

Future and Challenges of Teacher Education Programme in India in the Context of NEP 2020

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ABSTRACT

The Ministry of Human Resource Development (MHRD) has announced the New Educational Policy in 2020 which aims to bring changes to the education system. The new National Educational Policy 2020 solicits to introduce and implement a plethora of changes across all levels of education in India, including the basic apprehension of education in the country. It also seeks to effectuate changes in the way the instructors of such education institutions are trained and how they approach education. The new education policy is a positive reflection of India's existing education regime. It has some very impressive and appreciable propositions. But implementing any policy in a diversified country like India is always full of challenges. The field of teacher education has undergone a significant transformation to become more transparent and high-quality thanks to the new NEP 2020. The paper's primary goal is to draw attention to the updated NEP 2020 recommendations for teacher education. The article describes the newly added courses, the reorganisation of the current courses, and their integration with bachelor's degrees, all of which will soon be of use to both in-service and pre-service teachers. The paper also highlights NEP's future strategies and hiring practises for teachers and teacher education. The report also describes opportunities that allow residents of rural and isolated places to realise their goal to pursue careers as teachers. There will be greater transparency and strengthening of teacher education. In light of NEP2020, the current study makes an effort to identify a few policy concerns and challenges for teacher education in India.

Keywords: Education, Teacher Education, Comprehensive, Multidisciplinary, B.Ed. and National Educational Policy 2020

Introduction:

Education is a dynamic policy. Its concept changes from time to time. It is interpreted in philosophical, sociological and pragmatic connotations which vary from one another. To imbibe this all among its customers, the society need highly motivated, qualified, and trained teachers to ensure meaningful access to education. Teacher education is necessary in creating school teachers who shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must also be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. W. H. Kilpatrick advocates "teacher training by stating that „Training is given to animals

and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills”. To quote Clinton in his Call for Action for American Education in the 21st Century that, “Every community should have a talented and dedicated teacher in every classroom. Therefore, we have enormous ways and methods to ensure teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training”.

Tremendous expansion of teacher education institutions during the last twenty years reflects the teacher education scenario of India. Increase graph in the number of schools and enrolment as a result of nationwide education schemes and programmes viz-a-viz Operation Blackboard((OB), District Primary Education Programme(DPEP), Sarva Shiksha Abhiyan(SSA) and Universalization of Elementary Education(UEE), demands for increased number of teachers which in turn demands and increase of teacher education institutions. Unfortunately, the recommended quality parameters were not given a place in the whole teacher education process. This resulted, in poor quality of teachers, lack of responsibility among teachers, and lack of dedication has been witnessed among the prospective teachers. As recommended in NEP 2020, the introduction of 4-year integrated B.Ed. programme by such multidisciplinary HEIs will, by 2030, will become the minimal degree qualification for school teachers. Also, the HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor’s degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. The question is how to implement the 4 year integrated B. Ed programme in order to improve and reach the levels of integrity and credibility that is required to restore the prestige of the teaching profession.

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HIGHER EDUCATION

(Holistic Multidisciplinary Education) The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. A holistic and multidisciplinary education will help develop well-rounded individuals who possess capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields, an ethics of social engagement, soft skills, such as communication, discussion and debate and rigorous specialization in a chosen field or fields, integration of vocational education and multiple entry/exit points. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications- a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor’s degree after a 3-year programme. The 4-year multidisciplinary Bachelor's

programme shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education with much focus on research. An **Academic Bank of Credit (ABC)** shall be established which would digitally store the academic credits earned from various recognized Higher educational institutions (HEI) so that the degrees from an HEI can be awarded taking into account credits earned. **Multidisciplinary Education and Research Universities (MERUs)** will be set up and will aim to attain the highest standards for multidisciplinary education across India. **National Research Foundation (NRF)** A new entity will be set up to catalyze and expand research and innovation across the country. The overarching goal of the NRF will be to enable a culture of research in universities, helping to develop a culture of research in the country through suitable incentives and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited.

Salient Features of National Education Policy 2020 Regarding Teacher Education:

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Teacher Education The 4-year integrated stage-specific, subject- specific Bachelor of Education offered at multidisciplinary institutions would be the way forward. A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practical training in the form of student-teaching at local schools. Stringent action will be taken against below standard educational institutions. Expanding the union budget - Increase in public spending on education from around 4% to 6% of gross domestic product with the collective efforts of the centre and the state government.

Adopting placement policies, guidelines, and methods with regard to educators and the teaching profession

In terms of recruitment, only capable and outstanding students will be allowed to enter the profession laying much weightage on rural areas students. To make deserving students receive quality Teacher Education i.e., four-year B.Ed. programme, an adequate merit-based scholarship will be provided throughout the country. The teacher after completing the courses will be employed in their local ground which will treat as a role model for the rest section of the society. The eligibility criteria before recruiting them will be more strengthened. The recruited teachers will be kept engaged in teaching activities rather than non-teaching activities which existed till then so that the novel approaches of teachers can secure learning outcomes in the classroom. To measure the standards of the teaching profession NCTE will act as Professional Standard Setting Body (PSSB) to set the common guidelines

of National Profession Standards for Teachers (NPST) by 2022 NCTE in collaboration with NCERT and SCERT will work under the General Educational Council, experts across the country in the field of higher education, teacher preparation, and vocational education will also be a part of the process. To make Teacher Education cop up with the innovation and methods, the design of the preservice Teacher Education programme will be redesigned and modified from time to time by the NPST. There will be an up-gradation in the approaches to Teacher Education. By 2030, Teacher Education will be shifted to multidisciplinary colleges and universities to ensure qualitative training and pedagogy.

The newly converted multidisciplinary colleges and universities will have to start the establishment of new education departments by facilitating bachelor's, Masters and Ph.D. degrees. The four-year bachelor's degree will become the minimum criteria for teaching by 2030 which will involve high-level training for the student-teacher at local level schools. The same colleges and universities will also facilitate the existing two-year bachelor's degree besides the four-year program. This two-year B.Ed. can be received by those who have their bachelor's degrees in other subjects and are willing to become a teacher. One year B.Ed. program can be received by those who already have received equivalent degrees like 4 years B.Ed. or master degree and willing to become a teacher in the specific subject. The new policy will also provide opportunities to remote area students to acquire this four-year B.Ed. programme, this programme will be available in a blended mode so that it gets accessed to the remote areas. From now onwards, the curriculum B.Ed. programme will include awareness and conservation of the environment and environment education. Special courses of shorter duration like BITEs and DIET will also be available at local premises as Teacher Education programme where local people with higher knowledge and skills can work as master instructors for promoting local professions like arts, crafts, music, and vocational crafts, etc. The new policy has been made taking physically challenged into consideration where the teacher who wishes to deal with such special students can do so by acquiring post B.Ed. courses in a shorter time frame. These courses will be made available in all colleges and universities multidisciplinary in nature. The same courses will also have other specializations like leadership and management in school positions. Any teacher can move from the foundational stage to preparatory, middle, and secondary by receiving this post B.Ed. course. Overall, to assure the implementation of all the measures in the education system stringent action will be set against those sub-standard institutions.

Major Challenges of Teacher-Education in India:

1. Defective Curriculum: The curriculum continues to be rigid and traditional. It is highly theoretical and less importance is given to the practical aspect. There is little integration of theory and practice. It lacks realism and is not related to life and community.

2. Qualification of Educators: There are lot of defects in the selection procedure of teacher education in fact there is no clear cut procedure which is to be followed while admitting students for teacher education. No attitude, aptitude, or any achievement test is conducted in fact interview of students is not considered while admission. Any candidate who possesses minimum required qualification has easily got admission in the course.

3. Trained and skilful teachers

One of the major setbacks of the Indian education system is the lack of trained and skillful teachers who may engage the students in various dimensions and develop innovative and scientific temper in them. Since they themselves lack training, quality, innovation and scientific temper, giving them the task to inculcate the students with these qualities is a mirage.

4. Digital divide

The new policy emphasizes the use of technology, digital literacy, and coding from an early age. While there is a ton of spotlight on utilizing technology in each part of the education sector - teaching, learning, setting up virtual labs, preparing schools, coaching. The strategy ignores the digital partition between the urban and rural, the absence of advanced foundation and admittance to gadgets/web.. A rise in the use of virtual platforms not only affects the children physically but also can expose them to harmful virtual content. Access to internet and electric gadgets in the remote rural area will be a challenging task.

5. Centre-state coordination

The Policy would largely hinge on the extent of cooperation between the Centre and states. While the NEP has been drafted by the Union government, its implementation largely depends on the active cooperation of the states. Education is in the concurrent list, the Centre has to skillfully navigate the principles of cooperative federalism and decentralization. Political polarization between the state and the centre may affect the implementation of the policy.

6. Less use of Science and Technology: With the advancement in science and technology the world has become interdependent and is turning gradually into a global village. But educational programmes for teachers or teacher education have not made full use of latest technologies for developing teaching skills among students. Stereotyped and theoretical methods are still more prevailed in the teacher education training institutes.

7. Control over teacher education institutions: NCTE is regulatory body which controls the functioning of teacher education institutions and holds control over the quality education there. It sets and maintains the standards of education in these institutions. But in past few years teacher education institutions are so drastically increase in number that it becomes difficult to monitor all the institutions. Some of these institutions are compromising quality for the sake of money only.

8. Conventional methods of teaching: Traditional methods of teaching are still widely used for teaching the upcoming teachers. Students are not exposed to new innovations and experimentation. Modern classroom communication devices are found negligible in institutions. How we can accept student teacher to use new methods of teaching when they are not seeing their educators using these new methods.

9. Lack of Co-curricular activities: The co-curricular activities in teacher education are unplanned and not sufficient. Sometimes due to lack of time management these activities are ignored. But now-a-days in this competitive world this activity becomes an integral part of school education. Student teachers do not provide proper opportunities of planning and organising these activities which creates problem in the coming professional life of teachers.

10. Lack of proper Evaluation: Evaluation of teacher education is faulty. Examinations are conducted at the last of the session. External and internal assessment is subjective. Sometimes to get good result the college of education marked good internal assessment to the undeserved candidates also.

Suggestions for Improving the Condition of Teacher Education :

1. Need for Orientation to Teacher Towards Multidisciplinary Education: The existing education system excludes formal training and orientation towards pedagogy for college and university educators. This urgently calls for an overhaul of the curriculum design to make it flexible and organic for enabling foundational and higher-order thinking and skill inculcation at different levels of education. The policy seeks to establish multi-disciplinary institutions for higher education replacing the single-disciplinary ones. The road to attain this goal has been paved with good intentions. For this purpose, there is need for proper training teacher educator. Teacher educators are less competent to deal with the problems of classroom and behaviour problems of student teachers and are not efficient enough to develop desired level of skills among the student teachers. They have lack of subject matter mastery. NEP2020 implementing such bold objectives will require training teachers, educators and official staff appropriately. Learning has to be an enjoyable and engaging task rather than an arduous exercise which ultimately churns out unemployable youth. The policy will have to design a learning ecosystem which takes into account the geographical and cultural diversity of our country as well as the varied learning pace of each student.

2. Need for Changing the Mindset: Our current education system is the practice of the British and Industrial age. The change in mindset will involve two or more generation of parents, teachers, grandparents and educators. A STEM education focused generation has to give way to the NEP. The corporate world also will need to align this and change its recruitment and grooming policies. There will be several challenges in changing this mindset. However, it can be done with lot of soft power play by the government.

3. Need to Control over Teacher Education Institutions: The teacher education regulatory bodies need be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria. NCTE is regulatory body which controls the functioning of teacher education institutions and holds control over the quality education there. It sets and maintains the standards of education in these institutions. But in past few years teacher education institutions are so drastically increase in number that it becomes difficult to monitor all the institutions. Some of these institutions are compromising quality for the sake of money only.

4. Need for Raising the Bar for Teachers: The country needs the very best and brightest personnel to enter at all levels for the teaching profession. Also, teachers in the society need to be re-instated as the most respected members of society, as they are the ones who really shape younger generations. Work also needs to be done in removing personal and professional barriers of all types for working in far flung areas which is crucial for making the NEP a success.

5. Need to Revamp the Admission Policy for Teacher Education Programmes: There are lot of defects in the admission procedure for teacher education programmes. Students who fail to get a seat in universities and other

HEIs move towards the Teacher Education Institutions for B. Ed programme. In fact there is no clear cut procedure which is to be followed while admitting students for teacher education programme. No attitude, aptitude, test is conducted to ascertain the students inclinations. Any candidate who possesses minimum required qualification gets admitted.

Conclusion:

It has been acknowledged that formed training is necessary for the development of skills in teachers. Training helps in the development of teachers' personalities and the code of conduct. India is the second-largest country in terms of population in the world, it stands at 10th position from the bottom in terms of teachers per thousand children under the age of 15. The gap between the number of teachers and student is wide compared to other countries across the world. In terms of education, India stands at 59th position out of 64 countries which clearly highlights the increased unemployment and challenges to quality education. It is an indication of the production of the unskilled youth which is a failure on the part of the teacher. To overcome the situation the new NEP 2020 will prove to be a strong stair to reach the destination. The National Education Policy 2020 guidelines for Teacher Education will prove adequate to mitigate the obstacle that has to remain untouched. If the NEP 2020 guidelines are genuinely implemented in Indian teaching programme, colleges, and universities, the dream of our former national leader and educationist will turn into a reality where education will be qualitative in nature, and India with the second-largest population could stand at the highest position in term of Education.

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