

Changing Aspects of Teacher Education in India and NEP 2020

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ABSTRACT

Indian education system is as old as human civilization and teachers have had always been in the centre of the system. Since time immemorial we have a teaching learning system and teachers have always been considered on top in our all system. In a Vedic period we see that teachers were having a pivotal role as a facilitator, inspirer, character and personality builder and were called guru as he was also a religious and spiritual guide. The home of a teacher was the school of students; teachers had to make the arrangement for student's lodging, fooding and clothing etc. In Buddhist period teachers were Buddhist and preacher of Buddha doctrine, philosophy, ethics and discipline. In a medieval period teachers were occupied the most respective positions in a society and they teach at home, maktab and madaras the principles of Islam, spiritual, religious and worldly subjects. In 1813 and then 1833 Britishers started making rules and regulations for Indian Education Systems. National Education Policy 1966 which said, "Of all the factors that influence the quality of education and its contribution to national development, the quality, competence, and character of our teachers are undoubtedly the most significant." Fifty-six years later, their viewpoint still holds true, and the future of our nation still lie in the hands of our teachers. NEP 2020 the first education policy of 21st century makes emphasis to uphold the values of Indian culture and philosophy which strongly influence the world. The policy make the teacher centre of the fundamental reforms in the education. This policy helps to re-establish teachers at all levels. It emphasis to develop education system and empowers teachers to think global and act local. This paper make an effort to analysis education system and the role of a teachers in the light of different educational policy especially NEP 2020 that how a teacher can think global and act local.

Keywords: NEP-2020, Teacher Education, Quality Education

Introduction

Teaching is the profession that creates all other profession. The history of teacher education in India is as old as the Education. India is one of the largest systems of education and also teacher education. The total numbers of universities are 1182 Universities. The total higher educational institutions are 51649 in which 31,316 are in rural area and 20,333 are in urban area. as per AISHE 2020-2021 , Enrollment in higher education increases to 40.15 million, crossing the 40 million mark in which female enrolment reaches 15.87 million and male enrolment is 24.28 million. SC enrollment is 8.14 million, ST 3.921 million OBC 15.34 million and minority 5.39 million. As per AISHE 2020-2021 about 79.06% students enrolled in Undergraduate courses and 11.5 % are enrolled in postgraduate level courses. The total numbers of faculty teachers are 15.12 million of which 9.25 million are male and 5.87 million are female.

Though our education system is as old as human civilization but we trace it back from Vedic period where Brahmin used to serve as a teacher and as such there was no teacher education system but teacher's son used to teach and the senior students were teaching like monitorial system and it was oral system generally. During Buddhist period though Viharas and Monasteries were there but there was no formal teacher education system however monk having experience of about 10 years used to teach and in medieval period also we see that many books were written but there was no formal system of teacher education. In India we see the establishment of formal system of teacher education from the establishment of normal school for teacher training at Serampur, the then Calcutta by Danish Missionaries. In June 1826 the first normal school was started in Madras under the British Government. On 19th July,

1854 wood Dispatch in its report suggested for the establishment of training schools and introduced pupil teacher system and also sufficient incentive for the prospective teachers, the dispatch which is called the Magna Carta of Indian Education System introduced grant in aid system but grant can be given to only those teachers who have teacher training certificate. In 1859 Lord Stanley, Secretary of state to India said that teachers for vernacular schools should be made available locally. 1882 commission also emphasized for the establishment of teacher training institutions in a large numbers. Government of India Resolution on Education, 1904 emphasized that if secondary education was to be improved then teachers should be trained in teaching and at this time only five teachers training colleges were available in all places like in Madras, Kurseong, Allahabad, Lahore and Jubbulpur. It also said that the duration for training would be of two years and for graduate it will be one year training. The Government of India Resolution on Education Policy, 1913 said that no teacher should be allowed to teach without a certificate in teaching and there would be a constant exchange of ideas amongst the staff of training colleges. Sadler commission recommended to start PG department of education in Universities and education as an optional subject at the Graduation and PG Level. Mysore University started faculty of Education in 1925. Consequent upon 13 out of 18 Universities set-up faculties of Education. Andhra University started a new degree the B.Ed in 1932 and Bombay University launched post graduate degree M.Ed in 1936. In 1941 Bombay University started doctorate degree in Education. Basic Education, Wood Abbott and Sargent report also emphasized more on teacher education.

After independence University Education Commission 1948-49 also recommended to modify the teacher training course and made it more flexible as per local conditions. In 1950 first conference of Teacher Training Colleges held at Baroda to discuss the programmes, curriculum and practical of teacher training course. In this conference teacher training was replaced as teacher education. Secondary education commission also recommended that during one year training teachers should be trained at least in two subjects. In 1964-66 Indian Education Commission said that the most urgent reform needed in education is to transform it, to Endeavour to relate it to the life,

needs and aspirations of the people and thereby to make it a powerful tool of social, economic and cultural transformation necessary for realization of our national goals and for this a sound system of professional teacher education should be developed of minimum two years duration. NCTE as a statutory body came into existence in 1993 and on 17 August, 1995 started functioning with the mandate to achieve planned and coordinated development of teacher education and to govern the regulations and maintenance of quality. National Policy on Education 1986 made important recommendation for teacher education and consequently IASE, CTE, DIET and BITE established. National Commission on Teachers-11983-25, Efforts of IATE, Acharya Ramamurti Committee 1990, Yashpal Committee 1993, National Curriculum Framework, 2005, National Knowledge Commission 2007, National Curriculum Framework 2009 and Teacher Education in Five years plan given much importance and considerations.

Challenges

Though many efforts by all corners have been made to improve the education system especially teacher education system, some following challenges are here to tackle

1. To attract the talent of the society into teaching profession and retain them till their retirement
2. Prepare well flexible and talent oriented curriculum
3. Provide world class pre service and in service training
4. To have proper infrastructure for training college
5. Integrate technology in teaching and training
6. Ensure quality teacher training programmes
7. To develop knowledge, skills and attitude among prospective teachers
8. Provide stipends to all prospective teachers
9. After obtaining degree of teaching job should be provided
10. To develop the ability of Communication and
11. To inculcate values among prospective and in-service teachers

NEP 2020 and Teacher Education

In 21st Century the NEP 2020 is the first education policy after thirty-four year old National

Policy on Education (NPE), 1986. It is based on the pillars of Access, Equity, Quality, Affordability and Accountability, it is also aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary,

In the age of technological advancement and ICT Integrated teaching and learning time, teacher remains in the centre of our education system. Since long efforts have been made to attract the talent of the society in teaching profession and make this profession so lucrative that they may retain in this field. It is said that if your teacher is A grade your nation will naturally be A grade. All the committees and commissions made their recommendation regarding teacher, its status and provision to make them well informed, updated and satisfied in their profession. Radhakrishnan Commission, (1952-53) Kothari Commission (1964-66), NEP 1986 and now NPE 2020 all emphasised teacher education. NPE made a comprehensive recommendations like teacher education must create a pool of teachers, teachers should be grounded with Indian values, stand alone teacher education institution must be shut down after giving due time as they are selling degree for a price Justice Verma Commission 2012 quoted in its report. All multidisciplinary institutions or colleges should establish teacher education department and all stand alone institutions should be converted into multidisciplinary institutions by 2030. 4 years B.Ed integrated programme should be compulsory after 2030, 2 years for three years degree holder and 1 year for four years undergraduate or Post Graduate may also be offered. HEI must have network of the schools. NTA should conduct all India test for admission for Teacher education programme to maintain the uniformity in standard by keeping language and cultural diversity in mind. All fresh PhD Entrants should teach in the department. CPD of 50 hours in a year either online or offline for teachers and heads or principals should be compulsory and National Mission for Mentorship should be established. National Policy of Education 2020 which is approved by Govt of India on 29th July, 2020 made all this recommendations.

Conclusion:

National Education Policy 2020 has restructured the teacher education system as well as educational institutions, it not only provide access to education to all and made effort to provide required human and physical resources, It give autonomy to the students from school to higher level in opting their courses and subjects or papers. It made effort to develop such a teacher education system which will make a holistic, multidisciplinary, autonomous, inclusive, equitable, enjoyable, integrated quality education. Government should implement it in its word and spirit and finance in teacher educational institutions as per requirement. It also emphasized to develop such a teacher who will think globally and act as per local situations, circumstances and conditions. It will change the teacher education system of the country will make its rank in the world. This policy will also be helpful in achieving the target of Sustainable Development Goal (SDG) by 2030.

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Mental Health of Married Working and Non-Working Women

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ABSTRACT

Much research has been done in this field since mental health issues are becoming more common among working women in the 21st century and have wide-ranging repercussions on people as well as society. The capacity for adaptation has grown in importance for working women and is a significant worldwide issue. It's still not quite clear. The purpose of the current study was to compare the Mental Health of working and non-working women. This was a quantitative study with a cross-sectional design. There were one hundred married working women and one hundred married non-working women in the neighborhood. They were all between the ages of twenty-five and forty-five, and they came from Patna. The Mental Health Inventory was used to collect data. The results showed that there were notable significant differences in the Mental Health Inventory ratings scores between working and non-working women. The current study concluded that a woman's employment and mental health were strongly correlated.

Keywords: Women, Working Women, Non-Working Women, Employment, Mental health

Introduction:

The term "working women" describes women who work outside the home for pay and receive rewards for their education from jobs in the public or private sectors of the economy. Some professional women have notable positions across various industries, suggesting that they have had to juggle being a wife and a mother. A married woman who pursues a job or employment outside of her marriage to support herself financially and/or professionally is referred to as a married working woman. Working-class married women face a range of challenges from their families and at work. Unemployed women face many challenges from both within and outside of their families, which can be extremely depressing.

Women are usually well-organized family caregivers, taking on the duties of attending to the needs of their spouse or partner, aging parents, and children, according to Dudhatra, R. R., & Jogsan, Y. A. (2012). In reality, women now have a range of responsibilities since the concept of a woman has changed over time to reflect prevailing ideologies.

Women today enjoy the same opportunities as males, but there are still a lot of problems that need to be fixed. Work and life balance concerns affect both men and women, but women are still disproportionately affected (Allan, 2011).

In a multicultural nation like India, women's standing is ever-changing. In Indian society, the working woman's role is not well defined. As such, it's unclear what their present positions and functions are. This circumstance leads to a conflict of roles (Desai et al., 2011). Therefore, understanding the adjustment components may be essential to understanding working women's subjective well-being.

Review of Literature

Using a stratified random sample technique, the mental health of working women was evaluated in a study conducted by Garima & Kiran (2014) in Lucknow on women employed by various institutions. Ninety working women were chosen from a variety of industries. In the current study, a self-made mental health evaluation questionnaire was utilized. Studies

have shown that working women's mental health is significantly impacted by their marital status. Married working women with several responsibilities may have poorer mental health due to the complex stressors they confront.

In the Dharwad district of Karnataka state, 90 working and 90 non-working women from rural and urban areas were chosen, and an assessment of their mental health status was made. The socioeconomic status scale by Aggrawal et al. (2005) and the mental health inventory by Jagdish and Srivastav (1983) were used to evaluate the socioeconomic status and mental health of the chosen respondents or sample. The findings showed that there was no meaningful correlation between the working and non-working women's mental health characteristics. When compared to women who are not employed, the working women exhibited superior mental health. (Mankani & Yenagi, 2013).

Most working women have additional responsibilities to their families in addition to their homes. This therefore affects her mental and physical health. According to Parikh, Lam, and the CANMAT Depression Work Group (2006), women are twice as likely as men to suffer from anxiety and depression, two mental health-related disorders. Extended periods of untreated mental illness in married women can have fatal consequences for both the spouse and the kid, causing needless stress on relationships and family dynamics. According to Goodman (2004), males whose spouses had PPD, for instance, reported depression rates ranging from 24% to 50%.

Dudhatra, R. R., & Jogsan, Y. A. (2012) concentrated on the anxiety and psycho-physical issues that both working and non-working women faced. Anxiety and psychophysical anxiety levels were shown to differ significantly between married people who work and those who do not. A study was done by Maqbool, M., Shrivastava, N., & Pandey, M. (2014) on the mental health of housewives and working women using a sample of 100 women—50 housewives and 50 working women—who were chosen at random from the Baramulla area of the state of Jammu and Kashmir. Mental Health Questionnaire (M.H.Q.), which was the study tool used to evaluate

the mental health of housewives and working women. The difference in the mental health levels of housewives and working women was significant. The outcome indicates that housewives have better mental health than working women.

Materials and Methods:

This was a quantitative study with a cross-sectional design. Through the use of questionnaires, information was acquired. The independent variable in this study was employment. The dependent variable is the mental health of the married working lady. For the current study, 200 married women, aged between 25 and 45, who lived in different Patna town regions were included in an accidental cum purposive sample: 100 married working women and 100 married non-working women.

Research on married working women's engagement with mental health in the context of Bihar State, India, is non-existent. Thus, an evaluation of the adjustment skills that plague working women is necessary to gain a fuller knowledge of the dynamics at play in the workplace as they relate to women. Keeping these factors in mind, the following goals guided the conduct of the current study:

Aim: The purpose of this study is to investigate the relationship between married working women's mental health and their employment.

Tools: The following tools were employed in the present study:

Socio-demographic and Personal Data Sheet:

The researcher specifically designed this semi-structured Proforma for this study. Data on sociodemographic elements like age, years married, education, domicile, religion, type of work, type of family, and monthly family income are included. Differential Personality Scale (Singh, et.al.2002) Differential personality inventory is a heterogeneous measure of personality that measures ten dimensions of personality. These dimensions are Decisiveness, Emotional stability, Masculinity, Friendliness, Heterosexuality, ego strength, Curiosity, and Dominance. This test was used in this study to find out the personality of adolescents.

Procedure

Those who were found suitable according to the inclusion and exclusion criteria were consequently selected for Group 1 (100 married working women) and Group 2 (100 married non-working women). After that information about socio-demographic variables was collected in an individual setting and psychological variables were measured using selected psychological tests. The two groups were then compared on marital adjustment score and Bell adjustment score and statistically analyzed.

Statistical analysis

The Statistical Package for Social Sciences-20 (SPSS-20) was used to assist with the statistical analysis. The chi-square test and the t-test, respectively, were used to examine group differences between Group 1 and Group 2 on certain sociodemographic and psychological factors.

Results:

The majority of the sociodemographic variables, such as age, total years married, education level, place of residence, religious belief, and family structure, showed statistically significant differences between the two groups, according to the results. However, there were statistically significant differences in the socioeconomic status variables. The study revealed that there was no significant difference in the age variable ($t=1.57, p>.05$), degree of education ($t=1.42, p>.05$), or total year of marriage ($t=.17, p>.05$). Between the two groups, there were no discernible differences in terms of place of residence ($\chi^2 = 0.24, P>0.05$), religious belief ($\chi^2 = 0.20, P>0.05$), or family type ($\chi^2 = .18, P>0.05$). The socioeconomic status difference was determined to be statistically significant ($\chi^2=.04, P<0.05$).

To find the differences between married working women (group 1) and married non-working women (group 2), a t-test was employed. The following result indicates the group differences on the Mental Health Inventory.

Table 1:
Comparison of differential personality scale between Group 1 (Married Working Women) and Group 2 (Married Non-Working Women).

Areas of assessment		Group 1 (Mean \pm SD)	Group 2 (Mean \pm SD)	t value	P
DIFFERENTIAL PERSONALITY SCALE	Decisiveness	9.20 \pm 2.27	9.06 \pm 2.17	.629	.530
	Responsibility	9.42 \pm 2.16	9.34 \pm 1.90	.392	.695
	Emotional stability	8.17 \pm 2.45	9.48 \pm 1.65	6.253	.000
	Masculinity	8.57 \pm 2.49	8.41 \pm 1.99	.709	.479
	Friendliness	8.45 \pm 1.99	8.78 \pm 1.74	1.761	.079
	Hetero sexuality	7.19 \pm 1.97	7.65 \pm 2.36	2.090	.037
	Ego strength	7.84 \pm 2.21	7.02 \pm 2.41	3.534	.000
	Curiosity	8.17 \pm 1.64	9.05 \pm 1.95	4.871	.000
	Dominance	8.59 \pm 2.11	8.24 \pm 1.75	1.826	.069
	Total	77.03\pm11.83	77.05\pm7.45	.020	.984

Discussion of Results

To see whether both the groups were similar in terms of socio-demographic details or not, both the groups were tested through the chi-square test and t-test. Results indicated that both the groups did not differ significantly on most of the socio-demographic variables i.e., domicile, religion, and type of family. To see the difference in psychological variables between the groups t-test was used.

Employment and its relation to Mental health

There were significant differences were found in Emotional stability ($t = 6.253, p < .001$), Hetero sexuality ($t = 2.090, p < .05$), Ego strength ($t = 3.534, p < .001$), and Curiosity ($t = 4.871, p < .001$) and no significant differences were found Decisiveness ($t = .629, p > .05$), Responsibility ($t = .392, p > .05$), Masculinity ($t = .709, p > .05$), Friendliness ($t = 1.761, p > .05$), and Dominance ($t = 1.761, p > .05$) between Group 1 (Married Working Women) and Group 2 (Married Non-Working Women) on different variables of Differential Personality Scale.

Similar results appeared in a study by Mankani & Yenagi, 2013 reported that working women's and non-working women's mental health are significantly different on many variables such as emotional stability and ego strength.

The present study findings supported also a study conducted by Maqbool, M., Shrivastava, N., & Pandey, M. (2014)

Similar findings were observed in a study conducted by Garima & Kiran (2014) who reported that Married working women had to face a lot of problems like difficulty in their work, taking care of things at home, loss of interest in things, feeling emotionally numb, avoid talking about a stressful situation and feeling cut off from others.

Conclusion:

This study concluded that employability has a major impact on working women's mental health. According to this study, married working women's jobs can have an impact on their mental health.

Clinical Implications:

The findings and observations from this study will contribute to our understanding of married women's mental health, both when they are employed and when they are not.

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