



# Rejuvenation Of Teacher Education According To Diversified Demands In Teaching-Learning Process : Insights From NEP 2020

Guide

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## ABSTRACT

The teacher education has manifold roles to play for providing quality education and strengthening teaching learning process as per the diversified needs of the society. In this regarding NEP 2020 has recommended many ways to overcome the prevailing deficiencies in the education system. The role and significance of teacher and teacher education has its pivotal role and place in the education system and in the holistic development of the learner. from childhood to adulthood teacher keeps on moulding the lives of the learners by bringing modifications in their behaviour, but a teacher needs to be well trained and well versed with the changing and diversified needs of the learners according to changing environment all over the world. In this context government of India has set many policies and commissions from time to time to fulfil the requirement of the diversified demands in the teaching-learning process and productions of efficient teachers. Recently NEP 2020 has emphasized reforms in the teacher education to make teaching learning process more effective and fruitful for the learners. Teacher education will prepare the prognostic teachers to meet the new challenges of technological advancement and multidisciplinary approach in higher education in near future. Rejuvenating teacher education from the gross level for the better future of the learners and improvement of the teaching-learning process. NEP 2020 aims to strengthen and modify teacher education to prepare more well-versed teachers in handling multidisciplinary perspectives grounded with Indian values and virtues to draw out best potential out of learners through innovative teaching learning processes at all levels taking into consideration different aspects of growth and development of learners. The policy focuses on incorporation of more research work in order to maintain integrity, standard and quality of education. Therefore, these reforms will help to groom a teacher resulting to understand various aspects of the students with changing scenario of the education system at all levels of learning. Both modes of training will be provided to teachers to bring quality education in the country. Various government and private platforms will be available for pre service and Inservice training for the teachers.

**Keywords:** Teacher education, Multidisciplinary institutions, Innovations in teacher education

## OBJECTIVE:

The objective of this paper is to know how the revamping of teacher education will cater the diversified needs of the learners for effective teaching learning process integrated with technology and multidisciplinary approach and the challenges posed for its implementation.

**Methodology:** Secondary data used for the study

## Introduction:

**Background:** The historical perspective of Indian education can be discussed in different periods that is before independence Vedic, Buddhist, medieval, western and after independence. After attaining independence many commissions and committees were established to revamp and restructure the existing educational scenario in the country. University Grants Commission (1948-49), The secondary Education Commission (1952-53), Indian Education commission (1964-66), National Policy on Education (1968), National commission on teachers (1983-85), National policy on Education (1986), NEP (Programme of Action) 1992 and recently NEP 2020 formulated to promote and regulate education in India. NEP 1968 made recommendations regarding service condition of teachers, academic freedom of teachers and Inservice education. It incorporated the recommendations of IEC 1964-66 and NEP 1986 recommended about the development of new knowledge, skills and favourable attitude to meet the demands and also emphasized orientation programmes for the continuous development of the teachers and establishment of SCERT and DIETS was included in the policy.

**Gaps:** The previous policies passed in 1968,1986,1990 had no perfect plan of action for the implementation of the policies and expected results were not obtained due to the lack of it.

NEP 2009 had commitment and implementation gap for the policy. The gap between current educational outcomes and needs must be closed through radical reforms that bring excellence, fairness and justice to the system starting from childhood in higher education. The aim for India is to have an education system by 2040 i.e. second to none with equitable access to the highest quality education for all the learners regardless of social or economic background. In the previous policies implementation on education has focused largely on the issues of access and equity. The major change since last policy 1986 was establishment of act 2009 provided right to free and compulsory education for the children for achieving target of universal elementary education.

### Need for Rejuvenation:

Teacher education programme refers to the policies, procedure to equip prognostic teachers with the knowledge, skills and attitudes essential for bringing behavioural modifications in the learners. For this a teacher needs to be effective and capable to handle inside and outside classroom situations. The purpose of the policy 2020 is to make India super knowledge power at the global level for which has recommended reforms at all levels. Of teaching. As we are familiar with the fact that reforms are brought into the policies according to changing needs of the societies and with progress .The previous policies are deficient in many ways to meet the current changes and challenges in the education system in country and even at the global level. Thus, with regard to this NEP 2020 has suggested many reforms to rejuvenate education system.

- Enriched teacher education to deal with innovations like AI in teaching-learning process.
- Requirement of faculty well equipped with innovative techniques to handle and use innovative practices for improvement of the education.
- For Providing universal access to education.
- Enriching education system grounded with traditional values to maintain integrity and sovereignty of culture and virtues.
- Emphasizing experiential learning and instilling and developing critical thinking and scientific attitude among learners from the very beginning of learning.
- The diverse needs of the learners have made us to think about the essential changes in the education system to make it qualitative in terms of education and experiential learning for both teacher and taught.
- Skill development programmes to make people self-reliant.
- Creating opportunities for growth.

## Overview of NEP 2020:

When question arises of achieving full human potential, developing equitable and just society and promoting national development the answer which clicks to mind is “education” which is the means for obtaining it. India is the highly populated country which means it has the highest population of young people in the world. over the next decade this youth will be worth for determining the future of generation to whom we need to provide high quality educational opportunities to meet **global challenges**. The lofty goals will require restructuring the entire process to support and promote education to achieve all the core goals and targets of sustainable development goals 2030 agenda. This policy revolves around flexible, practical, multidisciplinary and multi lingual education for all at all levels.it wants to increase GER to 100% to achieve the target of youth literacy. Ensures to create digital Infrastructure for the continuous and lifelong learning. This recommended ITEP for upgrading quality and standard of teacher education will produce the ultimate nation builders. The underlying principles of NEP 2020 is to foster a system where people can become capable of creative, critical and innovating thinking, possessing all the attributes like empathy, courage, moral principles, determination etc to become productive and empowering citizens to build an inclusive and diverse society as envisaged by our constitution.

**Literature Review :** Following studies and articles are shedding light upon teacher education regarding different aspects demanding changes due to certain issues pertaining to training programmes

**Singh (2003)** reported that the entire school curriculum is being examination oriented and the society having increasingly become conscious of the value of excellence in the examination results. We had to suitably modify our teacher education system. It was further stated that in order to achieve the aims and objectives of school education we would have to improve our teacher education accordingly.

**Kamran (2004)** had stated in her article about NCTE that, the existing system appeared to be static and rigid to cope with the new national needs. It provided the student teachers very little awareness of the role education could play in transforming the present Indian society into true democratic, socialistic and secular society that we wished to build up in the country.

**Nagra (2004)** recommended that a sound programme of professional education of teachers was essential for the qualitative improvement of school education. The enhancement of educational quality is fundamentally linked to the advancement of teacher education, as well-prepared and skilled teachers are pivotal in delivering effective learning experiences.

**Yadav and Rehan (2006)** found that in our existing system, the teachers with general degree of B.Ed had been teaching from elementary to senior secondary stages. Even at some places, they were teaching subjects which they had not studied at graduation and postgraduation levels. It resulted into many complicated problems like dropouts, absenteeism and low achievement among the children. The recommendation suggests that a policy should be developed to structure the bachelor of education (B.Ed) degree with specific specialization. These specializations would be both stage-wise (e.g., focussing on secondary and senior secondary education) and area-wise (e.g., special education, physical education). This approach aims to tailor teacher training more precisely to the specific needs of different educational stage and areas of expertise.

**Opertti and Belalca'zar (2008)** highlighted that in most parts of Asia, the notion of inclusive education was restricted to students who had mentally and physically disabled as well as refugees; keeping this perspective in mind. The measures had been corrective rather than constructive and developmental. Varying from this, most of the teachers from all the regions had commonly pointed out the importance of pre-service and in-service training in implementing inclusive education.

There is a gap between the recommendations and implementation of the educational policies in our country. Though policies have played immense role in bringing changes in the education system but currently we are facing new challenges for the implementation of the educational policies. Some of these are as given

**contemporary issues**

- Lack of proper infrastructure
- Dearth of techno-savvy faculty
- Non availability of basic essential facility for using technology.
- Population explosion
- Maintaining standard and quality of education.
- Providing inclusive and equitable education without discrimination.
- Access to well-equipped libraries
- Lack of sources to avail best possible resources for education
- Integration of technology in teacher training programmes
- Need to incorporate technology in internship programmes to make teacher programmes more effective and fruitful.
- Incorporation of AI and maintaining balance between machine and human teaching-learning process in the field of education.
- Programmes for continuous development of teachers especially catering needs of holistic aspects of learners.
- Implementation of reforms in education system.
- To have a top educational system with equitable access to high quality education to all learners regardless of social and economic background by 2040
- NCTE is still not put into operation in some places in India.
- No specific placement opportunities for the trained teachers.
- No provision of stipend during internship for the teacher trainees.
- Existing wide gap in the salaries of school, college and university teachers working in government and private institutions.

This policy is divided into four parts discussing about all the measures essential for accomplishing the set target as per the recommendations in the policy. Each part has its significance and talking about incorporation of various components for revamping the education system. Following are the different parts

**In Part-1 School Education** focus is laid on the following topics:

- Early child hood care and education: the fundamental education.
- basic literacy and numeracy: an urgent and necessary condition for education.
- Reduce education cost and increase universal access to education at all levels.
- In school curriculum methodology used should make learning holistic, integrated, enjoyable and engaging
- Reforming teacher training
- Education for all
- school complexes/clusters for efficient resource allocation and efficient governance.
- setting of standards for school education and accreditation.

Reforming **higher Education** by giving more importance to

- Quality universities and colleges: A new and vision for Indian higher education system discussed in this part for providing best education and support to students.
- Institutional reorganisation and integration.
- Well-Motivated, experienced, dynamic and talented teachers.
- Equitable and inclusive higher education
- Teacher training.
- Rethinking teaching skills.
- Promote quality academic research in all fields through a new national research foundation.

#### other highlights

- career education
- Adult education and lifelong learning
- Developing Indian languages, art and culture
- Use and integration of technology in online and digital education.
- Achieving equity in technology.

**Last Section suggests** how to go about achieving this by the previous section of the NEP2020 to improve the quality of education for all and strengthening central advisory board of education for its implementation.

#### Vision for teachers:

Now let's discuss which type of vision is recommended for the teachers in the policy

When we talk about quality education then the first question strikes to our mind is How and Who will make this happen possible. At prima facie level its teacher who will be imparting knowledge to the students and an effective teacher is prepared by the teacher educator. The training which a prospective teacher receives is comprised of many essential components to cater the needs of the students and NEP 2020 is laying emphasis not only on one aspect of the teacher education rather it is looking for many more aspects helpful for making teacher education an effective tool to be utilized for bringing quality education at the global level and also has manifold innovation for the quality sustenance of the education by 2030 in our country. Following are the **changes** and **adaptations** for bringing quality in the **teacher education** and upgrading the standard of education at all levels in country.

The policy envisages in the part one that the extent 10+2 structure in school education will be modified with a new pedagogical and curricular structuring of 5+3+3+4 covering ages 3-18. In this regard focus is on the overall development of the child in the early stage. The intent is to utilize the potential in the brain development of the child in the foundational years because overall 85% of a child's cumulative brain development occurs prior to the age of 6 years. Currently, children in the age bunch of 3-6 are not covered in the 10+2 structure as the class 1 begins at age 6. In new 5+3+3+4 structure a strong base of ECCE from age 3 is also included which is aimed at promoting better overall learning, development and well-being. Universal provision of quality early In this regard A national curricular and pedagogical framework for early childhood care and education (NCPEFCCE) for children up to the age will be developed by NCERT in 2 parts

**1 sub-framework for 0-3 years old**

**2 sub-framework for 3-8 years old**

The framework will serve as a guide both for parents and early childhood care and education institutions. For strengthening and expanding ECCE will be established

- 1 Standalone Anganwadi
- 2 Anganwadi co-located with primary schools
- 3 Kindergarten is at least 5-6 years old and joins the existing primary school
- 4 Age 5 child will move to “preparatory class” or “Balavatika” (i.e before class 1)
- 5 Learning based primarily on play based learning with a focus on developing cognitive, Affective, psychomotor activities, numeracy and literacy.

**Teachers** will be specially trained in the curriculum and pedagogy of ECCE. To prepare an initial cadre high quality ECCE teachers in Anganwadis will be trained through systematic effort in agreement with curricular/pedagogical system created by NCERT.

Anganwadi workers/**teachers** with qualification **10+2 and** above should be given 6 months certificate programme in ECCE

- Those **with lower** educational qualification shall be given a 1-year diploma programme covering early literacy, numeracy and other relevant aspects of ECCE.
- In the longer-term state governments shall prepare cadres for professionally qualified educators for ECCE through stage-specific professional training, mentoring mechanism and career mapping.
- **Local teachers** will be employed those are familiar with local languages.
- Ensure that all schools have a pupil teacher ratio (PTR) less than 30:1
- The pupil teacher ratio in the areas having large number of socio-economically disadvantage students will be under 25:1.
- The teachers will be trained, supported and assisted through continuing professional development to teach mathematics and mathematical literacy.
- Teacher education and the early grade curriculum will be redesigned to have a renewed emphasis on fundamental literacy and numeracy.

As per the 75<sup>th</sup> round household survey by **NSSO in 2017-18**, the number of out of school children in the age group of 6-17 years is 3.33 crore. The GER for grades 6-8 was 90.0% while for grades 9-10 and 11-12 was only 79.3% and 56% respectively indicating that a significant proportion of enrolled students drop outs after grade 5 and especially after grade 8. The information was collected on enrolment status of 3-35 years of person and enrolment classified as “Never Enrolled”, Enrolled in the past academic year and “Currently not attending”, Enrolled in the scholastic year and currently not attending and “currently attending”, Enrolment and current attendance covered both formal and non-formal education.

| Statement 6: Percentage distribution of persons of age 3 to 35 years by enrolment status                                     |            |        |        |
|------------------------------------------------------------------------------------------------------------------------------|------------|--------|--------|
| enrolment status                                                                                                             | percentage |        |        |
|                                                                                                                              | male       | female | person |
| <b>rural</b>                                                                                                                 |            |        |        |
| never enrolled                                                                                                               | 12.6       | 19.3   | 15.7   |
| enrolled in the past academic year and currently not attending                                                               | 40.9       | 39.7   | 40.3   |
| enrolled in the current academic year and currently not attending                                                            | 0.4        | 0.4    | 0.4    |
| currently attending                                                                                                          | 46.1       | 40.7   | 43.5   |
| all                                                                                                                          | 100.0      | 100.0  | 100.0  |
| <b>urban</b>                                                                                                                 |            |        |        |
| never enrolled                                                                                                               | 7.1        | 9.6    | 8.3    |
| enrolled in the past academic year and currently not attending                                                               | 45.8       | 47.4   | 46.5   |
| enrolled in the current academic year and currently not attending                                                            | 0.4        | 0.4    | 0.4    |
| currently attending                                                                                                          | 46.7       | 42.6   | 44.8   |
| all                                                                                                                          | 100.0      | 100.0  | 100.0  |
| <b>rural+urban</b>                                                                                                           |            |        |        |
| never enrolled                                                                                                               | 11.0       | 16.6   | 13.6   |
| enrolled in the past academic year and currently not attending                                                               | 42.3       | 41.8   | 42.1   |
| enrolled in the current academic year and currently not attending                                                            | 0.4        | 0.4    | 0.4    |
| currently attending                                                                                                          | 46.2       | 41.2   | 43.9   |
| all                                                                                                                          | 100.0      | 100.0  | 100.0  |
| Note: Percentage distribution of persons of age 3 to 35 years by enrolment status for different States is given in Table 6.1 |            |        |        |

### Out of school children

| Age Group  | Number     |
|------------|------------|
| 6-17 Years | 3.33 Crore |

### Gross Enrolment Ratio (GER)

| Grades | Percentage |
|--------|------------|
| 6-8    | 90.0%      |
| 9-10   | 79.3%      |
| 11-12  | 56%        |

GER is the ratio of the number of people currently enrolled at the level of education to those the official age-group. For Example, for level of education 1-V

Number of persons attending Classes I-V  $\times 100$   
Estimated population in the age-group 6-10 years

For the remaining levels education is taken as follows:

- Upper Primary/Middle(VI-VIII):11-13 years
- Secondary IX-X:(14-15)
- Higher Secondary XI-XII(16-17) years
- Post Higher Secondary : (18-23) years

Therefore, it will be the top priority to bring these children back into the educational fold and prevent further students dropping out with a goal to achieve 100% gross enrolment ratio in preschool to secondary level by 2030. For this will be provided effective and sufficient infrastructure and regular trained teachers. **Foundational stage** consists of 5 years:

- 1 Preparatory stage comprised of 3 years.
- 2 Middle stage comprised of 3 years of education.
- 3 Secondary stage is of 4 years of multidisciplinary study etc.

Option of exiting after 10 and re-entering in the next phase to pursue vocational or any other courses available in grades 11-12 including at a more specialized school, if so desired. Educational skills will be used at all levels. Cross-curricular pedagogical approach is a different teaching approach that brings out the best in students. We encourage teachers to use bilingual approach/ teaching-learning material. As research clearly shows that children pick up languages very quickly between the ages of 2 and 8 and the multilingualism has great cognitive benefits to young students

childhood development and education must thus be achieved as soon as possible and no later than 2030 to ensure that all students entering grade 1 are school ready.

**NEP 2020 and its Vision for teacher education:** Teachers truly shape the future of the children and therefore, the future of the nation. The quality of the teacher education needs to be improved and they need to be motivated for **which recruitment, deployment, service conditions and empowerment of teachers** needs to reach models of hope that ensure the best possible future for children and the nation. Teachers will be given **more autonomy** in choosing aspects of pedagogy so that they can teach in the manner they find most effective for the students inside or outside their classrooms. Teachers will also focus according to National Education Policy 2020-22 on socio-emotional learning- a critical aspect of any student's holistic development. Teachers will be recognized for new teaching methods that enhance learning in the classrooms.

#### **Innovations & reorganizations in Teacher Education**

According to justice Verma commission there is an urgent need to restore equity and efficiency to increase confidence in the education system to ensure high standards, quality and good work in teacher education. The duration of B. Ed and M.Ed. courses has been increased to maintain the standard of teacher training. Currently ITEP programme is being offered by universities by 2030. Many universities in India have developed programs to improve the quality of teachers. For this purpose, educational institutions need to shift from stand-alone education institutions to multidisciplinary institutes.

**Interdisciplinary approach:** Integration of interdisciplinary studies will help to rejuvenate the teacher education because it will make a person divergent thinker. Teacher can explore innovative perspectives and become more effective in teaching. Not only this but will also be enabled to encourage students for critical thinking, collaborative work etc. Skill of analysis, synthesis and evaluation of different disciplines can be developed in the learners which will make them more inquisitive and creative.

#### **Admission and curriculum:**

The policy advocates entrance test by the National testing Agency for admission in the teacher training programme and emphasizes significance of the incorporation of multidisciplinary subjects like sociology, history, psychology, ECE, Fundamental literacy, Numeracy, integration technology in teacher education

Framework for teacher education will provide teacher **self-development programme** for continuous growth in their careers which includes **regular training, workshops** and access to resources to keep them updated with the **latest teaching methods** and technologies. For this **short-term course** will be provided to cope up the needs of the **multidisciplinary** institutes to cater the needs of the students like leadership and management in the school education system can be made possible at the different levels of teaching learning process.

On page no. 23 of NEP 2020 (MHRD report) under the heading "Approach to Teacher policy" emphasizes that teacher education should only

India's values and traditions into teacher

**Continuous Programme Development (CPD)** is offered to in service teachers for the professional growth where each teacher will be ensured to participate in such programmes for **50 hours** per year the latest trends in foundational reading and mathematics, assessment design and modification, positive learning and experiential learning.

NCTE restructured professional standard setting body under the General Education Council in consultation with NCERT, SCERT for setting and developing set of guidelines for national professional standards for teachers (NPST).

**Holistic Development:** Policy is emphasizing holistic development including cognitive, affective and psychomotor aspect of a teacher in order to ensure unity and integrity of all knowledge.

**Career Management and Progression (CMP):** Teachers doing outstanding work must be recognized and promoted. A robust merit-based structure of tenure, promotion and salary structure will be developed with multiple levels within each teacher stage that incentives and recognizes outstanding teachers. The state/UT government will develop a system that includes various measures for quality assessment like audit, attendance, commitment, working hours etc of CPD and other forms of the service to the school and the community or based on NPST. All the stages of school education will require the highest quality teachers and no level will be considered more important than any other levels.

**Special Educators:** Additional special educators are required for certain special areas of school education like children with disabilities/Divyang at the middle and secondary school level including teaching for specific learning disabilities. Such teachers will have relevant skills for understanding of special requirements of children besides subject knowledge. Teachers will be trained for the same either in-service training programme or preservice teacher preparation. They will be offered as certificate courses in the pre-service teacher as well as in service mode either full time or as part time/blended courses necessarily at multidisciplinary colleges or universities.

### Use of technology:

NEP 2020 emphasized integration of technology and the use of digital tools and platforms in teacher education to improve teaching learning process. Teachers will be provided training to use technology for effective T-L process. For continuous development and quality education of in-service college and universities teachers' online platforms like **SWAYAM and DIKSHA** will be enriched so that standardized training can be provided to more teachers in less time.

**National Curriculum Framework for teacher education (NCFTE)** defined optimal practices for educating and training pre-service teachers in various academic, vocational and specialized education field. Quality of research work is also standardized by incorporating entrance, course work etc which gives maximum exposure to the pedagogical practices, curriculum design, evaluation methods, communication skills etc. these practices will help to make prospective faculty effective and useful for the society.

**The provision for online assessment and examinations** relevant organizations like PARAKH (**performance, assessment, review and analysis of knowledge for the holistic development**), social boards, NTA and other designated entities will be responsible for creating and executing assessment frameworks that cover competencies, portfolios, rubrics, standardized tests and assessment analytics. Research will be conducted to test innovative assessment methods utilizing educational technologies with a emphasis on 21 st century skills.

**Approach to teacher Education:** Teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities for providing training to the teachers to bring into high quality in content and pedagogy. Multidisciplinary institutes will also aim to house outstanding education departments that offer B.Ed, M.Ed and Ph.D degrees in education. Eligibility criteria for teaching will be

- 1 4 year integrated B.Ed degree for teaching at local schools (Min Qualification)
- 2 2 year B.Ed degree ( For Bachelor's in other specialized subjects)
- 3 1 year B.Ed (already having 4 year multidisciplinary bachelor's degree/Masters)
- 4 ODL (B.Ed blended/remote/in service teachers to enhance qualification)
- 5 Shorter Post B.Ed certification courses to move into more specialized areas of Teaching.

All such B.Ed degrees would be offered only by accredited multidisciplinary HEIs offering 4 year integrated B.Ed programmes. Special short courses for local teachers will also be available at

- 1 **BITEs** (Block Institute of Teacher Education)
- 2 **DIETs** (District Institute of Education and Training)
- 3 **At school** complexes (hire eminent local persons as "Master Instructors" for

Promoting local professions, knowledge and skills)

With regard to the higher education in part second of NEP 2020 focusses to deal with the 21<sup>st</sup> century requirements. Quality education must aim to develop good, thoughtful, well- rounded and creative individuals. A good education should make a person creative, thoughtful, intelligent and imaginative. A good college education should lead to personal fulfilment and understanding, civic engagement and social value. It should prepare students to be productive, enjoy life, work and achieve financial independence. For the purpose of developing holistic individuals, it is essential then on identified set of skills and values will be incorporated at each stage of learning from pre-school to higher education. For achieving all this we need to have brigade of qualified, enthusiastic, divergent thinker, energetic and positive mind set of teachers for getting desired results at large scale. The people who can ignite spark into the people to acquire more knowledge and become inquisitive on the basis of experiential learning.

### **Rejuvenating strategies :**

#### **Revamping Curriculum:**

There is need to revamp the teacher education curriculum. Inclusion of practical technology for preparing and delivering lessons in the actual classroom situations.

Computer education should made compulsory for prognostic teachers irrespective of streams.

Rapid inclusion of technology is expected in our country and robotics are serving teaching in one of the school in Kerala is an example of realizing that how much a teacher education programme needs to be revamped for promoting quality education and maintaining educational standards.

Only latest and updated approaches for lesson plans should be included in the pedagogy to maintain quality and uniform standard of strategies applicable for effective teaching at the national level.

At least a year should be fixed for short term projects based on interdisciplinary research in the training programme to boost creativity and scientific attitude among prognostic teachers for developing better class management skills.

Proper schools should be allotted for teaching practice in order to maintain sanctity of the teaching.

Initiation of more awareness programme for ITEP as there is great confusing among student fraternity regarding training programmes.

Creation of better job opportunities with handsome remuneration

Some of the **major challenges** faced by Higher Education in India includes

- 1 less emphasis on the development of the cognitive skills and learning outcomes
- 2 A rigid separation of disciplines with early specialisation and streaming of Students in narrow areas of study.
- 3 Access is particularly limited in small, economically disadvantaged areas. HEIs that teach in local languages.
- 4 Limited teachers and institutional autonomy.
- 5 Inadequate mechanisms for merit-based career management and progression of Faculty and institutional leaders.

The proposed policy includes the following major **changes** to the current system:

- 1 Moving towards a higher educational system consisting of large multidisciplinary Every place has at least one or more colleges and universities in or near it. HEIs across India that offer medium of instruction or programme in local/Indian Languages.
- 2 Moving towards faculty and institutional autonomy
- 3 Restore the integrity of teachers and school leaders by appointing effective staff and Creating teaching, research and development projects by talented people by the Boards having academic and administrative autonomy.
- 4 “Weak but strict” regulation of higher education by a responsible person.

In the area of **research** too policy makers have done many reforms taking into consideration holistic development of the learners. PG services will be enhanced with changes such as:

- 1 3 years Bachelor’s programme ( 2 year programme where 2<sup>nd</sup> year entirely devoted For research)
- 2 4 years Bachelor’s programme (including research )( 1 year Master’s programmes )
- 3 5 years integrated Bachelor’s/Master’s
- 4 Ph.D (4 years Bachelor’s degree with research/Master’s Degree)

The most important factor in the success of higher education in the institutions is the quality and engagement of the faculty to achieve the goal of higher education. Various strategies have been adopted to improve the relationship between teacher recruitment and development to ensure fair representations of diverse groups in teacher selection. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged and motivated towards advancing students, institutions and profession. For this policy has **suggested** the following measures:

- 1 Teachers should not be overburdened with additional duties.
- 2 Appropriate teacher taught ration for interaction, research and other university Activities.
- 3 Faculty not be transferrable across institution in order to remain committed to The institution
- 4 Freedom to design own curricular and pedagogical approaches within the Approved framework including text books, reading materials, assignments and Assessments, innovative teaching, research and any other service for outstanding Creative work.
- 5 Excellence will be incentivized through appropriate rewards, promotion, recognition, leadership.
- 6 Excellent faculty moved towards leadership will be properly trained to ensure the smooth running of the institutes and these institutional leaders will aim to create a culture of excellence and motivate, incentivize outstanding and innovative teaching , faculty staff and all universities are committed to research, community service and community outreach.

**Why only a trained teacher is recommended for all levels of teaching.** Teacher training is important for the training of the teaching staff in schools to guide future generations. Teacher training is a profession that requires a lot of thought and knowledge, development of character and values and the best possible development of teacher's practices. Teachers should consistent for Indian Values, language, knowledge, spirituality and culture (including tribal culture) while remaining effective in new developments in teaching and learning. All teacher education programmes will be conducted within composite multidisciplinary institutions. All multidisciplinary institutes will establish education departments which besides carrying out cutting edge research in various aspects in education will run the B.Ed in education programme collaborates with other departments such as psychology,, philosophy, sociology, neuro-science, Indian languages,, art, music, history , literature,, physical education, science and mathematics. the minimal qualification for school teachers offered by these multidisciplinary institutes will be:

- 1 4-year integrated B.Ed (dual major holistic degree in education and a specialized Subject)
- 2 2-year B.Ed offered to those having 4-year undergraduate degree in a specialized Subject)
- 3 1-year B.Ed offered to those who received 4 year undergraduate degree in Specialized subject

Universities offering such courses will train professionals in different disciplines. Teacher trainees (pre-service) can seek admission through suitable subject and aptitude test conducted by NTA. Trained faculty with different disciplines and experience will be valued and retained in teacher education institutions to strengthen multidisciplinary education of teachers and provide rigour in conceptual development. Standardized online training programmes can be administered to huge number of teachers within short span of time through technology platforms such as SWAYAM/DIKSHA. A national guidance group will be established for senior/retired teachers who wish to provide short- and long-term guidance/support to teachers in colleges/universities.

**objectives** of deputing well qualified and trained teachers at all levels of teaching are

- to understand psychology of the students
- Aware with the appropriate methodology for fruitful teaching
- Have better interpersonal communication skills
- Adhere to the professional code and conduct of teachers
- Training enables a teacher to handle inside and outside classroom situations efficiently
- Well apprised with the advanced and digital programmes meant for teaching and learning.

#### **Advantages of the policy:**

1. Avoiding additional work other than academic duties.
2. Freedom for preparing curriculum according to the needs of the learners.
3. Use of technology for making teaching learning process effective.
4. Recognition of work in terms of incentives, opportunities for elevation in the field and profession.
5. Opportunities for continuous professional growth.
6. To remain updated about latest advancements in the field of teaching.
7. For improving quality of education is required research work.
8. Appropriate teacher taught ratio in order to provide maximum time to the inquisitive queries of the learners and make more congenial learning environment.
9. Increase in the employment of local teachers having multilingual knowledge.
10. NTA
11. Emphasis on specific trained teachers for foundational level of teaching.
12. Short term courses and certificate for enhancing professional knowledge.
13. Absorption of more teachers at all levels of teaching due to multidisciplinary approach.
14. Technology versed faculty.
15. Retention of faculty in the same school to maintain proper track of the learners.
16. More opportunities for leadership in the training institutes.
17. Availability of both govt and private schools for teaching practice.
18. Availability of different training courses to grab more professional opportunities.
19. Availability of Open and Distance Learning courses.
20. Certificate programmes in ECCE for faculty.
21. Empowerment of teachers for better growth of profession.
22. More freedom for autonomy.
23. ITEP programmes
24. Teacher self-development programmes.
25. Knowledge, availability and applicability of new methods and techniques.
26. Professional standard setting bodies for accountability of performance of faculty.
27. Special educators for Divyangs
28. Hiring Master Instructors.
29. Institutional autonomy.
30. Services of Outstanding senior and retired faculty for short- and long-term mentoring and professional support to university and college teachers

#### **Challenges in Implementation**

1. Dearth of trained teachers due to lack of poor curriculum in teacher training.
2. Lack of people having divergent thinkers for designing curriculum
3. Practically in 40m minutes class hardly remains time to apply appropriately technology in the class
4. Lack of proper infrastructure and maximum power failure in rural and sometimes in urban areas.
5. There are not available continuous opportunities for professional growth to everyone equally and frequently. Therefore, required to make rules and regulation for the implantation in both govt and private sector as well.
6. Academic work strictly revolves round Time table and completion of the syllabus from examination point of view only.
7. Lack of freedom in the institutions.

8. Lack of proper time availability from mentors for research scholar as most of the time is devoted in their own progression and professional development.
9. Multiple entry and exit system

## Suggestions

Though India is huge democracy which results into more challenges. For this there is need to bring change in the thinking of the people by seeking help of Awareness programmes, social media, involvement of people from all strata of the society. These days people are seen complaining what is the point of getting higher education when eventually we have no ultimate source for earning our bread.

First education is not just for job but it grooms our personality

It sharpens our mind and we are able to understand what is happening around the world

It opens more opportunities by making us more alert and knowledgeable

Helps in forming a positive, healthy and knowledgeable environment we can stop all mis happenings in the world because divergent thinkers can bring changes in the society

For all this we need to have people who can work with full dedication and sincerity for the better future of the nation. Following are some of the suggestions with regard to implementation of the policy:

1. Provide full freedom to stakeholders
2. Frame immediate statutory bodies to check progress at the grass root level
3. At least one year's research work should be part of training period on small projects for the professional growth.
4. In the curriculum proper knowledge of psychological testing framing of questionnaires, conducting surveys and making of tools should be provided to prognostic teachers and same recommended for teacher educators as well.
5. The continuous professional development programmes should be made compulsory for govt and private sector to upgrade the quality of education. Such programmes should be integration of pedagogy and technology for the implementation of the programme in real situations.
6. Conduct sidewise surveys to know what are the real issues which student, teachers and parents are facing at the preliminary stages.
7. Counsellor should be provided to make people understand outcome of the policy for achieving goals in future.
8. Provision for stipend during internship in the teacher training programme.
9. When there is no compromise in the quality of eligibility criteria for teaching at any level then why to accommodate in pay scale so there should be a Uniform pay scale strictly applicable in government and private sector.

**Conclusion:** The NEP has provided tools to Mold the future of education in India. Innovation in teacher education involves the development and implementation of new effective approaches to meet the needs of the education in 21<sup>st</sup> century. The changes are related to the teacher education programmes, institutions providing teacher education, integration of technology in the teaching learning process, admission policy, recruitment process and proposed changes in National Higher Education Regulatory council etc. consequently India making strides toward becoming a world-wide leader in the field of knowledge and teacher educators for this purpose need to be well equipped to meet the global standards of education. The teachers imbibe ethical values and principles in students and help in nation building. Teacher's education makes the teachers competent to face any challenges and prevent failure. It helps the teachers to choose the authentic learning materials and way of teaching. As teaching prepares future teachers. Teacher education helps the one to swiftly adopt new techniques and innovation from time to time. Therefore, NEP has lot of innovation in the teacher education which will help to reshape the future of education system. For this we need to create leaders in the education system to accomplish and achieve the target of Indian education in the best possible manner and also to put all and everyone's sincere efforts from pre-primary level of education to higher level of education to prosper and flourish in all the spheres at all levels.

**Key points:**

- Need of rejuvenating the teacher education
- Overview of policy
- Impact of educational reforms and contemporary issues.
- Vision for teacher education.
- Rejuvenating strategies.
- Advantages, Challenges and Suggestions.

**Implications:**

- If implemented successfully will bring real change in the teaching learning process with the integration of technology and AI. But we need to be very careful and judicious while handling this process.
- Multidisciplinary approach can be a great challenge in future because how a person without any basic knowledge can immediately switch to a novel course.
- Multiple exit and entry system is more chaos than a solution for majority it will arouse confusion, distraction and wastage of time as the individual differences exist among learners so not everyone's cup of tea.
- As for ITEP is concerned there is one bitter fact that in our country teaching is not priority-based profession and in most of the cases it comes after tasting all failures. So, there is apprehension about the least success of this proposal.
- There is no ensured job in the teaching profession that after getting rigorous training a person will be well placed with hefty remuneration so future of person remains in conflict and they start opting other way outs like running tutorials etc to secure their future.
- Students seem least interested in pursuing teaching profession if failed to get admission in the govt institution but what will be the fate after making heavy investments in the private institutes.

Therefore, It's the responsibility of the stakeholders to take into consideration the current issues and find out the ways to encourage people to join this noble profession for building a prosperous nation.

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