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Recommendation of NPE - 2020 on Teacher Education

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Abstract:

Learner achievement mostly depends on the teachers' competence, commitment, and motivation. Kothari Commission (1964-66) rightly said that "the destiny of a nation is shaped in the classroom". From this statement, we can understand the role and responsibility of teachers in creating the future citizens of the country. In the olden days' teachers are highly respected in society and they are considered as a source of knowledge. However, the view of teachers is slightly changed now. They are no longer considered as the most knowledgeable persons. At this moment there is a need to reconstruct the Teacher education programmes to improve the quality and capability of teachers. Students who have an interest and passion for teaching enroll in the teaching profession. NPE-2020 gives the right direction for the student to choose the teaching profession once they completed higher secondary education itself. It obviously brings the right kind of students who are motivated, interested, and committed to enter into this profession and to become a teacher. Teaching is to be done by specially trained person. NPE-2020 has recommended multidisciplinary universities and colleges have to establish the Department of Education in their institution and offer a 4-year integrated program. As a result, students acquire knowledge in specialized Bachelor degree on one hand and the necessary knowledge and skills on the Education discipline on other hand. This is a welcome move in a teacher education programme. In this paper, we discuss the implementation of NPE-2020 on Teacher Education.

Keywords: *Teacher, Education, National policy, Teacher Education*

Introduction:

Recommendation of NPE-2020 on Teacher Education

Teacher education plays an important role in preparing school teachers. Those teachers will shape the future citizens of the country. It is not an easy task to produce an effective teacher. Numbers of qualities and skills are required to become an efficient teacher. A Teacher must possess a certain amount of knowledge in psychology, philosophy, sociology, computer education, pedagogical approaches, environmental education, professional ethics, Indian culture, tradition,

language, etc. The above subject knowledge will help the teachers to make the learning has interesting by including the concepts from different subject areas and mention important quotes, valuable points, and examples. It also helps the teacher to think from a multi-perspective view.

The committee established by the Supreme Court under the chairmanship of Justice J. S. Verma states that many teacher education institutes are selling degrees instead of giving quality education to the student teachers. Many students simply join B.Ed., without attending classes regularly in colleges and not going for teaching practice in schools. They directly write the examinations, getting degrees and working as a Teacher. We will not expect quality education from those teachers, because they have not properly trained. Some students have specialised subject knowledge, but they don't have pedagogical knowledge and learning pattern of the students they are not able to deliver content effectively. So the decision of 4-year integrated B.Ed., is must because side by side while learning Bachelor degree in specialisation they learn pedagogy and learning theories and its implication in the classroom.

Efforts should be made by the NCTE to regulate, monitor, and supervise the institution, which is doing immoral to the children education. There is an urgent need to reform the sector to raise the standard, efficiency of the teacher education system. NCTE should cancel the institution approvals which are increasing the number of teachers by getting money from them to complete their degrees without attending classes. As a result, the institutions are reducing the quality of Education. In order to improve the value of teaching profession regulatory system should be set up and it should take serious action against the teacher educational institutions which are violating norms and regulations of NCTE. In the year 2030 multidisciplinary and integrated teacher education programme only be available in the country.

All multidisciplinary universities and colleges will aim to establish an education department, carry out research in various aspects of education, and should run B.Ed., program in collaboration with other departments such as psychology, philosophy, sociology, political science, neuroscience, Indian languages, English, arts, music, history, geography, literature, physical education, science, and mathematics. Moreover, all single teacher education institutions necessarily converted to multidisciplinary institutions by 2030, and they will have to offer the 4-year integrated teacher preparation programme.

The minimum qualification for school teachers in four years integrated B.Ed., a course which was offered by multidisciplinary universities and colleges. The 4-year integrated B.Ed., serve two purposes one is the student acquired knowledge in their major areas such as language, history, music, mathematics, computer science, chemistry, economics, art, political science, physics, biology, botany, zoology, commerce, psychology, sociology, physical education, etc. and the second is gaining knowledge in education. Education includes pedagogy, history of Indian Education,

philosophical, sociological, and psychological perspectives in Education, knowledge of Indian values, culture, ethics, and tradition, environmental education, art education, and life skills, etc. The multidisciplinary universities and colleges which are running 4-year integrated B.Ed. can also run 2-year B.Ed., as well who has already completed their bachelor degree in a specialized subject. A 1-year degree course is offered to those who have completed a 4-year Bachelor's degree in a specialized subject. To attract meritorious student scholarship should be provided to the students of 1-year, 2-year, and 4-year B.Ed., programs.

The institutions offering a 4-year integrated B.Ed., programme ensures the availability of staffs in both specialized subject and education-related subjects. These institutions should have a network with government and private schools to carry out academic activities and can participate in community service, adult education, and vocational education. Multidisciplinary universities and colleges should be attached with one school within the campus will be more beneficial for students as well as faculty members to carry out teaching practice program and if they would like to introduce any innovation or strategies they can implement in that school. Then based on the result it can be implemented in other schools.

Conclusion:

A classroom is a place where the teaching-learning process takes place. Teachers and students play an active role there. However, the role of the teacher prominent and they influence the learner by their teaching, attitude, and behavior. Apart from subject knowledge, students are acquiring moral education, citizenship values, social values, leadership qualities, the right attitude, behavior, character development, emotional skills, cooperation, tolerance, and public speaking skills, etc. These life skills should possess by a teacher then only she can impart them to the student as well. Through the knowledge gained by education discipline, teachers able to teach more elaborately those skills and also act as a real-life example to the students. So we should welcome the 4-year integrated teacher education programme. Teacher education institution needs to pay more care in selecting the candidate to enter into teaching professions and preparing them to the world-class level. It's better to conduct all India level entrance for teacher education. To prepare a knowledge - centered and good human beings the most important thing to do is 'preparation of skilful teachers'.

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