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## Tributes to Krishnaswamy Kasturirangan: Architect of Indian Education and Space Exploration for *Viksit Bharat@2047—Part-II*#

Sreelogna Dutta Banerjee\* and Jayanta Mete\*\*

### Views of Dr. Kasturirangan about Teacher in the Context of NEP—2020

Teachers have always been regarded as the backbone of an educational system. In the vision of Dr. K Kasturirangan, the National Education Policy (NEP) 2020 architect, teachers occupy a central, transformative role. NEP 2020 redefines the role, training, empowerment, and status of teachers in India, in direct alignment with Kasturirangan's belief that the success of any education reform is intrinsically tied to the quality, dignity, and empowerment of its teachers (Ministry of Education, 2020). From his perspective, teachers are not just transmitters of knowledge but nurturers of creativity, ethics, innovation, and national development.

One of the most important aspects of Kasturirangan's view on teachers is the emphasis on professional autonomy and respect. He advocated that teachers should be treated as knowledge creators, not just passive implementers of curriculum (Sahasrabudhe, 2020). NEP—2020 addresses this by proposing a significant reduction of bureaucratic constraints on teachers, allowing them greater autonomy in choosing pedagogical approaches, adapting curricula to local contexts, and innovating inside the classroom. Teachers are envisioned as intellectual leaders who inspire critical thinking, creativity, empathy, and ethical reasoning in students.

Kasturirangan's framework also gives unprecedented attention to the quality of teacher education. He identified that poor-quality teacher preparation programs had led to underprepared and demotivated teachers. NEP—2020 proposes a complete overhaul of teacher education through the establishment of an integrated four-year B.Ed. programs combining subject knowledge, pedagogy, and practical training (Ministry of Education, 2020). This model ensures that teachers are not just trained in teaching techniques but are well-versed in their disciplines, ready to lead inquiry-driven classrooms. According to Kasturirangan, teacher education must itself be of the highest academic rigor, equivalent to other professional degrees like engineering or medicine (Chaturvedi, 2020).

\*The Article is in two parts. Part -1 has been published in Issue Vol 63(19) May 12-18, 2025.

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