

**RESEARCH PAPER****Challenges in Teacher Education in the Context of Implementation of National Education Policy 2020, in Raigarh District of the State of Chhattisgarh****Ruma Majumder and Suman Verma**

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Email: rumamukherjeemajumder@gmail.comReceived: 20th Feb. 2023, Revised: 10th March 2023, Accepted: 20th March 2023**ABSTRACT**

Well defined and futuristic education policy is essential for a country at all level that includes school and college levels due to the reason that education can leads to social and economic progress of that country. Therefore different countries adopt different education systems by considering the tradition and culture which they adopt at different stages during their life cycle at school and college education levels to make it effective. Since its Independence government of India came out with various policies and committees to improve the quality and standard of Teacher Education. This is as an essential step of the Prime Minister to take proper advantage of the Fourth Industrial Revolution and take India to new heights. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, under the supervision of Ministry of Human Resource Development (MHRD) outlines the vision of India's new education system. One cannot deny the fact that education is a powerful tool and based on the recommendations by a panel headed by Dr Kasturirangan former chairman of Indian space research former Indian Space Research Organization (ISRO), the New Education Policy has been drafted that focuses on equity, quality, affordability and accountability of education in our country. Production of competent teachers is a big challenge of the contemporary world. With increasing knowledge, today, teacher's job has been more challenging in pedagogical and psychological theories, philosophical and sociological perspective, a proper Teacher education programmes need to be formulated. The national education policy, currently launched, focuses on India-centric education system in 2020, which will contribute to making our nation again a world guru by providing all high quality education. After the approval of NEP 2020 by Union Cabinet of India, Chhattisgarh government Department of School Education and Literacy, conducted the meeting shared the innovations being made in the context of implementation of education policy to the states, the challenges faced in the implementation of the National Education Policy and the work done by the states in this direction so far. The State Council of Educational Research and Training in the state of Chhattisgarh has been made the nodal agency for the implementation of the National Education Policy. Under this, a task force has been constituted for the implementation of various programs. In this paper, the authoress is going to explore the Challenges phased by the teachers in the context of implementation of National Education Policy 2020, in Raigarh District of the State of Chhattisgarh.

Key words: Teacher Education Policy, Higher Education, Challenges

INTRODUCTION

It has been acknowledged that formed training is necessary for the development of skills in teachers. Training helps in the development of teachers' personalities and the code of conduct. India is the second-largest country in terms of population in the world; it stands at 10th position from the bottom in terms of teachers per thousand children under the age of 15. In terms of education, India stands at 59th position out of 64 countries which clearly highlights the increased unemployment and challenges to quality education. It is an indication of the production of the unskilled youth which is a failure on the part of the teacher. To overcome the situation the new NEP 2020 will prove to be a strong stair to reach the destination. The National Education Policy 2020 guidelines for Teacher Education will prove adequate to mitigate the obstacle that has to remain untouched. Teacher Education refers to the process of nurturing a teacher with proper skills, knowledge, attitude, and behaviour to make them work in the classroom and outside efficiently and effectively. Since its independence, the Government of India has made every possible effort to develop the condition of Teacher Education with an effective suggestion, recommendations, and the establishment of various bodies like the University Grants Commission

(UGC), National Council of Educational Research and Training (SCERT), National Assessment and Accreditation Council (NAAC) and National Council for Teacher Education (NCTE). Among these, NAAC has its own importance in Teacher Education by focusing on quality in higher education. Organizing seminars, workshops, and conferences to improve the quality of education played its role well. The watershed event made by NCTE was to include Information and Communication Technology (ICT) enduringly in the B.Ed. curriculum. The significance of Teacher Education in India cannot be overemphasized. They are the ones to imbibe ethical values and principles in students, thereby helping in nation-building. Teacher's education makes the teachers competent to face any challenges and prevent failure. It helps the teachers to choose the authentic learning materials and a way of teaching. As teaching prepares future teachers, Teacher Education should be effectively mentored to set with the new situation. Effective Teacher Education helps the one to swiftly adopt new techniques and innovation from time to time.

India has always been a destination for learners all around the world. From ancient sciences to arts, philosophy, and literature, the country has offered a variety of choices for centuries. To boost the growth of the Indian education sector, recently the ministry of education has proposed the New Education Policy 2020 which will replace the 34- year-old national policy of education. The new education policy of 2020 focuses on learning instead of studying goes beyond the curriculum to focus on critical thinking. NEP 2020 has bought a Paradigm shift starting from changes in the pedagogical structure to vocational training to higher education. It focuses on the quality rather than the quantity, more emphasis is given on creativity and understanding rather than Rote learning. The national education policy of 2020 covers a wide ambit of areas, therefore the implementation of all of it, all at once is a big challenge.

ABOUT THE STATE CHHATTISGARH

Chhattisgarh continues to be relatively low on most Human Development Indices despite sustained efforts made during the last decade. The Raghuram Rajan Committee, set up to study the backwardness index of the States, has categorized it among the "least developed" states. This is mainly because of the fact that it inherited a very low level of physical as well as social infrastructure at the time of its formation in 2000. Besides, more than 50 per cent of the districts are affected by left wing extremism, imposing huge cost disability to both infrastructure development as well as service delivery. The State government, over the past decade, has taken several unique initiatives in the social sector to improve the HDIs. It is also the first state to have enacted the Right of Youth to Skill Development Act, securing choice-based skill training to all youths within 90 days of application.

EDUCATION INFRASTRUCTURE IN CHHATTISGARH

Buildings for Tribal hostels and Ashram schools 30.62% of the total population of the state is Scheduled Tribe and 12.82 % is Scheduled Caste. 13 out of 27 districts are largely populated by scheduled tribe and the area covered under these districts is 65.12% of the total area of the state. There are 1041 hostels and 954 ashram schools in naxal affected areas of the state. Hostels provide residential facilities for scheduled caste, scheduled tribe and other backward class students. Ashram schools provide residential as well as teaching facilities to ST, SC and OBC students up to class eighth. 195 Higher Secondary Schools do not have buildings. It is proposed to construct 195 building in a period of five years. The total cost, as per standard norm, will be 199.26 crore.

HIGHLIGHTS OF NEP 2020

A. NATIONAL POLICY IN PRIMARY SCHOOL:

1. The new policy wants to achieve 100% gross enrolment ratio in school education by 2030. It also wants Universalization of Education from Pre-Primary School to grade 12. The 5+3+3+4 curricular structure concerning ages 3-8, 8-11, 11-14, and 14-18 years respectively. It replaces 10+2 curricular structure.
2. For children up to the age of 8 years, National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) will be established by NCERT for attaining

universal foundational literacy and numeracy in all primary schools by 2025. National Mission on Foundational Literacy and Numeracy will be set up by Education Ministry.

B. NATIONAL POLICY IN HIGHER EDUCATION:

1. The new policy wants to achieve Gross Enrolment Ratio in higher education from 26.3 % in 2018 to 50 % by 2035 which includes Vocational Education also. It aims to add new seats to 3.5 crores in higher education institutions.
2. The new policy provides multiple entries and exit points with certificates at every stage and envisages multidisciplinary education with a flexible curriculum and creative combination of subjects.
3. The National Research Foundation an umbrella body will be established to foster quality research across the country and strengthen the overall research ecosystem.
4. The entire higher education excluding legal and medical education will come under the purview of the Higher Education Commission of India (HECI) which will be set up as single Apex body.
5. The National Educational Technology Forum (NETF) will be set up to foster a free exchange of ideas on the use of technology.

NEW GUIDELINES AND ACTIONS ON TEACHER EDUCATION AS PER NEP 2020

National Education Policy 2020 laid much emphasis on nurturing teachers by imbibing Indian culture, knowledge, values, and ethos in them. At the same time emphasis should be given to the innovation and advancements in the field of education and pedagogy. The NEP 2020 in its report highlighted the loopholes that exist in Teacher Education. Several thousands of Teacher Education Institutions in India are not imparting adequate and qualitative training and education to the teacher. The valuable degrees are weighted and sold at the cost of a high rate of money which is a setback on the part of the nation's future building. The government has taken several measures to reduce the malpractices and improve the quality of Teacher Education but none can flatten the curb. To bring a balance to the system, credibility, integrity, and quality have to be restored first. To meet these needs a stringent step for those non-standard institutions providing Teacher Education will be taken. The system of regulation will be given more power and a free hand to take action against dysfunctional Teacher Education Institutions. The Teacher Education institution will be bound to follow the minimum prescribed criteria within one year, failing to meet the criteria may lead to the dissolution of the Institution. As per the guidelines of NEP 2020, Institution and education programs with quality, multidisciplinary, and integrated with nature will be in force.

EDUCATION POLICY IN CHHATTISGARH

Education is an important input both for the growth of the society as well as for the individual. Properly planned educational input can contribute to increase in the GDP, cultural richness, build positive attitude towards technology, and increase efficiency and effectiveness of the governance. The prevailing literacy rate in Chhattisgarh is 64.7% and ranks 23rd amongst the states in India. In order to achieve the vision in 2022 Chhattisgarh should aim at 100% Literacy and 0% dropout rates. One of the most important strategy would be to make available elementary and primary education affordable and within reach. Chhattisgarh today has 35,764 primary schools and this number needs to be scaled up to achieve 100% enrolment.

CHALLENGES PHASED BY TEACHERS

1. LACK OF INFRASTRUCTURE AND FUNDING:

The national education policy 2020 aims at making our home country a global choice for education by providing high quality, different variety and dynamic education hub to all the people in abroad. The education policy is not a newly structured policy; rather it is a compilation of different phases. Time by time it has been reshaped, restated and recapitulated several times. It was first introduced in 1968, restated in 1986, recapitulated in 1992 review of policy and now reshaped in 2020. The Centre Government has deduced the expenditure on education as a percentage of budgets from 3.2% in 2020-21 to 2.9% of GDP in 2022-2023. It requires a heavy investment for upcoming

years in education, digital literacy, trained teachers, infrastructure, and increasing the gross enrolment ratio to 50% by 2035. This is because of the difficult to achieve targets under NEP 2020. Even in the past it has been seen the govt was not able to fully fund the education system. To facilitate the 4-year integrated Bachelor of Education program proper infrastructure is required as B.Ed. College will be merged with senior colleges. In Raigarh district some government and also private institution are facing infrastructure and funding problem they have no enough rooms as well as wash rooms. Actually they have no proper building to run their institution.

2. MOTHER TONGUE AS A MEDIUM OF INSTRUCTION:

The new education policy 2020 has advised that mother tongue/local language/home language/regional language should be used as a medium of instruction till class 5 preferably till class 8 and beyond it wherever possible but this new policy comes with a lot of challenges. Although the government has not made it mandatory but it has lead to a huge controversy and left us with a lot of questions. The most common criticism is that it will widen the gap between those who can communicate in English and those who cannot. Another challenge is that developing new learning material for languages that have not been standardized or those that do not have a script will be a tedious task that will require a heavy initial investment. This poses a serious question on who will bear this additional cost, will it be the government or the schools or an indirect burden will be laid on parents, or will it be shared by all of them equally.

In Chhattisgarh tribal communities are already deprived of fundamental rights of livelihood and NEP is further sidelining them. The New Education Policy suggests students will learn three languages in their schools wherein two of the three languages must be native languages of India. Tribal students must be taught English else the policy may further isolate localized identities, such as tribal's, along with too much burden on the students. We request the government to re-look at the three-language formula for the overall growth of the tribal's as well.

Raigarh is a district town and rural based industrial town so many types of people come here for their lively hood so their mother tong is different. It is the challenge for teacher to teach that type of students.

3. VOCATIONAL EDUCATION AND SKILLING:

National education policy 2020 has mandated vocational courses starting from 6th grade and states that every child will be taught skills like local crafts, carpentry, cooking, gardening, etc. One of the major challenges with regard to vocational training is the lack of proper resources. For introducing vocational courses in school, majorly 3 things will be required i.e. infrastructure, set up and trained personnel and the same question arises who will bear these additional costs because this requires high investment. One of the solutions can be that schools can do a partnership with local craftsmen who have proper infrastructure and setup Again the challenge here is that there are risk factors when you take students to these kinds of places. It is an overhead to school with respect to transportation and that is an overhead on the parents to pay fees.

Raigarh is a very small city there is no enough infrastructures for vocational and skilling education. Some educational institutions are facing funding problems, so they cannot hire proper skill teachers for vocational and skilling education.

4. LACK OF TRAINED TEACHERS:

NEP 2020 has brought major change which is. For the foundational years- preschool nursery kindergarten class 1 and class 2, the school curriculum and pedagogy have been restructured. Experimental learning will be transacted across the discipline for the preparatory stages of classes 3, 4 and 5. More Emphasis will be given on subject-oriented pedagogy for classes 6 to 8. Greater flexibility is provided in subject's selection for classes 9 to 12. For the first time skills will be woven across teaching strategies, crafts, and practices and will run like a thread through the curriculum. To make this extremely creative curriculum successful it has to be transacted by the teachers very effectively and efficiently. The most common challenge we will be facing is lack of trained teachers. In Chhattisgarh the NEP, at the foundational level of schooling, in the two-five years age group, untrained volunteers have been added as a lateral entry and their education qualifications have not been specified in the policy. In India, until now no such people have received entry into the education system.

Lack of trained teachers is the main problem of the education system. If trained teacher are not available in any educational institution students are not attracted, gradually they lost their interest to learn. Apart from some institution most of private and government school are facing this problem. Private school management could not give good payment to their teachers.

5. ACCEPTING CHANGE IN TEACHING:

Learning Styles the new NEP has suggested many new methods of dealing with children of different age groups right from pre primary 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 old 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.

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.

It is the demand of time, technology based education is influence the education method, now online education is very popular. Internet breaks all the boundaries of geography. Raigarh district is not apart from this, some educational institutions are well versed of technological education as well as online education but rural areas are facing internet issue and cut off electricity problem.

6. TRAINED TEACHER EDUCATORS:

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.

Raigarh district is facing trained teacher educator because there are no any good B.Ed or DL.Ed college. Some private college offer teachers very low payment so they cannot hair good quality and trained teachers.

OUT COME

Teachers are facing many type of challenges first of all, they face social stratification that teachers are poor. This economical status is below than other occupation. That's why proper and well trained students have not interested to join this job, some few people really love this occupation but they are facing some unhealthy work experience. Management are not cooperating with them they are facing job threat, no rules and regulation and also have no proper payment mode. But it is true that some educational institution management are very good and cooperative also they wisely handle the situation as well as they honour their teachers.

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