

**RESEARCH PAPER****National Education Policy-2020 and Framework for Teacher Education****Sheetal Gulati**

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Received: 20th Feb. 2023, Revised: 10th March 2023, Accepted: 20th March 2023**ABSTRACT**

Education is the key for development of any society which depends on the quality of teachers. Teacher's knowledge, teacher's dedication, teacher's quality, teacher's professional commitment and his inner motivation are the factors responsible teaching learning process. Production of competent teachers is a big challenge of the contemporary world. With increasing knowledge, today, teacher's job has been more challenging in pedagogical and psychological theories, philosophical and sociological perspective, a proper Teacher education programmes need to be formulated. Necessary improvement in teacher education is a challenge for every nation to provide effective and competent teachers. In India, during the chase of this reformation various policy documents in the form of Kothari commission report (1964-66), Acharya Rammurti Samiti Report (1990), NCF (2005), National knowledge commission report, NCTE regulations 2009, NCTEF (2010) etc., the curriculum and regulations for Teacher education have experienced a paradigm shift. However, yet there are some issues and problems which need to be addressed. This purpose of the present paper is an attempt to highlight some of the policy issues for teacher education in light of NEP2020.

Key words: NEP 2020, Teacher Education, Challenges, NPST, Policy Issues.

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 program 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, 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.

STRUCTURE OF NEP 2020

The old 10+2 system will be replaced with the new 5+3+3+4 system. Under these 5 years of schooling will be focused on foundation learning, followed by three years of preparatory schooling, three years of middle stage schooling, and four years of secondary education.

BENEFITS OF NEP 2020

The aim of NEP 2020 is to set National Professional Standards for Teachers (NPST) to determine different aspects of teacher development in profession, management, career, salary, living standards etc.

CHALLENGES OF NEP 2020

Lack of integration of technology and pedagogy, Home language upto class 5 for better understanding of the concept may hamper social and economic mobility which requires English. The flexibility, choice and experimentation in higher education for example running a one year diploma and simultaneously a four year degree program may be a big challenge. For teachers managing with these problems will be a challenge. Also access to the latest information online, learning new technology on a regular basis is going to be challenging. Performance would matter more than degree.

PROSPECTS OF NEP 2020

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 behavior 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 lots 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 posses' minimum required qualification gets admitted.

To sum up, the drafting committee of NEP 2020 has made a comprehensive attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. Really the mission is aspirational but the implementation roadmap needs to be devised properly.

CONCLUSION

Education is a lifelong continuous and learning process. With globalization we are not only in competition at National level but in competition with global universities. It is a challenge to get at par with the best universities of the world. It is believed that NEP 2020 will provide with opportunity to transform India into a true global leader in the next few years to come, provided a concerted effort is made by the stakeholders with sincere commitment.

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