

Transforming Teacher Education in the light of National Education Policy-2020 and Goal of Viksit Bharat

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ABSTRACT

This paper deals with the analysis of Indian Education System, National Education Policy 2020 and its impact on Indian Education system with reference to fulfill the cherished dream of making India Viksit Bharat by 2047. This paper deals with the role of various organizations, Govt efforts towards achieving the target of making India a Developed Nation. Viksit Bharat. NCTE-National Council for Teacher Education, NPE –National Policy on Education UGC- University Grants Commission, HEI- Higher Education Institution

Introduction :

Education is one of the most powerful tools to develop the personality of human being, promote the culture and civilization and develop the country. Kotihari Commission has named its report as Education and National Development. No country can develop without a good and sound education system. India has a long history of Education since Vedic Period, Buddhist Period, Jainism Period and Medieval period. Our education system flourished and became the centre of learning for the people of other countries also. Takshila, Nalanda, Valabhi Vinharam Odantapuri, Vikramshila are known for its excellence teaching and learning centres. Lord Macaulay in his Speech on 2nd February, 1835 in British Parliament said that, “ I have travelled across the length and breadth of India and I have not seen one person who is beggar, who is a thief such wealth I have seen in this country, such high moral values, people of such caliber, that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage and therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native culture and they will become what we want them, a truly dominated nation.” Many committees, commissions reports came and implemented before independence and after independence University Education Commission(1948-49), Secondary

Education Commission(1952-53), Indian Education Commission(1964-66), National Education Policy(1986) , New Education Policy 1986 and now National Education Policy-2020 are prominent.

National Education Policy -2020 stated in its introductory remarks that “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, progress, and leadership on the global stage - in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation.” Therefore Education is only means by which we develop the individual as well as society, nation and the world.

Concept of Visksit Bharat

Dr AP J Abdul Kalam on 25th May, 2011 in his speech My vision for India at IIT Hyderabad, Sangareddy district Telangana I have three visions for India. In 3000 years of our history people from all over the world have come and invaded us, captured our lands, conquered our minds. From Alexander onwards the Greeks, the Turks, the Moguls, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture and their history and tried to

enforce our way of life on them. Why? Because we respect the freedom of others. That is why my FIRST VISION is that of FREEDOM. I believe that India got its first vision of this in 1857, when we started the war of Independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

We have 10 percent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognized today. Yet we lack the self-confidence to see ourselves as a developed nation, self-reliant and self-assured. Isn't this incorrect? MY SECOND VISION for India is DEVELOPMENT. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation. We are among top five nations in the world in terms of GDP.

I have a Third Vision. India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. I was in Hyderabad giving this lecture, when a 14 year-old girl asked me for my autograph. I asked her what her goal in life is. She replied: I want to live in a developed India. To fulfill the dreams of this girl and all the people of the country Dr APJ Abdul Kalam also in his book India 2020: A vision for the new Millennium examines the weakness and strength of India and discussed the economic strength of the country. In his book he advocated the action plan to develop India into a strong nation by the year 2020.

Viksit Bharat 2047 is the vision to transform India into a developed nation by 2047, the 100th year of independence. This vision encompasses various facets of development, such as Sound education system, economic growth, environmental sustainability, social progress and good governance, to make India a developed nation by 2047.

In this context National Education Policy 2020 state that, "The world is undergoing rapid changes in the knowledge landscape. With scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary

abilities across the sciences, social sciences, and humanities, will be in rapidly-increasing demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. There will be a growing demand for humanities and art, as India moves towards becoming a developed country and among the three largest economies in the world".

Education System

National Education Policy recommended the system of 5+3+3+4 means five years for foundational stage, 3 years for Preparatory stage, 3 years for Middle stage and 4 years for Secondary stage and efforts have been made to make learning holistic, integrated, enjoyable and engaging with a motto of equitable and inclusive quality education and also to prevent dropout rates and ensuring access to all to avail school education. It has developed the concept of school complex and also that of accreditation to promote quality education, this policy made all efforts to ensure required resources to make the institution effective to impart quality education. This may bring changes in RTE 2009 and will cover education from the age of 03 years to 18 years. However our progress of education is very slow and also lacking quality.

As per AISHE report 2021-2022 enrolment in higher education increases to 4.33 crore in 2021-2022 from 4.14 crore in 2020-2021. GER increases to 28.4 in 2021 – 2022. SC,ST admission, female enrolment in higher education and PhD programme also increased significantly. The total number of universities and institutions are there it is about 1168 , total colleges 45473 colleges and standalone institution is 12002 as per AISHE 2021-2022. The total number of faculty teachers are 15,98000 of which about 56.6% are male and 43.4% are female. It is right that only few institutions impart quality based education, technical, vocational and professional education is also not upto the marks. National Education Policy 2020 also emphasis to give autonomy to the students in selection of their papers and subjects, Academic Bank of Credit system introduced, it also recommend to restructure the

institutions and make education system holistic and multidisciplinary. Ensuring equity and inclusion of all with respect to their population is a big issue, job oriented course and providing equal opportunity to all is also a challenge. Kothari Commission said that One of the important social objective of education is to equalize opportunity, enabling the backward or underprivileged class to use education as a means to improve their condition., New Education Policy 1986 also advocated to provide equality of educational opportunities in terms of caste, tribe, disability, gender and minorities is the only way of building up and egalitarian and human society in which the exploitation of the weak will be minimized.

Teacher Education

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 in 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 Post Graduate may also be offered. HEI must have network of the schools. NTA should conduct all India test for admission into 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 which have been analysed in this paper critically on the basis of past experience of various committees and commissions recommendations. Present status of teachers has been presented. This paper also discussed the problems and challenges in the proper implementation of NPE 2020.

Government Initiatives

National Education Policy (NEP) 2020 will be a mile stone as it made all efforts to develop a sound ecosystem of our education especially teacher education. To bring all the statutory bodies including under one umbrella will be a remarkable achievement, it will solve many issues particularly related to rules and regulations and its interpretation. Govt has initiated in its Union Budget, 2018-19, to treat school education holistically without segmentation from pre-nursery to Class 12. Named it Samagra Shiksha which is an overarching programme for the school education sector extending from pre-school to class 12 with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). NCTE has introduced the Integrated Teacher Education Programme (ITEP) is a four-year undergraduate degree program that prepares teachers for the Foundational, Preparatory, Middle, and Secondary stages of education: Foundational, Preparatory, Middle, and Secondary.

It is based on the vision of NEP 2020 and aims to develop teachers with the skills and knowledge to teach students at all stages. The program offers a dual major, with a degree in Education and a specialized, It includes holistic training, including advanced pedagogical knowledge, early childhood care and education (ECCE), and foundational literacy and numeracy (FLN). A multidisciplinary approach, with input from other disciplines, including humanities, social sciences, mathematics, and sciences. An exposure to modern teaching advancements and promote inclusive education. NCTE has prepared

Curriculum with the consultation of NCERT and almost everything to run these programmes. National Education Policy 2020 also made provision and empowered NCTE to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, it is made clear that only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force. All multidisciplinary universities and colleges will establish education departments and will run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030. The admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency. All Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching pedagogy related to their chosen Ph.D subject and will also have a minimum number of hours of actual teaching experience. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

Conclusion:

The world is changing rapidly and so the education and its system, each country wants to develop its education system such as no students can leave behind and all citizens of the country will be an asset and will contribute in the development of the nation and the world. Modernization is necessary and education should be able to understand it and accelerate the process of modernization and also inculcating the values to transform the cultural heritage to the next generation. In this regard National Education Policy made a unique contribution in a very limited but comprehensive recommendation. It touched all aspects of education from Early Childhood Care to the Research and Innovation. It emphasis to

provide quality based education with equitable and inclusive purpose, it has restructured the 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 also secures their certificates by Academic Credit Bank concept. It makes a holistic, multidisciplinary, autonomous, inclusive, equitable, enjoyable, integrated quality education. Teacher Education has been focused especially in the National Education Policy and it has been accepted as one of the means to achieve the target of achieving the goal of developed nation i.e. Viksit Bharat. Therefore it is an urgent need to implement the NEP especially related to Teacher Education Programme and transform it by providing all facilities including the adequate provision in the budget. It will change the education system of the country and will help the educational institutions of the country to get good 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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