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## Recommendations and Challenges of Teacher Education in National Education Policy (Nep) 2020

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### ABSTRACT:

On July 29, 2020, the Indian Union Cabinet adopted the NEP 2020. A commission established by former ISRO Chairman Dr. K. Kasturirangan, who outlined the goals of India's new educational system, was solidified by the Ministry of Human Resource Development. The current educational system's expressions of quality, affordability, equity, access, and accountability are challenged by the discourses of the New Education Policy. Part I (school education), Part II (advanced education), Part III (other key areas of focus), and Part IV (making it happen) make up the draught of this policy. The Present paper is focused on advanced education's part-II, which deals with teacher education. The goal of this study is to analyse critically NEP 2020's challenges and recommendations for teacher preparation. The present study is qualitative. Journals, reports, print media, other government websites, and other sources with a variety of perspectives were used to gather the data. According to the study's findings, the New National Education Policy on Teacher Education will improve the standard of teacher education and present the system in a world-class setting, with opportunities, difficulties, and some insightful suggestions made by the researchers for enforcing the recommendations of teacher education.

**Keywords:** National Education Policy, NEP 2020, Recommendation and Challenges, Teacher Education

### INTRODUCTION:

Learners from all over the world have long travelled to India. The nation has provided a wide range of options for millennia, including ancient sciences, the arts, philosophy, and literature. It is also known as the "land of learning" for this reason. The Indian educational system has not undergone many modifications over time to be able to deal with the outside world. Numerous policy changes have been made since India gained its independence in 1947 with the goal of enhancing the "quality" component of teacher education in order to provide all Indian citizens with high-quality education. Among these are the National Policy on Education from 1968 (NPE, 1968) and its revisions from 1986 (NPE, 1986) and 1992. The third National Education Policy was finally introduced by the Indian government on July 29, 2020, after a long period of about twenty-seven years. The new National Education Policy (NPE 2020) provides a summary and all-inclusive vision of the Indian educational system, from pre-primary to higher education. The suggestion of this policy will be implemented by the Indian government by 2030. The focus of this new policy is on giving students and the nation as a whole access to high-quality education while also showcasing Indian education in a global setting. Two major topics are addressed in the NEP-2020 document: Transforming all TEIs into integrated TE (ITE) programmes by 2030 and starting a thorough planning project for teacher provision and training education, based on which the number of ITE universities and colleges would be developed.

In fact, teachers form the foundation of our civilization. Teaching is a non-obligatory activity both within and outside of the classroom. They alter our civilization and enact improvements. The quality of instruction is heavily influenced by the teacher, particularly how they teach and how they teach other instructors is influenced by the teachers' education programmes.

The correct education and training can help build knowledge, attitude, morals, and ability while also fostering the qualities that make a good teacher. As a result, teacher education is given careful consideration by numerous commissions and committees that work with the government to provide various policies, suggestions, and draughts. Formerly known as teacher education, it was formerly known as teacher training. The words "training," which refers to a narrow concept, and "education," which refers to a broad teaching idea, have quite different meanings. At the moment, emphasis is being placed on teacher education programmes all around the world. A bright future for teacher education would only be achievable if the Centre and State Governments worked together to increase the quality of teacher education. This is conceivable thanks to the new National Education Policy 2020.

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## OBJECTIVES OF THE STUDY:

1. To discuss the NPE 2020 recommendations for Teacher Education
2. To discuss the NPE 2020's view of teacher's role
3. To discuss the NPE 2020's challenges for Teacher Education
4. To discuss the changes in Teacher education by implementing NEP 2020

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## RESEARCH QUESTIONS OF THE STUDY:

- ❖ What are the NEP 2020's recommendations for Teacher Education?
- ❖ What is the Teacher's role in National Education Policy 2020?
- ❖ What are the challenges of the National Education policy regarding Teacher Education?
- ❖ What are the changes in Teacher Education by implementing NEP 2020?

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## METHODOLOGY:

The present paper based on documentary study and qualitative, theoretical research in nature. The researchers used content analysis method. This research work is based on different official documentary evidence, as well as a various other sources including books, journals, e-books, articles, websites, blogs, the internet, reports of various organisations and written documents.

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## OBJECTIVES WISE ANALYSIS:

### Objectives No-01: The NPE 2020 recommendations for Teacher Education

The NEP- 2020 recommendations for Teacher Education are:

- The development of a pool of school teachers who will mould the future generation depends on teacher education.
- Emphasis is placed on multidisciplinary viewpoints, beliefs, lingo, and ethos, including tribal tradition.
- Enhancing the standard of teacher education and taking steps to prevent commercialization in the teacher education field.
- The implementation of Integrated Teacher Training has received special attention.
- By 2030, such multidisciplinary HEI's 4-year integrated B.Ed. programme will be the required degree for school Teacher.
- The new national education policy has made improvements to the infrastructure of educational institutions in order to sustain the quality of teacher education.
- It has been suggested that an entrance examination be used to admit students to pre-service teacher education in order to maintain the quality of teacher education.
- Since teacher education involves multidisciplinary inputs and necessitates instruction in both pedagogy and high-quality content, all programmes must be held at composite multidisciplinary institutions.
- Research experience is highly valued, but the faculty profile department of education must strive to be diverse.
- The HEI offer 4 years integrated B.Ed. programme and also offer a 2-year B.Ed. those students who have already established a Bachelor's Degree in a specialized subject. Candidates with a four-year undergraduate degree in a specialised subject may also be eligible for a one-year B.Ed. programme.
- Through current institutional arrangements and ongoing initiatives, college and university teachers will continue to receive in-service continuous professional development.
- In-service teacher education is anchored by usage of technology platforms like SWAYAM/DIKSHA.

Overall analysis demonstrates that the suggestions presented in the new National Education Policy on Teacher Education will contribute to improving the standard of teacher education. The introduction of multidisciplinary in teacher education will create new opportunities for teacher teaching. The practise of Indian Values and Culture has been mentioned, and special emphasis has been placed on research work in the field of teacher education. Diversity and a faculty that is multi-talented, competent, experienced, and knowledgeable in the field of research must be maintained in teacher education

institutions. The new National Education Policy on Teacher Education has numerous recommendations that will all improve the standard of teacher education and situate the system in an excellent environment.

#### **Objectives No-02: The NPE 2020's view of teacher's role**

The teacher is one of the most important components of the educational system. Realising the significance of the teacher's role is achievable when education is viewed as a three-pronged process.

The role of the teacher is always evident, even though teacher-centered education has evolved from the traditional teacher-centered education to more student-centered education today. The entire teaching and learning process advances through the teacher. Additionally, the efficacy of the teaching-learning process is based on the teacher's abilities. The National Education Policy 2000 states that teachers should be-

- The Teacher should stay up with the times and share fresh knowledge given the rapidly changing nature of knowledge and the constant emergence of new phenomena. For this, a teacher's mentality should be open to research. He will never stop motivating the pupils to do their best.
- A teacher must have a progressive mindset in order to keep up with the changes that are continually occurring in world society and human thought. This is necessary given the changing nature of age and society.
- The area of education is currently being constantly impacted by modern technology, and numerous technological advancements are enhancing it. A teacher must therefore be knowledgeable about current technology and keep up with it. For the use of technology in education, specific recommendations have been included in the new education policy.
- It is crucial for a teacher to understand which teaching strategy would make learning enjoyable in light of the needs and aptitudes of the students in the classroom, thus they should also be well-versed in pedagogy. Teachers should also be knowledgeable about the subject matter.
- Students must be motivated to develop and maintain the proper level of interest in the classroom. The teacher can motivate the class before to the session with an enlightening speech to help the students absorb the material.
- In new education policy, Education system is a multidisciplinary approach. So, a teacher needs to know various subjects besides the thematic knowledge.
- Students are coming from different religion, different culture and used different language. The diversity of students in a classroom can be seen in India. The teacher has to communicate and interact with all the students. So, a teacher must know multi-language and multi-cultural.

#### **Objectives No-03: The NEP 2020's challenges for Teacher Education**

In NEP 2020, there are several challenges for teacher education:

- **Trained teacher educators:** Depending on the necessity, these multidisciplinary institutions will need to engage academics who specialise in particular subjects and teacher educators. Specific age groups (teenagers who have completed grades 12 and above) must be taught by teacher educators. Reduced entry-level qualifications (from graduate to grade 12) should be taken into consideration, and teacher educators should receive corresponding training.
- **Accepting Change in Teaching and Learning Styles:** The new NEP has recommended a number of innovative approaches to working with children of various age groups, from pre-primary to higher education. Making these arrangements at every school and college to adopt such a comprehensive development for teachers may seem challenging because they are accustomed to traditional lecture delivery techniques. As a result, both students and teachers may find it challenging to transition from traditional ways to contemporary situations. The cost of such in-depth information would be too great for students in our country to bear, and their parents would also be burdened.
- **Traditional and Theoretical Curricula:** Although the new education policy made several proposals to alter teacher preparation, no new curricula have been created in that regard. The current teacher education curriculum is conventional, and it lacks opportunities for practical application.
- **Lack of supervision over teacher education institutes:** NCTE is a supervisory body that screens the employees of teacher education institutions and maintains control over the calibre of education provided there. The educational standards in these institutions are continued in a circle. However, the number of universities offering teacher education has grown so dramatically over the last few years that it is now challenging to keep track of every institution. Some of these organisations are lowering their standards and quality just for financial gain.
- **Duration of Course:** The new education policy's one-year teacher education programme is under particular criticism. The academic and practical components of the teacher education curriculum will fail during this year, and the students will run into difficulties with the internship. The national curriculum framework (1998) also suggests a two-year timeframe for teacher education programmes; however, it was unable to put these recommendations into practise. Therefore, the duration of the current teacher education programme needs to be extended.

- **Lack of creativity and Innovation:** When executing any activity, creativity is crucial. But in today's teacher education programmes, this issue is not taken into account when imparting knowledge.
- **Inadequate development of life skills:** For personal development and growth, certain abilities are necessary. Man can handle the challenges of life with the help of these abilities. The fundamental problem is that teacher education is memory-based, meaning that students aren't actively involved. As a result, children aren't developing the kind of life skills that are crucial for their overall growth.
- **Practising teaching has a problem:** Both the quality and manner of teaching practise are lacking. The practise lesson work is not taken seriously by the student teacher. On the other hand, challenges arise from the school and its administration because they refuse to work together and make preparations to approve teaching practise sessions. They do not permit the proper application of the teaching strategy.
- **Lack of adequate facilities:** A lot of educational institutions are in poor financial standing. They lack essential amenities such experimental schools, labs, libraries, dorms, and suitable and secure structures. Some of them even operate in rented structures.

#### Objectives No-04: The changes in Teacher education by implementing NEP 2020

- Establishment of multidisciplinary educational facilities for integrated teacher preparation programmes.
- New courses may be created to help students, teacher educators, and educators of teachers. (Either online or offline).
- Multidisciplinary institutions may offer facilities for obtaining two degrees (dual degrees) concurrently.
- In teacher education, there is potential for multidisciplinary research to be promoted.
- In the near future, new subject-teaching pedagogy may be used. (Pedagogy of Chemistry, Pedagogy of Commerce, etc.)
- Teachers, teacher educators, and students all have a lot of scope to undertake action research.

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#### CONCLUSION:

Education changes both the country and the person into new entities. We are all know that; a teacher builds a nation. In India, teacher-education courses undoubtedly receive a lot of stress. Sadly, the system continues to have a number of flaws. The time has come for Indian teachers to seize the chance and take control of their ambitions in light of NEP 2020. To reach their goals, they must work hard and dream big. The National Education Policy is crucial to advancing the educational system and ensuring its high calibre. It will aid in putting the Indian educational system in an excellent context. However, it is crucial to emphasise how rapidly the new education policy can be implemented and how it can be done by first addressing the numerous issues with the previous education system.

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