



## NATIONAL EDUCATION POLICY (NEP) 2019 (DRAFT) REFERENCE TO TEACHER EDUCATION: A STUDY

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### ABSTRACT :

*The National Education Policy 2019 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. All currently existing genuine teacher education institutions must aim to become multidisciplinary higher educational institutions by 2030. This is the major transformation of teacher education that will bring back high quality to the system in accordance with the true multidisciplinary requirements of modern education.*

*The aim of this study is to discuss about NEP2019 and chapter 15: Teacher Education. This paper is mostly based on opinion of Assistant / Associate professors and principals about information of teacher education mentioned in NEP 2019. The main objective of the study has been to understand the approach of Assistant / Associate professors and principals about information of teacher education mentioned in NEP 2019.*



**KEYWORDS :** Professional Capacities, Awareness, Motivation, Education, Government, KCE, Teacher Education, Teacher Education Institution, EPC, Sessional work, NCTE, UG, PG, NCFTE, ICT.

### INTRODUCTION

The vision of India's new education system has accordingly been crafted to ensure that it touches the life of each and every citizen, consistent with their ability to contribute to many growing developmental imperatives of this country on the one hand, and towards creating a just and equitable society on the other. We have proposed the revision and revamping of all aspects of the education structure, its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, while remaining consistent with India's traditions and value systems.

The idea that education must result in the 'full development of the human personality' continued to be reflected in influential reports such as that entitled 'Learning: The Treasure Within', which the International Commission on Education for the Twenty-first Century chaired by Jacques Delors, submitted to UNESCO in 1996.

Such an articulation of a broad view of education encompassing the holistic development of students with special emphasis on the development of the creative potential of each individual, in all its richness and complexity, has grown increasingly popular in recent years, and many recent reports from UNESCO, the OECD, the World Bank, the World Economic Forum, and the Brookings Institution have highlighted the broad consensus that has developed.

Students must develop not only cognitive skills – both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and problem solving skills - but

also social and emotional skills, also referred to as 'soft skills', including cultural awareness and empathy, perseverance and grit, teamwork and leadership, among others. The process by which children and adults acquire these competencies is also referred to as Social and Emotional Learning (SEL). Based on the developments that have taken place in the world of cognitive science, there is now deep engagement with the idea that these social and emotional competencies must be acquired by all learners and that all learners should become more academically, socially and emotionally competent. The Policy recognises that it is important to conceive education in a more encompassing fashion, and this principle should inform and guide reforms in relation to the reorientation of the contents and processes of education.

### **Vision of NEP:**

The National Education Policy 2019 envisions an **India centered** education system that contributes directly to transforming our nation **sustainably** into an **equitable** and **vibrant** knowledge society, by providing **high quality** education to all.

### **Points / Aspects to be consider in NEP 2019:**

1. Taking forward the agenda of previous education policies
2. Alignment with the global sustainable development goals
3. An integrated yet flexible approach to Education
4. Liberal arts approach in higher Education
5. Focus on high quality research
6. Facilitating transformation of the education system
7. Facilitating national development
8. Ensuring implementation in spirit and Intent

### **PARTS OF NEP 2019:**

#### **Part I: School Education**

1. Early Childhood Care and Education: The Foundation of Learning
2. Foundational Literacy and Numeracy
3. Reintegrating Dropouts and Ensuring Universal Access to Education
4. Curriculum and Pedagogy in Schools
5. Teachers
6. Equitable and Inclusive Education
7. Efficient Resourcing and Effective Governance through School Complexes
8. Regulation and Accreditation of School Education

#### **Part II - Higher Education**

9. Quality Universities and Colleges: A New and Forward Looking Vision for India's Higher Education System
10. Institutional Restructuring and Consolidation
11. Towards a More Liberal Education
12. Optimal Learning Environments and Support for Students
13. Energised, Engaged and Capable Faculty
14. National Research Foundation
15. **Teacher Education**
16. Professional Education
17. Empowered Governance and Effective Leadership for Higher Education Institutions
18. Transforming the Regulatory System

**Part III - Additional Key Focus Areas**

19. Technology in Education
20. Vocational Education
21. Adult Education
22. Promotion of Indian Languages

**Part IV - Transforming Education**

23. Rashtriya Shiksha Aayog

**PART II: CHAPTER 15: TEACHER EDUCATION - OBJECTIVE:**

Ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the four-year integrated Bachelor's Degree as the minimum qualification for all school teachers.

**Major Points Mentioned in NEP about Teacher Education:**

1. Restoring integrity to teacher Education
2. Moving teacher education into multidisciplinary colleges and universities
3. Departments of Education in universities
4. Faculty for teacher education
5. Faculty in higher education

**Important Quotations mentioned in NEP about Teacher Education:**

- All teacher education will happen in multidisciplinary institutions – teacher education will be an integral part of the higher education system.
- Good teachers are prepared and developed by good teacher educators - faculty of teacher education must be experts in diverse fields, both theoretical and practical.

**Research Questions of the Study:**

While working in a Kasturba College of Education institution as an Associate Professor the following research questions came up:

1. What is the opinion of Teachers Educators about Chapter 15: Teacher Education of NEP 2019?

**Title of the Research:**

In order to address some of the above mentioned research questions the research with the following title was undertaken:

**NATIONAL EDUCATION POLICY (NEP) 2019 (DRAFT) REFERENCE TO TEACHER EDUCATION: A STUDY****Objectives of the Research:**

The study was undertaken with the following objectives.

1. To study the opinions of Teachers Educators about Chapter 15: Teacher Education of NEP 2019.
2. To study the opinions of Principals about Chapter 15: Teacher Education of NEP 2019.

**Research Methodology:****1. Method:**

Since the objective demanded Survey research method was chosen as a research method. The Survey study was done for getting data from Teacher Education Institutions, Solapur.

**2. Sampling of the Research:**

The sample for the research was drawn from 04 Teacher Education Institutions from Solapur, Maharashtra, India. Out of 24 Assistant & Associate Professors of Teacher Education Institutions all 24

Assistant & Associate Professors were involved in the research. Out of 04 Principals of Teacher Education Institutions 04 principals were involved in the research.

### 3. Tools of the Research:

The following tools were taken for the research.

- **Questionnaire:** The questionnaire was used for Assistant & Associate Professors. To collect the opinion of Assistant & Associate Professors about Chapter 15: Teacher Education of NEP 2019.
- **Interview:** The interview was used for principals. To collect the opinion of principals about Chapter 15: Teacher Education of NEP 2019.

### 4. Actual Data Collection:

#### OPINION OF ASSISTANT / ASSOCIATE PROFESSORS AND PRINCIPALS ABOUT CHAPTER 15: TEACHER EDUCATION OF NEP 2019:

- **According to per Assistant / Associate Professors and Principals the Positive points mentioned in NEP 2019 about Teacher Education:**

1. Restoring integrity and credibility to the teacher education system.
2. Closure of substandard and dysfunctional teacher education institutions
3. Rigorous monitoring and review of clean up of the teacher education Sector.
4. Creation of substantial new teacher preparation capacity
5. Departments/ Centers of Excellence in Education at universities
6. Capacity planning for teacher education
7. Faculty in teacher education
8. Research-based teacher preparation
9. Inter-departmental collaboration for special subjects
10. Exposure to pedagogy during PhD programmes
11. Human Resource Development Centers and Continuous Professional Development of teachers at Departments of Education
12. Sustained focus on facilitating the work of teachers and higher education faculty members

- **According to Assistant / Associate Professors and Principals, Negative points mentioned in NEP 2019 about Teacher Education:**

1. Conversion of independent teacher education institutions to multidisciplinary institutions.
2. Moving all teacher preparation programmes into multidisciplinary higher education institutions; building education departments and connections between HEIs and schools / school complexes.
3. Bringing efficacy and high quality to the teacher education system through strong education departments in multidisciplinary colleges and universities.
4. Conversion of independent teacher education institutions to multidisciplinary institutions
5. Online education

### CONCLUSION:

The National Education Policy 2019 provides a framework for the transformation and reinvigoration of the education system in order to respond to the requirements of fast-changing, knowledge-based societies while taking into account the diversity of the Indian people, their traditions, cultures, and languages. It seeks to ensure that human capital, the most vital form of capital that would fuel the necessary transformation, is secured and strengthened. Highest priority is accorded to the task of ensuring universal access to an education of high quality and breadth that would support India's continued ascent, progress, and leadership on the global stage – in terms of economic development, social justice and equality, environmental stewardship, scientific advancement and cultural preservation, and help develop and maximize our country's rich talents and resources for the good of the individual, the country, and the world. An education system built on the premises of quality and equity is considered central to sustainable development, achieving success in the emerging knowledge

economy and society, for socio-economic mobility, and for building an equitable, just and humane society.

All large multidisciplinary universities including all public universities as well as all Model Multidisciplinary Colleges must aim to establish, develop, and house outstanding education departments which, aside from carrying out cutting edge research in various aspects of education, will also run B.Ed. programmes to educate future teachers, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, history, and literature, as well as various other specialized subjects such as science and mathematics. In addition, all currently existing genuine teacher education institutions must aim to become multidisciplinary higher educational institutions by 2030. This is the major transformation of teacher education that will bring back high quality to the system in accordance with the true multidisciplinary requirements of modern education.

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