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INTEGRATION OF NEP 2020 RECOMMENDATIONS ON TEACHER EDUCATION CURRICULUM

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Abstract: The purpose of this paper is to integration of NEP-2020 recommendations on teacher education curriculum. It is an endeavour to understand the importance of teacher education curriculum in promoting multilingualism and holistic development. Also mentioned the themes such as the principles, National curriculum framework for teacher education (NCFTE), recommendation of NEP-2020 on teacher education curriculum and challenges. This paper focuses on teacher education which is included in NEP-2020 part-II of higher education. The present study is qualitative in nature. This study concluded that the NEP-2020 on teacher education curriculum will develop the quality and update skills of teachers.

Keywords: Teacher education, National Education Policy-2020, NCFTE-2021, Multidisciplinary institution, Recommendation.

Introduction:

Education is the main key for the development of society and it is dynamic in nature. A teacher is just like the backbone of the society and acts as an architect of the nation's development. In ancient India, the goal of education was not only to prepare students for life in the outside world or for life after school, but also for the full realization and freedom of the individual. Teacher education is the most vital single factor of NEP-2020 in the system of education. The teacher must be the centre of the fundamental reforms in the education system. In order to ensure meaning access to education, society needs highly qualified, motivated, and educated teachers to instil this in all of its aspirants.

Numerous policy interventions have been made since India gained its independence in 1947 with the goal of enhancing the "quality" of teacher education in order to give all Indian citizens access to high-quality education. These consists of the 1968 National Policy on Education (NEP-1968) and the NPE-1986 and 1992 revisions that followed. Nearly 34 years later, the Ministry of Education introduced the National Education Policy-2020, and approved the Union Cabinet on July 29th 2020; which presents new challenges and perspectives for every aspect of the educational system. An overview of India's education system, from pre-primary to higher secondary is provided by the new National Education Policy (NEP-2020). The Government of India has made the decision to implement this policy's suggestion by 2030.

According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs-over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standard for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standard and restore integrity, credibility, efficacy, and high quality to the teacher education system. (NEP-2020, page-42, 15.2)

Objectives of the study:

1. To discuss the National Curriculum Framework for Teacher education according to NEP-2020.
2. To know the integration of NEP-2020 recommendations on teacher education curriculum.
3. To discuss the challenges of implementation NEP-2020 regarding teacher education curriculum.

Methodology: This paper is a documentary study and qualitative research in nature. The content analysis method is used in this study. This study mainly based on primary and secondary data collected from National education policy 2020 draft, also various sources of information such as books, e-books, journals, articles, websites, reports, news paper as well as written documents.

Principles of National Education Policy 2020:

The National Education Policy (NEP-2020) in India introduced several key principles to reform the education system:

- ❖ Promoting multilingualism and the power of language in teaching and learning.
- ❖ Life skill such as communication, cooperation, teamwork, and resilience.
- ❖ Focus on regular formative assessment for learning rather than the summative assessment that.
- ❖ Emphasis on creativity, critical thinking, life skill, human ethics & constitutional values.
- ❖ Emphasizes the holistic development of learners by focusing on cognitive, social, emotional, and physical development.
- ❖ Provides flexibility in curriculum, allowing students to select subjects based on their interest and capabilities.
- ❖ Encourages the integration of technology into the classroom to improve accessibility, individualized instruction, and efficient teaching strategies.
- ❖ Emphasizes teachers' continuous professional development, making sure they have the necessary training and are empowered in many ways.
- ❖ Strives for equitable access to education for all irrespective of socio-economic background, gender, or location.

NCFTE according to NEP-2020:

According to Ministry of Education, the National Council for Teacher Education (NCTE) will develop the new, comprehensive NCFTE after consulting with the National Council of Educational Research and Training (NCERT).

Under the National Education Policy (NEP), a new National Curriculum Framework for Teacher Education (NCFTE-2021) will be formulated in the country, said Union Minister for Education, Ramesh Pokhriyal Nishank on Wednesday.

It aims to transform the country's educational landscape, emphasizing flexibility, multidisciplinary learning, and skill development. The National Curriculum Framework for Teacher Education (NCFTE) is a key component of the NEP 2020. Its main objectives are to reform teacher education by promoting modifications to the curriculum, pedagogy, assessment, and teacher preparation program as a whole. The goals of NEP 2020 are to ensure that teachers have the necessary resources to deliver high-quality instruction in a variety of settings, to promote innovative teaching practices, and to align the NCFTE-2021 with evolving educational requirements.

The NCFTF-2021 will thereafter be updated once every 5-10 years, reflecting the changes in revised NCFs as well as new demands in 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 literary 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 establish 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 inbuild 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.

Challenges of implementation NEP 2020 regarding teacher education curriculum:

Some challenges in implementing the teacher education curriculum of NEP 2020 include:

- ❖ **Infrastructure and Resources:** In areas with inadequate educational infrastructure, it may be difficult to upgrade current institutions and provide the resources required to apply the new curriculum.
- ❖ **Faculty Training:** It may be necessary to make significant efforts in professional development to ensure that teachers are suitably equipped to implement a competency-based curriculum and incorporate cutting-edge teaching techniques.
- ❖ **Assessment Adaptation:** It can be difficult to discover appropriate evaluation mechanisms and to align assessment methods with the competency-based approach; this may necessitate a change in the way standard examination systems currently implemented.
- ❖ **Regional Disparities:** Addressing variations in educational infrastructure and teacher quality across different regions to ensure a uniform and high-quality implementation of the curriculum poses a significant challenge.
- ❖ **Resistance to change:** The new curriculum must be successfully implemented in order to overcome resistance to change among educators, administrators, and stakeholders.
- ❖ **Balancing Theory and practice:** It can be difficult to strike the correct balance in teacher education between theoretical knowledge and practical abilities; this calls for thoughtful curriculum design and implementation techniques.
- ❖ **Innovation in Teaching methods:** Encouraging and facilitating innovative teaching methods to enhance the learning experience can be a challenge, especially if there is a reluctance to depart from traditional approaches.
- ❖ **Quality Assurance:** Although it may be difficult to implement, it is crucial to set up strong systems for quality assurance in order to uphold and keep an eye on the standards of teacher preparation across a range of institution.

Addressing these challenges will be crucial for the effective implementation of the NEP 2020 teacher education curriculum and ensuring its positive impact on the overall quality of education.

Suggestions:

- ❖ Improve inclusive education modules to give educators the tools they need to meet students with disabilities and other different learning requirements.
- ❖ Include courses with a strong technology component to help teachers use educational technology in the classroom and promote digital literacy.
- ❖ To assist educators in establishing inclusive and culturally sensitive learning environments, including modules on diversity and cultural sensitivity.
- ❖ Provide instruction on this topic to aid educators in recognizing and meeting the socio-emotional needs of their pupils and to foster a positive learning environment.
- ❖ Emphasize practical, hands-on training experiences for student teachers, allowing them to apply theoretical knowledge in real classroom setting.
- ❖ Introduce modules that expose teachers to global educational trends, best practices, and cross-cultural understanding, preparing them for a more interconnected world.
- ❖ Include modules that help teachers hone their critical thinking and problem-solving abilities so they can adjust to changing educational demands.
- ❖ Strengthen research skills by presenting modules that help teachers do educational research, enabling them to contribute to the field and stay updated on evidence-based methods.

- ❖ Include modules on the subject so that educators can help students adopt eco-friendly behaviours and attitudes in their teaching methodologies.

Conclusion:

The education curriculum outlined in the National Education Policy (NEP) 2020 lays a solid foundation for transformative changes in the field of education. By emphasizing inclusivity, technology integration, cultural sensitivity, and real-world application, the curriculum aims to produce educators who are well equipped to meet the dynamic challenges of modern education.

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