



PARADIGM SHIFTS IN TEACHER EDUCATION: PERSPECTIVES OF NEP-2020

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ABSTRACT:

It is rightly said “Teaching is the one profession that creates all other professions”. Teacher Education's main aim is to produce capable and efficient teachers. Teacher education programs give training in behavioral aspects and also in pedagogy. To enhance the quality of teacher education, the present government decided to revamp it by introducing a comprehensive National Education Policy-2020. The vision of NEP-2020 is to bring reforms in the existing teacher education structure and practices by moving it into the university system. This move envisages to situate teacher education in a multidisciplinary space wherein teachers can acquire a blend of high quality content, pedagogy and research. The current paper seeks to analyze the National Education Policy-2020 in the context of paradigm changes in terms of opportunities and challenges in the teacher education sector.

Keywords: National Education Policy-2020, Paradigm shifts, Opportunities and Challenges, Teacher Education.

INTRODUCTION:

Education is the key to unlock the unseen opportunities which will make a wealthy society. From ancient times, Indian thinkers and society have recognised the value of education. There are, however, serious concerns about the quality of education at all levels. For quality education, we must need competent teachers and pedagogically skilled brains for which the society seeks a serious concern towards teacher education, their professional development and skills. There must be quality teacher education and training needed for improving the quality of teachers.

If we consider the current scenario of Teacher education programme we can mark spectacular changes in between ancient and current periods which can broadly be analyzed through different dimensions like their efficiency, pedagogical skills and technological knowledge. Though the teacher education programme has gradually changed its focus from teacher-centered to student-centered, nevertheless there is a need for improvisation in the system to meet the needs and challenges of the 21st century.

This National Education Policy-2020 (NEP-2020) is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. The Union Cabinet chaired by Prime Minister Shri Narendra Modi approved the National Education Policy 2020 on July 29, 2020. This policy replaced the 34-year old National Policy on Education (NPE), in 1986. As per NEP-2020, The teacher must be at the center of the fundamental reforms in the education system to shape our next generation of citizens.

National Education Policy, 2020 (NEP) envisions a massive transformation in education through– “an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower.” The NEP 2020 is founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It will prepare our youth to meet the diverse national and global challenges of the present and the future. It also proposes the revision and revamping of all aspects of the education structure, including the school regulation and governance, to create a new system which is aligned with the aspirational goals of 21st century education along with India’s tradition, culture and value system. Technology will be integrated with education through several existing as well as proposed initiatives, including energized text books, high quality e-content for capacity building of teachers and learners, question banks based on learning outcomes, etc.

In Higher Education, NEP, 2020 provides valuable insights and recommendations on various aspects of education that include moving towards multidisciplinary and holistic education, institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional development of teachers, integration of technology, internationalization of higher education, restructuring of governance and regulatory architecture, multidisciplinary curricula, engaging blended, pedagogy, valid reliable and blended assessment and availability of content in Indian languages. The policy is expected to bring a long-lasting positive impact on the education system and make India a global hub of skilled manpower during the ‘Amrit Kaal’, the next 25 years leading up to Developed India in 2047. Its implementation needs collective efforts of Centre, States, UTs, HEIs, Regulating Agencies / Regulatory Bodies and all other relevant stakeholders.

The quality of teacher education not only depends on professionally sound and relevant curriculum, but also on the way the curriculum is implemented in Teacher Education

Institutions. This, in turn, depends on the proficiency of the faculty and its quality and the infrastructural and instructional facilities provided in the Institutions. NEP 2020 has emphasized empowering the teachers to implement reforms in the education system. The National Professional Standards for Teachers (NPST) is the next step to attaining the NEP 2020 goals.

BACKGROUND OF THE STUDY:

Government of India, as a part of the adoption of the fourth property Development Goal- SDG4-Education- out of the seventeen Goals adopted by all UN Member States in 2015, with regard to 2030 Agenda, the National Education Policy (NEP) 2020 approved by the Union cabinet on July 29, 2020. It’s time to bring out an Education Policy as a result of a major

development since the last Policy of 1986 or 1992 that we have a tendency to follow for around thirty four years. Various changes are happening within the world. Different countries have their own systems that lead them for property progress through education. Technology has speedy explosion and influence

in each sector. To create India an excellent world power, we have to do fruitful implementations within the education field. Solely speedy movements and data navigation, we are able to remodel our country to a developed one. Considering multiple parameters for dynamical the course of study and education system, it is essential to

revise the policies in time for up the present system. The teacher education is given in chapter- fifteen of the NEP-2020 below half II that deals with the policy changes in pedagogy. It's divided into eleven sub points. The most objectives of NEP is to “ensure that academics are given the highest quality training in content, pedagogy, and by moving the teacher education system into multidisciplinary faculties and universities, and establishing the 4-year integrated B.Ed. offered by such multidisciplinary higher education institutions (HEIs) can, by 2030, become the minimal degree qualification for college teachers” (NEP2020 -Page 42: fifteen.5). Whereas analyzing the NEP 2020 , it is a curious combination of opportunities and at identical time challenges for the Teacher education scenario.

PARADIGM SHIFTS:

The National Policy Education (NPE) was framed in 1986 and revised in 1992. More than three decades have passed since the previous Policy. During this period significant changes have taken place in our country, society, economy, and the world at large. It is in this context that the education sector needs to gear itself towards the demands of the 21st Century and the needs of the people and the country.

It is well-known that teacher education plays an important role in the preparation of proficient teachers. But the education system cannot raise the quality of teachers unless and until we have a strong teacher education system, which is relevant to the changing needs of time and society. Presently, there are many shortcomings found in our teacher education system. According to the Justice 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. The regulatory efforts so far have neither been able to restraint the corruption in the system, nor to implement the basic standards for the minimum level of quality. quality.

Therefore, there is an urgent need for raising the standards of the education sector, specifically the teacher education sector so that higher standards of quality could be set up.

There is also a need to transform our educational institutions entirely to make today's learners keep pace with the changing world.

And also Our future learners can compete and co-exist globally. The regulatory authorities like universities and NCTE will have to work together in closed coordination across the country to restore the integrity and fading glory of teacher education with their continuing efforts. The NEP-2020 made it mandatory for the National Council for Teacher Education to develop a common guiding set of National Professional Standards for Teachers (NPST) by 2022. The aforesaid professional standards shall be reviewed every 10 years. Teacher transfers shall also be halted as far as possible.

It should be the goal of all major multi-disciplinary universities, as well as all public & private universities and multi-disciplinary colleges, to set-up and develop excellent education departments that lead to promote research in education. To educate future teachers in collaboration with departments related to psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history and literature as well as other specific subjects like science and mathematics, multi-disciplinary approach will be used along with conduct of Bachelor of Education programme. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

The National Education Policy 2020 also suggests stringent action against dysfunctional institutions. It suggests that after such institutions are given a time period for reform, rigorous action must be taken if they fail to meet the requirements. This will help in fulfilling the basic educational norms. The education policy further suggests that by 2030, only educationally sound, multi-disciplinary and integrated teacher education programmes should be implemented. The deterioration in standards of teacher education started around 2000, when there was a

demand and supply crisis in the country. The demand for school teachers across the country was felt all time but the teacher educational institutions were less in number to meet the needs of the country.

Many state governments not paying much attention to the NCTE norms encouraged the private sector to intervene, so that demand of the country for trained teachers could be met properly. This gave an opportunity for the expansion of the private sectors and in a few years there were a lot of newly trained teachers but quality was badly compromised. In our states, the level of teachers dropped so badly that Bachelor of Education (B.Ed.) and Elementary Teacher Training (ETT) passed teachers could not qualify for even entrance tests, mandatory for teacher recruitment. The Central and State Governments in the country then made CTET, OSSTET & OTET respectively as compulsory tests for appearing the entrance test for recruit as teacher in government and even the appointment of teachers in private sector. The need for trained teachers was also increasing ever since the Right to Education Act (2009) was enforced as only trained teachers were expected to deal efficiently with inclusive classrooms. But by this time the country already had an army of low quality teachers as well as considerable expansion of poor-standard teacher education institutions. This way, the corrupt system furnished with new institutions but kept going downwards on the standards of quality. For this downfall in standards of teacher education, the functioning of the Council for Teacher Education as well as the universities are to be blamed. Only these regulatory agencies should be held accountable because they ignored the monitoring and regulations of teacher educational institutions by overlooking their shortcomings and such poor teacher training institutions continued to exist and grow further.

There are many suggestions in the National Education Policy 2020 which can revive the entire teacher education system by implementing the provided reforms as proposed in the document and will surely restore the dignity of teacher education. Besides, the National Council for Teacher Education and University Administration are mandated to form a monitoring inspection group so that sub-standard and non-conforming teacher education institutions could be closed. This inspection group will have the right to provide clear report based on inspection of all aspects and give strict instructions to close non-conforming institutions. As per the National Education Policy 2020, sub-standard and non-conforming teacher education institutions are expected to be closed by year 2030 as these money making institutions had made teacher education a business and are least concerned about the quality and future of teacher education. To implement NEP successfully at all levels the government will need to create stakeholder incentives so that the implementation is smooth and uniform.

RECENT STEPS OF NEP-2020 TOWARDS NEW PARADIGM OF TEACHER EDUCATION:

1. Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.
2. According to the Justice Verma Commission (2012) constituted by the Supreme Court, a majority of stand- alone TEIs (teacher education institutions) 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 standards 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, to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.
3. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational

criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programs shall be in force.

4. All multidisciplinary universities and colleges will aim to establish education departments that, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. Programs, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science, and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation program.
5. The higher education institutions (HEIs) offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established to attract outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programs.
6. To maintain uniform standards for teacher education, the admission to pre-service teacher preparation programs shall be through suitable subject and aptitude tests conducted by the National Testing Agency and shall be standardized keeping in view the linguistic and cultural diversity of the country.
7. 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. In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged so that standardized training programs can be administered to large numbers of teachers within a short period.
8. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty.

CHANGES IN TEACHER EDUCATION BY IMPLEMENTING NEP 2020:

- Setting up multidisciplinary institutions for integrated teacher education programs.
- New courses can be designed in support of teachers, teacher educators and students also.(online or offline)
- Getting two degrees (Dual degrees) at the same time facilities can be provided in multidisciplinary institutions.
- Encouragement for multidisciplinary research can come into the limelight in teacher education.
- New pedagogy of teaching subjects can be implemented in near future. (Pedagogy of Commerce, pedagogy of Chemistry, etc.)
- Lot of scope for conducting Action Research by not only teachers, teacher educators and students also.

CONCLUSION:

It is the duty of society to create excellent teachers. It is our responsibility that we get the most excellent teachers through the programs of B.Ed. and M.Ed. There shouldn't be any concession with the quality. The country is already tolerating because of the average teachers. From all the possible point of views we must promote the brilliant, highly inspired, fully spirited young generation to the teaching field. Teachers are the guiding stars and lighthouses for the student community. They

must be considered as Gurus and Acharyas. Teachers also need to develop to the stage that they get respect from all sections of people. Though the recruitment of teachers in government schools is based on the marks obtained in Teacher Eligibility Test(TET), the success rate is not very encouraging. From this point of view, choosing the suitable candidates for teaching is crucial and this should be done exclusively on the basis of interest and passion in the field, rather than simply filling the positions. Otherwise, all the efforts of NEP-2020 would be wasted.

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