

Teacher Education in NEP-2020

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ABSTRACT

Teacher education programme means the curriculum, instructional resources and faculty that contribute to the quality of instruction and the acquisition of knowledge, skills and competencies required for professional personnel to perform effectively. Teacher Education Institutions have been working in isolation from rest of the Higher Education Institutions (HEIS). There has been a slow paradigm shift in the system of teacher education in India, with the successful introduction of National Curriculum Framework (NCF)-2005, National Curriculum Framework for Teacher Education (NCFTE) 2009, and Right to Education Act (RTE), 2009. 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. The Justice Verma Commission in 2012 also stressed upon the need to improve the quality of pre-service and in-service teacher education. The new teacher education curriculum, designed by the National Council for Teacher Education (NCTE) introduced several changes in the curriculum such as Yoga education, ICT, peace and value education, health and physical education, environmental education and population education. Teachers, today, need to keep abreast with not only the curriculum in the textbooks but also with the ever-evolving technology, changing market trends as well as continuously update themselves with the culture and Following NCFT. Keeping this in mind, NEP 2020 has proposed to revise and revamp aspects of teacher education, in line with the current trends, including its structure, regulation and governance, through radical action so as to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education in the country. NEP 2020 has put in place systemic reforms that would help teaching emerge as an attractive profession of choice for bright and talented young minds.

Keywords: - Teacher education, Integrated Teacher Education Programme, National Professionals Standards for Teachers , National Mission for Mentoring

Introduction:

Teacher education programme means the curriculum, instructional resources and faculty that contribute to the quality of instruction and the acquisition of knowledge, skills and competencies required for professional personnel to perform effectively. Rabindra Nath Tagore rightly said, “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame”. Teacher education programme is a must in order to have efficient and really capable teachers. It starts moulding from the ancient education system and till the present education

system is taking shape according to the global and local needs of the Indian society.

Evolution of teacher education:

In the ancient times of India, teaching in the pristine environs of gurukuls was truly multidisciplinary as it focused on teaching of Vedas. A formal system of teachers training was introduced in India during the spread of Buddhism. The current style of schooling and teaching emerged during the British rule in India. Inspired by Victorian schooling system, this system focused on behaviorist paradigm where education was concerned with preparing students to be disciplined.

There has been a slow paradigm shift in the system of teacher education in India, with the successful introduction of National Curriculum Framework (NCF)-2005, National Curriculum Framework for Teacher Education (NCFTE) 2009, and Right to Education Act (RTE), 2009. Over time, the focus of the system has shifted away from disciplinarian, rote memorization, to a collaborative construction of knowledge. Following the NCF 2005 and NCFTE, 2009, the teacher education strategy is aimed at imbuing the teachers with skills to become facilitators of knowledge rather than gatekeepers of information as well as to make teaching less textbook-oriented and to connect knowledge to life outside the school. The Justice Verma Commission in 2012 also stressed upon the need to improve the quality of pre-service and in-service teacher education. In 2014, the erstwhile Ministry of Human and Resource Development (MHRD) restructured its B.Ed. programme by doubling the duration of the programme to two years. The new teacher education curriculum, designed by the National Council for Teacher Education (NCTE) introduced several changes in the curriculum such as Yoga education, ICT, peace and value education, health and physical education, environmental education and population education.

Challenges:

Certain challenges with teacher education have continued to plague the sector including a system of training and recruitment that is churning ill-equipped and poorly trained teachers. As on date, the National Council for Teacher Education (NCTE) has given approval to 11139 D.El.Ed. Courses with intake capacity for 690840 students. Similarly, 9455 number of B.Ed. Courses have been registered with intake capacity of 937660 students. This is much higher than the annual requirement of new teachers which would be in the range of 3.5 to 4.1 lakh. Teacher Education Institutions have been working in isolation from rest of the Higher Education Institutions (HEIS). The multidisciplinary education, essential in developing a well-rounded personality, has been missing in the Teacher Education Institutions, which hitherto have

been operating in a stand-alone manner. There has been no system to ensure only motivated and meritorious individuals select teaching as a profession.

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 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, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

Teachers, today, need to keep abreast with not only the curriculum in the textbooks but also with the ever-evolving technology, changing market trends as well as continuously update themselves with the culture and Following NCFT. Teachers also need to play a more conscious role in supporting the parents, community, as well as school management in developing the child. As technology and blended learning becomes a part of our daily lives, and life skills like collaboration, creativity, and curiosity become more essential to succeed as professionals and individuals in the world, teachers also need to mentor students and link real-life experiences and skills with the curriculum that they teach. Most joyful to foster the joy of learning and discovering among as professionals and individuals in the world, teachers importantly, teaching needs to be student-centric joyful to foster the joy of learning and discovering among young people who will be leaders and entrepreneurs of the world. Keeping this in mind, NEP 2020 has proposed to revise and revamp aspects of teacher education, in line with the current trends, including its structure, regulation and governance, through radical action so as to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education in the country.

Teacher education under NEP 2020:

The NEP 2020 acknowledges the reality of unmotivated and dis-spirited Indian teacher and proposes to completely overhaul the teaching profession to create a robust merit-based structure of tenure, salary, and promotion that incentivizes and recognizes outstanding teachers.

A cursory comparison of the National Education Policy 2020 and the iconic Kothari Commission report that was majorly adopted as the first National Policy on Education, 1968 reveals a lot of similarities in the challenges, concerns and even the proposed solutions, except for the current focus on 21st century skills. Does The Kothari Commission, 1966 said, „Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. The NEP 2020 too exhorts, „Teachers truly shape the future of our children – and, therefore, the future of our nation thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

Instead of blaming teachers for poor learning outcomes in Indian classrooms, the NEP 2020 holds these dismal conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teacher quality and motivation.

Recognizing the „power of teacher , NEP 2020 has put in place systemic reforms that would help “teaching” emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and „restore the high respect and status to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession.

Pre-Service Teacher Education:

Based on the recommendations of NEP 2020 on teacher education and training, a National Curriculum Framework for Teacher Education, NCFTE 2021 will be drafted to guide all teacher education, pre-service and in-service, of teachers working in academic, vocational & special education streams.

- The 4-year integrated B.Ed., the minimal degree qualification for schoolteachers, is conceived as a multidisciplinary and integrated dual-major bachelor’s degree, in Education as well as a specialized subject. The admission to this course shall be through suitable subject and aptitude tests conducted by the National Testing Agency (NTA).

- All multidisciplinary Universities have been directed to set-up an education department and run B.Ed. programmes in collaboration with their other departments such as psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics. In addition to this they will also carry out cutting-edge research in various aspects of education to enhance the quality of their B.Ed. Programme.

- The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training. The curriculum will also include effective techniques in pedagogy on foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, with special interests or talents, use of educational technology, and learner-centred and collaborative learning.

- Shorter post-B.Ed. certification courses will also be available for career growth of teachers who wish to move into more specialized areas of teaching or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.

- A provision that truly has the potential to enhance respectability and acceptance of teaching profession is that all fresh Ph.D. entrants will be required to take credit-based courses in teaching related to their chosen Ph.D. subject during their doctoral training period including actual teaching experience gathered through teaching assistantships.

Teacher Recruitment & Employment:

For recruitment in private or government school the teacher must qualify through TET gives a

demonstration class, pass the interview, and have knowledge of local language(s). The NEP 2020 provides :

- Teacher Eligibility Tests (TETs) will now be extended to cover teachers across all the new stages (Foundational, Preparatory, Middle and Secondary) of school education.

- For subject teachers, TET as well as NTA test scores in the corresponding subjects will also be considered for recruitment.

- NEP 2020 promotes the idea of recruiting teachers to a school complex and sharing them across the group of schools to deal with shortage of teachers particularly for music, dance, art, craft, counsellors, coaches, vocational education trainers, classical language teachers, social workers, technical and maintenance staff.

- The NEP 2020 also encourages school complexes to hire local eminent persons or experts as „master instructors in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture etc. to meet the need of teachers to teach the newly introduced classical languages and vocational and skill subjects.

Teaching Career & Professionalism:

- The NEP 2020 talks of creating performance standards for teachers clearly spelling out the role of the teacher at different levels of expertise/stage and competencies required for that stage.

- By 2022 a set of National Professional Standards for Teachers (NPST) will be created that will determine all aspects of teacher career management, including tenure, continuous professional development efforts, salary increases, promotions, and other recognitions.

- NEP 2020 also talks of Teacher Audit or Performance Appraisals that will be carried at regular intervals. These standards for performance appraisal will also be formulated. Henceforth, promotions and salary increases will not occur based on the length of tenure or seniority, but only based on such appraisal.

- School teachers must undergo 50 hours of CPD opportunities every year to keep themselves by

attending workshops or on-line teacher development modules.

- School Principals too must undergo CPD in modules related to leadership, school management and for implementing competency-based learning.

- In addition, International pedagogical approaches will be studied by NCERT, identified, and recommended for assimilation in pedagogical practices in India through CPD.

• Enculturation of Teacher Empowerment

Teacher empowerment means investing teachers with the right to participate in determining school goals and policies and to exercise professional judgement about what and how to teach. (Bolin, 1989) When teachers are engaged in the reform process, they need freedom and control over their own work. This makes them feel empowered, motivates them to work harder and enhances their commitment to their learners.

- Recognizing the contribution teachers can make in reforming pedagogy to improve the learning outcomes, the NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development.

- Innovative teaching methods adopted by teachers to improve the learning outcomes will be recognised, documented, and shared widely as recommended practices.

- Close collaboration is recommended among schools within a School Complex as it will reduce teacher isolation experienced by teachers working in smaller schools and create vibrant teacher communities that work collaboratively sharing their best teaching practices.

- To help schools and school complexes evolve into vibrant, caring, and inclusive communities of teachers, students, parents, principals, the School managements have been directed to ensure adequate and safe infrastructure, basic amenities and hygiene, computing devices, internet, libraries, and sports and recreational resources to all teachers and students.

Conclusion:

Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teachers must be grounded with Indian values, languages, ethos and traditions and at the same time also being well-versed in the latest advances in education and pedagogy.

Dr. APJ Abdul Kalam had said- “Enlightened citizenship has three components- education with value system, religion transforming into spiritual force and creating economic prosperity through development and reposed faith in our teachers to become torchbearers for young generation and shape India’s development and sustained progress in the right direction”.

The current concern of the nation is effective implementation of NEP 2020 across the wide spectrum of educational institutions in India. Our demographic size and variables may defeat us however, there is one common factor that can turn the tide and lead the Indian education system out of its current morass of aimlessness and inflexibility to become a progressive, flexible, multidisciplinary, technology and skill focused education system that

will have the capability to produce competent, creative, skilled, employable and ethical learners. This common factor is the teacher.

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