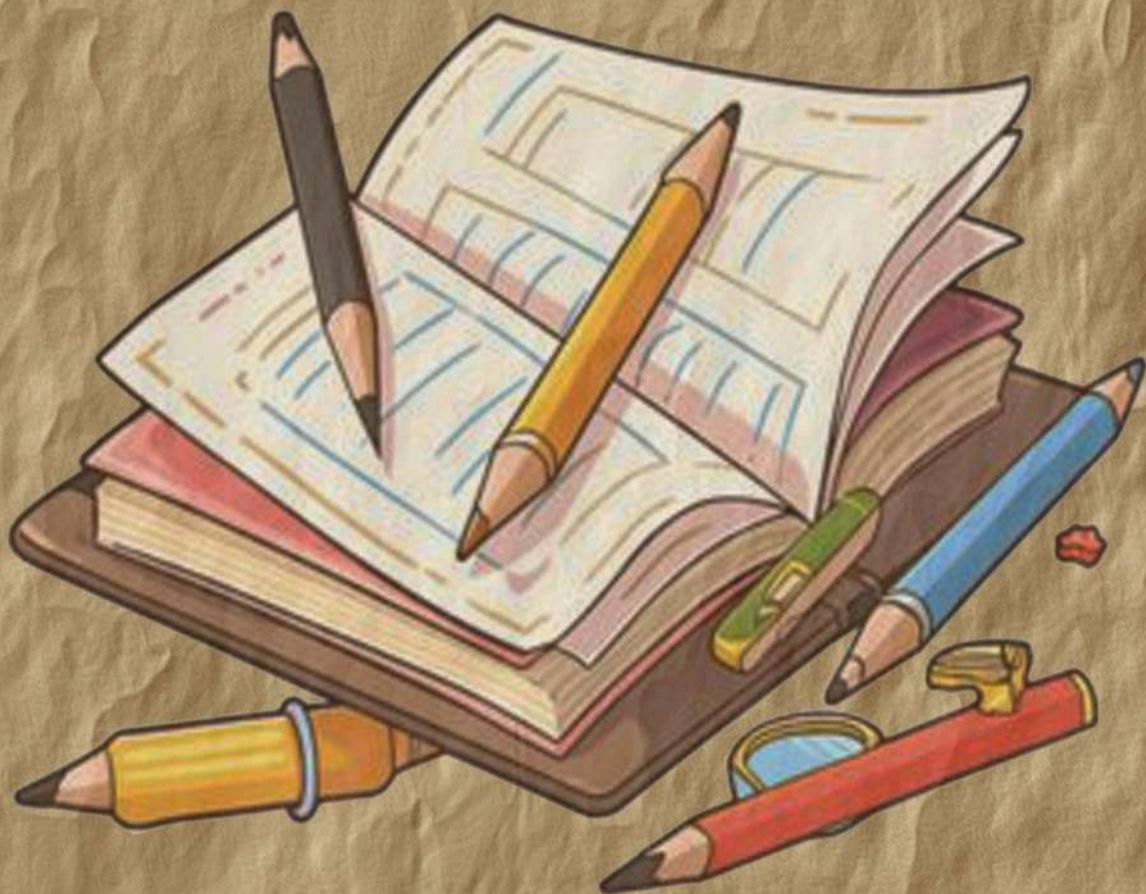


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PREFACE

Indian education system catering over 300 million students of various categories is expanding continuously to bring considerable transformation. It is expected to be more accessible, inclusive and aligned for catering needs of the fast changing global society. The emerging digital technology is immensely influencing school and higher education system leading to significant changes in coming days. Digital learning with interactive apps and online resources will be more used by students. The National Education Policy, 2020 will not only promote innovative teaching and learning processes but also emphasize inclusion of Indian Knowledge System (IKS) into curriculums at all levels of education, which purports to promote indigenous Indian systems of knowledge. Blended learning with integration of online learning and traditional class room teaching offering flexible and personalized experience will be in focus and used widely. There will be shift in curriculum directing towards environmental awareness, entrepreneurship, project based experiential learning etc. to prepare the students for upcoming job market. Schools and parents will more focus to promote creativity, critical thinking, empathy, physical, emotional and social skills.

The Higher Education will emphasize on multidisciplinary approach with multiple entry and exit points. It will be more flexible and accessible with promoting online and distance education programmes to cater needs of diverse group of students and working professionals. Industry- Academia collaborations between universities and industries will be encouraged to address needs of job market with emphasis on internship programs, hand on training/ workshops, guest lectures by industry professionals etc. Vocational education will emphasize on re-skilling, up-skilling & life long learning to meet needs of job markets.

Education is a dynamic process with the teacher being the central focus. It provides new shape to the individual and consequently the nation. It has potential to play a significant role to bring about social change, economic growth and political development in any society. Teacher and Teacher Education needs to be oriented to achieve sustainable development goals (SDG). Individual excellence and life long learning matter a lot for success in Teacher Education. The teachers have to be updated with disciplinary knowledge and emerging digital technology regularly as their students used to access it. So, the performance can very well surpass degrees. A teacher has to compete with global teaching community to remain relevant in the current technology dominated environment. There is need that students at all levels should be taught by well qualified, passionate, motivated, professionally trained and well equipped teachers to promote creativity. The present volume of the Journal *Educatum* tried to address various issues pertaining to Teacher Education to enhance the knowledge in the discipline of education.

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NEP 2020 ON TEACHER EDUCATION

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Abstract

Teachers shape the future generation. So, the activity of teachers' preparation needs cross disciplinary viewpoints. For quality teacher preparation we need quality programs. At present the standard of teacher education is not where it should be. As per the NPE2020 document, most of the stand-alone teacher education institutes are not making earnest attempt for a quality teacher education. These degrees are for a sale. No supervisory effort yet been able to cut these malpractices. Strict action should be taken against those substandard and dysfunctional institutes, shutting them down if needed. For better teacher preparation, NEP 2020 has formulated many objectives to achieve by 2030, like 1) sound ,interdisciplinary and unified teacher education programs in composite interdisciplinary institutes 2)standalone teacher education institutes require converting to multidisciplinary institutes 3)four years integrated B.Ed., two years B.Ed. and one year B.Ed. will be offered to learners with different educational levels.4)a standardized aptitude test be administered by the NTA(national testing agency) for the admission in pre service teacher education5)continuous training for professional development of working teachers6)mentoring of college/university teachers by the retired or senior faculties7)merit based scholarships for the rural or outstanding students of 4 years integrated program8)all new PhD scholars from all discipline, must go for courses (credit based)in teaching /education/pedagogy/writing related to their PhD subjects along with real teaching experience.9)integrative higher learning institutes with authorization of ODL can provide blended mode B.Ed. program for remote area students or in service teachers. This paper has discussed the current scenario of teacher education and the objectives to be attained in teacher education program by 2030 as depicted in NEP2020 document.

Keywords: *NEP2020, Teacher Education, Multidisciplinary Institutes, Integrated Education.*

INTRODUCTION

Indian education system has got the latest education policy in the year 2020 which has brought a lot of new hope for the educational development in our country. This new policy mainly focuses on an education system which will develop the best human capable to think logically., having quality of compassion, sensibility, who are daring, have scientific attitude, creativity and most importantly sound ethics and good virtues. Another major aim of NEP2020 is to produce dynamic and responsible citizens who will contribute to build an inclusive, diverse, and pluralistic society. Educational institution is the second home for a child where training for

citizenship is provided in the classrooms by quality teachers. An ideal teacher is the one having knowledge of language, traditions, latest advances in education and pedagogy and grounded with Indian values. To create such quality teachers, we need quality teacher education program. So, our major emphasis should be to prepare the best teacher with the best teachers training programs. Though we know that all teachers are not made, many are born teachers. NEP 2020 has given special focus on teacher education program as it is essential for creating school teachers and teacher educators that shapes the next generation.

CURRENT SCENARIO OF TEACHER EDUCATION IDENTIFIED BY NEP2020

‘A majority of stand-alone teacher education institute, more than 10,000 in number are not even attempting serious teacher education in fact selling degrees for a price’-Justice J. S. Verma Commission (2012) .Many governmental attempts until now not either could control the misconducts in the process, neither implement fundamental level for the sake of standard, in fact have had the adverse impact of controlling the rise of quality and restructuring the sector. Therefore, the sector and its regulatory system urgently need restoration by extreme steps, for raising the standards and restoring trustworthiness, uprightness, potency, and quality to the system of teacher education. Strict steps are taken in case of such poor quality and unsound private teacher training institutes functioning in the state and closing those down when needed. Other than the standard of teacher education, appointment, positioning, and conditions of employment and empowering the teachers are not at the proper form. It’s in a poor state.

VISION OF NEP2020 ON TEACHER EDUCATION

*By 2030, just accomplished, integrative and unsegregated teacher education programmes will only be working.

*Teacher education programme needs multifaceted inserts and education in excellent content and pedagogy, so all teacher education programmes definitely be organised in blended multifaceted institutes.

*Every integrative and interdisciplinary higher education institute will have the objective to setup department of education which along with implementing advanced research in various facets of education, will also begin B.Ed. programmes, in collaboration with other departments such as psychology, philosophy etc.

*Stand-alone teacher education institutes need to turn into cross disciplinary institutes by 2030 for offering the four years integrated teacher education programme and this 4 years integrated B.Ed. along with strong practicum training at local schools will be the minimum level of

education for school teachers by 2030. It is going to be a dual major integral bachelor degree. For the students with a bachelor degree in a specialized subject, have the provision for 2 years B.Ed. Candidates with 4 years undergraduate degree and also candidates having masters degree maybe offered 1 year B.Ed. During their practice teaching in local government and private schools, trainees should engage themselves in other school based activities like community work, vocational education etc.

*At Block Institute of Teacher Education and district institute of teacher education or at school complexes, special teacher education programmes of short duration will also be available for eminent local individuals who can later be engaged for teaching at schools as ‘master instructors’. Thus it will serve the purpose of promoting local professions, skills and knowledge, e.g., local art and craft, music, farming, trade and commerce, sports, woodcraft, and other occupation.

*Certificate courses of short duration after B.Ed. will be made accessible, at interdisciplinary institutes, for the teachers wishing for more specialized areas (teaching students with special needs, leadership, administrative position) of teaching or to change position from a stage to another between fundamental, preliminary, middle, and secondary stages.

*An extensive and latest National Curriculum Framework for Teacher Education, (NCFTE 2021), by NCTE in discussion with NCERT was about to be developed by the year 2021, build on the propositions of NEP 2020, after discussing with all stakeholders and making its availability in all provincial languages. The NCFTE would thereafter be revised once in every five to ten years by reflecting the changes in revised NCFs.

*For the worthy students, scholarships will be given to attract those aspirants into the B.Ed. programmes. To make sure that exceptional students join this teaching career mainly the rural students, scholarships based on merits will be introduced nationwide for completing a standard four year integrated B.Ed. programme.

*A standardized subject and aptitude test should be carried out by the NTA (national testing agency) for the admission in pre service teacher education so that an uniformity in standard of teacher education can be maintained.

*Interdisciplinary higher educational institutes with authorization of open and distance learning can also offer a quality B.Ed. Preprogram in blended mode or open and distance learning mode to remote area students and to Inservice teachers.

*All new PhD scholars from all discipline must take courses (credit-based) in education/teaching /writing /pedagogy related to their PhD subjects along with real teaching experience during their doctoral period as quite a few scholars will turn out to become educators or people

representatives or delegates in their selected disciplines. In the Universities across the country, Ph.D. programmes will be remodelled for this purpose.

*Continuing education for higher education academicians will go on and DIKSHA and SWAYAM the technological platforms should be encouraged for training of teachers online so that a standardized training programme can be provided to a large number of teachers. Thus teachers will get the opportunity for their personal and professional development and to learn the latest measures and approaches in their professions. These will be provided in various ways such as workshops (local, regional, state, national, and international level) and also as online teacher development modules. For sharing the new ideas and the best approaches by the teachers, online portals be developed. Each intrinsically motivated teacher is likely to take part in not less than fifty hours of continuous professional development opportunities every year. Continuous professional development opportunities will cover the most recent pedagogies concerning foundational numeracy and literacy, formative and adaptive assessment of learning outcomes, proficiency based learning and associated pedagogies like experiential learning, art integrated, sport integrated, and storytelling based approach etc.

*For School principals and heads of schools there will be the same module based management and leadership workshops and online opportunities to grow and to continuously boost their management and leadership ability, and thus they can share their best practices with each other. Their participation in fifty hours or more of continuous professional development modules each year is also expected which covers pedagogy and content, a administration, management, focusing on preparation and implementation of pedagogical ideas in accordance with proficiency based education.

*Inclusivity and fairness will become a key feature of teacher education.

*National Mission for mentoring or professional support to college or university teachers by outstanding senior or retired faculty will be established.

*The design of pre-service teacher education programmes will be defined by the NPST(National professional standard for teachers).After that it will be accepted by the states to determine all aspects of teachers professional advancements along with term of office, strive for professional development, salary hikes, promotions, and other acknowledgements. Teacher's professional qualities will be evaluated and revised in 2030 and subsequently in every ten years.

* There is urgency for additional special educators in specific areas of school education for teaching the specially able children .Along with subjective knowledge and understanding of the subject specific aims of education, such teachers would require the appropriate expertise to understand the specific and exceptional needs of the children. Therefore, these areas need to be improved as secondary domains for subject teachers or general practitioner teachers in the course

of or after pre-service teacher preparation. Both in pre -service and in- service mode, these course offerings will be as certificate courses, either full time or part-time or blended modes certainly at interdisciplinary colleges and universities. NCTE and RCI will work as a team on this course curriculum to make sure the sufficient availability of eligible special educators for handling subject teaching as well.

SUGGESTIONS FOR IMPROVEMENT OF TEACHER EDUCATION/ SELF REFLECTION

After going through a detailed study of the chapter 15 of NEP2020 that is teacher education, the author has found few gaps in this chapter 15. Here are some suggestions for consideration if found relevant.

- Sudden Inspection of teacher education institutes or surprise visits by monitoring agencies are needed to check the proper functioning of institutional activities.
- For quality teacher education, along with other important factors documented above, the salaries of teachers in private teacher training institutes are also a matter of reconsideration. A minimum standard should be maintained so that teachers get motivation to contribute more for this process of teaching learning.

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