

NATIONAL EDUCATION POLICY

**REVIEW OF NATIONAL EDUCATION POLICY 2020, WITH SPECIFIC
REFERENCE TO TEACHER EDUCATION**

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Abstract

Government of India constituted a committee to draft a policy for Education in India. The committee was chaired by Dr. Kasturirangan, former Chairman of ISRO. The committee was composite of other 8 members from different branches of Education. Around 2 lakh suggestions were received and reviewed to draft National Education Policy. A report / draft was prepared for National Education Policy 2020. This NEP 2020 report is divided into four part 1) School Education, 2) Higher Education 3) other key areas of focus and 4) Making it happen. The current paper is an attempt to review the NEP.

Keywords: NEP, Education, Policy, Indian Education, Education policy

In this report, Teacher Education is considered as a part of Higher Education. There are two occasions when ‘Teacher Education is talked about, one, in chapter 5 and the other one in chapter 15. The text below will enlighten the readers about all the points that pertain to teacher education.

This report suggest that all universities and colleges must have ‘House’ Education Department that will offer B.Ed., M.Ed. and Ph.D. in Education. This means that the policy expects that all universities should have an Education department which will ensure to update all faculty members of other department with various curriculum designs, pedagogical understanding and various reliable evaluation methods and techniques. Many educationists have expressed their reservations for this thought. There is no reasonable reason to turn all universities and colleges to multidisciplinary in nature. It also proposes different format for B.Ed. degree. It emphasizes on to have ‘Integrated B.Ed.’ course of 4 years. The understanding of having this primarily believe that candidate attempting for integrated will be coming to teaching profession by choice not by chance. This course will provide opportunity of intense training and subject mastery. It keeps the doors opens for those as well who may not be interested in 4 years format and have completed their graduation from some Universities. Such candidates can apply for 2 years program. The only difference is that such candidates will have to spend 5 years of education to obtain, graduation with bachelor degree in Education. The third one is B.Ed. course for one year. Candidates who have completed their Master’s in any discipline can opt for one year B.Ed. course. The core objective of all of these formats is, the candidate must be prepared with good content knowledge and pedagogical skills and educational understanding. NEP 20, also recommends B.Ed. programs to be run by Open Distance Learning mode, provided they have accreditation. Further on NEP 20 demands, the teacher training curriculum framing agencies and Universities to make the curriculum as inclusive as possible and as advance as possible. It also suggests including the subjects like environment education and sustainable development topics for the study. It proposes BITE (Block Institute of Teacher Education) and DIET (District Institute of Education and Training) to conduct short term courses or training programs for service teachers. It

makes an appeal to in service teachers to obtain certificate courses post B.Ed. to attain specialty in specific areas of teaching such as 'teaching students with disability, leadership and management or curriculum designs and other foundational subjects. But, it does not mention the provision of any incentive provided to such teachers who successfully complete such certificate courses. Then why should one attempt to do so. The entire NEP does not provide any morale booster dose to teacher community. All educationists know the significance of teachers in quality enhancement of learning and education in whole. They repair the body and structural changes on a vehicle but do not service the engine and fill fuel in it. Eventually, the vehicle looks shiny and beautiful which does not run and take the passengers to its destination.

NEP 20 takes NCERT and NCFTE on tasks. It proposes NCERT to research the best pedagogical practices across the world, document them and share it with the teachers in India, so they could practice best in their teaching. It warns, in its point no. 5.29, of stringent action against teacher education institute who do not comply with the norms and standards of NCTE.

Chapter 15, entitled as 'Teacher Education', is expected to be the chapter exclusively speaking about teacher education. But, most of the points are repetition of those which are mentioned in chapter 5. Other points are not so specific and not based operational based guideline. There are 11 points guidelines to follow for teacher education and related organizations.

First point, as usual, a teacher is expected to be grounded in Indian Values, Languages knowledge, ethos, and tradition including tribal traditions, while being well versed in the latest advances in education and pedagogy. It mentions revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system. The issue is have we not been doing so to retain integrity and credibility of high quality of teacher education. If not, then why? NEP 20, then certainly proposes a regulatory system empowered to take stringent action against standard and dysfunctional teacher education institutions that do not meet basic educational criteria. By 2030 only educationally sound multidisciplinary and integrated teacher education program shall be in force. Again, why 2030, why can't we filter out such institutions within three-four years from now? Further, it repeats the B.Ed. course format as described in chapter 5. It explains 4 years B.Ed., by 2030 will become the minimal degree qualification for school teachers. Integrated B.ED., will be a dual major Bachelor's degree – in education as well as a specialized subject. 4 yrs., 2 yrs., and 1 yr. B.Ed. program may be offered by HEI. Scholarship for meritorious students will be established for all type of B.Ed. students. Proposing to release scholarship for meritorious students is a good move but who will do it whether state government, institution itself, central government or NCTE or other organization.

HEI offering B.Ed. programme will have network of government and private schools to work with potential teachers and student teacher for community service, adult and vocational education. Etc. Again, there is not a clear picture about how and when teachers can engage themselves for community services, adult education and programs of vocational education. Secondly, it contradict with the idea of engaging

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teachers other than their primary task, this has been the major cause of poor learning outcome of students in primary schools.

NEP 20, recommends admission to teacher education program shall be through subject and aptitude tests conducted by NTA and shall be standardized keeping in view the linguistic and cultural diversity. With this recommendation, it is not clear that the teacher education is a matter of state government or central government or an independent central agency governing all educational institutes across India. I think all educational institutions are under a university, thus the matter of admission should be left to Universities itself. Admission in some institution that are directly governed by central government or Ministry of Education (Regional Institute of Educations) may have policy of admission through a test conducted by NTA. To my understanding centralized admission norms are in place, in no way it helps to raise quality of teacher trainee. What matter is, the kind of inputs and exposure a trainee encounters during its training.

In point no. 15.8, the faculty profile in department will aim to be diverse with teaching/field/research experience. Faculties with training in the area of social science, that are relevant to school education be attracted and retained in teacher education institutions. Well, this refers to basic qualification of a faculty member that already exists. The merits of faculty member for the selection, are teaching experience, field work and research experience such as Ph.D., writing of research papers etc.

NEP 20, suggests for all fresh Ph.D. entrants will be required to take credit –based courses in teaching education/ pedagogy/ writing related to their chosen Ph.D. subject, during their doctoral program. Exposure to pedagogical practices, designing curriculum, credible evaluation systems and communication will be ensured. Ph.D. scholars will go through minimum number of hours of actual teaching experience. Ph.D. in all Universities will be re-oriented. This is another good move; it will make all Ph.D. holders more competent in teaching along with their hold on the content of teaching. Some suggestions are laid down for in-service teachers to avail the online educational services provided by the government. Engaging retired faculty members and other senior in the process is a matter to study. How supportive they could be in terms of real training of teachers.

NEP 20 widens the role of teacher education, from ECCE to College Teacher Education. It presents B.Ed. Course in different format. It takes all necessary measures to raise the quality of teachers but how far quality of teachers and teaching is going to improve that the time will only unfold.

Reference

Government of India: National Education Policy 2020