



TEACHER EDUCATORS' PERCEPTION ABOUT IMPLEMENTATION OF NEP-2020 IN TEACHER TRAINING INSTITUTIONS

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Abstract

The New Education Policy (NEP) 2020 is a comprehensive document that emphasises the need for restructuring and revitalization of the Indian education system. The policy has advocated a big structural change in the design of curricular and pedagogy of school education system, i.e., 5+3+3+4. It has also suggested structural change in the teacher education programme, i.e., 4 years of integrated B.Ed. programmes like B.A. B.Ed., B.Sc. B.Ed., and B.Com. B.Ed., etc. However, is the structural change in the teacher education programme in line with the change in the school education system? Will the proposed 4-year integrated programme be compatible with the school education system? NEP-2020 also states that teacher education institutions will be move by 2030 as multi-disciplinary colleges and universities with multiple entry and exit point systems; this is an additional challenge for institutions that have offered only one teacher training programme or a so-called “stand-alone” institution. How would the idea of integration and a multidisciplinary approach be made possible in such an institution?

To address some of the questions raised above, the researchers conducted survey research on teacher education institutions. Initially, the NEP-2020 document was analyzed with respect to the guidelines and provisions of teacher education programmes. The researchers sampled 30 teacher educators has been taken from different teacher training institution of the country. It has been found that infrastructure, funding, clear guidelines etc., were major challenges for educational institutions. In addition, suggestions were solicited from them on how to smoothly facilitate the implementation of the policy. The findings are significant for academia and other stakeholders.

Key words: *NEP-2020, Teacher Education, 4 years B.Ed. program, 5+3+3+4 Structure in School etc.*

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Introduction:

Since the independence of India, the government has made every effort to improve the quality of

education, including teacher education. Various committees and commissions were constituted in this direction, and their suggestions were welcomed,



which provided further guidance in policy formulation. The formation of apex bodies in the field of education, such as UGC, NCERT, NAAC, and NCTE, etc., are the product of progressive thinking in education. The primary objective of these organizations has been to ensure that teaching and learning continue to meet the highest standards. After 34 years of the National Education Policy (1986), NEP-2020 vision is to transform India into a global knowledge superpower by providing high-quality education to all.

In response to the growing demand for education, both public and private institutions of higher education have mushroomed in recent decades. Citing the report of Justice Verma Commission (2012) on teacher education institutions, NEP-2020 adds that most of the standalone teacher training institutes (TEIs) are just selling degrees rather than imparting quality education. It states “a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price”(NEP 2020, p.42, para 15.3). These institutes lack adequate infrastructure, quality teachers, etc., so they cannot set standards of excellence in their field. In this regard, the future of the nation is at risk as the teachers produced by these institutions will be ill equipped or incompetent to meet the needs of the 21st century students. The policy recommends that the teacher education system be revitalized through radical action to raise standards and restore the system’s integrity, credibility, efficacy, and high quality. This is because, according to the policy, standalone teacher education institutions are unable to recruit the diverse faculty that is required for good teacher education. It argues for the transition to a

four-year multidisciplinary B.Ed. programme and a composite multidisciplinary institution for all teacher education programmes as opposed to a standalone institution. Until 2030, all stand-alone teacher education institutions should be transformed into multidisciplinary colleges and universities.

The new education policy is a significant departure from the status quo because it changes the structural and pedagogical framework. However, one of the toughest challenges of such a paradigm shift is preparing the teachers for the new pedagogic and curricular structure of school education, i.e. 5+3+3+4. The NCTE has not yet issued clear guidelines as to how to prepare and train teachers for the new school education system. Venkateshwarlu (2021) argues that a thorough structural re-design of the curriculum is a very positive development in school education, but that in order to implement this change successfully, we must first invest in the professional development of teachers. A change in curriculum requires a significant change in the mindset of both teachers and parents. In the light of the foregoing information about the structural and pedagogical changes in school and teacher education as proposed by NEP-2020, the following objectives have been developed.

Objectives of the Study:

1. To study the awareness of teacher educators regarding important changes in teacher education programmes as suggested by NEP-2020.
2. To study the perception of teacher educators regarding implementation of NEP-2020 in teacher training institutions.
3. To study the suggestions made by teacher educators for the effective implementation of NEP-2020.



Method of Study:

A survey method was employed to study the teacher educators' awareness, perceptions, and challenges in implementing NEP-2020. The data was collected from teacher educators of different teacher training institutions of the country. To collect data, a questionnaire was created in Google Form and distributed to various teacher-educator groups on social networking platforms. The final sample of this study consisted of 30 teacher educators from various teacher training institutions in Bihar, Uttar Pradesh, Delhi, Maharashtra, West Bengal, Rajasthan, Punjab, Haryana, Tamilnadu and Telangana. The survey had both open-ended and closed-ended questions. To assess teacher educators' perceptions, a five-point rating scale was used. The data was analysed both quantitatively and qualitatively as per the objectives.

Objective 1: To study the awareness of teacher educators regarding important changes in teacher education programmes as suggested by NEP-2020.

Some of the significant changes of the NEP-2020 envisage a landmark in teacher education programmes: it includes structural change, viz., a 4-year B.Ed. course will be the only minimum level of eligibility to become a teacher; a credit transfer system; a multiple entry and exit system; and a stand-alone institution will move into multidisciplinary colleges or universities. There is a 5+3+3+4 design of structural and pedagogical changes at the school level, etc.

The results showed that about 86.7% of the participants were aware of the curricular and pedagogical changes of NEP-2020, i.e., 5+3+3+4 in school education. In addition, 90% of the participants were aware of the program's time-sensitive target point and multiple entry and exit point systems. About 96.7% participants were aware of the proposal of NEP-2020 to move 2 years B.ED. Program into 4 years integrated B.Ed. program. This will be the minimum qualification in future to become school teachers. About 55% of participants were aware of the credit transfer system, while 45% of participants were not sure about the credit transfer system; that may be due to unclear guidelines or explanations in NEP.

Overall, teacher educators were generally aware of recent developments in the field of education with respect to NEP-2020. It is likely that most educators were already aware of this because of the numerous seminars, conferences, workshops, and orientation programmes that have been organised since 2020 by most institutes, universities, and government agencies to create awareness and facilitate its implementation.

Objective 2: To study the perception of teacher educators about implementation of NEP-2020 in teacher training institutions

In order to gauge the perception of teacher educators regarding the implementation of NEP-2020, both closed and open-ended questions were asked. A five-point rating scale was used for closed-ended questions (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree).

Table 1: Perception of teacher educators regarding implementation of NEP-2020 (N=30)

S. N.	Items	Minimum	Maximum	Mean	SD
1	For smooth implementation of NEP-2020, guidelines (such as National Curriculum	2	5	4.10	0.66



	Framework for Teacher Education, NCFTE) are needed.				
2	Existing teacher education program is incompatible with 5+3+3+4 design of school education.	1	5	3.67	0.96
3	Need for financial support of a stand-alone institution to move into multidisciplinary colleges/universities.	1	5	4.07	0.91
4	NEP-2020 will bring a positive change in teacher education.	2	5	4.03	0.72
5	Multiple and exit point system is a good idea.	2	5	3.93	0.94
6	For smooth implementation of NEP-2020 specific infrastructural support is required for stand-alone teacher education institution.	2	5	4.10	0.85
7	Teacher training support is required to implement NEP-2020.	2	5	3.87	0.90

For item 1, pertaining to the need for a new NCFTE for effective NEP-2020 implementation, the mean value of responses ($M = 4.10$, $SD = 0.66$) indicated that respondents agreed that the new NCFTE should be released to provide clear guideline for effective implementation of NEP-2020 in teacher training institutions.

For item 2, concerning the compatibility of the current teacher education programme with the proposed 5+3+3+4 structure school education system, respondents agreed that the current teacher education programme is incompatible with the proposed 5+3+3+4 structural design of the school education system when the mean value of responses was $M = 3.67$, $SD = 0.96$.

For item 3, regarding the need for financial support of a stand-alone institution to move into multidisciplinary colleges/universities, the mean value was $M = 4.07$, $SD = 0.91$. It can be deduced that the participants supported financial aid to transform stand-alone institutions into multidisciplinary colleges or universities.

For item 4, stating whether NEP-2020 will positively affect teacher education, the mean value of responses was $M = 4.03$, $SD = 0.72$. For item 5, regarding the multiple entry and exit point system, the mean value of responses was $M = 3.93$, $SD = 0.94$. This indicates that respondents believed the multiple entry and exit point system was a good idea and that the new policy would result in positive changes in teacher education institutions and the production of high-quality professional educators.

For item 6, regarding the infrastructural support is required for stand-alone teacher education institution, the mean value of responses was $M = 4.10$ $SD = 0.85$. These responses imply that infrastructural support is one of the most important requirements for the effective implementation of NEP-2020.

For item 7, regarding the need for formal training of teachers, the mean value of responses was $M = 3.87$ $SD = 0.90$. These findings imply that, in order to ensure the successful implementation of NEP-2020, formal teacher training support should be needed.



It is possible to deduce here that in order to make the transition into multidisciplinary institutions as easily as possible, teacher education institutions that are currently operating in stand-alone mode require financial support. In addition, the responses suggest that they have a requirement for formal training or the professional assistance in this direction. What makes things difficult is that, this policy comes into being a times when the economy has been shabby by COVID-19 lockdowns, government tax collections are abysmally low, and the financial dearth was high even pre-COVID (Venkateshwarlu, 2021). One of the participants said: “It is very difficult to implement four years B. Ed. Programme in stand-alone institutions. Government should devise clear cut policy for stand-alone Institutions to collaborate with other Institutions.” Institutional collaboration, where institutions can share knowledge and resources, is recommended to effectively implement NEP-2020 and overcome the aforementioned obstacles.

Objective 3: To study the suggestions made by teacher educators for the effective implementation of NEP-2020.

Some verbatim of the respondents were as follows:

“I believe NEP 2020 can be implemented after some infrastructure changes.”

“Transform the single-disciplinary institution into a multidisciplinary institution in stages.”

“The government should provide funding for the effective implementation of NEP-2020.”

“गुणवत्तापूर्ण शिक्षा तथा शिक्षक की आवश्यकता आज पूरे विश्वमें है B.Ed. को 4 साल कर देना ही मेरे विचार से एक बड़ा मुद्दा नहीं। मेरे विचार से प्रत्येक शिक्षण प्रशिक्षण महाविद्यालय में अच्छे प्रशिक्षक की गुणवत्ता पर ध्यान देना चाहिए जैसे एक अच्छे नवनिर्मित शिक्षक का उदय हो सके जो समाज में जाकर समाज को प्रकाशित कर सकें।”

“चार साल बीएड कार्यक्रम को बहुत शानदार तरीके से लागू किया जा सकता है।”

“Better partnership and coordination between university and schools”

“Financial aid should be provided to the stand alone colleges to enable them convert into a multi-disciplinary colleges”

“It will be done as per the guidelines of govt. It is difficult for standalone institute but can be implemented with proper guidelines, financial support, infrastructures and trained teaching staff etc.”

“Curriculum for it must be framed and implemented from the session 2023-24. Teacher educators must go through a comprehensive orientation program regarding 4 years B.Ed. program”

“All as running in previous years, so it should be carried forward with or under some supervisory teams.”

The responses strongly suggested that NEP-2020 implementation on the ground would require funding, infrastructure support, teacher training, and clear guidelines from the highest administrative institution. For a smoother rollout, cooperation and collaboration between educational institutions and schools is essential. To meet the ambitious goals set out in NEP-2020, teacher education programmes will need to undergo a radical overhaul. This will not happen overnight, but rather in a series of incremental steps. In this case, interdisciplinary collaboration is needed. The government also needs to provide financial support to the organisations.

Conclusion:

The NEP-2020 called for education system reform. It has overwhelming expectations from all stakeholders. Therefore, for its implementation at the ground level, all stakeholders need to work in a



very enthusiastic, honest, active, and cooperative manner, where teacher educators will play a key role in its successful implementation. Therefore, teachers need to train to a standard level of 21st century knowledge, skills, and professions; and consequently, continuous professional development (CPD) should be required. As NEP-2020 emphasises comprehensive training for both pre-service and in-service teacher educators in order to improve their quality and professional standards through continuous professional development (CPD), it also suggests that the National Professional Standard for Teachers (NPST) be set with the help of NCTE, NCERT, and SCERT, which will work under the General Education Council.

As the NEP-2020 suggested an increase in budget allocation for education from 3% to 6% of GDP, it will also be a watershed decision in resolving the institution's financial crisis and meeting the needs for advanced levels of resources in teacher training institutions. Stand-alone institutions are hopeful that the increased budget for education will assist in the transition to multidisciplinary colleges and universities. A 4-year B.Ed. course in a teacher training institution required clear guidelines, supports, and controls from the administrative level of the institutions like UGC, NCERT, NAAC, and NCTE with respect to the design of the National Curriculum Framework for Teacher Education (NCFTE) and how multiple entry and exit point systems with credit transfer systems will work together in a teacher education program.

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Cite This Article:

Dr. Ansari I. & Dr. Haider A., (2023). Teacher Educators' Perception about Implementation of NEP-2020 in Teacher Training Institutions, Electronic International Interdisciplinary Research Journal, XII, Issue – I(a), Jan-Feb, 2023, 86-91