



RESEARCH AND DEVELOPMENT IN TEACHER EDUCATION RELATED TO THE NEP 2020

Gaikwad Vanita Tatyaba, Research Scholar, Punyashlok Ahilyadevi Holkar Solapur
Univeristy,Solapur

ABSTRACT

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. In 1906-1956, the program of teacher preparation was called teacher training. National Education Policy, 2020 (NEP) envisions a massive transformation in education through— “an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

Keywords: Teacher Education, NEP 2020, Research in Teacher Education, Development in Teacher Education, Conclusion, Reforms for Teachers & Teacher Training in NEP 2020

INTRODUCTION

NEP 2020 promotes the concept of sharing teachers among schools and academic institutions to help deal with issues like the shortage of teachers. It happens mostly for profiles like arts, crafts, music, dance, traditional courses, etc. Teacher education or teacher training refers to programs, policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school, and wider community.

RESEARCH IN TEACHER EDUCATION

The definition of ‘research’, in its broadest sense, includes any gathering of data, information, and ‘facts’ designed to advance knowledge. While nurturing and publicising the creative talent within teacher education the periodical seeks to stimulate, provoke, and extend discussion and debate with other professionals associated with this field. In addition to contributions from the team of teacher educators at the School, each edition of Research in Teacher Education will publish research findings, book reviews and/or opinion pieces from guest writers associated with the School of Education and Communities.

DEVELOPMENT IN TEACHER EDUCATION

The NEP 2020 also recommends strengthening the recruitment process by including a live teacher demonstration and re-evaluating the test material for Teacher Eligibility Tests (TETs) for content, pedagogy, and all stages of student learning—foundational, preparatory, middle, and secondary.



REFORMS FOR TEACHERS & TEACHER TRAINING IN NEP 2020

The National Education Policy (NEP) system established in 2020 is a landmark milestone in the policy-making and deciding changes in the academic and education system. This article explores the scope and potential of the National Education Policy system with a focus on teachers and teacher education programs.

Introduction to the NEP System: The NEP system aims to offer essential value to all levels of education, from school to higher education levels. It follows an academic reformation model that will take hold of the existing education system and raise it to higher levels. The system is developed and published with the view that all elements of education and academic branches should receive value and the brightest prospects when it comes to dealing with core features. These include quality, affordability, equity, access and accountability.

Aim of NEP System: The primary aim of the NEP system is to raise the standards of efficient teacher training, reforms in the existing examination process, childhood care at an early stage and remodelling of the regulatory framework policies in the education system.

NEP also intends to create value for factors like public investment in education, setting up of National Education Commission (NEC), strengthened use of technology and vocational/adult education provision schemes.

Salient Features of the NEP System: The value addition of the NEP system can be detailed using some of its vital features that guide the overall policy. These include early childhood care, curriculum framework, the Right to Education Act provisions, various exams and tests and education governance. Other features are the national research foundation, higher educational institutions, financing education, three language formula and vocational/adult courses.

Vision of NEP: The vision statement of NEP covers a mindful learning process for the learners in developing a spiritual, intellectual and actionable model of absorbing skills, knowledge, values and responsible commitments. It tests the student's engaging role in delivering value to human rights, sustainable development and living and improved educational standards.

NEP 2020 also covers the figurative vision of improving GER levels to 100% and 50% in primary schooling and higher education levels, respectively by 2030.

Encouraging 21st-Century Skills in the Classroom

One of the attractive aspects of NEP 2020 is the empowerment of students using new classroom skills that matches 21st-century lives and careers. Listed below are the main skills you should learn for effective personal and career development as per the NEP system guidelines.

Digital Literacy: Digital literacy is a top-priority skill for the modern age, where you must learn and know how to seek, communicate and grasp data and information on everything through active digital platforms and portals. A comprehensive knowledge of digital skills is important for personnel to survive in the modern world.

Problem-Solving: Problem-solving skills have always been part of the top talents that an individual must possess to advance in their respective fields. Nothing has changed yet, as solving



different types of problems along with critical thinking is an essential part of analytical reasoning and observations.

Critical Thinking: As we mentioned earlier, critical thinking is a crucial aspect of analytical reasoning skills. If you are a critical thinker, you will learn stuff related to gathering information, asking questions, thinking through solutions and conclusions, alternative thought processes and effective communication.

Creativity: Perhaps the most beautiful of skills or talents to possess, creativity is an absolute treasure that helps you imagine, build and accomplish several components of life. The NEP system supports and promotes the growth of creativity in learners that matches their specific skills and talents.

Scientific Temper: Scientific temper is an underrated skill that takes care of essential aspects of logical, rational and scientific thinking. Possession of a scientific temper helps an individual in following factual data and information processing before reaching conclusions and arriving at inferences.

Collaboration: Collaboration skill of a person works well when combined with communication and interpersonal skills. It helps you actively coordinate as part of a team and ensures work and growth together.

IMPACT OF NEP ON TEACHERS

Now we come to the major talking point of this article – the impact of NEP on teachers. It is great pleasure to observe the impact that teachers have on the academic systems, curriculums and student lives/careers. National Educational Policy ensures the best of teachers and their contributions to the education system.

The impact point starts directly from the offering of training to teachers and is followed up with the provision of imparting said training through the education system.

Teachers and Teacher Education NEP

Teachers are one of the most significant parts of the NEP system devised in 2020. Background conditions that led to the inclusion of teacher education in NEP are dismal conditions arising and existing in areas of teacher segmentation.

The various problems include a lack of education, training, proper recruitment, teaching quality, motivation, active service conditions and inadequate systemic reforms.

What are National Professional Standards for Teachers (NPST)?

NPST (National Professional Standards for Teachers) is associated with teaching career and professionalism. It works in determining the features related to the teacher's career management, professional development, salary hikes, professional appraisals, teaching audit reports, etc.

NCERT takes charge of the NEP teacher training program and works as a catalyst for continuous expansion in the teaching profession development. NEP 2020 includes specific sections of continuous professional development (CPD) yearly.



AIM OF NEP TO SUPPORT AND NURTURE TEACHERS

NEP showcases incredible potential in supporting and nurturing teachers from the grassroots level. The major policy concerning teachers in this section includes teacher empowerment platforms and activities.

Continuous support and essential nurturing activities will help the implementation and impact of teacher training reach the roots level in most remote places. The training schedule includes preparation, recruitment, classroom activities and professional development programs.

Preparation: The planning, preparation and execution procedure for NEP 2020 starts from the grassroots levels and works effectively in providing empowerment to the professional staff in the division. They will have to learn a whole lot of concerns and challenges and come up with ideal solution proposals as part of the teacher training programs.

Recruitment: According to the NEP guidelines, teacher recruitment would require a minimum educational qualification of four years under the integrated B.Ed. scheme. Teaching Eligibility Tests' will matter greatly for realising your maximum potential and increasing the hiring chances.

In The Classroom: During training and while teaching, teachers will play a significant role in the classroom segments. As per NEP guidelines, teachers will have to follow numerous factors and active elements to create space for becoming role model teachers and support persons.

Professional Development: The NEP system is responsible for improving the personal and professional quality of teachers with supporting development potential. Factors that create an effective value in empowering the teaching profession are quality control, accountability and the level of quality, respect, dignity and autonomy that a teacher could muster in their career span.

Continuous Professional Development & Improving Standards: CPD (Continuous Professional Development) is an active part of the NEP system. It helps teachers train more professionally and play an engaging role in improving the speciality services associated with the overall development process.

Initiatives for Capacity Building of Teachers: Various initiatives are detailed in the NEP system to support the capacity building of teachers. The idea of capacity building is to develop a culture that is strictly rooted in the value of shared learning. Under the NEP system, capacity building methods are participatory.

It helps identify the potential skillset and possible building blocks that exist in an individual teaching professional and works analytically in completing those identified blocks. Initiatives include training sessions, assessment and observation, assessment to need and assets, capacity development response, evaluation and engagement and stakeholder development.

Ensure Capacity Building at All Levels: The peak ways of ensuring capacity building at all levels are the provision of a minimum of 50 hours of CPD for teachers annually, mentoring support and systemic collaboration, NISHTHA principles and customized training modules.



Minimum 50 Hours of CPD per Year for Heads and Teachers: As part of professional development techniques, a minimum of 50 hours of CPD for heads and teachers is needed yearly. This would continue as a life-long process during their teaching careers and applies to drive their self-interests too.

Mentoring of Teachers: Capable mentor support should be given to the teachers to help them develop their skills and hone them to match the academic environment in that they are supposed to play a thriving role. Experienced experts with a whole host of skills should join in creating value for the teacher training programs.

NISHTHA Needs to be Compulsorily Completed by All Teachers: National Initiative for School Heads' and Teachers' Holistic Advancement is an initiative by the NCERT entity to aid in capacity building for both teachers and principals/school heads. The program can be implemented from the elementary stage itself with full support given to improving the quality of school education and curriculum development.

Training for Teachers: Many tutorial training programs and research and report activities are available in the teacher training domain. These modules can be implemented wholly or according to the specific skill that the candidate is supposed to learn to aid in their personal and professional development.

CHALLENGES FACED BY TEACHERS IN NEP SYSTEM

The main challenges faced by teachers in the NEP system are as follows:

1. Getting a grasp of the entire syllabus segments is a bit difficult, especially for beginner-level teachers.
2. There will be the problem of teacher selection.
3. A faulty curriculum is another issue that teachers could face.
4. Teacher training programs could be more competent and less compatible.
5. If science and technology are not properly used, it could cause harm to the training system.
6. Teachers could face the problem of isolation or lack of control.
7. You could miss out on co-curricular activities or life skills development.
8. There is the challenge of missing out on social issues.
9. Another trouble is regarding the lack of core values stemming from globalization issues.
10. It could also be an issue if you stick to traditional teaching methods alone.
11. Educational institutional reforms are an issue that you might face.
12. A lack of creative potential might hurt active training programs.
13. Sometimes, issues occur like lack of evaluation, supervision and adequate facilities.
14. In some cases, lack of funding or legal troubles poses an issue.
15. It could be hard to adapt to changing academic and educational trends.
16. Textbook exposure might not be enough for modern education systems.
17. A work-life balance could be a challenge for some teachers.



18. Issues could arise related to the delegation of tasks, undertaking of responsibilities and lack of inspiration.

BENEFITS OF TEACHERS IN THE NEP SYSTEM

1. The holistic academic development in the NEP system will be beneficial for teachers as well.
2. Though challenging, teachers will have an opportunity to teach in their mother tongues.
3. Teachers can help address the digital divide in the modern era.
4. The relationship of teachers with other sections of the education system, especially students, will improve.
5. The NEP system is trustworthy as the Government holds accountability for the same.
6. Teachers will get a chance to revive and contribute to the education system in the nation's future.
7. Together with institutions, teachers can offer a role in transforming the country's learning progress.

CONCLUSION

NEP teacher training program will go a long way in balancing the scale between teaching quality provided and returning rewards to the candidates in the picture. Teaching professionals can take heart in the fact that the learning experience under the NEP 2020 is a continuous process and is here to stay. Stay tuned to this space for further updates in the NEP teacher training section.

REFERENCES

1. Burger, C., Strohmeier, D., Kollerová, L. (2022). "Teachers can make a difference in bullying: Effects of teacher interventions on students' adoption of bully, victim, bully-victim or defender roles across time". *Journal of Youth and Adolescence*. 51 (12): 2312–2327.
2. Cecil H. Allen, In-Service Training of Teachers in *Review of Educational Research*. 1940; 10: 210–215. In the UK, however, the term 'teacher training' is still in general use: see for instance the UK government's information on tda.gov.uk Archived 2011-04-04 at the Wayback Machine
3. Cochran-Smith M (2003): "Learning and unlearning: the education of teacher educators", *Teaching and Teacher Education* 19 (2003) 5–28
4. Korthagen FAJ, (2001), 'Linking practice and theory: The pedagogy of realistic teacher education'. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
5. Russell, 1997 cited in Loughran J. and Berry A.: 'Modelling by teacher educators', *Teaching and Teacher Education* 21 (2005) 193–203
6. Winstead Fry, S. (2006). "A technology supported induction network for rural student teachers" (PDF)



7. www.google.com
8. www.researchineducation.com
9. www.teachereducation.com
10. www.informationcommunicationstechnology.com