

Issues concerns & challenges in teacher Education in access to NEP

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Abstract

Ministry of Human Resource Development (MHRD) appointed 10 members committee to prepare the draft on National Policy on Education 2019 under the chairmanship of Dr. Kasturirangan on 24 June 2017. After studying Indian education system the committee submitted its report on 15 December 2018. MHRD published the NEP draft on its official portal & invited feedback from various stakeholders up to July 2019. MHRD finalized the draft which consists 488 pages. The perspectives of draftare recommendations, suggestions & quality improvement measures on present Indian Education system from KG to PG. The thrust area in this presentation is higher education in general and teacher Education (TEP) in particular. NEP draft consists 200 pages on Higher Education. Draft on Higher education mainly focuses on restructuring present higher education system in India. According to new NEP 2019 Conventional disciplines such as Arts, Science, Commerce, Engineering, and Vocational etc. will be equipped under one umbrella. Higher Education institutions such as universities and colleges in new NEP are proposed to convert into three types of institutions such as (A) Research Universities (Type-I) (B) Teaching universities(Type-II) (C) Autonomous colleges(Type-III). University affiliation system will be closed down steadily up to 2030. Research universities will be mere campus universities where there will be no affiliating colleges. The existing higher education colleges & universities will be merged into any of the three types upto 2030. Present conventional universities and colleges will get 10 years span to transform their courses in to three types otherwise their educational status will be defused and such campuses will be converted in to skill development centre, public library or adult education centers.

Keywords Research University, Justice Verma Commission, autonomous college, National council for Teacher Education, (NCTE) NCFTE2014, Public library, Skill Development, adult Education centre, Teaching University, Integrated Teacher Education Programme(ITEP)

Introduction

Teacher education is included NEP. Main objective of this chapter is the claim to change present teacher education system by moving teacher education colleges into multidisciplinary colleges i. e. Integrated Teacher Education Programme(ITEP). TEP is mainly prescribed all currently existing genuine teacher education institutions must aim to become multidisciplinary higher education Institutions up to 2030. The draft is vague and uncertain presupposition about ITEP. There is neither particular speculations of different TE courses nor proper rational is given about why multidisciplinary ITEP is needed to initiate. There is no appropriate differentiation between D. Ed., B. Ed. M. Ed., M. A. education courses & research aspects in teacher education. The provisions in the draft are vague, undefined and further chaos creating in existing TE systems. Only intent of the policy draft is whatever presently in practice in TEP is useless and out of frame which needs remedy of ITEP only.

Issues Concern & Challenges

There are infinite issues, concerns and challenges in implementation of ITEP courses in India as per the recommendations of NEP. The main aim of this presentation is put forth the issues and challenges discussed with FY & SY trainee teachers and Staff. Following issues & concerns we have placed forth.

- The Government has not reviewed the position of two years B. Ed. Course, Why is previous one year course converted in to two Years? What was the main assumption?

- As mentioned in NEP the case of bogus teacher training colleges in the state of Maharashtra cannot be generalized for the whole country.
- Previous one year course was converted in to Present two year B. Ed. Course was in 2015. This conversion created a never before bad patch in TEP and majority of teacher education colleges are on the verge of closing down due to shortage of students. Some are already closed their courses.
 - Comparison of Teacher education programme with medical, law & engineering courses is extensively prejudiced. Use of words like beleaguered with mediocrity and rampant corruption etc are mere prejudice, one way thinking & ill the profession. Whatever flaws & so called corruption cannot be generalized, It may be a system failure and regulation problem which is found in every field.
 - As mentioned in NEP if 90 percent teacher education (B. Ed.) colleges are single faculty isolated colleges it is questionable to convert them into multidisciplinary colleges on the part of human & physical resources.
 - Policy need to define whether we need mastery over disciplinary knowledge or professional skills or both at a time? ITEP is integration of both at a time which deprevailsthe principle of learning. If the student studies disciplinary are as & professional skills together he/she will be servant of all and master of none. Disciplinary subjects are more cognitive/ theoretical rather than practical and professional subjects are skill oriented, application oriented & competency based subjects. Drill and practice component will be neglected. Studies and subjective experiences proved that one year course products are found competent, proficient and skillful than four year ITEP.
 - There is no specific focus on professional development of student teachers in ITEP as prescribed in NEP.
 - B.A. is general a course and bachelor of Education is a professional course, combination of both at a time creates heavy burden on trainee students & prospective ITEP will creates confusion and less cognition among the learners.
 - Teacher education is visualized as a course there is no specific focus on development of professional skills and competencies of teachers preservice training and inservice training. Education is visualized as general profession, it has been said that small orientation or training is sufficient to become a teacher at any grade level and any one can enter in this field and show his magic in teaching.
 - As per the policy perspective education is listed under liberal arts and how TEP can be professionally equipped?
 - The draft on NEP does not have any prospective programme for strengthening present two year teacher education course in the country. There do not have any estimation of input, process and output as per the objective of TEP.
 - The draft does not have estimation of necessary infrastructure, recruitment of teacher educators, regulatory provisions and budgetary provisions as per the policy.
 - There is a guaranteed fear of deprofessionalization of teacher education as per the NEP and introduction of new ITEP programme in the country. The experience of ongoing ITEP in the state of Maharashtra is not well and good whereas smoothening of new ITEP colleges may lead worst situation & drowning the ship of TEP in the country.
 - The ITEP need to be roll hack to previous one year TEP as it was there from years together which has created nobler hierarchy of Indian teachers who are found to be greater next to God as per the golden heritage of our culture:
 - There is lack of separate integrated curriculum for B. A.B. Ed., One year/Two year curriculum is implemented in fragmented manner with fragmented mixing of disciplinary subjects. Disciplinary knowledge and professional knowledge and skills are force fitted in four years where trainees face complexities and barriers in understanding both are as at a time.

- It is observed that there is permanent shortage of faculty for either disciplinary & professional subjects. The university and college administration cannot recruit faculty due to bureaucratic regulations and frequent hurdles of regional joint director office.
- The major thrust of teacher training is bridging gap between theory and Practicum component of the course, this gap remains wider in ITEP than one year course. Theoretical aspects are prescribed in different year and application of that particular component is prescribed in different year due to marking scheme as per choice Based credit system (CBCS) and semester examination system.
- According to American Education commission Quality of nation depends upon quality of its education system, quality of education system depends upon quality of teachers, and quality of teachers depends upon quality of teacher training i.e. pre service & in service training. The quality of teacher training in India has been constantly drowning since last decade. Overall teacher education system is on the verge of closing down due to shortage of students & lack of teaching faculties, how would we expect the quality, from whom? If students do not want to take admission and those who took admission will not want to attend the classes and who will teach if there is shortage of subject wise faculty if 100 percent attendance. The total scenario is deframing the main ideology of teacher education in the country.

Conclusion

Enrolment in government Teacher training colleges and Government aided colleges is decreasing day by day. Private teacher training colleges are compromising the attendance running the course. Salaries in unaided private colleges are based on admissions of students Teacher training colleges, however those who do not want to attend the college are getting chance in such institutions and reputed teacher education institutions are on the verge of closing down. Most of the D. Ed. Colleges have been already closed. Shortage of teaching faculties is a problem in Indian education today. Nowadays teaching is the last priority job for students. Main reason for this is poor condition of schools & colleges, lack of recruitment, temporary jobs, clock hour basis jobs, donation demanding institutions, political hindrance in the field these are the realities which have not been addressed by the NEP, unnecessarily proposing new ITEP without rethinking strengths & weaknesses of one year & two year teacher training programmes. NEP do not have reviewed the past & present status of teacher education in various aspects. One of the major constraints in attracting good students in teaching field. Problem of appointments, salary levels, facilities provided to the teachers are not good. Teaching profession is not high in priority list when graduate students look for job opportunities.

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