



Research Paper

Resurgence of the Teacher Education with Reference to NEP -2020

Dr. Pardeep Kumar (TGT N.M)

Govt. Sen. Sec. School Gullarwala Distt. Solan (H.P.)
Deptt. Of Education, H.P. Government

Abstract:

Rabindra Nath Tagore rightly said, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame". According to an Indian prayer, "The teacher is Brahma, the creator; He is God Vishnu, God Maheshwara. He is the entire universe, salutation to him". Bhartavarsha having its 5000 year old jyana parampara was known as the Vishwa Guru in the ancient times. A teacher occupied a position of respect and was revered even by kings, since they imparted value system, knowledge, empathy, creativity, ethics, life skills and a sense of social responsibility among children who were to be the future assets of the kingdom. In those days becoming an acharya entailed taking up rigorous reading and understanding of the various texts and undergoing training of the performing of yajnas. Even after acquiring all these skills, the aspiring acharya was further tested on grounds of integrity and ethics because it was conceived that knowledge used inappropriately or disseminated faultily could spell disaster for the coming generations. That is why the criteria for the selection of teachers were more rigorous than any other profession. It also demanded their residing in the institutes or ashrams. Later during the Buddihst period, the monks used to impart knowledge in the same way, staying in the monasteries. Not everyone therefore could aspire to be a teacher and there was no place for mediocre in this profession.

Now teacher education programme is a must in order to have efficient and capable teachers in all educational institutions. Teacher education programmes are expected to provide some training not only in pedagogy but also in behavioural attributes including attitudes, motivation, perception, appreciation and value orientation. Through this programme aspiring teachers, despite differences among them have to become capable of being effective in their tasks at least up to some comparable standards. Teacher education programme starts changing from the ancient education system and till the present system of education. Teachers are assigned the role of changing agents and are presented with new challenges. Teachers have to adapt changes in sciences and technology. The role and functions of teachers have undergone a dramatic change from time to time and the Teacher education programme also changed timely. This paper elaborates the Resurgence of the Teacher Education with Reference to NEP 2020

Keywords: Teacher Education, Higher Education, Growth in Education, Integrated Course, NEP-2020, Pre-Independence Period and Post-Independence Period.

Received 20 July, 2024; Revised 01 Aug., 2024; Accepted 03 Aug., 2024 © The author(s) 2024.

Published with open access at www.questjournas.org

Evolution of Teacher Education: Various Committees and Commissions

Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions, values and development of practice under the best mentors. Teachers must 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. Numerous reports and studies (Report of the state of Education in Bengal, 1835; Survey of Indigenous Education in the Madras Preidency 1822-26; Fra Paolino Da Bartomeo, 1796; Alexander Walker on Indian Education, Literature, etc., shows that level of education here was very high, till the British started ruling in India. In the quest of colonize this country, the British started shifting our indigenous education with English education system, which required a lot of teachers to be trained for the same. Since then a number of Education Commissions were formed by the Bruisers over the period of a century to improve standards of formal education of teacher training.

Growth of state funded Teacher Education:

In the post- independence period, the focus was more on blending school education with the university system. The focal points were balancing theory with practice, modifying education programmes, refresher courses for in-service teachers, short intensive courses, workshops, seminars, conferences etc. setting up of regional colleges in education in Ajmer, Bhopal, Bhubaneswar and Mysore as constituent units of NCERT was first historic step taken in 1960s to take forward the quality teacher education in the country. These institutions were conceptualized on the same intent and pattern on which IITs were set up to boost technical education. NCERT later on in 1978 prepared first official document related to teacher education known as curriculum framework of teacher education with an objective to develop Gandhian values with a warm, positive attitude towards growing children. It also emphasized on conservation of environmental resources, preservation of historical monuments and other cultural heritages and develop liaison between school and community and contemplated the integration of both. It proposed that teachers should be agents of social change and act as leader/guide, keeping up the date with the latest knowledge.

Establishment of NCTE and Commercialization of Teacher Education:

The national policy of Education 1986, apart from emphasizing on qualitative improvements, also suggested liberalizing teacher education. It followed the heels of the liberalization of the economy in 1991 which opened this arena for private entrepreneurs. In the year 1995 NCTE which was a body to look after professional standards in teacher education was given statutory status through an act of parliament. This was necessitated due to a flooding of correspondence courses of B.Ed. and subsequent dilution of standards by some state universities. NCTE had started publishing its annual reports regarding status of teacher education institutions and courses from 1995-96, and since then it has published 24 reports. However the data published from 1995-96 to 2018-19 because initially, the institutes of teacher education used to be separate from the institutes of higher learning. That is why NCTE classified all stages of teacher education by institution from 1995-96 to 2000-01. Later, as institutes of higher learning also started offering courses related to teacher education, NCTE shifted its classification criteria from number of institutions to number of courses. These reports show that teacher education used to be highly limited till 1996, when we had only 792 institutions. In 1997, this number increased to 2298 (almost 3 times of its level in 1996.)

4 Year Integrated Course:

Recently, integrated B.A. B.Ed. / B.Sc. B.Ed. courses were advocated on a larger scale as compared to conventional courses like D.El.Ed and B.Ed. There were only 4 recognized courses of B.A. B.Ed/B.Sc. B.Ed. (integrated) in the year 2015 with intake capacity of just 789. It increased to 59 courses in the year 2016 with the intake capacity of 4330, which further increased to 721 with the greater intake capacity of 63520. This was almost 80 times growth in just 4 years. Although initially it was decided that four year integrated course will not be permitted to run it. But unfortunately private mafia succeeded to get the definition composite institutions changed as per their convenience and course was distributed to commercial entities without showing any concern for quality. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. It will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, physics, physical education, etc. Beyond National Education Policy 2020, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. 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. 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year and 1-year B.Ed. programmes.

Substantial expansion in teacher education has come at the cost of equity and quality since approximately 90% of teacher education is under private sector, Supreme Court's high-powered Justice Verma Commission (JVC) published its report on teacher education in 2012 and observed that despite tremendous growth in enrollment of the children to school, the Learning Outcomes have still remained pitiable. It also pondered upon how almost 85% of the teachers failed the post qualification competency test (C-TET), and was alarmed to find out that some of the schools having the bare minimum infrastructure, still produced a very high pass percentage of the students. Both Commissions have suggested reforms in the curriculum, increased duration and up-gradation of teacher education programmes and reformulation of the regulatory mechanism.

NEP-2020 and Teacher Education:

Draft NEP-2019 (later NEP-2020) look up the issue of the improvement in the quality of the teacher education in an unprecedented way. It has tried to address most of the contentious issues by providing a detailed

process of approaching it. Since the progress of the future generation completely depends on teachers, the policy entails that their training and education should not be treated in a causal manner. It resolves to find solutions for the issues of deteriorating quality of teacher education and restoring integrity and credibility to the system by removing substandard institutions and concentrating on efficacy, high quality and capacity building for the same.

The objectives of an education policy cannot be achieved without a sound and clear roadmap. The advantage of NEP-2020 is that it has not just pointed out the problems but also provided a distinct work plan for every step i.e. monitoring, linking of education system, blending of school system with higher education level. In order to achieve these objectives, NEP-2020 has suggested the following:

- Rigorous monitoring and closure of substandard institutions
- Conversion/merger of independent teacher education institutions to composite colleges/multidisciplinary higher education institutions
- Building strong connections between education departments and school/school complexes
- Four-year integrated multidisciplinary B.Ed. program of pre-service teacher preparation will be offered at the university level as a dual-degree
- Five adequate space to Evaluation/Indian ethos and indigenous pedagogy
- The two year/one year B.Ed. program for lateral entry into teaching
- Qualified and specialized instructors to be provided in newly introduced disciplines
- Exposure to Pedagogy for Higher Education especially by introducing some compulsory credit courses on pedagogy in Ph.D program.

Although NEP-2020 presents before us a promising and futuristic roadmap of the teacher education system, while deliberating upon the action plan, we have to keep in mind the existing situation of teacher education institutions in the country. J.S Verma Committee and NEP-2020 have accepted that the regulatory system in teacher education has not only been a failure, but has been hands in gloves with unscrupulous elements proliferation of substandard commercial institutions and curbed the initiatives of well-meaning teacher education institutions. On one side there is an oversupply of degree holders, almost six times than actual requirements, on the other hand quality institutions are extremely sort in supply. Despite the fact that public sector TELs like RIEs, SCERTs and DIETs have done appreciable work, there seems no plan to expand their ambit.

Beside this there has been a huge gap in the theory and practice of teacher education. While degree programs in teacher education happen under the higher education department, the practice is controlled by the school education department. At policy level we will be required to make sure that these two verticals work in close coordination with each other. Previously it has been observed that departments offering teacher education degrees work in silos and teacher educators posted in these departments have hardly any communication with practicing teachers that best departments of teacher's education in our school system. Although RIEs, SCERT and DIETs have been playing some role in conducting pre-service as well as in-service teacher education programs and creating a link in theory and practice. In the backdrop, it is essential that future teacher education should be run in an environment where theory and practice, pre-service and in-service teacher education are effectively linked together.

Now certain question arises in the mind, it's important to find the answer of these questions.

1. How far have we been able to implement major recommendations of various committees and commissions on teacher education?
2. Do we need an all India regulatory Agencies for teacher education?
3. How to take further and scale up those institutions which have been doing pioneer work in teacher education?
4. What should be the institutional mechanism for a sound integration of pre-service and in- service teacher education?
5. What are those fault lines in the current regulatory system of teacher education which have been misused by educational mafias?
6. In what manner integration of Indian knowledge in teacher education courses can be done as envisaged by NEP?
7. How can we reform teacher education curricula in the light of skills envisaged by NEP?
8. What steps can be taken by the Government to encourage philanthropic institutions to initiate new teacher education programmes?
9. How can we revamp curricula of teacher education in the light of Indian knowledge traditions as envisaged by NEP?
10. How can we encourage and facilitate the best teachers to become teacher educator?
11. What will be the roadmap to improve government spending on teacher education?

Conclusion:

So on the basis of the above questions; it's important to plan a proper roadmap to improve the quality of teacher education by appropriate utilization of government spending on teacher education. It is also important to think about dismantling/ weakening of streams like science/ humanities/ commerce etc. as suggested by NEP 2020 will influence the course structure of four year integrated course. It is also needed to revisit norms and standards of teacher education courses in the light of recommendations of NEP. In the last we can say that there is a great need to capture and assimilate global best practices in teacher education.

References:

- [1]. Analysis of Higher Education in Indian National Education Policy Proposal 2019 and its Implementation Challenges. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 3(2), 1-35. DOI: <http://doi.org/10.5281/Zenodo.3271330>. 17 (4) National Education Policy 2020.
- [2]. Bhatt, T. (2022), New Education Policy 2020 Challenges and Opportunities for Teacher Education, *Neuro Quantology*, 20(20), 3414-3419 doi:10.14704/nq.2022.20.13. NQ88421.
- [3]. Chopra, Rithika (2nd August, 2020). "Explained: Reading the new National Education Policy 2020". *The Indian Express*.
- [4]. Draft NEP 2019, <https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov15596510111.pdf> [3] Aithal, P. S. & Aithal, Shubhrajyotsna (2019).
- [5]. Jadhav, N. (2022), Issues and Challenges of National Education Policy (NEP) 2020 implementation in Teacher Education, *International Journal of Enhanced Research in Educational Development (IJERED)*, 10(3), 188-191. Retrieved from-<https://www.researchgate.net/publication/362538441>.
- [6]. Kumari, S. (2020), NEP 2020 Challenges to Teachers Education, *International Journal of Applied Research*, 6(10), 420-424. Retrieve from <https://www.all research journal.com/archives/? Year -2020 & vol.-06, issue-10 Article Id-7399>.
- [7]. Nandini, ed. (29th July 2020). "New Education Policy 2020 Highlights. School and Higher Education to see major changes". *Hindustan Times*.
- [8]. National Education Policy 2020- Ministry of Education, Government of India.
- [9]. Sharma, S & Kumar, T. (2020) Problems and Opportunities in Teacher Education in the Context of National Education Policy 2020, *International Journal for Research Trends and Innovation*, 7(7), retrieved from <https://ijrti.org/papers/IJRTI2207236.pdf>.
- [10]. Smitha, S. (2020) National Education Policy (NEP 2020) -Opportunities and Challenges in Teacher Education, *International Journal of Management (IJM)*. 11(11), 1881-1886. doi: 10.34218/ijm.11.11.2020.178.
- [11]. Yadav, S. (2022), Challenges in Teacher Education in the context of NEP, Higher Education and teacher skills for NEP 2020, *Journal of Emerging Technologies and Innovative Research (JETIR)*, 9(10), 764-770. Retrieved from-<https://www.jetir.org/papers/JETIR2210102.pdf>.