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## Issues and Challenges of Teacher Education under NEP-2020

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### ABSTRACT

Teacher education is the branch of education discipline which deals the process of preparing classroom teachers. Effective teachers are in charge of managing and organizing the educational workshop that takes place in the classroom. As a result, the teacher is an effective manager and organizer of the educational process of human development. The field of teacher education is concerned with teaching, training, and instruction that call for pedagogical expertise, experience, and beliefs or professional ethics. It is undoubtedly true that a society's ability to develop depends on the caliber of its teachers. The components responsible for the teaching and learning process are the teacher's competence, dedication, quality, professional commitment, and inner drive. The creation of competent teachers is a major challenge in the modern society. With more information available, teaching has become a more difficult profession from a pedagogical, psychological, philosophical, and social standpoint. To produce teachers of high caliber, appropriate teacher education programmed must be developed. According to this viewpoint, it is a problem for every country to produce effective and knowledgeable teachers without the necessary improvement in teacher education.

The Kothari Commission Report (1964–1966), the Chattopadhyaya Committee Report (1983–1985), the National Policy on Education Report (1986–1992), the Rammurti Report (1990), the Yashpal Committee Report (1993), the NCF (2005), the National Knowledge Commission Report (2005), the NCTE regulations 2009, the NCTEF (2010), and other policy documents have all contributed to the reformation of teacher education in India. However, there are still some problems and difficulties that must be resolved.

The major goal of the current study is to identify some of the opportunities and challenges facing teacher education in light of NEP-2020.

**Keywords:** Teacher Education, Challenges and opportunities.

### INTRODUCTION

The future of our students and country is actually shaped by the teachers. Teachers are very centre of the educational process and serve as a vital means of fostering a progressive, just, educated, and prosperous society by imparting values, knowledge, empathy, creativity, ethics, and social responsibility to our children.

The training of teachers actually has the biggest impact on the community and advances efforts to improve society. Therefore, it is important to correctly analyse the various aspects of teacher education listed in NEP-2020 with a social conscience, sense of responsibility, and holistic perspective for the implementation of policies. If you educate a boy, you educate one person; if you educate a girl, you educate the entire family; and if you educate a teacher, you educate the entire community, as has been accurately said. Additionally, it states that "excellent teachers are necessary if we want a good nation."

In order to produce educators who will mould the future generation, teacher education is essential. The process of preparing teachers calls for the development of diverse perspectives and knowledge, the construction of attitudes and values, and the practice of teaching under the guidance of the most qualified mentors. As well as being knowledgeable about the most recent developments in education and pedagogy, teachers must have a solid foundation in Indian values, languages, and knowledge, ethos, and traditions, especially tribal traditions.

W. H. Kilpatrick promotes "Teacher training" by arguing that while education is given to humans, training is offered to circus performers and animals. Teaching techniques, strong pedagogical theory, and professional skills are all included in teacher education. To paraphrase Clinton, "Every town should have a skilled and dedicated teacher in every classroom," he said in his Call for Action for American Education in the 21st Century. Therefore, if we get talented individuals into teaching and provide them with the best preparation and training, we have a wealth of techniques and strategies to ensure teacher quality long into the 21st century.

Over the past twenty years, teacher education institutes have experienced tremendous growth, which is reflective of India's teacher education situation. Increased demand for teachers is brought on by an increase in the number of schools and students as a result of national education initiatives and programmes like Operation Blackboard (OBB), the District Primary Education Program (DPEP), Sarva Shiksha Abhiyan (SSA), and Universalization of Elementary Education

(UEE). These initiatives also call for more teacher training institutions. Unfortunately, the entire teacher education process did not include the suggested quality criteria. This led to poor teacher quality, a lack of accountability among instructors, and a lack of commitment among potential teachers.

By 2030, the establishment of a 4-year integrated B.Ed. programmed by such multidisciplinary HEIs will become the minimum degree requirement for school teachers, as indicated in NEP-2020. Additionally, the HEI that offers the 4-year integrated B.Ed. programmed may also offer a 2-year B.Ed. programmed for candidates who already hold a Bachelor's degree in a related field. Candidates who have completed a 4-year undergraduate degree in a specialized field may also be eligible for a 1-year B.Ed. programmed. How best to put the four-year integrated B. Ed. curriculum into practice in

order to raise standards and achieve the levels of trust and integrity necessary to restore the teaching profession's reputation?

## MAIN ISSUES AND CHALLENGES

1. **Need for Orientation to Teacher towards Multidisciplinary Education:** The current educational system does not provide college and university teachers with formal pedagogy training or orientation. The goal of the policy is to replace single-disciplinary higher education institutions with multidisciplinary ones. This objective's path has been laid out with the best of intentions. Teacher educators must receive the necessary training for this aim. For NEP-2020 to achieve such ambitious goals, teachers, educators, and administrative staff must have the proper training. Proper implementation will provide issues in the near future.

2. **Need for Changing the Mindset:** The practices of the British and Industrial eras are being used in our modern educational system. Parents, teachers, grandparents, and educators from two or more generations will be involved in the mentality transformation. The NEP must take the place of a generation that prioritized STEM education. The process of changing this perspective will be difficult in many ways. However, the government can achieve this by using a lot of soft power.

3. **Need to Control over Teacher Education Institutions:** The regulating organizations for teacher education must be given the authority to impose strict penalties on teacher education institutes (TEIs) that do not adhere to fundamental educational standards. The NCTE is a regulatory agency that has influence over how teacher education institutes operate and how well they educate their students. The educational standards of these institutions are established and upheld by it. However, the number of institutions offering teacher education has grown so dramatically over the past few years that it is difficult to keep track of them all. Some of these organizations are sacrificing quality solely for financial gain.

4. **Need for Raising the Bar for Teachers:** The nation needs the best and brightest people to enter the teaching profession at all levels. Additionally, as they are the ones who truly mould the next generation, teachers in society need to be restored as the most revered individuals. In order to ensure the success of the NEP, work must also be done to eliminate all kinds of personal and professional obstacles that prevent people from working in remote locations.

5. **Need to Revamp the Admission Policy for Teacher Education Programmes:** The application process for programmes in teacher education has many flaws. Students who are denied admission to universities and other HEIs enroll in B. Ed programmes at Teacher Education Institutions. In reality, there is no set protocol that must be followed when admitting students to programmes for teacher education. No aptitude or attitude test is given to kids to assess their preferences. Any applicant who meets the basic requirements is accepted.

In addition, the following problems and difficulties may develop for a four-year integrated teacher education programme:

1. Preparing current teachers for the increased challenges outlined in NEP-2020
2. Creating a national curriculum that is consistent throughout all levels of pre-service teacher preparation.
3. By aligning the curriculum with school education, designing the teacher education curriculum for various levels.
4. Determining the institutions' capacity to designate centre's for various phases of teacher preparation.
5. Educating educators in 21st-century skills.
6. Finding skilled and high-caliber human resources for teacher education.
7. Getting instructors ready for new tasks and responsibilities.
8. Modifying teacher educators' attitudes in accordance with shifting roles and responsibilities at multidisciplinary institutions
9. Enticing deserving students to enroll in various levels of teacher preparation courses.
10. Connecting local schools to multidisciplinary training institutions is a major problem for the pre-service training program's internship, mentoring, and school experiences.
11. Difficulties with assessment procedures from content to competencies, with a focus on maximizing student learning and growth at both the school and teacher education levels.
14. Testing all prospective teachers' higher-order skills will help to foster learning and development (analysis, critical thinking and creativity with conceptual clarity).

### **Major Changes/Opportunities**

The following main changes could be seen as opportunities for teacher education in NEP-2020:

- a) Restoring integrity and credibility of the teacher education system: Due to the thousands of teacher education institutions that are solely for-profit businesses where little to no teacher education is taking place, the integrity and credibility of the teacher education system have sadly suffered greatly and seen a severe decline. If teacher education is to advance and reach the levels of credibility and integrity

- necessary to revive the teaching profession's reputation and, consequently, create a viable educational system. Such subpar independent teacher education programmes will need to be discontinued as soon as possible, and reputable organizations with good intentions will need to be supported.
- b) Moving teacher education system into multidisciplinary colleges and universities: The goal of NEP-2020 is to guarantee that teachers receive the best possible training in subject matter, pedagogy, and practice. To this end, the system of teacher education is being moved into multidisciplinary colleges and universities, and the four-year integrated Bachelor's degree has been established as the minimal requirement for all school teachers.
  - c) Curriculum-pedagogical approaches of teacher education: Multilevel, discussion-based, constructivist learning, a focus on foundational literacy and numeracy, inclusive pedagogy and evaluation, knowledge of India and its traditions, and the development in students of 21st-century skills such as problem-solving, critical and creative thinking, ethical and moral reasoning, as well as communication and discussion abilities, are areas for further reform within the education component of the integrated B.Ed. programme.
  - d) Connecting school experiences, internships, and mentoring programmes with pre-service teacher education programmes: Local schools should be connected to interdisciplinary training institutions for the internship, mentorship, and school experiences in pre-service training programmes.
  - e) Admission to the Pre-Service Teacher Preparation Program: Similar to other HEI admissions, Pre-Service Teacher Preparation Program admission is mostly determined by the results of aptitude and subject exams administered by the National Testing Agency.
  - f) Candidate Selection for the Four-Year B.Ed. Course: Candidates interested in enrolling in the four-year integrated B.Ed. course should take an entrance exam, where they will be put through a rigorous testing process in the following areas:
    1. Enthusiasm and curiosity.
    2. In-depth understanding of the subject or substance.
    3. Language and communication abilities.
    4. Gifts in the arts, including music, dance, yoga, sports, and games.
    5. Information and communication technology expertise.
    6. Understanding of Indian culture.
    7. Values knowledge to become a perfect instructor.
    8. Positivity toward science.
    9. Ability to inspire reasonable thought and inquiry.
    10. Attitude and professional attire.
    11. Teamwork and collaboration abilities.
    12. Concern for and kindness toward pupils.
    13. After all only those who score a minimum of 50% on the admission exam will be deemed qualified to enroll in the course. This adheres to the concepts of keeping Board exams and official university entrance exams



separate, while leaving the whole admissions criteria and process up to the universities and colleges that are offering these programmes.

- g) In Service Teacher Education Program at accordance with NEP-2020: Departments of Education in multidisciplinary colleges and universities shall be able to offer blended and part- time programmes to allow working teachers to continue their higher education studies and pursue career mobility. The DSERT, IASE, CTE, and DIETs must provide mentoring programmes for new teachers as well as courses and activities for in-service teachers.

In addition to full-time programmes, all courses must be offered in a variety of forms, such as part-time, evening, blended, and online. Working professional instructors should be considered a significant customer for education departments, and programmes that cater to their interests in higher education and research should be created and made available both in person and online. To deliver standardised training programmes to a large number of teachers quickly, the usage of technological platforms like SWAYAM/DIKSHA for online teacher training will be promoted.

In this context, NEP-2020 also suggests revolutionary policy reforms in the teacher education system to address a number of problems and difficulties faced by educators at various stages of schooling (foundation, preparatory, middle, and secondary) as well as pre-service and in- service instructors. They are viewed as NEP-2020 prospects in the following ways:

1. The development of the group of educators who will mould the next generation depends critically on teacher education. The process of preparing teachers involves the acquisition of diverse perspectives and information, the development of attitudes and values, and the practise of teaching under the guidance of the most qualified mentors. Teachers need to have a solid foundation in Indian values, ethos, knowledge, and traditions while also being knowledgeable about more recent advancements in pedagogy and education (NEP 15.1).
2. By 2030, teacher education will gradually evolve towards multidisciplinary colleges and universities in recognition that instructors would need instruction in high quality material as well as pedagogy. All schools and universities will strive to house exceptional education departments that provide B. Ed., M. Ed., and Ph.D. in education as they all advance toward being interdisciplinary. (NEP 2020, 5.22)
3. "Teachers and faculty as the heart of the learning process - their recruitment, continued professional development, favourable working settings, and service conditions" are among the fundamental tenets of the educational system. (Principles of this Policy, NEP 2020, p .5)
4. 4-year integrated teacher education programme: "By 2030, a 4-year integrated B.Ed. degree that teaches a variety of knowledge, material, and pedagogy and incorporates strong practical experience in the form of student teaching at local schools will be the minimum degree qualification for teaching."

5. 2-year B.Ed. programme: "The 2-year B.Ed. programme will also be provided by the interdisciplinary schools providing the 4-year integrated B.Ed. and will be restricted to those who have already earned Bachelor's degrees in other specialized fields."
6. 1-year B.Ed. programme: "These B.Ed. programmes may also be appropriately adapted as 1- year B.Ed. programmes, and will only be offered to those who have completed the equivalent of a 4-year multidisciplinary bachelor's degree or who have earned a Master's degree in a specialty and wish to become subject teachers in that specialty."

It is remarked that, "Only approved interdisciplinary higher education institutions offering a 4-year integrated B.Ed. programme will provide any such B.Ed. degrees," the statement reads (NEP 2020, 5.23).

## CONCLUSION

It is said in the conclusion that society and nature both have a responsibility to produce exceptional teachers. Using the B.Ed. and M.Ed. programmes to hire only the best teachers is our solemn duty. Quality shouldn't be compromised in any way. From every angle, we must encourage young people who are intelligent, incredibly motivated, and passionate to enter the teaching profession.

Using a combination of arts and science subjects, curricular, co-curricular, and extra- curricular activities for 4 different stages (foundational, preparatory, middle, and secondary) will help develop academic and non-academic skills in teacher aspirants, according to NEP-2020. This is true for both pre-service and in-service education levels.

Hence to do this, there is an urgent need to raise the standard of teachers. It is crucial to talk about how much progress has been made in primary and middle education in rural areas. Although TET scores are used to determine teacher appointments in government schools, the success rate is not particularly promising. In light of this, it is essential to choose the best applicants for teaching positions and this decision should be made completely based on the candidates' enthusiasm for an interest in the subject matter. Otherwise, NEP-2020's entire Endeavour will be in vain.

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