

NEP 2020 – A NEW PARADIGM SHIFT IN TEACHER EDUCATION

Prof. (Dr.) Kalpana Pareek*
Mr. Ravindranath Sanam**

ABSTRACT

It is rightly said “Teaching is the one profession that creates all other professions”. Teacher Education main aim is to produce capable and efficient teachers. Teacher education programs giving training in behavioral aspects and also in pedagogy. With this training, behavioral aspects like perception, appreciation, attitudes, value orientation and motivation also focused. Teacher education programs are changing their shape from ancient time to present time to make the quality teachers for the society. So, different aspects developing in teacher education are changing time to time to meet the challenges of the world. Teaching is the oldest and prominent professions of the world. So, Teachers play a vital role in this process to change their roles to cater the society in various aspects. Technology plays a crucial role in this process and also modern teachers need to know the up to date changes of the world. Various aspects related to the present teacher educational programs which are going on are also discussed in this paper. The proposed NEP 2020 is providing some necessary changes which are changing the scenario of teacher education. The possibility of implementing the teacher education programs suggested by the new education policy on various levels, results after implementation of the new policy are discussed. What are the new aspects to be incorporated regarding the duration, pedagogical and non-pedagogical aspects recommended in new education policy. How their impact on the society either positive or negative and challenges in the way implementing the newly suggested teacher education programs of new education policy. Some suggestions/solutions are also mentioned in this paper.

Keywords: NEP 2020, Teacher Education, Perception, Appreciation, Attitudes.

Introduction

It is rightly said “Teaching is the one profession that creates all other professions”. Teacher Education main aim is to produce capable and efficient teachers. Teacher education programs giving training in behavioral aspects and also in pedagogy. With this training, behavioral aspects like perception, appreciation, attitudes, value orientation and motivation also focused.

Teacher education programs are changing their shape from ancient time to present time to make the quality teachers for the society. So, different aspects developing in teacher education are changing time to time to meet the challenges of the world. Teaching is the oldest and prominent professions of the world. So, Teachers play a vital role in this process to change their roles to cater the society in various aspects. Technology plays a crucial role in this process and also modern teachers need to know the up to date changes of the world.

Teacher Education Programs at Present

Teacher education is stage-specific. It means programs of teacher education are different according to the needs of preprimary, primary, secondary, higher education and vocational education. There are different strategies and methods for classroom transaction at different stages. There is no uniformity in teacher education programs in the country. These programs widely diverge in process and content from one state to another state.

* SSG Pareek P.G. College of Education, Jaipur, Rajasthan, India.

** Research Scholar & Assistant Professor, MANUU – College of Teacher Education, Asansol, West Bengal, India.

There are Mainly four types of Teacher Education Programs

Preprimary teacher education

Primary teacher education

Secondary teacher education

Higher education programs

Vocational Teacher Training

- **Pre-primary Teacher Education**

Preprimary teacher training courses are of various types i.e, Kindergarten, Montessori, Prebasic and Nursery etc. Minimum qualification for admission these this courses is higher secondary and the duration is one year. Many institutions impart training for two years of duration.

- **Primary Teacher Education**

There has been a huge development of such training institutions during Five-Year Plans. Course duration is two years and the minimum qualification higher secondary for entrance.

- **Secondary Teacher Education**

These training Colleges get ready graduate teachers for secondary or Higher Secondary classes. It is two year course now with an emphasis on Methodology and principles of Teacher leading to B.Ed. degree. The minimum qualification for entrance is graduation.

- **Higher Education**

Higher education courses are three types

Two-year M.Ed. Course.

Two-year M.A. in Education

Three-year Ph.D. course after M.Ed. /M.A. (Education)

- **Two year M.Ed. Course**

Those who have B.Ed. degree are eligible for this course. Along with either Master's degree in Arts or Science with M.Ed. Qualification are eligible to become lecturers in colleges and training schools (preprimary and primary level) and also various administrative posts in NCERT, NIE's and SCERT's.

- **Two-year M.A in Education**

Graduates are eligible for this course and this is equivalent to M.Ed. M.Ed. is regarded as applied side of education and M.A (Education) is considered as basic or pure side of education.

- **Three year Ph.D. course after M.Ed./M.A. Education**

Many Universities are offering Ph. D in education those who have passed M.Ed. or M.A. in Education. Besides this three-year Ph.D. course and one year research course M.Phil. has been provided in the Universities.

- **Vocational Teachers Training**

Different Training Courses are for training teachers in technical subjects. There are variety of courses and institutions to train specialized teachers.

These are as follows:

- Two year course in Physical Education (BPED).
- Training courses for teachers of Dancing, Fine Arts, Painting and Music.
- One year training programs to prepare teachers for Home Science.
- Certificate courses in Arts & Crafts.

- **Teacher Education as proposed in NEP 2020**

Teacher education for all levels-**foundational, preparatory, middle and secondary** – will take place within the university/higher education system, the four years pre- service teacher preparation program for different tracks will be offered at the university level as a dual degree (in education together with any desired specialized subject) undergraduate program of study, and will thus include both disciplinary as well as teacher preparation courses. The different tracks that teachers will be prepared for in a B.Ed. program will include:

- Foundational and preparatory school generalist teachers
- Subject teachers for Middle and Secondary School
- Special Education teachers
- Art teachers (including visual and performing arts)
- Teachers for Vocational education, and
- Physical education Teachers

The four years degree will be on par with other undergraduate degrees and students with a four years integrated B.Ed. will be eligible to move on to a master's degree program in either disciplinary stream or the pedagogic stream. (DNEP2019, P5. 5.1)

Teacher education in multidisciplinary colleges or universities would ensure that teacher education benefits **from interaction with other areas of higher education**, and those student teachers develop in liberal spaces with access to a full range of academic resources, including libraries, internet and extra- curricular activities.

Teachers-in-training would thereby be able to interact with peers from other disciplines and be taught by faculty in allied disciplines of education such as psychology, child development, and social sciences making them that much stronger as teachers when they graduate. Multidisciplinary settings will also ensure that the disciplinary components of integrated programs will be offered by experts from the relevant departments.

Types of Teacher Education Program

- 4-year integrated teacher education program: "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 in the form of student-teaching at local schools."
- 2-year B.Ed. program: "The 2 year B.Ed. program 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 other specialized subjects."
- 1-year B.Ed., program: "These B.Ed. program may also be suitably adapted as 1 year B.Ed. program, 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."

"All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. program". [NEP 2020, 5.23]

Challenges by implementing NEP 2020

Challenges

- Preparing a uniform curriculum for different levels across the country in pre service teacher education.
- Identifying the capable and qualitative teacher educators for training the teachers.
- Training preservice and in service teachers for 21st Century skills.
- Preparation of existing teachers to face the latest challenges as per NEP 2020
- Preparing and training teachers for varying roles and responsibilities.
- Changing the attitude of the teacher educators as per the changing roles and responsibilities at the multidisciplinary institutions.
- Attracting capable students to become teacher at different levels.
- Design separate criteria for students' assessment according to CCE and Competency Based Assessment.
- Need to encourage learning and progress of all the teacher aspirants by testing higher-order skills
- (Critical thinking, creativity with conceptual clarity and analysis).
- For the internship in preservice training program, connecting of local schools to the multidisciplinary training institutions.
- Need to shift assessment methods from content to competencies by stressing on optimized

- learning and growth of the students at school and teacher education level.
- Providing infrastructure facilities according to the needs of multidisciplinary training institutions.
- Recruitment of faculty based on the needs of integrated teacher education programs.

Recommendations for implementing integrated teacher education programs

Suggested by NEP 2020

- Minimum requirements for teacher educators to work at multidisciplinary institutions have to be specified.
- Capable teachers working in government, aided and unaided institutes have to be take care of for quality training for teacher aspirants.
- Practical oriented teacher preparation courses have to be focused and importance to online teacher preparation courses.
- Research opportunities have to be given and promotion to up gradation to the teachers and teacher educators.
- Equal weightage can be given to curricular, co-curricular and extra-curricular activities during assessment and evaluation in teacher training programs.
- Differently abled aspirants should be given preference in teacher education.
- Special provisions should be given to the teacher aspirants from tribal, backward, women students and / marginalized groups in order to promote the policy of access and equity to education.
- Training institutions should be established separately for all levels of teacher education. (foundational, preparatory, middle and secondary levels)
- Teacher preparation should act as an instrument to understand the people's aspirations, national goals and also Indian heritage.

Changes in Teacher education by implementing NEP 2020

- Setting up of multidisciplinary institutions for integrated teacher education programs.
- New courses can be designed in support of teachers, teacher educators and students also. (online or offline)
- Getting two degree (Dual degrees) at the same time facilities can be provided in multidisciplinary institutions
- Encouragement for multidisciplinary research can come into lime light in teacher education.
- New pedagogy of teaching subjects can be implemented in near future. (Pedagogy of Commerce, pedagogy of Chemistry, etc.,)
- Lot of scope for conducting Action Research by not only teachers, teacher educators and students also.

Conclusion

It is the duty of the society and the nature to create excellent teachers. It is our responsibility that we get the most excellent teachers through the programs of B.Ed. and M.Ed. There shouldn't be any concession with the quality. The country is already tolerating because of the average teachers. From all the possible point of views we must promote the brilliant, highly inspired, fully spirited young generation to the teaching field. Teachers are the guiding stars and lighthouses for the student community. They must be considered as Gurus and Acharyas. Teachers also need to develop to the stage that they got respect from all the sections of people. Though the recruitment of teachers in government schools is based on the marks obtained in TET, but the success rate is not very encouraging. From this point of view, choosing the suitable candidates for teaching is crucial and this should be done exclusively on the basis of interest and passion in the field, rather than simply filling the positions. Otherwise, all the efforts of NEP – 2020 would be wasted.

References

1. Indian society for training and development (2009) Indian Journal of Training and Development, Vol. XXXIX, No.3, July –Sept 2009,pp 51-59.
2. Report of the education commission (1964-66) Education and National development, Ministry of Education, GOI,pp 622.
3. National policy on Education (1992) MHRD, GOI,pp 43.

5. Learning without Burden, Yashpal Committee Report(1993), MHRD,GOI,pp26.
6. National curriculum framework for Teacher education (2009), Towards Preparing Professional and Humane Teacher, NCTE, New Delhi.
7. Position paper of the national focus group on teacher education for curriculum renewal (2005) NCERT, New Delhi.
8. Guidelines for position papers for the development of the National curricular framework-Draft, NEP 2020 Ministry of Education, GOI,2022.
9. SARTHAQ, Implementation plan for National Education Policy2020, Ministry of Education, GOI,pp 187.
10. National Professional Standards for Teachers (2021), Draft, National council for Teacher education, New Delhi.
11. Pre-School Curriculum by NCERT
12. NEP 2020.

