



NEP 2020: A BIG QUESTION MARK ON THE FUTURE OF TEACHER EDUCATION INSTITUTIONS

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ABSTRACT :

This paper unveils the major structural reforms made in the higher education system through NEP, 2020 which has turned the table in different direction for the education system of India. The education system of today is becoming more dynamic and demands flexibility which has opened the door for multiple entry and exits at different levels in higher education system through integrated courses with mixed and diverse subject combinations. One such combination of course is the integration of the Teacher education with different degree courses which has led to the situation where the future of degree colleges has somewhere brightened up but there is big question mark on the existence of teacher education institutions in the coming years. This paper is focusing on the rising uncertainty of the future of the latter institutions which were majorly concerned with qualitative teacher education and in the coming years this integrated approach will somewhere move toward the mismatched one for the teacher education institutions. This paper has highlighted the dark side of these reforms on such institutions in the context of NEP, 2020 with a major twist of integrated approach which will reduce the individuality of the courses going to be offered in the future.

Education is something which can't be obtained without intention and teaching is something which can't be done without passion, because it is considered as a paramount line of work which gives birth to the rest of the professions of the world by transforming an ordinary person into an eminent personality through drawing out their best potentialities. For creating such extraordinary personalities in the economy it is important for the policy makers to develop the skills of the teachers by quality improvements and to know the status of the respective institutions meant for providing education to them because the system is evolving every second.

INTRODUCTION: REFLECTION ON THE PAST AND THE PRESENT

Education is great source and treasure of knowledge and teacher is the epitome of knowledge which is why the status of a teacher is very high since the ancient times. This is the reason why teaching profession is greatest of the rest of the professions because it teaches the all other lines of work and education as well as training of the teachers in qualitative teacher education institutions is a burning topic for policy makers. Starting from the Vedic period and continuation of it to the modern one teacher education has always been an important part of the discussion in the different committees and commissions which further gave different recommendations on the same. Considering the future of the existing teacher education institutions in India special emphasis is given to the past developments in teacher education institutions. During the period from 1906 to 1956 this programme of educating teachers was called as the teacher training which was basically consisted of pre-service and in-service opportunities and focus was on curriculum design and the modes of transaction. The major focus of the university grant commission (1948-49) was on the teaching practice and the practicum along with the establishment of the teacher education institutions. Mudaliar commission (1952-53) came up with the recommendations of the introduction of the two year B.Ed course and four year B.Ed-M.Ed integrated courses along with the research task for the students of M.Ed. Education commission (1964-66) recommended integrated course, subjects based on methodology and open distance learning. The commission also came up with the major recommendation of linking the teacher education colleges with the universities and removing the isolated institutions. Under the National Policy on Education (1986) Training schools got elevated into District Institutes of Education and Training (DIETS) and Training colleges were transformed into Colleges of Teacher Education (CTEs). The given information inferred that the teacher education colleges were running in isolation from the degree colleges with separate courses and curriculum. These isolated courses and colleges changed the whole mind set of the people toward teacher education which was basically concerned with the individual importance of such a noble profession.

The information gathered from various resources proves the same. The data under university grant commission shows that there are 935 universities in the country running teaching departments with different names (UGC, 2020). Even at present large number of separate teacher education institutions are running in our economy and according to the sources under National council for teacher education these are more than 16000 in number with approximately 25000 courses and majority of these institutions are in self-financed category. The Present scenario of the institutions of Teacher education does not mirror the past event. The NEP, 2020 has not only affected the education of the students but has also Ignored the individuality of the teacher education institutions. The teacher education institutions along with the other colleges got commercialized where earlier every person who was aspiring to become a teacher or not used to struggle for the admission in such institutions after their graduation for pursuing it as a passion towards the respective profession. It got easy for them to enter into such a noble profession in a later period. This is the major drawback of NEP, 2020 which has led to a situation where there is a big question mark on the future of teacher education institutions which were focusing on quality and disciplined education for the would

be teachers . Even at present the teachers in colleges and school are qualified but not skilled. This whole scenario shows the gloomy picture veiled behind the bright future of degree colleges .

THE FUTURE

By considering the past and the present scenario of the education and the concerned institution number of changes has been made in the existing system of education time to time. The very first change was related to the multiple entry and exit programmes with diverse combinations of subjects through integrated approach . This integration has especially affected the teacher education institutions which were running individual courses all over India. With such integration of B.Ed course with Degree course has resulted in uncertain future for such institutions.

The duration of the course was increased from one to two year in the previous recommendation. This change created a huge impact on the teacher education institutions where the concerned teacher education colleges were confined to increase the quality in teaching and training. The other change was made in the distance mode of teacher education and training. Based on the existing situation of teacher education colleges the policy makers took a huge step in a positive direction of achieving the quality in the system of teacher education institutions. New Education Policy came into Existence in 2020.

New Education Policy, 2020 highlighted the problems of separation of Teacher education from degree courses along with the commercialization of the institutions and gave a new solution to remove this major problem. The new policy came up with the introduction of four year integrated degree courses which includes B.A.B.Ed, B.com.B.Ed and Bsc.B.ed. The main objective behind this initiative was to remove the gap between teacher education institutions and degree colleges where those students who have a passion for teaching can get access of the same by integrating their knowledge in specializations with the knowledge of pedagogy of teaching these electives. The students will get diversified knowledge and variety of experiences under one roof. This education system has resulted in a situation where many of the teacher education institutions running at individual level will suffer in lurch. The NEP, 2020 has set the future of the institutions of teacher education at stake and balancing a sinking ship is going to be a tough task. Teacher education was earlier considered as the separate education but the future is focussing on providing dual degree to the students in education as well as in the specialized subjects in a single integrated programme which is considered as time saver but this is clearly inferred that these courses will run in multidisciplinary higher institutions which means the colleges of education will have to introduce integrated courses instead of individual teacher education courses According to the new system in which what was earlier expected from the schools should be expected from the degree colleges. The future of the existing colleges is creating choice based credit system (CBCS) for the students where they are having the opportunity to take any of the subjects according to their interest because there is a big choice of electives along with the teacher education subjects. This new policy introducing dual degree programme for future teachers, which will somewhere reduce the individual importance of teacher education . The variety of knowledge about the content along with the pedagogy on the one hand and practical experience through internships at school level on the other will make it complex for the students in integrating Pedagogy and theory because of opposite combinations and uncertainty of their future as a teacher as well. Various competitive exams for checking the quality and eligibility of the students to teach in future still not considering the integrated courses for appearing in such papers and if the students gets the opportunity to appear in such exams they don't get the opportunity to teach in various institutions and schools because majority of the schools still prefer teachers who appeared in individual teacher education courses. The recommended system has put a big question on the policy makers as well which is why the future of teacher education courses and institutions is uncertain.

The vision for the future is supposed to improve the quality of education in such institutions through a well enriched curriculum and not through its collaboration with the degree colleges. This new step will also affect the various self financed institutions with lack of funds and other parameters. The institutions which are under question will be closed and only the prominent institutions fulfilling quality parameters will be given the opportunity to convert their institutions into degree colleges. This new policy has left such institutions with uncertain future and the prominent ones are loaded with new interventions in the coming future.

CONCLUSION

It can be inferred that the future of the existing teacher education colleges has come up with the possibility of new interventions in the field of teacher education through multidisciplinary approach for removing the gap of degree colleges and teacher education colleges. With this type of change in the teacher education colleges the individuality of the teacher education courses will vanish and the doors will shut down quickly. The new education policy which was considered as the ray of hope to improve the system of education has come up with a gloomy future of teacher education institutions running individually. These are veiled behind the bright future of degree colleges which are in a lot of hope for meeting their standards and converting the education service into business by introducing the education through multidisciplinary approach. These institutions will be eyeing on transforming the qualitative isolated teacher education colleges into multidisciplinary institutions without meeting the challenges of maintaining the individuality of the dual course.

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