

Transforming Teacher Education Through NEP 2020: A Curriculum Perspective

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Abstract

The primary factor in society's evolution is education, which is a dynamic process. Teachers are the backbone of society and play a key role in shaping the future of the country. In ancient India, education was intended to help students achieve their full potential and achieve their independence, not just to prepare them for life outside of school or for life after school. The most important component of NEP-2020 in the educational system is teacher education. The core changes in the educational system must be centered on the teacher. Society requires highly skilled, driven, and educated instructors to instill this in all of its aspirants in order to provide meaningful access to education. Since gaining independence in 1947, India has implemented a number of policy changes aimed at improving the "quality" of teacher education so that all Indian people have access to high-quality education. These include the 1968 National Policy on Education (NEP-1968) and its subsequent amendments in 1986 and 1992. The National Education Policy-2020, which was authorized by the Union Cabinet on July 29, 2020, and released by the Ministry of Education about 34 years later, offers fresh viewpoints and challenges for all facets of the educational system. The new National Education Policy (NEP-2020) offers a summary of India's educational system from preprimary to upper secondary. The Indian government has decided to put this policy's recommendations into effect by 2030. The bulk of stand-alone TEIs—more than 10,000 in total—are effectively selling degrees for a fee rather than making an effort at meaningful teacher education, according to the Justice J. S. Verma Commission (2012), which was established by the Supreme Court. To yet, regulatory measures have failed to enforce fundamental standards for quality or stop systemic malpractices; in fact, they have had the unintended consequence of slowing the development of excellence and innovation in the industry. Therefore, it is imperative that the industry and its regulatory framework be revitalized through drastic measures in order to improve standards and bring back the integrity, credibility, effectiveness, and high caliber of the teacher education system.

Objectives of the study: 1. To know about the NEP-2020 National Curriculum Framework for Teacher Education Programme. 2. To understand how the teacher education curriculum incorporates the NEP-

2020 guidelines. 3. To study about the difficulties in putting NEP-2020's teacher education curriculum into practice. 4. To highlight the future suggestion for modification of teacher education curriculum.

Methodology: A qualitative research design based on descriptive and documentary analysis is used in this study. The difficulties in implementing the teacher education curriculum as suggested by the National Education Policy (NEP) 2020 have been examined and interpreted using a content analysis technique. Both primary and secondary sources of data are used in the study. The official text of the NEP 2020 and associated policy papers published by the National Council for Teacher Education (NCTE) and the Ministry of Education served as the primary source of the data. Books, scholarly journals, e-books, research papers, government reports, internet publications, news pieces, and other pertinent textual materials are the sources of the secondary data. Key themes, gaps, and limitations in the process of implementing policies were identified by critically reviewing and analysing these sources.

Ideas of National Education Policy 2020:

India's National Education Policy (NEP-2020) established a number of fundamental ideas to overhaul the educational system:

The Government of India has adopted the National Education Policy (NEP) 2020, which is a comprehensive framework designed to change the whole educational system from elementary school to university. It places a strong emphasis on transdisciplinary, adaptable, and comprehensive education that is in line with 21st-century demands.

The following are the main tenets of NEP 2020:

1. Accountability, Quality, Access, Equity, and Affordability. The four pillars of education serve as the policy's compass: Access: Making certain that every kid has the chance to obtain a high-quality education. Equity: Eliminating inequalities and encouraging participation, particularly for marginalised and under-represented populations. High standards for curriculum, pedagogy, and results are the focus of quality. Affordability: Ensuring that everyone can afford education. Accountability: Ensuring accountability and openness for all parties involved.

2. Multidisciplinary and Holistic Education shifts the focus from memorisation to creativity, critical thinking, and problem-solving. encourages a well-rounded education that incorporates the humanities, arts, and sciences.promotes adaptability in the selection of courses and professions.

3. Prioritising Basic Literacy and Numeracy By Grade 3, the National Mission on Foundational Literacy and Numeracy aims to ensure that all children have a fundamental understanding of reading, writing, and maths.

4. Adaptability and Subject Selection removes the strict divisions between science, the arts, and business. Depending on their interests and professional aspirations, students can select combinations.

5. Promoting Indian Languages and Multilingualism emphasises learning in the native vernacular or mother tongue until at least Grade 5, and ideally till Grade 8, encourages the maintenance of India's linguistic diversity and the three-language formula.

6. Reforming Curriculum and Pedagogy

Put an emphasis on project-based learning, experience learning, and intellectual comprehension, including 21st-century abilities like creativity, teamwork, communication, and critical thinking.

7. Instructors at the Core of the Educational Process

Teachers are thought to be important reformers. Put an emphasis on autonomy, merit-based career advancement, and ongoing professional growth.

8. Higher Education Reform establishment of colleges and institutions with an interdisciplinary focus removing the affiliation system gradually creation of the Higher Education Commission of India (HECI) to oversee academic standards, financing, accreditation, and regulation.

9. Technology Use incorporating technology into administration, instruction, evaluation, and learning. The National Educational Technology Forum (NETF) was established.

10. Fostering Global Citizenship and Indian Values fostering a feeling of morality, patriotism, and constitutional principles preparing students for sustainability and global participation.

11. Education that is Inclusive and Equitable Particular consideration should be given to minority groups, SCs, STs, OBCs, and students with disabilities.

NCFTE in line with NEP-2020:

The Ministry of Education states that the National Council of Educational Research and Training (NCERT) would be consulted before the National Council for Teacher Education (NCTE) creates the new, comprehensive NCFTE. Union Minister for Education Ramesh Pokhriyal Nishank announced on Wednesday that the nation will develop a new National Curriculum Framework for Teacher Education

(NCFTE-2021) in accordance with the National Education Policy (NEP). By placing a strong emphasis on adaptability, interdisciplinary learning, and skill development, it seeks to revolutionize the nation's educational system. One of the main elements of NEP 2020 is the National Curriculum Framework for Teacher Education (NCFTE). By advocating for changes to the curriculum, pedagogy, assessment, and teacher training program overall, it seeks to improve teacher education. NEP 2020 aims to support innovative teaching methods, make ensuring teachers have the tools they need to provide high-quality instruction in a range of contexts, and connect the NCFTE-2021 with changing educational needs.

Key recommendations for teacher education curriculum

1. In light of the aforementioned, the following elements must be included in the teacher education curriculum (B.Ed., integrated programs, etc.):
2. Robust practicum/internship component: not only a token practicum, but years of mentored school-based teaching experience.
3. In addition to pedagogy and subject-methods courses, the multidisciplinary foundation includes courses in learning psychology, educational sociology, technology in education, inclusive education, multicultural/multilingual education, and Indian knowledge systems.
4. Technology and digital pedagogy: Educating educators on how to use online and digital resources, blended learning, and how to modify their instruction for new technology environments.
5. Diverse and inclusive learner-focus: The curriculum should equip educators to work with students from different sociocultural backgrounds, help special needs students, and teach in bilingual classrooms.
6. Reflective practice and autonomy: curricula should provide educators with the skills necessary to think critically, create original courses, adjust to local circumstances, and shift from teacher-driven to learner-centred teaching.
7. Indian values, ethics, respect for diversity, environmental consciousness, Indian knowledge systems, and a global perspective should all be ingrained in teachers.
8. Ongoing professional growth embedded: Self-improvement, lifelong learning, and choice-based CPD routes should all be incorporated into the curriculum.
9. Institutional reform and quality assurance: The curriculum needs to be in line with the new institutional and regulatory frameworks, such as interdisciplinary schools, improved standards, and accreditation procedures.

Challenges of implementation NEP 2020 regarding teacher education curriculum:

To raise the standard of instruction and learning in India, the National Education Policy (NEP) 2020 suggests significant changes to teacher preparation programs. However, there are a number of obstacles to overcome in order to put these reforms into practice, particularly in the teacher education curriculum.

Here is a thorough breakdown of the main obstacles:

1. Curriculum Alignment and Redesign

Challenge: It's difficult to translate NEP's goals into a competency-based, interdisciplinary, integrated teacher education program.

Justification: The majority of current B.Ed. and D.El.Ed. programs are out-of-date and heavily reliant on theory. It will need a great deal of scholarly study and collaboration between NCTE, NCERT, and universities to rework them to incorporate experiential learning, technological integration, and 21st-century skills.

2. Readiness of Faculty

Challenge: In order to implement the new curriculum, teacher educators themselves require reorientation and capacity building.

The emphasis that NEP places on experiential, reflective, and interdisciplinary pedagogies may be unfamiliar to many faculty members who are used to traditional lecture-based approaches.

3. Infrastructure and Institutional Readiness

Problem: Many teacher education institutes (TEIs) do not have enough libraries, digital resources, infrastructure, or school connections for practical teaching.

Justification: Although many independent institutions are now ill-equipped, NEP aims to integrate TEIs with interdisciplinary universities.

4. Combining Digital Learning with Technology

Challenge: Many institutions now lack the digital infrastructure and training needed to integrate blended learning and ICT-based pedagogy into teacher education curriculum.

Justification: Between urban and rural TEIs, there is a digital difference as well.

5. The 4-Year Integrated B.Ed. Program's Implementation

Challenge: By 2030, NEP 2020 requires that the current two-year B.Ed. curriculum be replaced with a four-year integrated program.

Justification: Making the switch to this paradigm will require reorganising current programs, developing new curricula, guaranteeing faculty availability, and updating accrediting standards, which will provide administrative and practical challenges.

6. Regulation and Quality Assurance

Challenge: It's challenging to guarantee consistent quality over thousands of TEIs.

Justification: Since many TEIs have come under fire for their commercialisation and poor standards, the NCTE finds it difficult to enforce adherence to NEP criteria.

7. Agency Coordination

Challenge: NCTE, NCERT, SCERTs, UGC, and institutions must coordinate for effective implementation.

Justification: Role overlaps and ambiguities sometimes result in differences across states and postpone curriculum improvements.

8. Regional Diversity and Contextualisation

Challenge: It's challenging to create a curriculum that is both locally relevant and nationally cohesive.

Justification: The linguistic, cultural, and geographical variety of India necessitates implementation flexibility, which may cause the rollout process to lag.

9. Budgetary Limitations

Challenge: A substantial amount of money is needed for teacher training, infrastructural upgrades, and curriculum change.

Justification: It's possible that many nations and private organisations lack the funding necessary to successfully execute NEP changes.

10. Opposition to Change

Challenge: Implementation may be delayed by stakeholder resistance and institutional inertia.

Explanation: Due to ambiguity, a lack of clarity, or a fear of an increased burden, educators, administrators, and legislators may be hesitant to abandon old institutions.

Recommendation and suggestions:

1. Resolving these issues will be essential to the successful execution of the NEP 2020 teacher education program and guaranteeing its beneficial influence on the general standard of education.
2. Enhance inclusive education modules to provide teachers with the resources they need to accommodate students with disabilities and other learning needs.
3. To support educators in utilizing educational technology in the classroom and fostering digital literacy, including courses with a significant technological component.
4. To support teachers in creating inclusive and culturally aware classrooms, including diversity and cultural sensitivity programs.
5. Offer training on this subject to help teachers identify and address the socioemotional needs of their students and to promote a supportive learning environment. Place a strong emphasis on giving student teachers real-world, hands-on training experiences so they can put their academic knowledge to use in a classroom.
6. To prepare teachers for a more linked world, provide courses that expose them to best practices, global educational trends, and cross-cultural understanding.
7. Provide courses that assist educators in developing their critical thinking and problem-solving skills so they can adapt to the ever-evolving demands of education.
8. Develop research abilities by offering courses that support educators in doing educational research, allowing them to keep current on evidence-based practices and make contributions to the profession.

Conclusion: The National Education Policy (NEP) 2020's curriculum for education provides a strong basis for revolutionary developments in the sector. The curriculum seeks to develop teachers who are prepared to handle the ever-changing demands of contemporary education by placing a strong emphasis on inclusion, technological integration, cultural sensitivity, and real-world application.

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