

# Teacher Education and National Education Policy 2020

Prof. Md. Faiz Ahmad  
Professor & Principal, College of Teacher Education  
Maulana Azad National Urdu University, Darbhanga

## ABSTRACT

This paper deals with the present status of Teacher Education in India, Its development from ancient to present time particularly at Ancient Period, Medieval Period, British Period and then after Independence, Objectives and Role of NCTE in developing norms, standard and maintaining Rules and Regulations have been analysed. Various ups and down related to teacher education have also been critically examined. All the reports of various committees and commissions have been analysed. Role of Honourable Supreme Court in appointing Justice Verma Commission, then NCTE Regulations 2014 and National Education Policy, 2020 have also been discussed in details.

**Key Words:** *Education ,Orientalist,Emoluments,Environment, Aspirational, Multidisciplinary*

## Introduction:

Teaching is the best profession, Teacher had has the respect in the society. The development of a nation is depend on its citizen which is being prepared in her class room (Kothari Commission 1964-66) under the guidance of the teacher so teacher is the builder of a nation. Teacher play a pivotal role in the teaching learning process, if everything is of high quality but not teacher the system will fail but if teacher is of high quality the rest things can be managed and teaching learning process will be effective. The history of a teacher begins from the beginning of human civilization, people learn from one another, every person is a teacher and the learner. During Vedic Period teaching learning process was excellent, in Gurukul students used to live in the house of the teacher, teacher and taught were living like father and sons, Buddhist system also followed the same and same affection between teacher and taught witnessed. During Islamic period in India either it is Maktab, Madarsa or Mosques teacher played a great role in shaping the society, nurturing the personality of

the students. All the religions emphasis on education, Islam made it compulsory upon each and every Muslim male and female, In four varna Brahmin were generally teachers and also in Buddhism and Jainism all the Preachers, Thirtkar were a good teachers, All the rishis ,preacher and prophet were a great teachers.

During the British period the aims of educations have been changed and so the roles of teachers have also been changed. From 1813 Act till Macaulay Minute we discussed about language Orientalist and Anglicist and finally English imposed as a medium of Instruction. Before English the missionaries started propagating its ideology through education and in due course Danish Missionary established Normal School at Serampur Calcutta for training of teachers. Dr Andrew Bell started Monitorial System of Education in Madras which also leads to training of Teachers. In June 1826 the first Normal School was started by under the management and Finance by British Government to prepare teachers for

district schools however the first formal teacher training school established in the Serampur, Bengal in the name of Normal School. Wood Dispatch also made many suggestion and provision of incentives for in-service training programme and would be teachers, Pupil teacher name started for trainee and after completion of course certificate and employment were given. In 1859 Grant -in - Aid system provided that grant will be given to those schools and teachers who obtained certificate in teacher training course. In 1882 total existed 106 Normal Schools.

In 1886 the first Training College started at Saidapet, Madras followed by the opening of a Secondary Department of Nagpur Training School in 1889. Till the end of Nineteenth century there were only 06 Training College in India. Government of Indian Resolution (1904), and 1913 also made many good suggestions and recommendations for improvement in the Training of teachers programme.

Calcutta University Commission also know as Sadler Commission (1917) suggested opening of a Post Graduate Department of Education in the University and Introduction of Education as a optional subject at Undergraduate and Post Graduate level. Mysore University first started Faculty of Education in 1925. Andhra University started new degree the B.Ed In 1932. Bombay launched a Post Graduate Degree M.Ed in 1936. Gandhiji also started Basic Education System in 1937 which also lead the provision of Training of Teachers for Basic Schools so in 1938 Basic Training College started at Allahabad and Vidyamandir Training School at Wardha. Bombay started doctorate degree in Education in 1941. Abbott Wood Report (1937) suggested three years duration for training of teachers. After Second World War the post war report know as Sergent Report also recommended two years training for non graduated students and one year teacher

training for graduate and also revised pay scales for teachers to attract the talent of the society. Thus in 1947 the numbers of Secondary school teachers training college were rose to 41.

### **Result & Discussion:**

After Independence the country made its own system of Education and first commission of education after independence was University Education Commission known as Radha Krishnan Commission (1948-49) made a critical observation and suggested to make the curriculum of teacher education more flexible and as per need of the local circumstances and also good training school should be chosen for practice teaching and more emphasis should be given to practice then theory. In 1950 the first training college conference held at Baroda to discuss all these issues. Secondary Education Commission also made its suggestions. Kothari Commission (1964-66) observed that a sound system of professional education of teacher was essential for the qualitative improvement in the education system of the country. Duration of the BEd course should be enhanced from one year to two year, Experience of school required to take admission in M.Ed course. National Policy Statement on Education (1968) said that among all the factors which determine the quality of education and its contribution to national development, teacher undoubtedly most important. Teacher, must therefore be accorded an honoured place in society. The emoluments and service conditions should be adequate and satisfactorily with respect to their qualifications and responsibilities. The National Policy on Education(1986) recommend the need of in-service and pre-service quality teacher education programme which lead to school education programme. It visualised to establish DIET, CTE, IASE and strengthen SCERT. Chhatopadhya Commission (1983-85), Yashpal Committee (1993), National Curriculum Framework (2005)

and National Knowledge Commission (2007) also made many suggestions to improve the quality of Teacher Education Programme in India. National Curriculum Framework 2009 also suggested many more initiative. Recently NCTE joins hand with NAAC and Right to Education Act 2009 also implemented from 01 April, 2010. To improve the quality of Teacher TET, CTET and NET have been conducted. Many steps taken by Government of India to improve the systems.

### **Justice Verma Commission 2012**

NCTE and Justice Verma Commission- The National Council for Teacher Education (NCTE) was established by an Act of Parliament (Act No 73 of 1993) “ with a view to achieving planned and coordinated development of teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith”. As per the stipulation of the NCTE Act, 1993 the NCTE has established four Regional Committees. During its 104-109 meetings held in 2008, the WRC Western Regional Committee gave recognition to 291 Colleges of Maharashtra for starting the Diploma in Education (DEd) Programme in spite of the explicit recommendations of Government of Maharashtra that the State did not require more D.Ed institutions due to limited employment opportunities for the graduated of this programme. When it came before Bombay High Court (Nagpur Bench) in a Public Interest Litigation (PIL) after looking into the facts and circumstances of the cases, it quashed the order of the WRC granting recognition of 291 colleges vide its order dated 07 January, 2009. These Institutions challenges the decision of the Honourable High Court and filed Special Leave Petitions (SLPs) © NOs 4247 and 4248/2011 before the Honourable Supreme Court of India. The Honourable Supreme Court allowed the Institutions, recognised by the WRC to admit the

students to the D.Ed course taking the view that the issues raised in these SLPs were of considerable public importance. During the hearing the Supreme Court appointed a High- Powered Commission to examine the entire gamut of the issues which have a bearing on improving the quality of teacher education as well as improving the regulatory functions of NCTE. The composition of the commission and terms of reference (ToRs) as suggested by the Solicitor General, in consultation with the Union Ministry of Human Resource Development were accepted by the Honourable Supreme Court. In pursuance of the order of the Honourable Supreme Court dated 13<sup>th</sup> May, 2011 Ministry of Human Resource Development (Department of School and Literacy), Government of India notified the constitution of a High Powered Commission and the Terms of References vide Notification dated 27<sup>th</sup> June 2011 under the Former Chief Justice of India Shri J.S.Verma. The Commission submitted its report in August, 2012 and made its recommendations.

(1) That in view of acute shortage of institutional capacity of teacher preparation in relation to the Eastern and North Eastern region the Government should increase its investment for establishing teacher education institutions (TEIs) and increase the Institutional capacity of teacher preparation, (ii) Government may explore the possibility of instituting a transparent procedure of pre-entry testing of candidates to the pre-service teacher education programme, (iii) Teacher Education should be a part of the higher education system,

(iv) the duration of teacher education programme needs to be enhanced, in keeping with the recommendations of the Education Commission (1966), the implementation which is long overdue, (it is desirable that new teacher education institutions are located in multi and interdisciplinary environment, programmes may be redesigned keeping in view

the recommendations in the National Curriculum Framework for Teacher Education(NCFTE2009) and other relevant materials, In keeping with the recommendations of the Education Commission (1986) every pre-service teacher education institutions may have a dedicated school attach to its as a laboratory where student teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practioners, (v) As a matter of policy , the first professional Degree/Diploma in Teacher Education should be offered only in face- to -face mode, Distance learning programme to be used for continuing professional development of teachers.

#### **NCTE Regulations 2014**

National Council for Teacher Education (Recognition, Norms and Procedure) Regulations,2014 published vide Notification No F.51-1/2014-NCTE(N&S) , dated 28.11.2014 and amended in 2017 which enhance the duration of B.Ed and M.Ed from one year to two year, developed the concept of composite college , attach school, closed M.Ed from distance mode and also made compulsory first programme of teacher education through face to face mode. Number of faculty increased from earlier 08 for 100 to 16 for hundred and now one unit developed for 50 intake. Four years integrated Teacher Education Programme(Pre Primary to Primary), Four years Integrated Teacher Education Programme (Upper Primary to Secondary)Four Years Integrated Programme leading to B.A., B.Ed/B.Sc.B.Ed degree B.Ed M.Ed 3 years Integrated programme leading to B.Ed M.Ed degree introduced.

#### **National Education Policy 2020**

The National Education Policy 2020 which was approved by the Union Cabinet on 29 tj July,2020 is the first education policy of the 21<sup>st</sup> century, and aims to address the many growing

developmental imperatives of our country,. In particular , the 2030 Agenda for Sustainable Development, adopted by India along with all United Nations Member States in 2015, includes critically the Sustainable Development Goal 4 (SDG4) to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. 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 21<sup>st</sup> century education, while remaining consistent with India,s traditions and value system. The teacher and the teacher's condition must be at the centre of the fundamental reforms to the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers, and help them to do their job as effectively as possible.

(i) Continuous Professional Development (CPD) Teachers will be given constant opportunities for self improvement and to learn the latest innovations and advances in their profession. To ensure that every teacher has the flexibility to optimise their own development as teachers, a modular approach to continuous teacher development will be adopted. Developmental opportunities will be offered I multiple modes, including in the form of local, Regional, State, National and International teaching and subject workshops as well as online teacher development modules.CPD will cover foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, individualised and competency based learning, and related pedagogies such as experiential learning , arts integrated sports integrated and story telling based approaches etc.

(ii) Teachers doing outstanding work must be recognised, promoted and given salary raises

to incentivise all teachers to do their best work. Therefore a robust merit based tenure promotion and salary structure will be developed with multiple levels within each rank that incentivises and recognises excellent and committed teachers through tenure, promotions and salary increases.

(iii) The approach to career management of teachers in schools will be to ensure that growth of teachers in their career in terms of tenure promotions salary increases etc is available to each teachers within a single school stage.

(iv) Vertical mobility of teachers based on merit will be paramount. NPST A common guiding set of National Professional Standard for Teachers will be developed by 2022 by the National Council for Teacher Education in consultation with NCERT, and coordinated by the NCERT, SCERTs teachers from across levels and regions expert organisations in teacher preparation and development and higher education institution. The professional standard will be reviewed and revised nationally in 2030 and thereafter every ten years on the basis of rigorous empirical analysis of the efficacy of the system.

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

(iv) Recognising that the best 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 aim to house outstanding education departments that offer B.Ed, M.Ed and PhD degree in Education.

(vii) by 2030 the minimum degree qualification for teaching will be a 4 years 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 programme will also be offered by the same multidisciplinary institutions offering the 4 years integrated B.Ed and will be intended only for those who have already obtained Bachelor's Degree in other specialised subjects. These B.Ed Programme may also be replaced by suitably adapted 1 year B.Ed Programmes and will be offered only to those who have completed the equivalent of 4 year multidisciplinary Bachelor Degrees or who have obtained a Master's Degree in a speciality and wish to become a subject teacher in that speciality. Multidisciplinary higher education institutions offering the 4 years in class integrated B.Ed programme and having accreditation for ODL may also offer high quality B.Ed Programme in blended or ODL mode to students in remote or difficult to access locations, with suitable robust arrangements for mentoring and for the practicum training and students teaching components of the programme.

(viii) Special shorter local teacher education programmes will also be available at BITEs and DIETs or school complex themselves.

(ix) Shorter post B.Ed certification courses will also be made widely available at multidisciplinary colleges and Universities.

(x) By the end of 2021 a new and comprehensive National Curriculum Framework for Teacher Education NCFTE2021 will be formulated by the NCTE based on the principles of this National Education Policy, 2020. The NCFTE will thereafter be revised once every 5-10 years.

(xi) Finally in order to fully restore the integrity of the teacher education system all substandard stand alone Teacher Education Institutions (TEIs) running in the country will be shut down.

## Conclusion:

In view of the above discussion and analysis we find that Teacher Education Department and Teacher Education Programmes are the most neglected aspect from Government part. Government did not listed teacher education in its priority and also not invested much, it is because of that Private Institutions are mushrooming and quality are being compromised at all levels from appointment to teachers and their salary, admission of students, class attendance, examinations and certification. Government made TET and CTET to find out the best students. Duration of B.Ed and M.Ed have been enhanced without knowing the status of the institutions so all institutions maintained anyhow the norms of NCTE but quality is still in questions. Government made NET or UGC qualification compulsory for Teacher Education faculty for B.Ed and M.Ed, three teachers sometime required part time some time full time for B.Ed for 2 unit but for 1 unit there is no need of Physical Education Teachers, Fine Arts and Performing Art Teacher. MEd distance mode closed B.Ed distance mode continued subject to have first degree or diploma face to face mode. Earlier specific college was required for teacher education, even school was not allowed in the campus not composite concept with multidisciplinary or interdisciplinary college required for teacher education programme and School is required as a lab of the college. Now it has been decided to shut down stand alone institutions.

Many changes have been made with all good intentions but we must be highly far sighted while framing the rules, regulations, norms, standard of teacher education programmes all policies should be thought many times before its implementation as still teacher is the key player in the field of education so emphasis must be laid to attract the talent of the society as teacher, full time scholarship should be provided to the trainees of the course. Government must spend a fixed amount

on this sector and for this purposed specific allocation in the budget must be done so that works can be done in a proper way. We can not achieve the target of SDG4 by ignoring the teachers and teacher education programmes. Therefore it is the right time to implement the National Policy on Education 2020 in words and spirit to achieve the target. All stakeholders must bear their responsibility to fulfil the dreams of making India a developed nation.

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