



# PERCEPTION OF SECONDARY LEVEL TEACHER EDUCATORS TOWARDS TEACHER EDUCATION PROGRAMME SUGGESTED BY NEP 2020

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## Abstract

The National Education Policy 2020 is a visionary and comprehensive document that aims to improve the access, equity and quality of education in India. The policy emphasizes the need for a multidisciplinary approach in teacher training and emphasizing not only subject expertise but also a broader understanding of child psychology, pedagogical innovations, and socio-emotional learning. This study aims to find out the teacher educators' perception towards teacher education programme suggested by NEP 2020 with regards to their gender, qualification and experience. In this present study investigators have employed a descriptive survey method to explore the teacher educators' perception towards teacher education programme suggested by NEP 2020. The population of proposed study constituted all the secondary level teacher educators of Odisha. From that investigators selected 5 secondary level Teacher Education Institutions randomly and from each investigators select 10 teacher educators randomly. Data were analyzed by using mean, Standard Deviation and t-test. This study found that most of the teacher educators have balanced perception towards Teacher Education Programme. There exists no significant difference between male and female teacher educators' perception, high qualified and low qualified teacher educators' perception, and high experienced and less experienced teacher educators' perception towards Teacher Education Programme suggested by NEP 2020.

Key Words:- National Education Policy 2020, Teacher Education Programme & Secondary Level Teacher Educators

## Introduction

Policies, practices, and resources created to give (potential) teachers the information, attitudes, behaviours, and abilities they need to carry out their duties in the classroom, school, and larger community are collectively referred to as teacher education or teacher training. Teacher educators are the professionals who work with aspiring teachers to train them (or, in some contexts, teacher trainers). Pre-service and in-service teacher education is the two main pillars of teacher education. The instruction and preparation given to student-teachers prior to their first teaching experience is known as pre-service teacher education. On the other hand, practicing teachers have access to learning opportunities through in-service teacher education. The vision for India's new education system is outlined in the National Education Policy of India 2020 which was approved by the Union Cabinet of India on July 29, 2020. The National Policy on Education (1986), has been replaced by the new policy. In both rural and urban areas of India, the policy offers a comprehensive framework for vocational training and education from elementary school through higher education. By 2030, the policy hopes to change India's educational system. The administration moved swiftly to ensure that no one would be forced to study any particular language and that English would remain the primary language of instruction, not be replaced by any regional tongue. It is up to the states, organisations, and schools to determine how to implement the language policy in NEP 2020, which is intended to be a broad set of recommendations. In India, "Education" includes on the concurrent list.

## Suggestion of NEP 2020 on Teacher Education

The National Education Policy-2020 is a visionary and comprehensive document that aims to improve the access, equity and quality of education in India. It has a range of reforms and innovations for different levels of education including teacher education. Here are some of the key suggestions of NEP 2020 for teacher education:

- The teacher education system will be transformed with rigorous preparation through a four-year integrated stage and subject-specific programs offered in multi-disciplinary institutions.
- The policy emphasizes the need for a multidisciplinary approach in teacher training, emphasizing not only subject expertise but also a broader understanding of child psychology, pedagogical innovations, and socio-emotional learning.
- The policy shows the better engagement of the private sector and provisioning for government funding for Research & Development work through a proposed national research fund.
- The policy recognizes the power of teachers and introduces institutional reforms to help teaching become an attractive profession for bright and talented youth. It proposes several reforms to empower teachers and "restore dignity and prestige" to the profession, ultimately attracting the best minds and talent to teaching as a profession.

## Rationale of the Study

The studies conducted by Kumari (2015) and Fatima (2015) showed mixed responses on the perception of teacher educators towards teacher education programmes. The studies conducted by Devananda (2020), Kishor (2019) and Hussain (2019) concluded that student- teachers have a positive attitude towards ITEP. There are less students in the science stream who show interest to join the teacher training program. So, ITEP should design a skill-based curriculum. They were less satisfied about available resources or facilities, whereas Vijayalakshmi (2020) found that there is no significant relationship between the opinion of teachers on the features of NEP 2020 with respect to gender and discipline of teacher. Overall, from all the literature review the investigators found that they are best in their research but their findings don't maintain consistency and trustworthiness related to teacher education suggested by The National Education Policy 2020. Based on this research gaps the investigators studied perception of Secondary Level Teacher Educators towards Teacher Education Programme suggested by National Education Policy 2020.

## Objectives of the Study

1. To explore the teacher educators' perception towards teacher education programme.
2. To find out the teacher educators' perception towards teacher education programme with regard to their gender.
3. To find out the teacher educators' perception towards teacher education programme with regard to their qualification.
4. To find out the teacher educators' perception towards teacher education programme with regard to their teaching experience.

## Hypotheses of the Study

1. There is no significant difference between the male and female teacher-educators' perception score towards teacher education programme.
2. There is no significant difference between the high qualified and less qualified teacher educators' perception score towards teacher education programme.
3. There is no significant difference between the more experienced and less experienced teacher-educators' perception score towards teacher education programme.

## Research Methodology

**Research Design:** In this present study the investigators have employed a descriptive survey method to explore the teacher educators' perception towards teacher education programme suggested by National Education Policy 2020.

**Population and Sample:** The population of proposed study constituted all the secondary level teacher educators of Odisha. In the present study, the investigators selected 5 secondary level Teacher Education Institutions randomly. From each secondary level Teacher Education Institutions the investigators select 10 teacher educators randomly. In this way total sample size is 50 teacher educators ( 5 TEIs @10= 50 Teacher educators).

**Tools and techniques of data collection:** In this study a self- made perception scale was used by the investigators for collection of data. This scale consists 25 items regarding teacher education programme suggested by National Education Policy 2020.

**Techniques of data analysis:** The investigator was analyzed data with the help of following statistical techniques such as mean; Standard Deviation and t-test were used to find out the significance difference between perceptions of two groups.

## Results and Discussion

**Objective 1: To explore the teacher educators' perception towards Teacher Education Programme.**

**Table-1 (Teacher educators' perception towards Teacher Education Programme)**

N	Mean	Number of respondent above the mean	Number of respondent below the mean
50	98.92	24	26

From the above table, it was found that the mean value of the perception score was 98.92. Out of the 50 respondents 24 numbers of respondent scored above the mean value and 26 numbers of respondent scored below the mean value. Therefore it was concluded that perception of teacher educators approaches towards the mean value. It indicates teacher educators' have a balanced perception towards Teacher Education Programme.

**Objective 2: To find out the teacher educators' perception towards Teacher Education Programme with regard to their gender.**

**Table-2 (Male and female teacher educators' perception towards Teacher Education Programme)**

Gender	N	Mean	S.D	t	Df	Remarks
Male	21	98.42	3.59	0.33	48	NS (0.05)
Female	29	98.06	3.86			

This independent sample "t-test" analysis indicates that the 21 male teacher educators had the mean of 98.42 and standard deviation (SD) of 3.59 and the 29 female teacher educators had the mean of 98.06 and SD of 3.86. Here the computed 't-value' i.e. 0.33 is less than 2.01, the critical values required to reach 5% level of significance, and hence it is not significant at 0.05 level. That indicates the null hypothesis cannot be rejected. Hence, it can be concluded that there is no significant difference between the male and the female teacher educators' perception towards teacher education programme.

**Objective 3: To find out the teacher educators' perception towards Teacher Education Programme with regard to their qualification.**

**Table-3(High and low qualified teacher educators' perception towards Teacher Education Programme)**

Qualification	N	Mean	S.D	t	Df	Remarks
High	30	98.31	4.59	0.23	48	NS (0.05)
Less	20	98.05	2.21			

This independent sample "t-test" analysis indicates that the 30 high qualified teacher educators had the mean of 98.31 and standard deviation (SD) of 4.59 and the 20 low qualified teacher educators had the mean of 98.05 and SD of 2.21. Here the computed 't-value' i.e. 0.23 is less than 2.01, the critical values required to reach 5% level of significance, and hence it is not significant at 0.05 level. That indicates the null hypothesis cannot be rejected. Hence, it can be concluded that there is no significant difference between the high qualified and the low qualified teacher educators' perception towards teacher education programme.

**Objective 4: To find out the teacher educators' perception towards Teacher Education Programme with regard to their teaching experience.**

**Table-4 (More experienced and the less experienced teacher educators' perception towards Teacher Education Programme)**

Teaching experience	N	Mean	S.D	t	Df	Remarks
More	15	97.86	5.12			
Less	35	98.27	2.57	0.37	48	NS (0.05)

This independent sample "t-test" analysis indicates that the 15 more experienced teacher educators had the mean of 97.86 and standard deviation (SD) of 5.12 and the 35 less experienced teacher educators had the mean of 98.27 and SD of 2.57. Here the computed 't-value' i.e. 0.37 is less than 2.01, the critical values required to reach 5% level of significance, and hence it is not significant at 0.05 level. That indicates the null hypothesis cannot be rejected. Hence, it can be concluded that there is no significant difference between the more experienced and the less experienced teacher educators' perception towards teacher education programme.

### Conclusion

Teacher education is a programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

### Educational implications

- The findings of the study may help the policy makers to modify rules and regulations regarding teacher education programme suggested by NEP 2020.
- The findings of the study may help the educational administrator to implement teacher education programme suggested by NEP 2020.
- The findings of the study may help the teacher educators to use varieties of methods, techniques, strategies in the teaching learning process.



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