

**Teacher Education-** The process of preparing people to work in schools including the knowledge, skills and attitudes they need to be effective teachers. It includes programs, policies and procedures for training prospective and in-service teachers.

**Recommendation-** An official suggestion about the best thing to do to accept or reject a recommendation, the committee made recommendations to the board on teachers’ pay and conditions.

### **Significance of the Problem:**

Teachers are the backbone of the nation so there is a special need to make the teacher education system effective and efficient. Teacher-learning system has become a necessity in Indian education sector since the time of colonial India as well as an inclusive society which is universally acceptable in today’s globalized society. As a result, a healthy cooperative mentality develops among all members of the society, which is essential for building a humane society.

### **Literature Reviews:**

**Methlagl& Micheal** analyzed 8398 papers dealing with I E during 1980 -2019. The objective of the study was to gain information on scientific productivity, international collaboration activities and to know the conceptual framework.<sup>1</sup> Descriptive analyses co-authorship collaboration analysis and co-word analysis were used for the study. Major studied research areas were disability issues, teaching practices, attitudes, social process, curricular issues, students &parents perspectives, intercultural education policy etc. The results of the study showed a fast growing body of research in I E over the years with intensive international collaboration patterns.

**Ohba and Malenva** made an attempt to study Inclusive Education and data were collected in five & nine public schools in Nairobi & Marsabit. Questionnaires and Interview method were used for the study and collected data from more than 126 teachers, 14 head teachers, country officials etc. The finding reveals that although integrated education system is dominated in Kenya. Local schools that accommodate learners with disabilities put much effort into creating an inclusive setting. This paper appreciates the challenges and potential associated with inclusive education and thus recommends deeper reflection on the operationalisation of inclusive policies in the context of Kenya.<sup>2</sup>

**Inesto and Tovar** in their paper showcases relevant initiatives to address inclusive and sustainable development through the objectives of UNESCO’s Sustainable Development Goal 4 (SDG4) ensuring inclusive & equitable quality education and to promote lifelong learning opportunities for all.<sup>3</sup> In this paper several challenges on a achieving a more inclusive and sustainable open education are discussed, such as the

need to use accessibility meta data standards to improve the research and sharing of Open Educational Resources (OER's) in open repositories, the recommendation to use frameworks like Universal Design for learning to provide inclusive design feedback and the benefits MOOCs.

**Korsgaard and Merete's** study target to discuss how thinking on inclusive education can be produced and evolved in a community of inquiry consisting of practitioners and researchers. This paper presents both a research process and an explorative theoretical endeavour to rethink how we might conduct research in education i.e., I E. The paper ends with a reflection on the possible influence on inclusive education of the framework presented and how it might lead to a more inclusive starting point for thinking about and researching the field of I E.

### **Objectives of the Study:**

- To gain an accurate understanding of the teacher education principles contained in the completed National Education Policies of India.
- To gain an overview of the policies and recommendations on inclusive education contained in the National Education Policy of India.

### **Research Methodology:**

The article is based on data collected from various journals, articles, books and websites. The methodology consists of a conceptual discussion on the highlights of the research ethics and the focus of this article is on the concepts of research ethics with the current educational research process

### **Tool**

In this study books, various journals, articles and newspaper is prepared for collecting the required data.

### **Delimitation**

The present discussion is limited to teacher education policy and inclusive education policy as part of the completed National Education Policy of India.

### **Presentation of Data and Analysis of Data:**

#### **Inclusive Education:**

#### **Education For Physically Challenged Students:**

1968- 1) Initiatives should be taken to do something for specially abled children

1986- 1) If possible, provision should be made for specially abled children to be taught on par with ordinary school students 2) Arrangements should be made for hostels for specially abled children at the district headquarters 3) Encouragement for local voluntary organizations to take up the responsibility of educating specially abled children have to give

2020- 1) Non-discrimination in schools, accessible infrastructure, reasonable accommodations, individualized supports, use of braille and Indian sign language in teaching and monitoring have been included in NEP 2020 2) NEP2020 recognises the importance of creating enabling mechanism for providing children with special needs (CWSN) or dividing, the same opportunities of obtaining quality education as any other child.

| Sl. No. | National Policy of Education 1968  | National Policy of Education 1986  | National Policy of Education 2020  |
|---------|--|--|--|
| 1       | Initiatives should be taken to do something for specially abled children | If possible, provision should be made for specially abled children to be taught on par with ordinary school students             | Non-discrimination in schools , accessible infrastructure, reasonable accommodations, individualized supports ,use of braille and Indian sign language in teaching and monitoring have been included in NEP 2020 |
| 2       |  | Arrangements should be made for hostels for specially abled children at the district headquarters                                | NEP2020 recognises the importance of creating enabling mechanism for providing children with special needs (CWSN) or dividing, the same opportunities of obtaining quality education as any other child          |
| 3       |  | Encouragement for local voluntary organizations to take up the responsibility of educating specially abled children have to give |  |

**Table 1: Education for Physically Challenged Students**

**Woman Education:**

1968-1) education for all has been provided

1986-1) Education for all was made available and initiatives were taken to implement it through the **OPRETION BLACK BOARD** scheme.

2020- 1) Emphasis on **GENDER EQUALITY**, 2) It is proposed to break the concept of **GENDER STEREOTYPE** 3) It is proposed to encourage the education of girls and adolescents by describing the success stories of women who have achieved a special place in the society. has been

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| 1   | Education for all has been provided | Education for all was made available and initiatives were taken to implement it through the <b>OPRETION BLACK BOARD</b> scheme. | Emphasis on <b>GENDER EQUALITY</b>   |
| 2   |                                     |   | It is proposed to break the concept of <b>GENDER STEREOTYPE</b>  |
| 3   |                                     |   | It is proposed to encourage the education of girls and adolescents by describing the success stories of women who have achieved a special place in the society. has been |

**Table 2: Woman Education**

### Tribal Education:

1968- 1) In August 1961, a conference of State Chief Ministers and Union Ministers recommended that special care should be taken to protect the education and rights of minorities.

1986- 1) Scheduled caste and tribal boys and girls should be ensured to complete their education from first class to tenth and twelfth class. 2) Teachers should be appointed from among Schedule caste people 3) Hostels should be set up at district headquarters for Schedule caste students.4) Priority should be given to vocational education in harmony with the lifestyle of the tribals 5) Curriculum should be designed in harmony with the lifestyle of the tribals preserving their cultural characteristics

2020- 1) Proposed to provide education to tribal children in the language of all tribal areas of India 2) Proposed special scholarship and vocational education for tribals 3) Provision of free education equipment, clothing and other facilities for tribals 4) Tribal Special attention has been recommended to ensure that people in inhabited areas can easily access higher education

| Sl. | National Policy of Education 1968  | National Policy of Education 1986   | National Policy of Education 2020   |
|-----|--|---|---|
| 1   | In August 1961, a conference of State Chief Ministers and Union Ministers recommended that special care should be taken to protect the education and rights of minorities. | Scheduled caste and tribal boys and girls should be ensured to complete their education from first class to tenth and twelfth class | Proposed to provide education to tribal children in the language of all tribal areas of India                             |
| 2   |  | Teachers should be appointed from among Schedule caste people   | Proposed special scholarship and vocational education for tribals   |
| 3   |  | Hostels should be set up at district headquarters for Schedule caste students   | Provision of free education equipment, clothing and other facilities for tribals  |
| 4   |  | Priority should be given to vocational education in harmony with the lifestyle of the tribals                                       | Tribal Special attention has been recommended to ensure that people in inhabited areas can easily access higher education |
| 5   |  | Curriculum should be designed in harmony with the lifestyle of the tribals preserving their cultural characteristics.               |   |

**Table 3: Tribal Education**

### Statement of National Education Policy 2020 (NEP 2020) regarding Inclusive Education:

At the beginning of discussion about Inclusive Education, National Education Policy 2020 (NEP 2020) has stated that “Education is the single greatest tool for achieving social justice and equality. Inclusive and

equitable education - while indeed an essential goal in its own right – is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive and contribute to the nation. “Again, education system should be such that “no child loses any opportunity to learn and excel because of circumstances of a birth or background.” In this regard this education policy has suggested some important recommendations separately as per the level of education system.

- Firstly, Chapter 6 contains the recommendations regarding Inclusive Education at the level of school education. NEP 2020 named this chapter as “Equitable and Inclusive Education: learning for all.”
- Secondly, Chapter 14 contains the recommendations regarding inclusive education at the level of higher education. NEP 2020 named this chapter as “Equity and Inclusion in Higher Education.”

At the beginning, this education policy has emphasized on school education by reaffirming the “bridging gender and social category gaps in all level of school education.” Mainly at secondary level a wide distinction is being still noticed, specially for Socio-Economically Disadvantaged Groups (SEDGs). Aiming at this issue this education policy mainly focused on those very groups and has suggested some important recommendations for them. According to this policy we can say, those groups are the target groups who have been repressed in the field of education historically

### **Target groups as per NEP 2020:**

The target groups have been categorised as per NEP 2020 as follows;

- Based on gender identities - mainly female and transgender individuals
- Based on Socio-cultural identities - Scheduled Castes, Scheduled Tribes, Minorities and OBCs.
- Based on geographical identities - Village Students, Students from small towns, Students from Aspirational Districts.
- Based on Disabilities - Physical Disabilities, Mental Disabilities and Various Learning Disabilities.
- Based on Socio-Economic Conditions - Migrant Communities, Low-income households, Children in vulnerable situations, Children of victims of trafficking, Orphans, Child beggars in urban areas, Urban Pooors etc.

### **Factors affecting declination of enrolment:**

The National Education Policy 2020 has mentioned the multiple factors, affecting the percentage of enrolment in education at different level. Such factors, mainly those affecting harmfully, are as follows;

- Lack of access to quality schools
- Poverty
- Social mores and customs
- Language

Despite these barriers, this policy has suggested some important recommendations so that students can easily access the quality education. These recommendations are mentioned below:

### **Recommendations for School Education:**

For bridging those above-mentioned gaps, the National Education Policy 2020 has suggested some important and essential recommendations for “Equitable and Inclusive Education” i.e., “Learning for All.”

### **Recommendations for SCs, STs' Students:**

- All possible efforts will be provided to those children, belonging to Scheduled Castes, so that the access, participation and learning outcomes of them will be continued without any barrier, as a major goal. Because “lack of access to quality schools, poverty, social mores & customs and language have had a detrimental effect on rates of enrolment and retention.”
- Children from tribal communities, historically or geographically Scheduled Tribes, facing some barriers and disadvantages, need to be provided more ongoing several programmatic interventions for their upliftment. Even by developing some special mechanism, it will be provided to those children, so that they can get the opportunities to avail these interventions and also it has to be ensured for them. Then they can't get the chance to think that the education is irrelevant to their life.
- Special hostels will be arranged in dedicated regions for SC, ST children to enhance their participation in school education.
- For enhancing their participation, Bridge Courses will be arranged in school education
- Mainly at the stage of Secondary Education, financial supports in the form of scholarships as well as fees waivers will be provided to those students who are meritorious and talented.

Also, this type of financial supports will be provided for their sound enrolment into the higher education.

- For these children, from SC and ST communities, special care and attention have to be given for their educational upliftment and any kind of disparities must be alleviated with respect to the aforesaid policies.

### **Recommendations for OBCs and Minorities:**

- As a major goal, children from Other Backward Classes (OBCs) who are socially and educationally backward have to be given special and prominent attention to enhance their access, participation, learning outcome in school education.
- This policy acknowledges the importance of currently placed several programmatic interventions and also has recognized to provide those interventions to the minority groups or communities for their educational development in school and higher education also, mainly for those who are educationally underrepresented.

### **Recommendations regarding Women Education:**

- According to the National Education Policy 2020, women play a vital role in society. Also, this policy believes that by this role social development is being occurred and social mores is being shaped. So, some important recommendations have been suggested for women education. These are as follows;
- The quality education will be provided to the girls not only for present generation but also for future generation to uplift their education level.
- For their upliftment in education, the policies and schemes will be designed in a best way as they can access quality education without any barrier.
- Bicycles will be provided to the girls for increasing their participation in school education, so that they can easily go to school. Then the parents will send their girl child to school without any burden of financial expenditures.

- For equitable and quality education, the Government of India will create a fund named as “Gender-Inclusion Fund” and this fund will be available to each and every state. But at the time of implementation, the priorities will be determined by Central Government such as; for sanitization, for toilet, for conditional fund transfer, for bicycles etc.

With the help of this implementation of “Gender-Inclusion Fund” all states will also try to encourage all the female children to access in school education.

- Standard and free boarding facilities, as per the standard of Jawahar Navodaya Vidyalayas, will be provided to the girls for their safety.

This type of boarding must be built up near school location, as near as possible.

- For enhancing the participation of socio-economically disadvantaged girls into quality schools up to 12 standard, Kasturba Gandhi Balika Vidyalayas must be more strengthened.

#### **Recommendations for Transgender Students:**

- Just like female students, the opportunities of “Gender-Inclusion Fund” will be provided to the transgender students, so that they can easily access into the quality education.
- It will be the same in the context of implementation purpose by the States for these students
- In a word, it will be said that this policy, related to “Gender-Inclusion Fund”, mainly targets to reduce as well as eliminate any type of gender disparities in the context of access in education, whether it may be for female students or for transgender students.

#### **Recommendations for the Children with Special Needs (CWSN):**

- For the Children with Special Needs or Divyang, this policy has recognised to provide the opportunities of important enabling mechanism for acquiring the quality education as per their different needs as well as for the upliftment of their education. It must be provided same as other children.

#### **Recommendations for the Children with Disabilities:**

- This policy insisted on the Rights of Persons with Disabilities (RPWD) Act 2016 and mentioned once again that children with and without disabilities will continue their education together.
- For their education, most appropriate and suitable teaching-learning strategies will be adopted to fulfil their different types of learning needs.
- The highest priority will be given to ensure the inclusion of this type of children in Early Childhood Care and Education (ECCE) and schooling system.
- Also, equal participation of this type of children will be ensured with highest priority into the ECCE and schooling system.
- The full participation of children with disabilities in regular school education system must be ensured from the foundational stage to higher education.
- As per the act of RPWD (2016) barrier free access for all the children with disabilities must be ensured.
- For their assured or confirmed integrations, resources will be provided to the schools and school complexes, as per schools’ needs.

- Special educators, with cross-disability training, will be appointed to provide barrier free education.
- As per the needs of children with multiple and severe disabilities the resource centres will be established, wherever needed.
- To ensure the full participation as well as inclusion in the classroom, by using the resources schools and school complexes must take immediate and important steps as per the needs of the children with disabilities.
- These particulars must be applied in the field of all school activities, such as; arts, sports, vocational studies etc.
- In the context of teaching Indian Sign Language and also other basics subjects using Indian Sign Language, the high-quality module will be developed by National Institute of Open Schooling (NIOS).
- For safety and security of those children special attention must be provided.
- Regular and special schooling system will be provided positively to those children who have benchmark disabilities as per their own choice.
- As per the needs of children with disabilities, home schooling and skilling system will be ensured with high quality and in this regard well trained special educators will assist the parents or guardians as much as possible.
- Home based education will be provided to those children who are unable to go to schools.
- This type of home-based education must be considered as equal to the general education system.
- The audit history of home-based education will be kept as a record to see the effectiveness of this type of education, so that the effective principles can be used further in future for equity and equality.
- As per requirement the guidelines and standards, recorded by audit, will be developed with regard to RPWD Act 2016.
- To ensure the inclusion of all children with disabilities, responsibility of states, technology-based orientation will be provided to the parents or caregivers, so that the parents or caregivers positively support their children in learning.
- For ensuring the access in education of children with disabilities some actions will be arranged as per their needs, that is “one-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions.”

#### **Recommendations for the Children with Specific Learning Disabilities:**

- Usually there are many children with specific learning disabilities in most of the classrooms. Continuous support must be provided for them from the beginning of their education, so that they can easily access in school education, also get the better and barrier free chance for their educational advancement.
- Here, the role of the teachers will be to help to identify them with such type of learning disabilities as early as possible. Also, teachers must have to play the role to plan how to mitigate their various learning disabilities.
- By developing proper technological opportunities, necessary and specific actions will be taken for the children, so that they can soundly work at their own place. Technology based flexible curriculum will be

developed to strengthen each and every child. An ecosystem will be created for their proper assessment and certification.

- To ensure the access and opportunities for this type of children, some equitable guidelines and associated tools will be developed to conduct such type of assessment by some assessment and certification agencies like newly proposed National Assessment Centre, PARAKH etc.
- This type of assessment and certification system will be developed from the foundational stage to higher education.
- Also, this type of assessment will be developed for entrance examinations at any level of education.

### **Recommendations regarding School Centric Education:**

There are some different types of schools in our country. This policy recommended that as per the nature and features of such type of schools, education will be provided

- This policy recommended that this type of schools will be encouraged for preserving their traditions and pedagogical techniques.
- Also, for enhancing the education of the children of such schools, as per National Curriculum Framework for Secondary Education (NCFSE), subjects and learning areas will be integrated, so that the children can easily access in higher education.
- Financial supports will be provided as per the needs of such type of schools to introduce language, science, social science, mathematics and other relevant disciplines.
- The students of such type of schools must be encouraged to attend the examinations of state or other board, organised by National Testing Agency (NTA), so that they can easily enrol themselves in higher education.
- For quality teaching, the capacities of teachers have to be developed through orientations and pedagogical practices.
- Libraries need to be further strengthened and suitable quality reading materials, such as: books, journals need to be more available.
- Necessary teaching-learning materials need to be made more available.
- Also, laboratories need to be more strengthened and updated in such type of schools

### **Recommendations regarding Teacher Education:**

- There must be the awareness programme about the children with specific disabilities as well as specific learning disabilities in Teacher Education Programme.
- Also, there will be the sensitization programmes towards gender and underrepresented groups in Teacher Education Programme.
- In Teacher Education Programme the teaching strategies of such groups will be developed for teachers to ensure the upliftment of those groups.

### **Recommendations for Special Education Zones (SEZs):**

- As per geographical data, where the larger proportions of SEDGs belong with educationally disadvantaged will be declared and considered as Special Education Zones (SEZs).

- For their educational advancement, appropriate schemes and policies have to be implemented maximum.
- The geographical locations, identified as Aspirational Districts need to be provided special interventions to promote their educational advancement.

#### **Recommendations regarding ‘Single Window System’:**

- For Students’ awareness and the easy availability of scholarships, ‘Single Window System’ will be developed.
- Through this window system, a single agency and website will announce about all the scholarships and schemes, and also co-ordinate for SEDGs, so that the students can confirm be aware about this.
- Also, it will be arranged in such a way, so that as per ability the students can easily apply for scholarships through this window system.

#### **Recommendations regarding NCC wings:**

- At Secondary and higher Secondary Level State Governments may open the NCC wings in the schools as well as in the schools of tribal areas with the help of Ministry of Defence, show that it will enable the inherent talent of the students and make their career successful in Defence Bureau as they desire.

#### **Problems in implementation of the principles of inclusive education mentioned in the National Education Policy 2020 in India:**

- The government invests considerably less resources in inclusive education.
- There is a lack of initiative and rigor in building the scientific infrastructure required to make inclusive educational institutions and classrooms into real educational institutions.
- A significant shortage of specially trained teachers is observed in developing India to develop an inclusive education system.
- Lack of adequate planning and management policies for the education of special children is observed.
- There is considerable lack of awareness in the society about inclusive education system.
- The reluctance of all members of society to participate is particularly noticeable in inclusive education.
- Parents are not aware enough about inclusive education and they are also not aware about the needs of their children so there are many problems in inclusive education.

#### **Various recommendations to solve the problems**

- In order to increase the awareness about inclusive education in the society, direct and indirect campaign should be done by public and private joint.
- Inclusive education classrooms and curriculum must be determined by organizing research and seminars workshops etc. at international and national levels.
- There is a need to invest substantial resources by the public and private sector to facilitate the adoption of new technologies and solutions to the challenges of inclusive education.
- In order to provide inclusive education, t youth should be encouraged to undertake teacher training in this regard.

- Students of all disciplines should be encouraged to conduct research on inclusive education so that solutions can be drawn from multiple perspectives and issues of inclusive classrooms can be easily addressed.

### Teacher Education:

1968-1) Adequate importance should be given to teacher education during the period of service 2) The success of the national effort will depend a lot on the qualifications, professional skills, personal and character qualities of the teachers 3) The conditions of service should be satisfactory so that the teacher gets a respectable place in the society. 4) Teachers will have the right to study and research independently.

1986-1) The overall restructuring of education depends on the quality of teachers 2) So that the teacher understands the subject well and then can present it to the students in a simple way. 3) Salary and employment conditions should be arranged very nicely so that the young generation of the country will be motivated to take up this profession 4) National organizations of teachers will prepare a code of conduct for teachers at the national level with the help and cooperation of the government 5) In this education policy, it is proposed to establish an All-India Education Service. has been.

2020-1) Teachers can join the teaching profession after completing four years of training 2) Teachers will be trained on how to include students with special abilities in the education field and acclimatize them to the general classroom.

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| 1   | Adequate importance should be given to teacher education during the period of service   | The overall restructuring of education depends on the quality of teachers  | Teachers can join the teaching profession after completing four years of training  |
| 2   | The success of the national effort will depend a lot on the qualifications, professional skills, personal and character qualities of the teachers | So that the teacher understands the subject well and then can present it to the students in a simple way   | Teachers will be trained on how to include students with special abilities in the education field and acclimatize them to the general classroom. |
| 3   | The conditions of service should be satisfactory so that the teacher gets a respectable place in the society.                                     | Salary and employment conditions should be arranged very nicely so that the young generation of the country will be motivated to take up this profession |  |
| 4   | Teachers will have the right to study and research independently.   | National organizations of teachers will prepare a code of conduct for teachers at the national level with the help and cooperation of the government     |  |
| 5   |   | In this education policy, it is proposed to establish an All-India Education Service. has been.  |  |

#### **Table 4: Teacher Education**

##### **Recommendation of NEP 2020 on Teacher education curriculum:**

- ❖ The 4 years integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers.
- ❖ The 4 years 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, art, physical education, etc.
- ❖ The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training
- ❖ Effective pedagogical strategies for teaching fundamental literacy and numeracy, multi-level instruction and assessment, teaching students with disabilities or particular interests or skills, utilizing educational technology, and learner-centred and collaborative learning will all be included in the curriculum.
- ❖ Cutting-edge pedagogy, a foundation in science, psychology, sociology, history, early childhood care and education, basic literacy and numeracy instruction, and an understanding of India's values, ethos, art, and customs are all included in the teacher education program.
- ❖ A 2 years B.Ed. program may be offered by the HEI that 4 years integrated B.Ed. to students who have already earned a bachelor's degree in a specific field.
- ❖ For applicants who have earned a 4- years undergraduate degree in a particular field, a one-year B.Ed. program may be available.
- ❖ Scholarship for meritorious students will be established for the purpose of attracting outstanding candidates to the 4 years, 2 years, 1 year B.Ed. programmes.
- ❖ Engagement with subject content and school curriculum, textbook; philosophical and ideological basis of curriculum; design and selection of knowledge; knowledge as construction; disciplinary knowledge.
- ❖ 4-6 theory courses with inbuilt field-based units of study; investigative projects; recording and analysis of observations.
- ❖ HEIs offering teacher education programmes will ensure the availability of a range of Experts in education and related disciplines as well as specialized subjects.
- ❖ Every university will collaborate closely with a network of public and private schools where aspiring educators can complete student teaching and take part in extra curriculum activities like adult and vocational education, community service, etc.
- ❖ In order to maintain uniform standard for teacher education, the admission to pre-service teacher preparation programme shall be through suitable subject and aptitude test conducted by the National Testing Agency (NTA).
- ❖ The policy places a significant emphasis on the judicious integration of technology in teacher education.
- ❖ In a separate endeavour concerning curriculum development, the policy recommends the creation of a new and all-encompassing national Curriculum Framework for Teacher Education (NCFTE-2021).
- ❖ Departments of Education must strive for a diverse faculty, but a strong emphasis will be placed on field, research and teaching experience.

- ❖ In order to strengthen the multidisciplinary education of teachers and provide rigor in conceptual development, teacher education institution will recruit and retain faculty with training in social science fields that are directly relevant to teaching, such as 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.
- ❖ During their doctoral training time, all new Ph.D. applicants, regardless of discipline, must complete credit-based courses in teaching, education, pedagogy, and writing pertaining to their chosen Ph.D. subject.
- ❖ Since many research researchers will go on to become teachers or public representatives/communicators of their chosen subjects, exposure to pedagogical techniques, curriculum design, trustworthy evaluation systems, communication and so on will be ensured.
- ❖ In-service continuous professional development for college and university teacher will continue through the existing institutional arrangements and ongoing institution.
- ❖ In order to deliver standardized training programs to a large number of teachers in a short amount of time, the use of technological platforms such as SWAYAM/DIKSHA for online teacher training will be encouraged.
- ❖ Promoting cultural sensitivity, diversity, and inclusive education within the curriculum to cater to diverse student populations.

### **Problems in implementation in present India of the principles related to teacher education system mentioned in the National Education Policy 2020:**

There is a serious lack of quality teachers in the education system. At present, there are many teachers who give special importance to theoretical subjects and do not contribute as much in practical matters.

There are several educational institutions in India that do not have enough trained teachers

The infrastructure of teacher training is quite problematic

The supply of material resources and money is quite low

Professional training of teachers is largely neglected

Lack of proper guidance and supervision regarding teacher training can be observed

Admission to the teaching profession and the selection of students for teacher training are not sufficiently impersonal

There is a need to re-analyze and restructure the teacher education curriculum.

### **Various recommendations to solve the problems**

There is a need for considerable discussion, research and workshops on teacher education issues

Sufficient funds must be allocated by the government for teacher training

The teachers' opinions of various national and international experienced educational institutes about teacher education should be decided in accordance with the current actual situation.

Special importance should be given to professional matters in the field of teaching

Scientific impersonal principles should be determined at every stage in the matter of teacher training.

### **Conclusion:**

A universally accepted united educated society solves various problems in the society in a well-planned and strategic manner. Building a well-educated society with inclusive education is essential to build this well-structured society. Building this well-educated society requires a community of educated-teachers who will be both social reformers and co-curricular wise and full of humanity. Keeping all these in view, the National Education Policy NEP 2020 lays down various practical workable policies on inclusive education and teacher education issues which is a special need for developing India. However, in implementing all these policies in India, there are several problems such as economic problems, infrastructural problems, problems related to adequate human resources, If these problems can be solved by the government and administration, it can be hoped that in the future India will become at par with other developed countries of the world.

### **Recommendations:**

#### Recommendation for Inclusive Education

- Care must be taken to create and maintain a cooperative atmosphere in the classroom at all times
- The environment of the educational institution should always be developed in a positive manner
- Effective guidance and counselling should be provided in educational institutions for all types of students
- Emphasis should be placed on ensuring that every student has the opportunity to develop personally and holistically with every student

#### Recommendation for Teacher Education

- Teacher education system should include lifelong learning
- A proper system should be put in place to check whether the students who are going to take up teacher training are suitable enough for the teaching profession.
- Teachers in teacher training colleges should give special attention to teacher training and being a good listener because it is necessary to listen patiently to the students to solve various problems in their lives.
- Teacher education system should include such subjects as to inculcate social reformer attitude among the teachers.

### **Limitation:**

Other sections of the National Education Policy such as different levels of education, school infrastructure, co-curricular curriculum, etc. were not discussed in this discussion.

The context of India's education policies, members, future plans, historical context, etc. were not discussed in this discussion.

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