



PROSPECTS AND CHALLENGES OF TEACHER EDUCATION ON NEP 2020

Gopal Basak

Student, University of Kalyani, Department of Education, Nadia, West Bengal, 741235

ABSTRACT

A teacher extends a hand; cracks open the mind, and open the heart. Only in teaching do the three "Hs" (Hand, Head, and Heart) hold equal importance. Our nation's destiny and the future of our children are genuinely shaped by the teachers who work with them. All other occupations are taught by the profession of teaching. In India, the teacher was regarded as the most honorable member of society because of their noble profession. Any society's ability to develop rests on its ability to educate its citizens. The components responsible for the teaching and learning process are the teacher's expertise, dedication, quality, professional commitment, and inner drive. The creation of capable instructors is a major difficulty in the modern society. A suitable Teacher education plan needs to be developed as the role of the teacher has become more difficult due to growing knowledge in pedagogical and psychological theories, as well as philosophical and social perspectives. Every country faces a difficulty in providing effective and qualified teachers, which requires progress in teacher education. The Government of India's Ministry of Human Resource Development (MHRD) has released the final report for National Education Policy 2020. (NEP-2020). The Kothari Commission Report (1964–1966), Acharya Rammurti Samiti Report (1990), NCF (2005), National Knowledge Commission Report, NCTE regulations 2009, NCTEF (2010), and other policy documents during the pursuit of this reformation in India resulted in a paradigm shift in the curriculum and rules for teacher education. Nonetheless, there are still certain faults and challenges that require attention. In light of NEP2020, this paper's goal is to seek to highlight some of the policy concerns for teacher education.

KEY WORDS: Education, Teachers Education, NEP 2020.

INTRODUCTION

Education is a dynamic process. The idea behind it varies with time. It is understood in distinct ways from one another in terms of philosophy, sociology, and pragmatics. To ensure that everyone has meaningful access to education, society needs highly motivated, educated, and competent teachers. In order to produce educators who will mould the future generation, teacher education is essential. The process of preparing teachers calls for the development of diverse perspectives and knowledge, the construction of attitudes and values, and the practice of teaching under the guidance of the most qualified mentors. Teachers must be up to date on the most recent developments in education and pedagogy as well as well-versed in Indian values, languages, knowledge, ethos, and traditions, particularly tribal traditions.

On July 28, 2020, the Indian Union Cabinet approved the National Education Policy (NEP). Over the course of more than 4 years of debates and workshops, the Indian government gathered comments from more than 2 lakh rural stakeholders for two national parliamentary level committees after 34 years.

The National Policy on Education (NPE), 1986, is replaced by NEP 2020, the first education policy of the twenty-first century. Access, Equality, Quality, Affordability, and Accountability are the foundational elements of this policy. It is related to the Sustainable Development Goals of the year 2030. By promoting more comprehensive, adaptable, and multidisciplinary education in schools and colleges, it seeks to transform the country into a knowledge society and global superpower. It emphasizes meeting 21st-century needs and seeks to highlight each student's distinctive strengths. NEP 2020 enables universal access to education, which will transform the Indian educational system.

Lessons, assignments, and materials for teaching a specific subject or course are all included in this content's scope. A curriculum's goal is to prepare each student to be an effective social innovator, a responsible citizen, and a confident, successful learner.



REVIEW OF RELATED STUDY

Smitha, S. (2020) studied on “National Education Policy (NEP) 2020 – Opportunities And Challenges in Teacher Education”. The present Paper tries to analyze National Education Policy 2020 with regard to the paradigm shifts in terms of Opportunities and Challenges in Teacher Education Sector.

Jadhav, N. (2022). Studied on “Issues and Challenges of National Education Policy (NEP) 2020 implementation in Teacher Education”. National Education Policy is one of the important educational phenomenon for which India was eagerly waiting. NEP 2020 is the first education policy of the contemporary century which replaces National Policy on Education (NPE), 1986. It brings many fundamental changes in education system and teacher education too. One of the changes is the change in structure of education system the change in teacher education also. The process of convergence will create some issues which should be catered with more academic manners. All these issues are discussed in the paper.

Mahanta, B (2023) Studied on “Recommendations and Challenges of Teacher Education in NEP- 2020”. The present paper focuses on teacher education which is included in part II of advanced education. The present study aims to critically dissect the recommendation and challenges of NEP 2020 regarding teacher education. The study concludes that the New National Education Policy on Teacher Education will enhance the quality of teacher education and present the teacher education system in a world-class environment, with openings, challenges & some formative suggestions by the investigators for enforcing the recommendations of teacher education.

STATEMENT OF THE PROBLEM

After above mentioned reviewed work, the present researcher finds the knowledge gap as well as selected the problem is “Prospects And Challenges Of Teacher Education On Nep 2020”.

OBJECTIVES OF THE STUDY

The objectives of this study are to-

- (A) To introduce major features of NEP 2020.
- (B) To discusses prospects of teacher education on NEP 2020.
- (C) To discusses challenges of teacher education on NEP 2020.

RESEARCH QUESTIONS

1. What are the features of NEP 2020?
2. What are the prospects of teacher education on NEP 2020?
3. What are the challenges of teacher education on NEP 2020?

METHODOLOGY OF THE STUDY

This is descriptive study is based on the analysis of secondary data only. The data for the study has been collected through relevant research journals, thesis, articles, books, magazines and present available literature on websites. Various government reports and NEP 2020 reports have also been considered.

ANALYSIS AND DISCUSSES THE OBJECTIVES

Objective - (A) Major features of NEP 2020

1. Preparation for Schooling and Elementary School Level

- ECCE for all by 2030: National Curriculum Framework for ECCE.
- Achieved 100% gross enrollment ratio in school education by 2030.
- Preparatory class/Balvatika for 5-6 years old children in Anganwadis/Pre-school.
- School preparation module for all class 1 entrants.
- National Foundational Literacy and Numeracy Mission.
- Set up of Bal Bhavans.

2. School Infrastructure and Resources

- Special Education Zones (SEZ)
- Utilize unused capacity of schools as Samajik Chetna Kendraa.
- School complex/clusters for resources sharing

**3. Holistic Development of the Student**

- No hard separation of curriculum, extra and co-curricular, arts and science, sports and vocational crafts, curriculum to integrate indian culture and ethos.
- Innovative pedagogies to be explored such as experiential teaching/learning methods.
- Book promotion policy and digital libraries.
- Holistic Report Card use for identifying specific aptitude of child.
- Vocational education integrated from primary grades and a ten days(no bag days) internship with local trades /craft person for grades 6-8.
- Lok Vidya - local artists as master instructors in schools

4. Inclusivity

- Gender Inclusion Fund : KGBVs upto class 12.
- Special provisions for gifted children.
- Adult education to focus upon technology based solutions
- NIOS to expand to include vocational courses and courses for grades 3,5 and 8.
- Medium of instructions will be in the mother tongue/local language till grade 5(atleast).

5. Assessments

- National Assessment Center for Performance Assessment, Review and Analysis of Knowledge for Holistic Development- PARAKH.
- Exams in grades 3, 5 and 8 in addition to board exams in grades 10 and 12.
- Board exams modular, low stakes, based on conceptual knowledge and it's application.

6. Curriculum and Pedagogical Framework

- New curriculum and pedagogical framework of 5+3+3+4.
- Reduction in curriculum to core concepts.
- Identification of life skills to be attained in each grade as a part of NCF.
- Alternative model of schools to be encouraged to adopt NCF.
- ICT integration in teaching and learning methodologies.
- Tracking students as well as their learning levels.

7. Role of Government Department/Bodies/Institutions

- State Department to look after policy making Directorate of education to look after operations, SCERT to look after academic and State School Standard Authority to set minimum common standards for online self-disclosure by all public and private schools.
- Random sampling of students for continuous online feedback on self-disclosure by schools.
- Engagement of social workers, alumni, retired teachers and volunteers with schools.
- Strengthening the Central Advisory Board of Education (CABE) for developing, articulating, evaluating and revising the vision if education on a continuous basis in collaboration with MHRD and corresponding apex bodies of states.
- It's desirable that Ministry of Human Resource Development (MHRD) be re-designated as Ministry of Education (MoE) to bring the focus back on education and learning.

Objective - (B) Prospects of teacher education on NEP 2020

1. Pre-service Teacher Education : A National Curriculum Framework for Teacher Education, or NCFTE 2021, will be prepared based on the recommendations of NEP 2020 on teacher education and training to direct all pre-service and in-service teacher education for teachers working in academic, vocational, and special education streams.

- The minimum degree requirement for teachers is the 4-year integrated B.Ed degree by 2030 which is designed as a multidisciplinary and integrated dual-major bachelor's degree in Education and a specialist field. The National Testing Agency will administer appropriate academic and aptitude exams for admission to this degree (NTA).
- The establishment of an education department and the operation of B.Ed. programmes in conjunction with other departments, including those of psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics, have been mandated for all multidisciplinary universities. In order to improve the quality of their B.Ed. programme, they will also conduct cutting-edge research in a variety of educational areas. A wide variety of knowledge content, pedagogy, and a strong practicum are all taught as part of the B.Ed. degree. Additionally, the curriculum



will cover effective pedagogical methods for teaching basic literacy and numeracy skills, multi-level instruction and assessment, teaching youngsters with disabilities or who have unique interests or talents, utilising educational technology, and learner-centered and collaborative learning.

- For career advancement of teachers who wish to move into more specialised teaching fields, into leadership and management positions in the educational system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages, shorter post-B.Ed. certification courses will also be available.
- All new Ph.D. applicants will be required to take credit-based courses in teaching, education, pedagogy, and writing related to their chosen Ph.D. subject during their doctoral training period, including actual teaching experience gained through teaching assistantships. This requirement has the potential to significantly increase respectability and acceptance of the teaching profession.

2. Teacher Recruitment and Employment : The teacher must pass the TET, demonstrate their teaching abilities in a class, succeed in the interview, and be fluent in the local language in order to be hired in a private or government school (s). The NEP 2020 provides -

- The scope of Teacher Eligibility Tests (TETs) will now be expanded to include teachers in the new stages of schooling (Foundational, Preparatory, Middle, and Secondary). TET and NTA test results in the relevant disciplines will also be taken into consideration when hiring subject teachers.
- In order to address the shortage of teachers in particular for music, dance, art, craft, counsellors, coaches, vocational education trainers, classical language teachers, social workers, technical and maintenance staff, NEP 2020 advocates for hiring teachers to a school complex and sharing them across a group of schools. In order to meet the demand for teachers to teach the recently introduced classical languages and vocational and skill subjects, the NEP 2020 also encourages school complexes to hire local eminent persons or experts as "master instructors" in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, etc

3. Teaching Career and Professionalism : The NEP 2020 calls for the development of performance standards for educators that define their roles at various stages and degrees of expertise as well as the competencies needed at each level.

- By 2022, there will be a set of National Professional Standards for Teachers (NPST) that will govern all facets of managing a teacher's career, such as tenure, ongoing professional development initiatives, pay raises, promotions, and other recognitions.
- Teacher audits or performance reviews will be conducted on a regular basis, according to NEP 2020. These performance evaluation standards will also be developed. Promotions and pay increases will henceforth exclusively be based on such appraisals rather than seniority or duration of service.
- Every year, school teacher are required to complete 50 hours of CPD activities, such as workshops or online teacher development programmes.
- School principals must also complete CPD in leadership, school management, and competency-based learning modules. Moreover, NCERT would research, identify, and suggest international pedagogical techniques for integration into Indian pedagogical practises through CPD.

4. Enculturation of Teacher Empowerment : Teacher empowerment means investing teachers with the right to participate in determining school goals and policies and to exercise professional judgement about what and how to teach. (Bolin, 1989) Teachers require autonomy and control over their own work when participating in the reform process. They become more committed to their students and feel more empowered as a result, which drives them to work harder.

- The NEP 2020 gives teachers autonomy in selecting the best pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a crucial component of holistic development, in recognition of the contribution teachers can make in reforming pedagogy to improve the learning outcomes. Innovative teaching strategies used by educators to enhance student learning outcomes will be acknowledged, documented, and widely disseminated as best practises.
- It is advised that schools within a school complex work closely together since this will lessen the sense of isolation that teachers in smaller schools often feel and foster lively teacher communities that collaborate and share best practises.
- The school managements have been instructed to provide sufficient and safe infrastructure, basic amenities and hygiene, computing devices, internet, libraries, and sports and recreational resources to all teachers and students in order to assist schools and school complexes in evolving into vibrant, caring, and inclusive communities of teachers, students, parents, and principals.

Objective - (C) Challenges of teacher education on NEP 2020

1. Defective Curriculum: The curriculum is still formal and conventional. It is heavily theoretical, and the practical element is not given as much weight. Theory and reality are not very well integrated. It is unrealistic and unconnected to reality and society.

2. Selection problem: There are numerous flaws in the teacher education selection process, and there is no established procedure that must be followed when admitting students for teacher education. No tests of aptitude, attitude, or performance are administered, and



student interviews are not taken into account when determining admittance. Anyone who meets the minimal requirements for eligibility has no trouble enrolling in the course.

3. Lack of control over teacher education institutions: The NCTE, a regulatory body that oversees the operations of teacher education institutions, there is excellent instruction. The educational standards in these schools are established and upheld by it. However, the number of institutions offering teacher education has grown so dramatically over the past few years that it is challenging to keep track of them all. Some of these organisations are sacrificing quality solely for financial gain.

4. Problem of Isolation: This issue can be viewed on three different levels, including (a) the isolation of education colleges from universities, (b) the isolation of colleges from the regular operations of schools, and (c) isolation between various training institutions. The teacher training institutes also stand isolated from the community and real life.

5. Teacher educators are less competent: Teacher educators are less competent. They are not effective enough to help student teachers reach the desired degree of skill. There are lack of expertise in the topic. They are less qualified to handle issues in the classroom and student teachers' behaviour.

6. Insufficient use of science and technology: The development of science and technology has made the world more interdependent and is transforming it into a global community over time. But in order to improve pupil teaching abilities, teacher education programmes have not fully utilised the most recent technologies. In teacher education training institutions, stereotyped and academic approaches still dominate.

7. Use of traditional teaching methods: Future teachers are still frequently taught using traditional teaching methods. Children don't learn about new technologies, and experimentation. There are hardly any modern classroom communication tools in schools. How can we allow student teachers to use innovative teaching techniques if their mentors aren't doing the same.

8. A lack of life skills development: Developing life skills is important for personal development and growth. These abilities empower man to handle life's difficulties. They include social skills such as interpersonal relationships, effective communication, and empathy, as well as mental abilities such as self awareness, problem solving, creative thinking, decision making, and critical thinking. Sympathy and stress management are emotional skills. The main problem is that teacher education is memory-based, meaning that students are not actively involved. As a result, students are not developing the kind of life skills that are crucial for their overall development.

9. Globalization and Value Erosion: The world has become smaller due to globalisation and issues with science and technology. All types of information are quite simple to get. Every nook and cranny of the nation now has access to the internet. Every transaction will be carried out online. Nonetheless, there are certain variations, notably among younger students who are more likely to commit fraud. "Our propensity towards bad is more than our predisposition towards good," is a common saying. In this way, social media, the internet, and other mobile culture elements have contaminated youthful minds. Values began to deteriorate as a result.

10. Social Issues: Our country is currently dealing with a number of social problems. They include the rapid population growth, unemployment, diversity, and racial strife. If teachers are aware student of these challenges, they can protect pupils from these social issues.

11. Quality Concern: A teacher's work quality, which has a big impact on the students they teach, is related to the quality of education. The necessary standards have not been met by teacher education. Teachers lack the critical thinking skills necessary to address problems with organisations, curriculum, and teaching techniques. More theoretical information is emphasised, but teachers are unable to use this knowledge in real-world classroom settings.

12. Lack of Co-Curricular Activities: There are not enough planned Co-Curricular Activities in Teacher Education. Occasionally these activities are neglected as a result of poor time management. But, in today's world of competition, this practise has become a crucial component of academic instruction. The lack of adequate planning and organisation options offered by student teachers causes issues for instructors in their future professional lives.

13. Teaching practise issue: This is one of the major issues with teacher preparation. The way that teaching is done is neither appropriate nor effective. The responsibility of conducting teaching practise is not taken seriously by the student teacher. They act carelessly and irresponsibly. They behave with disregard for the students and the school. They simply view classroom practise as a good time and a form of entertainment. The school and its administration are also an issue since they intervene a lot, do not prepare for teaching practise sessions, and do not give student teachers the required lectures. Schools where teaching is practised are not of a high calibre. Modern technology is not accessible.

14. Lack of Supervision: In order to bring about the desired improvement in skills and behaviour, student teachers need proper supervision at each stage. Students require supervision while they plan and deliver lessons, practise skills, and otherwise gain confidence in dealing with challenging situations in the classroom. Yet, in teacher education institutes, there is a dearth of competent oversight and supervisory staff.

15. Inadequate Evaluation: The evaluation of teacher preparation is flawed. At the conclusion of the session, exams are given. Both internal and external evaluation are subjective. Sometimes, the college of education gave favourable internal evaluations to undeserving candidates in order to obtain good results.



16. Inadequate facilities: A large number of educational institutions are in poor financial standing. Basic amenities such experimental schools, labs, libraries, hostels, and buildings are lacking. Some of them are even running inside of rented structures.

17. Time Frame: For a very long time, the length of a teacher education programme was one year. The teacher education programme, which involves theory, practical applications, and internships in real schools, needs a lot more time to be implemented effectively. Although it couldn't be implemented, the national curriculum framework also suggests a two-year teacher education programme. Thus, the current teacher education programme needs to be extended.

CONCLUSION

The nation and the person both take on new forms as a result of education. There is a well-known proverb that states that teachers construct nations. Indeed, the teacher-education programme in India is given a lot of emphasis. Regrettably, the system still has a number of flaws. According to Benjamin Disraeli, 'The secret of success is to be ready when your opportunity comes!' The time has come for Indian teachers to take the chance and control their own future in light of the National Education Policy, 2020. To attain their dreams, they must work hard and dream big. They also need to share their ideas, learn from experiments and research, and gain understanding from the ideas, convictions, and experiences of other practitioners in order to be conscious, enthusiastic, and empowered practitioners. They must establish lovely bonds with successive generations of students who go through classes and continue to learn throughout their lives. Without a doubt, the new National Education Policy 2020 offers a framework to accomplish these goals and put all these requirements into action, achieving the goals of a lively society and sustainable growth. The new National Education Policy, 2020 will assist the federal and state governments in fixing issues and implementing changes to teacher preparation. After extensive research and discussion, it can be concluded that the federal government and state governments should cooperate to raise standards and improve teacher preparation. Only then will teacher preparation have a brighter future.

SUGGESTIONS

- It is possible to transact curricula using novel and creative methods. The teacher education programme should be changed to better prepare teachers for the various tasks and responsibilities imposed by new technology.
- The socio-economic status of the teachers must be raised so as to attract talented people towards the profession.
- Teachers should receive training in stress management techniques so they can assist students in doing the same and surviving in this age of social isolation, parental pressure, and fierce rivalry. Programs for teacher education should give educators the tools they need to help pupils learn how to solve problems.
- Teachers should have the ability to critically think, make wise decisions, and uphold peaceful relationships with others.
- Teaching methods should encourage self-learning and lessen reliance on instructors. They can think about themselves and try something new as a result.

REFERENCE

1. **Smitha S. (2020).** *National Education Policy (NEP) 2020 – Opportunities And Challenges in Teacher Education.* *International Journal of Management.* Vol-11, Issue-11, P-1881-1886.
2. **Sharma, S & Kumar, T. (2020)** *Problems and Opportunities in Teacher Education in the Context of National Education Policy 2020,* *International Journal for Research Trends and Innovation,* 7(7), Retrieved from <https://ijrti.org/papers/IJRTI2207236.pdf>.
3. **Bhatt, T. (2022).** *New Education Policy 2020 Challenges and Opportunities for Teacher Education,* *Neuro Quantology,* 20(20), 3414-3419 doi:10.14704/nq.2022.20.13. NQ88421.
4. **Jadhav, N. (2022).** *Issues and Challenges of National Education Policy (NEP) 2020 implementation in Teacher Education.* *International Journal of Enhanced Research in Educational Development (IJERED).* Vol-10, Issue-3.
5. **Mahanta, B. (2023).** *Recommendations and Challenges of Teacher Education in NEP- 2020.* *Journal of Emerging Technologies and Innovative Research (JETIR).* Vol-10, Issue-5, P-88-92. doi:10.14704/nq.2022.20.13. NQ88421. <https://www.researchgate.net/publication/362538441>.
6. **Aggarwal, JC (1996),** *Essentials of Educational Technology,* Vikas Publishing House, New Delhi.
7. **Anand C.L. (2000) –** *Teacher Education in emerging India,* NCERT, New Delhi.
8. **Md. Abdul malek and LokanathMishra -** *Quality assurance in teacher education,*
9. *National Policy of Education, 1986.*
10. *National Curriculum Framework, 2005.*
11. *National Education Policy 2020 , New Delhi, MHRD*
12. *Teacher in Emerging Indian Society. (2012). Delhi: PEARSON.*