

# **Re-engineering Teacher Education**

## **Approaches and Challenges**



**Editors**

**Rev. Dr. D. Thomas Alexander SJ**

**Dr. A. Punitha Mary**



**AASAAN PUBLICATIONS**

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**St. Xavier's College of Education (Autonomous)**

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## PREFACE

Dear Teaching and Research Fraternity, Greetings from SXCE, Palayamkottai!

Oh, Teacher Education! Quo Vadis? (Latin phrase for 'Where are you going?'). Where are the teacher educators? Where should we be heading towards? Are we on the precise road? What should be triggered? What kind of teachers do we mold to face the challenges of today's world? These are a few questions being raised among the teachers, teacher educators, educationists, policymakers, elderly citizens, and stakeholders such as parents and well-wishers. In search of reflective answers, our college ventured into the organization of a national conference of teacher educators, focusing on 'Re-engineering Teacher Education: Approaches and Challenges' on February 2nd and 3rd, 2024. It was consciously made offline to avoid the undesirable academic sluggishness and disasters in online transactions. We aimed to provide a platform on which the above questions may be deliberated, and concrete action plans may be initiated.

Teacher education is a foundation laid for the sustainable growth and development of any nation. If education must prosper and function positively in a society, then improving teacher education is vital and indeed inevitable. Teacher education is expected to contribute towards developing a basic understanding of the principles and practice of teaching and learning. It is to produce well-qualified professionals who can adjust to the changing needs of the students and developmental prospects of modern society. In it, knowledge and skills are developed, thereby building teachers/people to become useful to themselves and to the society they live in.

Which means, the need for overhauling and revamping of the system at a regular interval is a must for innovative and relevant training of prospective teachers, and meaningful classroom teaching-learning activities. Therefore, the keyword 'Re-Engineering,' which means a 'systematic process of analysis, design, and implementation' (Akpan et al, 2016), assumes significant importance if teacher education is to be modernized. Needless to say, the reassessment of teachers, existing pedagogic tools and materials will have to undergo stringent scrutiny of its appropriateness in the classroom transaction. Or we must agree, at least to the understanding that the re-engineering will require the use of both traditional and technological tools and modes, building on and extending traditional social forms of teaching and learning.

The current challenges that teacher education faces today after the advent of LPG mainly are related to the lethargic and easy-going attitude of teacher-educators, less enthusiasm among prospective teachers, a disconnect between pre-service training and post-training classroom activity, slow process of evaluation and revamping of learning content, diminishing professional commitment, rare model ethical behavior, and slow adoption to the rapid change of technological and scientific discoveries and inventions in the educational system. Hence there is a need for stimulating the professional spirit among the teacher educators/teachers, retaining the spirit of inquiry and creativity in teachers, enhancing teachers' commitment, training and motivating teachers for effective handling of classroom situations at different levels, and equipping them with modern Learning Management Systems (LMS). There is no one-size-fits-all solution; rather, each locality requires its own creativity, redesigning of content suiting local geographical conditions and needs, and adapting to the growing demands of society.

Thus, the two-day national conference on the above central point of re-engineering of teacher education enabled us to collectively, in person, ponder over various sub-themes and had the privilege of 43 papers being presented on the portal of St. Xavier's College of Education (Autonomous), Palayamkottai, Tirunelveli, Tamil Nadu. Indeed, it was a unique experience to listen to so many speakers, including a thought-provoking panel discussion among administrators, faculty, parents, and students on the existing scenario in teacher education.

We are grateful to all the speakers, paper presenters, and the participants for their wonderful sharing and contributions along with their enthusiastic participation. Thus, we are very proud to publish the collections of the best papers presented at the conference as e-proceedings with an ISBN number. We are sure, this will go a long way to trigger the minds of younger teacher educators and prospective teachers in its way; we hope the responsibility of bearing this torch to further the cause of quality teacher education will continue in the future. I would like to fondly remember the painstaking effort undertaken by Prof. Dr. A. Punitha Mary and other faculty of our college for magnificently organizing the event to the point of relevance, quality, and fruitfulness.

May God bless you.

Prof. Dr. D. Thomas Alexander SJ, Principal,  
SXCE, Palayamkottai, Tirunelveli, TN.  
29.02.2024.

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## **CHALLENGES OF TEACHER EDUCATION IN NEP 2020**

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### **Abstract**

*The long-term goal of the National Education Policy-2020 (NEP) is to transform India into a global knowledge superpower with an emphasis on inclusivity, engagement, and a holistic approach. Since independence, NEP, 2020 is the third series in which it has been presented; the first two were in 1968 and 1986, respectively. The National Education Policy of 2020 seeks to reorient education toward a more scientific perspective. It will assist in meeting the needs of kids at various developmental stages. This covers the social, physical, and cognitive development. The aspirational policy offers suggestions for modernizing teacher preparation and professional development programs, as well as education, teaching, and assessment systems in institutions and schools. Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to a university level. The biggest influence on classroom quality comes from the teachers. The core of education is teachers. Teacher educators of the highest caliber are required. For teaching and learning to be more engaging and qualitative, teachers must have a thorough understanding of children's needs and requirements, as well as their shortcomings, weaknesses, challenges, issues, and strengths. This article explores the aim of NEP system, purpose, salient features, and challenges of teacher education programmes.*

*Keywords: NEP 2020, Teacher Education, Professional development, Quality, Challenges*

### **Introduction**

Education is the process of human enlightenment and empowerment for the achievement of a higher quality of life. Teacher education is a programme that is related to the development of teacher proficiency and competence that will enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

The teacher education means programme of education, research or training of individual for equipping them to teach at pre-primary, elementary, secondary stages of education including non-formal education, part time education, adult and continuing education and correspondence programmes (NCTE, 1993). It is truly vital in creating the team of teachers that will mould the next generation.

From the beginning of time, teacher education has always been a crucial part of education. This is due to the fact that instructors have always been necessary for societies all over the world to pass on their customs from one generation to the next. Teachers must be viewed as knowledge producers and as critical thinkers. A teacher must be a resource, planner, assessor, facilitator, role model, information provider, and development. Teachers that possess extensive education and knowledge are highly esteemed by both their peers and the community members. They must be given the authority to acknowledge and respect the lessons that kids learn from their social, cultural, and home environments as well as to provide chances for kids to explore, learn, and grow. A teacher can be a philosopher, a friend, and a facilitator. The goal of teacher education is to equip educators to meet the demands of a changing society by keeping up with current trends and advancements. In accordance with NEP-2020, the National Council of Teacher Education (NCTE) has launched the Integrated Teacher Education Programme (ITEP), which will significantly contribute to preparing the next generation of educators for the future. The NEP-2020 was created with the goal of raising the standard of education in the nation and concentrating on offering educational resources to all of its residents.

The world around us is changing faster than ever before. It is changing politically, socially, technologically, and economically as well as environmentally. This is a significant challenge for citizens to deal with. It is through education that we help our children to reach their full potential, both as productive members of the economy and as responsible, principled citizens.

### **Aim of NEP system**

The primary aim of the NEP system is to raise the standards of efficient teacher training, reforms in the existing examination process, childhood care at an early stage and remodeling of the regulatory framework policies in the education system.

NEP also intends to create value for factors like public investment in education, setting up of National Education Commission (NEC), strengthened use of technology and vocational/adult education provision schemes.

### **Purpose of the NEP for Teacher Education**

The objective of the policy is to achieve a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct.

### **Salient features of teacher education in NEP 2020**

1. Liberty
2. Responsibility
3. Pluralism
4. Equality, and Justice
5. Promoting Multilingualism and the Power of Language in Teaching and Learning
6. Life skills such as communication, cooperation, teamwork, and resilience
7. Focus on regular formative assessment for learning rather than the summative assessment.

**Challenges of Teacher Education in NEP 2020** are

#### ***Accepting Change in Teaching-Learning Styles***

The new NEP has suggested many new methods of dealing with children of different age groups right from the pre-primary stage to higher education. Making such arrangements at each school and college to adopt such a holistic development for teachers might become an obstacle as they were used to old methods of delivering lectures. So, this shift from old methods to modern scenarios may prove a problem for both students and teachers. The students in our country cannot afford such grasping knowledge and the lack of resources would burden them and their parents.

#### ***Trained Teacher Educators***

Multidisciplinary institutions will need to hire specific subject professors and teacher educators depending upon the requirement. Teacher educators need to teach specific age groups (Std.-12 passed teenagers). Reduction in entry-level qualification (graduate level to std 12<sup>th</sup>) needs to be considered and training should be given accordingly to teacher educators.

### ***Traditional and Theoretical Curriculum***

The new education policy has made various recommendations to reform teacher education but no new curriculum has been developed in that. The current curriculum of teacher education is traditional and the theoretical curriculum lacks practical prospects.

### ***Duration of Course***

The one year of teacher education in the new education policy is being especially criticized. During this one year, the theoretical and practical aspects of the teacher education curriculum will fall and the students will face problems regarding the internship. The national curriculum framework (1998) also recommends the two-year duration of teacher education programs but could not implement them. So, there is a need to extend the period of the present teacher education programme.

### ***Lack of Control Over Teacher Education Institutions***

NCTE is a supervisory body that panels the operative of teacher education institutions and holds control over the quality of education there. It circles and continues the standards of education in these institutions. But in the past few years teacher education institutions have so extremely increased in number that it becomes difficult to monitor all the institutions. Some of these institutions are compromising on quality and standards for the sake of monetary benefits only.

### ***Lack of Innovation and Creativity***

Using creativity is essential when working on any project. However, this aspect is overlooked when imparting knowledge in today's teacher education programs.

### ***Lack of development of Life Skills***

Certain abilities, known as "life skills," are necessary for one's own advancement and development. Man can overcome obstacles in life with the help of these abilities. The primary problem is that teacher education is memory-based, meaning that students are not actively involved, which prevents them from developing the life skills that are crucial to their overall growth.

### ***Quality Issues***

The necessary standards have not been met by teacher education. Instructors lack the critical thinking skills necessary to tackle issues with organizations, material, instructional

strategies, etc. The emphasis is on theoretical concepts more than on practical application, and teachers are not equipped to use these concepts in real-world classroom settings.

### ***Problem of Teaching Practice***

One of the primary issues with teacher education is this. The way that teaching is done is neither appropriate nor correct. The task of teaching practice is not taken seriously by the student teacher. Conversely, the school and its administration present issues as well since they refuse to work together and prepare to permit teaching practice sessions. They forbid the appropriate application of the instructional methodology.

### ***Lack of proper facilities***

Many education colleges are in precarious financial situations. They lack essential amenities including safe and appropriate buildings, libraries, labs, experimental schools, and hostels. A few of them are even operating in premises that are rented.

### **Conclusion**

Education changes people on an individual and national level. It is well known that teachers create nations. There's no denying that teacher education programs in India are highly visible. Unfortunately, the system still has a lot of flaws in it. Now is the time for Indian educators to grab the initiative and establish their own goals in the context of NEP 2020. They have to dream big and work hard to achieve their objectives. Maintaining the standard of the educational system and taking it to new heights will depend heavily on the National Education Policy. It will be advantageous to place India's educational system in a unique context.

Education is considered one of the most powerful instruments of social change and control. It can remove the darkness of ignorance and narrow-mindedness from the human mind and infuse it with new ideas, new light, and new directions for change and development. It can dispel the darkness of ignorance, indifference, and inactivity in the human mind and develop new hope and aspiration. Quality education is an important precursor to Nation Building. It is an essential pillar of a better future, and our ability to provide high-quality educational opportunities to them will determine the future of our country. Education must build character and enable learners to be ethical, rational, compassionate, and caring while at the same time preparing them for gainful, fulfilling employment. (Ninan, 2020).



To stay up with the quickly changing world, educators must consciously seek out new information and develop their skills. In accordance with NEP 2020, teachers will be in charge of imparting 21<sup>st</sup> century information, skills, and learning objectives to students based on their grade level. More latitude should be granted to educators in selecting pedagogical elements so that they can instruct their students in the way that best suits their needs.

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