



REFORMATION OF TEACHER EDUCATION IN VIEW OF NEW EDUCATION POLICY 2020: PUTTING INNOVATION TO PRACTICE

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ABSTRACT

There is a general consensus that boosting teacher efficiency and effectiveness is the key to classroom and school reformation. This paper proposes to highlight that professionalization of teachers is a key area that needs constant engagement for the up skilling of techniques required to achieve the desired student learning outcomes. The 'New Education Policy 2020' (NEP 2020) which aims at making existing education system holistic, flexible and multidisciplinary for the new generation is bound to replace the 34 year National Policy on Education (NPE). A quick review of seven decades of policy evolution makes it clear that the education sector has moved from being a matter of subject for the state to a joint responsibility of the states along with the centre. A correlation of the National Education Policy 2020 and the notable Kothari Commission report that was first adopted as the National Policy on Education 1968 uncovers similarities in the difficulties, concerns and even the proposed arrangements, except the current emphasis on 21st century skills. This paper examines the champion component of the new policy norms, which has considered the 2030 Sustainable Development Goals and believes in changing India into a lively knowledge society.

KEYWORDS

Teacher Education, New Education Policy, Andragogy, Lifelong Learning

INTRODUCTION

The Kothari Commission, in 1966 stated that 'Out of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are the most significant, without any doubt.'¹ Dedicated efforts have been made by India to improvise regulations for teacher education curricula so that requirements of ever-evolving educational needs can be met. This has the power to instill higher degree of commitment in teachers who are practicing through pre-service and in-service teacher education programs.

The National Policy of Education (NPE, 1986) mirrors this responsibility by envisaging pre-service and in-service training requirements to be consistent in nature and as part of two closures of a continuum. An examination of the proposals of different commissions, committees and strategies of India uncovers the endeavors of educational planners to bring out innovative changes to the teacher education training framework.

Review Of Literature

Teacher development is considered as a persistent effort to develop and sustain best pedagogical practices. This can be done through regular training programs. Pre-service training is the initial step as the stepping stool of creating demonstrable skill in educators, to enhance readiness of educators through planned instruction courses. Instructor schooling has a harmonious relationship with the school training. India has attempted to place this hypothetical philosophy into practice. Four such significant endeavors have been made by the approach organizers of the nation so far to give practical force to theoretical ideology. The first complete endeavor was made in 1978 with the Teacher Education Curriculum: A Framework' by the National Council for Teacher education (NCTE). Its major points included:

- Relevancy of curriculum to individual goals of student, social needs of students/schools and broader aspirations of people
- Setting up micro-teaching situations before actual teaching process
- Use of semester system and a valid system of evaluation
- Promoting proper research in teacher education area
- Interdisciplinary and integrated approach
- Teacher education to be treated as a continuous process

The NEP 2020 too encourages, Teachers truly shape the fate of our children - and, in this manner, the eventual fate of our country' accordingly suggesting that teachers assume the main function in country working by making high caliber of human asset in their classrooms. Our teachers can certainly create much needed positive ripples in the education system given that the focus lays on skill development and professionalization of teachers for the continuous professional development. This will enable them to be at par with the continuous progression and advancement in technology. As per Verma Committee Report, 2012, 'Teacher Education Institutes were

found to have only a foundation stone in the name of infrastructural requirements.' The report also revealed that on an average, about 85% teachers failed to qualify the post-qualification skill based competency test - the Central Teacher Eligibility Test (CTET).

The challenges post-employment were exploitative employment conditions, further characterized by poor salaries to absenteeism, obsolete teacher knowledge & skills and lack of teacher professionalism. Instead of undermining capability of teachers for poor learning outcomes in the classrooms, the NEP 2020 holds these conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teacher quality and professionalism.

DISCUSSION & ANALYSIS

Reflecting upon and further perceiving the 'power of teachers', the 'New Education Policy 2020' has set up fundamental changes that would help 'teaching' as a profession to emerge positively leading to it being considered as a top professional choice for persons. It proposes a few changes to enable educators and refurbish the regard and status to this desired profession, trusting that it would ultimately draw in the best educators.

In light of the proposals of the New Education Policy 2020 on teacher education, a National Curriculum Framework for Teacher Education, NCFTE 2021 would be drafted to direct all trainings, pre-administration and in-administration of teachers working in professional and specialized curriculum areas. All multidisciplinary institutes have been directed to set-up an education department and run B.Ed. programmes in collaboration with other departments so that cutting-edge research in the field of education can be performed.

The policy further talks of making performance standards for educators plainly to mark the level of expertise, competencies needed at each stage. By 2022, a set of National Professional Standards for Teachers (NPST) will be made that will determine all pertinent aspects like, house allowances/residency, continuous professional development efforts, salary, promotions, and other recognitions. The policy likewise discusses Teacher Audit or Performance Appraisals that will be conducted at normal intervals.

Clear instructions are listed to make sure that teachers necessarily attend around 50 hours of 'continuous professional development' trainings so that they are consistently updated. These can be in the form of workshops or attending on-line modules.

It further throws light on the need for school principals to be an active participant of the 'continuous professional development' modules identified with authority and actualizing competency-based learning. Further, international educational methodologies will be concentrated by NCERT, recognized, and suggested for absorption in instructive practices in India through CPD.

CONCLUDING REMARKS

The NEP 2020 recognizes the contribution teachers can make in reforming pedagogy so that learning outcomes can be improved. The policy gives teachers autonomy in selecting appropriate pedagogical practice and encourages them to ensure socio-emotional well-being of the students. Innovative teaching methods adopted by teachers to improve the learning outcomes will be recognized, documented, and shared widely as recommended practices. Close collaboration is also recommended among schools within a 'school complex' as it will reduce teacher isolation experienced by teachers working in smaller schools.

This will create vibrant teacher communities that work collaboratively and share their best teaching practices. Hence, the New Education Policy 2020 is a landmark policy that recognizes the need of the hour in terms of professionalization of teachers and their continuous development. The current teacher-education framework is deficient to address the difficulties of the Indian socio-cultural settings and diversity. The educational change at this point must contribute on expanding an educator's ability to go about as self-sufficient individual who vows to be a lifelong learner. The pedagogical methods of teaching must enable reciprocation by heterogeneous group of students. The National Curriculum Framework for Teacher Training (2020) is a step forward to revolutionize NCF 2005. This will have the capacity to create reflective teachers who can hone their skills, competencies and professional development goals for the purpose of lifelong learning and achieving Sustainable Development Goal 4 of 'ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all'.

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