



NATIONAL EDUCATION POLICY-2020 TRANSFORMING TEACHER EDUCATION

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Abstract:

Indian Education system is in crossroads which always be criticised on many grounds reflecting the traditional practices and National Education Policy-2020 is an eye-opening attempt to ensure that the Indian ethos, traditions, customs, practices shall be restored by means of encouraging education provisions under constitutional provisions. The recommendation under Chapter-15 reflects the major paradigm shift in the Teacher Education including introduction of 3 major courses and structural and functional changes in Teacher preparation.

This paper focuses on the policy recommendations and proposed plan of action in order to revamp the teacher education considering regulatory, academic and professional development of Teachers and Teacher Education sector.

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Introduction:

- The preamble of National Education Policy clearly states that Education is fundamental for achieving full human potential, developing an equitable society and promoting national development. Providing universal access to quality education: Economic growth, social justice and Equality, Scientific advancement, National integration and Cultural preservation. Education must move towards less content and more towards learning; critically, creative & innovative.
- In Teacher Education Institutions the Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, &of course, enjoyable Blend of Indenisation &Internationalization: Local to Global: Mantra/Vision/Mission of India.

1. Salient Features of the NEP-2020

- Restructuring the existing education pattern from 10+2+3 to 5+3+3+4with due weightage on pre-school education which shall be the strong foundations to be laid in order to ensure that good education must start from early childhood care education.
- National Curriculum Framework on School Education and National Curriculum Framework for Teacher Education as joint venture of both NCERT and NCTE.
- Regulatory Bodies of all education sector shall function under a robust single window mechanism under the banner called National Higher Education Regulatory Authority in order to strengthen the monitoring and regulatory mechanism as an important pillar of the policy.

- Professional Standards and its benchmark shall be fixed on par with international standard to ensure that Indian Education Institution shall train Global Citizens
- Continuous Professional Development of in-service teachers fixed on par with professional values, ethos and good governance.
- Inclusive Education shall be the integral part all education sector including higher and Professional courses.

2. **NEP-2020: Recommendations and Plan of Action for Chapter -15 :**

Teacher Education and School Education are inseparable entities. However, School Education is primarily depending upon the quality of Teachers who are prepared by the Teacher Education Institutions. The following are the plan of action proposed

Sl.No.	NEP-2020 Recommendations(Chapter-15)	Plan of Action
15.1	Teacher education is vital in creating a pool of school teachers that will 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 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.	<ul style="list-style-type: none"> • First phase of introduction of ITEP shall be on a pilot basis from the academic year-2022-23. • Popularising ITEP from the academic year-2023 to ensure that all standalone TEIs functioning under Multidisciplinary Institutions to have a clear optimum utilisation of resources in the multidisciplinary institutions.
15.1	Justice J.S. Verma Commission(2012) Majority of stand-alone TEIs-over 10, 000 TEIs not even attempting serious teacher education. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality.	<ul style="list-style-type: none"> • Performance Appraisal Report (PAR) invited for the academic year 2019 (7170 TEIs Filled PAR) 2/3 TEIs couldn't filled the PAR. High Court of Delhi Verdict was an eye opener for • PAR-2021 Invited to ensure that all Teacher Education Institutions fall in tune with NCTE to ensure that they are functioning as per regulations/Norms and Standards.



<p>15.3</p>	<p>In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.</p>	<ul style="list-style-type: none"> • Ministry of Education and National Council for Teacher Education must coordinate in order to evolve appropriate mechanism to initiate stringent action against the substandard and dysfunctional Teacher Education Institutions. • By 2030 all Standalone TEI's must invariably converted into multidisciplinary institutions for optimum utilisation resources.
<p>15.3</p>	<p>2030, only educationally sound, multidisciplinary, and Integrated Teacher Education Programmes shall be in force</p>	<ul style="list-style-type: none"> • Integrated Teacher Education Programme Institution(Itep) shall be in force-2022- Ministry Notification- 27 Oct-2021 stating ITEP shall be in piloting in 50 Govt. TEI's-across India to ensure that credibility of the new course on different structure.
<p>15.4</p>	<p>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. programmes.</p> <p>2. All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.</p>	<p>Piloting ITEP Course- 2022 Onwards</p> <p>Appropriated Mechanism shall be proposed ensuring all stand-alone TEIs will be required to convert to multidisciplinary institutions offering 4-year integrated teacher preparation programme-2021</p>
<p>15.5</p>	<p>The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The</p>	<ul style="list-style-type: none"> • National Professional Standards for Teachers (NPST) draft framework has been prepared by National Council for



	4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc.	<p>Teacher Education in consultation with NCERT, SCERTs, and teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions.</p> <ul style="list-style-type: none"> NCTT has prepared a draft framework and conducting regional level Open House Discussion to cull out the opinion/suggestions/insights from the stakeholders
15.6	HEIs offering teacher education programmes will ensure the availability of arrange 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 : community service, adult and vocational education	Phase wise mechanism shall be evolved through collaboration of all national level agencies like NCTE, NCERT, and NIEPA & State/UT Govt.
15.7	Admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency	<ul style="list-style-type: none"> Nationwide Admission Mechanism- Integrated Teacher Education Programme (ITEP)-2022-23. Memorandum of Understanding (MoU) between NCTE & NTA – 2021-National Level-2020 to ensure
15.8	The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social	NCTE is in the process of formulating an appropriate guidelines to ensure that the Department of Education of all Central/State Universities to shoulder the



	sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education,	responsibilities of training of scholars and students studying in Social Science/Science/Humanities etc.
15.9	All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines	NCTE/UGC must formulate an appropriate guidelines to ensure that the all fresh Ph.D. candidates should undergo a minimum credit paper on Pedagogy/Teaching/ Education etc., Central/State Universities to shoulder the responsibilities of training of research scholars and students to orient on pedagogical skills.
15.10	In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time	Open Educational Resources (OERs) has been prepared by NCTE for all stakeholders including in-service Teachers, Student-Teachers and Teacher Educators. However, NCTE is the process of streaming a robust SWAYAM/ DIKSHA platform through NCTE website.
15.11	A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term	Large pool of outstanding senior/retired faculty shall be pooled in order to utilise the experience/expertise for mentoring purpose. NCTT has prepared a draft framework and conducting regional level



	mentoring/professional support to university/college teachers	Open House Discussion to cull out the opinion/suggestions/insights from the stakeholders.
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Conclusion:

At present, enforcing PAR deserves to be vigorously followed. The NITI Aayog may like to sensitize the Central/ State Governments/ affiliating Universities at their level also for helping NCTE in its conversation with the concerned Secretaries and the Affiliating Bodies to discipline sub-standard TEIs. The NITI Aayog may like to catalyse the process of amending the Inspection Rule, 2003 and the NCTE Act, 1993. And The RCs will be given legally binding directions through the NCTE Council for taking up on war footing all already pending cases of withdrawal of recognition on account of certain institutions coming under adverse notice in the past. For this purpose a decision will need to be obtained from the newly constituted General Body of NCTE, a meeting of which would be organized as soon as it is possible to do.

Cite This Article:

Dr. Vijaykumar R., (2022). National Education Policy-2020 Transforming Teacher Education, Educreator Research Journal, Volume-IX, Issue- V, Sept - Oct 2022, 93-98.