



INNOVATIONS AND NEW REFORMS IN TEACHER EDUCATION: ADAPTING TO VISION OF NATIONAL EDUCATION POLICY (NEP) 2020

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ABSTRACT

National education policy 2020 is the first education policy of 21st century in India, that is Bharat, which contains comprehensive framework for many changes in the field of teacher education. It explores the evolving landscape of teacher training and development, emphasizing the need for innovative approaches to better prepare educators for the challenges of the 21st century. Teacher education is vital in creating a pool of schoolteachers that will shape the next generation (National Education Policy, 2020). Placing the teacher at the heart of fundamental educational reforms is imperative. Innovations in teacher education are not just about adjusting to policy changes; they're about equipping educators with the tools, knowledge, and mindset needed to shape the future of education in India. The aims of which is comprehensively improve the Indian teacher education system and to prepare a better and dedicated professionals in the field. The vision of new education policy 2020 is to convert the existing teacher education institution into multidisciplinary institutions by 2030. So that trainee teachers can get high quality material, pedagogy, training and research experience. In the new education policy, special focus has been given towards teacher education field and their education. The present paper delves into the dynamic evolution of teacher training and development, highlighting the pressing demand for innovative approaches in preparing educators to address the unique challenges of the 21st century. Overall this paper outlines that possibilities of changes, innovations and new reforms in the field of teacher education in the near future, as per the national education policy 2020.

Keywords: Innovation, Teacher, Teacher Education, Multidisciplinary institution, ITEP, National Education Policy (NEP)

INTRODUCTION

Teacher is an important resource in teaching learning process, which ensures that children's are learning. In the present time, the role of teachers is to prepare the learners to discover, analyze concepts and use them effectively in daily life. Just as it is said that if "you educate a man you educate a person but if you educate a woman you educate a family"(Suen,2013). Similarly, it can be said that if you train one teacher, you educate the entire society. Teachers have been termed as the shapers of the destiny of students, social engineer and nation builders in the society. Due to the exemplary contribution of teachers, in our country teachers are considered the most respected members of the our society.

The quality of teacher education has been matter of concerned for a long era. The Justice Justice Verma Committee (JVC) Report (2012) asserted that "apart from augmenting the required capacity to prepare teachers, pre-service programmes require a radical shift in curriculum and institutional design" (Khanna,2020). To improve the education system of any country, it is very important to improve and strengthen the teacher education system there (Rubeena & Maseeh, 2020). Nowadays, landscape of education is undergoing a transformational phase, guided by the national education policy of 2020. India's education system is evolving at an unprecedented pace. One of the central pillars of the transformation is the revival of teacher education. NEP 2020 envisions a future where teachers are not only the source of knowledge but also the facilitators of developing 21st century skills (like as holistic development, critical thinking, reflective thinking, communication and creativity etc.) In the students.

This paper focuses in depth on innovations and adaptations in the field of teacher education with reference to New Education Policy 2020. We will explore how traditional teachers education setups are being reformed through the NEP's progressive goals. In this paper various aspect of teacher education have been highlighted. Seeking to align with the reason of the national education policy (NEP) 2020, the field of teacher education is not only evolving; it's undergoing a revolution. In recent year, ICT tools and online platforms have become an integral part of our life. So as affecting our teaching learning process and activities. So, in this paper we will also discuss about the role of technology in teacher education. Overall, this paper has outlined the innovation



and adapting process in the field of teacher education in the near future as per the National Educational Policy 2020.

OBJECTIVE:

The main objective of this paper is to know the innovation and adapting process in the field of teacher education in the light of NEP 2020.

METHODOLOGY:

For preparing this paper, we use mainly discourse analysis i.e. qualitative method in association with some literary works with reference to National Education Policy 2020.

NEP 2020: Innovations & Adaptations in Teacher Education

Restoration of integrity and quality is necessary for the revival of believe in teacher education. According to justice Verma commission (2012), a large number of stand alone teacher education institutes - over 10,000 in number are not even handling their serious responsibility in teacher education system. They are selling degree only for a price, which is influencing the excellence and innovations in the field of teacher education. Therefore, argent need to revitalization in the sector and regulatory system. Through which high standards, integrity, trustworthiness, effectiveness, and high quality can be ensured in the field of teacher education (NEP 2020, MHRD). Immediately after the suggestion of this Justice Verma Commission report (2012), in the year 2015-16, B.Ed and M.Ed courses were rep to two years instead of one year.

Integrated Teacher Education Program (4-year Integrated B.Ed program)

The 4-year integrated B.Ed program afford by higher education institute by 2030 and it will be a dual major holistic bachelor's degree in education as well as a specialized subject. As run by original institute of Education (RIE). The 4-year integrated B.Ed degree become the minimum qualification for school teacher. Nowadays, The 4-year integrated B.Ed program has been started by many institutions in India and most of the institutions are striving for it.

To offered 2 year B.Ed program for students who have completed bachelors degree in specialized subject. Those institutions, Multidisciplinary colleges or universities which are offering 4-year integrated B.Ed program will conduct 2 year B.Ed program in their campus.

For those students who have completed 4-year multidisciplinary bachelor's degree or a master's degree in a specific subject, a one-year B.Ed program may also be offered by a recognized multidisciplinary institution offering a 4-year integrated teacher training program.

The NEP proposes a four-year integrated B.Ed program to enhance the quality of teacher education. This program aims to provide a more comprehensive and rigorous training to future teachers.

The Nature of the Institutions Conducting Teacher Training Programs

On page no. 23 of NEP 2020 (MHRD report) under the heading "Approach to Teacher Education"- Teacher education will be required to gradually move to multidisciplinary institution from stand alone teacher education institutes by 2030 (NEP 2020, MHRD). The policy emphasizes that teacher education should only occur in multidisciplinary institutions. To accomplish this goal, the policy aims to transition all single teacher education institutions into multidisciplinary ones by 2030. Furthermore, the policy allows a one-year window for teacher training institutions that do not meet basic educational criteria to enhance their quality. It also suggests strict actions against institutions that do not show improvement even after this one-year period.

Admission and Curriculum

The policy suggests a shift in teacher training program admissions, advocating for entrance tests administered by the National Testing Agency. Furthermore, it stresses the importance of incorporating subjects like sociology, history, psychology, early childhood education, fundamental literacy, numeracy, and knowledge of India's values and traditions into teacher-training programs. The policy places a significant emphasis on the judicious integration of technology in teacher education. In a separate endeavor concerning curriculum development, the policy recommends the creation of a new and all-encompassing National Curriculum Framework for Teacher Education (NCFTE) by 2021.

Teacher Self-Development Program

Short-term courses will be provided in multidisciplinary institutions that focus on specific areas of teaching, such as the teaching of students with special need, leadership and management in the school education system, or to move from one stage to another (NEP 2020, 5.23). The policy advocates for



continuous self-development for teachers throughout their careers. This includes regular training, workshops, and access to resources to keep them updated with the latest teaching methods and technologies.

Continuous Professional Development (CPD)

On page no. 22, 5.15 point of the NEP 2020 (MHRD report) under the heading “Continuous Professional Development (CPD)”- A variety of teacher development modules along with workshops at various levels will be offered to in-service teachers to learn profession-related latest innovations to self-improvement. For this, Each teacher will be ensured to participate in CPD programs for 50 hours per year. In which, especially the latest pedagogies of basic literacy and numeracy, formative and adaptive assessment, competency based learning and related pedagogies like experiential learning etc. will be systematically included.

Professional Standards for Teachers

By National Council for Teacher Education (NCTE) restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERT, all level and region of teachers, teacher preparation and development institute and HEIs will be developed set of guidelines of National Professional Standards for Teachers (NPST) by 2022.

Digital Education, Technology and Teachers

The National Education Policy (NEP) 2020 in India emphasizes the integration of technology into the teaching and learning process. NEP 2020 recognizes the importance of technology in education. It encourages the use of digital tools and platforms in teacher education to improve the teaching-learning process. Digital education has an important place in NEP 2020. Teachers will be encouraged to provide information about as many digital tools and features as possible. The use and integration of technology is expected to have a positive impact in nep 2020. In this, provisions have been made to support and own the interventions by creating an autonomous body, NETF. Teachers will be trained in various tried and tested techniques of pedagogy along with latest technology. To facilitate the rich teaching learning process required for continuous professional development and quality education of in-service college and university teachers, online platforms like SWAYAM and DIKSHA will be enriched so that standardized training can be provided to more teachers in less time.

Pre- Service Teacher Education

The NEP 2020 suggests the creation of a National Curriculum Framework for Teacher Education, known as NCFTE 2021, to provide guidance for pre-service teacher education and training. NCFTE 2021 will define optimal practices for educating and training teachers in various academic, vocational, and specialized education fields.

Shifting NCTE’s regulatory powers to the National Higher Education Regulatory Council (NHERC)

The key change in the policy concerns the role of the “National Council for Teacher Education” (NCTE), which oversees teacher education. This policy suggests shifting NCTE’s regulatory powers to the National Higher Education Regulatory Council (NHERC). Additionally, the policy expects NCTE, as a member of the forthcoming General Education Council (GEC), to have a significant impact on activities such as curriculum design, the establishment of academic standards, teaching various subjects, and contributing to research and outreach initiatives.

For Ph.D. Entrants Credit Based Curriculum

All new Ph.D. candidates, regardless of their field, will need to complete coursework in teaching, education, pedagogy, and writing related to their chosen Ph.D. subject during their doctoral studies. This will expose them to pedagogical practices, curriculum design, effective evaluation methods, and communication skills. This requirement is in place because many research scholars are expected to eventually become faculty members or public representatives in their respective fields. Additionally, Ph.D. students will gain practical teaching experience through teaching assistantships and other opportunities. Universities across the country will restructure Ph.D. programs to incorporate these changes.

Online Assessment and Examinations

Relevant organizations, including the suggested National Assessment Centre or PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), School 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 specific emphasis on 21st-century skills.



Teacher Recruitment

Teacher Eligibility Tests (TETs) will be enhanced to include improved test materials, focusing on both content and teaching methods. TETs will also be expanded to cover teachers at all levels of school education, including Foundational, Preparatory, Middle, and Secondary stages. Additionally, for subject-specific teachers, suitable TET or NTA test scores in their respective subjects will be considered during recruitment. To assess candidates' enthusiasm and dedication to teaching, a classroom demonstration or interview will be integrated into the teacher hiring process in schools and school complexes. These interviews will also evaluate candidates' comfort and proficiency in teaching in the local language, ensuring that every school/school complex has teachers capable of communicating with students in local and commonly spoken home languages. Similarly, teachers in private schools must meet these TET requirements, including a demonstration/interview and proficiency in local language.

CONCLUSION

The new education policy 2020 emphasizes the importance of placing the teacher at the centre of essential reforms in the education system. Enhancements in teacher preparation extend beyond mere policy adaptation; they encompass empowering educators with the necessary tools, expertise and mindset to mold the future of education in India. Innovation in teacher education involves the development and implementation of new, effective approaches to prepare educators for the demands of the 21st century. These innovations are designed to ensure that the teacher education remains relevant and effective, equipping educators with the skills and knowledge needed to meet the evolving needs of both a student and the educational system.

The changes related to teacher education in the New Education Policy 2020 include teacher education programmes, nature of institutions providing teacher education, technology integration in the teaching-learning process, admission to teacher education programme, quality of teacher education, recruitment, service rights and rights of teachers. Special focus on the status of CPD, NCFTE 2021 and proposed changes in National Higher Education Regulatory Council etc. All the changes proposed in the current education policy are welcome, but from past experience it is clear that there has been no deficiency in the education policy of our country during any period. But the unfortunate thing is that these policies die at the level of implementation or become victims of delay. We can hope that in the light of the proposed changes in the National Education Policy 2020, the next stage of the policy will be "successful implementation". If it will be possible, then teacher education will definitely have a bright future.

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