

# **National Education Policy, 2020**

## **Teacher and Teacher Education**

**Background Paper**

**For**

**Teacher's Fest**



**National Council of Educational Research & Training, Delhi**

# **Teacher and Teacher Education**

## **Introduction**

Teachers are the frontline providers of quality education and considered to be the most vital single factor in the system of education. A teacher is just like the backbone of the society and acts as an architect of the nation's development. Teachers, thus form the very heart of the education process, and represent an indispensable vehicle towards a progressive, just, educated, and prosperous society. It is because of this noble role that the teacher in ancient India was the most respected member of society. In the present scenario, system does not show trust in its teachers, this is why society also does not pay high regards to teachers.

The quality of training, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the standards where it could be. The high respect for teachers and the high status of the teaching profession must be revived and restored for the very best to be inspired to enter the profession, for teachers to be well motivated and empowered to innovate, and for education to therefore reach the heights and levels that are truly required to ensure the best possible future for our children and our nation.

In order to ensure quality in learning, it has become imperative to prepare teachers to face the challenges of the dynamic society and impart quality education. The quality and excellence of the entire process of teacher education lie in its appropriateness of design, effectiveness of curriculum, soundness of structure, viability of organization, efficiency of transactional modes, appropriate integration of technology and above all its continuous commitment to meaningful research and innovation.

The Justice Verma Commission report, 2012 (JVC,2012) set up by the Supreme Court to study the state of teacher education and the functioning of the National Council of Teacher Education(NCTE) have identified vast gaps in current perspectives and aspirations for education and the situation of teacher education institutions in several of the states put forward the major challenges before the nation to reflect and find out the way forward on the teacher education.

The National Education Policy 2020 has addressed the issues and concerns of Teachers and Teacher Education and made recommendations to ensure quality teachers at all levels of school education, their improved service conditions, career management, professional development, etc.

## **NEP, 2020: Transforming Teacher Education**

### **Pre-service Teacher Education**

Teacher education will gradually be moved into multidisciplinary colleges and universities by 2030. The NEP,2020 recommended introduction of 4-year integrated B.Ed. as a dual-major holistic Bachelor's degree, in Education as well as a specialized subject and will be offered in multidisciplinary Institutions/Universities by 2030. Apart from this programme, policy has also suggested the introduction of a 2-year B.Ed. programme for students who have already

received a Bachelor's degree in a specialized subject and a 1-year B.Ed. for candidates who have received a 4-year undergraduate degree in a specialized subject or a post-graduation in school subject who wish to become subject teacher in that specialty.

Multidisciplinary higher education institutions having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode. All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. Special shorter local teacher education programmes will also be available at BITEs, DIETs, for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching.

For subject teaching for children with disabilities/*Divyang* children at the Middle and Secondary school level, specializations will be offered during or after pre-service teacher preparation with greater synergy between the course curriculum of NCTE and RCI.

To ensure that truly excellent students enter the teaching profession especially from rural areas: a large number of merit-based scholarships shall be instituted across the country for the students studying in 4-year integrated B.Ed. programme. To ensure objective and transparent selection of excellent and efficient candidates in the teaching profession, policy also recommends a common entrance test at national level for admission to all Institutions of Education. It shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

### **Providing Quality Teachers in the School System while ensuring their Stability**

The policy recommends that for ensuring adequate number of teachers across subjects, teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments. The selection of teacher's classroom demonstration or interview will be an integral part apart from TET or NTA test scores. TET will be strengthened to inculcate better test material, both in terms of content and pedagogy and will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education in both public and private schools.

For subject teachers, suitable TET or NTA test scores along with a classroom demonstration will be utilized for recruitment. A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades.

The policy has made suggestions for stopping the harmful practice of excessive teacher transfers and recommended that, it will be conducted through an online computerized system that ensures transparency.

## **Development of National Curriculum for Teacher Education**

By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.

### **Improving Working Conditions for Teachers**

The recommendations also includes ensuring decent and pleasant service conditions at schools, rationalization of schools without reducing accessibility in any way for effective school governance, resource sharing, community building and not engaging teachers any longer in work that is not directly related to teaching.

### **Continuous Professional Development of Teachers and Teacher Educators**

The policy has given due importance to the Continuing Professional Development Programme for teachers. Continuous opportunities for self-improvement will be offered in multiple modes, such as, workshops, online teacher development modules, etc. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests through multiple modes. School Principals will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, with a focus on preparing and implementing pedagogical plans based on competency-based education.

### **Systemic Reform for Teacher Education.**

- The Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches
- By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.
- All multidisciplinary universities and colleges - will aim to establish, education departments will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics.
- All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.
- The admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency.
- All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject and will also have a minimum number of hours of actual teaching experience.
- The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged.

- A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

## **Recognition and Promotion of Teachers**

**Teachers** doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage. Further, it will be ensured that career growth is available to teachers within a single school stage, and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa.

Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of appraisal. Assessment of performance of teachers will be based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community developed by State/UT or based on National Professional Standard for Teachers (NPST) developed by NCTE.

## **Implementation Plan**

- States/UTs/KVS/JNV to formulate schemes and plans for teachers' recruitment, deployment, transfer, providing them conducive service conditions and recognition of teachers.
- NCTE to revisit its courses 4 year integrated B.Ed. and standalone B.Ed. and teacher education courses for teachers from pre-primary to secondary need to be designed.
- Merit based scholarships, particularly for students coming from remote areas, to be established by states/UTs for state/UT funded TEIs, for studying 4 year integrated B.Ed. programme.
- An action plan to be prepared to extend TET to all levels of school education. TET will be made applicable to teachers in private schools as well; they should also have qualified through a demonstration/interview, and knowledge of local language(s).
- SCERTs will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools; NCERT and NIEPA will support design of these programmes.
- States/UTs/CBSE/BOAs/KVS/JNV will develop specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST), and devise a system to ensure the roles are fulfilled.
- States/UTs may undertake studies/research on what motivates teachers to do better and come up with a transparent merit-based system for tenure, promotion and salary structure, etc.
- A common National Professional Standards for Teachers (NPST) will be developed for the country. NCTE will coordinate this effort and prepare the NPST in consultation with the NCERT, SCERTs, and teachers from across levels and regions, expert organisations in

teacher preparation and development, higher educational institutions and other relevant stakeholders.

- NCTE will prepare a detailed action plan for implementation of the key aspects of NEP 2020 related to Teacher Education Institutions (TEI), including how TEIs will move to multidisciplinary colleges and universities by 2030 in a phased manner and ensuring that the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree by 2030.
- NCTE will ensure through regulations that all B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multilevel teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents/gifted children, use of educational technology, and learner-centred and collaborative learning. It will also ensure that all B.Ed. programmes will emphasise the inclusion of Fundamental Rights as well as Fundamental Duties (Article 51 A) of the Indian Constitution while teaching any subject or performing any activity. The regulations will also provide for Multidisciplinary institutions that are accredited for ODL mode to be able to offer B.ED programme through ODL or blended mode with robust mechanism of monitoring and face to face training.
- NCTE/NHERC will prepare facilitative regulations to enable special shorter local teacher education programmes to be made available at BITEs, DIETs, or at school complexes, especially for eminent local persons to teach at schools or school complexes as 'specialised instructors', for the purpose of promoting local knowledge and skills.
- NCTE/NHERC will prepare regulations to enable shorter post-B.Ed. certification courses at multidisciplinary colleges and universities, to teachers who may wish to move into more specialised areas of teaching.
- NCTE will formulate a new and comprehensive National Curriculum Framework for Teacher Education, NCTFE based on the principles of the National Education Policy 2020. This NCFTE shall be prepared in discussions with NCERT and all stakeholders including State Governments. The NCFTE will have provision for being revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.
- NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects. It will also study the indigenous pedagogies and based on these studies, it will suggest various pedagogies for undertaking for practicing in India.
- NCTE/NHERC will undertake a detailed analysis of all the standalone TEIs in the country to study their effectiveness/ineffectiveness as a TEI, and also whether they are following all laid down norms, rules, regulations, etc. On the basis of this analysis, and/or on the basis of other requisite inputs, substandard standalone Teacher Education Institutions (TEIs) across the country will be phased out.
- National Testing Agency will design and conduct a national common entrance test for entry to these 4-year integrated B.Edcourses. For this NCTE will prepare guidelines that will be issued for all states/UTs to follow.
- A comprehensive in-service annual teacher training plan including teachers from pre-primary to higher secondary and school heads and Principals will be prepared by SCERTs for conducting CPD and other training programmes. Areas specific to the capacities required by teachers to implement the NEP 2020 will be identified by SCERT. The CPD will preferably be undertaken through digital modes, such as SwayamPrabha, SWAYAM/DIKSHA by the states/UTs.

- NCTE will set up a National Mission for Mentoring to focus on mentoring with a large pool of outstanding senior/retired faculty (to teach in Indian languages) to provide short and long-term mentoring/professional support to university/college teachers. For this purpose, technology-based solutions will be used effectively to prepare national database of Mentors and facilitating online linkages to Mentees.