



“NEP – 2020 And Concerns Of Teacher Education”

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Abstract

Education is the key pillar for the upliftment and development of any society which further depends on the quality of teachers. Teacher's cognition, dedication, teaching techniques, professional approach and his intrinsic motivation are the responsible factors needed for qualitative teaching learning process. Production of competent teachers is a big challenge of the contemporary world. With the enhanced knowledge system, today, teacher's job has been more challenging in pedagogical, psychological, philosophical, and sociological perspective, a proper Teacher education programmes need to be formulated and implemented. Necessary revival is a challenge for every nation to provide effective and competent teachers. In India, the curriculum and regulations for Teacher education have experienced a paradigm shift during the chase of this reformations like NCF (2005), National knowledge commission, NCTE regulations 2009, NCTEF (2010), NCTE regulations 2014 etc., The National Education Policy (NEP) 2020 recommends major changes in the Teacher Education scenario in chapter -15 of the NEP-2020 under part II which divided into eleven sub points. The main objectives of NEP is to “ensure that teachers are given the high quality training in content, pedagogy, and practice, by converting the teacher education system into multidisciplinary HEIs of colleges and universities, for 4-year integrated B.Ed. offered, by 2030, will become the minimal degree qualification for school teachers” (NEP2020 -Page 42: 15.4, 15.5). While analysing the present Teacher Education Programmes in the lens of NEP 2020, it is a curious concerns of opportunities and at the same time challenges for Teacher education phase. The present Paper tries to analyse National Education Policy 2020 with SCERT position paper regarding the concerns in Teacher Education Sector.

Keywords: Teacher Education, Policy issues, NEP-2020.

Introduction: Education is the key for the development of any society and it is dynamic in nature. Different countries have their own education system which leads them for sustainable progress through education. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. The Indian education system produced great scholars. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system. Necessary changes take place time to time. Rapid changes in technology have influenced every sector. To make India Vishwa guru in knowledge power need up to date implementation of required reforms in the education field, only then we can transform our country to a developed country as well as among the three largest economies in the world.

Government of India prepared the national Education policy (NEP) 2020 and approved by the union cabinet on July 29th, 2020. This policy is indispensably required since the last policy of 1986 (revised 1992) followed for 34 years. The major contribution of this policy was RTE act – 2009 (Right of children to free and compulsory Education which laid down legal underpinnings for achieving the goal of Universalization of Elementary Education. Education is interpreted in philosophical, sociological, and pragmatic aspects which

are different from one another. The teacher must be at the centre of the fundamental reforms in the education system. To imbibe this all among its aspirants, the society needed highly motivated, qualified, and trained teachers to ensure meaningful access to education.

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1. Teacher Preparation in Indian Values: “Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of disposition and values, and development of practice under the best mentor. Teachers must be grounded in Indian values, Languages, knowledge, ethos, and tribal traditions, while those well versed in the latest advances in education and pedagogy” NEP 2020, Page 42, 15.1. This Vision needed to be reflecting in the roots of NCFTE.

2. Closing down Substandard Standalone Teacher Education Institutions: The regulatory system is in urgent need of revitalization through radical action against dysfunctional TEI that do not meet basic educational criteria in order to raise the standards and restore integrity, credibility, efficacy and high quality in teacher education system. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force. This will need will and vision to develop teacher education fraternity in soul and spirit. Mandatory accreditation of all TEI’s as multidisciplinary as HEI’s within the next 3-5 years. The progress of the mission will be supervised by National Higher Education Regulatory authority (NHERA) every 3 months and by Rashtriya Shiksha Aayog (RSA) every 6 months (NEP-2020, Page 42, 15.5) which ensures an initiative in maintaining teacher education.

3. Merging Teacher Education into the composite Multidisciplinary system: “Education in high quality content and pedagogy can be attained if all teacher preparation programmes is conducted within composite multidisciplinary institutions with other academic programmes and environment by 2030, since they will have to offer 4- year integrated teacher preparation programme”(NEP-2020, Page 42,15.4). Hope these changes will help to maintain the integrity of teacher education system in country.

4. Dual Degree Provision: “The 4-year B.Ed will be a minimal degree for school teachers and dual major holistic bachelor’s degree (in education together with any desired specialized subject) undergraduate programme of study, and will thus include both disciplinary and teacher education courses” NEP-2020, Page 42, 15.5 is a enthralling aspect and may be cautioned not to lead to dropouts and results in scarcity of the committed professionals in the educational field in the context of increasing rate of unemployment in India. The HEI offering 4-year ITEP may also run a 2-year B.ED (who received bachelor’s degree in specialized subject) and 1-year B.ED (who received 4-year undergraduates degree in a specialized subject) and provision of scholarship for meritorious students in these programmes. This will be good to attract talented minds to teacher education sector.

5. Secondary specialization for subject teachers as Special Educators: Teacher education faculties include specialized instructors for specialized subjects, generalist special educators for primary school subject areas, subject teacher in middle or high school. Children with singular interest and talents is addressed through secondary specialization for subject teachers or generalist teachers after initial or pre-service teacher preparation is completed and which would be offered as certificate courses, in pre-service as well as in-service mode, either full time or as part time/blended courses- again, necessarily, at multidisciplinary colleges or universities (NEP-2020, Page 23, 5.21). Although already we have special education as subject in Teacher Education Programmes can be tuned as secondary specialization for subject teacher.

6. All Teacher Education will transform in Multidisciplinary institutions: Teacher Education Institutions running single stream programme of teacher education will be phased out. “All multidisciplinary universities and colleges will aim to establish, education departments, which, besides carrying out cutting- edge research in various aspects of education, will also run B.ED programmes, in collaboration with other departments (NEP-2020, Page 42, 15.4).

7. Departments of Education in Universities: NEP has recommended the departments of universities to strengthen and develop the spaces for research and innovation in education and play central role in anchoring education programmes in all disciplines through meaningful inter-relationships of other departments of education. They will cater (to mentoring programmes) to pre-service education and (to develop courses and activities for) in-service continuous professional development (CPD) of school education, teacher education as well as faculty in higher education. All courses offering must be available in a range of including full time, part time, blended/online, evening. (NEP Draft, 2019, Page 288 & 289, 15.3, 15.8). Departments are given more responsibilities to active engagement as input-process-output in a phased manner.

8. Admission in Pre-service training programmes through Subject and Aptitude Test by National Testing Agency: It is proposed that trainees for Pre-service teacher preparation programmes will be admitted through subject and aptitude test conducted by National Testing agency and shall be standardised keeping in view the linguistic and cultural diversity of the country (NEP-2020, Page 43, 15.7). This will bring uniformity and quality in teacher education.

9. Rich Faculty profile in departments of Education for Conceptual Development: The diverse faculty profile in departments of education will be valued with teaching/field/research experience, attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development (NEP-2020,Page 43, 15.8). It is necessity of the hour to give importance to teaching experience side wise research experience to enhance conceptual development.

10. Reorientation of PH.D. Programmes: All fresh PH.D entrants, irrespective of discipline, will be required to take credit based courses in teaching/education/pedagogy/writing related to their chosen PH.D subject during their doctoral training period. PH.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. PH.D programmes at universities around the country will be reoriented for this purpose (NEP-2020, Page 43, 15.9). This will help in reorientation of PH.D scholars relevant to current needs.

11. In-service Continuous Professional Development for university and college teachers: The existing institutional arrangements and ongoing initiatives will continue for in-service professional development of college and universities teachers. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardised training programmes can be administered to large number of teachers within a short span of time (NEP-2020, Page 43, 15.10). This will encouraged teachers to be active and updated new millennium learners.

12. National Mission for Mentoring: A national mission for mentoring will be established as per the recommendation of National Education policy 2020, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian Languages – who would be willing to provide short and long term mentoring/professional support to university/college teachers (NEP – 2020, Page 43, 15.11). This will help to use experience and best outstanding talent in the transformation of core ethics based knowledge to upcoming generations for holistic personality development.

After 2030, at all levels of school education i.e. at foundational stage, preparatory stage, Middle and secondary stage, 4-years integrated B.ED degree holders will be appointed as teachers with dual major specialization (Education and subject). Till 2030, there will be 2-years B.Ed programmes for 3-year UG and 1-year B.Ed for 4-years UG and for those who have master’s degree in other subjects. M.Ed will be of one year duration with research focus. All interested retired/senior faculty will be utilized short term or long term for guiding/mentoring/professional support for research/training/Innovation. A national mission for mentoring will be established separately.

Conclusion:- Urgent reforms in teacher education are required to be implemented as envisaged in NEP-2020 which recommended a type of quality education deep rooted in Indian ethos, tradition, culture, diversity and reform Indian education system to achieve global knowledge power further leads to VISHAVGURU. Really the mission is aspirational but the implementation roadmap needs to be framed properly.

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