

National Education Policy (Nep) 2020 – New Horizon and New Challenges in Teacher Education

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ABSTRACT

Teacher Education Institutions are an essential part of the multi-disciplinary institutions of higher education. The quality of education is determined by the quality of the teacher, and the teacher's quality is determined by the Teacher Education Institutions. The present National Education Policy 2020 envisions an India-centered education system that directly helps to the long-term transformation of our country into an egalitarian and thriving knowledge society by offering high-quality teacher education. The National Education Policy (NEP) 2020 suggests significant changes to the Teacher Education scenario. The primary goals of the NEP are to ensure that teachers receive the highest quality training in content, pedagogy, and practice by transforming the teacher education system into multidisciplinary colleges and universities, and to establish the 4-year integrated B.Ed. offered by such multidisciplinary higher educational institutions as the minimum degree qualification for school teachers by 2030. The aim of the present study is to deeply analyze NEP2020 with respect to the in-Teacher Education sector. This paper examines the major Challenges we are facing in terms of preparing quality of teachers in India and also discussed the possibilities of NEP 2020 in the perspective of teacher education. This paper briefly discusses about the major Recommendation of NEP 2020 about Teacher Education. This Study is a qualitative and documentary study in nature. The study is based on the various document analysis, review papers, position paper, article, e-journal, website etc. The study concludes that the New National Education Policy (NEP 2020) on Teacher Education will enhance the quality of Teacher Education and present the teacher education system in a world- class context and the fruitful application of the policy will require the involvement and cooperation of all stakeholders, including policymakers, educators, students and parents.

Keywords: National Education Policy-2020, Horizon, Challenges, Teacher Education, quality Education

INTRODUCTION:

The New Education Policy 2020 brought by Central government is going to define the vision of education in many ways. The new education policy 2020 proposes a variety of structural changes to improve the face of India's educational system. The policy promises to allocate 6% of GDP to education funding. It is one of the greatest welcome steps by way of financial support can bring extensive quality improvements in the provision of educational service. From pre-primary to higher education levels, the new policy tries to bring about significant changes in the structure and function of the whole system. The two primary features of NEP 2020 are the introduction of four-year bachelor's programs and the conversion of the 10+2

school education system to 5+3+3+4. The planned four-year bachelor's program will help Indian students perform better and get admission in foreign universities.

The National Education Policy (NEP) 2020 proposes significant changes to the Teacher Education scenario. The suggestion on teacher education is included in Chapter 15 of the NEP-2020, under Part II, which addresses policy reforms in higher education. It is broken into eleven sub-points. One of the main goals of NEP is to "ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers" (NEP2020 - P. 42, p. 15.5). The Higher Education Institution 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. Higher Education Institutions offering teacher education programs will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will teach the students along with participating in other activities such as community service, adult and vocational education, etc. While analyzing the NEP 2020 more deeply, it is a curious combination of opportunities and at the same time challenges for Teacher education scenario.

SIGNIFICANCE OF THE STUDY:

Teachers shape both the present generation and the future society. As a result, teachers play an important role in this respect. Teacher education is critical in preparing a pool of educators who will shape the future generation. Teacher preparation is a multidisciplinary activity that necessitates the construction of dispositions and values, as well as the development of practice under the guidance of the greatest mentors. Teachers must be based in Indian values, languages, knowledge, ethos, and traditions, including tribal traditions, as well as current educational and pedagogical achievements. Recognizing their contributions, teachers may modify pedagogy to improve outcomes for learners. The NEP 2020 offers teachers flexibility in choosing the best pedagogy and encourages them to make sure their pupils are learning socio-emotionally, which is a crucial component of holistic development.

OBJECTIVES OF THE STUDY:

The Present Study was undertaken to achieve the Following Objectives-

- To discuss the recommendations on Teacher Education of National Education Policy 2020
- To highlight the Challenges to implement the NEP-2020 in the perspective of Teacher Education.
- To discuss the Possibilities of NEP-2020 in Teacher Education.

STATEMENT OF THE PROBLEM:

The present study attempts to describe the various Prospects and Challenges of Teacher Education in New Education Policy-2020. Therefore, the researcher considered the title of the problem as: **“National Education Policy (NEP) 2020 - New Horizon and New Challenges in Teacher Education”**.

METHODOLOGY OF THE STUDY:

The methodology contains of a conceptual discussion on highlighting the Teacher Education of the National Educational Policy-2020. Mostly, it is a documentary study. It is based on official documents

and secondary data. The conclusion ended in the study is based on Primary and Secondary sources. The Primary sources are Government Report and Books. The Secondary data are collected from the journals, articles, newspapers, etc. Some related information was removed from various websites. The nature of this study is Descriptive Research.

OBJECTIVE 01: MAJOR RECOMMENDATIONS OF NEP-2020 ABOUT TEACHER EDUCATION

This Policy purposes to ensure rigorous teacher preparation in vibrant multidisciplinary institutions. Some of important issues related to the Teacher Education are,

Moving Teacher Education into the University System: NEP 2020 declared that "a marriage of high-quality content with pedagogy can only be truly attained if teacher preparation is conducted within composite institutions offering multidisciplinary academic programmes and environments" (NEP 2020, Page 42, 15.4). In order to accomplish the vision, "Teacher education for all levels - Foundational, Preparatory, Middle, and Secondary - will take place within the university/higher education system as a stage-specific, four-year integrated B.Ed. programme, combining content, pedagogy, and practical training". I hope that these reforms would assist to sustain the country's teacher education system.

Dual-Degree Provision: The provision of dual-degree in NEP 2020 uttering that "the four-year integrated B.Ed. programme of pre-service teacher preparation for diverse paths will be offered at the university level as a dual-degree (in education together with any desired specialised subject) undergraduate programme of study, and will thus include both disciplinary as well as teacher preparation courses" is a charming aspect and may be cautioned not to lead to dropouts from the education system. (NEP 2020, Page 42, 15.5).

Closing Down Substandard Standalone Teacher Education Institutions: The mission is to terminate inferior and unproductive teacher training colleges by 2023 in order to promote only academically sound teacher preparation programs in India. Every independent teacher education institution shall become a multidisciplinary HETs by 2030, and offer only provide four years of integrated B.Ed. programs. Within the next 3-5 years, all TEIs will be required to be accredited as multidisciplinary higher education institutions. The National Higher Education Regulatory Authority [NHERA] will monitor the mission's success every three months, and Rashtriya Shiksha Aayog [RSA] will do so every six months (NEP 2020, Page 42, 15.5), ensuring an initiative to sustain excellent teacher education.

All Teacher Education will happen in Multidisciplinary Institutions: This is a significant development in the teacher sector. Single-stream programs offered by teacher training colleges or teacher education institutions must be phased out. "All multidisciplinary universities and colleges will aim to establish - education departments, which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programs, in collaboration with other departments" (NPE 2020, p. 42, p. 15.4). As a result, more than half of the State's teacher training institutions will be closed or consolidated into interdisciplinary colleges as part of the Department of Education. This has resulted in the full destruction of the country's long legacy of outstanding training colleges.

Secondary Specializations for Subject Teachers or Generalist Teachers: As per NPE 2020, Teacher Education faculties as specialist instructors for specialized topics, generalist special educators for elementary school subject areas, and subject teachers in middle or high school. "Education of children with singular interests and talents is addressed through secondary specializations for subject teachers or generalist teachers, after initial or pre-service teacher preparation is completed and which would be offered as certificate courses, in the in-service mode, either full time or as part time / blended courses - again,

necessarily, at multidisciplinary colleges or universities". More clarification is needed in the concept of secondary specialties, since it may not result in a less privileged Special Education B.Ed. program.

Creation of substantial new teacher preparation capacity: According to NPE, "The fundamental transformation to the four-year integrated teacher preparation program on the one hand, and the closure of dysfunctional institutions on the other hand, will require the creation of substantial new teacher preparation capacity: substantial public investment will be required for the sect." Philanthropic initiatives would be promoted in this area through specific schemes created by the RSA" (NPE 2020, Page 48, 18.13; Draft NPE 2019, Page 287, P15.2.3). It is concerning that these policies will allow for a deeper penetration of private capital in education, particularly Teacher Education, which is meant to "shape the next generation".

Departments of Education in Universities: The NEP-2020 has proposed that the Department of Education in Universities improve and promote research and innovation areas in the education system. "Departments of Education at universities will need to be built up to play the primary function of anchoring education programs in all disciplines through relevant links with all other departments of education. They will provide pre-service education and in-service Continuous Professional Development (CPD) for teachers in schools and professors in higher institutions. They will also train professors for teacher education. They must provide courses and activities for instructors' in-service CPD, as well as mentorship initiatives for newcomers. All courses provided must be available in a variety of forms, including part-time, evening, blended, and online, in addition to full-time programs" (NPE Draft, 2019. Page Nos. 288 & 289, 15.3). Giving new responsibilities to university departments of education might be seen as an opportunity to act.

Faculty for Teacher Education: NPE 2020 recommends appointing "faculty with training in areas of social sciences that are directly relevant to school education, such as psychology, child development, linguistics, sociology, philosophy, economics, and political science, as well as from science education, mathematics education, social science education, and language education programs." The faculty profile of Departments of Education will be diverse, with Ph.D.s from many fields. "The faculty profile in Departments of Education will necessarily aim to be diverse, but teaching/field/research experience will be highly valued" (NPE 2020, p. 43, n. 15.8). I hope the notion gives instructors greater dignity and originality.

OBJECTIVE 02: CHALLENGES TO IMPLEMENT THE NEP-2020 IN THE PERSPECTIVE OF TEACHER EDUCATION: Major Problems related to Teacher Education are the following –

Lack of control over teacher education institutions: NCTE is regulatory body which controls the operative of teacher education institutions and holds control over the quality education there. It sets and keeps the standards of education in these institutions. But in past few years teacher education institutions are so radically growth in number that it becomes difficult to monitor all the institutions. Some of these institutions are conciliatory quality for the sake of money only.

Quality Concern: Quality in education refers to the quality of work performed by a teacher, which has a major impact on his or her students. Teacher education has not met the requisite standards. Teachers lack the ability to think critically and address problems including instructional techniques, curriculum, organizations, and so on. More theoretical knowledge is stressed, as is the discussion of why instructors are unable to implement these ideas in practical classroom circumstances.

Problem of teaching practice: This is one of the major issues in teacher education. Teaching practice is neither competent nor appropriate. The student-teacher does not take the role of teaching practice

seriously. They behave carelessly and worthlessly. They show indifference towards the school and children. They just treat teaching practice as a fun time and way of entertainment. They just regard teaching practice as an enjoyable activity and kind of entertainment. On the other hand, the school and school administration have issues because they do not cooperate, do not prepare for teaching practice sessions, do not provide suitable lectures to student teachers, and intervene excessively.

Less competent teacher educators: Teacher instructors are less competent. They are ineffective in developing the appropriate degree of ability in student teachers. They lack subject matter mastery. They are less skilled in dealing with classroom difficulties and student teacher behaviour issues.

Raising the bar for teachers: We need to hire the finest and brightest resources to join the teaching profession at all levels. Furthermore, teachers must be reintroduced as the most valued and necessary members of our society, since they are the ones who genuinely form the next generation of citizens. Work also has to be done to remove personal and professional barriers to working in distant, inaccessible regions, which is critical for preparing this workforce and ensuring the NEP's success.

Teacher Availability and Training: The policy envisions a revision of the educational curriculum. However, in order to properly deliver the curriculum, schools and relevant authorities must train teachers and grasp the pedagogical requirements for a seamless transition to the new system. Furthermore, they must change the emphasis from teacher-centered to student-centered learning in order to develop collaboration skills, critical thinking, problem-solving, and decision-making capacities in adolescents.

Teaching is one of the lowest-paid professions in India, making experiential learning and concept-oriented teaching difficult. Until teacher pay is altered, implementing the NEP 2020 will be difficult.

Traditional methods of teaching: Traditional methods of teaching are still widely used for teaching the forthcoming teachers. Students are not visible 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.

OBJECTIVE 03: POSSIBILITIES OF NEP-2020 IN TEACHER EDUCATION. There are some suggestions here for improving the condition of teacher education which are given as:

- Curriculum transfer can be accomplished via the use of fresh and creative approaches. The curriculum for teacher education has to be changed to better prepare educators for the new duties and responsibilities that come with modern technology.
- The socio-economic status of the teachers must be elevated to attract talented people towards the profession.
- Teachers should be trained in stress management to assist pupils in managing stress during times of social isolation, parental pressure, and intense competitiveness. Teacher education programs should prepare instructors to create relief skills in their students.
- Teachers should be able to think critically, make good decisions, and establish positive relationships with others.
- Teaching techniques should promote self-learning and lessen reliance on teachers. It will encourage them to reflect on themselves and try something new.

CONCLUSION:

The new National Education Policy (NEP) 2020, is a decent policy as it aims at making the education system holistic, flexible, multidisciplinary, associated to the needs of the 21st century and

the 2030 Sustainable Development Goals. NEP-2019 has advocated for excellent education for everyone by establishing an educational system that is profoundly anchored in Indian culture and rebuilds India as a global knowledge powerhouse. Teacher education is essential for developing a pool of teachers who will Mold the future generation. Teacher preparation necessitates the acquisition of diversified views and information, the construction of dispositions and values, and the growth of practice under the guidance of the best mentors.

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