

Issues and Concerns of Teacher Education Under NEP-2020

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ABSTRACT

In 2020, the Government of India implemented the National Education Policy (NEP) to convert our country into a just and vibrant knowledge society over time. The National Education Policy seeks to guarantee that everyone is entitled to a high-quality education. It is a positive step because it will cause a shift in India's educational system, making it more modern, progressive, and equitable. The NEP 2020 recommends substantial reforms to the teacher education system, as well as various policy adjustments for Indian education system. The Indian education system transforming the quality of education is one of NEP 2020's primary priority areas, with teachers given more authority to drive change. National Education Policy (2020) which addresses improvements in higher education policy, includes proposals for teacher education. The primary goal of NEP-2020 is to make certain that teachers receive the best possible training in subject matter, pedagogy, and practice by transforming the teacher education system into multidisciplinary colleges and universities and developing a four-year integrated B Ed by 2030. Such multifunctional HEIs will provide the minimum degree certification for school teachers will need to be trained in high-quality curriculum and pedagogy, and by 2030, teacher education will be transitioning to multidisciplinary colleges and universities. This report also recommends that all universities and colleges have an exceptional Education Department that offers B.Ed., M.Ed., and Ph.D. degrees in education. The success of NEP 2020 will depend on the nation's teacher education and capacity-building strategy. The NEP 2020 has high expectations for teacher education results, which include quality, requirements, development, service conditions, and teacher empowerment. The current paper examines the New Education Policy (NEP) 2020 in relation to teacher Education.

Keywords: National Education Policy 2020, Teacher Education, Issues and Concerns

Introduction

The National Education Policy 2020 was adopted by the Union Cabinet of India on July 29, 2020. The policy establishes an in-depth structure for elementary education, higher education, and vocational training in rural and urban India. The initiative intends to shift India's education system by 2030. NCTE four-year ITEP, which is aligned with the NEP, will assist develop a new generation of teachers who will play an important role in preparing our young for the future. The quality of the teacher is most important in determining a student's success. Recognising this, training for teachers has been a matter of discussion at all levels, including the government, ministries, regulatory agencies, schools, and even teachers themselves. The various challenges to teacher education in the age of digital technology and globalisation will facilitate the pursuit of innovative teacher education for the future. To improve the quality of teacher education in contemporary India by focusing on new concerns and challenges resulting

from changing times and societal requirements, modifications in teacher preparation methods have been required. Various difficulties in teacher education, such as problems monitoring teacher-education institutions, brand unfairness, inadequacies in the selection system, inadequate skill integration, problems with practical teaching, problems with teaching supervision, incompetency of students and teachers, and more. Academic background of student-teachers, deficiency in the teaching subject curriculum, rare innovations, insufficient technology infusion, limited choice base, bad research scenario, and lack of subject understanding, among other things.

Issues of Teacher Education Under NEP-2020

1. Teacher Education: The NCTE will develop a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, in collaboration with NCERT. By 2030, a 4-year integrated B.Ed. degree will be required for teaching. Inadequate independent

Teacher Education Institutions (TEIs) will face severe penalties. The regulatory system urgently requires revitalization through radical action against dysfunctional TEI that fail to meet essential educational criteria for raising standards and restoring the integrity, credibility, efficacy, as well as elevated quality of the teacher education system. By 2030, only academically sound, multidisciplinary, and integrated teacher education programs will be implemented. To establish a teacher education fraternity in both soul and spirit, determination and vision will be needed. Within the next 3-5 years, all TEIs will be required to be accredited as multidisciplinary HEIs. The National Higher Education Regulatory Authority (NHERA) would monitor the mission's progress every three months, while the Rashtriya Shiksha Aayog (RSA) would do so every.

2. Provision for Dual Degree: The four-year B.Ed will be a minimum degree for school teachers and an additional integral bachelor's degree (in education together with any preferred specialized subject) Undergraduate degree of study and will therefore contain both disciplinary and training for educators courses under NEP-2020 is an enticing component that should be cautioned against leading to dropouts and resulting in a scarcity of dedicated educational professionals in light of India's rising unemployment rate. The HEI that provides the 4-year ITEP may additionally conduct a 2-year B.Ed. (For individuals with a bachelor's degree in a specialized field) and a 1-year B.Ed. (for individuals who are awarded a 4-year undergraduate program in a particular subject), and award Scholarships for outstanding trainees in these programs. This will be useful for hiring competent teacher.

3. All Teacher Education Institutions will evolve into multidisciplinary: Institutions that solely offer one stream of teacher education will be phased out. All multidisciplinary universities and colleges will endeavour to create education departments that will not only conduct research in diverse areas of education, but it will also offer B.ED programs working together with other departments.

4. Teacher Training for Indian Values: Teacher Training is an activity that includes Various viewpoints and knowledge, disposition and value creation, and practice development under the finest mentor. Teachers must be based in Indian values,

languages, knowledge, ethos, and tribal traditions, as well as knowledgeable about the most recent advancements in education and pedagogy under NEP 2020. This vision had to be reflected in the foundation of NCFTE.

5. Universities' Education Departments: National Education policy (2020) proposes establishing and expanding research and innovation areas in university education departments, as well as anchoring programs across disciplines through relevant inter-relationships. They will offer mentoring programs for per-service educators, as well as courses and activities for in-service professional development (CPD) for school educators, teachers, and higher-education professors. Courses must be available in a variety of forms, including full-time, part-time, blended/online, and evening sessions. In a staged approach, departments are given more responsibility for active participation through input-process-output.

6. Teacher Recruitment Under NEP (2020): The New Education Policy intends to attract top talent to the teaching profession by providing teachers' sustenance, esteem, integrity, and autonomy. It also Implements quality control and accountability measures. According to the National Education Policy, by 2030, teachers must have a 4-year integrated B.Ed. degree. If this occurs, only candidate possessing a four-year Bachelor of Education degree and either a CTET or TET certificate will meet the requirements to apply for teaching posts in government schools.

7. Approaches to Teacher Education: By 2030, multidisciplinary colleges and universities will be the key institutions for teacher education, recognizing the need for high-quality curriculum and pedagogy. As colleges and universities increasingly become multidisciplinary, they will strive for outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.

8. Professional Guidelines for Teachers: The National Council for Teacher Education, now a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), will develop a common set of National Professional Standards for Teachers (NPST) by 2022, in collaboration with the National Council of Educational Research and Training (NCERT) and the State Council of Educational Research and Training (SCERT), teachers from various levels and regions, organizations dedicated

to teacher preparation and growth, and vocational professional bodies.

9. Pre-Service Teacher Education:

A National Curriculum Framework for Teacher Education (NCFTE2021) is recommended by NEP 2020 as a guide for pre-service and in-service teacher education. Teachers employed by special education, vocational, and academic programs will be covered under this framework. The program attempts to give a standardized methods used in teacher education to teacher education, preparing teachers to meet the different requirements of the students.

10. Special Educators:

There is an immediate demand for more special educators in some sectors of school education. Teaching subjects at the middle and secondary school level to children with disabilities, or Di yang Youngsters as well as instruction for specific learning difficulties, are instances of such specialized requirements.

National mentorship Mission: The National Education Policy 2020 proposes establishing a mentorship mission with a pool of excellent senior/retired faculty, including those who can teach in Indian languages, to provide college and university teachers both immediate and long-term professional support. This will use expertise and outstanding skill to pass on core ethical information to future generations, supporting overall personality development.

Concerns of Teacher Education under NEP (2020)

The importance for changing one's mindset: Our present educational system is based on British and industrial age practices. Two or more generations of parents, teacher, grandparents, and educators will be needed to effect the change in mindset. A STEM-focused generation must give way to the NEP (2020). The corporate sector will have to standardise and modify its recruitment and training practices. There will be numerous hurdles in changing this mind-set Yet It is conceivable with a significant amount of government soft power.

Need to accept Change in Teaching and Learning Styles: Innovative methods for educating children of all ages, from pre-primary to higher education, are suggested by the NEP (2020). Adopting comprehensive teacher development programs in schools and colleges might be problematic due to teachers' familiarity with traditional lecture delivery strategies. Transitioning from traditional to current

teaching methods can be tough for both students and teachers. In-depth knowledge would be prohibitively expensive for both pupils and their parents.

The admissions policy for teacher education programs requires to be up dated. There are many shortcomings in the admissions process for teacher education programs. Students who are unable to gain admission to colleges or other higher education institutions might pursue a B. Ed program at Teacher Education Institutions. There is no defined mechanism for accepting students into teacher education programs. There is no examination of students' attitudes or abilities. Any candidate who meets the basic eligibility requirements gets admitted.

Address to the practical teaching problem: Both the level of quality and method of teaching practice are inadequate. The student instructor does not take practise lessons seriously. However, the school and administration fail to collaborate and allow teaching practice sessions, posing obstacles. They prevent the correct implementation of the teaching strategy. **Address to Improve In-Service Teacher Training:** Enhance programs in order to monitor them all to provide teachers will with ongoing professional development opportunities. To achieve this, extensive training frameworks, partnership with educational institutions, and technology-enabled platforms can be implemented.

Seeking authority to regulate Teacher Education Institutions: Regulatory organisations must have the authority to intervene against inadequate and malfunctioning Teacher Education Institutes (TEI) that fail to attain academic requirements. The NCTE is a regulatory agency that oversees the operations of teacher education institutes and the standard of education offered there. It establishes and upholds these institutions' academic standards. Nevertheless, the number of institutions offering teacher education has increased so dramatically in recent years that it is difficult in order to monitor all of them. Some of these institutions compromise quality only for the sake of money.

Enhancing Collaboration and Partnership: Collaboration among educational institutions, government agencies, and stakeholders is essential for successfully implementing NEP-2020 and addressing difficulties in teacher education. Partnerships can improve teacher education results by sharing best practices, resources, and knowledge.

Improving Technology in Education:

An autonomous entity, the National Educational Technology Forum (NETF), will be established to offer a platform for the open exchange of ideas on the use of technology to improve learning, evaluation, planning, and administration. Technology shall be integrated appropriately to enhance classroom operations at all educational levels, support the professional growth of teachers, increase access to education for disadvantaged groups, and expedite administration, management, and planning for education.

Address to Financial assistance for students:

Efforts would be made to incentive students from SC, ST, OBC, and other SEDG. The National Scholarship Portal will be updated to better support, foster, and track the growth of scholarship recipients. The private higher education establishments will be encouraged to give further scholarships and free ships for their students.

Address to inadequate facilities: Numerous educational establishments are facing financial challenges. They fall short of essential facilities such teaching practice school, laboratories, libraries, dorms, and safe structures. A few of them even make use of leased buildings.

Address to Motivated, Energized, and Capable Faculty: NEP 2020 emphasizes the importance of faculty quality and participation in determining higher education institution success. HEI will have clear, impartial, and open procedures as well as standards for faculty recruitment. Faculty can develop their own curriculum and instructional approaches within the permitted framework. Incentives for excellence include awards, promotions, recognition, and advancement to institutional leadership positions. Faculty who doesn't adhere to basic norms will face accountability.

Conclusion:

The new National Education Policy 2020 aims to meet the objectives of a lively society and sustainable development. Urgent teacher education reforms are required to be implemented as envisaged in NEP-2020, which recommended a type of quality education deeply rooted in Indian /ethos, tradition, culture, and diversity, as well as reforming the Indian education system to achieve global knowledge power, which leads to VISHAVGURU. The aim is aspirational, but the implementation roadmap needs

to be carefully stated. The 2020 National Education Policy can help Central and State Governments address issues and reform teacher education. After extensive research, it is recommended that the Central and State Governments collaborate to improve the quality of teacher education and pave the way for a more promising future.

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