

TEACHER EDUCATION IN 21ST CENTURY IN THE LIGHT OF NATIONAL EDUCATION POLICY 2020

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Abstract

Education is dynamic in nature. It is the key for development of any society which depends on the quality of teachers. Teacher's knowledge, teacher's dedication, teacher's quality, teacher's professional commitment and his inner motivation are the factors responsible teaching learning process. Production of competent teachers is a big challenge of the contemporary world. With increasing knowledge, today, teacher's job has been more challenging in pedagogical and psychological theories, philosophical and sociological perspective, a proper Teacher education programmes need to be formulated (Arora, 2005). Necessary improvement in teacher education is a challenge for every nation to provide effective and competent teachers. Teachers must also be grounded in the latest advances in education and pedagogy. The National Education Policy 2020 is a document that outlines the goals and strategies for the Indian education and vision to be achieved (Bhatt, 2022). The policy targets to be restructured and reoriented the teacher education towards meeting the challenges of 21st century in order to produce qualified teachers who can effectively deliver quality education. The main objective of the study is to identify the future prospects and upcoming challenges of the new education policy. Mainly the documents are critically analyzed here. Hence, this paper is fundamentally narrative and analytical in nature.

Key words: National Education Policy, challenges, prospects, teacher education.

I. Introduction

The Indian government has announced that it will be implementing a new education policy in 2020. The aim of this policy is to improve the quality of education and make it more accessible to all children. The new policy will introduce measures such as increasing the number of teachers training institutions, providing incentives for teachers who are willing to work in rural areas, encouraging private investment in education and introducing new curricula at different levels. The Government of India has announced a new National Education Policy (NEP) 2020, which will replace the existing NEP 1986 (Bhatt, 2022).

The new policy is expected to be responsive to the needs and aspirations of children, youth and adults in order to meet their development goals by 2020. The policy aims at providing holistic education that enables all children, youth and adults to acquire knowledge, skills and values needed for life-long learning as well as productive employment. It also lays emphasis on literacy and numeracy skills development along with promotion of digital literacy through appropriate pedagogy (MHRD, Government of India, 2020).

The year 2020 is a crucial milestone for the education sector in India. Empowering teachers with new tools, technologies and pedagogies is one of the most important challenges that we face today. Teacher education has always been at the core of any successful government's policy to improve quality education. It needs to be updated regularly to meet the needs of a rapidly changing society. The new education policy 2020 plays a vital role in this regard. It will be a step forward towards creating a good teacher education system that can produce quality teachers who are well-equipped to face the challenges of the 21st century (MHRD, Government of India, 2020). It will provide good opportunities to develop India's educational system. It is important that the policy addresses all aspects of education, including teacher training and recruitment, infrastructure, curriculum and assessment role in strengthening the education system of India.

The new policy will focus on teachers, students and parents as it is important for everyone to be involved in the process of learning. It will help to develop a highly skilled workforce and preparing students for life-long learning (Bhatt, 2022). The new education policy of 2020 is expected to address the key challenges that India's education system faces today, including improving quality of teaching at all levels, enhancing access to higher education and vocational training opportunities for all segments of society. In this process it not only needs to be updated regularly but also applied effectively on the ground. The challenges are many, and success will require us to work together as a team.

II. Objectives of the Study:

The objectives of this study are as under -

1. To understand the prospects of teacher education in India under NEP 2020.
2. To identify the challenges of teacher education under NEP 2020.

III. Methodology:

This is a qualitative research. Basically, it is narrative and analytical in nature. Documents are critically analyzed for this purpose.

IV. Literature Review

SL	Year of Publication	Author	Title of Paper	Major Findings
1	2022	Bhatt, T	"New Education Policy 2020 Challenges and Opportunities for Teacher Education"	Teacher education focuses on building a strong research base and also ensures that it meets the needs of different stakeholders, including students, teachers and parents. The policy document clearly articulates that teacher education needs to be strengthened and calls for a stronger research base in the field of teacher education.

2	2022	Ahangar. S. D. and Ayub, M.	NEP-2020 and Teacher Education- Some Issues	The NEP 2020 has made a comprehensive attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. Really the mission is aspirational but the implementation roadmap needs to be devised properly
3	2022	Sharma, S. and Kumar, T.	Problems and Opportunities in Teacher Education in context of National Education Policy, 2020.	The policy gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. No doubt a lot of stress is given on teacher-education course in India. Unfortunately still there are several loopholes in the system.
4	2022	Yadav, S.	Challenges in Teacher Education in the context of NEP, Higher Education and teacher skills for NEP 2020.	The new education policy has a laudable vision, but its influence will depend on whether it is able to effectively merge with the government's other policy initiatives — Digital India, Skill India and the New Industrial Policy to name a few — in order to effect a coherent reconstruction
5	2020	Kumari, S	"NEP 2020 challenges to teachers education"	The policy aims to ensure that all students at all levels of school education are taught by passionate motivated, highly qualified, professionally trained and well-equipped teachers Finally, the Teacher Education on system, stringent action will be taken against substandard stand-alone Teacher

				Education institutions running in the country including shutting them down if required as per NEP.
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V. Analysis and Interpretation

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in classrooms, school and outside the school. The National Policy of Education 2020 was prepared to improve the quality of education in the country and was focused on providing education facilities to each and every citizen of the nation. The new education policy must help involve the very best to empower the teaching profession at all stages. Teacher education is important in creating a workforce of school teachers that will shape the upcoming generations. Preparation of teacher is an activity that requires multidisciplinary perspective and knowledge. Education is a dynamic process (MHRD, Government of India, 2020). Teacher performance is the most crucial factor in the field of education. The education gives a new shape to the individual and the nation as well. Education plays major role in bringing social change, economic and political development in any society. Education helps people learn right actions at right time. Such an education requires efficient teachers. A teacher is the central figure in the teaching learning process. The future of students largely depends upon the teachers. The quality of teacher education programme needs to be up-uplifted (Arora, 2005). Teacher education has not reached the requisite standards. Teachers are still not able to think critically and solve the problems related to different aspects of teaching learning process such as teaching methods, content, organisation etc. Teacher education programme needs a comprehensive reform and curriculum of teacher-education programme needs to be restructured and revised according to changing times and needs of society. Unfortunately still there are several drawbacks in the teacher education. The new National Education Policy 2020 provides a framework where Centre and States Governments can join the hands to enhance the quality and bring improvement in teacher education, and then only bright future of teacher education would be possible.

❖ Prospects in teacher education through the provisions of National Education Policy, 2020

There are some of the major reforms and prospects that brought about by NEP 2020 for teacher education –

1. Comprehensive Teacher Education Programmes

The B.Ed. programme shall now be a 4-year integrated comprehensive programme and the learners shall be admitted at 10 + 2 position. For the development of multi-skilled teachers, all the teacher education institutions should change their basic type into a multidisciplinary one. Now, the minimum qualification for teaching profession will be a 4-year integrated B.Ed. degree. It teaches a range of knowledge content and pedagogy and includes strong internship training in the form of practice-teaching at nearby schools. The 2- year and 1- year B.Ed. Programmes will also be offered, but only by the same multidisciplinary institutions offering the 4-year integrated B.Ed., for those who have formerly attained Bachelor's Degrees in other subjects and to those who have attained a Master's degree in a specialty and wish to come a subject school teacher in that specialty.

Opportunities for high- quality B.Ed. programmes in amalgamated or Open and distance Learning (ODL) mode to learners in remote or delicate- to- access locations and also to in- service teachers have been supported (Sharma & Kumar, 2022).

2. Approach to Teacher Education:

Feting that the teachers will bear training in high- quality content as well as pedagogy, schoolteacher education will gradationally be moved by 2030 into multidisciplinary colleges and universities. It will also aim to buil outstanding education departments that offer B.Ed. ,M.Ed., and Ph. D degrees in education as because all these will move towards getting a multidisciplinary nature in near future,

3. Special Educators:

There's a critical need for fresh special educators for certain areas of academy education. It includes, as for example, subject teaching for children with disabilities/ *Divyang* children at the Middle and Secondary level, including teaching for specific literacy disabilities.

4. Recruitment of Teachers:

On the basis of Teacher Eligibility Test (TET), teachers shall now be posted. The TETs will also be extended to cover educators across all stages (Foundational, Preparatory, Middle and Secondary) of school education. The proper test scores of TET or NTA in the related or corresponding subjects will also be taken into consideration in case of recruitment for subject teachers. To gauge passion and motivation for teaching, a classroom demonstration or interview will come an integral part of school teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the regional language, so that every school has at least some teachers who can discourse with learners in the local language (Sharma & Kumar, 2022).

5. Service Conditions:

The NEP has recommended that such a service culture may be developed in which the educators can use their capability to do their jobs effectively, and to ensure that they're part of vibrant, caring, and inclusive communities of learners, teachers, parents, head of the institutions, and other support staff, all of whom share a common thing to ensure that the children are learning.

6. Professional Development:

For the first time in the history of school teacher Education it has been recommended that teachers will be given nonstop chances for self- enhancement and to learn the rearmost inventions and advances in their professions. Each teacher will be anticipated to share in at least 50 hours of nonstop professional development openings every time for their own professional development, driven by their own interests. CPD opportunities will, in particular, totally cover the rearmost pedagogies regarding foundational knowledge and numeracy, constructive and adaptive assessment of learning issues and related pedagogies.

7. Career Management and Progression (CMP)

The important demanded positive feedback for doers in the education that's teachers doing outstanding work must be honored and promoted, and given payment raises, to incentivize all teachers to do their best work. For proper

assessment of performance, multiple ways will be developed by State/ UT Governments based on peer reviews, attendance, commitment and other forms of service (Sharma & Kumar, 2022).

8. Professional Standards for Teachers

The National Education Policy aims to set common National Professional norms for teachers (NPST) to determine all aspects of teacher career operation, operation for professional development, payment hikes, etc.

9. National Professional norms for teachers - The NEP emphasizes the significance of teacher education and professional development, and recommends the establishment of National Professional norms for teachers. It also proposes the integration of technology in teacher education.

10. Pre-Service teacher Education - The NEP 2020 recommends drafting a National Curriculum Framework for Teacher Education or NCFTE 2021 to guide pre-service -teacher education and training.

11. Enculturation of school teacher commission - The policy defines the essential part of teachers in NEP 2020. Teachers are to be given the right to share in setting school goals and programs in the long run. Involving teachers in the reform process by giving them the freedom to decide what and how to educate will give them with space and power over their work.

12. All teachers are to be trained and professionally developed - The NEP's objective is to have all teachers professionally educated or certified by the time 2030, which is one of its major impact areas. However, all teachers from Anganwadi to secondary schools will retain the needful credentials and cleave to a set of invariant professional norms, which represents a considerable enhancement over the current system, If put into practice.

❖ Challenges of Teacher-Education under NEP 2020

The government has set itself an ambitious goal of improving quality in teacher education. They want to make sure that all teachers are well-trained and knowledgeable about the subjects they teach. This means that teachers need to have a deep understanding of the content they teach, as well as how students learn best (Bhatt, 2022). Some of the challenges for teacher education under new education policy 2020 are given below:

- The curriculum needs to be revised and updated. This can be a lengthy process, especially considering that it has not been updated since the 1990s. -Teachers need to be well-trained in the subjects they teach.
- They need to be able to understand how students learn best and what strategies can be used to ensure that learning happens (Yadav, 2022).
- The government has set itself an ambitious goal of improving quality in teacher education. They want to make sure that all teachers are well-trained and knowledgeable about the subjects they teach. This means that teachers need to have a deep understanding of the content they teach, as well as how students learn best.
- The government wants to move away from a “teacher training” model to one that focuses on teacher “education”. This will require a lot of changes in the way teachers are trained, including the curriculum and how it is designed.
- There is currently no standard definition of what constitutes good teaching or quality education in India, which makes it difficult to set standards and ensure they are met throughout the country.

- India's education system is very hierarchical. This means that there are often not enough incentives for teachers to do an excellent job and students rarely feel like they have any say in their own education.
- Teachers lack training in how to effectively educate students from many different backgrounds, which makes it difficult for them to reach all types of learners.
- The structure of schools and classrooms often reinforces this hierarchy by providing students with little opportunity to question or challenge the teacher.
- India's education system focuses mainly on teaching students to pass exams rather than developing their ability to think critically (Yadav, 2022).
- There is a lack of infrastructure in many schools. Many schools do not have enough classrooms, desks, or toilets for students. This means that many students have to learn in less-than-ideal conditions.
- Lack of accountability is there in India. Teachers who do not perform well are rarely fired, and students are often not held responsible for their own behaviour or academic performance (Bhatt, 2022).
- There is not a lot of data available on how well students are learning in India. This makes it difficult to assess whether or not the education system is effective and what areas need improvement.
- India's education system is plagued by corruption, which makes it difficult for students from lower socioeconomic classes to get an adequate education.
- There are many different languages spoken throughout India, which makes it difficult for teachers to find effective ways of communicating with their students (Bhatt, 2022).

VI. Findings of the Study

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VII. Discussion

The new education policy aims to create an inclusive, transparent and accountable education system in India. It focuses on child-centricity through holistic development of students from pre-primary to higher education levels. To fulfill the aspirations of the nation, education is one of the most important areas that need to be given priority. The policy has been framed with a view to improve quality of education and ensure teacher education (Chari, 2020). The government has made it clear that they want to change the way teachers are educated and trained. They've also said that they want to make this change in time for the 2020 education reforms. This is quite a challenge, especially when you consider how much time has already been spent developing the old system of teacher training. However, the government has made it clear that they want to change the way teachers are educated and trained. The government has set itself an ambitious goal of improving quality in teacher education. They want to make sure that all teachers are well-trained and knowledgeable about the subjects they teach. This means that teachers need to have a deep understanding of the content they teach, as well as how students learn best.

The New Education Policy is an ambitious reform agenda that seeks to give new direction and impetus to the country's education system. It aims to transform it into one that is more relevant, accessible, sustainable and equitable. To achieve these objectives, the NEP 2020 recommends a multi-pronged approach involving both supply-side reforms such as teacher education and demand-side interventions such as setting up high quality

schools. This Policy is a great opportunity for teacher education to rethink its role in the education ecosystem. In the last few years, India has been witnessing a major transformation in its education system. This has been driven by several factors such as increased access to education for all, quality of teachers and learning outcomes. The New Education Policy (NEP) 2020 is the most ambitious policy reform in India's history. It aims to transform the country into a globally competitive knowledge economy by improving quality of education. The NEP covers all stages of education from pre-school to post-graduate programmes. The new Education Policy 2020 is a welcome step in the right direction, and it should be seen as an opportunity for teacher education. The policy document clearly articulates that teacher education needs to be strengthened, and it calls for a stronger research base in the field of teacher education.

Conclusion

The new Education Policy 2020 is a welcome step in the right direction, and it should be seen as an opportunity for teacher education. The policy document clearly articulates that teacher education needs to be strengthened and calls for a stronger research base in the field of teacher education. The new education policy is an important step towards improving the quality of education in India (Chari, 2020). It needs to be seen as an opportunity for teacher education. Teacher education should focus on building a strong research base and also ensure that it meets the needs of different stakeholders, including students, teachers and parents. The policy document clearly articulates that teacher education needs to be strengthened and calls for a stronger research base in the field of teacher education.

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