



Recommendations and Challenges of Teacher Education in NEP- 2020

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ABSTRACT:

The NEP 2020 was approved by the Union Cabinet of India on 29 July 2020. The Ministry of Human Resource Development solidified a commission made by former ISRO Chairman Dr. K Kasturirangan, who defined the vision of India's new education system. The New Education Policy discourses challenge the current education system expressions similar to Quality, Affordability, Equity, Access, and Accountability. The draft of this policy has been divided into four parts- Part I (school education), part II (advanced education), part III (another crucial area of focus) & Part IV (making it be). The present paper focuses on teacher education which is included in part II of advanced education. The present study aims to critically dissect the recommendation and challenges of NEP 2020 regarding teacher education. The present study is qualitative. The data has been collected through colorful sources i.e., journals, reports, print media, and other government websites. The study concludes that the New National Education Policy on Teacher Education will enhance the quality of teacher education and present the teacher education system in a world-class environment, with openings, challenges & some formative suggestions by the investigators for enforcing the recommendations of teacher education.

Keywords: Education Policy, NEP 2020, Teacher Education, Opportunities & Challenges

INTRODUCTION:

India has always been a destination for learners all around the world. From ancient sciences to arts, philosophy, and literature, the country has offered a variety of choices for centuries. That is why it is too identified as the land of learning. With the advent of time, not a lot of changes in the education system in India have been made to cope with the outside world. Since India's independence in 1947, there have been numerous policy interventions directed at improving the "quality" aspect of teacher education for providing quality education to all citizens of India. These include the National Policy on Education 1968 (NPE, 1968) and its subsequent reforms in 1986 (NPE, 1986) and 1992. After long-time approximately twenty-seven years Indian government launched the third National Education Policy on July 29, 2020. This new National Education Policy (NPE 2020) gives an outline and comprehensive view of the education system (Pre-primary to Higher Education) of India. The Government of India has decided to fulfil the recommendation of this policy by 2030. The key to this new policy is to provide quality education to the learners as well as the whole country and to highlight India's education in a world-class context. The NEP-2020 document speeches two key topics: Transforming all TEIs into integrated TE (ITE) programs by 2030 and undertaking a complete planning project for teacher provision and training education, on which the number of ITE universities and colleges will be resolute. Teachers are indeed the backbone of our society. Teaching is a non-binding activity at school but also outside the school. They bring changes and make reforms in our society. The quality of education depends a lot on the teacher especially the teacher teaching and the teaching of teachers depends on the teachers' education program. Qualities for teachers can be born or can be found in the right way through education and training by developing knowledge, attitude, morality, and ability. For this reason, teacher education is paid a keen eye to various commissions and committees in collaboration with the government for different presentation policies, recommendations, and drafts. It was formerly known as teacher training but is now known as teacher education. There is a big difference between the word „training“ literally a

little concept and the word “education” broadly as a teacher idea. In the present context teachers’ education programs in being emphasized throughout the world. The new National Education Policy 2020 provides a framework where Centre and States Governments can join hands to enhance the quality and bring improvement in teacher education, and then only a bright future for teacher education would be possible.

OBJECTIVES OF THE STUDY:

1. To discuss the recommendation of NPE 2020 regarding teacher education
2. To discuss the role of the teacher according to NPE 2020
3. To discuss the Challenges of Teacher Education in NEP 2020
4. To provide some suggestions on Teacher Education aspects

RESEARCH QUESTIONS OF THE STUDY:

1. What are the recommendations of the National Education Policy 2020 regarding teacher education?
2. What is the role of the teacher according to National Education Policy 2020?
3. What are the Challenges of Teacher Education in National Educational Policy 2020?
4. What are the suggestions for implementing the National Education Policy 2020?

METHODOLOGY:

The present paper is a documentary study and qualitative and theoretical research in nature. The content analysis method was used by the researchers. This research work is mainly based on official documentary evidence and also various sources of information like books, e-books, journals, articles, websites, reports of various organizations, the internet, blogs, and written documents.

OBJECTIVES WISE ANALYSIS:

Objective no- 01: The Recommendations of NEP 2020 Regarding Teacher Education

The Recommendations Of NPE-2020 Regarding Teacher Education are:

- ❖ Teacher education is vital in creating a pool of schoolteachers that will shape the next generation
- ❖ Emphasis on multidisciplinary perspectives, values, language, and ethos including tribal tradition
- ❖ Improving the quality of teacher education and measures have been taken to stop commercialization in the field of teacher education
- ❖ Special emphasis has been laid on the introduction of Integrated Teacher Training
- ❖ The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers
- ❖ To maintain the quality of teacher education steps have been taken in the new national education policy to improve the infrastructure of educational institutions
- ❖ To maintain the quality of teacher education, it has been proposed to introduce an entrance examination in the admission of students in pre-service teacher education
- ❖ Teacher education involves multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programs must be conducted within composite multidisciplinary institutions
- ❖ In the faculty profile department of Education necessarily aim to be varied, but research experience is highly valued
- ❖ The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already established 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
- ❖ All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching, and education related to their chosen Ph.D. subject during their doctoral training period
- ❖ In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives
- ❖ Emphasis is placed on the use of technology platform platforms such as SWAYAM/DIKSHA to anchor in-service teacher education.

Overall analysis shows that the recommendations made in the new National Education Policy on Teacher Education will help to enhance the quality of Teacher Education. Multidisciplinary will be introduced in the field of teacher education which will open a new horizon in the field of teacher teaching. The practice has been mentioned in the practice of Indian Values and Culture and special emphasis has been laid on research work in the field of teacher education,

Diversity, and multi-talented, competent, experienced, and expert research faculty have to be maintained in the faculty profile of teacher education institutions. All recommendations in the new National Education Policy on Teacher Education will enhance the quality of teacher education and present the teacher education system in a first-rate context.

Objective no- 02: Role of Teacher According to NEP 2020

One of the greatest significant elements in the education system is the teacher. Considering education as a three-pronged process, realizing the importance of the teacher's place is possible.

Although teacher-centred education has changed from the old-fashioned teacher-centred education to more student-centered education today, the place of the teacher is always undeniable. It is through the teacher that the whole teaching and learning process progresses. Not only this, the teaching-learning process's effectiveness depends on the teacher's skill. John Adams said the teacher is the "Maker of Man". So as a director of the academy society, the teacher helps the students to move forward desirably. According to the National Education Policy 2000, teachers need to be-

- **Research-oriented mind:** With the changing world of knowledge and new things happening all the time, the teacher should keep pace with the times and unveil new knowledge. For this, an ideal teacher should have a research mind. He will constantly inspire the students in this work.
- **Progressive attitude:** With the change in age and society, a teacher has to have a progressive mindset because it is essential for a teacher to have a progressive mindset to keep abreast of the changes that are constantly taking place in the world society, and human thinking.
- **Need to have technology knowledge:** At present, modern technology is constantly influencing the field of education and various inventions of technology are enriching the field of education. So, a teacher needs to have the knowledge and stay up to date with technology. The new education policy has made special recommendations for the application of technology in education.
- **Need to have a Clear idea about teaching method:** A teacher needs to have a clear idea about the classroom teaching method and pedagogy and knowledge of the content because it is important to know which teaching method will make learning enjoyable according to the needs and abilities of the students in the classroom.
- **Passionate & Motivated:** Motivation is needed to instill and maintain appropriate interest in students in the classroom. The teacher can inspire the students before the lesson through his inspirational speech to make the teaching understandable.
- **Need to have multidisciplinary knowledge:** A teacher needs to know various subjects besides thematic knowledge in addition to just thematic knowledge because, in the current education system, a multidisciplinary approach has been given importance where a teacher cannot impart knowledge to students in other subjects, especially in new National Education Policy.
- **Knowledge about multicultural and multi-language:** The diversity of students in a classroom can be seen when students are coming from one religion or speech culture or another student is coming from another religion or culture the teacher has to communicate and interact with all the students so a teacher must know multicultural and multi-language.

Objective no- 03: Challenges of Teacher Education in NEP 2020

Challenges of Teacher Education in NEP 2020 are:

- **Accepting Change in Teaching – Learning Styles:** The new NEP has suggested many new methods of dealing with children of different age groups right from the pre-primary stage to higher education. Making such arrangements at each school and college to adopt such a holistic development for teachers might become an obstacle as they were used to old methods of delivering lectures. So, this shift from old methods to modern scenarios may prove a problem for both students and teachers. The students in our country cannot afford such grasping knowledge and the lack of resources would burden them and their parents.
- **Trained teacher educators:** These multidisciplinary institutions will need to hire specific subject professors and teacher educators depending upon the requirement. Teacher educators need to teach specific age groups (Std.-12 passed teenagers). Reduction in entry-level qualification (graduate level to std 12th) needs to be considered and training should be given accordingly to teacher educators.
- **Traditional and Theoretical Curriculum:** The new education policy has made various recommendations to reform teacher education but no new curriculum has been developed in that. The

current curriculum of teacher education is traditional and the theoretical curriculum lacks practical prospects.

- **Duration of Course:** The one year of teacher education in the new education policy is being especially criticized. During this one year, the theoretical and practical aspects of the teacher education curriculum will fall and the students will face problems regarding the internship. The national curriculum framework (1998) also recommends the two-year duration of teacher education programs but could not implement them. So, there is a need to extend the period of the present teacher education program.
- **Lack of control over teacher education institutions:** NCTE is a supervisory body that panels the operative of teacher education institutions and holds control over the quality of education there. It circles and continues the standards of education in these institutions. But in the past few years teacher education institutions have so extremely increased in number that it becomes difficult to monitor all the institutions. Some of these institutions are compromising on quality and standards for the sake of monetary benefits only.
- **Lack of Innovation and Creativity:** Creativity plays an important role while performing any task. But this factor is ignored while delivering knowledge in teacher education programs today.
- **Lack of development of Life Skills:** Life skills are certain skills that are essential for personal development and growth. These skills enable man to deal with life's difficulties. The main issue is that teacher education is memory based i.e. there is no active involvement of students, so there is a lack in the development of life skills among the students, which are essential for the round development of students.
- **Quality Issues:** Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve problems related to teaching methods, content, organizations, etc. More knowledge of theoretical principles is emphasized and teachers are not able to apply these principles in actual classroom situations.
- **Problem of teaching practice:** This is one of the main problems of teacher education. Teaching practice is neither adequate nor properly conducted. The student teacher does not take the task of teaching practice seriously. Also, on the other side, the school and school management pose problems as they do not cooperate and do not get ready to allow teaching practice sessions. They do not allow proper implementation of the teaching practice.
- **Lack of proper facilities:** A large number of education colleges have unhealthy financial conditions. They lack basic facilities such as experimental schools, laboratories, libraries, hostels, and proper and safe buildings. Some of them even are running in rented buildings.

Objective no- 04: Suggestions for Improving the Condition of Teacher Education:

The researcher gave some suggestions for improving the condition of Teacher Education are-

- ✓ The government has set itself an ambitious goal of improving the quality of teacher education. They want to ensure that all teachers are well-trained and knowledgeable about their subjects. This means that teachers need to have a deep understanding of the content they teach, as well as how students learn best.
- ✓ The curriculum needs to be revised and updated. This can be a lengthy process, especially considering that it has not been updated since the 1990s. -Teachers need to be well-trained in the subjects they teach.
- ✓ They need to be able to understand how students learn best and what strategies can be used to ensure that learning happens.
- ✓ The government wants to move away from a “teacher training” model to one that focuses on teacher “education”. This will require a lot of changes in the way teachers are trained, including the curriculum and how it is designed.
- ✓ New and innovative techniques can be used for the transaction of the curriculum. The teacher education program should be modified so that teachers are equipped for the different roles and functions imposed by new technologies.
- ✓ Teachers should train about stress management mechanisms so that they could help students in managing their stress and sustaining themselves in this time of social isolation, parental pressure, etc.
- ✓ Teachers should be able to think critically make the right decisions and maintain harmonious relations with others.
- ✓ Techniques used in teaching should develop a habit of self-learning and reduce dependence on teachers. It will help them to reflect on their own and do something new.
- ✓ There is a need for a specific time frame for the improvement of private teacher education institutes and those teacher educational institutions which are weak in terms of infrastructure and teaching equipment.

CONCLUSION:

Education gives a new shape to the individual and the nation as well. It is a well-known saying that a teacher is a nation-builder. No doubt a lot of stress is given to teacher-education courses in India. Unfortunately, still, there are several loopholes in the system. In light of NEP 2020, the time has come for Indian teachers to grab the opportunity and become makers of their intentions. They need to dream and work hard to achieve them. The National Education Policy will play an important role in taking the education system to a new level and is extremely important in maintaining the quality of the education system. It will help to present the education system of India in an outstanding context. However, it is important to emphasize how quickly the implementation of the new education policy is possible and how the new education policy can be implemented by solving the various problems of the previous education before implementing it.

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