

CHANGES IN TEACHER EDUCATION PROGRAMMES IN NEW EDUCATION POLICY: BELIEFS, CONCERNS AND DEBATES

***Dr. Sneh Bansal**

ABSTRACT

One of the major underlying objectives of education policy in many countries is to establish a quality teaching workforce who are capable of effectively developing a 21st century competencies among the students and nurture their talent to help them reach to their potential. Teacher education is a continuous process, starting with pre-service teacher education followed by in-service education and continuing professional development. Several issues, long debated, are being positioned as 'forced choices' for teacher preparation. The purpose of the present article is to understand the perception and beliefs of the teacher educators regarding NEP which were randomly selected from different teacher education institutions. The findings and results are discussed along with few recommendations.

Key words: NEP (2020), 4 years Integrated Programme, NCTE, Teacher Educators

INTRODUCTION

Teacher education in India is regulated by the National Council of Teacher Education (NCTE) that gained a statutory status in 1993. Its main objective is to achieve planned and coordinated development of teacher education through the development and implementation of Regulations (Norms and Standards) for teacher education institutions seeking recognition for starting teacher preparation programmes. The main objective of the teacher education programmes is to create teachers to understand the teaching learning process based on education theories, practices and become a pedagogical thinker. It is recognized that there are several teaching approaches internationally for teaching particular subjects. The global education development agenda reflected in the Goal 4 of the 2030 Agenda for Sustainable development, adopted by India in 2015- seeks to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all” by 2030. The NEP (2020) committee under the NEP (2020) Committee

*Principal, Chandigarh College of Education. Landran, Mohali

chaired by Dr. Kasturirangan recognizes this fundamental difference and has set out a far-reaching vision to create a multidisciplinary learning environment that provides comprehensive education for all people and has great potential to transform India's human capital development. Higher education in India has reached a critical juncture. Today, 3.74 million students are enrolled in 51,649 institutions with a GER of 26.3. According to AISHE Report 2018-19 (MHRD, now Department of Education under NEP 2020), 91 million students graduate each year. It is now officially the largest education system in the world. NEP 2020 focuses on creating at least one large multidisciplinary institution in or near every district by 2030, and, thereby, drive GER to 50 by 2035 (Financial express, 2020). India is aiming to strengthen their initial teacher preparation system and bringing new approaches in terms of content delivery and mode of training. Teacher Education in India is facing a number of challenges including alienated and incompatible modes of teacher education, inadequate technology infusion, poor research scenario, lack of continuous professional development, quality crisis, overgrowing establishment, invalid recognition and accreditation, substandard teacher education institutions. Teacher education programmes in India have been criticized for being overly theoretical, having little connection to practice, offering fragmented and incoherent courses and lacking in a clear, shared and conception of teaching among faculty. Teachers still have a strong tendency to learn inclusive education theory without the opportunity to practice the teaching methods and gain confidence in the teaching methods needed to support different learners (Bansal, 2016). The argument is that subject matter, which can be assessed on a standardized teacher test, is what teachers need to know to teach well. Whatever else there is to know (e.g., techniques, classroom strategies, best practices) can be picked up on the job or in summer courses or school-based training sessions for teachers. Increasingly, then, the focus in discussions of teacher education is on training and testing to insure that all teachers have basic subject matter knowledge and the technical skills to bring pupils' test scores to minimum thresholds.

A key highlight of the New Education Policy is establishing a common guiding set of National Professional Standards for Teachers (NPST) that will be developed by 2022, by the National Council for Technical Education (NCTE). Purely private institutions require credible corrective measures to do away with the ills associated with it currently. Teachers who have already been hired will be expected to participate in at least 50 hours of continuous professional development

(CPD) every year. NEP 2020's proposed single model of teacher education disregards the specific needs and concerns of diverse states and of different levels of education. It imposes a homogenized and standardized system of preparing teachers and an over-centralized regulatory structure that is sure to exacerbate centre-state conflict (<https://scroll.in/article/970548/is-the-national-education-policy-2020-designed-to-deliver-equitable-quality-public-education>). Several issues, long debated, are being positioned as 'forced choices' for teacher preparation. Yash Pal committee 1993 Report stated that "the duration of the programme should either be one year after graduation or three-four years after higher secondary." Reflecting on the above recommendations, it can be argued that studying the perception and views of teacher educators regarding NEP 2020 may be useful:

OBJECTIVES

The present research was conducted to:

1. Study the perception / view points of teachers towards the recommendation of NEP 2020 in teacher education
2. Analyze the challenges, strengths and debates in the NEP 2020 in teacher education programmes
3. Identify the suggestions towards the implementation of NEP 2020 in teacher education

METHODOLOGY

SAMPLE

The study sample includes 93 teacher educators from different parts of India who were randomly selected from social media groups (Whatsapp) formed by the academicians. Details of the sample is given in Table 1.

Table 1: Distribution of the sample by their background variable

Category	N	%age
Gender		
Male	37	39.3%

Female	57	60.6%
Age group		
below 26	12	12.8%
26-30	16	17%
31-35	22	23.4%
36-40	22	23.4%
41-45	13	13.8%
46-50	6	6.4%
51-55	2	2.1%
55-60	0	0%
Above 60	1	1.1%
Designation		
Professor	3	3.2%
Associate Professor	4	4.3
Assistant Professor	52	
Others	35	37.2
Years of teaching experience		
0-5	42	46.2
6-10	21	23.1
11-15	16	17.6
16-20	2	2.1
21-25	9	9.9
More than 25	1	1.1

TOOLS

A survey design was used in this study. A two-part online survey questionnaire was used to collect data from the respondents. Part 1 was designed to gather information relating to personal and professional characteristics. Part 2, entitled 'Perception of NEP 2020 in teacher education' designed to collect data on the teachers' opinion and views regarding NEP 2020. Seven

questions with 5 points Likert-type classification was developed to measure the satisfaction and agreement level of teachers regarding NEP 2020 vision in teacher education. Four open ended questions were pertinent to the 1. Changes been envisioned by the educators with the implementation of NEP 2020, 2. Challenges may come across 3. Best practices been followed and 4. Suggestions to implement NEP 2020 in teacher education keeping in view the requirements of the linguistic and cultural diversity of their region/local settings were developed. The content validity of the scale was assessed by a panel of educators and experts in the field of teacher education.

TECHNIQUES OF DATA ANALYSIS

The present investigator have used percentage method and qualitative analysis

RESULTS

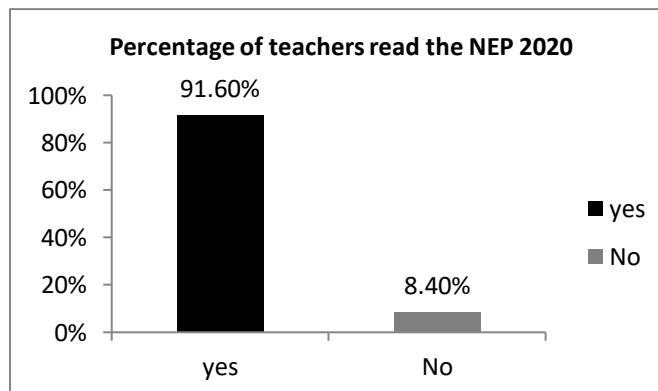
Statement wise Analysis of the levels of satisfaction and agreement responded by the teachers

1. Awareness of NEP 2020

Table no. 1: Shows the percentage of teachers read the NEP 2020

Response	Frequency	Percentage
Yes	87	91.6%
No	8	8.4%
Total	94	100

Figure 1: Graphical representation of the Percentage of teachers read the NEP 2020



The above table and figure show that out of 94 teachers, 91.6% (87) participants have read the NEP 2020 however, 8.4% (8) participants have not read the NEP 2020 in teacher education. So, we can say that majority of the teachers are aware with the NEP 2020.

2. Level of satisfaction of teacher educators towards the aims and changes recommended in the teacher education in NEP 2020

Table no. 2: Shows the level of satisfaction of the teacher educators related to the aims and changes recommended in the teacher education in NEP 2020

Level of Satisfaction	Frequency	Percentage
Very satisfied	25	26.6%
Satisfied	44	46.3%
Neither satisfied nor dissatisfied	21	22.1%
Dissatisfied	5	5.3%
Very dissatisfied	0	0%
Total	95	100%

Figure 2: Graphical representation of the Percentage of the level of satisfaction of the teacher educators related to the aims and changes recommended in the teacher education in NEP 2020

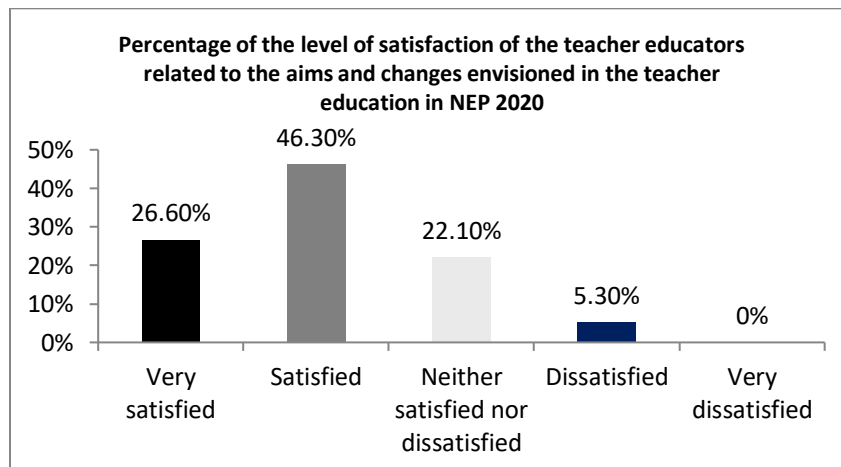


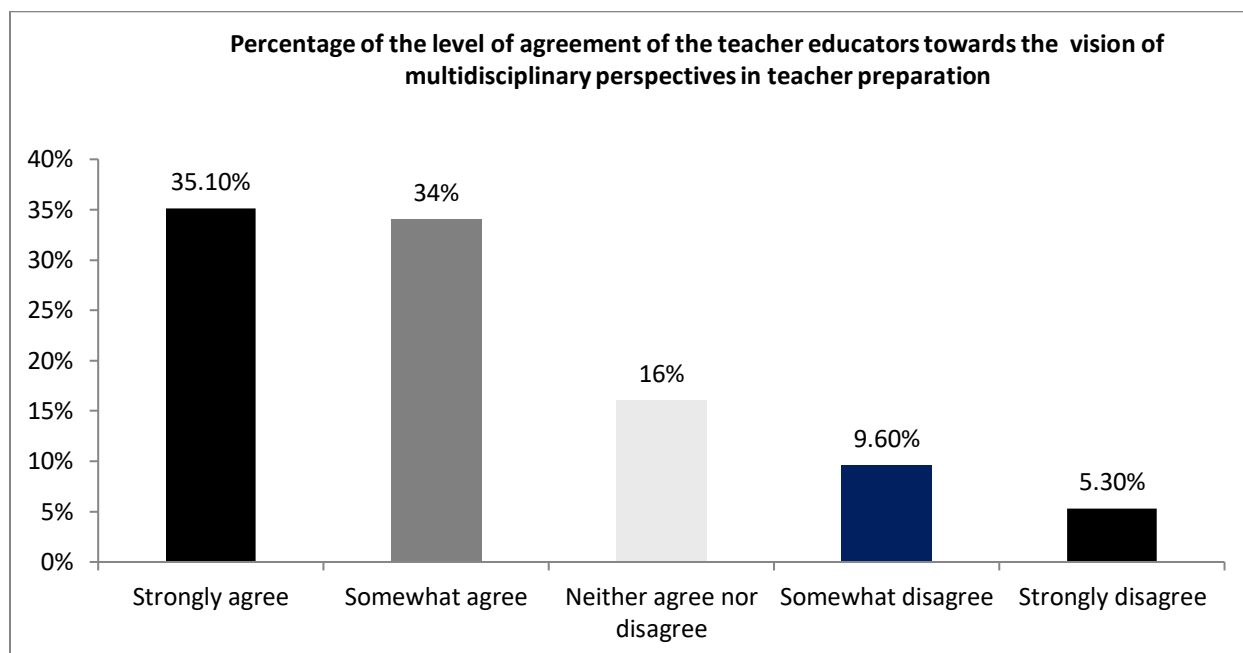
Table 2 and figure 2 depicts the satisfaction of the teacher educators related to the aims and changes envisioned in the teacher education in NEP 2020. It has examined that 26.6% (25) teacher educators are very satisfied, 46.3% (44) teachers are satisfied, 22.1% (21) are neither satisfied nor dissatisfied, 5.3% (5) teachers are dissatisfied and no one responded at very dissatisfied level of the policy. It can be concluded that majority of the teacher educators are satisfied with the aims and changes envisioned in the teacher education part of NEP 2020. However, few are neither satisfied nor dissatisfied.

3. Level of agreement of teacher educators towards the vision of multidisciplinary perspectives in teacher preparation

Table no. 3: Shows the Level of agreement of teacher educators towards the vision of multidisciplinary perspectives in teacher preparation

Level of agreement	Frequency	Percentage
Strongly agree	33	35.1%
Somewhat agree	32	34%
Neither agree nor disagree	15	16%
Somewhat disagree	9	9.6%
Strongly disagree	6	5.3%
Total	94	100%

Figure 3: Graphical representation of the percentage of the Level of agreement of teacher educators towards the vision of multidisciplinary perspectives in teacher preparation



The above table shows the agreement level of teachers on the vision of multidisciplinary perspectives in teacher preparation. The responses were examined and it has found that 35.1% (33) of the teacher educators were strongly agree, 34% (32) of the teachers were somewhat agree, 16% (15) of the teachers were neither agree nor disagree, 9.6% (9) of the teachers were somewhat disagree and 5.3% (5) of the teachers were strongly disagree with this. Hence, it can be concluded that majority of the teacher educators agree that the teacher education requires multidisciplinary inputs.

4. Level of agreement of teacher educators on 2 years B. Ed. programmes to be replaced with the 4 year integrated B. Ed. Programme

Table no. 4: Shows the Level of agreement of teacher educators on 2 years B. Ed. programmes to be replaced with the 4 year integrated B. Ed. Programme

Level of agreement	Frequency	Percentage
Strongly agree	30	31.9%
Somewhat agree	22	23.4%

Neither agree nor disagree	11	11.7%
Somewhat disagree	16	17%
Strongly disagree	15	16%
Total	94	100%

Figure 4: Graphical representation of the percentage of the Level of agreement of teacher educators towards the 2 years B. Ed. programmes to be replaced with the 4 year integrated B. Ed. Programme

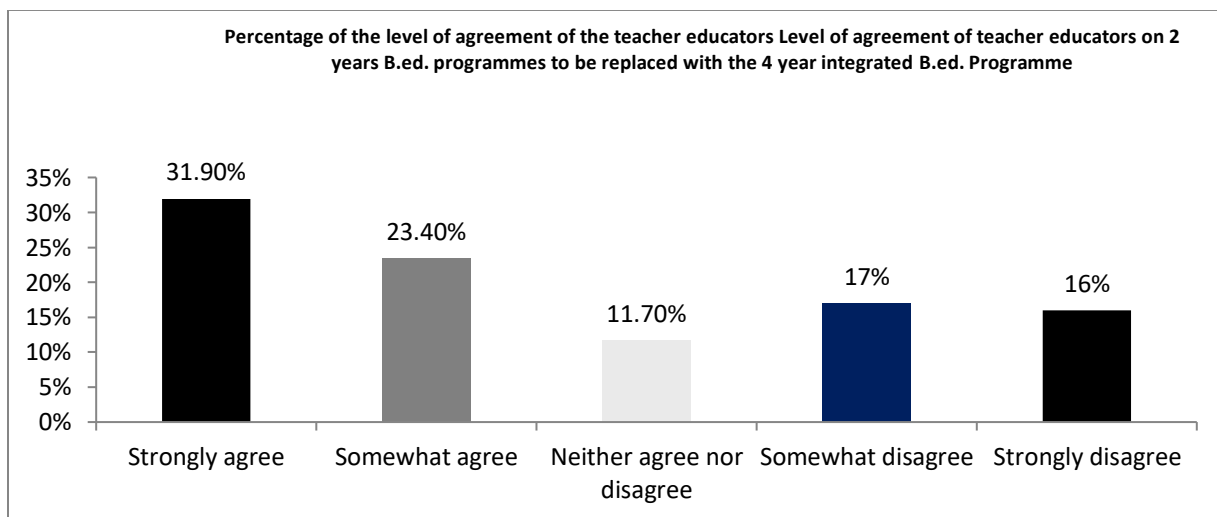


Table 4 and figure 4 show the Level of agreement of teacher educators towards the 2 years B.Ed. programmes to be replaced with the 4 year integrated B. Ed. Programme. It has found that 31.9% (30) of the teacher educators are strongly agree, 23.4% (22) teachers are somewhat agree , 11.7% (11) of the teacher educators are neither agree nor disagree , 17% (16) of the teachers are somewhat disagree and 16% (15) of the teachers are strongly disagree with this. It can be concluded that majority of the teacher educators agree that the 2 years B. Ed. programmes to be replaced with the 4 year integrated B. Ed. Programme.

5 Level of agreement of the teacher educators on Standard of teacher education programmes will be ensured if it will be offered by the Higher education institutions

Table no. 5: Shows the Level of agreement of teacher educators on Standard of teacher education programmes will be ensured if it will be offered by the Higher education institutions

Level of agreement	Frequency	Percentage
Strongly agree	35	36.8%
Somewhat agree	34	35.8%
Neither agree nor disagree	12	12.6%
Somewhat disagree	7	7.4%
Strongly disagree	7	7.4%
Total	95	100%

Figure 5: Graphical representation of the percentage of the level of agreement of teacher educators on Standard of teacher education programmes will be ensured if it will be offered by the Higher education institutions

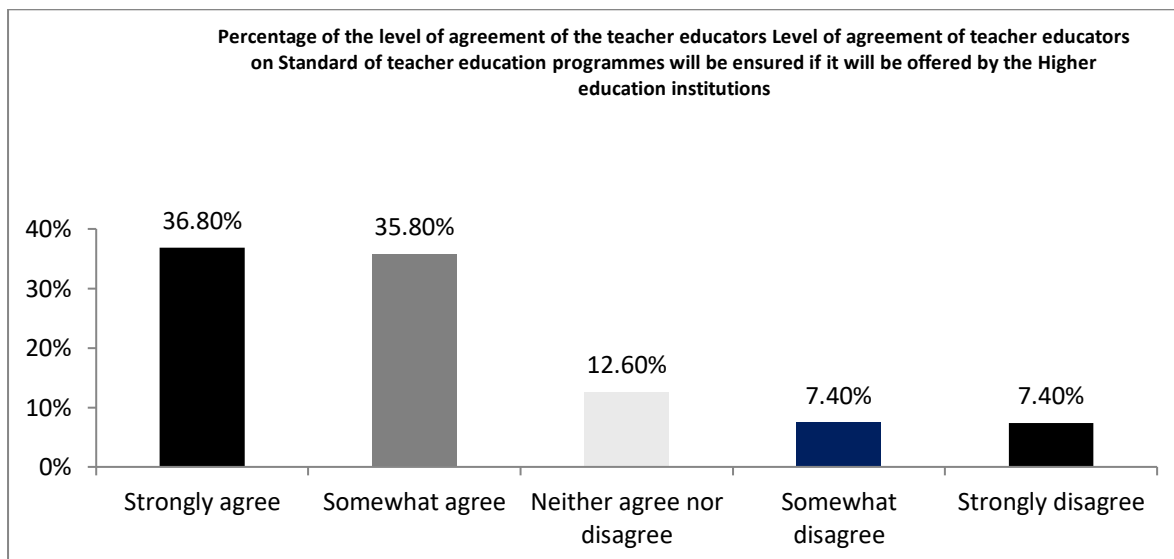


Table 5 and figure 5 shows the opinion of teachers on maintenance of the standard of teacher education programmes as it will be offered by the Higher education institutions, 36.8% (35) of the teachers were strongly agree, 35.8% (34) of the teachers were somewhat agree, 12.6% (12) of the teachers were neither agree nor disagree, 7.4% (7) of the teachers were somewhat disagree and 7.4% (7) of the teachers were strongly disagree with this. It can be concluded that the majority of the teacher educators are strongly agree that the Standard of teacher education programmes will be ensured if it will be offered by the Higher education institutions

6. Essential qualifications to appoint faculties for the 4 year integrated B. Ed. Programme as recommended in NEP 2020 (Post graduation with B. Ed.)

Table no. 6: Shows the Level of agreement of teacher educators on Essential qualifications to appoint faculties for the 4 year integrated B. Ed. Programme as recommended in NEP 2020

Level of agreement	Frequency	Percentage
Strongly agree	30	31.9%
Somewhat agree	31	33%
Neither agree nor disagree	12	12.8%
Somewhat disagree	13	13.8%
Strongly disagree	8	8.5%
Total	94	100%

Figure 6: Graphical representation of the percentage of the Level of agreement of teacher educators on Essential qualifications to appoint faculties for the 4 year integrated B. Ed. Programme as recommended in NEP 2020

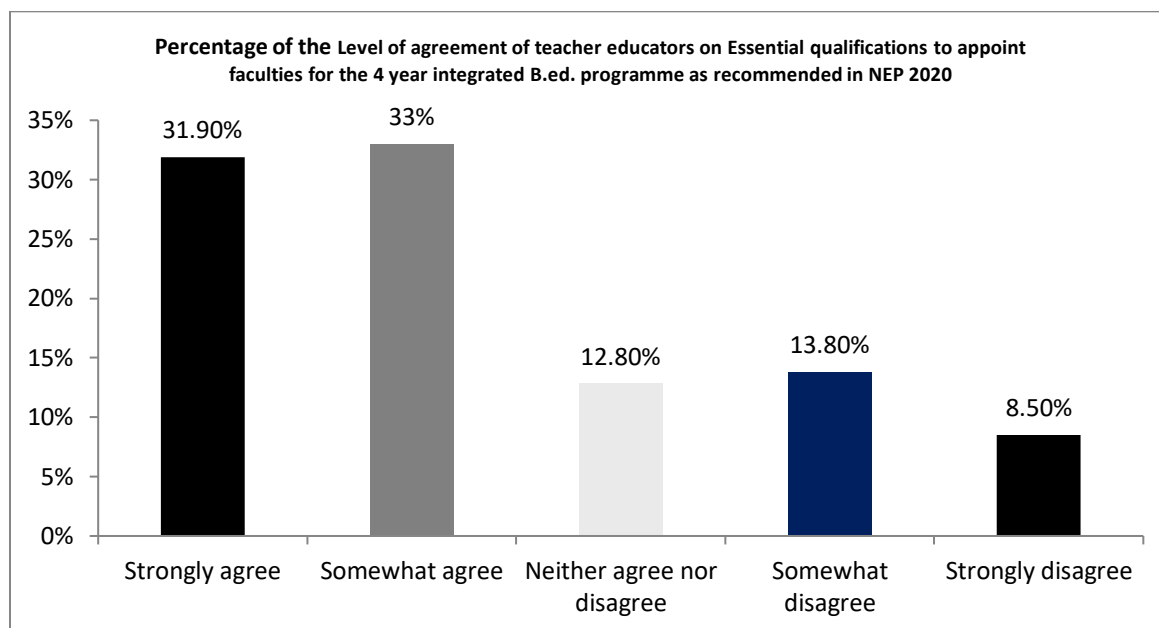


Table no 6 and figure no 6 shows the Level of agreement of teacher educators on Essential qualifications to appoint faculties for the 4 year integrated B. Ed. Programme as recommended in NEP 2020. It is clear from the data that 31.9% (30) of the teachers responded very satisfied, 33% (31) were satisfied, 12.8% (12) were neither satisfied nor dissatisfied, 13.8% (13) were dissatisfied and 8.5% (8) were very dissatisfied with this. It can be concluded that majority of the teacher educators are agreed that Standard of teacher education programmes will be ensured if it will be offered by the Higher education institutions.

7. Convert standalone Teacher education institutions to multidisciplinary institutions

Table no. 7: Shows the Level of the agreement of the teacher educators on converting standalone Teacher education institutions to multidisciplinary institutions

Level of agreement	Frequency	Percentage
Strongly agree	6	6.3%
Somewhat agree	7	7.4%
Neither agree nor disagree	19	20%

Somewhat disagree	42	44.2%
Strongly disagree	21	22.1%
Total	94	100%

Figure 7: Graphical representation of the percentage of the Level of the agreement of the teacher educators on Converting standalone Teacher education institutions to multidisciplinary institutions

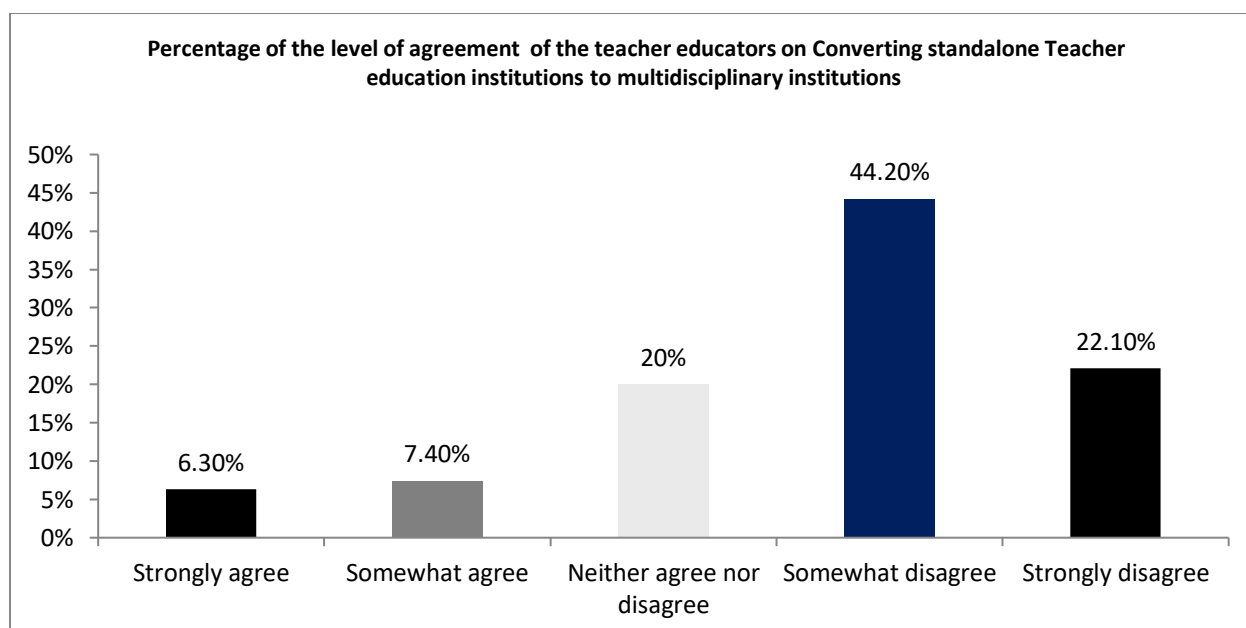


Table 7 and figure 7 depicts the opinion of the teacher educators on converting standalone Teacher education institutions to multidisciplinary institutions. It has been found that 22.1% (21) of the teachers were strongly disagree, 44.2% (42) teachers were somewhat disagree, 20% (19) were neither agree nor disagree, 7.4% (7) were somewhat agree and 6.3% (6) were strongly agree with it. It can be concluded that majority of the teacher educators do not agree with the conversion of standalone Teacher education institutions to multidisciplinary institutions

8. Major Challenges to convert standalone Teacher education institutions to multidisciplinary institutions?

Regarding challenges to convert standalone teacher education institutions to multidisciplinary institutions, majority of the teacher educators pointed out the lack of infrastructure facilities, Lack of acceptance among the teachers and administrators towards multidisciplinary institutions, , managing theoretical subjects of graduation with teacher training curricula, Lack of qualified faculty in multidisciplinary areas, Quality assurance and internal efficiency issues, malpractices of the colleges i.e. non attending, least preference of the students to join teacher education programmes due to low salary status of the teachers , lack of awareness among the students regarding integrated teacher education programme after schooling.

From the above discussion, it can be concluded the teacher educator believe that there are number of challenges to convert standalone teacher education institutions to multidisciplinary institutions.

9. Major changes that is been envisioned in teacher preparation courses with the modified school academic structure i.e. 5+3+3+4

Regarding major changes that is been envisioned in teacher preparation courses with the modified school academic structure i.e. 5+3+3+4, majority of the responded believe that it will support the children living in rural and remote areas, Making teacher education programme less theoretical, and more based on child psychology including life skills and soft skills, Stage wise preparation focused on student centric approach, Flexibility in teaching and learning, Prospective teachers shall make best use of available resources , focus to develop future citizens, Emphasis would be on curriculum reform accordingly and more orientation with technology, accountability, Modification in curriculum, child based pedagogy like observational learning, collaborative approach and helps in linking international study programmes.

10. Two best practices followed by you/ your institution to maintain the standard of teacher education programme

On being asked regarding the best practices followed by their institution to maintain the standard of teacher education programme, the participants shared practices that include Child based pedagogy and skill development programmes, motivating the students by giving them

platform to nurture the talents, Group discussion and buddy system, Emphasis on technology use and link with the stakeholders and individual attention, Skill or practical based education, Innovative methodology and effective teaching strategies, ICT tools, Time to time conducted Workshops and seminars to get updated in the curriculum changes and new visions in teacher training programmes, Quality school internships, Placement cell and follow up services, Data maintenance , Research and innovation, Regular training and workshops for the teachers.

11. Recommendations to implement NEP 2020 in teacher education keeping in view the requirements of the linguistic and cultural diversity of your region/local settings?

Regarding recommendations to implement NEP 2020 in teacher education keeping in view the requirements of the linguistic and cultural diversity of your region/local settings, the participants have responded that More and more interactions and involvement of each and every stake holder is required, Redesign the curriculum based on local settings, use of technology, Funding support, Engaging community members for promoting/ developing knowledge and skills in local language, No hard separation between subjects and disciplines, Promoting multilingualism and the power language, make teacher training programmes more inclusive, comprehensive and diversified in nature so as to ensure the assimilation of diverse groups in mainstream teaching learning process, faculty training, Uniformity in the Service conditions and salary norms of public and private institutions, Use of three languages and becoming more culturally sensitive are also some core issue which need the attention.

FINDINGS

1. Majority of the teacher educators are aware with the NEP 2020.
2. Majority of the teacher educators are satisfied with the aims and changes envisioned in the teacher education part of NEP 2020.
3. Majority of the teacher educators agree that the teacher education requires multidisciplinary inputs

4. Majority of the teacher educators agree that the 2 years B. Ed. Programme can be replaced with the 4 year integrated B. Ed. Programme.

5. Majority of the teacher educators are strongly agree that the Standard of teacher education programmes will be ensured if it will be offered by the Higher education institutions

6. Majority of the teacher educators are agreed that Standard of teacher education programmes will be ensured if it will be offered by the Higher education institutions

7. Majority of the teacher educators do not agree with the conversion of standalone Teacher education institutions to multidisciplinary institutions

8. Teacher educators believe that there are number of challenges to convert standalone teacher education institutions to multidisciplinary institutions. majority of the teacher educators pointed out the lack of infrastructure facilities, Lack of acceptance among the teachers and administrators towards multidisciplinary institutions, , managing theoretical subjects of graduation with teacher training curricula, Lack of qualified faculty in multidisciplinary areas, Quality assurance and internal efficiency issues, malpractices of the colleges i.e. non attending, least preference of the students to join teacher education programmes due to low salary status of the teachers , lack of awareness among the students regarding integrated teacher education programme after schooling.

9. Teacher educators pointed out major changes that is been envisioned in teacher preparation courses with the modified school academic structure i.e. 5+3+3+4 are supporting the children living in rural and remote areas, making teacher education programme less theoretical, and more based on child psychology including life skills and soft skills, Stage wise preparation focused on student centric approach, Flexibility in teaching and learning, Prospective teachers shall make best use of available resources , focus to develop future citizens, Emphasis would be on curriculum reform accordingly and more orientation with technology, accountability, Modification in curriculum, child based pedagogy like observational learning, collaborative approach and helps in linking international study programmes.

10. The best practices followed by the pre-service teacher education institution to maintain the standard of teacher education programme, the participants shared practices that include Child based pedagogy and skill development programmes, Motivating the students by giving them platform to nurture the talents, Group discussion and buddy system, Emphasis on technology use and link with the stakeholders and individual attention, Skill or practical based education, Innovative methodology and effective teaching strategies, ICT tools, Time to time conducted Workshops and seminars to get updated in the curriculum changes and new visions in teacher training programmes, Quality school internships, Placement cell and follow up services, Data maintenance , Research and innovation, Regular training and workshops for the teachers.

11. Recommendations to implement NEP 2020 in teacher education keeping in view the requirements of the linguistic and cultural diversity of your region/local settings, the participants have responded that more and more interactions and involvement of each and every stake holder is required, Redesign the curriculum based on local settings, use of technology, Funding support, Engaging community members for promoting/ developing knowledge and skills in local language, No hard separation between subjects and disciplines, Promoting multilingualism and the power language, make teacher training programmes more inclusive, comprehensive and diversified in nature so as to ensure the assimilation of diverse groups in mainstream teaching learning process, faculty training, Uniformity in the Service conditions and salary norms of public and private institutions, Use of three languages and becoming more culturally sensitive are also some core issue which need the attention

DISCUSSION

Effective partnerships with schools and other stakeholders shall be developed to ensure that there is a synergy between the school and teacher education programmes. Teacher educators shall be exposed with the practical experience of classroom teaching and attained skills, attitudes and competencies for good classroom practice. Therefore, in order to make such programme success teachers must be the central focus of continuous professional development because it is upon them that the pressure and support for change must be applied.

It is interesting to note that although more than a decade has passed, there is no separate scale of pay for products of two year B.Ed. courses and these hue and cries over 4 year degree courses of University of Delhi. There is no research evidence that products of 2 year B. Ed. courses are better than the products of one year B. Ed. courses run in the institutions before 2015. As per NEP 2020, a student after passing higher secondary takes 4 years to complete 4 year course. The questions which need to be answered are: Does the 4 years integrated course address the gap between the course and transaction adequately? How do we meet the different levels of education structure in these 4 years integrated programme? What kind of content reform will be included to improve the learning and achievement? How will be the skills and competencies/knowledge gap will be eliminated for making the quality of human resources required for 4 years integrated B. Ed. programme?

However, an area of concern is the loss of dignity and professionalism in initial teacher education programmes along with the lack of relationship between research, policy and practice. The lack of connection between the two is likely to make teacher education more vulnerable to deprofessionalization (Furlong 2013). Along with the debate of necessity of Master of education degree for teacher educators, the upgradation of stand-alone teacher education institutions to multidisciplinary colleges and universities would not be a simple linear process. This is due in particular to the fact that the teacher training system is networked with various institutions and structures and the changes envisaged in the NEP 2020 require a complete restructuring of these networks and structures. In India, there is a significant variation in the networks across different states and teacher education system makes it difficult to adopt a standard route to implement the change. It is contended that the changes aimed in the NEP 2020 are based on the teacher education system prevailing in other countries like China and UK. One major aspect to look out for will be how this policy is implemented. While much will hinge on the ground implementation, the envisioned NEP has made a great start to reform the Teacher education system. Also, the states need to come out with their own teacher education policies in compliance with NEP 2020 as education falls under concurrent list. Only a collaboration of centre and states can make NEP 2020's vision into reality. The main challenge for the nation, at this time will be to envision and implement effective policies which will work to the advantage

of the demographic dividend, hence spurring the nation's economic growth. Teacher education programmes shall be linked with outcome based programmes.

REFERENCES

- Bansal, S. (2016). Teacher education programmes preparing teachers for inclusive classrooms: A North India context. *Journal of Disability Management Rehabilitation*, 2(2), 83–90.
- Dhankar, Rohit (2014). How Important is M Ed Degree to be a Teacher Educator? Thinking Aloud. Retrieved from <http://rohitdhankar.com/2014/06/10/how-important-is-an-m-ed-degree-to-be...>
- Financial Express (2020, Jul 30). National education policy 2020: A new dawn for India. Retrieved from <https://search.proquest.com/newspapers/national-education-policy-2020-new-dawn-india/docview/2428237585/se-2?accountid=143932>
- Mohanty, S. (2015). Increase in duration of Bachelor of Education Course from One year to Two years: Isn't it Superfluous? *University News*.
- New education policy (2020). NEP moots professional standards for teachers. *The Hindustan Times* Retrieved from <https://search.proquest.com/newspapers/new-education-policy-2020-nep-moots-professional/docview/2428050051/se-2?accountid=143932>
- Sharma, G. (2019). Policy and Regulatory Changes in Teacher Education in India: Concerns, Debates and Contestations. *Economic and political weekly*, Vol. 54(9).
- Symeonidis, V. (2018). Revisiting the European teacher education area: The transformation of teacher education policies and practices in Europe. *Center for Educational Policy Studies Journal*, 8(3), 13-34.
- https://ncert.nic.in/pdf/nep//NEP_2020.pdf