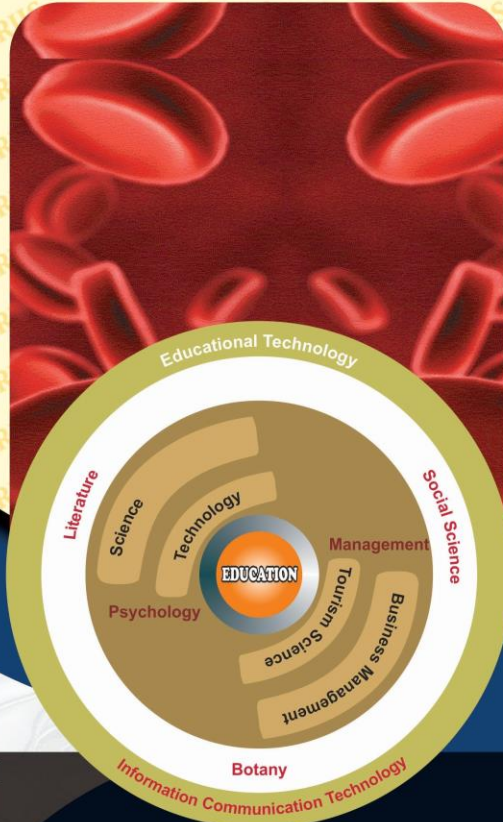


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RELEVANCE OF ANCIENT INDIAN KNOWLEDGE IN DESIGNING CONTEMPORARY TEACHER EDUCATION

Prin. Dr. Radhika Inamdar & Prof. Dr. Madhuri Isave

Tilak College of Education Pune, Maharashtra, (India)

Abstract

Indian knowledge system has its own unique culture as compared to other countries. Ancient Indian education system was most remarkable and it was the base of today's modern education system. Dimensions of teacher education, teaching learning strategy, teacher and students all are symbolically represented and reflected in ancient Indian knowledge.

Technological innovations, computer revolutions and most of the scientific innovations are taking place but its root found in ancient Indian knowledge. For example Indus civilization started more than 5000 years around 2500 BC. Mohenjo-Daro and Harappa have played an important role in the knowledge of Indian civilization. The contribution of ancient India in various field like, Science, Mathematics, Astronomy, Ayurveda, Technology, medicine, agriculture and so on. In progressive world lot of innovations take place and scientist took references from ancient literature. Most popular Epics Ramayana, Mahabharata and many mythological stories have give us information and knowledge about teaching learning, life skills, value education and protection of environment. Not only in education system but in entertainment area like in movies, cultural programme, celebration of festival etc ancient knowledge are used and try to make people aware about the heritage of ancient India, A heritage based education helpful to inculcate values and make people aware about Indian knowledge. In educational field from pre-primary level to higher education found references of ancient Indian culture in textbook, curriculum and activities. We can say that the relevance of ancient Indian knowledge in contemporary world and its linkages are found in school education & higher education. The present paper focuses on the theme of conference to appreciate linkages of ancient Indian knowledge system with teacher education which is expected to rejuvenation of teacher education in National Education Policy 2020 .In NEP 2020 chapter 5 and 15 is devoted to Teacher Education and directed toward multidisciplinary approach and high potential teaching learning process along with restore the prestige of the teaching profession. In the classical Indian system the Guru was at the nucleus of teaching, learning and assessment. He was trusted but the faith in the teacher has dwindled because of the shift from the teacher. The teacher was push to the periphery. It has once again been realized that the teacher has to be centre stage. The NEP reinstates the importance of the teacher and so the relevance and crucial importance of the teacher education program in the present situation of mass requirement of trained teacher.

Contemporary teacher education program are not up to the mark which is also mentioned in the NEP 2020. Unplanned mushrooming growth of teacher education institute, limited scope of curriculum, poor regulatory mechanism have resulted in serious fall in quality of teacher and teaching. Lack of experiential learning, absence of effective mechanism for practice lesson and internship and delay in admission process have all led to the existing abysmal situation of teacher education. The paper will highlight the issues which have led to the present situation and also discuss the remedies pulling examples from the ancient Indian knowledge system

In the present paper the authors aspire to highlight the recommendations of NEP 2020 related to teacher education and its correlation and linkages with Indian knowledge system of education.

Key words-*Ancient Education, Teacher education, NEP2020, Responsive, Teacher trainees*

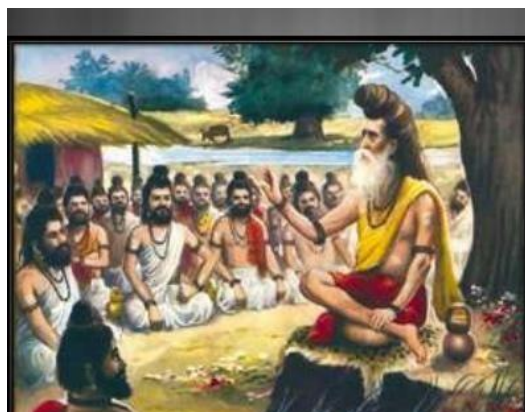


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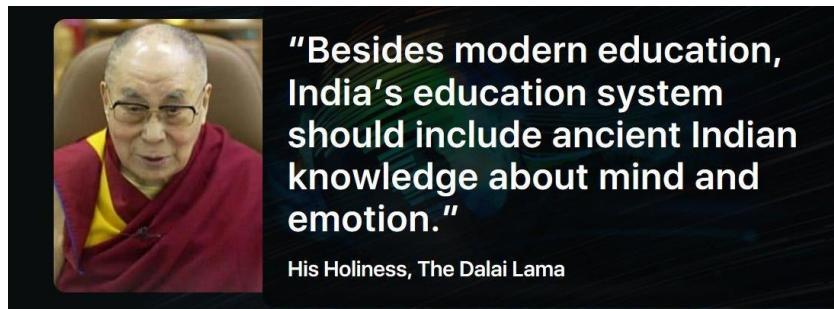
Introduction:

Indian knowledge system has its own unique culture as compared to other countries. Ancient Indian education system was most remarkable and it was the base of today's modern education system. Dimensions of teacher education, teaching learning strategy, teacher and students all are symbolically represented and reflected in ancient Indian knowledge.

Technological innovations, computer revolutions and most of the scientific innovations are taking place but its root found in ancient Indian knowledge. For example Indus civilization started more than 5000 years around 2500 BC. Mohenjo-Daro and Harappa have played an important role in the knowledge of Indian civilization. The contribution of ancient India in various field like, Science, Mathematics, Astronomy, Ayurveda, Technology, medicine, agriculture and so on. In progressive world lot of innovations take place and scientist took references from ancient literature. Most popular Epics Ramayana, Mahabharata and many mythological stories have given us information and knowledge about teaching learning, life skills, value education and protection of environment. Not only in education system but in entertainment area like in movies, cultural programme, celebration of festival etc ancient knowledge are used and try to make people aware about the heritage of ancient India, A heritage based education helpful to inculcate values and make people aware about Indian knowledge. In educational field from pre-primary level to higher education found references of ancient Indian culture in textbook, curriculum and activities. We can say that the relevance of ancient Indian knowledge in contemporary world and its linkages are found in school education & higher education.



The education system in ancient India was most popular has its own characteristic features. **Gurukul** system has never been found in any other country. Gurukuls were residential in nature providing students all time proximity to the teacher. It was focused on enhancing skills and abilities of an individual so that all round development of individual was possible. In modern education system we are trying to develop skills and abilities by establishing special skill development centers along with curriculum, whereas it was an integral part of education system in Gurukuls. It means ancient education system was more refined and advanced because most renowned scientist like Arya-bhatta given his contribution in mathematics and astronomy. Ayurveda was the school of medicine; Nalanda University was greatest learning center with huge resources. In one sentence we can say, “An ocean of knowledge in a Jar”.



Contribution of Indian knowledge in modern education:

Ancient education system was unique. It was well organized based on spiritual and moral values. Its aim was the all-round development of an individual. During Vedic period education became centered on religion. The curriculum was dominated by the study on Vedic literature. There were four Vedas. Rigveda, Yjurveda, Atharveda and Sam Veda. Vedic education system was more progressive in ancient India. It came from different branches of human knowledge. After Vedic education system Buddhist education system was well known because it was student centric. Its aim was to develop individual personality. Life oriented and skill based education was involved in this education system.

The main aim was to make a free man, an intelligent man, moral talented, nonviolent and secular man. On one side Vedic education was dominated, it is to be said that on the foundation of Buddhism a new and special education system originated in ancient India, here were two types of education, primary and higher education. Reading writing and arithmetic were taught at primary level. At higher level philosophy, Ayurveda, military training was included. Everyone was free to choose his subject without any restriction. Ancient Indian was well known in the field of engineering, mathematics, astronomy, medicine, science and technology. In modern education system science and technology is dominating on the people so that we can say, technology occupying everywhere. The contribution of ancient India in science and technology was unique and unparalleled. For example, thousand years before Copernicus suggested that the earth might be in axial rotation. Importance of plants and animals in human life and the common connections very well explained in ancient India. Samrat Ashoka(2nd century B.C.) defined a strict law against the demolition of trees and also the protection of animal. Kanada proposed that matter is made up of small particles called Parmanu(atoms).Cyril Bailey compared the Indian description of atom with the Greek description and wrote, "It is interesting to realizing that an early date Indian Philosophers had arrived at an atomic explanation of the universe."Aryabhatta was one of the greatest scientists. He was the first to treat Mathematics as a distinct subject.

Bramhagupta was famous astronomer and mathematician. Newton was famous for his law of gravity. All the branches of science were studied by well-known scientist, philosopher and mathematician in ancient India and today it is very well noted in modern education world.

Ancient India was a treasure house of scientific knowledge. The history of Indian knowledge system will be helpful to design teacher education program in which expected a versatile teacher can make global citizen.

Modern Education System

Modern education system was emerged by British ruler. In 1835 lord Macaulay introduced modern education in India. It was actually an introductory step towards Wood's Dispatch at a later stage in 1854.Magna Carta of Indian education that laid the foundation of present education system. After independence various commission and committees took efforts to reconstruction of education system in India. University Education Commission(1948-49),Secondary Education Commission(1952-53),Education Commission(1964-66),National Knowledge Commission(2009),National Policies on Education (1968-1986), Sarva Shiksha Abhiyan and National Curriculum Framework(2005) etc. these are all the examples who took

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initiative to organized well-mannered education system in India. Now after 34 years NEP 2020 have come up with vision and restructure education system. Modernization of teacher education based on Indian knowledge system to strengthened the nation development.

Reflection of NEP 2020 vision in ancient Indian knowledge -In ancient India close interaction existed between teacher and student. The teacher used to pay individual attention on his students and used to teach them according to their inherent skills and interest. They used different methods of learning -memorization, critical analysis, introspection, storytelling, inquiry method, activity based learning and discussion. In contemporary education teacher and students interaction is less because of advanced technology in classroom. Personalized learning method is popular. Flipped classroom, virtual classroom is progressive method used for teaching and learning. Science education has always been explored through ancient literature. Modern science is being explored by taking reference of ancient scriptures. There are numerous examples from the times of Mahabharata and even Ramayana which suggest that science and technology were taught and learnt. Method of teaching and learning in ancient Indian education was paperless and based on memory. Recitation and recapitulation was important at the student point of view.

Constructivism approach is used to write textbook of science and technology. Constructivism implies that learners construct their own understanding and knowledge by undergoing experiences and reflecting on those experiences. When we come across new experiences, we connect it with our prior experience and knowledge, reconcile and may have to change what we believe. We may also have to dispose of this new information as immaterial. In nutshell we are actually architects of our own knowledge. This involves activities like asking questions, exploration, and assessment of what we know or have acquired during the experiences.

Residential schools like Navoday vidyalay plays important role in students development. In ancient times, India had the Gurukul system of education like as Navoday school where learner stay with Guru till completion of his education. . Student can learn day to day skills with experiential learning in place of Gurus house. This not only created a strong tie between the teacher and the student, but in addition to the core learning areas also taught the students everything about day to day life issues. The student stayed as long as he can or until the guru felt that he had taught everything he could teach. It means ancient Gurukul system reflected in residential school. In ancient time .Takshasila, Nalanda and Vikramasila are some very known examples and Navoday Vidyalay in modern time of education.

Contemporary teacher education

Teacher education institute having 100 -200 students drawn from a CET conducted by government and send CET qualifies students list to granted and non-granted teacher education institute. Admission process is time consuming going on two three round. Those who are admitted in first second round colleges take decision and start academic year. Students enter in teaching field without checking their adequate entry skills like language skill, IT skill, content mastery skill which is decided their teaching subjects in school. Student enrollment and student engagement is a big issue in front of TEI. Many TEI not fulfill intake capacity for the course. The teacher training program is mostly practical oriented. Training is a core part of B.Ed course but because of low attendance of students, it is difficult to complete task qualitatively within prescribed period. Trainees cannot achieve mastery up to the level and the result is quality issue. Curriculum of teacher education is specified in three distinguished areas namely performance, commitment and competency. For the better performance of teacher from local to global level the teacher education program are not up to the mark. It needs to restructure and modify. To

empower teacher trainees' skill development is necessary to make them successful entrepreneur in life. In existing curriculum open courses are included but not focus on skill development because of time constraint and poor management of course implementation. Necessary skills cannot imbibe among teacher trainees because of limited scope of curriculum. Teacher trainees who are completed the course and after TET exam eligible to get a job in respective school. They have scope at local level only. They cannot compete in globalized world because of limited scope of curriculum and limited discipline

National Education Policy 2020 - In NEP 2020 chapter 5 and 15 is devoted to Teacher Education and directed toward multidisciplinary approach and high potential teaching learning process along with restore the prestige of the teaching profession. In the classical Indian system the Guru was at the nucleus of teaching, learning and assessment. He was trusted but the faith in the teacher has dwindled because of the shift from the teacher. The teacher was push to the periphery. It has once again been realized that the teacher has to be centre stage. The NEP reinstates the importance of the teacher and so the relevance and crucial importance of the teacher education program in the present situation of mass requirement of trained teacher.

To make student and teacher more respectful and more responsive we need well planned and structurally modified teacher education programme. Our future teacher should be responsive and excel in five domains i.e., Content knowledge mastery, Student learning mastery,
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classroom community creator for joyful learning, professionalism and promoter of culturally responsive teaching. Teacher education encompasses teaching skill + pedagogical skill+ Professional skill. An amalgamation of teaching skill, pedagogical skills and professional skill would serve to create the right knowledge, attitude and skill among teachers that promoting holistic development.

View of NEP2020 regarding TE and contemporary teacher education

Four years Bachelor of education course to fulfill the needs of teacher educations:

1. The content materials of its programme are transacted to the trainee-teachers through many innovative teaching-learning strategies like problem solving, group discussions, panel discussion, seminar reading, brain storming, practical and project work, discovery method, competency based teaching, contextual transaction of the contents, demonstration-cum-discussion, participatory/activity based group work, case studies, practical exercises, innovations, individual/group assignment, face to face contact, tutorial/library work, research approach, etc.,. Contrasting to the uniform teaching- learning strategy of one year B Ed., programme.
2. Four year B Ed. trains the trainee-teachers properly to meet the multifarious problem of the school or classroom. It provides scope for pedagogical analysis of the content/units include in its syllabus/curriculum. This pedagogical analysis becomes helpful for healthy integration of contents, methods, theories, practical, etc, for meaningful transaction.
3. Both the pre-internship and internship programme are supplemented by many other innovative activities like practice of micro teaching skills in simulated classroom situation, orientation of teachers of co-operative schools, multi-cultural placement, substantial field experiences, field observations, team teaching, substitute teaching, demonstration of the lessons, observation of the lessons, taught by subject teachers, preparation, use and exhibition of teaching aids, conducting action research/case study, participation in both curricular and co-curricular activities of the school, application of skills, getting opportunities for reflection and applications of their own experiences in the school situation, development of teaching-learning materials , observation of school processes, taking the arrangement classes, peer group observation of teaching, analysis of school experiences, etc., along with the practice teaching.

	NEP2020 at the future teacher education point of view	Contemporary teacher education
Duration	Two years or Four years Integrated teacher education programe	Two tears Teacher education programme
Focus	Multidisciplinary Multilinguistic Indian knowledge based Internationalization Interactive (Local to Global Level) Inclusive	Limited discipline Limited scope at international level Limited subjects and disciplines
Learning	Teacher must be learn, unlearn and relearn. Options will be available	Rote learning and few career options
Diverse learners	Focus on diverse learners to teach with its well-integrated and multidisciplinary view. Flexible approach of learning	Diverse learners have less scope to learn according to their learning style.
Performance	NEP2020 focus on the level of intellectual performance and adaptive behavior. And also the development of teaching skills and teaching strategies.	Contemporary teacher education focused to prepare teacher to teach secondary students as per their selected method. They don't have option to take other discipline.
Nature of teacher education	Responsive teacher education, with responsive pedagogy to adopt high potential of learning	Limited method of teaching in general classroom. General teacher have difficulty to face diverse learners in classroom.
Teacher	Versatile. and competent to make self-reliant students	Students have limitations to compete at global level

□ The challenge of education 1986 has realized that teacher performance is the most crucial input in the field of education for social transformation. Educational reforms depend largely on the quality of teacher education.

□ To quote Education Commission (1964-66)_ For the qualitative improvement of education a sound programmed of professional education of teachers is essential. From this point of view, the country's teacher's education system was still wanting, although concern for quality and a sound programmed of professional education of teachers had been expressed by every group involved with teacher education, directly or indirectly and also by various commissions, committee and governmental reports.

□ There is unprecedented quantitative growth in teacher education institutions had very often failed to attract quality teachers due to lack of change. Improving teacher performance through more effective teacher preparation is a step towards solving most educational problems. With the aim of improving the conditions of teachers education in the country as a whole, the Government of India took many steps from time to time to bring TE under the control of as strong organization.

Conclusion: The vision of NEP 2020 regarding teacher education has certain features-

The new recommendations towards positive change with increasing concerns on quality, context and readiness of teachers in the county and the need to prepare global teacher Some value related objectives that four years B Ed intends to develop among the student teachers are commitment, competence, accountability, dutifulness, etc., towards the profession. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodology and knowledge on pedagogy of teaching-learning among the student teachers. It brings integrated development of the student teachers in content areas which can develop the skills to be competent enough regarding how to transact the content materials to the students of the schools meaningfully .It is primarily practical oriented to improve the quality of teacher's education. Get sufficient time duration to put emphasis on practical activities like internal assessment, project works, seasonal works, internship in teaching, practice of micro teaching skills, community works, innovative ways for conducting practical activities related to health and physical education, work experience, field work with community, etc. Develop the needed counseling skills and competencies to be a 'facilitator' for and 'helper' of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations.

To sum up conclude that, learn how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills. If Indian knowledge will be highly reflected in education it would help to strengthen the base of education. In Indo-centric education traditional knowledge is powerful with its characteristics
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features. Our ancient education system was remarkable many western countries took reference of Indian knowledge and adopt in their education system. All good practices are related to ancient evident. Indian knowledge system will helpful to rejuvenate teacher education in the country like India. In present paper authors had tried to acknowledge Indian knowledge system and its relevance in contemporary teacher education.

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NEP 2020 Policy

MULTIDISCIPLINARY APPROACH TOWARDS TEACHER EDUCATION RELATED IN NEP

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Abstract

Education is an important aspect that plays a huge role in the modern, industrialized world. This is the age of science and technology. It is the age of explosion of knowledge, day by day, even at every moment, the new knowledge, researches have been explored. We live in the information era, where students are bombarded with information from all concerns, so the need of the hours, to engage students in the learning stream by establishing connections and linkages between various disciplines with the help of available knowledge. It is known as the multidisciplinary approaching the Education. NEP 2020 envision one large multidisciplinary Higher Education Institution (HET) in or near every district, 2030 and encourages multi-disciplinary approach from the primary education, flexibility to choose subjects from science and humanities to students. These types of recommendations encourages an inclusive holistic, fruitful, multidisciplinary education system.

Key words: Multidisciplinary approach, teacher education, NEP 2020.



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Introduction-

Education is an important aspect that plays a huge role in the modern, industrialized world. This is the age of science and technology. It is the age of explosion of knowledge, day by day, even at every moment, the new knowledge, researches have been explored. We live in the information era, where students are bombarded with information from all concerns, so the need of the hours, to engage students in the learning stream by establishing connections and linkages between various disciplines with the help of available knowledge. It is known as the multidisciplinary approaching the Education.

NEP 2020 envision one large multidisciplinary Higher Education Institution (HET) in or near every district, 2030 and encourages multi-disciplinary approach from the primary education, flexibility to choose subjects from science and humanities to students. These types of recommendations encourages an inclusive holistic, fruitful, multidisciplinary education system.

OBJECTIVES:

1. To know the importance of multidisciplinary approach in Teacher Education.
2. To find out the recommendations about multidisciplinary approach in NEP 2020.
3. To establish connection between multi disciplinary approach and teacher education related NEP 2020.

Definition

1. Multidisciplinary Approach

- * Multidisciplinary is something that combines several field of study or academic interest, combining the disciplines of many or several different branches of learning or research.
- * International Bureau of Education - An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspective they bring to illustrate a topic, theme or issues. A multidisciplinary curriculum is one in which the same topic is studied from the view point of more than one disciplines.

Importance of multidisciplinary approach

- * Interdisciplinary teaching is comprehensive teaching which helps teachers work collaboratively in teaching learning process.
- * Scientifically, it has been proven that multi disciplinary teaching, helps in concrete development of cognitive, affective and psychomotor domain together/ simultaneously. It is easy for the child as he or she does not have to switch between different topics in different subjects.
- * As the learning goods remain common for all subjects, teaching efficiency of teachers as well as learning efficiency of students improves.
- * According to the toolkit for multi disciplinary teaching it is real world learning not isolated educational experiences.
- * Multidisciplinary teaching leads to personal and relevant as well as memorable learning experience both for students and teachers.
- * It develops critical thinking and communication skill as well as creativity among students by developing an interest in the teaching learning process.
- * It encourages 'out of box' thinking in both teachers and students.

(Page No. 177, Teacher Education in the 21st Century, Rashmi Kumar, SubhashChander, Bharati, Sage Publications, 2018)

National Education Policy, 2020

The Union cabinet in July, 2020 approved the new Education Policy (NEP), which aims at universalization of Education from pre school to higher education, NEP 2020 is an inclusive framework which will replace the National Policy on Education 1986.

The policy re-firms that bridging social gaps in access, participations and learning outcomes in schools education will continue to be one of the major goals of all education sectors development programme.

Multidisciplinary approach towards NEP 2020 is also one of the part of this policy.

Recommendations about multi disciplinary approach towards Teacher Education -

* The NEP 2020 evision one large multidisciplinary higher education, Institution (HET) in or near every district, by 2030.

* An immediate need to train the teachers and upgrade their skills and knowledge. They need to be in the know how of cutting edge pedagogy and ways of delivering high quality content.

* The flexibility to choose subjects from sciences and humanities with the ability to also learn fine arts and sports will give students a wide range to subjects to choose without the restrictions they faced earlier.

* The step being taken to train the teachers and faculty through a focused process and planned manner is one of the highlight of NEP 2020.

* NEP 2020 is a comprehensive document and its main purpose is to improve the education sector by making it inclusive, holistic, multidisciplinary and more fruitful.

* As per the new policy, the four year multidisciplinary backelor'sprogrammme will be preferred option for B. Ed.

Multidisciplinary approach towards Teacher Education -

* The focus on making education multidisciplinary is one of the significant step in the field of teacher education that will benefit the students.

* Multidisciplinary approach will have far reaching effects on teacher education.

* The flexibility to choose subjects from sciences and humanities will give students a wide range of subjects to choose without any restrictions.

- * The step of training the teachers to upgrade their skills and knowledge is important to know how the cutting edge pedagogy and ways of delivering high quality content. It will enhance the standard of teaching and also attract more number of scholar fellows back into academia.
- * A multidisciplinary form of teacher education enables the development of skills like critical thinking, problem solving, adaptability and flexibility etc. These skills are most important aspect of education to create critical thinkers who can think out of the box to solve issues, utilizing the breadth and depth of learning from their education.
- * Multi disciplinary approach helps to set up well equipped infrastructure for the four years B. Ed. programme in the colleges of Teacher Education.
- * Multi disciplinary approach will bring the change in the mindset of the teachers and students to have all round growth in the 21st century.
- * An approach to curriculum integration brings different topic, them or issues together.
- * Multi disciplinary curriculum inspires students to study from the view point of more than one discipline.

Conclusion :

Multi discipline approach towards Teacher Education related in NEP 2020 will play a significant role in the shaping of the future of higher education in the country and influence India's growth in the future.

CHALLENGES IN IMPLEMENTATION OF NEP (2020) WITH REFERENCE TO MERGER OF B.ED. COLLEGES

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Abstract

National Education Policy is one of most awaited educational phenomenon in Indian Education. There are many fundamental changes are brought in education and teacher education too. One of the changes is elimination of separate existence B.Ed. and its integration in multidisciplinary colleges. The process of confluence will create some issues which should be catered with more academic manners. All these issues are discussed in the paper.

Keywords – *teacher-education, integrated B.Ed., policy of education, future of teacher education, teacher training in India*



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1. Introduction:

Teacher education colleges will be merged in senior colleges having Arts, Science and Commerce etc. faculties; such colleges will be called multidisciplinary Higher Education Institutes. HEI will be having multi-faculties including teacher education. Teacher education will lose its separate identity and will remain a department of a composite college. Teacher education is a professional course and it includes training part. When professional faculty will be joining to traditional and non-professional colleges, many issues will be aroused in the implementation.

2. Challenges:

- NCTE or equivalent authorities should modify the regulations of teacher education in case of staffing pattern, qualifications of faculty, physical resources, special requirement etc. So that there will be clarity and uniformity in the implementation. It is also made clarify the nature and role of Apex body which will be monitoring composite colleges.
- Since teacher education colleges will be merged in senior colleges the post of principal of Teacher Education College will be demolished and it will be converted into head of Department of Education. So the opportunity of career growth for the faculty in teacher education will have no chance to be a principal. There are lots of

differences between the authorities of a HoD and a principal which will affect the overall functioning of teacher education colleges.

- Teacher Education College is the training college which is a professional college too. It has different needs from traditional/ non-professional college. Teacher education courses have to follow CET process prescribed by the Maharashtra government for admission. Every year CET process and admission process delays due to various reasons. So the teacher education courses do not get full term. Due to this there is needed to compress the syllabus within the available term. Because of the rapid decision-making it's very important to execute the course. Because there will be no principal for teacher education, decisions will be delayed. Because the principle of composite colleges will have lots of disciplines. Administrative point of view it is very difficult to give quick decision to each and every faculty. So teacher education faculty we'll have to wait for the sanctioning off the principal for each and every activity please stop hence. If there is delaying the process of decision-making teacher education courses will face lots of difficulties to accomplish the course. So the power and responsibilities of HOD of teacher education should prescribe properly which helps to make quick decision to carry out the course worked smoothly.
- HEIs i.e. Composite college will be having lots of faculties like Arts, Science, and Commerce etc. along with teacher education. Students who admitting for the integrated course will have to attend other faculty lectures like B.A. or B.Sc. at the same time. This is biggest challenge to coordinate the daily timetable and year's plan of B.Ed. with B.A./B.Sc. subjects. This may create lots of chaos of the coordination of students' timetable especially when integrated students are going in the second year they will have different specialise subject for Arts or Science. In this case coordination of all special subjects' timetable and teacher education subjects and activities timetable is very difficult to find common time for teacher education activities. E.g. B.Sc. B.Ed. students of Chemistry special busy in lab, Physics special students busy in field visit and Biology students are free then what should be the teacher education time table for them all. It should be taken care at most so that the students of integrated course will able to attend all the lectures and activities of the integrated course as well B.A. /B.Sc. classes too.

- Teacher education is a training course which is a professional degree. Training has significance importance in every professional course. Nowadays, teacher education courses are carried out in a separate building where all teacher training practises can be performed in a peace. There are fewer distractions in the teacher education colleges because of single faculty colleges. In traditional colleges there are already many faculties like Art, Science, Commerce, Business Administration, Computer etc. and one more faculty that is teacher education will be added and the campus become more crowded. In the crowded campus the peaceful training would be disturbed by the other activities of other faculties. This will definitely decreases concentration and integration of training. There will be many resources in a HEIs i.e. composite colleges which should be used in sharing, in that case teacher education may not have continuous access which force to arrange activities in pieces, causes to negative impact on integrity of training. In a B.Ed. College where resources are dedicated only for teacher education those are used as per the convenience of student teachers. Due too crowded campus and shared resources planning and execution of teacher education courses would be difficult.
- In teacher education courses one to one guidance is very important. Micro lessons, simulation lessons, presentation, discussion, qualitative feedback etc. are carried out. In the crowded and shared campus one to one interaction would be very difficult.
- Since teacher education is a professional and training based programme their requirements are different from the traditional courses. Composite colleges may face the problems while sharing resources with the teacher education courses. Though number of students are less for teacher education courses and one to one interaction is more important and hence they require more resources for example micro teaching rooms, guidance rooms, method labs, activity rooms, art drama music rooms, ICT room etc. which are mandatory in NCTE Regulations.
- Co-existence of Plain B.A. /B.Sc. courses with integrated B.A.B.Ed./B.Sc.B.Ed. would be one of the biggest issues in the implementation. Teacher education is a professional course and its admissions are conducted by CET itself and admission process carried out by Maharashtra Government. In a composite colleges where other courses which are traditional and their admissions generally carried out at college level. Plain B.A. / B.Sc. courses start in the month of June or July immediately after

the result of STD 12th whereas teacher education courses starts late due to CET process. Hence the students admitting for plain B.A. and B.Sc. courses will start sooner than integrated courses or they will have to wait for the commencement of integrated courses.

- For entry level students there will be two options either they go for plain B.A./B.Sc. or Integrated B.A.B.Ed./B.Sc.B.Ed. So their lectures should be started at the same time or different. If they are arranged separately, then work load issues will be raised. Especially, specialization subject lectures where number of students is less. Here is the big mismatch of the starting date of these two courses where their classes will be conducted in the similar timetable. If not the similar timetable then students opting for plain B.A. and B.Sc. will get more classes and students of integrated course will get fewer classes because of the late admission. But their examination will be on the same date, their assessment will be done on the same schedule. So in this case there is injustice on students of integrated B.Ed. Either college has to plan 2 timetables one for plane B.A./B.Sc. and other for integrated B.A.B.Ed. / B.Sc.B.Ed.
- Integrated courses are only available for Arts and Science faculty. There is no provision of integrated course for Commerce students. B.Ed. is compulsory qualification to teach Commerce subject at junior college (HSC) level. So there should be consideration of the Commerce students about their opportunity to do integrate B.Ed.
- The biggest threat of integrated B.Ed. to the present course called D.T.Ed. Because integrated B.Ed. will be available to students they will have choice to be a primary teacher or secondary teacher. Because secondary teacher course i.e. Integrated B.Ed. will give them higher salary, they will prefer for Integrated B.Ed. In that case no one will go for to be a primary teacher because of less salary and lower designation. This is one of the major concerns when the policy will be implementing that how candidates can be encouraged to be a primary teacher rather than a secondary teacher. If the primary teacher education colleges i.e. D.T.Ed. Colleges will about to close then faculty working there since many years their future and career will be at risk. Their accommodation will be major issues in the implementation.

- HEIs can offer different teacher education courses like 4 years integrated courses, two years B.Ed. and even one year B.Ed. too. The staffing pattern and time table would be very complex to implement.
- Educators are trained and experience to interact with graduate students with the age of 21+ years. In case of integrated course, educator's interaction will be with 18+ year's student which is something new for them.

3. Recommendations:

- Proper and precise staffing pattern should be given with all details like job qualifications, job description, hierarchy etc. The role of faculty in HEIs should be defined properly. The different teacher education courses with different tenure and their grant in aid status should be continued. Now days' workload of faculty is discipline wise. Since HEIs will be multidisciplinary, the work load of faculty should be clarified precisely.
- The campus of the composite colleges and their resources should be appropriately shared with for the teacher education programmes as per their requirement of one to one communication and training. NCTE should revise the norms of physical resources in the context with HEIs campus. Those should help teacher education colleges to maintain their training requirement.
- Proper opportunity to be a teacher should be given to the other subjects' candidates completing degree in different faculties than merely arts and science. Nowadays candidates from all the faculties are welcomed and eligible in B.Ed. course hence variety of subjects and faculties and streams candidates are available in all the schools this variety of streams and faculties definitely enrich the content and teaching.
- Candidates should be encouraged to admit for the primary teacher education courses otherwise most of the candidates will go for secondary teacher education programme because of the higher designation and more salary and there will be scarcity of primary teachers.
- Current primary education programme and secondary education programme faculty should be merged properly with their seniority and career advancement in the composite colleges.
- There should be proper orientation made of principal, faculty and administrative staff of the composite colleges to understand the nature of teacher education courses. They

should understand the different nature of the teacher education programme so that they will perform, cooperate and help to execute the teacher education programme successfully and smoothly.

- The model Years plan and Time table for integrated course should be illustrated by apex bodies to show the integration of Arts / Science and Teacher Education subjects. Coordination of Theory, practical, lessons and internship should be coordinated properly.
- Educators must be trained to interact with students of 18+ years. Short term courses should be arranged for educators to make them prepare for different age group that they are not used to.

4. Conclusion:

HEIs will have many academic and administrative issues in the merger of teacher education colleges to traditional colleges. The rules regulations authority responsibility should be properly made at the time of merger since a separate college is going to be part of a senior college there will be many issues of the authorities and responsibilities. It should be properly guided by the Government rules. Otherwise lots of issues related human resources and physical resources will be increased. Unambiguous rules and continuous orientation of staff will be the key for smooth merger.

This is a new change and there are many other changes will be happening at the time of implementation of new education policy 2020 before actual execution there should be lots of discussion on the implementation. After the discussion there should be a code of conduct for the merger of colleges. Then there should be orientation of the faculty and administrative staff and the society about the merger. Further there should be awareness created and the issues reported from the ground level should be catered should be addressed and then only the implementation should begin. If the implementation is done in hurry, the quality of teacher education that is finally will be affected.

The teacher education is the core of all the education it is the spinal cord of the education. If teachers are prepared from the teacher education programme are not having a proper quality that will affect the quality of primary secondary and higher secondary education. If all the faculties are getting affected by the teacher education faculty so teacher education faculty should be catered with most care. Since teachers are required in every field of education, teacher education should be the priority. While implementing National

Education Policy the quality of teacher education is assured the quality of education is automatically assured.

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A STUDY OF NATIONAL EDUCATION POLICY (NEP) 2020 AND QUALITY OF SCHOOL EDUCATION

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Guide

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CHAPTER ONE

1.1 EDUCATION IN PRE-INDEPENDENCE PERIOD

The Education in pre-independence India can be related with religious periods and transformed towards mass education during British rule. The education system in each religious period has some special characteristics and different contributions to the society. The education of the country is focused with the principles of Vedic and aims to make a person self-reliant, wisdom and liberation. The contributions of Indian education were quoted by several scientists around the world. For example, Albert Einstein acknowledged the number counting as a instrumental for all scientific discovery. The paper analyses the development of education in each period. There is no country where the love of learning had so early an origin.

1.2 EDUCATION AFTER INDEPENDENCE PERIOD

Many efforts were made to develop a modern system of education in India prior and after Indian Independence through various educational commissions and committees. Government of India has constituted few more important Commissions and Committees for the overall development of education in India.

1.3 RATIONALE OF THE STUDY

Hence, it is revealed that the Government of India has constituted a good number of committees, commissions, policies and initiatives have been taken up by the government before and after independence to promote and develop the whole educational scenario of the country. But very few Education Commissions and Committees are successful in the implementation of the recommendations given by those Commissions and Committees

1.4 OBJECTIVES OF THE STUDY

1. To study the causes of constituting national education policy of school education since independence in India
2. To examine the implementation of various recommendations of the national policy with regard to school education in India
3. To study the impact of various recommendation with regard to school education in India
4. To study the impact of various recommendation with regard to quality of school education in India

1.5 OPERATIONAL DEFINITION

1. School Education refers to the schooling begin at the age of 5+ year and continue up to 16 year of the children i.e. from the class I to class X.
2. Education policy consists of the principles and government policies in the educational sphere.

1.6 DELIMITATION OF THE STUDY

- 1) The study is delimited mainly on the causes, recommendations and implementations with regard to school education.
- 2) The study is delimited mainly on the school education in India since independence.

CHAPTER-2

THEORITICAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION

The unique feature of ancient India was that the formulation of her civilization was influenced, not so much by political, economic or social factors as by spiritualism. The present education system of India took present shape under several facts and revolutions. If we go to the past history of India then we find that the present education system of India has a developmental history in its own. The past educational history can be categorized under two broad periods. They are- i) Ancient period and the/ Pre-modern period ii) Modern period. The ancient period of education again can be categorized in the following ways

2.2 ANCIENT PERIOD OF EDUCATION / PRE-MODERN PERIOD

- i) Vedic period
- ii) Buddhist Period
- iii) Muslim period

2.3 VEDIC PERIOD

The sources for the information about the Vedic system of education were the Vedas, Vedangas, Upanishads, Brahmins, the systems of philosophy, the Gita and the Sruties

2.4 BUDDHISTIC PERIOD

From 600 B.C. Buddhism existed on the earth. Monasteries or Vihars were the main schools of Buddhism. Buddhist education was introduced by Lord Buddha on the basis of his own philosophy. The main aims of education were to create a sense of equality among all.

2.5 MUSLIM PERIOD

With the establishment of Muslim rule in India the Hindu system of education lost the royal patronage and financial aids from the state. Every Mosque had Maktab or primary school attached to it. The secondary schools were known as lower Madrashes or Saghir Madrashes. Religious and secular education was given.

2.6 ELEMENTARY AND SECONDARY EDUCATION IN MODERN PERIOD

In Indian educational history this year is called the beginning of the modern education of India. Modern education again can be categorized into two broad sections such as) Educational history before Independence, and ii) Educational history after Independence. A lot of efforts have been made to the modern education of India, to develop the system of education.

2.7 POLICY FORMULATIONS ON PRIMARY EDUCATION AND SECONDARY EDUCATION BEFORE INDEPENDENCE

The British East India Company got the power to administer some of the places of India, Lord Curzon may be considered as the modernizer of the Indian Education system because he touched every branches of education of India. It was observed that due to lack of finance primary education could not develop properly. Gokhale again introduced his private Bill of historic importance on March 16th, 1911.

2.8 POLICY FORMULATIONS ON PRIMARY EDUCATION AND SECONDARY EDUCATION AFTER INDEPENDENCE

Tarachand Committee was appointed by the Government of India in 1948. Dr. Tarachand, Educational Advisor to the Government of India, was its chairman. The Central Advisory Board of Education considered its recommendations in 1948. The report deals with general aspects of educational reconstruction, re-orientation of the education system to national objectives, structural reorganizations, improvement of teachers etc.

CHAPTER-3

REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

The existence of the present is based on the past. The history of the past provides the structure like which present would review of related literature is seen as a necessary evil to be completed as fast as possible so that one can get on with the study. The review of related literature however is as important as any other component of the research process, and it can be conducted quite possibly if it is approached in an orderly manner. A summary of writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and yet to be testified. Review of related study assist the researcher academically to proceed in the right direction that is why it's considered one of the most important steps of research methodology or methodology of educational research.

3.2 STUDIES RELATED ON SCHOOL EDUCATION IN INDIA

Verma, G.C., (1968), researched on growth and development of modern education. The study aimed at describing the growth and development of education Rajasthan from 1819 to 1949 onwards

Birdi, Hardev (1990), conducted a study of the implementation of National Educational Policies in India.

Bhattacharjee, D. S. (1986), investigated study on Educational Development in Sikkim, Rai, R.K (1979), studied about the progress and problems of secondary Education in Bihar after independence.

3.3 AN OVERVIEW OF THE RESEARCH STUDIES

In the present chapter the researcher has reviewed a good numbers of research studies of educational research thoroughly. It is revealed from the above discussion that majority of the study have been attempted to study about the historical development of primary education and secondary education before and after independence in different states of the country. The present chapter also helped a lot to the researcher to have the thorough knowledge about the various study to avoid the duplicacy to make a particular study in the field of educational history or historical development of education.

CHAPTER-4

METHODOLOGY

4.1 INTRODUCTION

Research is, thus, an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment. In short, the search for knowledge through objective and systematic method of finding solution to a problem is research. Educational research refers to a systematic attempt to give a better understanding of the educational process, generally with a view to improve its efficiency. It is an application of scientific method to the study of educational problems.

4.2 HISTORICAL RESEARCH

Historical research is a procedure supplementary to observation in which the researcher seeks to test the authenticity of the reports or observation made by other.

4.3 SOURCES OF DATA

Sources of data in a historical arrive at conclusions concerning causes, effects, trends of past occurrences that may help to explain present events and anticipate future events.

4.4 SOURCES OF DATA

Sources of data in a historical research study are classified as primary sources or secondary sources. They are-

4.5 PRIMARY SOURCES

Primary sources consist of –

(a) Remains or relics, associated with a person, group, period or event. Fossils, skeletons, tools, weapon, utensils, clothing, buildings, furniture, paintings, coins, and art objects are examples of those unconscious remains that were not deliberately intended for use in transmitting information or as records.

(b) Oral or written testimony or the records kept and written by actual participants in an event or actual witnesses of the same. These sources are consciously produced for the purpose of transmitting information to be used in the future.

4.6 SECONDARY SOURCES

Secondary sources are the reports of a person who relates the testimony of an actual witness of an actual witness of an event or an actual participant in the same.

4.7 EXTERNAL CRITICISM

The work of external criticism has been greatly facilitated through the development of a number of auxiliary sciences, and of printing and photography, especially in dealing with
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older sources.

4.8 INTERNAL CRITICISM

Internal criticism deals with the meaning and trustworthiness of statements remaining within the document after any spurious or interpolated matter has been removed from the text; in other words, it weighs the testimony of the document in relation to the truth. Many authentic and genuine documents (so determined by external criticism) may not be completely accurate or truthful, and require the processes of internal criticism in the form of textual criticism, as well as investigation of such factors as the competence, good faith, position, and bias of the author of the document.

4.9 EXPLORATION OF DOCUMENTS

To drive the study in its proper direction to reach the objectives, the following documents had been explored in addition the research literatures, to acquire data.

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CHAPTER-V

ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

The analysis process requires an alert, flexible and open mind. No similarities, differences, trends and any outstanding feature should go unnoticed in data analysis process. It involves breaking down of the existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation. Interpretation means deriving meaning from the analyzed data.

After collection of necessary data and information from the various primary and secondary sources the researcher has arranged all the documents chronologically and interpreted with proper references on the basis of objectives and mentioned in the following ways-

- (i) The Causes of constituting various Commissions and Committees on education regarding school education in India after independence.
- (ii) Implementation of various recommendations given by various Commissions and Committees in various times so far the development of school education in India.

5.2 COMMISSIONS AND COMMITTEES BEFORE AND AFTER INDEPENDENCE

Today, the education system in India mainly comprises of primary education (classes I-V), upper primary (middle school) education (classes VI-VIII), secondary education (classes IX-X), senior secondary education (classes-XII) and, thereafter, higher education. In other words, elementary education consists of eight years of schooling (classes' I-VIII). Each of secondary and senior secondary education consists of two years of schooling. Higher education starts after passing the higher secondary education, also called intermediate education. Depending upon the stream (general, medical, engineering, legal, etc), doing graduation takes three to five years.

While some of these reports covered entire system of education, some others focused on its selected sectors or levels. Similarly, the Government of independent India, in pursuance of the constitutional mandate, has also initiated several measures for social and economic reconstruction of the country. Reserving the net effect of all these for later sections of this paper, it is appropriate here to recall the chronology of some landmark commissions, committees, policies, programmes and frameworks.

- ❖ University Education Commission (1948-49) popularly called Dr. Radhakrishnan Commission

- ❖ Secondary Education Commission (1952-53) popularly called Dr.Mudaliar Commission
- ❖ Committee on Higher Education for Rural Areas, Rural Institutions (1954)
Shri K. L. Shrimali Committee
- ❖ Committee of Members of Parliament on Education (1967)
- ❖ Three Delegations by University Grants Commission (1967-1971)
- ❖ Steering Committee of Planning Group on Education (1968)
- ❖ National Policy on Education (1968)
- ❖ National Committee on 10+2+3 Educational Structure (1972) -- Dr.Shukla Committee
- ❖ Draft National Policy on Education (1979)
- ❖ Study Group on INSAT Television Utilisation for Education and Development (1980) -- Shri S. Sathyam Committee
- ❖ National Commissions on Teachers – I & II: The Teacher and Society(1983-85) – Prof. Chattopadhyaya Commission
- ❖ Working Group to Review Teachers' Training Programmed (In the Light of the Need for Value-Oriented) (1983)
- ❖ Challenge of Education: A Policy Perspective (1985)
- ❖ National Curriculum for Primary and Secondary Education: A Framework(1985)
- ❖ National Policy on Education (1986)
- ❖ National Policy on Education: Programmed of Action (1986)
- ❖ National Curriculum for Elementary and Secondary Education – Framework (1988)
- ❖ National Curriculum for Teacher Education: A Framework (1988)
- ❖ Committee for Review of NPE 1986: Towards an Enlightened and Humane Society (1990) -- Acharya Ramamurthy Committee
- ❖ University Grants Commission's Report of the Curriculum Development Centre in Education (1990)
- ❖ NCTE Committee for Teacher Education Programmed Through Distance Education Mode (1990)
- ❖ Central Advisory Board of Education Committee on Distance Education(1992)
- ❖ CABE Committee on Policy, 1992
- ❖ National Policy on Education 1986: Programmed of Action 1992

- ❖ National Advisory Committee: Learning Without Burden (1992)
- ❖ The National Council for Teacher Education Act, 1993
- ❖ Group to Examine the Feasibility of Implementation of the Recommendations of the National Advisory Committee (1993) -- Prof. Yashpal Committee
- ❖ Committee on B.Ed. Correspondence (1993) -- Prof. Ramlal Parikh Committee
- ❖ National Curriculum Framework for School Education (2000)
- ❖ National Curriculum Framework (2005)
- ❖ The Right of Children to Free and Compulsory Education Act, 2009

ISSUES AND CHALLENGES OF NEP IMPLEMENTATION IN TEACHER EDUCATION

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Abstract

In the context of 21st century, we are now entering in a knowledge based educational and economic environment. To succeed in this rapidly changing educational field teacher's role is very important because they give to students purpose, set them for success as citizen of country, world and inspire them. To make this visionary teachers, teacher education plays a vital role.

In July, 2020, the Union cabinet approved the new education policy (NEP) which brings major changes in the education system from pre school to higher education. It also affects the teacher education. As per the new policy the minimum degree required for teaching will be a four years integrated B. Ed., the teacher Eligibility Test (TET) will also be changed as per the new school system and so on. These type of recommendations arises the issues and challenges to NEP implementation in teacher education.

Key words: *Teacher Education, NEP 2020, Issues and challenges.*



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Introduction:

In the context of 21st century, we are now entering in a knowledge based educational and economic environment. To succeed in this rapidly changing educational field teacher's role is very important because they give to students purpose, set them for success as citizen of country, world and inspire them. To make this visionary teachers, teacher education plays a vital role.

In July, 2020, the Union cabinet approved the new education policy (NEP) which brings major changes in the education system from pre school to higher education. It also affects the teacher education. As per the new policy the minimum degree required for teaching will be a four years integrated B. Ed., the teacher Eligibility Test (TET) will also be changed as per the new school system and so on. These type of recommendations arises the issues and challenges to NEP implementation in teacher education.

OBJECTIVES:

1. To know the recommendations about the implementation of teachers Education in NEP 2020.
2. To find out the issues and challenges in the implementation of teachers education in NEP 2020.
3. To suggest the solutions for the issues and challenges in the implementation of teacher education in NEP 2020.

Definition

1. Teacher Education -

National Council for Teacher Education -

A programme of education, research and training of person to teach from pre primary to higher education level.

2. Wikipedia -

Teacher education refers to the policies, procedures and provisions designed to equip (prospective) teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

From the above definitions, it is clear that teacher education is a planned programme for education for the making of teachers with the required knowledge, attitudes, skills for the teaching profession. It also includes the syllabus, planning of teaching experiences according to policies, provisions and procedures about the teacher education.

Objectives of Teacher Education -

1. Imparting an adequate knowledge of the subject matter.
2. Equipping the prospective teachers with necessary pedagogic skills.
3. Enabling the teacher to acquire understanding of child psychology.
4. Developing proper attitudes towards teaching.
5. Developing self confidence in the teachers.
6. Enabling teachers to make proper use of instructional facilities.
7. Enabling teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development.

8. Development of the ability to give direct satisfaction of parents from the achievement of children.

(Google, articles, shared by Z. Khan, Your Article Library)

Qualifications for the teacher Education :

1. The eligibility requirement for D. Ed.
12th Std. pass examination of any faculty (science, arts and commerce)
2. B. Ed.
Graduation completed in any faculty (science, arts and commerce and equivalent)
3. The Duration of D. Ed. and B. Ed.
2 years programme.

TET :

For the admission of the B. Ed. Course, TET (Teacher Eligibility Test) is compulsory.

Role of Teacher -

To succeed in the rapidly changing world of 21st Century, students of teacher education need to develop following qualities.

1. Work independently as self driven, life long learners and innovators.
2. Work collaboratively and respect diverse view points.
3. Think critically about new challenges.
4. Apply their knowledge in novel situations.
5. Communicate via a range of technologies.
6. Work persistently in the face of difficult challenges.

National Education Policy, 2020.

India's first Education policy was passed and implemented in 1986. After thirty four years the National Education Policy (NEP) for India has been updated, revised and approved on 29th July, 2020. This policy brings a huge changes in India's Education system to make Indian an attractive destination for higher education world wide.

Recommendations about Teacher Education in NEP 2020

- As per the new policy, by 2030 the minimum degree required for teaching will be a four year integrated B. Ed.
- The teacher Eligibility Test (TET) will also be changed as per the new school system.

- For subject teachers, suitable TET or the National Testing Agency (NTA) test scores in the corresponding subjects will also be taken into account for recruitment. The NTA will hold exams for all subjects and a common aptitude test.
- Those who qualify TET will have to give a demonstration or appear in an interview and show their knowledge of the local language. As per the NEP, "Interview will become an integral part of teacher hiring".
- To qualify TET and interview would be must for teacher in private schools.
- Dual B. Ed. degrees will be focus on one language and having bilingual lectures.
- B Ed. programmes will allow specialization in the education of gifted children.
- One and two year B. Ed. options, will also be available Two year B. Ed. will be for candidates having a bachelors degree and one year B. Ed. programme will be offered, only to those who have completely the equivalent of four year multi disciplinary Bachelors degree or who have obtained a Master's degree. These candidates will be later hired as subject teachers in the area of speciality for the subject pursued at UG and PG level.
- Additionally, shorter post B. Ed. certifications courses will also be made widely available, at multi disciplinary colleges and universities.
- To ensure that outstanding students enter the teaching profession, especially from rural areas, a large number of merit based scholarships shall be instituted across the country for studying quality 4 years integrated B. Ed. programmes. In rural areas, special merit based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B. Ed. programmes.
- In order to fully restore the integrity of the teacher education system, stringent action will be taken against sub standard stand alone Teacher Education Institutions (TET's) running in the country, including shutting them down, if required.
- A common guiding set of National Professional standards for Teacher (NPST) will be developed by 2022, by the National Council for Teacher Education. The professional standards will be reviewed every 10 years. Teacher transfers will be hatted as per NEP, 2020. Transfer will be allowed in 'very special circumstances'.

Issues and Challenges :

A well defined and futuristic education policy is the need of every country as education is the key driver of economic and social progress. According to respective traditions and culture, different countries have adopted varied education system.

The Government of India also took a giant leap forward by announcing the new education policy, 2020 (NEP 2020).

The objectives of the policy are very noble but there lies a world of difference between laying down a policy on paper and following it in a spirit.

There are following issues and challenges of NEP implementation in Teacher Education :

1. Finding of

In the new education policy, 2020 conceptual and experimental teaching will be taught as compared to the present printed content oriented teaching for more infrastructure teaching aids, ICT tools, in teacher education colleges may be needed. More funds, allocation is required from the government to fulfill all these needs.

2. Digital connectivity :

In remote areas or in rural area for the use of internet or digital class room, digital connectivity is needed.

3. Teacher Training -

Need to create a large pool of trained teachers as 4 years B. Ed. programme has to be implemented.

For that more teachers are required and in teacher education, the policy envisages a sweeping structural design of the curriculum is a very essential step. So, in order to deliver this curriculum effectively, teachers who are trained and understanding the pedagogical needs are important.

So, the implementation of teacher training programme becomes a challenges in Teacher Education.

4. Implementation of Multi disciplinary approach in Teacher Education :

In Teacher Education the National Education policy, 2020's focus on multi disciplinary approach is a very welcome step. But in many colleges, departmentalized culture runs very deep among scholars and professors alive, with few expectations. But for the

implementation of multi disciplinary approach is no easy task. This requires a cultural shift in the entire teacher education ecosystem, over the next 15-20 years.

5. Many options of B. Ed.

In present, B. Ed. course is of 2 years programme. But in NEP, 2000, there are 3 options for doing B. Ed. along with the 4 years B. Ed. course, one and two years B. Ed courses will be also available. This implementation may be bring diversity at college level. Teachers have to give attention at 3 levels.

6. Funding for scholarships:

For the outstanding students from the rural area who are entering in teaching profession, merit based scholarship will be given in NEP, 2020. For that, a large number of funding agencies are needed. So, funding for scholarship becomes a big challenge before the government. It requires private institutions to more scholarship to make admissions possible suggestions

1. Qualified and vocationally trained teachers should appoint.
2. Proper infrastructures for teacher education colleges should provide from Govt. society and corporates from C. S. R. Funds.
3. Proper realistic and practical policy for the development of teacher education.
4. Effective teacher training programme should be arranged.
5. In spite of many period options of B. Ed. programme, one fix option is required.
6. Orientation about multi disciplinary approach implementation of the teachers should be held.
7. Digital connectivity should be available in the rural area of remote area.

8. Availability of Teacher -

Over 250 million students are expected to enroll in schools in India by 2030. With a teacher students ration of 1:35, India needs an estimated 7 million plus teachers to address this huge student population. Those teachers need to have graduated in an esteemed B. Ed. programme for a 12th pass, graduates and post graduate for one, two and four year respectively. So, it becomes a huge task in front of the teacher education colleges of availability of trained teachers.

Conclusion:

The drafting committees of NEP 2020 has made a comprehensive attempt to design a policy about teacher education that considers diverse view points, field experiences, experts feedback and global best practices in teachers education. The mission is aspirational but implementation roadmap will decide if this will truly come in realistic and make student teachers ready for the future challenges.

A STUDY OF CHALLENGES FACED DURING A FOUR YEAR INTEGRATED COURSE (B.A./ B.SC. B.ED.) AT ASHOKA COLLEGE OF EDUCATION

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Introduction

Development of human resources as per the need and requirement of the country and the industry is the challenge in front of the ministry of education of the nation. According to changing references upcoming challenges, development of Technology explosion of knowledge need and requirement of society Requirement of Human Resource always changes. To fulfil the gap of the need of human resources in the country and the actual production of the human resource in the country, updating Development changes are necessary.

Teacher Education is the most important part of this human resource development. Development of teachers is the base of all education systems to develop the resources. In the present scenario the schools are changed, education is converted into service sector to fulfil the needs of students, the needs of parents and teachers should have multidimensional skills. Teachers should be facilitator guide motivator counsellor.

The Ministry of Education of Government of India has recently decided National Educational policy that Education will be integrated into the College of Education and will be converted into four years integrated course for bachelor of education. Before that in Maharashtra 2 to 3 colleges for working as integrated colleges and Ashoka Education Foundation's Ashoka College of Education is one of them. On the basis of the above discussion researchers have decided to find the challenges faced during the integrated course of Bachelor of Arts and Bachelor of science at Ashoka College of Education.

Need of Research

Teacher Education Institute plays a vital role in framing nation and create new generations students. Teacher Education requires multidisciplinary approach. Teachers must have various qualities, subject knowledge and values and also updated knowledge. Many of us are aware of
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Two years B.Ed programme and some Teacher Institutes also have four year integrated course. This research study will help researcher to understand challenges faced by four-year integrated course.

Statement of Research- A Study of Challenges faced during a four Year Integrated Course (B.A./ B.Sc. B.Ed.) at Ashoka Education's Foundation's Ashoka College of Education, Nashik

Objectives of Research

1. To find challenges faced during B Ed. integrated course at Ashoka College of Education.
2. To find causes behind the challenges face during B Ed integrated course at Ashoka College of Education

Research question

1. What are the challenges faced during four-year integrated course by the teachers and students?
2. What are the causes behind the challenges faced during food in integrated course by teachers and students?

Research method- Present research is applied research and is survey method of descriptive research methodology is used for present research.

Sample and sampling method-

15 teachers from Ashoka Education Foundation's Ashoka Colleges of Education (B.A.B.Ed./B.Sc.B.Ed.) are selected at the sample through to **purposive** sampling method.

Data Collection tool-

1. **Questionnaire** - questionnaire of 17 questions is developed by researcher.

Statistical tool

1. Percentage
2. Graphs

Sample:

Class VII std students of National School, Nashik

Analysis

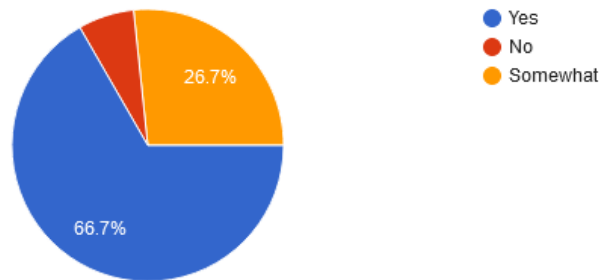
Researcher have collected data through questionnaire of 17 questions by using google form. Collected data is analysed by using percentage graphs and charts. Question wise analysis is given as follows.

Respondents

Number of responses: 15 responses.

Do the candidates are aware of four years integrated course to take admission?

15 responses



66.7% students are aware about four years integrated course.

26.7% students are unaware about four years integrated course.

6.6% students are somewhat aware about four years integrated course.

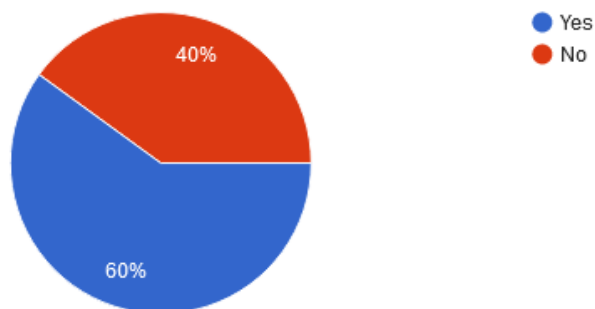
Causes of unawareness about four years integrated course.

1. Ignorance
2. Less awareness in people about course
3. Limited colleges, initially students do not have much interest in education field
4. Due to new course.
5. Due to less Awareness of program
6. Ignorance, Lack of communication and contact
7. Less Promotion of the Courses

Ignorance less awareness of program, limited colleges, Lack of communication and contact Less Promotion of the Courses are the causes of unawareness.

Is the syllabus challenging for Teaching-Learning process

15 responses



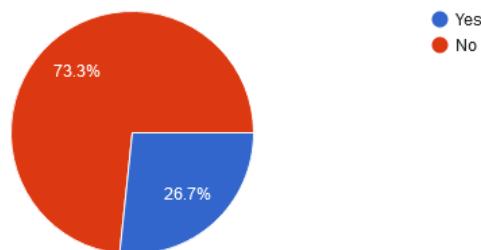
According to 60% percent respondents the syllabus is challenging for teaching learning process.

According to 40% percent respondents the syllabus is challenging for teaching learning process.

Challenges for teaching learning process.

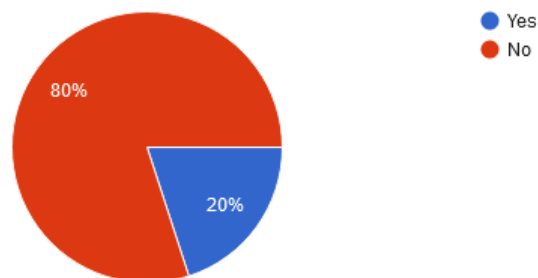
1. Integration of plain subjects with regular subjects and practicum
2. Learning Special subject and education subject at a time can be difficult
3. Fees and admission
4. As per 21st century level Teachers have to adopt themselves as per the changes
5. Gets difficult to manage both Practical and Practicum.
6. The practicum of first year (as they enters late due to admission process) should be reduced and need to shift it to second year.
7. As is integrated course it is difficult to cover syllabus in the provided time period.
8. Teacher has to deal with students after their junior college they are immature.
9. Teacher has to integrate B.Ed. objectives with senior college objectives

As it is integrated course, is it time consuming for completion of syllabus for students
15 responses



According to 73.3% respondents four years integrated course is not time consuming.

Dose students find difficulties in understanding subjects of Education
15 responses



80% students do not find difficulties in understanding subject education.

20% students find difficulties in understanding subject education.

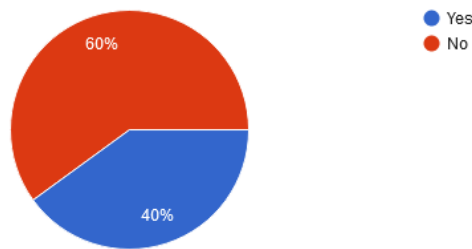
Difficulties faced by students for understanding Syllabus.

Students faces difficulty in special subject

1. Educations subjects and practicum
2. No issues while understanding syllabus
3. Science background students may need more writing practice
4. While studying science subjects students become ignorant to Education subjects.
5. Immaturity of students
6. Sometime related to practicum

Is Implementation of internship in the school becomes a challenge due to its long time period ?

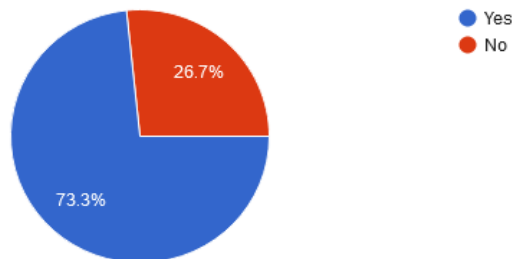
15 responses



According to 60% respondent's implementation of internship is not challenging due to long time period

Is the number of Qualified Teacher Educators required as per government norm a challenge

15 responses



According to 73.3 % respondents the number teacher educators required as per government norm is challenge.

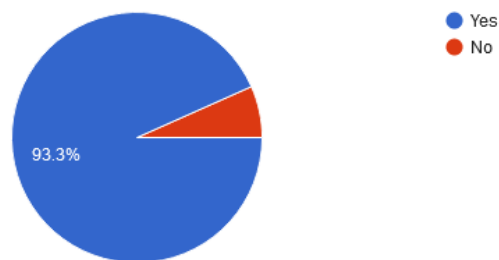
Challenges.

1. Specialised subjects qualified teacher's availability
2. Getting faculty qualified in both degrees with ability to teach special subjects is difficult

3. Qualification
4. Subject specific is challenging
5. Qualified teachers with fluency in English
6. Because of Pandemic situation some faculties left the job
7. Difficult to manage and difficult to sustain
8. Payment issues

Is Infrastructure requirements as per norms for four year Integrated course more compared to two years B.Ed course.

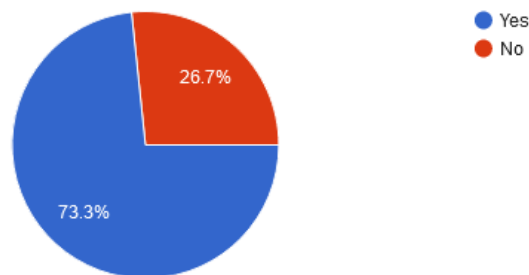
15 responses



According to 93% people infrastructure requirement is more to compare to two years course.

is time hours for four years integrated course more compared to two years B.Ed course.?

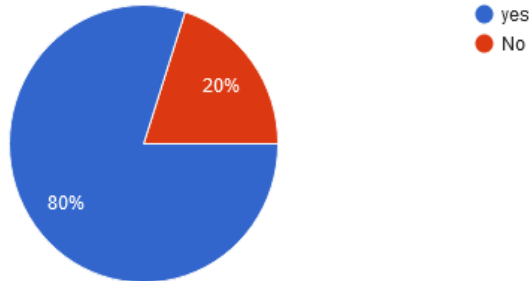
15 responses



According to 73.3 % percent respondents time hours are more compared to two years B.Ed.

Do you have experience of teaching for two years B.Ed. Course

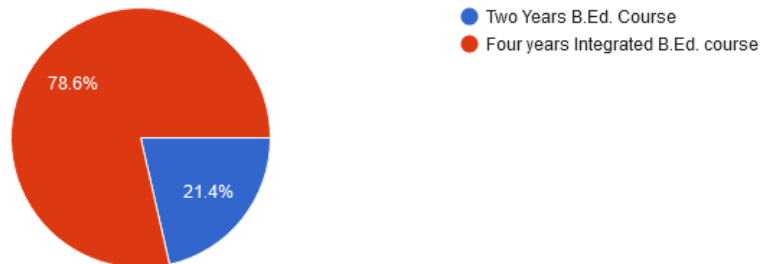
15 responses



80% Respondents have experience of teaching of both courses.

If yes then which is more effective for skill development of pupil teacher

14 responses



According to 78% respondents four-year integrated course is more effective for skill development of pupil teacher

Findings

1. 66.7% students are aware about four years integrated course.
2. 26.7% students are unaware about four years integrated course.
3. 6.6% students are somewhat aware about four years integrated course.
4. According to 60% percent respondents the syllabus is challenging for teaching learning process.
5. According to 40% percent respondents the syllabus is challenging for teaching learning process
6. Ignorance less awareness of program, limited colleges, Lack of communication and contact Less Promotion of the Courses are the causes of unawareness.
7. According to 73.3 % respondents the number teacher educators required as per government norm is challenge.
8. According to 73.3 % percent respondents time hours are more compared to two years B.Ed.

9. 80% Respondents have experience of teaching of both courses.

Challenges

1. Integration of plain subjects with regular subjects and practicum also Learning Special subject and education subject at a time can be difficult
2. Gets difficult to manage both Practical and Practicum.
3. As is integrated course it is difficult to cover syllabus in the provided time period.
4. Teacher has to integrate B.Ed. objectives with senior college objectives

Difficulties faced by students for understanding Syllabus.

1. Students faces difficulty in special subject
2. Educations subjects and practicum
3. Science background students may need more writing practice
4. While studying science subject's students become ignorant to Education subjects.
5. Immaturity of students
6. Sometime related to practicum
7. The practicum of first year (as they enter late due to admission process) should be reduced and need to shift it to second year.
8. Teachers have to adopt themselves as per the changes
9. Proper time management for curriculum implementation

Difficulties qualified teacher's availability.

1. Specialised subjects qualified teacher's availability
2. Getting faculty qualified in both degrees with ability to teach special subjects is difficult
3. Qualification
4. Subject specific is challenging
5. Qualified teachers with fluency in English
6. Because of Pandemic situation some faculties left the job
7. Difficult to find and difficult to sustain

Causes

Ignorance less awareness of program, limited colleges, Lack of communication and contact Less Promotion of the Courses are the causes of unawareness about course.

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नवीन शैक्षणिक धोरण शिक्षक शिक्षण अभ्यासक्रम या संदर्भात अपेक्षा व आव्हाने

प्रा. सौ. दीपा अनिल पाटील

नं ता वि स शिक्षणशास्त्र, महाविद्यालय नंदुरबार



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भारतीय अवकाश शास्त्रज्ञ आणि नवीन शैक्षणिक धोरण रचनाकार के कस्तुरीरंगन यांनी तयार केलेल्या नवीन शैक्षणिक धोरणांमध्ये आमूलाग्र बदल लक्षात येतात प्रामुख्याने शालेय शिक्षणाचा आकृतीबंधात खूप मोठ्या प्रमाणामध्ये बदल झालेला आहे प्रस्तुत लेखामध्ये नवीन शैक्षणिक धोरणामध्ये शिक्षक शिक्षणसंदर्भात विविध प्रकारच्या अपेक्षा, शिक्षक शिक्षणाचा अभ्यासक्रम, शिक्षक शिक्षण अभ्यासक्रम राबविण्यासाठी येणारी आव्हाने या सर्वांचे विवेचन केलेले आहे

शिक्षक शिक्षण अभ्यासक्रम शिक्षण शास्त्र विद्याशाखेचा अभ्यासक्रम

नवीन शैक्षणिक धोरणानुसार शिक्षणशास्त्र विद्याशाखेच्या अभ्यासक्रमामध्ये ठळक झालेले बदल म्हणजे सध्या सुरू असलेल्या दोन वर्ष पदवी अभ्यासक्रमाऐवजी आता चार वर्षांचा एकीकृत बीएड अभ्यासक्रम होय सध्या बीएड प्रवेशासाठी विद्यार्थ्यांना पदवी घेणे आवश्यक असते मात्र नवीन शैक्षणिक धोरणानुसार शिक्षणशास्त्र पदवीसाठी इयत्ता बारावी नंतर प्रवेश घ्यावा लागेल या अभ्यासक्रमात चार वर्षात विद्यार्थी विविध शालेय विषयांचा सखोल अभ्यास करेल तसेच शिक्षकासाठी आवश्यक असलेले विविध कौशल्य अंगीकृत करण्यासाठी विविध प्रालयिकांचा ही समावेश अभ्यासक्रमात करण्यात आलेला आहे चार वर्षांच्या एकीकृत शिक्षणशास्त्र पदवी साठी स्तर निहाय व विषय निहाय अभ्यासक्रमाची रचना करण्यात येणार आहे या शिक्षणशास्त्र पदवी मध्ये व्यवसायिक शिक्षण व विशेष शिक्षणाचाही समावेश असणार आहे एकंदरीत भावी पिढी घडविण्याच्या साठी दर्जेदार शिक्षण देण्याच्या दृष्टिकोनातून, विषय तज्ञ व नैपुण्य असलेला शिक्षक घडविण्याच्या दृष्टिकोनातून एकीकृत शिक्षणशास्त्राचा अभ्यासक्रम तयार केला जाणार आहे

नवीन शैक्षणिक धोरणाच्या शिक्षण शास्त्राच्या संदर्भातील अपेक्षा

शिक्षणशास्त्र ही संपूर्ण शिक्षणक्षेत्रातील महत्वाची विद्याशाखा असल्याचे लक्षात घेऊन नवीन शैक्षणिक धोरणात विविध अपेक्षा वर्तविलेल्या असल्याचे लक्षात येते अध्यापन ही कला जरी असली तरी नैतिक व बौद्धिक दृष्ट्या अध्यापन हे आव्हानात्मक आहे म्हणूनच नवीन शिक्षकाची कसून तयारी होण्याच्यादृष्टीने अभ्यासक्रम दर्जेदार असला पाहिजे अध्यापन हे नैतिकदृष्ट्या होणे गरजेचे आहे राष्ट्राची भावी पिढी याच वर्गखोल्यातून घडत असल्याचे लक्षात घेऊन शिक्षकाजवळ विषयज्ञान

सोबतच नैतिकता असणे आवश्यक आहे विद्यार्थी अनुकरणातून शिकत असतो तसेच भावी पिढी मूल्याधिष्ठित होण्यासाठी जाणीवपूर्वक प्रयत्न करणे गरजेचे आहे एकंदरीत सध्याच्या धावपळीच्या युगात, तसेच कुटुंबातील बदलत्या परिस्थितीनुसार, समूह संपर्क साधनांच्या वर्चस्व नुसार विद्यार्थ्यांमध्ये मूल्यांचे शिक्षण देणे गरजेचे झालेले आहे भारताकडे मोठ्या प्रमाणात युवाशक्ती आहे, या युवाशक्तीला योग्य वळण लावणे ही जबाबदारी शिक्षकांची आहे म्हणूनच शिक्षकाकडे त्याच्या अध्यापन कौशल्यमध्ये नैतिकता असणे आवश्यक आहे नैतिक शिक्षणातूनच विद्यार्थ्यांचा भावनिक विकास होणार आहे जीवन जगण्याची कौशल्य या नैतिकतेतूनच विद्यार्थ्यांना प्राप्त होणार आहे या सर्वांचा विचार करून नवीन शैक्षणिक धोरणात शिक्षकाकडून अपेक्षा व्यक्त केलेल्या आहेत अध्यापन हे बौद्धिक दृष्ट्या ही आव्हानात्मक आहे कारण आज येणारा विद्यार्थी सर्व सुखसोयी संपन्न असल्याचे लक्षात येते प्रत्येक विद्यार्थ्याला समूह संपर्क साधने हाताळता येतात या समूह संपर्क साधनाच्या मधून ज्ञान ग्रहण कसे करावयाचे हेही त्याला माहित असते आणि यातूनच विद्यार्थ्याला नवीन काय द्यावयाचे हे शिक्षकासाठी आव्हान आहे

तसेच नवीन शैक्षणिक धोरणानुसार घोकंपट्टी करण्यात येणारे अध्ययन कमी करून त्याऐवजी सर्वांगीण विकास आणि शोधक विचारक्षमता, सर्जनशीलता, सुसंवाद, परस्पर सहकार्य, बहुभाषिकता समस्या निराकरण, नीती तत्वे, सामाजिक बांधिलकी व अंकीय साक्षरता अशा एकविसाव्या शतकातील अभिनव कौशल्यांवर आधारित अध्ययनाला चालना देण्यासाठी सन १९९६ पर्यंत अभ्यासक्रम व अध्यापन शास्त्र यामध्ये बदल होणार आहे, या अनुषंगाने हा अभ्यासक्रम शिकविणारा भावी शिक्षक म्हणजेच २१ चा विद्यार्थी या सर्व पैलूंनी सक्षम करावी लागणार आहे

तसेच पायाभूत स्तर, तयारीच स्तर, मधील स्तर आणि दुसरा स्तर या चार स्तरानुसार विविध विषयांसाठी त्याला तयार रहावे लागणार आहे या संपूर्ण चारही स्तरांमध्ये अध्यापनाच्या विविध पद्धतीने छात्र अध्यापकला तयार करण्यासाठी अभ्यासक्रम आखावा लागेल

एकंदरीत नवीन शैक्षणिक धोरणानुसार शिक्षणशास्त्र या पदवी अभ्यासक्रमामध्ये आमूलाग्र बदल करावे लागणार आहेत अभ्यासक्रमांमध्ये भाषा शास्त्रीय, सौंदर्य शास्त्र व कला यांची जाण सुसंवाद नैतिक कारण मी माणसा अंक साक्षरता यासारख्या विविध कौशल्यांना प्रोत्साहन देण्यासाठी तत्पर रहावे लागणार आहे

बहुशाखीय संस्थामध्येच शिक्षण प्रशिक्षण

नवीन शैक्षणिक धोरणांमध्ये आणखी एक आमूलाग्र बदल म्हणजे शिक्षणशास्त्र महाविद्यालय आता सीनियर कॉलेजला जोडली जाणार आहेत म्हणजेच आतापर्यंत शिक्षणशास्त्र महाविद्यालय हे स्वतंत्र कार्यरत होते, मात्र या शैक्षणिक धोरणांमध्ये विद्यार्थ्यांना संपूर्ण विषयांचे सखोल ज्ञान व प्रात्यक्षिक

देण्यासाठी शिक्षणशास्त्र महाविद्यालय आता सीनियर कॉलेजेसला जोडली जाणार आहेत यामध्ये बीए बीएड आणि बीएस्सी बीएड असा स्वतंत्र अभ्यासक्रम या मध्ये राबविला जाणार आहे

शिक्षण शास्त्र महाविद्यालय समोरची आव्हाने

नवीन बदलाचा स्वीकार :-

बदल हा सामान्य जनतेला नेहमीच नको वाटलेला आहे कोणताही बदल सहजासहजी स्वीकारणे हे मोठे आव्हान असते बीएड अभ्यासक्रमा संदर्भात धर्म्मन पर्यंत एक वर्षाचा अभ्यासक्रम होता धर्म्मन नंतर सत्र पद्धतीला सुरुवात झाली आणि नंतर दोन वर्षांच्या दोन वर्षाचा अभ्यासक्रम जेमतेम सुरू होतो, तोपर्यंतच चार वर्षांच्या एकीकृत बीड चा अभ्यासक्रम समोर येत आहे या सर्व घटना इतक्या लवकर होत आहेत की त्यांचा सहजासहजी व जसाच्या तसा स्वीकार होणे हे जवळजवळ अशक्यच वाटते

बहुशाखीय संस्थांमध्ये समायोजन

2030 पर्यंत सर्व शिक्षणशास्त्र महाविद्यालये बहुशाखीय संस्थांना जोडली जाणार आहेत अनुदानित शिक्षणशास्त्र महाविद्यालय यांच्या तुलनेत विनाअनुदानित महाविद्यालयांची संख्या जास्त आहे अनुदानित बहुशाखीय संस्था आणि विनाअनुदानित शिक्षणशास्त्र महाविद्यालय यांचे समायोजन ही अशक्य असलेली बाब एक मोठे आव्हान आहे

दर्जेदार अभ्यासक्रम

नवीन शैक्षणिक धरणांमध्ये शिक्षणशास्त्र पदवी अभ्यासक्रमात शालेय पूर्व ते इयत्ता बारावी पर्यंतचा समावेश करण्यात आलेला आहे सध्या बीएड अभ्यासक्रमात माध्यमिक व उच्च माध्यमिक या वरच्या दोन स्तराचा अभ्यास होता हे शालेय पूर्व व प्राथमिक अभ्यासक्रमात आणणे हे मोठे आव्हान आहे अभ्यासक्रमाची निर्मिती एनसीईआरटी व एनसीटीई उत्तम प्रकारे करेल यात शंका नाही मात्र हा अभ्यासक्रम राबविणारे शिक्षक प्राध्यापक यांच्या पचनी पडण्यात मोठा कालावधी लागेल अध्यापन पद्धती, विविध कौशल्य शैक्षणिक साहित्य, एकंदरीत अध्यापनशास्त्रातच मोठा बदल होणार आहे, या बदलाला सामोरे जाणे हे मोठे आव्हान आहे

शाळा व बहुशाखीय संस्थांमध्ये समन्वय

नवीन शैक्षणिक धोरणानुसार शिक्षण शास्त्र पदवी अभ्यासक्रमात मोठा बदल होणार आहे हा बदल शिक्षणशास्त्र महाविद्यालय समजून घेईलही, मात्र बहुशाखीय संस्थांना शिक्षणशास्त्र पदवी अभ्यासक्रम समजून घेणे व तो राबविणे हे आव्हानात्मक आहे त्यातही शाळा आणि शिक्षण प्रशिक्षण यांचा समन्वय साधतांनाही बहुशाखीय संस्थांना अवघड होणार आहे शिक्षणशास्त्र पदवी अभ्यासक्रमात आतापर्यंत माध्यमिक शाळांशी सहजतेने समन्वय साधला जात होता मात्र नवीन

शैक्षणिक धोरणातील शिफारशीनुसार अंगणवाडी, बालवाडी, प्राथमिक, माध्यमिक आणि उच्च माध्यमिक सर्व वर्ग या शाळांशी समन्वय साधणे हे ही आव्हानच आहे

अतिरिक्त कर्मचारी

एकीकृत चार वर्ष बीएड अभ्यासक्रमात शिक्षणशास्त्र महाविद्यालयांचे स्वतंत्र अस्तित्व संपणार आहे ही सर्व महाविद्यालये बहुशाखीय संस्थांना जोडण्याची योजना आहे जर असे झाले तर ग्रंथपाल, प्राचार्य आणि शिक्षकेतर कर्मचारी इत्यादी अतिरिक्त ठरणार आहेत या सर्व कर्मचाऱ्यांचे समायोजन करणे हेही आव्हान असणार आहे किंवा जर बहुशाखीय संस्थांना न जोडता स्वतंत्र शिक्षण शास्त्र महाविद्यालय ठेवली तर, इमारतीपासून ते प्राध्यापक व सर्व कर्मचारी वर्ग यांची संख्या वाढवावी लागणार आहे बीए बीएड आणि बीएस्सी बीएड हा चार वर्षांचा एकीकृत अभ्यासक्रम राबविण्यात सुसज्ज यंत्रणा हे महत्त्वाचे आव्हान लक्षात येते

विद्यार्थ्यांचा कल

इयत्ता बारावीनंतर बीएड प्रवेश या संदर्भात विद्यार्थ्यांच्या कलाचा विचार केला तर बरेच विद्यार्थी दहावीनंतर सायन्स किंवा विज्ञान या शाखेकडे वळतात, आणि त्यानंतर पुढील शिक्षण त्यांच्या दृष्टिकोनातून किंवा आवडीने ते मेडिकल इंजिनिअरिंग किंवा इतर व्यावसायिक शिक्षण घेण्याकडे त्यांचा कल दिसतो याच विद्यार्थ्यांना आणखी एक नवीन पर्याय नवीन शैक्षणिक धोरणात देण्यात आलेला आहे आणि तो म्हणजे बीएड चा विद्यार्थ्यांचा इतर व्यावसायिक शिक्षणाकडे वाढता कल लक्षात घेता बीएड प्रवेशासंदर्भात विद्यार्थ्यांच्या संख्येचा प्रश्न या ठिकाणी निर्माण होऊ शकतो हे मोठे आव्हान या ठिकाणी लक्षात येते

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BEST PRACTICES IN TEACHER EDUCATION

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Abstract

Teacher education is a programme that is related to the development of teacher competence that would empower the teacher to meet the requirements of the profession and face the challenges. These days it is not only books but a teacher should be more competent enough to deal with the students having different learning styles. The development and changes happening around has made the teachers to adapt new teaching and learning strategies. The pre-service and in-service education programs have shown a paradigm shift with its emphasis on globalization. The main purpose of this paper is to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. This paper emphasizes on training and adapting new practices in the teaching learning process.



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1. Introduction

In the education world, the phrase 'best education practice' is used for a variety of activities. Best Education Practices can be broadly defined as the wide range of individual activities, policies, and programmatic approaches for achieving positive changes in student attitudes or academic behaviours. This can be possible only if the teacher is trained in understanding and adopting best practices which give the desired results in empowering the students as per the goal.

Best practices are a set of guidelines, ethics or ideas that represent the most efficient or prudent course of action, in a given educational situation. Best practices may be established as per the needs of the curriculum.

Good teaching practice is a key influence on student learning - a desired outcome and primary goal of higher educational institutions. Teachers strive to meet the principles of good practice in an effort to provide the best learning experience for their students - Flinders University.

Curriculum design, delivery, development and evaluation, student engagement, support and development, professional learning and career development are some of the areas where
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identifying and using best or effective practices and subsequently educating, training the teacher to use them in ways that promote active and engaged learning, that will result in stimulating a high level of student satisfaction and achievement.

Adopting best practices enables the teachers to develop the knowledge and skills they need to address student's learning challenges. Professional development is not effective unless it helps teachers to improve their instruction.

1.1 NEP and Teacher education

Recognising the contribution teachers can make in reforming pedagogy to improve the learning outcomes.

The NEP 2020 gives autonomy to teachers in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development.

The NEP 2020 acknowledges the reality of unmotivated and dis-spirited Indian teacher and proposes to completely overhaul the teaching profession to create a robust merit-based structure of tenure, salary, and promotion that incentivizes and recognizes outstanding teachers.

The NEP 2020 states, 'Teachers truly shape the future of our children and therefore, the future of our nation' thereby implying that teachers play the most important role in nation-building by creating high quality of human resources in their classrooms.

While this idea of an **empowered teacher** has the potential to move mountains, the ground realities are quite different.

1.2 Issues and Challenges in Teacher Education

NEP 2020 holds dismal conditions of teacher education, recruitment, deployment and service conditions responsible for the lack of teacher quality and motivation. Currently, there is no systematic training happening for the in-service teacher. There is an urgent need to focus on the continuous professional development of the teacher which will focus on –

1. Understanding and implementing new theories and practices in the education field.
2. Training to understand new pedagogical developments.
3. Training to handle technology for instructional purpose.
4. Understanding interdisciplinary approach and using it for teaching.
5. Training to select the right teaching and learning methodology for optimum results.

According to NEP 2020 school teachers must undergo **50 hours** of CPD (Continuous Professional Development) opportunities every year to keep themselves updated by attending workshops or on-line teacher development modules.

Innovative teaching methods adopted by teachers to improve the learning outcomes should be recognised, documented and shared widely as recommended best practices.

1.3 Features of teacher education programmes that most effectively support successful transition to effective practice:-

According to NEP, the best practice transition and induction programmes:

1. are guided by professional standards
2. involve mentoring where mentors are carefully selected for their expertise and receive ongoing training
3. include classroom-based learning opportunities for new teachers
4. provide continuing professional development
5. are supported through the provision of resources

As the teacher develops a more complex knowledge base and is ready for more challenging goals for student teaching and learning, it is increasingly important that the transition of the teacher is a carefully planned process. Effective teacher education is the key to transform the education sector dynamically with the goal of empowerment of the student at its centre.

It also requires opportunities to engage in standard-guided professional learning around aspects of teaching that can only be learned effectively when new teachers begin to work in schools, for example, classroom management and reporting.

2. Teacher Education – Best practices

Using best practices in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. Training to use best practices improves education because it compels the students to use a higher level of thinking to solve problems. It is therefore important that teachers are trained in the use of –

- Critical thinking
- Reflective practices
- Experiential learning
- Innovative pedagogy
- Collaborative learning

- Inquiry-based teaching
- Discovery-based teaching

2.1 NEED AND IMPORTANCE OF BEST PRACTICES:

Teachers should understand the importance of best practices to foster the needs of the child. A teacher while teaching should be more updated with the strategies used and adopt new practices. She should undergo required trainings and workshops from time to time. When the students feel connected to at least one significant adult during their schooling, they experience greater engagement and satisfaction with the school.

The teacher should set a high academic standard and implement flexible teaching methods in order to get connected with the children in a better way. This will make the students feel that learning is relevant. The teacher should keep on researching and reading about new methods to teach concepts in the class and reflect on her teaching methods.

As a result of reflection, the teacher may decide to do something in a different way or may just decide that what she/he has been doing is the best way. Therefore, being a teacher we need to reflect on the experiences or activities which we are doing for our growth. The best practices will develop the understanding and knowledge of the teachers regarding the particular subject.

Few of the best practices are reflective teaching and experiential learning. Both of these are teacher-centred practices. The highlights are as follows:

2.1 REFLECTIVE TEACHING:

1. Meaning of Reflective teaching:

One of the major aim of education is to help learners to understand themselves as a person. In other words, the education is meant to enable learners to inquire about the facts around and also within. This aim can be achieved only if the teacher can create a situation in which such inquiry is possible. In order to act as such a catalyst the teacher must be equipped with such skills because if the teacher is not involved in the endeavor to understand herself, can neither she do much in understanding others nor in helping others to understand themselves (**Jersild, 1995, p. 13**). She will continue to see the learners through her own unrecognized subjective impulses using her own personal view about the world. Through reflection, teachers can explore themselves and others. When teachers carry out systematic enquiry into themselves, they will understand oneself, their practices and their learners. It means doing meaningful teaching in the classroom and giving it a meaning by reflecting on it during the teaching

learning process. It empowers the teachers to self-evaluate herself and make changes accordingly in her teaching methods. To adapt new strategies while teaching a particular concept in the class.

Bartlett (1990, p. 209) presents a five step reflective cycle: mapping, informing, contesting, appraising and acting.

i) The first step is mapping where in the teacher collects data and an evidence of what she is teaching in the class. The teacher can write it in her Book or Reflective Journal.

ii) The second step is informing where the teacher finds the meaning of her teaching. She can also share the observations done with her peers and she can study the whether the teaching practice was useful to the students or not and if not then which change has to be made while doing further teaching.

iii) The third step finds out the reasons for the behavior and teaching observations been done.

iv) The fourth step includes searching for different ways and means in which the topic can be taught in the class.

The fifth step is to act on the different teaching strategies and outcomes made after reflecting on the teaching methods.



The process of reflective teaching. Adapted from Bartlett (1990, p. 209)

2.2 The role of reflective practice in teacher education:

Reflective teaching motivates the teacher to study and take up different practices in her teaching. It helps the teacher to introspect her methods and she is able to do this because she cares about her profession and also the young learners. John Dewey believed that the teachers should take time to reflect on their observations, knowledge and experiences so that they can effectively nurture each child's learning. The NEP focuses more on the teacher adapting to new ways of teaching methods to nurture the needs of the students'. Hence, it is compulsory for the teacher to reflect on the new methods which the teacher implements in the class.

Benefits of Reflective practice:

- It will help the teacher to analyze her methods used in the teaching learning process.
- The quality of teaching and learning will improve.
- A reflective practice will lead to an individual, specific, well-defined professional development plan.

2.3 Experiential learning in concurrence with NEP 2020:

‘Education is the base to achieve full human potential, develop an equitable and just society and promote national development’

----NEP 2020.

The ability to give quality education through teachers will lead to the growth of India education system. Such goals will require entire education system to be refigured to support and foster learning to meet sustainable development of the country. It is becoming increasingly critical that the children not only learn but importantly learn how to learn.

2.4 Experiential learning

Experiential learning is a research-based; hands-on learning process. It is based on the principle of ‘learning by doing’ which focuses on developing skills in the students through real life experiences. The students observe and perform the activities. This practice is very important in teacher education. It helps the teacher develops interest while she teaches the subject and she keeps herself updated with new activities which can be performed in class.

2.5 Experiential learning is the future of learning:

Swami Vivekananda reinforced the concept of learning through experiences of life. He encouraged that humans construct knowledge and meaning from their experiences. He emphasized more on self-awareness and self-discovery. He insisted that education should result in developing minds of humans rather than stuffing the content. There are different reasons for experiential learning to be the future of learning. Few of them is explained as below:

➤ **Accelerates learning :**

It is a methodology which increases problem –solving skills critical thinking for making to deliver the lesson.

➤ **Bridges Gap between theory and Practice :**

By reading the theory to the realm of ‘Learning by Doing ‘, the student gets a hands-on experience which plays a very crucial role.

➤ **Engagement levels :**

It increases the engagement of the student while performing the activities.

3. The Key Components of Experiential Learning:

To set up an effective experiential learning experience according to the details of Kolb’s Experiential Learning Theory (Kolb, 1984), four different stages need to occur:

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

3.1 Policies and actions for promoting experiential learning and methodology :

Central Board of Secondary education (CBSE) Initiatives:

CBSE has identified the transformation of the pedagogical processes of teaching-learning in schools as the crucial intervention to make the students future ready. The transformation is to be implemented by incorporating active and experiential learning, besides strengthening other aspects of learning like arts and sports teaching, capacity building of educators and greater emphasis on value – education and life skills. Experiential learning is the theme for teacher training in CBSE and it is the front runner for making the educational system learner centric and the pedagogy creative and joyful.

3.2 Role of teacher in experiential learning:

If we talk about educational development, the first factor which we may consider is the teachers, teacher’s education and background, teaching beliefs, attitudes and professional development. Today’s teacher is different from the previous one .Now the society needs many skillful human resources to work in more developed areas than before. This encourages teachers to work harder to improve the quality of their students. By possessing self-regulated professional development, teachers should explore the new sources for learning. They shouldn’t wait for any formal training given to them .They can engage in experiential learning along with their colleagues and share ideas.

The teachers can share best practices and experiences with each other to become a good facilitator. They should equip themselves with more of content knowledge, but they should

also know how to manage classrooms, preparing assessments and using technology. Teachers should be able to manage their own teaching force since performing multiple diverse roles can lead to occupational stress. It is apparent that school and classrooms are the areas of teachers. These areas are permanent for her but what the teacher should do is explore her learning areas. This means that the teacher learn from her practices. During the professional career the teachers show progress and develop themselves. They should not only teach but also learn. The teacher can learn from her own experiences, from her colleagues and from their classrooms.

3.3 Suggestions:

- 1) The process of reflective teaching supports the development and practice of professional expertise. We must train and include this module of practice for pre-service teachers. A reflective approach towards teaching involves changes in the way of perceiving things .
- 2) The experiential learning approach gives the teacher various opportunities to develop best practices not only by gaining mastery on it but also explore the learning areas .The teacher not only can get equipped herself but also can share her practices with her other colleagues.

3.4 Conclusion:

The teacher is the pivot of the teaching learning process .She should make an attempt to improve her teaching practices to develop her teaching skills. The teacher education program should be structured and modified in such a way that will help the teachers to respond to new challenges and difficulties in the field of education. The teacher should engage herself and learn new methods of teaching to enhance her teaching learning skills to meet the requirements.

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IMPLEMENTATION OF (CCT) CAREER CHOICE TEST ON +4TH STAGE AS PER NPE 2020

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Abstract

The National Education Policy 2020 was approved by the Union Cabinet of India on 29th July 2020. As per this policy new structure of school curriculum be introduced that is 5+3+3+4 means 11th standard is playing very vital role in learner's life. After 11th standard learner must choose his/her higher education sector but there is no any formal procedure to determine his/her educational sector. If career choice Test can provide him/her for finding his/her higher educational sector then that learner should get proper direction for his/her career. In this paper author suggest a test for finding learner's higher educational sector. This test is based on three pillars

- 1) Government Requirement*
- 2) Learner's Ability and*
- 3) Learner's Interest*

If learner travel through this test he/she must get direction for their higher education and he/she must settle in his/her career with in specific duration recommendation belongs it.



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1) Introduction

Every person has the right about their education as per Right to Education Act 2009. Learner completed his/her primary education and also completed secondary education then they should go further for higher education but most of them should not have knowledge about their career and future opportunity after completion of their higher education they search about their career. Instead of this traditional process a learner can get knowledge about Government sector and its requirement opportunity with a parallel his/her ability and interest then it must be beneficial to him/her. New Education Policy 2020 is recommend a new structure for schools that is 5+3+3+4 pattern hence after 11th standard a learner start his higher education so this stage having importance in learner's education.

The author suggest a test (CCT) Career Choice Test after 11th standard and before higher education.

2) (CCT) Career Choice Test

This test based on three pillars

- A) Criteria for CCT

B) Challenges belongs to CCT

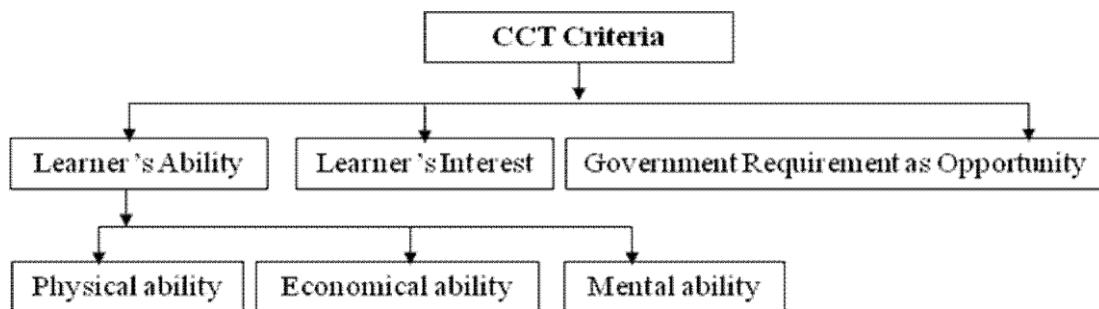
C) Recommendation against challenges

As per NEP 2020 a new pattern 5+3+3+4 11th standard is having important out CCT will use after 11th standard then student can get direction for his/her future higher education and he/she will settle in their profession.

This VVT based on three pillars they are follows

A) Criteria for CCT

This test i.e.CCT is having following criteria



I) Learner's Ability

First criteria belongs to CCT that is learner's ability, means this test involve the factor which is based on learner's ability it may be physical or economical. Learner's career must depend on his/her ability.

i.e. Physical ability, Mental ability Intelligence Quotient, Economical Status etc.

II) Learner's Interest

Second criteria of CCT belongs to learner's favorite sector, in that he/she will work with maximum capability. This sector should find with this test and suggest become career in that sector.

III) Government Requirement as Opportunity

This criteria is most important because a learner will get knowledge about government vacancy and then he/she will take admission for higher education which is directly connected to his/her career. Hence in this test all Government Sectors and it's requirement education are involved for example medical sector, IT sector, Defense sector, Travels sector, Bank Post Office sector, Sales tax other office sectors based on competitive exams etc.

3) Challenges and Recommendation belongs to CCT

Now we are going to discuss the challenges and Recommendations related preparation and implementation this CCT.

I) Challenge : Find out Government Vacancy

Belongs to CCT involves all government sector is a big challenge because career should match to ability of a learner, it should have large number of variety so for every learner providing government vacancy is a big challenge.

Recommendation : Collect Information from NMK website –

For providing government information from NMK website or other website similar to it.

II) Challenge : Arrangement of CCT

This one is also challenge to arrange a CCT in every school, every city, every village because due to infrastructure, due to availability of this test, conduction of CCT in all over state is a big challenge.

Recommendation : Compulsion of this test –

As per NPE 2020 5+3+3+4 is being conduct as compulsory them every aided and non-aided school should be conduct this test in their school after 11th standard.

III) Challenge : Learner's Ability match with his/her Interest and Government Vacancy –

Now this is 3rd challenge belongs to CCT that match learner's ability with his/her interest and also match with opportunity because vacancy belongs to specific sector should not match with everyone's ability hence it is challenge.

Recommendation : Provide compromise vision –

If ability of learner and availability of opportunity can not match them learner should compromise with available opportunity. He/she should choose a career from available vacancy and get higher education as per that sector.

IV) Challenge : Large Number of learner and less of Vacancy

This challenge is caused by highest population in India, due to large population every learner should not get government Job hence this one also a big challenge to provide everyone a government Job.

Recommendation : Provide skill based opportunity as per ability –

Everyone should not get government job but everyone should settle in their profession. If

someone can not suitable in government vacancy or it may not be possible then he/she must create his/her own profession with a particular skill, Any learner have interest in sector which is skill oriented then he/she must get higher education related to that skill and settle in that sector.

V) Incompleteness

This challenge is found in every sector. Once a learner choose a career sector as per CCT but he/she should not complete his/her higher education and stagnation, dropout problem may be arise hence it is also a challenge related to this CCT.

Recommendation : Remedial treatment-

If someone learner having problem to complete that choose course then he/she must get opportunity to complete it as well as he/she must provide remedial treatment belongs to that higher education.

4) Conclusion :

As per NPE 2020 a new pattern 5+3+3+4 suggested for school. After 11th standard a career choice test will arrange for every learner before higher education then such test will beneficial to them if it is based on learner's ability, learner's Interest and Government Vacancy.

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MULTIDISCIPLINARY APPROACH TOWARDS TEACHER EDUCATION RELATED TO NEP

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Abstract

There is **one factor** that can turn the tide and lead the Indian education system out of its current complicated situation of aimlessness and inflexibility to become a progressive, flexible, multidisciplinary, technology and skill focussed education system that will have the capability to produce competent, creative, skilled, employable and ethical learners. This common factor is— **the Teacher**.

'Of all the different factors which influence the quality of education and its contribution to national development, the **quality, competence and character** of teachers are undoubtedly the most significant.' (The Kothari Commission, 1966) The NEP 2020 too exhorts, 'Teachers truly shape the future of our children – and, therefore, the future of our nation' thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

Teacher preparation requires multidisciplinary perspective and knowledge, formation of values and development of practice under the best mentors. But the present scenario is that the quality of Teacher education in most of the teacher education institutes (TEIs) has reduced. For increasing overall quality of teachers, NEP has introduced Multidisciplinary approach in Teacher Education. Hence forth Teacher Education has to be integrated with other disciplines at graduation level itself, and not separately after completion of graduation. The 4 –year integrated B.Ed offered by multidisciplinary Higher Education Institutes will, by 2030 become the minimal degree qualification for school teachers. The 4- year integrated B.Ed will be a dual- major holistic Bachelor's degree in Education as well as a specialized subject such as language, History, Maths, Chemistry, art, Physical Education etc. Teacher education will take place for 4 years (as compared to present 2 years) Implementation of this will enhance overall quality of teacher education and will help give justice to the new structure of school education as proposed in National policy of Education.



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Introduction:

Earlier Teacher education was a 1- year B.Ed course which could be done after graduation. At present the duration is increased and now B.Ed course is a 2- year course which is done after graduation. But unfortunately this course is not taken up seriously by many teacher trainees. The result is that a sizeable number of teachers end up being average teachers with respect to their methodology of teaching and being effective and successful in imparting knowledge to the learners. It is the time that changes should be brought in Teacher Education.

Instead of blaming teachers for poor learning outcomes in Indian classrooms, the **NEP 2020** holds these dismal conditions of teacher education, recruitment, deployment, and service

conditions responsible for the lack of teacher quality and motivation. ***Recognising the ‘power of teacher’*** NEP 2020 has put in place systemic reforms that would help ‘teaching’ emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and ***‘restore the high respect and status’*** to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession.

Objectives:

1. To understand the concept of Multidisciplinary approach in Teacher Education
2. To understand the benefits of this approach given by NEP.

While this idea of an ***empowered teacher*** has the potential to move mountains, the ground realities are quite different. **Justice JS Verma Committee Report, 2012** said, ‘a broken teacher education sector is putting over 370 million children at risk upon inspection scores of private **Teacher Education Institutes (TEI)** were found to have only a foundation stone in the name of infrastructure and 99% passing rate.’ The report also revealed that on an average 85% teachers failed to qualify the post-qualification competency test – **Central Teacher Eligibility Test (C-TET)**. The challenges and issues post-employment range from exploitative employment conditions, characterised by adhocism and poor salaries on one hand to absentee-ism, outdated teacher knowledge & skills, lack of teacher professionalism and commitment on the other.

Instead of blaming teachers for poor learning outcomes in Indian classrooms, the **NEP 2020** holds these dismal conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teacher quality and motivation. ***Recognising the ‘power of teacher’*** NEP 2020 has put in place systemic reforms that would help ‘teaching’ emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and ***‘restore the high respect and status’*** to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession.

The present system of Teacher Education Institute is deeply problematic. All possible forms of malpractices are prevalent and agents and middlemen flourish there. The existing model of a teacher Education Institute having 100 to 200 students drawn from/ nominated from an entrance examination conducted by the Government attending a classroom learning of two years is financially nonviable. Often there is a fee cap, that the promoters are prompted to adopt unethical practices. Like many of our engineering colleges where teaching faculty has no industry or business experience, TEIs are also staffed by people who have seen schools only when they were students there. It is not surprising therefore that both these sets of institutions produce more than 85% non-employable graduates. There is a very good chance

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that all these maladies will be removed if our teacher education model is redesigned as suggested by NEP 2020.

Pre-Service Teacher Education

Based on the recommendations of NEP 2020 on teacher education and training, a **National Curriculum Framework for Teacher Education, NCFTE 2021** will be drafted to guide all teacher education, pre-service and in-service, of teachers working in academic, vocational & special education streams.

- The 4-year integrated B.Ed., the minimal degree qualification for schoolteachers, is conceived as a *multidisciplinary and integrated dual-major bachelor's degree*, in Education as well as a specialized subject. The admission to this course shall be through suitable subject and aptitude tests conducted by the **National Testing Agency (NTA)**.
- All multidisciplinary Universities have been directed to set-up an education department and run B.Ed. programmes in collaboration with their other departments such as psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics. In addition to this they will also carry out *cutting-edge research* in various aspects of education to enhance the quality of their B.Ed. Programme.
- The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training. The curriculum will also include effective techniques in pedagogy on foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, with special interests or talents, use of educational technology, and learner-centred and collaborative learning.
- 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 or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.
- A provision that truly has the potential to enhance respectability and acceptance of teaching profession is that all fresh *Ph.D. entrants*, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period including actual teaching experience gathered through teaching assistantships.

Benefits Of Multidisciplinary approach in Teacher Education

Most important benefit of this approach will be that the individuals who are really passionate
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about teaching and will decide to take up teaching as their future profession will only take admission into these integrated courses. Teacher training will be taken up or practiced for 4-years instead of present 2 years.

Teachers will be more prepared and will have actual classroom experience as the internship in these integrated courses is for a longer duration of time . So teaching learning process in the classroom will be further more effective.

Suggestions and Conclusion:

Instead of individuals, school clusters should be allowed to set up TEIs and run it as per a broad curriculum framework but with a good amount of autonomy in infrastructure, faculty, etc. NEP speaks about School clusters sharing resources, why not pool and share talent and resources in running Teacher Education as well? A percentage of their products could be absorbed in their schools thereby giving these schools certainty of the quality of their teachers at the entry point itself.

Large groups who employ more than 300-400 teachers could be permitted to run TEIs so that they can prepare the type of teachers they want with adequate entry-level skills in IT, ICT, Digital Education, and language skills.

Some of the new Universities who have established their academic credentials during the last few years could be asked to open Teacher Training Institutions without delay.

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. Existing TEIs in both sectors should be given two to three years to realign themselves and qualify themselves through an assessment by an independent autonomous agency.

The faculty of TEIs must be drawn from the school sector. Principals and Teachers with enough experience on deputation are to constitute the faculty. The way M Phil was done away with, M Ed also should be done away with, in its present form. A Master's degree in Education can be obtained only by a practicing Teacher as part of Continued Professional Development with maybe provisions for study leave thrown in.

The right implementation of multidisciplinary approach will definitely bring positive changes in Teacher Education.

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NEP 2020 AND ROLE OF TEACHER EDUCATION

Dr. Jagtap Prakash & Mr. Shinde Suhas

Keywords – NEP 2020: National Education Policy 2020, Effects of NEP 2020 on Teacher Education, NEP 2020 and Challenges For Teacher Education, Role of Teacher Education in NEP 2020, Role of Teacher Educator to implement NEP 2020, Probable outcomes through NEP 2020.



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INTRODUCTION:

Teacher education refers to the policies, actions, and terms designed to provide teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community.

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote and regulate education in India. The policy covers elementary education to higher education in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system.

The NEP 2020 talks about creating higher performance standards for teachers clearly stating out the role of the teacher at different levels of expertise/stage and competencies required for that stage. Teachers will also have to be digitally trained to blend into the digital learning processes.

As per NEP 2020, “Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy”.

EFFECTS OF NEP 2020 ON TEACHER EDUCATION:

As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programs must be conducted within composite

multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting- edge research in various aspects of education, will also run B.Ed. programs, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, 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 program.

Teacher Education are changes the need of educational aims 1] Need of advanced and continuous knowledge, 2] Increases competition in all level of education, 3] Need of qualitative education 4] Role of mass media become changed,5] Need of manage finance,6] New trends in education was arised,7] Scope for blended learning, 8] Higher education needed, 9] Research in different area of teacher education 10] New skills as per the need of present scenario.

NEP 2020 AND CHALLENGES FOR TEACHER EDUCATION:

- 1] To increase & maintain quality in teacher education.
- 2] Use of mass-media & teacher education as a tool of social change. 3] Need of health education
- 4] Need of sex education
- 5] Need of environmental education 6] Need of value education
- 7] Need of continuous education
- 8] Need have deprived as well as inclusive education 9] Equal opportunity for education
- 10] Use of ICT for all.
- 11] To fulfill the thrust of current, updated knowledge. 12] To create skilled workers

ROLE OF TEACHER EDUCATION IN NEP 2020:

- 1] Multidisciplinary approach.
- 2] Promoting capacity to welcome and accept social, cultural, political and financial changes.
- 3] Change in Evaluation pattern
- 4] Aids the coming new social, cultural, political and financial changes. 5] Transmission of culture.
- 6] Promoting unity and integration
- 7] Maintaining human & social changes. 8] Education of social changes
- 9] Removal of social barriers.

- 10] Increasing the scope of knowledge. 11] Leadership role for social changes.
- 12] Development of competencies & efficiencies 13] Influence of national policy
- 14] Meeting the economic needs of society

ROLE OF TEACHER EDUCATOR TO IMPLEMENT NEP 2020:

- 1] Information resource
- 2] Transformer of knowledge
- 3] Transformer of values and culture 4] Guide and counselor.
- 5] Technician
- 6] Researcher
- 7] Innovative
- 8] Creative.
- 9] Competent in transforming teaching skills

PROBABLE OUT COMES THROUGH NEP 2020:

Four pillars of education i.e. 1] Learning for knowledge 2] Learning by doing
3] Learning to live 4] Learning to be Are useful for Teacher Education in India as well as to face the challenges in applying NEP 2020.

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ISSUES AND CHALLENGES OF NEP 2020 IMPLEMENTATION IN TEACHER EDUCATION

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Abstract

The paper focuses on challenges in Teacher Education domain arising due to change in the 2-Years Teacher Training Program to a 4-Year program. It also provides solutions for the same.

Keywords: *NEP2020 Teacher Education Background Challenges Recommendations*



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INTRODUCTION

The National Education Policy 2020 outlines the vision of India's new education system. The new policy replaces the previous national policy on education, 1986. This policy is a framework that encompasses elementary level of education to higher education in the country. It reaffirms that bridging social gaps in access, participation and learning outcomes in school education will be a major goal.

NEP 2020 will transform the education sector in the country because it will allow education to be available to all. The Constitution states equality and this specifies that every child has a right to receive education.

Teacher education or teacher training refers to policies, procedures that are designed to equip teachers with knowledge, skills, behaviours they require to perform their tasks efficiently in the classroom, school and community at large.

Teacher education is also providing the educator with the conceptual and theoretical framework that they can use to understand their profession.

Teachers require a curriculum, that is academic content to be taught in schools. The spectrum of this content includes lessons, assignments and material to be used to teach a particular subject or a course.

The purpose of a curriculum is to enable each child to be a confident, successful learner, a responsible citizen and an effective social changer.

1. BACKGROUND

Teaching is an ethically and intellectually demanding profession. Rigorous preparation and practice ensure good academic results. Teachers require continuous professional development along with academic and professional support.

According to NEP 2020, the 4-year integrated Bachelor of Education program for teacher preparation will be offered at multidisciplinary institutions as an undergraduate program of study. This program will prepare teachers from pre-school to secondary stage (class 12th) to equip them to teach a variety of subjects spanning a spectrum from regular academics, arts, sports, vocational education and skill-based subjects. This broad syllabus will give a wide choice to the students to choose the desired career.

After securing a 4-year B.Ed. degree, which is equivalent to any other degree, student is eligible to take up Master's degree program.

The current 2-year B.Ed. program will be valid till 2030. It will be offered by same multidisciplinary institutions for graduates till 2030. No other kind of pre-service teacher preparation programs will be offered after 2030.

In order to train a teacher to be excellent in his subject, requires guidance for the same. Understanding the objectives of education is imperative and essential to impart a sound education to school children.

2. CHALLENGES AND RECOMMENDATIONS

- To facilitate the 4-year integrated Bachelor of Education program proper infrastructure is required as B.Ed. college will be merged with Senior colleges.
- Integration of location/campus must be taken care of. The infrastructure required for micro-teaching, practical labs and guidance rooms for every subject is to be provided.
- Proper designing of curriculum for 4-year integrated Bachelor of Education program is necessary.
- The curriculum required for the 4-year integrated Bachelor of Education program must be designed at multidisciplinary institutions. The curriculum must aim to train teachers from pre-school to secondary (class 12th).
- A broader based curriculum can include all academic subjects, arts, sports, vocational education such as carpentry, electrician, car mechanic, ITI courses etc.
- It is necessary to include Foreign languages, Culinary courses, Spoken English,

Public Speaking and Communication skills.

- Teacher Training Modules (TTM) for students should be designed. TTM must be activity and skill-based program.
- These must cater to needs of specially abled children from gifted to slow learners.
- Trained educators are required to equip trainees.
- These multidisciplinary institutions will need to hire specific subject professors and teacher educators depending upon the requirement.
- Teacher educators need to teach specific age group (Std.-12 passed teen agers)
- Reduction in entry-level qualification (graduate level to std 12th) needs to be considered and training should be given accordingly to teacher educators.
- Proper designing of 4-year integrated bachelor of education program.
- Multidisciplinary institutes should consider the following points while designing the course:
 - a. Number of seats
 - b. Student-teacher ratio
 - c. Different streams and subjects
 - d. Age
 - e. Medium of instruction
 - f. Freedom to select subject combinations or pre-designed sets by institutes

3. CONCLUSION

NEP 2020 is certainly a pathbreaking policy. The crux and focus of NEP 2020 should be directed to improving teacher education. We have discussed here the importance, objectives, suggestions and challenges of teacher education with reference to NEP 2020.

It is imperative that all courses be skill-based, so that at the end of a particular course, a student is equipped with theoretical, conceptual and practical knowledge. To simply put it, learning outcomes are any measurable skills, abilities, knowledge or values that a student demonstrates as a result of completing a given course or class. Learning outcomes are completely student- oriented and have multiple advantages. NEP 2020 must plan how its learning objectives will align with the given curriculum. It must set learning goals, given clear directions and fair assessment.

Learning outcomes will be good only when the teacher educator is proficient and is able to communicate her knowledge so that the student imbibes the same. Learning outcomes is a quality assurance given to a chosen framework of study. They are the key elements used to design programs with definite goals.

The Learning Outcomes for teacher education include making a subject matter comprehensible to students. The teacher must be equipped to assess student learning. In order to be an effective teacher the instruction to be imparted must be planned along with learning experiences that are adequately designed. A child learns well in a conducive environment. It is absolutely essential for a professional educator to develop himself constantly and keep abreast of the latest trends.

Benjamin Disraeli had said, "The secret of success is to be ready when your opportunity comes!" The Indian teacher must seize the opportunity and sculpt his own destiny. Hardwork is the only magic word that will help one to fulfil one's dreams and be successful. The need of the hour is to empower ourselves and others through our innovative ideas. Growth will occur through experimentation. Insights and beliefs may be borrowed from our peers. The essence of being happy is by forging a bond with our learners who are our greatest teachers.

We strongly feel the inclusion of NEP 2020 with robust planning can bring a revolution in the Education System. Students joining the 4-year course will have to take the decision of becoming teacher at early stage, just after passing std 12. So after a decade more devoted, determined, dedicated teachers will be there to guide the next generation.

We firmly believe that along with hard work and perseverance, we shall reap the benefits of NEP 2020.

Reference:

NEP 2020

MERITS AND CHALLENGES OF NEW EDUCATION POLICY WITH RESPECT TO THE IMPLEMENTATION IN “TEACHER EDUCATION AND RECRUITMENT”

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Abstract

The NEP 2019 envisions in Indian centered education system that contributes in transforming our nation sustainably into an equitable and vibrant society by providing high quality education to all by keeping the teacher at the center. The present conceptual research paper is to study the role of teacher and teacher education. It aims to highlight the merits, discuss the challenges and suggest the way forwards.



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Introduction to NEP-2019 (New Education Policy - 2019):-

After a gap of three decades the union cabinet has approved the new education policy (NEP-2020)

It is a comprehensive policy that strives to direct the 21st Century education in India, keeping the teacher at the core. The new education policy speaks about pre-school i.e. early childhood education, school education and higher education at length and provides fundamental targets and essential overhaul of education and recognizes the strength of the teacher. It suggests systematic reforms to help teaching evolve into a respectable and honorable profession.

In order to create such teacher, who can sustain the changing era of education to be created, a large chunk of responsibilities lies on the teacher educators and teacher education. The major problems seen in current teacher education programs are –

1. **Faulty curriculum** – The curriculum being rigid and traditional lacked realism and thus was outdated. It also had little integration of theory and practice. To overcome this problem, NCFTE 2021 (National Curriculum Framework for Teacher Education) will be drafted to guide all teacher education, Pre and in service of teacher, working in academic, vocational & Special education streams. Thus the new curriculum will enhance the quality of teacher education.

2. **Problem of selection procedure of admitting students for teacher education -**
Till date there is no aptitude, attitude or achievement test was conducted. Now the NEP has a clear view of admitting the best pupils after testing their aptitude and subject tests conducted by NTE to ensure the quality of candidates.
3. **Faculty of teacher education being incompetent** – NEP ensure the quality of education institutes by closure of substandard and dysfunctional teacher education institutions by 2023. Also the educator have to be experts in teacher preparation, should possess knowledge and experience of teaching. More than PHD, teaching and field research experience of the faculty will be valued to teach school educators, as they themselves have worked with teacher and children the gap between theory and practicality of knowledge will surely be bridged.
4. **Lack of use of science and technology, lack of experimentation and innovation leading to lack of creativity in teacher education -** NEP suggests that departments of education will be part of multi disciplinary colleges and universities where it will be easier to educate future teacher in collaboration with other departments such as science, psychology , philosophy, Indian languages etc . This is a major transformation of a teacher education that will bring back high quality of the system in accordance with true requirements of modern education.
5. **Seriousness in teaching practice** – The practice of teaching actual students in school in the current set up is not adequate and nor is it taken seriously by student teacher and school students and management. The duration of the B.Ed program is increased from 2 years to 4 years by NEP in which 1st year of apprentice is suggested in order to overcome this hurdle.
6. **Last but not the least is “Isolation”** – Isolation among the various teachers training colleges all over the country. The portion was taught in colleges only by the faculty without any common platform to discuss about the latest trends in education or to discuss experimentation with regards to the teaching methodologies. Isolation is like living in a pond where the sea of knowledge is never reached. If we instead of keeping the knowledge to ourselves share our finding with the rest of the world. We become well aware of the new trends, thoughts and practices. We join ourselves with the vibrant community which will help us strengthen our education system.

Many of these issues have been successfully addressed by the NEP – 2019

However, there are still some issues that need attention.

Objectives of this paper/article: -

This paper tries to address such issues under “**Challenges & Suggestions**” against the “**Merits**” mentioned in NEP-2019 with regards to “**Teacher Education and recruitment**”

1. The Merits of NEP
2. Challenges & Suggestions in implementation of NEP It aims to suggest solutions wherever required.

Note – All the references used in this paper are mentioned on the last page.

Merit 1 - As suggested in NEP, aptitude plays an important role in teaching. It’s about a service oriented profession which requires a will, to keep you updated, provide mentorship and being a learner throughout the service. Hence the decision of admitting students to the pre-service teacher preparation programs after conducting an appropriate aptitude and subject tests by the National Testing Agency (NTA) is commendable.

Challenge & Suggestions –

- A person will have to choose the teaching profession at the age of 17
i.e. immediate after standard 12 even if he/she might not have any clarity about choosing a career path at that age.
- The teaching field fails to attract youngsters because, it’s not a fascinating field as compared to other fields like IT, Management, Medical etc
- Suggestion - In Order to attract youngsters to choose this profession, the field should be glorified by assuring the entry of the best suitable and by offering attractive salaries to the deserving candidates.
- Moreover, if a person chooses the career path as a teacher and leaves the teaching program midway, what are the other options he/she left with?
- Suggestion - If due to any issues that stop such candidates from completing the course , an option should be kept open by providing them an opportunity to compliment the reaming years of course by actual teaching or field work.

Merit 2 - The policy talks about, teachers being passionate, motivated, well qualified and well trained in content, pedagogy and practice with reference to this, the multidisciplinary and integrated dual bachelors’ degree in education as well as a specialized subject has to be

obtained by all school teachers. This increase in the duration of the course from 2 years to 4 years will ensure that the teacher is passionate about the profession and hence has invested four long years in getting trained.

Challenges & Suggestions

- When we speak about new teachers being well trained and professionally competent, a thought has to be given on re-skilling the existing teachers.
- Suggestion - The policy has to give guidelines to ensure that the existing teachers are re-skilled with the appropriate trainings on priority in order to guarantee harmony between the existing and the new teachers while working together.

Merit 3 - The NEP demands, the four year integrated bachelors' degree as the minimum qualification for all school teachers. In addition to this, it also suggests that the teacher must feel a part of vibrant professional community. It means that the teachers have to be themselves highly trained. The teachers have to qualify teacher eligibility test, a demonstration class, face an interview, and have knowledge of at least 2 local languages. To get recruited in private or government schools once the teachers are recruited through such standardized process of quality assurance by 2022, a set of national professional standards for teachers (NPST) will be created to determine all aspects of teacher career management, continuous professional development, salary revisions, promotions and other recognitions.

Teacher eligibility tests too will help in maintaining the eligibility of teachers at the foundational, preparatory, middle school and secondary school education level. These tests scores will further be considered for the recruitment at school complexes.

The appraisals too would be standardized and would be conducted at regular intervals. In addition to this, international pedagogical approaches will be studied by NCERT. It will further recommend them for assimilation in pedagogical practices in India through CPD. Recognizing the contribution of teachers towards innovative teaching methods adopted to improve learning outcome and documenting it, will help in building an enriched bank of best practices, which can be shared widely. This will minimize teacher isolation and help in creating vibrant teacher communities that work collaboratively towards sharing best practices in teaching.

Challenges & Suggestions

- There is a huge gap between pre-school /*Anganwadi* teachers and primary/secondary

teacher's pay scale in government and private schools.

- Suggestion - If department of education aims to provide quality teacher preparation program in both, pre-service and In-service modes for all school teachers. School teachers, right from the preschools and *Anganwadis* should be treated on equal grounds, if department of education expect teacher to be experts in their subjects, at every stage of learning, which is very thoughtful decision of NEP and would strengthen the educational foundation of students. In fact all pre-school teachers have to be the best of teachers who are master in practicing child psychology and invest in innovative ways of teaching. But, on the other hand these teachers are not paid properly and felt exploited. Their pay scale should match with other teacher. The problem of discrimination of pays based on working ours can also be irradiated by keeping full day working for preschool teacher, where the entire preschool can be divided in two shifts as the children till UKG stay in school for not more than 4 Hrs. The entire staff can take care of the students twice in a day , thus achieving the desirable pupil – teacher ratio(PRT) for small children.
- Suggestion - The hiring of contract or Para teachers, which has begun in 1990s and continues till date has to stop on priority. This is extremely important in order to maintain the dignity of the profession.
- Currently the infrastructure required for the technology to help achieve this aim has not reached many villages and remote areas where education is provided.
- Suggestion - ICT can be used as an important resource to connect all the teachers from India. A common platform can be created where teacher can feel free to ask for the help from their own community, who can understand their concerns and guide them well. Experienced mentors and vibrant young creative minds can thus work together in resolving issues which can be hindrances in the path of progress. In Order to achieve this , technology should reach every nook and corner of our country via local government.(Gram Panchayat and Adivasi Padas)

Merit 4 - NEP aims that the teacher performs well, will be valued, supported and respected by the community which would further lead to an excellent teaching and learning environment. It also focuses on the working environment of teachers and students being safe, comfortable and inviting. Teachers and their school complexes and classrooms must be well supplied with the learning resources that they need for effective teaching.

The policy widely speaks about investment in infrastructure such as play equipments and child friendly buildings along with well supplied learning resources needed for effective thinking. These aspects are fundamentally important when we aim to create a happy , caring collaborative and inclusive school culture.

Challenges & Suggestions

This is where infrastructure comes into picture.

- The play based *Anganwadis* would require child and teacher friendly infrastructure, the basic needs of clean washrooms , safe and adequate drinking water have to be met first , then comes the clean and airy classrooms. Where collocation or twinning is not possible, it will pay a heavy financial burden on government.
- Suggestion - In such cases the local teachers can bring people to create a suitable infrastructure with the help of the people or the NGOs or by getting the help through a CSR activity, it would be appreciated.

Merit 5 – In order to ensure adequate number of teachers across subjects, particularly subjects like arts, PE, vocational education and languages, people will be hired to school complex rather than a specific school. Such teachers can be then shared across schools in the complex as needed.

Challenges & Suggestions

- Mobility of the teachers, especially in remote areas.
- Suggestion - Schools have to be set up in the radius of 1 to 1.5 KMs in order to make this idea work logistically.

Merit 6 - NEP suggests the recommendation to provide local teachers and halt excessive teacher transfers in order to help the teachers connect with the society and bond with the students is commendable.

The policy also focuses on “Right to Education” eligibility window extended (from 6 to 14 years to 3 to 18 years). It aims for universalization of education. In order to increase and achieve the goal of 100 % school ready children by 2030. The recommendation to provide local teachers, who communicate in local language and know the culture and tradition followed locally, will help to strengthen the connection with the parents and the students.

For identification of teacher requirements and hiring in schools a digital program will be developed. Each state is expected to carry out a teacher requirement forecast plan and to assess expected subject wise teacher vacancies over the next 2 years.

Challenges & Suggestions

- The challenge for a daily wages, nomadic tribes, civil services people who send their children to schools and travel across states.
- The policy promotes teaching till grade 5 in local / home / mother tongue and simultaneously promotes better continuity to local residents by halting excessive teacher transfers. When NEP sets these 2 goals it looks controversial as requirement of teacher in a particular area might not always be fulfilled by local teachers speaking native language.
- Suggestion - The challenge of teaching them in their mother tongue or local/home language needs to be addressed by having the multilingual teachers for complexes.

Conclusion – The NEP has many suggestions in store for the teacher training institutes. It has more merits than challenges. Unless the policy is implemented seriously by everyone it won't be a success. Implementation of the well drafted policy is an important responsibility that has to be shared by the stakeholders.

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ISSUES AND CHALLENGES OF NEP IMPLEMENTATION IN TEACHER EDUCATION

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Abstract

Education is a very vast concept. It is an interdisciplinary approach and we can call it a whole sphere which mankind has divided into different sections and we have termed it as courses, streams like Arts Science and Commerce etc. We have been taking education by traditional methods from ages, but now when we have to compete with the world globally as we know knowledge cannot be trapped in four walls but it should be used in the form of talent, skills and all our creativity in a very effective way where we will present ourselves in a practical manner and get pride for our nation worldwide.

But according to me the four parameters of education are Knowledge, Understanding, Application and Skill. We are using rote methods of teaching learning so we lack application or implementation of plan and it remains on paper only. Our age old system has taught us many things but our young generation lacks its implementation in real world as we teach them only theoretical framework of education but fail to teach its real usability to earn a respectful life.

I'm going to focus on issues and challenges as to why our NEP 2020 is facing and also try to discuss some solutions to resolve it. Also I wish to discuss how our Gurukul System proved to be superior as to today's situation as overall personality development including physical, mental, spiritual and earning all was given by the sage in the same shelter and so disciples chosen the work of their choice.

Keywords: Gurukul System Issues and Challenges faced for implementing NEP 2020 in a country like India, Solutions to resolve it.



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Introduction

I Gurukul System

Gurukul Success is a very age old traditional method of India. The system was so popular at that time which gave direct choices of employment to the disciples at that time to choose an occupation as the practical skills or competencies were developed in them by the Guru which transformed their personality and also made them stable to face odds in life and live a peaceful mindset. Our country had many self-sustained occupations at that time so the Gurukul System worked, but as man civilized the time changed over centuries and he had to move on a path of modernization.

II NEP 2020 Policy

The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28th, 2020. After a gap of 34 years, the Indian government consolidated feedback from 2.5 lakh village-level stakeholders to two national parliamentary level committees, over more than 50 months of consultations and workshops. However, the extent to which the policy has incorporated recommendations remains unknown.

NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

III Features of NEP 2020

New Curricular and Pedagogical Structure:

The curricular and pedagogical structure of school education: guided by a 5+3+3+4 design corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18

Years, respectively. It will consist of **Foundational Stage** (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8): with flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE.

Preparatory Stage (Grades 3-5, covering ages 8-11): with the introduction Experiential learning across the sciences, mathematics, arts, social sciences, and humanities.

Middle Stage (Grades 6-8, covering ages 11-14): with a subject-oriented pedagogical and curricular style.

Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18) : with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects, and option to exit at grade 10 and re-enter at a later stage in grade 11.

The policy envisages a broad-based multi-disciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields having imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit

points. A holistic and multidisciplinary education will help develop well-rounded individuals who possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmers, including those in professional, technical, and vocational disciplines.

The **undergraduate degree will be of either 3 or 4-year duration**, with multiple exit options within this period, with appropriate certifications- a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programmer. The 4-year multidisciplinary Bachelor's programmer shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An **Academic Bank of Credit (ABC)** shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned.

Model public universities for holistic and multidisciplinary education, **Multidisciplinary Education and Research Universities (MERUs)** will be set up and will aim to attain the highest standards for multidisciplinary education across India.

A number of initiatives will be taken to ensure **optimal learning environments** are created that are engaging and supportive, and enable all students to succeed. All institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmers and across the ODL, online, and the traditional 'in-class' modes. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programmer, and also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

Universities and colleges will set up **high-quality support centers** and will be given adequate funds and academic resources to encourage and support students from socio-economically disadvantaged backgrounds. **Professional academic and career counseling** will be available to all students, as well as counselors to ensure physical, psychological and

emotional well- being.

IV Issues and Challenges to implement NEP 2020 In Teacher Education

1. Accepting Change in Teaching – Learning Styles

The new NEP has suggested many new methods of dealing with children of different age groups right from preprimary stage to higher education. Making such arrangements at each schools and colleges 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 olden methods to modern scenario may prove a problem for both students and teachers. The students also in our country cannot afford such grasping knowledge and lack of resources would prove a burden on them and their parents.

2. The multi entry and exit concept

The concept is very interesting but it can create an issue for maintaining IA record of the students who will join the education at any time and leave at any level will create a problem for keeping the track record of those as it is seen when stream system too dissolved, as it was easy to recognize from looking at the score card whether which student will belong to which stream. This problem may trouble the higher educational institutes to implement such a policy.

3 Skilled Staff

The staff required to teach the students of various subjects was initially appointed according to content knowledge and few skills required for teaching, but now the role of teacher too become holistic as he has to give updated technological talent in him,/ her as he / she has to deal with technology with other devices while delivering lectures as the world is facing currently the problem of Covid – 19 when we suddenly had to shift our education platform to online mode and those who were not good at it had to leave the job.

4 Availability of Employment Opportunities

The NEP 2020 implementation will also be a slight create a challenge in employment industry as all new young people who are graduated post graduated will rush into the market for seeking jobs with high expected packages. So the industry too should be able to create jobs in variety to fulfill their dreams, otherwise educated people's unemployment ratio might increase which will also harm nation's progress.

The challenges which may take place according to me are mentioned above.

V Solutions to resolve the challenges -

1. Ready to learn

The NEP 2020 teaches us whether we are a teacher or a student or anybody we should always be ready to learn and move according to the circumstances .also we can learn out of the box and can present ourselves with an ocean of knowledge worldwide and broaden our thinking as try to grab knowledge by any means to survive in competition and also make a healthy youth .NEP teaches us knowledge is not trapped in walls or cage but our sight should be ready to grasp it.

2. The knowledge gained can create variety of job openings

The multi entry – exit concept in absence of stream system can prove to be a boon for a candidate as he can learn the skills while earning and can support the family too. The candidate previously had to take a job in particular field in which he had taken education like Commerce, Science, Arts and become a professional. But now he can take subject knowledge according to his wish and even engage himself / her in various hobbies and choose career likewise.

3. Training Workshops from time to time

"Practice makes man perfect "is a well-known saying. It is a fact applicable for preparing a all-rounder teachers, students and all individuals Education is a field where all this things can happen very easily as we know education can make our life creative , we can think out of the box .So NEP 2020 is also a step taken towards it , but to implement it successfully we have to focus our attention towards the goal of making our coming youth to make them practically strong , give them real world experiences and technologically sound so this can be done by continuous trainings , webinars and expert talks .

4. Multitasking Job Opportunities to the workforce

The GOI should be doing some efforts to create new employment opportunities along with private sectors and engage the educated people according to their choice in various fields. For example the I.T department should be given more impetus, schools should be opened, businesses should be boosted so all the youth can contribute to the nation.

VI Conclusion

From the above discussion we come to know how NEP 2020 is going to be helpful for our nation India, how it will create our performance of youth in front of world. Every good event happening to transform the future has some problems, but we should be ready as educators to face them and also resolve them peacefully through knowledge only and not

get demoralized from it but struggle to solve it. Never the less the NEP 2020 will surely take us on a path of hope.

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NEP AND QUALITY OF TEACHER EDUCATION

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Abstract

The purpose of this paper is to define how NEP has reformed quality of Teacher Education. "The teacher education can be considered in 3 phases – Pre-service, Induction & In-service. The 3 phases are considered as the parts of continuous process." (International Encyclopedia of Teaching & Teacher Education 1987) Teaching is a broad and complex concept. Teaching is an Art as well as a Science. It is said that teachers are born and not made. But today's educational environment defeats the statement. In contrary, teachers are made and not born. Teaching requires skills and training both. Scientific subject knowledge can be taught in degree program. "A program of education, research & training of persons to teach from pre-primary to higher educational level." (The National Council for Teacher Education defines teacher education) "Training is given to animals & circus performers while education is to human beings." (W.H.Kilpatric) Teacher Education= Teaching skills + Pedagogical theory + Professional skills The future of teacher education is not just based upon teacher's qualification & skills. The teachers are responsible to build the next generation. The emphasis should be on development of quality in teacher education. The entire process of teacher education lies in its curriculum design, structure, organization and modes of learning.

Key words: Teacher Education, In-service training, Development of teacher, Objectives of teacher education, concept of NEP, Need and Importance of study, Challenges in implementation of policy, Impact of study, pedagogical theory, professionalism, suggestions & recommendations



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Introduction:-

National Education Policy (NEP) 2020:-

Education is a wider term and it goes beyond of one particular job. The National Education Policy (NEP) 2020 is the first education policy of the 21st century. The main objective is to bridge the gap between current state of educational outcome and what is required to be done for bringing quality in teacher education. India should have highest quality of educational system by 2040 which gives education regardless of social, economical, technical, financial barriers to the society.

Ancient Education System:-

Ancient, rich Indian education system has been a guiding light for this policy. The pursuit of knowledge (dyanan), wisdom (pragya) and truth (satya) is the highest human goal. There are great world class institutions like Takshashila, Nalanda, Vikramshila, Vallabhi etc. in India. There were great scholars like Chanakya, Susruta, Aryabhata, Varahamitra, Bhaskaracharya etc. They have nurtured, preserved and enhanced Indian educational system.

Teacher Education: -

The main purpose of education system is to develop good qualities in learners, compassion, rational thinking, courage, scientific temper, innovative thinking, ethics, values etc. The teacher must be at the centre of the fundamental reforms in the education system. Education policy gives importance to the overall development of the creative minds of an individual. The aim of education in ancient India was not just the acquisition of knowledge as preparation of life but for the complete realization and liberalization of the self.

Training provides essential techniques about how to deal with difficult situation and gives favorable attitude towards work.

Development of a teacher is nothing but possessing right attitude towards job, get the work done from students, change in behavior, developing good qualities etc.

Research Methodology:

This paper is mainly based on secondary data which is collected from the books, journals and internet.

Objectives of Research:-

1. To study the concept of teacher education
2. To impart and adequate knowledge of the subject
3. To develop proper attitude towards teaching & learning.
4. To enable teachers to make productive use of resources

Scope & Limitations:-

1. Research is based on conceptual method.
2. Researcher is studying about teacher's education.
3. Researcher is concentrating only on impact of National Education Policy 2020 on improvisation of quality in teachers

Definitions:-

“All those activities and courses which aim at enhancing and strengthening the professional knowledge, interest and skills of serving teachers,” (Cane, 1969)

“Teaching is a semi-professional job because they are directed to perform certain standards by their superiors. As a result of this teachers’ individual autonomy & decision making powers are limited,” (Samuels 1970; Leiter 1978)

Objectives of NEP 2020 for Improvisation of Teacher Education:-

1. The policy is primarily meant for the quality improvisation in teacher education.
2. The learning should start from basic that is ECCE programme
3. The teachers need to learn about technical skills, pedagogy, professional skills etc.
4. To make India a global knowledge superpower by providing high quality education to all.
5. To provide an opportunity to local teachers for learning and development and give employment.
6. To consider high level of merit based scholarship across India for studying 4 years of B.Ed programme.

Need for qualitative teacher education:-

1. To emphasis common goals, subject matter, training, knowledge in the minds of teachers
2. To enable teachers to think creatively with broader outlook, knowledge
3. Triangular basis of teacher education involves philosophical, sociological, psychological factors.
4. Holistic approach building is necessary
5. To upgrade level of teacher education globally

Scope for qualitative education

1. A New Educational Policy aims to facilitate an inclusive, holistic approach which considers field experience, practical knowledge etc.

Existing Academic Structure	New Academic Structure
2 years of Age 16-18 years	4 Years of class 9 th to 12 th standard age 14 to 18 years
10 years of age 6-16 years	3 years of class 6 th to 8 th standard age 11 to 14 years
(None)	3 years of class 3 rd to 5 th standard age 8 to 11 years
	2 years of class 1 st to 2 nd standard age 6 to 8 years
	3 years class pre-primary age 3 to 6 years

2. M.phl will be discontinued
3. Higher education commission of India (HECI) will be set up as a single umbrella body.
4. The current 10+2 education system to be replaced by a new 5+3+3+4 curriculum structure corresponding to ages 3-8, 8-11, 11-14, 14-18 years respectively.
5. Teacher education is a continuous and complex process. It is not restricted to any border, subject matter, students or teachers, knowledge.
6. “The quality of a nation depends upon quality of its citizens. The quality of its citizens depends not exclusively but in critical measure upon the quality of their education depends more than upon any single factor, upon the quality of their teacher.” (The American Commission on Teacher Education)

Problems before NEP in Teacher Education:-

1. Lack of motivation for teachers to learn new things
2. Frequent transfer of teachers on 5 years basis
3. Less salary, incentives, commission.
4. The curriculums old methodology
5. Teachers face financial problems while pursuing B.Ed course
6. Inadequate facilities or resources in schools or colleges to provide training to the staff.
7. Teacher educators are forced to learn in foreign language that is English. Village teachers are not really familiar with English language.
8. Less technical support in rural areas therefore teachers lacks in ICT and pedagogy

Changing Context of Teacher Education after NEP 2020:-

1. It must help to recruit best & brightest teachers to enter into teaching profession.
2. The policy helps to nurture skills, talent and knowledge of teachers

3. It helps teachers to get jobs in their local areas as well. The standard of living of teachers increases.
4. The ultimate aim of policy is to switch the focus of teachers from training to education.
5. This policy guides teachers to upgrade level of literacy and numeracy of students by grade 3.
6. Technological intervention to serve as aids to teachers and help bridge any language barrier that may exist in student and teacher.
7. To ensure children at all levels of society are enrolled in schools to reduce dropouts under Sarva-Shiksha Abhiyan that is Right to Education
8. To make learning holistic, enjoyable, engaging for teachers and students
9. To redesign and reduce the curriculum and content of textbook and enforce discussions, examples, analysis and applications
10. To enforce formative and competency based assessment system
11. To allow teachers to learn special education in B.Ed program
12. Student Teachers from rural areas should get large number of merit based scholarship across the country to pursue 4 years of B.Ed program. Employment should be given in their preferential local areas.
13. Frequent transfer of teachers will be stopped so that there is no disturbance in studies
14. To introduce Teachers' Eligibility Test (TET) for existing and new teachers
15. Schools should take interview and demonstration of new appointment
16. To encourage schools to hire master instructors (local teachers) for subjects like arts, sports, vocational, languages, agriculture etc.
17. The primary goal is to maximize the ability of a teacher.
18. To encourage schools to provide descent and pleasant work place to teachers. Safe infrastructure including working toilets, clean drinking water, clean space, electricity, libraries, sports ground etc
19. To reduce the work load of teachers for non-teaching activities; the policy will reduce their working hours.
20. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations of their profession.
21. Online/offline mode will be developed so that teachers can share their ideas, views, knowledge with each other.

22. Each teacher will be expected to participate at least 50 hours of CPD (Continuous Professional Development) every year
23. Teachers must be appreciated for their excellent work by giving them salary rise, rewards, certificates from time to time.
24. The aim is to provide textbook at lowest cost and local languages
25. All Ph.D entrants will be required to take credit based courses in teaching related to Ph.D subjects
26. In-service teacher education and development will be strengthened through technological platforms like SWAYAM/DIKSHA for online training
27. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed.
28. This Policy envisions a comprehensive approach to transforming the quality and quantity of research in India. This includes definitive shifts in school education to a more play and discovery based style of learning with emphasis on the scientific method and critical thinking
29. Recommendations of policy for technology based learning:-
 - a. Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified
 - b. There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector
 - c. Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners.
 - d. A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed
 - e. Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPBHA will also be leveraged for creating virtual labs
 - f. Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools.
 - g. Blended learning model will be identified for teachers

30. To bring the focus back on education and learning, it is desirable that the Ministry of Human Resource Development (MHRD) be re-designated as the Ministry of Education (MOE).

Suggestions and recommendations:-

1. It is important to implement the policy initiatives in a phased manner
2. Prioritization of policy points as per its critical urgency
3. Comprehensiveness
4. It will need careful planning, joint monitoring, and collaborative implementation between the Centre and States
5. Execute the policy by timely diverting the resources between human, infrastructure and finances

Discussion:-

Learn not only to think like a teacher but also to act like a teacher, (Kennedy, 1999).

Quality of education depends on the quality of teacher education. Universalization of education will bring positive changes from grades pre-primary to higher secondary in education. There is lot of emphasis on vocational training, teaching in mother tongue. Teachers will be given scholarships and will be employed in their local villages. Our education system must move towards practical problem solving, critical thinking. Teachers should be taught how to learn rather than what to learn. Pedagogy should be introduced to make education more experimental, holistic, integrated, inquiry-driven, discovery-oriented, learner centered, flexible and enjoyable.

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BEST PRACTICES IN TEACHER EDUCATION

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Abstract

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs and habits. Educational goals involves identifying objectives, choosing attainable short term goals and then creating a plan for achieving those goals.

Teacher education refers to the policies , procedures and provision designed to equip Teachers with knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and community.

The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere. The teacher should develop a capacity to do ,observe ,infer and to generalize. TE programs deliver generations of teachers, who in turn educate generations of pupils and students, who on their part carry with them.

The NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students , which is a critical aspect of holistic development. NEP recognized the contribution teachers can make in reforming pedagogy to improve the learning outcomes. There are 94,16,895 teachers in Indian schools, according to provisional data from the Unified District Information System.

Best practices are set of guidelines , ethics or ideas that represent the most efficient or prudent course of action, in a given situation. Best practices of Highly Effective Teachers : Provide frequent and timely feedback, Be an Advocate ,Value parental /familial involvement , Be resourceful ,Make learning active ,Offer second chances/clean slates, Sidestep the comfort zone, Pursue lifelong learning.Excellent teacher with communication skills ,listening skills, patience, strong work ethic can contribute towards overall development of students.



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BEST PRACTICES IN TEACHER EDUCATION :

EDUCATION :

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values ,morals ,benefits and habits.Educational goals involves :

Identifying objectives

Choosing attainable short term goals

Creating a plan for achieving those goals.

Education is LEARNING FOREVER.

TEACHER should NEVER STOP LEARNING. Most of the times it happens that teacher achieves B.ed.degree and thinks that now it is enough , now I have to teach only.

Teacher Education refers to policies ,procedures and provisions designed to equip Teachers with knowledge,attitudes, behaviors and skills.They require to perform their tasks effectively in the classroom ,school and community.

Teachers are supposed to connect with STUDENTS and PARENTS for effective teaching – learning process.Teacher education encompasses teaching skills,sound pedagogical theory and professional skills.It is a continuous ,broad and comprehensive process.

OBJECTIVE OF TEACHER EDUCATION:

- 1.Imparting an adequate knowledge of the subject matter.
- 2.Enabling the teacher to acquire understanding of child psychology.

BEST PRACTICES IN TEACHER EDUCATION:

- 1.Be Resourceful
- 2.Value parental involvement
- 3.Provide frequent and timely feedback
- 4.Offer second chances
- 5.Making learning active
- 6.Be an advocate
- 7.Persue lifelong learning.

1. **Be resourceful:** Teacher should have critical thinking , creative thinking, innovative ideas and should think out of the box. He/she should encourage the students for designing different models, projects and DIY kits .Teacher should have contacts outside also to arrange variety of sessions for BENEFIT of students.

2. **Value parentral involvement:** Teacher can guide the students about the correction of mistakes done by the students, can give different resources to explore themselves to upgrade their knowledge in academics. Teacher should not deny the second chance, few students get motivated even with the moral support given by teachers.

3. **Provide frequent and timely feedback:** Teacher should set up checkpoints, offer a variety of formative assessments and discuss learning in real time .Teacher should provide proper set of instructions, share feedback with the students during learning process.

4. **Offer second chances:** Teacher should have knowledge about the extra curricular activities of the students. It helps to build a bond of Faith among the students as well as the parents. The

parents becomes aware about the activities going in the classroom. Both teacher and parent can take required initiatives for overall development of the student.

5. Making learning active: Teacher should implement flexible teaching methodologies. As there are variety number of students : some learn by listening, some learn by viewing , some learn by Hands on experiences .Teacher should provide different model or blend of different methodologies so that each student in class can understand the concept by his /her learning style. All students will be engaged by this method.

6.Be an advocate : Teacher needs to advocate themselves as well as the students. Teachers can attend different sessions, webinars to enrich their knowledge or additional information about any concept, can seek guidance from different subject experts. Similarly they can guide their students according to their need to excel in the particular topic.

7. Pursue Lifelong Learning : THIS IS MOST IMPORTANT PRACTICE ,TEACHER SHOULD DO. Only achieving the degrees of education and continue teaching the students forever with same methodologies should be avoided by the teachers. They need to update their knowledge /concepts by attaining different online courses .Now MOOC COURSERA,SWAYAM these platforms are providing excellent opportunities to the teachers to LEARN ANYWHERE, ANY TIME. Excellent Coaches are providing different audio – visual modules, pdf's , assignments for timely evaluation. Even Guides are providing helpdesk to clarify the doubts.

I HAVE COMPETED 3 MOOC COURSES DURING THIS PANDEMIC SITUATION.

1. Designing Flexible Approach of Learning : Designed by DR. Madhuri Isavemadam. Assistant Professor at Tilak College of Education and Dr. Sandip Patilsir.
2. Cooperative Learning Pedagogy : Designed by D. Pargat Singh Garcha, Principal at GHG Khalsa College of Education, GURUSAR Sadhar, PUNJAB.
3. Leadership styles ; Designed by MJ. Praveen RAJsir.

NEW EDUCATION POLICY (NEP)2020 released by the Centre has recommend a slew changes to the country's education system. As per the new policy, by 2030, the minimum degree required for TEACHING will be a FOUR-YEAR INTEGRATED B.Ed.

Some of the biggest highlights of the NEP 2020 are :

- 1.A single regulator for higher Education institutions.
2. Multiple entry and exit options in degree courses
- 3.Discontinuation of MPhil programmes
- 4.Low stakes board exams

5.Common entrance exams for universities.

New Education Policy 2020 highlights Key Takeaways of NEP to make India a 'GLOBAL KNOWLEDGE SUPERPOWER'. It has been observed that the Gross Enrolment Ratio in higher education is 26.3%. The aim of NEP 2020 is to increase it to 50% by 2035.

NEP 2020 has been built on the pillars of

- 1.Access
- 2.Equity
- 3.Quality
- 4.Affordability
- 5.Accountability

This policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a Vibrant Knowledge Society and Global Knowledge Superpower by making both school and college education more holistic.

NEP 2020 AND TEACHER EDUCATION:

NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them to also ensure Socio-emotional learning of their students, which is a critical aspect of holistic development. With these changes teachers can make in reforming pedagogy to improve the Learning outcomes.

Teachers need to focus on various aspects of Personality Development of students, need to study different factors affecting personality of student as follows :

- 1.EDUCATIONAL/ ACADEMIC factor
- 2.EMOTIONAL factor
- 3.BEHAVIOURAL factor
- 4.ECONOMICAL factor
- 5.SOCIAL factor
- 6.CULTURAL factor
- 7.PHYSICAL factor

By considering all these factors, yes definitely Teacher can guide the student properly to achieve his /her goals in life.

SCENARIO OF TEACHER EDUCATOR IN INDIA:

According to provisional data from the UDISE (Unified District Information System), INDIA has 94,16,895 teachers in its schools, with men and women in about equal numbers. A large number, over 1.2 lakh, are on contract or working part-time.

Subject Teachers in demand in India :

1. Mathematics
2. Science
3. Foreign Languages
4. Bilingual Education
5. Special Education

EFFECT OF PANDEMIC SITUATION ON EDUCATION IN INDIA:

Due to Corona crisis, Central and State Governments have closed schools from 12th March 2020. Students were compelled to sit at home. Wise decision was taken by Central Govt. to continue the student's education, NOT IN SCHOOL BUT AT HOME.. To prevent the spread of corona virus among the students. Here DIGITAL LEARNING started in India with full force.

Teacher started learning new technologies for effective Teaching –Learning process. They started using best practices in Online teaching :by orienting students to the Online course :

1. Breaking learning topics into smaller subtopics .
2. Developing different activities related to topics and explaining it to the students ,asking them to submit in time with due date.
3. Using different digital media like ZOOM, MEET, GOOGLE CLASSROOM, PPT PRESENTATION, ONLINE ACTIVITIES, YOU TUBES ,ONLINE DEMONSTRATION OF DIFFERENT CONCEPTS.
4. Describing expectations for online participation, communication and netiquette.
5. Providing technical support information.

Drastic change from Traditional Teaching to ONLINE Teaching was very well executed by Teacher EDUCATORS in India.

Richest Teacher in India : BYJU RAVEENDRAN ;founder and CEO of Byju's learning app. 37 year old former teacher from a small village in Kerala. Education app prepared by him has shown different way to other teachers to think differently.

NEP 2020 has given opportunity to Teacher Educators to THINK OUT OF THE BOX.

Online Teachers should try to achieve following characteristics to become EFFECTIVE ONLINE TEACHER:

1. Sees value in Online Education
2. Passionate about Teaching
3. Passion about the Subject

4. Good Time Manager
5. Is flexible and open for Feedback
6. Facilitates Classroom Community with Engaging Tone and Creativity
7. Trained in Online Teaching.
8. Should be able to explain complex ideas in simpler ways
9. Should be Positive by engaging the students with a Positive attitude.
10. Should be prepared with the subject-topic.
11. Should be Patient
12. Should have Technology Tips.

NEP 2020 has given chance to Teacher Educators to develop their skills.. as main goal of NEP 2020 is SKILL DEVELOPMENT OF STUDENTS FOR ATMNIRBHAR BHARAT.

WITH THE BEST PRACTICES IN EDUCATION , TEACHER CAN BECOME EXCELLENT TEACHER :

Good teacher is accessible to the students ONLINE and OFFLINE too.

He/she is enthusiastic to implement different methodologies in education.

He/she cares for his /her students. By experiencing EMPATHY with the students , teacher can understand student's problems and then can find best solution for the same. Example : TARE JAMIN PAR MOVIE.

Students approach this teacher to share their experiences ...travelling experiences , fun stories ,achievements, liking ,disliking.

Great teacher educators possesses GOOD LISTENING skills and take time out of their way-too -busy schedules for anyone who needs them.

- I have formed one group of students from different schools ..named as ABHINAV BHARAT JUNIOR We gather on Sunday morning at nearest garden, discuss different events. Students really enjoys this sharing of ideas with other students.

I asked each of them to write their own SWOT ANALYSIS. Before that ,I explained them , what do you mean by SWOT ANALYSIS, How it will help them for their PERSONALITY DEVELOPMENT.

I recorded habits of each student and allotted duty accordingly for 1 function celebrated on 8 th March 2020 on the occasion of WORLD WOMEN 'S DAY. I called thei parents also along with their friends. Surprisingly the Programme was fantastically conducted by the students under my supervision.

I was successful to inculcate following moral values among my students :

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- 1.Patriotism
- 2.Team Building
- 3.Problem Solving skill
- 4.Organising skill
- 5.Time Management
- 6.Communication skill
- 7.Confidence
- 8.Stage Daring.

Whole audience was happy to see wonderful performances by students : CULTURAL, SCIENTIFIC FEAST for them .The programme was having variety of performances :

- 1.Lathi-kathi demonstation
- 2.Singing Powada
- 3.Patriotic songs
- 4.Story telling of BRAVE INDEPENDENCE WARRIORS
5. Classical Dances
- 6.Sharing experiences
7. Demonstration of SCIENTIFIC CONCEPTS by hands on experiences.

By this way ,I was able to achieve my goal / objective of inculcating MORAL VALUES, PATRIOTISM AND SCIENTIFIC ATTITUDE.

BEST PRACTICES:

Best practices are a set of guidelines ,ethics, or ideas that represent the most efficient or prudent course of action, in a given business situation. Best practices may be established by authorities ,such as regulators or governing bodies, or they may internally decreed by a company's management team.

Best practices are important for processes that you need to work correctly .They are simply the best way to do things and have been worked out through trial and error, and are found to be the most sensible way to proceed.

Following steps should be taken by Teacher Educator i.e. Best practices :

- 1.Work towards Advanced Degree
- 2.Add Technology to the lessons
- 3.Take continuing Education Classes : Teachers can be STUDENTS too.
- 4.One of the best way to stay fresh is to continue your Education.
- 5.Read various Reference Books ,Industry books.

6. Brainstorm with other Educators.

As the teaching is not the same today as it was even 10 years ago, much less four decades ago, which is when many of today's retiring teachers first entered the classroom as an instructor.

- The teachers are supposed to KEEP THEIR TEACHING FRESH, by implementing different methodologies.

Now the teachers can share their ideas to their fellow teachers of different schools, can compare and improve on current lesson plans.

- Pandemic situation has created different BOND BETWEEN THE TEACHERS AND STUDENTS. As this generation is more Techno savy, the students are guiding the teachers many times about operating system of different Apps.

THIS IS THE MAIN CHANGE ..SEEN AFTER PANDEMIC SITUATION.

BHARAT..Once the teacher educator will work on his/ her weaknesses and convert them into strengths ..it will be automatically imbibed or inculcated among the students.

SKILLS REQUIRED FOR GOOD LEADERSHIP : AS TEACHER EDUCATOR IS NATION BUILDER..HE/SHE should have following skills :

1. Communication skill : Effective communication will give good results. If the proper instructions are given to students how to proceed, when to proceed , it helps the students to give better results. Bad communication can misguide the students , they may get wrong results.
2. Creativity : The teacher educator should be creative enough to explain the concepts to students for better understanding.
3. Innovative : Teacher educator should think out of the box, should implement innovative ideas for better explanation.
4. Organisation
5. Patience is needed as there is variety of students who understand the concept at different levels.
- 6 . Dedication
- 7.Problem solving skill
- 8.Confidence
9. Enthusiasm
- 10.Critical Thinking

CHALLENGES IN TEACHER EDUCATION:

1. No uniformity in several types of teacher education institutions
2. Poor standards with respect to resources for colleges of education

3. Unhealthy financial condition of colleges of education.
4. Incompetent teacher educators resulting in deficiency of scholars.
5. Improper selection of candidates (student teachers) to be admitted.
6. Inadequate duration of teacher programme
7. Traditional curriculum and teaching methods of teaching in the teacher education programme.
8. Improper organization of teacher education.
9. Unplanned and insufficient co-curricular activities.
10. Feedback mechanism lacking.

NEP 2020 is reducing most of the challenges in teacher education mentioned above by offering various innovative schemes.

NEP 2020 is surely going to give best solutions ,provided teacher educators will implement best practices in TEACHER EDUCATION.

- Teachers are also feeling free to ask the doubts or take guidance from the students about any operating system.

Teachers are picking and choosing best new books , these BOOKS PROVIDE A LOT OF FOOD FOR THOUGHT.

Teachers can pick up different new ideas by discussing with their colleagues,they can incorporate new techniques to connect with the students and help them to learn more effectively.

CONCLUSION:

NEP 2020 has provided golden opportunity to Passionate Teacher Educators to implement different Innovative methodologies to inculcate the Moral values ,Scientific attitude and Patriotism to make our India ...SUPERPOWER OF KNOWLEDGE.

Teacher educators are supposed to update their knowledge, adapt new technologies, do sharing of experiences with fellow teachers ,.They should be ready to LEARN.They can use OPEN EDUCATIONAL RESOURCES like MOOC, COURSERA, SWAYAM to upgrade their knowledge.

AS GREAT ACHARYA CHANAKYA HAS SAID , IF YOU CAN CHANGE THE EDUCATION SYSTEM OF ANY NATION CONSTRUCTIVELY, IT IS VERY DIFFICULT TO DEFEAT THAT COUNTRY.

“ A GOOD EDUCATION CAN CHANGE ANYONE, A GOOD TEACHER CAN CHANGE EVERYTHING.”

LET'S MAKE OUR INDIA "ATMNIQBHAR BHARAT " by giving excellent skill based education to NEXT GENERATION."

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MULTIDISCIPLINARY EDUCATIONAL APPROCHES-NEP2020

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Abstract

A well-defined, well-planned and progressive education policy is a must for every country because education is the cornerstone of economic and social progress. Taking into account their respective traditions and culture, different countries adopt varied education systems. The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28th, 2020. After a gap of 34 years, the Indian government consolidated feedback from 2.5 lakh village-level stakeholders to two national parliamentary level committees, over more than 50 months of consultations and workshops. However, the extent to which the policy has incorporated recommendations remains unknown. In the midst of multiple op-eds and commentaries about the NEP, this article attempts to analyses the policy from the lens of practitioners. In particular, we examine nine key chapters of the 'school education' section from our experience over the last five years of having seen the policy life-cycle through formulation, implementation, and (lack of) evaluation in Maharashtra. "In 2022, when India will be celebrating the completion of 75th year of Independence, all Indian students should be learning according to the direction and provision of the new education policy. It's our collective responsibility," Prime Minister Narendra Modi



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Introduction:

Multidisciplinary Educational approaches of NEP 2020 this is very new buy every one wants form many decades. This policy has a major educational goal of increasing the gross enrollment of Primary to secondary education system of the country. According to this NEP 2020 by 2030 many large Multidisciplinary Educational colleges in every district. This is very big and bold reform that will be implemented in Indian education system. The focus of making education 'Multidisciplinary Educational 'is a significant step that will benefit the students.

National Education Policy 2020 taken a lot of efforts to creating an enabling Ecosystem. For offering Multidisciplinary Educational to flourish and making a different to every student.

The flexibility to chose subjects from science humanities with the abilities as well as art, fine art sports will give students a wide range of subject.

With the creative combination of subjects Cutting age of curriculum, flexible options and multiple entry and exit options during the Under Graduate courses. Students can explore areas of interesting and also choose courses of their choices. We must remember that Indian way of

thing, learning and acquiring knowledge has always been 'liberal and Multidisciplinary'. This Multidisciplinary Educational approach would be the India's great contribution to the world. The formulation and implementation of NEP2020 will play a significance role in the shaping of the future of education system.

Multidisciplinary and holistic Educational as well as learning is an ancient method used in Indian Education system as well as the other part of world.

National education policy 2020 is a compressive document and its main purpose is to improve the educational sectors by making it improve, holistic, Multidisciplinary Educational is extremely significant in the post-modern society of 21 st century. Multidisciplinary learning is an innovative medium through which students can learn all subjects together.

MERU(Multidisciplinary Education and Research Universities) is really helping to create a new MERU in education system.

By 2030, one large multidisciplinary college in every district- By 2030, all higher education institutions will become multidisciplinary institutions and each of them will at least have an enrollment of 3,00 students. By 2030, be at least one large multidisciplinary HEI in or near every district.

Early Childhood Care and Education (ECCE)

- Extends the Right to Education eligibility window from 6-14 years to 3-18 years. With a goal of having 100 percent of children 'school-ready' by 2030, the policy pushes for universalization of ECCE.
- Providing infrastructure such as play equipment and child-friendly buildings, as well as continuous professional development (CPD) of ECCE teachers and Anganwadi workers through a six-month certification programme, including some online components

Foundational Literacy and Numeracy (FLN)

- A three month preparatory course for students, access to digital content through energized textbooks (ETB-DIKSHA), student-led peer learning, and community tutoring are recommended as some of the means to achieve 100 percent foundational level (upto Grade 3) learning by 2025.
- Teacher vacancies to be filled in a time-bound manner, with a priority to disadvantaged areas and sections of the society.

Universal access to education at all levels

Music, arts and literature to be taught in all colleges: Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation, and Interpretation, etc. will be introduced in all higher education institutions.

- Investment in resources such as infrastructure and teachers for students till Grade 12; as well as ensuring social workers and counsellors are made available to students, so they can address factors contributing to dropout rates.
- Rigorous tracking of 100 percent of children, through a technology-based platform to ensure no one is left behind.
- Encouraging different public-private partnership school models to curtail the number of dropouts and out-of-school children

M.Phil to be discontinued: According to the NEP 2020, M.Phil will be discontinued. The details regarding the same will be released soon.

Sanskrit will be mainstreamed: It is time that Sanskrit will be mainstreamed with a strong offering in schools and three language formula will be adopted in higher education.

Vocational Skills to be Taught: Every student will be taught a vocational skill of his/ her choice by the time they complete their schooling. Students will also be taught coding from Class VI.

No Rigid Separation Between Arts and Science Curriculum: There will not be a huge difference between the curriculum of these two streams and all subjects like Music will be taught.

Curriculum and pedagogy in schools

- The policy encourages local languages to be the medium of instruction at least up to Grade 5; promotes bi-lingual education and textbooks for learning; as well as multiple languages at middle and secondary levels.
- The suggested 5+3+3+4 class system focuses on defining learning levels at each critical juncture, taking a multi-disciplinary approach, and reducing content by targeting core learning competencies.

Testing and assessments

- Focus on measurable learning outcomes at all levels of the newly proposed schooling system, with testing at 3rd, 5th, and 8th grade levels.
- Promoting formative assessments (those that are conducted on an ongoing basis covering smaller portions of the syllabus), peer assessment, and holistic progress reports, to measure the ongoing academic progress of the children.
- Student choice to be incorporated in the 10th and 12th grade board exams. The policy suggests doing so by offering freedom of subject choice, allowing best of two attempts, and choice of difficulty (standard and higher level).

Teachers and teacher education

- The policy proposes the minimum teacher education degree requirement to change from the current two year D.El.Ed/B.Ed degree to a four year B.Ed undergraduate programme, by 2030.

Academic Bank of Credit to be established: An Academic Bank of Credit (ABC) will be set up which will digitally store the academic credits earned. The 4-year course may also lead to a degree 'with Research' if the student completes a rigorous research project within the respective time frame.

Equitable and inclusive education

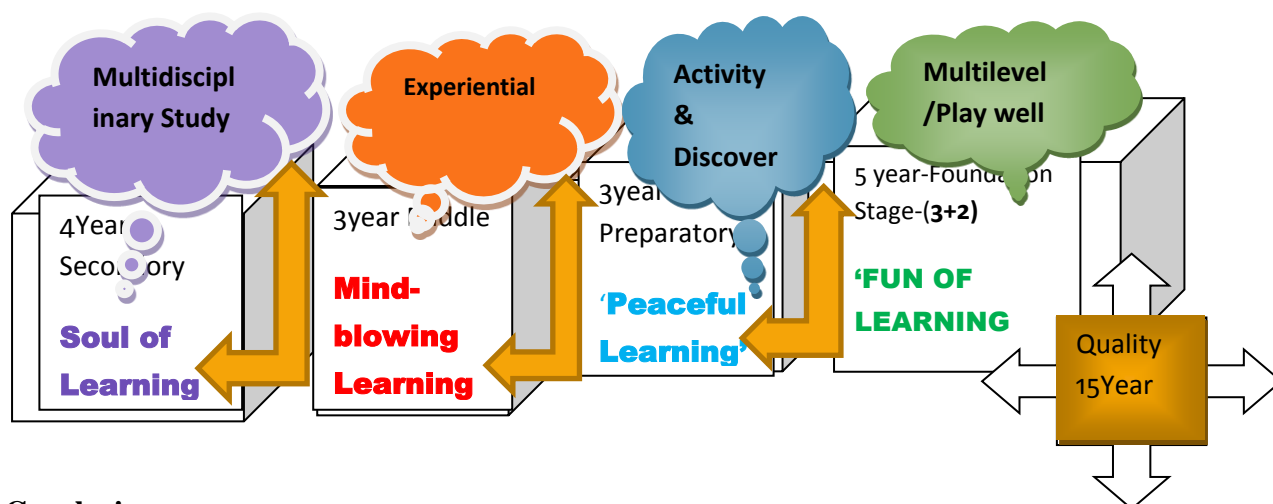
- The 'Gender Inclusion Fund' which supports female and transgender students by driving state-level inclusion activities, developing sufficient infrastructure for safety, and targeted boarding.
- Special Education Zones (SEZs) and Kasturba Gandhi Balika Vidyalayas (KGBVs)/KVs to be set up in aspirational districts, with targeted focus on improving the quantity and quality of learning

School complexes

- Re-organising smaller schools with very low enrolment into a 'school complex' structure, which connects 10-15 such small schools into one administrative unit, will help reduce school isolation, efficiently use teaching learning resources, and increase governance and accountability, especially in rural/Adivasi parts of India.
- Providing autonomy to plan and implement the initiative locally is a good idea in principle. School Complex Management Committee (SCMC)

Standard setting and school accreditation

- A strong push to bring in transparency and accountability across schools by setting standards through a dedicated agency (State Schools Standards Authority, or SSSA), which incorporates learning related indicators as well as student feedback into school ratings.
- Development, performance, and accountability to be three key pillars of supporting officers and teachers in the system, promoting greater alignment and clarity in job roles, periodic performance measurement structures, and timely feedback mechanisms
- **New Perspective of NEP 2020:(New 4 Pillar of Learning).**by Dr.Geeta Shinde



Conclusion:

The drafting committee of NEP 2020 has made a comprehensive attempt to design a policy that considers state/UT governments, expert viewpoints, global best practices in education, field experiences and stakeholders' feedback.

The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners job-ready.

National Education Policy 2020 is a great model previous all educational Policies. But even though few queries in actual implementation or we can say a ground level reality.

- The existing education regime excludes formal training and orientation towards pedagogy for college and university educators.
- How it would be inculcating in the curriculum
- When and how will be design the accurate curriculum
- What about the teacher Training?

- Which kind of evaluation system will be adopted?
- Is the all this Multidisciplinary Educational Institutions will get suitable infrastructure
- Which kind of autonomy will be declared?
- How will be MERU will be work?
- Do we again focus on caste wise work culture in India?

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गुहागर तालुक्यातील प्राथमिक शिक्षकामध्ये राष्ट्रीय शैक्षणिक धोरण २०२० जाणीव जागृतीचा विश्लेषणात्मक अभ्यास

श्री मनोज नरसी पाटील

पदवीधर शिक्षक

वेलदूर नवानगर शाळा त.गुहागर जी. रत्नागिरी

प्रास्ताविक : शिक्षण व्यवस्था अधिक लवचिक बनविण्याच्या दृष्टीने आवश्यक ते बदल नव्या शैक्षणिक धोरणात केले आहे.यात शिक्षण व्यवस्था बहुवैविध्य ,बहुभाषिक करण्याकडे अधिक भर देण्यात आला आहे .तब्बल ३४ वर्षांनी शिक्षण धोरणात बदल झाला आहे.मुलांना शिकवताना एकाच भाषेच्या माध्यमातून अद्यापन न करता विविध प्रादेशिक भाषांचा वापर करावा लागणार आहे.कोठारी आयोगानुसार १०+२+३ हा आकृतीबंध बहाल केला होता . त्यानुसार आतापर्यंत शाळेची रचना होती , आता नवीन शैक्षणिक धोरणाने शिक्षणाचा एक नवीन आकृतिबंध ५+३+३+३४ असा देशासमोर ठेवला आहे. बालवाडी ते दुसरी ,तिसरी ते पाचवी ,सहावी ते आठवी आणि नववी ते बारावी अशी रचना यापुढे असेल.३ ते १४ वर्ष वयोगताचे विद्यार्थी शिक्षण हक्क कायद्याच्या कक्षेत आले आहेत .यापूर्वी हा वयोगट ६ ते १४ वर्ष होता. विद्यार्थ्यांचे प्रगती पुस्तक बदलणार , शिक्षकासोबतच विद्यार्थीदेखील स्वतःचे मुल्यांकन करणार आहेत. पहिल्या पाच वर्षातील अभ्यासक्रमामध्ये लवचिकता असेल . यामध्ये खेळावर आधारित शिक्षण ,सह -अभ्यासक्रम कलागुण, संशोधनाच्या संधी देऊन शिकवणे ,आणि स्वतःहून संशोधन करून शिकणे , संज्ञात्मक आणि भावात्मक संधी प्राप्त करून घेणे .अशाप्रकारची आखणी प्राथमिक शिक्षकांना करावी लागणार आहे. प्राथमिक शिवण्याच्या पद्धती अधिक विकसित केल्या जातील.या कालावधीत औपचारिक पाठ्यपुस्तकांचा समावेश असेल. तसेच स्तरावर काम करणारे शिक्षक बहुविध कौशल्य अवगत करणारे असतील . प्राथमिक स्तरावर लेखन ,वाचन ,बोलणे,भाषा ,गणित,विज्ञान,शारीरिक शिक्षण ,इत्यादी मुलभूत ,समान्य व एकात्मिक आकलन विकसित करण्यावर भर देण्यात येणार आहे. नवीन शैक्षणिक धोरणामध्ये कौशल्याधारित शिक्षणावर अधिक भर देण्यात आला आहे. पूर्वप्राथमिक स्तरापासून ३ ते १८ वर्षापर्यंत समन्यायी

व सर्वासाठी शिक्षण देण्याचे नियोजन या धोरणात समाविष्ट आहे. नव्या शैक्षणिक धोरणात पूर्वप्राथमिक शिक्षणाचा समावेश शालेय शिक्षणामध्ये करण्यात आला आहे . १९६६ साली कोठारी आयोगाने या देशातील शिक्षण धोरणाबाबत अतिशय मूलगामी स्वरूपाच्या शिफारशी करून ठेवलेल्या आहेत. नव्या धोरणाच्या ६६ पानांत त्यांचा कुठेही संदर्भ नाही. या देशातील केवळ सर्वोच्च पदावरील व्यक्तींचा पाल्य असो, नाहीतर अत्यंत साध्या सेवा कर्मचाऱ्यांचा पाल्य असो; सर्वांना शिक्षणाची समान संधी हा आपल्या संविधानाचा गाभा आहे. समान संधी याचा अर्थ दोघांच्या शिक्षणासाठी समान स्वरूपाच्या सोयीसुविधा उपलब्ध असाव्यात. शाळेतील प्रयोगशाळांची संख्या, वाचनालयाचा आकार, वाचनालयातील पुस्तकांचे प्रकार आणि संख्या, शिक्षक-विद्यार्थी गुणोत्तर, मैदानांची सोय आदी बाबतीत समानता अभिप्रेत आहे. प्रत्यक्षात देशातील १४ लाख शाळांची परिस्थिती आणि त्या तुलनेत ११०० नवोदय व ७०० केंद्रीय विद्यालये यांच्या सुविधांमधील तफावत डोळ्यांत भरेल अशा विषम स्वरूपाची आहे. ती कमी करण्याचे काय उपाय असणार आहेत? ते कसे करणार? ते करणे मुळात आवश्यक वाटतेय की नाही? याबाबत नवीन धोरण काहीही स्पष्ट निर्देश करित नाही. उलट, सर्वांचा समावेश करणारे 'इन्क्लुझिव्ह' शिक्षण देण्याची भाषा वापरण्यात आली आहे. नवभांडवलदारी व्यवस्थेने 'समावेशकता' हा शब्द प्रचलित केला आहे. आपल्या संविधानात 'समता' हे मूल्य सांगितलेले आहे. कमी दर्जाच्या लोकांना सामावून घेणे संविधानाला अभिप्रेत नसून, सर्वांना समान दर्जा, सोयीसुविधा आणि संधी उपलब्ध करून देणे त्यात अभिप्रेत आहे. त्यादृष्टीने नव्या धोरणातील 'समावेशक'तेचा उल्लेख फसवा असून, खरे तर वंचित-शोषितांना यापुढेही शिक्षणाच्या गंगेत हात धुण्यासाठी सुद्धा प्रवेश असणार नाही असे सूचित करणारा आहे. नव्या धोरणानुसार बारावीपर्यंतच्या शिक्षणात तिसरी, पाचवी, आठवी, दहावी आणि बारावी अशा पाच परीक्षा असतील. त्यातील तिसरी, पाचवी आणि आठवीच्या परीक्षा शालेय स्तरावर घेतल्या जातील. शिक्षणाच्या प्रक्रियेत शिक्षक हा परिवर्तनाचा मुख्य घटक आहे. त्यासाठी शिक्षकांसाठी चार वर्षांचा 'एकात्मिक बीएड' या विशेष अभ्यासक्रमाची तरतूद करण्यात आली आहे. कोणतीही नोकरी मिळाली नाही म्हणून शिक्षकाची नोकरी मिळवली असं न होता, शिक्षक व्हायचं ठरवून जे चार वर्षांचा अभ्यासक्रम करतील त्यांनाच प्राधान्य मिळेल; शिक्षक होण्यासाठी हा अभ्यासक्रम अनिवार्य आहे. त्यानंतर

राष्ट्रीय परीक्षा मंडळाकडून त्यांची परीक्षा घेतली जाईल. कारण चांगल्या शिक्षकांची भरती होणं हाच शिक्षणाच्या सुधारणेचा पहिला टप्पा आहे, असं मला वाटतं. विद्यार्थ्यांना गुणवत्तापूर्ण शिक्षण प्राप्त करण्यासाठी सक्षम यंत्रणा निर्माण करण्याचे या धोरणात निर्धारित करण्यात आले आहे. राष्ट्रीय शैक्षणिक धोरण २०२० याविषयी प्राथमिक शिक्षकामध्ये जाणीव जागृती होणे याकरिता महत्वाचे आहे.

उद्दिष्ट्ये :

१. प्राथमिक शिक्षकांना राष्ट्रीय शैक्षणिक धोरण २०२० याविषयी माहिती देणे.
२. राष्ट्रीय शैक्षणिक धोरण २०२० मधील प्राथमिक शिक्षणाचा दृष्टीने विश्लेषणकरणे.
३. प्राथमिक शिक्षकांमध्ये राष्ट्रीय शैक्षणिक धोरण २०२० विषयी जाणीव जागृती करणे.

व्याप्ती :

१. प्रस्तुत संशोधन पेपर गुहागर तालुक्यातील सर्व प्राथमिक शिक्षकांशी संबधित आहे.
२. या संशोधनातून प्राप्त झालेली माहिती समान परिस्थिती असलेल्या इतर प्राथमिक शिक्षकांना उपयुक्त ठरेल.
३. प्रस्तुत संशोधन पेपर माधील माहिती प्राथमिक स्तरावरील सर्व शिक्षकांशी संबधित आहे.

मर्यादा :

१. प्रस्तुत संशोधन पेपर गुहागर तालुक्यातील सर्व प्राथमिक शिक्षकापुरते मर्यादित आहे.
२. प्रस्तुत संशोधन पेपर माधील माहिती गुहागर तालुक्यापुरतीच मर्यादित आहे.

नमुना निवड :

संशोधनात गुहागर तालुक्यातील जिल्हा परिषद प्राथमिक शाळेतील दुसरी ते पाचवी इयत्तेला शिकविणा-या ३१० प्राथमिक शिक्षकांची निवड सहेतुक पद्धतीने करण्यात आली. व त्यांच्याकडून राष्ट्रीय शैक्षणिक धोरण २०२० यातील माहिती जाणून घेण्यासाठी प्रश्नावलीव्दारे जाणीव जागृतीविषयक दृष्टीकोनाविषयी माहिती घेण्यात आली.

संशोधन पद्धती :

सदरचा संशोधनात गुहागर तालुक्यातील प्राथमिक शिक्षकामध्ये राष्ट्रीय शैक्षणिक धोरण २०२० याविषयी प्राथमिक शिक्षण विषयक दृष्टीकोन जाणून घेण्यासाठी सर्वेक्षण पद्धतीचा वापर करण्यात आला आहे.

माहितीचे विश्लेषण :

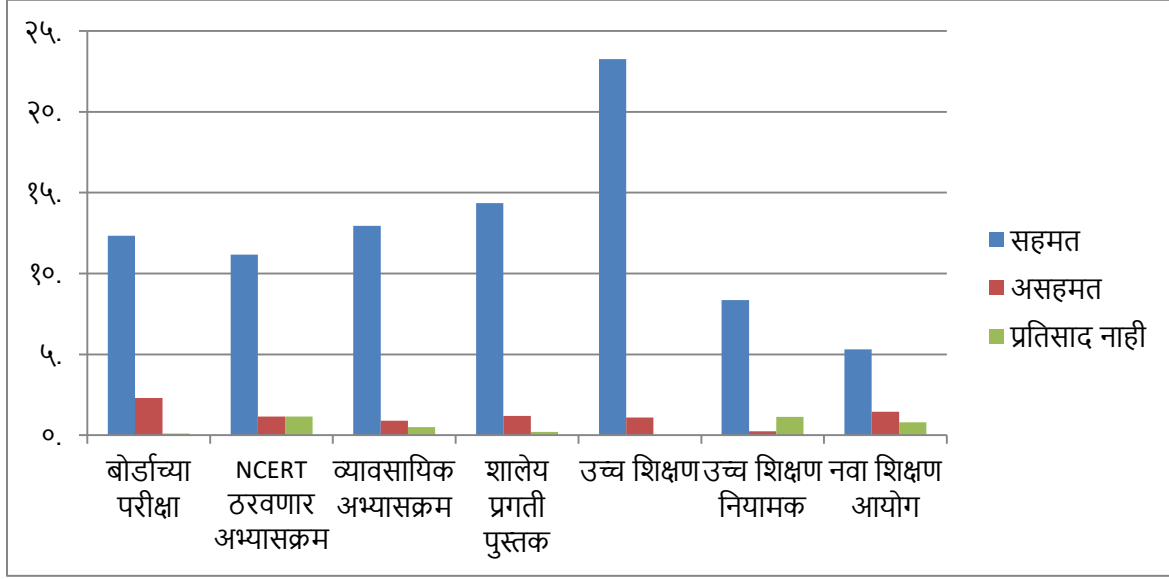
प्राथमिक शिक्षकाकडून राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये प्राथमिक शिक्षणाविषयीची माहिती प्रश्नावली व्दारे घेण्यात आली व एकूण प्रतिसादाचे मध्यमान व शेकडा प्रमाण काढण्यात आले. राष्ट्रीय शैक्षणिक धोरण २०२० सध्यस्थितीचे विश्लेषण खालीलप्रमाणे करण्यात आले आहे.

सारणी क्र. १: प्राथमिक शिक्षकामध्ये राष्ट्रीय शैक्षणिक धोरण २०२०विषयी माहितीचे विश्लेषण

अ.क्र.	राष्ट्रीय शैक्षणिक धोरण २०२० मधील मुद्दे	सहमत	असहमत	प्रतिसाद नाही
१	बोर्डाच्या परीक्षा	१२.३३	२.३	०.१
२	NCERT ठरवणार अभ्यासक्रम	११.१६	१.१६	१.१६
३	व्यावसायिक अभ्यासक्रम	१२.९६	०.९	०.५
४	शालेय प्रगती पुस्तक	१४.३६	१.२	०.२
५	उच्च शिक्षण	२३.२६	१.१०	००
६	उच्च शिक्षण नियामक	८.३५	०.२५	१.१४

७	नवा शिक्षण आयोग	५.३२	१.४५	०.८
शेकडा प्रमाण		८७.७४	८.३६	३.९

आलेख क्र.१: प्राथमिक शिक्षकामध्ये राष्ट्रीय शैक्षणिक धोरण २०२०विषयी माहितीचे विश्लेषण



निरीक्षण व निष्कर्ष : वरील सारणीचे निरीक्षण केले असता असे दिसून येते कि, राष्ट्रीय शैक्षणिक धोरण २०२०विषयी सध्यस्थितीचे प्रमाण पुढील मध्यमान व शेकडेवारी वरून लक्षात येते . राष्ट्रीय शैक्षणिक धोरणामध्ये बोर्डाच्या परीक्षेबाबत १२.३३% प्रतिसाद प्राथमिक शिक्षकाकडून प्राप्त झालेला आहे. NCERT ठरवणार अभ्यासक्रम ११.१६%, व्यावसायिक अभ्यासक्रम १२.९६ %, शालेय प्रगती पुस्तक १४.३६ %, उच्च शिक्षण २३.२६ % , उच्च शिक्षण नियामक ८.३५ % , नवा शिक्षण आयोग ५.३२ % असून एकत्रित पणे सहमत असलेल्या प्राथमिक शिक्षकांचे शेकडा प्रमाण ८७.७४ % तर असहमत असलेल्या प्राथमिक शिक्षकांचे शेकडा प्रमाण ८.३६ % इतके आहे. यावरून प्राथमिक शिक्षकामध्ये राष्ट्रीय शैक्षणिक धोरण २०२०विषयीची जाणीव जागृती अधिक आहे.

नव्या शैक्षणिक धोरणांमुळे शिक्षण क्षेत्रात प्राथमिक-माध्यमिक स्तरावर नवनवे प्रयोग होत आहेत. नवे शैक्षणिक धोरण, कायदे यामुळे शिक्षणाच्या पारंपरिक ढाच्यात आमूलाग्र बदल आस्ते कदम का होईनात होत आहेत हे निश्चितच स्वागतार्ह आहे, पण अजूनही ही 'अडथळ्यांची शर्यत' उरत आहे.

भारतात सद्यघडीला जशी ज्या वर्गाची पैसा खर्च करण्याची ऐपत आहे, त्याप्रमाणे प्राथमिक शिक्षण उपलब्ध आहे. त्यामुळे महाराष्ट्रातील एक मूल चौथीला थेट ऑस्ट्रेलियाचा भूगोल शिकत असते, दुसरे भारताचा अन् तिसरे पुणे जिल्ह्याचा. दुसरीकडे अजूनही समाजातील मोठा वर्ग प्राथमिक शिक्षणाच्या परिघाबाहेर आहे. ही एक नवीन वर्ग व्यवस्था निर्माण होत आहे. शिक्षण हक्क कायद्याची अंमलबजावणी करण्यास आजही खासगी विनाअनुदानित शाळांचे व्यवस्थापन उदासीन आहे. प्राथमिक शिक्षणाचे माध्यम इंग्रजी व त्यातही खासगी इंग्रजी माध्यमांच्या शाळांकडे पालकांचा कल वाढत आहे. मुळात 'जगाचे आव्हान' इंग्रजी येणे हे नसून 'ज्ञाननिर्मित' समाज घडवणे हे आहे. २००५चे राष्ट्रीय शैक्षणिक धोरणसुद्धा 'ज्ञानरचनावादी' शिक्षण प्रक्रियेचा पुरस्कार करत आहे. प्राथमिक शिक्षण या सर्वांचा पाया आहे. राष्ट्रीय शैक्षणिक धोरण 'ज्ञानरचनावादी शिक्षण पद्धतीचा' पुरस्कार करत असताना, 'असर' महाराष्ट्रातील शालेय मुलांच्या 'साक्षरतेचा' लेखाजोखा मांडत आहे अन् दुसरीकडे गेल्या दोन दशकांत शिक्षण व्यवस्थेत सामाजिक, आर्थिक, सांस्कृतिक स्तरांवर आधारलेले भेद अधिक ठळक होत आहेत.

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TILAK COLLEGE OF EDUCATION, PUNE
&
VIDYA BHARTI UCHCHA SHIKSHA SANSTHAN, INDIA

JOINTLY ORGANISED
STATE LEVEL CONFERENCE

On
Implementation of National Education Policy (NEP) 2020 for
Teacher Education

On 30th January 2021

TOPIC

राष्ट्रीय शैक्षणिक धोरण 2020 आणि शिक्षक शिक्षणाची गुणवत्ता

Presented by

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राष्ट्रीय शैक्षणिक धोरण आणि शिक्षक शिक्षणाची गुणवत्ता

गोषवारा :-

कोणत्याही देशाची जी राज्यव्यवस्था असते त्या विचारसरणी नुसार शिक्षणाच्या माध्यमातून ते विचार देशाचे नवे नागरिक म्हणजेच विध्यार्थी व त्यांना घडवणारे शिक्षक यांच्या माध्यमातून ते विचार प्रतिबिंबित केले जातात. त्यामुळेच भारताने 1986 , 1992 व 2020 या राष्ट्रीय शैक्षणिक धोरणांच्या माध्यमातून अपेक्षित बदल घडवून आणण्याचा एक मार्ग स्वीकारलेला आहे. त्याचाच एक भाग म्हणजे 21 व्या शतकातील अपेक्षित भारत घडवण्याकरिता शिक्षक पत्रतेतील अंतरविद्याशास्त्रीय उपगमाचा स्वीकार , स्थानिक मातृभाषेला प्राधान्य, मूल्यमापन पद्धतीतील बदल , आकृतिबंधातील बदल ही या नव्या शैक्षणिक धोरण 2020 ची काही प्रमुख गुणवत्तायुक्त वैशिष्टे सांगता येतील.

प्रमुख शब्द :- नवीन शैक्षणिक धोरण , आकृतिबंधातील बदल, बहुभाषिकता, मूल्यमापन धोरण इ.

प्रास्ताविक

देशाच्या आकांक्षा, गरजा पूर्ण करण्यासाठी शैक्षणिक धोरण केवळ अभ्यासाच्या पद्धतीमध्ये बदल होण्यासाठी उपयुक्त नाही तर एकविसाव्या शतकातील भारताच्या सामाजिक आर्थिक जीवनाला नवी दिशा देणारे धोरण असावे. शैक्षणिक धोरण हे देशातील युवक वर्गाला भविष्यातील गरजेनुसार ज्ञान आणि कौशल्य आशा दोन्ही बाबींसाठी सज्ज करणारे असावे. अभ्यासापेक्षा शिकवण्यावर जास्त लक्ष केंद्रित करणारे असावे. अभ्यासक्रमापेक्षा पुढे जाऊन सर्वकष विचार करण्यावर भर देणारे असावे. शैक्षणिक धोरण हे अध्ययन अध्यापनापेक्षा प्रत्यक्ष अनुभव आणि सदरीकरणावर जास्त भर देणारे असावे. शैक्षणिक धोरण हे सर्वांसाठी समान दृष्टीकोणातून आपल्या शिक्षण व्यवस्थेला सक्षम करते यामागील धोरणात कोणत्या कमतरता होत्या , विद्यार्थी व शिक्षक यांना कोणकोणत्या समस्या निर्माण होतात.या सर्वांचा विचार करून शैक्षणिक धोरण ठरवले पाहिजे.

आत्मनिर्भर भारत निर्माण करण्यासाठी युवा वर्ग कुशल असणे गरजेचे आहे. लहान वयातच व्यावसायिक कौशल्य आत्मसात केल्यामुळे आपली युवा पिढी भविष्यासाठी अधिक चांगल्या प्रकारे सज्ज होईल. प्रत्यक्ष शिक्षणातून आपल्या युवा वर्गाची देशांतर्गत रोजगार क्षमता वाढेल. त्याचबरोबर जागतिक रोजगार बाजारपेठेत आपले प्रमाण लक्षणीय असेल. देशातील युवक वर्ग त्यांच्या आवडीनुसार, कलानुसार घेऊ शकतील.

आज अवघे जग भविष्यात वेगाने बदलणाऱ्या नोकऱ्या तसेच कामाच्या स्वरूपाबाबत व्यापक चर्चा करत आहे. शैक्षणिक धोरण हे देशातील युवावर्गाला

भविष्यातील गरजेनुसार ज्ञान आणि कौशल्य या बाबतीत सज्ज करू शकते. आपल्या राष्ट्रीय शैक्षणिक धोरणात प्रक्रिये पेक्षा ध्यास, प्रत्यक्ष अनुभव आणि सदरीकरणावर जास्त भर देण्यात आला आहे. यात पायभूत शिक्षण आणि भाषांवर सुद्धा लक्ष केंद्रित करण्यात आले आहे. अध्ययनातील साध्य आणि शिक्षक शिक्षणावर सुद्धा भर देण्यात आला आहे.

शिक्षक शिक्षणाचा अर्थ :-

शिक्षक हा समाजाचा घटक असला तरी त्याला समाजविकासाचे नेतृत्व करावे लागते. आजचे विद्यार्थी देशाचे भावी नागरिक असतात त्यामुळे तत्कालीन परिस्थितीतून भविष्याचा योग्य वेध घेत विद्यार्थ्यांना मार्गदर्शन करावे लागते. विद्यार्थ्यांना योग्य ज्ञान, कौशल्य संस्कार देण्यासाठी शिक्षक परिपूर्ण विकसित करण्याचे कार्य शिक्षक शिक्षण करते.

व्याख्या-

सी. व्ही. गूड्स

शिक्षक शिक्षणात सर्व अनुभव औपचारिक आणि अनौपचारिक क्रियांचा समावेश होतो की ज्या व्यक्तीला शिक्षण व्यवसायाची जबाबदारी पार पाडण्यासाठी आवश्यक असलेल्या योग्यता प्रदान करतात.

एन.सी.टी.ई.-

Teacher Education means programmes of Education, research or training of person for equipping them to teach at pre primary, primary, secondary and senior secondary stages in schools and includes non normal education, part time education, adult education and correspondence education.

राष्ट्रीय शैक्षणिक धोरणानुसार भारतीय शिक्षक शिक्षणाच्या गुणवत्तेत होत गेलेले बदल :-

1. माध्यमिक शिक्षण आयोग 1952-53 नुसार शिक्षक प्रशिक्षणासाठी शालान्त किंवा उच्च माध्यमिक स्तरावरची परीक्षा उत्तीर्ण झाले आहेत त्यांच्यासाठी दोन वर्षांचे प्रशिक्षण देणाऱ्या संस्था आशा दोनच संस्था असाव्यात . तसेच प्रशिक्षणार्थ्यांना एक किंवा अधिक अभ्यासानुवर्ती कार्यक्रमाचे प्रशिक्षण मिळावे अशी शिफारस केली.
2. वुडचा खलिता 1854 नुसार ब्रिटनच्या धर्तीवर भारतात शिक्षक प्रशिक्षणाची व्यवस्था असावी, विद्यार्थी शिक्षकांना प्रशिक्षणानंतर प्रमाण पत्र व शालेय शिक्षक म्हणून नोकरी द्यावी अशी शिफारस केली.
3. शिक्षक प्रशिक्षण समिती ने 1960 साली एक परीक्षण समिती नेमली. व संशोधन यांच्या दर्जाचे परीक्षण करून योग्य दर्जा राखण्यासाठी सुधारणा सुचवल्या.
4. कोठारी आयोग 1964 च्या शिफारशीनुसार शिक्षकांची व्यावसायिक तयारी करून घेणे, शिक्षकांची व्यावसायिक तयारी व्हावी यासाठी विद्यापीठाच्या शैक्षणिक प्रवाहात शिक्षक शिक्षणाला आणणे. सर्व स्तरावर शिक्षक शिक्षणाच्या

अभ्यासक्रमात बदल करणे, शिक्षक प्रशिक्षण संस्थांमध्ये अभ्यासक्रमात योग्य बदल करणे इ. शिफारशी सुचवण्यात आल्या.

5. भारतीय शिक्षण आयोग 1882 नुसार शासकीय अथवा अनुदानित माध्यमिक शिक्षकांसाठी स्वतंत्र प्रशिक्षण कार्यक्रम असावा , त्यामधून अध्यापनाची तत्वे व पद्धती याबाबत परीक्षा घ्यावी व माध्यमिक शाळेत द्यावी अशी शिफारस केली.
6. राष्ट्रीय शैक्षणिक धोरण 1986 नुसार NCTE ला स्वायत्तता व वैधानिक दर्जा घालून दिला. शिक्षक प्रशिक्षणासाठी प्रमाणके घालून दिली. शिक्षक व शिक्षक प्रशिक्षकांचा व्यावसायिक विकास व निरंतर शिक्षण याकरिता मार्गदर्शक तत्वे घालून दिली. विद्यापीठे व शिक्षक प्रशिक्षण संस्थांना सल्ला देण्याचे काम NCTE ला सोपवले.
7. राममूर्ती समिती 1990 च्या शिफारशीनुसार शिक्षक प्रशिक्षणासाठी गुणांवर प्रवेश न देता अभियोग्यात्यावर आधारित प्रवेश देण्यास सुरुवात झाली. सहानुभूती , व्यावसायिक दृष्टीकोण आणि मूल्ये यांसारख्या भावात्मक पैलूंचा विकास प्रशिक्षणार्थ्यांमध्ये करण्याची शिफारस केली गेली.
8. कृती कार्यक्रम 1992 नुसार शिक्षक प्रशिक्षणासाठी विविध भाषांमधून अध्ययन अध्यापन साहित्य तयार करण्यासाठी विशेष कार्यक्रम हाती घेण्यात आला.

राष्ट्रीय शैक्षणिक धोरण 2020 आणि शिक्षक शिक्षणाची गुणवत्ता

राष्ट्रीय शैक्षणिक धोरण 2020 नुसार शिक्षक शिक्षण कार्यक्रम अतिशय कसून घेण्यात येणार आहे. या शैक्षणिक धोरणानुसार शिक्षक शिक्षण कार्यक्रम हा चैतन्यमय बहुविध शाखांनी सुसज्ज असलेल्या उच्च शिक्षण संस्थेमध्ये राबवण्यात येणार आहे. NCTE व NCERT शी सल्लामसलत करून शिक्षक शिक्षणासाठी नवीन आणि सर्वसमावेशक राष्ट्रीय अभ्यासक्रम आराखडा, NCFTE 2021 पर्यंत तयार करेल, तसेच शिक्षणासाठी किमान पदवी पात्रता ही चार वर्षांची एकात्मिक बी.एड पदवी असेल. आणि गुणवत्तेशी तडजोड करणाऱ्या संस्थेविरोधात कडक कारवाई करण्यात येणार आहे.

बहुविध शाखांनी सुसज्ज असलेल्या या उच्च शिक्षण संस्थेमध्ये स्तरावर , विषयावार राबवण्यात येणारा व एकीकरण केलेला चार वर्षांचा बॅचलर ऑफ एज्युकेशन हा अभ्यासक्रम पूर्ण करून पदवी संपादित करणे हा शिक्षक होण्याचा शैक्षणिक धोरण 2020 नुसार प्रमुख मार्ग असेल.

शिक्षण व्यवस्था अधिक लवचिक बनवण्यासाठी नवे शैक्षणिक धोरण उपयुक्त ठरणार आहे. या शैक्षणिक धोरणांमध्ये शिक्षण व्यवस्था बहुवैविध्य आणि बहुभाषिक करण्याकडे भर देण्यात आलेला आहे.

शैक्षणिक धोरण 2020 मध्ये मल्टीडिमीडिअल अभ्यासक्रमाचा स्वीकार केला आहे. त्यामुळे शिक्षक शिक्षणात प्रशिक्षणार्थ्यांना प्रशिक्षण देत असताना एकच वेळी वेगवेगळे विषय एकत्रित पणे कसे शिकवता येतील, तसेच विषयाचे विभाजन मेजर आणि मायनर कसे करता येईल. विद्यार्थ्यांचा आवडीचा विषय कोणता आहे. ते कसा शिकवायचा या सर्व गोष्टींचा विचार करून शिक्षक शिक्षणात बदल करून शिक्षक शिक्षण दिले पाहिजे.

नवीन शैक्षणिक धोरणात विद्यार्थ्यांचे प्रगती पुस्तक बदलणार आहे पाहिले फक्त शिक्षकच मूल्यमापन करत होते. आता विद्यार्थी सुद्धा स्वतःचे मूल्यमापन करणार आहेत. त्यामुळे शिक्षक शिक्षणातच या दोन्ही बाजूंचा विचार करून शिक्षकाने स्वतःचे मूल्यमापन कसे करावे तसेच विद्यार्थ्यांना मूल्यमापन कसे करावे या संदर्भात आवश्यक ती माहिती, सूचना शिक्षक शिक्षणात देणे आवश्यक आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 अंतर्गत किमान पाचवी पर्यंत मातृभाषेतून किंवा प्रादेशिक भाषेतून शिक्षण देणारे शिक्षक निर्माण करण्याचे मुख्य काम शिक्षक शिक्षणाला करावे लागणार आहे. तसेच शिक्षक भरती पारदर्शक व गुणवत्तेवर आधारित होणार असल्यामुळे नुसतेच शिक्षक तयार करून चालणार नाही. तर ते गुणवान व उपक्रमशील शिक्षक निर्माण करावे लागणार आहे.

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राष्ट्रीय -शैक्षणिक धोरण २०२० हे २१ व्या शतकातील पहिले-शैक्षणिक धोरण असून ३४ वर्षे जुन्या १९८६ च्या शिक्षणानंतरचे हे नवे धोरण. सर्वाना संधी, निःपक्षपात, परवडणारे आणि उत्तरदायित्व या स्तंभावर याची उभारणी करण्यात आली आहे. शालेय आणि उच्च शिक्षण अधिक समग्र, बहुशाखीय आणि २१व्या शतकाच्या गरजा भागविणारे असे हे धोरण आहे. प्रज्ञावंत समाज आणि जागतिक ज्ञान महासत्ता म्हणून परिवर्तन घडविण्याचा आणि विद्यार्थ्यांच्या क्षमता पुढे आणण्याचा या शैक्षणिक धोरणाचा उद्देश आहे.

२०३५ पर्यंत सकल नोंदणी गुणोत्तर २६.३ % वरून जीईआर ५० % पर्यंत वाढवण्याचे या २०२० धोरणाचे उद्दिष्ट आहे. या धोरणात व्यापक आधारभूत, बहुशाखीय, लवचिक अभ्यासक्रमासह सर्वसमावेशक पदवी शिक्षण अभ्यासक्रम, विषयांचे सर्जनशील संयोजन, व्यावसायिक शिक्षणाचे एकात्मिकरण आणि योग्य प्रामाणिकरणासह बहू प्रवेश आणि निर्गम टप्प्यांची कल्पना केली आहे. पदवी शिक्षण ३ किंवा ४ वर्षांचे असू शकते आणि या कालावधीत अनेक निर्गमन पर्याय आणि योग्य प्रमाणीकरण असू शकतात. उदाहरणार्थ, १ वर्षानंतर प्रमाणपत्र, २ वर्षानंतर प्रगत पदविका, ३ वर्षानंतर बॅचलर डिग्री आणि ४ वर्षानंतर बॅचलर विथ रिसर्च.

बहुशाखीय शिक्षण :-

वेगवेगळ्या उच्च शिक्षण संस्थांकडून मिळविलेल्या शैक्षणिक उपलब्धी डिजिटली संग्रहित करण्यासाठी अकॅडेमिक बँक ऑफ क्रेडिट ची स्थापना केली जाईल. जेणेकरून माहिती हस्तांतरित करता येईल आणि अंतिम पदवी मिळविल्यानंतर त्याची गणना केली जाईल. बहुशाखीय शिक्षण आणि संशोधन विद्यापीठाची स्थापना ही आयआयटी, आयआयएमच्या तोडीची देशातील जागतिक दर्जाच्या सर्वोत्कृष्ट

बहुशाखीय शिक्षणासाठी आदर्शव्रत म्हणून स्थापित केली जाईल. नॅशनल रिचर्च फौंडेशनची स्थापना केली जाईल. या सर्वोच्चसंस्थेच्या माध्यमातून प्रबळ संशोधन संस्कृती आणि उच्च शिक्षणामध्ये संशोधन क्षमता वृद्धिंगत करण्यात येईल.

नियमन:-

भारतीय उच्च शिक्षण आयोगाची (HECI) स्थापना करण्यात येईल, वैद्यकीय आणि कायदेशीर शिक्षण वगळता उच्च शिक्षणाशी संबंधित एकमेव उच्च संस्था असेल (एच इ सी आय) चे स्वतंत्र घटक असतील- नियमनासाठी राष्ट्रीय उच्च शिक्षण नियामक परिषद (एन एच ई आर सी) दर्जात्मक व्यवस्थेसाठी जनरल एज्युकेशन कौंसिल (जी ई सी), निधीसाठी उच्च शिक्षण अनुदान परिषद (एच ई जी सी) आणि मूल्यांकनासाठी राष्ट्रीय मूल्यांकन परिषद (नॅ क) असेल सार्वजनिक आणि खाजगी उच्च शिक्षण संस्था याच नियम, मूल्यांकन आणि शैक्षणिक मानदंडाद्वारे संचालित केल्या जातील

संस्थात्मक रचना:-

उच्च शैक्षणिक स्थानचे रूपांतर विशाल, उत्तम स्रोत असलेल्या, सळसळत्या बहुविषयी संस्थांमध्ये केले जाईल यात उच्च गुणवत्तेचे शिक्षण, संशोधन आणि समुदाय प्रतिबद्धता असेल विद्यापीठाच्या परिभाषेत बहुविध संस्था येतील ज्यात संशोधन-केंद्रीत विद्यापीठे ते शिक्षण-केंद्रीत विद्यापीठे आणि स्वायत्त पदवी प्रदान करणारी महाविद्यालये असा विस्तार असेल महाविद्यालयांची संलग्नता १५ वर्षात टप्प्याटप्प्याने समाप्त केली जाणार आहे आणि महाविद्यालयांना पातळी- आधारित यंत्रणेच्या माध्यमातून श्रेणीबद्ध स्वायत्तता देण्यात येईल कालांतराने प्रत्येक महाविद्यालय एकतर स्वायत्त पदवी देणारे महाविद्यालय किंवा विद्यापीठाचे घटक महाविद्यालय म्हणून विकसित होईल

अध्यापक-

प्रेरित, उत्साही आणि क्षमता निर्माण करणाऱ्या अध्यापकांच्या नियुक्तीसाठी स्पष्टपणे परिभाषित, स्वतंत्र, पारदर्शी पद्धतीने नियुक्ती करण्याची शिफारस केली आहे अभ्यासक्रमअध्यापनाचे स्वातंत्र्य, उत्कृष्टतेला उत्तेजन देणे, संस्थात्मक नेतृत्वाला मदत केली जाईल मूलभूत निकषांप्रमाणे काम न करणाऱ्या अध्यापकांना जबाबदार ठरविले जाईल

शिक्षकांचे शिक्षण-

एन सी टी ई एनसीईआरटीशी सल्लामसलत करून शिक्षक शिक्षणासाठी एक नवीन आणि सर्वसमावेशक राष्ट्रीय अभ्यासक्रम आराखडा, एनसीएफटीई २०२१ तयार कार्ल २०३० पर्यंत, शिक्षणासाठी

किमान पदवी पात्रता ही ४ वर्षांचा एकात्मिक बी एड पदवी असेल गुणवत्तेशी तडजोड करणाऱ्या नियमनबाह्य शैक्षणिक संस्थाविरोधात कडक कारवाई करण्यात येईल

मुक्त आणि दूरस्थ शिक्षण:-

पटनोंदणी वाढविण्यासाठी मुक्त आणि दूरस्थ शिक्षणाचा विस्तार केला जाईल ऑनलाईन कोर्सेस आणि डिजिटल कोष, संशोधनासाठी निधी, सुधारित विद्यार्थी सेवा, विशाल मुक्त ऑनलाईन कोर्सेस पत -आधारित मान्यता इत्यादी उपायांची अंमलबजावणी उच्च दर्जाच्या गुणवत्तेबरोबरच निश्चित केली जाईल

डिजिटल शिक्षण:

सध्या संपूर्ण देशामध्ये कोविड १९ झालेला प्रसार लक्षात घेऊन शिक्षण धोरण तयार करताना पर्यायी शैक्षणिक पद्धतींचा व्यापक विचार करण्यात आला आहे त्यामुळे सर्वकष ऑनलाईन शिक्षण आणि डिजिटल शिक्षणाला चालना देण्यासाठी आलेल्या शिफारशी विचारात घेऊन शैक्षणिक सज्जता सुनिश्चित केली जाणार आहे सध्याच्या महामारीच्या काळामध्ये वैयक्तिकरितीने परंपरागत पद्धतीने शिक्षण देणे शक्य नाही त्यामुळे दर्जेदार शिक्षणासाठी पर्याय शोधण्यात एके आहेत मनुष्यबळ विकास मंत्रालयामध्ये ई-शिक्षणाच्या आवश्यकता पूर्ण करण्यासाठी शालेय आणि उच्च शैक्षणिक वर्गासाठी डिजिटल पायाभूत सुविधा, शैक्षणिक सामुग्री तयार करणारे विभाग आणि डिजिटल शिक्षणासाठी विभाग तयार केले जातील

तंत्रज्ञान नॅशनल एज्युकेशनल टेकनॉलॉजी फोरम क्षेण ई टी एफ ङ म्हणजेच राष्ट्रीय शैक्षणिक तंत्रज्ञान मंच या स्वायत्त संस्थेची निर्मिती करण्यात येणार असून याद्वारे विचारांच्या देवाणघेवाणीसाठी एक व्यासपीठ मंच उपलब्ध करून देण्यात येणार आहे या मंचाद्वारे शैक्षणिक मूल्यवर्धन, मूल्यांकन, नियोजन, प्रशासन यासाठी तंत्रज्ञानाचा वापर कशा पद्धतीने करता येऊ शकतो यासाठी स्वतंत्रपणे विचारांचे आदान -प्रदान केले जाणार आहे वर्गातील शिक्षणात सुधारणा व्हावी, शिक्षकांना व्यावसायिक प्रशिक्षण मिळावे, वंचित घटकांना शैक्षणिक सुविधा जास्तीत जास्त मिळाव्यात आणि शैक्षणिक नियोजन, प्रशासन तसेच व्यवस्थापन सुनियोजित पद्धतीने व्हावे, यासाठी सर्वस्तारावरच्या शिक्षण कार्यक्रमांमध्ये तंत्रज्ञानाचे एकात्मिकरण केले जाईल

भारतीय भाषांचा प्रसार-

उच्च शिक्षणामध्ये अधिकाधिक मातृभाषेचा किंवा स्थानिक भाषेचा उपयोग शिकवण्याचे माध्यम म्हणून केला जावा, असेही सुचविण्यात आले आहे

शिक्षणाचे आंतरराष्ट्रीयकरण: -

शिक्षणाचे आंतरराष्ट्रीयकरण संस्थात्मक सहकार्यातून करण्यात येऊ शकते तसेच विद्यार्थी आणि शिक्षक यांच्या देवाणघेवाणीचा विचार करून करता येऊ शकतो त्यामुळे आपल्या देशामध्ये जगामधल्या अव्वल क्रमांकाच्या विद्यापीठाना प्रवेशाची परवानगी देण्यात येईल बाहेरच्या सर्वोत्कृष्ट विद्यापीठाना आपल्या देशात कॅम्पस उघडता येणार आहेत

व्यावसायिक शिक्षण :-

उच्चशिक्षण प्रणालीमध्ये व्यावसायिक शिक्षण हा अनिवार्य आणि अविभाज्य भाग असेल, जी तंत्रज्ञान विद्यापीठे, आरोग्य विज्ञान विद्यापीठे, विधी-कायदा आणि कृषी विद्यापीठे आहेत, त्यांना आता बहुउद्देशीय संस्था बनविण्याचे उद्दिष्ट असणार आहे १००त तरुण आणि प्रौढ साक्षरता प्राप्त करण्याचे उद्दिष्ट या धोरणाचे आहे

आर्थिक साहाय्य:

शैक्षणिक क्षेत्रामध्ये सार्वजनिक गुंतवणूक वृद्धीसाठी केंद्र आणि राज्य सरकारे एकत्रित काम करणार आहे शक्य तितक्या लवकर हि गुंतवणूक जीडीपीच्या ६ टक्क्यापर्यंत पोहोचावी, असा उद्देश यामागे आहे

शिक्षणाला गुणवत्तापूर्ण बनविणे आणि जीवनोपयोगी बनविणे हे राष्ट्रीय शैक्षणिक धोरणात अग्रस्थानी आहे २०१७ साली स्थापन केलेल्या आणि नव्या शैक्षणिक धोरणावर ३३ महिने अविरत काम केलेल्या कस्तुरीरंगन समितीने आपल्या अहवालाच्या सोबतच्या पात्रात अहवालाची पाच मूल्यांशी बांधिलकी असल्याचा विश्वास अध्यक्षांनी व्यक्त केला ती पाच मूल्ये म्हणजे- उपलब्धता, समता, गुणवत्ता, खरेदी योग्य दारात उपलब्धता आणि उत्तरदायित्व ही होत

विस्तार आणि विकास हे दोन्हीही महत्वाचे आहेत ही बाब हा अहवाल दुर्लक्षित करत नाही हे विशेष या धोरणाची पूर्ण अंमलबजावणी २०३० पर्यंत म्हणजे पुढच्या दशकभरात टप्प्याटप्प्याने होणार आहे उच्च शिक्षण संस्थांच्या स्वायत्तेला आणि गुणवत्तेला प्राधान्य दिले जाणार आहे स्वायत्त महाविद्यालयांची विद्यापीठासोबतची संलग्नता संपुष्टात येऊन ते आपली स्वतःची पदवी प्रमाणपत्रे स्वतः देऊ शकतील थोडक्यात कोणतेही महाविद्यालय स्वायत्त करण्यासाठी प्रयत्न केले जातील २०३० पर्यंत उच्च शिक्षणासाठी प्रवेश घेणाऱ्यांची संख्या दर्शविणारा ढोबळ नोंदणी प्रमाण निर्देशांक ५०त पर्यंत वाढविण्यासाठी प्रयत्न केले जाणार आहे आत्मनिर्भर भारत भारत निर्माण करणे हा नवीन शैक्षणिक धोरणाचा उद्देश आहे



NEP 2020 FOR THE QUALITY DEVELOPMENT OF TEACHER EDUCATION

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1. Introduction:

As it is told in introduction of New Education policy 2020 draft, Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The policy mentions its highly respectful attitude towards teacher by saying, Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, 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 desired standards.

2. Various Provisions regarding Teacher Education & their benefits:

Sr. No.	Provision	Benefit/s
15.1	Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well versed in the latest advances in education and pedagogy.	This provision will play vital role to create Indo centered atmosphere in the field of Education & Teacher Education.
15.2	The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.	This provision will play vital role to increase quality of Teacher Education including its curriculum, methodology, pedagogy etc.
15.3	Only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.	This provision will play vital role to run Teacher Education Institutes which have actual potential to fulfill their objectives, learning outcomes and standards.
15.4	Moreover, 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.	Multidisciplinary approach is today's need. This provision will play the vital role to develop multidisciplinary approach, total quality management in the field of teacher education.
15.5	A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.	This is the provision which can be proved as the key of big success and positive, optimistic change in teacher education. As it is said that teaching is noble profession. Intellectual personalities may attract towards teaching profession due to making available scholarships & other facilities for them.
15.6	Each higher education institution will have a network of government and private schools to work closely with, where potential	This provision will play vital role to creating positive atmosphere and attitude towards commitment of

	teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.	teachers with social work, social change and betterment of the society.
15.7	In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes 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.	This provision will play vital role to maintain uniformity in the process of enrollment in the teaching profession or pre service teacher training. Also it is beneficial to respect the principle of Unity in Diversity. Unity in diversity is used as an expression of harmony and unity between dissimilar individuals or groups.
15.8	The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued.	It is provision which will help to create attitude of research with multidisciplinary approach among teachers with more potential.
15.9	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 during their doctoral training period.	This provision will helps researchers to become successful teachers.
15.10	The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.	This program can be the game changer for the quality improvement of teacher education. The program has its own significance for the assurance of Quality and Quantity of teachers' training.
15.11	A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-	This provision assures the application of developed human resource, we have. Entire education field will be the beneficiary of this provision.

term mentoring/professional support to university/college teachers.	
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3. Let us Sum up:

As mentioned in NEP 2020, any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and Systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education. Implementation of the policies and provisions mentioned in NEP 2020 will be beneficial for Quality assurance and improvement of the entire status of Teacher Education.

For more reference:

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राष्ट्रीय शैक्षणिक धोरण 2020 आणि शिक्षक शिक्षणाची गुणवत्ता

डॉ. सुरेंद्र चंद्रकांत हेरकळ

प्राचार्य, एम. आय. टी. संत ज्ञानेश्वर बी. एड. कॉलेज, आळंदी देवाची, पुणे



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प्रस्तावना : भारताला स्वातंत्र्य मिळून 73 वर्षे पूर्ण झाली. या जवळपास ७० दशकांच्या काळात आणि भारत स्वतंत्र होण्याच्या आधीच्या काळात अनेक शिक्षण आयोग नेमले गेले. यात 1854 चा वूड्स अहवाल, 1882 चा हंटर अहवाल, 1902 चा रेली आयोग अजूनही बरेच काही यानंतर भारत स्वतंत्र झाल्यानंतर राधाकृष्णन आयोग आणि कोठारी आयोग. यांसारखे आयोग आले. त्यांनी या शिक्षण व्यवस्थेत नेमके कोणते बदल आवश्यक आहेत याबद्दल विवेचन करून सरकार कडे मसुदा तयार करून दिला. नुकतेच डॉ. कस्तुरीरंगन यांच्या अध्येक्षतेखाली नेमलेल्या आयोगाने काही बदल सुचवलेले होते. या बदलाचे फलित म्हणजे नवे शैक्षणिक धोरण 2020 ! सदर धोरणामध्ये शिक्षक शिक्षण प्रक्रियेत महत्त्व पूर्ण बदल सुचवले आहेत. या बदलांचा शिक्षक प्रशिक्षक कशा प्रकारे स्विकार करतात याचा आढावा घेण्यासाठी प्रश्नावली व्दारे प्रतिसाद घेण्यात आला आहे. सदर प्रश्नावलीतून मिळालेल्या प्रतिसादाचे विश्लेषण करून निष्कर्ष काढण्यात आले आहेत.

मुख्य संज्ञा : राष्ट्रीय शैक्षणिक धोरण 2020, शिक्षक शिक्षण

उद्दिष्ट : 1. राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणामधील बदलाच्या शिफारसींचा अभ्यास करणे.

2. राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणाच्या शिफारसींवर शिक्षक प्रशिक्षक यांच्या प्रतिसादाची नोंद घेणे.

3. राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षण शिफारसींवर शिक्षक प्रशिक्षकांच्या प्रतिसादाचे विश्लेषण करणे.

संशोधन प्रश्न : राष्ट्रीय शैक्षणिक धोरण 2020 आणि शिक्षक शिक्षणाची गुणवत्ता यांच्या सहसंबंधाचे प्रमाण किती?

संशोधन पध्दती: सर्वेक्षण पध्दती

न्यादर्श : सदर संशोधनासाठी सावित्रीबाई फुले पुणे विद्यापीठाच्या अंतर्गत असलेल्या पुणे, नगर व नाशिक जिल्ह्यातील 55 शिक्षक प्रशिक्षकांकडून सहजप्राप्त नमुना निवड प्रक्रियेनुसार समावेश करण्यात आला

माहिती संकलन साधन: गुगल प्रश्नावली

संख्याशास्त्रीय साधन : शेकडेवारी

माहितीचे संकलन आणि विश्लेषण :

सदर संशोधनासाठी आवश्यक माहिती ही प्रश्नावलीच्या माध्यमातून शिक्षक प्रशिक्षकांकडून गोळा करून त्याचे विश्लेषण करण्यात आले आहे आणि प्राप्त माहितीनुसार निष्कर्ष काढण्यात आले आहेत.

सदर संशोधनासाठी उपयुक्त प्रश्नावली नुसार संख्यात्मक व गुणात्मक विश्लेषण करण्यात आले आहे.

संख्यात्मक विश्लेषण :

1. राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणामधील बदलाचा अभ्यास : सर्व 100 %प्रशिक्षकांकडून सकारात्मक प्रतिसाद मिळाला आहे.
2. राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणामधील बदलाची माहितीचा स्त्रोत : 70 % प्रतिसादकांनी सेमिनार हा माहितीचा मुख्य स्रोत व 30 % प्रतिसादकांनी शासकीय प्रकाशन याला प्रतिसाद नोंदविला आहे.
3. राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणामधील बदलाचा स्विकार : सर्व 100 %प्रतिसादकांनी धोरणाचे स्वागत केले आहे.
4. चार वर्षांच्या बी. ए. बी. एड किंवा बी. एससी बी. एड चा स्विकार : सर्व 100 %प्रतिसादकांनी एकात्मिक बी. एड. चा स्वागत केले आहे.
5. चार वर्षांच्या शिक्षक शिक्षण पदवी मुळे गुणवत्ता निर्मिती : सर्व 100 % प्रतिसादकांनी गुणवत्ता वाढीबाबत सकारात्मक प्रतिसाद दिला आहे.
6. 2030 नंतर स्वतंत्र बी. एड. महाविद्यालये बंद होण्याची चिंता : 50% प्रतिसादकांनी चिंता वाटते तर 50 % प्रतिसादकांनी चिंता नसल्याचे नमुद केले आहे.
7. बहुउद्देशीय महाविद्यालयामध्ये शिक्षणशास्त्र विभाग असल्यामुळे गुणवत्ता वृद्धी : सदर प्रश्नास 90% प्रतिसादकांनी सकारात्मक प्रतिसाद दिला आहे. 10% प्रतिसादकांनी नकारात्मक प्रतिसाद दिला आहे.
8. विद्यापीठामध्ये शिक्षणशास्त्र विभागाची निर्मिती झाल्यामुळे विद्यार्थींना फायदा : सर्व 100 % प्रतिसादकांनी सकारात्मक प्रतिसाद दिला आहे.

9. 2030 नंतर एक किंवा दोन वर्षेचा बी. एड कोर्स पूर्ण केलेल्या शिक्षकांच्या भरतीवर परीणाम : 70 % प्रतिसादकांनी भरतीवर परीणाम होणार नसल्याचे स्पष्ट केले तर 30% प्रतिसादकांनी भरतीवर परीणाम होईल असे मत व्यक्त केले आहे.
10. शिक्षक शिक्षणासाठी एकात्मिक मानकांची निर्मिती केल्यामुळे शिक्षणाचा दर्जा उंचावेल : सदर प्रश्नास सर्व 100 % प्रतिसादकांनी दर्जा उंचावेल अशी अपेक्षा व्यक्त केली आहे.
11. विद्यार्थ्यांना शिष्यवृत्ती मिळाल्याने बुद्धीमान विद्यार्थी शिक्षकी पेशाकडे आकर्षित : 90 % प्रतिसादकांनी सकारात्मक प्रतिसाद नोंदविला आहे तर 10 % प्रतिसादकांनी नकारात्मक प्रतिसाद दिला आहे.
12. महाविद्यालयीन आणि विद्यापीठ शिक्षकांचा निरंतर व्यावसायिक विकासामध्ये वृद्धी : सदर प्रश्नास 100 % प्रतिसादकांनी सकारात्मक प्रतिसाद दिला आहे.
13. पीएच.डी साठी प्रवेश घेणाऱ्या विद्यार्थ्यांसाठी अध्यापन / शिक्षण / भाषाशास्त्र / लेखन विषयक / क्रेडिट बेस कोर्स आवश्यक : सर्व 100 % प्रतिसादकांनी सकारात्मक प्रतिसाद दिला आहे.
14. शिक्षणातील गुणवत्ता वाढीसाठी पोषक : सर्व 100 % प्रतिसादकांनी सकारात्मक प्रतिसाद दिला आहे.
15. शिक्षक शिक्षण महाविद्यालये ही बहुउद्देशीय महाविद्यालयामध्ये जोडल्याने भौतिक सोयीसुविधा अधिक : 90 % प्रतिसादकांनी सकारात्मक प्रतिसाद तर 10 % प्रतिसादकांनी नकारात्मक प्रतिसाद दिला आहे.
16. शिक्षक शिक्षण महाविद्यालये ही बहुउद्देशीय महाविद्यालयामध्ये जोडल्याने मानवी सोयीसुविधा गुणवत्तापूर्ण : सर्व 100 % प्रतिसादकांनी सकारात्मक प्रतिसाद दिला आहे.
17. शिक्षक शिक्षणातील बदलामुळे पूर्वीचा दर्जा व मानसन्मान पुन्हा प्राप्त : 90 % प्रतिसादकांनी सकारात्मक प्रतिसाद तर 10 % प्रतिसादकांनी नकारात्मक प्रतिसाद दिला आहे.
18. शिक्षक भरती प्रक्रियेमध्ये अधिक पारदर्शकता : 80 % प्रतिसादकांनी सकारात्मक प्रतिसाद तर 20 % प्रतिसादकांनी नकारात्मक प्रतिसाद दिला आहे.
19. जीडीपी च्या 6% पर्यंतच्या खर्च करणार असल्याने उच्च शिक्षणाला अनुदान : 80 % प्रतिसादकांनी सकारात्मक प्रतिसाद तर 20 % प्रतिसादकांनी नकारात्मक प्रतिसाद दिला आहे.

गुणात्मक विश्लेषण :

1. राष्ट्रीय शैक्षणिक धोरण 2020 च्या अंमलबजावणी मध्ये अनेक आव्हाने निर्माण होणार असल्याचे प्रतिसादकांनी नोंदविले आहे. यामध्ये प्रामुख्याने चार वर्षांचा कालावधी अधिक आहे, शिक्षक भरती प्रक्रियेमध्ये पारदर्शकतेवर प्रश्नचिन्ह निर्माण झाले आहे, शिक्षक प्रशिक्षकांकडून नोकरी गमावण्याची भीती, अनुदान न मिळण्याची शक्यता अशी आव्हाने सुध्दा नमूद केली आहेत.

निष्कर्ष :

1. राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिफारसींची माहिती विविध सेमिनार च्या माध्यमातून शिक्षकांना मिळाली आहे.
2. राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणामधील बदलांचे स्वागत करण्यात आले आहे.
3. राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणामधील बदलामुळे शिक्षक शिक्षणाची गुणवत्ता वृद्धी होईल.
4. राष्ट्रीय शैक्षणिक धोरण 2020 नुसार दोन वर्षांचा बी. एड. महाविद्यालये बंद होणार असल्याने नोकरीच्या संधीची शिक्षक प्रशिक्षकांकडून चिंता व्यक्त केली आहे

शिफारस : राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणामधील बदलामुळे शिक्षक प्रशिक्षकांमध्ये नोकरी समायोजनाची व्यवस्था करण्यात यावी.

निष्पत्ती : सदर संशोधनातून राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणामधील बदलाच्या प्रक्रियेचा स्विकार करण्यात आला असून यामुळे शिक्षक शिक्षण पध्दती मध्ये गुणवत्तापूर्ण विकास होईल असे दिसून येते.

संदर्भ :

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AN INNOVATIVE TEACHER EDUCATION WITH A MULTIDISCIPLINARY PERSPECTIVE TO IMPART HOLISTIC EDUCATION

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Abstract

Teacher education should help to stimulate to change the perspective of teachers, their attitudes, their professional understanding, their understanding of learning and teaching towards the purpose of education that is to nurture human potential in as comprehensive sense. Standards of teacher training and quality of teaching are in the focus of the educational debate today. It is in discussion how school works, what basics of professional teaching are needed and what qualifications teachers should have. This study presents elements of holistic education that can be linked to teacher training program with multidisciplinary perspective.

Keywords: *Teaching skill, skill development, holistic education, multidisciplinary approach*



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Introduction: To understand how teachers are prepared, it is necessary to understand not only the nature of the education they receive in formal programs, but also the broader pathways through which they can enter the profession, which generally include some kind of teaching experience. The new policy aims for Universalization of Education from pre-school to secondary level with 100% GER in school education by 2030. This is the first education policy of the 21st century and replaces the 34-year-old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student. Major highlights of NEP 2020 considered in this study are Enriching Teacher education in content, competency, assessment strategies with the consideration, school students will take exams only for Classes 3, 5, and 8. Assessment in other years will shift to a "regular and formative" style that will be more "competency-based". The board exams will continue to be held for classes 10 and 12, but these will also be re-designed with "holistic development"

Need and importance of the study:

Teaching skills are essential to ensure competency and confidence in teaching also to enable the teacher to understand individual differences in learning. The challenge of the modern classroom is its increasing diversity and the skills that this diversity requires of teachers. This is why we need to do some new thinking when it comes to the teaching profession. Teacher education institute's Efforts to improve teaching skill will rise or fall on the quality of their teaching force, and teacher education has the defining role in preparing the next generation of teachers. At the same time higher education institutes contribute in preparing the aspiring teacher content wise enriched and language wise correct and fluent. Multidisciplinary approaches in the TE is vital in the present global trend It is believed that the global world is a socially, economically, politically, culturally and linguistically diverse entity that can best be comprehended only through multidisciplinary perspective. As an innovation, it tries to rectify the divisive effects that the old traditional concept of learning as a discipline, pursued in the study of subjects, has upon the child's concept of knowledge.

Objectives of the Study:

- To explain the concepts of holistic development
- To explain the concepts of multidisciplinary approaches in teaching and learning process
- To Justify a rationale for introducing multidisciplinary approaches in the teacher education
- To identify the barriers in implementing multidisciplinary approaches in teacher education and suggest some strategies to mitigate the barriers

Definition of keywords:

Skill: the ability to do something well, especially because of training, practice, etc.

Teaching skill: The teaching skills are defined as a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly.

Skill development: Skills development is the process of identifying skill gaps & developing and honing these skills.

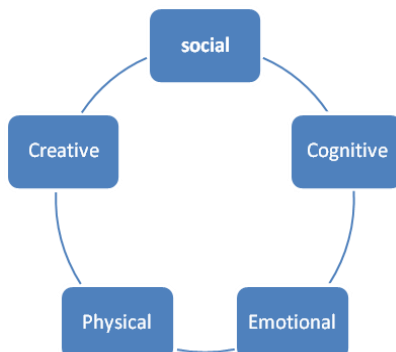
Holistic development: It refers to human development that is meant to involve all the parts of a person. This is a development designed to accommodate academic development, physical development, mental growth, emotional development and social development.

Multidisciplinary : connected with or involving several different subjects of study

Language: A language is a structured system of communication used by humans consisting of speech / spoken language and gestures / sign language.

Skills for holistic development : Children's development and learning is complex which is why we take a holistic view and highlight the importance of their physical, social, cognitive, creative and emotional skills and how these complements and interact with one another. The

playful learning experiences appear to be a particularly effective way of developing these broad, dynamic and interconnected skills.



These five skills of holistic development are essential to children’s positive development – and the skills most needed to successfully navigate and thrive in an uncertain and ever changing world.

Skills for holistic development with Meaning & Examples					
	Cognitive Skills	Creative Skills	Social Skills	Emotional Skills	Physical Skills
Meaning	to learn how to solve complex tasks in our life – no matter if they are related to situations at school, work, or in life	can come up with new solutions to problems. It support our openness to new experiences & help us transform ideas in meaningful ways.	empowered to be strong collaborators and communicators. Social skills also allow us to have healthy relationships with family and friends.	able to tackle challenges in everyday life and relate in important ways to our family and friends.	we exercise our minds and bodies to maintain wellbeing towards a successful life.
Examples	Concentration, problem solving, working memory & flexible thinking. Learning to tackle complex tasks & building effective strategies to identify solutions.	Coming up with ideas, expressing them and transforming them into reality, being ok with ambiguity, exploring possibilities, evaluating ideas, identifying the best solution.	Collaboration, communication and perspective-taking. Sharing ideas, negotiating rules and building empathy.	Understand, manage and express emotions by building self-awareness and handling impulses. Staying motivated and confident in the face of difficulties.	Being physically active, understanding movement & space through practicing sensory-motor skills, developing spatial understanding & nurturing an active & healthy body.

Multidisciplinary teaching and learning process:

Meaning of Multidisciplinary is from different disciplines working together, each drawing on their disciplinary knowledge. The concept of multidisciplinary teaching and learning process depends to a large extent upon disciplinarily itself. The advancement of knowledge has taken a path of increasing specialization in different disciplines. Our world has been approached to understand by deconstructing it into smaller fragments creating the disciplines and sub disciplines in order to be able to predict and explain behavior in nature, individuals, and society. Disciplinary studies take place within the bounds of a single, currently recognized academic discipline. Appreciation is due to the artificial nature of subject boundaries and that they are dynamic. It is important to consider the idea of the discipline itself. Four types of multidisciplinary approaches have been identified: additive, integrated, on-disciplinary and synthetic. A multidisciplinary approach brings together several disciplines, usually two or three based around a theme, idea or concept. Effective multi teaching is not likely to occur without a strong disciplinary base. It is very powerful method of teaching that crosses the boundaries people of a discipline or curriculum in order to enhance the scope and depth of learning . Each discipline sheds light on the topic like the facets of a gem. Synergy is the primary force behind multidisciplinary learning. The benefits of the multidisciplinary teaching method are both significant and well documented, including

- Advancement in critical thinking
- Helping students develop their cognitive abilities
- Promoting significant learning
- Promoting understanding when students learn in heterogeneous ways
- Minimal cost and maximum reward
- Uncovering preconceptions, removing misconceptions or recognizing bias. The power of multidisciplinary teaching is much more than just synergy.

Multidisciplinary approach in teaching: An **approach** to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A **multidisciplinary** curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.

Multidisciplinary teaching and learning is an approach that thoughtfully incorporates and connects key concepts and skills from many disciplines into the presentation of a single unit or discipline. These instruction helps students connect and use information that they have learned from one discipline to address the problem at hand. An integrated approach to learning attempts to follow the child's natural ways of learning, viewing the world as a whole, the teacher's role being to provide experiences and to assist the process by suggesting further lines that may be followed". Humanities students are motivated through multidisciplinary approaches to gain and apply knowledge, skills and strategies in multiple subject areas that allow them to construct a more integrated web of knowledge and information to handle current social issues. It can be assumed therefore that multidisciplinary approach is learner-centred as it empowers students to see the connections, generalize and transfer knowledge to a variety of problem solving situations in the real world. It is also about understanding how each discipline contributes to the whole. In other words,

student-teachers will learn the capabilities, characteristics, and limitations of the individual disciplines when they understand how that discipline contributes to their newly learned knowledge of the subject.

Multidisciplinary approaches in the teaching process can succeed in teacher education when only student-teachers collaborate with interest, skills and experience. It will be achieved through integrated approaches where a unit is taught across different curricular disciplines. Teacher education subjects can be viewed from different social science perspectives. Student -teachers will also begin to think holistically, and they will be able to deduce why it is important to learn a subject they would otherwise dislike. In English, storytelling can be an important avenue for constructing knowledge in Science, Social Studies and Art and so on.

Students also learn collaboratively as they do group or pair projects and presentations. In fact, everyone benefits as the students see their curriculum come addresses the issues in the subjects, across disciplines, in the university as well as in the community. It is presumed that the „greater the level of integration desired, the higher the level of collaboration required in multidisciplinary approaches“. Working collectively has given greater strategic insights and understanding the roles of peers and challenges from outside world which provide greater variety of learning experience and improved attitudes and work habits.

The multidisciplinary approach in the graduate programme enables students to break down the barriers and boundaries about professionals and to face common challenges and issues of community development in order to work in an integrated manner with strong strategic insights. This approach not only recognizes and values the roles of learners and teachers but also the involvement of other stakeholders in the educational process

Barriers in implementing multidisciplinary approach:

Integration of knowledge in academic studies through multidisciplinary approach is the out put of the introduction of this approach in the teacher education. But there are some barriers in the way of implementing this approach. There are conceptual, methodological, administrative and institutional barriers in implementing this approach. Through multidisciplinary teaching teacher can imagine being able to teach character development, basic math, and basic science concepts via a classic text like Ramayan regarding using the available resources in problem solving, constant focus on target like Arjun of mahabharat, Serving the parents like Shraavan kumar, Constant efforts like Bhagirath . Is it possible to also teach about comprehension, sequence, literal vs. non-literal, imagination, Art, Drama, plot, theme, compare and contrast, opinion pieces, vocabulary, friendship, bullying, and critical thinking. Multidisciplinary methods and approaches aim towards the all round development and welfare of the students and taking into consideration their needs, problems, abilities and limitations, multidisciplinary programme for teacher education student-teachers should be planned. For this teacher education should provide exposure to integrated instruction to students and adequate orientation to integrated teaching. Collaboration between the schools and teacher education institutes should be strengthened to provide extension lectures, seminars on research areas, exhibitions, ICT and current innovations in instructional approaches. Training researchers who can transcend the barriers that exist between the disciplines requires innovation in teaching and learning.

CONCLUSION

By breaking down the autonomy among the disciplines through multidisciplinary learning, the students are able to realize an improvement in self-esteem, structured learning activities and the development in team work in addressing and solving a problem with input from a large variety of views, while the teachers/lecturers have positive thoughts about the team teaching environment and the necessity for enhancing their knowledge in different disciplines. This is the urgent need of the present society of bringing graduates to cope the needs of the Indian community. Multidisciplinary approach is a new way in teaching and learning process which enables to develop great collaborative working and understanding.

Multidisciplinary instruction enables learners to recognize contrasting perspectives, synthesize, think critically, and re-examine the world we take for granted. Multidisciplinary approach enables to tackle meaningful but complex issues in scientific manner Therefore, multidisciplinary approaches in teacher education should be explored encouraged, and utilized in appropriate ways considering various parameters.

Despite the huge value of the skills of teaching to the future of teacher education there is still little opportunity to develop vital skills within the curricular constraints at many schools. However, without basic training in teaching skills at graduation level, it cannot realistically be expected that, student-teachers without a natural flair will spontaneously be able to show the necessary skills, attitudes, and practices required of a competent teacher to attain holistic education through multidisciplinary approach.

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**STRENGTHENING PERSPECTIVE IN EDUCATION BY
CONDUCTING VARIOUS ACTIVITIES UNDER EK BHARAT
SHRESHTHA BHARAT (EBSB) WITH SPECIAL REFERENCE TO
TEACHER EDUCATION INSTITUTION**

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Introduction:

Our country has diverse cultures and rich cultural heritage .The cultural exchange programmes will help us to admire and appreciate our cultures. This built us the sense of togetherness and bonding. National integration, irrespective of the regions is of vital importance since the key to our progress is hidden in our amidst our diversity. In our Pre service teacher education ,as according to The NCTE Regulations, 2014 envisage that the curriculum of various teacher education programmes should comprises Perspectives in Education, Perspectives in Education include courses in the study of childhood child development and adolescence‘ contemporary India and education‘ philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, learning and teaching, gender in the context of school and society, creating an inclusive school, and health yoga and physical education. The course in childhood studies enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on Contemporary India and Education‘ develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications of education, with analysis of significant policy debates in Indian Education. The course on Knowledge and Curriculum‘address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, policy and learning. The course on learning and teaching will focus on aspects of social and emotional development, self and identity, and cognition.

Ek Bharat Shreshtha Bharat (EBSB) program was announced by the Honorable Prime Minister Sri Narendra Modiji on 31st October, 2015 during the Rashtriya Ekta Divas to

promote engagement amongst the people of states and union territories in the country in order to enhance mutual understanding and bonding between people of diverse cultures, thereby securing stronger unity and integrity of India. The program envisions to portraying the unity amongst cultural diversity of the paired states and union territories, as per the guidelines of Ministry of Human Resources and Development. Our Shree Maharani Tarabai Government College of Education, Kolhapur geared up before and during Lockdown period as one of the best practice in the institution. Responding to the holistic endeavor of the Government to make it reality. Our faculty members in association with the all student-teachers and staffs have conducted all the activities given by Government of India in a designed calendar events to make the cause so vibrant.

OBJECTIVES OF EBSB:

- To celebrate the unity in diversity of our nation and to maintain and strengthen the fabric of traditionally existing emotional bonds between the people of our country;
- To promote the spirit of national integration through a deep and structured engagement between all states and union territories through a year-long planned engagement between states;
- To showcase the rich heritage and culture, customs and traditions of either state for enabling people to understand and appreciate the diversity that is India, thus fostering a sense of common identity;
- To establish long term engagements; and
- To create an environment this promotes learning between states by sharing best practices and experiences.
- **Key themes:**
 - celebrate the idea of India as a nation wherein different cultural units across varied geographies and interact with each other, this glorious manifestation of diverse cuisine, music, dance, theatre, movies & films, handicrafts, sports, literature, festivals, painting, sculpture etc. will enable people to imbibe the innate chord of binding and brotherhood.
 - To make our people aware about the seamless integral hull of the Modern Indian State spread across a vast landmass on whose firm foundations, the geopolitical strength of the country is ensured to benefit one and all.

- To impress upon people at large about the increasing inter-connectedness between the constituents of various cultures and traditions, which is so vital for the spirit of nation building.
- To induce a sense of responsibility & ownership for the nation as a whole through these close cross-cultural interactions as it intends to build up the interdependence matrix unequivocally.
- To create learning ecosystem between the various stakeholders of the partnering states so that they benefit from the best practices of one another by establishing a State to State Connect.

List of Activities to be conducted under EBSB Programme:

Sr.No	Description of Activity	Day, Month	Learning outcome
1	Exposure of students to the Seminar Paper presentation on the theme of “National Integration”	13 th Jan.,2019 Kolhapur	Develop linguistic capacity, positive attitude of the students.
2	Essay Competition among student-teacher	14 th Jan.,2019 Kolhapur	Creative thinking, Multilinguistic skills
3	Slogan Competition among student-teacher	15 th Jan.,2019 Kolhapur	Understand the gist of the national integration
4	Poster Competition among student-teacher	16 th Jan.,2019 Kolhapur	, Painting, Handicrafts, Pictorial Presentation
5	Pledge on Swachhta-single use plastic/water saving / National Unity in the language	17 th Jan.,2019 Kolhapur	Awareness about the cleanliness in social life.
6	Talking Hour, News about Nation Builders	17 th Jan.,2019 Kolhapur	Encouragement to become useful and helpful citizen

7	“Quiz Competition” among student-teacher	18 th Jan,.2019 Kolhapur	Important facts
8	Drama and Art in Education	19 th Jan,.2019 Kolhapur	Conduct a skit of Happy Hippo Show
9	Extempore, Speech, Debate, among student-teacher	19 th Jan,.2019 Kolhapur	Provide common platform to student teachers
10	“Ek Bharat Shreshtha Bharat” school Report Quarterly / Annual/	29 th Jan,2019	Using Twitter Account

Ek Bharat Shreshtha Bharat (EBSB) has been one of the major flagship programmes of the Government to bring in cultural integration of the country as a part of the vision to build a "New India by 2022". The themes of empathy, leadership, self and societal reflection, confidence, professional practice, and knowledge and skills. These themes serve to illustrate the potential importance and value of the incorporation of service learning experiences in pre-service teacher programs.

Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

The teacher has to deal with classrooms of multilingual character with children from diverse socio-cultural, economic and linguistic background and varying levels of cognitive abilities. The aspiration levels of the students have changed considerably under the overarching influences of technological revolution and globalization. In this context, the teacher needs to understand that learners have to be provided with opportunities to share, discover and participate actively in the learning process. He should understand the process of learning or how learning occurs, create suitable or conducive environment for learning, be able to provide varied opportunities for the students to observe, experiment, reflect, and question. At the same

time he should be aware that students learn in different ways at their own pace. Hence, the need to provide varied activities according to the style and pace of the students' learning is now well recognized.

Our classrooms are becoming more and more diverse and at the same time teachers are expected to ensure inclusiveness in a classroom where learning needs of every student are met. There is a dire need to create an inclusive environment for meeting the needs of 2 diverse learners for which teachers need to be prepared during the course of teacher education programmes.

Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching. Perspectives are bundles of beliefs, a mindset that we each embrace determining how we see one another, our experiences, and possibilities or lack thereof. As teachers, our perspectives directly impact student emotions and their learning, because emotions are contagious. Nowadays, a lot of attention is paid to the development of powerful learning environments (PLEs). Educationalists and teachers attempt to create learning environments for students that are supposed to be optimal for learning. Principles from cognitive psychology and constructivism are used to design and develop such learning environments. Mostly students themselves do not participate in the development of learning environments that are specifically intended for them. Although it is common practice not to involve students in the development process, this is not self-evident. A self-directed and independent way of learning and thinking can be stimulated by gradually transferring the responsibility for the learning processes from the instructional agent to the students themselves.

Summary: Ek Bharat Shreshtha Bharat (EBSB) helps to strengthen the perspectives in education. The fact of education implies the process by which a child becomes a man, attains maturity by developing his capacities and his aptitudes. It could also imply the transmission of knowledge or cultural from one generation to another. The word education comes from the Latin *educere*, which means "to draw from", "to extract from" or "to make it come out from". To educate means to extract or awaken something which is already in someone. All the activities lead to enhance the perspective towards education.

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पूर्वप्राथमिक स्तरावरील संगीत - प्रभाव, अभ्यासक्रम आणि प्रशिक्षण

सुनेत्रा योगेश आफळे



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कळीचे शब्द (Key Word) समुचित संगीत ,संगीत संस्कार,
पूर्व प्राथमिक स्तर ,प्रशिक्षण,अभ्यासक्रम

विषय प्रवेश

उच्च शिक्षणातील दर्जेदार गुणवत्तापूर्ण शिक्षण मिळणे हा प्रत्येक बालकाचा हक्क आहे. नवीन शैक्षणिक धोरणानुसार शिक्षण हक्काची व्याप्ती ३ ते १८ वर्षे अशी वाढवली आहे. कामगिरीचा पाया म्हणजे पूर्वप्राथमिक स्तरावरील शिक्षण .बालकाच्या शारीरिक , मानसिक , बौद्धिक वाढीचा हा काळ उत्तम फलदायी होणे अतिशय गरजेचे आहे जेणेकरून जीवन सुकर करून अनेक गोष्टींचा आनंद घेता येईल. शाळा सुरु असताना विद्यार्थी हा दिवसाचा बराच काळ शाळेच्या वातावरणात वावरत असतो, घडत असतो, अनेक विषय , कला , मूल्ये शिकत असतो . त्यात संगीताचाही अंतर्भाव आहे . 'संगीत' ला श्रेष्ठ कलांच्या निकषात सर्वश्रेष्ठ मानले गेले आहे. विद्यार्थ्यांच्या शैक्षणिक प्रवासाच्या दृष्टीने 'संगीत' ची भूमिका खूप मोलाची ठरते.

सर्व शारीरिक – मानसिक क्रियांवर नियंत्रण ठेवणारा 'मेंदू' हा विषय क्रियेच्या केंद्रस्थानी मानला तर त्याची रचना आणि कार्ये लक्षात घेऊन शिक्षणक्षेत्रातील त्याचा हस्तक्षेप समजून घेतला पाहिजे . आयुष्यात सुरुवातीच्या काही वर्षांच्या काळात 'बुद्धिमत्ता' निर्माण होते . बौद्धिक क्षमता वयाच्या चौथ्या वर्षापर्यंत जवळपास ५०% विकसित होते (बेन्जामिन ब्लूम १९६४) तर आठव्या वर्षापर्यंत ती पूर्णतः विकसित होते . जन्माचे वेळी 'मेंदूचा' विकास ८०% पर्यंत झालेला

असतो.गर्भात असतानाच पंचेन्द्रियांपैकी केवळ श्रवणेन्द्रियाचे कार्य आधी सुरु होते. ८४ % वाटा हा फक्त 'श्रवणेन्द्रिया' चा असतो. श्रवण ज्ञानाची नोंद अनुभवस्वरूपात मेंदूकडे केली जाते आणि नंतर एक ठराविक गोष्ट ऐकून तिचा स्विकार किंवा अस्विकार करावा ह्याचा निर्णय मेंदू करतो. त्यामुळेच प्रत्येक नादाला विशिष्ट कंपन असते त्यामुळे लहरींचा आकार कंपनसंख्येनुसार ठरतो आणि तसा वेगवेगळा ऐकू येतो 'नाद' जेव्हा संगीतोपयोगी होतो तेव्हाच त्याला 'स्वर' ही संज्ञा मिळते . 'रंजक' स्वर कर्णमधुर वाटतात .संगीतातही 'रंजयते इति रागः' असे म्हटले आहे, 'बेसूर' आवाजांना मेंदू नापसंती दर्शवितो.

मेंदू आणि संगीत

मज्जासंस्था (Nervous System) ही मानव प्राण्यात खूपच विकसित झालेली आहे. केवळ माणसाचा मेंदूच एका 'मेंदूचा' सखोल अभ्यास ,विचार करू शकतो .मेंदूतील पेशींमध्ये (Neurons) विद्युत आणि रासायनिक दळणवळण चालू असते. मेंदूमध्ये अनेक केंद्रे असतात. दळणवळण होणाऱ्या दोन्ही पेशींना ज्ञानेन्द्रियाकडून येणारी माहिती सतत कार्यरत ठेवते .कार्यरत असतात तेव्हा त्यांच्यातील बंध मजबूत होतात आणि हीच प्रक्रिया दृढ स्मृतीशी निगडित आहे .कॅनेडीयन मानसशास्त्रज्ञ 'हेब' यांच्या शोधानुसार त्याला 'हेब्वीयन सिनाप्स 'असे नाव देण्यात आले. मेंदूच्या पेशी कार्यरत असताना त्यांना न्युरोहार्मोन्स ची गरज असते. मेंदू शांत असेल तर हही गरज कमी होते मग वाचलेले न्युरोहार्मोन्स साचून राहतात आणि हे भांडार वाढते ,त्याचा उपयोग पुढे नंतर होतो .म्हणूनच शांततेने काम करणारी व्यक्ती जास्त कार्यक्षम ठरते .म्हणजेच मेंदूला 'फ्लाइंट मोड 'वर टाकणे .मेलाटोनीन हे शांततेसाठी सहाय्यभूत ठरतं. ऑसिटीलकोलीन, सिरोटोनीन अशी काही संप्रेरके मानसिक स्वास्थ्यासाठी महत्वाचे कार्य करतात, त्यांची स्रवण्याची मात्रा कमी झाल्यास स्मृती ,आकलन ,अध्ययनावर विपरीत परिणाम होऊ शकतो. ध्यानधारणेसारख्या क्रियेचा ह्यासाठी उपायोग होतो .परंतु ही सर्वसामान्यांना सहज

जमेल अशी गोष्ट नाही ,तीच गोष्ट संगीतातून सहजसाध्य होते आणि अपेक्षित परिणाम साधते. 'सिरोटोनीन' स्त्रवण्यासाठी संगीताची मदत होते .

मेंदूकडून खाली उतरणारी एक व्हेगस नर्व्ह ही सर्वात लांब नर्व्ह असते.हृदय ,फुफुसे,उदर,आतडे ,मूत्राशय अशा अनेक महत्वाच्या अवयवांशी जोडलेली असते.इतर अवयवांशी चालत असलेल्या मेंदूच्या संवादात 'ध्वनीलहरींच्या' सहाय्याने बदल घडतो.म्हणूनच विशिष्ट मानसिक स्थितीत विशिष्ट प्रकारच्या संगीताचा उपयोग होतो. त्या सांगितला तर मेंदू प्रतिसाद देतोच परंतु मेंदूकडून अवयवांकडे जाणाऱ्या संदेशातही बदल घडून सकारात्मक परिणाम दिसून येतात.माणसाचे सर्व अवयव बदलता येतात पण मेंदूरोपण मात्र आजवर शक्य झालेले नाही.

अजाण वयातील संगीत संस्कार

जन्मतः बालकाच्या मेंदूमध्ये अब्जावधी चेतापेशी असतात .मेंदूच्या रचनेत भाषा,वाचा यांचे केंद्र डाव्या भागात तर भावना ,संगीत याचे केंद्र उजव्या भागात स्थित आहे.सुराला 'कंपनसंख्या' असते.सूर हा भावनेशी निगडीत असतो ,त्यामुळेच स्वरातून भाव ,विचार व्यक्त करता येतात.संगीत अध्ययन करणारा मेंदू हा संगीतात नसणाऱ्याच्या मेंदूपेक्षा, आकृतिबंध आणि कार्यकारी जाळ्याशी जास्त समर्थपणे संपर्क प्रस्थापित करू शकतो.(संदर्भ- लेख-जर्नल ऑफ न्यूरोसायन्स) आवाजातले चढउतार,वेगवेगळे ध्वनी ,अक्षरे ,शब्द,वाक्य असा प्रवास बालकाचा होतो .तान्हे बालक, गुणगुणणं,लयीत चालीवर असलेल्या सांगितला प्रतिसाद देते . ३ ते ४ वर्षापर्यंत दुसऱ्याचे अनुकरण करून स्वतः गाऊ लागते.कुठलीही मातृभाषा असली तरी मुले प्रथम 'म' हेच अक्षर म्हणतात.म्हणूनच ऐकलेल्या संगिताला प्रतिसाद देत मुलं गुणगुणतात. वयाच्या दुसऱ्या तिसऱ्या वर्षात मुलांची विश्लेषणक्षमता वाढते. तीन वर्षाची मुलं,शब्द,त्यांचे उच्चार ,भावभावना ,बोलण्याचा किंवा गाण्याचा स्वर ह्याकडे थोड्या चिकित्सेने बघतात.

या वयात त्यांना देण्याचे ज्ञान हे अप्रत्यक्षपणे गाणी ,कथागीतं,तालात/लयीत म्हणलेली बडबडगीतं अशा प्रकारात दिले पाहिजे .येणाऱ्या ऐंद्रिय माहितीवर प्रक्रिया करून बालकांची

आकलनक्षमता वृद्धिंगत करण्याचे काम 'संगीत' करते.मेंदूतील पेशींना उर्जेची ,कल्पकतेची सतत्याने गरज असते .सर्जनशीलतेच्या अनेक उपक्रमातून ही गरज भागवत सांगड घालण्यात येते .'संगीत' ही एकच गोष्ट अशी आहे की जी उजव्या आणि डाव्या मेंदूचा एकत्रितपणे संतुलित विकास करू शकते .मेंदूमध्ये असणारी विविध १७ केंद्रे उद्दीपित करण्याचे काम एकटं 'संगीत' करते.कारण एरवी उजवा मेंदू झोपलेला असतो. सर्जनशीलातेचं काम मिळाल्याशिवाय तो जागृत होत नाही .शालेय शिक्षणाच्या पूर्व प्राथमिक पातळीवर 'संगीत' विषयाचा समुचित अंतर्भाव असेल तर 'ऑडीटरी कॉरटेक्स'चे उत्तम विकसन होते(प्रो .सुसान हेलम) हालचाली,नियोजन ,ध्यान (लक्ष) आणि स्मृती या क्रियांशी संबंधित असणाऱ्या अवयवांना 'संगीत'उत्तेजना देते कारण मेंदूतील रासायनिक प्रक्रिया बदलण्याचे सामर्थ्य संगीतामध्ये आहे.घडत्या वयात उत्तम संगीत संस्कारांनी जडणघडण झाली तर पुढच्या शैक्षणिक कामगिरीसाठी ते अधिक श्रेयस्कर ठरते.ज्ञान ग्रहण करताना शारीरिक,मानसिक आणि बौद्धिक असा सर्वांगीण विकास अपेक्षित असला पाहिजे.संगीतातून शिकणाऱ्या विद्यार्थ्यांची आकलन क्षमता ही ते न शिकणाऱ्या विद्यार्थ्यांच्या आकलन क्षमतेपेक्षा लक्षणीयरित्या जास्त असते.

कसा असावा संगीताचा अभ्यासक्रम

संगीताच्या योगाने उत्तम संप्रेरके (फील गुड होर्मांस)स्त्रवतात हे सिद्ध झाले आहे. 'संगीतकला ' ही कृतीप्रधान आहे तसेच ती दृक -श्राव्य ही आहे. दृक-श्राव्य परिणाम हे स्मृतीमध्ये दीर्घकाळ टिकणारे असतात .कृती करताना 'शिकणे 'हे आपोआप घडते .डोळ्यांनी ,निरीक्षणातून मिळणारे ज्ञान (६%)आणि श्रवणाने मिळणारे (८४%)असा ९०% पर्यंतचा प्रवास सांगीतिक उपक्रमातून मिळतो .शब्द- सूर हे हालचालींना (लयीत होणाऱ्या)जोडले तर संकल्पना लक्षात राहणे खुप सोपे होते म्हणूनच लहान मुलांना आपण कृती करून गाणे म्हणतो (उदा ; झाड ,पारुस,ससा यांचा अर्थ दर्शविणारी कृती)

विविध उपलब्ध वस्तूतून तालानिर्मिती ही रुची वाढविणार्या गोष्टीतून संबंधित उपक्रमांची योजना संगीताच्या अभ्यासक्रमात करता येते .वयाच्या ७ व्या वर्षाच्या आधीच्या काळात 'वादन' हे परिणामकारक ठरते इतर वाद्यांसह 'स्वतःचा आवाज ' हे एक महत्वाचे वाद्य आहे असे संगीतज्ञ Prof.Garry Macfurson म्हणतात .म्हणून विद्यार्थ्यांनी स्वतः गाणी म्हणावी ह्यासाठी त्यांना उद्युक्त करणारे उपक्रमांनाही अभ्यासात जागा देणे गरजेचे आहे.

दैनंदिन शालेय जीवनात रोज किमान अर्धा तास तरी संगीताचा अंतर्भाव असावाच .तो,परिपाठ,प्रार्थना ,स्नागीतिक खेळ,गाणी ,नृत्य ,सांगीतिक व्यायाम प्रकार अश्या अनेक स्वरूपात घेता येईल .पूर्व अभ्यासक्रमात आठवड्यातून केवळ दोनच तास (तेही घड्याळी नाही)कलेला दिले होते ,त्यातच संगीताच्या वाट्याला दुर्दैवाने दुय्यम स्थान असल्याने त्याच्या परिणामकारक उपयोगापासून मुले वंचित राहिली. ह्या वयातील मुलांना जादुई जगाचे आकर्षण असते .अद्भुतता ,प्राणी पक्षी,जादू ह्यात ती जास्त रमतात.त्यामुळे कथागीते ,मजेशीर शब्द असणारी गाणी त्यांना जास्त आवडतात .७ मिनिटांपेक्षा जास्त काल मेंदू निरस गोष्टी ऐकू शकत नाही.

अभ्यासक्रमामध्ये संगीताचा ३ प्रकारे विचार व्हावा:-

१) कला

२) इतर विषय शिकविण्याचे मध्यम .

३) गंमत उपक्रम .

- कला :- मग कानावर पडणारे शब्द,धून ,निरनिराळे ध्वनी ऐकून त्यातला फरक ओळखणे ,चालीवर गाता येणे,ठेका ठरणे ह्या मुलभूत सांगीतिक क्षमता त्यांच्यात निर्माण होणे.निरनिराळे ध्वनी ऐकून सूर तालाचे ज्ञान घेण्याकडे वाटचाल

- माध्यम :-इतर शैक्षणिक विषयांशी सांगड घालून संगीत विषयक उपक्रम राबविणे .ह्यात गेय कविता ,अंक आकड्यांची ओळख ,मुलभूत गणितीय संकल्पना .इतर कलांसह एकत्रित सादरीकरण अशा विविध गोष्टींचा विचार करता येतो .यातून अभ्यास शिकविणे तेही मनोरंजक आणि सुलभतेने ही गोष्ट सध्या होते .
- गंमत उपक्रम :-शिकविण्याचा कोणताही अभिनिवेश न ठेवता केवळ आनंद घेणे ह्या हेतूने राबविलेले उपक्रम .कोणत्याही प्रकारचा बोध,उपदेश,ज्ञानाचा भडीमार नसलेल्याचा आस्वाद घेणे .

मानसशास्त्र आणि मेंदूविज्ञान सांगते की स्मृती ही 'घडवता' येते .मेंदूला व्यायाम घडेल असे उपक्रम ह्यासाठी हातभार लावतील.दुसरे म्हणजे लक्ष केंद्रित होणे वाढले की एकाग्रता वाढेल .एखादी कृती करण्यासाठी मुले उत्सुक असतील ,आवडीने सहभाग घेत असतील तर त्यांची त्यातली रुची वाढते आणि ते त्यांच्या स्मरणातही रहाते .असे वैविध्यपूर्ण ,नाविन्यपूर्ण ,त्यांना आकर्षित करतील अशा योजनांची अभ्यासक्रमात तरतूद असावी .घोकपट्टी न करता कृतीतून सराव व उजळणी घडेल ह्यावरही विचार व्हावा.विशेषतः लहान वयातील संगीतशिक्षणाचा ,आकलन क्षमता व श्रवण कौशल्यांवर सकारात्मक परिणाम होतो ह्यादृष्टीने उपक्रमांची योजना असावी.

वरील उपक्रम राबविताना बघणं,ऐकणं(Receptive) आणि सक्रीय म्हणजेच प्रत्यक्ष गायन,वादन,नृत्यकृती (Active)अशा दोन्ही पद्धतींचा अवलंब होईल हे बघितला पाहिजे.

सकारात्मक परिणाम

सर्व प्रकारचे विद्यार्थी,मागच्या बाकावरचे,मंदगती ,विशेष गरजा असणारे ,मस्तीखोर,उदासीन सर्वच प्रकारच्या मुलांना सामावून घेत 'संगीत' आनंदही देते .'ताण' ही काही फक्त मोठ्या माणसांच्या बाबतीत घडणारी गोष्ट नव्हे ,लहान मुलेही रोजच्या जीवनात अनेक ताणांना सामोरे जात असतात.नकारात्मक ताणांमुळे कोंर्टीसाल सारखी घटक संप्रेरके स्रवतात ,त्यांचे कमी करणे

,हृदयाचे ठोके ,रक्तदाब नियंत्रित करणे ह्यासाठी संगीत त्यांना सहाय्य करते.समूहगीत ,समूहनृत्या,एकत्र वादन (वाद्यवृंद)अशा सामूहिक कृती चांगले परिणाम वाढविण्याचे काम करतात .याचा उपयोग अभ्यासातील एकाग्रता,समाधानाची भावना तसेच एकूण भावनिक,शारीरिक स्वास्थ्य राखण्यासाठी होतो.ग्रामीण भाग ,कानाकोपर्यातील शाळा,डोंगराळ भाग आदिवासी वस्ती (Remote Areas) अशा ठिकाणी अल्पखर्चाने अशी उत्तम स्वास्थ्य आणि उत्तम अध्ययनाची व्यवस्था करणे अशा प्रकारे सहज शक्य आहे

संगीत क्रियेतील सक्रीय सहभाग श्रावण,आकलन ,ध्वनिप्रकार (pattern)ओळखणं,भाषेचा विकास,उच्चारण ह्या सर्वच पातळ्यांवर सहाय्यकारी होतो.लयींशी संबंधित उपक्रम विशेष मुलांना ,मंदगती विद्यार्थ्यांसाठी खूप परिणामकारक ठरतात. 'Musicking' ही संकल्पना ख्रिस्तोफर स्मॉल ह्याने मांडली.ह्यात श्रवण,नृत्य,गायन,वादन वा कोणत्याही प्रकारचा 'सांगीतिक'सहभाग अंतर्भूत आहे. डेव्हिड एलीयटने ही संकल्पना पुढे नेत त्याला 'शैक्षणिक साधन' म्हटले आहे.

प्रशिक्षित संगीत शिक्षक का ?

'प्रशिक्षण' म्हणजे प्रशिक्षणार्थ्यांचे ठायी आवश्यक त्या गोष्टी (जसे की ज्ञान,कौशल्य) रुजविणे आणि 'सुलभक' म्हणजे अध्ययन करणार्याकडून आवश्यक त्या गोष्टी कौशल्याने काढून घेणे (मेरी ऑलीस आर्थर – Returning to one another)

संगीत शिक्षक हा विद्यार्थ्यांचे प्रश्न पेलू शकणारा ,संवेदनक्षम,ग्रहणशील,प्रोत्साहन ,संधी देणारा,संगीत क्रियेसाठी उद्युक्त करणारा सर्जनशील असावा .ही गुणविशेषांची यादी मोठी असली तरी आवश्यक आहे 'चांगला शिक्षक' हा चौकटीच्या पलीकडे जाऊन शिकविण्याच्या उत्तम हातोटीवर सहज शैलीवर बाजी मारून जातो.केवळ तांत्रिकतेच्या आहारी न जाता 'अध्यापन' ही कला आहे,अव्याहतपणे चालणारा अनंताचा शोध आहे हे जाणून स्वतःही विद्यार्थ्यांच्या भूमिकेत राहता आले पाहिजे.आपण आयुष्यभर विद्यार्थी असतो हे जाणत नवनवीन संकल्पना,तंत्रज्ञान ,संशोधन असे मार्गक्रमण करत राहिले पाहिजे.प्रशिक्षणाने अध्यापनाचा दर्जा सुधारतो .संगीत

शिक्षणाच्या दीर्घकाळ अभ्यासाने ,सखोल व्यासंगाने मिळणारे फायदे विद्यार्थ्यांपर्यंत पोहोचतात .संगीताचे शिक्षण वेगळे,प्रशिक्षण वेगळे तसेच अंमलबजावणीही वेगळी असते. 'अभ्यासक्रम'हे दिशादर्शन असते.आशय,कृती,उपक्रम याची कल्पक योजना करून ते विद्यार्थ्यांपर्यंत पोहोचविण्याची जबाबदारी शिक्षकाची !

प्रशिक्षण देणारी तज्ज्ञ व्यक्तीही सर्वार्थाने 'तज्ज्ञ' असावी .संगीत शिक्षकाची निवड करताना त्याने किमान अपेक्षा पूर्ण केलेल्या असाव्यात जसे सूर-लयीचे ज्ञान,स्वर,नोटेशन समजणे,पट्टी ओळखणे,स्वरलिपी लिहिता येणे,चाल लावणे इ. पूर्ण केलेल्या असाव्यात हे ठळकपणे पहिले पाहिजे .

७ मिनिटापेक्षा अधिक काल मेंदू निरस गोष्टी ऐकू शकत नाही आणि मग आपोआपच विद्यार्थ्यांचे लक्ष विचलीत होते हे जाणून 'संगीत तासिका ' मनोरंजक कशी करता येईल याचे कौशल्य संगीत शिक्षकाकडे असावे.तो स्वतः बहुश्रुत,उत्तम कलाकार असेल तर अधिक चांगले.

अनुकूल वातावरण

शाळेत संगीतासाठी स्वतंत्र कक्ष असावा .तिथे वाद्ये,पुस्तके आणि विद्यार्थ्यांच्या सक्रीय सहभागासाठी योग्य व्यवस्था असावी .विद्यार्थ्यांना प्रत्याक्स संगीत आणि ध्वनिमुद्रित प्रत्यक्ष (LIVE) संगीत ऐकण्याची व्यवस्था असावी .प्रासंगिक कार्यक्रमात संगीत सादरीकरण व्हावे .गायन,वादन,नृत्याचे विविध कार्यक्रम,स्पर्धा अशा उपक्रमातून संगीत विषयक गोडी आणि ज्ञान वाढविता येईल.

केवळ संगीत कक्षातच नाही तर जवळपासच्या परिसरातही ,निसर्गाच्या सहवासात,शाळेच्या पटांगणात ,सभागृहात संगीतानुभव घेऊन विद्यार्थ्यांनी समृद्ध व्हावे .विद्यार्थ्यांसाठी हे शिक्षण नसून आविष्काराची,व्यक्तित्व विकासाची संधी आहे.हे उद्दिष्ट घेऊन योजना आखावी .अनेक वेळा

विद्यार्थी तलासुरात नाही,पाठांतर नाही असे मूल्यमापनाचे निकष न लावता केवळ 'आनंद' घेणे हा निकषच खूप महत्वाचा ठरतो .

व्याप्ती

ह्या संशोधनाची व्याप्ती खूप मोठी आहे शिक्षण क्षेत्रात संशोधन करण्यास अजून खूप वाव आहे.

ह्या लेखातील अनेक मुद्देहे स्वतंत्र संशोधनाचा विषय होऊ शकतात त्यामुळे हे पुढेही चालू राहिल संदर्भ

मानवी मेंदू-शास्त्रीय मागोवा –प्रा.डॉ.चंद्रकांत सहस्रबुद्धे

सूरसंजीवन -पं.शशांक कट्टी

द पॉवर ऑफ म्युझिक – सुझान हेल्लम

Podcast by DR Daphne Rikson

संपूर्ण संगीतोपचार – श्री.संतोष घाटपांडे

Acedamic Learning – Prof.Garry Mcpherrson

State Level Conference On
Implementation of
National Education Policy
(NEP) 2020 for
Teacher Education
(30th January 2021)

भारत-केंद्रित शिक्षक - एक विचार

नवीन शैक्षणिक धोरण-2020 मध्ये कोणतेही बालक शिक्षणापासून वंचित राहणार नाही याची खबरदारी घेण्यात आली आहे. त्यासाठी शिक्षकांचे शिक्षणही परिपूर्ण असावे असा प्रयत्न केला आहे. माझ्या भारत-केंद्रित शिक्षक शिक्षण-एक विचार या विषयान्तर्गत संस्कृत वाङ्मयातील 'मन' या कल्पनेचा विचार केला आहे. संस्कृत साहित्यामध्ये अनेक विषयांना स्पर्श केलेला आहे. त्यामध्ये शिक्षण व त्याविषयान्तर्गत शिक्षकांना विषयी परखड मत मांडलेले दिसते. महाकवि कालिदास प्रणित 'मालविकाग्निमित्र' या मध्ये शिक्षकांविषयी कालिदासने लक्षणीय विचार मांडलेले आहेत.¹

1) शिल्पा क्रिया कस्यचिदात्मसंस्था
सड.क्रान्तिरन्यस्य विशेषयुक्ता ।
यस्योभय साधु स शिक्षकाणां
धुरि प्रतिष्ठापयितव्य एव ॥
(मालविकाग्निमित्र 1/16)

एखाद्या शिक्षकाला स्वतःच्या ठिकाणीच व्यावहारिक क्रिया ही उत्तम असते तर दुस-या एखाद्याला (शिक्षकाला) शिष्याच्या ठिकाणी (शिकवणे, त्याच्याकडून वठवणे) हे उत्तम जमते. परंतु ज्याच्या ठायी हे दोन्ही उत्तमपणे असतात तोच आचार्यांच्या अग्रभागी बसविण्याला योग्य होय.

संस्कृत वाङ्मयातील मन

‘मन’ या बहुआयामी संकल्पनेचा विचार सिगमंड फ्राईड यांसारख्या पाश्चात्य मानसशास्त्रज्ञांनी केला आहे. त्या प्रमाणे संस्कृत वाङ्मयामध्ये देखील मनाचा विचार केला आहे. सदानंदप्रणित ‘वेदान्तसार’ मध्ये मनाची व्याख्या स्पष्ट केलेली आहे.

मनो नाम संकल्पविकल्पात्मिकान्तःकरणवृत्तिः।

(वेदान्तसार पान 28)

मन म्हणजे संकल्प-विकल्प करणारी अन्तःकरण वृत्ती होय.

मन व बुद्धी या दोन्ही एकच नसून भिन्न आहेत.¹ दोन्ही वेगवेगळ्या पातळींवर कार्य करीत असतात. यावर आपल्याकडे सूक्ष्म अभ्यास केलेला आहे. मन कितीही स्वैरपणे फिरत असले तरीही एखाद्या गोष्टीविषयी ठाम मत बुद्धी मांडते.

मनाचे चांचल्य

मनाची चंचलता क्षुब्धता मानसिक अशांतता निर्माण करते. या विषयी पतंजलि योगसूत्रात सांगतात -

सर्वार्थतैकाग्रतयोः क्षयोदयो चित्तस्य समाधिपरिणामः।

(योगसूत्र 3/11)

सर्व प्रकारच्या विषयांचे चिंतन करण्याच्या वृत्तींचा क्षय होऊन एकाच ध्येयाविषयीचे चिंतन करणार्या एकाग्र शक्तिका उदय होतो तेव्हा चित्ताला समाधी अवस्था प्राप्त होते.

या सूत्राद्वारे चित्ताचे दोन धर्म महत्वपूर्ण ठरतात.

- 1) सर्वार्थता - चित्त हे नेहमी बाह्य विषयांकडे प्रवृत्त होत असते. हीच चित्ताची सर्वार्थता होय.

2) एकाग्रता-चित्ताची बाह्य विषयांकडील प्रवृत्ती नष्ट होऊन एकाग्रता साधणे ही चित्ताची एकाग्रता होय.

योगसूत्रावरील व्यासभाष्यात चित्ताचे पैलू आपल्या समोर उलगडले आहेत. 'चित्त' अधिक स्पष्ट करताना व्यास चित्ताच्या चार अवस्था सांगतात.

- 1) **क्षिप्तावस्था** - ही चित्ताची बहिर्मुख अवस्था होय. इंद्रिय संसर्गाद्वारे सातत्याने विविध विषयांच्या संपर्कात चित्त येते. त्यामुळे चित्त चंचल राहते.
- 2) **मूढावस्था** - ही क्षिप्त चित्ताच्या खालच्या स्तरावरची अवस्था आहे. क्षिप्तावस्थेकडून मूढावस्थेकडे जाणारा अधोगामी प्रवास आहे. यामध्ये क्रोध प्रकट होतो. चित्ताची ही अवस्था निद्रा, आलस्य याकडे झुकणारी आहे.
- 3) **विक्षिप्तावस्था** - ह्या अवस्थेमुळे चित्त एकाग्र होण्यास प्रारंभ होतो.
- 4) **एकाग्र अवस्था** - या अवस्थेत चित्ताचे एकाग्रता साधता येवू शकते.

प्राचीन ग्रंथकारांनी मनाच्या चंचलपणाचा अभ्यास केला. तसेच मनाच्या क्षुब्धतेला लगाम घालणे हे सर्वथैव मानवाच्या हातात आहे. याची जाणीवही या ग्रंथकारांना होती. ज्ञानग्रहण व ज्ञानदान ह्या दोन्ही जरी भिन्न गोष्टी असल्या तरी दोन्ही ठिकाणी मनाची स्थिरता, शांतता या समान आहेत. मन शांत असेल तर ज्ञानदान करणे शक्य असते.

मनावरील नियंत्रण :

स्वैर मनाला नियंत्रणात ठेवण्यासाठी 'वेदान्तसार' मध्ये सदानंदांनी शम-दम-उपरति-तितिक्षा सांगितले.

- 1) **शम¹** : भौतिक विषयांकडे मन ज्या अंतःकरण वृत्तीने आवरले जाते ती वृत्ती शम होय.

1) शमस्तावतच्छ्रवणादिव्यतिरिक्तविषयेभ्यो मनसो निग्रहः।

(वेदान्तसार पान 18)

- 2) **दम²** : कान, डोळे . बाह्य इंद्रिये विषयांपासून ज्या अंतःकरणवृत्तीने परततात ते दम होय.
- 3) **उपरति³** : चित्त पुन्हा विषयांकडे जाणार नाही. या अंतःकरणवृत्तीस उपरति असे म्हणतात.
- 4) **तितिक्षा⁴** : शीत, उष्ण ह्यांपासून शरीराला जे सुख अथवा दुःख होते ते चित्ताने सहन करणे.

मनाचा विचार करताना संस्कृत वाङ्मय चांचल्य विषद करते. अश्या स्वैर मनाला लगाम घालण्यासाठी उपाययोजना देखील सांगते.

उपसंहार :

आपल्या शिक्षक शिक्षणामध्ये सिगमंड फ्राईड यांसारख्या पाश्चात्य मानसशास्त्रज्ञांचा समावेश करतो. आपल्या भारतीय वाङ्मयांमध्ये देखील 'मन' ह्या संकल्पनेचा अत्यंत सूक्ष्म विचार झालेला आहे. शिक्षक शिक्षणामध्ये पाश्चात्यांच्या मन संकल्पनेबरोबर भारतीयांच्या मन संकल्पनेचाही विचार व्हावा. भारतीय वाङ्मयातील मन संकल्पनेचा विचार शिक्षक शिक्षणासाठी केला गेला गर भारतीयांसाठी ते अभिमानास्पद ठरेल.

ज्योती गजेन्द्र वडगणे
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एस.पी.एम.पब्लिक स्कूल,
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- 1) दमो बाह्येन्द्रियाणां तद्व्यतिरिक्तविषयेभ्य निवर्तताम |
(वेदान्तसार पान 18)
 - 2) निवर्तितानामेतेषां तद्व्यतिरिक्त विषयेभ्य उपरमणमुपरतिः।
(वेदान्तसार पान 18)
 - 3) तितिक्षा शीतोष्णादि वदन्वद सहिष्णुता |
(वेदान्तसार पान 18)

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राष्ट्रीय शैक्षणिक धोरणाची शिक्षक शिक्षणातील गुणवत्ता

प्रा.कांबळे एस.एम.

धारेश्वर शिक्षणशास्त्र
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प्रस्तावना -

मानवाच्या मुलभूत गरजा अन्न, वस्त्र व निवारा या आहेत. या प्रमुख तीन गरजाप्रमाणेच शिक्षण ही सुध्दा मानवाची मुलभूत गरज बनली आहे. कारण मानवाने अतिप्राचीन काळापासून आजतागायत जी प्रगती केली त्या प्रगतीचे संपूर्ण श्रेय शिक्षणाला जाते. म्हणजेच विद्यार्थ्यांचा सर्वांगीण विकास करण्याच्या दृष्टिने शिक्षण हे अत्यंत आवश्यक आहे आणि हे शिक्षण देण्याची जबाबदारी शिक्षकांची आहे. म्हणूनच म्हणतात चांगला विद्यार्थी घडवायचा असेल तर अगोदर चांगला शिक्षक घडविणे आवश्यक आहे. म्हणजेच आपल्या भारत देशाने 34 वर्षांनंतर देशाचे शैक्षणिक धोरण बदलले आहे.

भारतीय अंतराळ संशोधन संस्थेचे माजी अध्यक्ष के कस्तुरीरंगन यांच्या अध्यक्षतेखाली समितीने नवे शैक्षणिक कसे असावे याचा अहवाल तयार केला व तो अहवाल केंद्रीय मनुष्यबळ विकासमंत्री रमेश पोखरियाल निशंक यांना सादर करण्यात आला व तो स्वीकारण्यात आला आहे. या शैक्षणिक धोरणामध्ये शिक्षक शिक्षणाच्या शैक्षणिक गुणवत्तेच्या दृष्टिने अनेक गुणवत्तापूर्ण बदल सुचविण्यात आले आहेत.

1) शिक्षक शिक्षणाचा अभ्यासक्रम-

शिक्षक शिक्षणाचा अभ्यासक्रम चार वर्षांचा एकीकृत केलेला (four year integrated) बॅचलर ऑफ एज्युकेशन तयार करण्यात आला आहे. विद्यार्थी 12 वी पास झाल्यानंतर बी.ए., बी.कॉम, बी.एससी. व बी.एड.ला प्रवेश घेणार आहेत. म्हणजेच विद्यार्थ्यांना चार वर्षातच पदवी व बी.एड.ची डिग्री मिळणार आहे. या बहुशाखीय पदवीपूर्व अभ्यासक्रमामध्ये शैक्षणिक विषय व शिक्षक तयारी अभ्यास या दोन्हीचाही समावेश असेल. परंतु जे विद्यार्थी एम.ए., एम.कॉम., एम.एससी. असतील आणि त्यांना बी.एड. करायचे असेल तर बी.एड. अभ्यासक्रम हा एक वर्षाचा असेल.

2) नॅशनल प्रोफेशनल स्टॅंडर्ड फॉर टीचर्स-

नवीन शैक्षणिक धोरणात नॅशनल कौन्सिल फॉर टेक्निकल एज्युकेशन (NCTE) यांना सर्व शिक्षक- शिक्षणासाठी एक समान दर्जा तयार करण्यास सांगितले आहे. आणि या मापदंडानाच नॅशनल प्रोफेशनल स्टॅंडर्ड फॉर टीचर्स असे म्हटले आहे. आणि कौन्सिल हे काम जनरल एज्युकेशन कौन्सिलच्या निर्देशानुसार पूर्ण करणार आहे.

3) सन 2030 पर्यंत अध्यापनाच्या अभ्यासक्रमात बदल-

या नवीन शैक्षणिक धोरणामध्ये म्हटले आहे की शिक्षक शिक्षणाच्या सर्व विद्यापीठमधील अध्यापनाच्या दर्जामध्ये बदल केला जाईल व शिक्षकांची पदवी बी.एड. केली जाईल आणि त्या पदवीचा कालावधी हा चार वर्षांचा असेल. तसेच चार वर्षांचा बी.एड. अभ्यासक्रम पूर्ण करणारे विद्यार्थीच पदव्युत्तर (मास्टर पदवी) अभ्यासक्रमासाठी प्रवेश घेण्यास पात्र राहतील.

4) सर्व अध्यापन पध्दतीचा समावेश-

बी.एड. च्या अभ्यासक्रमात अध्ययन अध्यापनाच्या दृष्टिकोनातून भावी शिक्षकांना सोप्यात सोप्या भाषेतून व आशयानुरूप मनोरंजक पध्दतीने शिक्षण देण्यासाठी अध्यापनाच्या सर्वच पध्दतींचा समावेश केला जाईल. तसेच साक्षरता संख्यात्मक ज्ञान, व्यावसायिक शिक्षण, कला, क्रीडा, विशेष शिक्षण, बहुस्तरीय अध्यापन व मूल्यांकन या विषयांना विशेष महत्त्व दिले जाईल.

5) अध्यापनात तंत्रज्ञानाचा वापर -

नवीन शैक्षणिक धोरणानुसार शिक्षक प्रशिक्षणामध्ये विद्यार्थ्यांच्या आकलनासाठी सर्व नव-नवीन शैक्षणिक साधनांचा व तंत्रज्ञानाचा वापर करून परिणामकारकपणे व गुणवत्तापूर्ण अध्यापन करण्यावर भर दिला जाईल.

6) शैक्षणिक कार्यक्रमांचा समावेश-

नवीन शैक्षणिक धोरणात शिक्षकांच्या प्रशिक्षणात सर्व समावेशक सुधारणांवर भर देण्यात आला आहे. तसेच शिक्षक शिक्षणाच्या प्रशिक्षणामध्ये महाविद्यालयीन तसेच विद्यापीठ पातळीवरही सर्व शैक्षणिक कार्यक्रमांचा समावेश करावा अशी शिफारस करण्यात आली आहे.

7) पारदर्शक शिक्षक भरती -

नवीन शैक्षणिक धोरणानुसार शिक्षकांची भरतीही पारदर्शक प्रक्रियेद्वारे व गुणवत्तेवर आधारित केली जाईल. तसेच शिक्षक भरतीतील "शिक्षण सेवक" हा कालावधीही रद्द केला जाईल. म्हणजेच अध्ययन अध्यापनासाठी गुणवत्तापूर्ण शिक्षक उपलब्ध होण्यास मदत होईल.

8) गुणवत्तापूर्ण शिक्षणावर भर-

विद्यार्थ्यांला गुणवत्तापूर्ण शिक्षण देण्यावर भर देण्यात येईल. गुणवत्तेशी तडजोड करण्याचा प्रयत्न करणाऱ्या नियमबद्ध शैक्षणिक संस्था विरोधात (TEI) मार्फत कडक कारवाई करण्यात येईल. दुय्यम दर्जाच्या कार्यरत असलेल्या व मोडकळीस आलेल्या शिक्षक-शिक्षण संस्था बंद करण्यात येतील.

9) शिक्षकांवरील इतर कामाचा भार कमी -

अध्यापन हा नैतिकदृष्ट्या व बौद्धिकदृष्ट्या अतिशय 'आव्हानात्मक' असा व्यवसाय आहे. कारण शिक्षकांनी विद्यार्थ्यांना योग्य ते ज्ञान देण्यासाठी प्रचंड मेहनत व तयारी करून अध्यापन करावे लागते. आणि हेच अध्ययन अध्यापनाचे कामकाज व्यवस्थितपणे शिक्षकाला पूर्ण करता यावे. म्हणून शिक्षकांची निवडणुकीच्या व इतर प्रशासकीय कामकाजासाठी मदत घेतली जाणार नाही. तसेच निवडणूक व प्रशासकीय कामकाजासाठी इतर स्वयंसेवकांची मदत घ्यावी असेही नमूद करण्यात आले आहे.

10) बहुशाखीय संस्थामध्ये शिक्षक शिक्षण-

शिक्षक शिक्षण केवळ बहुशाखीय संस्थामध्ये प्रदान करण्यात येईल. शैक्षणिक दृष्टिकोन विषय व अध्यापनशास्त्र यांच्या सखोल सौदांतिक आकलनासाठी तसेच सौदांतिक ज्ञान व प्रात्यक्षिक ज्ञान यांच्यातील परस्पर मेळ दूर होण्यासाठी विविध विषयामधील उत्तम प्रतीच्या पूर्ण सेवा शिक्षक तयारीला नैपुण्याची गरज असते. याकरीता शिक्षणाच्या मुख्य क्षेत्रामध्ये व इतर सर्व शैक्षणिक विषयामध्ये विविध तऱ्हेचे विशेषज्ञ उपलब्ध असणे आवश्यक आहे.

11) जागतिक बदल व प्रवाहाचा विचार -

नवीन शैक्षणिक धोरणामध्ये जागतिक स्तरावर कोणकोणते नवनवीन बदल घडून येत आहेत. तसेच कोणत्या प्रकारच्या शिक्षणाची आवश्यकता आहे. तसेच वर्तमानकाळातील सद्यःस्थितीतील स्पर्धा व गरजा कोणत्या आहेत हे ओळखत विद्यार्थ्यांना शिक्षण दिले जावे असे म्हटले आहे. म्हणजेच विद्यार्थ्यांना जीवनात उपयोगी पडेल अशाच प्रकारचे शिक्षण द्यावे असे म्हटले आहे. कला, विज्ञान, वाणिज्य या शाखांमधील विद्यार्थी शाखांचे बंधन न ठेवता इतरही विषय आवडीनुसार घेऊ शकणार आहेत.

अशा अनेक प्रकारचे बदल या नवीन शैक्षणिक धोरणात सुचविण्यात आले आहेत.

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Indian Teacher Education in Global Perspective

**A conceptual paper
for
State Level Conference
on
Implementation of National Education Policy (NEP) 2020**

**Organized by
Tilak College of Education, Pune
and
Vidya Bharti Uchcha Shiksha Sansthan, India**

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30th January, 2021

Title: Indian Teacher Education in Global Perspective

Abstract:

Education plays an important role in preparing pupils to live in diverse societies, offering competencies to future citizens in a globalized world. Hence, the necessity to make improvements in teacher preparation and training is a priority. To be highly qualified, teachers must be well prepared, especially in improving the quality of education facing global challenges. For this purpose, we need teacher education reform that aligns teacher preparation with the demands of an emerging information society and an increasingly interdependent world in the 21st Century.

As globalization and knowledge societies expand, teacher education programme reforms are becoming an important issue because teachers are always seen as moderators of the changing society. There have been noticeable developments in technology and knowledge all over the world. This has created an amazing learning environment and impacted teaching and learning. Consequently, countries have had to improve their educational systems in order to provide their people enough knowledge to use this technology.

Regarding the Indian context we may have to think beyond the boundaries of National Curriculum Framework and Teacher education curriculum, because today's teacher has to prepare students not only for content knowledge but for being a global citizen too (Deb Prakash Sahoo, 2015).

Recognising the '**power of teacher**' NEP 2020 has put in place systemic reforms that would help 'teaching' emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and '**restore the high respect and status**' to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession

Key words: NEP 2020, teacher education, global perspective, globalisation, technology.

Objectives:

- 1) To study the importance of Global Perspective of teacher education.
- 2) To analyze the Indian Teacher Education in the light of the NEP 2020.
- 3) To explore the global perspective of Indian teacher education in the NEP 2020.

Introduction:

“Education is the powerful weapon to bring changes and the teachers are the torch bearer to lead the development of society” (Nelson Mandela).

In the era of globalization, the teachers have to play a vital role to bring change in value and perception of future generation. Therefore, this profession demands a well planned and well directed training of teachers in global knowledge, skill and values. There is an acute need to incorporate global components in teacher education curriculum on each part, i.e. in theoretical aspect, pedagogical part and in internship.

Global perspective in education is the most important aspect required to be incorporated in the 21st generation of education system. To adopt a global perspective, we need to enhance our understanding of the social, political and environmental forces that shape our existence. We need to develop not only the knowledge and skills but also attitudes and positive values which will enable us to work together (across countries and cultures) to bring about change in the pursuit of a sustainable world, where individuals are empowered and the resources are more equitably shared (Tucker, J. L., & Cistone, P. J. (1991).

1. Importance of global perspective:

Teacher Education from a Global Perspective opens the debate regarding the need of quality teacher education institutions and lifelong opportunities for all teachers to learn and to grow. It also establishes the notion that all teachers should receive adequate education and training throughout all phases of their preparation and professional development and the need for teachers to seek and make use of learning opportunities within their schools and communities. This demands for the inclusion of global parameters such as human rights, globalization and interdependence, citizenship education, cross-cultural awareness, and sustainable development, in the curriculum of teachers programs.

The global parameters in teacher education means the links can be made between local and global issues. It also means that the teachers are given opportunities to critically examine their own values and attitudes; appreciate the similarities between people everywhere and value diversity understand the global context of their local lives; and develop skills that will enable them to combat injustice, prejudice and discrimination. Such knowledge, skills and understanding enables a teacher to make decisions about playing an active role in the global community.

1.1 A global perspective offers following to the teachers:

- An approach which takes into account the whole of human society and the environments in which people live.
- An emphasis on the future, the dynamic nature of human society, and each person's capacity to choose and shape preferred futures.
- An opportunity to explore important themes such as change, interdependence, identity and diversity, rights and responsibilities, peace building, poverty and wealth, sustainability and global justice.
- A focus on cooperative learning and action, and shared responsibility.
- An emphasis on critical thinking and communication.
- An opportunity to develop positive and responsible values and attitudes, important skills and orientation to active participation.

It follows that training teachers for the global age also requires that Teacher educators, who are preparing future teachers in our colleges and universities, need to develop the knowledge, skills, and dispositions as well as capacities to help pupil teacher acquire them

- Knowledge of the international dimensions of their subject matter and a range of global issues.

- Pedagogical skills to teach their students to analyze primary sources from around the world, appreciate multiple points of view, and recognize stereotyping.
- A commitment to assisting students to become responsible citizens both, of the world and of their own communities.

2. Indian Teacher Education in the light of the NEP 2020:

The National Education Policy 2020 states **‘Teachers truly shape the future of our children and, therefore, the future of our nation’** thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

The teachers are envisioned to educate and empower the country. Fostering the spirit “Acharya Devo Bhava”, for education to be powerful and the teachers need to be empowered first. This thought, helped to conduct thoughtful discussions to enhance the role of the teacher to the ‘vision of teacher’ as per the 21st century.

Irrespective of the duration of Teacher’s Training, it must incorporate:

- Self-learning
- Classroom learning
- Class observation & practice teaching
- Apprenticeship.

2.1 Recruitment and Deployment of the teachers:

- To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programmes.
- Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education.
- For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment.
- Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s).
- Schools will be encouraged to hire local eminent persons or experts as ‘master instructors’ in various subjects, such as in traditional local arts and vocational crafts.
- 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.

2.2 Continuous Professional Development of teachers:

- Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions.
- School teachers must undergo 50 hours of CPD opportunities every year to keep themselves updated 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.
- In addition, International pedagogical approaches will be studied by NCERT, identified, and recommended for assimilation in pedagogical practices in India through CPD. These pedagogies may include foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

2.3 Career Management and Progression (CMP):

- Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work.
- It will be ensured that career growth is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary).
- Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

2.4 Professional Standards for Teachers:

- A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB)
- The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage
- It will also comprise standards for National Education Policy 2020 23 performance appraisal, for each stage, that would be carried out on a periodic basis.
- The NPST will also inform the design of pre-service teacher education programmes.
- Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal.

3. Global perspective of the teacher education in the NEP 2020:

The National Education Policy 2020 is a critical and timely intervention that is destined to make Indian education landscape globally competitive. The policy is comprehensive and encompasses significant reform in every area of our education system. The policy makes education more employment-oriented and caters to business and economic development of the country.

NEP 2020 emphasis teacher empowerment. It involves investing teachers with the right to participate in determining school goals and policies and to exercise professional judgement about what and how to teach. When teachers are engaged in the reform process, they need freedom and control over their own work. This makes them feel empowered, motivates them to work harder and enhances their commitment to their learners.

Recognizing the contribution teachers can make in reforming pedagogy to improve the learning outcomes, the NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development.

It is essential that the digital resources are appropriately intertwined in the teaching-learning process with a focus on the process of knowledge creation. A combination of conceptual, practical, personal and social skills will be needed by the teachers for transforming India, Bharat and re-emerge as “**Vishwa Guru**”.

3.1 Teacher education policies across the world:

Finland:

Finland has been recognized for its education system, especially teacher education. Many educational researchers described Finnish education system as a “**Model of Excellence**”. Finland’s commitment to research based teacher education means that educational theories, research methodologies and practice, all play an important role in professional teacher preparation programmes. The process of becoming a teacher in Finland is very rigorous and competitive.

Sweden:

The development of Swedish teacher education has been more complex. It has undergone a multitude of reforms, which have been based on shifting orientations in the content and aims of teacher education. The teacher education programmes, introduced in 2011, are structured as four main degrees: pre-school education, primary school education, subject education and vocational education. Sweden has introduced pedagogical training initiatives structured as collaborative research-based learning. The “**Boost**” programmes were launched for all the teachers of mathematics, reading and science. “The Boost” for Teachers programmes offer university-based training for teachers who do not have a teaching qualification in the subject or age group they teach.

Norway:

The Department of Teacher Education comprises Norway's largest academic environment within teacher education and educational research. Teacher training for compulsory education occurs mainly in teacher training colleges in a program that lasts four years. In addition, the first three years of teacher training are now more constrained with fewer optional courses. This added structure insures that teachers receive more instruction in the main subjects taught in the first few years of compulsory school. In 2014, teacher employment regulations were expanded. Teacher professional development is the responsibility of school administrators (i.e., municipalities or counties) and often is supported by government funding.

United States:

The United States is known to have one of the most diverse education system in the world. However, despite its literacy rate of 99%, and the fact that the country spends more per student on education, as compared to any other country; it ranks relatively lower with regards to academic excellence. The education system is decentralized, with the primary responsibility of the same lying with the state and local government. CPD for teachers have a direct impact on their career, thus reinforcing the need for up gradation of skills.

These different educational policies bring about the repeated need for teachers being trained. The more the focus on continuous development for teachers and greater autonomy with institutions, the better the education system over all is. The New Education Policy has covered these aspects well, but we will have to wait and watch as these policies take shape in the coming years, to truly understand how impactful it is in real time.

There is one common factor that can turn the tide and lead the Indian education system to become a progressive, flexible, multidisciplinary, technology and skill focused education system that will have the capability to produce competent, creative, skilled, employable and ethical learners. This common factor is the Teacher.

Summary:

The 21st century is a witness of remarkable changes taking place in all over the world. The changes across the globe have clearly established the fact that no nation can remain in isolation from the rest of the world. Due to globalization the world has come together on a single platform. It talks about the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity.

It focuses on affirmation of social justice and human rights, building peace and actions for a sustainable future. For preparing students and faculty to globalized society, it is required to revisit the idea of both the education in general as well as teacher education in particular and implement the changes as per requirement. To turn this into a reality in the coming future, teachers will play an extremely important role as to how curricular and co-curricular related knowledge will be delivered. As a result the areas of educational researches get expanded and new avenues are building up which taken up the global perspective in generating new knowledge and theories.

“The secret of success is to be ready when your opportunity comes!”

For Indian teachers time has come to seize the opportunity and become makers of their own destiny. To achieve this dream, smart and hard work is necessary. The teacher should become an aware, enthusiastic, and empowered practitioner. The teacher must share ideas, grow by experimenting and researching, gain insights from the thoughts, beliefs, and experiences of peer-practitioners. The teachers must enjoy this journey by forging beautiful relationships with generations of learners.

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JOINTLY ORGANISED

STATE LEVEL CONFERENCE

On

**Implementation of National Education Policy (NEP) 2020 for Teacher
Education**

On 30th January 2021

TOPIC

**शिक्षक शिक्षणात राष्ट्रीय शैक्षणिक धोरण 2020 ची अंमलबजावणी करताना
येणाऱ्या समस्या आणि आव्हाने**

Presented by

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शिक्षक शिक्षणात राष्ट्रीय शैक्षणिक धोरण 2020 ची अंमलबजावणी करताना येणाऱ्या समस्या आणि आव्हाने

गोषवारा:

सामाजिक गतिशीलतेत शिक्षक हा एक महत्त्वाची भूमिका बजावतो. देशाच्या प्रगतीसाठी तसेच विकासासाठी शिक्षकाची भूमिका ही सर्वात महत्त्वाची असते. शिक्षकांचे असणारे मार्गदर्शन त्यांची प्रेरणा यामुळेच विद्यार्थ्यांचा सर्वांगीण विकास होऊन देशाचा सुजाण नागरिक घडविणे शक्य आहे एकंदरीतच विद्यार्थ्यांच्या सर्वांगीण विकासासाठी शिक्षकांचा देखील सर्वांगीण विकास होणे गरजेचे आहे. हा विकास शिक्षकांना प्रशिक्षण नव्हे तर कौशल्य प्रशिक्षण देऊनच घडविता येणे शक्य आहे. शिक्षकांचा विकास घडविताना शिक्षकांना देण्यात येणारे पूर्वतयारीची शिक्षण हे कौशल्यपूर्ण असणे गरजेचे आहे तर शिक्षक हा सेवा कार्य करत असताना त्यामध्ये व्यावसायिक कौशल्य आणि त्याचा विकास होणे आवश्यक आहे. या कौशल्यांचा विकास करताना ती फक्त नियोजित करणे एवढेच नव्हे तर त्यावर कृती कार्यक्रम सादर करून त्याची अंमलबजावणी करणे देखील महत्त्वाचे आहे.

नवीन राष्ट्रीय शैक्षणिक धोरण 2020 यामध्ये पूर्वीचे राष्ट्रीय धोरणांचा ,आयोगाचा आढावा घेऊन त्यामध्ये नियोजित असे सकारात्मक बदल करण्याचे मांडण्याचा प्रयत्न करण्यात आला आहे. अशा या नवीन धोरणात प्रामुख्याने शिक्षकांचा व्यावसायिक विकास करणे, बहुशाखीय संस्थांची निर्मिती, सद्यस्थितीत सर्वात महत्त्वाचे असे ऑनलाईन माध्यमाचा वापर, शिक्षक शिक्षण अभ्यासक्रमाचा कालावधी या सर्वांवरती सारासार विचार करण्यात आला आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 यामध्ये शिक्षक शिक्षणाच्या संदर्भात नवनवीन धोरणे स्पष्ट करण्यात आले आहे या धोरणांची अंमलबजावणी करताना नवनवीन समस्या तसेच आव्हानांना सामोरे जावे लागणार आहे. यामध्ये नवीन शिक्षकांना घेऊन पूर्वतयारी करावी लागणार आणि शिक्षकी पेशा मध्ये असलेल्या व्यक्तींना निरंतर व्यावसायिक विकास आणि शैक्षणिक व व्यावसायिक सहाय्य गरजेचे असणार.

नवीन शब्द: शिक्षक शिक्षण, समस्या, आव्हाने, अंमलबजावणी

प्रस्तावना

“देशाच्या प्रगतीमध्ये आणि विकासामध्ये शिक्षक महत्त्वाची भूमिका बजावत असतो. नवी पिढी आपल्या जबाबदाऱ्या आणि कर्तव्ये करण्यास किती सक्षम होते हे शिक्षका वरच अवलंबून असते तर शिक्षक आपली जबाबदारी उत्तम प्रकारे सांभाळण्यासाठी असतील तर त्यांना अधिकाधिक कार्य करण्यासाठी त्यांची कार्यक्षमता वाढवण्यासाठी उत्तम जीवन जगण्याची हमी सरकारने दिली पाहिजे.” - डॉ. राधाकृष्णन

देशाचा भावी नागरिक घडवण्यासाठी विद्यार्थ्यांचा सर्वांगीण विकास होणे हेच आपल्या भारतीय शिक्षण व्यवस्थेचे प्रमुख उद्दिष्ट असून हा विकास शिक्षकांना प्रशिक्षण नव्हे तर कौशल्य प्रशिक्षण देऊन घडवता येणे शक्य आहे. विद्यार्थ्यांचा अध्याय संपादनाचा दर्जा व कक्षा हे मुख्यतः शिक्षकांचे ज्ञान, क्षमता त्याची संवेदनशीलता व परिणाम यावर अवलंबून असते, हे सर्वज्ञात आहे. एकंदरीतच विद्यार्थ्यांच्या सर्वांगीण विकासासाठी शिक्षकांचा देखील सर्वांगीण विकास होणे गरजेचे आहे शिक्षकांचे सर्वांगीण विकासासाठी अध्यापन कौशल्य, अध्यापनशास्त्र

तसेच व्यावसायिक कौशल्य यांचे एकत्रीकरण यालाच आपण शिक्षकांचे शिक्षण असे संबोधतो.

कोणत्याही क्षेत्रात कोणत्याही पातळीवर नवीन धोरणांची अंमलबजावणी करताना अनेक समस्यांना तोंड द्यावे लागते तर अनेक आव्हानांना सामोरे जावे लागते अशाच प्रकारे शिक्षक शिक्षण प्रक्रियेत नवीन शैक्षणिक धोरण 2020 याची अंमलबजावणी करताना नव-नवीन समस्या तसेच आव्हानांना सामोरे जावे लागणार आहे याचा आढावा प्रस्तुत संशोधनात घेण्यात आला आहे

शिक्षक शिक्षण:

A poor teacher informs,

An average teacher gives knowledge,

A good teacher explains,

A better teacher demonstrates,

An excellent teacher gives experience,

A great teacher inspire.... – Hosur Narasimhaiah

बदलत्या सामाजिक गतिशीलतेत शिक्षण हे एक महत्वाचे अंग आहे अशा गतिशील शिक्षणात खंबीरपणे नेतृत्व करण्यासाठी शिक्षकांना शिक्षणाच्या माध्यमातून बदलत्या अध्यापनाची तंत्रे व कौशल्ये तसेच शिक्षण पद्धती यांची ओळख करून देणे म्हणजे शिक्षक शिक्षण शिकवण्याचे कौशल्य, अध्यापन शास्त्र, ज्ञान तसेच शिक्षकांची व्यावसायिक कौशल्ये समाविष्ट असते. शिकविण्याच्या कौशल्यांमध्ये विविध तंत्रे पद्धती व बारकाव्यांची प्रशिक्षण यामुळे शिक्षक शिकविण्याचे, प्रबोधनाचे आणि परिणामकारक मूल्यमापनाचे कार्य नियोजनपूर्वक व परिणामकारक

रित्या करू शकतात अध्यापन शास्त्र मध्ये तत्त्वज्ञानात्मक समाजशास्त्रीय आणि मानसशास्त्रीय विचार असतो तर व्यावसायिक कौशल्यांमध्ये वर्तन कौशल्य, समुपदेशन कौशल्य, संगणक कौशल्य, माहिती शोधून काढण्याचे कौशल्य तसेच व्यवस्थापन कौशल्य यांचा समावेश होतो

व्याख्या

- “शिक्षक शिक्षण म्हणजे व्यक्तीला पूर्वप्राथमिक पासून उच्चशिक्षणाच्या पातळीपर्यंत शिकवता येण्यासाठी शिक्षण, संशोधन व प्रशिक्षणाचा कार्यक्रम होय.”
-National council for teacher education
- “ शिक्षक शिक्षण म्हणजे सर्व औपचारिक व अनौपचारिक कृती व अनुभूति, ज्या व्यक्तीला शिक्षण व्यवसायातील सभासदाच्या जबाबदाऱ्या सांभाळायला व त्या परिणामकारक रित्या पार पाडायला मदत करतात.”. – गुड
- “Teacher education encompasses teaching skills sound pedagogical theory and professional skills”. W. H. Kilpatrick

समस्या : समस्या एक अडथळा आहे ज्यामुळे इच्छित लक्ष साध्य करणे कठीण होते किंवा वर्तमान किंवा सद्यस्थितीतील असणारे अडथळे.

आव्हान: उद्दिष्ट गाठण्याचा प्रयत्न करताना कठीण होणे म्हणजेच आव्हान.

शिक्षक शिक्षणातील समस्या आणि आव्हाने

- शिक्षक शिक्षणासाठी असणारा विद्यार्थ्यांचा नकारात्मक कल
- शिक्षक शिक्षणाच्या उद्दिष्टांची अपुरी ओळख
- शिक्षक शिक्षणार्थींची अनुचित निवड
- मूल्यमापन प्रणालीतील व्यक्तिनिष्ठता
- पारंपरिक अभ्यासक्रम व अध्यापन पद्धती
- शिक्षक शिक्षण महाविद्यालय साधनांचा निकृष्ट दर्जा
- शैक्षणिक महाविद्यालयांची दुर्बल आर्थिक स्थिती
- अध्यापक महाविद्यालयांचा इतर शैक्षणिक केंद्रांसाठी होणारा वापर

शिक्षक शिक्षणासाठी राष्ट्रीय शैक्षणिक धोरण 2020

उद्देश : शिक्षक शिक्षण प्रणालीमध्ये अमुलाग्र बदल करून बहुशाखीय महाविद्यालयांमध्ये व विद्यापीठांमध्ये शिक्षक शिक्षण प्रणाली राबवून आणि सर्व शालेय शिक्षकांसाठी चार वर्षांचा एकिकृत केलेला बॅचलर पदवी अभ्यासक्रम अस्तित्वात आणून शिक्षकांना साहित्य अध्यापन शास्त्र व सराव यामध्ये सर्वोच्च दर्जाचे प्रशिक्षण दिले जात असल्याची दक्षता घेणे. अध्यापन अनेक दृष्ट्या व बौद्धिक दृष्ट्या अतिशय आव्हानात्मक व्यवसाय आहे. नवीन शिक्षकांना प्रचंड मेहनत घेऊन कसून पूर्वतयारी करावी लागते आणि शिक्षकी पेशा मध्ये असलेल्या व्यक्तींना निरंतर व्यवसायिक विकास आणि शैक्षणिक व व्यावसायिक सहाय्य गरजेचे असते. (संदर्भ: राष्ट्रीय शैक्षणिक धोरण मसुदा 2019)

राष्ट्रीय शैक्षणिक धोरण 2020

1. शिक्षकांची तयारी करून घेत असताना शिक्षकास बहुशाखीय दृष्टिकोण विषय, ज्ञान, अध्यापन कौशल्य तसेच भारतीय मूल्यांची जाणीव असणे आवश्यक आहे भारतीय भाषेचे ज्ञान परंपरा तसेच शिक्षण व्यवस्थेतील सद्यस्थितीतील घडामोडींचे ज्ञान असणे गरजेचे आहे.
2. सर्वोच्च न्यायालयाने गठित केलेल्या न्यायमूर्ती जे एस वर्मा कमिशन 2012 नुसार दहा हजारांहून अधिक शिक्षक शिक्षण संस्था या फक्त डिग्री चे वाटप करताना दिसत आहे ते ही मूलतः किमतीत आणि शिक्षक शिक्षणाचे गांभीर्य लक्षात घेतले जात नाही
3. शिक्षक शिक्षण व्यवस्थेत अनेक प्रकारे गैरप्रकार घडवून आणण्याचा प्रयत्न झाला आहे त्यामुळे या क्षेत्रातील गुणवत्ता तसेच नाविन्यता यावर एक प्रकारे विरामचिन्ह लागला आहे. होणारा हा गैरप्रकार रोखणे, आणि या क्षेत्रात अखंडता, विश्वासाहर्ता, कार्यक्षमता आणि उच्च गुणवत्ता प्रस्थापित करण्याची त्वरित गरज आहे
4. शिक्षक शिक्षणासाठी लागणारी बहुविध साधने, उच्च प्रतीच्या सामग्री आणि गुणवत्तापूर्ण अध्यापन शास्त्रातील शिक्षण याची गरज आहे. त्यासाठी सर्व शिक्षक शिक्षणाचे कार्यक्रम हे बहू अनुशासन आत्मक संस्थांमध्ये केले जाणे आवश्यक आहे.
5. सर्व स्वतंत्र किंवा एक शाखीय शिक्षक शिक्षण संस्था 2030 पर्यंत बहुशाखीय संस्थान मध्ये रुपांतरीत करावे तसेच त्यांनी चार वर्षांचा एकात्मिक शिक्षकशिक्षण कार्यक्रम सादर करावे लागेल.
6. शालेय शिक्षकांसाठी बहुशाखीय संस्थांची चार वर्षांचे एकात्मिक बीएड ही पदवी पात्रता म्हणून ग्राह्य धरली जाईल.. चार वर्षांचा बीएड शिक्षण

कार्यक्रम आणि त्यामध्ये एक विशेष विषय अशी दोन्ही प्रमुख समग्र बॅचलर पदवी असेल.

7. एच.इ. आय. ही संस्था शिक्षक शिक्षण कार्यक्रम देत असल्याने शिक्षक तज्ञ, विशेष विषयातील तज्ञ यांची उपलब्धता निश्चित होईल. प्रत्येक उच्च शिक्षण संस्थांकडे काम करण्यासाठी सरकारी तसेच खाजगी शाळांचे जाळे असेल की ज्यामुळे विद्यार्थी शिक्षक आपली तयारी विविध उपक्रमांद्वारे पार पडेल.
8. शिक्षकांची योग्य ती गुणवत्ता राखण्यासाठी पूर्व सेवा शिक्षक तयारी कार्यक्रमांमध्ये प्रवेश तसेच राष्ट्रीय चाचणी एजन्सीद्वारे योग्यता चाचणी घेतली जाईल.
9. शिक्षक शिक्षण विभागात कार्यरत असणाऱ्या प्राध्यापकांची प्रोफाइल ही वैविध्यपूर्ण असली पाहिजे त्यासाठी क्षेत्रीय संशोधन तसेच संशोधन यांचे अनुभव देणे हे जास्त महत्त्वपूर्ण आहे. शालेय शिक्षणाची संबंधित असलेले अध्यापन शास्त्राचे शिक्षण शिक्षकांच्या शिक्षण संस्थांमध्ये आकर्षित केले जाईल आणि बहु अनुशासित शिक्षण बळकट होऊन त्यांच्या वैचारिक विकासास चालना मिळेल
10. सर्व पीएचडी प्रवेश कर्त्यांनी विषय निवडताना शिक्षक/ शिक्षण/ अध्यापन शास्त्र किंवा लेखनावर आधारित विषय घेणे गरजेचे आहे.
11. शिक्षक शिक्षण व्यवस्थेत सेवेत असणाऱ्या महाविद्यालयीन तसेच विद्यापीठातील शिक्षकांचा व्यावसायिक विकास विद्यमान संस्थागत व्यवस्थेद्वारे आणि पुढाकाराने चालू राहिल तसेच ऑनलाइन SWAYAM/ DIKSHA या तंत्रज्ञानाचा वापर करून प्रमाणिक प्रशिक्षण कार्यक्रम थोड्याच अवधीत मोठ्या संख्येने शिक्षकांमध्ये दाखल करता येतील

शिक्षक शिक्षणात राष्ट्रीय शैक्षणिक धोरण 2020 ची अंमलबजावणी करताना येणाऱ्या समस्या

- **शिक्षकांची अपुरी गुणवत्ता**

स्वायत्त शिक्षक शिक्षण संस्थेमध्ये शिक्षकांचे पद हे प्रमाणित करण्यात आलेल्या पात्रता मध्ये मध्ये न बसवता आपल्या सोयीने पद भरती केली जाते. तसेच त्यामुळे शिक्षकास लागणारे अध्यापन कौशल्ये अध्यापन शास्त्रीय आणि व्यावसायिक कौशल्य यामध्ये उणिवा जाणून येते

- **शिक्षक शिक्षणासाठी असणारा विद्यार्थ्यांचा कल**

प्रमुख रीत्या विद्यार्थ्यांचे शिक्षण संदर्भात असणाऱ्या कल विज्ञान शाखा मेडिकल इंजिनिअर येथे दिसून येतो या शाखेमध्ये प्रवेश मिळाल्यानंतर विद्यार्थी शिक्षक शिक्षण याकडे आपला कल वळवतो म्हणजेच विद्यार्थी हा कोणतीही आवड नसताना निवडलेला अभ्यासक्रम म्हणजे शिक्षक शिक्षण अशी आपण व्याख्या करू शकतो.

- **पदवी ची मूलतः किमतीत वाटप**

सर्वोच्च न्यायालयाने गठित केलेल्या न्यायमूर्ती जे एस वर्मा कमिशन २०१२ नुसार १०,००० हून अधिक स्थायी शिक्षक शिक्षण संस्था बहुतेकदा गंभीर शिक्षक शिक्षण घेण्याचा प्रयत्न करीत नाहीत परंतु मूलतः किंमतीला पदवी विकली जात आहे.

- **शिक्षक शिक्षण कार्यक्रमाचा कालावधी**

2030 पर्यंत चार वर्षांचा बी.एड चा एकात्मिक शिक्षक शिक्षण कार्यक्रमाचा कालावधी करण्यात आलेला आहे. याआधी एक वर्षाचा होता तर 2015 पासून तो दोन वर्षांचा करण्यात परंतु आता हा कालावधी आणखी दोन वर्ष

वाढल्याने विद्यार्थ्यांमधे प्रश्नांकित भूमिका दिसत आहे. शिक्षक शिक्षण संस्थेचे प्रवेश घेणारे विद्यार्थी पदवी परीक्षेनंतर संभ्रम अवस्थेत असताना कोणते शिक्षण घ्यावे यासाठी द्विधा मनस्थितीत असतात आणि दुसरीकडे कुठेही एँडमिशन प्रवेश न मिळाल्याने या अभ्यासक्रमात प्रवेश घेतला जातो

- **विद्यार्थी शिक्षकांची अनुपस्थिती**

B.ed अभ्यासक्रम पूर्ण करण्यासाठी प्रवेश केलेले विद्यार्थी शिक्षक आधीपासूनच शिक्षण

संस्थेत तात्पुरत्या शिक्षक पदासाठी कार्यरत असतात. अशा परिस्थितीत अभ्यासक्रम पूर्ण करण्यासाठी विद्यार्थी शिक्षक अभ्यासक्रमासाठी आपला पूर्णतः वेळ देऊ शकत नाही. त्यामुळे त्यांची पूर्ण उपस्थिती या अभ्यासक्रमात नसणे ही एक मोठी समस्या निर्माण होते.

- **ICT तंत्रज्ञान विकासाचा अभाव**

शिक्षक शिक्षण संस्थेत विद्यार्थी शिक्षकांना अध्यापन तंत्रे शिकवताना तंत्रज्ञानाचा वापर करणे, त्यामधील बारकावे शिकविणे गरजेचे आहे तेव्हा संस्थेतून बाहेर पडणारे शिक्षक हा सध्याच्या गतिशील आणि स्पर्धात्मक युगातील विद्यार्थ्यांला योग्य ते मार्गदर्शन करू शकेल. या सर्वांची जाणीव ठेवून या तंत्रज्ञानाचा वापर करणे प्राध्यापकांनी अपरिहार्य आहे. परंतु आयसीटी तंत्रज्ञान वापरताना प्राध्यापकांनी उणिवा दिसून येतं.

- **गुणवत्तापूर्ण एकशाखीय शिक्षक शिक्षण संस्थांचा प्रश्न ऐरणीवर**
शिक्षक शिक्षण केवळ बहुशाखीय संस्थांमध्ये प्रदान करण्यात येईल असे शैक्षणिक धोरणात नमूद केले आहे गुणवत्तापूर्ण शिक्षण देणारे शिक्षण संस्था यांचा प्रश्न ऐरणीवर आला आहे.

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- **चार वर्षांचा एकिकृत केलेला बॅचलर ऑफ एज्युकेशन कार्यक्रम कौशल्य युक्त करणे**
शिक्षकांच्या तयारीसाठी चार वर्षांचा एकिकृत केलेला बॅचलर ऑफ एज्युकेशन कार्यक्रम रटाळ न होऊ देता तो कौशल्यपूर्ण तसेच वैविध्यपूर्ण कसा करून घेता येईल याकडे लक्ष देणे गरजेचे .
- **शिक्षकांची पूर्वतयारी**
स्तर निहाय व विषय निहाय असलेला हा अभ्यासक्रम शालेय पूर्व पासून माध्यमिक स्तर सर्व विषयांसाठी शिक्षकांची पूर्वतयारी करून घेणारा असणार आहे तेव्हा प्रत्येक शालेय स्तरावरील असणारा अभ्यासक्रम जाणून घेणे, प्राथमिक स्तरापासून ते माध्यमिक स्तरापर्यंत ची असणारी शिक्षणाचे उद्दिष्ट जाणून घेणे, विद्यार्थ्यांचा वयोगट, विविध स्तरावरील असणारी अध्यापन कौशल्य, तंत्र, पद्धती यांचा योग्य तो वापर तसेच त्यामध्ये समन्वय राखणे व विद्यार्थी शिक्षकांची पूर्वतयारी करून घेणे हे कसोटी चे कार्य आहे.

- **बहु शाखीय संस्थांची निर्मिती**

शिक्षक शिक्षण बहुशाखीय संस्थांमध्ये प्रदान करण्यात येईल असे शैक्षणिक धोरणामध्ये नमूद करण्यात आले आहे त्यामुळे असणाऱ्या संस्था, गुणवत्तापूर्ण असणाऱ्या एक शाखीय संस्था यांचा बहुशाखीय संस्थांमध्ये रूपांतर करणे आव्हानात्मक आहे.

- **दुय्यम दर्जाच्या शिक्षण संस्था**

दुय्यम दर्जाच्या कार्य येत नसलेल्या व मोडकळीस आलेल्या शिक्षक शिक्षण संस्था बंद करण्यासाठी असे राष्ट्रीय शैक्षणिक धोरण 2020 यामध्ये सांगण्यात आले आहे. यासाठी सर्वे करणे पाहणीसाठी समिती गठीत करणे, यासाठी आवश्यक तज्ञ व्यक्तींची निवड, शिक्षण संस्थेचा दर्जा ठरवणारे नियमक तयार करणे गरजेचे आहे.

- **नैपुण्य व उपलब्धतेची गरज**

शैक्षणिक दृष्टिकोन विषय व अध्यापन शास्त्र यांचे सखोल सैद्धांतिक आकलनासाठी, तसेच सैद्धांतिक ज्ञान व प्रात्यक्षिक ज्ञान यांच्यातील परस्पर मेळ दृढ होण्यासाठी विविध विषयांमधील उत्तम प्रतीच्या पूर्व सेवा शिक्षक तयारीला नैपुण्याची गरज आहे.

याकरिता शिक्षणाच्या मुख्य क्षेत्रांमध्ये व इतर सर्व शैक्षणिक विषयांमध्ये विविध तर्हेचे विशेषज्ञ उपलब्ध असणे व एकमेकांशी जोडलेल्या शाळा उपलब्ध असणे ही काळाची गरज आहे.

शिक्षक शिक्षण व्यवस्थेत राष्ट्रीय शैक्षणिक धोरण 2020 करताना वर्तमान स्थितीतील अथवा सद्यस्थितीतील असणाऱ्या समस्या मोठ्या प्रमाणात आहेत तसेच हा कार्यक्रम राबवताना येणारी आव्हाने यावर कृतीयुक्त विचार

करणे देखील तितकेच महत्वाचे आहे. यातूनच शिक्षक शिक्षण अथवा शिक्षण व्यवस्था अतिशय कौशल्यपूर्ण, उपक्रमशील, संवेदनशील आणि पारदर्शक पणे घडून येणे सोपे जाईल.

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राष्ट्रीय शैक्षणिक धोरण 2020 चा अवलंब करताना शिक्षक शिक्षणाच्या अभ्यासक्रमात होणारे बदल

प्रा. स्वाती पवार डॉ. चंदन शिंगटे

सारांश

शिक्षण प्रक्रियेचे हृदय असा शिक्षकांचा उल्लेख करणाऱ्या राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणातील बदलांची चर्चा या संशोधन लेखात करण्यात आली आहे . शैक्षणिक धोरणात नोंदविलेले शिक्षक शिक्षणासंदर्भातील मुद्दे आणि त्यानुसार अभ्यासक्रमात करावे लागणारे बदल यांची चर्चा करण्यात आली आहे.

प्रस्तावना

जग हे जागतिक खेडे होत असताना समाजाच्या उन्नतीसाठी राष्ट्रीय शैक्षणिक धोरणाचे स्वागत आहे. पुढची पिढी आत्मनिर्भर भारताच्या नवनिर्माणासाठी सज्ज होण्याच्या दिशेने टाकलेले एक पाऊल म्हणजे राष्ट्रीय शैक्षणिक धोरण होय.

परीक्षेसाठी शिकणे किंवा अभ्यास करणे यास फाटा देत वैचारिक संकल्पना आकलनावर भर देण्यात आली आहे. भाषेची ताकद सिद्ध करत बहुभाषिकतेचा अंगीकार अध्ययन अध्यापनात करण्यात आला. देशात किमान शिक्षणाचा टक्का वाढत असला तरी पण गुणवत्तेच्या बाबतीत काही प्रमाणात प्रश्नचिन्ह आहेत यावर या शैक्षणिक धोरणात विचार करण्यात आलेला आहे.

अध्यापन हा नैतिक दृष्ट्या व बौद्धिक दृष्ट्या अतिशय आव्हानात्मक व्यवसाय आहे. नवीन शिक्षकांना प्रचंड मेहनत घेऊन कसून पूर्वतयारी करावी लागते आणि शिक्षकी पेशामध्ये असलेल्या व्यक्तींना निरंतर व्यवसायिक विकास आणि शैक्षणिक व व्यावसायिक सहाय्य गरजेचे असते. शिक्षक शिक्षण अभ्यासक्रम अतिशय परिणामकारक करणे.

सध्याच्या अभ्यासक्रमातील मुख्य वैशिष्ट्ये पुढीलप्रमाणे-

- तंत्रज्ञानाची उपयुक्तता अधिक प्रभावी करणे.
 - विविध अध्यापन पद्धतींचा वापर करणे. यामध्ये विमर्श विचार, तार्किक विचार, निर्णय क्षमता, सृजनशीलता व सहयोगी अध्यापन(critical thinking, logical thinking, decision making, collaborative learning & teaching)इत्यादी घटकांचा समावेश करणे.
 - मानवी आणि घटनात्मक मूल्य रुजविण्यावर भर देणे. सहानुभूती, आदर ,स्वच्छता, सौजन्य, स्वातंत्र्य, जबाबदारी, सार्वजनिक मालमत्तेचा आदर, समानता, न्याय (nifty, respect, cleanliness, respect for public property, liberty, responsibility, equality, justice) इत्यादी मूल्यांवर भर देणे.
 - जीवन कौशल्य विकासावर भर देणे. संप्रेषण, सहकार्य, गटकार्य (communication, cooperation, teamwork) इत्यादी कौशल्य विद्यार्थ्यांमध्ये रुजविण्याचे प्रयत्न सातत्याने करणे.
 - अभ्यासक्रम निवडीसाठी विविध पर्यायांची सुविधा देणे. तसेच अध्यापनाचे स्वातंत्र्यही देणे.
 - इंटरनॅशनल कालावधी हा मोठा असावा. प्रथम वर्षासाठी एक महिना आणि द्वितीय वर्षासाठी एक महिना अशी एम. एड. साठी तर चार महिने बी. एड. साठी इंटरनॅशनल आहे. तसेच सराव पाठांची संख्याही चांगली असावी. त्यामुळे प्रत्यक्ष शाळा अध्यापनाची योग्य तरतूद अभ्यासक्रमामध्ये करण्यात आलेली आहे.
 - विशेष गरजा असणाऱ्या मुलांचे शिक्षण, अपंग मुलांचे शिक्षण इत्यादी बाबींचा समावेश अभ्यासक्रमात करणे.
 - विद्यार्थी केंद्रित शिक्षण हा अभ्यासक्रमाचा मुळ पाया असावा.
 - नव्या अध्यापन पद्धतीचा अंगीकार अभ्यासक्रमांमध्ये मोठ्या प्रमाणात केला जावा.
- वरील तरतुदींचा सध्याच्या अभ्यासक्रमात प्रत्यक्ष वापर केला जात आहे.

अभ्यासक्रमात आवश्यक बदल

- ❖ शिक्षकांच्या विकासासाठी चार वर्षांचा एकिकृत केलेला बॅचलर ऑफ एज्युकेशन कार्यक्रम बहुशाखीय संस्थांमध्ये / महाविद्यालयांमध्ये पदवीपूर्व अभ्यासक्रमाद्वारे राबविण्यात यावा.
- ❖ शिक्षकांना साहित्य, अध्यापन शास्त्र व सराव यामध्ये सर्वोच्च दर्जाचे प्रशिक्षण दिले जात असल्याची दक्षता घेणे.
- ❖ सदर अभ्यासक्रमांमध्ये शैक्षणिक विषय व शिक्षक तयारी अभ्यास या दोहोंचा समावेश करणे.
- ❖ स्तरनिहाय व विषयनिहाय असलेला हा अभ्यासक्रम शाळापूर्व (प्री-स्कूल) पासून माध्यमिक स्तर (इयत्ता बारावी) इयत्तांसाठी आवश्यक असलेल्या कला व क्रिडा यांच्यासह सर्व विषयांसाठी शिक्षकांची पूर्वतयारी करून घेणे.
- ❖ व्यावसायिक शिक्षण व विशेष शिक्षण यांचाही अभ्यासक्रमात समावेश करणे.
- ❖ 4 वर्षांचा बी. एड. अभ्यासक्रम इतर पदवीपूर्व पदवीसमान करणे आणि 4 वर्षांचा बी. एड. अभ्यासक्रम पूर्ण करणारे विद्यार्थी पदव्युत्तर (मास्टर पदवी) अभ्यासक्रमासाठी प्रवेश घेण्यास पात्र असतील.
- ❖ बहुविद्याशाखीय महाविद्यालयातील एक भाग म्हणून ४ वर्षांचा बी. एड. अभ्यासक्रम असेल. तसेच याला जोडून दोन वर्षे बी. एड. आणि पीएचडी असा शिक्षण शास्त्र विभाग असेल.
- ❖ शिक्षण विभाग निर्माण करून त्यामध्ये संशोधनावर भर देण्यात यावा.
- ❖ शैक्षणिक दृष्टिकोन, विषय व अध्यापन शास्त्र यांच्या सखोल सैद्धांतिक आकलनासाठी, तसेच सैद्धांतिक ज्ञान व प्रात्यक्षिक ज्ञान यांच्यातील परस्परमेळ दृढ होण्यासाठी विविध विषयांमध्ये उत्तम प्रतीच्या सेवापूर्व शिक्षक तयारीला नैपुण्याची गरज असते. याकरता शिक्षणाच्या मुख्य क्षेत्रांमध्ये व इतर सर्व शैक्षणिक विषयांमध्ये विविध विशेषज्ञ उपलब्ध करणे. व एकमेकांशी जोडलेल्या शाळा उपलब्ध करणे.

- ❖ अभ्यासक्रम राबविताना इतर सर्व विभागांची म्हणजेच मानसशास्त्र, तत्त्वज्ञान, समाजशास्त्र, भारतीय भाषा, कला, संगीत, इतिहास, साहित्य, शारीरिक शिक्षण , विज्ञान आणि गणित यांचा सहयोग साधावा. (collaboration)
- ❖ भाषा अभ्यासावर भर देणे.
- ❖ इंटरशिप कालावधी वाढवा अध्यापन अनुभवावर भर देणे. प्रत्यक्ष अध्यापनात स्थानिक शाळातील अनुभवांवर भर देणे.
- ❖ अध्यापन शास्त्रीय विकास करण्यासाठी आंतरराष्ट्रीय स्तरावर विविध दृष्टिकोण संकलित करणे.
- ❖ शिक्षक आणि शैक्षणिक यंत्रणेत मानदंड ठरविण्यासाठी त्यांची विश्वासार्हता कार्यक्षमता आणि उच्च गुणवत्ता पुनर्स्थापित करणे.
- ❖ शिक्षकांच्या ऑनलाइन प्रशिक्षणावर भर द्यावा यासाठी स्वयम् दीक्षा यासारख्या ऑनलाइन तंत्रज्ञानाच्या वापरास प्रोत्साहन देणे.
- ❖ अनुभवी ज्येष्ठ सेवानिवृत्त आणि इच्छुक प्राध्यापकांचा समावेश महाविद्यालय आणि विद्यापीठ स्तरावर मार्गदर्शक म्हणून करणे.
- ❖ ग्रामीण आदिवासी भागातील हुशार विद्यार्थ्यांना चार वर्षांचा एकिकृत केलेला बी. एड. अभ्यासक्रम घेता यावा याकरिता त्यांच्यासाठी गुणवत्तेवर आधारित शिष्यवृत्ती प्रदान करणे.
- ❖ शिक्षकांच्या एकूण गुणवत्ता वाढीवर भर देणे.

राष्ट्रीय शैक्षणिक धोरण मुख्यतः शिक्षकांना अभ्यासक्रम आणि अध्यापनाचे स्वातंत्र्य देत आहे. या धोरणाचे शिक्षकातील उत्कृष्टता आणि नेतृत्व गुणांची जोपासना हे मुख्य लक्ष्य आहे. उत्साही आणि सक्षम अध्यापक निर्माण करणे ज्यातून उज्ज्वल भारताची निर्मिती होईल हे ध्येय गाठण्यासाठी या राष्ट्रीय धोरणाची अंमलबजावणी होणे आवश्यक आहे.

नवीन शैक्षणिक धोरणाच्या(2020) अंमलबजावणीसाठी शिक्षक प्रशिक्षणाबाबत
अभ्यासक्रमात करावे लागणारे बदल

सौ. कविता मनोज चांदककर

M. Com. M.A. B.Ed. (हिंदी पंडित)

माध्यमिक शिक्षिका एस. पी. एम. इंग्लिश स्कूल (माध्यमिक विभाग) पुणे ३०.

Abstract

नवीन शैक्षणिक धोरण 2020 केंद्रात मान्य झाले आहे. त्याची अंमलबजावणी सुरु करण्यासाठी शिक्षक प्रशिक्षणात काही बदल करावे लागतील. याबाबत नवीन धोरण समजण्याचा पनयत्र करून दिलेल्या अभ्यास विषयाबाबत नम्रपणे काही सूचना कराव्याश्या वाटतात. त्या थोडक्यात मांडण्याचा प्रयत्न केला आहे.

स्वामी विवेकानंदांनी केलेली 'खऱ्या शिक्षणाच्या स्वरूपाची व्याख्या या नवीन धोरणात प्रत्यक्षात येवू शकते असे मला वाटते. या धोरणानुसार शिक्षकांची भूमिका अतिशय महत्वाची आहे. शिक्षकांच्या कामाच्या वेळा वाढतील, विद्यार्थ्यांचे अचूक, जलद व विश्वासार्ह मूल्यमापन करता येण्यासाठी शिक्षकांना तंत्रस्नेही व्हावे लागेल, मूल्यशिक्षण, त्रिभाषा सूत्र, व्यावसायिक शिक्षण, उद्योजकता वाढीला चालना देण्यासाठी विद्यार्थ्यांची मानसिकता घडवण्याची जबाबदारी शिक्षकांवर असल्याने; शिक्षक प्रशिक्षण अभ्यासक्रमात अनेक बदल करावे लागतील. त्याबद्दलच्या मला वाटणाऱ्या काही कल्पना खाली मांडल्या आहेत.

Key words:- NEP 2020.—Teachers Training—Changes in the Curriculum of Teachers Education to adopt NEP.



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प्रस्तावना:-

"शिक्षण म्हणजे काही माहितीचा/ ज्ञानाचा खजिना नाही, तर त्या ज्ञानाचा/ माहितीचा व्यवहारात कौशल्यपूर्ण वापर करता येणे म्हणजे शिक्षण होय.□

□ज्ञान आणि कौशल्य ही दोन्ही जेव्हा एकत्रितपणे विद्यार्थी आत्मसात करेल तेव्हाच त्याचे खरे शिक्षण पूर्ण होईल. तो स्वावलंबी आणि आत्मनिर्भर जीवन जगू शकेल.□

हे विचार १९ व्या शतकात 'स्वामी विवेकानदांनी' मांडले होते. या विचारावर आधारितच असलेले आपले २९ जुलै, २०२० साली स्वीकारलेले नवे शैक्षणिक धोरण. या नवीन राष्ट्रीय शिक्षण धोरणाने प्राथमिक शिक्षणापासून ते विश्वविद्यालयीन शिक्षणापर्यंतचे समग्र चित्र आपल्यासमोर उभे केले आहे.

- **या शैक्षणिक धोरणाची वैशिष्ट्ये :-**
- **सर्वसमावेशकता-** बालक युवक, प्रौढ इ. सर्वच वर्गासाठी न्याययुक्त व गुणवत्तापूर्ण शिक्षण संधी असणे.
- **समग्रता-** प्राथमिक शिक्षणापासून विश्वविद्यालयीन शिक्षणाचा एकत्रीत विचार मांडणारे.
- **समरसता-** समाजातील सर्व घटकांना शिक्षण मिळावे.
- **नैतिक शिक्षणाचा समावेश.**
- **भविष्यवेधी शैक्षणिक धोरण आहे.**
- **नवीन शैक्षणिक धोरणाची उद्दिष्टे-**
- **समानता-** समाजातील सर्व घटकांना शिक्षणाची समान संधी मिळवी.
- **सक्षमता-** शिक्षण घेतल्यावर विद्यार्थी आर्थिकदृष्ट्या सक्षम व्हावा.
- **उपलब्धता-** घराजवळ सहज शिक्षण उपलब्ध व्हायला हवे.
- **गुणवत्ता-** सर्वांगीण विकास घडवणारे , स्वविकास, कुटुंब, मित्र, परिवार, संस्था व संपूर्ण समाजविकास घडवू शकणारे .
- **उत्तरदायित्व-** शिक्षणातून मिळणाऱ्या ज्ञान, कौशल्य व अनुभव यांचा उपयोग राष्ट्र विकासाच्या कामात करून देण्याची मानसिकता असणे/ निर्माण होणे.
- **Vision statement of NEP**
- **“Transforming India into a Sustainable vibrant knowledge society with equity.”**
- **पार्श्वभूमी :**
- **शैक्षणिक धोरणाच्या विकासाचे टप्पे:-**
- **“आजचे शिक्षण हे उद्याच्या राष्ट्राचे भवितव्य ठरवते.”**
- **स्वातंत्र्यानंतर वेगवेगळ्या कालखंडात शिक्षणाची पुनर्रचना करण्याचा राज्यकर्त्यांनी प्रयत्न केला.**
 - **१९४८- डॉ.सर्वपल्ली राधाकृष्णन-** महाविद्यालयीन शिक्षणात व्यावसायिक शिक्षणाचा समावेश करण्याचे सुचवले. संशोधनावर भर दिला जावा.

- १९५२- माध्यमिक शिक्षण आयोग- डॉ.कोठारी या आयोगाचे अध्यक्ष होते. त्यांनी थोडक्या शब्दात सांगितले की भारताने आपल्या देशातील परिस्थितीस अनुकूल व आपली संस्कृती, आपली परंपरा यांना सुसंगत अशी शिक्षणपद्धती स्वीकारली पाहिजे.
- १९६४-६६- राष्ट्रीय शिक्षण आयोगाची स्थापना झाली. प्राथमिक शाळांचा विस्तार केला.
- १९८६- भारतीय शिक्षण हे २१ व्या शतकातील आव्हाने पेलण्यास सक्षम असायला हवे. स्व.राजीव गांधींनी विचार मांडला.
- १९९२- केंद्र सरकारद्वारा राष्ट्रीय शिक्षण नीतीची घोषणा केली. शिक्षण हक्क कायद्याची चर्चा सुरु.
- १९९९- सर्व शिक्षा अभियान- १००% विद्यार्थी शाळेत शिकावेत यासाठी प्रयत्न केले गेले .
- २००२- ६ ते १४ वयातील बालकांना सक्तीचे व मोफत शिक्षण देण्याची ची जवाबदारी शासनाने घेतली.
- २००९- आर. टी. ई.(R.T.E.)- शिक्षण हक्क कायदा- बालकाला आपल्या घराजवळील शाळेत संपूर्ण शिक्षण निःशुल्क मिळवण्याचा अधिकार मिळाला.
- २०१४- राष्ट्रीय नीती आयोगाचे शैक्षणिक धोरण निश्चितीचे कार्य सुरु
- २०१६- सुब्रमण्यम समिती- शैक्षणिक बदलांचा आराखडा तयारा करणे.
- २०१९- श्री.के.कस्तुरीरंगन यांच्या नेतृत्वाखाली ११ ज्येष्ठ शिक्षण तज्ज्ञांची समिती स्थापन केली. अभ्यास करून मसुदा ठरवला. तो केंद्रात सर्व संमतीने स्विकारला गेला.राज्य सरकार केंद्र सरकारला अनुरूप असे आपापले कायदे करतील.
- राज्याराज्यात ह्या शैक्षणिक धोरणाची अंमलबजावणी करण्यासाठी शिक्षण व्यवस्थे समोरील आव्हाने.
- नवीन शैक्षणिक धोरणाच्या(2020) अंमलबजावणीसाठी शिक्षण प्रशिक्षण अभ्यासक्रमात करावे लागणारे बदल.

जुन्या शैक्षणिक धोरणानुसार शिक्षक पात्रता:-

- प्राथमिक शिक्षण - इ.१ ली ते ८ वी बारावी+ डि.एड
- माध्यमिक शिक्षण - इ.९ वी ते १०वी .पदवी + बी. एड.
- उच्च माध्यमिक शिक्षण- इ.११ वी ,१२ वी.पदव्युत्तर+बी. एड .

नवीन धोरणानुसार शिक्षक पात्रता:-

- **पूर्वप्राथमिक शिक्षण :-** वय ३ ते ८ वर्ष. बालभवन ते २ री - डि.एड.
- **प्राथमिक शिक्षण :-** वय ९ ते ११ वर्ष. इ.३ री ते ५ वी . डि.- एड.
- **माध्यमिक शिक्षण:-** वय १२ ते १४ वर्ष . इ.६ वी ते ८ वी -४ वर्षांचा इंटिग्रेटेड बी. एड. कोर्स.
- **उच्च माध्यमिक शिक्षण:-** वय १४ ते १८ वर्ष. इ.९ वी ते १२ वी- ४ वर्षांचा इंटिग्रेटेड बी. एड. कोर्स

या बी.एड. अभ्यासक्रमात नवीन शैक्षणिक धोरण(२०२०) नुसार बदल करावे लागतील. त्यात काही बदल सुचवावेसे वाटतात ते पुढीलप्रमाणे:-

- ❖ नवीन शैक्षणिक धोरणात (२०२०) शिक्षण या ५+३+३+४ या आकृती बंधात शालेय विद्यार्थ्यांचे मूल्यमापन ज्या मूल्यांकन पद्धतीने केले जाते, त्या सर्व पद्धतींचा समावेश शिक्षक प्रशिक्षणा अंतर्गत केला जावा. किंबहुना या अभ्यासक्रमाचे मूल्यमापन ही याच पद्धतीने व्हावे.
- ❖ तंत्रज्ञानाचा वापर अध्यापनात करण्याबाबतचे प्रशिक्षण, आंतरजालावर उपलब्ध माहितीचा, आय.सी. टी. चा वापर करण्याबाबतचे प्रशिक्षण यात यायला व्हावे.
- ❖ शिक्षक प्रशिक्षणात बुद्धिमान विद्यार्थी-सामान्य विद्यार्थी व साधारण स्तराच्या मागे पडणारे विद्यार्थी(अक्षम) या वेगवेगळ्या स्तराच्या विद्यार्थ्यांसाठी वेगवेगळ्या पद्धतीने अध्यापन करावे याचा अंतर्भाव प्रशिक्षणात झाला पाहिजे.
- ❖ माध्यमिक विभागात (इ.६ वी ते ८ वी) हस्तकौशल्ये शिक्षणाची सुरवात होत असल्याने, शिक्षकांसाठीच्या अभ्यासक्रमात या हस्तकौशल्यांचे विषय- जसे आकाशकंदील तयार करणे , फाइल्स तयार करणे, खडू/मेणबती /साबण तयार करणे , सुतारकाम, लोहारकाम, नळजोडणी काम, पुस्तकबांधणी इ. सारख्या विषयांचा ४ वर्षांच्या अभ्यासक्रमात समाविष्ट करायला हरकत नाही.
- ❖ महाराष्ट्र राज्यातील महाविद्यालयांमध्ये शिक्षकाची औनर्सची पात्रता मिळवताना त्या त्या भागानुसार व्यावसायिका अभ्यासक्रमात समाविष्ट करता येतील.

उदा. कोकणात फळप्रक्रिया , ज्युस- जेली तयार करणे, आदिवासी भागासाठी मध संकलन, मधुभक्षिका पालन, रेशीम उद्योग इ. व्यवसायांचे प्रशिक्षण ४ वर्षांसाठी ठेवता येईल . जेणेकरून २०३० नंतर येणारे शिक्षक हे त्याच्या स्तरावर ही कौशल्य विद्यार्थ्यांना योग्य

पद्धतीने शिकवू शकतील. हे होण्यासाठी शिक्षकांसाठीच्या अभ्यासक्रमात प्रादेशिका भाषा, बोलीभाषा या त्या भागात काम करणाऱ्या शिक्षकाला अवगत असणे आवश्यक आहे .

- ❖ डी. एड. व बी एड. च्या अभ्यासक्रमात संस्कृत, कला, क्रीडा, योगा, संगीत या विषयांचे शिक्षण समाविष्ट व्हायला हवे. पूर्वप्राथमिक स्तरांवर शिकवताना संस्कृत भाषेचा ही वापर केला जावा असे नवीन शैक्षणिक धोरणात विशेषत्वाने सांगितले आहे.
- ❖ नवीन शैक्षणिक धोरण हे कृती आधारित असल्याने तंत्रज्ञानाचा व ऑनलाईन शिक्षणाचा वापर माध्यमिक स्तरापासूनच करावा लागणार असल्याने कृतीवर आधारित अभ्यासक्रम असावा हे कटाक्षाने पाहिले पाहिजे.
- ❖ सर्वच पाठव्यांवर विद्यार्थ्यांचे मूल्यांकन करताना नवीन धोरणात व्यापक मूल्यांकनाचा समावेश करण्यात आला आहे. त्यात विद्यार्थ्यांचे शाळेतील वागणे- सहपाठी विद्यार्थ्यांने केलेले मूल्यांकन आहे. याबाबत वेगवेगळे परिमाणित(standard) निरीक्षण तक्ता तयार करून त्याला आकडे दिले तर गुणात्मक मूल्यांकन करणे सोपे होईल.
- ❖ NEP 2020 लागू करण्याचे निश्चित झाल्यास सेवेत असणाऱ्या शिक्षकांना प्रशिक्षणासाठी योजना आखाव्या लागतील.
- ❖ उच्च माध्यमिकच्या वर्गात इ.८वी ते १२ वी साठी शिकवणाऱ्या शिक्षकांना एकूण ४० विषय ८ सत्रामध्ये शिकवायचे आहेत . त्यातील
 - ९ वी १० वी साठी १६ विषय.
 - ११ वी १२ वी साठी २४ विषय. असतील असे NEP २०२० म्हटले आहे .
- ❖ याबाबतचा अभ्यासक्रम निश्चिती जरी केंद्रीय संस्था करणार असली तरी त्यानुसार शिक्षक प्रशिक्षणाच्या अभ्यासक्रमात बदल करावे लागतील. व्यावसायिक शिक्षणाचे विषय, कृतीवर आधारित प्रशिक्षण, नैतिकमूल्य व संस्कृतीची ओळख देणारे विषय इ. शालेय अभ्यासक्रमात समाविष्ट आहेत .तसेच ते शिक्षक प्रशिक्षण कार्यक्रमात ही समाविष्ट असावेत असे मला वाटते .
- ❖ इंटर्नशिप:- शिक्षक प्रशिक्षणाच्या ४ वर्षांच्या अभ्यासक्रमात १२ वी नंतरच्या तिसऱ्या व चौथ्या वर्षासाठीच्या विद्यार्थ्यांना इंटर्नशिप २ वर्षासाठी असावी. वेगवेगळ्या शाळेत रोज २ तास काम करण्याची सक्ती करावी. यामुळे अध्यापन आणि अध्यापन पद्धतींवर भर देणारे प्रशिक्षण व अनुभव मिळू शकतो . तसेच चौथ्या वर्षात अध्ययनाबरोबर शाळेच्या व्यवस्थापकीय कामाचा, उपस्थिती, वेळापत्रक करणे, परीक्षांचे नियोजन, सहशालेय कार्यक्रमांचे नियोजन यात प्रत्यक्ष

सहभाग घेऊन अनुभव दिला जावा . परिणामी बी.एड.(औनर्स)ची पदवी मिळाल्यानंतर प्रत्यक्ष शालेय कामकाजात रूळणे सोयीचे जाईल.

- ❖ **विद्यावेतन :-** या इंटर्नशिप दरम्यान ६-६ महीने वेगवेगळ्या शाळेत काम करायचा अनुभव दिल्यास वेगवेगळ्या शाळेच्या कार्यपद्धतीचा अनुभव मिळेल. या इंटर्नशिपच्या काळात जर डी. एड.आणि बी. एड. च्या विद्यार्थ्यांना विद्यावेतन देण्याची सोय (किमान २ वर्ष)केल्यास , या अभ्यासक्रमाकडे बघण्याचा दृष्टीकोन बदलेल. हुशार विद्यार्थी या शिक्षकी पेशाकडे वळतील.
- ❖ **शिक्षक प्रशिक्षणात अशा मूल्यांचा समावेश असावा जेणेकरून येणारी पिढी शिक्षकी पेशाकडे सन्मानाने पाहू लागेल.**
- ❖ **सेवांतर्गत प्रशिक्षण :-** या संदर्भात ही शिक्षक प्रशिक्षणाचे नियोजन कालबद्ध स्वरूपत केलेले असावे. शिक्षक व मुख्याध्यापक यांना NEP२०२० नुसार ५०तासाचे प्रशिक्षण दरवर्षी दिले जावे असे सूचवले आहे. त्यासाठी त्या त्या भागातील शिक्षकांचे गरजेनुसार वेगवेगळ्या स्तरांवरचे प्रशिक्षण आयोजित करावे.
 - ❖ ग्लोबल स्कूलिंग ही संकल्पना आता चांगलीच रूजली आहे. त्यामुळे सेवांतर्गत प्रशिक्षण ही शिक्षकांचे पाठ रेकॉर्ड करून दूरशिक्षण पद्धतीचा उपयोग करून घेता येईल.

मनोगत :- नवीन शैक्षणिक धोरण 2020 ची अंमलबजावणी यशस्वी होण्यासाठी त्याचा बारकाईने अभ्यास करून कृती करणे महत्वाचे आहे. त्यातले पुढचे पाऊल म्हणजेच नियोजन केलेले हे सत्र. सर्वांच्या प्रयत्नांनी व सहभागाने हे नवीन शैक्षणिक धोरण नक्कीच यशस्वी होईल अशी खात्री आहे मत मांडायची संधी मिळाली. आयोजकांचे मनः पूर्वक आभार.

संदर्भ-

नवीन शैक्षणिक धोरण २०२०

नवीन शैक्षणिक धोरण प्रतिमा आणि वास्तव- लेखक – डॉ. शरद कुंटे.

राष्ट्रीय शैक्षणिक धोरण २०२०

सौ. साधना प्रविण फडणीस

शिक्षण प्रसारक मंडळीची कै. वा. दि. वैद्य मुलींची प्राथमिक

शाळा. मोबाईल क्रमांक: ९८२२१६९८४४



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१ प्रास्ताविक: नवीन राष्ट्रीय शैक्षणिक धोरण २०२० या अनुषंगाने अधिक लवचिक आणि आपल्याला विद्यार्थ्यांचा सर्वांगीण विकास व प्रत्येक विद्यार्थी आत्मनिर्भर होण्यासाठी नवीन शैक्षणिक धोरणात बदल आवश्यक .

उद्दिष्टे: २ प्राथमिक शिक्षकांना राष्ट्रीय शैक्षणिक धोरण या संबंधी माहिती देणे .

३ राष्ट्रीय शैक्षणिक धोरण २०२० शिक्षणाचा विचार करणे व त्यादृष्टीने विवेचन करणे .

४ जनजागृती: प्रथमतः शिक्षकांमध्ये नवीन राष्ट्रीय धोरणाची भावना जागृत करणे . तसेच पालकांनी मध्ये सुद्धा .

५ व्याप्ती: सुरुवातीपासूनच म्हणजे वयाच्या ३४ वर्षापासूनच मुलांमध्ये जर बीज रोवले तर त्याची व्याप्ती मोठे झाल्यावर अधिक प्रमाणात दिसून येईल .

६ कौशल्य: शिक्षकांची बौद्धिक शैक्षणिक पात्रता वाढविणे म्हणजे थोडक्यात शिक्षकांना प्रशिक्षण देणे आणि शिक्षकांनी नवीन राष्ट्रीय शैक्षणिक धोरण २०२० प्रमाणे रिन्यूव होणे . नवनवीन कौशल्य आत्मसात करणे . कधीकधी काय होतं, कुठेच आपल्याला संधी मिळाली नाही म्हणून शिक्षकी पेशा पत्करणे हेच शिक्षक मागे येण्याचे पहिले कारण आहे . एक शिक्षक पिढ्यान पिढ्या घडवतो जो कोणी व्यक्ती d.ted किंवा बीएड करत असेल त्यांनी तनमनधनाने या क्षेत्रात येणे आवश्यक आहे . पदवी देतांना होणाऱ्या शिक्षकांचे काही काळ परीक्षण करणे . काही त्रुटी वाटल्यास परत प्रशिक्षणाची सोय उपलब्ध करून देणे . शिक्षक होण्याच्या काळात कोर्स प्रक्रियेत त्यांना काही आत्मसात झाले की नाही तसेच पुस्तकी ज्ञान आपण देणारा आहोतच पण त्याबरोबर प्रॅक्टिकलही असावे प्रत्येक मुलाविषयी त्या शिक्षकांचा कल पदवी घेतल्यानंतर मुलांचे मन वाचता येतं का? यासाठी प्रयत्न केला पाहिजे . प्रत्येक विद्यार्थी वेगळा असतो, त्याचा स्वभाव, त्यांची आवडनिवड या गोष्टीचे आकलन शिक्षकांना करता येणे आवश्यक आहे . शिक्षकांच्या मनातील भेदभावाची भावना प्रशिक्षण देताना नष्ट करणे आवश्यक आहे . त्यासाठी काय करता येईल? तसेच शासनाने केलेले शैक्षणिक बदल किंवा शासनाचे परिपत्रक हे शिक्षक ज्येष्ठ, कनिष्ठ असा भेदभाव न करता शासनाच्या परिपत्रका प्रमाणे टप्प्याटप्प्याने प्रत्येक शिक्षकाला प्रशिक्षण देऊन प्रशिक्षित करणे आवश्यक आहे . सहा सहा महिन्यांनंतर शिक्षकांसाठी काही शाळा मिळून चर्चासत्र ज्यावर मागे राहिलेल्या विद्यार्थ्यांविषयी चर्चा होणे आवश्यक आहे . थोडक्यात रिप्रेझ होण्यासाठी ते असेल . आणि विचारांना चालना मिळेल . शाळेत प्रवेश देताना विद्यार्थी कसाही असला तरी (गरीबश्रीमंत) त्याचे भवितव्य शिक्षकांनी हाती घेतले पाहिजे . तो असाच आहे, तो तसाच करतो, याचा विचार न करता

त्याला घडविण्यासाठी शिक्षकांनी सज्ज राहिले पाहिजे. आत्मनिर्भर भारत म्हणजे प्रत्येक विद्यार्थी सक्षम होणे. प्रत्येक विद्यार्थी स्वतःच्या पायावर उभा राहिला पाहिजे, प्रत्येक विद्यार्थ्याला कमावता आलं पाहिजे. यासाठी विविध कलांचा समावेश अभ्यासक्रमात आवश्यक आहे. नवीन नवीन गोष्टींचा अवलंब करणे (शासनाने) कारण प्रत्येक मुलांची बौद्धिक पात्रता पुस्तकी अभ्यासात असतेच असे नाही काही मुले कलेमध्ये, खेळांमध्ये, इतर गोष्टींमध्ये व्यवसायिक शिक्षण घेऊ शकतात. अभ्यासक्रमात थोरांची ओळख व त्यांचे बहुमूल्य कार्य, त्यांचा आदर्श दृकश्राव्य साधनातून मुलांसमोर ठेवावे असे मला वाटते. कारण ज्या लहान वयात मुले डेव्हलप होतात त्याच वयात मान्यवरांची कार्य त्यांना सांगणे, दाखवणे आवश्यक वाटते. पहिली ते चौथीपर्यंत इंग्रजी विषयाचे मूल्यमापन सक्तीचे न करता पहिली पासून चौथी पर्यंत मोठ्या ठळक आणि सुंदर चित्रे, शब्द, वाक्य (वयाप्रमाणे) असणारे पुस्तक असावे. मूल्यमापन त्याचे तोंडी असावे आणि थोडं लेखी त्यामुळे इयत्ता चौथी पर्यंत प्रत्येक विद्यार्थ्यांना इंग्रजी बोलता येईल हे निश्चित. पदविकेचे प्रशिक्षण घेत असताना प्रशिक्षणार्थ्यांना संस्कारक्षम पाठ देणे आवश्यक आहे. आजचा दिवस निघाला जाऊ दे, उद्या बघू अशी भूमिका शिक्षकांची नसावी. कारण शासन, शाळा, मुख्याध्यापक, या पेक्षाही विद्यार्थ्यांचे आत्मनिर्भर होणे प्राथमिक शिक्षकांच्या हाती आहे. शिक्षकांनी विद्यार्थ्यांची प्रगती अशी करावी, विद्यार्थी संपूर्ण शिक्षण घेऊन बाहेर पडल्यावर त्याला व्यवसाय, किंवा नोकरीसाठी त्याचा बायोडाटा बघून त्याला लोकांनी बोलावलं पाहिजे. यासाठी सुरुवातीपासूनच आवश्यक तो शैक्षणिक वस्तूंचा पुरवठा मुख्याध्यापक व शाळेकडून मिळाला पाहिजे. टाचण किंवा विविध लेखीकाम तपासणी यापेक्षा मुलांची प्रगती किती झाली? आणि आणखी काय आवश्यक आहे? यासंबंधी तपासणी व्हावी शिक्षकांना मुलांच्या प्रगतीवर जे काम करता येईल तेवढेच असावं. आणि प्रत्येक मुलगा कसा सक्षम होईल याची सक्ती शिक्षकांवर असावी. इतर कामे शिक्षकांना नसावी कारण शिक्षक ते काम शिकवण्याच्या वेळात वर्गातच करतात. आणि मग तेवढा वेळ मुलांचा वाया जातो. आणि मुलांची अभ्यासाची लिंक तुटते. ज्या ज्या प्रांतात जी जी भाषा आहे त्या भाषेतच शिक्षण असावं पुस्तकातलीही भाषा तशीच असावी. प्राथमिक शिक्षक हाच एकमेव व्यक्ती आहे जो प्राथमिक शिक्षणापासूनच आत्मनिर्भर भारताचे स्वप्न विद्यार्थ्यांमध्ये रुजवू शकतात आणि नवीन शैक्षणिक धोरण २०२० चे स्वप्न पूर्ण होऊ शकतं हे नक्की.

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