

NEW EDUCATION POLICY 2020-TEACHER EDUCATION

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Abstract

New Education Policy 2020 lays particular emphasis on the development of the creative potential of each individual, based on the principle that education must develop Cognitive, foundational capacities of literacy and numeracy as well as higher-order cognitive capacities, such as critical thinking and problem solving with social, ethical, and emotional capacities and dispositions. Teachers truly shape the future of our children therefore, the future of our nation. Only the very best and most learned should become teachers. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

Key words-teacher education, empowerment, deployment.

Introduction – The gap between current status of learning outcome and what is required must be achieved through undertaking major reforms that bring the highest quality, equity and integrity into the education system. To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes. Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language. Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural

schools will be the provision of local housing near or on the school premises or increased housing allowances.

- Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy.
- The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education.
- For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment.
- To assess passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teachers hiring at schools and school complexes.
- Interviews would also be used to assess comfort and proficiency in teaching in the local language,
- Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s)
- A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades.
- The above described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression.
- Teacher education programmes and offerings will also align with the vacancies.
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Professional standard for teachers-

- A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions.
- The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage.
- The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions.
- Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal.
- The professional standards will be reviewed and revised in 2030, and thereafter.

Special educators

- There is an urgent need for additional special educators for certain areas of school education. such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities.

- Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation.
- They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well

Approach to teacher education-

- Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.
- 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.
- The 2-year B.Ed. programmes 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.
- These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, 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. programmes.
- Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for
- ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum training and student-teaching components of the programme.
- All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning.
- All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity.
- It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.
- Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as ‘master instructors’, for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts

- Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.
- It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India
- By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020.
- The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages.
- The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.
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- Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher

Education Institutions (TEIs) running in the country, including shutting them down, if required.

Challenges-

- Insufficient infrastructure
- Lack of trained faculty members
- Defective monitoring system
- Poor feedback mechanism
- Technological unawareness
- Rigidity in accepting changes
- Uncongenial environment in educational institutions.
- No knowledge of child psychology
- Knowledge of content and pedagogy is not updated.

Opportunities

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Conclusion-

- New education policy 2020 is a forward looking document focuses on quality teacher training programmes.
- This is need of time to restructure teacher training programmes.
- For revolutionary change in our education system it is mandatory to bring qualitative change in teacher training programmes from early childhood care education up to higher education.
- Motivation and empowerment of teachers is a key for successful implementation and execution of New Education Policy 2020.
- Goal of SDG adopted by India to ensure equitable quality education and promote lifelong learning opportunities to all will require entire education system to reconfigured to support and enrich learning. All of the aims and objectives of SDG 2030 agenda will be achieved through successful implementation of New Education Policy 2020.

References

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