



# DISCOVERY

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## TEACHER EDUCATION IN THE CONTEXT OF NEP- 2020

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### **Abstract:**

*A teacher is considered as the most creative and unique person as because a teacher has the Capability to influence and motivate students through his intellect, ideals, experience, wisdom and dynamic Personality and for this reasons teacher are considered a true architect of a nation. Many great teachers have not Only enlightened India but also illuminated whole world. It has been rightly pointed out by the Education Commission (1964-65) that “The destiny of India is being Shaped in her classroom”. After independence Government of India had given special attention towards Education sector and set up various committees and commissions, however still India lags behind other Countries in respect to teacher education. To overcome this National Council for Teacher Education (NCTE), under the Ministry of Education has recently introduced the National Education Policy 2020; where a lot of new rules, concept and different aspects of teacher education are announced for successful implementation of all the aspects and concepts of teacher education including Integrated Teacher Education Programme (ITEP). ITEP is a uniquely designed four years integrated programme which involves a holistic Bachelor’s degree offering B.A. B.Ed. / B. Sc. B. Ed. and B.Com. ITEP will be helpful for those students who want to join teaching profession in future. ITEP will be offered by the multidisciplinary institutions and it will be the minimum requisite qualification to become a school teacher. However successful Implementation of ITEP and other types of teacher education program are*

*real challenge for the institution. This paper tries to focus about the concept, different new aspects of teacher education, challenges and future prospects of Teacher Education Programme in respect to NEP.*

**Key words:** Teacher Education, Institution, Profession, Education, Policy, Teaching, Program.

### **INTRODUCTION:**

It has been aptly remarked, “If you educate a boy, you educate one individual but if you educate a girl, you educate the whole family and if you educate a teacher, you educate the Whole community”. Teachers truly shape the future of our children – and, therefore, the future of our nation’. Teaching is considered as the noblest of all the professions. It is through teachers that our Children are imparted with values, knowledge, empathy, creativity, ethics, life skills and social responsibility, teachers thus form the very heart of the education process, and represent an indispensable vehicle towards a progressive, just, educated and prosperous Society (NEP 5.1).

Education of a teacher truly drives the greatest change for community and makes Progress in achieving societal transformation. Hence, the varied dimensions of teacher Education mentioned in NEP 2020, has to be properly analysed with social concern, Responsibility and integrated view for policy implementation 2020 in its purpose clearly stated that all students at all levels of school Education are taught by passionate, motivated, highly qualified, professionally trained and Well-equipped teachers. Teacher education speaks both about pre-service and in-service training for the schooleducation. In this context, NEP 2020 also recommends ground breaking policy changes in Teacher education system to resolve many issues/challenges faced by the Teachers/educationists at different stages (foundation, preparatory, middle and secondary) Of the school education both at pre-service and in-servilely.

### **Objective of the Study:**

To be specific, the main objectives of this study are:

1. To be familiar with the concepts and changes in NEP-2020 regarding teacher education.
2. To understand the concept of Integrated Teacher Education Programme (ITEP) and how it will work.
3. Concern and challenges for the successful implementation of ITEP.

### **Teacher Education - NEP 2020**

1. Teacher Education is truly vital in creating the team of teachers that will shape the next Generation. Teacher preparation is an activity that requires multidisciplinary perspectives and Knowledge, the formation of dispositions and values, and the development of practice under the best mentors. Teachers must be grounded in Indian values, ethos, knowledge and traditions, while also being well versed in the later advances in education and Pedagogy (NEP 15.1).

2. Recognizing that the teachers will require training in high quality content as well as Pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As

colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B Ed., M. Ed., and Ph.D., in education.” [NEP 2020, 5.22].

3. Fundamental principles of the education system include “teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive Working environments and service conditions” [NEP 2020, Principles of this Policy, p.5].

**Major transitions indicated in NEP 2020 for teacher education are as follows:**

A. Restoring integrity and credibility to the teacher education system:

The integrity and credibility of the teacher education system has unfortunately taken a Great hit and witnessed a severe decline due to the thousands of teacher education institutions in the country so it’s a great step towards.

B. Moving teacher education into multidisciplinary colleges and universities:

The objective of NEP 2020 is to ensure that teachers are given the highest quality Training in content, pedagogy and practice, by moving the teacher education system into multidisciplinary institution will take place within the university/higher education system.

**Types of teacher education programme:**

4-year integrated teacher education programme: 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 practicum training.

2-year B.Ed. programme: “The 2-year B.Ed. programme will also be offered, by the Same multidisciplinary institutions offering the 4-year integrated B.Ed. and will be Intended only for those who have already obtained Bachelor’s Degrees in another stream.

1-year B.Ed., programme: “These B.Ed. programme may also be suitably adapted as 1 Year B.Ed. programme, and will be offered only to those who have completed the Equivalent of 4-year multidisciplinary Bachelor’s Degrees or who have obtained a Master’s degree in a specialty and wish to become a subject teacher in that specialty.”

**C. Curriculum-pedagogical approaches of teacher education:**

In terms of areas for further reform with in the education component of the integrated B.Ed. program, multilevel, discussion based, and constructivist learning, and a concentration on foundational literacy/numeracy, inclusive pedagogy and evaluation, knowledge of India and its traditions, and the development in students of 21<sup>st</sup> century skills such as problem Solving, critical and creative thinking, ethical and moral reasoning, and communication and will be focused.

**D. school experiences/internship/mentoring with pre-service teacher:**

Education programme for the internship/mentoring/ school experiences in pre-service training programme local Schools should be linked to the multidisciplinary training institutions.

**E. Admission to Pre- Service Teacher Preparation Programme:**

Admission to Pre- Service Teacher Preparation Programme Admission to Pre- Service Teacher Preparation Programmes, like all HEI admissions will be Carried out in large part through subject and aptitude tests conducted by the National Testing Agency.

### **F.In- Service teacher Education Programme as per NEP 2020:**

Departments of Education in multi-disciplinary colleges and universities must be Able to offer programmes that are blended and part time, to enable practising teachers to Continue their higher education studies and aspire for professional mobility. DSERT, IASE, CTE and DIETs must develop courses and activities for in service teachers as well as Mentoring programs for beginning teachers.

### **INTEGRATED TEACHER EDUCATION PROGRAM:**

The integrated teacher education programme shall be offered after senior secondary or its Equivalent examination as per NEP 2020 at foundational, Preparatory, middle and secondary Level. Each stage is discussed in terms of Curriculum (content inputs), pedagogical Approaches to be followed, Internship/mentorship/school experiences, Evaluation/ Assessment and recommendations for Pre service and In-service training at different levels.

#### **Concerns:**

1. Foundational level teacher education is inadequate in India, no specially Designed teacher training course to prepare teachers for foundational classes.
2. Professionalism is not found among teacher educators at different levels of teacher Education.
3. Curriculum and pedagogy followed in colleges of teacher education is not learner Friendly and not preparing teachers to face new challenges.
4. Inadequate internship / school experiences/mentoring to trainees in the training Period at the different levels of teacher education.
5. No specially designed training courses for foundational level and for higher Secondary level teachers both at in-service and pre service levels.
6. No scope for reskilling and up skilling of required competencies among teachers in Unaided schools and college of teacher education.
7. There is no mechanism for vertical mobility of teachers. No proper research opportunities to school teachers and teacher educators.
8. No proper collaboration between school education, higher education and teacher Education

#### **Challenges:**

1. Preparing a uniform curriculum across the country for different levels of pre-Service teacher education.
2. Designing the curriculum for teacher education for different levels by mapping with school education.
3. Identifying the potential of the institutions to allocate centres for different stages of teacher

education.

4. Identifying the qualified and qualitative teacher educators for training teachers.
5. Training pre-service and in-service teachers for 21<sup>st</sup> Century skills.
6. Training of existing teachers to face the new challenges as per NEP 2020.
7. Preparing and equipping teachers for changing roles and responsibilities.
8. Changing the attitude of the teacher educators as per the changing roles and Responsibilities at the multi-disciplinary institutions.
9. Attracting meritorious students to different levels of teacher education courses.
10. For the internship/mentoring/ school experiences in pre-service training Programme, linking of local schools to the multidisciplinary training Institutions.

**Recommendations for Teacher Education as per NEP2020:**

- There is need for a separate teacher education university at the state level for Framing appropriate policies to strengthen both pre-service and in-service teacher.
- Teacher education policy at the state level should not permit any new teacher Education institutions till 2030 for encouraging integrated teacher education Programme (ITEP).
- Higher Education Department and School Education Department must come Together to frame Curriculum framework for Teacher education.
- For continuous professional development of teachers/teacher educators (CPD) both at preservice and in-service levels, a separate wing for monitoring and assessment of teacher educators and leaders (principals and other administrative heads) Based on core competencies and professional behaviour, has to be formed either at Teacher education university or Higher education department.
- For quality education in the schools, accountability of teachers and teacher Educators has to be Considered as most important factor. (Appraisals have to be based on specific assessments).
- Minimum qualification for teacher educators at multi-disciplinary institutions has to be Specified.
- The teacher education institutions have to be ear-marked separately for Foundational, preparatory, middle and secondary levels.
- Required infrastructure should be provided to convert them into multidisciplinary Institutions. One in each district should be identified to run teacher education Course at foundational, Preparatory, middle and secondary level.

**Conclusion:**

It is the responsibility of the society and the nature to produce excellent teachers. It is our duty that we get best of best teachers through the program of B.Ed. and M.Ed. There shouldn't be any compromise with the quality. The nation is already suffering because of the average teachers. From all



possible angles we must encourage the genius, highly motivated, fully spirited young men and women to the teaching field As per NEP 2020, we need to link the good/ best policies and practices of school education with teacher education for both pre-service and in-service education levels with the combination of arts + Science subjects, curricular, co-curricular and extra- curricular activities for 4 different levels/stages (foundational, preparatory, middle and secondary) to develop academic and non-academic skills in teacher aspirants .Teachers are the guiding stars and lighthouses for the student community. They must be regarded as Gurus and Acharyas. Needless to mention, teachers also need to grow to the level that they command respect from all sections of society. There is an urgent need to improve the quality of teachers in order to achieve this goal. It is a vital point to discuss how far we have achieved success in rural areas, in the field of primary and middle education. Though the appointment of teachers in government schools are done on the basis of marks obtained in TET, the success rate is not very encouraging. From this point of view, selecting

The right candidates for teaching are critical and this should be done solely on the basis of passion and interest in the field, rather than merely filling the Open slots. Otherwise, all the efforts of NEP – 2020 would be futile.

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