



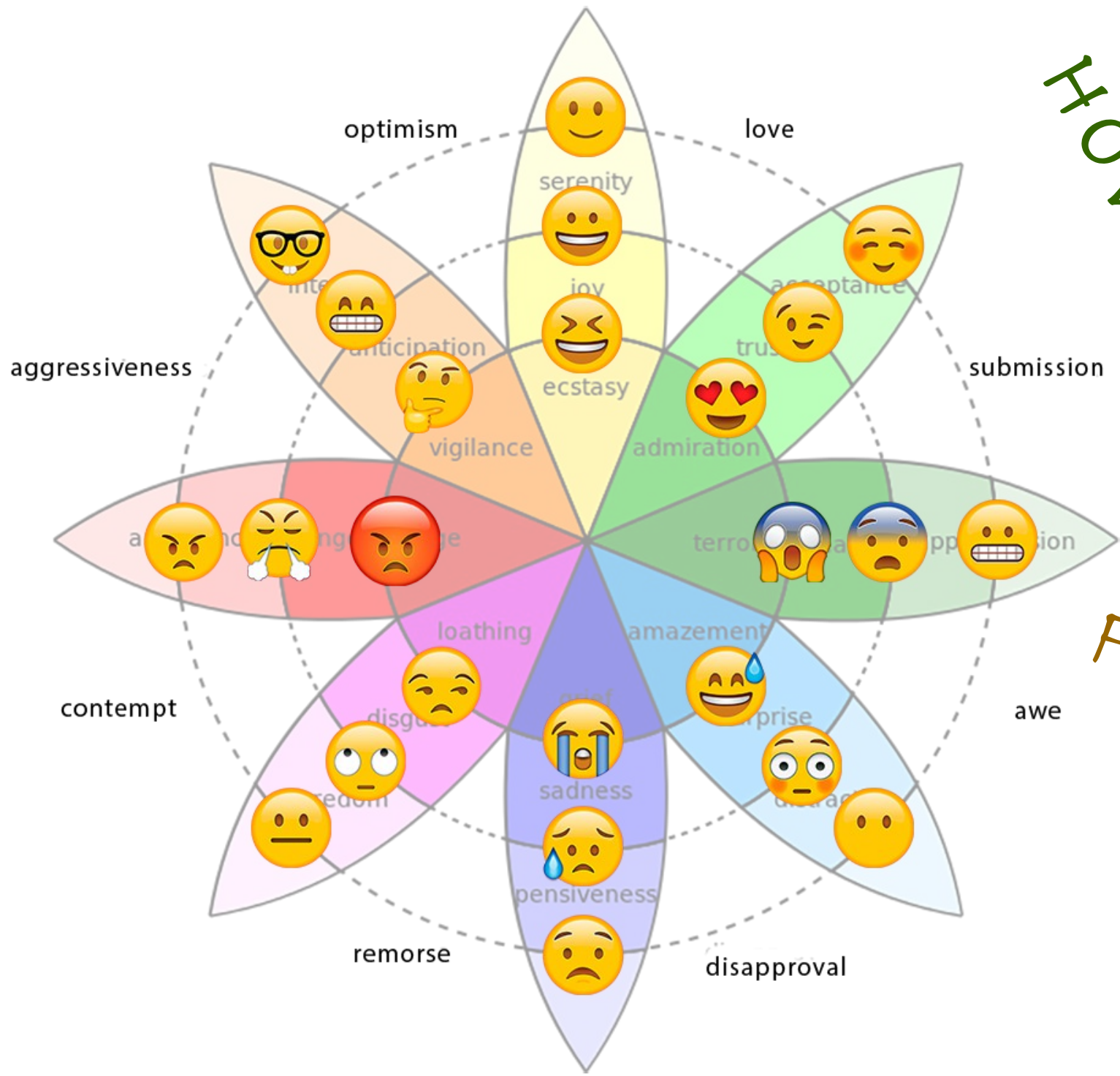
# NEP 2020 : EMPOWERING THE TEACHERS

WITH

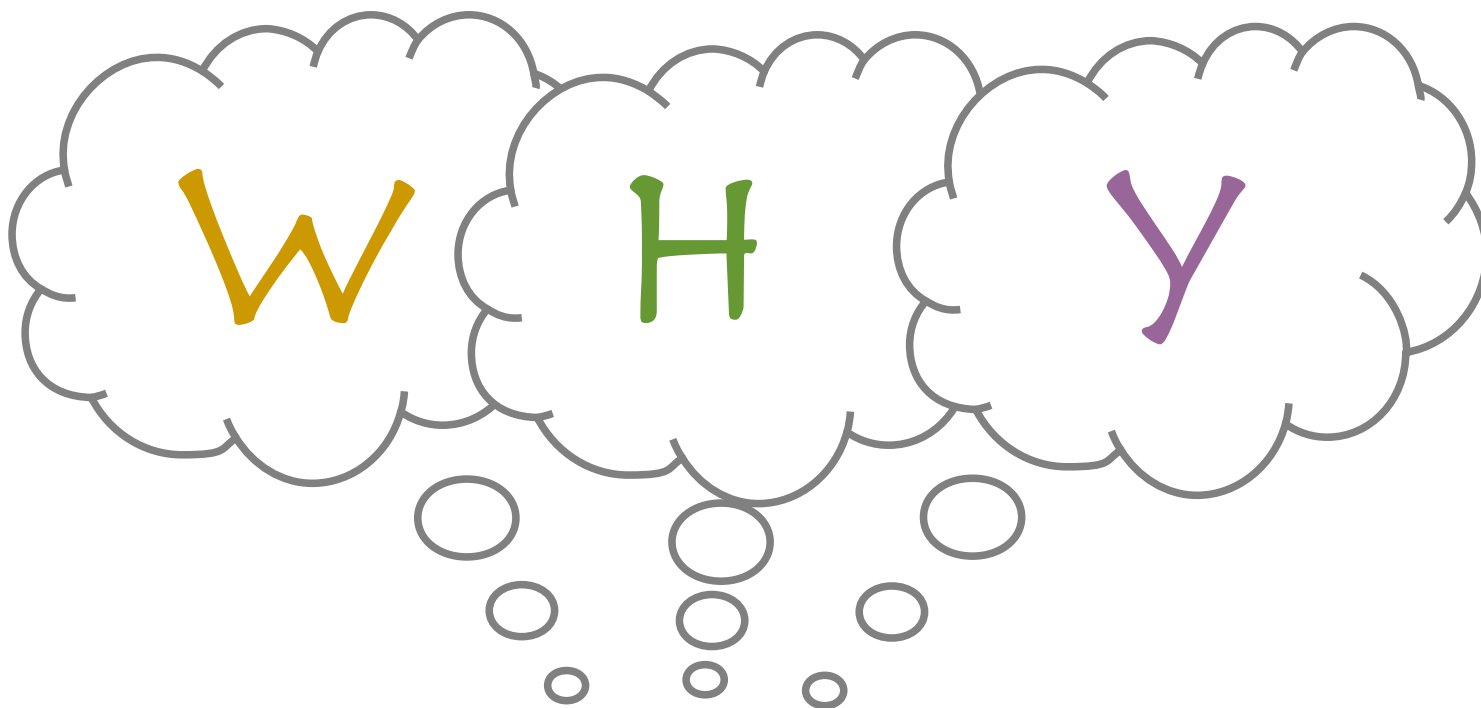
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HOW  
ARE  
YOU  
FEELING  
???






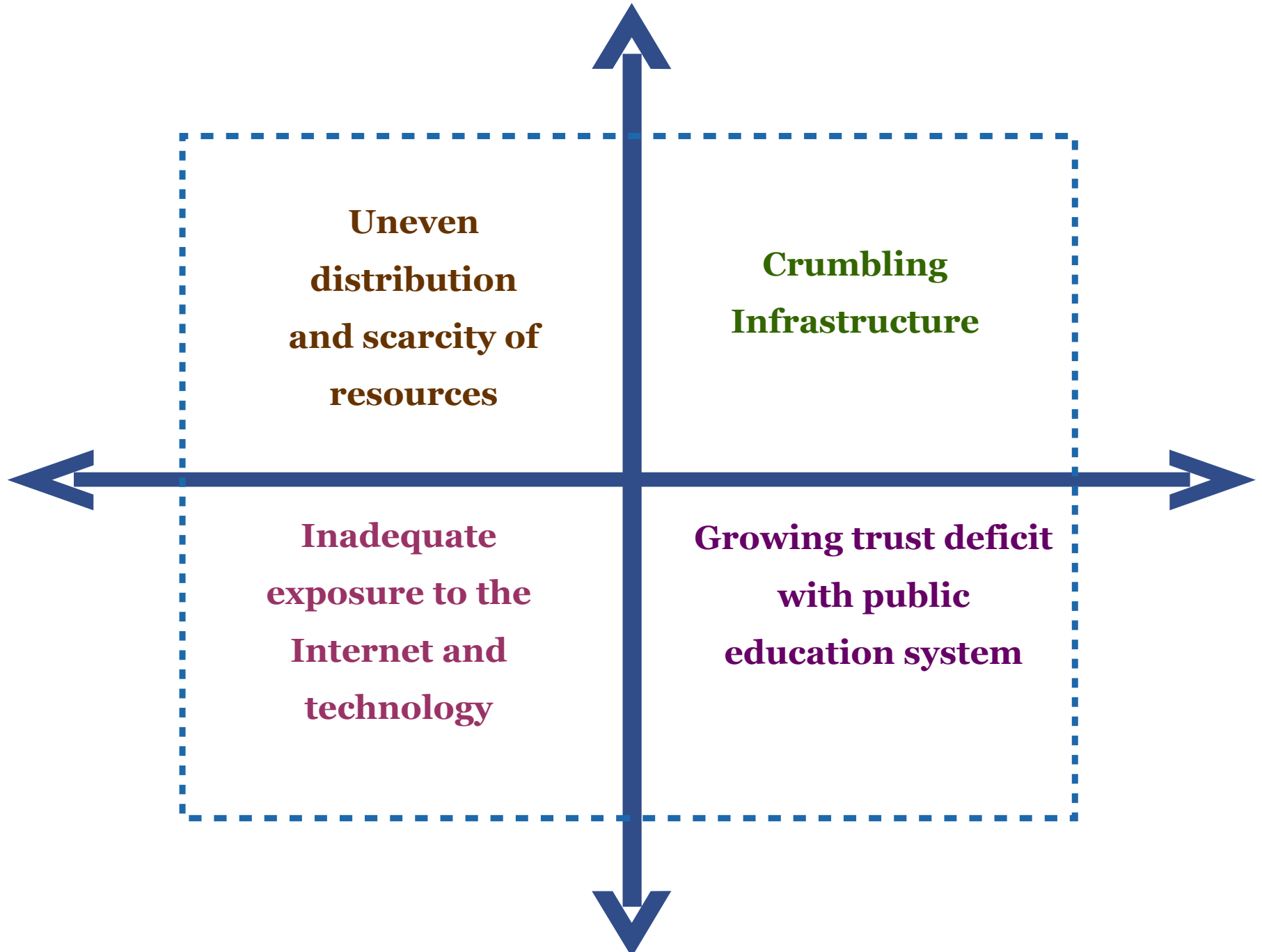
# **Present Scenario of Teacher Education in India**



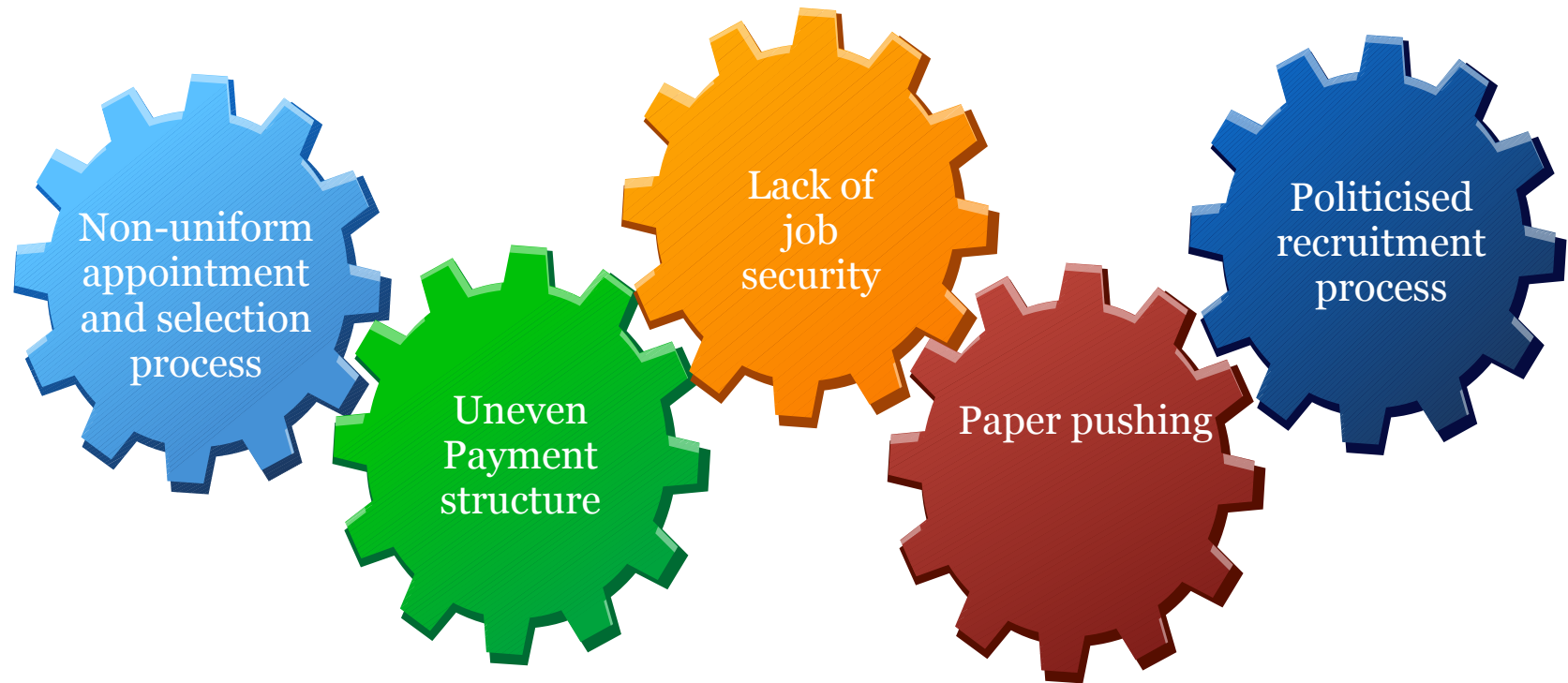
# A BRIEF OUTLINE

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- \* India has **one of the largest systems** of teacher education in the world.
  - \* Besides the university departments of education and their affiliated colleges government and government aided institutions; **private and self-financing colleges** are also engaged in teacher education
  - \* Teacher education in India has by and large been **confined to school education only**
  - \* Evidently **the quality of education** is a direct consequence and outcome of the quality of teachers and teacher education system

# FACTORS AFFECTING THE CURRENT STATUS OF TEACHERS



# Major Reasons behind the inefficiency of Teachers





# **CONCEPT OF TEACHER EDUCATION**





# Meaning of Teacher Education

Teacher Education = Teaching Skills + Pedagogical theory +  
Professional skills

## Teaching Skills

- \* It includes effective classroom management skills, preparation and use of instructional materials and communication skills

## Pedagogical theory


- \* It includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom

## Professional skills


- \* It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills



# Nature of Teacher Education

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- \* Teacher education can be considered in three phases : **Pre-service, Induction and In-service**
  - \* Teacher education is based on the theory that – “**Teachers are made, not born**” in contrary to the assumption, –”Teachers are born, not made”
  - \* Besides preservice and in-service programmes for teachers, it is meant to be involved in **various community programmes and extension activities**
  - \* It is a system that involves an interdependence of its **Inputs, Processes and Outputs**

# Objectives of Teacher Education



Provide opportunities to observe and engage with children, communicate with and relate to children

Developing capacities for self directed learning and the ability to think, be self-critical and to work in groups

Developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation

Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities


Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry



# **WHAT NEP 2020 HAS FOR TEACHERS?**



# Pre-Service Teacher Education



A National Curriculum Framework for Teacher Education, NCFTE 2021 will be drafted to guide all teacher education, pre-service and in-service, of teachers

The 4-year integrated B.Ed., the minimal degree qualification for school teachers, is conceived as a multidisciplinary and integrated dual-major bachelor's degree


All multidisciplinary Universities have been directed to set-up an education department and run B.Ed. programmes in collaboration with their other departments

The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training.

Shorter post-B.Ed. certification courses will also be available for career growth of teachers who wish to move into more specialized areas of teaching

All fresh Ph.D. entrants, will be required to take credit-based courses in teaching /education/ writing related to their chosen Ph.D. subject

# Teacher Recruitment & Employment




For recruitment in private or government school the teacher must qualify through TET, give a demonstration class, pass the interview, and have knowledge of local language(s)

Teacher Eligibility Tests (TETs) will now be extended to cover teachers across all the new stages (Foundational, Preparatory, Middle and Secondary) of school education.

NEP 2020 promotes the idea of recruiting teachers to a school complex and sharing them across the group of schools to deal with shortage of teacher

The NEP 2020 also encourages school complexes to hire local eminent persons or experts as 'master instructors' in various subjects,

# Teaching Career & Professionalism

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- \* The NEP 2020 talks of creating performance standards for teachers clearly spelling out the role of the teacher at different levels of expertise/stage and competencies required for that stage
  - \* A set of National Professional Standards for Teachers (NPST) will be created that will determine all aspects of teacher career management

- \* NEP 2020 also talks of Teacher Audit or Performance Appraisals that will be carried at regular intervals. These standards for performance appraisal, will also be formulated.
- \* Henceforth, promotions and salary increases will not occur based on the length of tenure or seniority

- \* School teachers must undergo 50 hours of CPD opportunities every year to keep themselves by attending workshops or on-line teacher development modules
- \* School Principals too must undergo CPD in modules related to leadership, school management and for implementing competency-based learning

# Enculturation of Teacher

## Empowerment

### Teachers autonomy

- ✓ the NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students

### Innovative teaching methods

- ✓ Innovative teaching methods adopted by teachers to improve the learning outcomes will be recognised, documented, and shared widely as recommended practices
- ✓ Close collaboration is recommended among schools within a School Complex as it will **reduce teacher isolation** experienced by teachers working in smaller schools





# Key Takeaways

**Irrespective of the duration of Teachers Teacher Training, it must incorporate**

**Neither the Government nor the private individual's Trusts or Societies who are not associated with school education should be allowed to open new TEIs**

**An early disbanding of NCTE and transferring their responsibilities to UGC or NCERT or CBSE is important**

**Every Teacher must be brought on a standardised platform as far as certain common skills are concerned irrespective of their teaching subjects and levels of teaching**

Self-learning

Practice teaching

Classroom learning

Apprenticeship



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**THANK YOU!!**

