



# PREPARING TEACHER EDUCATION FOR CHANGING WORLD-STATUS OF TEACHER EDUCATION IN NEP 2020

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## INTRODUCTION

Development of any nation depends on quality of education .Education is the key for national development and integration. We require efficient teachers in knowledge, dedication, quality and professional development. So teacher is the national builder. In order to achieve such a high responsibility teachers must be conscious about his role in society. Producing such an efficient teacher is a major challenge for government across the world today. The National Education Policy 2020 is the first education policy of the 21st century. NEP 2020 aims to address many growing developmental imbalances of our country. This policy proposes the revision and revamping of all aspects of education. , “National Educational Policy (NEP-2020) India has a challenge and hence goal to lift the country as a developed country by supporting developmental imperatives according to 4th goal of United Nations Sustainable Development Goals (SDGs), which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030”. This paper discusses about major suggestions, issues and challenges of teacher education with respect to NEP 2020. Teacher education is the process for the development of proficiency and competence of teachers which in turn enable and empower them for meeting the requirements and challenges of the profession in present time. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. A good teacher education system is a major requirement for the development of nation. After independence there were several committees, commissions, documents and policy papers prepared. They were brought in to force to review, suggest progress in every aspect of education. Latest education policy particularly emphasizes on development of creative potential of each individual. This policy focuses on all students irrespective of their place of residence, and historically marginalized disadvantaged and underrepresented groups. Teachers act as a pivotal role in national development and social mobility.

Teacher education take a vital role in creating high quality school teachers. Teacher mould the future generation. Teacher preparation is an activity under best mentors that requires multidisciplinary perspectives and knowledge, formation of dispositions and value development of practices for teachers. Teachers must have grounded knowledge in Indian values, languages ethos and traditions including tribal traditions while they also accomplished in the latest advances in education and pedagogy. Justice J S Verma commission (2012) constituted by the supreme court reported that majority of standalone Teacher Education Institute are not attempting quality teacher education but are selling degrees for a price. So there is an urgent need to raise the standards and restore integrity, credibility, efficacy, and high quality to the teacher education. In order to restore the prestige of the teaching profession the regulatory system shall be empowered to take action against substandard and dysfunctional teacher education institution. Major suggestions for teacher education are depicted here. They are, by 2020 onwards only educationally sound multidisciplinary and integrated teacher education program must be conducted within multidisciplinary institution. This composite multidisciplinary institution requires high quality content as well as pedagogy. All multidisciplinary universities and colleges will aim to establish education department and carrying research in various aspects of education.

There will be a collaboration of various departments such as Psychology, Sociology, Neuro Science, Indian Language, arts, Music, History, Literature, Physical Education, Science and Mathematics. They will also offer 4 year integrated teacher preparation programme. The minimum qualification of school teachers should be 4 year integrated B.Ed course. It will be a dual major holistic Bachelors degree. In Education as well as specialized subject such as language, History, Music, Mathematics, Computer Science, Chemistry, Economics ,Art, Physical Education etc. At the same time HEI (Higher Education Institution) offering 4 year integrated B.Ed, 2 year B.Ed for students who have already received Bachelor's Degree in a specialized subject. Meritorious Scholarship will be established to attracting outstanding candidates to the 4 year, 2 year, 1 year B.Ed. The teacher education programme offers by the HEI will ensure availability of a range of experts in education and in specialized subjects. HEI will have a network of government and private school to work closely There will be collaborative activities such as community service, Adult and Vocational Education .National Testing Agency (NTA) will conduct aptitude test for admission to Pre –service Teacher preparation programme. Through this maintain uniform standards for Teacher Education. The faculty profile will be diverse and teaching/field/research experience will be highly valued. Teachers with training in various Social Science subject and Science Education programme will be attracted and retained in teacher educational institutions to strengthen. Teacher education will include methods for the recognition and fostering of such student talents and interests. B.Ed. programmes may allow a specialization in the education of gifted children. Special programs on special education will be given as secondary specialisation for subject teachers/ generalist teachers during or after pre service teacher preparation that will be offered as certificate courses in pre service/ in-service mode, either full time or as part time or blended courses at multi-disciplinary colleges or universities.

Teacher preparation will be done for transformation of assessment system by 2022-23 academic year to align with NCF 2020. Along with the four year integrated B.Ed programme, 2 year B.Ed programme for meritorious students who have already received a Bachelor's degree in specialised subject and wish to pursue teaching profession will also be conducted in the multi-disciplinary institutions. 1-year B.Ed. programme will be offered to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialization and wish to become a subject teacher in that specialization. Those multi-disciplinary institutions which offer 4 Year B.Ed program can run these 2 year and 1 year courses.

Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to both the 4-year and 2-year B.Ed. programmes. In order to attract meritorious students to the teaching profession especially in rural areas a large number of merit based scholarships for studying four year integrated B.Ed programme will be given. Preferential employment in their local area upon successful completion of B.Ed program will be offered. An incentive for teachers working in rural areas like Local housing near or on School premises/increased HRA are also recommended. A shorter post B.Ed certificate courses will be conducted for teachers to move into more specialised areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move to one stage to another between foundational, preparatory, middle and secondary stages. (There will not be any difference in the status of teachers at different levels of school education). By 2030 minimum degree qualification for teaching will be a four year B. Ed degree with a wide range of knowledge in content and pedagogy, and strong practicum training in the form of student teaching at local schools. In order to prepare specialised instructors to work in school complexes, short local teacher education programs will be conducted at DIETs and BITEs. Candidates have to qualify Teacher Eligibility Test to get appointment in schools. The teacher eligibility test will be strengthened to better test material correlated to being outstanding teachers both in terms of content and pedagogy. There will be TETs for teachers across all stages of school education (foundational, preparatory, middle and secondary). For Subject teachers suitable TET or NTA test score in the corresponding subject will be considered for appointments. Common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education. The quality of teachers enriched through continuous professional development and a common guiding set of professional standard for teachers will be developed in 2022. These two aspects are more important for teacher education.

#### Continuous Professional Development (CPD)

Teachers will be provided with continuous opportunity for self improvement. Teachers can learn latest innovations and advances in their field. Professional development can be offered in different modes. Online teacher development modules can be prepared in the form of local, regional, state, national and international level and also arrange work shop for professional development. Every teacher will be expected to participate 50 hours of professional development programme in each year. Different areas selected for professional

development are pedagogies regarding functional literacy and numeracy. More importance to formative and adaptive assessment of learning outcomes competency based learning, experiential learning, art integrated, sport integrated and storytelling based approaches will be covered through these CPD. 50 hours or more CPD modules will be expected to be introduced for leaders in each year. This programme will cover leadership and management skills, content and pedagogical plans for competency based education.

### *Professional Standard for Teachers (NPST)*

In 2022, a common guiding set of National Professional Standard for Teachers will be developed. National Council for Teacher Education will be restructured in new forms as a Professional Standard Testing Body under General Education Council (GEC) in consultation with NCERT and coordinated by the NCERT, SCERTs, teachers from across levels and regions, expert organisations in teacher preparation and development, and higher educational institutions. National Professional Standards for Teachers (NPST) will inform the design of Pre service teacher education programme to be adopted by States/UT governments and the state has to determine all teacher career management including tenure, professional development offered, standards for performance appraisal, salary increases, promotion and other recognitions. The professional standard will be reviewed and revised in 2030 and in every ten years, on the basis of empirical analysis of the efficacy of the system. Rigorous training in online pedagogy and online assessment will be given to the teachers to become high-quality online content creators themselves by using online teaching platforms and tools (In-service).

The policy emphasises excellent methods of NCFTE 2009 that are still relevant to complete effective teacher education. NCFTE will reconsider and update this document before the end of 2021, by considering NCF 2020 and policy changes will be provided in all regional languages. NCFTE has to be revised and adapted in every five years to reflect the changes in the revised NCF from time to time and new needs for teacher education. Those who have Ph.D in education and even without Ph.D but having outstanding teaching experience or field experience and those with training in areas of social Science that are directly relevant to school education like psychology, child development, linguistics, sociology, philosophy, political Science and science education, mathematics education, social science education and language education will be appointed as faculty in education department. Those who have enrolled for Ph.D have to take credit based courses in teaching or education or pedagogy related to their PhD subject during doctoral training period. Exposure to pedagogic practices designing curriculum, credible evaluation system etc are to be ensured for PhD students. They have to get a minimum number of hours of actual teaching experience through teaching assistantship and other means. That is, research scholars have to work as a teaching assistant to assist faculty. Regarding the in-service continuous professional development of college and university teachers there is no change in the existing pattern. The existing institutional arrangements will be continued for the same but will be strengthened and substantially expanded to meet the changing needs. SWAYAM/ DIKSHA online training programs will be utilized for standardized training program for large group of teachers within a short

span of time. A pool of outstanding senior / retired faculty particularly those with the ability to teach in Indian languages and are willing to provide short term or long term mentoring/ professional support to university or college teachers will be formed and used as national mission for mentoring. National Professional Standard for Teachers aims to make the recruitment of teachers more transparent. .It will be developed by the National Council for Teacher Education by 2020.Multidisciplinary education and Research universities (M E R U) and a national Research Foundation. National Educational Technology Forum (NETF) will be created to encourage the use of technology in college education.NEP 2020 stresses that educationalist will be appointed on the Board of Governance of institution in to depoliticize them. There will be a Gender inclusion fund and special education zones for socially and economically disadvantaged groups.

### Current status of Teacher Education

#### Pre –service training

The National Council for Teacher Education prepared a National Curriculum Frame work for teachers. National Council for Teacher Education lays down norms and standard for various teacher education courses in India. One time training for entry in to the teaching profession. NCTE set norms and standards for teacher education course and content, minimum qualifications for teacher educators. No uniform pattern in teacher education throughout the country. Different pre service training for different level is of schooling with different basic qualifications. Single teacher education programme for different levels of schooling. Two year D.Ed programme for students with 10+2 basic qualifications, one year D.EIED course of distance mode for untrained teachers by NIOS, 2 year B.Ed programme with degree as basic entry qualification ,2 year distance mode B.Ed for untrained teachers by IGNOU, Special education teacher training as a separate stream , for Physical education B.PEd, DPED, CPED ,Subject studies and pedagogic studies not integrated, done at different levels. Meritorious students not attracted to teaching profession, No special concern in teacher education for rural students, No collaboration with other HEI, Mentors during internship are not performing the expected duties.

#### In-service training

The country has a large network of government training institutions. These training institutions provide in-service training to teachers. National Council for Educational Research and Training with its six regional centres prepares modules for various teaching training courses. At the state level SCERT prepares modules for teacher training and conducts specialised courses for school teachers and teacher educators. At the district level in service training is provided by DIETS. The block resource centre and cluster centres are also included.



## Challenges of teacher education with respect to NEP 2020

1. There will be a practical difficulty in implementation of 4 year integrated B.Ed. There should be practical difficulty in the transfer of TEI in to composite multidisciplinary colleges or universities.\

2. NCTE monitors TEI but no changes in quality. How it possible in Composite multidisciplinary institution.

3 Direct appointments of faculties will reduce and qualification of teachers diluted

4 Faculty profile will be diverse in composite multidisciplinary institution, with different qualification it will lead to confusion.

5 Retired teachers as mentors for colleges and universities, is it applicable in teacher education only.

6 There will be a chance of entrance coaching in each educational institute

### Limitations of NEP 2020

1. Ignored digital divide

NEP 2020 focus on ICT in every aspects of education .Education planning, teaching, learning and assessment, administration and management. Setting up virtual labs, digitally equipping school. The policy neglected the presence of digital divide in remote areas. So the majority of learners will be excluded from learning. An overall reliance on ICT is impractical.

2. Inviting foreign universities to set up learning institution in India.

It is important to understand probability of expansion of foreign universities will be in private sector and not in public. This creates an imbalance in quality between Indian and Foreign University. Establishing inter university centre will help Indian and Foreign research scholars to join research programmes.

3 A mismatch with the job market

NEP 2020 focus on 21 th century skills but no plan for education relating to emerging technological fields like ethical hacking and cyber security. It merely gives importance to coding computational skills and Artificial Intelligence.

4. Funding is a big challenge in Covid Era

The policy comes into being at a time of battle with Covid 19 related lock down. So funding is a big challenge in Covid Era.

5 Current focus of health recovery from Covid 19 pandemic lower the execution speed.

6 Need of large pool of trained teachers

NEP 2020 envisages structural re-design of the curriculum but need trained teachers in pedagogy and content.

7. Inter disciplinary higher education will leads to a cultural shift.

8 Encouragement & motivation for lifelong research by suggesting Post-doctoral degrees is not visible.

9 No strong & effective suggestion on faculty performance measurement is included for determining accountability.

Thus NEP 2020 laid emphasis on holistic, flexible education system. There are many hurdles in implementation of this policy and must overcome all these challenges to achieve the goals.

## CONCLUSION

Teachers are national builders. So education of teachers are significant aspects of any nation .Teacher education programme needs to be up graded and should be re structured with the changing needs of the society.NEP 2020 is the first education policy in 21th century. This paper proposes some issues and limitation related to the teacher education .Major suggestions for teacher education were also discussed. A lot of planning and resources needed for its implementation. We must overcome all these challenges to achieve the goals of New Education Policy, Sand then the bright future of teacher education is possible.

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