

STUDY OF NEP 2020 IN RELATION TO TEACHER EDUCATION

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ABSTRACT

NEP 2020 gave more importance to teachers and teacher education. This policy recommend that Incentives will be provided for teachers to take up teaching jobs in rural areas, the harmful practice of excessive teacher transfers will be halted. Teacher Eligibility Tests (TETs) will be strengthened The primary goal of overhauling the service environment and culture of schools will be to maximize. State/UT Governments may adopt innovative formats teachers will not be engaged any longer in work that is not directly related to teaching. Teachers will be given more autonomy. Teachers doing outstanding work must be recognized and promoted. A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022. Teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula. Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required. 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. In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency. Implementation of this Policy will be led by various bodies Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by designated teams constituted by MHRD and the States, and reviews will be shared with CABE. In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken

Key Words: National Education Policy, Teacher, Teacher Education.

1. INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation.

Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The world is undergoing rapid changes in the knowledge landscape. With machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled teachers, will be increasingly in greater demand. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education.

2. LITERATURE REVIEW:

NPE 1968:

This policy emphasized on the importance of teachers. According to this policy success of education depends on teacher's personal qualities and characters as well as his educational and professional qualities. Their salary and other service conditions should be adequate and satisfactory with reference to their qualifications and responsibilities. Teachers should be given academic freedom to pursue and publish independence studies and researches and speak and write about significant national and international issues should be protected. Teacher Education, particularly in service education, should be receive due emphasis.

NPE 1986:

The NPE places complete trust in the teaching community. It calls for a substantial improvement in the conditions of work and the quality of teachers' education. The Policy also emphasizes the teachers' accountability to the pupils, their parents, the community and to their own profession. The strategy of implementation of NPE in regard to teachers and teacher education will consist of a variety of measures for improvement in the status of teachers, along with effective teacher accountability and a substantial up gradation in the quality of teacher education. In specific terms, the main aspects of the strategy of implementation would be the following: (a) Introduction of reforms in the system of selection of teachers; (b) Improvement in the living and working/service conditions of teachers; (c) Creation of an effective machinery for removal of grievances; (d) Involvement of teachers in the planning and management of education; (e) Involvement of teachers'

associations in upholding the dignity of teachers, their professional integrity and curbing professional misconduct- (f) Preparation of a code of professional ethics for teachers and ensuring that teachers perform their duties in accordance with acceptable norms; (g) Willingness to take hard decisions with regard to the observance of (e) and (f) above; (h) Creation of opportunities and atmosphere to promote autonomy and innovation among teachers. Operationalisation of this strategy will call for strong determination, meticulous planning, innovative and participatory methods of programme Implementation, and a considerable amount of financial resources.

Role of the Teacher

The teacher is the principal means for implementing educational programmes and of the organisation of education. While speaking of teachers we include heads of educational institutions, whole-time teachers in institutions of formal education, instructors of non- formal and adult education centre's, teachers engaged in instruction through the various techniques of distance learning and also voluntary and part-time workers who maybe engaged for playing a specific role for a specific period of time. As far as the whole-time teachers in educational institutions are concerned, their principal role is, and will always be, teaching and guidance of their pupils, not only through classroom instruction and tutorials but by personal contact and numerous other ways teachers have always employed for building the character of their pupils. Teachers at all stages have to be expected to undertake or promote research, experimentation and innovation. Teachers have an indispensable role in extension and social service. They have also to participate in the management of a variety of services and activities which educational institutions undertake to implement their programme.

POA 1992:

NEP 1986 revised by Acharya Rammurti committee in 1990 and report was submitted in 1992 called as Programme of Action 1992. POA was formed during Prime Minister P.V Narasimha Rao. POA mainly emphasised on consolidation and expansion of institutions and redesign of courses.

3. STATEMENT OF PROBLEM

Study of National Education Policy 2020 in Relation to Teacher Education.

4. OBJECTIVES

1. To Study and highlight the recommendations of the NEP 2020 in relation to Teacher Education.
2. To Study and highlight the recommendations of implementations of the NEP 2020 in relation to Teacher Education.
3. To Find out Challenges of implementations of the NEP 2020 regarding to the Teacher Education.
4. To suggest recommendations to overcome Challenges of implementations of the NEP 2020 regarding to the Teacher Education.

RESEARCH QUESTIONS

1. What are the recommendations of NPE 2020 regarding Teacher Education?
2. What are the recommendations to implementations of the NEP 2020 regarding Teacher Education?
3. What are Challenges of implementations of the NEP 2020 regarding the Teacher Education?
4. Suggest recommendations to overcome Challenges of implementations of the NEP 2020 regarding the Teacher Education.

5. RESEARCH METHODOLOGY

This paper is qualitative and theoretical in nature. This research work is based on secondary data collected from various journals, official documentary evidence like NPE 1968, 1986 and NEP 2020 and also various sources of information like books, websites, newspapers.

6. OBJECTIVE WISE ANALYSIS

Objective 1. To Study and highlight the recommendations of the NEP 2020 in relation to Teacher Education.

Teachers: are given very much Importance in NEP 2020.

Recruitment and Deployment

To ensure that outstanding students enter the teaching profession especially from rural areas a large number of merit-based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. programmes. Incentives will be provided for teachers to take up teaching jobs in rural areas

The harmful practice of excessive teacher transfers will be halted. Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. Interview will become an integral part of teacher hiring at schools and school complexes. Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in various subjects.

A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades.

Service Environment and Culture

The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively

The first requirement in this direction will be to ensure decent and pleasant service conditions at schools.

State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees.

To prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching.

Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms.

Continuous Professional Development (CPD)

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions.

School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills

Career Management and Progression (CMP)

Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage

Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education. It will also comprise standards for performance appraisal, for each stage

Special educators

There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities.

Approach to Teacher Education

Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor 's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor 's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum-training and student-teaching components of the programme. All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula. Special shorter local teacher education programmes will also be included. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities. It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects. By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE

Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

TEACHER EDUCATION

Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. 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. 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 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The HEI 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 for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes. In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes 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. The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued.. 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 In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives. A National Mission for Mentoring shall be established.

Objective 2. To Study and highlight the recommendations of implementations of the NEP 2020 in relation to Teacher Education.

Implementation of this Policy will be led by various bodies including MHRD, CUBE, Union and State Governments etc. Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of

implementation of the policy, in accordance with the targets set for each action, will be conducted by designated teams constituted by MHRD and the States, and reviews will be shared with CABE. In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken

Objective 3. To Find out Challenges of implementations of the NEP 2020 regarding to the Teacher Education.

- a) Standalone Teacher training Institutions which runs two years teacher training course are challenge to convert in to the integrated four year teacher training Institutions.
- b) Lack of sufficient and qualified teaching staff. In non granted as well as some granted teacher training Institutions there is not sufficient and qualified teaching staff.
- c) Moving towards multidisciplinary colleges or universities is challenge before NEP 2020
- d) Moving towards faculty and institutional autonomy:. Many of teachers are not in favor of faculty and institutional autonomy.
- e) Online education and Open Distance Learning (ODL): Online education is not possible in the remote areas where yet internet and electricity is not reached. ODL is not so effective due inclusion of training part. It is more effective in the face to face learning.
- f) infrastructure and learning materials

Objective 4. To suggest recommendations to overcome Challenges of implementations of the NEP 2020 regarding to the Teacher Education.

This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

- (a) Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
- (b) Moving towards a more multidisciplinary undergraduate education;
- (c) Moving towards faculty and institutional autonomy;
- (d) Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- (e) Reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service;
- (f) Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
- (g) Governance of HEIs by high qualified independent boards having academic and administrative autonomy;
- (h) "Light but tight" regulation by a single regulator for higher education;
- (i) Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

7. FINDINGS

So much Importance is given to teachers. Merit-based scholarships to be given for students. Incentives to be provided for teachers. The harmful practice of excessive teacher transfers will be halted. Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material. Service Environment and Culture will be created. Teachers and Principals will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. Teachers doing outstanding work must be recognized and promoted, and given salary raises. National Professional Standards for Teachers (NPST) will be developed by 2022. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. The 2-year B.Ed. programmes will also be offered, accreditation for ODL. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency. Implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments etc. Stand alone Teacher training Institutions which runs two years teacher training course are challenge to convert in to the integrated four year teacher training Institutions. Lac of sufficient and qualified teaching staff. Moving towards multidisciplinary colleges or universities is challenge. Moving towards faculty and institutional autonomy is difficult. Online education is not possible in the remote areas where yet internet and electricity is not reached. ODL is not so effective due inclusion of training part. It is more effective in the face to face learning. Unavailability of infrastructure and learning materials.

8. RECOMMENDATIONS: Recommendations are as follows,

Present teacher training institutions should move towards, a higher educational system consisting of large, multidisciplinary universities and colleges, a more multidisciplinary undergraduate education and faculty and institutional autonomy. Implementations should be done in curriculum, pedagogy, assessment, and student support for enhanced student experiences. reaffirm the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service; establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges. There should be governance of HEIs by high qualified independent boards having academic and administrative autonomy. There should be “light but tight” regulation by a single regulator for higher education; There should be increase in access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students. Online education and Open Distance Learning (ODL) should be available for remote area students. All infrastructure and learning materials should be accessible and available to learners with disabilities.

9. CONCLUSION

Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions

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